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

Third Primary Education Development Program
(PEDP-3) - Revised

Program Division,
Directorate of Primary Education
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CONTENTS

ACRONYMS

ABL	Activity based Learning
AD	Assistant Director
ADP	Annual Development Programme
ADPEO	Assistant District Primary Education Officer
ADB	Asian Development Bank
AOP	Annual Operational Plan
ASC	Annual School Census
ASPR	Annual Sector Performance Report
APSC	Annual Primary School Census
AUEO	Assistant Upazila Education Officer
Aus-AID	Australian Agency for International Development
BBS	Bangladesh Bureau of Statistics
BD	Bangladesh
BDT	Bangladesh Taka
BNFE	Bureau of Non Formal Education
CAO	Chief Accounts Officer of MoPME
CDVAT	Custom Duty and Value Added Tax
C-in-Ed	Certificate in Education
CIDA	Canadian International Development Agency
CPD	Continuous Professional Development
DFID	Department for International Development
DD	Deputy Director
DDO	Drawing and Disbursement Officer
DLI	Disbursement Linked Indicators
DP(s)	Development Partner(s)
DPE	Directorate of Primary Education
DPEd	Diploma-in-Primary Education
DPEO	District Primary Education Officer
DPHE	Department of Public Health and Engineering
DPP	Development Project Proforma
DRR	Disaster Risk Reduction
ECCD	Early Chilhood Care and Development
ECL	Each Child Learns
ECNEC	Executive Committee for National Economic Council
EiE	Education in Emergency
EMIS	Educational Management Information System
EU	European Union
FM	Financial Management
FY	Financial Year
GER	Gross Enrollment Rate
GIS	Geographical Information System
GO	Government
GoB	Government of Bangladesh
GPE	Global Partnership in Education
GPS	Government Primary School
HES	Household Education Survey
HQ	Headquarters
iBAS	Integrated Budget and Accounting System

ACRONYMS

ICT	Information and Communication Technology
IDC	Indefinite Delivery Contract
IE	Inclusive Education
IER-DU	Institute of Education and Research – Dhaka University
IFR	Interim financial Report
IMED	Implementation Monitoring Evaluation Division
JARM	Joint Annual Review Mission
JCM	Joint Consultative Meeting
JFA	Joint Financing Arrangement
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicators
KT	Key Trainer
LCG	Local Consultative Group
LGED	Local Government Engineering Department
M&E	Monitoring and Evaluation
MLE	Multilingual Education
MoE	Ministry of Education
MoF	Ministry of Finance
MoHFW	Ministry of Health and Family Welfare
MoPME	Ministry of Primary and Mass Education
MoCWA	Ministry of Children and Women Affairs
MoSW	Ministry of Social Welfare
MOU	Memorandum of Understanding
MT	Master Trainer
MTR	Mid Term Review
NAPE	National Academy for Primary Education
NAC	National Assessment Cell
MTBF	Medium-Term Budgetary Framework
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NER	Net Enrolment Ratio
NFE	Non Formal Education
NGO	Non Government Organization
NNGPS	Newly Nationalized Non-government Primary Schools
NNS	National Nutrition Service
NSA	National Student Assessment
ODCBG	Orgnizational Development and Capacity Building Guidelines
PECE	Primary Education Completion Examination
PEDP I/ PEDP1	First Primary Education Development Programme
PEDP II/ PEDP2	Second Primary Education Development Programme
PEDP3/ PEDP-3	Third Primary Education Development Programme
PFM	Procurement and Financial Management
PETS	Public Expenditure Tracking Survey
PPE	Pre-Primary Education
PPP	Public Private Partnership
PPR	Public Procurement Rules
PSC	PEDP3 Steering Committee
PSO	Program Support Office
PSQL	Primary School Quality Level indicators

ACRONYMS

PTI	Primary Training Institute
QFR	Quarterly Fiduciary Report
RBM	Result based Management
RDPP	Revised Development Project Proforma
RNGPS	Registered Non-Government Primary Schools
SCE	Second Chance Education
SIDA	Swedish International Development Agencys
SLIP	School Level Improvement Plan
SMC	School Management Committees
SRM	Supplementary Reading Materials
TA	Technical Assistance
TB	Textbook
TBD	To be decided
TED	Teacher Education Development
TG	Teachers Guide
TOR	Terms of Reference
TOT	Trainer of Trainees
TV	Television
TLM	Teaching Learning Material
TPV	Third Party Validation
TSN	Teacher Support Network
UEO	Upazila Education Office
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and hygiene
URC	Upazila Resource Centre
USD	United States Dollar

Third Primary Education Development Program (PEDP-3)

1. **Goal:**
   Provide quality education for all children of primary education.

2. **Specific Objectives:**
   Establish an efficient, inclusive and equitable primary education system delivering effective and relevant child friendly learning to all children from pre-primary through grade 5 primary education.

3. **General Objectives:**
   - enroll all primary school-age children in the primary level educational institutions and complete primary cycle;
   - reduce social disparities in terms of access to education, improved student learning & improved cycle completion;
   - acquire grade-wise and subject-wise expected learning outcomes or competencies in the classrooms;
   - improve quality of teaching learning environment in the primary schools;
   - ensure child friendly learning to all children for pre-primary through grade 5;
   - improve the measurement of student learning;
   - provide learning materials to all children of primary schools;
   - impart proper training to teachers and staff (all levels including officials);
   - make provision for need-based infrastructure development;
   - increase effectiveness of budget allocation for primary education;
   - decentralize more planning functions to the Upazila and school levels; and
   - involve parents and community to give support to their children's education.

4. **Implementation Period:** Original: July 2011 – June 2016
   Revised: July 2011 – December 2017

5. **Context:**
   Since after independence, various efforts have been undertaken to achieve universal primary education. This aspiration is clearly reflected in the Article 17 of the Constitution of the People's Republic of Bangladesh, which states "establishing a uniform mass oriented and universal system of education and extending free and compulsory education to all children to such stage as determined by law". This aspiration was subsequently embedded in the legislation, policies and programmes of the Government.

6. **Background:**
   Before PEDP-1, since after independence, various projects with specific focus were under implementation for rehabilitation, construction, reconstruction, repair & renovation of primary schools; reconstruction and development of Primary Training Institutes; development of national curriculum and textbooks for primary education, universal primary education projects including supply of textbooks free of cost in phases, general education project for access and quality primary education, reconstruction of school-cum-cyclone shelter in the coastal region, school feeding programme, etc. PEDP-1 (1997-2003) consisted of several projects managed and financed separately by the development partners. Recognizing that project-based approaches of this kind did not necessarily lead to long-term institutionalized achievements in any sector, the Government and the Development partners jointly agreed to adopt principles of a sector wide approach in development investment of primary education to achieve quality primary education. The Second Primary Education Development Programme (PEDP-II, 2004-2011) was undertaken to have a coordinated and integrated sub-sector programme with the Directorate of

Primary Education (DPE). PEDP-II is the first education sector programme to include some SWAp principles in its design. It was coordinated by a lead agency (ADB) and financed by ten development partners. PEDP-3 is the third series of large investment programme in primary education sub-sector encompassing total budget of the primary education (both non-development and development). The scope of work of PEDP-3 is entire primary education sub-sector. This PEDP-3 incorporates additional features of a sector-wide approach in the matters of financial management, donor harmonization, program management and programme scope. Implementation is basically through a result-based management approach.

7. Result-based Management:

The PEDP-3 is composed of 29 sub-components under four components. Results in these areas will be measured through various activities in twenty-nine sub-components. There are six results areas where outcomes will be monitored through fifteen Key Performance Indicators (KPIs).

KPI	Results Areas with Outcomes and KPI Description
Result Area 1: *Learning:* **Outcomes:** *All children acquire expected grade-wise and subject-wise learning outcomes or competencies in the classroom*	
1	Percentage of Grade 3 students who achieve Grade 3 competency (boys, girls and all): in Bangla and Mathematics
2	Percentage of Grade 5 students who achieve Grade 5 competency (boys, girls and all): in Bangla and Mathematics
3	Grade 5 Primary Education Completion Examination pass rate (boys, girls and all).
Result Area 2: *Universal Access and Participation:* **Outcomes:** *All children participate in pre- and primary education in all types of schools (formal, non-formal, madrasah)*	
4	Percentage of children (never enrolled and dropped out) out of school (boys, girls and all; 6-10 years old and 11-14 years old)
5	Gross enrollment rate (GER), primary education (boys, girls and all)
6	Net enrollment rate (NER), primary education (boys, girls and all)
Result Area 3: *Reducing Disparities:* **Outcomes:** *Regional and other disparities are reduced in terms of participation, completion and learning outcomes*	
7	Gender parity index of gross enrolment rate
8	Net enrollment rate – Top and Bottom 20% of households by consumption quintile
9	Upazila composite performance index - Top and Bottom 10% of Upazillas
Result Area 4: *Decentralization:* **Outcomes:** *Upazilla and school level planning decentralized*	
10	Percentage of AOP budget allocation for unconditional block grants (UPEP & SLIP) for Upazillas and schools
11	Expenditure of unconditional block grants (UPEP & SLIP) by Upazillas and schools
Result Area 5: *Effectiveness:* **Outcomes:** *Increased effectiveness of budget*	
12	Cycle completion rate, primary education (boys, girls and all)
13	Cycle drop-out rate (boys, girls and all)
14	Coefficient of efficiency & Number of input years per graduate
15	Percentage of GPS/NNGPS that meet 3 of 4 school-level quality indicators (PSQL)
Result Area 6: Planning and Management: **Outcomes:** Effective program planning and management	
	No KPI

8. Total Program Cost:

Original program cost for five years was Tk.58,359,13.20 Lakh (fifty-eight thousand, three hundred fifty-nine crore, thirteen Lakh and twenty thousand). Due to extension of program period for another one year and increase of the cost of civil works, expansion of ICT activities, enhancing Education in Emergency, nationalization of registered non-government primary schools, the total program cost has been increased to Tk.76,500,00.00 Lakh (seventy-six thousand and five hundred crore) of which RDDP cost is Tk.18,153,88.36 Lakh (eighteen thousand, one hundred fifty-three crore, eighty-eight Lakh and thirty-six thousand). PEDP-3 costs both original and revised are shown below:

Sl. No.	Budget Head	Original		Share of Total	Revised		Share of Total
		Lakh Tk.	US$ in million		Lakh Tk.	US$ in million	
A.1	PEDP-3 (DPP/RDPP)	2219664.72	3,170.95	38.03%	1815388.36	2,327.42	23.73%
A.2	Discrete projects	85362.47	79.09	11.74%	1506591.00	1,931.53	19.69%
A	Sub-total of Development	2905027.19	4,150.04	49.77%	3321979.36	4,258.95	43.42%
B	Non-development	2930886.01	4,186.98	50.22%	4328020.64	5,548.74	56.58%
	Total Cost	5835913.20	8,337.02		7650000.00	9,807.69	100%
		Tk.70 = US$ 1			Tk.78 = US$ 1		

9. Reasons for Revision of PEDP-3:

The main reasons for revision which have been discussed during MTR are summarized below.

- extend implementation period of the program by one more fiscal year (2016-17) and another 6 months for wind up the program i.e. up to December 2017;
- make adjustment among the items/ sub-components and complete the incomplete activities/works with certain changes;
- undertake new activities through budget adjustment;
- undertake new construction works (boundary wall, women hostel & 7 auditoriums in 7 PTIs in 7 administrative divisions, supply laptop to newly nationalized RNGPS;
- undertake training programme based on needs;
- make fully operational the pre-primary classes in the all primary schools including nationalized RNGPS;
- make provision for internet up to Upazila level field offices of DPE and expansion of ICT lab in all PTIs of the country;
- make operational the ICT education at the primary level schools;
- extend the communication and social mobilization activities in order to achieve 100% enrolment and to reduce drop-out rate;
- create a separate division for implementation of Second Chance Education, additional posts for Leadership training centre, PPE teachers and resource persons for PTI to implement Diploma-in-Primary Education course;
- exclude the provision of para-teacher, school feeding program, stipend program and printing and distribution of textbooks.

10. PEDP-3 DPP & Revised DPP Cost:

Within the total framework of PEDP-3 a DPP was prepared during FY2010-2011 and it was approved by ECNEC in August 2011 at a total cost of Tk.2219664.72 Lakh (twenty-two thousand one hundred ninety-six crore, sixty-four Lakh seventy-two thousand). As agreed in the Mid Term Review of the PEDP-3 the DPP cost has been revised at Tk.1815388.36 Lakh (eighteen thousand one hundred fifty-three crore, eighty-eight Lakh and thirty-six thousand) with additional financing of the Development Partners. The original and revised costs (in Lakh Taka) of DPP (in Lakh Taka) are given below:

	Original Cost (2011-16)	Revised Cost (2011-17)
i) Total:	2219664.72	1815388.36
ii) GOB:	1880864.72	1396213.94
iii) P.A*:	338800.00	419174.42

*The PA includes budget support Tk. 398174.40 Lakh and Parallel Fund Tk. 21000 Lakh

11. Component/Sub-component cost:

The PEDP-3 is composed of 29 sub-components. Sub-component wise cost and expenditure till June 2015 and balance amount for July 2015 – December 2017 is given below (in Lakh Taka): A total of Tk.641054.61 Lakh was spent up to June 2015.

Sub-component / Component number		Sub-component	Approved DPP Cost (July 2011-June 16)	Approved RDPP cost (July 2011-Dec. 17)	Cumulative Expenditure (July 2011-June 2015)	Estimated cost for July 2015 – Dec. 2017
SC No.	Comp. 1	**Learning and Teaching**				
1.	1.1	Each Child Learns	10720.00	9047.20	1848.76	7198.44
2.	1.2	School and Classroom based Assessment	130.00	420.36	176.64	243.72
3.	1.3	Curriculum Development	32170.00	26288.42	632.81	25655.61
4.	1.4	Textbooks Production & Distribution	141027.34	8002.53	245.02	7757.51
5.	1.5	ICT in Education	33826.51	97762.66	9547.37	88215.29
6.	1.6	Teacher Education & Professional Development	85702.00	115219.74	59815.84	55403.90
		Total of Comp. 1	**303575.85**	**256740.91**	**72266.44**	**184474.47**
	Comp. 2	**Participation and Disparities**				
7.	2.1.1	Second Chance Education	69995.46	18827.62	260.01	18567.61
8.	2.1.2	Pre-Primary Education	223325.30	195425.84	43432.97	151992.87
9.	2.1.3	Mainstreaming Gender & Inclusive Education	502.00	2500.84	1274.82	1226.02
10.	2.1.4	Education in Emergencies	2500.00	156122.20	326.00	155796.20
11.	2.1.5	Communication and Social Mobilization	4800.00	14610.16	7360.58	7249.58
12.	2.2.1	Targeted Stipend	335149.03	0.00	0.00	0.00
13.	2.2.2	School Health & Feeding	207647.47	1545.45	1220.37	325.08

