

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



Main Document

Third Primary Education Development Programme (PEDP3)



Directorate of Primary Education

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ACRONYMS

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

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

EXECUTIVE SUMMARY

INTRODUCTION

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

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

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

Nearly all external financing flows through the Government's financial management systems² and the program is led and administered by Government line agencies. The Government and Development Partners will enter into a Joint Financing Arrangement covering the obligations of all parties, including Government's reporting requirements and Development Partners' disbursement arrangements.

BACKGROUND

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

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

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

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

The Second Primary Education Development Programme (PEDP II: 2004-2011) was a coordinated and integrated sub-sector programme within the DPE, with a focus on quality improvement, institutional capacity building, and systemic reform. PEDP II was the first education sector programme to include many SWAp³ principles in its design. Coordinated by a lead agency, PEDP II was financed by the Government and ten development partners through a management and financing structure that was parallel to the Government's.

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

POLICY BASIS

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

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

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

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

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

PEDP3 KEY FEATURES

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

³ Sector-wide approach

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

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

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

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

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

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

PEDP3 COST ESTIMATES

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

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

CONCLUSION

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

CHAPTER I: PROGRAMME DESCRIPTION

Introduction

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

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

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

Lessons Learned from PEDP II:

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

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

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

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

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

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

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

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

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

PEDP3: Scope, Objectives, Outcomes, and Results

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

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

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

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

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

Component 1: Learning and Teaching

Results Area 1: Learning Outcomes

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

KPIs:

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

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

Component 2: Participation and Disparities

Results Area 2.1: Universal Access and Participation

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

KPIs:

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

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

Results Area 2.2: Reducing Disparities

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

KPIs:

7. [Participation] Gender parity index of gross enrolment rate
8. [Participation] Net enrolment rate – Range between top 20% and bottom 20% of households by consumption quintile
9. Upazila level composite performance indicator⁵: Annual improvement of 20 percent lowest performing upazilas, and, range between top 10% and bottom 10% of upazila

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

Component 3: Decentralization and Effectiveness

Results Area 3.1: Decentralization

Anticipated Outcome: Upazila and school level planning decentralised

KPIs:

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

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

Results Area 3.2: Effectiveness

Outcome: Increased effectiveness of budget allocation

KPIs:

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

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

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

Component 4: Planning and Management

Results Area 4: Programme Planning and Management

Outcomes: Improved sector planning and results based management

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

Table 1.1 is a list of Key Performance Indicators.

Table 1.1: Summary of Key Performance Indicators

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

Component and Sub-component Descriptions

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

Component 1 Learning and Teaching

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

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

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

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

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

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

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

Component 2 - Participation and Disparities

2.1 Participation

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

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

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

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

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

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

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

2.2 Reducing Disparities

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

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

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

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

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

Component 3 Decentralization and Effectiveness

3.1 Decentralization

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

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

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

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

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

3.2 Effectiveness

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

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

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

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

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

Component 4 Planning and Management

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

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

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

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

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

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

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

Distribution of Sub-components among Implementing Units

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

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

Chapter Summary

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

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

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

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

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

Table 1.2: Distribution of Sub-Components among Implementing Units

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

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

Figure 1.2 RESULTS WEB: PEDP3 COMPONENTS, RESULTS AREAS, and SUB-COMPONENTS

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

CHAPTER II: IMPLEMENTATION ARRANGEMENTS

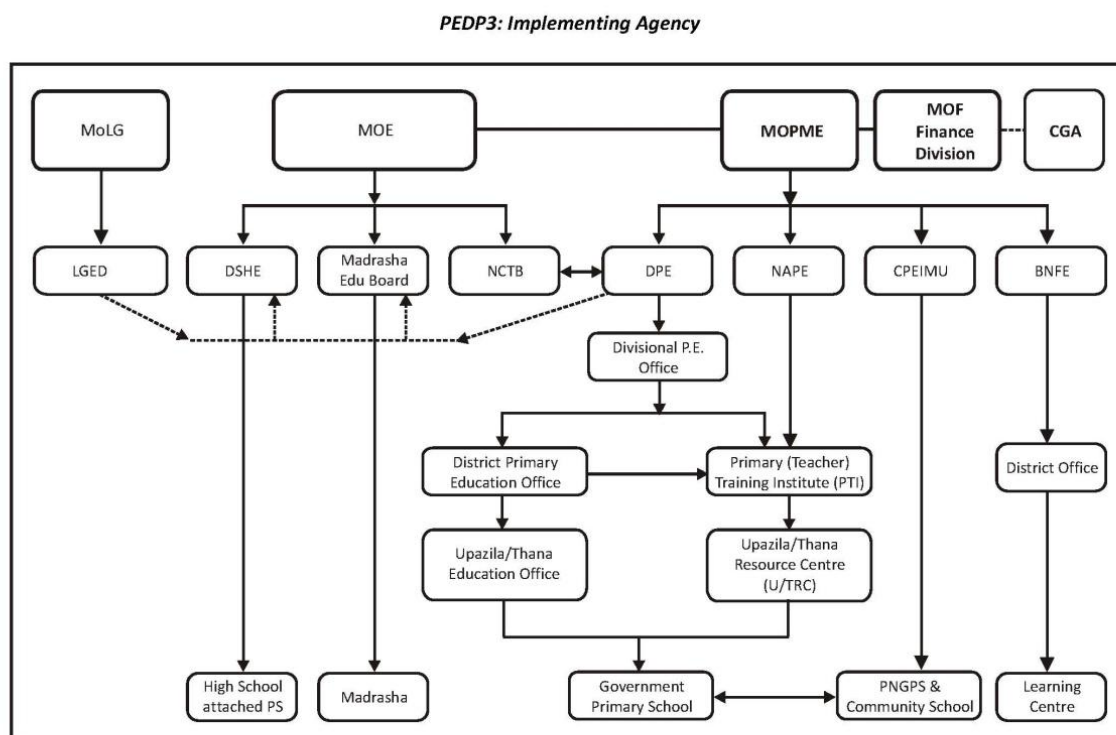
PEDP II provided many lessons on implementing sectorwide programmes. These include: to use Government procedures; to coordinate activities outside MoPME through an Inter-ministerial Steering Committee; to coordinate activities between MOPME units through a structure at MOPME; to assure sufficient staff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

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

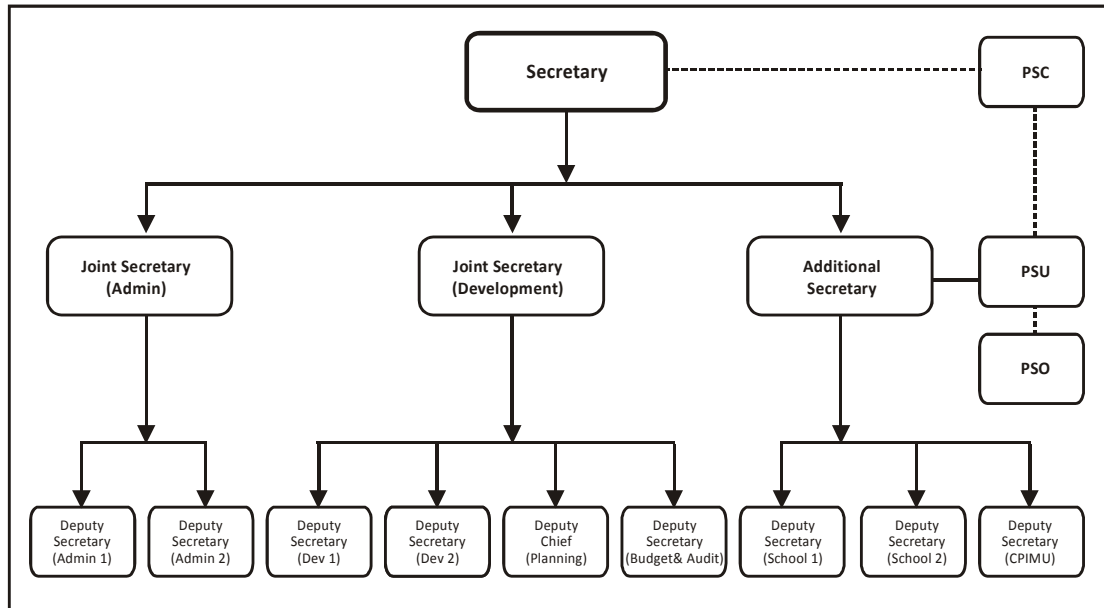
Strategic and Implementing Units

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

Figure 2.1: PEDP3 Implementing Agencies



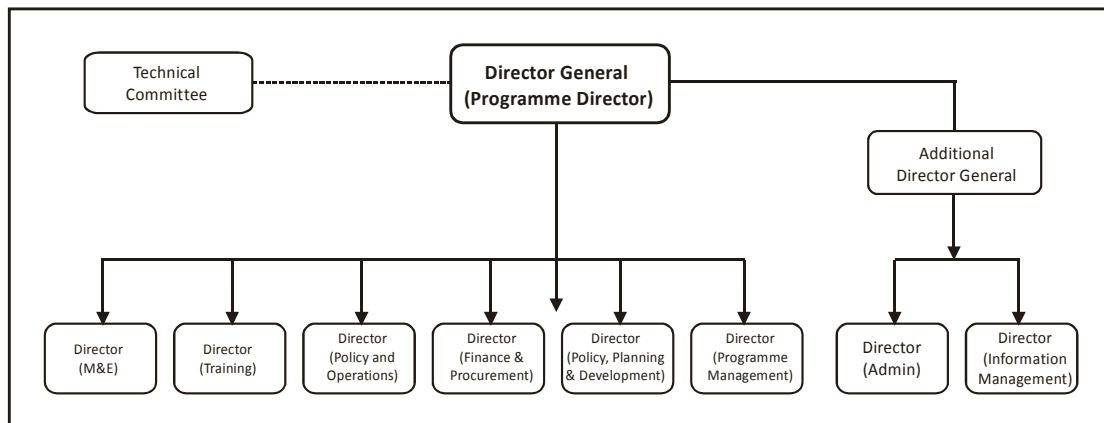
PEDP3 Implementation at Ministry of Primary and Mass Education



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

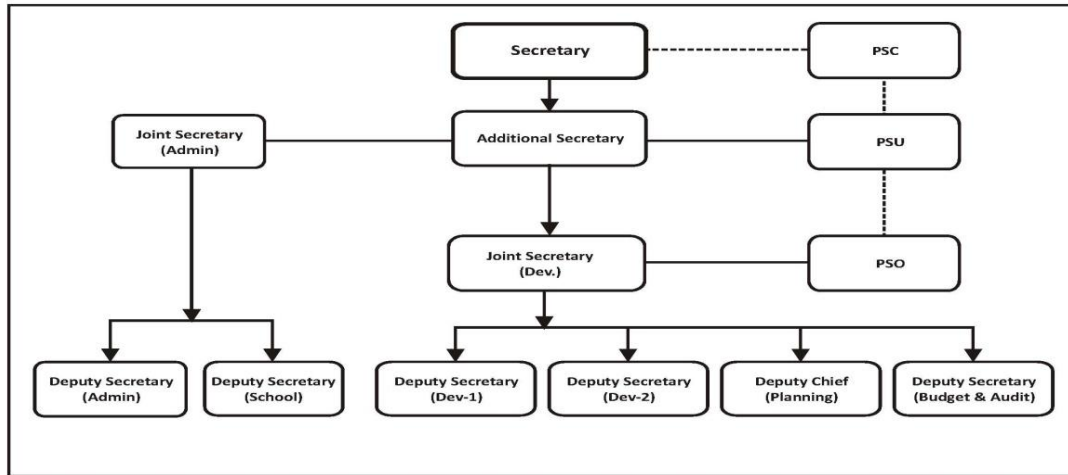
Implementation Management: Directorate of Primary Education (DPE): DPE will be the main implementing agency with guidance provided by a Technical Committee, which will be chaired by the Programme Director (DG) and comprised of all the DPE Directors and representatives of all agencies involved in the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

Proposed Organogram of DPE



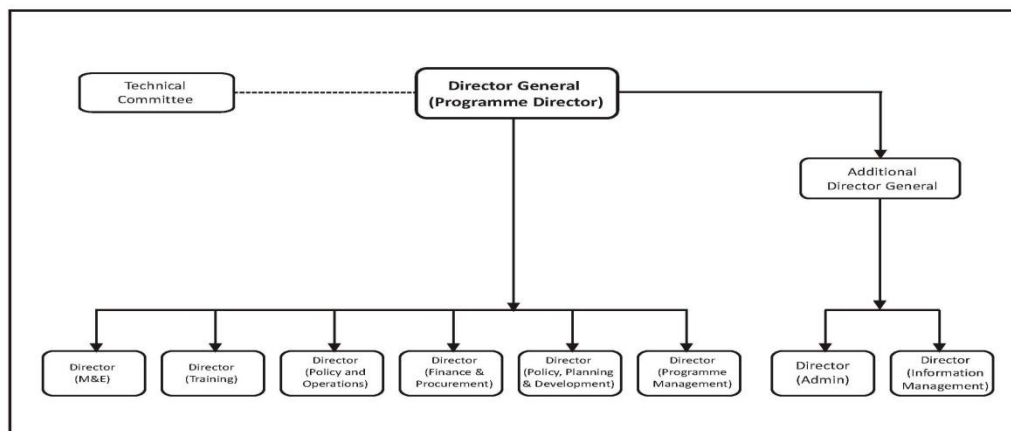
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Proposed Organogram of DPE



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

Staffing Requirements

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

Table 2.1: Summary of PEDP3 Staffing Requirements

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

Financial Management, Disbursement, and Reporting Arrangements

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

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

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

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

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

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

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

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

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

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

2.2: Summary of Information to be Made Available

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

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

Critical Risks and Mitigation Measures

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

Table 2.3: Summary of Risks and Mitigating Measures

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

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

Chapter summary

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

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

CHAPTER III: FISCAL ANALYSIS FOR PEDP3

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

Resource Envelope

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

Table 3.1: Resource Envelope by Scenario (USD million)

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

MOPME Budget Estimates

Education's Share in National Budget and GDP: In 2010-11, the education sector continued to receive the largest proportion of the national budget. The combined allocation to the Ministry of Education and Ministry of Primary and Mass Education was raised by 13.5 percent over that of the previous year – from BDT 140,060 million in 2009-10 to BDT 179,590 million in 2010-11.⁶

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

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

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

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

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

PEDP3 Financing

The MOPME budget including BNFE expenditure is estimated at USD 8.8 billion for 5 years (2011/12 to 2015/16). Of this, the budget for the primary education sub-sector excluding BNFE will be USD 8.337 billion: USD 4.186 billion under the revenue, USD 3.171 billion for development and USD 0.979 billion for discrete projects⁷. PEDP3 will allow the Government to provide pre-primary education in GPS, improve curriculum and textbooks, reduce overcrowding in GPS, assure a safe and healthy school environment, and improve the capacity of the sector to provide good quality education to all children.

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

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

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

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

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

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

Table 3.3: PEDP3 Budget Estimate (US\$ million)

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

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

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

Foreign Assistance

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

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

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

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

Source: ERD

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

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

Table 3.5 Development Partner Disbursement (USD millions)

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

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

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

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

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

⁸ FX = Fixed tranche (covenants)

⁹ DLI = Amount disbursed based on achievement of DLIs

¹⁰ The EU will from the third year of the programme use two KPIs as additional disbursement indicators.

Table 3.6 Indicative schedule of Development Partners' disbursements

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

Financial Sustainability

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

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

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

Chapter Summary

The Government of Bangladesh remains committed to achieving its educational objectives. Actual expenditures on primary education have been marginally increasing in recent years. As a proportion of GDP, educational spending has increased from 2.14 percent in 2008/9 to 2.3 percent in 2009/10.¹¹ This share has been maintained in 2010/11. Furthermore, MOPME's share in overall education spending has increased from 43 percent in 2009/10 to 45 percent in 2010/11. The resource envelope estimated above indicates that it will not be difficult for MOF to allocate USD 8.3 billion to PEDP3 if the economy grows at the annual rate of 14 percent at current prices.

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

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

CHAPTER IV: COST SUMMARY

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

**Bangladesh
PEDP3
Components Project Cost Summary**

| | (Local '000) | | | (US\$ '000) | | | % | % Total |
|--|-----------------------|----------------------|-----------------------|---------------------|-------------------|---------------------|------------------|------------|
| | Local | Foreign | Total | Local | Foreign | Total | Foreign Exchange | Base Costs |
| 1. Component 1- Learning and Teaching | | | | | | | | |
| 1.1. Each Child Learns | 1,072,000.00 | - | 1,072,000.00 | 15,314.29 | - | 15,314.29 | - | - |
| 1.2. School and Classroom-based Assessment | 13,000.00 | - | 13,000.00 | 185.71 | - | 185.71 | - | - |
| 1.3. Curriculum Development | 3,217,000.00 | - | 3,217,000.00 | 45,957.14 | - | 45,957.14 | - | 1 |
| 1.4. Textbook Distribution | 8,304,940.95 | 5,797,792.59 | 14,102,733.54 | 118,642.01 | 82,825.61 | 201,467.62 | 41 | 2 |
| 1.5. ICT in Education | 594,901.00 | 2,787,750.00 | 3,382,651.00 | 8,498.59 | 39,825.00 | 48,323.59 | 82 | 1 |
| 1.6. Teacher Education & Development | 8,570,200.00 | - | 8,570,200.00 | 122,431.43 | - | 122,431.43 | - | 1 |
| Subtotal Component 1- Learning and Teaching | 21,772,041.95 | 8,585,542.59 | 30,357,584.54 | 311,029.17 | 122,650.61 | 433,679.78 | 28 | 5 |
| 2. Component 2-Participation and Disparities | | | | | | | | |
| 2.1.1. Alternative and Second Chance (NFE) | 6,999,546.00 | - | 6,999,546.00 | 99,993.51 | - | 99,993.51 | - | 1 |
| 2.1.2. Pre-primary provision | 22,337,529.60 | - | 22,337,529.60 | 319,107.57 | - | 319,107.57 | - | 4 |
| 2.1.3. Inclusive Education | 50,200.00 | - | 50,200.00 | 717.14 | - | 717.14 | - | - |
| 2.1.4. Education in emergencies | 250,000.00 | - | 250,000.00 | 3,571.43 | - | 3,571.43 | - | - |
| 2.1.5. Communication and social mobilization | 480,000.00 | - | 480,000.00 | 6,857.14 | - | 6,857.14 | - | - |
| 2.2.1. Targeted Stipends | 33,514,902.85 | - | 33,514,902.85 | 478,784.33 | - | 478,784.33 | - | 6 |
| 2.2.2. School Health & school feeding | 20,764,746.66 | - | 20,764,746.66 | 296,639.24 | - | 296,639.24 | - | 4 |
| 2.2.3. School Environment | 12,098,405.00 | - | 12,098,405.00 | 172,834.36 | - | 172,834.36 | - | 2 |
| 2.2.4. Need based infrastructure development | 61,507,304.50 | - | 61,507,304.50 | 878,675.78 | - | 878,675.78 | - | 11 |
| Subtotal Component 2-Participation and Disparities | 158,002,634.61 | - | 158,002,634.61 | 2,257,180.49 | - | 2,257,180.49 | - | 27 |
| 3. Component 3-Decentralization and Effectiveness | | | | | | | | |
| 3.1.1. Field level offices strengthened | 3,341,811.58 | 165,000.00 | 3,506,811.58 | 47,740.17 | 2,357.14 | 50,097.31 | 5 | 1 |
| 3.1.2. Decentralized school management & governance | 13,686,887.00 | - | 13,686,887.00 | 195,526.96 | - | 195,526.96 | - | 2 |
| 3.1.3. School level leadership development | 645,000.00 | - | 645,000.00 | 9,214.29 | - | 9,214.29 | - | - |
| 3.1.4. Org review and strengthening | 2,243,406.50 | 648,000.00 | 2,891,406.50 | 32,048.66 | 9,257.14 | 41,305.81 | 22 | - |
| 3.2.1. Grade V terminal exam strengthened | 37,500.00 | - | 37,500.00 | 535.71 | - | 535.71 | - | - |
| 3.2.2. Teacher recruitment, promotion and deployment | 3,039,000.00 | - | 3,039,000.00 | 43,414.29 | - | 43,414.29 | - | 1 |
| 3.2.3. Annual school census | 300,000.00 | - | 300,000.00 | 4,285.71 | - | 4,285.71 | - | - |
| 3.3.4. National Student Assessment | 245,000.00 | - | 245,000.00 | 3,500.00 | - | 3,500.00 | - | - |
| Subtotal Component 3-Decentralization & Effectiveness | 23,538,605.08 | 813,000.00 | 24,351,605.08 | 336,265.79 | 11,614.29 | 347,880.07 | 3 | 4 |
| 4. Component 4-Planning and Management | | | | | | | | |
| 4.1. PEDP III management and Governance | 2,170,987.50 | 1,487,500.00 | 3,658,487.50 | 31,014.11 | 21,250.00 | 52,264.11 | 41 | 1 |
| 4.2. PEDP III Financial Management | 49,336.00 | - | 49,336.00 | 704.80 | - | 704.80 | - | - |
| 4.3. Sector Finance | - | - | - | - | - | - | - | - |
| 4.4. Strengthen Monitoring Functions | 580,000.00 | - | 580,000.00 | 8,285.71 | - | 8,285.71 | - | - |
| 4.5. Human Resources and Development | 254,480.00 | 480,000.00 | 734,480.00 | 3,635.43 | 6,857.14 | 10,492.57 | 65 | - |
| 4.6. Public, Private Partnerships (PPPs) | - | - | - | - | - | - | - | - |
| Subtotal Component 4-Planning and Management | 3,054,803.50 | 1,967,500.00 | 5,022,303.50 | 43,640.05 | 28,107.14 | 71,747.19 | 39 | 1 |
| 5. Revenue Budget | | | | | | | | |
| 1. MOPME | 43,360,457.57 | - | 43,360,457.57 | 619,435.11 | - | 619,435.11 | - | 7 |
| 2. DPE | 14,103,888.41 | - | 14,103,888.41 | 201,484.12 | - | 201,484.12 | - | 2 |
| 3. PTI | 2,242,478.74 | - | 2,242,478.74 | 32,035.41 | - | 32,035.41 | - | - |
| 4. UEO | 5,281,710.72 | - | 5,281,710.72 | 75,453.01 | - | 75,453.01 | - | 1 |
| 5. NAPE | 165,862.68 | - | 165,862.68 | 2,369.47 | - | 2,369.47 | - | - |
| 6. Primary School | 194,506,871.73 | - | 194,506,871.73 | 2,778,669.60 | - | 2,778,669.60 | - | 34 |
| 7. RNGPS-Community School | 33,427,330.72 | - | 33,427,330.72 | 477,533.30 | - | 477,533.30 | - | 6 |
| Subtotal Revenue Budget | 293,088,600.56 | - | 293,088,600.56 | 4,186,980.01 | - | 4,186,980.01 | - | 51 |
| 6. Discrete Project | | | | | | | | |
| 1. Discrete Project | 68,536,247.00 | - | 68,536,247.00 | 979,089.24 | - | 979,089.24 | - | 12 |
| Subtotal Discrete Project | 68,536,247.00 | - | 68,536,247.00 | 979,089.24 | - | 979,089.24 | - | 12 |
| Total BASELINE COSTS | 567,992,932.69 | 11,366,042.59 | 579,358,975.28 | 8,114,184.75 | 162,372.04 | 8,276,556.79 | 2 | 100 |
| Physical Contingencies | 987,595.78 | 619,658.82 | 1,607,254.59 | 14,108.51 | 8,852.27 | 22,960.78 | 39 | - |
| Price Contingencies | 2,153,550.74 | - | 2,153,550.74 | 30,765.01 | - | 30,765.01 | - | - |
| Financing charges during Implementation | - | 471,539.42 | 471,539.42 | - | 6,736.28 | 6,736.28 | - | - |
| Total PROJECT COSTS | 571,134,079.20 | 12,457,240.83 | 583,591,320.03 | 8,159,058.27 | 177,960.58 | 8,337,018.86 | 2 | 101 |

Cost estimate included VAT, Duties and Taxes

**Bangladesh
PEDP3
Expenditure Accounts Project Cost Summary**

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

Calculation of VAT, Duties and Taxes in separate sheet

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

| | Base Cost | | | | | Total |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| 1. Component 1- Learning and Teaching | | | | | | |
| 1.1. Each Child Learns | 1,457.14 | 4,385.71 | 3,042.86 | 3,142.86 | 3,285.71 | 15,314.29 |
| 1.2. School and Classroom-based Assessment | 114.29 | 71.43 | - | - | - | 185.71 |
| 1.3. Curriculum Development | 9,328.57 | 8,800.00 | 8,800.00 | 9,514.29 | 9,514.29 | 45,957.14 |
| 1.4. Textbook Distribution | 3,482.14 | 49,496.37 | 49,496.37 | 49,496.37 | 49,496.37 | 201,467.62 |
| 1.5. ICT in Education | 71.43 | 9,998.57 | 9,984.29 | 16,623.57 | 11,645.73 | 48,323.59 |
| 1.6. Teacher Education & Development | 20,250.00 | 19,707.14 | 20,877.14 | 30,755.71 | 30,841.43 | 122,431.43 |
| Subtotal Component 1- Learning and Teaching | 34,703.57 | 92,459.23 | 92,200.66 | 109,532.80 | 104,783.53 | 433,679.78 |
| 2. Component 2-Participation and Disparities | | | | | | |
| 2.1.1. Alternative and Second Chance (NFE) | - | - | 41,087.49 | 32,879.34 | 26,026.69 | 99,993.51 |
| 2.1.2. Pre-primary provision | 35,374.49 | 70,200.41 | 73,177.55 | 70,177.55 | 70,177.55 | 319,107.57 |
| 2.1.3. Inclusive Education | 143.43 | 143.43 | 143.43 | 143.43 | 143.43 | 717.14 |
| 2.1.4. Education in emergencies | 714.29 | 714.29 | 714.29 | 714.29 | 714.29 | 3,571.43 |
| 2.1.5. Communication and social mobilization | 1,371.43 | 1,371.43 | 1,371.43 | 1,371.43 | 1,371.43 | 6,857.14 |
| 2.2.1. Targeted Stipends | - | - | 160,541.95 | 159,751.35 | 158,491.03 | 478,784.33 |
| 2.2.2. School Health & school feeding | 3,408.00 | 3,408.00 | 97,160.89 | 96,699.17 | 95,963.17 | 296,639.24 |
| 2.2.3. School Environment | 17,410.71 | 34,821.43 | 52,232.14 | 34,821.43 | 33,548.64 | 172,834.36 |
| 2.2.4. Need based infrastructure development | 88,059.19 | 161,832.66 | 297,320.41 | 178,232.66 | 153,230.86 | 878,675.78 |
| Subtotal Component 2-Participation and Disparities | 146,481.53 | 272,491.64 | 723,749.59 | 574,790.64 | 539,667.09 | 2,257,180.49 |
| 3. Component 3-Decentralization and Effectiveness | | | | | | |
| 3.1.1. Field level offices strengthened | 4,230.95 | 8,466.66 | 16,709.23 | 6,730.95 | 13,959.52 | 50,097.31 |
| 3.1.2. Decentralized school management & governance | 42,791.91 | 42,791.91 | 36,647.71 | 36,647.71 | 36,647.71 | 195,526.96 |
| 3.1.3. School level leadership development | 535.71 | 1,714.29 | 2,250.00 | 2,142.86 | 2,571.43 | 9,214.29 |
| 3.1.4. Org review and strengthening | 816.42 | 3,744.99 | 20,168.70 | 10,616.42 | 5,959.28 | 41,305.81 |
| 3.2.1. Grade V terminal exam strengthened | 107.14 | 107.14 | 107.14 | 107.14 | 107.14 | 535.71 |
| 3.2.2. Teacher recruitment, promotion and deployment | 14.29 | 3,621.43 | 7,235.71 | 14,471.43 | 18,071.43 | 43,414.29 |
| 3.2.3. Annual school census | 857.14 | 857.14 | 857.14 | 857.14 | 857.14 | 4,285.71 |
| 3.3.4. National Student Assessment | 1,157.14 | 14.29 | 1,157.14 | 14.29 | 1,157.14 | 3,500.00 |
| Subtotal Component 3-Decentralization and Effectiveness | 50,510.70 | 61,317.84 | 85,132.79 | 71,587.94 | 79,330.79 | 347,880.07 |
| 4. Component 4--Planning and Management | | | | | | |
| 4.1. PEDP III management and Governance | 11,839.68 | 9,845.39 | 10,473.96 | 9,931.11 | 10,173.96 | 52,264.11 |
| 4.2. PEDP III Financial Management | 504.80 | 50.00 | 50.00 | 50.00 | 50.00 | 704.80 |
| 4.3. Sector Finance | - | - | - | - | - | - |
| 4.4. Strengthen Monitoring Functions | 571.43 | 142.86 | 142.86 | 7,285.71 | 142.86 | 8,285.71 |
| 4.5. Human Resources and Development | 2,136.23 | 2,099.09 | 2,099.09 | 2,079.09 | 2,079.09 | 10,492.57 |
| 4.6. Public, Private Partnerships (PPPs) | - | - | - | - | - | - |
| Subtotal Component 4--Planning and Management | 15,052.14 | 12,137.34 | 12,765.91 | 19,345.91 | 12,445.91 | 71,747.19 |
| 5. Revenue Budget | | | | | | |
| 1. MOPME | 116,688.58 | 120,189.24 | 123,712.56 | 127,507.77 | 131,336.96 | 619,435.11 |
| 2. DPE | 37,955.38 | 39,094.04 | 40,240.08 | 41,474.55 | 42,720.07 | 201,484.12 |
| 3. PTI | 6,034.80 | 6,215.84 | 6,398.06 | 6,594.34 | 6,792.37 | 32,035.41 |
| 4. UEO | 14,213.76 | 14,640.18 | 15,069.35 | 15,531.64 | 15,998.08 | 75,453.01 |
| 5. NAPE | 446.36 | 459.75 | 473.23 | 487.74 | 502.39 | 2,369.47 |
| 6. Primary School | 523,443.07 | 539,146.36 | 554,951.30 | 571,975.90 | 589,152.96 | 2,778,669.60 |
| 7. RNGPS-Community School | 89,957.26 | 92,655.97 | 95,372.16 | 98,297.95 | 101,249.95 | 477,533.30 |
| Subtotal Revenue Budget | 788,739.22 | 812,401.39 | 836,216.72 | 861,869.89 | 887,752.79 | 4,186,980.01 |
| 6. Discrete Project | | | | | | |
| 1. Discrete Project | 459,399.09 | 271,323.78 | 99,348.07 | 99,348.07 | 49,670.24 | 979,089.24 |
| Subtotal Discrete Project | 459,399.09 | 271,323.78 | 99,348.07 | 99,348.07 | 49,670.24 | 979,089.24 |
| Total BASELINE COSTS | 1,494,886.25 | 1,522,131.22 | 1,849,413.74 | 1,736,475.24 | 1,673,650.35 | 8,276,556.79 |
| Physical Contingencies | 496.79 | 5,420.43 | 6,043.28 | 5,584.43 | 5,415.86 | 22,960.78 |
| Price Contingencies | | | | | | |
| Inflation | | | | | | |
| Local | 483.25 | 2,435.22 | 7,751.35 | 9,086.43 | 11,008.76 | 30,765.01 |
| Foreign | - | - | - | - | - | - |
| Subtotal Inflation | 483.25 | 2,435.22 | 7,751.35 | 9,086.43 | 11,008.76 | 30,765.01 |
| Devaluation | - | - | - | - | - | - |
| Subtotal Price Contingencies | 483.25 | 2,435.22 | 7,751.35 | 9,086.43 | 11,008.76 | 30,765.01 |
| Financing charges during Implementation | 1,229.53 | 1,220.10 | 1,501.99 | 1,414.66 | 1,370.00 | 6,736.28 |
| Total PROJECT COSTS | 1,497,095.81 | 1,531,206.96 | 1,864,710.37 | 1,752,560.75 | 1,691,444.97 | 8,337,018.86 |
| Taxes | 22,500.00 | 25,350.00 | 28,750.00 | 32,416.94 | 45,535.06 | 154,552.00 |
| Foreign Exchange | 5,621.43 | 38,496.61 | 50,110.90 | 38,496.61 | 38,498.76 | 171,224.31 |

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

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

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

Figure in Thousand

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

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

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

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

APPENDIX 1: MACRO ECONOMIC AND SOCIAL CONTEXT

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

Economic Growth

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

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

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

Poverty reduction

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

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

Highlighting Gender

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

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

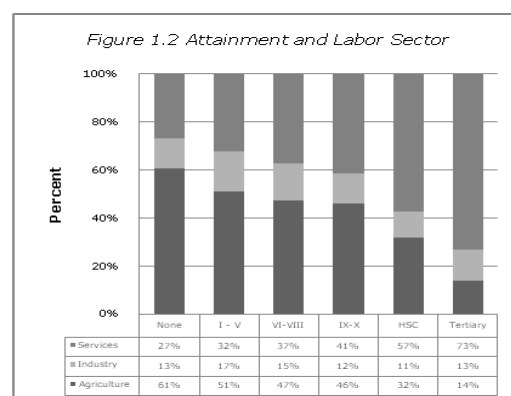
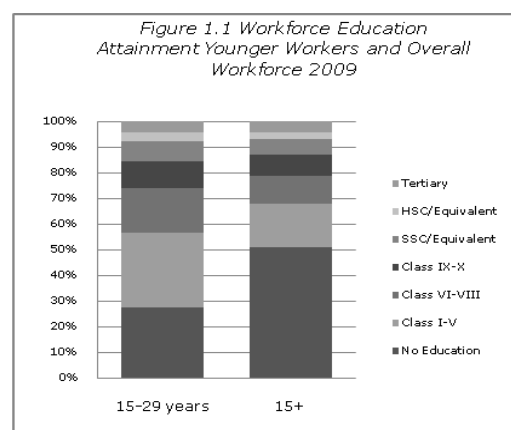
Bangladesh's very successful programmes in family planning and women's social mobilization and have led to reduced fertility rates and a consequent decline in the numbers of school age children. Notwithstanding such progress, the illiteracy rate is much higher among adult women than men, vulnerability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

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

Education, Employment, and Productivity

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

Figure 1.1 illustrates the success of past education programmes. Labor force statistics show younger workers (age 15-29) have a much higher level of education attainment than the overall workforce (age 15 plus). According to the BBS data for 2009, 50.6 per cent of the workforce age 15 plus are without any education, 17 per cent have some primary school, 10.8 per cent have Grades VI –VIII, 8.5 per cent Grades IX–X, 8.7 per cent have SSC or HSC credentials, while 4.1 per cent have tertiary education. However, the figures for



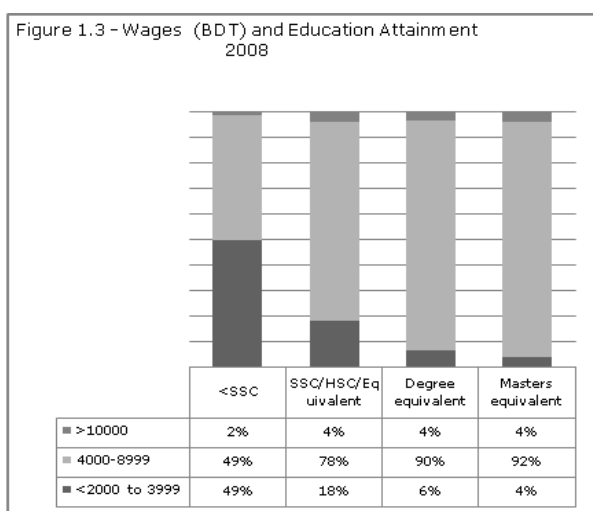
younger workers, age 15-29 years, show much higher attainment. Only about 28 per cent have no schooling while 29 per cent have completed primary education. Similarly, there is an increase in the proportion of young workers with secondary education.

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

Choosing Work over Schooling

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

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



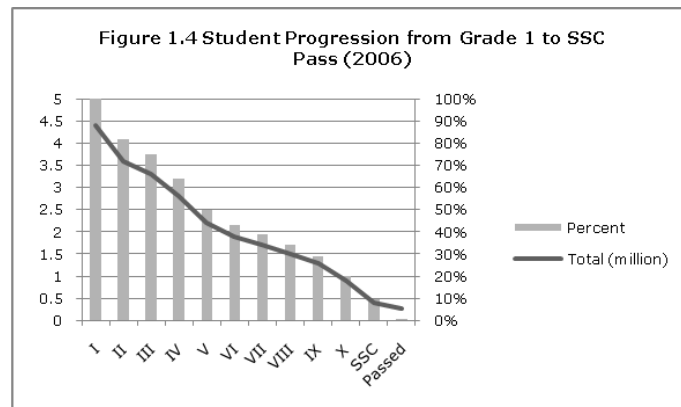
The distribution of education attainment between locations and groups impacts the distribution of income among Bangladesh's population. In 2008, about 40 per cent of all employed people 15 years and older earned less than BDT 4,000 a month. As illustrated in figure 1.3, about 49 per cent of workers in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

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

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

Progression through Grade XII

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



Disparities

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

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

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

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

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

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

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

Chapter Summary

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

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

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

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

APPENDIX 2: THE EDUCATION SYSTEM

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

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

Sector Overview

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

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

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

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

In addition, many private kindergarten schools and more than 190 NGOs conduct pre-primary education throughout the country. According to the directory published by the Bangladesh Early Childhood Development Network the number of privately run kindergartens throughout Bangladesh is between 18,000 and 20,000.¹⁶ Private provision of ECED services varies according to availability of external resources; for example, BRAC reported during a 2010 interview a decline from 26,000 PPE schools in 64 districts to 12,000 due to loss of external funding.¹⁷

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

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

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

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

Table 2.1: Secondary Education GER and NER in 2008

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

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

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

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

Source: Analysis from BANBEIS data

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

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

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

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

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

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

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

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

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

Sector Finance

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

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

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

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

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

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

Government Policy and Priorities and EFA Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Pro-Poor Impact in Education

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

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

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

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

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

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

Chapter Summary

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

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

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

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

APPENDIX 3: THE PRIMARY EDUCATION CONTEXT

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

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

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

MDG/EFA performance

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

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

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

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

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

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

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

Current Provision of Primary Education

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

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

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

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

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

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

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

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

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

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

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

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

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

High Demand for Primary Education

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

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

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

Table 3.2: Enrolment, Including Gross and Net Enrolment Rates

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

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

Non-Formal Primary Education

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

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

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

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

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

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

Pre-primary Education

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

According to the ECCD Policy Framework, the total number of children aged 5-6 in 2008 was estimated to be 3,200,000. Due to differences in definitions of PPE and absence of age-wise breakdowns on PPE enrolments, data on the number of 5 -6 year olds currently participating in some form of PPE is unclear. The NFE Mapping Study reported 1,400,000 3 to 5 year olds participating in PPE²⁴. The 2010 ASPs reports 1,730,169 children in PPE again, with no age breakdown of participants. According to DPE's 2009 Annual School Census, in 2009 the total number of Grade I intake was 2.44 million. Of those, a total of 1,400,000 children entering Grade I had received some PPE experience. One significant finding, however, is that only 22.4 per cent of the poorest children attending Grade I had attended PPE the previous year, while that number jumps to 49 per cent of the least poor children.

²⁴ BNFE Mapping Study (2009), pg.48

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

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

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

Curriculum and Textbooks:

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

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

Teachers

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

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

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

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

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

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

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

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

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

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

Learning Outcomes

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

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

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

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

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

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

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

Internal Efficiency

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

Repetition, Drop-out and Years Per Graduate: In 2009 the grade-wise dropout rate was 45 percent. Grade-wise rates were: Grade I (11 per cent), Grade II (8 per cent), Grade III (10 per cent); Grade IV (12 per cent), and Grade V (8 per cent).

However, the proportion of children who move from one school to another is not known. Figure 3.3 shows the trends in dropout rates between 2005 and 2009. The steady increase in the Grade V dropout rate is a matter of concern.

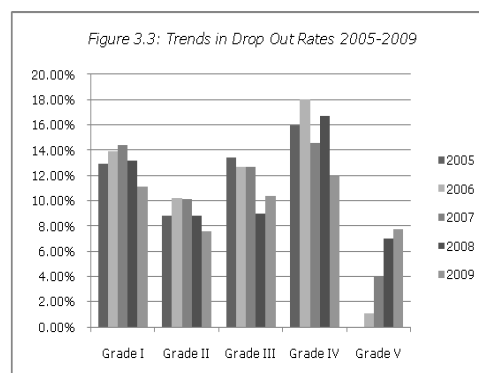


Table 3.4 shows the internal efficiency data for the years 2005-2009. The trend fluctuates year to year but is relatively stable over the period. In 2009 it cost 8.2 years of education for each graduate of the 5 year cycle. Assuming 1.27 million children will complete the primary cycle in 2010, the extra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

Table 3.4: Dropout rate, Coefficient of efficiency and years input per graduate, 2005-2009²⁹

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

Primary Education System Governance and Management

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

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

²⁹ Source: Annual Sector Performance Report 2009, DPE

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

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

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

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

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

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

Government Priorities in Primary Education

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

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

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

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

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

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

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

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

Government Response to Disparities

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

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

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

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

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

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

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

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

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

Chapter Summary

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

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

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

ATTACHEMNT 1: DISBURSEMENT LINKED INDICATORS (DLI)

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

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

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

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

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

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

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

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

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

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



Implementation Guide

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



Directorate of Primary Education

June 2011

SECTION 1: RESULTS AND PROGRAMME MATRIX

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

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

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

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

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

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

Adjustments

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

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

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

| No | Sub-Component | Indicator | Results | | | | | Protocol |
|-----|---|--|---------|--|--|---|--|--|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | <p>Percentage of students (boys and girls) from PS participating schools who achieve mastery of learning outcomes in: Bangla, Grade III Mathematics, Grade III</p> <p>Percentage of students (boys and girls) from PS participating schools who achieve subject competencies: B3. Bangla, Grade III M3. Mathematics, Grade III</p> | | <p>Piloting in schools or school clusters planned and implemented, including: training for field officers, HTs & teachers; development and provision of additional materials and assessment tools; provision of school and teacher support.</p> <p>M&E tools and procedures developed; M&E commenced</p> <p>formative research study initiated</p> | <p>Extensive development and provision of additional materials and assessment tools</p> <p>key messages communicated to schools and central level institutions e.g. Dip-in-Ed and new Curriculum</p> <p>formative research study continued</p> | <p>Continuing two-way linkages with central level institutions and articulation with new curriculum</p> <p>Revision of project competencies as new curriculum emerges</p> <p>formative research study continued</p> | <p>Continuing two-way linkages with central level institutions and articulation with new curriculum</p> <p>formative research study continued</p> | <p>Source: School inspection reports; PEDP3 reports, special surveys, formative research</p> |
| 1.2 | <p>School and Classroom- based Assessment</p> <p>Accountable: Director, Training Division, DPE</p> <p>DG NAPE</p> | <p>Indicator: Number of schools whose head teachers attended school-based assessment (monthly) coordination meetings</p> | | <p>Detailed action plan for school based assessment developed by Training Division in consultation with central (NCTB, NAPE and local (teachers, head teachers, AUEOs) stakeholders and endorsed by</p> | <p>Introduction of school based assessment tools and methods in at least 15% of Upazilas</p> <p>School based assessment coordination meetings for head teachers organized in at least 15% of</p> | <p>Introduction of school based assessment tools and methods in an additional 15% of Upazilas</p> <p>School based assessment coordination meetings for head teachers organized in at least 30% of</p> | <p>School based assessment tools and methods in at least 60% of Upazilas</p> <p>School based assessment coordination meetings for head teachers organized in at least 60% of</p> | <p>Definition: Using learning outcomes and terminal competencies defined in new curriculum, teachers or teacher networks prepare simple assessment and examination tools to record pupil progress at the school level</p> <p>Source: inspection reports, Training Division reports</p> |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
|-----|---|---|--|--|--|---|---|---|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | <p>MoPME</p> <p>Draft school based assessment tools and methods developed in collaboration with central and local stakeholders.</p> <p>School based assessment tools and methods piloted in at least 5 Upazila and finalized</p> | Upazilas | Upazilas | Upazilas | <p>action plans for introducing and maintaining school based assessment in remaining upazilas formulated</p> |
| 1.3 | <p>Curriculum and Textbooks Strengthened</p> <p>Accountable: Chairman, NCTB</p> | <p>Indicators: quality of curriculum in terms of identified principles (coherence, relevance, breadth, inclusion and gender sensitivity)</p> <p>Number of grades where curriculum revision has been approved</p> <p>Number of grades where new textbooks have been developed and approved</p> <p>Number of grades</p> | <p>Concept Paper developed and endorsed by MoPME</p> <p>Framework for primary curriculum revision prepared</p> <p>Mechanism for coordination between DPE, BNFE and NCTB established for purposes of timeliness and quality control</p> | <p>General format and subject curriculum finalized including terminal competencies and learning outcomes</p> <p>Appropriate and gender sensitive textbook and TG (Grade I & II) drafted and ready for piloting</p> | <p>Rational evaluation of pilot of appropriate textbooks and TG Grade I & II</p> <p>Appropriate and gender sensitive textbook and TG (Grade III & IV) drafted and ready for piloting</p> | <p>Tryout and rationale evaluation of pilot of textbooks and TG Grade III and IV</p> <p>Introduction of Appropriate textbook and TG Grade I & II)</p> <p>Development of appropriate and gender sensitive textbooks and TG for Grade V;</p> <p>Training Manual for</p> | <p>Introduction of Appropriate textbooks and TG Grade III, and IV)</p> <p>curriculum dissemination training for all teachers</p> <p>Rational evaluation of pilot of textbook and TG of Grade V</p> <p>Introduction of Grade textbook and TG for Grade V</p> | <p>Definition: A strengthened curriculum includes generic skills, class-wise and terminal competencies, learning outcomes, teaching-learning strategies, assessment and evaluation methods, appropriate textbooks reflect the principles of competency-based learning, active learning and individually paced learning.</p> <p>Source: NCTB; independent impact study</p> |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
|------------|---|--|--|---|--|---|---|---|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | where new teacher guides have been introduced based on revised curriculum | | | | curriculum disseminated | | |
| 1.4 DLI | Production and Distribution of textbooks Accountable: Chairman, NCTB (production) Director, DPE Administration Division (distribution) | Indicator: Textbooks for each subject produced and distributed to all eligible schools within a month of opening day. | At least 75% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day. | At least 80% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Third party validation of monitoring mechanism completed | At least 85% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Monitoring mechanism improved with actions agreed upon by MoPME and MOE based on validation results | At least 90% of all eligible schools receive all approved textbooks for grade II to V within one month of school opening day At least 90% of all eligible schools receive all revised Grade I textbooks based on new curriculum developed by NCTB within one month of school opening day | At least 95% of all eligible schools receive all revised Grades I to III textbooks based on new curriculum developed by NCTB within one month of school opening day At least 95% of all eligible schools receive all approved textbooks for grade IV to V within one month of school opening day | Definition: Textbooks are made available to all eligible primary schools and delivered to all eligible primary schools under the supervision of MOPME and MOE within one month of school opening day. Approved textbooks are those that are endorsed by the NCTB. Eligible Schools are all schools mentioned in the Book distribution guidelines. Monitoring mechanism: DPE's reconciled reports based on: i) reports based on receipts signed in the field and ii) reports submitted by NCTB Source: DPE's monitoring records and third party validation reports |
| 1.5 | ICT in education Accountable: Director, | Indicator: Number of model GPS with multi-media classroom Number of GPS which received | Action plan to create 1 multi-media classroom in every model school formulated Plan to create digital learning material | 100 model school multi-media classrooms operating digital learning materials tested | 100 model school multi-media classrooms operating Plan to expand | 100 model school multi-media classrooms operating laptops in use at | All 502 model schools have operating multi-media classrooms ICT used in teacher education | Definition: New media includes computers, internet connection, digital recorders, projectors, DVD players. Supplementary teaching material includes pre-recorded and student made media; |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
|----------------|--|--|---|--|---|--|--|--|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | Administration Division, DPE for distribution of hardware Director Information Management for managing IT support | laptops Number of GPS with at least one functioning computer. | finalized Plan to provide every GPS with 1 laptop formulated | laptops in use at 7,434 schools | ICT in education to other schools through PPP formulated laptops in use at 7,434 schools | 7,434 schools | and school level use of ICT strengthened Laptops in use at remaining 15,000 schools | model schools refer to the 502 schools in the model schools programme Source: special surveys |
| 1.6 DLI | Teacher Education and Professional Development Accountable: Director, Training Division | PTI Strengthened Teacher and head teacher competencies Dip-in-Ed provided | Comprehensive TED plan prepared and adopted by MOPME | All preparatory steps for introduction of Dip-in-Ed completed in accordance with the Plan | Dip-in-Ed, piloted in 7 PTIs with number of instructors according to the plan | Dip-in-Ed offered in 57 PTIs with number of instructors according to the plan | About 11,000 new teachers participate in Dip-in-Ed each year | Definition: The plan and strategy for primary teacher education and development (TED Plan) defines the professional standards/competencies of teachers, head teachers and AUEOs and the strategy for improving pre-service (with the introduction of a new Dip-Ed diploma), in-service (CPD), teacher supervision, networking and mentoring. Preparatory steps for introduction of Dip-in-Ed include sufficient instructors in each PTI, curriculum, training materials & assessment tools development, and training of instructors as specified in the TED plan. Source: TED plan as approved by MOPME Secretary, reports form training division |

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

| No | Sub-Component | Indicator | Results | | | | | Protocol |
|------------------|--|---|--|--|--|---|--|---|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | and BNFE and endorsed by MoPME | | | | |
| 2.1.2 DLI | Pre-Primary education Accountable: Director Policy and Operations Division | Indicator: Number of children enrolled in formal GPS PPE programs Percentage of children entering grade I with GPS PPE Baseline 2011 ASC | Guidelines prepared and endorsed by MoPME on the role of NGOs in pre-primary education | Integrated database of PPE provision by type of provider completed Plan for PPE expansion approved by MoPME | At least 15,000 PPE teachers placed and trained in areas of greatest need Curriculum, standards, and materials for PPE and teacher training approved by MoPME | At least 60% of PPE teachers in GPS are trained in using new pre-primary curriculum and materials PPE Provision in at least 75% of GPS | Expansion plan implemented Grade I intake with GPS PPE increased by 50% over baseline | Definition: 1 year PPE organized programs for children age 5 through 6 The guidelines define the role of NGOs in the delivery of pre-primary education and specify the type of partnerships that can exist between government and NGOs, in particular, regarding the assistance that NGOs can provide to assist GPS in setting up school-based PPE, train and coach PPE teachers, prepare age appropriate materials, and provide PPE if required in the catchment area. The integrated database of providers would include the location of services and, combined with the child survey data, would provide a map of areas of greatest need for PPE. The expansion plan, based on needs identified through the database, standards for PPE and the role of NGOs/private sector defines |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
|-------|--|--|---|--|---|---|---|--|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | | | | | <p>the pace of recruitment and training, the type and duration of training, timing of classes, and expansion pace.</p> <p>PPE Teachers will be recruited through a transparent process: they can be regular primary teachers or contract teachers hired by schools within the local communities.</p> <p>Source: A letter of endorsement from MoPME accompanying guidelines; provider database; expansion plan approved by MoPME; curriculum, standards, and materials; ASC, CAMPE reports and administrative data.</p> |
| 2.1.3 | <p>Mainstreaming Inclusive Education</p> <p>Accountable: Director, Policy and Operations Division, DPE</p> | <p>Indicator:</p> <p>Number of focal persons trained in inclusive education</p> <p>Number of disadvantaged children enrolled</p> <p>Number of children with disabilities enrolled in formal schools and non</p> | <p>Integrated action plan for mainstreaming inclusive education under PEDP3 completed and endorsed by DPE and MoPME</p> | <p>Funds to upazilas and schools include provision for inclusive education</p> <p>School focal persons trained</p> | <p>Diagnostic tests mainstreamed</p> <p>Modules on inclusive education included integrated into Dip-in-Ed and CPD teacher training programs</p> | <p>Diagnostic tools and materials for target groups in use</p> <p>Increase in participation of target groups observed</p> | <p>Textbooks reflect all children's culture and history and present gender balance and positive portrayal of disabled people</p> <p>Teachers identify students with low</p> | <p>Definition: Inclusive refers to groups of children underrepresented in schools such as: children with mild to moderate physical or learning disabilities, ethnic minorities, urban street children, tribal children, extremely poor children.</p> <p>Source: Inspection reports, AOPs, teacher training materials</p> |