Sub-component / Component number		Sub-component	Approved DPP Cost (July 2011- June 16)	Approved RDPP cost (July 2011- Dec. 17)	Cumulative Expenditure (July 2011- June 2015)	Estimated cost for July 2015 – Dec. 2017
14.	2.2.3	Need based School Environment	120984.05	187783.34	73740.64	114042.70
15.	2.2.4	Need based Infrastructure Development	615073.05	700726.89	377738.98	322987.91
		Total of Comp. 2	**1579976.35**	**1277542.34**	**505354.37**	**772187.97**
	Comp. 3	**Decentralization and Effectiveness**				
16.	3.1.1	Field level Offices Strengthened	35068.12	54956.42	7325.04	47631.38
17.	3.1.2	Decentralized School Management and Governance	136948.87	106323.67	37404.02	68919.65
18.	3.1.3	School level Leadership Development	6450.00	7923.94	4381.03	3542.91
19.	3.1.4	Organizational Review and Strengthening	21114.07	19410.79	2131.93	17278.86
20.	3.2.1	Grade 5 Terminal Examination	375.00	1807.99	310.72	1497.27
21.	3.2.2	Teacher Recruitment and Deployment	30390.00	21003.50	27.80	20975.70
22.	3.2.3	Annual School Census	3000.00	2547.72	429.71	2118.01
23.	3.2.4	National Student Assessment	2450.00	949.25	217.79	731.46
		Total of Comp. 3	**235796.05**	**214923.28**	**52228.04**	**162695.24**
	Comp. 4	**Planning & Management**				
24.	4.1	PEDP III Management and Governance	36584.88	20650.84	8463.08	12187.76
25.	4.2	PEDP III Financial Management	493.36	431.58	132.72	298.86
26.	4.3	Sector Finance	0.00	0.00	0.00	0.00
27.	4.4	Strengthening Monitoring Functions	5800.00	1369.13	719.43	649.70
28.	4.5	Human Resources and Development	7344.80	8353.31	1861.66	6491.65
29.	4.6	Public Private Partnership	102.00	2505.00	0.00	2505.00
		Total of Comp. 4	**50325.04**	**33309.86**	**11176.89**	**22132.97**
		Base Cost (Comp. 1-4)	**2169673.28**	**1782516.39**	**641025.74**	**1141490.65**
		Unforeseen	7500.00	5000.00	0.00	5000.00
		CDVAT for Textbook, Computer, Vehicle & others	4883.40	7028.87	28.87	7000.00
		Physical Contingency	16072.54	10541.86	0.00	10541.86
		Price Contingency	21535.50	10301.24	0.00	10301.24
		Total:	**2219664.72**	**1815388.36**	**641054.61**	**1174333.75**

12. Program Management:

The Ministry of Primary and Mass Education (MoPME) is responsible for formulating overall policies & guidelines and co-ordination & review the progress of implementation of PEDP-3. The Directorate of Primary Education (DPE) is implementing the different activities of components/sub-components through its line divisions, field offices, primary schools and five organizations viz. NAPE, IER-DU, NCTB, LGED and DPHE. The LGED and DPHE implement the civil works item of the RDPP. The program covers all areas of Bangladesh, riverside, islands chars, haors, tea gardens, inaccessible and educationally disadvantaged areas. In the DPP there was a provision for establishment of PSU (Programme Survillance Unit) headed by the Additional Secretary and PSO (Programme Support Office) headed by the Joint Secretary (Development) in the MoPME. After MTR the functions of the PSU and PSO have been merged into a single unit called as PSO (Programme Support Office). PSO will be a cost center and headed by the Additional Secretary/Joint Secretary (Development). In addition to DPE and its field offices, the MoPME will be treated as Head of Procuring entity for procurement of PSO.

13. Program Steering Committee:

At the Ministry level a Program Steering Committee (PSC) has been formed by MoPME comprising senior level representatives of MoPME, MoE, Planning Commission (Socio-Economic Infrastructure and Programming Division), Economic Relations Division (ERD), Finance Division of Ministry of Finance, Implementation Monitoring and Evaluation Division (IMED), Local Government Division of Ministry of Local Government and Rural Development, Ministry of Women and Children Affairs, Ministry of Chittagong Hill Tracts Affairs, Ministry of Public Administration, Directorate of Primary Education (DPE), National Curriculum and Textbook Board (NCTB), National Academy for Primary Education (NAPE), Local Government and Engineering Department (LGED), Department of Public Health Engineering (DPHE), Bangladesh Bureau of Statistics (BBS). The line Directors of DPE have been co-opted as member of PSC. The PSC holds meeting as and when required. The Program Steering Committee reviews the progress of implementation of overall activities and provides guidance for proper implementation. The PSC also approves the Annual Operational Plan within the MTBF resources/ADP budget.

14. Program Technical Committee:

A Technical Committee has been formed headed by the Director General, DPE to: (a) assist implementing agencies including DPE, NAPE, IER-DU, NCTB, DPHE and LGED. (b) co-ordinate and collaborate across line Divisions to resolve issues for implementation; (c) review progress of the program, (d) assist in the preparation of AOP, and (d) discuss any other issues for smooth implementation of PEDP-3. The technical committee is comprised of all line Directors, representatives from LGED, DPHE, NCTB, NAPE and IER-DU. The technical committee holds meetings as and when required.

15. Performance based Financing of DPs as Budget Support to GOB :

In PEDP-3 performance is directly linked to external financing. More than 70 per cent of DPs budget is triggered by achieving outputs in nine selected sub-components. These sub-components are monitored through Disbursement Linked Indicators (DLIs). The DPs disburse their funds in two tranches after end of each Financial Year. The DPs are disbursing their funds on the basis of satisfactory progress of the program (fixed amount) and 100% achievement of the Disbursement Link Indicators (DLI based). Every year decision on fund disbursement is taken by the DPs in the Joint Consultative Meetings (held twice – one in 1st quarter and another in third quarter of the financial year), where performances of DLIs are assessed. Each of the 9 DLIs is equally priced. In addition to satisfactory progress of the program and DLIs, the DPs also examine the iBAS generated annual/quarterly IFR (interim financial report) endorsed by CAO and approved by MoPME. DPE requests the DPs for disbursement of fund as agreed in

the Record of Discussions of JCM through submission of Withdrawal Application Form. In case of EU Withdrawal Applications are processed through Economic Relations Division (ERD) of the Ministry of Finance. DPs transfer their funds to designated account of the Bangladesh Bank. PEDP-3 uses the Bangladesh Government's System of financial management and monitoring.

16. Areas of DLIs and Status till last JCM March 2015:

The DLIs have been assessed by the development partners in the Joint Consultative meetings. Last JCM was held in March 2015. First JCM of FY2015-16 will assess the unmet DLIs of Yr. 2 & 3 and DLIs of Yr. 4 (2014-15) will be assessed. Status of the DLIs has been provided below:

Sl. no.	Areas of DLI	Year 0 (2010-11)	Year 1 (2011-12)	Year 2 (2012-13)	Year 3 (2013-14)
1	Textbook Printing and Distribution	met	met	met	met
2	Teacher Education and Development	met	met	met	met
3	Pre-Primary Education	met	met	met	met
4	Need-based Infrastructure Development	met	met	TPV yet to completed	TPV yet to completed
5	Decentralized School Management and Governance	met	met	met	SLIP fund yet to receive
6	Grade V terminal Examination	met	met	met	met
7	Teacher Recruitment and Deployment	met	met	met	yet to approve career path
8	Annual School Census	met	met	met	met
9	Sector Finance		met	met	met
		met- 8	met- 9	met- 8	met- 6

17. Development Partners Commitment as budget support to GOB:

A total of ten development partners will provide their funds to implement PEDP-3. Their committed funds are shown below:

Name of DPs	Original US$ in million	Additional US$ in million	Total US$ in million	Percentage (%)
ADB	320.00	120.00	440.00	25.39
World Bank	300.00	400.00	700.00	40.39
DFID	190.00	0.00	190.00	10.96
EU	70.00	46.67	116.67	6.73
AusAid	35.00	11.00	46.00	2.65
SIDA	45.00	0.00	45.00	2.60
CIDA	65.00	0.00	65.00	3.75
JICA	30.00	0.00	30.00	1.73
UNICEF	0.50	0.00	0.50	0.03
GPE	0.00	100.00	100.00	5.77
Total in million USD	**1055.50**	**677.67**	**1733.17**	**100.00**
Total in BDT in Lakh (@78 BDT/USD			**1351872.60**	

On different dates agreements (Credit/Loan/Grants) have been signed between Government of Bangladesh (GoB) and Development Partners (DPs). In addition, a 'Joint Financing Arrangement' agreement was signed between GoB and DPs.

18. Procurement:

The programme follows an agreed combination of Government and Development Partners' systems of procurement and reporting. GOB is accountable for all national procurement of goods, works and services. Procurement guidelines of GOB (PPR 2008) with six exceptions as agreed in JFA (Joint Financial Arrangement) are followed for all procurement requiring National

Competitive Bidding (NCB). World Bank procurement guidelines are followed for Goods and Works which are to be procured through ICB and ADB's procurement guidelines are used for all kinds of Services (individual consultant/ firm/agency).

19.   Annual/Semi-annual/ Monthly Review: Joint Annual Review Mission (JARM) is fielded in April/May every year to: (a) assess the overall sector performance and program implementation progress; (b) review compliance with FM, procurement, safeguard requirements; (c) review the financial progress, and (d) review the evidence that the annual DLIs and selected KPIs have been met. The outcomes of the JARM are recorded in the Aide Memoire. Achievement of the sub-components is assessed on the basis of actions agreed jointly by the GOB and DPs. In addition, twice a year Joint Consultation Meetings are held in which DPs assess the performance of DLIs and recommend for disbursement of their funds.   Every month the progress of implementation are reviewed in the ADP review meeting at MoPME, chaired by the Hon'ble Minister in-charge of MoPME. In addition to these, PEDP-3 progress review meetings are held at the divisional level. Overall performance of the program is assessed through result based monitoring (RBM) system. Every year an Annual Primary School Census (APSC) and Annual Sector Performance Report (ASPR) are produced and shared with the DPs during JARM.

20. Targets (Physical and Financial):
Item-wise Physical and Financial targets are provided in Annex-A (pages 51-53).

21. Description of the Sub-components:
Description of each of the sub-components under four components is provided below: The program is being implemented under 29 sub-components.

Component 1: Learning and Teaching:
This component is composed of six sub-components.
1. Each Child Learns:
1.1 Each Child Learns (ECL), the flagship initiative of PEDP3, is designed to address the challenges of quality teaching-learning performance and practices in the classrooms. ECL aims to transform pedagogical methods used by teachers, establish a better mechanism to make teachers responsible for each child's learning, thereby achieving significant improvements in overall classroom and school performance. The long term and medium term aim is to improve the quality of teaching and learning in the classrooms. The ECL, a new approach to teaching and learning, utilizes an Activity Based Learning (ABL) methodology where the teacher facilitates the children participating actively in the process of learning. ECL will be applied to each of the training programme including DPEd course of the teachers. The proven approaches eventually will be mainstreamed across all subjects in all primary grades nationwide. DPE central staff, field staff, and consultants has been planning and carrying out the sub-component in collaboration with teachers, head teachers and field level officers of DPE. Initially this approach was piloted in selected 10 government primary schools under Dhaka district and gradually piloted in 980 government primary schools by end of June 2015. A longitudinal study has been started to analyse and assess the experience of initial piloting and expansion of ECL, and draw lessons and develop strategies for mainstreaming in the primary education system. By year 5 (2015-16) a total of 1,500 primary schools will be covered. Linkages with Primary Education Completion Examination (PECE) and National Student Assessment will be established by end of the programme period. This sub-component includes study, pilot program (including workshops and training of teachers and officials), development of teaching learning materials, and supply of learning materials.

1.2   Sub-component Costing (in Lakh Taka):

Sl. No.	Item/Activity	Original		Revised		Expenditure July 2011 - June 2015
		Quantity/ unit	Estimated cost	Quantity	Estimated cost	
1	Study	2	included in sub-component 24	Need based	241.11	141.11
2	Workshop	25	included in sub-component 24	Need based	46.99	38.30
3	Pilot Programme	block	720.00	1,500 schools 75 Upazilas	3186.30	1525.02
4	Student Learning Materials	block	10000.00	75 Upazilas 1500 schools	5572.80	144.33
	Total		10720.00		9047.20	1848.76

1.3   Implementation Responsibility: The Program Division (created under PEDP-3) of DPE is accountable for implementation of the sub-component- each child learns.

1.4   Planned Activities: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Continued implementation, support and M&E in initial schools or sub-clusters	Ongoing/expanded piloting to an additional 290 schools (total number of schools: 990)	Ongoing/expanded piloting to an additional 510 schools (total number of schools: 1,500)	Completion of ECL pilot program
Lessons learned for more general application in other schools identified	Review and revision of ECL strategy based on the findings of the Formative Evaluation and the study visit	Strengthening institutional mechanism for continuous teacher mentoring, supervision and support	Institutionalization of ECL principles in planning for the next program
Piloting in additional schools or sub-clusters or clusters	Implementing institutional adjustments to the ECL based on the revised ECL strategy	Graded supplementary reading materials (SRMs) provided to 50% schools	Graded SRMs provided to 100% schools
Continuing two-way linkages with central level institutions and articulation with new curriculum	Mainstreaming of ECL concepts and principles including mentoring through professional training courses of NAPE	Extension to Grade 4 and 5 in 164 non-DPEd pilot schools based on emerging lessons from the Longitudinal study	Extension to other subject areas (based on recommendations from the Longitudinal study)
Revision of project competencies as new curriculum emerges	Longitudinal study continued	Linkages with assessment systems, including Grade 5 Completion Exam and NSA established	Strengthening institutional mechanism for continuous teacher mentoring, supervision and support (based on recommendations from the Longitudinal study)
Formative research study continued	Institutionalization of ECL in sub-cluster training in DPEd areas	Longitudinal study continued and completed; its findings and recommendations to guide planning for the next program	Extension to Grade 4 and 5 in 164 non-DPEd pilot schools strengthened
			Linkages with assessment systems,

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
			including Grade 5 PECE and NSA established (based on recommendations from the Longitudinal study)

2. School and classroom based assessment:

2.1 School and Classroom Based formative Assessments are tools to improve the quality of teaching provided to children in primary schools. The formative assessments are a fundamental part of providing students and teachers with feedback on learning outcomes, a crucial element of the ECL model. This sub-component initially involved a review of existing teacher assessment methods and tools prepared by the Government and other organisations. The recommendations of this review are guiding the development for the purpose of school and classroom based assessment methods, tools and a teachers' guidebook. The aim for the remaining period of PEDP-3 is to finalize trial and implement these methods and tools, while ensuring strong linkages with other sub-components. It will be important to ensure correlation with the work on national learning assessment through the National Student Assessments and the Grade 5 PECE. Similarly, the school and classroom based assessment methods and tools will be incorporated into the newly revised curriculum materials and the DPEd course. NCTB will be responsible for developing the school and classroom based assessment methods and tools, which will be incorporated in the curriculum dissemination training package. By the completion of the program the assessment methods and tools will be piloted in selected schools. All teachers, head teachers and education officers throughout the country will be trained in the application and use of these classroom based assessment methods and tools. This sub-component includes development & printing of school-based assessment tools and methods; pilot program and TA support from Unicef, etc.

2.2 Sub-component Costing (in Lakh Taka):

Sl. No.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Dev. of school based assessment tools & methods	1 pack.	15.00	Tools development	15.00	0.00
2	Printing of assessment tools & methods	1 pack.	65.00	Tools printing	10.00	0.00
3	School based assessment pilot	1 pack.	50.00	Piloting 100 schools	10.00	0.00
4	Unicef TA Support	----	----	TA Support (block)	385.36	176.64
	Total		130.00		420.36	176.64

2.3 Implementation Responsibility: The Training Division of DPE is accountable for implementation of this sub-component- school and classroom based assessment. NCTB will provide necessary support for implementation of this sub-component.

2.4 Planned Activities: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Introduction of school based assessment tools and methods in	Introduction of school based assessment tools and methods as part of	Introduction of school based assessment tools and methods as part of	Introduction of school based assessment tools and methods as

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
an additional15% of Upazilas	the curriculum dissemination training for 30% of education officers and teachers completed (linked to introduction of competency-based items in the Grade 5 PECE reform)	the curriculum dissemination training for 35% (65% in total) of education officers and teachers completed ((linked to introduction of competency-based items in the Grade 5 PECE reform)	part of the curriculum dissemination training for 35% (100% in total) of education officers and teachers (linked to introduction of competency-based items in the Grade 5 PECE reform).
School based assessment coordination meetings for head teachers organized in at least 30% of Upazilas		Study on implementation status of school and classroom based assessment in schools with recommendations for strengthening of implementation and monitoring	Follow up actions to study endorsed by MoPME

3. Curriculum and Textbook Strengthened:

3.1 The curriculum at the primary level is based on grade and subject-wise competencies. These provide learners with defined skills and knowledge at the completion of each year and the primary education cycle. Under the oversight of MoPME and DPE, the National Curriculum and Textbook Board is responsible for revising the primary school curriculum keeping consistency with the 2010 National Education Policy as well as subject-specific academic skills. Realistic and achievable subject-wise and grade-wise learning outcomes and terminal competencies, both academic and general, are being identified. NCTB revised the curriculum in 2011. This was followed by the development of textbooks in 2012. Over the PEDP-3 period, in accordance with an agreed timetable, textbooks and teachers' guides will be developed, trialed, adjusted and introduced nationwide for all subjects in all primary grades. The revised curriculum and teaching guides will be mainstreamed through on-going Professional Development activities, Diploma-in-Primary Education courses, and teacher professional networks. Close attention will be paid to world-wide developments in relation to digital textbooks and their potential educational and cost-saving benefits to primary schools of Bangladesh. This sub-component includes study; curriculum revision of grades 1 to 5; development of textbooks and materials and tryout program; and curriculum dissemination (development and printing of training materials and implementation of training).

3.2 Sub-component Costing (in Lakh Taka):

Sl. No.	Item/Activity	Original		Revised		Expenditure July 2011– June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	1	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Curriculum revision grades 1-5	in 1st year	50.00	Grade 1-5	335.09	64.29
3	Textbooks and materials dev. & tryout (grades 1-5)	continued through 5 years	700.00	Textbooks developm ent & tryout (gr. 1-5)	1672.72	334.60
4.1	Curriculum dissemination-	1 package	300.00	Dev & printing of	260.00	10.77

Sl. No.	Item/Activity	Original		Revised		Expenditure July 2011– June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
	dev., printing of training materials			training materials		
4.2	Curriculum dissemination- training of MT & KT	1 package	20.00	Training of KT & MT	20.00	integrated with 4.3
4.3	Curriculum dissemination- training for teachers	310,000 teachers	31000.00	All Teachers	24000.61	223.15
5	NCTB's strengthening	5 years	100.00	dropped	------	------
	Total		32170.00		26288.42	632.81

3.3 Implementation Responsibility: The National Curriculum and Textbook Board (NCTB) is accountable for implementation of this sub-component - Curriculum and Textbook Strengthened. The curriculum dissemination training will be organized jointly by the NCTB and training Division of DPE.

3.4 Planned Activities: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Tryout and rationale evaluation of pilot of textbooks and TG Grades 3 and 4	Supplementary teaching and learning materials including Graded Supplementary materials, developed and/or selected	Supplementary teaching and learning materials including Graded Supplementary materials for Grades1 to 5 provided	Study on the effectiveness of the new curriculum based on identified principles and textbooks for Grades 1 to 3 conducted to inform future planning
Introduction of Appropriate textbook and TG Grades 1 & 2	Revised textbooks for Grades1, 2, and 3, based on new curriculum developed by NCTB and recommendations from Large Scale Try-out, introduced	Revised textbooks for Grades 4 and 5 based on new curriculum developed by NCTB and recommendations from Large Scale Try-out, introduced	Curriculum dissemination training program for 100% teachers and officials at central and field level completed
Development of appropriate and gender sensitive textbooks and TG for Grade 5	Revised Teacher Editions for Grades1, 2 and 3, based on new curriculum developed by NCTB and recommendations from Large Scale Try out, introduced	Revised Teacher Editions for Grades 4 and 5, based on new curriculum developed by NCTB and recommendations from Large Scale Try out, introduced	Introduction of textbooks, teacher editions and TGs for remaining subjects and grades to all schools
Training Manual for curriculum disseminated	Teacher Guides on environment science for Grades 1 and 2 introduced	Refinement and introduction of all remaining Teacher Guides for all grades	Continue curriculum dissemination and other teacher training through distance mode utilizing electronic media
	Curriculum dissemination training	Curriculum dissemination training program for 90%	

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
	program for 50% teachers and officials at central and field level completed	teachers and officials at central and field level completed	
	Tryout of textbooks, teacher editions and teacher guides (TGs) for remaining subject and grades, conducted in selected schools	Refinement of textbooks, teacher editions and TGs for remaining subjects and grades	
	Data collection and analysis of the tryout of textbooks, teacher editions and TGs for remaining subjects completed	Continue curriculum dissemination and other teacher training through distance mode utilizing electronic media	
	Review and revise curriculum to integrate Grades6 – 8 into the primary curriculum		
	Initiate curriculum dissemination and other teacher training through distance mode utilizing electronic media		

4. Textbooks Production & Distribution:

4.1 Textbooks are currently provided to students of all primary level institutions free of charge. The cost of printing and distribution of textbooks is being borne from the non-development budget of DPE. Production and distribution of textbooks have improved significantly. This will be maintained and improved upon during PEDP-3. Textbooks based on the revised curriculum are being made available for distribution during PEDP-3 period. Approximately 100 million free textbooks are distributed to students every year. Grades 1 & 2 receive three textbooks while grades 3 to 5 receive six textbooks. Textbooks are printed in four colours. Each school will receive a set of Teachers' Guides and Teachers' Edition. Supplementary reading materials will also be provided for grades 1 through 5. Schools may also acquire additional reading materials through other sources such as SLIPs, UPEPs, and CPD, public-private partnerships or DPEd programs. These arrangements will be maintained and wherever possible enhanced. All primary schools including NFE program that follow national curriculum receive textbooks in the first month of school under PEDP-3. The cost of Textbooks has been excluded from this sub-component as it has been included in the non-development budget. DPE is responsible for distributing textbooks to schools in a timely manner and NCTB is responsible for printing and sending textbooks to the Upazila Offices in a timely manner. DPE provides the total requirement of textbooks by grades and subjects to NCTB by end of March. The production and distribution of textbooks cell under administration division of DPE is accountable for managing production and distribution of textbooks and monitoring. A third party validation (TPV) of the distribution mechanism was carried out in 2012 and the recommendations of the study are gradually being implemented. Along with its paper based voucher system DPE has been using a software-based system to monitor production and distribution of textbooks since the first year of the PEDP-3. This sub-component includes study; workshops; teachers' guide and supplementary

reading materials (SRM), monitoring the distribution of text books to the student in timely manner, etc.

4.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study & workshop	5	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Textbooks forgrades 1 to 5	41.28 crore	128839.83	different activities	565.03	245.02
3	Teachers' Guide for 1 to 5	43.50 lakh,	5437.50	116 lakh,	5000.00	0.00
4	TLM	16.5 lakh	2062.50	dropped	-----	------
5	SRM for grades 1 to 5	93.75 lakh	4687.50	5.25 lakh	2437.50	0.00
	Total		141027.33		8002.53	245.02

4.3 Implementation Responsibility: The Administration Division, DPE and NCTB are accountable for implementation of this sub-component - production and distribution of textbooks.

4.4 Planned Activities: This sub component is linked to disbursement of funds by development partners. The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
At least 90% of all eligible schools receive all revised Grade 1 textbooks based on new curriculum developed by NCTB within one month of school opening day	At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within one month of school opening day, of which Grades 1 to 3 textbooks are based on new curriculum developed by NCTB	At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within one month of school opening day, which are all based on new curriculum developed by NCTB	At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within one month of school opening day, which are all based on new curriculum developed by NCTB
At least 90% of all eligible schools receive all approved textbooks for Grade 2 to 5 within one month of school opening day	Recommendations from MoPME/ DPE/ NCTB workshops (2014) for ensuring textbooks are printed according to specification are auctioned.	Study on production and distribution of textbooks completed (including print quality)	A workshop held to review findings from the Year 5 Study on production and distribution of textbooks makes recommendations for future planning

4.5 **DLI Protocol of Textbooks**:

PROTOCOL
Definition: Approved textbooks for Grades 1 to 5 are delivered under the supervision of MoPME and MOE to all eligible primary schools within one month of school opening day. "Approved textbooks" are those which are endorsed by the NCTB. "Eligible Schools" are all schools mentioned in the Book Distribution Guidelines of [2013]. "All textbooks" is defined as 98 percent of the demanded textbooks by a particular school.
Recommendations for ensuring textbooks are printed according to specification will be based on recommendations from the March 3, 2014 MoPME/DPE/NCTB Textbook Workshop, which include: (i) revising the MoU between DPE and NCTB to include the establishment of a committee to assess the

capacity of the printing press prior to awarding the contract, and the authority to monitor both the press during printing and the inspection agency; and (ii) printing presses will provide a sample textbook prior to printing. A study commissioned to focus on the distribution of textbooks to the students will be completed in Year 5. The study on textbook distribution in Year 5 should cover at least the following: Process of distribution from Upazila to schools and to students; and quality of printing.

Textbooks for major subjects (Bangla, Mathematics, Science, English and Social Studies) will have been developed, tried out, reviewed and accordingly refined in phases from Year 2 through Year 5 based on the new curriculum developed by NCTB.

Monitoring mechanism: DPE's reconciled reports based on: (i) reports based on receipts signed in the field; (ii) reports submitted by NCTB, and (iii) electronic database prepared by the Upazilas using prescribed format and software. After Year 2, the monitoring mechanism integrates actions from Third Party Validation as agreed by MoPME and MOE.

Source: DPE's textbook distribution database, monitoring records and progress reports; book distribution guidelines; third party validation reports; MoPME-MOE agreement on improved monitoring mechanism; NCTB updated curriculum; Minutes from MoPME/DPE/NCTB Textbook Workshop of March 3, 2014; textbook distribution study.

5. ICT in Education:

5.1 Moving rapidly into the digital age is a primary goal of the GoB. A multi-media classroom is provided in one model school in each Upazila. Laptops are being provided to GPS and NNGPS', they will have access to e-learning materials. An ICT strategy has been developed, which will provide further direction in rolling out the ICT Implementation Plan in over sixty thousands schools with a multi-media based class room over the remainder of PEDP-3. A realistic action plan will be formulated based on ICT strategy. This sub-component includes study; workshop & seminar; piloting, training (development of digital TLM); and computers, multimedia projector, sound system, screen, furniture, software, networking, etc. for all model schools; and computers (Laptop) for all government primary schools.

5.2 Sub-component Cost (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011- June 2015
		Quantity / unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	2	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Workshop	35	included in sub-comp. 24	need based	included in sub-comp. 24	------
3	Piloting ICT	1	100.00	not required	0.00	0.00
4	Training-development of digital TLM	5 yrs	3500.00	Training for 65000 teachers	9066.04	3617.82
5	Computer (2 laptops for each model school) & others	503 set	2349.01	Internet modem for all schools & ICT labs - 67 PTIs	2946.62	394.39
6	Computers (1 laptop for each GPS) and related accessories	37,710	27877.50	Laptop for all GPS & NNGPS (incl. multimedia, screen & sound system)	85750.00	5535.16
	Total		33826.51		97762.66	9547.37

5.3 Implementation Responsibility: The Information Management Division (created under PEDP-3) is accountable for implementation of this sub-component- ICT in Education.

5.4 Planned Activities: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
100 model school multi-media classrooms operating	ICT strategy approved and implementation plan developed	All 502 model schools have an operating multimedia to improve teaching and learning, following the ICT strategy paper	All 502 model schools have an operating multimedia to improve teaching and learning, following the ICT strategy paper
Laptops in use at 7,434 schools	ICT equipment with digital educational materials is used in classroom and teacher education in 20,000 schools following an ICT strategy paper	ICT equipment with digital educational materials is used in classroom and teacher education in 20,000 schools following an ICT strategy paper	ICT equipment with digital educational materials is used in classroom and teacher education in 15,000 schools following an ICT strategy paper
	15,000teachers trained on ICT (use and developing digital content)	15,000 teachers trained on ICT (use and developing digital content)	15,000 teachers trained on ICT (use and developing digital content)
	ICT study conducted to assess the use of ICT equipment to date, identify further needs for effective use and cost effectiveness		Based on the ICT strategy an integrated database on career development and continuous professional development is created
	A monitoring & maintenance mechanism developed to support the schools in maintenance of equipment		ICT study conducted to assess the use of ICT equipment to date, identify further needs for effective use and cost effectiveness
	A monitoring mechanism developed to assess the use of ICT equipment for teaching & learning		

6. Teacher Education & Professional Development:

6.1 In line with the Teacher Education and Development (TED) Plan, a range of training and development initiatives have been introduced throughout the life of PEDP3 including the Diploma-in-Primary Education, in-service training, and teacher support networks. These provide teachers with the skills to implement more engaging teaching/learning, which in turn leads to higher learning outcomes. PEDP-3 will include the introduction of a new Diploma-in-Primary Education (DPEd) program and the implementation of a comprehensive continuous teacher education program of in-service training and support networks. 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 program will assist new teachers, untrained teachers who are unable to attend the PTIs, due to capacity constraints. Concurrently with the DPEd and CPD reforms, 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. 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. This sub-component includes materials development & printing for implementation of orientation training, sub-cluster training, need-based different training; implementation of Diploma-in-Primary Education including printing, stipend & allowances for the trainee teachers and establish teacher network.

6.2 Sub-component Cost (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011-June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Orientation training	1	60.00	dropped	-----	------
2	Sub-cluster training (mat. dev. & printing)	3 times	30.00	Mat dev & printing	15.95	15.95
3	Subject based training	1 in year 1	360.00	Mat dev & printing	974.20	974.20
4	C-in-Ed/DPEd course implementation	62,200	27172.00	35,500 teachers	27390.17	12516.91
5	Orientation & subject based training	100,000	15000.00	20,000 teachers	3872.16	3869.16
6	Sub-cluster training- 12,000 centres	all teachers	12180.00	all teachers - 4 times per year	24935.52	16063.34
7	Orientation of AUEOs	3,000 AUEOs	150.00	580 AUEOs	242.35	112.35
7.a	Training on competency based test item	nil	0.00	2,73,060 teachers	9034.07	4076.01
8	Subject based refresher training	450,000 teachers	22500.00	5,88,350 Teachers	30788.56	12963.47
9	Subject based training on 5 main subjects	150,000 teachers	7500.00	2,19,281 Teachers	11163.39	4708.75
10	Teacher support network - all Upazilas	1,500 unit	750.00	1,05,220 teachers	2076.79	1010.78
11	JICA support	not identified	0.00	JICA support (block)	4726.58	3504.92
	Total		85702.00		115219.74	59815.84

6.3 Implementation responsibility: The Training Division of DPE is accountable for implementation of this sub-component- teacher education and professional development.

6.4 Planned Activities: Implementation of Diploma-in-Primary Education is linked to disbursement of funds by the development partners. The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
DPEd offered in 29 PTIs with number of instructors according to the plan	DPEd framework updated and endorsed by NAPE/MoPME	DPEd offered in 50 fully functional PTIs in line with the updated DPEd framework	DPEd offered in 60 fully functional PTIs in line with the updated DPEd framework
	DPEd offered in 36 fully functional PTIs with a minimum of 13 instructors	Recommendations from the Year 4 study reviewed and endorsed by MoPME	Recommendations of Year 5 study reviewed and endorsed by MoPME

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
	Study conducted to explore alternative methods and modalities to implement and/or expand the DPEd	A study conducted to inform planning for moving the DPEd from an in-service to a pre-service program for all government primary school teachers	

6.5 DLI Protocol of DPEd:

PROTOCOL

Definition: The National Plan and Strategy for Primary Education Teacher Education and Development (TED Plan; June 2011) defines the professional standards/competencies of teachers, head teachers and Assistant Upazila Education Officers (AUEOs) and the strategy for improving initial in-service training (with the introduction of a new DPEd), Continuous Professional Development (CPD) in-service, teacher supervision, networking and mentoring.

Preparatory steps for introduction of the DPEd include sufficient instructors in each PTI; curriculum, training materials & assessment tools development; training of instructors as specified in the TED plan; and monitoring/assessing the initial steps of the pilot leading to refinement and updating of the DPEd framework.