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

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

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

| No | Sub-Component | Indicator | Results | | | | | Protocol |
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| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| 2.2.4 DLI | Needs Based Infrastructure Development Accountable: Director, Planning and Development Division, and LGED | Indicator: Pupil to usable classroom ratio. The norm of 1:56 is adopted for calculating the need of additional classroom Baseline (2009)53% GPS, 49% RNGPS and 31.3% Community Schools are overcrowded | Plan for prioritized needs based infrastructure finalized and approved by MoPME. | At least 10 % of planned needs-based infrastructure development completed according to criteria and technical standards | At least 30 % of planned needs-based infrastructure development completed according to criteria and technical standards Third party validation of infrastructure development according to criteria and technical standards | At least 55 % of planned needs-based infrastructure development completed according to criteria and technical standards. Third party validation of infrastructure development according to criteria and technical standards | PEDP3 needs based infrastructure development completed according to criteria and technical standards | Definition: The plan prioritizes needs-based infrastructure specifies criteria and standards used for estimates of needs. Based on those criteria, the plan provides estimates of needs to be covered over 5 years for: (i) additional classrooms and teachers rooms, (ii)additional WCs and urinals for students and teachers,(iii) repair of exiting toilets, (iv) drinking water, and (v) school maintenance and repairs. Building specifications and technical standards are those designed and approved by LGED. Approved means: Letter of endorsement from MoPME accompanying Needs Based Infrastructure plant Source: LGED construction supervision reports, construction contracts, ASC survey, third party validation reports commissioned by DPE. |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
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| 3 | COMPONENT III – DECENTRALIZATION AND EFFECTIVENESS | | | | | | | |
| 3.1 | RESULTS AREA 3.1 DECENTRALIZATION: Upazila and school level planning functions decentralized | | | | | | | |
| 3.1.1 | Field level offices strengthened Accountable: Director General Administration, DPE | Indicators: Number of PTI and UEO professional staff recruited (based on merit according to new rules), trained and placed Percentage of PTI and URC professional staff recruited (based on merit according to new rules), trained and placed Percentage of PEDP3 Staff increased to manage workload at PTI and UEO Vacancies filled | Decision to focus AUEO on: monitoring and quality assurance finalized; | Promotion and recruitment rules and criteria approved Comprehensive plan for PTI instructional staff and UEO staff endorsed by MoPME Plan for field level linkages between DPE and BNFE formulated and endorsed by MoPME | PTI and UEO staff recruited, trained and placed Staff training implemented on cross-directorate and PPP linkages | Planned %age of under PEDP3 at staff increased to manage workload at PTIs and UEOs Staff in place and performing | Full component of planned staff hired and placed | Definition: PTI have vacancies for instructors; PTI instructors are currently recruited by the Public Service Commission by open advertising Source: |
| 3.1.2 | Decentralized School Management and Governance DLI Accountable: Director, Planning and Development Division | Indicator: Schools, upazilas and districts managing SLIPs and UPEPs. Baseline: 2009 disbursements of SLIPS and UPEPs | Revised circular/guidelines for SLIPs, including monitoring arrangements, approved by MOPME and distributed to all schools | SMC guidelines (in accordance with and including reference to SLIP guidelines) and mechanism for funds flow approved by MoPME 50% of schools having prepared | At least 60% of schools having prepared SLIPs and received funds according to the SMC guidelines At last 10% of upazilas having prepared UPEPs and received funds according | At least 75% of schools having prepared SLIPs and received funds according to SMC guidelines validated by expenditure tracking survey At least 25% of Upazila having | 100% of schools having received funds based on SLIPS validated by expenditure tracking survey At least 50% of Upazila having prepared UPEPs and received funds based on UPEPs | Definition: A SLIP is a School Level Improvement Plan setting out how a school's resources will be applied to improve its performance and prepared by the School Management Committee, teachers, parents and the school community. The revised guidelines will allow for differences between SLIPs. (When measuring the target, |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
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| | | | | <p>SLIPs and received funds according to the SMC guidelines</p> <p>Revised guidelines for UPEPs, including identification of expenditures for block grants, approved by MoPME and distributed to all Upazilas</p> | to the UPEP guidelines | prepared UPEPs and received funds based on UPEP guidelines validated by expenditure tracking survey | validated by expenditure tracking | <p>it will be taken into consideration if a school due to factors outside DPE's control is not able to submit a SLIP)</p> <p>An UPEP Upazilla Primary Education Plan is a planning instrument setting out how each school's SLIP will be supported, but also addressing education from the broader Upazilla perspective, making clear how Quality Education for All will be achieved. Identification of expenditures eligible for block grants will be part of the new guidelines. Guidelines will allow for differences between UPEP's.</p> <p>Revised circular/guidelines for SLIPs/UPEPS specifies how improvement plans should be prepared and what they cover as well as the fund flows mechanisms, tracking, training ; SMCs guidelines/Handbook specify at least membership, roles and responsibilities of SMC members (incl.fiduciary).</p> <p>Source: SLIPs, UPEPs, and SMCs guidelines as approved</p> |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
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| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | | | | | by MOPME; MOF's approval of advances to schools; Admin records from DPE. Analysis of sample of SLIPs and UPEPs |
| 3.1.3 DLI | School level leadership development Accountable: Director, Training Division, DPE | Indicators: | The roles and responsibilities of head teachers and AUEOs regarding academic supervision redefined and approved. | Study on school based academic supervision completed A plan for school leadership developed and endorsed by MoPME A package of workshops and seminars for head teachers and AUEOs on academic leadership and school development developed and approved. | At least 15% of head teachers and AUEOs trained | At least 40% of head teachers and AUEOs trained | 100% head teachers and AUEOs trained | Definition: Head teachers to provide school leadership in both academic supervision of teachers and administration of school; Source: Training reports; |
| 3.1.4 | Org review and strengthening Accountable: Director, General Administration Division, DPE | Indicator: Number of positions created Percentage of vacancies filled by institutions and positions | 1 Additional DG and two new divisions at DPE Final Proposal of career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter) | infrastructure development initiated for DPE, BNFE and NAPE Plan for strengthening capacity at DPE ,particularly at field level, and at BNFE at central level endorsed by | Terms of reference for DPE divisions, including DPE-BNFE linkages and positions revised as needed New posts approved and appropriate staff recruited at all levels | Staff vacancies filled DPE-BNFE linkages operating at all levels Feedback on effectiveness of DPE-BNFE linkages reviewed | Staff vacancies filled career paths mainstreamed DPE-BNFE linkages successful in running NFE and alternative PE activities | Definition: The organizational diagram and description of posts; 2 additional DGs: one to oversee development and one to oversee administration Source: Revised organizational charts and sanctioned posts |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
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| | | | submitted by MOPME and accepted by the committee of the Joint Secretary, Regulations, Ministry of Establishment Plan for strengthening NAPE endorsed by appropriate ministries | MOPME New posts approved and appropriate staff recruited for NAPE as per approved plan. Plan and protocols for linkages between DPE and BNFE approved and beginning to operate | Career paths for all levels determined Protocols for linkages between DPE and BNFE operating | and used to improve performance | | |
| 3.2 | RESULTS AREA 3.2 EFFECTIVENESS: Increased effectiveness of sector budget allocation | | | | | | | |
| 3.2.1 DLI | Grade V terminal exam strengthened Accountable: DG NAPE and Director Administration, DPE | Indicator: Grade V exam with gradual introduction of terminal competencies defined by most recent curriculum Baseline: Current Grade V examination | A 5-year Action plan for improvements in Grade V terminal exam developed by NAPE and endorsed by MoPME and including revising test items to gradually transform exam into competency based-test New test items developed by NAPE on selected competencies and piloted with accompanying guidelines for pilot | Revised 2011 Grade V terminal exam based on action plan and pilot results , implemented, including guidelines developed for markers and training of markers Analysis of results of 2011 Grade V terminal examination | Action plan implemented with at least 10% of items competency-based introduced in the 2012 Grade V terminal exam and an additional 15% of competency-based items piloted Analysis of results of 2012 Grade V terminal examination | Action plan implemented with at least 25% of items competency-based introduced in the 2013 Grade V terminal exam and an additional 25% of competency-based items piloted Analysis of results of 2013 Grade V terminal examination | Further increase in the % of competency-based items in the 2014 and 2015 exams implemented based on pilot results and agreed upon at mid-term review Analysis of results of 2014 and 2015 Grade V terminal examination | Definition: The grade 5 action plan specifies the number of new competency-based items to be introduced each year, with the aim of achieving a fully-competency-based exam by end-2014. Coordination will be the responsibility of MoPME's ICOU for PEDP3 Analysis of results includes: (i) an analysis of pass rates by gender, subjects and upazilas conducted by DPE and (ii) an analysis by NAPE of marking and scoring of a sample of answer scripts in selected |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
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| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | test administration and training of test administrators | completed by DPE and NAPE and results disseminated | completed by DPE and NAPE and results disseminated | completed by DPE and NAPE and results disseminated | completed by DPE and NAPE and results disseminated | upazilas. Source: Action Plan as approved by DG, NAPE and MOPME; sample of test items and questionnaire of grade 5 exam; test analysis reports by DPE and NAPE |
| 3.2.2 | Teacher recruitment and deployment Accountable: Director, Administration Division | Numbers of teachers to achieve STR 40:1 Baseline STR in GPS and RNGPS schools | Assessment of needs for new teachers based on: (i) verification of current teaching force and (ii) needs based infrastructure plan completed and approved by MoPME. | All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis. And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled Revised final proposal of career paths for teachers and head teachers and, career paths, recruitment and | All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis. And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled | All teachers and head teachers positions (vacancies and new positions) s filled according to agreed recruitment procedures and on needs basis And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled. Recruitment rules with career paths for teachers and head teachers and, career paths, recruitment and | All teachers and head teachers (vacancies and all new positions) filled according to agreed recruitment procedures and on needs basis. | Definition: Needs based analysis (conducted by DPE) requires a detailed review of EMIS and teacher database to identify schools below minimum standards for STR followed by site verification by UEO or AUEO. Approval of Recruitment rules, career paths and recruitment and promotion rules by Government of Bangladesh means that a Government Order has been issued by the Ministry of Public Administration. DPE will share status of approval process annually. Recruitment norms. Include (i) applications screened by committee (or on-line), (ii) anonymous exam, (iii) weight given to exam (80), academic record (5), and viva voce (15) Regular vacancies to be covered every year are in the |

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| | | | | promotion rules for DPE officers (field and Head Quarter) submitted by MOPME to the committee of the Joint Secretary, Regulations, Ministry of Public Administration | | promotion rules for DPE officers (field and Head Quarter) approved by Government of Bangladesh | | order of 5,000/6,000. Source: Needs-based analysis of new teacher and head teacher positions approved by MOPME; career paths as approved by Ministry of Establishment; Teacher database and EMIS, Administrative data on teacher recruitment process. |
| 3.2.3 DLI | Annual School Census Accountable: Monitoring and Evaluation Director | Indicator: Census form, administration, and reporting accuracy and timeliness. Baseline: current form, administration and reporting standards | ASC questionnaire to meet PEDP3 requirements as approved by MoPME | Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic validations New ASC questionnaire fully implemented IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each | ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC report describing the background check used during data entry and the data | ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Third party validation of census data completed | ASC administration and report preparation and dissemination complete within academic year covering all types of schools Third party validation of census data completed showing at least 80% accuracy | Definition: The census questionnaire collects information on enrolment, repetition, teachers' qualifications, SLIPs, physical infrastructure and availability of teaching-learning materials. To adjust to PEDPIII needs, new information is required on pre-primary education,, textbook distribution and stipend beneficiaries. Source: M&E and EMIS, Annual School Census Report, Third Party Validation Report |

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| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | | cleaning rules, and possible other validation mechanism | | | |
| 3.2.4 | <p>National Assessment</p> <p>Accountable: Director, M&E Division DPE</p> | <p>Indicator:</p> <p>Number of NAC core staff with professional competencies in assessment</p> <p>NSA conducted every 2 years</p> | | <p>Decision on proposal for semi-autonomous assessment center made</p> <p>Establish institutional linkage with research institutions with international reputation for design and administration of NSA</p> <p>Results of NSA test items and administration protocols trials evaluated</p> <p>Results of administration of Grade III and Grade V NSA sample test evaluated</p> | <p>results of NSA analyzed, and disseminated</p> <p>results used to improve test items, test administration, and surveys</p> <p>preparation for next round of NSA completed</p> <p>test item bank expanded with validated items</p> | 20-25 students in 700 schools participated in Grade V NSA | <p>results of NSA analyzed, and disseminated</p> <p>results used to improve test items, test administration, and surveys</p> <p>preparation for next round of NSA completed</p> <p>test item bank expanded with validated items</p> <p>Grade III and Grade V NSA administered on sample basis</p> | <p>Definition: The National Student Assessment (NS survey assesses the achievement of Grade III and Grade V pupils in the learning outcomes prescribed in the primary education curriculum. In both 2006 and 2008, the survey was administered to a sample of about 700 schools (GPS and RNGPS), including up to 25 Grade III pupils (who were tested in Bangla and mathematics) and up to 20 Grade V pupils (who were tested in five subjects (Bangla, mathematics, English, science and social studies)).</p> <p>Source: NSA reports</p> |

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| 4 | COMPONENT IV - PROGRAMME PLANNING AND MANAGEMENT: | | | | | | | |
| 4.1 | RESULTS AREA IV – PROGRAMME PLANNING AND MANAGEMENT: Effective programme planning and management including financial management | | | | | | | |
| 4.1 | PEDP3 MGMT Accountable: Director, Programme Division, DPE | Indicators: Percentage implementation of the Annual Operational Plans Percentage disbursement of funds linked to DLI | TORs and job descriptions for all units, committees, and positions finalized New ADGs positions and new Programme Division approved | all positions in PSU and PSO filled All agreed committees and support offices operational One Additional DG and staff in new Programme Division at DPE in place Committee structure functional PEDP3 AOPs implemented for current year PEDP3 tasks for current year across divisions and agencies coordinated Agreed implementation arrangements in place | PEDP3 management and steering committees meet regularly as per their ToRs PEDP3 AOPs for current year implemented PEDP3 tasks across divisions and agencies for current year coordinated | PEDP3 management and steering committees meet regularly as per their ToRs PEDP3 AOPs for current year implemented PEDP3 tasks across divisions and agencies for current year coordinated | PEDP3 management and steering committees meet regularly as per their ToRs PEDP3 AOPs for current year implemented PEDP3 tasks across divisions and agencies for current year coordinated | Definition: Management functions include planning, motivating and organizing staff, coordinating activities within MoPME, coordinating with ministries and partners organizations outside MoPME, quality control on PEDP3 activities, propagating PEDP3 vision, mission, principles and values throughout the organization Source: Annual progress and performance reports |

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| 4.2 | <p>PEDP3 financial management</p> <p>Accountable: Director, Finance Division, DPE</p> | <p>Indicator:</p> <p>Percentage of annual implementation of PFM action plan</p> <p>Number of irregularities reported in the annual audit</p> <p>Percentage of irregularities in the annual audit resolved</p> | <p>Budgets and expenditures are correctly classified for each EEP</p> <p>Existing FM capacity of DPE strengthened</p> | <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system and generate reports</p> <p>Procurement plan prepared for ICB procurements and in compliance with agreed procurement arrangements</p> | <p>Staff training on financial monitoring implemented</p> <p>Annual fiduciary review carried out</p> <p>Annual program financial statements prepared</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p> | <p>annual fiduciary review conducted</p> <p>preparation of annual program financial statements</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p> | <p>annual fiduciary review conducted</p> <p>Annual program financial statements prepared</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p> | <p>Definition: PEDP3 financial management system as per Bangladesh financial management system; appropriate safeguards in place.</p> <p>Source: Financial reports provided by Director of Finance</p> |

| No | Sub-Component | Indicator | Results | | | | | Protocol |
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| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| 4.3 DLI | Sector Finance Accountable: MoPME MOF | Indicator: Primary education budget aligned with program framework and consistent with MTBF Baseline: Current Primary Education budget | FY11 Primary education budget aligned with program framework and consistent with 11-16 MTBF | FY12 Primary education budget aligned with program framework and consistent with 12-17 MTBF Actual primary education expenditures for FY11 within <u>15%</u> deviation of the originally approved budget | FY13 Primary education budget aligned with program framework and consistent with 13-18 MTBF Actual primary expenditures for FY12 within <u>15%</u> deviation of the originally approved budget | FY14 Primary education budget aligned with program framework and consistent with 14-19 MTBF Actual primary expenditures for FY13 within <u>15%</u> deviation of the originally approved budget | FY15-16 Primary education budgets aligned with program framework and consistent with 15-19 MTBF[16-20 MTBF] Actual primary expenditures for FY14 and FY 15 within 15% deviation of the originally approved budget | <p>Definition: Sub-Sector financing adequate to implement the government's PEDP3 for primary education and cannot be less than <u>1.03%</u> of GDP in any period,.</p> <p>Process: May review will check if in the draft primary education budget all program components have adequate budget, and if draft primary education budget is at least <u>1.03 %</u> of GDP and consistent with MTBF.</p> <p>In May expenditure statement until April to be presented to show that expenditure is on track. Final compliance with DLI to be checked in July based on approved budget for the next FY, and June IFR for the full primary education expenditure.</p> <p>Source: Budget circulars 1 & 2; Detailed budget framework and expenditure forecast; draft budget (May), and expenditure statement until April, approved budget for next FY; simplified AOP and IFR June.</p> |

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

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

SECTION 2: PEDP 3 MONITORING, EVALUTATION AND REPORTING

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

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

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

| SL | Report | Timing | Unit Responsible |
|----|--|--------------------------|---|
| 1 | Interim Financial Reports showing expenditures by the budget heads for PEDP3. | Quarterly | Finance Division, DPE |
| 2. | Progress and achievement of DLIs | Semi-annual\ | Programme Division, DPE |
| 3 | EU DLI report (year 3) - | Annual (starting Year 3) | M&E Division, DPE |
| 4 | Annual Audit Report - | Annual | CGA, MoF |
| 5 | Approved Budget using Government Economic Codes | Annual | Finance Division, DPE |
| 6 | Procurement Plan - | Annual | Finance Division, DPE |
| 7 | Annual Sector Performance Report on the Key Performance Indicators supplemented by other indicators | Annual | M&E Division, DPE |
| 8 | School Census Report - | Annual | M&E Division |
| 9 | Annual Fiduciary Review Report | Annual | Joint Report DP and Finance Division, DPE |
| 10 | PFM Action Plan status update | Annual | Finance Division, DPE |
| 11 | Environmental Safeguards Status Update | Annual | Planning Division, DPE |
| 12 | Social Safeguards Status Update | Annual | Planning Division, DPE |
| 13 | Inclusive Education and Gender Action Plan Status Update | Annual | Policy and Operations Division, DPE |
| 14 | Sub-Component Progress Report | Annual | Programme Division, DPE |
| 15 | AOP and budget proposal for following year. | First year only | Planning Division and Finance Division, DPE |
| 16 | Policy Matrix Status update | Annual | PSU, MoPME |

Non-financial Reports

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

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

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

Table 2.2: Key Performance Indicators

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

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

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

Table 2.3: PSQL Indicators

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

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

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

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

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

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

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

¹ Not drinkable, but available

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

Attachment 1 - DLI Results Framework

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|------------|---|--|--|---|--|---|---|--|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| 1.4 DLI | Production and Distribution of textbooks Accountable: Chairman, NCTB (production) Director, DPE Administration Division (distribution) | Indicator: Textbooks for each subject produced and distributed to all eligible schools within a month of opening day. | At least 75% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day. | At least 80% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Third party validation of monitoring mechanism completed | At least 85% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Monitoring mechanism improved with actions agreed upon by MoPME and MOE based on validation results | At least 90% of all eligible schools receive all approved textbooks for grade II to V within one month of school opening day At least 90% of all eligible schools receive all revised Grade I textbooks based on new curriculum developed by NCTB within one month of school opening day | At least 95% of all eligible schools receive all revised Grades I to III textbooks based on new curriculum developed by NCTB within one month of school opening day At least 95% of all eligible schools receive all approved textbooks for grade IV to V within one month of school opening day | Definition: Textbooks are made available to all eligible primary schools and delivered to all eligible primary schools under the supervision of MOPME and MOE within one month of school opening day. Approved textbooks are those that are endorsed by the NCTB. Eligible Schools are all schools mentioned in the Book distribution guidelines. Monitoring mechanism: DPE's reconciled reports based on: i) reports based on receipts signed in the field and ii) reports submitted by NCTB Source: DPE's monitoring records and third party validation reports |
| 1.6 DLI | Teacher Education and Professional Development | PTI Strengthened Teacher and head teacher competencies Dip en ED provided | Comprehensive TED plan prepared and adopted by MOPME | All preparatory steps for introduction of Dip-ed completed in accordance with the Plan | Dip in Ed, piloted in 7 PTIs with number of instructors according to the plan | Dip in Ed offered in 57 PTIs with number of instructors according to the plan | About 11,000 new teachers participate in Dip-in-Ed each year | Definition: The plan and strategy for primary teacher education and development (TED Plan) defines the professional standards/competencies of teachers, head teachers and AUEOs and the strategy for improving pre-service (with the |

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|------------------|--|---|--|--|--|---|--|---|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | Accountable: Director, Training Division | | | | | | | introduction of a new Dip-Ed diploma), in-service (CPD), teacher supervision, networking and mentoring. Preparatory steps for introduction of Dip-Ed include sufficient instructors in each PTI, curriculum, training materials & assessment tools development, and training of instructors as specified in the TED plan. Source: TED plan as approved by MOPME Secretary, reports form training division and NAPE, curriculum and training materials and administrative data. |
| 2.1.2 DLI | Pre-Primary education Accountable: Director Policy and Operations Division | Indicator: Number of children enrolled in formal GPS PPE programs Percentage of children entering grade I with GPS PPE Baseline 2011 ASC | Guidelines prepared and endorsed by MoPME on the role of NGOs in pre-primary education | Integrated database of PPE provision by type of provider completed Plan for PPE expansion approved by MoPME | At least 15.000 PPE teachers placed and trained in areas of greatest need Curriculum, standards, and materials for PPE and teacher training approved by MoPME | At least 60% of PPE teachers in GPS are trained in using new pre-primary curriculum and materials PPE provision in at least 75% of GPS | Expansion plan implemented Grade I intake with GPS PPE increased by 50% over baseline | Definition: 1 year PPE organized programs for children age 5 through 6 The guidelines define the role of NGOs in the delivery of pre-primary education and specify the type of partnerships that can exist between government and NGOs, in particular, regarding the assistance that NGOs can provide to assist GPS in setting up school-based PPE, train and coach PPE teachers, prepare age appropriate materials, and provide PPE if required in the |

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|----|---------------|------------------------|---------|--------|--------|--------|-----------|---|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | | | | | <p>catchment area.</p> <p>The integrated database of providers would include the location of services and, combined with the child survey data, would provide a map of areas of greatest need for PPE.</p> <p>The expansion plan, based on needs identified through the database, standards for PPE and the role of NGOs/private sector defines the pace of recruitment and training, the type and duration of training, timing of classes, and expansion pace.</p> <p>PPE Teachers will be recruited through a transparent process: they can be regular primary teachers or contract teachers hired by schools within the local communities.</p> <p>Source: A letter of endorsement from MoPME accompanying guidelines; provider database; expansion plan approved by MoPME; curriculum, standards, and materials; ASC, CAMPE reports and administrative data.</p> |

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|-------|--|---|--|---|---|--|--|--|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| 2.2.4 | Needs Based Infrastructure Development | Indicator: Pupil to usable classroom ratio. The norm of 1:56 is adopted for calculating the need of additional classroom | 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 | At least 55 % of planned needs-based infrastructure development completed according to criteria and technical standards. | PEDP3 needs based infrastructure development completed according to criteria and technical standards | Definition: The plan prioritizes needs-based infrastructure specifies criteria and standards used for estimates of needs. Based on those criteria, the plan provides estimates of needs to be covered over 5 years for: (i) additional classrooms and teachers rooms, (ii) additional WCs and urinals for students and teachers, (iii) repair of exiting toilets, (iv) drinking water, and (v) school maintenance and repairs. |
| DLI | Accountable: Director, Planning and Development Division, and LGED | Baseline (2009) 53% GPS, 49% RNGPS and 31.3% Community Schools are overcrowded | | | Third party validation of infrastructure development according to criteria and technical standards | Third party validation of infrastructure development according to criteria and technical standards | | Building specifications and technical standards are those designed and approved by LGED. Approved means: Letter of endorsement from MoPME accompanying Needs Based Infrastructure plan Source: LGED construction supervision reports, construction contracts, ASC survey, third party validation reports commissioned by DPE. |

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

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|--------------|---|---|---|--|---|---|--|--|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | | | | | SMCs guidelines/Handbook specify at least membership, roles and responsibilities of SMC members (incl.fiduciary). Source: SLIPs, UPEPs, and SMCs guidelines as approved by MOPME; MOF's approval of advances to schools; Admin records from DPE. Analysis of sample of SLIPs and UPEPs |
| 3.2.1 DLI | Grade V terminal exam strengthened Accountable: DG NAPE and Director Administration, 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 | 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 | Action plan implemented with at least 10% of items competency-based introduced in the 2012 Grade V terminal exam and an additional 15% of competency-based items piloted Analysis of results of 2012 Grade V terminal examination completed by DPE and NAPE and results disseminated | Action plan implemented with at least 25% of items competency-based introduced in the 2013 Grade V terminal exam and an additional 25% of competency-based items piloted Analysis of results of 2013 Grade V terminal examination completed by DPE and NAPE and results disseminated | Further increase in the % of competency-based items in the 2014 and 2015 exams implemented based on pilot results and agreed upon at mid-term review Analysis of results of 2014 and 2015 Grade V terminal examination completed by DPE and NAPE and results disseminated | Definition: The grade 5 action plan specifies the number of new competency-based items to be introduced each year, with the aim of achieving a fully-competency-based exam by end-2014. Coordination will be the responsibility of MoPME's ICOU for PEDP3 Analysis of results includes: (i) an analysis of pass rates by gender, subjects and upazilas conducted by DPE and (ii) an analysis by NAPE of marking and scoring of a sample of answer scripts in selected upazilas. Source: Action Plan as approved by DG, NAPE and MOPME; sample of test items and questionnaire of grade 5 exam; test analysis reports by DPE and |

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|-------|--|--|---|--|---|---|--|--|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | pilot test administration and training of test administrators | | | | | NAPE |
| 3.2.2 | Teacher recruitment and deployment Accountable: Director, Administration Division | Numbers of teachers to achieve STR 40:1 Baseline STR in GPS and RNGPS schools | Assessment of needs for new teachers based on: (i) verification of current teaching force and (ii) needs based infrastructure plan completed and approved by MoPME. | All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis. And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled Revised final proposal of career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter) submitted by MOPME to the committee of the Joint Secretary, Regulations, | All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis. And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled | All teachers and head teachers positions (vacancies and new positions) s filled according to agreed recruitment procedures and on needs basis And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled. Recruitment rules with career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter) | All teachers and head teachers (vacancies and all new positions) filled according to agreed recruitment procedures and on needs basis. | Definition: Needs based analysis (conducted by DPE) requires a detailed review of EMIS and teacher database to identify schools below minimum standards for STR followed by site verification by UEO or AUEO. Approval of Recruitment rules, career paths and recruitment and promotion rules by Government of Bangladesh means that a Government Order has been issued by the Ministry of Public Administration. DPE will share status of approval process annually. Recruitment norms. Include (i) applications screened by committee (or on-line), (ii) anonymous exam, (iii) weight given to exam (80), academic record (5), and viva voce (15) Regular vacancies to be covered every year are in the order of 5,000/6,000. Source: Needs-based analysis of new teacher and head teacher |

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|-----------|---|--|---|---|--|--|---|---|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| | | | | Ministry of Public Administration | | approved by Government of Bangladesh | | positions approved by MOPME; career paths as approved by Ministry of Establishment; Teacher database and EMIS, Administrative data on teacher recruitment process. |
| 3.2.3 DLI | Annual School Census Accountable: Director, M&E Division | Indicator: Census form, administration, and reporting accuracy and timeliness. Baseline: current form, administration and reporting standards | ASC questionnaire to meet PEDP3 requirements as approved by MoPME | Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic validations New ASC questionnaire fully implemented IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each | ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC report describing the background check used during data entry and the data cleaning rules, and possible other validation mechanism | ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Third party validation of validation census data completed | ASC administration and report preparation and dissemination complete within academic year covering all types of schools Third party validation of validation census data completed showing at least 80% accuracy | Definition: The census questionnaire collects information on enrolment, repetition, teachers' qualifications, SLIPs, physical infrastructure and availability of teaching-learning materials. To adjust to PEDPIII needs, new information is required on pre-primary education,, textbook distribution and stipend beneficiaries. Source: M&E and EMIS, Annual School Census Report, Third Party Validation Report |

| No | Sub-Component | Indicator and Baseline | Results | | | | | Protocol |
|------------|--|--|---|---|---|---|--|---|
| | | | Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 | |
| 4.3 DLI | Sector Finance Accountable: MoPME MOF | Indicator: Primary education budget aligned with program framework and consistent with MTBF Baseline: Current Primary Education budget | FY11 Primary education budget aligned with program framework and consistent with 11-16 MTBF | FY12 Primary education budget aligned with program framework and consistent with 12-17 MTBF Actual primary education expenditures for FY11 within <u>15%</u> deviation of the originally approved budget | FY13 Primary education budget aligned with program framework and consistent with 13-18 MTBF Actual primary expenditures for FY12 within <u>15%</u> deviation of the originally approved budget | FY14 Primary education budget aligned with program framework and consistent with 14-19 MTBF Actual primary expenditures for FY13 within <u>15%</u> deviation of the originally approved budget | FY15-16 Primary education budgets aligned with program framework and consistent with 15-19 MTBF[16-20 MTBF] Actual primary expenditures for FY14 and FY 15 within 15% deviation of the originally approved budget | Definition: Sub-Sector financing adequate to implement the government's PEDP3 for primary education and cannot be less than <u>1.03%</u> of GDP in any period. Process: May review will check if in the draft primary education budget all program components have adequate budget, and if draft primary education budget is at least <u>1.03 %</u> of GDP and consistent with MTBF. In May expenditure statement until April to be presented to show that expenditure is on track. Final compliance with DLI to be checked in July based on approved budget for the next FY, and June IFR for the full primary education expenditure. <u>Source:</u> Budget circulars 1 & 2; Detailed budget framework and expenditure forecast; draft budget (May), and expenditure statement until April, approved budget for next FY; simplified AOP and IFR June. |

Attachment 2 - PEDP 3 Monitoring and Evaluation Matrix

B. OUTCOME Level

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

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

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

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

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

C. Component Level

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

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

| SL | Sub-Component | | Indicator | Source | Baseline | Target | 2011 | 2012 | 2013 | 2014 | 2015 | Remarks |
|-------------------------|---|---|--|-------------------------|---|--------|------|------|------|------|------|--|
| DLI | textbooks and TLM • Timely production and distribution of appropriate textbooks | | | reports | | | | | | | | PSQL 1 |
| | | 2 | Percentage of schools which received full set of (revised) teacher guides for all teachers | ASC | 100% | 100% | X | X | X | X | X | |
| 1.5 | ICT in education • Using electronic and new media as supplementary teaching materials | 1 | Number of model GPS where a multimedia classroom has been set up | Administration Division | 0 | 100% | X | X | X | X | X | Add to ASC |
| | | 2 | Number of GPS which have received laptops | ASC | 0 | ... | X | X | X | X | X | Add to ASC |
| | | 3 | Number of GPS with a least one functional computer | ASC | ... | 100% | X | X | X | X | X | Add to ASC |
| 1.6 DLI | Teacher education and professional development • PTI strengthened • Teacher and head teacher competencies • dip-in-ed provided | 1 | Number of new teachers each year receiving dip-in-ed. | training division | 0 | 11,000 | X | X | X | X | X | DLI |
| | | 2 | Percentage of (assistant and head) teachers with professional qualification (c-in-ed/dip-in-ed, b.ed., m.ed.) | ASC | 83% (2010) | ... | X | X | X | X | X | PSQL - 2 |
| | | 3 | Percentage of (assistant and head) teachers who receive continuous professional development training: | ASC | 85% (Subject Training) 88% (Sub-cluster Training) | ... | X | X | X | X | X | PSQL - 3 |
| | | 4 | PTI Strengthened in terms of staffing | Admin division | | | | | | | | DLI |
| | | 5 | Teacher and head teacher competencies defined | Training Division | | | | | | | | DLI |
| COMPONENT 2 | | | PARTICIPATION AND DISPARITIES | | | | | | | | | |
| RESULTS AREA 2.1 | | | All children participate in pre- and primary education in all types of schools (formal, non-formal, madrasah) | | | | | | | | | |
| PARTICIPATION | | | | | | | | | | | | |
| 2.1.1 | Second chance and alternative education • NFE services aligned | 1 | Number of children ages 6-14 enrolled in NFE learning centers | BNFE survey | 3.2 million | ... | X | X | X | X | X | No target proposed as purpose is equivalence with formal education |

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

| SL | Sub-Component | | Indicator | Source | Baseline | Target | 2011 | 2012 | 2013 | 2014 | 2015 | Remarks |
|--|---|---|---|---|-----------------------------|--------|------|------|------|------|------|---------------------------|
| | | 3 | Number of assistance teachers trained in inclusive education | Policy Division | 0 | ... | X | X | X | X | X | |
| | | 4 | Number of schools receive gender tool kit and training | Policy Division | 0 | ... | X | X | X | X | X | |
| | | 5 | Number of disabled children receive assistive device | Policy Division | 0 | ... | X | X | X | X | X | |
| 2.1.4 | Education in emergencies | 1 | Number of schools from flood / cyclone prone areas whose stakeholders received training on education in emergencies | Planning Division | ... | ... | | | | | | |
| | • Schooling continued after disasters | 2 | Number of schools closed due to an emergency that have been accommodated in temporary schools | Planning Division | ... | ... | | | | | | Only applies in emergency |
| 2.1.5 | Communications and social mobilization | 1 | Coverage of education events by media type | Communication Cell | ... | ... | X | X | X | X | X | |
| RESULTS AREA 2.2 | | | | | | | | | | | | |
| DISPARITIES | | | | | | | | | | | | |
| Regional and other disparities in facilities, participation, completion and learning outcomes | | | | | | | | | | | | |
| 2.2.1 | Targeted stipend | 1 | Number of children benefitting from targeted stipend each quarter | Stipend project report | 46% (2010 all school types) | ... | X | X | X | X | X | |
| | • Children from marginalised families receive stipends and remain in school | 2 | Percentage of children who receive targeted stipend by consumption quintile | Household Income and Expenditure Survey | ... | ... | X | | | | X | |
| 2.2.2 | School health and school feeding | 1 | Percentage of schools which provide school feeding | ASC and Planning Division | 14% (2010 all school types) | ... | X | X | X | X | X | Added to ASC |
| | • School feeding | 2 | Percentage of children who receive school feeding | ASC and Planning Division | 16% (2010 all school types) | ... | X | X | X | X | X | Added to ASC |
| | • First aid kits | 3 | Percentage of schools with first aid kits | ASC | 8% (2010 all school types) | ... | X | X | X | X | X | Added to ASC |
| | • Health check-ups | 4 | Student attendance rate | ASC | 83% | ... | X | X | X | X | X | |
| 2.2.3 | Needs based school environment | 1 | Percentage of schools with separate functioning toilets for girls | ASC | 31% (2010 GPS/RNGPS) | 95% | X | X | X | X | X | PSQL 5 |

| SL | Sub-Component | | Indicator | Source | Baseline | Target | 2011 | 2012 | 2013 | 2014 | 2015 | Remarks |
|--------------|---|---|--|-------------------|-------------------------|--------|------|------|------|------|------|---|
| | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> Sufficient toilets for girls, clean water supply, age appropriate furniture etc | 2 | Percentage of schools with at least one functioning toilet | ASC | 96% (2010 GPS/RNGPS) | 00% | X | X | X | X | X | PSQL 5 |
| | | 3 | Percentage of schools with potable water | ASC | 71% (2010 GPS/RNGPS) | | X | X | X | X | X | PSQL 7 |
| | | 4 | Percentage of schools which depend on water points for water where the water point is in working condition | ASC | 86% (2010 GPS/RNGPS) | 100% | X | X | X | X | X | PSQL 8 |
| | | 5 | Percentage of schools which have a functioning water point that have arsenic-free water | ASC | 59% (2010 GPS/RNGPS) | 90% | X | X | X | X | X | PSQL 9 |
| 2.2.4 DLI | Needs based infrastructure development <ul style="list-style-type: none"> student classroom ratio | 1 | Percentage of classrooms reconstructed or constructed according to criteria and standards of PEDP3 | Planning Division | 0 | | X | X | X | X | X | |
| | | 2 | Number of new classrooms constructed | Planning Division | 0 | 34,070 | X | X | X | X | X | PEDP 2: 41,000 classrooms in 20,500 GPS |
| | | 3 | Number of schools repaired (needs based) | Planning Division | 0 | ... | X | X | X | X | X | (PEDP 2: 6,929 GPS) |
| | | 4 | Percentage of classrooms that are in good condition | | 71% (2010 GPS/RNGPS) | | | | | | | PSQL 10 |
| | | 5 | Student classroom ratio (SCR) | ASC | 62.4 (2010 GPS & RNGPS) | ... | X | X | X | X | X | PSQL 11 |
| | | 6 | Percentage of schools where scr is above the target | ASC | 21% (2010 GPS/RNGPS) | ... | X | X | X | X | X | PSQL |
| | | 7 | percentage of standard size classrooms (26'x19'6") and larger | ASC | 10% (2010 GPS/RNGPS) | ... | X | X | X | X | X | PSQL 12 |
| | | 8 | percentage of classrooms which are pacca | ASC | 74% (2010 GPS/RNGPS) | ... | X | X | X | X | X | PSQL 13 |

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

| SL | Sub-Component | | Indicator | Source | Baseline | Target | 2011 | 2012 | 2013 | 2014 | 2015 | Remarks |
|--|--|---|--|---|--|--------|------|------|------|------|------|---------------------------|
| RESULTS AREA 3.2 | | | | | | | | | | | | |
| Increased effectiveness of programme and budget allocation | | | | | | | | | | | | |
| EFFECTIVENESS | | | | | | | | | | | | |
| 3.2.1 | Grade V terminal exam | 1 | Percentage of mathematics test items competency based | NAPE | 0% | ... | | | X | X | X | |
| DLI | | | | | | | | | | | | |
| 3.2.2 | Teacher recruitment, promotion and deployment | 1 | Percentage of teacher vacancies filled in | Administration Division | ... | ... | X | X | X | X | X | |
| DLI | • fair and transparent recruitment and verified needs based deployment | 2 | Percentage of head teacher vacancies filled in | Administration Division | ... | ... | X | X | X | X | X | |
| | | 3 | Student teacher ratio (Standard 46:1) | ASC | 47.7% (2010) 46.1 (GPS) 49.5 (RNGPS) | ... | | | | | | PSQL -16 |
| | | 4 | Percentage of schools where str is above the target | ASC | 65% (2010) | ... | X | X | X | X | X | |
| | | 5 | Student teacher ratio (str), pre-primary education | ASC | ... | ... | | X | | | X | add to ASC |
| | | | | | | | | | | | | |
| 3.2.3 | Annual school census | 1 | Accuracy of school census in selected indicators | special survey (school census validation) | ... | ... | | | X | X | X | |
| DLI | • census administration, accuracy and timeliness | 2 | Publication of school census report by December | Information Management Division M&E division | ... | ... | X | X | X | X | X | |
| | | 3 | Percentage of schools covered by ASC | ASC | 77% (201) | ... | X | X | X | X | X | |
| | | | | | | | | | | | | |
| 3.2.4 | National Student Assessment (NSA) | 1 | Development of National Assessment Cell (NAC) into a semi-autonomous assessment centre | DPE | not yet commence | ... | | | | | | |
| | • Periodic National Student Assessment of Grade III and Grade V | 2 | Number of NAC core staff with professional competencies in assessment | Expert report | ... | ... | | | | | | International institution |
| | | | | | | | | | | | | |

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

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

Attachment 3: Suggested Gender Action Plan Monitoring Framework

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

SECTION 3: DETAILED COMPONENT DESCRIPTION

Component 1 Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sub-component 1.1 Indicative Year-Wise Action Plan

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

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

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

Sub-Component 1.2 School and Classroom Based Assessment

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

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

Sub-component 1.2 Year-Wise Action Plan

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

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

Sub-Component 1.3 Curriculum and Textbooks Strengthened

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

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

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

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

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

Sub-component 1.3 Year-Wise Action Plan

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

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

Sub-Component 1.4 Production and Distribution of Textbooks

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

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

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

Table 3.1: Approximate Annual Production Volume of Textbooks and TLMs

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

Sub-component 1.4 Year-Wise Action Plan

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|--|---|--|---|---|
| At least 75% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day. | At least 80% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Third party validation of monitoring mechanism completed | At least 85% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Monitoring mechanism improved with actions agreed upon by MoPME and MOE based on validation results | At least 90% of all eligible schools receive all approved textbooks for grade II to V within one month of school opening day At least 90% of all eligible schools receive all revised Grade I textbooks based on new curriculum developed by NCTB within one month of school opening day | At least 95% of all eligible schools receive all revised Grades I to III textbooks based on new curriculum developed by NCTB within one month of school opening day At least 95% of all eligible schools receive all approved textbooks for grade IV to V within one month of school opening day |

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

Sub-Component 1.5 ICT in Education

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

Sub-component 1.5 Year-Wise Action Plan

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

The Policy and Operations Division is accountable for ICT in education

Sub-Component 1.6 Teacher Education and Development

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

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

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

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

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

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

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

Sub-component 1.6 Year-Wise Action Plan

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|--|--|---|---|--|
| Comprehensive TED plan prepared and adopted by MOPME | All preparatory steps for introduction of Dip-ed completed in accordance with the Plan | Dip in Ed, piloted in 7 PTIs with number of instructors according to the plan | Dip in Ed offered in 57 PTIs with number of instructors according to the plan | About 11,000 new teachers participate in Dip-in-Ed each year |

The Training Division is accountable for teacher education and development

Component 2 - Participation and Disparities

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

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

Results Area 2.1 Participation

Sub-Component 2.1.1 Second Chance and Alternative Education

This sub-component addresses the needs of two types of primary school age children: those who never enrolled in school and those who have dropped out of school. Milestones for this sub-component include development of an equivalency framework aligned with the revised national curriculum, inclusion of NFE activities in UPEPs, participation of NFE learners in the Grade V terminal examination, enrolment of NFE learners in Grade VI and beyond, including data from the NFE database in the DPE’s EMIS, and reporting on NFE outputs in the PEDP3 reporting including the ASPR. During PEDP3, BNFE will continue to encourage NGO and CBOs to reach and teach children who are out of school.

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

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

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

Sub-component 2.1.1 Year-Wise Action Plan

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

BNFE is accountable for second chance and alternative education

Sub-Component 2.1.2 Pre Primary

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

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

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

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

Sub-component 2.1.2 Year-Wise Action Plan

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

The Policy and Operations Division will be responsible for PPE

Sub-Component 2.1.3 Mainstreaming Inclusive Education (IE)

Inclusive education emphasizes the “all” in “education for all.” The sub-component addresses the particular needs in formal schools of tribal children, ethnic minorities, children with learning disabilities, and disabled children. The intention is to create an inclusive culture based on the principle that all learners have a right to education irrespective of their individual characteristics or differences. Under PEDP3, the interventions initiated under PEDP II will be continued. Block funds will now be provided through UPEPs to assist schools mainstream inclusive education with mild to moderately disabled children. Issues of inclusion will be integrated into all training activities. School level focal persons trained under PEDPII will be supported, and all children will be screened for learning difficulties (as well as health problems) on entry to school and every year. SLIPs can be used to improve the quality of teaching and learning and to ensure the participation of all children. As many children with learning disabilities are accommodated through NFE channels, NFE teachers may be included in training programs focused on diagnostics and interventions for slow learners.

Sub-component 2.1.3 Year-Wise Action Plan

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

The Policy and Operations Division will be responsible for inclusive education

Sub-Component 2.1.4 Education in Emergencies

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

Sub-component 2.1.4 Year-Wise Action Plan

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

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

2.1.5 Communications and Social Mobilization

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

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

Sub-component 2.1.5 Year-Wise Action Plan

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

The General Administration Division is accountable for communications and social mobilization

Results Area 2.2 Disparities

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

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

Sub-Component 2.2.1 Targeted Stipends

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

Sub-component 2.2.1 Year-Wise Action Plan

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

The Planning and Development Division is accountable for targeted stipends

Sub-Component 2.2.2 School health and school feeding

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

Sub-component 2.2.2 Year-Wise Action Plan

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

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

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

Sub-Component 2.2.3 School Physical Environment

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

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

Sub-component 2.2.3Year-Wise Action Plan

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

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

Sub-Component 2.2.4 Needs Based Infrastructure Development

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

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

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

Using these guidelines, about 44 percent of classrooms met these criteria - more GPS (48 percent) than RNGPS (37 percent). Using student to teacher ratios 1:46, and taking into account double shift schools, in 2008 about 88 percent primary schools met these criteria (86 percent GPS and 91 percent RNGPS). However, these averages hide disparities between schools and many teachers face classes in excess of 65 students, particularly in lower grades. Reducing the student density per classroom and the student-teacher ratio will demand more classrooms to teaching practices that are age appropriate and effective with a range of student abilities

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

Table 3.2: Indicative Number of Additional Rooms for Double Shift

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

Source: DPE commissioned report on Infrastructure Development Needs under PEPD3.

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

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

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

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

Table 3.3: Percent Classroom Crowding by Type of School

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

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

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

Sub-component 2.2.4 Year-Wise Action Plan

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|--|---|---|--|--|
| Plan for prioritized needs based infrastructure finalized and approved by MoPME. | At least 10 % of planned needs-based infrastructure development completed according to criteria and technical standards | At least 30 % of planned needs-based infrastructure development completed according to criteria and technical standards Third party validation of infrastructure development according to criteria and technical standards | At least 55 % of planned needs-based infrastructure development completed according to criteria and technical standards. Third party validation of infrastructure development according to criteria and technical standards | PEDP3 needs based infrastructure development completed according to criteria and technical standards |

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

Component 3 Decentralization and Effectiveness

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

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

Results Area 3.1 Decentralization

Sub-Component 3.1.1 Field-Level Offices Strengthened

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

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

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

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

Sub-component 3.1.1 Year-Wise Action Plan

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

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

Sub-Component 3.1.2 Decentralized School Management and Governance

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

Sub-component 3.1.2 Year-Wise Action Plan

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|---|--|--|--|--|
| Revised circular/ guidelines for SLIPs, including monitoring arrangements, approved by MOPME and distributed to all schools | <p>SMC guidelines (in accordance with and including reference to SLIP guidelines) and mechanism for funds flow approved by MoPME</p> <p>50% of schools having prepared SLIPs and</p> | <p>At least 60% of schools having prepared SLIPs and received funds according to the SMC guidelines</p> <p>At last 10% of upazilas having prepared UPEPs and received funds according to the UPEP guidelines</p> | <p>At least 75% of schools having prepared SLIPs and received funds according to SMC guidelines validated by expenditure tracking survey</p> <p>At least 25% of Upazila having prepared UPEPs and received funds</p> | <p>100% of schools having received funds based on SLIPS validated by expenditure tracking survey</p> <p>At least 50% of Upazila having prepared UPEPs and received funds based on UPEPs validated by expenditure</p> |

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|--------|--|--------|--|-----------------|
| | <p>received funds according to the SMC guidelines</p> <p>Revised guidelines for UPEPs, including identification of expenditures for block grants, approved by MoPME and distributed to all Upazila's</p> | | <p>based on UPEP guidelines validated by expenditure tracking survey</p> | <p>tracking</p> |

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

Sub-Component 3.1.3 School Level Leadership and Development

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

Sub-component 3.1.3 Year-Wise Action Plan

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

The Training Division is accountable for School Level Leadership and Development

Sub-Component 3.1.4 Organizational Review and Strengthening

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

Sub-component 3.1.4 Year-Wise Action Plan

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

The General Administration Division is accountable for organizational review and strengthening

Results Area 3.2 Effectiveness of Budgetary Allocation

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

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

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

Sub-Component 3.2.1 Grade V Terminal Examination

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

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

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

Sub-component 3.2.1 Year-Wise Action Plan

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|---|---|---|---|--|
| <p>A 5-year Action plan for improvements in Grade V terminal exam developed by NAPE and endorsed by MoPME and including revising test items to gradually transform exam into competency based-test</p> <p>New test items developed by NAPE on selected competencies and piloted with accompanying guidelines for pilot test administration and training of test</p> | <p>Revised 2011 Grade V terminal exam based on action plan and pilot results , implemented, including guidelines developed for markers and training of markers</p> <p>Analysis of results of 2011 Grade V terminal examination completed by</p> | <p>Action plan implemented with at least 10% of items competency-based introduced in the 2012 Grade V terminal exam and an additional 15% of competency-based items piloted</p> <p>Analysis of results of 2012 Grade V terminal examination completed by DPE and NAPE and</p> | <p>Action plan implemented with at least 25% of items competency-based introduced in the 2013 Grade V terminal exam and an additional 25% of competency-based items piloted</p> <p>Analysis of results of 2013 Grade V terminal examination completed by DPE and NAPE and</p> | <p>Further increase in the % of competency-based items in the 2014 and 2015 exams implemented based on pilot results and agreed upon at mid-term review</p> <p>Analysis of results of 2014 and 2015 Grade V terminal examination completed by DPE and NAPE</p> |

| | | | | |
|----------------|---------------------------------------|----------------------|----------------------|--------------------------|
| administrators | DPE and NAPE and results disseminated | results disseminated | results disseminated | and results disseminated |
|----------------|---------------------------------------|----------------------|----------------------|--------------------------|

NAPE is accountable for improvements in the Grade V Terminal Examination

Sub-Component 3.2.2 Teacher Recruitment, Promotion and Deployment

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

Sub-component 3.2.2 Year-Wise Action Plan

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|---|--|---|--|--|
| Assessment of needs for new teachers based on: (i) verification of current teaching force and (ii) needs based infrastructure plan completed and approved by MoPME. | 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 | All teachers and head teachers positions (vacancies and new positions) s filled according to agreed recruitment procedures and on needs basis And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled. Recruitment rules with career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter) approved by Government of Bangladesh | All teachers and head teachers (vacancies and all new positions) filled according to agreed recruitment procedures and on needs basis. |

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

Sub-Component 3.2.3 Annual School Census

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

Sub-component 3.2.3 Year-Wise Action Plan

| Year 0 | Year 1 | Year 2 | Year 3 | Years 4-5 |
|---|---|--|--|---|
| ASC questionnaire to meet PEDP3 requirements as approved by MoPME | Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic validations New ASC questionnaire fully implemented IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each | ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC report describing the background check used during data entry and the data cleaning rules, and possible other validation mechanism | ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Third party validation of validation census data completed | ASC administration and report preparation and dissemination complete within academic year covering all types of schools Third party validation of validation census data completed showing at least 80% accuracy |

The M&E Division is accountable for the ASC

Sub-Component 3.2.4 National Assessment of Students

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

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

Sub-component 3.2.4 Year-Wise Action Plan

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

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

Component 4 - Programme Planning and Management

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

Sub-Component 4.1. - PEDP3 Management and Governance

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

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

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

Sub-component 4.1 Year-Wise Action Plan

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

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

Sub-Component 4.2. - PEDP3 Financial Management

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

Sub-component 4.2 Year-Wise Action Plan

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

The Finance and Procurement Division is accountable for PEDP3 financial management

Sub-component 4.3 Sector Finance

Sub-component 4.3 Year-Wise Action Plan

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

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

Sub-Component 4.4. Strengthening Monitoring Functions

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

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

Sub-component 4.4 Year-Wise Action Plan

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

The Monitoring and Evaluation Division is accountable for strengthening monitoring functions

Sub-Component 4.5. Human Resource Development

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

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

Sub-component 4.5 Year-Wise Action Plan

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

The Training Division is accountable for HRD training

Sub-Component 4.6 Public-Private Partnerships (PPP)

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

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

Sub-component 4.6 Year-Wise Action Plan

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

The Programme Division is accountable for PPP

Distribution of Sub-components among Implementing Units

Table 4.2 shows the distribution of sub-components amongst implementing units. The implementation arrangements for PEDP3 including organisational restructuring and mechanisms to assure cooperation between sub-components managed by different divisions, units or agencies, are presented in Annex 5. Table 4.3 organizes the sub-components by results areas,

Table 4.2: Distribution of Sub-components among Implementing Units

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

| 1. LEARNING AND TEACHING | 2. PARTICIPATON AND DISPARITIES | | 3. DECENTRALIZATION AND EFFECTIVENESS | | 4. PLANNING AND MANAGE-MENT |
|--|--|-----------------|---------------------------------------|--|---|
| 1.1 Learning Outcomes | 2.1 Participation | 2.2 Disparities | 3.1 Decentralization | 3.2 Effectiveness | 4. Programme planning and Management |
| Programme 1.1 Each Child Learns | | | | | 4.1 PEDP3 management and governance (management part) 4.5 HRD 4.6 PPP |
| Information 1.5 ICT in Education | | | | 3.2.3 annual school census (database part) | |
| BNFE | 2.1.1 Alternative and 2 nd chance | | | | |
| NAPE | | | | 3.2.1 Grade V terminal exam strengthened | |
| NCTB 1.3 Curriculum Development 1.4 Textbook <u>production</u> and distribution | | | | | |
| MoPME | | | | | 4.1 PEDP3 management and governance (governance part) 4.3 Sector Finance |

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

³ Stipend programme removed from PEDP3 to another programme.

SECTION 4: IMPLEMENTATION ARRANGEMENTS

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

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

Functions - School and Community

Teachers

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

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

Head Teachers

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

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

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

School Management Committees (SMC)

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

PTA

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

Functions – Upazila, District and Division

Upazila Education Office

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

Upazila Resource Centre

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

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

District Primary Education Office

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

Division DD

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

PTI

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

Functions - Implementation Administration

Directorate of Primary Education (DPE)

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

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

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

Technical Committee

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

DG, DPE

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

Additional DG – New Position

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

Administration Division

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

Monitoring & Evaluation Division

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

Information Management Division — New Division

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

Finance and Procurement

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

Training Division

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

Policy and Operations Division

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

Planning and Development Division

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

Programme Management Division – New Division

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

Supporting Agencies

NAPE

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

NCTB (Primary Education Wing)

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

BNFE

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

BANBEIS.