Updated DPEd framework is the revised action plan for expanding the DPEd pilot beyond 29 PTIs. It is based on lessons learned from the pilot and the first phase of the implementation. It includes shifting the starting month of the DPEd from July to January to align with the academic year.

Source: TED plan as approved by MoPME Secretary (i.e. original plan approved on June 26, 2011); updated DPEd framework endorsed by MoPME; reports from training division and NAPE, curriculum and training materials and administrative data.

Non-DLI Activities

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Induction Training: All newly recruited teachers will participate in induction training	9,600 newly recruited teachers will participate in induction training DPE develops tools for follow-up and evaluation	9,600 newly recruited teachers will participate in induction training DPE conducts the follow-up and evaluation by applying the developed tools	9,600 newly recruited teachers will participate in induction training
PPE Training: 22,650, teachers in PPE (newly recruited and existing) participate in PPE dissemination training	26,700 PPE teachers (newly recruited and existing) participate in PPE dissemination training (linked to expansion and school level quality enhancement plan as in PPE sub-component) A study on integration of PPE with the DPEd conducted	18,500 PPE teachers (newly recruited and existing) participate in PPE dissemination training (linked to expansion and school level quality enhancement plan as in PPE sub-component)	18,500 PPE teachers (newly recruited and existing) participate in PPE dissemination training (linked to expansion and school level quality enhancement plan as in PPE sub-component)

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Need-based sub-cluster training: Training in 2,280 sub-clusters is held once in every other month Follow-up and monitoring and mentoring activities by DPE are conducted	Training in 11,498 Sub-clusters is held four times in a year Follow-up and monitoring and mentoring activities are conducted	Training in 11,498 sub-clusters is held four times in a year Follow-up and monitoring and mentoring activities are established	Training in 11,498 sub-clusters is held four times in a year Follow-up and monitoring and mentoring activities take root
Subject-based training: 14% of teachers participate in the training Follow-up activities performed by DPE	28% of teachers participate in the training Follow up activities performed by AUEO, URC Instructor and PTI Instructors	28% of teachers participate in the training Follow up activities performed by AUEO, URC Instructor and PTI Instructors Training curriculum and materials are revised based on the results of monitoring and follow-up and input from EIA (on English) Training materials for other subjects developed if needed	30% of teachers participate in the training Follow up activities performed by AUEO, URC Instructors and PTI Instructors Training is carried out using the revised training materials
Support and networking: 4,000 teachers participate in the training	4,000 teachers participate in the training A plan on integration of TSN with other TED programs is prepared	4,000 teachers participate in the training Integrated TSN with other TED programs is piloted	4,000 teachers participate in the training Full integration of TSN in CPD
Training of NAPE, PTI, URC	Domestic training of NAPE, PTI and URC Instructors and Assistant Instructors (Teacher Educators)	Domestic training of NAPE, PTI and URC Instructors and Assistant Instructors (Teacher Educators)	Domestic training of NAPE, PTI and URC Instructors and Assistant Instructors (Teacher Educators)
[Overseas Training, TBD]	A study to identify professional development needs of professional trainers and teacher educators and to develop overseas training plan conducted	Participation in overseas study tour (950 teachers and officials)	Participation in overseas study tour (1,000 teachers and officials)
	Participation in overseas study tour (550 teachers and officials)	Participation in capacity building overseas training (50 officials)	Participation in capacity building overseas training (50 officials)

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
	Engagement of an agency to coordinate and manage the professional development overseas training		

Component 2: Participation and Disparities:
This component is composed of nine sub-components.

7. Second Chance and Alternative Education:
7.1 This sub-component addresses the needs of both children who never enrolled in school and those who have dropped out. Limited progress was made in the first half of the program. In August 2014 it was decided that DPE would be responsible for implementation of SCE. A separate Division within DPE has been created for SCE. By the end of PEDP3, the aim is to have developed (i) a ten year vision for reaching all out of school children in Bangladesh with quality education that meets their needs, and (ii) a responsive strategy based upon comparative evidence on models that work best to achieve this. This sub-component includes survey; and implementation of second chance education.

7.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Survey	1	0.00	need based	50.00	0.00
2	Out of school (6-10 years)	11,62,470	29061.75	2 lakh learners	8296.25	0.00
3	Drop-out from primary school	13,64,457	40933.71	1 lakh learners	7996.25	0.00
4	Unicef TA support	-----	-----	TA support	2345.12	255.12
5	Manpower for SCE division	-----	-----	10 persons	140.00	4.89
	Total		69995.46		18827.62	260.01

7.3 Implementation Responsibility: Second Chance Division (created under PEDP-3) of DPE is accountable for implementation of this sub-component - second chance education.

7.4 Planned Activities: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Mechanism for coordination including role clarity and accountability between DPE and BNFE established based on the Implementation Guideline and the MOU	Comprehensive Baseline census of out of school children conducted, and database of all out of school children aligned with EMIS for PEDP3	Pilot(s) for 100,000 out of school children to access Second Chance Education services implemented	National Education policy and NFE strategy synchronized
NGO recruitment completed for 50 Upazilas and 7 urban areas	Framework for implementation and monitoring of quality teaching and learning developed	Extensive assessment of the SCE model including analysis of (a) efficiency, (b) institutionalization, and	Year 5 pilot expanded to deliver Second Chance Education

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
		(c) and the ten-year vision to systematically address out-of-school children through non-formal education. This will explore also the integration of other models such as the Underprivileged Children's Educational Programs (UCEP) for working urban children and public-private partnerships	services to an additional 200,000 out of school children
Third Party Monitoring agency recruited	Equivalency framework finalized, approved by DPE and endorsed by MoPME		Ten-year vision and strategy to systematically address out of school children by NFE agreed by all stakeholders and endorsed by MoPME

8. Pre-primary Education:

8.1 Recognizing the benefits of good quality PPE, the Government pledged to provide one year of free pre-primary education to 5 year olds at GPS. Since the start of PEDP3 new teachers have been recruited and trained with existing teachers to move towards ensuring one teacher per primary school is qualified to teach the PPE class. An Expansion Plan has been developed that sets out medium term strategic objectives and defines a framework for the provision of quality PPE service. The future focus of PPE provision is to ensure a minimum standard of quality in all schools – GPS and Newly Nationalized GPS -- providing PPE and to focus attention in particular in areas where education disparities are most stark. In other words, this is where PPE is most needed and where it can have the greatest impact. The PPE Expansion Plan will be revised to incorporate a strategy to reach all newly nationalized Government Primary Schools (22,632 in 2014), and to stipulate a set of minimum quality standards that will be communicated to all schools. These will include requirements for

- (i) Dedicated space for PPE classes,
- (ii) A teacher-student ratio of 1:30, higher numbers of students than this should prompt local NGO collaboration if the GPS is unable to run sections;
- (iii) A trained teacher per primary school (including, now, the Newly Nationalized GPS);
- (iv) Quality PPE teaching and learning materials for every school; and
- (v) Use of the learning assessment tools provided by NCTB to observe progress of children in classrooms.

The GO-NGO Collaboration Guidelines will be revised through a consultative process and expanded in line with these requirements to allow the positive lessons of collaboration and partnership to be applied to other Program areas. This sub-component includes curriculum development for pre-primary education, textbooks printing & distribution, training of teachers; teachers' salary and operating costs of schools.

8.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011- June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1.1	Curriculum development	1	50.00	Curriculum for PPE	35.66	0.66
1.2	Unicef PPE support	-----	-----	TA support	1732.11	1115.18
1.3	Orientation on PPE for officers	-----	-----	Orientation workshop	192.00	141.44
1.4	PPE expansion plan	-----	-----	Printing of	54.50	0.20

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011-June 2015
		Quantity/unit	Estimated cost	Quantity/unit	Estimated cost	
				PPE expan. plan		
1.5	PPE textbooks printing and distribution	21 lakh	2100,00	Printing of PPE curriculum &TB	392.54	272.54
1.6	Teachers' guide	70,000 schools	35.00	------	borne from non-dev. budget	------
1.7	Supplementary reading materials	62,000 teachers	31.00	------	------	------
1.8	Teachers training on PPE curriculum	73,793 teachers	0.00	75,373 teachers	7082.50	2670.03
1.9	Dev., printing & distribution & TOT	1	50.00	included in training budget	-----	------
2.1	Initial study	1	included in sub-comp. 24	-----	included in sub-comp. 24	------
2.2	Impact study	2	included in sub-comp. 24	-----	included in sub-comp. 24	------
3.1	Salary for PPE teachers	37,680 teachers	213600.24	37,680 teachers	146139.63	34202.67
3.2	Salary for NNGPS PPE Teachers	-----	------	26,193 teachers	29000.00	0.00
3.2	PPE operation costs for school	37,672 schools	7459.06	65370 schools	10796.90	5030.25
	Total		223325.30		195425.84	43432.97

8.3 Implementation Responsibility: Policy and Operations Division of DPE is accountable for implementation of this sub-component - pre-primary education.

8.4 Planned Activity: This sub-component is linked to disbursement of funds by the development partners. The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
At least 60% of PPE teachers in GPS are trained in using new pre-primary curriculum and materials	Assessment of current status of implementation of minimum quality standards in PPE classrooms	Expansion Plan updated, incorporating equity and quality criteria	
PPE provision in at least 75 percent of GPS	PPE provision (trained teachers and PPE materials availability) in at least 75% of the 37,000 GPSs	50% of all GPS and NNGPS to develop plans to upgrade provision to meet PPE minimum quality standards.	

8.5 DLI Protocol of PPE:

PROTOCOL
Definition: 1 year of PPE means organized programs for children age 5 through 6. The GO-NGO Guidelines (approved in 2012) 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. This includes the assistance that NGOs can provide to assist GPS and NNGPS in: setting up new PPE classes; training PPE teachers; preparing age appropriate materials; and providing PPE if required in the catchment area. The review and update to the GO-NGO Guidelines (in Year 4) is to be based on a consultative process. It will assess lessons learned in implementation of the guidelines with a view to

improving implementation and enhanced application of these Guidelines.

The integrated database of providers (Year 1) includes the location of services and, combined with the child survey data, provides a map of areas of greatest need for PPE. The PPE Expansion Plan (Year 1) is based on needs identified through the database, minimum standards for PPE and the role of NGOs/private sector. This Expansion Plan defines the pace of recruitment and training of PPE teachers, the type and duration of training, timing of classes, and pace of expanding PPE to universal coverage for all children aged 5 through 6. PPE Teachers are recruited through a transparent process: they can be regular primary teachers or contract teachers hired by schools within the local communities.

The updated PPE expansion plan (Year 5) is to be developed incorporating: (1) prioritization of provision of **new** services in the areas of greatest need, based on agreed equity criteria; (2) prioritization of improved service provision in **existing** PPE classes on the basis of achieving minimum quality standards incrementally in all PPE classrooms (linked to recommendations of Year 4 Assessment); (3) implementing specific mechanisms of partnership at the school level as per the GO-NGO Collaboration and Implementation Guidelines and updated mapping of Pre-primary provision. Equity refers to the ability for the most disadvantaged children to access PPE services. Minimum quality standards refer to ensuring that services have: i) A dedicated space for PPE classes as per the Preschool Operational Framework (2008); ii) A 1:30 teacher/student ratio; iii) A trained teacher per PPE class; and iv) Quality teaching & learning materials. These standards are a sub set of the 18 indicators in the original PPE Expansion Plan.

Source: A letter of endorsement from MoPME accompanying GO-NGO Guidelines (letters accompanying the initial and the revised Guidelines, respectively); PPE provider database; PPE expansion plan (initial and revised version(s) , and minimum quality standards for PPE approved by MoPME; letter of endorsement from MoPME accompanying approved PPE curriculum, standards, and materials; Annual Primary School Census, CAMPE reports; administrative data including records of teaching personnel.

9. Mainstreaming Gender and Inclusive Education:

9.1 Inclusive education emphasizes the "all" in "Education for All." This 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 PEDP-3, the interventions initiated under PEDP-II will be continued: an integrated strategy has been prepared and will be implemented. 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 PEDP-II will be supported, and all children will be screened for learning difficulties (as well as health problems) on entry to school and every year. Thereafter, the SLIPs can be used to improve the quality of teaching and learning and to ensure the participation of all children. This sub-component includes study and block grants to UPEP.

9.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Survey	1	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Study	1	included in sub-comp. 24	need based	included in sub-comp. 24	------
3	IE cost (block grants to UPEP) and training	502 Upazilas	502.00	508 Upazilas	1110.30	601.30
4	Unicef TA support	------	0.00	TA support	401.48	79.27

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
5	Implementation of gender & IE action plan	------	0.00	Block	489.06	94.69
6	Training on IE for autism	------	0.00	65,000 teachers	500.00	499.56
	Total		502.00		2500.84	1274.82

9.3 Implementation Responsibility: Policy and Operations Division of DPE is accountable for implementation of this sub-component – mainstreaming gender and inclusive education.

9.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Report on Inclusive Education, including diagnostic tool for teachers, finalized by DPE and action plan developed for Years 4-6	Diagnostic tools and inclusive education recommendations integrated into DPEd course	SLIPs are Gender sensitive and inclusive as measured by agreed set of process indicators	Teachers identify students with learning difficulties and interventions are put in place
	Diagnostic tool and inclusive education recommendations integrated in SCE training packages.	Teachers oriented with the MLE teaching and learning materials in certain geographic areas	SLIPs are Gender sensitive and inclusive as measured by agreed set of process indicators
	Multi-lingual education teaching and learning materials developed in five ethnic languages by NCTB and guidelines developed for use Inclusive Education criteria used in school inspection reports Develop a strategy to address the need of children of urban slum based on existing study Teacher training based on the revised IE training manual until launching DPEd for all PTIs	Gender and Inclusive Education criteria used in school inspection reports	Gender and Inclusive Education criteria used in school inspection reports

10   Education in Emergencies:

10.1 More than 4,666 schools are affected by disasters per year (study conducted by save the children). This sub-component was originally designed to respond to the needs of children in these schools. However, in 2011 the Local Consultative Group for Disaster Emergency Response (LCG DER) reviewed its disaster risk reduction, preparedness and emergency response coordination system in Bangladesh. It was identified that a framework to guide integration of Disaster Risk Reduction (DRR) and Education in Emergencies (EiE) into sector planning and implementation was required.   Supporting this is now the focus of this sub-component. Moreover, the schools damage seriously affected by disasters that needs immediate reconstruction/rehabilitation. Under this sub-component, those schools will be reconstructed affected by disasters. This sub-component includes study; workshop, training and fund for education in emergency, construction/ reconstruction of schools affected by disasters.

10.2 Sub-component Costing (in Lakh Taka):

Sl. No.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/unit	Estimated cost	Quantity/unit	Estimated cost	
1	Study	2	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Workshop	25	included in sub-comp. 24	need based	included in sub-comp. 24	------
3.1	Fund for Education in Emergency	125	2500.00	need based schools	2500.00	296.00
3.2	EiE fund for reconstruction & rehabilitation	----	-----	need based Schools	153371.77	0.00
3.3	Unicef TA Support	----	-----	TA support	250.43	30.00
	Total		2500.00		156122.20	326.00

10.3 Implementation Responsibility: The Planning and Development Division is accountable for implementation of this sub-component – education in emergencies.

10.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
All schools facing emergency receive allocation	National EiE and Disaster Risk Reduction (DRR) Framework to be reviewed and endorsed by MoPME	Development of package of awareness raising materials, guidelines for UPEP	UPEP includes EiE
	DPE develop EiE implementation plan based on endorsed framework Harmonized EiE training modules for training	Modules on education in emergencies included in training programs for volunteers, teachers, head teachers, Upazilas and district education officers	EIE Training ongoing through appropriate channels

11.   Communications and Social Mobilization:

11.1 The sub-component is designed to complement and enable achieve PEDP-3 goals. Communication and social mobilization efforts can play an important role in the effort to improve the quality and inclusiveness of education and to ensure that no child is left behind. 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. A communication strategy has been carefully developed during PEDP-3, based on lessons learned from the implementation of PEDP-1 and PEDP-2. This sub-component includes study; workshop & seminar development of materials, printing and broadcasting; national events including Bangabandhu and Bangamata gold-cup football tournament, inter school sports, inter PTI cultural competition, etc.