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

BBS

- Collaborate with MoPME as required

LGED

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

Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU)

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

Strategic Direction

Ministry of Primary and Mass Education (MOPME)

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

PEDP3 Steering Committee (PSC)

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

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

PEDP3 Surveillance Unit (PSU), MOPME – New Unit

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

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

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

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

Staffing Requirements

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

Table 4.1: Summary of PEDP3 Staffing Requirements

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

Table 4.2: Detailed Staffing Requirements for PEDP3

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

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

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

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

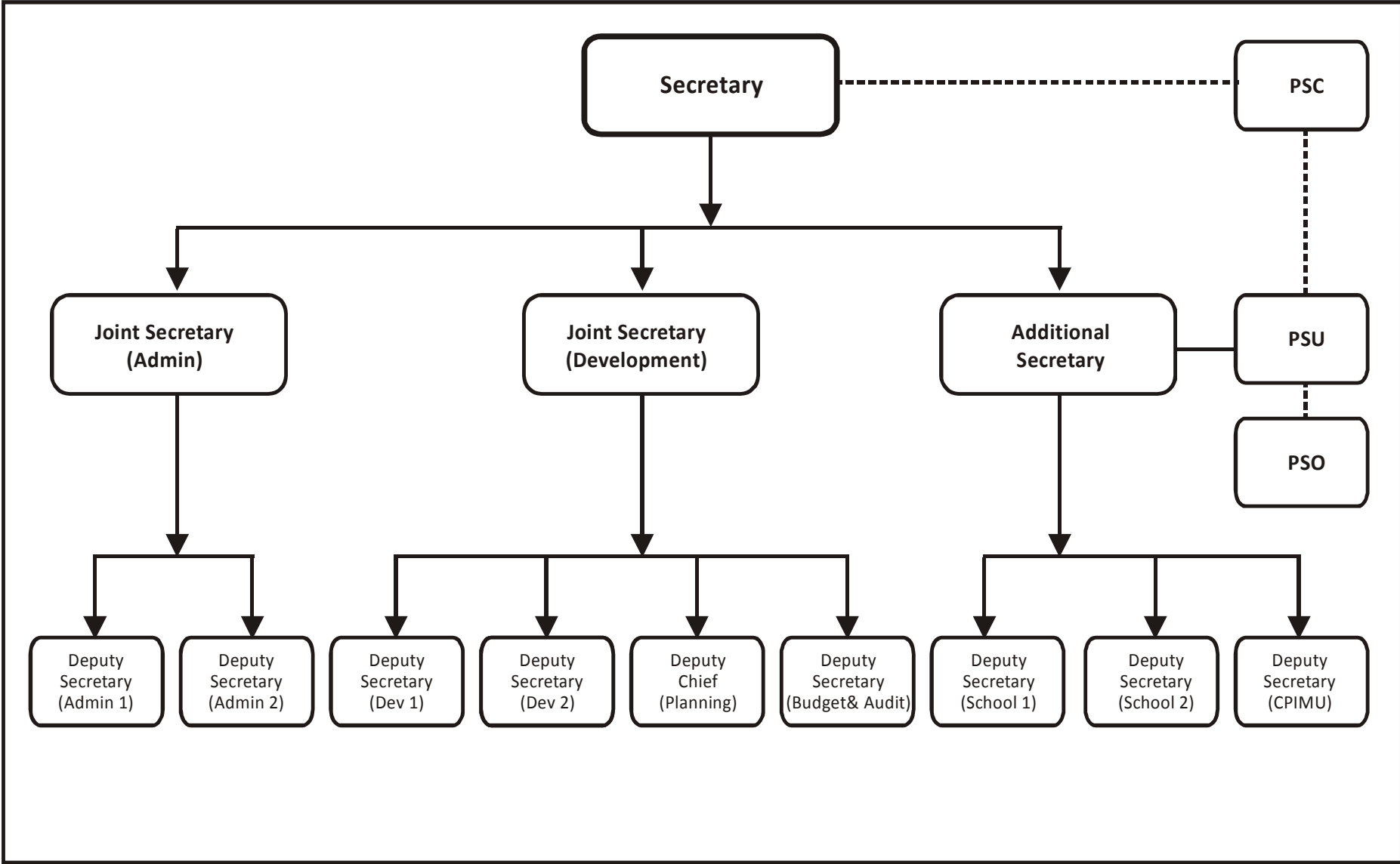
| STAFFING | EXISTING | STAFF BY BUDGET IMPLICATION | | | TOTAL |
|---------------------------------|-------------|-----------------------------|-------------|--------------------|-------------|
| | | Deputation | Development | Dev to Rev. Budget | |
| Education officer | 0 | 4 | 0 | 0 | 4 |
| Other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

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

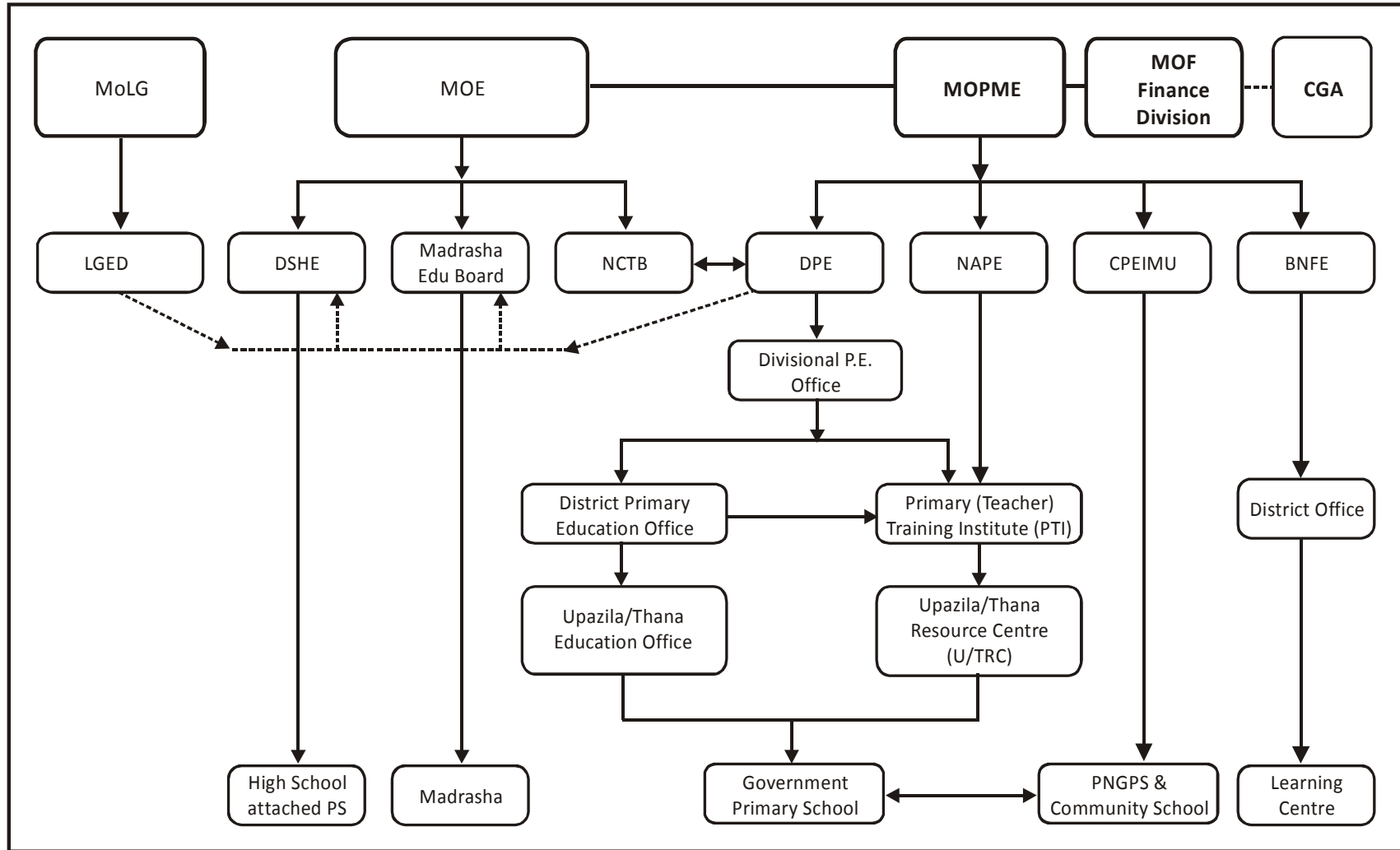
| STAFFING | EXISTING | STAFF BY BUDGET IMPLICATION | | | TOTAL |
|-------------------|-----------|-----------------------------|-------------|--------------------|------------|
| | | Deputation | Development | Dev to Rev. Budget | |
| System Analyst | 1 | | | | |
| Programmers | 1 | | | | |
| Librarian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

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

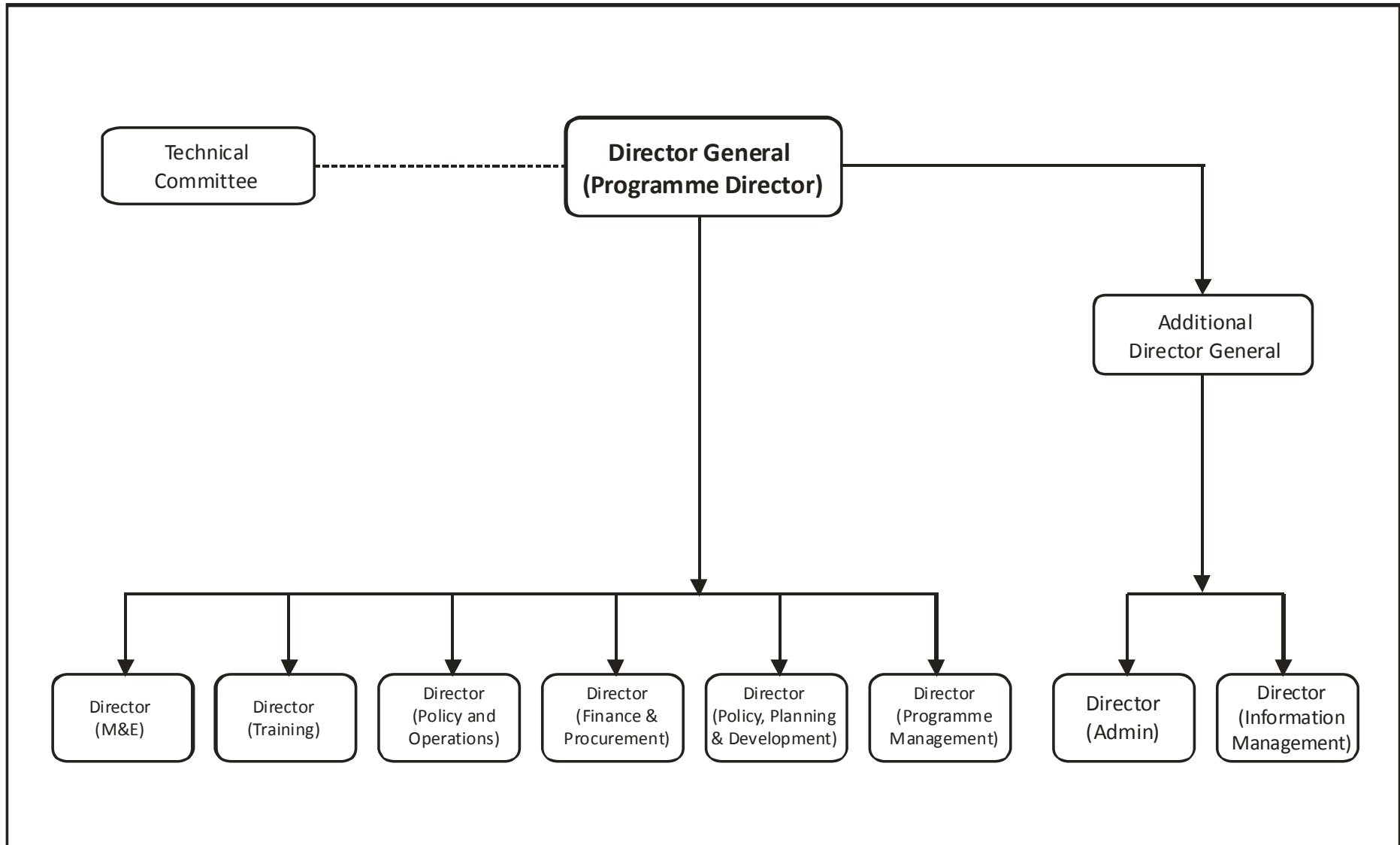
PEDP3 Implementation at Ministry of Primary and Mass Education



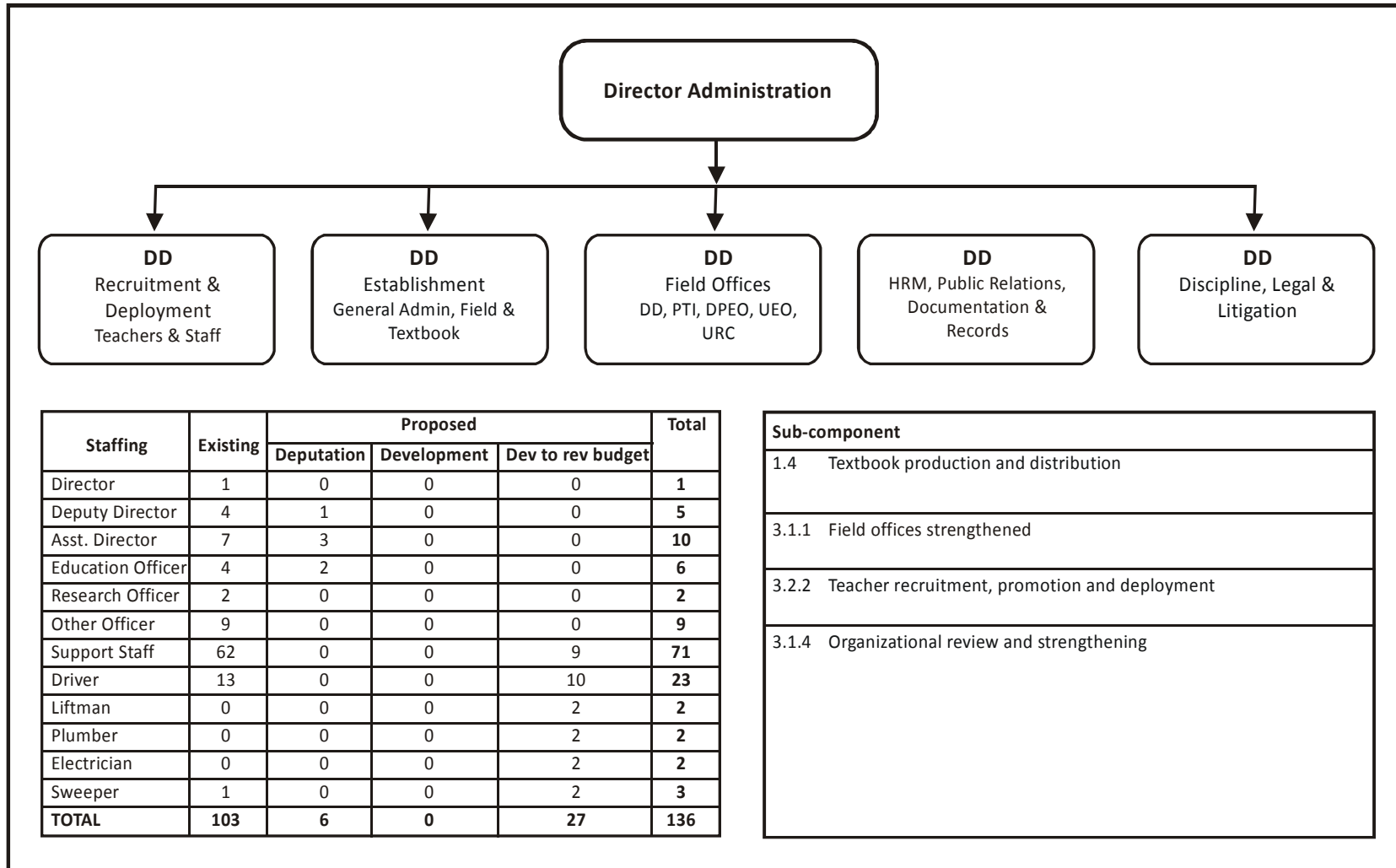
PEDP3: Implementing Agency



Proposed Organogram of DPE



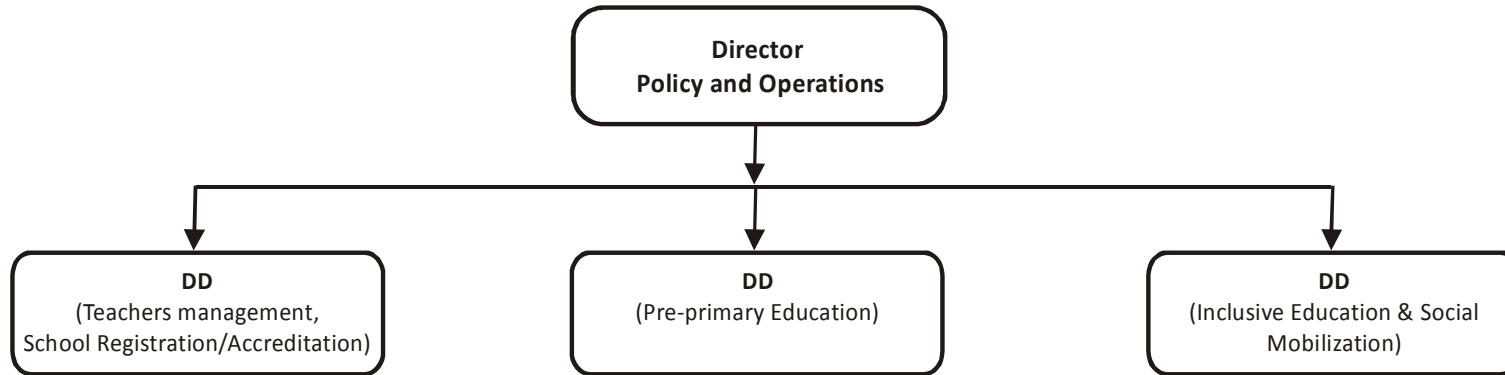
Administration Division/DPE



| Staffing | Existing | Proposed | | | Total |
|-------------------|------------|------------|-------------|-------------------|------------|
| | | Deputation | Development | Dev to rev budget | |
| Director | 1 | 0 | 0 | 0 | 1 |
| Deputy Director | 4 | 1 | 0 | 0 | 5 |
| Asst. Director | 7 | 3 | 0 | 0 | 10 |
| Education Officer | 4 | 2 | 0 | 0 | 6 |
| Research Officer | 2 | 0 | 0 | 0 | 2 |
| Other Officer | 9 | 0 | 0 | 0 | 9 |
| Support Staff | 62 | 0 | 0 | 9 | 71 |
| Driver | 13 | 0 | 0 | 10 | 23 |
| Liftman | 0 | 0 | 0 | 2 | 2 |
| Plumber | 0 | 0 | 0 | 2 | 2 |
| Electrician | 0 | 0 | 0 | 2 | 2 |
| Sweeper | 1 | 0 | 0 | 2 | 3 |
| TOTAL | 103 | 6 | 0 | 27 | 136 |

| Sub-component | |
|---------------|---|
| 1.4 | Textbook production and distribution |
| 3.1.1 | Field offices strengthened |
| 3.2.2 | Teacher recruitment, promotion and deployment |
| 3.1.4 | Organizational review and strengthening |

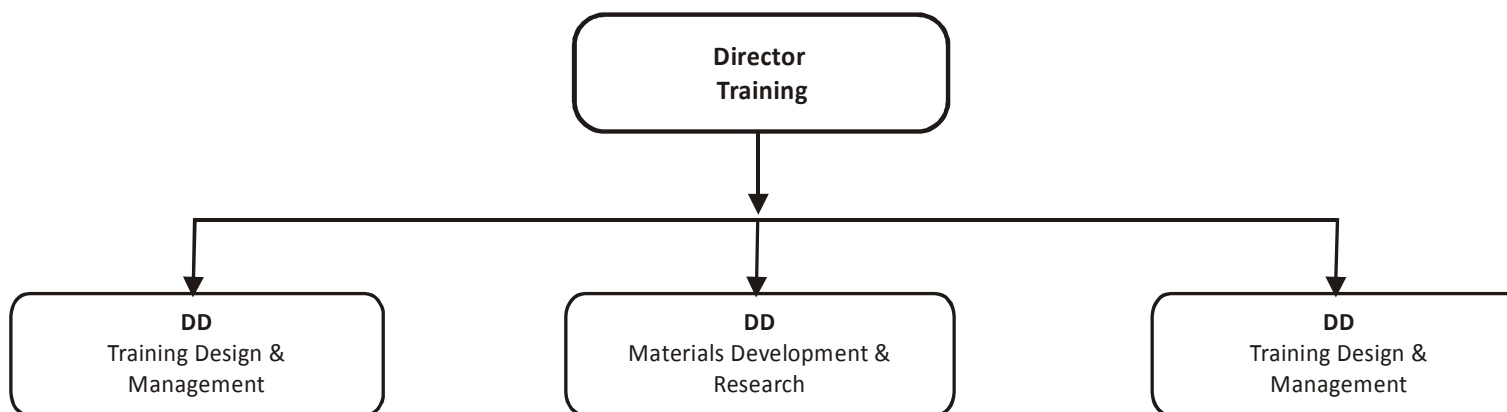
Policy and Operations Division/ DPE



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

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

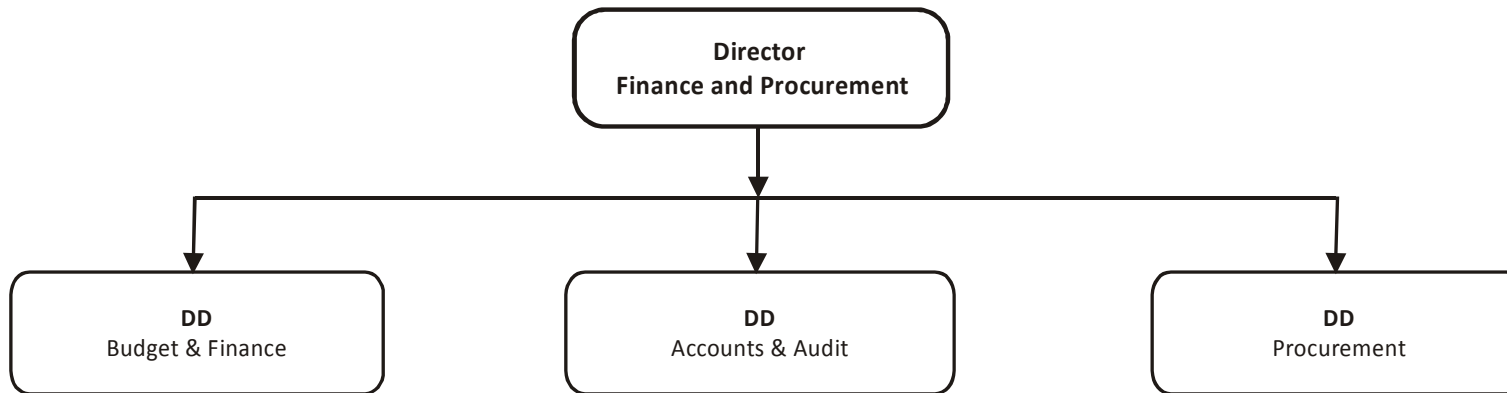
Training Division/ DPE



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

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

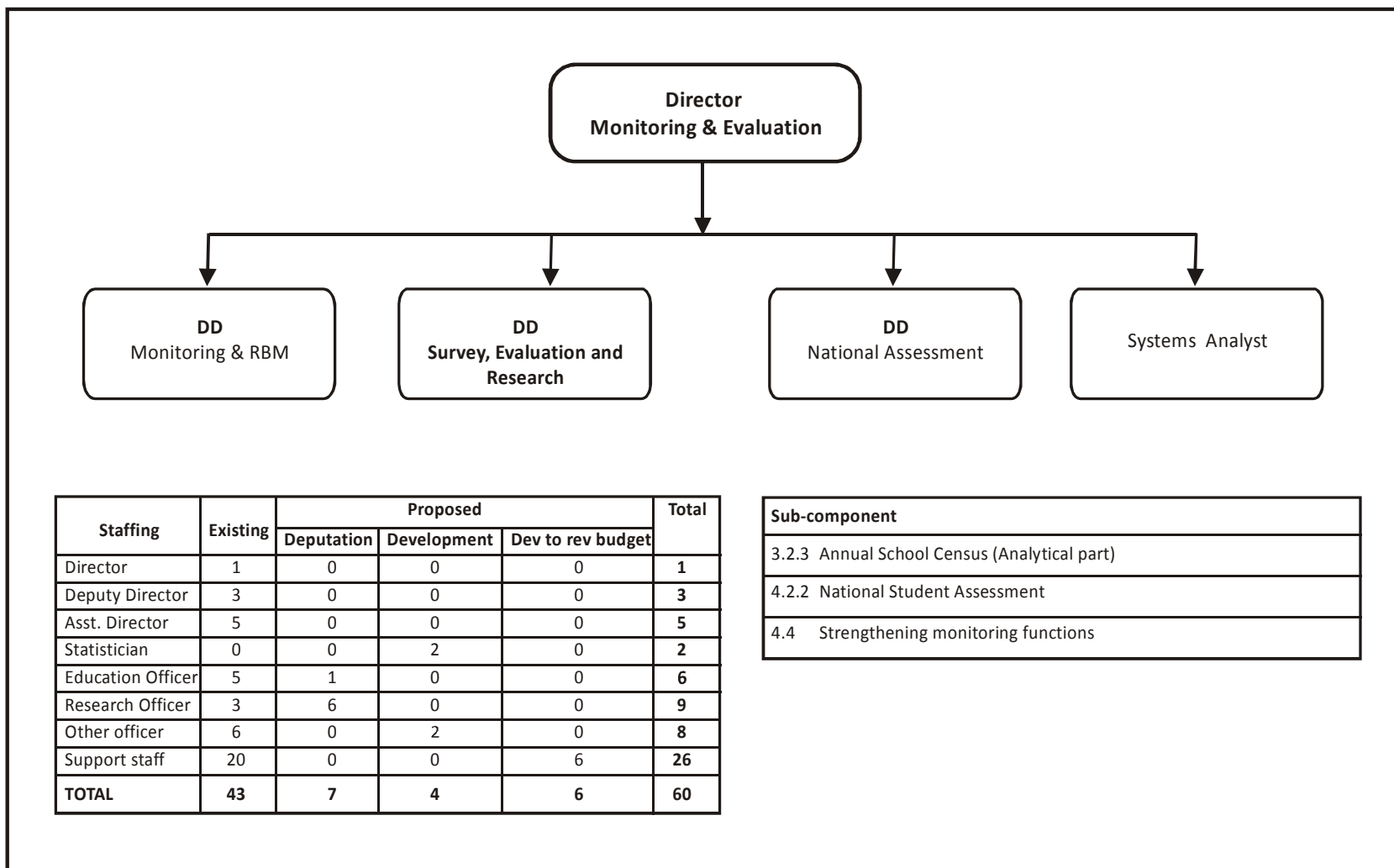
Finance and Procurement Division/ DPE



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

| Sub-component |
|----------------------------|
| 4.2.3 Financial management |

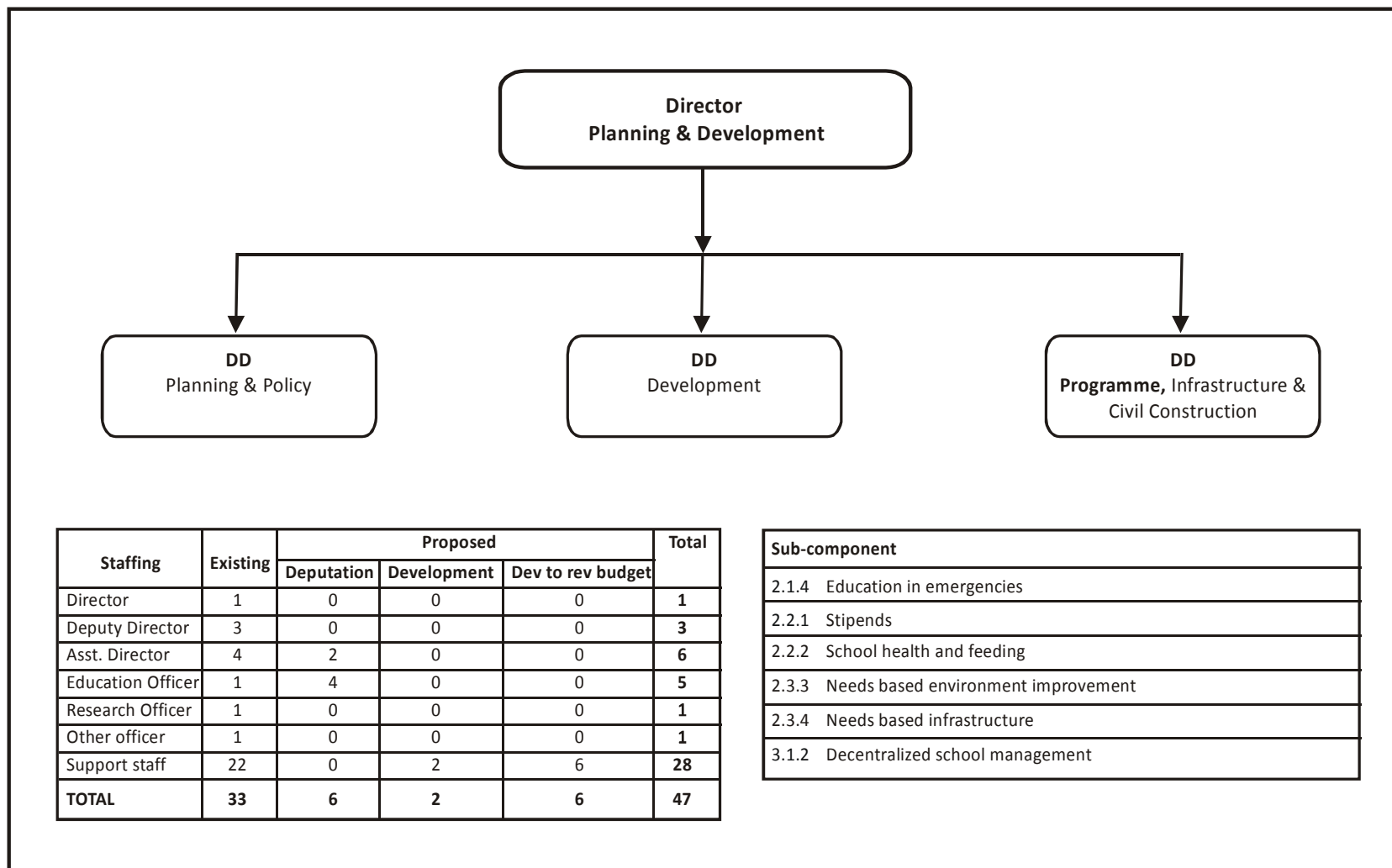
Monitoring & Evaluation Division/ DPE



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

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

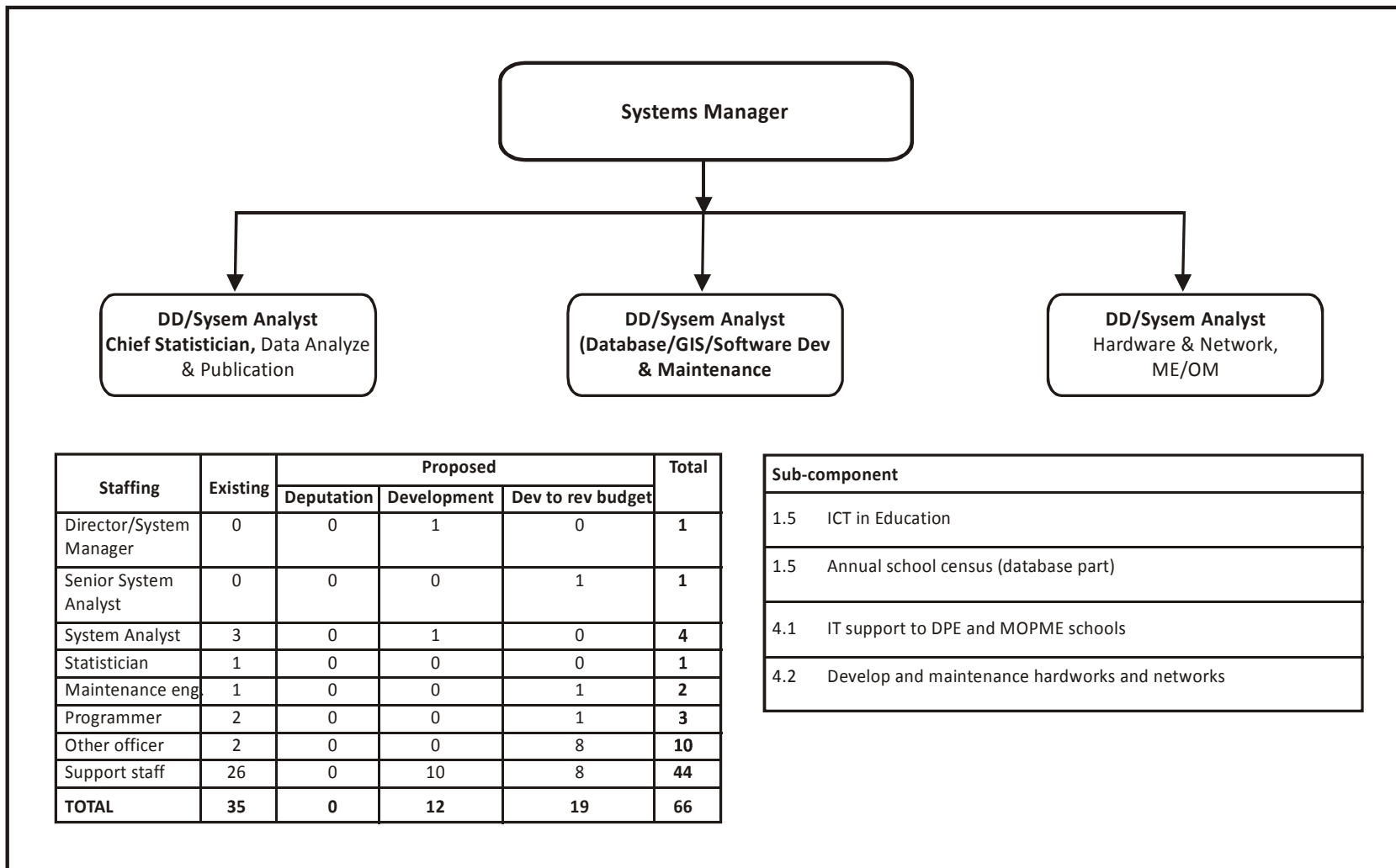
Planning and Development Division/DPE



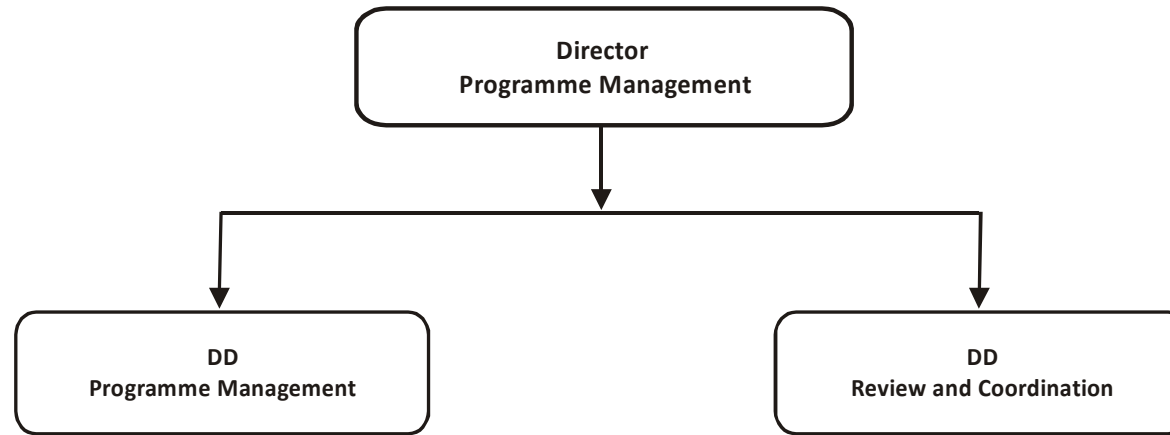
| Staffing | Existing | Proposed | | | Total |
|-------------------|-----------|------------|-------------|-------------------|-----------|
| | | Deputation | Development | Dev to rev budget | |
| Director | 1 | 0 | 0 | 0 | 1 |
| Deputy Director | 3 | 0 | 0 | 0 | 3 |
| Asst. Director | 4 | 2 | 0 | 0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

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

Information Management Division/DPE



Programme Management Division/DPE

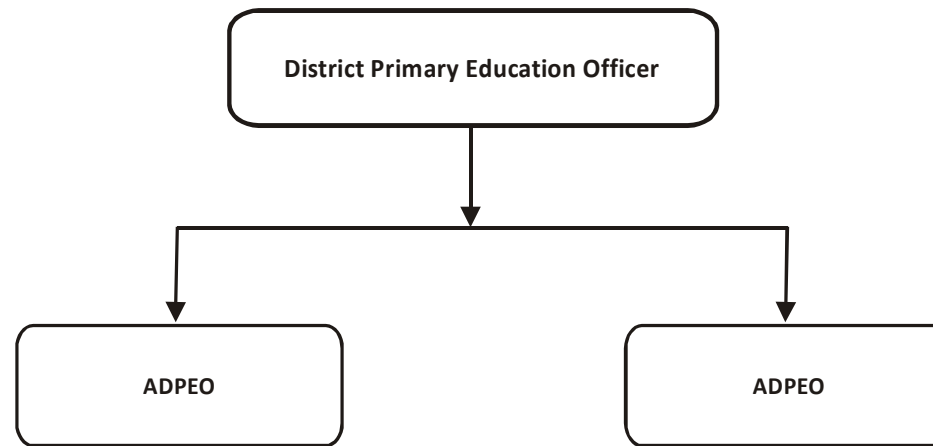


| Staffing | To be transferred | Proposed | | | Total |
|-------------------|-------------------|------------|-------------|-------------------|-----------|
| | | Deputation | Development | Dev to rev budget | |
| Director/JPD | 1 | 1 | 0 | 0 | 1 |
| Deputy Director | 1 | 2 | 0 | 0 | 2 |
| Asst. Director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

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

Staff should be transferred

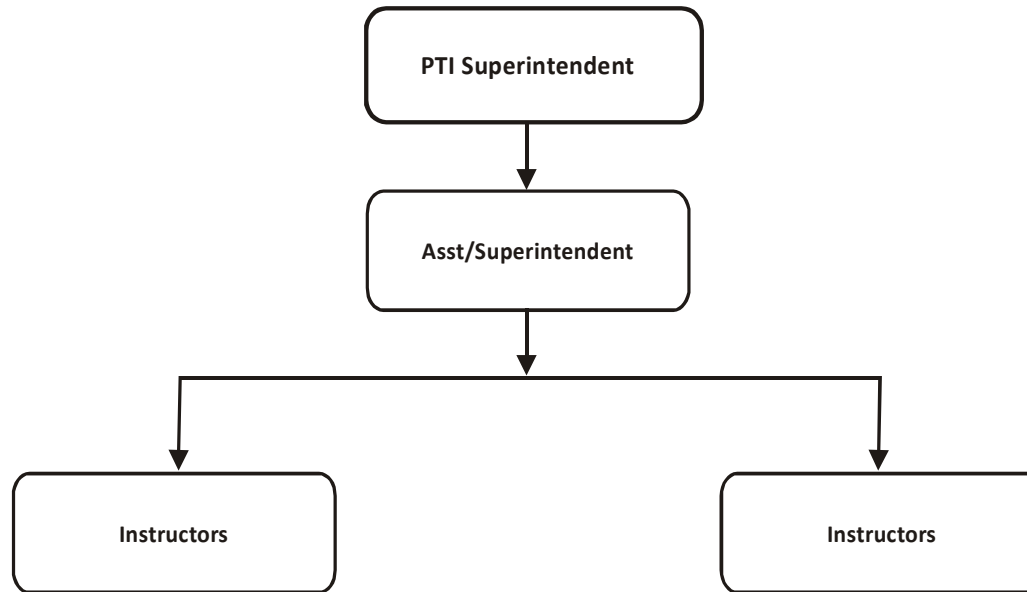
District Primary Education Offices (64)



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

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

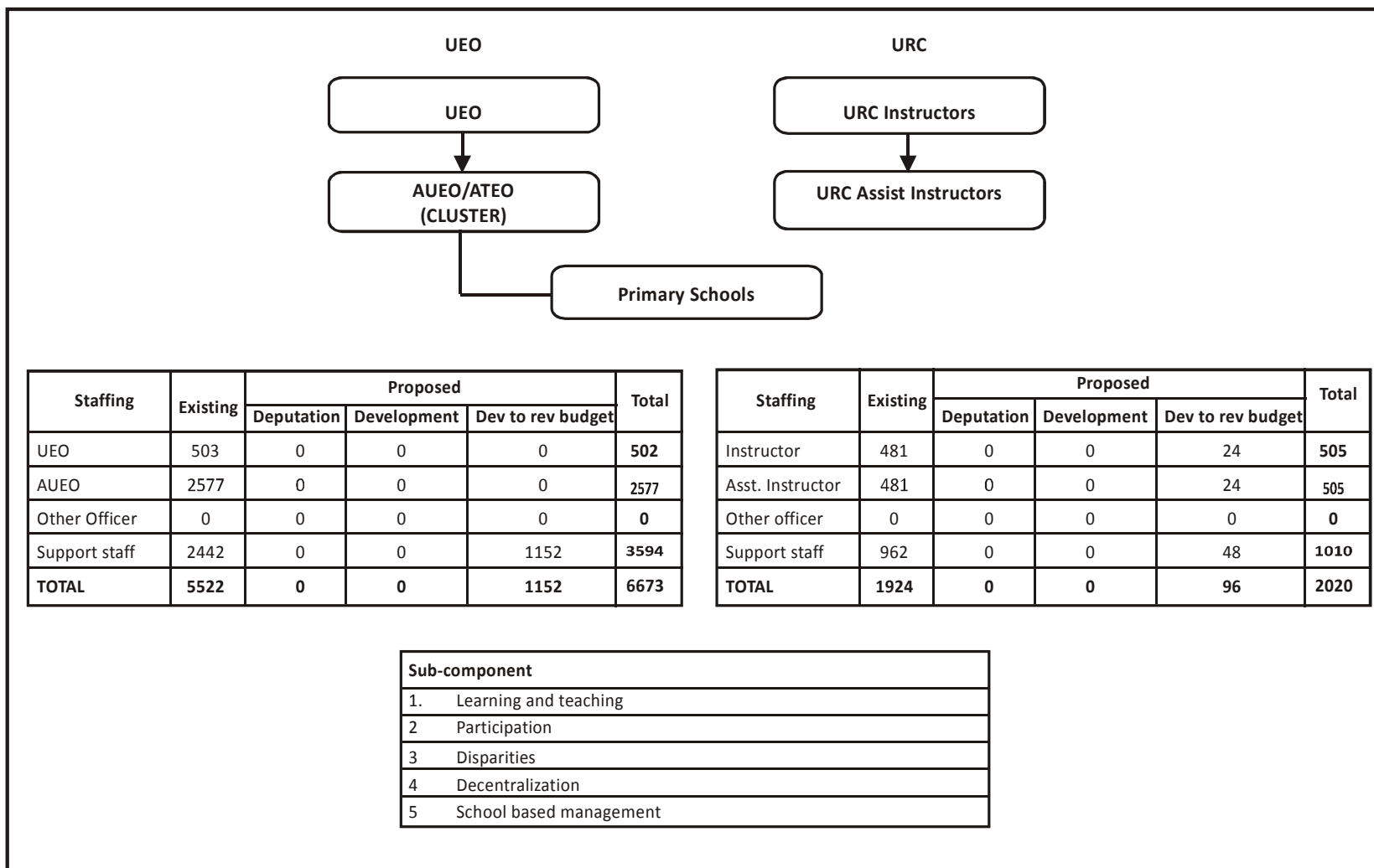
PTI



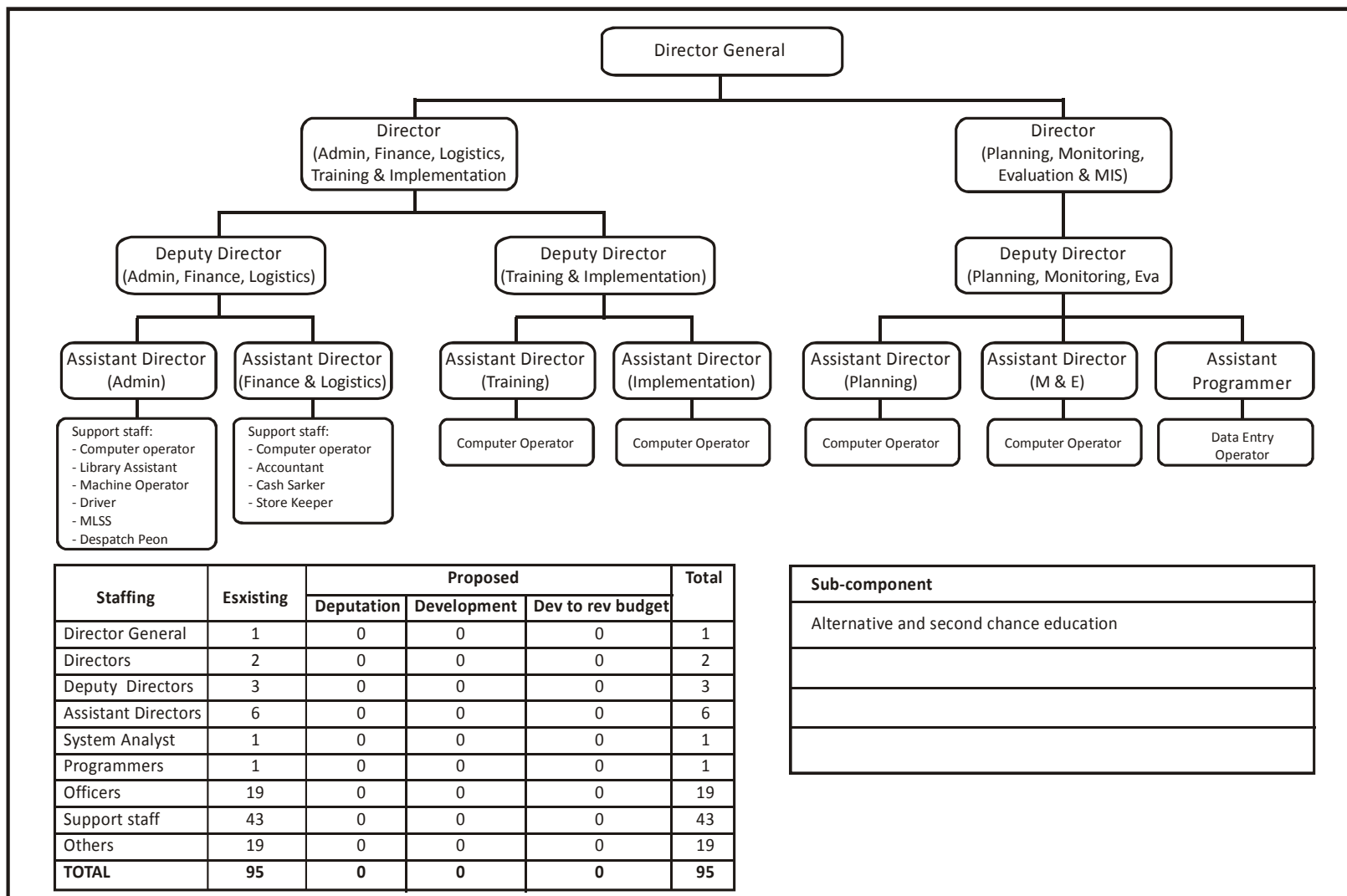
| Staffing | Existing | Proposed | | | Total |
|-----------------|-------------|------------|-------------|-------------------|-------------|
| | | Deputation | Development | Dev to rev budget | |
| Super | 54 | 0 | 0 | 0 | 54 |
| Assistant super | 54 | 0 | 0 | 0 | 54 |
| Instructor | 856 | 0 | 0 | 55 | 911 |
| Support staff | 808 | 0 | 0 | 279 | 1087 |
| TOTAL | 1772 | 0 | 0 | 334 | 2106 |

| Sub-component |
|--|
| 1.6 Teacher education and development/Diploma in education |
| |
| |
| |

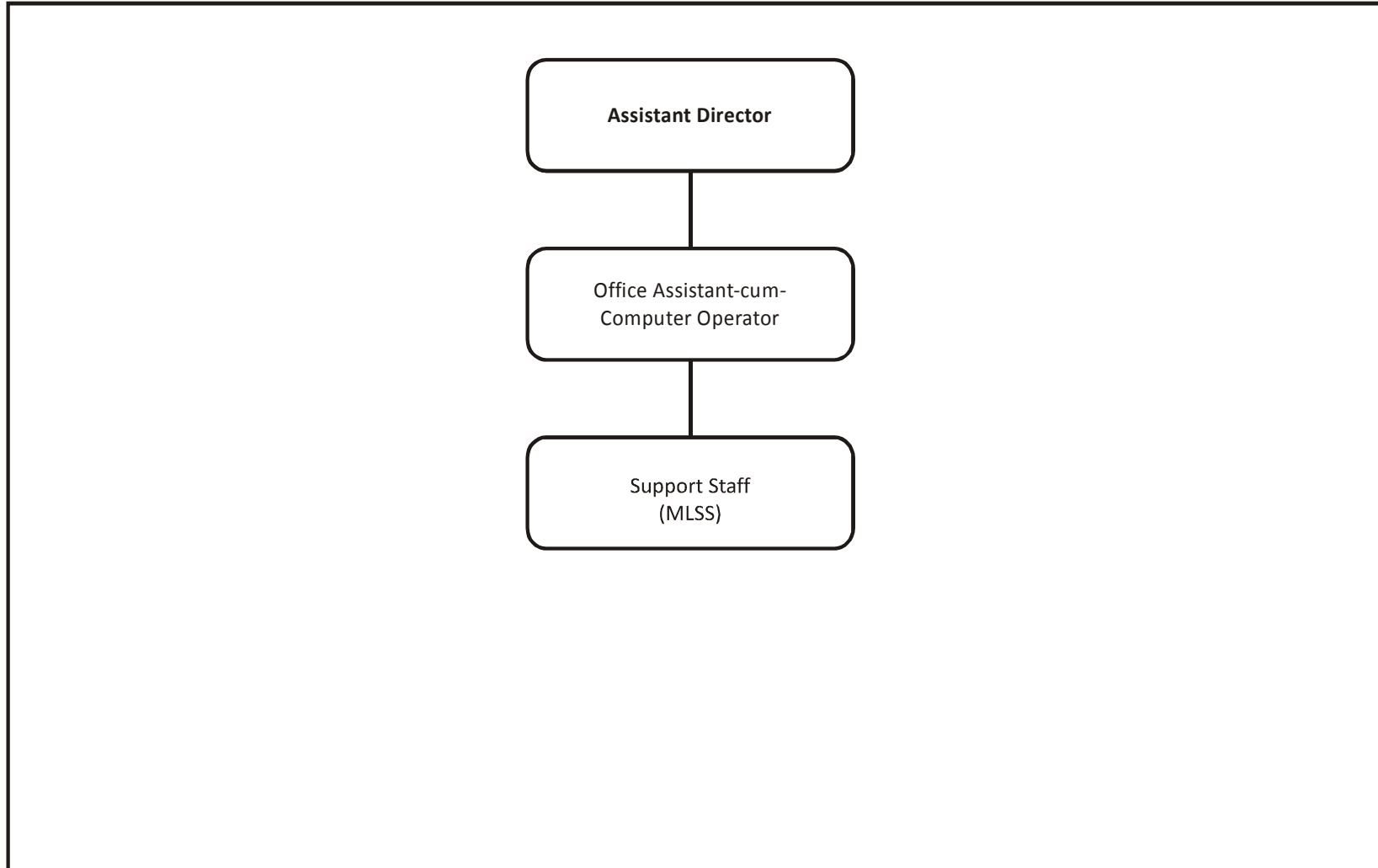
UEO-URC / DPE



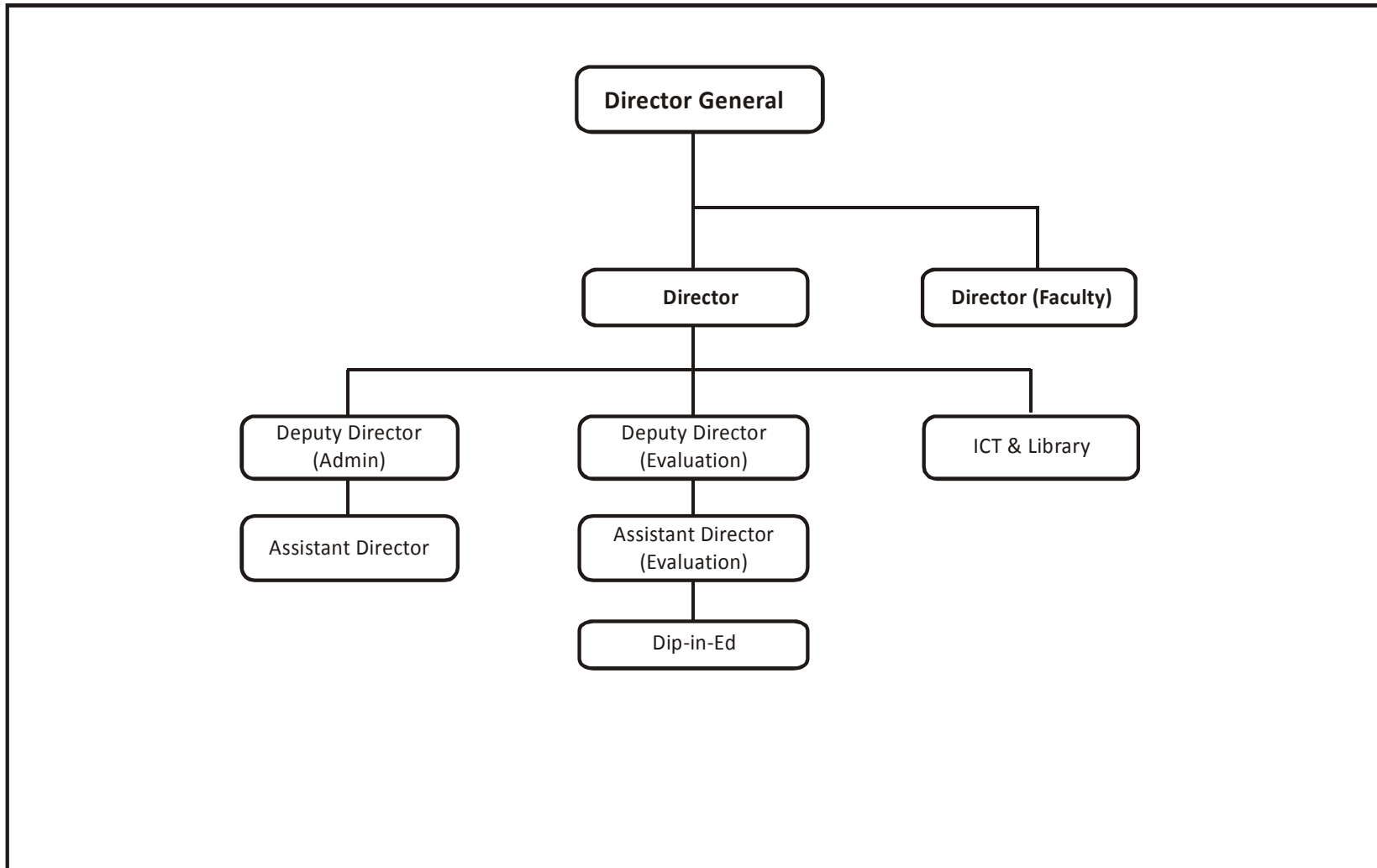
Organogram of Bureau of Non Formal Education - National Level



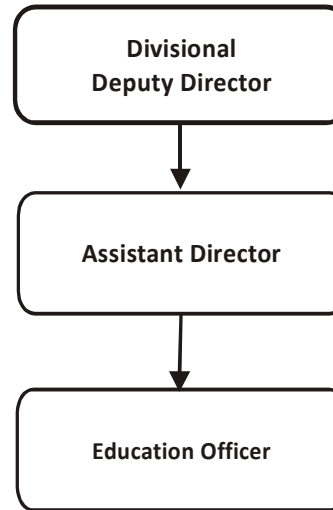
Organogram of Bureau of Non Formal Education - District Level



Organogram of NAPE



Division Office



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

| Sub-component |
|--|
| 3.1.1 Field level offices strengthened |
| |
| |

SECTION 5: FINANCIAL MANAGEMENT

For PEDP3, the Government and Development Partners (DPs) will use a unified system and procedures for financial management, procurement and disbursement. DPs will align with the Government's own financial management systems, with some special provisions to maintain a reasonable level of fiduciary and other risks. PEDP3 financial reporting requirements will consist primarily of the regular reports that are produced by MOPME/DPE and MOF for internal monitoring purposes. The specifics of the financial management and procurement arrangements will be detailed in a Joint Financing Arrangement (JFA) signed by both the Government and DPs

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

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

Procurement

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

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

Disbursement Arrangements

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

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

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

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

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

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

Disbursement Arrangements: There are two types of tranches under PEDPE3 a variable and a fixed tranche.

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

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

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

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

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

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

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

Table 5.1: Indicative DP Disbursement Schedule.