11.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	2	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Workshop on social mobilization	-----	-----	Block	867.39	387.39
3	Mobile communication for all schools	-----	-----	all schools	1000.00	0.00
3.1	Media for social mobilization	50	1000.00	different soc. mob. activities	623.98	3.98
3.2	Printing- communication & soc. mob materials	500,000	500.00	65,000 sets	30.00	0.00
3.3	Broadcasting	10,000 minutes	2000.00	BD. Betar & TV	70.43	10.43
4	Bangabandhu gold-cup football tournament	5	1100.00	Block (annual event)	1437.54	935.20
5	Bangamata gold-cup football tournament	-----	-----	Block (annual event)	1446.92	944.57
6	National events	5	200.00	Block (annual event)	1975.19	1420.69
7	Inter schools sports	-----	-----	Block (annual event)	4982.87	2982.87
8	Inter PTI cultural program	------	-----	All PTIs	183.31	48.00
7	Unicef TA Support	------	-----	Block	1992.53	627.45
	Total		4800.00		14610.16	7360.58

11.3 Implementation Responsibility: The Policy and Operation Division of DPE is accountable for implementation of this sub-component - communications and social mobilization in conjunction with Administration Division of DPE.

11.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Key messages and major communication interventions/ events to disseminate the messages to specific audiences are identified, including: • 100% on time enrolment • Preventing drop out • Contact hours	Annual Communication Plan developed to disseminate key messages on the following issues to identified audiences including: • 100% on time enrolment • Preventing drop	Annual Communication Plan developed to disseminate key messages on the following issues to identified audiences including: • 100% on time enrolment • Preventing drop out • Contact hours • Learning achievement • GO-NGO Guidelines	Annual Communication Plan developed to disseminate key messages on the following issues to identified audiences including: • 100% on time enrolment • Preventing drop out • Contact hours

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
• Learning achievement • GO-NGO Guidelines • Quality PPE • Inclusive Education and gender • Examples of SLIP/UPEP utilization to address above issues	out • Contact hours • Learning achievement • GO-NGO Guidelines • Quality PPE • Inclusive Education and gender • Examples of SLIP/UPEP utilization to address above issues	• Quality PPE • Inclusive Education and gender • Examples of SLIP/UPEP utilization to address above issues	• Learning achievement • GO-NGO Guidelines • Quality PPE • Inclusive Education and gender • Examples of SLIP/UPEP utilization to address above issues
Communication and social mobilization strategy finalized through consultation workshops by DPE	Study conducted as baseline to monitor public perception of education service	Annual communication plan formulated and implemented, on basis of findings from the perception study	Study conducted as follow up to monitor public perception of education service
Focal persons on communication identified within DPE and responsibilities clarified (to link with organizational review)			
Coordination mechanism with Ministry of Information (MOI) established			

12. **Targeted Stipend:**

12.1 The Stipend Program will continue as discrete project. No fund has been earmarked in the RDPP.

12.2   Sub-component Costing (in Lakh Taka):

Sl. No.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Survey	1	included in sub-comp. 24	----	-----	being implemented as a discrete project
2	Impact Study	1	included in sub-comp. 24	----	-----	
3	Stipends	78,00,000	328117.93	----	-----	
3.1	Service charge	block	7031.10	----	-----	
	Total		335149.03		-----	

12.3 Implementation Responsibility: The Project Director of Stipend Programme is accountable for implementation of this sub-component - targeted stipend.

12.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Stipend project	Longitudinal study	Lessons learned on	Based on lessons learned

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
continues	designed	stipend to date consolidated (ref. to lessons from school feeding projects)	study, concrete plan developed for projected integration of stipend project in next primary education program
	Regular collaboration between stipend project and PEDP3 enhanced, including reporting at JARM	Regular collaboration between stipend project and PEDP3 enhanced, including reporting at JARM	

13. School Health and Feeding:

13.1 Schools play a critical role in promoting the health and safety of children by embedding lifelong healthy behaviour. School based health checks are undertaken once a year by local healthcare providers of Ministry of Health and Family Welfare (MoHFW). Each school also receives a locally purchased first aid kit and basic first-aid training. To support policy dialogue and planning for integration of school feeding in the next sector program, greater focus will be placed upon consolidating evidence and impact analyses from existing school feeding modalities. Therefore, the cost of food for the student has been dropped from this sub-component. This sub-component includes study, seminar, workshops and implementation of school health program, training of the teacher and local health care provider on effective school based heath services.

13.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	2	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Workshop	5	included in sub-comp. 24	need based	included in sub-comp. 24	------
3	Food for students	27 Lakh	195719.47	discrete project	------	being implemented as discrete project
4	Distribution of materials & equipment	All schools	9418.00	supply of first-aid box	87.00	0.00
5	Block grants UPEP incl. medical check up & training.	All Upazilas	2510.00	Teachers training 65,000	1458.45	1220.37
	Total		207647.47		1545.45	1220.37

13.3 Implementation Responsibility: The Planning and Development Division of DPE is accountable for implementation of this sub-component - school health and school feeding. The Project Director, School Feeding Program is responsible for implementation of 'school feeding' part (distribution of food to the students) of this sub-component.

13.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Training for teachers on health check-ups conducted in 202 Upazilas	Regular collaboration between school feeding projects and PEDP3 enhanced, including reporting at JARM	Regular collaboration between school feeding projects and PEDP3 enhanced, including reporting at JARM	Regular collaboration between school feeding projects and PEDP3 enhanced, including reporting at JARM

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
	Initiatives on addressing malnutrition by concerned ministries (MoHFW, MoSW, MoWCA) and linkage with National Nutrition Service (NNS) explored	Linkage with relevant ministries to address malnutrition and Early Childhood Care and Development (ECCD) continued	Consolidation of lessons learned and good practices from school feeding projects
	Recommendations issued to all schools on use of first aid kits	Twice a year health check-ups with teachers' involvement provided at schools	Twice a year health check-ups with teachers' involvement provided at schools
	Training for teachers on health check-ups conducted in remaining Upazilas		

14. Need-based School Environment:

14.1 Creating a child-friendly environment requires improving the physical environment of schools. This includes the provision of safe drinking water, sufficient WASH blocks, and suitable classroom furniture or boundary walls. A careful assessment with site verification of the need for tube-wells, toilets, and furniture will be conducted and responded to. MoPME approved the National standards of water, sanitation and hygiene for schools in Bangladesh.   Therefore, construction of separate toilets and urinals now replaced by WASH blocks (each WASH block consist of three toilets, two urinals and hand & foot wash facilities) are being constructed by the Department of Public Health and Engineering (DPHE).

14.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1.1	Toilets for male teachers and boys	21,955	16466.25	WASH block 5,500+5,000	62000.00	22250.00
1.2	Urinals for male teachers and students	53,750	5375.00	integrated with WASH block	------	------
1.3	Toilets for women teachers and girls	53,250	39937.50	WASH block 12,950	43000.00	27750.00
2.1	Deep Tube well	15,720	23580.00	29,800	40042.50	15692.00
2.2	Shallow Tube well	15,720	9432.00	5,000	2738.00	incl. above
2.3	Tara Tube well	7,860	5895.00	2,500	1875.00	incl. above
2.4	Others water source	.....	0.00	2,000 others	2734.50	0.00
2.5	Arsenic test	....	0.00	need based	230.00	0.00
2.6	Professional fee of DPHE	---	0.00	2% of works	2842.00	1146.00
3	Furniture- need based	15,000 schools	15000.00	need based	20000.00	2240.00
4.1	Repair of toilets for male teachers	2,415	724.50	19,278 toilets	5782.89	3528.03
4.2	Repair for toilets for boys	7,718	2315.40			
4.3	Repair for toilets for girls	7,528	2258.40			

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
4.4	Boundary Wall	....	0.00	need based	4640.00	190.00
4.5	Unicef support for CFS		0.00	need based	1898.45	944.61
	Total		120984.05		187783.34	73740.64

14.3 Implementation Responsibility: The Planning and Development Division of DPE is accountable for implementation of this sub-component – need based school environment.

14.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
	Need based WASH block, safe drinking water, boundary walls, classroom furnishings placed	Need based WASH block, safe drinking water, boundary walls, classroom furnishings placed (continuation)	Need based WASH block, safe drinking water, boundary walls, classroom furnishings placed (continuation)
	Local collaboration mechanism for school layout and design established	Collaboration mechanism for school layout and design operationalized	Collaboration mechanism for school layout and design continued

15. Need-based Infrastructure Development:

15.1 In order to establish a good learning environment, substantial nationwide action will be taken to eliminate or reduce overcrowding. PEDP-3 will use a needs based approach to infrastructure development in collaboration with LGED. New classrooms will be constructed, unusable classrooms will be reconstructed, and every school will receive funds to undertake small repairs.

15.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1.1	GPS	2,660	106400.00	5,519 class rooms	90748.11	89248.91
1.2	RNGPS	32	1280.00			
1.3	Community	17	680.00			
1.4	Additional classrooms	31,685	380220.00	33,484 Class rooms	529777.12	259632.98
1.5	Professional fee of LGED	----	0.00	2% of work	16660.12	7195.55
3.1	Repair & to be replaced	1,624	12992.00	need based	9538.52	5038.52
3.2	Repair of school –major -1	18,280	54840.00			
3.3	Repair of school –major -2	18,280	27420.00	need based	22623.32	10623.32
3.4	major maintenance	----	0.00	need based	15380.00	0.00
3.5	Routine maintenance	need based	23223.00	need based	11999.70	5999.70
3.6	Other maintenance	need based	8018.05	need based	4000.00	0.00

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
	Total		615073.05		700726.89	377738.98

15.3 Implementation Responsibility: The Planning and Development Division of DPE is accountable for implementation of this sub-component - needs based infrastructure development. LGED will execute the civil works of PEDP-3.

15.4 Planned Activity: This sub-component is linked to disbursement of fund by the development partners. The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
At least 35 % of planned needs-based infrastructure development completed according to criteria and technical standards	At least 65% of planned needs-based infrastructure development completed according to criteria and technical standards	100% of planned needs based infrastructure development completed Third party validation of infrastructure development according to criteria and technical standards	
Third party validation of infrastructure development according to criteria and technical standards	Recommendations from efficiency gains study and the Year 3 TPV endorsed by MoPME	Third party validation of infrastructure development according to criteria and technical standards	

15.5 DLI Protocol of Need-based Infrastructure Development:

PROTOCOL
Definition: The plan prioritizes needs-based infrastructure for five years on the basis of agreed criteria for determining needs and for prioritizing across those needs. The plan was updated during the 2014 JARM/MTR and includes: (i) additional classrooms (39,003), (ii) toilets/WASH Blocks (18,500), (iii) water points (39,300), and (iv) major maintenance (5,000). These targets will be used for assessing the DLI targets from Year 3.
Building specifications and technical standards are those designed by the Local Government Engineering Department (LGED) and approved by MoPME. Technical standards should also include guidelines for the standard layout plan of all components of infrastructure to be constructed in a school campus. The layout plan is jointly prepared by the LGED, Department of Public Health Engineering (DPHE), and Upazila Education Officers (UEO) before starting any construction work. "Approved" means: Letter of endorsement from MoPME accompanying Needs Based Infrastructure plans.
Source: LGED construction supervision reports, construction contracts, Annual Primary School Census, third party validation reports commissioned by DPE.

Component 3 Decentralization and Effectiveness:
This component is composed of eight sub-components.
16.   Field Level Office Strengthened:
16.1 Initiatives started under PEDP-II to strengthen field level offices will be continued under PEDP-3. 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 monitor Shikhbe Protiti Shishu (ECL), 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 DPEd and other teacher training requirements, additional manpower will be appointed to PTIs. This sub-component includes construction/ reconstruction/ renovation of PTIs, construction of URCs (new), extension of UEO offices; supply of computers and equipments for field level offices; procurement of vehicles; and recruitment of additional manpower for PTIs, UEO offices and URCs.

16.2   Sub-component Costing (in Lakh Taka):

| Sl. no. | Item/Activity | Original | | Revised | | Expenditure July 2011 – June 2015 |
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1.1	Construction & expansion of PTIs	55	2750.00	55	19500.00	3200.00
1.2	New URC construction	30	1500.00	25	2450.00	0.00
1.3	Repair of URC	----	----	need based	800.00	163.00
1.4	Furniture for URC	----	----	need based	1393.10	315.00
1.5	UEO Office	503	10060.00	508	16750.00	650.00
1.6	Construction of TEO offices at city area			20	2000.00	0.00
2.1	Computers, UPS voltage stabilizer	2,130	4260.00	3,279 laptops & others	2382.33	647.87
2.2	Printers & scanners	1,120	672.00	1,106 printer	206.00	27.00
2.3	Multimedia projector	1,120	1120.00	1,120 mmp	687.35	165.75
2.4	Photocopier for PTIs	55	165.00	67 photocopiers	58.47	34.47
3.1	Microbus for PTIs	55	1650.00	55 microbuses	2000.00	1225.91
3.2	Motorbike for field level offices	2,569	3082.80	2,569 motorbikes	3082.80	0.00
4.1	PTI- officer	55	707.26	59 officers	2281.04	408.96
4.2	PTI- staff	277	1655.08	57 staff	445.10	154.61
4.3	UEO- staff	1,152	6629.76	14 staff	83.32	34.48
4.4	URC- officer	24	308.62	48 officers	647.50	220.66
4.5	URC- staff	72	507.60	48 staff	189.41	77.33
	Total		35068.12		54956.42	7325.04

16.3 Implementation Responsibility: The Administration Division of DPE is accountable for implementation of this sub-component - field level office strengthening. The Planning and Development Division is responsible for civil works. The LGED executes the civil works as approved list.

16.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
GoB will prepare a plan to address staffing in PTIs and UEOs to adequate levels to manage workloads	Based on the organizational development for capacity building (ODCBG) stocktaking exercise (see sub-component 3.1.4), staff hired and placed at field level	Based on the ODCBG stocktaking exercise (see sub-component 3.1.4) remaining staff hired and placed at field level	Planned staff hired and placed at all field levels

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Staff in place and performing	Recommendations from the PEDP-3 Mid-Term Review Quality and Governance studies to improve field level coordination of training identified and approved	Field level coordination of training improved	Field level coordination of training improved
	Job description of UEOs to include UPEP and SLIP coordination finalized by DPE Administration Division (see sub-component 3.1.2)	Upazilas develop and implement needs-based UPEPs on the basis of SLIPs.	UPEP- Upazilas develop and implement needs-based UPEPs on the basis of SLIPs
		Targeted capacity development support provided to UEOs based on the study of SLIP and UPEP process in selected Upazilas (to be supported by the Planning Division)	

17. Decentralized School Management and Governance:

17.1 A key dimension of PEDP-3 is to enhance decentralized planning at District, Upazila and school levels. Functions and responsibilities will be re-defined and, in some cases, expanded, with a view to preparing and implementing a need-based annual plan 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), 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. A series of targets have been set. Success stories of School Level Improvement Plans (SLIPs) to improve the quality of education will be shared with other schools. UPEP will be activated by end of program period in all Upazilas. Some other funds i.e. block funds/grants will also be channelled through Upazila Education Plan (UPEP). This sub-component includes study; implementation of SLIP and UPEP.