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

Funds Flow

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

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

PEDP3 Budget Heads (PBH)

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

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

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

Table 5.1: Summary of Programme Budget Heads (PBH)

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

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

Financial Reporting

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

Figure 5.2: Disbursement Model under PEDP II

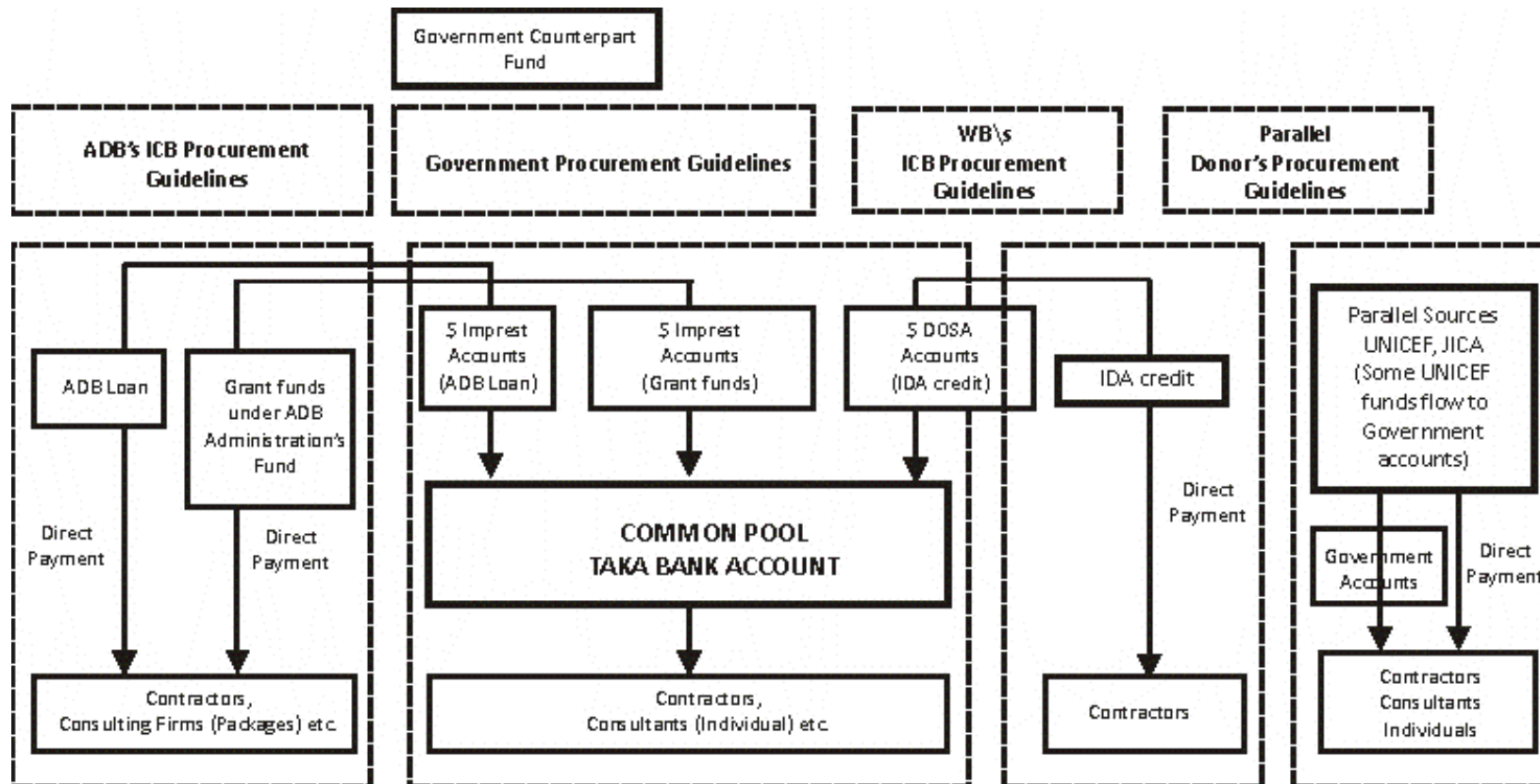


Table 5.2: Detailed Cost Estimates by Output/Component

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

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

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

| Items | Total Cost {A} | Financier 1-GOVT of Bangladesh | | Financier 2- Development Partners | | |
|-----------|---|--------------------------------|-------------------------|-----------------------------------|-------------------------|----------------|
| | | Amount{B} | % of Cost Category{B/A} | Amount {C} | % of Cost Category{C/A} | |
| A. | Investment Costs ^b | | | | | |
| 1 | Civil Works | 802.92 | 722.63 | 90.00% | 80.29 | 10.00% |
| 2 | Mechanical and Equipment | 17.34 | 3.47 | 20.00% | 13.87 | 80.00% |
| 3 | Computers | 42.32 | 21.16 | 50.00% | 21.16 | 50.00% |
| 4 | Vehicle | 6.67 | 3.34 | 50.00% | 3.34 | 50.00% |
| 5 | Furniture | 20.03 | 16.83 | 84.00% | 3.20 | 16.00% |
| 6 | Teaching Learning Materials | 22.77 | 11.39 | 50.00% | 11.39 | 50.00% |
| | Subtotal (A) | 912.05 | 778.80 | 85.39% | 133.25 | 14.61% |
| B. | Recurrent Costs | | | | | - |
| 1 | Salaries | 19.25 | 19.25 | 100.00% | 0.00 | 0.00% |
| 2 | Textbooks | 163.24 | 130.59 | 80.00% | 32.65 | 20.00% |
| 3 | Survey/Study/Seminar | 19.43 | 3.89 | 20.00% | 15.54 | 80.00% |
| 4 | SRG/TG | 15.9 | 3.18 | 20.00% | 12.72 | 80.00% |
| 5 | International Consultants | 18.56 | 0.00 | 0.00% | 18.56 | 100.00% |
| 6 | National Consultants | 10.92 | 0.00 | 0.00% | 10.92 | 100.00% |
| 7 | Local Training | 192.4 | 144.30 | 75.00% | 48.10 | 25.00% |
| 8 | International Training | 5.99 | 0.00 | 0.00% | 5.99 | 100.00% |
| 9 | Curriculum Revisions | 0.065 | 0.03 | 50.00% | 0.03 | 50.00% |
| 10 | Social Mobilization | 6.26 | 1.25 | 20.00% | 5.01 | 80.00% |
| 11 | Grants/Fund | 1,060.01 | 954.01 | 90.00% | 106.00 | 10.00% |
| 12 | Teachers Salary | 348.34 | 348.34 | 100.00% | 0.00 | 0.00% |
| 13 | Repair and Maintenance | 171.94 | 171.94 | 100.00% | 0.00 | 0.00% |
| 14 | Operational Cost | 11.57 | 9.26 | 80.00% | 2.31 | 20.00% |
| 15 | Taxes, Vat & Duties | 154.56 | 154.56 | 100.00% | 0 | 0.00% |
| | Subtotal (B) | 2,198.44 | 1,940.60 | 88.27% | 257.84 | 11.73% |
| | Total Base Cost | 3,110.49 | 2,719.40 | 87.43% | 391.09 | 12.57% |
| C. | Contingencies | | | | | |
| 1 | Physical ^c | 22.96 | 11.48 | 50.00% | 11.48 | 50.00% |
| 2 | Price ^d | 30.77 | 15.39 | 50.00% | 15.385 | 50.00% |
| | Subtotal (C) | 53.73 | 26.87 | 50.00% | 26.87 | 50.00% |
| D. | Financing Charges During Implementation | | | | | |
| | Interest During Implementation | 6.73 | 0 | 0.00% | 6.73 | 100.00% |
| | Subtotal (D) | 6.73 | 0 | 0.00% | 6.73 | 100.00% |
| | Total Development of PEDP 3 (A+B+C+D) | 3,170.95 | 2,746.26 | 86.61% | 424.68 | 13.39% |
| | Total Revenue Budget | 4,186.98 | 3550.14 | 84.79% | 636.90 | 15.21% |
| | MOPME Excluding Discrete Project and BNFE | 7,357.93 | 6,296.40 | 85.57% | 1,055.58 | 14.43% |
| | Discrete Project | 979.09 | | | | |
| | MOPME Excluding BNFE | 8,337.01 | | | | |

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

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

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

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

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

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

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

SECTION 6: INDICATIVE JOINT TECHNICAL ASSISTANCE ARRANGEMENTS

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

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

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

Technical Assistance Needs

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

Table 6.1: Estimated Yearly TA Expenditures

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

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

Key Principles for Provision and Use of TA

Some key principles should guide the process of TA planning:

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

Mechanisms for DPs' Support of TA

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

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

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

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

Textbox 6.1: Indefinite Delivery Contracts

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

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

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

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

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

ATTACHMENT 1: PROPOSED PEDP3 TA MAPPING

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

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

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

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

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

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

| # | Sub-Component | TA Type and Focus | Indicative TA Input |
|----|-------------------------------------|--|---|
| | | Project Management Database to coordination development assistance. <i>Supervised by PSU/ PSO in coordination with Programme Management Division</i> | |
| 25 | 4.2 PEDP 3 Financial Management | One International and one national TA (intermittent) to help set up financial management systems and reporting (ToRs is being finalized) One International and one National TA to help set up procurement systems and reporting. (TOR under preparation). A team of 2 National TAs (full time) to assist with programme accounting and reporting <i>Supervised by the Finance Division and MOPE</i> | ITA: 15 PM NTA: 60 PM ITA: 15 PM NTA: 60 PM NTA: 120 PM |
| 26 | 4.3 Sector Finance | TA requirement will be on needs-basis | |
| 27 | 4.4 Strengthen monitoring functions | Building on PEDP III, the RBM TA team will consist of: (i) Team leader and sector performance management specialist (international 12 PM over 2 years); (ii) Sector performance management specialist (national 24 PM over 2 years); (iii) RBM specialist (international 12 PM over 2 years); (iv) RBM specialist (national 24 PM over 2 years); and (v) School inspection specialist (international 3 PM over 1 year). The key activities of the team are: (i) closely coordinate and provide support for MIS Cell on ASC, including adjusting of ASC questionnaire, conducting internal data validation; prepare plan to expand coverage of monitoring system to all primary schools; (ii) prepare ASPR and other PEDP III M&E report requirements, such as the DLI report; (iii) strengthen management and evidence based planning at the central level, including develop RBM institutionalization plan, assign roles for divisions in evidence-based planning; (iv) strengthen management and evidence based planning at the field level, including support completion of RBM field level training, develop field level official training plan, preparation and training on utilization of the upazila education performance profile; (v) strengthen school inspection reporting systems, including review of school inspection tools and process to reflect PEDP 3 key result areas and programs (e.g., SLIP, ASC data validation). <i>Supervised by the M&E Division</i> | ITA: 27 PM NTA: 48 PM |
| 28 | 4.5 HRD | International and National TA to prepare Expert Report on Quality of Training Programme (as required by PEDP 3 M&E framework) <i>Supervised by Programme Management Division</i> | ITA: 2 PM NTA: 2 PM |
| 29 | 4.6 PPP | TA requirement will be on needs-basis | |

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



Detailed Costings

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



Directorate of Primary Education

June 2011

**Bangladesh
PEDP3
Components Project Cost Summary**

| | (Local '000) | | | (US\$ '000) | | | % Foreign Exchange | % Total Base Costs |
|--|-----------------------|----------------------|-----------------------|---------------------|-------------------|---------------------|--------------------|--------------------|
| | Local | Foreign | Total | Local | Foreign | Total | | |
| 1. Component 1- Learning and Teaching | | | | | | | | |
| 1.1. Each Child Learns | 1,072,000.00 | - | 1,072,000.00 | 15,314.29 | - | 15,314.29 | - | - |
| 1.2. School and Classroom-based Assessment | 13,000.00 | - | 13,000.00 | 185.71 | - | 185.71 | - | - |
| 1.3. Curriculum Development | 3,217,000.00 | - | 3,217,000.00 | 45,957.14 | - | 45,957.14 | - | 1 |
| 1.4. Textbook Distribution | 8,304,940.95 | 5,797,792.59 | 14,102,733.54 | 118,642.01 | 82,825.61 | 201,467.62 | 41 | 2 |
| 1.5. ICT in Education | 594,901.00 | 2,787,750.00 | 3,382,651.00 | 8,498.59 | 39,825.00 | 48,323.59 | 82 | 1 |
| 1.6. Teacher Education & Development | 8,570,200.00 | - | 8,570,200.00 | 122,431.43 | - | 122,431.43 | - | 1 |
| Subtotal Component 1- Learning and Teaching | 21,772,041.95 | 8,585,542.59 | 30,357,584.54 | 311,029.17 | 122,650.61 | 433,679.78 | 28 | 5 |
| 2. Component 2-Participation and Disparities | | | | | | | | |
| 2.1.1. Alternative and Second Chance (NFE) | 6,999,546.00 | - | 6,999,546.00 | 99,993.51 | - | 99,993.51 | - | 1 |
| 2.1.2. Pre-primary provision | 22,337,529.60 | - | 22,337,529.60 | 319,107.57 | - | 319,107.57 | - | 4 |
| 2.1.3. Inclusive Education | 50,200.00 | - | 50,200.00 | 717.14 | - | 717.14 | - | - |
| 2.1.4. Education in emergencies | 250,000.00 | - | 250,000.00 | 3,571.43 | - | 3,571.43 | - | - |
| 2.1.5. Communication and social mobilization | 480,000.00 | - | 480,000.00 | 6,857.14 | - | 6,857.14 | - | - |
| 2.2.1. Targeted Stipends | 33,514,902.85 | - | 33,514,902.85 | 478,784.33 | - | 478,784.33 | - | 6 |
| 2.2.2. School Health & school feeding | 20,764,746.66 | - | 20,764,746.66 | 296,639.24 | - | 296,639.24 | - | 4 |
| 2.2.3. School Environment | 12,098,405.00 | - | 12,098,405.00 | 172,834.36 | - | 172,834.36 | - | 2 |
| 2.2.4. Need based infrastructure development | 61,507,304.50 | - | 61,507,304.50 | 878,675.78 | - | 878,675.78 | - | 11 |
| Subtotal Component 2-Participation and Disparities | 158,002,634.61 | - | 158,002,634.61 | 2,257,180.49 | - | 2,257,180.49 | - | 27 |
| 3. Component 3-Decentralization and Effectiveness | | | | | | | | |
| 3.1.1. Field level offices strengthened | 3,341,811.58 | 165,000.00 | 3,506,811.58 | 47,740.17 | 2,357.14 | 50,097.31 | 5 | 1 |
| 3.1.2. Decentralized school management & governance | 13,686,887.00 | - | 13,686,887.00 | 195,526.96 | - | 195,526.96 | - | 2 |
| 3.1.3. School level leadership development | 645,000.00 | - | 645,000.00 | 9,214.29 | - | 9,214.29 | - | - |
| 3.1.4. Org review and strengthening | 2,243,406.50 | 648,000.00 | 2,891,406.50 | 32,048.66 | 9,257.14 | 41,305.81 | 22 | - |
| 3.2.1. Grade V terminal exam strengthened | 37,500.00 | - | 37,500.00 | 535.71 | - | 535.71 | - | - |
| 3.2.2. Teacher recruitment, promotion and deployment | 3,039,000.00 | - | 3,039,000.00 | 43,414.29 | - | 43,414.29 | - | 1 |
| 3.2.3. Annual school census | 300,000.00 | - | 300,000.00 | 4,285.71 | - | 4,285.71 | - | - |
| 3.3.4. National Student Assessment | 245,000.00 | - | 245,000.00 | 3,500.00 | - | 3,500.00 | - | - |
| Subtotal Component 3-Decentralization & Effectiveness | 23,538,605.08 | 813,000.00 | 24,351,605.08 | 336,265.79 | 11,614.29 | 347,880.07 | 3 | 4 |
| 4. Component 4-Planning and Management | | | | | | | | |
| 4.1. PEDP III management and Governance | 2,170,987.50 | 1,487,500.00 | 3,658,487.50 | 31,014.11 | 21,250.00 | 52,264.11 | 41 | 1 |
| 4.2. PEDP III Financial Management | 49,336.00 | - | 49,336.00 | 704.80 | - | 704.80 | - | - |
| 4.3. Sector Finance | - | - | - | - | - | - | - | - |
| 4.4. Strengthen Monitoring Functions | 580,000.00 | - | 580,000.00 | 8,285.71 | - | 8,285.71 | - | - |
| 4.5. Human Resources and Development | 254,480.00 | 480,000.00 | 734,480.00 | 3,635.43 | 6,857.14 | 10,492.57 | 65 | - |
| 4.6. Public, Private Partnerships (PPPs) | - | - | - | - | - | - | - | - |
| Subtotal Component 4-Planning and Management | 3,054,803.50 | 1,967,500.00 | 5,022,303.50 | 43,640.05 | 28,107.14 | 71,747.19 | 39 | 1 |
| 5. Revenue Budget | | | | | | | | |
| 1. MOPME | 43,360,457.57 | - | 43,360,457.57 | 619,435.11 | - | 619,435.11 | - | 7 |
| 2. DPE | 14,103,888.41 | - | 14,103,888.41 | 201,484.12 | - | 201,484.12 | - | 2 |
| 3. PTI | 2,242,478.74 | - | 2,242,478.74 | 32,035.41 | - | 32,035.41 | - | - |
| 4. UEO | 5,281,710.72 | - | 5,281,710.72 | 75,453.01 | - | 75,453.01 | - | 1 |
| 5. NAPE | 165,862.68 | - | 165,862.68 | 2,369.47 | - | 2,369.47 | - | - |
| 6. Primary School | 194,506,871.73 | - | 194,506,871.73 | 2,778,669.60 | - | 2,778,669.60 | - | 34 |
| 7. RNGPS-Community School | 33,427,330.72 | - | 33,427,330.72 | 477,533.30 | - | 477,533.30 | - | 6 |
| Subtotal Revenue Budget | 293,088,600.56 | - | 293,088,600.56 | 4,186,980.01 | - | 4,186,980.01 | - | 51 |
| 6. Discrete Project | | | | | | | | |
| 1. Discrete Project | 68,536,247.00 | - | 68,536,247.00 | 979,089.24 | - | 979,089.24 | - | 12 |
| Subtotal Discrete Project | 68,536,247.00 | - | 68,536,247.00 | 979,089.24 | - | 979,089.24 | - | 12 |
| Total BASELINE COSTS | 567,992,932.69 | 11,366,042.59 | 579,358,975.28 | 8,114,184.75 | 162,372.04 | 8,276,556.79 | 2 | 100 |
| Physical Contingencies | 987,595.78 | 619,658.82 | 1,607,254.59 | 14,108.51 | 8,852.27 | 22,960.78 | 39 | - |
| Price Contingencies | 2,153,550.74 | - | 2,153,550.74 | 30,765.01 | - | 30,765.01 | - | - |
| Financing charges during Implementation | - | 471,539.42 | 471,539.42 | - | 6,736.28 | 6,736.28 | - | - |
| Total PROJECT COSTS | 571,134,079.20 | 12,457,240.83 | 583,591,320.03 | 8,159,058.27 | 177,960.58 | 8,337,018.86 | 2 | 101 |

Cost estimate included VAT, Duties and Taxes

**Bangladesh
PEDP3
Expenditure Accounts Project Cost Summary**

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

Calculation of VAT, Duties and Taxes in separate sheet

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

| | Base Cost | | | | | Total |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| 1. Component 1- Learning and Teaching | | | | | | |
| 1.1. Each Child Learns | 1,457.14 | 4,385.71 | 3,042.86 | 3,142.86 | 3,285.71 | 15,314.29 |
| 1.2. School and Classroom-based Assessment | 114.29 | 71.43 | - | - | - | 185.71 |
| 1.3. Curriculum Development | 9,328.57 | 8,800.00 | 8,800.00 | 9,514.29 | 9,514.29 | 45,957.14 |
| 1.4. Textbook Distribution | 3,482.14 | 49,496.37 | 49,496.37 | 49,496.37 | 49,496.37 | 201,467.62 |
| 1.5. ICT in Education | 71.43 | 9,998.57 | 9,984.29 | 16,623.57 | 11,645.73 | 48,323.59 |
| 1.6. Teacher Education & Development | 20,250.00 | 19,707.14 | 20,877.14 | 30,755.71 | 30,841.43 | 122,431.43 |
| Subtotal Component 1- Learning and Teaching | 34,703.57 | 92,459.23 | 92,200.66 | 109,532.80 | 104,783.53 | 433,679.78 |
| 2. Component 2-Participation and Disparities | | | | | | |
| 2.1.1. Alternative and Second Chance (NFE) | - | - | 41,087.49 | 32,879.34 | 26,026.69 | 99,993.51 |
| 2.1.2. Pre-primary provision | 35,374.49 | 70,200.41 | 73,177.55 | 70,177.55 | 70,177.55 | 319,107.57 |
| 2.1.3. Inclusive Education | 143.43 | 143.43 | 143.43 | 143.43 | 143.43 | 717.14 |
| 2.1.4. Education in emergencies | 714.29 | 714.29 | 714.29 | 714.29 | 714.29 | 3,571.43 |
| 2.1.5. Communication and social mobilization | 1,371.43 | 1,371.43 | 1,371.43 | 1,371.43 | 1,371.43 | 6,857.14 |
| 2.2.1. Targeted Stipends | - | - | 160,541.95 | 159,751.35 | 158,491.03 | 478,784.33 |
| 2.2.2. School Health & school feeding | 3,408.00 | 3,408.00 | 97,160.89 | 96,699.17 | 95,963.17 | 296,639.24 |
| 2.2.3. School Environment | 17,410.71 | 34,821.43 | 52,232.14 | 34,821.43 | 33,548.64 | 172,834.36 |
| 2.2.4. Need based infrastructure development | 88,059.19 | 161,832.66 | 297,320.41 | 178,232.66 | 153,230.86 | 878,675.78 |
| Subtotal Component 2-Participation and Disparities | 146,481.53 | 272,491.64 | 723,749.59 | 574,790.64 | 539,667.09 | 2,257,180.49 |
| 3. Component 3-Decentralization and Effectiveness | | | | | | |
| 3.1.1. Field level offices strengthened | 4,230.95 | 8,466.66 | 16,709.23 | 6,730.95 | 13,959.52 | 50,097.31 |
| 3.1.2. Decentralized school management & governance | 42,791.91 | 42,791.91 | 36,647.71 | 36,647.71 | 36,647.71 | 195,526.96 |
| 3.1.3. School level leadership development | 535.71 | 1,714.29 | 2,250.00 | 2,142.86 | 2,571.43 | 9,214.29 |
| 3.1.4. Org review and strengthening | 816.42 | 3,744.99 | 20,168.70 | 10,616.42 | 5,959.28 | 41,305.81 |
| 3.2.1. Grade V terminal exam strengthened | 107.14 | 107.14 | 107.14 | 107.14 | 107.14 | 535.71 |
| 3.2.2. Teacher recruitment, promotion and deployment | 14.29 | 3,621.43 | 7,235.71 | 14,471.43 | 18,071.43 | 43,414.29 |
| 3.2.3. Annual school census | 857.14 | 857.14 | 857.14 | 857.14 | 857.14 | 4,285.71 |
| 3.3.4. National Student Assessment | 1,157.14 | 14.29 | 1,157.14 | 14.29 | 1,157.14 | 3,500.00 |
| Subtotal Component 3-Decentralization and Effectiveness | 50,510.70 | 61,317.84 | 85,132.79 | 71,587.94 | 79,330.79 | 347,880.07 |
| 4. Component 4--Planning and Management | | | | | | |
| 4.1. PEDP III management and Governance | 11,839.68 | 9,845.39 | 10,473.96 | 9,931.11 | 10,173.96 | 52,264.11 |
| 4.2. PEDP III Financial Management | 504.80 | 50.00 | 50.00 | 50.00 | 50.00 | 704.80 |
| 4.3. Sector Finance | - | - | - | - | - | - |
| 4.4. Strengthen Monitoring Functions | 571.43 | 142.86 | 142.86 | 7,285.71 | 142.86 | 8,285.71 |
| 4.5. Human Resources and Development | 2,136.23 | 2,099.09 | 2,099.09 | 2,079.09 | 2,079.09 | 10,492.57 |
| 4.6. Public, Private Partnerships (PPPs) | - | - | - | - | - | - |
| Subtotal Component 4--Planning and Management | 15,052.14 | 12,137.34 | 12,765.91 | 19,345.91 | 12,445.91 | 71,747.19 |
| 5. Revenue Budget | | | | | | |
| 1. MOPME | 116,688.58 | 120,189.24 | 123,712.56 | 127,507.77 | 131,336.96 | 619,435.11 |
| 2. DPE | 37,955.38 | 39,094.04 | 40,240.08 | 41,474.55 | 42,720.07 | 201,484.12 |
| 3. PTI | 6,034.80 | 6,215.84 | 6,398.06 | 6,594.34 | 6,792.37 | 32,035.41 |
| 4. UEO | 14,213.76 | 14,640.18 | 15,069.35 | 15,531.64 | 15,998.08 | 75,453.01 |
| 5. NAPE | 446.36 | 459.75 | 473.23 | 487.74 | 502.39 | 2,369.47 |
| 6. Primary School | 523,443.07 | 539,146.36 | 554,951.30 | 571,975.90 | 589,152.96 | 2,778,669.60 |
| 7. RNGPS-Community School | 89,957.26 | 92,655.97 | 95,372.16 | 98,297.95 | 101,249.95 | 477,533.30 |
| Subtotal Revenue Budget | 788,739.22 | 812,401.39 | 836,216.72 | 861,869.89 | 887,752.79 | 4,186,980.01 |
| 6. Discrete Project | | | | | | |
| 1. Discrete Project | 459,399.09 | 271,323.78 | 99,348.07 | 99,348.07 | 49,670.24 | 979,089.24 |
| Subtotal Discrete Project | 459,399.09 | 271,323.78 | 99,348.07 | 99,348.07 | 49,670.24 | 979,089.24 |
| Total BASELINE COSTS | 1,494,886.25 | 1,522,131.22 | 1,849,413.74 | 1,736,475.24 | 1,673,650.35 | 8,276,556.79 |
| Physical Contingencies | 496.79 | 5,420.43 | 6,043.28 | 5,584.43 | 5,415.86 | 22,960.78 |
| Price Contingencies | | | | | | |
| Inflation | | | | | | |
| Local | 483.25 | 2,435.22 | 7,751.35 | 9,086.43 | 11,008.76 | 30,765.01 |
| Foreign | - | - | - | - | - | - |
| Subtotal Inflation | 483.25 | 2,435.22 | 7,751.35 | 9,086.43 | 11,008.76 | 30,765.01 |
| Devaluation | - | - | - | - | - | - |
| Subtotal Price Contingencies | 483.25 | 2,435.22 | 7,751.35 | 9,086.43 | 11,008.76 | 30,765.01 |
| Financing charges during Implementation | 1,229.53 | 1,220.10 | 1,501.99 | 1,414.66 | 1,370.00 | 6,736.28 |
| Total PROJECT COSTS | 1,497,095.81 | 1,531,206.96 | 1,864,710.37 | 1,752,560.75 | 1,691,444.97 | 8,337,018.86 |
| Taxes | 22,500.00 | 25,350.00 | 28,750.00 | 32,416.94 | 45,535.06 | 154,552.00 |
| Foreign Exchange | 5,621.43 | 38,496.61 | 50,110.90 | 38,496.61 | 38,498.76 | 171,224.31 |

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

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

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Detailed Cost Estimate by Gross and Net of Taxes

Figure in Thousand

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

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

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

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

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Table 1.1. Each Child Learns

| Detailed Costs | Unit | | | | | | | Unit | Unit | Base Cost (Local '000) | | | | | |
|--|--------|-------|-------|-------|-------|-------|-------|-------------------------|------------------------|------------------------|-----------|-----------|-----------|-----------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | Cost (Local '000) | Cost (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Each Child Learns | | | | | | | | | | | | | | | |
| 1. Students Learning Materials (SLM) | | | | | | | | | | | | | | | |
| Students Learning Materials | Lumsum | | | | | | | | | 100,000.0 | 100,000.0 | 150,000.0 | 300,000.0 | 350,000.0 | 1,000,000.0 |
| Total Investment Costs | | | | | | | | | | 100,000.0 | 100,000.0 | 150,000.0 | 300,000.0 | 350,000.0 | 1,000,000.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Each Child Learns | | | | | | | | | | | | | | | |
| 1. Study/Survey/Research/Workshop | | | | | | | | | | | | | | | |
| Study/Research /a | Number | 1 | - | - | 1 | - | 2 | | | - | - | - | - | - | - |
| Workshop/Seminar /b | number | 5 | 5 | 5 | 5 | 5 | 25 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Research/Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Pilot Programme | | | | | | | | | | | | | | | |
| Pilot Programme /c | Lumsum | | | | | | | | | 2,000.0 | 7,000.0 | 13,000.0 | 20,000.0 | 30,000.0 | 72,000.0 |
| Total Recurrent Costs | | | | | | | | | | 2,000.0 | 7,000.0 | 13,000.0 | 20,000.0 | 30,000.0 | 72,000.0 |
| Total | | | | | | | | | | 102,000.0 | 107,000.0 | 163,000.0 | 320,000.0 | 380,000.0 | 1,072,000.0 |

/a Study/Research on teachers / students performance, Budget moved to programme divisions

/b budget moved to Programme management

/c budget moved to programme divisions

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Table 1.2. School & Classroom-based Assessment

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|---|-------|------------|-------|-------|-------|-------|-------|------------------------------|-----------------------------|------------------------|----------------|----------|----------|----------|-----------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. School & classroom-based Assessment | | | | | | | | | | | | | | | |
| 1. Assessment of schools | | | | | | | | | | | | | | | |
| Dev. of School based Assessment tools & methods | Pilot | 1 | - | - | - | - | 1 | 1,500 | 21.429 | 1,500.0 | - | - | - | - | 1,500.0 |
| Printing of assessment tools & methods | Pilot | 1 | - | - | - | - | 1 | 6,500 | 92.857 | 6,500.0 | - | - | - | - | 6,500.0 |
| School based assessment pilot | Pilot | - | 1 | - | - | - | 1 | 5,000 | 71.429 | - | 5,000.0 | - | - | - | 5,000.0 |
| Total | | | | | | | | | | 8,000.0 | 5,000.0 | - | - | - | 13,000.0 |

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Table 1.3. Curriculum Development

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|--|----------|------------|--------|--------|--------|--------|---------|-----------------|--------------------------|------------------------|-----------|-----------|-----------|-----------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Development of primary curriculum | | | | | | | | | | | | | | | |
| 1. Textbooks and Materials Dev & Tryout prog. | | | | | | | | | | | | | | | |
| Grade-1 to 5 /a | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 14,000 | 200 | 14,000.0 | 14,000.0 | 14,000.0 | 14,000.0 | 14,000.0 | 70,000.0 |
| 2. Curriculum Dissemination | | | | | | | | | | | | | | | |
| Development & Printing of training materials | Lumsum | 1 | - | - | - | - | 1 | 30,000 | 428.571 | 30,000.0 | - | - | - | - | 30,000.0 |
| Total Investment Costs | | | | | | | | | | 44,000.0 | 14,000.0 | 14,000.0 | 14,000.0 | 14,000.0 | 100,000.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Development of primary curriculum | | | | | | | | | | | | | | | |
| 1. Study/Survey/Research/Workshop | | | | | | | | | | | | | | | |
| Study /b | Number | 1 | - | - | - | - | 1 | | | - | - | - | - | - | - |
| 2. Curriculum Revision of Text books | | | | | | | | | | | | | | | |
| Curriculum Revision Grade 1-5 | number | 1 | - | - | - | - | 1 | 5,000 | 71.429 | 5,000.0 | - | - | - | - | 5,000.0 |
| 3. Curriculum Dissemination | | | | | | | | | | | | | | | |
| Training of MT & KT on curriculum dissemination /c | Lumsum | 1 | - | - | - | - | 1 | 2,000 | 28.571 | 2,000.0 | - | - | - | - | 2,000.0 |
| Curriculum Dissemination /d | Teachers | 60,000 | 60,000 | 60,000 | 65,000 | 65,000 | 310,000 | 10 | 0.143 | 600,000.0 | 600,000.0 | 600,000.0 | 650,000.0 | 650,000.0 | 3,100,000.0 |
| Subtotal Curriculum Dissemination | | | | | | | | | | 602,000.0 | 600,000.0 | 600,000.0 | 650,000.0 | 650,000.0 | 3,102,000.0 |
| 4. NCTB Strengthening /e | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 2,000 | 28.571 | 2,000.0 | 2,000.0 | 2,000.0 | 2,000.0 | 2,000.0 | 10,000.0 |
| Total Recurrent Costs | | | | | | | | | | 609,000.0 | 602,000.0 | 602,000.0 | 652,000.0 | 652,000.0 | 3,117,000.0 |
| Total | | | | | | | | | | 653,000.0 | 616,000.0 | 616,000.0 | 666,000.0 | 666,000.0 | 3,217,000.0 |

1a Budget according to the NCTB

1b budget moved to Programme divisions

1c budget moved to TED

1d 10days training programme, budget moved to TED

1e This for meeting, operation cost, training and other facility

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Table 1.4. Textbooks Distribution

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|---|-------------|------------|------------|------------|------------|------------|-------------|------------------------|-----------------------|------------------------|-------------|-------------|-------------|-------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Textbook Distribution | | | | | | | | | | | | | | | |
| 1. Study/ Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Seminar & workshop /a | number | 1 | 1 | 1 | 1 | 1 | 5 | | | - | - | - | - | - | - |
| 2. Text Books | | | | | | | | | | | | | | | |
| Grade-1 /b | no of books | - | 16,704,900 | 16,704,900 | 16,704,900 | 16,704,900 | 66,819,600 | 0.034 | | - | 563,289.2 | 563,289.2 | 563,289.2 | 563,289.2 | 2,253,156.9 |
| Grade-2 /c | no of books | - | 15,249,300 | 15,249,300 | 15,249,300 | 15,249,300 | 60,997,200 | 0.036 | 0.001 | - | 544,476.3 | 544,476.3 | 544,476.3 | 544,476.3 | 2,177,905.0 |
| Grade-3 /d | no of books | - | 26,520,000 | 26,520,000 | 26,520,000 | 26,520,000 | 106,080,000 | 0.022 | | - | 586,622.4 | 586,622.4 | 586,622.4 | 586,622.4 | 2,346,489.6 |
| Grade-4 /e | no of books | - | 25,500,000 | 25,500,000 | 25,500,000 | 25,500,000 | 102,000,000 | 0.03 | | - | 765,000.0 | 765,000.0 | 765,000.0 | 765,000.0 | 3,060,000.0 |
| Grade-5 /f | no of books | - | 20,584,000 | 20,584,000 | 20,584,000 | 20,584,000 | 82,336,000 | 0.037 | 0.001 | - | 761,608.0 | 761,608.0 | 761,608.0 | 761,608.0 | 3,046,432.0 |
| Subtotal Text Books | | | | | | | | | | - | 3,220,995.9 | 3,220,995.9 | 3,220,995.9 | 3,220,995.9 | 12,883,983.5 |
| 3. Teachers Guide | | | | | | | | | | | | | | | |
| Grade-1 to 5 /g | no of TG | 870,000 | 870,000 | 870,000 | 870,000 | 870,000 | 4,350,000 | 0.125 | 0.002 | 108,750.0 | 108,750.0 | 108,750.0 | 108,750.0 | 108,750.0 | 543,750.0 |
| Others TLM /h | no of TG | 330,000 | 330,000 | 330,000 | 330,000 | 330,000 | 1,650,000 | 0.125 | 0.002 | 41,250.0 | 41,250.0 | 41,250.0 | 41,250.0 | 41,250.0 | 206,250.0 |
| Subtotal Teachers Guide | | | | | | | | | | 150,000.0 | 150,000.0 | 150,000.0 | 150,000.0 | 150,000.0 | 750,000.0 |
| 4. Supplementary Reading Materials (SRM) | | | | | | | | | | | | | | | |
| Grade-1 /i | no of SRM | 375,000 | 375,000 | 375,000 | 375,000 | 375,000 | 1,875,000 | 0.05 | 0.001 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 93,750.0 |
| Grade-2 /j | no of SRM | 375,000 | 375,000 | 375,000 | 375,000 | 375,000 | 1,875,000 | 0.05 | 0.001 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 93,750.0 |
| Grade-3 /k | no of SRM | 375,000 | 375,000 | 375,000 | 375,000 | 375,000 | 1,875,000 | 0.05 | 0.001 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 93,750.0 |
| Grade-4 /l | no of SRM | 375,000 | 375,000 | 375,000 | 375,000 | 375,000 | 1,875,000 | 0.05 | 0.001 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 93,750.0 |
| Grade-5 /m | no of SRM | 375,000 | 375,000 | 375,000 | 375,000 | 375,000 | 1,875,000 | 0.05 | 0.001 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 18,750.0 | 93,750.0 |
| Subtotal Supplementary Reading Materials (SRM) | | | | | | | | | | 93,750.0 | 93,750.0 | 93,750.0 | 93,750.0 | 93,750.0 | 468,750.0 |
| Total | | | | | | | | | | 243,750.0 | 3,464,745.9 | 3,464,745.9 | 3,464,745.9 | 3,464,745.9 | 14,102,733.5 |

^a Budget moved to 4.2

^b 3 books for grade-2 all types of schools, Number of books as per admin (books), Cost estimates for colour books

^c 3 books for grade-2 all types of schools, Number of books as per admin (books), Cost estimates for colour books

^d 6 books for grade-3 all types of schools, Number of books as per admin (books), no colour books

^e 6 books for grade-3 all types of schools, Number of books as per admin (books), no colour books

^f 6 books for grade-3 all types of schools, Number of books as per admin (books), no colour books

^g Estimated for 75000 schools @ 1 set, each set contain 58 TG

^h Estimated for 75000 schools @ 1set, each set contain 22books

^i Estimated for 75000 school @ 5 set and each set contain 5 books

^j Estimated for 75000 school @ 5 set and each set contain 5 books

^k Estimated for 75000 school @ 5 set and each set contain 5 books

^l Estimated for 75000 school @ 5 set and each set contain 5 books

^m Estimated for 75000 school @ 5 set and each set contain 5 books

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Table 1.5. ICT in Education

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | | Base Cost (Local '000) | | | | | Total |
|---|----------|------------|-------|-------|-------|-------|--------|--------------|-----------------------|------------------------|-----------|-----------|-------------|-----------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | Unit Cost (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. ICT in Education | | | | | | | | | | | | | | | |
| 1. Computer & equipment | | | | | | | | | | | | | | | |
| Computers /a | number | - | - | - | 250 | 253 | 503 | 75 | 1.071 | - | - | - | 18,750.0 | 18,975.0 | 37,725.0 |
| Multimedia Projector /b | number | - | - | - | 250 | 253 | 503 | 100 | 1.429 | - | - | - | 25,000.0 | 25,300.0 | 50,300.0 |
| Sound System | number | - | - | - | 250 | 253 | 503 | 10 | 0.143 | - | - | - | 2,500.0 | 2,530.0 | 5,030.0 |
| Earthing & Wareing | number | - | - | - | 250 | 253 | 503 | 10 | 0.143 | - | - | - | 2,500.0 | 2,530.0 | 5,030.0 |
| Solar system | number | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Furniture | number | - | - | - | 250 | 253 | 503 | 10 | 0.143 | - | - | - | 2,500.0 | 2,530.0 | 5,030.0 |
| Software | number | - | - | - | 250 | 253 | 503 | 50 | 0.714 | - | - | - | 12,500.0 | 12,650.0 | 25,150.0 |
| Internet | Unit | - | - | - | 250 | 253 | 503 | 12 | 0.171 | - | - | - | 3,000.0 | 3,036.0 | 6,036.0 |
| Networking & Intranet | Lumsum | - | - | - | 250 | 253 | 503 | 200 | 2.857 | - | - | - | 50,000.0 | 50,600.0 | 100,600.0 |
| Subtotal Computer & equipment | | | | | | | | | | - | - | - | 116,750.0 | 118,151.0 | 234,901.0 |
| 2. Computer & equipment | | | | | | | | | | | | | | | |
| Computers /c | number | - | 9,292 | 9,292 | 9,292 | 9,294 | 37,170 | 75 | 1.071 | - | 696,900.0 | 696,900.0 | 696,900.0 | 697,050.0 | 2,787,750.0 |
| 3. Development of digital TLM | | | | | | | | | | | | | | | |
| Development of digital TLM | Lumsum | - | - | - | 1 | - | 1 | 350,000 | 5,000 | - | - | - | 350,000.0 | - | 350,000.0 |
| Total Investment Costs | | | | | | | | | | - | 696,900.0 | 696,900.0 | 1,163,650.0 | 815,201.0 | 3,372,651.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. ICT in Education | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar&Workshop | | | | | | | | | | | | | | | |
| Study /d | number | 1 | - | - | 1 | - | 2 | - | - | - | - | - | - | - | - |
| Workshop/Seminar /e | number | 7 | 7 | 7 | 7 | 7 | 35 | - | - | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar&Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Pilot | | | | | | | | | | | | | | | |
| Pilot | Teacher | 0.5 | 0.3 | 0.2 | - | - | 1 | 10,000 | 142.857 | 5,000.0 | 3,000.0 | 2,000.0 | - | - | 10,000.0 |
| 3. Training | | | | | | | | | | | | | | | |
| Network/web page training/Database /f | District | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total | | | | | | | | | | 5,000.0 | 699,900.0 | 698,900.0 | 1,163,650.0 | 815,201.0 | 3,382,651.0 |

/a All model School will get 2 laptop
 /b All model school will get one Projector
 /c 37170 school each will get one laptop and multimedia projector
 /d budget moved to programme divisions
 /e budget moved to programme management
 /f Training budget form comprehensive training plan

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Table 1.6. Teacher Education & Professional Development

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|---|---------------|------------|--------|--------|---------|---------|---------|---------------------------|--------------------------|------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Teacher Education & Development | | | | | | | | | | | | | | | |
| 1. Orientation training | | | | | | | | | | | | | | | |
| Materials Development & Printing | Lumsum | 1 | - | - | - | - | 1 | 6,000 | 85.714 | 6,000.0 | - | - | - | - | 6,000.0 |
| 2. Sub-cluster training | | | | | | | | | | | | | | | |
| Materials Development & Printing /a | Lumsum | 1 | - | 1 | - | 1 | 3 | 1,000 | 14.286 | 1,000.0 | - | 1,000.0 | - | 1,000.0 | 3,000.0 |
| 3. Subject based training /b | | | | | | | | | | | | | | | |
| Materials Dev, printing & TOT for refre: | Lumsum | 1 | - | - | - | - | 1 | 6,000 | 85.714 | 6,000.0 | - | - | - | - | 6,000.0 |
| Materials dev, printing & TOT | Lumsum | 1 | - | - | - | - | 1 | 30,000 | 428.571 | 30,000.0 | - | - | - | - | 30,000.0 |
| Subtotal Subject based training | | | | | | | | | | 36,000.0 | - | - | - | - | 36,000.0 |
| Total Investment Costs | | | | | | | | | | 43,000.0 | - | 1,000.0 | - | 1,000.0 | 45,000.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Teacher Education & Development | | | | | | | | | | | | | | | |
| 1. Dip-in-ed | | | | | | | | | | | | | | | |
| Implemetation of Dip-in-ed /c | number | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 1 | 1,100,000 | 15,714.286 | 220,000.0 | 220,000.0 | 220,000.0 | 220,000.0 | 220,000.0 | 1,100,000.0 |
| Teacher training Stipends/ allowance /t | Teacher | 11,000 | 11,000 | 13,400 | 13,400 | 13,400 | 62,200 | 26 | 0.371 | 286,000.0 | 286,000.0 | 348,400.0 | 348,400.0 | 348,400.0 | 1,617,200.0 |
| Subtotal Dip-in-ed | | | | | | | | | | 506,000.0 | 506,000.0 | 568,400.0 | 568,400.0 | 568,400.0 | 2,717,200.0 |
| 2. Orientation training | | | | | | | | | | | | | | | |
| Orientation and subject based Training | Teacher | 15,000 | 15,000 | 15,000 | 27,500 | 27,500 | 100,000 | 15 | 0.214 | 225,000.0 | 225,000.0 | 225,000.0 | 412,500.0 | 412,500.0 | 1,500,000.0 |
| 3. Sub-cluster training | | | | | | | | | | | | | | | |
| Sub-cluster training /f | no of trainin | 66,000 | 66,000 | 72,000 | 72,000 | 72,000 | 348,000 | 3.5 | 0.05 | 231,000.0 | 231,000.0 | 252,000.0 | 252,000.0 | 252,000.0 | 1,218,000.0 |
| Orientation of AUEOs /g | Persons | 1,500 | 1,500 | - | - | - | 3,000 | 5 | 0.071 | 7,500.0 | 7,500.0 | - | - | - | 15,000.0 |
| Subtotal Sub-cluster training | | | | | | | | | | 238,500.0 | 238,500.0 | 252,000.0 | 252,000.0 | 252,000.0 | 1,233,000.0 |
| 4. Subject based training /h | | | | | | | | | | | | | | | |
| Subject based refresher training /i | Teacher | 50,000 | 50,000 | 50,000 | 150,000 | 150,000 | 450,000 | 5 | 0.071 | 250,000.0 | 250,000.0 | 250,000.0 | 750,000.0 | 750,000.0 | 2,250,000.0 |
| Sybject based training other then 5 ma | Teacher | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 150,000 | 5 | 0.071 | 150,000.0 | 150,000.0 | 150,000.0 | 150,000.0 | 150,000.0 | 750,000.0 |
| Subtotal Subject based training | | | | | | | | | | 400,000.0 | 400,000.0 | 400,000.0 | 900,000.0 | 900,000.0 | 3,000,000.0 |
| 5. Teacher Network | | | | | | | | | | | | | | | |
| Teacher Network /k | UPAZALA | 100 | 200 | 300 | 400 | 500 | 1,500 | 50 | 0.714 | 5,000.0 | 10,000.0 | 15,000.0 | 20,000.0 | 25,000.0 | 75,000.0 |
| Total Recurrent Costs | | | | | | | | | | 1,374,500.0 | 1,379,500.0 | 1,460,400.0 | 2,152,900.0 | 2,157,900.0 | 8,525,200.0 |
| Total | | | | | | | | | | 1,417,500.0 | 1,379,500.0 | 1,461,400.0 | 2,152,900.0 | 2,158,900.0 | 8,570,200.0 |

\a Materials development for sub-cluster training

\b Depending on comprehensive Teachers development plsn

\c Implement by DPE & NAPE, Cost included materials development, Piloting, dissemination, printing, distribution, etc, budget moved to local training

\d Budget moved to local training

\e For the newly recruited teachers, Cost included materials development & printing, budget moved to local training

\f Sub-cluster trining for 1200 centre, 6 times in a year for 5 years, budget moved to local training

\g budget moved to local training

\h Depending on comprehensive Teachers development plsn

\i Budget movet to local training

\j budget moved to local training

\k budget moved to local training

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Table 2.1. Second Chance / Alt Education

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|--|----------|------------|-------|---------|---------|---------|-----------|------------------------|-----------------------|------------------------|-------|-------------|-------------|-------------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Second Chance /Alt Education | | | | | | | | | | | | | | | |
| 1. Survey/Study/Workshop | | | | | | | | | | | | | | | |
| Survey /a | Number | 1 | - | - | - | - | 1 | | | - | - | - | - | - | - |
| 2. Support to programme | | | | | | | | | | | | | | | |
| Out of school Programme for 6-10y | Students | - | - | 481,367 | 386,283 | 294,820 | 1,162,470 | 2.5 | 0.036 | - | - | 1,203,417.5 | 965,707.5 | 737,050.0 | 2,906,175.0 |
| Out of School programme for dropc | Students | - | - | 557,569 | 445,282 | 361,606 | 1,364,457 | 3 | 0.043 | - | - | 1,672,707.0 | 1,335,846.0 | 1,084,818.0 | 4,093,371.0 |
| Subtotal Support to programme | | | | | | | | | | - | - | 2,876,124.5 | 2,301,553.5 | 1,821,868.0 | 6,999,546.0 |
| Total | | | | | | | | | | - | - | 2,876,124.5 | 2,301,553.5 | 1,821,868.0 | 6,999,546.0 |

\a budget moved to Programme divisions

\b Programme for children who are never in school

\c Programme for children who are dropped from school

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Table 2.2. Pre-Primary Education

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|--|-------------|------------|--------|-----------|--------|--------|-----------|------------------------------|-----------------------------|------------------------|-------------|-------------|-------------|-------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Curriculum Development & Text book | | | | | | | | | | | | | | | |
| 1. Curriculum Development | School | 1 | - | - | - | - | 1 | 5,000 | 71.429 | 5,000.0 | - | - | - | - | 5,000.0 |
| 2. Text Books printing & Distribution /a | no of books | - | - | 2,100,000 | - | - | 2,100,000 | 0.1 | 0.001 | - | - | 210,000.0 | - | - | 210,000.0 |
| 3. Teacher Guide /b | Teacher | 70,000 | - | - | - | - | 70,000 | 0.05 | 0.001 | 3,500.0 | - | - | - | - | 3,500.0 |
| 4. Supplementary Reading Materials (SRM) /c | Teacher | 30,000 | 32,000 | - | - | - | 62,000 | 0.05 | 0.001 | 1,500.0 | 1,600.0 | - | - | - | 3,100.0 |
| 5. Development, Printing, dissemination & TOT | Lumsum | 1 | - | - | - | - | 1 | 5,000 | 71.429 | 5,000.0 | - | - | - | - | 5,000.0 |
| Total Investment Costs | | | | | | | | | | 15,000.0 | 1,600.0 | 210,000.0 | - | - | 226,600.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Pre-primary Education | | | | | | | | | | | | | | | |
| 1. Survey/Study/Review | | | | | | | | | | | | | | | |
| Initial Study /d | Quantity | 1 | - | - | - | - | 1 | | | - | - | - | - | - | - |
| Impact Study /e | Quantity | - | - | 1 | - | 1 | 2 | | | - | - | - | - | - | - |
| Subtotal Survey/Study/Review | | | | | | | | | | - | - | - | - | - | - |
| 2. GPS | | | | | | | | | | | | | | | |
| GPS Teacher Salary /f | teacher | 18,836 | 37,672 | 37,672 | 37,672 | 37,672 | 169,524 | 126 | 1.8 | 2,373,336.0 | 4,746,672.0 | 4,746,672.0 | 4,746,672.0 | 4,746,672.0 | 21,360,024.0 |
| GPS fund/consumables /g | teacher | 18,836 | 37,672 | 37,672 | 37,672 | 37,672 | 169,524 | 4.4 | 0.063 | 82,878.4 | 165,756.8 | 165,756.8 | 165,756.8 | 165,756.8 | 745,905.6 |
| Subtotal GPS | | | | | | | | | | 2,456,214.4 | 4,912,428.8 | 4,912,428.8 | 4,912,428.8 | 4,912,428.8 | 22,105,929.6 |
| 3. Dissimination training on PPE /h | Teacher | 1 | - | - | - | - | 1 | | | - | - | - | - | - | - |
| Total Recurrent Costs | | | | | | | | | | 2,456,214.4 | 4,912,428.8 | 4,912,428.8 | 4,912,428.8 | 4,912,428.8 | 22,105,929.6 |
| Total | | | | | | | | | | 2,471,214.4 | 4,914,028.8 | 5,122,428.8 | 4,912,428.8 | 4,912,428.8 | 22,332,529.6 |

la 70000 school @ 30 books

lb on the basis of number of teachers

lc on the basis of number of teacher

ld One will be done 1st year, budget moved to programme divisions

le budget moved to programme divisions

lf All the GPS school taken consideration, cost based on AOP 2010/11

lg All operation cost except salary of PPE teacher lumsum for a year

lh budget moved to TED

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Table 2.3. Mainstreaming IE

| Detailed Costs | Unit | Quantities | | | | | Total | Unit | Unit | Base Cost (Local '000) | | | | | Total |
|---|----------|------------|-------|-------|-------|-------|-------|-------------------------|------------------------|------------------------|----------|----------|----------|----------|----------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | Cost (Local '000) | Cost (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Mainstreaming IE | | | | | | | | | | | | | | | |
| 1. Survey/Study/Seminar & workshop | | | | | | | | | | | | | | | |
| Survey /a | Number | 1 | - | - | - | - | 1 | | | - | - | - | - | - | - |
| Study /b | Number | - | - | 1 | - | - | 1 | | | - | - | - | - | - | - |
| Subtotal Survey/Study/Seminar & workshop | | | | | | | | | | | | | | | |
| 2. IE Student Cost | | | | | | | | | | | | | | | |
| Block Grants to UPEP | Students | 502 | 502 | 502 | 502 | 502 | 2,510 | 20 | 0.286 | 10,040.0 | 10,040.0 | 10,040.0 | 10,040.0 | 10,040.0 | 50,200.0 |
| Total | | | | | | | | | | 10,040.0 | 10,040.0 | 10,040.0 | 10,040.0 | 10,040.0 | 50,200.0 |

\a budget moved to programme divisions
\b budget moved to programme divisions

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Table 2.4. Education in Emergencies

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|---|---------|------------|-------|-------|-------|-------|-------|------------------------------|-----------------------------|------------------------|----------|----------|----------|----------|-----------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Education in Emergency | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | 1 | - | - | - | 2 | | | - | - | - | - | - | - |
| Seminar & Workshop/Training /b | number | 5 | 5 | 5 | 5 | 5 | 25 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Emergency Fund | | | | | | | | | | | | | | | |
| Emergency Fund /c | Upazala | 25 | 25 | 25 | 25 | 25 | 125 | 2,000 | 28.571 | 50,000.0 | 50,000.0 | 50,000.0 | 50,000.0 | 50,000.0 | 250,000.0 |
| Total | | | | | | | | | | 50,000.0 | 50,000.0 | 50,000.0 | 50,000.0 | 50,000.0 | 250,000.0 |

\a budget moved to programme divisions

\b budget moved to programme management

\c Block allocation per upazala for the emergency situation, Funding channel will be the UPEP

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Table 2.5. Communication and Social Mobilization

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | | Base Cost (Local '000) | | | | | |
|---|---------|------------|---------|---------|---------|---------|---------|--------------|-------------|------------------------|----------|----------|----------|----------|-----------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Communication and social mobilizations | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | - | 1 | - | - | 2 | | | - | - | - | - | - | - |
| Workshop & Seminar /b | number | 50 | 50 | 50 | 50 | 50 | 250 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Media | | | | | | | | | | | | | | | |
| Development of materials /c | Lumsum | 10 | 10 | 10 | 10 | 10 | 50 | 2,000 | 28.571 | 20,000.0 | 20,000.0 | 20,000.0 | 20,000.0 | 20,000.0 | 100,000.0 |
| Printing | school | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 | 500,000 | 0.1 | 0.001 | 10,000.0 | 10,000.0 | 10,000.0 | 10,000.0 | 10,000.0 | 50,000.0 |
| Broadcasting /d | minutes | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 10,000 | 20 | 0.286 | 40,000.0 | 40,000.0 | 40,000.0 | 40,000.0 | 40,000.0 | 200,000.0 |
| Subtotal Media | | | | | | | | | | 70,000.0 | 70,000.0 | 70,000.0 | 70,000.0 | 70,000.0 | 350,000.0 |
| 3. Special Programme | | | | | | | | | | | | | | | |
| Special Programmes /e | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 22,000 | 314.286 | 22,000.0 | 22,000.0 | 22,000.0 | 22,000.0 | 22,000.0 | 110,000.0 |
| 4. National Events | | | | | | | | | | | | | | | |
| National Events /f | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 4,000 | 57.143 | 4,000.0 | 4,000.0 | 4,000.0 | 4,000.0 | 4,000.0 | 20,000.0 |
| Total | | | | | | | | | | 96,000.0 | 96,000.0 | 96,000.0 | 96,000.0 | 96,000.0 | 480,000.0 |

^a budget moved to programme divisions

^b Budget moved to 4.2

^c for making of TV drama, mena cartoon and others materials development

^d Broadcasting in TV, Radio, etc

^e once in a year

^f Education week, Education for all, national days and others events

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Table 2.6. Targeted Stipends

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|--|----------|------------|-------|-----------|-----------|-----------|------------|------------------------|-----------------------|------------------------|-------|--------------|--------------|--------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Targeted Stipends | | | | | | | | | | | | | | | |
| 1. Survey/Study/ Seminar & Workshop | | | | | | | | | | | | | | | |
| Survey /a | number | 1 | - | - | - | - | 1 | | | - | - | - | - | - | - |
| Impact Study /b | number | - | - | 1 | - | - | 1 | | | - | - | - | - | - | - |
| Subtotal Survey/Study/ Seminar & Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Cash Stipends | | | | | | | | | | | | | | | |
| Stipends /c | Students | - | - | 7,858,697 | 7,819,996 | 7,758,302 | 23,436,995 | 1.4 | 0.02 | - | - | 11,002,175.8 | 10,947,994.4 | 10,861,622.8 | 32,811,793.0 |
| Service charge /d | Students | - | - | 7,858,697 | 7,819,996 | 7,758,302 | 23,436,995 | 0.03 | | - | - | 235,760.9 | 234,599.9 | 232,749.1 | 703,109.9 |
| Subtotal Cash Stipends | | | | | | | | | | - | - | 11,237,936.7 | 11,182,594.3 | 11,094,371.9 | 33,514,902.9 |
| Total | | | | | | | | | | - | - | 11,237,936.7 | 11,182,594.3 | 11,094,371.9 | 33,514,902.9 |

\a Rapid assessment of on going primary education stipend programme, budget moved to programme divisions

\b budget moved to programme divisions

\c 7.8 mil students receiving stipends in 2009, no of quantities as per the PESP, 1st two year cover from discrete project

\d 2.5 % of actual expenditure to be provided to disbursing bank as service charge

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Table 2.7. School Health & School feeding

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|--|----------|------------|--------|-----------|-----------|-----------|-----------|------------------------|-----------------------|------------------------|-----------|-------------|-------------|-------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. School Health & School Feeding | | | | | | | | | | | | | | | |
| 1. Distribution of Materials & Equipment /a | School | 37,672 | 37,672 | 37,672 | 37,672 | 37,672 | 188,360 | 5 | 0.071 | 188,360.0 | 188,360.0 | 188,360.0 | 188,360.0 | 188,360.0 | 941,800.0 |
| Total Investment Costs | | | | | | | | | | 188,360.0 | 188,360.0 | 188,360.0 | 188,360.0 | 188,360.0 | 941,800.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. School Health & School Feeding | | | | | | | | | | | | | | | |
| 1. Survey/Study/ Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /b | number | 1 | - | - | 1 | - | 2 | | | - | - | - | - | - | - |
| Workshop /c | number | 1 | 1 | 1 | 1 | 1 | 5 | | | - | - | - | - | - | - |
| Subtotal Survey/Study/ Seminar & Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Food for students /d | Students | - | - | 2,757,438 | 2,743,858 | 2,722,211 | 8,223,507 | 2.38 | 0.034 | - | - | 6,562,702.4 | 6,530,382.0 | 6,478,862.2 | 19,571,946.7 |
| 3. Block Grant UPEP /e | Upazala | 502 | 502 | 502 | 502 | 502 | 2,510 | 100 | 1.429 | 50,200.0 | 50,200.0 | 50,200.0 | 50,200.0 | 50,200.0 | 251,000.0 |
| Total Recurrent Costs | | | | | | | | | | 50,200.0 | 50,200.0 | 6,612,902.4 | 6,580,582.0 | 6,529,062.2 | 19,822,946.7 |
| Total | | | | | | | | | | 238,560.0 | 238,560.0 | 6,801,262.4 | 6,768,942.0 | 6,717,422.2 | 20,764,746.7 |

/a All GPS school will get first aid box with training to teachers

/b Budget moved to programme divisions

/c budget moved to programme management

/d 10 tk per day for 238 days for targeted students, Remaining 25.5 lac students cover by WFP project, Number of students from projection figure

/e From Upazila level medical team visit once a year

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Table 2.8. School Environment

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|---|--------|------------|--------|--------|--------|--------|--------|------------------------|-----------------------|------------------------|-------------|-------------|-------------|-------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. School Environment | | | | | | | | | | | | | | | |
| 1. School Toilets | | | | | | | | | | | | | | | |
| WC Male Teachers & boys /a | number | 2,200 | 4,400 | 6,600 | 4,400 | 4,355 | 21,955 | 75 | 1.071 | 165,000.0 | 330,000.0 | 495,000.0 | 330,000.0 | 326,625.0 | 1,646,625.0 |
| Urinals male teachers & boys /b | number | 5,400 | 10,800 | 16,200 | 10,800 | 10,550 | 53,750 | 10 | 0.143 | 54,000.0 | 108,000.0 | 162,000.0 | 108,000.0 | 105,500.0 | 537,500.0 |
| WC women teachers & girls /c | number | 5,330 | 10,660 | 15,990 | 10,660 | 10,610 | 53,250 | 75 | 1.071 | 399,750.0 | 799,500.0 | 1,199,250.0 | 799,500.0 | 795,750.0 | 3,993,750.0 |
| Subtotal School Toilets | | | | | | | | | | 618,750.0 | 1,237,500.0 | 1,856,250.0 | 1,237,500.0 | 1,227,875.0 | 6,177,875.0 |
| 2. School Water Supply Sources | | | | | | | | | | | | | | | |
| Deep Tube-well | number | 1,600 | 3,200 | 4,800 | 3,200 | 2,920 | 15,720 | 150 | 2.143 | 240,000.0 | 480,000.0 | 720,000.0 | 480,000.0 | 438,000.0 | 2,358,000.0 |
| Shallow Tube-well | number | 1,600 | 3,200 | 4,800 | 3,200 | 2,920 | 15,720 | 60 | 0.857 | 96,000.0 | 192,000.0 | 288,000.0 | 192,000.0 | 175,200.0 | 943,200.0 |
| Tara Pump & others water supply sources | number | 800 | 1,600 | 2,400 | 1,600 | 1,460 | 7,860 | 75 | 1.071 | 60,000.0 | 120,000.0 | 180,000.0 | 120,000.0 | 109,500.0 | 589,500.0 |
| Subtotal School Water Supply Sources | | | | | | | | | | 396,000.0 | 792,000.0 | 1,188,000.0 | 792,000.0 | 722,700.0 | 3,890,700.0 |
| 3. Furniture | | | | | | | | | | | | | | | |
| Furniture | Lumsum | 1,500 | 3,000 | 4,500 | 3,000 | 3,000 | 15,000 | 100 | 1.429 | 150,000.0 | 300,000.0 | 450,000.0 | 300,000.0 | 300,000.0 | 1,500,000.0 |
| Total Investment Costs | | | | | | | | | | 1,164,750.0 | 2,329,500.0 | 3,494,250.0 | 2,329,500.0 | 2,250,575.0 | 11,568,575.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. School Environment | | | | | | | | | | | | | | | |
| 1. Repair of Existing Toilets | | | | | | | | | | | | | | | |
| WC Male Teachers /d | number | 250 | 500 | 750 | 500 | 415 | 2,415 | 30 | 0.429 | 7,500.0 | 15,000.0 | 22,500.0 | 15,000.0 | 12,450.0 | 72,450.0 |
| Boys WC /e | number | 800 | 1,600 | 2,400 | 1,600 | 1,318 | 7,718 | 30 | 0.429 | 24,000.0 | 48,000.0 | 72,000.0 | 48,000.0 | 39,540.0 | 231,540.0 |
| Girls WC /f | number | 750 | 1,500 | 2,250 | 1,500 | 1,528 | 7,528 | 30 | 0.429 | 22,500.0 | 45,000.0 | 67,500.0 | 45,000.0 | 45,840.0 | 225,840.0 |
| Total Recurrent Costs | | | | | | | | | | 54,000.0 | 108,000.0 | 162,000.0 | 108,000.0 | 97,830.0 | 529,830.0 |
| Total | | | | | | | | | | 1,218,750.0 | 2,437,500.0 | 3,656,250.0 | 2,437,500.0 | 2,348,405.0 | 12,098,405.0 |

la As per DPE report

lb As per DPE report

lc As per DPE report

ld As per PK das report

le As per PK das report

lf As per PK das report

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Table 2.9. Need based infrastructure development