17.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/unit	Estimated cost	Quantity/unit	Estimated cost	
1	Study	1	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Workshop	10	included in sub-comp. 24	need based	included in sub-comp. 24	------
3	SLIP					
3.1	Stakeholder training	573,858	8607.87	6,40,000	6314.48	1736.52
3.2	Master trainer refresher	3,500	175.00	2,500 persons	63.76	9.48
3.3	School funding	all GPS	127524.00	all schools	99584.00	35558.10
3.4	Development of SMC guidelines	-----	-----	Block	186.96	36.96

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
3.5	Remuneration of para teacher	need based	4000.00	dropped	-----	-----
3.6	Review and monitoring of SLIP	9	9.00	------	included in sub-comp. 27	------
4	UPEP					
4.1	Master trainer training	1,600	80.00	800	38.37	37.76
4.2	Upazila funding	502	503.00	508	101.10	20.20
4.3	UPEP workshop	500	50.00	------	0.00	0.00
4.4	Unicef support workshop	-----	-----	Unicef TA support	35.00	5.00
	Total		140948.87		106323.67	37404.02

17.3 Implementation Responsibility: The Planning and Development Division is accountable for implementation of this sub-component - decentralized school management and governance.

17.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
At least 75% of schools having prepared SLIPs and received funds according to SMC guidelines validated by expenditure tracking survey	Recommendations of expenditure tracking survey (PETS) and lessons learned study are endorsed by MoPME	At least 75% of schools (GPS and NNGPS) have prepared SLIPs and have received funds on the basis of guidelines updated in Year 4	
At least 25% of Upazila having prepared UPEPs and received funds based on UPEP guidelines validated by expenditure tracking survey	At least 40% of Upazilas have prepared UPEPs according to UPEP 2012 guidelines	At least 50% of Upazilas have prepared UPEPs on the basis of updated guidelines	
	SMC, SLIP and UPEP guidelines updated		

17.5 DLI Protocol of SLIP & UPEP:

PROTOCOL
Definition: A "SLIP" is a School Level Improvement Plan setting out how a school's resources will be applied to improve its performance. The School Management Committee (SMC), teachers, parents and the school community prepare a SLIP. The revised guidelines (Year 0 & Year 1) allow for SLIPs to differ from one school to the next, depending on the needs identified in their respective situations.
An Upazila Primary Education Plan (UPEP) is a planning instrument setting out how each school's SLIP will be supported. It also addresses education from the broader Upazila perspective, making clear how Quality Education for All will be achieved. The revised guidelines (Year 1) identify expenditures eligible for block grants and allow for UPEPs to differ from one Upazila to the next, depending upon needs of schools in their respective Upazilas.
The guidelines revised in Years 0 and 1 will be updated in Year 4. The updated guidelines will be based on endorsed recommendations of the PETS, lessons learned study and ongoing discussions on the school effectiveness framework (including linkages between SLIPs, PSQLs and SMC Guidelines)

and will specify: how improvement plans should be prepared; what UPEP/SLIPs will cover; the fund flow mechanisms (including flexibility to reallocate funds across various block grants to implement UPEPs); how the use of funds will be monitored. The updated guidelines will also provide direction for using data from APSC and the ASPR (contact hours, PSQLs, etc.) and other measures included in the school effectiveness framework. Good practices of SLIPs and UPEPs will be disseminated regularly. **Source:** SLIPs, UPEPs, and SMC guidelines as approved by MoPME; MOF's approval of advances to schools; iBAS reports, government orders, and expenditure confirmation from Upazilas showing SLIP grant disbursed by Upazilas; administrative records from DPE; analyses of samples of SLIPs and UPEPs; reports from expenditure tracking survey(s) and lessons learned study, school mapping including identification of most deprived areas/schools.

18. School level Leadership Development:

18.1 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 (ECL), for example, the head teacher 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. The roles of head teachers will be clarified, studies have been undertaken on head teacher leadership strengthening, and leadership training provided for all head teachers. This sub-component includes study; materials development, printing & TOT and head teacher training.

18.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Materials development, printing & TOT	2	150.00	need based	123.69	123.62
2	Study	1	included in sub-comp. 24	need based	included in sub-comp. 24	------
3	Workshops	7	included in sub-comp. 24	need based	included in sub-comp. 24	------
4	Head Teacher training - local	42,000	6300.00	66,500 head teachers	7800.25	4257.41
	Total		6450.00		7923.94	4381.03

18.3 Implementation Responsibility: The Training Division of DPE is accountable for implementation of this sub-component - School Level Leadership and Development.

18.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
At least 40% of head teachers and AUEOs trained	Further improvement of training materials is completed	14,000 head teachers participate in the training	14,000 head teachers participate in the training
	14,000 head teachers participate in training	Development of handbook / guidebook for head teachers is completed	UEOs and AUEOs conduct follow-up inspection
	UEOs and AUEOs conduct follow-up inspection	UEOs and AUEOs conduct follow-up inspection	

19. Organizational Review and Strengthening:

19.1 The creation of posts and filling vacancies is a significant issue. At the school level, recruitment of teachers has improved, vacancies have been reduced and, when the career path will be 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 PEDP-3. This sub-component includes construction/expansion works of DPE HQ building, divisional and DPEO offices, NAPE and Leadership centre at Cox'sbazar; procurement of computers and related accessories and equipment, procurement of vehicles (Jeep, Microbus); recruitment of additional manpower for DPE head office.

19.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Construction/ Expansion Works					
1.1	DPE headquarters expansion- new building	1	4500.00	1	5570.00	70.00
1.2	Divisional office expansion works	7	280.00	7	1700.00	330.00
1.3	DPEO office	64	1600.00	64	1940.00	620.00
1.4	Leadership centre in Cox's Bazar	1	1100.00	1	1200.00	0.00
1.5	NAPE expansion works	1	2500.00	1	1000.00	0.00
2.1	Computers, UPS, voltage stabilizer	342	684.00	342	632.14	181.73
2.2	Printers and scanners	91	54.60	128	48.70	18.70
2.3	Multi-media Projector	91	91.00	91	55.23	6.63
2.4	Photocopier	89	267.00	89	188.00	34.00
2.5	other equipment	Lump sum	200.00	Block	222.00	5.31
2.6	Equipment for NAPE	Lump sum	200.00	Block	60.00	0.00
3.1	Jeep	81	6480.00	45	3600.00	372.47
3.2	Microbus	10	300.00	10	300.00	0.00
4	Workshop	50	included in sub-comp. 24	need based	included in sub-comp. 24	------
5.1	DPE- officer	62	1190.87	49	1531.68	408.98
5.2	DPE- staff	82	553.50	70	706.94	58.88
5.3	DD- office	1	29.31	1	16.90	0.00
5.4	DD- staff	13	87.75	7	71.60	25.23
5.5	DPEO- staff	48	281.04	64	567.60	0.00
5.6	NAPE (officers & staff)	65	715.00	------	-----	------
	Total		21414.07		19410.79	2131.93

19.3 Implementation Responsibility: The Administration Division of DPE is accountable for implementation of this sub-component - organizational review and strengthening. The Planning

and Development Division is responsible for implementation of civil works. The LGED executes the construction works of this subcomponent.

19.4 The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
TOR for follow-on Organizational Development and Capacity Building Guide (ODCBG) approved after completion of stock taking of current implementation status, with limited targeted focus areas	ODCB Guide follow-up exercise completed	Identification of staff that: (i) May need to be transferred post-PEDP3, (ii) May need to be created from integration with discrete projects, and (iii) May result from the advice from the follow-on OCDB Guide exercise"	Updated organogram for post-PEDP3
New Recruitment Rules approved by GoB	MoPME, NAPE and DPE capacity strengthening continued in line with ODCB Guide follow-up	MoPME, NAPE and DPE capacity strengthening continued in line with ODCB Guide follow-up	MoPME, NAPE, and DPE capacity strengthening continued
		Dissemination of new approved recruitment rules completed	

20. Grade V Terminal Examination Strengthened:

20.1 The challenge under PEDP-3 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 will be added to assess what students can do with knowledge as well as measure what units of knowledge they have memorized. In the planning of PEDP-3 the major emphasis was on improvement of quality with a focus on learning in the classroom. A number of measures are being introduced to help teachers focus on the students' acquisition of competencies. It is essential that the grade 5 examination measures learning in this way in order for teachers to be motivated to teach the competencies. The percentage of competency based questions will be increased annually so that by the end of PEDP 65% of the questions will be competency based and by 2018 the examination will be fully competency based. National capacity will be built for developing competency based questions to ensure the sustainability of the initiative. On an annual basis, analysis of results of the Grade 5 completion examination will be completed by DPE and NAPE and results will be disseminated.

20.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Grade 5 examination: (implementation by Admin. DPE)	5 times	375.00	block (decides during implementation)	906.81	7.80
2	Grade 5 examination	----	-----	items writing, testing and analyzing examination	901.18	302.92

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
	Total		375.00		1807.99	310.72

20.3 Implementation Responsibility: The National Academy for Primary Education (NAPE) and Administration Division of DPE is jointly accountable for implementation of this sub-component - improvements in the grade 5 terminal examination.

20.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Action plan implemented with at least 25% of items competency-based introduced in the 2013 Grade 5 PECE and an additional 25% of competency-based items piloted (piloting to be done in May 2014)	Action plan implemented with at least 35 % of competency-based items introduced in the 2014 Grade 5 PECE and piloting based on 100% of curriculum competencies	Action plan implemented with at least 50% of competency-based items introduced in the 2015 Grade 5 PECE and piloting of items based on 100% of curriculum competencies	Action plan implemented with at least 65% of competency based items introduced in the 2016 Grade 5 PECE and piloting based on 100% of curriculum competencies
Analysis of results of 2013 Grade 5 PECE completed by DPE and NAPE and results disseminated	Analysis of results of 2014 Grade 5 PECE completed by DPE and NAPE and results disseminated, using dissemination tools as specified in the action plan	Analysis of results of 2015 Grade 5 PECE completed by DPE and NAPE and results disseminated, using dissemination tools as specified in the action plan	
	Grade 5 PECE Framework updated and approved by NAPE/MoPME and action plan prepared to implement it.		

20.5 DLI Protocol of Grade 5 Completion Examination:

PROTOCOL
Definition: The 5-year Action Plan (Year 0) for improvements in Grade 5 PECE and the Grade 5 PECE Framework specify the percentage of competency-based items to be introduced each year and all activities required to administer the exam, such as piloting. From piloting, the item bank is being developed, from which exam items are chosen. Each item can be reused once approximately every three years. The purpose of piloting 100% competency-based items each year is to develop item writers' expertise as well as to ensure that there are sufficient items for selection for the examinations. The updated framework and action plan (Year 4) will include reaching 80% competency based items in 2017 and 100% competency based items by 2018
Coordination between NAPE and DPE will be the responsibility of MoPME.
Analysis of results includes: (i) an analysis of pass rates by gender, subjects and Upazilas conducted by DPE; (ii) an analysis by NAPE of marking and scoring of a sample of answer scripts in selected Upazilas. The results of the analysis are expected to be disseminated to teacher/educationalists, parents/guardians, and teachers for providing examples of improved teaching and learning through tools specified in the updated action plan.

21. Teacher Recruitment, Promotion and Deployment:

21.1 The major shift in PEDP-3 is to a demand or need-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 PEDP-3, 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. This sub-component includes study; workshop & seminar; teacher incentives pilot; and recruitment of additional teachers.

21.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	2	included in sub-comp. 24	need based	included in sub-comp.24	------
2	Workshop	100	included in sub-comp. 24	need based	included in sub-comp. 24	------
3	Teachers' Incentive pilot	3	150.00	dropped	------	----
4	Additional teacher	10,000 teachers	30240.00	10,00 asstt. teachers & 8 head teachers	20700.00	0.00
5	Manpower for Hostel in CHT	------	-----	40 persons	303.50	27.80
	Total		30390.00		21003.50	27.80

21.3 Implementation Responsibility: The Administration Division of DPE is accountable for implementation of this sub-component - teacher recruitment, deployment and promotion.

21.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year for the remainder of the program.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
All teachers and head teachers positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis	All teachers and head teachers positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis	All teachers and head teachers positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis	All teacher and head teacher positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis
And (ii) at least 90% of new teacher and head teacher posts identified by the needs-based plan to be filled for the year filled.	At least 90% of teachers and head teachers (vacancies and all new positions) filled according to needs based plan	At least 90% of teachers and head teachers (vacancies and all new positions) filled according to needs based plan	
Recruitment rules with career paths for	A comprehensive study on contact hours	Recommendations of comprehensive study	

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter) approved by Government of Bangladesh	and policies and interventions conducted with recommendations for increasing contact hours between teachers and students	(Year 4) on contact hours endorsed by MoPME Action plan to implement recommendations from the contact hour study endorsed by MoPME	

21.5   DLI Protocol of Teacher Recruitment:

PROTOCOL

Definition: "Needs based" analysis (conducted by DPE) of needs for new teachers requires a detailed review of EMIS and teacher database to identify schools below minimum standards followed by site verification by Upazila Education Officer (UEO) or Assistant Upazila Education Officer (AUEO). The assessment of needs for new teachers (Year 0) has been updated during the JARM/MTR 2014. These will be used to assess achievement of the DLI starting in Year 3. The Year 4 attrition target is to be established by DPE, endorsed by MoPME and recorded in the second JCM ROD of 2014. The Year 5 attrition target is to be established by DPE, endorsed by MoPME, and recorded in the JARM ROD of 2015.

Approval of Recruitment rules, career paths and recruitment and promotion rules by Government of Bangladesh means that the Ministry of Public Administration has issued a Government Order. 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)
The study on contact hours and policies (Year 4) will include but not be limited to analysis of single and staggered shift schools, teacher deployment, student: teacher ratios, teacher incentives, use of SLIPs/UPEPs, infrastructure needs and the use of private tuition).

Source: Needs-based analysis of new teacher and head teacher positions approved by MoPME; career paths as approved by Ministry of Public Administration; Teacher database and EMIS, Administrative data on teacher recruitment process.

22. Annual Primary School Census:

22.1 The importance of regular, accurate, reliable data for evidence based policy making and quality, targeted service delivery cannot be understated. An annual primary school census has been conducted since 2005, producing a primary information source that has shaped the efficiency and effectiveness of efforts to provide an inclusive and quality primary education. RBM requires timely and accurate information on performance and outcome indicators. The annual primary school census is the main source of information on inputs, process, outputs and outcomes at the school level. Under PEDP-3, some additional items will be added to the current school census so that all school-based program elements may be monitored. 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 APSC. Evidence on outcomes at the school level will be collected annually through a strengthened and expanded APSC. Software and databases will be adjusted to reflect changes in the census. This sub-component includes school census every year.

22.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Conduct Annual School Census	5	3000.00	6	1520.15	296.85
2	Orientation & workshop on APSC	250	included in sub- comp. 24	172	1027.57	132.86
	Total		3000.00		2547.72	429.71

22.3 Implementation Responsibility: The Monitoring and Evaluation Division of DPE will be accountable for sub-component - annual primary school census (APSC).

22.4 This sub-component is linked to disbursement of funds by the development partners. The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools	APSC (AY 2015) administration and report preparation and dissemination complete within academic year covering all primary schools	APSC (AY 2016) administration and report preparation and dissemination complete within academic year covering all primary schools	APSC (AY 2017) survey completed within academic year covering all primary schools
Third party validation of validation census data completed	Agreed recommendations from the third party validation (Year 3) are implemented	Third party validation completed examining the accuracy of data compared to prior Third Party Validation	
		M&E capacity assessment study completed	

22.5 DLI Protocol of APSC:

PROTOCOL
Definition: The census questionnaire collects information on enrollment, repetition, teachers' qualifications, SLIPs, physical infrastructure and availability of teaching-learning materials. To adjust to PEDP3 needs, new information required on pre-primary education, distribution of textbooks and stipend beneficiaries was integrated into the APSC from 2013. In 2013 the Annual School Census (ASC) was also renamed the Annual Primary School Census (APSC).
"All primary schools" at a minimum means schools that participate in the Grade 5/Primary Education Completion Exam (PECE). Efforts will be made to extend coverage to schools delivering primary education that do not participate in the PECE.
The terms of reference for the TPVs (Year 3 and 5) need to be linked to allow comparability between TPVs and comparison of their results across the years. The third party validation will focus on examining the accuracy of data. It will also include recommendations, if needed, of methods to improve data accuracy.
The M&E capacity assessment (Year 5) should assess the capacity to support: efficient and timely data collection, validation, storage, analysis and reporting; and results-based management at the central and field level.
Source: M&E and EMIS data; Annual Primary School Census Report; Third Party Validation report(s)

23. National Student's Assessment :

23.1 National student's 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 3 and 5. During PEDP-3, the sampling will be done with precision, the assessment will be administered at the same time each cycle and under the same conditions, and the test items will 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 PEDP-3 period, and overseas approaches will be studied in terms of their potential relevance to Bangladesh. This sub-component includes study; workshop; and implementation of national assessment.

23.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	National Assessment-implementation	3	2400.00	different activities	336.42	161.42
2	Workshop & training on NSA	250	0.00	Block (need based)	612.83	56.37
3	NAC operating cost	block	50.00	....	included in sub-comp. 24	0.00
	Total		2450.00		949.25	217.79

23.3 Implementation Responsibility: The Monitoring and Evaluation Division of DPE is accountable for implementation of this sub-component national assessment of students.

23.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
20-25 students in 700 schools participated in Grade 5NSA	Results of NSA 2013 disseminated nationwide and utilized for further quality improvement of the system	NSA 2015 conducted	Results of NSA 2015 disseminated nationwide and utilized for further quality improvement of the system
	Preparation for NSA 2015 completed	Results of NSA 2015 analyzed	Preparation for NSA 2017 completed
	Needs assessment on strengthening assessment/examination system conducted	A capacity development plan of assessment/ examination system developed	First phase of the capacity development plan to institutionalize NSA implemented

Component 4 - Planning and Management:
This component is composed of six sub-components.
24. PEDP-3 Management and Governance:
24.1 PEDP-3 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. Under PEDP-3 a Program Division has been created in DPE to coordinate, and analyze the results of PEDP-3 interventions. This sub-component includes equipment, furniture, vehicle; study; workshop & seminar; consultancy (international and national through IDC/ individual); staff salary of program division; cost of PSO (MoPME).

24.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/unit	Estimated cost	Quantity/unit	Estimated cost	
1	Equipment, Furniture, Vehicle					
1.1	Computers and other related items	20	80.00	Block	115.75	23.64
1.2	Digital camera, tab, scanner, photocopier, air conditioner, etc.	40	200.00	Block (different items)	200.00	13.52
1.3	Vehicle for PSO and Program Division	6	300.00	2 Jeep 2 Microbus	313.52	144.52
1.4	Furniture need based	51	306.00	Block for all offices	306.00	13.46
2	Study	-	2040.00	Block	900.00	0.00
3	Workshop	750	1125.00	Need based	317.04	90.84
4	Technical Assistance					
4.1	International consultant through IDC	750	13125.00	60 pm	1050.00	0.00
4.2	International consultant (individual)	100	1750.00	35 pm	389.75	52.91
4.3	National consultant through IDC	2,000	7000.00	420 pm	2100.00	100.56
4.4	National consultant (individual)	500	1750.00	462 pm	1482.86	440.84
5.1	PSO, MoPME	15	375.00	Block	250.00	0.00
5.2	Program Division- officers	11	299.48	7 officers	231.01	58.69
5.3	Program Division- staff	24	134.40	10 staff	79.91	0.00
6	Operational cost	5	8100.00	different items	12700.00	7484.16
7	DPE office building maintenance	-----	------	need based	215.00	39.94
	Total		36584.88		20650.84	8463.08

24.3 Implementation Responsibility: The Program Division of DPE is accountable for day-to-day management of PEDP-3 in collaboration with other line divisions of DPE.

24.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
PEDP3 management and steering committee meet regularly as per their TORs	PEDP3 management and steering committee meet regularly as per their TORs	PEDP3 management and steering committee meet regularly as per their TORs	PEDP3 management and steering committee meet regularly as per their TORs
PEDP3 AOP for current year implemented	PEDP3 AOP for current year implemented	PEDP3 AOP for current year implemented	PEDP3 AOP for current year implemented
PEDP3 tasks across divisions and agencies for current year coordinated and used to improve	MTR governance report findings reviewed and next steps agreed	PEDP3 tasks across divisions and agencies for current year coordinated by PSO and used to improve performance on	PEDP3 tasks across divisions and agencies for current year coordinated by PSO and used to

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
performance		the basis of agreed mechanisms	improve performance on the basis of agreed mechanisms
	PSO operational as per TOR in updated program documents		
	PEDP3 tasks across divisions and agencies for current year coordinated by PSO and used to improve performance on the basis of agreed mechanisms		

25. PEDP-3 Financial Management:

25.1 PEDP-3 financial management will meet the requirements set out in the Procurement and Financial Management (PFM) Action Plan. These requirements entail annual fiduciary reviews, timely distribution of budget to DDOs (Drawing and Disbursement Officers), a review of the distribution and ceiling of advances to cost centres and request for adjustments, and monthly monitoring through system-generated compliance reporting system. This sub-component includes re-customization of accounting system and training of DPEs accounting personnel and DDOs (all levels) on government accounting system and computerized accounting system

25.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Re-customization of Accounting system	block	150.00	Block	90.00	0.00
2	Server and link with iBAS of MoF	2 terminals	25.00	not needed	----	-----
3	Financial management training	4,548 persons	318.36	4,548 persons	341.58	132.72
	Total		493.36		431.58	132.72

25.3 Implementation Responsibility: The Finance and Procurement Division of DPE is accountable for implementation of this sub-component - financial management of PEDP-3.

25.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Annual fiduciary review conducted	Annual fiduciary review conducted	Annual fiduciary review conducted	Annual program financial statements prepared
Preparation of annual program financial statements	Annual program financial statements prepared	Annual program financial statements prepared	Amounts budgeted are in line with MTBF
Amounts budgeted are in line with MTBF	Amounts budgeted are in line with MTBF	Amounts budgeted are in line with MTBF	Sector budget distributed to spending DDOs
Sector budget distributed to spending DDOs	Sector budget distributed to spending DDOs	Sector budget distributed to spending DDOs	Distribution and ceilings of advances to cost center/DDOs

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
			reviewed and MOF adjustments requested
Distribution and ceilings of advances to cost center/DDOs reviewed and MOF adjustments requested	Distribution and ceilings of advances to cost center/DDOs reviewed and MOF adjustments requested	Distribution and ceilings of advances to cost center/DDOs reviewed and MOF adjustments requested	Quarterly monitoring through system-generated reports (iBAS)/DPE
Quarterly monitoring through system-generated reports (iBAS)	Quarterly monitoring through system-generated reports (iBAS)/DPE	Quarterly monitoring through system-generated reports (iBAS)/DPE	Recording and monitoring advances in ADP review meeting at MoPME
	Recording and monitoring advances in ADP review meeting at MoPME	Recording and monitoring advances in ADP review meeting at MoPME	Quarterly review of the audit observation
	Quarterly review of the audit observation	Quarterly review of the audit observation	
		Customized Accounting system software introduced and implemented	

26. Sector Finance:

26.1 MoF is accountable for assuring adequate financing for the pre- and primary education sector. No fund will be required.

26.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	5	included in sub-comp. 24	-----	budget is not required	-----
2	Workshop	250	included in sub-comp. 24	-----		-----
	Total		0.00			0.00

26.3 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
FY14-15 Primary education budget aligned with program framework and consistent with 14-19 MTBF	FY15-16 Primary education budget aligned with program framework and consistent with FY15-20 MTBF	FY 16-17 Primary education budget aligned with program framework and consistent with FY16 - 21 MTBF	FY 17-18 Primary education budget consistent with FY 17-22 MTBF
Actual primary expenditures for FY13-14 within 15% deviation of the originally approved budget	Actual primary expenditures for FY 14-15 within 15%deviation of the originally approved budget	Actual primary expenditures for FY 15-16 within 15% deviation of the originally approved budget	Revised FY 16-17 primary-education budget allocation aligned with program framework

26.5   DLI Protocol of Sector Finance:

> **PROTOCOL**:
> **Definition:** Primary education financing adequate to implement the government's PEDP3, equal to or more than the original primary education budget for FY13/14 and whereby the share of the PEDP3 development budget as part of the overall primary education development budget is incrementally increasing each year. For Year 6 the adequacy of the Primary Education FY 17/18 budget will be determined based on consistency with FY 17-22 MTBF.
>
> **Process:** The Review in May checks if in the draft primary education budget all PEDP3 program components have adequate budget, if draft primary education budget is consistent with the MTBF, and if the primary education budget is equal to or more than the budget of FY 13-14 (for the FY15/16 and FY16/17 draft primary education budgets). The share of PEDP3 development budget as part of the overall primary education development budget will also be reviewed to ensure an incremental increase. In May, the July-March expenditure statement is reviewed to assess that expenditure is on track. Final compliance with the DLI will be checked in September/October on the basis of: (i) the originally approved budget allocation for the ongoing FY, (ii) the originally approved budget allocation for the previous FY, and (iii) June IFR for the full primary education expenditure during the previous FY. For Year 6 the consistency of the FY 17-18 budget with FY 17-22 MTBF will be reviewed in May and assessed in September/October. Also in Year 6, the adequacy of the revised FY 16-17 budget allocation to finance the program in its last year will be reviewed in May and assessed in September/October.
>
> **Source:**
> For May: Budget Circular 1 & 2; draft MoPME budget proposed to MoF for next year, draft AOP for next year, IFR until March for ongoing year.
> For September/October: Medium Term Budget Framework (MTBF), approved budget of previous year, approved budget for ongoing, year, approved AOP and June IFR.

27.   Strengthening Monitoring Functions:

27.1 Evidence based planning and results based management relies 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. Manage inspection system in field offices and schools using RBM. Conduct student assessment, monitoring of SLIP/UPEP and survey. Production of ASPR and institutionalization of result based management (RBM) in DPE. This sub-component includes study; workshop & seminar; child survey, GIS.

27.2   Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	7	included in sub-comp. 24	need based	included in sub-comp. 24	------
2	Workshop	250	included in sub-comp. 24	-----	included in sl. no. 3	------
3	QSTF progress review	5	0.00	QSTF- 54 workshops	99.95	40.86
4	Progress review meeting and monitoring	1204 meetings	5000.00	national & divisional levels	704.26	459.18
5	Education & household survey by BBS	----	-----	Survey	161.45	108.17
6	ASPR	-----	-----	ASPR	255.00	0.00
5	GIS	1	300.00	Block	19.00	0.00
8	Training on RBM	10000	500.00	2040 persons	129.47	111.22

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
	Total		5800.00		1369.13	719.43

27.3 Implementation Responsibility: The Monitoring and Evaluation Division is accountable for implementation of this sub-component - strengthening monitoring functions.

27.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year for the remainder of the program.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Central and non-central staff trained in improved and coordinated (RBM) monitoring processes	Modernizing of inspection tools designed and finalized including a small pilot with the purpose of strengthening data collection at the school level	Based on the modernizing of inspection tool pilot a further scale up may be undertaken	Modernizing of inspection tool pilot report completed with recommendations for nation-wide roll-out
Schools inspected using updated PEDP3 related tools	Methods for collecting and using data strengthened through RBM training for DPE, Districts, Upazilas and school staff. This will inform SLIPs, UPEPs and other school effectiveness planning. Training should highlight the importance of PSQLs and KPIs. To be completed in conjunction with ASPR dissemination	Methods for collecting and using data strengthened through RBM training for DPE, Districts, Upazilas and school staff. This will inform SLIPs, UPEPs and other school effectiveness planning. Training should highlight the importance of PSQLs and KPIs. To be completed in conjunction with ASPR dissemination	Methods for collecting and using data strengthened through RBM training for DPE, Districts, Upazilas and school staff. This will inform SLIPs, UPEPs and other school effectiveness planning. Training should highlight the importance of PSQLs and KPIs. To be completed in conjunction with ASPR dissemination
Review of AOP strategy paper development by RBM TA team	Review and analyze reporting streams (inspection, progress, results), to assess how linkages between different streams and feedback to potential users can be strengthened	All school inspections conducted using updated tools in line with PEDP3 and a consolidated action oriented inspection report drafted and shared quarterly	RBM Resource pool functioning. RBM principles included in all relevant training practices
Consolidated inspection report drafted and shared with DPE and MoPME	Review of PEDP3 inspection guides and tools (to include action-oriented recommendations for school, Upazila, district, divisional, and central level) completed, with reference to inspections highlighted in Sub-component 2.1.3: Mainstreaming Gender and Inclusive Education	Progress monitoring review at divisional and national level conducted using RBM approaches biannually.	All school inspections conducted using updated tools in line with PEDP3 and a consolidated action oriented inspection report drafted and shared quarterly at District level

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Progress review and monitoring meeting at divisional levels conducted using RBM approaches	DPE M&E Division further institutionalizes RBM with further TA		Progress monitoring review at divisional and national level conducted using RBM approaches biannually
RBM-focused AOP planning process supported at central level	Education Household survey conducted		

28.   Human Resource Development :

28.1   Under PEDP-II, a major study on HRD needs was undertaken and an Organizational Development and Capacity Building (ODCB) Guidebook was prepared suggesting the types of training required for DPE officers at central and field levels: these will now be updated in accordance with PEDP-3 design. Many of these activities will be implemented under PEDP-3 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 locally determining what training is required to improve performance. The effectiveness of all forms of training will be assessed in terms of behavioural change consequent upon course participation. This sub-component includes local training of AUEOs, printing and TOT, materials development; local training of URC, printing and TOT; study; local training for new AUEOs, academic supervision for AUEOs; local training of UEOs/head teacher for quality assurance inspection and follow-up quality inspection; training of URC Instructor and Assistant Instructor (one month); local training of central level, DPEO, ADPEO, AD and training for DPE and field level; and overseas study tour/ higher study and local higher study.

28.2 Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Local Training for AUEOs					
1.1	Review, printing and TOT	1	20.00	------	-----	-----
1.2	Materials development	1	20.00	------	-----	-----
2	Review, printing and TOT for URC	5	50.00	-----.	integrated with training	-----
3	Study on HRD	2	0.00	Block	30.00	0.00
4	Workshop on HRD	100	0.00	need based	included in sub-comp 24	-----
5.1	Initial training for new AUEOs	1,000 days	700.00	250 persons	41.34	41.34
5.2	Academic supervision for AUEOs	2,000 days	300.00	3,000 AUEOs	1162.60	722.78
6	Local training for UEOs/ Head teacher					
6.1	Orientation of quality assurance inspection (QAI)	1,500	90.00	-------.	------	-----
6.2	Follow up of QAI	1,500	52.50	-------	-----	-----
7	Training of URC & PTI Instructor and	750 days	262.50	1,890 persons	633.41	109.93

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
	Asstt, Instructor					
8.1	Training for DPE officers, DPEO, ADPEO, AD, DD	400	28.00	384 officials	95.97	60.41
8.2	Training for DPE and field level staff	7,500	750.00	2,400 persons	889.99	479.99
9.1	Upazila Chairman and Vice Chairman	1,560	46.80	-----	------	------
9.2	Pourashava and Union Parishad Members	7,500	225.00	-----	------	------
10	Overseas training/study tour	8,000 days	4800.00	2,600 persons	4800.00	447.21
11	Training on higher studies(local & overseas)	…..	0.00	overseas - 20 & local - 20 persons	700.00	0.00
	Total		7344.80		8353.31	1861.66

28.3 Implementation Responsibility: The Training Division, DPE is accountable for implementation of this component – human resource development. This sub-component will be implemented in collaboration with the Administration Division of DPE.