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | Unit Cost | Base Cost (Local '000) | | | | | Total |
|---|-----------|------------|--------|--------|--------|--------|---------|--------------|-------------|------------------------|--------------|--------------|--------------|--------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Need Based insfructure Development | | | | | | | | | | | | | | | |
| 1. Construction of School | | | | | | | | | | | | | | | |
| GPS | School | 260 | 260 | 1,330 | 550 | 260 | 2,660 | 4,000 | 57.143 | 1,040,000.0 | 1,040,000.0 | 5,320,000.0 | 2,200,000.0 | 1,040,000.0 | 10,640,000.0 |
| RNGPS | School | - | 5 | 20 | 5 | 2 | 32 | 4,000 | 57.143 | - | 20,000.0 | 80,000.0 | 20,000.0 | 8,000.0 | 128,000.0 |
| Community | School | - | 5 | 10 | 2 | - | 17 | 4,000 | 57.143 | - | 20,000.0 | 40,000.0 | 8,000.0 | - | 68,000.0 |
| Subtotal Construction of School | | | | | | | | | | 1,040,000.0 | 1,080,000.0 | 5,440,000.0 | 2,228,000.0 | 1,048,000.0 | 10,836,000.0 |
| 2. Additional Classroom | | | | | | | | | | | | | | | |
| Additional Classroom /a | Classroom | 3,200 | 6,400 | 9,600 | 6,400 | 6,085 | 31,685 | 1,200 | 17.143 | 3,840,000.0 | 7,680,000.0 | 11,520,000.0 | 7,680,000.0 | 7,302,000.0 | 38,022,000.0 |
| Total Investment Costs | | | | | | | | | | 4,880,000.0 | 8,760,000.0 | 16,960,000.0 | 9,908,000.0 | 8,350,000.0 | 48,858,000.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Repair & Maintenance of Schools | | | | | | | | | | | | | | | |
| 1. Repair & Maintenance of School | | | | | | | | | | | | | | | |
| Zone A to be replaced /b | Classroom | 200 | 400 | 600 | 400 | 24 | 1,624 | 800 | 11.429 | 160,000.0 | 320,000.0 | 480,000.0 | 320,000.0 | 19,200.0 | 1,299,200.0 |
| Zone B, Major Repair /c | Classroom | 1,800 | 3,600 | 5,400 | 3,600 | 3,880 | 18,280 | 300 | 4.286 | 540,000.0 | 1,080,000.0 | 1,620,000.0 | 1,080,000.0 | 1,164,000.0 | 5,484,000.0 |
| Zone C, D, E Major repair /d | Classroom | 1,800 | 3,600 | 5,400 | 3,600 | 3,880 | 18,280 | 150 | 2.143 | 270,000.0 | 540,000.0 | 810,000.0 | 540,000.0 | 582,000.0 | 2,742,000.0 |
| Routine maintenance /e | Classroom | 7,800 | 15,600 | 23,400 | 15,600 | 15,010 | 77,410 | 30 | 0.429 | 234,000.0 | 468,000.0 | 702,000.0 | 468,000.0 | 450,300.0 | 2,322,300.0 |
| Others maintenance /f | Classroom | 10,700 | 21,400 | 32,100 | 21,400 | 21,450 | 107,050 | 7.49 | 0.107 | 80,143.0 | 160,286.0 | 240,429.0 | 160,286.0 | 160,660.5 | 801,804.5 |
| Total Recurrent Costs | | | | | | | | | | 1,284,143.0 | 2,568,286.0 | 3,852,429.0 | 2,568,286.0 | 2,376,160.5 | 12,649,304.5 |
| Total | | | | | | | | | | 6,164,143.0 | 11,328,286.0 | 20,812,429.0 | 12,476,286.0 | 10,726,160.5 | 61,507,304.5 |

/a Average Cost for semi pakka & building construction

/b As per DPE report, Cost included service charge

/c As per DPE report, cost included service charge

/d As per DPE report, cost included service charge

/e As per DPE report, cost included service charge

/f As per DPE report, cost included service charge

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Table 3.1. Field level offices strengthened

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|--|---------|------------|-------|-------|-------|-------|-------|------------------------------|-----------------------------|------------------------|-----------|-------------|-----------|-----------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Field level offices strengthened | | | | | | | | | | | | | | | |
| 1. Education Building | | | | | | | | | | | | | | | |
| PTI /a | number | - | - | 10 | 10 | 35 | 55 | 5,000 | 71.429 | - | - | 50,000.0 | 50,000.0 | 175,000.0 | 275,000.0 |
| URC (New) /b | number | - | - | 5 | 5 | 20 | 30 | 5,000 | 71.429 | - | - | 25,000.0 | 25,000.0 | 100,000.0 | 150,000.0 |
| UEO Extention /c | number | 50 | 50 | 50 | 100 | 253 | 503 | 2,000 | 28.571 | 100,000.0 | 100,000.0 | 100,000.0 | 200,000.0 | 506,000.0 | 1,006,000.0 |
| Subtotal Education Building | | | | | | | | | | 100,000.0 | 100,000.0 | 175,000.0 | 275,000.0 | 781,000.0 | 1,431,000.0 |
| 2. Computers & Equipments | | | | | | | | | | | | | | | |
| Computers, UPS, volt Stabilizer /d | number | - | 1,000 | 1,130 | - | - | 2,130 | 200 | 2.857 | - | 200,000.0 | 226,000.0 | - | - | 426,000.0 |
| Printers (Laser & Colour) & Scanner /e | number | - | 500 | 620 | - | - | 1,120 | 60 | 0.857 | - | 30,000.0 | 37,200.0 | - | - | 67,200.0 |
| Multimedia Projector /f | number | - | 500 | 620 | - | - | 1,120 | 100 | 1.429 | - | 50,000.0 | 62,000.0 | - | - | 112,000.0 |
| Photocopier /g | number | - | 55 | - | - | - | 55 | 300 | 4.286 | - | 16,500.0 | - | - | - | 16,500.0 |
| Subtotal Computers & Equipments | | | | | | | | | | - | 296,500.0 | 325,200.0 | - | - | 621,700.0 |
| 3. Vehicle | | | | | | | | | | | | | | | |
| Microbus /h | number | - | - | 55 | - | - | 55 | 3,000 | 42.857 | - | - | 165,000.0 | - | - | 165,000.0 |
| Motor bike /i | number | - | - | 2,569 | - | - | 2,569 | 120 | 1.714 | - | - | 308,280.0 | - | - | 308,280.0 |
| Subtotal Vehicle | | | | | | | | | | - | - | 473,280.0 | - | - | 473,280.0 |
| Total Investment Costs | | | | | | | | | | 100,000.0 | 396,500.0 | 973,480.0 | 275,000.0 | 781,000.0 | 2,525,980.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Additional Manpower | | | | | | | | | | | | | | | |
| 1. Additional manpower | | | | | | | | | | | | | | | |
| Manpower PTI Officer | PTI | 55 | 55 | 55 | 55 | 55 | 275 | 257.185 | 3.674 | 14,145.2 | 14,145.2 | 14,145.2 | 14,145.2 | 14,145.2 | 70,725.9 |
| Manpower PTI Staff | PTI | 277 | 277 | 277 | 277 | 277 | 1,385 | 119.5 | 1.707 | 33,101.5 | 33,101.5 | 33,101.5 | 33,101.5 | 33,101.5 | 165,507.5 |
| Manpower UEO staff | Upazala | 1,152 | 1,152 | 1,152 | 1,152 | 1,152 | 5,760 | 115.1 | 1.644 | 132,595.2 | 132,595.2 | 132,595.2 | 132,595.2 | 132,595.2 | 662,976.0 |
| Manpower URC Officer | URC | 24 | 24 | 24 | 24 | 24 | 120 | 257.185 | 3.674 | 6,172.4 | 6,172.4 | 6,172.4 | 6,172.4 | 6,172.4 | 30,862.2 |
| Manpower URC Staff | URC | 72 | 72 | 72 | 72 | 72 | 360 | 141 | 2.014 | 10,152.0 | 10,152.0 | 10,152.0 | 10,152.0 | 10,152.0 | 50,760.0 |
| Total Recurrent Costs | | | | | | | | | | 196,166.3 | 196,166.3 | 196,166.3 | 196,166.3 | 196,166.3 | 980,831.6 |
| Total | | | | | | | | | | 296,166.3 | 592,666.3 | 1,169,646.3 | 471,166.3 | 977,166.3 | 3,506,811.6 |

^a Need based, Unit cost on the basis of LGED, Cost included construction, furniture & equipment , service charge, etc

^b Unit cost on the basis of LGED, Cost included construction, furniture & equipment , service charge, etc

^c Unit cost on the basis of LGED, Cost included construction, furniture & equipment , service charge, etc

^d For PTI 110, UEO 1010 and for URC 1010

^e PTI -110, UEO -505 and for URC 505

^f PTI 110, UEO 505 and for URC 505

^g 55 for PTI

^h 55 microbus for PTI

^i 505 for UEO, 2000 for AUEO and 64 for AMO DPEO office

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Table 3.2. Decentralized school management & governance

| Detailed Costs | Unit | | | | | | | Unit | Unit | Base Cost (Local '000) | | | | | |
|---|----------|---------|---------|--------|--------|--------|---------|-------------------------|------------------------|------------------------|-------------|-------------|-------------|-------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | Cost (Local '000) | Cost (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Decentralized school based management & funding | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | - | - | - | - | 1 | | | - | - | - | - | - | - |
| Seminar & Workshop /b | number | 2 | 2 | 2 | 2 | 2 | 10 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. SLIP | | | | | | | | | | | | | | | |
| Stakeholder Training /c | Trainee | 286,929 | 286,929 | - | - | - | 573,858 | 1.5 | 0.021 | 430,393.5 | 430,393.5 | - | - | - | 860,787.0 |
| Master Training Refresher /d | TO/ATO | 700 | 700 | 700 | 700 | 700 | 3,500 | 5 | 0.071 | 3,500.0 | 3,500.0 | 3,500.0 | 3,500.0 | 3,500.0 | 17,500.0 |
| School Funding /e | School | 63,762 | 63,762 | 63,762 | 63,762 | 63,762 | 318,810 | 40 | 0.571 | 2,550,480.0 | 2,550,480.0 | 2,550,480.0 | 2,550,480.0 | 2,550,480.0 | 12,752,400.0 |
| Review and Monitoring /f | Workshop | - | - | 3 | 3 | 3 | 9 | 100 | 1.429 | - | - | 300.0 | 300.0 | 300.0 | 900.0 |
| Subtotal SLIP | | | | | | | | | | 2,984,373.5 | 2,984,373.5 | 2,554,280.0 | 2,554,280.0 | 2,554,280.0 | 13,631,587.0 |
| 3. UPEP | | | | | | | | | | | | | | | |
| Master Training /g | Upazala | 800 | 800 | - | - | - | 1,600 | | | - | - | - | - | - | - |
| Upazala Funding /h | upazala | 503 | 503 | 503 | 503 | 503 | 2,515 | 20 | 0.286 | 10,060.0 | 10,060.0 | 10,060.0 | 10,060.0 | 10,060.0 | 50,300.0 |
| Workshop | upazala | 100 | 100 | 100 | 100 | 100 | 500 | 10 | 0.143 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 5,000.0 |
| Subtotal UPEP | | | | | | | | | | 11,060.0 | 11,060.0 | 11,060.0 | 11,060.0 | 11,060.0 | 55,300.0 |
| Total | | | | | | | | | | 2,995,433.5 | 2,995,433.5 | 2,565,340.0 | 2,565,340.0 | 2,565,340.0 | 13,686,887.0 |

^{1a} budget moved to programme divisions

^{1b} budget moved to 4.2

^{1c} 9 persons for each school, it will be completed by within 2 years, budget moved to TED

^{1d} budget moved to TED

^{1e} all 4 types school covered from 1st year of the programme and maximum of Taka 50000.

^{1f} Monitoring of SLIP training

^{1g} will be completed by year 2, budget moved to TED

^{1h} all upazala cover form 1st year of the programme

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Table 3.3. School level leadership development

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|---|---------|------------|-------|--------|--------|--------|--------|---------------------------|--------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. School level leadership development | | | | | | | | | | | | | | | |
| 1. Learning Materials | | | | | | | | | | | | | | | |
| Materials Development, Printing & TOT | Teacher | 1 | - | 1 | - | - | 2 | 7,500 | 107.143 | 7,500.0 | - | 7,500.0 | - | - | 15,000.0 |
| Total Investment Costs | | | | | | | | | | 7,500.0 | - | 7,500.0 | - | - | 15,000.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. School level leadership development | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar&Workshop | | | | | | | | | | | | | | | |
| Study /a | number | - | - | - | 1 | - | 1 | | | - | - | - | - | - | - |
| Workshop/Seminar /b | number | 7 | - | - | - | - | 7 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar&Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Training | | | | | | | | | | | | | | | |
| Head Teacher Training Local /c | Teacher | 2,000 | 8,000 | 10,000 | 10,000 | 12,000 | 42,000 | 15 | 0.214 | 30,000.0 | 120,000.0 | 150,000.0 | 150,000.0 | 180,000.0 | 630,000.0 |
| Total Recurrent Costs | | | | | | | | | | 30,000.0 | 120,000.0 | 150,000.0 | 150,000.0 | 180,000.0 | 630,000.0 |
| Total | | | | | | | | | | 37,500.0 | 120,000.0 | 157,500.0 | 150,000.0 | 180,000.0 | 645,000.0 |

\a budget moved to programme divisions

\b budget moved to 4.2

\c budget moved to TED

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Table 3.4. Org review and strengthening

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|---|-----------|------------|-------|-------|-------|-------|-------|---------------------------|--------------------------|------------------------|-----------|-------------|-----------|-----------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Org review & strengthening | | | | | | | | | | | | | | | |
| 1. Education Building | | | | | | | | | | | | | | | |
| DPE (Head Office) /a | number | - | 0.1 | 0.3 | 0.4 | 0.2 | 1 | 450,000 | 6,428.571 | - | 45,000.0 | 135,000.0 | 180,000.0 | 90,000.0 | 450,000.0 |
| Divisional office rest house /b | number | - | - | 3 | 4 | - | 7 | 4,000 | 57.143 | - | - | 12,000.0 | 16,000.0 | - | 28,000.0 |
| DPEO /c | number | - | 8 | 16 | 20 | 20 | 64 | 2,500 | 35.714 | - | 20,000.0 | 40,000.0 | 50,000.0 | 50,000.0 | 160,000.0 |
| Leadership centre (Cox'sbazar) /d | number | - | 0.1 | 0.4 | 0.4 | 0.2 | 1.1 | 100,000 | 1,428.571 | - | 10,000.0 | 40,000.0 | 40,000.0 | 20,000.0 | 110,000.0 |
| NAPE /e | number | - | 0.1 | 0.3 | 0.4 | 0.2 | 1 | 1,000,000 | 14,285.714 | - | 100,000.0 | 300,000.0 | 400,000.0 | 200,000.0 | 1,000,000.0 |
| Subtotal Education Building | | | | | | | | | | - | 175,000.0 | 527,000.0 | 686,000.0 | 360,000.0 | 1,748,000.0 |
| 2. Computers & Equipments | | | | | | | | | | | | | | | |
| Computers, UPS, volt Stabilizer /f | number | - | - | 342 | - | - | 342 | 200 | 2.857 | - | - | 68,400.0 | - | - | 68,400.0 |
| Printers (Laser & Colour) & Scanner /g | number | - | - | 91 | - | - | 91 | 60 | 0.857 | - | - | 5,460.0 | - | - | 5,460.0 |
| Multimedia Projector /h | number | - | - | 91 | - | - | 91 | 100 | 1.429 | - | - | 9,100.0 | - | - | 9,100.0 |
| Photocopier /i | number | - | - | 89 | - | - | 89 | 300 | 4.286 | - | - | 26,700.0 | - | - | 26,700.0 |
| Others equipment /j | Lumsum | - | - | - | - | - | - | - | - | - | - | 20,000.0 | - | - | 20,000.0 |
| Equipment for NAPE /k | Lumsum | - | - | 1 | - | - | 1 | 50,000 | 714.286 | - | - | 50,000.0 | - | - | 50,000.0 |
| Subtotal Computers & Equipments | | | | | | | | | | - | - | 179,660.0 | - | - | 179,660.0 |
| 3. Vehicle | | | | | | | | | | | | | | | |
| Vehicle (4WD) /l | number | - | - | 81 | - | - | 81 | 8,000 | 114.286 | - | - | 648,000.0 | - | - | 648,000.0 |
| Microbus /m | number | - | 10 | - | - | - | 10 | 3,000 | 42.857 | - | 30,000.0 | - | - | - | 30,000.0 |
| Subtotal Vehicle | | | | | | | | | | - | 30,000.0 | 648,000.0 | - | - | 678,000.0 |
| Total Investment Costs | | | | | | | | | | - | 205,000.0 | 1,354,660.0 | 686,000.0 | 360,000.0 | 2,605,660.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Org review & strengthening | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Seminar & Workshop /n | number | 10 | 10 | 10 | 10 | 10 | 50 | | | - | - | - | - | - | - |
| B. Additional Manpower | | | | | | | | | | | | | | | |
| 1. Additional manpower | | | | | | | | | | | | | | | |
| Manpower DPE Officer | Persons | 62 | 62 | 62 | 62 | 62 | 310 | 384.15 | 5.488 | 23,817.3 | 23,817.3 | 23,817.3 | 23,817.3 | 23,817.3 | 119,086.5 |
| Manpower DPE Staff | Persons | 82 | 82 | 82 | 82 | 82 | 410 | 135 | 1.929 | 11,070.0 | 11,070.0 | 11,070.0 | 11,070.0 | 11,070.0 | 55,350.0 |
| Manpower DD officer | DD office | 1 | 1 | 1 | 1 | 1 | 5 | 586.2 | 8.374 | 586.2 | 586.2 | 586.2 | 586.2 | 586.2 | 2,931.0 |
| Manpower DD staff | DD office | 13 | 13 | 13 | 13 | 13 | 65 | 135 | 1.929 | 1,755.0 | 1,755.0 | 1,755.0 | 1,755.0 | 1,755.0 | 8,775.0 |
| Manpower DPEO staff | District | 48 | 48 | 48 | 48 | 48 | 240 | 117.1 | 1.673 | 5,620.8 | 5,620.8 | 5,620.8 | 5,620.8 | 5,620.8 | 28,104.0 |
| Manpower NAPE | District | 65 | 65 | 65 | 65 | 65 | 325 | 220 | 3.143 | 14,300.0 | 14,300.0 | 14,300.0 | 14,300.0 | 14,300.0 | 71,500.0 |
| Total | | | | | | | | | | 57,149.3 | 262,149.3 | 1,411,809.3 | 743,149.3 | 417,149.3 | 2,891,406.5 |

/a Building included medical centre and Engineering Unit, cost on the basis of LGED, Cost included construction, furniture & equipment , service charge, etc

/b Rest house for 7 divisional office

/c Unit cost on the basis of LGED, Cost included construction, furniture & equipment , service charge, etc

/d Unit cost on the basis of LGED, Cost included construction, furniture & equipment , service charge, etc

/e Block allocation for NAPE

/f For DPE 200, DD 14, DPEO 128,

/g For DPE 20, DD 7, DPEO 64

/h For DPE 20, DD 7, DPEO 64

/i 20 for DPE, 64 for DPEO & 7 for DD office

/j Risograph, Fire alarm and extinguisher, PABX system, CC TV, Water refiner machine, electrical floor cleaner, Scanner (vehicle & bag)

/k Block allocation for NAPE

/l 10 for DPE , 64 for DPEO & 7 for DD office

/m 10 Microbus for DPE

/n budget moved to programme management

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Table 3.5. Grade V terminal exam strengthened

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|--|--------|------------|-------|-------|-------|-------|-------|---------------------------|--------------------------|------------------------|----------------|----------------|----------------|----------------|-----------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Grade-V terminal exam Strengthened | | | | | | | | | | | | | | | |
| 1. Study/ Survey/Seminar & Workshop Study /a | number | 1 | 1 | 1 | 1 | 1 | 5 | | | - | - | - | - | - | - |
| B. Items Writing, testing & Analyzing | | | | | | | | | | | | | | | |
| 1. Items Writing, testing & Analyzing Items Writing, testing & Analyzing /b | number | 1 | 1 | 1 | 1 | 1 | 5 | 7,500 | 107.143 | 7,500.0 | 7,500.0 | 7,500.0 | 7,500.0 | 7,500.0 | 37,500.0 |
| Total | | | | | | | | | | <u>7,500.0</u> | <u>7,500.0</u> | <u>7,500.0</u> | <u>7,500.0</u> | <u>7,500.0</u> | <u>37,500.0</u> |

^a budget moved to programme divisions

^b Without TA

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Table 3.6. Teacher recruitment, promotion and deployment

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|--|----------|------------|-------|-------|-------|--------|--------|------------------------|-----------------------|------------------------|-----------|-----------|-------------|-------------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Teacher recruitment , promotion & deployment | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | - | 1 | - | - | 2 | | | - | - | - | - | - | - |
| Seminar & Workshop /b | number | 20 | 20 | 20 | 20 | 20 | 100 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Teachers Incentive Pilot | number | 0.2 | 0.3 | 0.5 | 1 | 1 | 3 | 5,000 | 71.429 | 1,000.0 | 1,500.0 | 2,500.0 | 5,000.0 | 5,000.0 | 15,000.0 |
| 3. Teachers Registration board | Board | - | - | - | - | - | - | | | - | - | - | - | - | - |
| 4. Additional Teacher | | | | | | | | | | | | | | | |
| GPS /c | Teachers | - | 2,000 | 4,000 | 8,000 | 10,000 | 24,000 | 126 | 1.8 | - | 252,000.0 | 504,000.0 | 1,008,000.0 | 1,260,000.0 | 3,024,000.0 |
| Total | | | | | | | | | | 1,000.0 | 253,500.0 | 506,500.0 | 1,013,000.0 | 1,265,000.0 | 3,039,000.0 |

\a budget moved to programme divisions

\b budget moved to programme management

\c STR 1: 40 assumed, on the basis of Projection, unit cost on the basis of AOP 2010

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Table 3.7. Annual school Census

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost | | Base Cost (Local '000) | | | | | |
|---|--------|------------|-------|-------|-------|-------|-------|--------------|-----------------------|------------------------|-----------------|-----------------|-----------------|-----------------|------------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | (Local '000) | Unit Cost (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Annual school census | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | 1 | 1 | 1 | 1 | 5 | 60,000 | 857.143 | 60,000.0 | 60,000.0 | 60,000.0 | 60,000.0 | 60,000.0 | 300,000.0 |
| Workshop & Seminar /b | Number | 50 | 50 | 50 | 50 | 50 | 250 | | | - | - | - | - | - | - |
| Total | | | | | | | | | | <u>60,000.0</u> | <u>60,000.0</u> | <u>60,000.0</u> | <u>60,000.0</u> | <u>60,000.0</u> | <u>300,000.0</u> |

\a ASC will be conducted once in a year, Budget moved to programme divisions

\b budget moved to 4.2

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Table 3.8. National Student Assessment

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | | Base Cost (Local '000) | | | | | Total |
|---|----------|------------|-------|---------|-------|---------|---------|--------------|-------------|------------------------|---------|----------|---------|----------|-----------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. National Student Assessment | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | - | 1 | - | 1 | 3 | 80,000 | 1,142.857 | 80,000.0 | - | 80,000.0 | - | 80,000.0 | 240,000.0 |
| Workshop & Seminar /b | number | 50 | 50 | 50 | 50 | 50 | 250 | | | - | - | - | - | - | |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | 80,000.0 | - | 80,000.0 | - | 80,000.0 | 240,000.0 |
| 2. Assessment | | | | | | | | | | | | | | | |
| Grade-3 | Students | 100,000 | - | 100,000 | - | 100,000 | 300,000 | | | - | - | - | - | - | |
| Grade-5 | Students | 100,000 | - | 100,000 | - | 100,000 | 300,000 | | | - | - | - | - | - | |
| National Assessment Centre | unit | 1 | 1 | 1 | 1 | 1 | 5 | 1,000 | 14.286 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 5,000.0 |
| Subtotal Assessment | | | | | | | | | | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 5,000.0 |
| Total | | | | | | | | | | 81,000.0 | 1,000.0 | 81,000.0 | 1,000.0 | 81,000.0 | 245,000.0 |

\a study on national students assessment, budget moved to programme divisions

\b budget moved to programme management

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Table 4.1. PEDP III management and Governance

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|---|--------|------------|-------|-------|-------|-------|-------|-----------------|--------------------------|------------------------|------------------|------------------|------------------|------------------|--------------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Prog3 Management | | | | | | | | | | | | | | | |
| 1. Equipment , Furniture, Vehicle | | | | | | | | | | | | | | | |
| Computers, Software, Printers, OHP, volt stab. etc /a | number | 20 | - | - | - | - | 20 | 400 | 5.714 | 8,000.0 | - | - | - | - | 8,000.0 |
| Digital camera, scanner, Photocopier /b | number | 40 | - | - | - | - | 40 | 500 | 7.143 | 20,000.0 | - | - | - | - | 20,000.0 |
| Vehicle /c | number | 6 | - | - | - | - | 6 | 5,000 | 71.429 | 30,000.0 | - | - | - | - | 30,000.0 |
| Furniture /d | number | 51 | - | - | - | - | 51 | 600 | 8.571 | 30,600.0 | - | - | - | - | 30,600.0 |
| Total Investment Costs | | | | | | | | | | 88,600.0 | - | - | - | - | 88,600.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. PEDP III Management | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study & Survey | Lumsum | | | | | | | | | 67,000.0 | 16,000.0 | 60,000.0 | 22,000.0 | 39,000.0 | 204,000.0 |
| Workshop & Seminar /e | number | 150 | 150 | 150 | 150 | 150 | 750 | 150 | 2.143 | 22,500.0 | 22,500.0 | 22,500.0 | 22,500.0 | 22,500.0 | 112,500.0 |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | 89,500.0 | 38,500.0 | 82,500.0 | 44,500.0 | 61,500.0 | 316,500.0 |
| 2. Technical Assistance | | | | | | | | | | | | | | | |
| International Consultants /f | P/M | 150 | 150 | 150 | 150 | 150 | 750 | 1,750 | 25 | 262,500.0 | 262,500.0 | 262,500.0 | 262,500.0 | 262,500.0 | 1,312,500.0 |
| International Consultants (Pool) /g | P/M | 20 | 20 | 20 | 20 | 20 | 100 | 1,750 | 25 | 35,000.0 | 35,000.0 | 35,000.0 | 35,000.0 | 35,000.0 | 175,000.0 |
| National Consultants /h | P/M | 400 | 400 | 400 | 400 | 400 | 2,000 | 350 | 5 | 140,000.0 | 140,000.0 | 140,000.0 | 140,000.0 | 140,000.0 | 700,000.0 |
| National Consultants (Pool) /i | P/M | 100 | 100 | 100 | 100 | 100 | 500 | 350 | 5 | 35,000.0 | 35,000.0 | 35,000.0 | 35,000.0 | 35,000.0 | 175,000.0 |
| Subtotal Technical Assistance | | | | | | | | | | 472,500.0 | 472,500.0 | 472,500.0 | 472,500.0 | 472,500.0 | 2,362,500.0 |
| 3. Staff Salary | | | | | | | | | | | | | | | |
| PSO | P/M | 15 | 15 | 15 | 15 | 15 | 75 | 500 | 7.143 | 7,500.0 | 7,500.0 | 7,500.0 | 7,500.0 | 7,500.0 | 37,500.0 |
| Programme Divisions officers | P/M | 11 | 11 | 11 | 11 | 11 | 55 | 544.5 | 7.779 | 5,989.5 | 5,989.5 | 5,989.5 | 5,989.5 | 5,989.5 | 29,947.5 |
| Programme Divisions Staff | P/M | 24 | 24 | 24 | 24 | 24 | 120 | 112 | 1.6 | 2,688.0 | 2,688.0 | 2,688.0 | 2,688.0 | 2,688.0 | 13,440.0 |
| Subtotal Staff Salary | | | | | | | | | | 16,177.5 | 16,177.5 | 16,177.5 | 16,177.5 | 16,177.5 | 80,887.5 |
| 4. Operational Cost | | | | | | | | | | | | | | | |
| Operational Cost | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 162,000 | 2,314.286 | 162,000.0 | 162,000.0 | 162,000.0 | 162,000.0 | 162,000.0 | 810,000.0 |
| Total Recurrent Costs | | | | | | | | | | 740,177.5 | 689,177.5 | 733,177.5 | 695,177.5 | 712,177.5 | 3,569,887.5 |
| Total | | | | | | | | | | 828,777.5 | 689,177.5 | 733,177.5 | 695,177.5 | 712,177.5 | 3,658,487.5 |

^a Computers for PSO and PMU

^b for PSO & PMU

^c 1 four wheel drive and 1 Microbus for PSO, 2 four wheel drive & 2 microbus for PMU

^d for the PSU and PMU

^e All the subcomponent budget included

^f This consultants procure thro package

^g This consultants procure thro outside package

^h This consultants procure thro package

^i This consultants procure thro outside package

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Table 4.2. PEDP III Financial Management

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|---|--------|------------|-------|-------|-------|-------|-------|------------------------------|-----------------------------|------------------------|----------------|----------------|----------------|----------------|-----------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. PROG3 financial management | | | | | | | | | | | | | | | |
| 1. Financial Management | | | | | | | | | | | | | | | |
| Re Customization of Accounting software | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 3,000 | 42.857 | 3,000.0 | 3,000.0 | 3,000.0 | 3,000.0 | 3,000.0 | 15,000.0 |
| Server with Colleberation with iBAS | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 500 | 7.143 | 500.0 | 500.0 | 500.0 | 500.0 | 500.0 | 2,500.0 |
| Total Investment Costs | | | | | | | | | | 3,500.0 | 3,500.0 | 3,500.0 | 3,500.0 | 3,500.0 | 17,500.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. PROG3 financial management | | | | | | | | | | | | | | | |
| 1. Financial Management | | | | | | | | | | | | | | | |
| Trining of official/staff /a | Lumsum | 4,548 | - | - | - | - | 4,548 | 7 | 0.1 | 31,836.0 | - | - | - | - | 31,836.0 |
| Total Recurrent Costs | | | | | | | | | | 31,836.0 | - | - | - | - | 31,836.0 |
| Total | | | | | | | | | | 35,336.0 | 3,500.0 | 3,500.0 | 3,500.0 | 3,500.0 | 49,336.0 |

^a DPE 20, DD off-14, DPO-130, UEO-1000, URC-1000, PTI-110 total 2278 officer/staff, Two times training, budget moved to TED

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Table 4.3. Sector Finance

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|---|--------|------------|-------|-------|-------|-------|-------|------------------------|-----------------------|------------------------|-------|-------|-------|-------|-------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Sector Finance | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | 1 | 1 | 1 | 1 | 5 | | | - | - | - | - | - | - |
| Workshop & Seminar /b | Number | 50 | 50 | 50 | 50 | 50 | 250 | | | - | - | - | - | - | - |
| Total | | | | | | | | | | - | - | - | - | - | - |

\a ASC will be conducted once in a year

\b budget moved to 4.2

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Table 4.4. Strengthen Monitoring Functions

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | | Base Cost (Local '000) | | | | | Total |
|---|----------|------------|-------|-------|-------|-------|--------|--------------|-------------|------------------------|----------|----------|-----------|----------|-----------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Strengthening Monitoring Functions | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 2 | - | 2 | - | 3 | 7 | | | - | - | - | - | - | - |
| Workshop & Seminar | District | 50 | 50 | 50 | 50 | 50 | 250 | | | - | - | - | - | - | - |
| QSTF /b | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| 2. Implemetation/Progress review meeting /c | | | | | | | | | | | | | | | |
| National | number | - | - | 4 | 4 | - | 8 | | | - | - | - | - | - | - |
| Divisional | Division | - | - | 14 | 14 | 14 | 42 | | | - | - | - | - | - | - |
| District level | District | - | - | 50 | 50 | 50 | 150 | | | - | - | - | - | - | - |
| Upazila level | number | - | - | 502 | - | 502 | 1,004 | | | - | - | - | - | - | - |
| Subtotal Implemetation/Progress review meeting | | | | | | | | | | | | | | | |
| 3. Survey and Monitoring | | | | | | | | | | | | | | | |
| Survey and Monitoring /d | number | - | - | - | 1 | - | 1 | 500,000 | 7,142.857 | - | - | - | 500,000.0 | - | 500,000.0 |
| 4. GIS | | | | | | | | | | | | | | | |
| GIS | number | 1 | - | - | - | - | 1 | 30,000 | 428.571 | 30,000.0 | - | - | - | - | 30,000.0 |
| 5. Results based management | | | | | | | | | | | | | | | |
| ASPR & Study on RBM /e | number | 1 | 1 | 1 | 1 | 1 | 5 | | | - | - | - | - | - | - |
| Seminar /Meeting on ASPR /f | number | 10 | 10 | 10 | 10 | 10 | 50 | | | - | - | - | - | - | - |
| Training on RBM /g | number | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 10,000 | 5 | 0.071 | 10,000.0 | 10,000.0 | 10,000.0 | 10,000.0 | 10,000.0 | 50,000.0 |
| Subtotal Results based management | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | |
| | | | | | | | | | | 40,000.0 | 10,000.0 | 10,000.0 | 510,000.0 | 10,000.0 | 580,000.0 |

\a Without TA, budget moved to programme divisions

\b budget transfer to programme management

\c budget moved in programme management

\d Survey and Monitoring including child survey conducted within the programme period

\e budget moved to programme divisions

\f Budget moved to programme division

\g budget moved to TED

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Table 4.5. Human Resources and Development

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|--|---------|------------|-------|-------|-------|-------|-------|------------------------|-----------------------|------------------------|------------------|------------------|------------------|------------------|------------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Human Resources and Development | | | | | | | | | | | | | | | |
| 1. Local Training (AUEOs) | | | | | | | | | | | | | | | |
| Review, Printing and TOT | Lumsum | 1 | - | - | - | - | 1 | 2,000 | 28.571 | 2,000.0 | - | - | - | - | 2,000.0 |
| Materials Development | Lumsum | 1 | - | - | - | - | 1 | 2,000 | 28.571 | 2,000.0 | - | - | - | - | 2,000.0 |
| Subtotal Local Training (AUEOs) | | | | | | | | | | 4,000.0 | - | - | - | - | 4,000.0 |
| 2. Local Training (URC) | | | | | | | | | | | | | | | |
| Review, Printing and TOT | Lumsum | 1 | 1 | 1 | 1 | 1 | 5 | 1,000 | 14.286 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 5,000.0 |
| Total Investment Costs | | | | | | | | | | 5,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 1,000.0 | 9,000.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Human Resources and Development | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | - | 1 | - | - | 2 | | | - | - | - | - | - | - |
| Seminar & Workshop /b | number | 20 | 20 | 20 | 20 | 20 | 100 | | | - | - | - | - | - | - |
| Subtotal Study/Survey/Seminar & Workshop | | | | | | | | | | - | - | - | - | - | - |
| 2. Local Training (AUEOs) | | | | | | | | | | | | | | | |
| Initial training for new AUEOs /c | days | 200 | 200 | 200 | 200 | 200 | 1,000 | 70 | 1 | 14,000.0 | 14,000.0 | 14,000.0 | 14,000.0 | 14,000.0 | 70,000.0 |
| Academic Supervision for AUEOs /d | days | 400 | 400 | 400 | 400 | 400 | 2,000 | 15 | 0.214 | 6,000.0 | 6,000.0 | 6,000.0 | 6,000.0 | 6,000.0 | 30,000.0 |
| Subtotal Local Training (AUEOs) | | | | | | | | | | 20,000.0 | 20,000.0 | 20,000.0 | 20,000.0 | 20,000.0 | 100,000.0 |
| 3. Local Training (UEOs/Head Teacher) | | | | | | | | | | | | | | | |
| Orientation of Quality Assurance Inspection /e | days | 300 | 300 | 300 | 300 | 300 | 1,500 | 6 | 0.086 | 1,800.0 | 1,800.0 | 1,800.0 | 1,800.0 | 1,800.0 | 9,000.0 |
| Follow-up of Quality Assurance Inspection /f | days | 300 | 300 | 300 | 300 | 300 | 1,500 | 3.5 | 0.05 | 1,050.0 | 1,050.0 | 1,050.0 | 1,050.0 | 1,050.0 | 5,250.0 |
| Subtotal Local Training (UEOs/Head Teacher) | | | | | | | | | | 2,850.0 | 2,850.0 | 2,850.0 | 2,850.0 | 2,850.0 | 14,250.0 |
| 4. Local Training (URC) | | | | | | | | | | | | | | | |
| Training of URC instructor and Ast Instructor /g | days | 150 | 150 | 150 | 150 | 150 | 750 | 35 | 0.5 | 5,250.0 | 5,250.0 | 5,250.0 | 5,250.0 | 5,250.0 | 26,250.0 |
| 5. Local Training (Management and Staff) | | | | | | | | | | | | | | | |
| Central Level, DPEO, APEO, AD /h | Lumsum | - | 200 | 200 | - | - | 400 | 7 | 0.1 | - | 1,400.0 | 1,400.0 | - | - | 2,800.0 |
| Training for DPE and Feild level /i | Lumsum | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 7,500 | 10 | 0.143 | 15,000.0 | 15,000.0 | 15,000.0 | 15,000.0 | 15,000.0 | 75,000.0 |
| Subtotal Local Training (Management and Staff) | | | | | | | | | | 15,000.0 | 16,400.0 | 16,400.0 | 15,000.0 | 15,000.0 | 77,800.0 |
| 6. Training for Local Govt Elected representative | | | | | | | | | | | | | | | |
| Upazala Chairman and vice chairman /j | Persons | 312 | 312 | 312 | 312 | 312 | 1,560 | 3 | 0.043 | 936.0 | 936.0 | 936.0 | 936.0 | 936.0 | 4,680.0 |
| Poroshuva & Union Porishad /k | Lumsum | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 7,500 | 3 | 0.043 | 4,500.0 | 4,500.0 | 4,500.0 | 4,500.0 | 4,500.0 | 22,500.0 |
| Subtotal Training for Local Govt Elected representative | | | | | | | | | | 5,436.0 | 5,436.0 | 5,436.0 | 5,436.0 | 5,436.0 | 27,180.0 |
| 7. Oversease Training | | | | | | | | | | | | | | | |
| Oversease Training /l | days | 1,600 | 1,600 | 1,600 | 1,600 | 1,600 | 8,000 | 60 | 0.857 | 96,000.0 | 96,000.0 | 96,000.0 | 96,000.0 | 96,000.0 | 480,000.0 |
| Total Recurrent Costs | | | | | | | | | | 144,536.0 | 145,936.0 | 145,936.0 | 144,536.0 | 144,536.0 | 725,480.0 |
| Total | | | | | | | | | | 149,536.0 | 146,936.0 | 146,936.0 | 145,536.0 | 145,536.0 | 734,480.0 |

la budget moved to programme divisions

lb budget moved to 4.2

lc 2 months training, budget moved to TED

ld budget moved to TED

le 9 days training for 500 UEOs and 1000 Head Teacher, budget moved to TED

lf 5 days training for 500 UEOs and 1000 Head Teacher, budget moved to TED

lg 1 months training, budget moved to TED

lh budget moved to TED

li 2 weeks Office Management and Computer training, budget moved to TED

lj budget moved to TED

lk budget moved to TED

ll 15 days exposure training and remaining will be outsource withing the country thro international firm

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Table 4.6. Public Private Partnerships (PPPs)

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|---|--------|------------|-------|-------|-------|-------|-------|------------------------|-----------------------|------------------------|-------|-------|-------|-------|-------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Public Private Partnerships(PPPs) | | | | | | | | | | | | | | | |
| 1. Study/Survey/Seminar & Workshop | | | | | | | | | | | | | | | |
| Study /a | number | 1 | 1 | 1 | 1 | 1 | 5 | | | - | - | - | - | - | - |
| Workshop & Seminar /b | number | 5 | 5 | 5 | 5 | 5 | 25 | | | - | - | - | - | - | - |
| Survey /c | number | - | - | 1 | - | - | 1 | | | - | - | - | - | - | - |
| Total | | | | | | | | | | - | - | - | - | - | - |

/a budget moved to programme divisions

/b budget moved to programme management

/c To identify potential partners/local donors for rural development school

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Table 5.1. 2400 MOPME Secretariate

| Detailed Costs | Unit | Quantities | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | | |
|--|--------|------------|--------|-------|--------|--------|------------------------|-----------------------|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | Total | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. 2401 MOPME Secretariate | | | | | | | | | | | | | | | |
| 1. 2401 MOPME Secretariate | | | | | | | | | | | | | | | |
| 6800 Capital Expenditure /a | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 150 | 2.143 | 154.5 | 159.1 | 163.8 | 168.8 | 173.9 | 820.2 |
| 7400 Advance to Govt employees /b | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 111,550 | 1,593.571 | 114,896.5 | 118,343.4 | 121,812.6 | 125,549.5 | 129,319.9 | 609,921.9 |
| Subtotal 2401 MOPME Secretariate | | | | | | | | | | 115,051.0 | 118,502.5 | 121,976.4 | 125,718.4 | 129,493.8 | 610,742.1 |
| 2. 2402 CPEIMU | | | | | | | | | | | | | | | |
| 6800 Capital Expenditure /c | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 800 | 11.429 | 824.0 | 848.7 | 873.6 | 900.4 | 927.4 | 4,374.2 |
| Total Investment Costs | | | | | | | | | | 115,875.0 | 119,351.3 | 122,850.0 | 126,618.8 | 130,421.3 | 615,116.3 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. 2401 MOPME Secretariate | | | | | | | | | | | | | | | |
| 1. 2401 MOPME Secretariate | | | | | | | | | | | | | | | |
| 4500 Pay of Officers /d | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 12,500 | 178.571 | 12,875.0 | 13,261.3 | 13,650.0 | 14,068.8 | 14,491.3 | 68,346.3 |
| 4600 Pay of Establishment | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 4,600 | 65.714 | 4,738.0 | 4,880.1 | 5,023.2 | 5,177.3 | 5,332.8 | 25,151.4 |
| 4700 Allowances | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 9,540 | 136.286 | 9,826.2 | 10,121.0 | 10,417.7 | 10,737.3 | 11,059.7 | 52,161.9 |
| 4800 Supplies & Service | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 20,305 | 290.071 | 20,914.2 | 21,541.6 | 22,173.1 | 22,853.3 | 23,539.6 | 111,021.6 |
| 4900 Repairs & Maintenance | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 1,000 | 14.286 | 1,030.0 | 1,060.9 | 1,092.0 | 1,125.5 | 1,159.3 | 5,467.7 |
| 6300 Pensions & Gratuities | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 7,745,832 | 110,654.743 | 7,978,207.0 | 8,217,553.2 | 8,458,448.5 | 8,717,933.9 | 8,979,743.0 | 42,351,885.6 |
| Subtotal 2401 MOPME Secretariate | | | | | | | | | | 8,027,590.3 | 8,268,418.0 | 8,510,804.5 | 8,771,896.0 | 9,035,325.7 | 42,614,034.5 |
| 2. 0002 CPEIMU | | | | | | | | | | | | | | | |
| 4500 Pay of Officers | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 4,200 | 60 | 4,326.0 | 4,455.8 | 4,586.4 | 4,727.1 | 4,869.1 | 22,964.3 |
| 4600 Pay of Establishment | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 4,900 | 70 | 5,047.0 | 5,198.4 | 5,350.8 | 5,515.0 | 5,680.6 | 26,791.7 |
| 4700 Allowances | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 6,025 | 86.071 | 6,205.8 | 6,391.9 | 6,579.3 | 6,781.1 | 6,984.8 | 32,942.9 |
| 4800 Supplies & Service | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 6,090 | 87 | 6,272.7 | 6,460.9 | 6,650.3 | 6,854.3 | 7,060.1 | 33,298.3 |
| 4900 Repairs & Maintenance | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 400 | 5.714 | 412.0 | 424.4 | 436.8 | 450.2 | 463.7 | 2,187.1 |
| Subtotal 0002 CPEIMU | | | | | | | | | | 22,263.5 | 22,931.4 | 23,603.6 | 24,327.7 | 25,058.3 | 118,184.3 |
| 3. 0003 Education Week | | | | | | | | | | | | | | | |
| 5900 Grants to aid /e | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 1,800 | 25.714 | 1,854.0 | 1,909.6 | 1,965.6 | 2,025.9 | 2,086.7 | 9,841.9 |
| 4. 0004 Scheme Implementation | | | | | | | | | | | | | | | |
| 5900 Grants to aid /f | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 600 | 8.571 | 618.0 | 636.5 | 655.2 | 675.3 | 695.6 | 3,280.6 |
| Subtotal 2401 MOPME Secretariate | | | | | | | | | | 8,052,325.8 | 8,293,895.5 | 8,537,028.9 | 8,798,924.9 | 9,063,166.3 | 42,745,341.3 |
| B. 2405 Autonomous and Others Institution | | | | | | | | | | | | | | | |
| 1. 3455 Registered non Govt Primary School | | | | | | | | | | | | | | | |
| 5900 Grants to aid /g | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 5,453,600 | 77,908.571 | 5,617,208.0 | 5,785,724.2 | 5,955,331.2 | 6,138,026.8 | 6,322,358.5 | 29,818,648.7 |
| 2. 3456 Community School | | | | | | | | | | | | | | | |
| 5900 Grants to aid /h | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 660,000 | 9,428.571 | 679,800.0 | 700,194.0 | 720,720.0 | 742,830.0 | 765,138.0 | 3,608,682.0 |
| 3. 4709 NAPE | | | | | | | | | | | | | | | |
| 5900 Grants to aid /i | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 30,335 | 433.357 | 31,245.1 | 32,182.4 | 33,125.8 | 34,142.0 | 35,167.4 | 165,862.7 |
| Subtotal 2405 Autonomous and Others Institution | | | | | | | | | | 6,328,253.1 | 6,518,100.6 | 6,709,177.0 | 6,914,998.8 | 7,122,663.8 | 33,593,193.4 |
| Total Recurrent Costs | | | | | | | | | | 14,380,578.8 | 14,811,996.2 | 15,246,205.9 | 15,713,923.7 | 16,185,830.1 | 76,338,534.7 |
| Total | | | | | | | | | | 14,496,453.8 | 14,931,347.4 | 15,369,055.9 | 15,840,542.5 | 16,316,251.4 | 76,953,651.0 |

/a Assumed 3% growth, Included retirement benefit and advance for govt officers

/b Assumed 3% growth, Included retirement benefit and advance for govt officers

/c Assumed 3% growth, Included retirement benefit and advance for govt officers

/d Assumed 3% growth

/e Assumed 3% growth

/f Assumed 3% growth

/g Assumed 3% growth

/h Assumed 3% growth

/i Assumed 3% growth

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Table 5.2. 2431 DPE

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | | Base Cost (Local '000) | | | | | Total |
|-------------------------------|--------|------------|--------|-------|--------|--------|--------|------------|------------|------------------------|-------------|-------------|-------------|-------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | Local '000 | US\$ '000 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. 2431 DPE | | | | | | | | | | | | | | | |
| 1. 0001 Head Quarters | | | | | | | | | | | | | | | |
| 6800 Capital Expenditure /a | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 1,800,000 | 25,714.286 | 1,854,000.0 | 1,909,620.0 | 1,965,600.0 | 2,025,900.0 | 2,086,740.0 | 9,841,860.0 |
| Total Investment Costs | | | | | | | | | | 1,854,000.0 | 1,909,620.0 | 1,965,600.0 | 2,025,900.0 | 2,086,740.0 | 9,841,860.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. 2431 DPE | | | | | | | | | | | | | | | |
| 1. 0001 Headquarters | | | | | | | | | | | | | | | |
| 4500 Pay of Officers /b | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 121,750 | 1,739.286 | 125,402.5 | 129,164.6 | 132,951.0 | 137,029.6 | 141,144.8 | 665,692.5 |
| 4600 Pay of Establishment /c | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 104,195 | 1,488.5 | 107,320.9 | 110,540.5 | 113,780.9 | 117,271.5 | 120,793.3 | 569,707.0 |
| 4700 Allowances /d | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 196,347 | 2,804.957 | 202,237.4 | 208,304.5 | 214,410.9 | 220,988.5 | 227,625.1 | 1,073,566.5 |
| 4800 Supplies & Service /e | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 348,900 | 4,984.286 | 359,367.0 | 370,148.0 | 380,998.8 | 392,687.0 | 404,479.8 | 1,907,680.5 |
| 4900 Repairs & Maintenance /f | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 8,300 | 118.571 | 8,549.0 | 8,805.5 | 9,063.6 | 9,341.7 | 9,622.2 | 45,381.9 |
| Total Recurrent Costs | | | | | | | | | | 802,876.8 | 826,963.1 | 851,205.3 | 877,318.2 | 903,665.1 | 4,262,028.4 |
| Total | | | | | | | | | | 2,656,876.8 | 2,736,583.1 | 2,816,805.3 | 2,903,218.2 | 2,990,405.1 | 14,103,888.4 |

/a Assumed 3% growth, Included retirement benefit and advance for govt officers

/b Assumed 3% growth

/c Assumed 3% growth

/d Assumed 3% growth

/e Assumed 3% growth

/f Assumed 3% growth

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Table 5.3. 2432 GOVT Primary School

| Detailed Costs | Unit | Quantities | | | | | | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | |
|-------------------------------------|--------|------------|--------|-------|--------|--------|--------|---------------------------|--------------------------|------------------------|--------------|--------------|--------------|--------------|---------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. 2432 Govt Primary School | | | | | | | | | | | | | | | |
| 1. 0000 Primary Schools | | | | | | | | | | | | | | | |
| 6800 Capital Expenditure /a | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | | | - | - | - | - | - | - |
| Total Investment Costs | | | | | | | | | | - | - | - | - | - | - |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. 2432 Govt Primary Schools | | | | | | | | | | | | | | | |
| 1. 0000 Primary Schools | | | | | | | | | | | | | | | |
| 4500 Pay of Officers | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | | | - | - | - | - | - | - |
| 4600 Pay of Establishment /b | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 16,017,054 | 228,815.057 | 16,497,565.6 | 16,992,492.6 | 17,490,623.0 | 18,027,194.3 | 18,568,570.7 | 87,576,446.2 |
| 4700 Allowances /c | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 13,610,720 | 194,438.857 | 14,019,041.6 | 14,439,612.8 | 14,862,906.2 | 15,318,865.4 | 15,778,907.7 | 74,419,333.7 |
| 4800 Supplies & Service /d | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 471,500 | 6,735.714 | 485,645.0 | 500,214.4 | 514,878.0 | 530,673.3 | 546,610.0 | 2,578,020.6 |
| 4900 Repairs & Maintenance /e | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 480,000 | 6,857.143 | 494,400.0 | 509,232.0 | 524,160.0 | 540,240.0 | 556,464.0 | 2,624,496.0 |
| Total | | | | | | | | | | 31,496,652.2 | 32,441,551.8 | 33,392,567.2 | 34,416,972.9 | 35,450,552.3 | 167,198,296.4 |

/a Assumed 3% growth, Included retirement benefit and advance for govt officers

/b Assumed 3% growth

/c Assumed 3% growth

/d Assumed 3% growth

/e Assumed 3% growth

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Table 5.4. 2433 PTI

| Detailed Costs | Unit | Unit Cost | | | | | | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | | |
|-------------------------------|--------|-----------|--------|-------|--------|--------|--------|--------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. 2433 PTI | | | | | | | | | | | | | | | |
| 1. 0000 PTI | | | | | | | | | | | | | | | |
| 6800 Capital Expenditure /a | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | | | - | - | - | - | - | - |
| Total Investment Costs | | | | | | | | | | - | - | - | - | - | - |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. 2433 PTI | | | | | | | | | | | | | | | |
| 1. 0000 PTI | | | | | | | | | | | | | | | |
| 4500 Pay of Officers /b | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 89,680 | 1,281.143 | 92,370.4 | 95,141.5 | 97,930.6 | 100,934.8 | 103,966.0 | 490,343.3 |
| 4600 Pay of Establishment /c | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 67,634 | 966.2 | 69,663.0 | 71,752.9 | 73,856.3 | 76,122.1 | 78,408.1 | 369,802.4 |
| 4700 Allowances /d | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 126,748 | 1,810.686 | 130,550.4 | 134,467.0 | 138,408.8 | 142,654.9 | 146,939.0 | 693,020.0 |
| 4800 Supplies & Service /e | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 25,650 | 366.429 | 26,419.5 | 27,212.1 | 28,009.8 | 28,869.1 | 29,736.0 | 140,246.5 |
| 4900 Repairs & Maintenance /f | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 100,420 | 1,434.571 | 103,432.6 | 106,535.6 | 109,658.6 | 113,022.7 | 116,416.9 | 549,066.4 |
| Total | | | | | | | | | | 422,436.0 | 435,109.0 | 447,864.1 | 461,603.6 | 475,466.0 | 2,242,478.7 |

/a Assumed 3% growth, Included retirement benefit and advance for govt officers

/b Assumed 3% growth

/c Assumed 3% growth

/d Assumed 3% growth

/e Assumed 3% growth

/f Assumed 3% growth

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Table 5.5. 2434 UEO

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost | | Base Cost (Local '000) | | | | | |
|-------------------------------|--------|------------|--------|-------|--------|--------|--------|--------------|-------------|------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | (Local '000) | (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. 2434 UEO | | | | | | | | | | | | | | | |
| 1. 0000 UEO | | | | | | | | | | | | | | | |
| 6800 Capital Expenditure /a | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | | | - | - | - | - | - | - |
| Total Investment Costs | | | | | | | | | | - | - | - | - | - | - |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. 2434 UEO | | | | | | | | | | | | | | | |
| 1. 0000 UEO | | | | | | | | | | | | | | | |
| 4500 Pay of Officers /b | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 326,136 | 4,659,086 | 335,920.1 | 345,997.7 | 356,140.5 | 367,066.1 | 378,089.5 | 1,783,213.8 |
| 4600 Pay of Establishment /c | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 168,632 | 2,409,029 | 173,691.0 | 178,901.7 | 184,146.1 | 189,795.3 | 195,495.1 | 922,029.2 |
| 4700 Allowances /d | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 415,566 | 5,936,657 | 428,033.0 | 440,874.0 | 453,798.1 | 467,719.5 | 481,765.7 | 2,272,190.2 |
| 4800 Supplies & Service /e | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 42,150 | 602,143 | 43,414.5 | 44,716.9 | 46,027.8 | 47,439.8 | 48,864.5 | 230,463.6 |
| 4900 Repairs & Maintenance /f | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 13,500 | 192,857 | 13,905.0 | 14,322.2 | 14,742.0 | 15,194.3 | 15,650.6 | 73,814.0 |
| Total | | | | | | | | | | 994,963.5 | 1,024,812.4 | 1,054,854.5 | 1,087,215.0 | 1,119,865.3 | 5,281,710.7 |

/a Assumed 3% growth, Included retirement benefit and advance for govt officers

/b Assumed 3% growth

/c Assumed 3% growth

/d Assumed 3% growth

/e Assumed 3% growth

/f Assumed 3% growth

**Bangladesh
PEDP3**

Table 5.6. PEDP II Liability

| Detailed Costs | Unit | | | | | | | Unit Cost | Unit Cost | Base Cost (Local '000) | | | | | |
|-------------------------------|--------|-------|--------|-------|--------|--------|--------|--------------|-------------|------------------------|-------------|-------------|-------------|-------------|--------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total | (Local '000) | (US\$ '000) | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | Total |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. PEDP II Liability | | | | | | | | | | | | | | | |
| 1. PEDP II Liability | | | | | | | | | | | | | | | |
| 6800 Capital Expenditure /a | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | | | - | - | - | - | - | - |
| Total Investment Costs | | | | | | | | | | - | - | - | - | - | - |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. PEDP II Liability | | | | | | | | | | | | | | | |
| 1. PEDP II Liability | | | | | | | | | | | | | | | |
| 4600 Pay of Establishment /b | Amount | 1.03 | 1.0609 | 1.092 | 1.1255 | 1.1593 | 5.4677 | 4,994,527 | 71,350.386 | 5,144,362.8 | 5,298,693.7 | 5,454,023.5 | 5,621,340.1 | 5,790,155.2 | 27,308,575.3 |
| Total | | | | | | | | | | 5,144,362.8 | 5,298,693.7 | 5,454,023.5 | 5,621,340.1 | 5,790,155.2 | 27,308,575.3 |

\a Assumed 3% growth, Included retirement benefit and advance for govt officers

\b Assumed 3% growth

**Bangladesh
PEDP3**

Table 5.7. Discret Project

| Detailed Costs | Unit | Quantities | | | | | Total | Unit Cost (Local '000) | Unit Cost (US\$ '000) | Base Cost (Local '000) | | | | | Total |
|-------------------------------|--------|------------|-------|-------|-------|-------|-------|---------------------------|--------------------------|------------------------|---------------------|--------------------|--------------------|--------------------|---------------------|
| | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | | | | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | |
| I. Investment Costs | | | | | | | | | | | | | | | |
| A. Discrete Project | | | | | | | | | | | | | | | |
| Recon of GPS | number | 1 | - | - | - | - | 1 | 7,920,547 | 113,150.671 | 7,920,547.0 | - | - | - | - | 7,920,547.0 |
| Recon of RNGPS | number | 1 | - | - | - | - | 1 | 5,244,725 | 74,924.643 | 5,244,725.0 | - | - | - | - | 5,244,725.0 |
| 12 PTI | number | | | | | | | | | 620,450.0 | 620,450.0 | 620,450.0 | 620,450.0 | - | 2,481,800.0 |
| Establishment of 1500 schoo | number | | | | | | | | | 1,476,916.8 | 1,476,916.8 | 1,476,916.8 | 1,476,916.8 | 1,476,916.8 | 7,384,584.0 |
| Total Investment Costs | | | | | | | | | | 15,262,638.8 | 2,097,366.8 | 2,097,366.8 | 2,097,366.8 | 1,476,916.8 | 23,031,656.0 |
| II. Recurrent Costs | | | | | | | | | | | | | | | |
| A. Discrete Project | | | | | | | | | | | | | | | |
| EC feeding | number | | | | | | | | | 575,622.0 | 575,622.0 | - | - | - | 1,151,244.0 |
| ROSC | number | | | | | | | | | 1,258,213.0 | 1,258,213.0 | - | - | - | 2,516,426.0 |
| PESP II | number | | | | | | | | | 10,204,465.0 | 10,204,465.0 | - | - | - | 20,408,930.0 |
| WFP school feediing | number | | | | | | | | | 2,856,997.8 | 2,856,997.8 | 2,856,997.8 | 2,856,997.8 | - | 11,427,991.0 |
| Un-approved Project | number | | | | | | | | | 2,000,000.0 | 2,000,000.0 | 2,000,000.0 | 2,000,000.0 | 2,000,000.0 | 10,000,000.0 |
| Total Recurrent Costs | | | | | | | | | | 16,895,297.8 | 16,895,297.8 | 4,856,997.8 | 4,856,997.8 | 2,000,000.0 | 45,504,591.0 |
| Total | | | | | | | | | | 32,157,936.6 | 18,992,664.6 | 6,954,364.6 | 6,954,364.6 | 3,476,916.8 | 68,536,247.0 |

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



Annexes

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



Directorate of Primary Education

June 2011

ANNEX 1: POLICY MATRIX

The Policy Matrix below organizes policy areas by PEFP3 components and distinguishes between current policies and policy directions likely under PEDP3. The intention is to use the matrix to facilitate policy dialogue between the Government and its Development Partners during the annual Joint Review Missions. Wherever possible, associated policy actions are included in the Results and Programme Matrix (Section 1).

| Policy Area | Current Policies | Policy Directions under PEDP3 | Comments |
|---|---|---|--|
| Component 1: Learning and Teaching | | | |
| Curriculum | Competency levels (expected common learning outcomes) for each of the grades/subjects are established. | <p>Integrated national curriculum framework for all primary schools is approved by The Government with agreed common core subjects (common learning outcomes) plus optional elective subjects</p> <p>MOPME approves an equivalency framework based on the integrated national curriculum framework.</p> <p>MoPME approves policy for multi-lingual education for instruction in mother tongue in the early years with transition to the national language ensuring full competency in both languages by the end of grade 5.</p> | <p>A curriculum that meets international standards for age-appropriate content and teaching methods (grade-wise and subject-wise) is essential to achieve the improvements in learning outcomes and cycle completion results.</p> <p>A flexible and adaptable curriculum that meets the needs of each boy and girl learner is important</p> <p>Close collaboration is required between NCTB, MoPME/DPE and NAPE regarding curriculum development and dissemination</p> |
| Teacher Education and Development | <p>Minimum qualifications for pre- and primary teachers are already specified in the NEP</p> <p>The current Certificate of Education becomes the new Dip-Ed programme starting from July 2012</p> | Teacher education and development drafted by DPE is approved by MoPME | <p>Preparations for implementing and piloting the revised the TED system should take place in Year 1.</p> <p>Implementation plans for wide-spread implementation should be aligned with timetable for curriculum development.</p> |
| Component 2: Participation and Disparities | | | |
| Pre-Primary | Guidelines on roles and responsibilities for delivering pre-primary education by government and non-government | | |

| Policy Area | Current Policies | Policy Directions under PEDP3 | Comments |
|--|--|---|---|
| | providers. Issued by MoPME | | |
| Second Chance and Alternative Education (NFE) | NEP already endorsed NFE provided by NGOs and CBOs. | Framework for equivalence between formal and non-formal primary education prepared and endorsed by MoPME | Equivalency framework will ease movement of students between non-formal and formal systems, enable some NFE learners to receive free textbooks, and permit students completing the primary cycle through NFE to take the terminal examination. |
| Targeting | | Criteria for targeting, prioritizing, sequencing and packaging needs-based interventions developed and approved by MoPME. | |
| Component 3: Decentralization and Effectiveness | | | |
| Decentralization - Field level offices | Field and school level obligatory functions defined and regulation formally devolving authority issued | Devolution Plan is approved and Implemented. | Subsidiary levels require clear authority to implement the decentralized obligatory, functions |
| Decentralization - School management decentralization | Decision made to provide unified grants to schools | Financing and school support (SLIPs/UPEPs) are established and institutionalized through the decentralized planning and implementation arrangements | Support to SLIPs should reflect both per capita and levels of disadvantage – and possibly the quality of the SLIPs. This should include: school funds, eligibility criteria, spending guidelines, funds flow mechanism, review and approval process, and regular assessment approved by Government and notified at all levels. |
| Examination and assessment | | A system is in place for regular school and classroom based assessment of learning outcomes and final examination. | Formative assessment to be used to ensure participation of all learners in learning process. |

| Policy Area | Current Policies | Policy Directions under PEDP3 | Comments |
|---|--|--|---|
| School enlistment | Eligibility criteria and support packages for different types of schools defined. | Non-public schools are enlisted and have become eligible for some types of public support | All pre-primary and primary schools, and Second Chance for pupils to 14 years, to be enlisted |
| Component 4: Planning and Management | | | |
| Capacity building | Recruitment and promotion rules and career path approved and implemented. | A robust system of in-service training and staff development is in place and operational. The Government establishes a Center for Leadership to train head teachers and school management committees. | Capacity building addresses issues of teacher motivation, performance incentives, and gender balance. |
| PPPs | | Mechanism for using PPP in the primary education sub-sector developed and formally adopted. | This should cover concept, implementation and funding arrangements and eligibility criteria. |
| RBM/M&E | Policy and concept on decentralized RBM, M&E and EMIS along with action plan approved. | An integrated EMIS system is in place that covers all (pre)primary schools. | This should build on the ongoing RBM initiatives which include developing upazila profiles. |
| Financial Management | | Annual Fiduciary Review undertaken. Planning and budgeting are linked through adequate MTBF. | |

ANNEX 2: DEVELOPMENT COORDINATION

Major projects and programmes financed by development partners

Many development partners have contributed to the sector over the years. Coordination among these partners is achieved through the Education Local Consultative Group. The following table summarizes the areas and projects supported by the multilateral and bi-lateral agencies as well as international and national NGOs.