28.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
Stock take of ODCBG recommendations and progress	Action Plan on the ODCBG developed and approved (link with proposed follow-up activity)	A set of related training options are made available (or developed). These should align with existing competencies and standards defined in the curriculum, DPEd and TED plans	A set of standards and competencies for professional development of field level staff is developed, and aligned to a set of related training options taking stock of effectiveness so far as part of exercise
	Needs-based list of training needs compiled from field levels and implemented in collaboration with TED plan	Needs-based list of training needs compiled from field levels and implemented in collaboration with TED plan	Needs-based list of training needs compiled from field levels and implemented
	Existing CPD approach for field level officers implemented	Existing CPD approach for field level officers continued and documented	

29. Public-Private Partnerships (PPP):

29.1 The NEP clearly emphasizes reaching out to NGOs and the private sector to help deliver and support aspects of primary education. Of course, much cooperation of this kind occurs already. 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. A study will be conducted, and substantial consultation will occur, to explore and identify potential and appropriate PPP developments. While quantitative targets will not be set, it is intended further to mobilize non-government agencies in support of the national primary educational goals and of the objectives of PEDP-3. This sub-component includes study, workshop & seminar; and survey.

29.2   Sub-component Costing (in Lakh Taka):

Sl. no.	Item/Activity	Original		Revised		Expenditure July 2011 – June 2015
		Quantity/ unit	Estimated cost	Quantity/ unit	Estimated cost	
1	Study	5	100.00	need based	included in sub-comp. 24	-----
2	Workshop	25	included in sub-comp. 24	Block	5.00	0.00
3	Public Private Partnership	-----	-----	Block	2500.00	0.00
4	Survey	1	2.00	------	------	-----
	Total		102.00		2505.00	0.00

29.3 Implementation Responsibility: The Program Division of DPE is accountable for implementation for sub-component public-private partnerships **(**PPP).

29.4 Planned Activity: The following table provides a detailed description of the tasks that should be completed within each year.

Year 3 (2013-14)	Year 4 (2014-15)	Year 5 (2015-16)	Year 6 (2016-17)
PPP arrangements evaluated and mechanism improved	Customize the PPP framework for MoPME.	Implement PPP framework for MoPME	Implement PPP framework for MoPME
	Disseminate PPP framework widely through workshops and materials		
	Consultation workshops on the GO-NGO Collaboration Guidelines for PPE		

Physical and Financial Targets of Original DPP and Revised DPP

	DPP item	Original (DPP)		Revised (RDPP)	
		Physical(Quantity) indicative	Financial in Lakh Tk	Physical (Quantity) indicative	Financial in Lakh Tk
1.1	Civil works- office	Extension of DPE HQ-1, DD office-7, DPEO-64, PTI-55, UEO-503 and construction of URC-30	21790.00	Extension of DPE HQ-1, DD office-7, DPEO-64, PTI-55, UEO-503 and construction of URC-30	52125.00
1.2	Civil works school	construction of 2,709 schools, 31,685 addl. classrooms, 128,955 toilets, 39,300 tube-wells	589265.75	Construction 39,003 addl. classrooms, 23,500 WASH blocks, 39,300 tube-wells	799185.80
2	Equipment and machinery	Photocopier- 144 and other equipment	832.00	Photocopier- 144 and other equipment.	668.47
2.1	Computers and accessories- office	computer & other accessories (printer, multimedia, OHP, UPS, scanner, voltage Stabilizers.	6961.60	Computer & other accessories (printer, multimedia, UPS, scanner, voltage stabilizers. 6,665 nos.	4220.23
2.2	Computers and accessories- schools	computer for model schools – 503 (package), & for 37,170 (package)	30276.21	computer for 65,365(package) for all GPS incl.	88378.65
3	Vehicle	Jeep- 48, Microbus- 68, Motorbike- 2,569	11812.80	Jeep- 48, Microbus- 68, Motorbike- 2,569	9296.32
4	Furniture - office	all offices (need based)	306.00	all offices (need based)	1699.10
4.1	Furniture- school	Need based	15050.30	Need based	20000.00
5	Manpower	Officer and staff for DPE HQ and Field office- 404 persons	12759.66	Officer and staff for DPE HQ and Field office- 448 persons,. PPE Asstt. Teacher-65,365, PTI resource persons-350	7405.51
5.1	Assistant Teachers (excl. PPE)	10,000 assistant teachers & 8 head teachers	30390.00	10,000 assistant teachers & 8 head teachers	20700.00
6.	Local training	C-in-ED & DPEd for 62,200 teachers, other training for all teachers, training of field level offices, DPE and SMC members and public representatives	139716.80	C-in-Ed & DPEd for 62,200 teachers, other training for all teachers, training of field level offices, DPE and SMC members and public representatives	169592.43
6.1	Training overseas & higher studies (local & overseas)	2,600 person	4800.00	2,640 persons (2600 + 40)	5500.00
7	Workshop/ Seminar	As required	1184.00	As required	397.08
8	Textbook - primary	11 41.00 lakh	128839.84	Block	565.03

	DPP item	Original (DPP)		Revised (RDPP)	
		Physical(Quantity) indicative	Financial in Lakh Tk	Physical (Quantity) indicative	Financial in Lakh Tk
8.1	TG, TLM primary	TG- 43.50 lakh, TLM-16.50 lakh	7500.00	TG- 43.50 lakh, TLM-16.50 lakh	5000.00
8.2	SRM primary	SRM- 93.75 lakh	4687.50	SRM- 52.50 lakh	2437.50
9	Curriculum- primary	Class I-V	1150.00	Class I-V	2007.81
10	Each Child Learn	Pilot program	10720.00	Pilot program	8806.09
11	Inclusive education	study-1, workshop/seminar-1, block grants for all Upazilas	502.00	Block	2500.84
12	Second chance education	25.26 Lakh children	69995.46	3 Lakh children	18777.62
13	Pre-primary education	Textbook- 21 lakh, TG- 70,000, SRM- 62,000.	2266.00	PPE curriculum development and tryout	2406.81
13.1	PPE Teachers Salary	37,672	213600.24	63,193 .	175139.63
13.1	PPE operating cost for schools	37,672 schools	7459.06	63,193 schools	10796.90
14	Study/ research/ survey	Block	2517.00	Block	3029.10
15	School and classroom based assessment	Pilot programme	130.00	Block	420.36
16	National Assessment	3 times (year 1, year 3, year 5)	2450.00	3 times (year 1, year 3, year 5)	949.25
17	Annual Primary School Census	5 times	3000.00	5 times	2547.72
18	Survey and monitoring on need basis	Block	5000.00	Block	1145.62
19	GIS	Block	300.00	Block	19.00
20	Social mobilization	different events	4800.00	different events	14610.16
21	School health	First Aid box- for primary schools (need based) visit of medical team, training of teachers	7928.00	First Aid box- for schools (need based) medical check-up, training of teachers on SHN	1545.45
22	School feeding programme	27.00 Lakh students every year (for 3 yr)	195719.47	Discreet project	0.00
23	Stipend programme	from 3rd year 23,436,995 students (78 lakh every year)	335149.03	Discreet project	0.00
24	SLIP and UPEP	grants to all primary schools every year	136889.87	All schools	106323.67
24.1	Para teachers	Need based (block)	4000.00	------	-------
25	Fund for education in emergencies	Block	2500.00	Block	156122.20
26	Repair of schools	toilet- 17,661, school-major repair-(1,2) 36,560, replacement-1,624, routine maintenance of all	131791.35	toilet- 19,278, schools, minor repair-need based by SMC, replacement- 5,000 (major maintenance),	69324.43

	DPP item	Original (DPP)		Revised (RDPP)	
		Physical(Quantity) indicative	Financial in Lakh Tk	Physical (Quantity) indicative	Financial in Lakh Tk
		schools		routine maintenance	
27.1	Consultancy service-international	850 person months	14875.00	95 person months	1439.75
27.2	Consultancy service-national	2,500 person months	8750.00	882 person months	3582.86
28	Financial Management	Setting of 2 terminals of iBAS (in DPE & LGED) for linkage with iBAS, re-customization of accounting software and training of staff-4,548	493.34	re-customization of accounting software and training of staff-4,548	90.00
29	Contingency	Block	8100.00	Block	12700.00
30	NAPE expansion	block (civil works-2500.00, machineries. & equipment, manpower)	3415.00	Block	1060.00
31	Unforeseen	Block	7500.00	Block	5000.00
32	CDVAT on need basis	block	10883.40	Block	7028.87
33	Physical contingency	block (need based)	10072.54	Block	10541.86
34	Price escalation	Block	11535.50	Block	10313.24
	Total		**2219664.72**		**1815388.36**

Activities of Sub- Components of Year 0, 1 & 2

SL.	Sub-Component	Year 0	Year 1	Year 2
1.1	**Shikhbe Protiti Shishu [Each Child Learns]** **Accountable:** Director, Programme Division, DPE	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
1.2	**School and classroom based assessment**		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 least5 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
1.3	**Curriculum and textbooks strengthened** **Accountable:** Chairman, NCTB	Concept Paper developed and endorsed by MoPME Framework for primary curriculum revision prepared Mechanism for coordination between DPE, BNFE and NCTB established for purposes of timeliness and quality control	General format and subject curriculum finalized including terminal competencies and learning outcomes Appropriate and gender sensitive textbook and TG (Grade I & II) drafted and ready for piloting	Rational evaluation of pilot of appropriate textbooks and TG Grade I & II Appropriate and gender sensitive textbook and TG (Grade III & IV) drafted and ready for piloting
1.4 DLI	**Production and distribution of textbooks** Accountable: Chairman, NCTB (production) Director, DPE Administration Division (distribution)	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
1.5	**ICT in education** **Accountable:** Director, Administration Division, DPE for	Action plan to create 1 multi-media classroom in every model school formulated Plan to create digital	Action plan to create 1 multi-media classroom in every model school formulated Plan to create digital learning material finalized	100 model school multi-media classrooms operating Plan to expand ICT in education to other schools

SL.	Sub-Component	Year 0	Year 1	Year 2
	distribution of hardware Director, IMD for managing IT support	learning material finalized Plan to provide every GPS with 1 laptop formulated	Plan to provide every GPS with 1 laptop formulated	through PPP formulated Laptops in use at 7,434 schools
1.6.1 DLI	**Diploma in Education** Accountable: Director, Training Division	Comprehensive TED plan prepared and adopted by MOPME	All preparatory steps for introduction of DPEd completed in accordance with the TED plan	DPEd, piloted in 7 PTIs with number of instructors according to the TED plan
2.1.1	**Second chance and alternative education Accountable:** Director General, BNFE	There was no activity. After MTR the MoPME has decided to create a separate division within DPE. From Year 5 it has become the responsibility of Second Chance Education Division of DPE.		
2.1.2 DLI	**Pre-primary education** Accountable: Director Policy and Operations Division	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
2.1.3	**Mainstreaming inclusive education Accountable:** Director, Policy and Operations Division, DPE	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
2.1.4	**Education in emergencies Accountable:** Director, Planning and Development Division, DPE		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
2.1.5	**Communications and social mobilization Accountable:** Director, Policy and Operations Division	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 to recruit and motivate learners and community participation	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 & motivate learners and community participation
2.2.1	**Targeted stipend** **Accountable:** Director, Planning and Development Division, DPE	Longitudinal study of stipend program 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 program Stipend project continues Rapid assessment of effectiveness of stipends Program Longitudinal study continued

SL.	Sub-Component	Year 0	Year 1	Year 2
2.2.2	**School health and school feeding** **Accountable:** Director, Planning and Development Division, DPE	Targeted increase in school feeding endorsed by MoPME Recommendation to provide all schools with locally purchased first aid kits and health checkups with the support of local health care providers endorsed by MoPME	Plan to increase school feeding in targeted areas formulated and endorsed by MoPME. Recommendation on type of food to be provided endorsed by MoPME. Yearly health check-ups provided	All targeted schools providing food at school Yearly health check-ups provided. First aid kits in use.
2.2.3	**Needs based school environment** **Accountable:** Director, Planning and Development Division, DPE	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 3,000 classrooms	Age – appropriate classroom furnishings produced and placed in 3000 classrooms
2.2.4 DL	**Needs based infrastructure development** Accountable: Director, Planning and Development Division, and LGED, DPHE	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
3.1.1	**Field level offices strengthened** **Accountable:** Director Administration, DPE	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
3.1.2 DLI	**Decentralized school management and governance** Accountable: Director, Planning and Development Division	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
3.1.3	**School level leadership Development**	The roles and responsibilities of head teachers and AUEOs	Study on school based academic supervision Completed A plan for school Leadership	At least 15% of head teachers and AUEOs trained

SL.	Sub-Component	Year 0	Year 1	Year 2
	Accountable: Director, Training Division, DPE	regarding academic supervision redefined and approved.	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.	
3.1.4	**Organizational review and strengthening** **Accountable:** Director Administration Division ,DPE	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) submitted by MOPME and accepted by the committee of the Joint Secretary, Regulations Ministry of Establishment Plan for strengthening NAPE endorsed by appropriate ministries	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 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	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
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 test administration and training of test administrators	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 completed by DPE and NAPE and results disseminated
3.2.2 DLI	**Teacher recruitment, promotion and deployment** Accountable: Director, Administration Division	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, Ministry of Public Administration	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
3.2.3 DLI	**Annual primary school census**	APSC questionnaire to meet PEDP 3 requirements as approved by MoPME	Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic	APSC (2013) administration and report preparation and dissemination complete within

SL.	Sub-Component	Year 0	Year 1	Year 2
	Accountable: Monitoring and Evaluation Division		validations New APSC questionnaire fully implemented IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each	academic year covering at least 6 types of schools Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the APSC report describing the background check used during data entry and the data cleaning rules, and possible other validation mechanism
3.2.4	**National Student Assessment (NSA)** **Accountable: Director, Programme Division, DPE**		Decision on proposal for semi-autonomous assessment centre 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 analysed, 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
4.1	**PEDP3 management and governance** **Accountable:** Director, Programme Division, DPE and PSO	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 PEDP-3 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 PEDP-3 AOPs for current year implemented PEDP3 tasks across divisions and agencies for current year coordinated
4.2	**PEDP3 financial management :** **Accountable: Director, Finance Division, DPE**	Budgets and expenditures are correctly classified for each EEP Existing FM capacity of DPE strengthened	Amounts budgeted are in line with MTBF Sector budget distributed to spending DDOs Distribution and ceilings of advances to cost centres/DDOs reviewed and MOF adjustments requested Monthly monitoring through system generated compliance system and generate reports Procurement plan prepared for ICB procurements and in compliance with agreed	Staff training on financial monitoring implemented Annual fiduciary review carried out Annual program financial statements prepared Amounts budgeted are in line with MTBF Sector budget distributed to spending DDOs Distribution and ceilings of

SL.	Sub-Component	Year 0	Year 1	Year 2
			procurement arrangements	advances to cost centers/ DDOs reviewed and MOF adjustments requested Monthly monitoring through system generated compliance system carried out
4.3 DLI	**Sector finance** Accountable: MoPME and MOF	FY11-12 Primary education budget aligned with program framework and consistent with FY11-16 MTBF	FY12-13 Primary education budget aligned with program framework and consistent with FY12-17 MTBF Actual primary education expenditures for FY11-12 within 15% deviation of the originally approved budget	FY13-14 Primary education budgets aligned with program framework and consistent with FY13-18 MTBF Actual primary expenditures for FY12-13 within 15% deviation of the originally approved budget
4.4	**Strengthen monitoring Functions** **Accountable:** Director, M&E Division, DPE	Training plans developed for national & sub-national level officials School visit tools and procedures for inspectors reviewed toreflectPEDP3results Plan for RBM institutionalization 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 updatedPEDP3relatedtools 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 updatedPEDP3relatedtools 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
4.5	**Human resource development** **Accountable:** Admin Division	Procedures for requesting and approving needs based training for central level staff established and published to all managers. Cross-directorate training (DPE, BNFE 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
4.6	**Public Private Partnerships Accountable:** Director, Program Division		Mechanism for PPP approved PPP Arrangements managed and monitored	PPP arrangements managed and monitored

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