Table 2.1 Development Partner Assistance to the Education Sector

| Name of DP | Projects and Support Areas |
|--------------------------------|--|
| A Multilateral Agencies | |
| ADB | <p>Completed</p> <ul style="list-style-type: none"> • Primary Education Sector Project (PESP/GEP) (co-financed by many DPs) (ADB \$68.3 million) • Second Primary Education Sector Project (SPESP/PEDP-I) (co-financed by many (ADB amount: \$100 million) • Non-formal Education Project (NFEP) (co-financed by IDA-WB and SDC) (ADB \$26.7 million) • Secondary Education Development Project (SEDP) (\$72 million) • Secondary Education Sector Improvement Project (SESIP) (\$60 million) • Higher Secondary Education Project (co-financed by UNDP) (ADB amount: \$49.2 million) • Bangladesh Open University Project (\$34.3 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Second Primary Education Development Program (PEDP-II) (SWAP with many DPs) (ADB amount: \$100 million) • Post-Literacy and Continuing Education Project (PLCEP) (co-financed by DFID and (ADB amount: \$65 million) • Teaching Quality Improvement in Secondary Education Project (TQISEP) (co-CIDA) (ADB amount: \$68.9 million) • SE Sector Development Project (\$85 million) • SE Sector Development Program (\$30 million) • Skills Development Project (co-financed by SDC) (ADB amount: \$50 million) |
| IDA-World Bank | <p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (IDA-WB amount: \$159.3 million) • SPESP/PEDP-I (co-financed by many DPs) (IDA-WB amount: \$150 million) • NFEP (co-financed by ADB and SDC) (IDA-WB amount: \$10.5 million) • Post-Literacy and Continuing Education Project (co-financed by SDC) (IDA-WB amount: \$53 million) • Second Female Secondary School Assistance Project (\$120.9 million) • Programmatic Education Sector Adjustment Credit Phases I-III (Phase I: \$100 million; Phase II [IDA amount]: \$100 million; Phase III [IBRD amount]: \$100 million) <p>Ongoing</p> <ul style="list-style-type: none"> • PEDP II • Reaching Out of Schools Children Project (co-financed by SDC) (WB amount: \$51 million) • Secondary Education Quality and Access Enhancement Project (\$130.7 million) |

| Name of DP | Projects and Support Areas |
|-----------------------------------|---|
| | <p>Proposed</p> <ul style="list-style-type: none"> Higher Education Quality Enhancement Project (HEQEP) Technical and Vocational Education and Training Project |
| <p>European Commission</p> | <p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (SWAp with many DPs) (EU amount: EUR 105 million) SHARE (new NFPE programme) (EU amount: EUR 52 million), call for proposals to be launched soon Non-Formal Primary Education through three major projects: BRAC, Dhaka Ahsania Mission (UNIQUE) and Save the Children US (SHIKHON) with their partner NGOs (EU amount: EUR 28.3 million) Technical and Vocational Education and Training (TVET) Reform (implemented through II O) (EU amount: EUR 14 million) Asia Link: Building partnership for better health, implemented by BRAC University (EU contribution: EUR 749,610) Education in CHT (Primary Education), (EU amount: EUR 6.6 million) School Feeding (Primary Education) (EU amount: EUR 14.5 million) Quality Primary Education for Children from Extreme Poor Households on Remote River Islands in North-West Bangladesh, implemented by NETZ (EU amount: EUR 0.84 million) Developing a Safety Net for Urban Marginalised and Disadvantaged Children, implemented by Terre des Hommes Italy (EU contribution: EUR 0.7 million) Early Childhood Care and Development in Disaster-Prone Areas, implemented by Plan Bangladesh (EU contribution: EUR 0.84 million) <p>Proposed</p> <ul style="list-style-type: none"> TVET/Skills Development: Skills for Unemployed and Underemployed Labour (SkillFUL): Promoting sustainable training in the informal economy for poverty EUR 1.5 million TVET/Skills Development: TVET for Young People in the Informal Economy in Bangladesh EUR 1.7 million |
| <p>United Nations</p> | |
| <p>UNDP</p> | <p>Completed</p> <ul style="list-style-type: none"> PESP/GEP (co-financed by many DPs) (UNDP amount: \$5 million) Higher Secondary Education Project (co-financed by ADB) (UNDP amount: \$2.85 million) <p>Ongoing</p> <ul style="list-style-type: none"> Non-formal Education in CHT Pre-formal and Non-formal education for street children; schooling and full boarding facilities for children of commercial sex workers Basic Education: CHTDF – Strengthening basic education: indigenous |
| <p>WFP</p> | <p>Completed</p> <ul style="list-style-type: none"> WFP School Feeding Program (also supported by AusAid, USAID, WFP multilateral, and Saudi Arabia) (WFP amount: \$3.2 million plus in-kind support) Food for Education under SPESP/PEDP-I <p>Ongoing</p> <ul style="list-style-type: none"> Nutrition for education component under the country program for primary school children in high food insecure areas |

| Name of DP | Projects and Support Areas |
|------------|---|
| UNICEF | <p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (UNICEF amount: \$10 million) • Intensive District Approach to Education for All under SPESP/PEDP-I (co-financed by SIDA WB, Government of Japan) (UNICEF amount: \$15.5 million) • Basic Education for Hard to Reach Working Children Project Phase I (co-financed by DFID and SIDA) • Basic Education for urban working children (\$4.06 million) • Emergency Education (\$2.96 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Parallel cofinancing for PEDP-II (in partnership with AusAid) (UNICEF/AusAID amount: \$34.22 million) • Basic Education for Hard to Reach Working Children Project Phase II (co-financed by SIDA and CIDA) (\$40.15million) • <i>Early Learning for Child Development Project (support to MOWCA)(\$20.10million)</i> |
| UNESCO | <p>Completed</p> <ul style="list-style-type: none"> • Empowering Adolescent Girls to Become Agents of Social Transformation (supported through DAM and Nari Maitree) (\$44,000) • Capacity Building on HIV/AIDS Prevention Education (\$250,000) • Training of teachers of TVE (also supported by the Government of Japan) (\$298,000) • Strategic capacity building of NGO and THE GOVERNMENT mid-level staff (\$198,000) |
| ILO | <p>Completed</p> <ul style="list-style-type: none"> • Eliminating the Worst Form of Child Labor in Bangladesh (Time Bound Program) (also supported by DFID, Norway, and USAID in partnership with UNICEF and ADB) (ILO amount: \$2.5 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Technical and Vocational Education and Training (TA with funding from EC) (\$22 million) • Non-formal Education (a component of child labor program) |
| UNFPA | <p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (UNFPA amount: \$2.4 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Life Skills Education for School Youth and Adolescents at Secondary Level (\$ 1 million) • Non-formal Education for Youths through Youth Clubs |

| Name of DP | Projects and Support Areas |
|------------------------------|--|
| B Bilateral Agencies | |
| Australia (AusAID) | <p>Ongoing</p> <ul style="list-style-type: none"> Parallel funding support to PEDP-II (in partnership with UNICEF) (AusAID amount: AUD \$28 million) Pre-Primary, Primary, Basic Education: BRAC Education Program AUD\$30 million Scholarships for Graduation and post-graduation courses in development related subjects for public and private sector, including indigenous |
| Belgium (DGIS) | <p>Completed</p> <ul style="list-style-type: none"> PESP/GEP (co-financed by many DPs) (DGIS amount: \$14 million) |
| Canada (CIDA) | <p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (Co-financed with 11DPs CIDA grant amount: Cdn\$61 million) Basic Education for Hard to Reach Urban Working Children Phase II (co-financed by SIDA and UNICEF) (CIDA grant amount: \$ 13.5 million) BRAC Education Program II (co-financed by DFID, Netherlands, Norway, NOVIB) (CIDA contribution amount: \$20 million) Livelihood Education for Adolescents Development (with USC) (\$5 million) Teaching Quality Improvement/TQI (co-financed by ADB) (CIDA grant amount: \$26 million) |
| Denmark (DANIDA) | <p>Ongoing</p> <ul style="list-style-type: none"> Support to Underprivileged Children's Education Program (UCEP) (\$9.8 million from DPs) (DANIDA amount: \$3.7 million) |
| UK (DFID) | <p>Completed</p> <ul style="list-style-type: none"> SPESP (co-financed by ODA-UK) (ODA amount: \$17 million) Effective Schools through Enhanced Educational Management (ESTEEM) under SPESP/PEPD-I (DFID amount: \$30 million) Basic Education for Hard to Reach Urban Children Phase I (co-financed by UNICEF) Support to UCEP Phases II-IV (co-financed with DANIDA, NORAD, SDC) Active Learning Core Project implemented by FIVDB (£ 2.11 million) <p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (SWAp with many DPs) (DFID amount: \$150 million) BRAC Education Program (co-financed by DFID, Netherlands, NORAD, NOVIP) (DFID amount: \$56.7 million) English in Action nine year programme (amount: £ 50 million) Support to Skills and Opportunities for Employment (SKOP) UNICEF Phases V (co- |
| Germany (KfW and GTZ) | <ul style="list-style-type: none"> Primary School and Cyclone Shelter Construction Project and Comprehensive Primary Education Project under SPESP/PEPD-I (\$30 million) |

| Name of DP | Projects and Support Areas |
|--------------------------|--|
| Islamic Development Bank | <p>Completed</p> <ul style="list-style-type: none"> Parallel funding support to PEDP-I (\$10.3 million) <p>Ongoing</p> <ul style="list-style-type: none"> Construction of Madrasah Project (\$ 9.87 million) Construction of annex building of IDB Establishment of three girls polytechnic institutes as part of the GOVERNMENT -funded modernization of 20 polytechnic institutes and establishment of 18 new polytechnic institutes (\$ 0.63 million) Introduction of computer science in selected madrasahs in strengthening of the same course in selected secondary school project Introduction of dektil vocational training into madrasahs (\$ 7.56 million) |
| Japan (JICA) | <p>Completed</p> <ul style="list-style-type: none"> Assistance to training for secondary-level science and math <p>Ongoing</p> <ul style="list-style-type: none"> Quality Improvement of Teacher Training on Science and Mathematics under PEDP-II (\$6.8million) Support for Non-formal education (JOCV) |
| The Netherlands | <p>Completed</p> <ul style="list-style-type: none"> Non-formal Education Project through BRAC Phase III and BRAC Education Program 2004– 2009 (co-financed by DFID, Netherlands, Norway, NOVIB) (Netherlands amount: \$ 63.24 million) <p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (SWAp with many DPs) (\$46.3 million) CAMPE: Quality Education Programme – formal and non-formal EUR 2.3 million BRAC University Institute of Education: Educational Research, Training and Advocacy Programme – All levels except post-secondary EUR 5.1 million Elimination of Child Labor (implemented through ILO) (\$10.2 million) BRAC Education Programme: Non-formal pre-primary, adolescent life skills, secondary teacher training EUR 18.75 million Friends in Village Development Bangladesh (FIVDB): non-formal pre-primary; functional adult literacy; skills training and livelihood training EUR |
| Norway (NORAD) | <p>Completed</p> <ul style="list-style-type: none"> Primary Education Development Project for Quality Improvement under SPESP/PEDP-I (NORAD amount: \$40 million) Female Education Stipend Program Phase 3 (NOK 25.0 million) Support to mobile libraries, World Literature Centre, 2002–2005 Support to UCEP Education for Indigenous Children through BRAC (NOK \$15 million) Education Puppet Development Program through national NGO (NOK 1.25 million) Democratizing Culture and Human Development (Mobile Library) (NOK 2 million) NFE 2 (co-financed with NORAD) PEDP-II (NORAD amount: \$40 million) |

| Name of DP | Projects and Support Areas |
|------------------------------|--|
| Switzerland (SDC) | <p>Completed</p> <ul style="list-style-type: none"> • NFEP (co-financed by ADB and IDA-WB) (SDC amount: \$3.8 million) • Post-Literacy and Continuing Education (co-financed by WB) (SDC amount: \$7 million) • Participatory learning and empowerment of adivashis through sustainable education (implemented through ASHRAI) (\$1.2 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Reaching Out of School Children Project (co-financed by WB) (SDC amount: \$1.5 million) • Ensuring equitable access to quality education for all; supporting quality improvement in education; promoting reforms in education policy, exploring innovations in skills development, through the GOVERNMENT , NGOs, and other institutions (BU-IED, CAMPE, UCEP, CMES and ASHRAI) • PLCEP (co-financed by ADB and DFID) (SDC amount: \$4 million) |
| Sweden (SIDA) | <p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (SIDA amount: 14 million) • Intensive District Approach to Education for All under SPESP/PEDP-I (co-financed by UNICEF) (SIDA amount: \$ million) • Basic School System and Adolescent Girls Program (co-financed by SDC) (SIDA amount: \$1.9 million) • NFE 2 (co-financed by NORAD) • NFE 3 (co-financed by UNICEF and DFID) <p>Ongoing</p> <ul style="list-style-type: none"> • PEDP-II (SWAp with many DPs) (SIDA amount: \$29 million) • Support to NFE • Basic Education for Hard to Reach Urban Working Children Project Phase II (- by CIDA and UNICEF) (SIDA amount: \$ 21.85 million) |
| US (USAID) | <p>Completed</p> <ul style="list-style-type: none"> • CHT Children Opportunity for Learning Enhanced Project Phase II (implemented through CARE and 5 national NGOs) (\$591,086) • Dirha Suchana–Strong Beginning (implemented through SCF-US and FIVDB) (\$752,138) • Child Friendly Learning Community Leading to Improved Quality Education Project (implemented through PLAN and Dhaka Ahsania Mission) (\$891,161) • Sesame Street Bangladesh (\$6.26 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Improving early childhood education and primary education through innovative learning models to include a mass media approach with Sesame television program (Sesame Street Bangladesh) (\$6.3 million) • Early Learning for School Success Program (implemented through SCF- |
| C. International NGOs | |
| SCF-US | <p>Ongoing</p> <ul style="list-style-type: none"> • Early Learning for School Success Program (funded by USAID) • Learner Alternatives for Vulnerable Children (Shikhon) Program (NFPE program funded by EC) |

| Name of DP | Projects and Support Areas |
|---------------------------------------|--|
| Concern World Wide | <p>Completed</p> <ul style="list-style-type: none"> Community-Owned Primary Education <p>Ongoing</p> <ul style="list-style-type: none"> Amader School Project |
| SCF-UK | <p>Ongoing</p> <ul style="list-style-type: none"> Learner Alternatives for vulnerable children (Shikhon) program (NFPE funded by EC) (implemented with SCF-US) Community-Based EMIS Children Participation through Education Pre-Primary, Primary: Mother tongue-based multilingual Education EUR 306.246 Pre-Primary, Primary: Improved Educational Services for Children of Indigneous Groups in Chittagong Hill Tract EUR 403.498 Primary: Education in Emergencies \$1.311.867 TVET EUR 2.115.710 |
| D National NGOs | |
| BRAC | <p>Completed</p> <ul style="list-style-type: none"> Non-formal Education Project through BRAC Phase III and BRAC Education Program 2004– 2009 (co-financed by DFID, Netherlands, Norway, NOVIB) (Netherlands amount: \$ 63.24 million) Education for Indigenous Children funded by NORAD (NOK \$15 million) <p>Ongoing</p> <ul style="list-style-type: none"> BRAC Education Program (supported by CIDA, DFID, Netherlands, Norway, and NOVIB) (\$133.26 million) (DPs: \$128.49 million) Non-formal Primary Education funded by AUSAID (\$8.69 million) Pre-Primary, Primary, Basic Education: funded by AUSAID \$30 million BRAC University Institute of Education: Educational Research, Training and Advocacy Programme – All levels except post-secondary EUR 5.1 million funded by Netherlands |
| Campaign for Popular Education | <p>Ongoing</p> <ul style="list-style-type: none"> Quality Education for All (supported by SDC, Norway, and NOVIB) (Tk 159.7 million) CAMPE: Quality Education Programme – formal and non-formal funded by Netherlands EUR 2.3 million Ensuring equitable access to quality education for all; supporting quality improvement in education; promoting reforms in education policy, exploring innovations in skills development, through the |
| CMES | <p>Completed</p> <ul style="list-style-type: none"> Basic School System and Adolescent Girls Program Phase III (funded by SIDA and SDC) |
| FIVDB | <p>Completed</p> <ul style="list-style-type: none"> Active Learning Core Project (funded by DFID) (£ 2.11 million) Ongoing Basic Education (supported by SCF-UK) |
| UCEP | <p>Completed</p> <ul style="list-style-type: none"> Underprivileged Children’s Program–Phase V (funded by DANIDA, DFID, Norway, SDC, SCF-Denmark, and Sweden) |

ADB = Asian Development Bank; AusAID = Australia Agency for International Development; BRAC = Bangladesh Rural Advancement Committee; CAMPE = Campaign for Popular Education; CHT = Chittagong Hill Tract; CIDA = Canadian International Development Agency; CMES = Centre for Mass Education and Science; dakhil = secondary level madrasah institution; DANIDA = Danish International Development Agency; DFID = Department for International Development; DP = development partner; EC = European Commission; EMIS = education management information system; FIVDB = Friends in Village Development in Bangladesh; GEP = General Education Project; THE GOVERNMENT = Government of Bangladesh; GTZ = Gesellschaft für Technische Zusammenarbeit; IDA = International Development Association; JICA = Japan International Cooperation Agency; JOCV = Japan Overseas Cooperation Volunteer, ILO = International Labor Organization, KfW = Kreditanstalt für Wiederaufbau; NFE = Non-formal education; NFEP = Non-formal Education Project; NFPE = Non-formal primary education; NGO = nongovernment organization; NORAD = Norwegian Agency for Development Cooperation; NOVIB = Nederlandse Organisatie Voor Internationale Bijstand; ODA = Overseas Development Authority; PE = primary education; PEDP-I = Primary Education Development Project; PEDP-II = Second Primary Education Development Project; PESP = Primary Education Sector Project; PLCEP = Post-Literacy and Continuing Education Project; SCF = Save the Children Foundation; SDC = Swiss Agency for Development Cooperation; SE = secondary education; SEDP = Secondary Education Development Project; SESIP = Secondary Education Sector Improvement Project; SIDA = Swedish International Development Agency; SME = small and medium enterprise; SPESP = Second Primary Education Sector Project; SWAp = subsector-wide approach; TA = technical assistance; TQISEP = Teaching Quality Improvement in Secondary Education Project; TVE = technical and vocational education; UCEP = Underprivileged Children's Program; UK = United Kingdom; UNDP = United Nations Development Programme; UNESCO = United Nations Educational, Scientific, and Cultural Organization; UNFPA = United Nations Population Fund; UNICEF = United Nations Children's Fund; US = United States; USAID = United States Agency for International Development; WB = World Bank; WFP = World Food Program.

ANNEX 3: PEDP3 GENDER AND INCLUSIVE EDUCATION ACTION PLAN

The Government of Bangladesh is committed to all children having access to and completing primary education without discrimination. PEDP3 has been designed to support the 2010 National Education Policy to provide quality primary education with equal opportunities for all children. Operationalizing this policy means identifying and minimizing barriers to children's participation in school. It also means creating an inclusive culture based on the principle that all learners have a right to education irrespective of their gender, individual characteristics, or differences.

Goal: The goal of the IE and Gender Action Plan under PEDP3 is to improve student learning outcomes and completion rates for both boys and girls through a gender-friendly and inclusive learning environment.

Progress and Issues: Bangladesh has achieved gender parity in enrolment and retention at the primary level, and has met the MDG goal in this area. PEDP II made progress in inclusive education; action plans were developed for gender issues, special needs children, vulnerable groups, and tribal children. PEDP II achievements include identifying and training school level IE focal persons. PEDP3 will build on PEDP II's Action Plans and achievements.

Nevertheless, there are gender and inclusive education issues that need to be addressed in order to improve learning outcomes and cycle completion. Some gender issues include boys withdrawn from school for employment and girls facing obstacles in the form of security, mobility, and low confidence. Some inclusive education issues include children from extremely poor families, children with disabilities, and developmentally delayed children either dropping out of school or remaining in school but failing to learn.

The PEDP3 Gender and IE Action Plan: Table 9.1 summarizes the inclusive education and gender actions for PEDP3. The table includes actions, recommendations, and guidance for addressing IE and gender issues. The gender elements of the IE and Gender Action Plan are a gender mainstreaming strategy expressed in operational terms.

Table 3.1 Gender and Inclusive Education Action Plan

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|--|--|--|
| Component I: Learning Outcomes | | |
| All children acquire grade-wise and subject-wise expected learning outcomes or competencies | | |
| 1.1 Each Child Learns | <p>Gender</p> <ul style="list-style-type: none"> Promote learning in the classroom for girls and boys. <p>Inclusive Education</p> <ul style="list-style-type: none"> Teachers use screening tool and provide appropriate seating requirements for disabled children ADPEO (IE), URC instructors, AUEO, supervisors and head teachers advise and support teachers to accept all children without discrimination, ensure all are included in learning process and take appropriate action to ensure corporal punishment is abolished. Teachers use screening tool developed under PEDP II and provide appropriate seating requirements for disabled children | Programme Division |
| 1.2 School and classroom based assessment | <p>Gender</p> <ul style="list-style-type: none"> School and classroom based assessments benefit both boys and girls. | Training Division in collaboration with Policy and Operations Division |
| 1.3 Curriculum and textbook strengthened | <p>Gender</p> <ul style="list-style-type: none"> Review curriculum from gender perspectives and integrate “gender equality focused” elements. Teachers’ guides address gender aspects of revised curriculum. Textbook revision process includes inputs from IE and gender specialists. <p>Inclusive Education</p> <ul style="list-style-type: none"> Integrate inclusive issues and screening tool into teacher’s guides and provide teacher’s guides to all teachers. | NCTB in collaboration with Policy and Operations Division |
| 1.4 Production and Distribution of Textbooks | | |
| 1.5 ICT in Education | Gender | Policy and Operations |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|---|---|---|
| | <ul style="list-style-type: none"> Encourage both boy and girl students to learn ICT in the school | Division |
| 1.6 Teachers' education and development | <p>Gender</p> <ul style="list-style-type: none"> Induction Training for new teachers includes women teachers Integrate the gender training curriculum in Dip-in – Ed, PTI training and other teacher training. <p>Inclusive Education</p> <ul style="list-style-type: none"> Head teachers, URC instructors and AUEOs provide supervision and direction to teachers to improve practice and ensure all children are included in the learning process. Revise classroom observation record to include tool to show levels of participation of students in lesson (gender disaggregated) and identify changes in practice. Head teacher and AUEO to provide feedback to teachers to raise awareness of practices and provide info to ADPEO (IE) to identify further training needs. Focal points to assist teachers to identify and support children with low achievement and/or learning difficulties. Include inclusive practices in teacher competencies and Dip in Ed curriculum Incorporate inclusive issues into the needs based teacher training and provide on-going support for changes in teaching practices for IE Include IE teaching practices in orientation training for newly recruited and untrained existing teachers with strategies for inclusion of all children. In-service training to provide strategies for teaching wide range of abilities and backgrounds. Develop further training and capacity building of focal points (at school and district levels) to provide them with skills to develop system for identification and support for children with learning difficulties/special needs According to need at school level allow for local collaboration to draw on experience and expertise of NGOs working with specific groups. Selected PTIs develop and provide specialist teacher training for disabled children. | <p>Training Division in collaboration with Policy and Operations Division.</p> <p>Policy and Operations Division</p> <p>M&E Division</p> <p>Policy and Operations Division</p> <p>Training Division</p> |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|---|---|--|
| Component II Participation and Disparities | | |
| 2.1 Participation | | |
| 2.1.1 Second Chance Education | <p>Gender</p> <ul style="list-style-type: none"> Develop guidelines and mechanisms for NFE to provide second chance education ensuring full participation of all girls and boys | BNFE |
| 2.1.2 Pre-primary | <p>Gender</p> <ul style="list-style-type: none"> Establish PPE unit in line with the organizational needs of human resources promoting more women staff | Policy and Operations Division |
| 2.1.3 Mainstreaming Inclusive Education | <p>Gender</p> <ul style="list-style-type: none"> Review IE action plans (Tribal, minorities, disabled) from the gender perspectives, and issue required guidelines for implementation Ensure teachers' orientation addresses working with children of differential needs, background and abilities considering gender dimension <p>Inclusive Education</p> <ul style="list-style-type: none"> Nominated school focal points to assist teachers to identify children experiencing difficulties in learning and provide interventions to support these children in their learning. Screening for every child to be conducted on entry to school (Grade1) and in every grade once a year on Health days. Children identified to be referred to health specialist as required. Develop a toolkit to provide a guide to inclusion and strategies for identifying and supporting students with disabilities or learning difficulties to be produced together with a box of resources for classroom use for every school. Focal points to be trained to use toolkit and resource box and to offer increased levels of support to other teachers. AUEOs URC instructors and ADPEO (IE) trained to use toolkit and support schools in including all children in learning process. AUEOs to identify and keep record of teachers and parents in sub-cluster with experience of children with special needs. These to provide support and advice to others Systemic identification of need and development of | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Training Division</p> <p>Policy and Operations Division</p> <p>Training Division</p> <p>Policy and Operations Division</p> |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|---|--|-----------------------------------|
| | <p>specialist expertise to provide phased development of upazilas resource base to support sensory impaired children and offer more specialist support to children with special needs as required.</p> <ul style="list-style-type: none"> • Develop system to allow tribal children to be taught in mother tongue at least in pre-primary and early grade classes with Bangla being introduced in phased manner. Where teachers do not speak local languages provide schools resources to recruit classroom assistants to support children in their mother tongue. • Materials for MLE developed by NGOs and CHTDF to be reviewed for use with tribal children from appropriate language groups. • irrespective of their backgrounds or characteristics to ensure no child excluded from attending school within home catchment area. • Develop mechanisms to identify those children currently not counted – those in remote areas, disabled children, domestic workers, street children and other marginalised groups. • Ensure coverage in underserved areas, including urban slums through collaboration with NGOs and provision of single class schools in remote areas. • Teachers use screening tool and provide appropriate seating requirements for disabled children • Teachers use screening tool and provide appropriate seating requirements for disabled children | |
| 2.1.4 Education in Emergencies | <p>Gender</p> <ul style="list-style-type: none"> • Develop a strategy and action plan for addressing gender needs in continuing education in emergencies | Policy and Operations Division |
| 2.1.5 Communication and social mobilization | <p>Gender</p> <ul style="list-style-type: none"> • Address gender-biased practices in schools through social mobilization strategy. • Include messages on inclusiveness and gender equality in awareness raising programs <p>Inclusive Education</p> <ul style="list-style-type: none"> • Sustain and strengthen existing mass media campaign to raise awareness that all children have a right to receive appropriate, quality primary education within their locality. • Continue to raise awareness through IPT, Education Week, Meena day, local programs on IE, poster | Policy and Operations Division |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|---|---|--|
| | campaigns etc. <ul style="list-style-type: none"> Introduce package of support to enable children in urban slums to access and participate in primary education. | |
| 2.2 Disparities | | |
| 2.2.1 Targeted stipends | Gender <ul style="list-style-type: none"> Evaluate stipend program from gender perspective Address gender and inclusiveness issues in revised stipend guidelines and identify eligible boys and girls using revised guidelines | Policy and Operations Division in collaboration with Planning Division |
| 2.2.2 School health and school feeding | Gender <ul style="list-style-type: none"> Provide boys and girls with health check up and provide their parents with information on follow up care as needed | Policy and Operations Division in collaboration with Planning Division |
| 2.2.3 School physical environment | Gender <ul style="list-style-type: none"> Provide sufficient number of separate toilets for boys and girls Boys and girls participate in games and creative activities Inclusive Education <ul style="list-style-type: none"> Existing buildings and toilets to be adapted for accessibility on needs basis. | Planning Division Policy and Operations Division |
| 2.2.4 Needs-based Infrastructure development | Inclusive Education <ul style="list-style-type: none"> facilities to meet minimum standards, be accessible for people with disabilities and be located suitably for both boys and girls use | Policy and Operations Division in collaboration with Planning Division |
| Component III Decentralization and Effectiveness | | |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|--|---|---|
| 3.1 Decentralization | | |
| 3.1.1 Field level offices strengthened | <p>Gender</p> <ul style="list-style-type: none"> • Address concerns of female staff in deployment and training at field levels. • Include gender and inclusive education objectives in field staff orientatio | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Administration Division</p> |
| 3.1.2 Decentralized school management and governance | <p>Gender</p> <ul style="list-style-type: none"> • Include perspectives of female teachers and managers in capacity building plan and encourage their participation in capacity building activities. • Review SMC functions to include “gender responsiveness,” strengthen capacity of SMC and women members, ensure guidelines on male: female composition of SMC and other committees is followed. • Include gender issues in SLIPs, UPEPs and DPEPs where appropriate | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Planning Division</p> |
| | <p>Inclusive Education</p> <ul style="list-style-type: none"> • Hostels to be handed over to HDC on completion of construction. • Resources to be targeted to counter disadvantage through SLIP and UPEP. • Focus SLIPs on improving quality of teaching and learning, removing barriers some children face in participating and initiatives to support students with learning difficulties. Develop guidelines for School Self Assessment and provide key questions and criteria against equivalent standards (see above)by which schools can assess their own level of achievement. • Identify pockets of disparity in overall enrolment, achievement and retention; and between girls and boys and provide targeted interventions on a local basis. • Management guidelines to ensure children’s well-being to be developed. • SLIPs to include indicators for inclusion to guide discussion and planning . • SMC involvement in ensuring all children enrolled and attending regularly. | <p>Policy and Operations Division</p> <p>Planning Division</p> |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|---|---|---|
| | <ul style="list-style-type: none"> Identify procedures and strategies to ensure full participation and representation of all levels of community in SMC including women, and tribal and marginalised groups. | |
| 3.1.3 School-level leadership and development | <p>Gender</p> <ul style="list-style-type: none"> Clarify the roles of HTs as a leader to ensure education for all, “gender equality,” and inclusion. Address gender based needs of teachers and students in HT training <p>Inclusive Education</p> <ul style="list-style-type: none"> Teachers and head teachers promote positive attitudes to minimise parental and children’s stereo typing and discriminatory attitudes to marginalised groups. Head teacher competencies and training on instructional leadership to include IE. Inclusive orientation to be included in head teachers training. Increase numbers of AUEOs/URC instructors to provide one officer to cover 10-15 schools to ensure regular support to schools. Continue IE training for newly recruited officers. SMC chairmen provided with orientation training in IE. Schools and officials ensure corporal punishment and verbal abuse are not practiced and parents are informed that it will not be used. | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Training Division</p> <p>Policy and Operations Division</p> <p>Training Division</p> <p>Policy and Operations Division</p> <p>Training Division</p> <p>Policy and Operations Division</p> |
| 3.1.4 Organizational review and strengthening | <p>Gender</p> <ul style="list-style-type: none"> Use a gender perspective to review and adjust recommendations of the institutional review. Implement plans with objectives to develop institutional capacity on gender and inclusive education. | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>General Administration Division</p> |
| 3.2 Effectiveness | | |
| 3.2.1 Grade V Terminal Exam | <p>Gender</p> <ul style="list-style-type: none"> Encourage all students (boys and girls) to complete their education by participating in terminal exams. Monitor progress in performance for boys and girls in | <p>Policy and Operations</p> |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|---|---|---|
| | completion exam. | Division |
| 3.2.2 Teacher recruitment, promotion and deployment | <p>Gender</p> <ul style="list-style-type: none"> • Fill the quota for women teachers • Teacher performance management system addresses gender based needs and inclusiveness | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>General Administration Division</p> |
| 3.2.3 Annual School Census | <p>Gender</p> <ul style="list-style-type: none"> • All data will be collected in a sex-disaggregated manner, to the extent possible • Analysis and report will include gender perspectives <p>Inclusive Education</p> <ul style="list-style-type: none"> • Routine data collection formats used in schools to be modified to record language groups of enrolled tribal children. | M&E Division |
| 3.2.4 National assessment of students | <p>Gender</p> <ul style="list-style-type: none"> • National Assessment results will be compiled in a sex-disaggregated manner | M&E Division |
| Component IV: Planning and Management | | |
| 4.1 Programme Planning and Management | | |
| 4.1 PEDPIII management and governance | <p>Gender</p> <ul style="list-style-type: none"> • PEDP3 action plans will be consider gender implications <p>Inclusive Education</p> <ul style="list-style-type: none"> • Children to be included in mainstream schools wherever possible. • Collaboration with MoCHTA to ensure HDC responsibility for education in CHT. • Standards to be set and guidelines for implementation regulated to ensure equivalent curriculum with opportunities to transfer into the formal system. Opportunity to sit national examinations provided. • Targeted programs to be initiated for identified out of school groups of children and where there is no | Programme Division and MoPME |

| Components and Result Areas | PEDP3 Activities | Responsibility for Implementation |
|-------------------------------------|--|---|
| | formal provision such as domestic workers, working children, children in urban slums, street children, children of sex workers, etc. | |
| 4.2 PEDP3 Financial Management | <p>Gender</p> <ul style="list-style-type: none"> Advocate for more women to be involved in financial management | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Finance Division</p> |
| 4.4 Strengthen monitoring functions | <p>Gender</p> <ul style="list-style-type: none"> Annual School Census and other assessments collect and use sex disaggregated data Gender based indicators and analysis are available for management decision making. <p>Inclusive Education</p> <ul style="list-style-type: none"> Conduct survey to identify numbers and types of disadvantaged children according to their need. | M&E Division |
| 4.5 Human resource development | <p>Gender</p> <ul style="list-style-type: none"> Ensure training needs assessment includes male and female staff at all levels Integrate gender training modules from PEDP II in HRD training Include promoting women to decision making positions in the HRDM plan. Fill the quota for women by recruiting and training women teachers and education managers | <p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Training Division, and</p> <p>General Administration Division</p> |
| 4.6 Public private partnership | <p>Gender</p> <ul style="list-style-type: none"> Ensure gender perspectives are integrated into PPP guidelines | Programme Division |

The DPE Divisions and other agencies mentioned in the matrix will implement and monitor the Inclusive Education and Gender Action Plan. Adequate budget will be allocated to the extent possible.

Monitoring

Monitoring of the IE Action and Gender Action Plan will rely on existing sex-disaggregated data and gender-based analysis to the extent possible.

Progress in gender equity will be monitored by:

From the EMIS, annually

1. Numbers enrolled by sex,
2. Repeaters, by sex
3. Dropouts by sex
4. School survivors by sex
5. Grade V terminal exam scores by sex

Gender issues will be included in any special studies or periodic surveys on:

1. Attendance
2. School and classroom based assessment

Special qualitative studies may be conducted on:

1. Teachers awareness of, and responsiveness to, differing needs and issues for boys and for girls
2. Managers of the education system aware of, and responsive to, differing needs and issues for boys and for girls.

Summary

Under PEDP3, inclusive education aspires to go beyond each child's right to attend school, and endeavours to meet the learning needs of all children, including those from marginal groups. This approach not only develops the capacity of the school as a whole to serve all children, but also benefits society as a whole by nurturing positive, well-motivated citizens and recognising that everyone has a contribution to make.



**BANGLADESH: THIRD PRIMARY EDUCATION DEVELOPMENT
SUPPORT PROGRAM (PEDP III)**

June 2011

Prepared by

**Directorate of Primary Education
Ministry of Primary and Mass Education**

GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH

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Abbreviations and Acronyms

| | |
|-----------------|---|
| ADB | Asian Development Bank |
| AusAID | Australian Agency for International Development |
| ARP | Abbreviated Resettlement Plan |
| CBO | Community-Based Organization |
| CHT | Chittagong Hill Tracts |
| CIDA | Canadian International Development Agency |
| CUL | Compensation-Under-Law |
| DC | Deputy Commissioner |
| DEO | District Education Officer |
| DfID | Department for International Development |
| DLAC | District Land Allocation Committee |
| DPE | Directorate of Primary Education |
| DP | Development Partners |
| EC | European Commission |
| GOB | Government of Bangladesh |
| GRC | Grievance Redress Committee |
| HCG | House Construction Grant |
| HTG | House Transfer Grant |
| IDA | International Development Association |
| IP | Indigenous People |
| IPP | Indigenous Peoples Plan |
| JICA | Japan International Cooperation Agency |
| LAP | Land Acquisition Proposal |
| MOPME | Ministry of Primary and Mass Education |
| NGO | Non-Government Organization |
| OM F1 | ADB's Operational Manual, Section F1 |
| OP 4.10 | Operational Policy 4.10 on Indigenous Peoples |
| OP 4.12 | Operational Policy 4.12 on Involuntary Resettlement |
| PAH | Project Affected Household |
| PAP | Project Affected Person |
| PEDP I | First Primary Education Development Program |
| PEDP II | Second Primary Education Development Program |
| PEDP III | Third Primary Education Development Program |
| RP | Resettlement Pan |
| SIDA | Swedish International Development Association |
| SMF | Social Management Framework |

| | |
|---------------|--|
| SPS | Safeguard Policy Statement 2009, ADB |
| SR2 | ADB's Safeguard Requirements 2: Involuntary Resettlement |
| SR3 | ADB's Safeguard Requirements 3: Indigenous Peoples |
| UEO | Upazila Education Officer |
| UNICEF | United Nations International Children's Education Fund |
| WB | World Bank |

Definition of Selected Terms

Compensation: Payment made in cash to the project affected persons/households for the assets acquired for the program, which includes the compensation provided in the *Acquisition and Requisition of Immovable Property Ordinance 1982* and others stipulated in this Social Management Framework.

Compensation-Under-Law (CUL): Refers to the compensation assessed for the acquired lands and other assets, such as trees, houses/structures, etc., by different government agencies as per the methods provided in the Land Acquisition Ordinance, and paid by the Deputy Commissioners.

Consultation Framework: In view of their stakes and interests in the program, the framework is prepared to guide the program preparation team about who are to be discussed/ consulted about the overall program and its positive and negative social impact implications and to seek their inputs and feedback in the different stages of the project cycle.

Cut-off Dates: These are the dates on which censuses of the affected persons and their assets are taken. Assets like houses/structures and others, which are built, and the persons or groups claiming to be affected, after the cut-off dates, become ineligible for compensation and assistance. For private lands, these dates will however not constitute 'cut-off dates', if the legal Notice 3 is already issued before the censuses are taken. In such a situation, the Notice 3 dates are considered 'cut-off dates', as the acquisition ordinance prohibits changes in the appearance of the lands after issuance of Notice 3.

Entitlement: Refers to mitigation measures, which includes cash payments by DCs and DPE, as well as any non-cash measures stipulated in this SMF (e.g., allowing the affected persons to keep felled trees, salvageable building materials, etc.), for which compensation is already paid.

Indigenous Peoples: Unless they are already recognized, the Indigenous Peoples are identified in particular geographic areas based on these four characteristics: (i) self-identification as members of a distinct indigenous cultural group and recognition of this identity by others; (ii) collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories; (iii) customary cultural, economic, social, or political institutions that are separate from those of the dominant society and culture; and (iv) an indigenous language, often different from the official language of the country or region.

Involuntary Resettlement: The situation arises where the State's power of eminent domain requires people to acquiesce their rights to personal properties and re-build their lives and livelihood in the same or new locations.

Participation/Consultation: Defined as a continuous two-way communication process consisting of: "feed-forward" the information on the program's goals, objectives, scope and social impact implications to the program beneficiaries, and their "feed-back" on these issues (and more) to the policymakers and program designers. In addition to seeking feedback on program specific issues, participatory planning approach also serve the following objectives in all development programs: public relations, information dissemination and conflict resolution.

Physical Cultural Property: Includes monuments, structures, works of art, or sites of "outstanding universal value" from the historical, aesthetic, scientific, ethnological, or anthropological point of view, including unrecorded graveyards and burial sites, and unique

natural environmental features like canyons, forests and waterfalls. Within this broader definition, cultural property is defined as sites and structures having archaeological, paleontological, historical, architectural, or religious significance, and natural sites with cultural values.

Project-Affected Person/Household: Persons/households whose livelihood and living standards are adversely affected by acquisition of lands, houses and other assets, loss of income sources, and the like.

Rehabilitation: Refers to improving the living standards or at least re-establishing the previous living standards, which may include rebuilding the income earning capacity, physical relocation, rebuilding the social support and economic networks.

Relocation: Moving the project-affected households to new locations and providing them with housing, water supply and sanitation facilities, lands, schools and other social and healthcare infrastructure, depending on locations and scale of relocation. (Homestead losers may also relocate on their own in any location they choose.)

Replacement Cost: The World Bank's OP 4.12 on Involuntary Resettlement describes "replacement cost" as the method of valuation of assets that helps determine the amount sufficient to replace lost assets and cover transaction costs. In applying this method of valuation, depreciation of structures and assets are not taken into account. For losses that cannot easily be valued or compensated for in monetary terms (e.g., access to public services, customers, and suppliers; or to fishing, grazing, or forest areas), attempts are made to establish access to equivalent and culturally acceptable resources and earning opportunities. Where domestic law does not meet the standard of compensation at full replacement cost, compensation under domestic law is supplemented by additional measures necessary to meet the replacement cost standard.

Stakeholder: Refers to recognizable persons, and formal and informal groups who have direct and indirect stakes in the program, such as affected persons/households, squatters, local communities, local governments, community-based and civil society organizations, education advocates.

Top-Up Payment: Refers to DPE's payment in cases where the compensation-under-law (CUL) determined and paid by DCs falls short of the replacement costs/market prices of the affected lands and other assets. Top-up payment is made by the project authorities.

Executive Summary

A. Introduction

1. Bangladesh has progressed substantially in improving access to primary education particularly in the last two decades. The country has also achieved the Millennium Development Goal of gender parity in primary and secondary education. As per the Annual Sector Perform Report, 2010, gross and net enrollments in primary education have increased to from 93.7% and 87.2% in 2005 to 103.5% and 93.9% respectively in 2009. Despite progress, the primary education sub-sector faces several challenges in achieving the goal of equitable access to quality education for all. Various disadvantaged groups, particularly children from remote and vulnerable areas, poor, minority ethnic groups and urban slums do not have access to quality schooling. More than 10 types of schools under different institutions operate without a framework for common learning outcomes. It is estimated that 2-3 million children are out of school, despite various initiatives of the Government (stipends, school feeding, special projects). Ensuring access to quality education, particularly minimum learning outcomes to all as stipulated in the national curriculum and improved cycle completion, for those facing various forms of exclusion remain the biggest challenge. Due to poverty induced by natural calamities and other shocks, many families resort to non-formal and madrasa education, which do not follow a common standard framework.

2. The Government of Bangladesh in its draft National Strategy for Accelerated Poverty Reduction (NSAPR) for 2009-11 has identified education as key to poverty reduction. The NSAPR aims at ensuring completion of quality primary education for all children irrespective of social, geographic, gender, ethnic differentials as well as differential physical and mental capabilities. The National Plan of Action II (NPAII), 2003-2015, of the Government commits to the education for all (EFA) program and highlights the need for improving quality while retaining the focus on equitable access to basic education. The NSAPR and the NPAII reinforce the Government's Compulsory Primary Education Act of 1990. The NSAPR provides for different specific initiatives to ensure equitable access to quality education, retention and equity at the primary level for all: primary education stipend for children from poor families; expansion of non-formal education targeted to extreme poor and in remote areas; reduction of education divides in terms of contents and standards between different streams; coverage of underserved areas; improvement in equity of outcome through allocation of appropriate resources; need based program for physically challenged and other vulnerable children; and introduction of school feeding program.

3. The Second Primary Education Development Program (PEDPII) under the Ministry of Primary and Mass Education (MoPME), the first sub-sector wide approach jointly financed by the Government and 11 development partners (DPs), is addressing several aspects of the EFA goals. The Government, with support from the DPs, is developing a follow on program (PEDP III)⁶ based on the lessons learned and the government's priorities articulated in NPAII, NSAPR, NEP and other related documents. The Project Preparatory Technical Assistance (TA) with additional support from interested DPs is assisting the Government in undertaking an assessment including lessons learned, developing a macro plan for universal primary

⁶ The Government is calling the proposed program Third Primary Education Development Support Program

education and developing a proposal for the Primary Education Sector Development Program for the Government to be supported jointly by interested DPs. PEDP III aims to reinforce the ongoing reforms within a well developed policy framework based on lessons learned from PEDP II. The design will specifically address the inclusive education agenda with a focus on deepening reforms to address the needs of the poor and other excluded groups.

Background

4. This Social Management Framework (SMF) is proposed to deal with social safeguard issues that may arise during implementation of the PEDP III. The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MOPME), Government of Bangladesh, is preparing PEDP III to further improve the country's primary education system and to provide quality education to all Bangladeshi children in every classroom. The program will be implemented over a three-to-five year period with the support of a number of development partners (DPs) including the Asian Development Bank, AusAID, CIDA, DFID, EC, JICA, Netherlands, SIDA, UNICEF and the World Bank/IDA.

5. It is determined that the program will trigger the World Bank's Operational Policy on Indigenous Peoples (OP 4.10) and ADB's Safeguard Requirements 3: Indigenous Peoples (SR3). Although it would finance school physical works, it is still not certain whether PEDP III will trigger OP 4.12 and SR2 on Involuntary Resettlement. MOPME/DPE has nevertheless decided that involuntary resettlement should also be taken into account in PEDP III. As such, consistent with the World Bank's Operational Policies and ADB's Safeguard Policy Statement (SPS⁷), and those of other (DPs), the SMF proposes principles, policies, guidelines and procedure to identify and address impact issues concerning indigenous peoples and involuntary resettlement. The SMF will apply to the PEDP III as a whole, and provide the bases to prepare and implement impact mitigation plans as and when school physical works are found to cause adverse impacts on indigenous peoples and others, including private landowners and public land users.

SMF Objectives

6. The SMF provides principles, policies, guidelines, and procedures to help MOPME/DPE to select, design and implement the school physical works to ensure that PEDP III,

- Enhances social outcomes of the activities implemented for individual schools;
- Identifies and mitigates adverse impacts that physical works might cause on people, which also include protection against loss of livelihood activities; and
- Ensures compliance with the social safeguard policies of World Bank, ADB, and other development partners on indigenous peoples and involuntary resettlement.

⁷ To be followed as per ADB's Operational Manual, section F1 (OM F1)

Program Components & Social Safeguard Issues

7. Proposed Major Activities of PEDP III are:
- Provide quality pre primary education of one year to all children aged 5-6 years
 - Mainstream inclusive education
 - Provide primary education in flexible setting to children who dropped out of school or have no access to a formal primary school
 - Provide stipends to increase enrollment & completion in primary education
 - To support children's improved health and nutrition in contribution to improved achievement and attendance in school
 - Provide sufficient schools/classrooms to allow universal access; schools to meet standards in quality hygiene, water and sanitation
 - Address education in emergency through mitigating the impact of disaster
 - Develop of Primary and Pre-Primary curriculum
 - Develop and distribute new teaching-learning materials (TLM) including textbooks
 - Improve quality of teachers through training
 - Enhance effective training deliveries of PTI through technical support
 - Develop capacity of school management committees through training workshops

8. Among other activities proposed to promote inclusive education, Universal Access component of the program includes development of school physical facilities. Prog3 will support DPE to reconstruct 2,700 schools in Government Primary Schools (GPS), Registered Non-Government Primary Schools (RNGPS) and community schools. An additional 34,070 classrooms in Government Primary Schools and Registered Nongovernment Primary Schools, 40,000 tube-wells, 94,893 toilets and furniture for 8,000 classrooms will be required to meet the minimum requirements. Grants for schools will also include a sum for maintenance and repair of school buildings. With GOB funds, DPE has also planned to build 1,500 new schools as a separate complimentary activity.

9. Social safeguard issues may arise due to extension of existing and creation of new physical facilities. The existing schools that would require improvements, as well as the need for and location of new schools, would be identified during program preparation and implementation. Land requirements and availability — which would vary from one school to another in terms of scope of civil works and, more importantly availability of land under schools' ownership — could not be determined until specific schools are identified and civil work needs assessed. Regardless land-related issues and impacts for individual schools are not expected to be significant.

School Selection Guidelines

10. In view of the SMF objectives, MOPME/DPE will undertake a number of suggested tasks while selecting schools for expansion and new construction. MOPME/DPE will not however undertake school physical works that have attributes as those described in this list:

That will affect IPs with long-term negative consequences in the following manner:

- Threaten their cultural tradition and way of life

- May severely restrict access to common property resources and livelihood activities
- May affect places/objects of cultural and religious significance (places of worship, ancestral burial grounds, etc.)

That will (anywhere in the country, including areas inhabited by IPs),

- Require involuntary land donation, “contribution against compensation” and purchases that are not offered on “willing buyer-seller” basis
- Affect private homesteads
- Render households using public lands homeless
- Significantly restrict access to common property resources and livelihood activities of groups and communities
- Cause adverse impacts on physical cultural resources like buildings and objects that bear cultural and historical significance (ref: World Bank’s *OP 4.11 on Physical Cultural Resources*).

Screening & Mitigation Guidelines

11. Where screening results indicate potentials of adverse impacts, MOPME/DPE’s action on a school will be consistent with the following sets of guidelines.

- **Framework for Indigenous Peoples Plan.** Consistent with OP 4.10 and SR3, it provides principles and guidelines to identify and deal with adverse impacts on IPs, and a consultation framework for adoption of mitigation and development measures (Section B, pages 11-19 of SMF); and
- **Guidelines for Land Use & Impact Mitigation.** Consistent with the Bangladesh Land Acquisition Ordinance, 1982, OP 4.12, and SR2, it provides principles, policies and guidelines for use of public and private lands and adverse impact mitigation; mitigation measures and standards; mitigation plan requirements and preparation process; implementation and monitoring arrangements for mitigation plans (Section C, pages 20-31 of SMF).

Institutional & Implementation Arrangements

12. DPE will supervise and monitor SMF implementation. At the local level, Upazila Education Officer (UEO), who is a member of the Upazila Education Committees, will perform all process tasks specified in the SMF, especially those related to obtaining lands from private and public ownerships, as well as those related indigenous peoples. As to monitoring, UEOs will directly provide DPE the up-to-date monthly information on all activities undertaken to obtain lands and those related to civil works for individual schools. DPE will in turn process it for the entire program and share with the Bank and other DPs on a quarterly basis. Jointly with DPE, the development partners will evaluate the year’s progress during the Joint Annual Review Mission. DPE will set up computerized databases that will include district-wise information on planned civil works, community consultations, options used to obtain lands, purchase and acquisition and compensation payment, as well as others needed to implement the SMF.

Grievance Redress

13. MOPME/DPE will establish a transparent procedure at upazila level to answer queries related to Prog3 and schools undertaken for expansion/improvements and new construction; address complaints and grievances about any irregularities in application of the SMF guidelines for impact assessment and mitigation; and other personal/community concerns. Based on consensus, the procedure will help to resolve issues/conflicts amicably and quickly saving the complainants resorting to expensive, time-consuming legal actions. A Grievance Redress Committee (GRC) decision will however not pre-empt a complainant's right to go seek resolution in the courts of law. However, a decision agreed at any level of hearing would be binding on DPE. (For membership composition of the GRC and other details, please see page 8 of the SMF.)

A. PEDP3: SOCIAL SAFEGUARD ISSUES AND IMPLICATIONS

Background

1. This Social Management Framework is adopted to deal with social safeguard issues that may arise during implementation of the Third Primary Education Development Support Program (PEDP III). To build on the achievements made under PEDP I and PEDP II, the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MOPME), Government of Bangladesh, is preparing Prog3 to further improve the country's primary education system and to provide quality education to all Bangladeshi children in every classroom. It is aimed, among other improvements, at making primary education inclusive and accessible to all, achieving full enrolment of all school-age children by 2015; improve the measurement of student learning and the quality of the teaching environment, as well as significantly increasing the completion rate of primary education. The program, which is expected to start in July 2011, will be implemented over a three-to-five year period with the support of a number of development partners including the Asian Development Bank(ADB), Australia's Overseas Aid Program (AusAID), Canadian International Development Agency (CIDA), Department for International Development of the United Kingdom (DFID), European Commission (EC), Japan International Cooperation Agency (JICA), the Netherlands Government, Swedish International Development Agency (SIDA), United Nations Children's Fund (UNICEF) and the World Bank/International Development Association (WB/IDA).

2. Because of its activities in areas inhabited by indigenous peoples, especially the Chittagong Hill Tracts (CHT), PEDP II applied the World Bank's Operational Policy on Indigenous Peoples (OP 4.10) and ADB's Safeguard Requirements 3 (SR3) on Indigenous Peoples⁸. OP 4.10 and SR3 will also apply to PEDP III activities which will continue in these areas. It is still not certain whether or not PEDP III will trigger OP 4.12 and SR2⁹ on Involuntary Resettlement. PEDP II did not trigger OP 4.12 because lands, wherever needed, were provided by the beneficiary communities. It is expected that local communities will continue to actively participate in Prog3 in the way of contributing lands. Nevertheless, given the urgency of the program objectives – especially expansion and creation of physical facilities required for full enrolment of all school-age children – DPE has decided that involuntary resettlement should also be taken into account in Prog3 preparation.

3. Accordingly, this Social Management Framework (SMF) is aimed at dealing with safeguard issues that may arise during PEDPIII implementation throughout the country, including the areas populated by indigenous peoples (IPs). Consistent with the World Bank's Operational Policies, ADB's SPS, and similar documents of other development partners, the SMF proposes principles, policies, guidelines and procedure to identify and address impact issues concerning indigenous peoples and involuntary resettlement. The SMF will apply to the PEDPIII as a whole, and provide the bases to prepare and implement impact mitigation plans as and when school physical works are found to cause adverse impacts on indigenous peoples, as well as private landowners and public land users.

⁸ Appendix 3 of ADB's Safeguard Policy Statement (SPS) 2009

⁹ Safeguard Requirements 2: Involuntary Resettlement, Appendix 2 of SPS 2009

4. Section A of this framework outlines the objectives of the SMF, physical activities (hereinafter “subproject” is also used to mean a school that may involve any type of civil works) under PEDP III that may give rise to social safeguard issues and impacts, safeguard screening requirements, grievance redress procedure, implementation arrangement, etc, which will be used for both OP 4.10, OP 4.12, SR2, and SR3. Sections B and C provide respectively the guidelines and procedure for Indigenous Peoples Plan, and those for identifying and addressing the involuntary resettlement issues and impacts.

SMF Objectives

5. The principles, policies, guidelines, and procedures proposed in this SMF are to help DPE to select, design and implement the subprojects to ensure that PEDPIII,

- Enhances social outcomes of the activities implemented under the individual subprojects;
- Identifies and mitigates adverse impacts that the individual subprojects might cause on people, which also include protection against loss of livelihood activities; and
- Ensures compliance with the social safeguards policies of World Bank, ADB, and other development partners on indigenous peoples and involuntary resettlement.

Program Components & Social Safeguard Issues

6. Prog3 is comprised of the following four key areas: (a) *Universal Access* – would aim to improve access to quality schooling with a particular focus on the poorest and the disadvantaged; (b) *Quality of Teaching and Student Learning* – would aim to improve the quality of teaching, the learning environment and student learning; (c) *Institutional Strengthening* – would aim to improve the efficiency and effectiveness of education service delivery; and (d) *Program Planning and Management* – which aims to improve education sector management and policy development, and strengthening monitoring and evaluation, including for student learning.

7. Each key area consists of several activities which would together address various development and management issues involved in the primary education subsector. Of the four key areas, Universal Access will address various issues that keep many school-age children out of the primary education system. It includes, among other activities, formulating and implementing an action plan to mainstream the disadvantaged children; revamping and implementing a stipends program for poor children; school health and nutrition program; and improving the school physical facilities. All of these are intended to facilitate universal access and sustenance of inclusive education of children who now remain excluded from the system for various socioeconomic reasons. Activities included in the other three components would support and help achieving this goal.

8. School physical facilities will be extended/renovated and created anew to allow for improved learning environment and enhanced capacity for student enrolment in general, as well as those needed to ensure mainstreaming of disadvantaged children into the system. Improved learning environment in general would require various physical improvements in many of the existing schools, including provision of separate toilets for boys and girls, arsenic-free water supply and the like. Increased enrolment and accessibility would require expansion of current enrolment capacity of many existing schools, and building new schools in areas where they are presently nonexistent or not adequate in number and capacity to cater to the school-age children.

9. To facilitate inclusive education focusing on poor and working children, girls, tribal and religious minorities, disabled, children with special needs, and refugee children, there would also be a need – in addition to stipend, and school feeding and health and nutrition programs – to provide certain facilities to the existing and new schools in remote areas. Many schools in the cyclone-affected coastal regions will be rebuilt with expanded classroom capacity, and new schools combined with cyclone shelters for use by the local communities. To cope with remoteness, transportation difficulties and the prevailing security risks in the Chittagong Hill Tracts (CHT), which are home to the largest proportion of the country’s indigenous population, residential hostels for students and teachers are likely to be added to some of the existing schools and new schools will be built with the same facilities.

10. School physical works have however been prioritized in terms of needs. Based on a preliminary assessment of needs based infrastructure construction or reconstruction requirements, PROG3 will support DPE to reconstruct 2,700 schools in Government Primary Schools (GPS), Registered Non-Government Primary Schools (RNGPS) and community schools. An additional 34,070 classrooms in GPS and RNGPS, 40,000 tube-wells, 94,893 toilets and furniture for 8,000 classrooms will be required to meet the minimum requirements. Grants for schools will also include a sum for maintenance and repair of school buildings. With GOB funds, DPE has also planned to build 1,500 new schools as a separate complimentary activity. But there is still no decision whether this would also be done under PROG3.

11. DPE expects that all physical works, including those for additional classrooms, will all be carried out within the existing compound, that is, on lands owned by the schools. However, land requirements and availability, which would vary from one school to another, could not be determined until the specific schools are identified and the civil works needs assessed. Where structural designs permit enrolment capacity might as well be expanded by adding additional classrooms on top of the existing buildings, instead of building them on the ground. But it is unlikely that this would materialize for all schools requiring classroom extensions. The site for the NAPE is yet to be selected, but it is assumed that the facility would involve substantial acquisition of private lands. Although they would be funded by GOB, sites of the 1,500 new schools also remain to be selected. As being planned, in keeping with the sector wide approach, land needs would be determined on a case-by-case basis, based on school location and the lands presently available. As of now it is assumed that other than those for the NAPE, land-related issues and impacts for the individual schools are not expected to be significant.

School Selection Guidelines

12. In keeping with the SMF objectives to enhance their social or intended outcomes, DPE will adhere to the following guidelines for expansion of existing and construction of new schools.

- For schools that will require additional lands for expansion and for those that will be built anew, DPE will undertake community/stakeholder consultations prior to their inclusion in the works program. In addition to those for mobilizing community support for children’s education, the other important objective of these consultations would be to determine (i) if the communities and/or well-to-do individuals / families can make the required lands available on donation; (ii) whether the lands could be purchased directly on “willing buyer-seller” basis; or (iii) whether the lands will have to be obtained through legal acquisition.
- Consultation topics would include, among other issues, the (i) objectives of PEDPIII as a whole and those of physical works required for the schools; (ii) social safeguard implications of using private and public lands; (iii) identification of individuals / families who could be convinced by DPE and community for land donation; (iv) availability of public

lands in the area which could be used for new schools; and (v) any other issues that would help to avoid acquisition and yet would somehow make the land available.

- To the extent feasible, DPE will try to (i) avoid subprojects that will require private land acquisition; (ii) carry out the extension/renovation works in the lands already owned by schools; (iii) use their own or other public lands for building new schools.
- Where adverse impacts could not be avoided completely, DPE will screen all subprojects to identify the potential safeguards issues and impacts by using a specified instrument (Annex A1) and, if required, will prepare and implement impact mitigation plans as per the guidelines provided in this SMF.

13. DPE will not undertake school physical works that have attributes as those described in the list below.

That will affect IPs with long-term negative consequences in the following manner:

- Threaten cultural tradition and way of life
- May severely restrict access to common property resources and livelihood activities
- May affect places/objects of cultural and religious significance (places of worship, ancestral burial grounds, etc.)

That will (anywhere in the country, including areas inhabited by IPs),

- Require involuntary land donation, and purchases that are not offered on “willing buyer-seller” basis
- Affect private homesteads
- Render households using public lands homeless
- Affect mosques, temples, graveyards, cremation grounds, and other places/objects that are of religious and cultural significance
- Significantly restrict access to common property resources and livelihood activities of groups and communities

Screening & Mitigation Guidelines

14. The screening exercise will basically examine whether or not the physical works proposed for the individual schools are in accord with the above school selection guidelines and identify any safeguard issues and what are needed to address them. Screening will also inform DPE about the ownership of the lands required for the civil works and how they might possibly be obtained, and what might transpire in terms of safeguard impact mitigation. In view of the screening results, DPE’s action on a school will be consistent with the following sets of guidelines.

- **Framework for Indigenous Peoples Plan.** Consistent with OP 4.10 and SR3, it provides principles and guidelines to identify and deal with adverse impacts on indigenous peoples, and a consultation framework for adoption of mitigation and development measures, where school physical works would adversely affect IPs (Section B); and
- **Guidelines for Land Use & Impact Mitigation.** Consistent with the Bangladesh Land Acquisition, 1982, OP 4.12, and SR2 it provides principles, policies and guidelines for use of public and private lands and adverse impact mitigation; impact mitigation measures and

standards; mitigation plan requirements and preparation process; and implementation and monitoring arrangements for mitigation plans (Section C).

Community/Stakeholder Consultations Strategy

15. Community and stakeholder consultations in this section are primarily aimed at community provision of land for expansion of existing and construction of new schools. The main objective is to explore how lands for schools could be obtained without going for time-consuming, cumbersome acquisition under the 1982 ordinance. (Consultation objectives and procedures for preparation and implementation of Indigenous Peoples Plan and Resettlement Plan are outlined in Sections B and C.)

16. Tasks in this respect may vary from one school/location to another depending on information DPE or Upazila Education Officer (UEO) may already have about the required improvements, need for new schools and, most of all, land availability. Where no such information is available with DPE/UEO, civil works for existing and new schools, including locations, will also be decided through consultations with the beneficiary communities and other stakeholders like local governments (Union Parishads, Poursabhas (Municipal Committee), and Upazila Parishads); civil society organizations like NGOs and community-based organizations (CBOs); and others who may have been engaged in education advocacy.¹⁰

17. These consultation meetings will be open and ensure free expression of interests and concerns by all participants.¹¹ While discussing the project objectives and gathering community inputs/feedbacks, consultations will have a strategic focus on land availability status for the improvements required for existing and construction of new schools. The consultation topics will generally include Prog3 objectives relating to primary education; needs for improving / expanding existing and building new schools; land requirements and availability; community inputs/feedback on program objectives and land needs; community's rights and responsibilities in this regard, and those of the DPE, UEO, DPs and other agencies participating in program design and implementation. At least 30% of the community people should be women who would participate in the consultation in the planning process, implementation and monitoring.

18. An important part of the consultation meetings would be joint verification with the communities and other stakeholders of land availability on the ground, and identification of an

¹⁰ Each Upazila has a Upazila Education Committee (UEC), chaired by the Chairman of the Upazila Parishad. Among others, its membership consists of Upazila Nirbahi Officer, Upazila Education Officer, Upazila Engineer of LGED, Union Parishad Chairmen, and persons known to advocate development of education. The UEC will identify the needs for improvement of existing schools and need and location of new schools in the Upazila. Working through the Union Parishad, the committee will deal with the land availability issues and determine how the required lands, if any, would be obtained.

¹¹ Consultation is defined as a continuous two-way communication process consisting of: "feed-forward" the information on the program's goals, objectives, scope and social impact implications to the program beneficiaries, and their "feed-back" on these issues (and more) to the policymakers and program designers. In addition to seeking feedback on program specific issues, participatory planning approach also serve the following objectives in all development programs: public relations, information dissemination and conflict resolution.

option as to how the required lands could be obtained and the social issues, if any, could be addressed. For existing and new schools, DPE/UEO and the participants will address the land availability issues as specified below.

19. Lands for Existing Schools

- Will verify whether or not the existing school premise has enough land to accommodate the additional classrooms, separate toilets for boys and girls and carry out any other land-based improvements.
- Where lands available within the school premise are not adequate, the verifiers will identify owners of the lands adjacent to the schools, particularly of which that would be most suited for the required civil works. In consulting the concerned landowners, they will explore the following sequenced options with much greater emphasis on the first. (These options are elaborated in Section C of the SMF).
 - Voluntary Donation: Whether the landowners would be willing to donate the required land area on voluntary basis. (This may require a good deal persuasion by DPE/UEO and the communities.)
 - Purchase on “Willing Buyer-Seller” Basis: As an alternative to time-consuming acquisition, whether the landowners would offer the land on “willing buyer-seller” basis to DPE at current a market price or at a price acceptable to them.
 - Legal Acquisition: Where none of these above two options works, DPE may decide for acquisition depending on how important the civil works are. (The verifiers will inform the landowners about the long and complex legal process in claiming compensation from the acquisition authority.)

20. For existing schools, consultations will place most emphasis on voluntary donation and direct purchase on “willing buyer-seller” basis. There are specific guidelines in Section C for obtaining lands by using these two methods, and the persons leading consultations should be thoroughly aware of them.

Lands for New Schools

21. Wherever available, DPE’s priority will be to build new schools, with and without cyclone shelters or dormitories, on khas and other available public lands. All other options will also be explored before resorting to acquisition. Local verification and consultations will include the following tasks.

- With the help of local community and UP/Municipality, will search for khas and other unused public lands in the area where a new school is to be built.¹² Wherever feasible, alternative locations – within reasonable distance – will also be considered to take advantage of using public lands.

¹² Records of khas may or may not be available with the district land administration or at the upazila level. Most often khas lands in the rural areas, which are not significant in amount, are occupied illegally by local influential persons. On the other hand, lands belonging to other GOB agencies can be easily identified often because of their presence in the locality.

- In cases where private lands must be used, DPE will choose the school locations (i) to avoid lands that belong to small and marginal landowners; and (ii) where lands could be obtained through voluntary donation and direct purchase (that is, without acquisition).

22. Where a decision is reached as to how lands could be obtained, DPE will also examine whether the civil works would involve any social safeguard issues. During physical verification they, together with the community members, will record the information sought in the screening form provided in Annex A1.

23. Identification of appropriate sites and resolution of land issues may require multiple rounds of consultation and persuasion of potential donors and sellers, and following up on making lands available for civil works. As noted earlier, a school will be included in the civil works program only after the land availability issues are resolved. As such another crucial factor is consultation timing, which will largely depend upon the knowledge and information the DPE/UEO may have on particular schools at any stage of the program preparation and implementation.

Institutional & Implementation Arrangements

24. DPE will ensure that the SMF is implemented in its entirety or to the extent applicable. As described above and as follows in Sections B and C, there are several major tasks that are to be performed by DPE and/or other entities which will assist them to prepare and implement the civil works programs. Following identification of the schools for expansion and location of new schools, the major tasks are:

- *Community and stakeholder consultations*, which will provide information on land availability and IP¹³ issues. *The specific tasks may include those described in paragraphs 19 to 21.*
- *Organizing the consultation* meetings informing the communities and other stakeholders and organizations. Tasks will consists of:
 - a) Identification of potential land donors, as well as those who might sell on willing buyer-seller basis.
 - b) Following up with the landowners who would offer lands under the two options (other than acquisition) and legal transfer of ownerships.
 - c) Search and identification of suitable public lands for new schools, contacting the landowning agencies and following up on obtaining permission.
- *Social safeguard screening.* Upazila Education Officer (UEO) will screen the chosen subprojects, in association with key community members, including the landowners.
- *Safeguard impact assessment, and preparation and implementation of impact mitigation plans*, such as IPPs and RPs/ARPs, where public lands will be taken back from authorized/unauthorized private uses and/or private lands acquired). DPE will require specialized consulting assistance to perform these tasks, either individual consultants or a consulting firm.

25. In cases of private land acquisition, major tasks are:

- Preparation of land acquisition proposals (LAPs) as per standard requirements of the acquisition authority.

¹³ As applicable

- LAP submission to Deputy Commissioners (DCs – heads of the Acquiring Bodies) and following up on DLAC (District Land Allocation Committee) approval.
- Following up with the land acquisition authority, which will consist of major legal steps, including compensation payment.
- Compensation payment by DPE itself (explained in Section C).

26. DPE will supervise and monitor SMF implementation. At the local level, Upazila Education Officer (UEO), who is a member of the Upazila Education Committees, will perform all process tasks specified in the SMF, especially those related to obtaining lands from private and public ownerships, as well as those concerning indigenous peoples. As to monitoring, UEOs will directly provide DPE the up-to-date monthly information on all activities undertaken to obtain lands and those related to civil works for individual schools. DPE will in turn process it for the entire program and share with the Banks and other DPs on a quarterly basis. Jointly with DPE, the DPs will evaluate the year's progress during the Joint Annual Review Mission. DPE will set up computerized databases that will include district-wise information on planned civil works, community consultations, options used to obtain lands, purchase and acquisition and compensation payment, as well as others needed to implement the SMF.

27. DPE will hand over the land for construction to the civil works Implementing Agency (IA) after compliance of all safeguard requirements on IR and IP. DPE must have a MOU with the IA with the specific condition that "No contract of civil works would be awarded without 100% compliance of SPS for the construction site."

28. The PEDP III will have particular institutional arrangement with specific budgetary allocation and human resources for the implementation of the sub-component for the indigenous peoples and people from char, haor, baor, and tea garden areas. Such arrangement may consider involving their representative government institutions which, in the case of Chittagong Hill Tracts, can be the Hill District Councils (HDCs), the CHT Regional Council (CHTRC) and the Ministry of CHT Affairs (MoCHTA), besides specific personnel in the Programme Management and Implementation Office. In addition, this should also include adequate capacity building support for the relevant institutions.

Monitoring and Evaluation

29. Monitoring will consist of all major activities required to obtain lands according to the suggested options; identification of social impacts; and preparation and implementation of the appropriate impact mitigation plans. In addition to community/stakeholder consultations, the following activities will be monitored on a routine basis.

- *Social safeguard screening* of the proposed school sites to determine whether or not, or the extent to which, SMF provisions would apply for the individual schools.
- *Impact assessment* wherever required to prepare and implement the required impact mitigation plans like RPs/ARPs and IPPs.
- *Execution of legal instruments* in cases where lands would be obtained on voluntary donation, or through purchase on a "willing buyer-seller basis".
- *Where lands would be acquired*, major legal steps in the acquisition process, including compensation payment by DCs and DPE.

30. An independent review will be carried out to assess how effectively the SMF guidelines have been followed to obtain lands on donation and purchase as well as through acquisition;

prepare and implement the impact mitigation plans, and assess efficacy of the provisions adopted in the SMF. The timing of the review will be jointly decided by DPE and the development partners, including the World Bank.

Grievance Redress

31. DPE will establish a procedure to answer queries related to PEDP III and schools undertaken for improvements and new construction; address complaints and grievances about any irregularities in application of the SMF guidelines for impact assessment and mitigation; and other personal/community concerns. Land-related complaints may range from disputes over ownership and inheritance of the acquired lands to affected non-land assets; donations under threats; and the like. Based on consensus, the procedure will help to resolve issues/conflicts amicably and quickly saving the complainants resorting to expensive, time-consuming legal actions. A Grievance Redress Committee (GRC) decision will however not pre-empt the complainant’s right to seek resolution in the courts of law.

32. DPE will constitute GRC at the upazila level, with memberships to ensure impartial hearings and transparent decisions. Membership of GRCs in Chittagong Hill Tracts upazilas and others heavily populated by indigenous peoples will take into account any traditional conflict resolutions arrangements that are in practice. The GRC are proposed to have the following memberships:

| | |
|---|------------------|
| Upazila Education Officer (UEO) | Convenor |
| Union Parishad Member (or Ward Commissioner) from Complainant’s Ward | Member |
| Headman/ Leader of the local IP community ¹⁴ | Member |
| Representative of a Local or National NGO | Member |
| Headmaster of the High School of the Complainant’s Ward/Area | Member |
| Headmaster of the Primary School of the Complainant’s Ward/Area | Member |
| A Professor of College in the Upazila Headquarters (Nominated by Principal) | Member |
| A Representative of the Program Consultant | Member Secretary |

If the aggrieved person/complainant is a woman, the GRC convenor will ask a female UP / Municipality Member to participate in the hearing.

33. During community/stakeholder consultations in Chittagong Hill Tracts and other areas that are significantly inhabited by indigenous peoples, DPE will identify any existing traditional conflict resolution mechanisms. If they exist and indigenous peoples intend, the GRCs will include two persons from such ‘traditional conflict resolution bodies’ to replace the two headmasters of the high school and primary school.

34. If resolution attempts at the upazila level fail, the UEO will refer the complaints to DEO along with the minutes of the hearings. If a decision made at this level is found unacceptable by the aggrieved person, DEO can refer the case to DPE with the minutes of the hearings at both upazila and district levels. A decision agreed with the aggrieved person at any level of hearing will be binding on the DPE.

¹⁴ Applicable only for areas having substantial adverse impact on IP community

35. To ensure impartiality and transparency, hearings on complaints will remain open to the public. The GRCs will record the details of the complaints and the reasons that led to acceptance or rejection of the particular cases. The UEO will keep records of all resolved and unresolved complaints and grievances and make them available for review as and when asked for by DPE, IDA and other development partners and any entities interested in the program.

36. A web portal on “Grievance Redressing System” may be introduced where facilities for addressing grievances online by common people would be available. All ongoing & closed cases of grievances should be publicly available through this portal

Capacity Building

37. DPE has very limited institutional capacity to implement the SMF, especially the provisions dealing with the issues related to land availability and impact mitigation. Under PEDP II, school physical works were carried out on lands provided by the beneficiary communities. While community provision still remains a strong possibility, DPE has nevertheless planned to organize specific capacity-building training programs in the first year of Prog3 implementation. These programs will train key DPE staff and UEOs, who would be directly involved in implementation, in the concepts and interpretations of the policies and guidelines adopted in the SMF. All training programs will be supported by PEDP3.

Budget and Financing

38. As required by the World Bank’s project financing policy and SPS of ADB, DPE will pay for the costs of lands, as well as those of impact mitigation activities mentioned in Section B and C. These costs are expected to vary a great deal depending on how lands are obtained and the nature and scale of impacts they might cause. All of these would remain largely unknown until the civil works are proposed for specific schools. As a result, presently there are no realistic bases to propose a IP budget. Under the circumstances, it is proposed that,

DPE will ensure availability of funds to pay for the lands that might be purchased directly or acquired under the 1982 ordinance and compensation for any kind of economic displacement. Detailed budgets will be included in IPPs, as and when they prepared to deal with resettlement issues.

SMF Approval and Disclosure (This section will be revised after SMF approval)

39. As required by the development partners’ project financing policy, the SMF will be subjected to review and clearance by the designated regional sector unit of the World Bank, ADB, and other DPs, and formally agreed with the Government of Bangladesh before the program appraisal. DPE will share the impact mitigation plans – as and when required and prepared for any subproject/school – for review and clearance by IDA, and ADB.

40. Launching a web portal for dissemination of information on progress and monitoring of safeguard issues would be initiated. Cost of the additional measures (Database administration and web administration) requires being included.

41. DPE will disclose a Bangla translation of the SMF to the public in Bangladesh by notifying in two newspapers, one in Bangla and other in English, and make it available in its web site as well as in its district and upazila offices. The World Bank will make the SMF available at its Country Office Information Center and InfoShop. The SMF will also be posted in the ADB website.

B. PROG3: FRAMEWORK FOR INDIGENOUS PEOPLES PLAN

Background

1. With a population of some 160 million and a land area of approximately 144000 square kilometers, Bangladesh is densely populated. It is the third largest Muslim majority country of the world. More significant, Bangladesh has the third largest population of poor people; according to the United Nations, 40 per cent of Bangladeshis live below the poverty line (2006). Over 85% of the population is Bengali Muslims; the remaining 15% are Hindu, with a very small numbers are Christians and Buddhists. Indigenous peoples (IPs)¹⁵ comprise about less than 1% (3 million)¹⁶ of the population of Bangladesh living mainly in the Chittagong Hill Tracts (CHT) and in rural communities in Mymensingh, Sylhet, Dinajpur and Rajshahi. There are 45 recognized distinct different ethnic groups living in 28 districts of Bangladesh. Of the 45 tribes 13 are living in 3 CHT districts: Khagrachari, Rangamati and Bandarban. The 13 indigenous groups in CHT possess separate identities, specific racial backgrounds, different languages, and distinct heritage and culture. The largest groups are the Chakmas, Marmas, and Tripuras. They differ in their social organization, marriage customs, birth and death rites, food and other social customs from the people of the rest of the country. The other 32 tribes are scattered in 25 districts although there is good concentration of Garos in greater Mymensingh and Gazipur and of Santals in greater Rajshahi district. There is lack of information on their socioeconomic indicators. Indigenous communities largely speak Tibeto-Burman languages.

2. The indigenous peoples everywhere are generally poorer than the mainstream peoples. Most indigenous peoples in CHT live in settlements in remote hills and valleys that are very difficult to access, they still use lands for living and livelihood under the traditional/customary tenure not recognized in the country's land administration system. The areas they inhabit, especially in CHT, are generally characterized by poor basic infrastructures like roads, schools, water supply and sanitation, health care facilities and markets

3. In Rangamati and Khagrachari, substantial parts of which have long been submerged by the Kaptai Hydroelectric Project, many of the IPs lives on hilltops that dot the vast expanse of waters. For them small country boats are the only means of transportation to go anywhere and send their children to schools, some of which are quite far away from home. Lack of basic infrastructures also makes it very difficult to recruit and retain teachers for schools that are located in the remote areas. Under PEDP II a Plan for *Expanding Education of Tribal Children* (EETC) was developed for extension and rehabilitation of the existing government schools for the out-of-school children; capacity building of indigenous/tribal institutions; social mobilization to motivate parents to send children to school; supplementary reading materials development in indigenous language; and recruitment and training of teachers in the hill tracts.

4. PEDP III aims to address some of these issues within the context of the four key areas proposed to undertake. The program will also examine the extent to which EETC activities have

¹⁵ The Government uses the term "adivasi/ethnic minority" in its Poverty Reduction Strategy Paper.

¹⁶ According to the 1991 census, there were 1.2 million indigenous peoples belonging to some 29 tribes. Both figures are however disputed by the indigenous peoples. According to their estimates IP population in the country are nearly 3 million who belong to 45 tribes.

been implemented and incorporate any necessary modifications in view of the lessons learned under PEDP II. The PEDP III component on *Universal Access* that aims to promote inclusive primary education has a particular focus on CHT. As in the plains districts, many schools in the region will see improvements in the form of additional classrooms, separate toilets for boys and girls, clean water supply and those needed for a quality learning environment. To address the current accessibility constraints, especially in the remote areas of the region, DPE plans to provide residential facilities for children and teachers. Depending on location and need, dormitories for students and teachers are likely to be added to some of the existing schools, and new schools will be built with the same facilities. It is expected that dormitories alone could be a major factor encouraging parents to send their children to schools which could in turn effect improvements in enrolment, attendance and perhaps completion rate of primary education by indigenous peoples' children. Moreover, this could also facilitate teacher recruitment and retention for schools in the remote areas.

5. Applicability of OP 4.10 and ADB's Safeguard Requirement 3 (SR3) in the plains districts and CHT will in general depend on (i) the presence and prevalence of IPs in the close vicinities of the schools that are undertaken for expansion/improvements as well as location and sites of the new schools; and (ii) whether or not the required physical works would affect them in manners to threaten their cultural way of life and restrict access to their livelihood activities.¹⁷ Given their scope for individual schools and availability of *khas land*¹⁸ in CHT, it is assumed that the civil works are highly unlikely to cause impacts that would threaten IPs in any significant manner. Yet, in view of the uncertainty DPE has decided to formally adopt this framework outlining principles, policies, guidelines and procedure to identify the impact issues and potential risks and, if required, formulate and execute Indigenous Peoples Plans. *This will apply whenever physical works for existing and new schools in CHT or plains districts are found to cause adverse impacts on indigenous peoples.*

Objectives of Indigenous Peoples Plan

6. The objective of ADB and World Bank's IP Safeguard policies is to design and implement projects in a way that fosters full respect for Indigenous Peoples' identity, dignity, human rights, livelihood systems, and cultural uniqueness as defined by the Indigenous Peoples themselves so that they (i) receive culturally appropriate social and economic benefits, (ii) do not suffer adverse impacts as a result of projects, and (iii) can participate actively in projects that affect them.

7. Keeping consistency with the above safeguard requirements, the main objectives are to ensure that the program activities in general, and the physical works in particular, do not adversely affect indigenous peoples, and that they receive culturally compatible social and economic benefits. This will require DPE to carefully select and screen all schools and their locations and sites, that are to be expanded or built anew, and determine presence of indigenous

¹⁷ The issues that have been identified to have constraining effects on enrolment, attendance and completion rates of primary education will be addressed separately in a much broader way in various DPE activities and through other administrative and civil society stakeholders.

¹⁸ Records of khas land may or may not be available with the district land administration or at the upazila level. Most often khas lands in the rural areas, which are not significant in amount, are occupied illegally by local influential persons.

peoples in the school localities and ensure their participation in the civil works selection and implementation processes. Depending on prevalence of indigenous peoples and their needs and concerns – which will be assessed through consultations (see consultation below) — DPE will work with the following guidelines:

- Plan and design civil works for existing schools and select location and sites of new schools to avoid or minimize, to the extent feasible, adverse impacts on indigenous peoples.
- Where adverse impacts on indigenous peoples are unavoidable, adopt and implement socially and culturally appropriate measures to mitigate them.
- Wherever feasible, adopt special measures – in addition to those for impact mitigation – to reinforce and promote any available opportunities for socioeconomic development of indigenous peoples' communities.
- To the extent feasible, DPE will try to avoid subprojects that will require private land acquisition in IP locality;
- Where adverse impacts could not be avoided completely, DPE will screen all subprojects to identify the potential safeguards issues and impacts by using a specified instrument (Annex A) and, if required, will prepare and implement impact mitigation plans as per the guidelines provided in this SMF.

Defining the Indigenous Peoples

8. No single definition can capture the diversity of the indigenous peoples, as they are found in varied and changing contexts. As such, DPE will use the World Bank and other development partner guidelines to identify indigenous peoples in particular geographic areas by examining the following characteristics.

- Self-identification as members of a distinct indigenous cultural group and recognition of this identity by others;
- Collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- Customary cultural, economic, social, or political institutions that are separate from those of the dominant society and culture; and
- An indigenous language, often different from the official language of the country or region.

A group that has lost collective attachment to geographically distinct habitats or ancestral territories in the project area because of forced severance also remains eligible for coverage under ADB's safeguard policy.

9. Table 1 shows the distribution of 45 indigenous communities living in 28 districts of the country. A recent study CHT shows, about 82% of children of 5-16 years are enrolled in primary or secondary schools (UNDP, 2009). The study also reports that three-fifths of children go to government primary schools irrespective of their distances from the residences. The average travel time for going to a nearby school, irrespective of communities, is around half an hour. The dropout scenario among the students is very high, 65% children discontinue their education before completion of primary schooling and 19% after completion of the same. In almost all schools both at primary and secondary level, the medium of instruction is Bangla. While almost all the IP communities requires primary education, special emphasis would be given to implement the principles of this SMF mentioned in Para 6-7 on the identified IP communities.

Table 1: Location of Indigenous People in Bangladesh

| Sl. No. | Location | Indigenous communities | Sl No | Location | Indigenous communities |
|---------|---|--|-------|---|--|
| 1. | Greater Mymensingh (Mymensingh, Tangail, Netrokona Jamalpur and Sherpur district) | Garo, Hajong, Koch, Barman, Dalu, Hodi, Banai, Rajbangshi | 5. | Greater Sylhet (Sumangonj, Mouvlibazar, Sylhet, Hobigonj district) | Monipuri, Khasia, Garo, Hajong, Patro, Kharia, Santal, Oraon |
| 2. | Gazipur | Barman, Garo, Koch | 6. | South-West (Jessore, Satkhira, Khulna district) | Bagdi (Buno), Rajbangshi, Santal |
| 3. | Coastal Area (Patuakhali, Barguna and Coxsbazar district) | Rakhain | 7. | North-Bengal (Rajshahi, Dinajpur, Rangpur, Gaibandha, Noagaon, Bagura, Sirajgonj, Chapainawabgonj, Natore district) | Santal, Oraon, Munda, Malo, Mahali, Khondo, Bedia, Bhumij, Kole, Bhil, Karmakar, Mahato, Muriyar, Musohor, Pahan, Paharia, Rai, Sing, Turi |
| 4. | Chittagong Hill Tracts (Bandarban, Rangamati and Khagrachari district) | Chakma, Marma, Tripura, Bawm, Pangkhu, Lusai, Tanchangya, Khiang, Mru, Asam, Gurkha, Chak, Khumi | | | |

Indigenous Peoples Plan

10. As noted in Section A, selection of expansion works and other improvements and location of new schools will largely indicate whether or not, or in the manner, indigenous peoples would be benefitted or adversely affected. Wherever affected adversely, in the plains or CHT, DPE will prepare and implement Indigenous Peoples Plans (IPPs) in accord with the principles, guidelines and procedure outlined below. To avoid or minimize adverse impacts and, at the same time, ensure culturally appropriate benefits, DPE will select, design and implement the physical works in adherence to the following principles:

- Fully include indigenous peoples communities in general and their organizations in the process leading to identification, planning and implementation of expansion/improvements works and locations and sites of new schools and dormitories for children and teachers;
- Carefully screen, together with indigenous peoples, the required physical works on existing schools and locations and sites of new ones for a preliminary understanding of the nature and magnitude of potential impacts, and explore alternatives to avoid or minimize any adverse impacts;
- Where alternatives are infeasible and adverse impacts are unavoidable, immediately make an assessment of the key impact issues jointly with indigenous peoples and others knowledgeable of indigenous people cultures and concerns;
- Undertake the tasks necessary to prepare IPPs with the most appropriate measures to mitigate the adverse impacts and, if opportunities are there, development measures for the general IP communities; and

- *Not undertake civil works where the indigenous people communities remain unconvinced about the benefits to offer broad support for the project (see details below).*

A Brief outline of a standard Indigenous Peoples Plan is in Annex D1

IP Participation and Consultation Strategy

11. Participation of indigenous peoples in selection, design and implementation of the subprojects will largely determine the extent to which the IPP objectives would be achieved. Where adverse impacts are likely, DPE will undertake free, prior and informed consultations with the would-be affected indigenous peoples' communities and those who work with and/or are knowledgeable of indigenous peoples' development issues and concerns. To facilitate effective participation, DPE will follow a time-table to consult indigenous people communities at different stages of the program cycle, especially during preparation of the civil works program. The primary objectives would be to examine the following.

- Whether there is a broad community consensus in support for expansion of existing and construction of new schools and to seek their inputs/feedbacks to avoid or minimize the potential adverse impacts associated with the required civil works;
- Identify the culturally appropriate impact mitigation measures; and
- Assess and adopt economic opportunities which DPE could promote to complement the measures required to mitigate the adverse impacts.

12. Consultations will be broadly divided into two parts. First, prior to selection of schools located in an area predominantly inhabited by indigenous peoples, DPE/UEO will consult the indigenous people communities about the need for, and the probable positive and negative impacts associated with, the expansion/renovation works. Second, prior to detailed impact assessment, the objectives would be to ascertain (i) how the indigenous people communities in general perceive of the need for undertaking physical works for particular schools and gather any inputs/feedbacks they might offer for better outcomes; (ii) whether or not the communities broadly support the proposed works; and (iii) any conditions based on which the indigenous people communities may provide broad support for the proposed works, which would eventually be addressed in IPPs and design of the physical works.

13. To ensure free and informed consultation, DPE/UEO will,

- Facilitate widespread participation of indigenous people communities with adequate gender and generational representation; customary/traditional IP organizations; community elders/leaders; and civil society organizations like NGOs and CBOs; and groups knowledgeable of indigenous people development issues and concerns.
- Provide them with all relevant information about the subproject, including that on potential adverse impacts, organize and conduct the consultations in manners to ensure free expression of their views and preferences.
- Document and share with IDA and other DPs the details of all consultation meetings, with IP perceptions of the proposed works and the associated impacts, especially the adverse ones; any inputs/feedbacks offered by indigenous peoples; and an account of the conditions agreed with indigenous peoples that may have provided the basis for broad base community support for the proposed works.

14. Once broad base community support is received, DPE/UEO will assess the impact details at household and community levels, with a particular focus on the adverse impacts perceived by

indigenous peoples and the probable (and feasible) mitigation and community development measures. To ensure continuing informed participation and more focused discussions, DPE/UEO will provide indigenous peoples with the impact details of the proposed civil works. Barring those that are technical in nature, consultations will cover topics/areas concerning cultural and socioeconomic characteristics (see paragraph 13 below), as well as those indigenous peoples consider important. Starting with those for broad base support for the subproject, consultations will continue throughout the preparation and implementation period, with increasing focus on the households which might be directly affected. Consultation timing, probable participants, methods, and expected outcomes are suggested in the matrix in Annex B1.

Contents of Indigenous Peoples Plan

15. IPPs will primarily aim at mitigating adverse impacts and reinforcing and promoting any available development opportunities in the subproject areas, with a particular focus on the indigenous peoples who might be directly affected. Depending on nature and magnitude of impacts, an IPP may generally consist of the following:

- Baseline data, including analysis of cultural characteristics; education; social structure and economic activities; land tenure; customary and other rights to the use of land and other natural resources; relationship with the local mainstream peoples; and other factors that may have been suggested by indigenous peoples during consultations and are to be addressed in civil works design and implementation. (Key areas of investigation are also suggested below.).
- Strategy for local participation, indicating timing of consultation and the participants, such as affected indigenous people communities, indigenous people organizations, and individuals and entities which have provided useful feedback and inputs during initial consultations.
- Mitigation measures and activities, which will generally follow indigenous people preferences and priorities, including those agreed between the indigenous people communities/ indigenous people organizations and DPE during consultations.
- Institutional capacity, taking into account DPE's staff experience, consulting services, and indigenous peoples and civil society organizations in designing and implementing IPPs.
- IPP implementation schedule, taking least disruptions to the indigenous peoples' livelihood and other activities into consideration.
- Monitoring and evaluation, with the participation of indigenous people representatives and organizations, and other civil society organizations that may have been operating in these areas.
- Financing the IPP. Budgets and sources of fund needed to implement the mitigation measures and development activities, if any, agreed between the indigenous peoples and DPE.

Indigenous Peoples' Socioeconomic Characteristics & Concerns

16. Baseline data (on the various aspects suggested above) and identification of social concerns will primarily focus on the cultural and socioeconomic characteristics of indigenous peoples and the potential vulnerability that might be caused by the proposed school physical works. Data on the following socioeconomic characteristics are expected to indicate the nature and magnitude of adverse impacts and provide the essential inputs for IPPs.

Social & Cultural Characteristics

- Relationships with areas where they live -- relating to religious/cultural affinity with the ancestral lands, existence and use of livelihood opportunities, etc.
- Use of any indigenous languages for social interactions and their use in reading materials and for instructions in formal/informal educational institutions in the indigenous people localities.
- Food habits/items that may differ from non-indigenous peoples and the extents to which they are naturally available for free or can only be grown in the indigenous people territories, and which are considered important sources of protein and other health needs of indigenous peoples.
- Interactions and relationships with other indigenous peoples' groups in the same and other areas.
- Presence of customary social and political organizations – characteristics indicating internal organization and cohesion of the communities, and their interaction with those of the non-indigenous population in these areas.
- Presence of indigenous people organizations, like community based organizations (CBOs)/NGOs, working with indigenous people development issues, and their relationships with the mainstream organizations also engaged in community development activities.
- Other cultural aspects likely to be affected or made vulnerable by the proposed school physical works.

Settlement Pattern

- Physical organization of homesteads – indicating organizational patterns with the existing community facilities, such as schools, places of worship, cremation/burial grounds, water supply and sanitation, etc.
- The extent to which the IP settlements/neighborhoods are spatially separated from those of the non-indigenous peoples, indicating interactions and mutual tolerance of each other.
- Present distance between the IP settlements/neighborhoods and the schools selected for expansion and new construction.

Economic Characteristics

- Land tenure — indicating legal ownership and other arrangements under which indigenous peoples presently use lands for living, cultivation or other uses.
- Access to natural resources — prevailing conditions under which indigenous peoples may have been using natural resources like forests, water bodies, and others that are considered important sources of livelihood.
- Occupational structure — indicating relative importance of household's present economic activities, and the extent to which they might be affected or benefited.
- Level of market participation — engagement in activities that produce marketable goods and services, and how and to what extent market participation would be affected or enhanced.

Impact Mitigation & Development Measures

17. *To use private and public lands and avoid or minimize adverse impacts on indigenous peoples, DPE will apply the same principles and guidelines proposed in the following section for involuntary resettlement (Section C). Eligibility and standards for compensation will also use those proposed therein. In addition, particular attention will be paid not to intrude into the IP localities by non-local workers, or resort to actions and behaviour that could be construed culturally insensitive and disrespectful by IPs.*

18. Choice of appropriate and culturally compatible development measures will largely depend on preferences and priorities of the affected indigenous peoples and their communities. Wherever feasible and opportunities exists, these measures will be undertaken beyond those meant for adverse impact mitigation. In general such measures might vary from one area to another in the plains and CHT and may include providing credits where indigenous peoples are likely to engage in the production of marketable goods, such as handicrafts, handlooms, small-scale horticulture; employment in school construction and maintenance activities; basic water supply and sanitation facilities; etc. If credit programs are found appropriate, DPE will call upon civil society organizations like NGOs to organize and administer them.

Monitoring and Reporting

19. As executing agency, DPE will be responsible for monitoring and evaluation of activities related to IPs. DPE, with the help of the IA, will collect ethnicity-disaggregated data. DPE will regularly analyze Project output and impact indicators, including by ethnicity. A Gender and IP specialist may be appointed who would build the capacity of the EA and relevant IA personnel to collect ethnicity-disaggregated Project data and ensure that monitoring and evaluation procedures include indicators for monitoring impact on the Project's beneficiaries. DPE will provide World Bank, ADB and other DPs with the following information for their review of performance and compliance with the SPS.

- Social safeguard screening: As and when requested, filled-out screening form (Annex A1) for all schools/contract packages included in the civil works program.
- Updates for formal review missions, which would include summary information on schools that have significant adverse impacts on indigenous peoples.
- Semi-annual report on compliance of safeguard requirements on IPs for all civil works contract packages and other PEDP III activities.

C. PEDP III: GUIDELINES FOR USING PRIVATE & PUBLIC LANDS AND IMPACT MITIGATION

Land Needs & Impact Mitigation Issues

1. The need for using private and public lands will arise where schools do not presently have land under their ownership to accommodate the required improvements, such as separate toilets for boys and girls; additional classrooms; dormitories for students and teachers in CHT; or carry out any other land-based improvements. For such schools, the lands have to come from private and/or public ownerships. Depending on actual situation on the ground, new schools – with and without cyclone shelters and dormitories -- would either be built on private lands or, where available, on public lands, such as *khas* and those belonging to various GOB agencies.¹⁹

2. As to how private lands would be obtained may vary depending on how the local communities cooperate with DPE, in terms of providing lands on donation or other arrangements.²⁰ Unless there is an absolute need, DPE would use any feasible option to avoid private land acquisition. *Khas* lands — wherever exist and are considered suitable in terms of location – could be easily available for social services institutions like schools. Other public agencies may also be persuaded to let use their lands where they may have remained unutilized. Unless located in urban and peri-urban areas, there is little possibility that public lands would be under use by unauthorized persons or squatters.²¹ Considering the overall situation, unless there is an absolute need for acquisition, DPE will also consider other options, including voluntary donation, where lands are needed for expansions and new constructions.

Obtaining Private and Public Lands

3. **Obtaining Private Lands:** In order to avoid the time-consuming cumbersome process, DPE would obtain lands through acquisition only where other options, as suggested below, will be found totally infeasible:

- Voluntary Donation: Where landowners agree to donate the lands without the fear of adverse consequences. The landowners will have the option to refuse sale of their land

¹⁹ All lands that do not belong to private citizens or not in use by any public entities are administered by the Ministry of Land (MOL). On request, MOL allocates lands for public good purposes to other GOB agencies. Such lands are also leased to private citizens for specified uses, which often stipulate return of the lands whenever MOL needs them.

²⁰ Traditionally, schools are first established by the communities according to their needs, on lands most often donated by individuals who are keenly interested in education, or collectively by the communities. In course of time the communities approached DPE to take them over and, when that happens, schools become a part of the system. Now that DPE is going to the communities with the “supply” of schools under a time-bound program, it remains uncertain whether DPE could mobilize the support needed for community provision of lands.

²¹ In rural areas, especially in the coastal regions, *khas* is often illegally occupied by local rich and influential persons. Such lands can be used for new schools by persuading the occupants, or simply by taking legal actions by the district land administration authorities.

if they so wish. Voluntary donation will be sought only from persons not recognized as small and marginal landowners²².

- Direct Purchase: DPE can purchase the lands directly from the owners on a "willing buyer-seller" basis at least at current market prices.
- Acquisition: Under the present *Acquisition and Requisition of Immovable Property Ordinance, 1982*, and mitigating the associated adverse impacts in compliance with the Bank's OP 4.12 on Involuntary Resettlement and OD 4.10 on Indigenous Peoples.

4. **Obtaining Public Lands**

Under Authorized Use: If the required lands are under lease from the Land Ministry or any other GOB agencies, DPE may seek to use such lands by fulfilling the lease conditions.

Under Unauthorized Use: Where the current users are well-off and an end to further use would be socioeconomically inconsequential, DPE and communities may persuade them to relinquish occupancy of the lands. However, where the lands are presently used for living and livelihood by the poor and vulnerable, DPE can take them back only by mitigating the adverse impacts in accord with the OP 4.12 and OP 4.10 provisions.

5. *DPE will apply the principles and guidelines as proposed in this SMF to all physical works, regardless of their scope, which will involve use of private and public lands that would be obtained through voluntary private donation, direct purchase from landowners; and acquisition by using the present ordinance.*

Impact Mitigation Objectives

6. The main objectives are to assist the project affected persons (PAPs) to improve, or at least to restore, their living standards and income earning or production capacity to the pre-project levels, in cases where the adverse impacts could not be avoided completely. In view of this, DPE will adhere to the following strategic guidelines while deciding on scope of physical works, as well as options to obtain lands from private and public ownerships.

- Strictly adhere to the guidelines adopted in this SMF while using the following options to obtain lands: voluntary private donation, and direct purchase from landowners (paragraphs 8-9 below).
- Avoid or minimize displacement of people, especially the socioeconomically vulnerable, who may have been using public lands for residential, commercial and other purposes;
- Avoid or minimize private land acquisition to extent feasible; and
- Identify and mitigate unavoidable adverse impacts associated with private land acquisition; displacement from public lands; and any other impacts during implementation of the physical works.

²² See footnote 20.

Land Use Principles

7. DPE will select to improve existing or build new schools and design and implement them in manners to avoid or minimize use of private and public lands in accord with the following principles:

- Where lands are required, DPE will consider to,
 - i. Use as much of public lands as possible
 - ii. Completely avoid displacement from private homesteads
 - iii. Avoid or minimize displacement of homesteads from public lands
 - iv. Use lands of lower value in terms of productivity and uses
 - v. Avoid affecting premises that are used for business/commercial activities
 - vi. Avoid affecting religious sites like places of worship, cemeteries, and buildings / structures that are socially and historically important.
- Will not undertake civil works that will significantly restrict access of communities, especially the socioeconomically vulnerable members, to common property resources that have been a source of their livelihood.
- Will not plan, design and implement any physical works that will cause adverse impacts on physical cultural resources like buildings and objects that bear cultural and historical significance (ref: World Bank's *OP 4.11 on Physical Cultural Resources*).

Guidelines for Obtaining Private Lands

DPE will obtain private lands in view of the options stated above (paragraph 2), and in compliance the following guidelines:

Voluntary Private Donation

8. DPE will seek and obtain private lands on donation where landowners agree to voluntarily donate them without the fear of adverse consequences. Specific guidelines that will be followed are:

- Donations will be voluntary, and the landowners will have the right to refuse donations without the fear of reprisal.
- Donations will not be sought from small and marginal landowners²³ who might be made impoverished by the action.

²³ There is no unique definition of small and marginal landowners. These groups are to be determined locally to identify those landowners, whose livelihood/ income generation might be hampered due to loss of the minimum area of land required for the construction. The threshold value for demarcating this group may vary in Upazila to Upazila depending on the land use pattern and the agro-economy of the locality. However, as per Bangladesh Bureau of Statistics, marginal land owners and small land owners are defined as having land with the ranges of 0.5-0.99 acres and 1.00-2.49 acres, respectively.

- Donations will not impact on the livelihoods of vulnerable groups; and if so community developed mitigation measures are acceptable to all affectees.
- Where donations are required, the concerned landowners will be consulted very early in the process leading to the formulation of the civil works program.
- Will ensure that the donated lands are free of legal disputes and claims, and legally document the donations with the information required by land administration.
- The donated land will be transferred in the name of the recipient through the existing legal mechanism prevalent in the country
- An agreement will be drawn up and signed between the donor of the land and the recipient reflecting the details and conditions of the transaction and signed by a witness
- The donation would be well documented in any on of the following manners:
 - i. Recorded in the local sub-registry office in the regular process of land registration, to establish the ownership by the school/ DPE. In such case a registration fee would be applicable (budget provision to be kept in DPE's revenue head).
 - ii. The transaction done locally and documented in the Judicial Stamp in front of third party witness. All the relevant documents among with signed stamps are received by the Upazila Nirbahi Officer (UNO) on behalf of DPE.
- Will share with DPs the legal records of donations for all civil works contract packages that may contain works on multiple schools.

Direct Purchase from Landowners

9. To avoid the lengthy acquisition process, DPE may also consider purchasing lands directly from the private landowners, as per the following guidelines:

- a) If the landowners agree to sell lands on a 'willing buyer-seller' basis. This means that the landowners will not be forced directly or indirectly to sell their lands, or at prices lower than the current market rates.
- b) Advertisement in local news papers for the required land by DPE might be a good option to allow the willing sellers to come forward to sell their lands.
- c) Prices will be negotiated openly and paid transparently in the presence of community leaders and organizations, NGOs, and others who are respected for fairness and integrity.
- d) DPE will engage an independent external party to document the negotiation and settlement process. Minutes of negotiations will be prepared with names and address of the participants. This, along with the legal purchase records and evidence of payment will be shared with DPs for all contact packages.
- e) Negotiated settlement with land holders is the most desired option for acquiring a land which has the potential to accelerate the progress of overall project works under PEDPIII. The safeguard requirement of ADB and OP of World Bank for involuntary resettlement will not trigger in the case of negotiated settlement, unless expropriation would result upon the failure of negotiations.

Acquisition of Private Land & Resumption of Public Lands

10. DPE will acquire private lands in cases of absolute need and infeasibility of other options. Consistent with the current practice, acquisitions will be made under the *Bangladesh Acquisition and Requisition of Immovable Property Ordinance, 1982*, OP 4.12, and SR2 on Involuntary Resettlement. The ordinance will legalize the acquisitions in the country's land administration system; OP4.12 and SR2 will be used to adopt and implement impact mitigation measures. In keeping with the OP 4.12/ SR2, DPE,

- Will follow the principles and guidelines provided in paragraph 7, to acquire private lands and resume public lands from private uses, and adopt impact mitigation measures.
- Where portion of a plot remaining after acquisition becomes economically unviable, the landowner will have the option to offer the entire plot to acquisition.

Impact Mitigation Principles

11. Adverse impacts are unlikely where lands are received according to the guidelines on voluntary donations or direct purchases are free of encumbrances and disputes/claims. The issue of impact mitigation will arise where lands are acquired or taken back from private uses. In such cases, DPE will plan and implement resettlement of the project affected persons (PAPs) as an integral part of design of the school physical works, as per the following guidelines.

- a) Not consider absence of legal title a bar to resettlement assistance, especially for the socioeconomically vulnerable groups like squatters.
- b) Mitigate socioeconomic vulnerability of the PAPs according to the provisions adopted in this SMF.
- c) Assist persons/households displaced from public lands to relocate on available public lands in the vicinity or general area.
- d) Not provide financial or any form of assistance to people, who are economically well-off²⁴ and use the public lands/properties for free.
- e) Mitigate community-wide impacts that may include community facilities, access to common property resources, etc., by rebuilding or providing alternatives in consultation with the user communities.

Eligibility for Compensation/Assistance

12. Given the scope of the civil works, which are expected to be quite limited in scope, the following are the categories of persons who are likely to be affected.

²⁴ They generally build durable structures for their own use or to rent them to others. Quality of the building materials will be considered to determine their eligibility for resettlement assistance. Structures made of bricks, reinforced cement concrete, steel, GI sheets, etc. will be considered ineligible for compensation. The affected households' global landownership will also be used to see if they are landless, which may have required them to squat on public lands.

- *Private Landowners:* Persons who have legal rights to the affected lands and other assets, such as houses/structures, trees, etc, built and grown on them.
- *Squatters:* Persons/households who do not have legal rights to the affected lands, but use them for residential and livelihood purposes. (Compensation for squatters will follow the mitigation principles proposed above.).
- *Others,* who do not have legal rights to the affected lands and any assets built or grown on them, but whose livelihood activities are significantly affected by the civil works.

13. *Cut-off Dates:* Where lands are to be acquired, DPE will establish the cut-off dates. These are the dates on which censuses of PAPs and affected assets are taken. Assets like houses/structures, that are built and the persons claiming to be affected, after the cut-off dates become ineligible for compensation. For private lands, these dates may not constitute 'cut-off dates', if the legal Notice 3 is issued before the PAP census. In such a situation, dates of Notice 3 will be considered 'cut-off dates', as the acquisition ordinance prohibits changes in the appearance of the lands after the notice is issued.

Compensation Principles & Standards

14. DPE will use the following principles and standards to determine compensation and assistance for persons/households in the different impact categories.

- Lands of All Kinds: Replacement costs for an equal amount of land of same use and quality, including the registration costs and stamp duties.
- Built Assets: Replacement costs of built items outside the homestead at the current market prices of same building materials, plus the current costs of labor to build them. Depreciation and salvage value will not be deducted.
- Trees & Other Irreplaceable Items: Current market prices of trees based on their species, maturity and other factors like timber and fruit trees that influence their prices, and other items which are irreplaceable.
- If the acquired lands are agricultural and amount to 20% or more of the total productive area, a *transition allowance* at three times the value of the crops produced a year in the acquired portion of the land.

15. It is expected that lands for even a new school, which will require relatively larger amount, may affect very few landowners.²⁵ In such cases, DPE would explore the possibility of determining replacement costs/market prices of all affected assets jointly with the affected landowners and beneficiary communities in compliance with the principles and guidelines provided in the SMF. Some the methods are suggested in Annex C1.

²⁵ Since the school is a one-piece facility, acquisitions will be made in one location and may affect only a few plots that may belong to as many or fewer landowners.

Impact Mitigation Plans

16. DPE will document the lands received on voluntary donation and direct purchase from the landowners and share with IDA. Impact mitigation plans will be prepared where private lands are to be acquired and public lands taken back from unauthorized users. Depending on scale of adverse impacts, DPE will prepare and implement one of the following impact mitigation plans:

Resettlement Plan (RP). Where land acquisition and resumption of public lands, which may include MOPME's own, for a school affect 200 or more persons. (*The number of persons consists of all household members, irrespective of the tenure under which they use the lands.*), or

Abbreviated Resettlement Plan (ARP)²⁶. Where land acquisition and resumption of public lands for a school affect fewer than 200 persons, documenting the affected persons and valuation of affected assets, impact mitigation measures and budget, and an ARP implementation schedule.

Compensation Payment

17. In keeping with the legal practice of land acquisition the DC will make the assessment of land acquisition costs based on an average of the registered land price over the last 12 months as recorded at the DC's Office. The requiring body (DPE) will then deposit funds with the DC's office from where it will be paid out to the identified landowners as Cash Compensation Under the Law (CUL). However, it is a well known fact that the prices registered at the DC's Office are usually a fraction of the real market price (in order to avoid taxes). The GOB recognizes this fact itself and so stipulates a 50% premium to be added to the CUL. Since under OP 4.12 all compensation must be made at replacement value, if the CUL, is found lower than the replacement value, DPE will directly pay the difference as 'top-up' to make up for the shortfall. Replacement value of all assets will be determined via market surveys which will be fully documented in the RAP. Compensations/entitlements that are stipulated beyond the ordinance (for affected landowners and squatters and others, who are not recognized by the ordinance) will also be directly paid by DPE. The top-up and all additional resettlement related costs which are not covered under the acquisition ordinance will be covered through project funds.

18. If lands are purchased directly from the owners on a "willing buyer-seller" basis, DPE will directly pay the prices in manners specified in paragraph 9.

19. *Top-up Determination and Payment:* The amount of top-up due to the affected person will be determined by comparing the *total amount of CUL* paid by DCs for lands and other acquired assets with the *total replacement costs and/or market prices thereof*.

20. Based on the principles proposed for impact mitigation, the following matrix defines the specific entitlements for different types of losses, entitled persons, application guidelines, and the institutional responsibility to implement them.

²⁶ An abbreviated resettlement plan (ARP) is a requirement of the World Bank for projects with not significant involuntary resettlement impacts. In the case of ADB a resettlement plan's level of detail and comprehensiveness are commensurate with the significance of involuntary resettlement impacts.

Table 2: ENTITLEMENT MATRIX

| Ownership & Location | Entitled Person ²⁷ | Entitlements | Responsibility |
|---|---|---|-------------------------|
| LOSS OF AGRICULTURAL & OTHER LANDS | | | |
| Private | Legal Owners , as determined by ownership of title and by the DCs, or by courts in cases of legal disputes | Compensation-under-law (CUL) or replacement costs, whichever is greater. | CUL paid by DCs |
| | | <p><u>If applicable</u> (subject to paragraph 17)</p> <ul style="list-style-type: none"> • Top-up equal to the difference between CUL and replacement costs. • Transition allowance (TA) for income loss if acquisition amounts to 20% or more of the total productive area (see paragraph 14) | Top-up & TA paid by DPE |
| Public lands under legal lease | Leaseholders | Contractual obligations with the public agencies, as determined by DCs. | Paid by DCs. |
| LOSS OF HOUSES & OTHER BUILT ITEMS | | | |
| Built items on private lands outside the homesteads ²⁸ | Legal owners , as determined by DCs, or by courts in cases of legal disputes. | <ul style="list-style-type: none"> • Compensation-under-law (CUL) or replacement cost, whichever is greater. • Transfer Grant (TG) to cover the carrying costs of any movable items at one-eighth of the replacement costs of the affected items. • Owners retain the salvageable materials. | CUL paid by DCs. |
| | | | TG paid by DPE |
| Shiftable & non-shiftable structures on acquired public lands | Vulnerable Squatters | <ul style="list-style-type: none"> • <i>Shiftable structures</i>: House Transfer Grant (HTG) and House Construction Grant (HCG), @ Tk 50 per sft of floor area with minimum of Tk 4000 and maximum of Tk 6000. • <i>Non-shiftable structures</i>: HCG @ | HTG and HCG paid by DPE |

²⁷ To comply with the draft Gender Action Plan of PEDP III, it is to be noted that the eligible female household heads (FHH) would also receive equal compensation as of male entitles person.

²⁸ According to the stipulations in paragraph 13 of Section A, homesteads, which consist of land, houses and other amenities, cannot be acquired. The built items here mean any structures that may have been built outside the homesteads for any purposes other than living.

| Ownership & Location | Entitled Person ²⁷ | Entitlements | Responsibility |
|--|---|---|----------------|
| | | Tk 100 per sft of floor area with minimum of Tk 5000 and maximum of Tk 7000. | |
| LOSS OF HOMESTEAD ON PUBLIC LANDS | | | |
| Homesteads on public lands | Vulnerable Squatters ²⁹ | <ul style="list-style-type: none"> Relocation assistance in public lands in the vicinity where squatters are required to relocate their homes. Provision of water supply & sanitation facilities. | DPE |

| LOSS OF TREES ON PRIVATE & PUBLIC LANDS | | | |
|---|---|---|-----------------------|
| On private lands | Legal owners as determined by DCs, or by courts in cases of legal disputes | <ul style="list-style-type: none"> Current market value of trees, based on species, size and maturity. Current market prices of fruits on trees, if they are felled before harvest. | DCs (included in CUL) |
| | | Owners will fell and retain the trees and fruits, after payment of compensation. | DPE |
| On public lands | Vulnerable squatter | As those stipulated above for trees and fruits. | DPE |
| UNFORESEEN LOSSES | | | |
| As may be identified during preparation & implementation of civil works | As identified | As determined in consultation with IDA and other DPs. | DPE and IDA/ADB |

²⁹ If any local influential person encroaches the public land or establishes squatters on the Government land targeted for the school, the land will be made available through legal actions by the district land administration authorities.. In such case, the Influential Person or the squatters will not be compensated or provided any assistance vacating the Government Land.

Income Restoration and Relocation Strategy:

21. The vulnerable Affected Persons (APs), including those experiencing indirect or secondary impact, will be eligible for assistance due to loss of employment/wage because of dislocation. DPE is to arrange training and credit support for Income Generation Activities (IGA) for sustainable income restoration of the eligible members of AP families. The poor and the vulnerable APs will be covered under IGA through Human Resource Development (HRD) and Occupational Skill Development training and subsequent credit support. The RPs will have provisions to provide assistance to affected businesses to restore and regain their businesses. All businesses irrespective of titled/non-titled owners of business premises, will receive a cash grant for loss of access to business premise, plus shifting or moving allowance, and one-time cash grant for loss of income. This assistance is intended to supplement the income loss during transitional period to re-establish businesses in new locations. Given the small size of subprojects, there would be little scope of developing a relocation site for the APs.

Preparation of Mitigation Instruments

22. Based on social safeguard screening and consultations with the local communities, DPE would decide how the required lands would be obtained. In cases of acquisition, DPE will undertake the tasks required for planning and implementation of resettlement activities. In this respect, the major preparatory tasks are:

- *Land acquisition proposals (LAPs).* LAPs will be prepared as per the standard requirements of the acquisition authority indicating, among other information, the amount of lands that are to be acquired.
- *PAP census and fixing the cut-off dates.* To prepare RPs and ARPs, will gather details of the impacts and impacted persons with respect, but not limited, to the impact categories and compensation/assistance eligibility criteria adopted in paragraph 12. DPE will establish the cut-off dates as mentioned in Para 13.
- *Market prices.* To determine the replacement costs of lands, structures and other replaceable, and market prices of irreplaceable, affected assets (Survey methods suggested in Annex C1).

Contents of RP & ARP

23. In cases of acquisition, DPE will prepare RPs or ARPs in view of the number of persons being affected by the expansion and/or new construction works for the individual schools. In view of the principles and guidelines in this SMF, the mitigation plans will include the following.³⁰

Resettlement Plan (RP)

- Brief description of the school location and proposed civil works, and required private and public lands;
-

³⁰ It is highly unlikely that private land acquisition for a school would require a full-fledged Resettlement Plan. The amount of land for even a new school, which would require 33 decimals each, is expected to be quite modest and acquisition may affect very few plots which may belong to as many or fewer families. If the average family size and the amount of land are considered together, it is very unlikely that acquisition for a school would affect 200 or more persons, which is the benchmark for an RP.

- Details of the impacts in terms of, but not limited to, the categories suggested in this SMF;
- Legal Framework
- Socioeconomic Information and Profile which would outline the results of the social impact assessment, the census survey, and other studies, with information and/or data disaggregated by gender, vulnerability, and other social groupings etc.
- A census of PAPs with income asset survey
- Identification of PAPs (with IDs etc.)
- An account of the alternatives that have been considered to avoid and/or minimize the adverse impacts;
- An account of the consultations that have been conducted with the displaced persons / households about the mitigation measures and implementation procedure (see below);
- An account of the entitlements for different types of losses;
- An account of households, if any, made vulnerable by the acquisition and the special assistance that are to be provided;
- Implementation Arrangements
- M&E and Reporting system
- Grievance Redress Mechanism
- Capacity Building training Plan
- Resettlement budget and a RP implementation schedule.

A Brief outline of a standard Resettlement Plan is in Annex E1

Abbreviated Resettlement Plan (ARP)³¹

- Documentation of the private and public lands required for the school, affected persons, and valuation of the affected assets as per the guidelines;
- Description of compensation and other resettlement assistance that are to be provided;
- A brief account of consultations with the affected persons about acceptable alternatives (e.g. compensation in cash and kind, etc); and
- A budget and an ARP implementation schedule.

Stakeholder Consultations

24. As noted in Section A, land availability issues would require extensive community consultations. Unless land is obtained through donation and direct purchase, acquisitions would require further consultations focusing more on the PAPs, regarding the potential adverse impacts, as well as the resettlement measures and implementation procedure. Consultation topics will include,

- Scope of civil works; land acquisition needs and the expected adverse socioeconomic impacts; and the rights and responsibilities on the parts of the stakeholders themselves and the agencies involved in the project (DPE, World Bank, other development partners, Consultants, etc.).

³¹ See footnote 23

- Specifics of the mitigation measures and the process that will be followed to implement them (mitigation principles, compensation eligibility, compensation payment [CUL & top-up] responsibilities, etc).
- Legal documents required to claim compensation from DCs and explanation of the process to procure them in cases where the landowners may not have them ready.
- Explanation of the functions and limitations of GRCs, and how the aggrieved PAPs and others could lodge their complaints and grievances.

25. Depending on actual situation, stakeholder consultations will continue throughout the civil works preparation and implementation period, and DPE would consider stakeholder inputs and feedback to minimize the adverse impacts.

Documentation

26. While RPs/ARPs will present summary of the impacts and impacted persons, DPE will ensure availability of the following documentations for review by IDA, ADB, and other DPs.

- Minutes of stakeholder consultation on matters like social safeguards implications of using private and public lands; alternative means of obtaining the required lands; mitigation measures adopted in this SMF; compensation procedure; etc.
- Legal records of lands donated by private owners and of those directly purchased by DPE on “willing buyer-seller” basis, with prices and names and addresses of peoples present during price negotiations and payment, and evidence of actual payment.
- Inventory of different types of PAPs, based on the census of affected persons / households and assets, as well as replacement costs and current market prices of different types of assets, as determined through market prices surveys, or in collaboration with the communities.
- Records of compensation payment to individual PAPs.
Records of complaints and grievances and the decisions given by GRCs and DPE. Records of all Agreements pertaining to the voluntary contribution of land .

Monitoring & Reporting

27. DPE will provide IDA, ADB, and other DPs with the following information for their review of performance and compliance with the OP 4.12, and SR2.

- Social safeguard screening: As and when requested, filled-out screening form (Annex A1) for all schools/contract packages included in the civil works program.
- Legal records as and when executed: Of lands donated by private owners, as well as of those directly purchased by DPE on “willing buyer-seller” basis, with prices and names and addresses of peoples present during price negotiations and payment, and evidence of actual payment.
- In cases of acquisition, semi-annual report indicating progress in land acquisition and implementation of impact mitigation plans, including compensation payment by DCs and DPE

- Updates for formal review missions, which would include summary information on schools that have obtained lands using any of the options suggested above for different types of civil works.

28. An independent review will be carried out to assess how effectively and efficiently the different procedural tasks have been carried out; relative advantage / disadvantages of the suggested land obtaining options; land acquisition and impact mitigation activities, if any, have been carried out; and efficacy of the provisions adopted in this SMF.

Land Acquisition & Resettlement Budget

29. As required by the World Bank's project financing policy and SPS of ADB, DPE will pay for the costs of lands, as well as those of impact mitigation activities. These costs are expected to vary a great deal depending on how lands are obtained and the nature and scale of impacts they might cause. All of these would remain largely unknown until the civil works are proposed for specific schools. As a result, presently there are no realistic bases to propose a resettlement budget. Under the circumstances, it is proposed that,

DPE will ensure availability of funds to pay for the lands that might be purchased directly or acquired under the 1982 ordinance. Detailed budgets will be included in RPs or ARPs, as and when they prepared to deal with resettlement issues.

| | | |
|---|--|--|
| Dormitory (CHT): | Capacity (# of students): | Total land Area (decimals): |
| <i>Required Land is</i> | <input type="checkbox"/> School Property | <input type="checkbox"/> Khas |
| | <input type="checkbox"/> Under Lease to Indigenous Persons | <input type="checkbox"/> Under Customary Use |
| | <input type="checkbox"/> Under Lease to Non-Indigenous Persons | |
| Other Civil Works, if any (Describe): | | |
| <i>If Require Lands are <u>Private</u>, they are Presently Used for</i> | <input type="checkbox"/> Agriculture | No. of Landowners/users: |
| | <input type="checkbox"/> Residential Purposes | No. of household living on them: |
| | <input type="checkbox"/> Business Purposes | No. of persons using the lands: |
| | <input type="checkbox"/> Other Purposes | No. of persons using the lands: |
| | Name Purpose: | |
| <i>If Require Lands are <u>Public</u>, they are Presently Used for</i> | <input type="checkbox"/> Agriculture | No. of persons using the lands: |
| | <input type="checkbox"/> Residential Purposes | No. of households using the lands: |
| | <input type="checkbox"/> Business Purposes | No. of persons using the lands: |
| | <input type="checkbox"/> Other Purposes | No. of persons using the lands: |
| Name Purpose: | | |
| New Schools: | <input type="checkbox"/> Without Cyclone Shelter & Dormitory | Total Land Area (decimals): |
| | <input type="checkbox"/> With Cyclone Shelter | Total Land Area (decimals): |
| | <input type="checkbox"/> With Dormitory | Total Land Area (decimals): |
| <i>Required Land Belongs to:</i> | <input type="checkbox"/> School | <input type="checkbox"/> Private Owners |
| | <input type="checkbox"/> Land Ministry (Khas) | |
| | <input type="checkbox"/> Other Ministrise (Name): | |
| <input type="checkbox"/> Other Entities (Name): | | |
| <i>If Require Lands are <u>Private</u>, they are Presently Used for</i> | <input type="checkbox"/> Agriculture | No. of Landowners/users: |
| | <input type="checkbox"/> Residential Purposes | No. of household living on them: |
| | <input type="checkbox"/> Commercial Purposes | No. of persons using the lands: |
| | <input type="checkbox"/> Other Purposes | No. of persons using the lands: |
| | Name Purpose: | |
| <i>If Require Lands are <u>Public</u>, they are Presently Used for</i> | <input type="checkbox"/> Agriculture | No. of persons using the lands: |
| | <input type="checkbox"/> Residential Purposes | No. of households using the lands: |
| | <input type="checkbox"/> Commercial Purposes | No. of persons using the lands: |
| | <input type="checkbox"/> Other Purposes | No. of persons using the lands: |
| | Name Purpose: | |

| | |
|---|---|
| <i>If private lands are required, they will be obtained through</i> | |
| <input type="checkbox"/> Voluntary Donation | Agreed by Landowners: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <input type="checkbox"/> DIRECT PURCHASE | AGREED BY LANDOWNERS: <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="checkbox"/> OTHER MEANS (DESCRIBE): | |
| Remarks, if any, about land availability: | |
| C. Additional Information on Indigenous Peoples (IPs) (In addition to the information sought under Section B) | |
| Names of IP community members and organizations which participated in Social Screening: | |
| The would-be affected IPs have the following forms of rights to the required lands: | |
| <input type="checkbox"/> Legal ownership | Number of IP persons/households: |
| <input type="checkbox"/> Customary Rights | Number of IP persons/households: |
| <input type="checkbox"/> Lease agreements with the Government | Number of IP persons/households: |
| <input type="checkbox"/> Others form of Right | Number of IP persons/households: |
| Describe Right: | |
| The following are the <u>three</u> main economic activities of the would-be affected IP households: | |
| (a) | |
| (b) | |
| (c) . | |

| | | | |
|---|-----------------------------------|----------------------------------|--------------------------|
| <i>The following are the social concerns expressed by IP community and organizations:</i> | | | |
| | | | |
| <i>The IP community and organizations perceive the social outcomes of the scheme:</i> | | | |
| <input type="checkbox"/> Positive | <input type="checkbox"/> Negative | <input type="checkbox"/> Neither | Positive nor Negative |
| <i>In respect of the social impacts and concerns, is there a need to undertake an additional impact assessment study?</i> | | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |

~~~~~

**Prepared by (Name and Designation):**

.. ..... ..

(A DPE staff should fill in this form)

**Signature:** ..... **Date:** ..

**Annex B1**

**INDIGENOUS PEOPLES CONSULTATION MATRIX**

| <b>Timing</b>                                                                                                                    | <b>Consultation Participants</b>                                                          |                                                                                                             | <b>Consultation</b>                                                                                                             | <b>Expected</b>                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                  | <b>Project Authority</b>                                                                  | <b>IP Community</b>                                                                                         | <b>Method</b>                                                                                                                   | <b>Outcome</b>                                                                                                                                                              |
| <b>Reconnaissance &amp; ground verification of existing and location/sites for new schools and hostels</b>                       | DPE/UEO, Local government, NGOs and others working with IP issues                         | IP Communities, including organizations, community leaders/elders                                           | Open meetings & discussions, visit of school sites, IP settlements & surroundings                                               | <i>First-hand assessment of IPs' perception of potential social benefits and risks, and prospect of achieving broad base support for the civil works</i>                    |
| <b>Screening of the school and dormitory sites</b>                                                                               | DPE/UEO, Local government, NGOs / CBOs and others working with IP issues                  | IP Communities, including would-be affected IPs, IP organizations, community leaders/elders, key informants | Open meetings, focus group discussions, spot interviews, etc.                                                                   | <i>Identification of major impact issues, feedback from IP communities and would-be affected persons, and establishing broad base community support for the civil works</i> |
| <b>In-depth study of risks and benefits taking into consideration, inter alia the conditions that led to community consensus</b> | DPE/UEO, project consultants (Social Scientist), NGOs / CBOs, other knowledgeable persons | Would-be affected IPs, IP organizations, community leaders/elders, key informants                           | Formal/informal interviews; focus group discussions; hotspot discussion on specific impacts, alternatives, and mitigation; etc. | <i>More concrete view of impact issues &amp; risks, and feedback on possible alternatives and mitigation and development measures</i>                                       |
| <b>Social impact assessment (SIA)</b>                                                                                            | DPE/UEO, project consultants (Social Scientist)                                           | Adversely affected individual IPs/households                                                                | Structured survey questionnaires covering quantitative & qualitative information                                                | <i>Inputs for IPP, and identification of issues that could be incorporated into the design of the civil works</i>                                                           |
| <b>Preparation of civil works and IPP</b>                                                                                        | DPE/UEO, project consultants (Social Scientist) and other stakeholders                    | IP organizations, community leaders/elders, adversely affected IPs                                          | Group consultations, hot spot discussions, etc.                                                                                 | <i>Preparation of IPP, and incorporation of SIA inputs into engineering design to avoid or minimize adverse impacts, and IP development programs</i>                        |
| <b>Implementation</b>                                                                                                            | DPE/UEO, DPs, consultants (Social Scientists) & other stakeholders                        | Individual IPs, IP organizations, community leaders/elders & other stakeholders                             | Implementation monitoring committees (formal or informal)                                                                       | <i>Quick resolution of issues, effective implementation of IPP</i>                                                                                                          |
| <b>Monitoring &amp; Evaluation</b>                                                                                               | DPE/UEO, DPs, consultants (Social Scientists), NGOs & CBOs                                | IP organizations/ groups and individuals                                                                    | Formal participation in review and monitoring                                                                                   | <i>Identification &amp; resolution of implementation issues, effectiveness of IPP</i>                                                                                       |

## **Annex C1**

### **SUGGESTED METHODS FOR MARKET PRICE SURVEYS**

In line with the proposed compensation principles, DPE/UEO, assisted by the program consultants, will conduct market price surveys to determine replacement costs of the acquired lands, structures and other replaceable and market prices of irreplaceable assets by using the methods suggested below.

#### ***Lands of All Kinds***

The surveys will explicitly take into consideration the quality of the lands under acquisition. Quality will take into account current uses (residential/commercial, etc.), cropping intensity in cases of agricultural lands, accessibility from the existing roads and to transportation, and any other characteristics that influence the lands' market value. These surveys will be conducted on the following three groups of respondents:

- A random sample of 10-15 landowners in the *mouza* (or area of the city) in which the lands under acquisition are located and in those adjacent to it;
- As many of most recent buyers and sellers of similar lands can be found in the same and adjacent areas/mouzas; and
- Deed writers, as many can be found and agree for interviews, at the land registration offices, who recently handled transactions of similar lands in the same or adjacent areas/mouzas. (They are to be asked about the actual prices, not those written in the deeds.)

Market value of the lands will be determined in the following manners:

- *If variations in average prices reported by the three respondent groups are insignificant (or, are 10% or less), current value of the lands will be fixed at the average of the prices reported by the three groups.*
- *In cases of significant differences (more than 10%), the current prices will be negotiated in open meetings with the affected landowners and Grievance Redress Committee (GRC).*

*Replacement costs of land will equal the market price, plus the registration cost or stamp duty. The registration cost will be calculated on the current market price.*

#### ***Built Structures***

Replacement costs will be based on the current prices of various building materials, labor and other cost items in the local markets. The costs of building materials, such as bricks, cement, steel, sand, bamboo, timber, GI sheet, roofing materials like straw, golpata, etc, and labor will be based on:

- Survey of current prices of different types of materials with five or so dealers/manufacturers in the local markets.

- The replacement cost of the structure will be based on the lowest quoted price for each type of material, plus their carrying costs to the sites.
- The current costs of labor with different skills will be determined by interviewing local contractors, DPE staff, or local construction workers.
- The PWD schedule of rates would also be used for comparison of rates of materials and labor for analysis of irregular/ non conventional structures, or plinth area rate for the standard building structure. If these rates are found higher than the market price, PWD rates would govern.

*Replacement costs of any other replaceable affected assets will also be based on the current prices of materials, transportation, labor costs, etc.*

### ***Trees & Other Irreplaceable Assets***

Market prices of different varieties of trees will be determined by surveying the prevailing prices paid by five or so lumber and fuel-wood traders in the local markets. *The compensation for trees will be fixed at the highest prices offered by a trader. The rates fixed by the Department of Forest (DoF) would also be compared.*

*Compensation for all other irreplaceable assets will also be based on survey of their prevailing prices with dealers/traders in the local markets.*

### ***Fruits and Other Crops***

Compensation will be fixed at the harvest prices of the fruits and other crops. Harvest prices of different varieties of fruits and crops will be collected from a sample of 7-10 dealers in the local markets. *The compensation for each type of fruit and crop will be fixed at the highest price offered by a trader. Rates fixed by the Dept. of Agriculture (DoA) would also be compared.*

The market price surveys will begin as soon as locations of the required acquisitions are identified on the ground. DPE/UEO will document the replacement costs and market prices of various affected assets and make them available as and when asked for review by IDA, ADB, and other development partners.

## **Annex D1**

### **OUTLINE OF AN INDIGENOUS PEOPLES PLAN**

This outline is part of the Safeguard Requirements 3. An Indigenous Peoples plan (IPP) is required for all projects with impacts on Indigenous Peoples. Its level of detail and comprehensiveness is commensurate with the significance of potential impacts on Indigenous Peoples. The substantive aspects of this outline will guide the preparation of IPPs, although not necessarily in the order shown.

#### **A. Executive Summary of the Indigenous Peoples Plan**

This section concisely describes the critical facts, significant findings, and recommended actions.

#### **B. Description of the Project**

This section provides a general description of the project; discusses project components and activities that may bring impacts on Indigenous Peoples; and identify project area.

#### **C. Social Impact Assessment**

This section:

- (i) reviews the legal and institutional framework applicable to Indigenous Peoples in project context.
- (ii) provides baseline information on the demographic, social, cultural, and political characteristics of the affected Indigenous Peoples communities; the land and territories that they have traditionally owned or customarily used or occupied; and the natural resources on which they depend.
- (iii) identifies key project stakeholders and elaborate a culturally appropriate and gender-sensitive process for meaningful consultation with Indigenous Peoples at each stage of project preparation and implementation, taking the review and baseline information into account.
- (iv) assesses, based on meaningful consultation with the affected Indigenous Peoples communities, the potential adverse and positive effects of the project.

Critical to the determination of potential adverse impacts is a gender-sensitive analysis of the relative vulnerability of, and risks to, the affected Indigenous Peoples communities given their particular circumstances and close ties to land and natural resources, as well as their lack of access to opportunities relative to those available to other social groups in the communities, regions, or national societies in which they live.

- (v) includes a gender-sensitive assessment of the affected Indigenous Peoples' perceptions about the project and its impact on their social, economic, and cultural status.
- (vi) identifies and recommends, based on meaningful consultation with the affected Indigenous Peoples communities, the measures necessary to avoid adverse effects or, if such measures are not possible, identifies measures to minimize, mitigate, and/or compensate for such effects and to ensure that the Indigenous Peoples receive culturally appropriate benefits under the project.

#### **D. Information Disclosure, Consultation and Participation**

This section:

- (i) describes the information disclosure, consultation and participation process with the affected Indigenous Peoples communities that was carried out during project preparation;
- (ii) summarizes their comments on the results of the social impact assessment and identifies concerns raised during consultation and how these have been addressed in project design;
- (iii) in the case of project activities requiring broad community support, documents the process and outcome of consultations with affected Indigenous Peoples communities and any agreement resulting from such consultations for the project activities and safeguard measures addressing the impacts of such activities;
- (iv) describes consultation and participation mechanisms to be used during implementation to ensure Indigenous Peoples participation during implementation; and
- (v) confirms disclosure of the draft and final IPP to the affected Indigenous Peoples communities.

#### **E. Beneficial Measures**

This section specifies the measures to ensure that the Indigenous Peoples receive social and economic benefits that are culturally appropriate, and gender responsive.

**F. Mitigative Measures**

This section specifies the measures to avoid adverse impacts on Indigenous Peoples; and where the avoidance is impossible, specifies the measures to minimize, mitigate and compensate for identified unavoidable adverse impacts for each affected Indigenous Peoples groups

**G. Capacity Building**

This section provides measures to strengthen the social, legal, and technical capabilities of (a) government institutions to address Indigenous Peoples issues in the project area; and (b) Indigenous Peoples organizations in the project area to enable them to represent the affected Indigenous Peoples more effectively.

**H. Grievance Redress Mechanism**

This section describes the procedures to redress grievances by affected Indigenous Peoples communities. It also explains how the procedures are accessible to Indigenous Peoples and culturally appropriate and gender sensitive.

**I. Monitoring, Reporting and Evaluation**

This section describes the mechanisms and benchmarks appropriate to the project for monitoring, and evaluating the implementation of the IPP. It also specifies arrangements for participation of affected Indigenous Peoples in the preparation and validation of monitoring, and evaluation reports.

**J. Institutional Arrangement**

This section describes institutional arrangement responsibilities and mechanisms for carrying out the various measures of the IPP. It also describes the process of including relevant local organizations and NGOs in carrying out the measures of the IPP.

**K. Budget and Financing**

This section provides an itemized budget for all activities described in the IPP.



## ***Annex E1***

### **OUTLINE OF A RESETTLEMENT PLAN**

This outline is part of the Safeguard Requirements 2. A resettlement plan is required for all projects with involuntary resettlement impacts. Its level of detail and comprehensiveness is commensurate with the significance of potential involuntary resettlement impacts and risks. The substantive aspects of the outline will guide the preparation of the resettlement plans, although not necessarily in the order shown.

#### **Executive Summary**

This section provides a concise statement of project scope, key survey findings, entitlements and recommended actions.

#### **Project Description**

This section provides a general description of the project, discusses project components that result in land acquisition, involuntary resettlement, or both and identify the project area. It also describes the alternatives considered to avoid or minimize resettlement. Include a table with quantified data and provide a rationale for the final decision.

#### **Scope of Land Acquisition and Resettlement**

This section:

- (i) discuss the project's potential impacts, and includes maps of the areas or zone of impact of project components or activities;
- (ii) describes the scope of land acquisition (provide maps) and explains why it is necessary for the main investment project;
- (iii) summarizes the key effects in terms of assets acquired and displaced persons; and
- (iv) provides details of any common property resources that will be acquired.

#### **Socioeconomic Information and Profile**

This section outlines the results of the social impact assessment, the census survey, and other studies, with information and/or data disaggregated by gender, vulnerability, and other social groupings, including:

- (i) define, identify, and enumerate the people and communities to be affected;
- (ii) describe the likely impacts of land and asset acquisition on the people and communities affected taking social, cultural, and economic parameters into account;
- (iii) discuss the project's impacts on the poor, indigenous and/or ethnic minorities, and other vulnerable groups; and
- (iv) identify gender and resettlement impacts, and the socioeconomic situation, impacts, needs, and priorities of women.

## **Information Disclosure, Consultation, and Participation**

This section:

- (i) identifies project stakeholders, especially primary stakeholders;
- (ii) describes the consultation and participation mechanisms to be used during the different stages of the project cycle;
- (iii) describes the activities undertaken to disseminate project and resettlement information during project design and preparation for engaging stakeholders;
- (iv) summarizes the results of consultations with affected persons (including host communities), and discusses how concerns raised and recommendations made were addressed in the resettlement plan;
- (v) confirms disclosure of the draft resettlement plan to affected persons and includes arrangements to disclose any subsequent plans; and
- (vi) describes the planned information disclosure measures (including the type of information to be disseminated and the method of dissemination) and the process for consultation with affected persons during project implementation.

## **Grievance Redress Mechanisms**

This section describes mechanisms to receive and facilitate the resolution of affected persons' concerns and grievances. It explains how the procedures are accessible to affected persons and gender sensitive.

## **Legal Framework**

This section:

- (i) describes national and local laws and regulations that apply to the project and identify gaps between local laws and IDA/ADB's policy requirements; and discuss how any gaps will be addressed.
- (ii) describes the legal and policy commitments from the executing agency for all types of displaced persons;
- (iii) outlines the principles and methodologies used for determining valuations and compensation rates at replacement cost for assets, incomes, and livelihoods; and set out the compensation and assistance eligibility criteria and how and when compensation and assistance will be provided.
- (iv) describes the land acquisition process and prepare a schedule for meeting key procedural requirements.

## **Entitlements, Assistance and Benefits**

This section:

- (i) defines displaced persons' entitlements and eligibility, and describes all resettlement assistance measures (includes an entitlement matrix);

- (ii) specifies all assistance to vulnerable groups, including women, and other special groups; and.
- (iii) outlines opportunities for affected persons to derive appropriate development benefits from the project.

### **Relocation of Housing and Settlements**

This section:

- (i) describes options for relocating housing and other structures, including replacement housing, replacement cash compensation, and/or self-selection (ensure that gender concerns and support to vulnerable groups are identified);
- (ii) describes alternative relocation sites considered; community consultations conducted; and justification for selected sites, including details about location, environmental assessment of sites, and development needs;
- (iii) provides timetables for site preparation and transfer;
- (iv) describes the legal arrangements to regularize tenure and transfer titles to resettled persons;
- (v) outlines measures to assist displaced persons with their transfer and establishment at new sites;
- (vi) describes plans to provide civic infrastructure; and
- (vii) explains how integration with host populations will be carried out.

### **Income Restoration and Rehabilitation**

This section:

- (i) identifies livelihood risks and prepare disaggregated tables based on demographic data and livelihood sources;
- (ii) describes income restoration programs, including multiple options for restoring all types of livelihoods (examples include project benefit sharing, revenue sharing arrangements, joint stock for equity contributions such as land, discuss sustainability and safety nets);
- (iii) outlines measures to provide social safety net through social insurance and/or project special funds;
- (iv) describes special measures to support vulnerable groups;
- (v) explains gender considerations; and
- (vi) describes training programs.

### **Resettlement Budget and Financing Plan**

This section:

- (i) provides an itemized budget for all resettlement activities, including for the resettlement unit, staff training, monitoring and evaluation, and preparation of resettlement plans during loan implementation.
- (ii) describes the flow of funds (the annual resettlement budget should show the budget-scheduled expenditure for key items).

- (iii) includes a justification for all assumptions made in calculating compensation rates and other cost estimates (taking into account both physical and cost contingencies), plus replacement costs, and
- (iv) includes information about the source of funding for the resettlement plan budget.

### **Institutional Arrangements**

This section:

- (i) describes institutional arrangement responsibilities and mechanisms for carrying out the measures of the resettlement plan;
- (ii) includes institutional capacity building program, including technical assistance, if required;
- (iii) describes role of NGOs, if involved, and organizations of affected persons in resettlement planning and management; and
- (iv) describes how women's groups will be involved in resettlement planning and management,

### **Implementation Schedule**

This section includes a detailed, time bound, implementation schedule for all key resettlement and rehabilitation activities. The implementation schedule should cover all aspects of resettlement activities synchronized with the project schedule of civil works construction, and provide land acquisition process and timeline.

### **Monitoring and Reporting**

This section describes the mechanisms and benchmarks appropriate to the project for monitoring and evaluating the implementation of the resettlement plan. It specifies arrangements for participation of affected persons in the monitoring process. This section will also describe reporting procedures.



**PRIMARY EDUCATION DEVELOPMENT PROGRAM III (PEDP III)**

## **Environmental Management Framework**

***Directorate of Primary Education  
Ministry of Primary and Mass Education***

**GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH**

*JUNE 2011*  
**Dhaka, Bangladesh**

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## LIST OF ABBREVIATIONS AND ACRONYMS

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|          |   |                                                                      |
|----------|---|----------------------------------------------------------------------|
| ADB      | - | Asian Development Bank                                               |
| AusAid   | - | Australian overseas aid program                                      |
| BDT      | - | Bangladesh Taka (Currency)                                           |
| BNBC     | - | Bangladesh National Building Code                                    |
| BP       | - | Bank Procedures                                                      |
| CIDA     | - | Canadian International Development Agency                            |
| DC       | - | Deputy Commissioner                                                  |
| DFID     | - | Department for International Development (of the United Kingdom)     |
| DG       | - | Director General                                                     |
| DLIs     | - | Disbursement-linked Indicators                                       |
| DOE      | - | Department of Environment                                            |
| DPE      | - | Directorate of Primary Education                                     |
| DPs      | - | Development Partners                                                 |
| DPHE     | - | Department of Public Health Engineering Department                   |
| EA       | - | Environmental Assessment                                             |
| EC       | - | European Commission                                                  |
| ECA      | - | Environmental Conservation Act                                       |
| ECC      | - | Environmental Clearance Certificate                                  |
| ECR      | - | Environmental Conservation Rules                                     |
| EIA      | - | Environmental Impact Assessment                                      |
| EMF      | - | Environment Management Framework                                     |
| EMP      | - | Environmental Management Plan                                        |
| EEPs     | - | Eligible Expenditure Programs                                        |
| GIS      | - | Geographic Information System                                        |
| GOB      | - | Government of Bangladesh                                             |
| IDA      | - | International Development Agency                                     |
| IEE      | - | Initial Environmental Examination                                    |
| LGED     | - | Local Government Engineering Department                              |
| MOEF     | - | Ministry of Environment and Forests                                  |
| MoU      | - | Memorandum of Understanding                                          |
| NAPE     | - | National Academy for Primary Education                               |
| NCTB     | - | Strengthening Capacity of the National Curriculum and Textbook Board |
| NEMAP    | - | National Environmental Management Action Plan                        |
| NSDWSSP  | - | National Safe Drinking Water Supply and Sanitation Policy            |
| OP       | - | Operational Policies                                                 |
| PEDP I   | - | (First) Primary Education Development Program                        |
| PEDP II  | - | Second Primary Education Development Program                         |
| PEDP III | - | Third Primary Education Development Program                          |
| PTIs     | - | Primary Teacher Training Institutes                                  |
| SLIPs    | - | School Level Improvement Plans                                       |
| SMC      | - | School Management Committee                                          |
| SWAp     | - | Sector Wide Approach                                                 |
| UPEPS    | - | Upazila Primary Education Plans                                      |
| URCs     | - | Upazila Resource Centers                                             |
| USD      | - | United State Dollar (Currency)                                       |
| WB       | - | World Bank                                                           |



## EXECUTIVE SUMMARY

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The proposed Primary Education Development Program III (PEDP III) will be the follow-on phase of Primary Education Development Program II, the government effort to provide quality education to all Bangladeshi children in every classroom. There is an increased focus on results in this new phase. The program, which is expected to start by July 1, 2011, will be implemented over a three-to-five year period with the support of a number of development partners including the Asian Development Bank, AusAID, CIDA, DFID, EC, JICA, Netherlands, SIDA, UNICEF and the World Bank/IDA. The development objectives of the proposed program are to: (i) increase the number of children enrolled and completing primary education; (ii) reduce social and regional disparities; and (iii) improve the measurement of student learning and quality of the teaching/learning environment.

Part of this program will include quality and child-friendly infrastructure (including clean and safe toilets and arsenic free tube wells or piped water supply). The Directorate of Primary Education (DPE) will be implementing these infrastructure activities in close collaboration of the Local Government Engineering Department (LGED).

The Directorate of Primary Education (DPE), in consultation with relevant stakeholders, has prepared this Environmental Management Framework (EMF) to support the implementing partners of the program to deal with potential environmental issues that may arise during implementation of the various civil works/"subprojects". The purpose of this harmonized Environmental Management Framework (EMF) is to ensure that neither the infrastructure, both in terms of needs nor quality at primary schools, nor the environment is compromised through the program intervention. The specific objectives of EMF are to: (i) outline a framework for environmental screening procedures and methodologies for the "subprojects" to be financed under the project in accordance to the GOB, World Bank and ADB's Safeguard policies/rules; and (ii) specify appropriate roles and responsibilities to carryout environmental screening, monitoring and reporting related to "subprojects". To avoid potentially adverse environmental impacts and enhance environmental outcomes of the activities implemented under individual "subprojects", the World Bank Operational Policy on Environmental Assessment (OP/BP 4.01) and ADB's Safeguard Policy Statement (2009) is triggered for this Program. Considering that the project is expected to have limited and minimum adverse environmental impacts, the project environment safeguard categorization is 'Category B'. The "subproject" specific environmental impacts cannot be precisely identified upfront before sites are selected. Additionally, "subprojects" may have very minor negative environmental impacts if not properly designed, executed and mitigation measures not implemented.

The Program is envisaged as a results-based investment lending support to the Government of Bangladesh's primary education sector. The World Bank, jointly with other major development partners, will support a full primary education sector-wide approach, but identifies a selected number of areas where achievements would condition the timing and amount of disbursements. It will provide a mix of financial and technical support aimed at improving impact and efficiency of resources.

Since the specific "subprojects" are not yet identified, specific information on types of "subprojects" like site/location of the "subprojects", land requirements, local communities, geo-physical land features and nature is not available during design phase. This EMF is thus prepared to establish the mechanism to determine and assess future

potential environmental impacts of “subprojects” that are to be identified and cleared based on a community demand-driven process, and to set out mitigation, monitoring and institutional measures to be taken during implementation and operation of the “subprojects” to eliminate adverse environmental impacts, or to reduce them to acceptable limits.

The Local Government Engineering Department (LGED) will be responsible for design, implementation and maintenance of the infrastructure of the program. LGED has developed an institutional set-up for PEDP II, which will continue be used in PEDP III. LGED will hire the services of an Environment Specialist who will lead PEDP III environmental activities. The Executive Engineer (Education) will ensure the overall coordination and responsible for monitoring of environmental safeguard issues. 5 Assistant Engineers will be responsible for coordination and reporting of environmental safeguard issues and each will be assigned 2 regions. The Assistant Engineer at Regional Office will act as the Environmental Focal Point and will be responsible for coordinating environmental activities at field level. The Upazilla Sub-Assistant Engineer/Assistant will be responsible for carrying out the screening and preparing subproject specific EMP preparation. The Upazilla Engineer will review the screening report and EMP through field visit. The Upazilla Engineer will also be responsible for supervision and monitoring of environmental mitigation activities at Upazilla level. The Assistant Engineer at Regional Office will review at least 25% of the screening and EMP reports and implementation of EMP at field level. If IEE is required, it will be the responsibility of the Assistant Engineer at the Regional Office. The Executive Engineer at Regional Office will review all IEE and monitor the implementation of EMP. The Assistant Engineer at Headquarters will ensure quality control and reporting at the regional level. The Environmental Specialist will prepare training materials; conduct staff training of staff; prepare screening, Initial Environmental Examination (IEE) report and Site-specific Environmental Management Plan (EMP) on sample basis; review a certain percentage of the EMPs; and prepare the Annual Environmental Monitoring Reports of the PEDP III.

DPE will hire the consultant services to monitor at least 10% of the infrastructure implemented by the LGED. The monitoring will include the environmental performance of the “subprojects”. The development partner(s) in consultation with DPE may also assign a firm/institute as third party monitoring of the physical progress, construction quality, and environmental safeguard and operation status of the infrastructures.

The Program will support environmental monitoring to ensure that envisaged purpose of the program is achieved and result in desired benefits without adversely affecting environmental resources. The monitoring activities of PEDPIII will include the compliance of the environmental management plan implementation. In general, the consultant will monitor the following indicators during field visit as ‘spot check’ and the related mitigation measures: (i) losses of agricultural lands; (ii) drainage congestion/water logging; (iii) surface water pollution; (iv) dust and noise pollution; (v) safe distance between tube-wells and sanitary latrines; (vii) occupational health hazards and safety practices; (viii) maintenance of water supply and sanitation facilities (ix) maintenance of air and water quality, (x) management of surrounding ecosystem and biodiversity (if any) etc. In addition, DPE will sign a Memorandum of Understanding (MoU) with the Department of the Public Health Engineering (DPHE) for annual water quality monitoring. DPHE/LGED should ensure that schools have a provision of septic tanks and infiltration gallery (soak pit) and program activities do not infringe upon natural ecosystems during the design stage. DPE will provide all the tube-wells information and field test kits to the DPHE Research and Development (R&D) Division. DPHE will coordinate and implement the testing through its field office and

prepare the analytical report. DPHE will also carry out 5% quality check in their zonal laboratories.

Capacity building at different levels is necessary in order to implement the EMF successfully. The suggested capacity building measures, for example include: (i) providing environmental competency/human-resources, (ii) training, orientation and awareness, activities on environmental planning and management of school and school-facilities, and (iii) mechanisms for coordination and for accessing specific environmental services e.g. water-quality testing, climate resilient school building construction etc. In consideration of increasing workload envisaged for implementation of the EMF and the nonexistence of environmental competency at centre, LGED will have a full-time Environmental Specialist at Education Unit to look after and monitor the EMF activities for PEDP III. The Specialist will be responsible for implementation of the EMF and its provisions, including compliance checking, facilitation, coordination and ensuring dissemination, orientations and capacity building activities. Additional human resources or an agency will be hired/engaged, if necessary, in order to effectively implement the EMF.

On behalf of DPE, a consultant carried out the field visit of the existing PEDP II project sites. The consultant reviewed the existing documents in field, school conditions, water supply and sanitation facilities, discussed with all relevant stakeholders and took their opinion how to improve the environmental practices in primary education program and to integrate environmental concerns to improve the sustainability of the program interventions. This EMF includes the recommendations from these local level consultations and field visit observations. The finalized EMF will be disclosed by the DPE and LGED on their website for public comments within 30 days of notice published in the 2 daily national newspapers (one English and another Bangla).

## PROJECT BACKGROUND AND INTRODUCTION

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### *Background*

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20. The proposed Primary Education Development Program III (PEDPIII) will be the follow-on phase of Primary Education Development Program II, the government effort to provide quality education to all Bangladeshi children in every classroom. There is an increased focus on results in this new phase. The PEDP III is expected to start July 2011, and will be implemented over a three- to five-year period with the support of a number of development partners including the Asian Development Bank, Australia's Overseas Aid Program (AusAID), Canadian International Development Agency (CIDA), Department for International Development of the United Kingdom (DFID), European Commission (EC), Japan International Cooperation Agency (JICA), the Netherlands Government, Swedish International Development Agency (SIDA), United Nations Children's Fund (UNICEF) and the World Bank/International Development Association (WB/IDA).

21. The proposed operation uses a sector-wide approach (SWAP) to support the implementation of the government's program for primary education. Credit disbursements will be made against selected key education budget line items referred to as Eligible Expenditure Programs (EEPs) up to capped absolute amounts. The event and amount of credit disbursements will be based on the achievement of pre-specified and agreed results referred to as *disbursement-linked indicators (DLIs)*, determined in partnership with the Government of Bangladesh (GoB) and other development partners (DPs).

3. The development objectives of the proposed PEDP3 are to: (i) increase the number of children enrolled in and completing primary education; (ii) reduce social and regional disparities; and (iii) improve the measurement of student learning and the quality of the teaching/learning environment. Quality and child-friendly infrastructure (including clean toilets and arsenic free tube-wells, climate resilient and environment friendly school building) will contribute to achieve overall objective of the PEDPIII by adopting appropriate planning and innovative designs. Particular attention will be put in case of construction of school building in vulnerable geographic location (e.g. coastal areas, hilly areas, floodplain, etc.). The infrastructure located in the climate vulnerable areas will be considered for climate proofing and disaster resilient.

4. The Directorate of Primary Education (DPE) will implement the overall program and the Local Government Engineering Department (LGED) will be assigned to implement the infrastructure development activities. The construction of infrastructure will be done primarily based on a need assessment carried out during the PEDP III preparation. Construction needs will also be further studied during the program implementation. The needs assessment identified 2,660 schools as top priorities with a 100% bad room index rating. These schools need to be inspected to determine how many rooms are structurally unsafe and how many could be upgraded with major repairs (if possible). The financial requirement is estimated at BDT 1,000,000 (USD 14,300) per room. The remaining life of the classrooms will be considered when selecting such rooms for maintenance. Nine thousand eight hundred thirty-eight schools with a 100% OK room index rating will need preventive maintenance. All of the school building will be designed in such a way (e.g. green building) so that it could serve for well ventilation for providing healthy environment and also for allowing maximum daylight for energy conservation. The study noted that the allocation of BDT 20,000 (USD 286) for each of such schools may not be adequate to maintain all the

rooms in good condition. Physical investigation of these schools will enable the DPE to calculate the actual cost of intervention.

5. The PEDPIII intends to ensure that every school has at least one safe drinking water source, which is either a tube-well or a piped water supply. The source will be arsenic-free. The program also intends to provide adequate sanitation for teachers, girls and boys students. Through several consultations, the following standards are recommended for PEDP III: (i) Teacher toilets – at least one (two if there are over 30 teachers); (ii) Girls’ toilet – 1:50 (between the national standard of 35-75); (iii) Boys’ WCs – 1:75 and (iv) Boys’ urinals – 1:60 (double the national and international standards). However, when planning the number of latrines for a school, certain issues should be considered: (a) What is the proportion of boys to girls? Are separate urinals available for boys? If so, fewer latrines will be required; (b) Are children allowed leaving the classes to use the latrines? If not, pressure on latrines during breaks will be high and more latrines will be required; and (c) Do all children have breaks from classes at the same time? If so, more latrines will be required. Could breaks be staggered?

6. In addition to water supply and sanitation and emergency/regular maintenance works of schoolrooms, the program may support expansion of existing schools; construction of new schools and dormitories based on a detailed needs assessment. Since coastal areas is vulnerable to cyclone and storm surge. Special emphasis will be given for repair and maintenance of school affected by disaster and other extreme climate events. A new campus for the National Academy for Primary Education at Mymensingh may be funded through the PEDP III.

7. The Directorate of Primary Education (DPE), in consultation with the Department of Environment and other relevant stakeholders, has prepared this Environmental Management Framework (EMF) to support the implementing partners of the programs to manage potential environmental issues that may arise during implementation of the “subprojects”. The EMF will be applicable for all “subprojects” and/or components to be considered under the PEDP III.

#### ***About EMF***

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8. Projects and programs financed with IDA resources must comply with the World Bank Operational Policies. Therefore, program components eligible for funding under the PEDP III will be required to satisfy the World Bank and ADB's safeguard policies, in addition to conformity with relevant legislation of the Government of Bangladesh (GOB). The other development partners also have their own policies to safeguard the environment in their project planning, implementation and operation. These policies will also be considered to comply with environmental safeguard issue.

9. The types of “subprojects” to be funded under PEDPIII have been identified at the program design phase. However, specific locations of “subprojects” will only be identified at the field level during implementation phase. Therefore, it is not possible to identify the “subproject” and/or components specific environmental issues upfront during program design and appraisal stage.

10. This EMF provides general policies, guidelines, and procedures to be integrated into the implementation of all “subprojects” under the PEDPIII. In preparing this document, relevant environment safeguard practices and compliance (especially the experience of PEDPI and

PEDP II) were reviewed. This review included field visits, multi-level consultations, qualitative and quantitative assessments of environmental safeguard compliance processes, a rapid capacity assessment of the implementing agency and its field level staff from environmental safeguard perspective etc. The EMF addresses the environmental related impacts as well as the occupational health and safety issues in the PEDP3. However, the EMF does not explain the general process of infrastructure planning, implementation, quality control and monitoring. These will be described in the Operational Manual for infrastructure development.

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## OBJECTIVES OF THE EMF

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11. The purpose of this Environmental Management Framework (EMF) is to ensure that neither the infrastructure (both in terms of needs and quality) at primary schools nor the environment is compromised through the program intervention. The EMF will contribute the goal of environmental sustainability by:

- enhancing environmental outcomes of the activities implemented under individual “subprojects”;
- preventing and/or mitigating any negative environmental impact that may emerge from the “subprojects”;
- ensuring the long-term sustainability of benefits from “subprojects” by securing the natural resource base on which they are dependent; and
- facilitating pro-active “subprojects” that can be expected to lead to increased efficiency and improved management in the use of natural resources resulting in improvements in local environmental quality and human well-being.

12. More specifically the objectives of the EMF are:

- To outline a framework for environmental screening procedures and methodologies for the “subprojects” to be financed under the program; and
- To specify appropriate roles and responsibilities to carryout environmental screening/assessment, environmental management (mitigation, monitoring and compensation) and reporting related to “subprojects”.

13. This will also cover institutional/organizational needs of the implementing agency in executing the recommendations to mitigate any possible environmental negative impacts and other climate induced impacts.

14. As agreed with the Government of Bangladesh and involved development partners, a common harmonized EMF is prepared where inputs from the government and DPs were incorporated. This common and harmonized EMF will be followed during the civil works, implementation of sub-project activities and other project operational phases.

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## **PROGRAM DESCRIPTION**

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### ***General Description***

15. The program proposes to provide technical and financial support to consolidate achievements under PEDP II and to further improve quality, equitable access and efficiency in primary education through a sector wide approach. Specifically, the program will assist the Government of Bangladesh to: (i) increase the number of children enrolled in and completing primary education; (ii) reduce social and regional disparities; and (iii) improve the measurement of student learning and the quality of the teaching/learning environment.

16. Success in meeting these objectives would be measured by outcome indicators including the following:

1. Increased net enrollment
2. Increased completion rates
3. Improved support for the teaching/learning environment
4. Improved measurement of student learning
5. Reduction in regional disparities for disadvantaged children in access to education

17. The PEDP III will build on the previous phase's (PEDP II) experience with a greater focus on results. IDA, jointly with other major development partners, will continue to support a sector-wide but will identify a selected number of areas where achievements would condition the timing and amount of disbursements. It will provide a mix of financial and technical support aimed at improving impact and efficiency of resource use. Due consideration will be given to the use of environment friendly construction materials and recyclable education materials.

### ***Component Description***

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18. The PEDPIII is envisaged as results-based investment lending support to the Government of Bangladesh's primary education sector. Implemented by the Directorate of Primary Education (DPE), disbursements to the program will be made against a set of results, which aim at improving accountability and transparency. Achievements of the indicators will be required for reimbursement against the selected eligible expenditure programs (EEPs). The four key program areas are:

- Increase Access and Reduce Social and Regional Disparities – To improve access to primary education, PEDP III would support the following, with a particular focus on measures to increase participation of the poorest and most disadvantaged children: (i) provision of one year of pre-primary education to a growing proportion of children; (ii) improved physical facilities (i.e. additional classrooms, toilets and tube wells with arsenic free/safe water, climate resilient school building) and establishment of new schools to reduce classroom overcrowding; (iii) coordination and implementation of a school health and nutrition program with schools and their communities, including school feeding and health screenings in selected areas; (iv) implementation of a revamped stipend program with improvements in



administration and pro-poor targeting; (v) development and implementation of action plans for mainstreaming disadvantaged children as well as (vi) closer coordination of alternative primary education opportunities with education service delivery in the formal public sector.

- Quality of Teaching and Student Learning – To improve the teaching and learning environment PEDPIII would support: (i) the revision of the curricula for Grades 1-5 to center it around student learning competencies; (ii) timely delivery of free textbooks to all schools and improving the quality of textbooks; (iii) the development, approval and gradual implementation of a teacher education and professional development program with built-in quality assurance of training; (iv) the establishment of a transparent and effective examination and assessment system ; (v) establishment and piloting of active learning methods and teacher support networks in selected upazilas; and (vi) various pilot initiatives to expand the use of information and communications technology in primary schools.
- Institutional Strengthening – To improve the efficiency and effectiveness of education service delivery at central and decentralized levels, including schools, PEDP III supports: (i) establishment of guidelines for decentralized school-based management and the provision of school grants; (ii) application of needs-based and merit-based procedures for the recruitment and deployment of teachers and head teachers, and a performance-linked incentive program for teachers; (iii) improved delivery of teacher education programs through strengthening the capacity of PTIs by filling staff vacancies, establishing instructor career paths, and providing professional development; (iv) strengthened institutional capability to manage education service delivery through the development and implementation of a human resource management plan to define career paths, fill staff vacancies and strengthen DPE particularly through capacity building at the upazila level; (v) provision of new and upgraded facilities for the Directorate of Primary Education which are aligned with increased filling of vacancies and expanded work program, including at the field level; and (vi) alignment of all primary education service providers to support a more unified primary education system.
- Program Planning and Management - To improve education sector management and policy development, including strengthening monitoring and evaluation, PEDP3 would support: (i) improving fiscal sustainability and effectiveness of public expenditures for education through improved education budget preparation; (ii) strengthening monitoring and evaluation systems to improve data use for performance and planning based on evidence; (iii) improving the timeliness, quality and coverage of the annual school census; (iv) moving towards an integrated comprehensive framework to include school standards for all categories of primary schools in the country; (v) increasing enrolment and interest in supporting children’s education through a communication’s strategy; and (viii) increasing public-private partnerships to deliver educational services.

### ***Program Areas***

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19. The PEDPIII will be implemented all over Bangladesh. However, the schools will be selected and prioritized based on the certain parameters. Through several consultations, the followings are the agreed parameters of priority:

- (i) Classroom gap (required rooms for Day Shift/(2 x existing rooms) x 100
- (ii) Teacher gap (required teachers for Day Shift/(2 x existing teachers) x 100
- (iii) Condition index of the existing classrooms (what percentage of buildings are in bad condition)
- (iv) Percentage of kacha<sup>32</sup> rooms
- (v) Enrolment gap: Out of school children
- (vi) Trend of students' population in the school in the last three years
- (vii) Special/underprivileged areas: Char, Haor, Coastal areas, Hilly area, in each upazilla schools in remote and un-served areas should be given priority
- (viii) Toilet gap (required/existing x 100)
- (ix) Drinking water gap (required/existing x 100)

20. In the above criteria, the top-most priority was given to the classroom and teachers gap ("a" and "b"). These two are interconnected and hence, should be considered together. In addition, there will also be some field criteria for selected schools:

- (i) The school is not included in any on-going development project
- (ii) Total number of students at least 230
- (iii) The average attendance is minimum 80%
- (iv) The average pass rate of last three years scholarships examinations is minimum 40%
- (v) Sufficient space (horizontal/vertical) for new classroom is available
- (vi) The SMC of the schools should be operational
- (vii) Whether at least 90% children (6-10 years) should be enrolled in the school
- (viii) The minimum population in the catchments area will be 2,000 and distance from the nearest school is 2 km. This will be relaxed for the schools in special/underprivileged areas.

21. The National Academy for Primary Education will possibly move to a new location just outside of the Mymensingh city. The construction of this new academy may be funded under the PEDP III.

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<sup>32</sup> Building made with earthen materials

## **RELEVANT GOVERNMENT POLICIES AND REGULATORY FRAMEWORK**

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### ***General Description***

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22. A wide range of laws and regulations related to environmental issues are in place in Bangladesh. Many of these are cross-sectoral and several of them are directly related to environmental issues. The most important of these are the Environment Conservation Act, 1995 (ECA, 1995), and the Environment Conservation Rules (ECR, 1997). The ECA 1995 is primarily an instrument for establishing the Department of Environment (DOE), and for controlling industrial and project related pollution. The Act also defines in general terms that if any particular activity is causing damage to the ecosystem, the responsible party will have to apply corrective measures. Until the appearance of ECR, 1997, enforcement of the Act was not possible, as many of the clauses refer to specifications detailed in the Rules.

23. In addition to the Environmental Conservation Act and Rules, there are a number of other policies, plans and strategies which deal with the water sector, agricultural development, coastal area, protected area disaster management and climate change. These are the National Water Policy, 1999; the Forest Act 1927 (last modified 30th April 2000); National Forest Policy, 1994; the National Conservation Strategy 1992;; National Environmental Management Action Plan (NEMAP), 1995; Coastal Zone Policy, 2005; Coastal Development Strategy, 2006; National Agricultural Policy, 1999; National Fisheries Policy, 1996; National Livestock Development Policy, 2007; Standing Orders on Disaster, 1999 (revised in 2010); Bangladesh Climate Change Strategy and Action Plan, 2009; National Plan for Disaster Management, 2010-2015. Some of these policies and legislations are described in this chapter for reference. The Bangladesh National Building Code, 2006 and Bangladesh Labor Act, 2006 will also be important regarding the occupational health and safety of workers and laborers to be involved in the Project's infrastructure development.

### ***Relevant Policies and Legislation***

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#### ***Environment Conservation Act 1995***

24. The national environmental legislation known as Environmental Conservation Act, 1995 (ECA'95) is currently the main legislative document relating to environmental protection in Bangladesh, which replaced the earlier environment pollution control ordinance of 1992 and has been promulgated in Environmental Conservation Rules, 1997 (ECR'97). This Act is amended in 2000 and 2002. The main objectives of ECA'95 are: i) conservation of the natural environment and improvement of environmental standards; and ii) control and mitigation of environmental pollution.

25. The main strategies of the act can be summarized as:

- Declaration of ecologically critical areas, and restriction on the operation and process, which can be continued or cannot be initiated in the ecologically critical areas
- Regulation with respect to vehicles emitting smoke harmful to the environment
- Environmental clearances
- Remedial measures for injuries to ecosystems
- Regulation of projects and other development activities

- Promulgation of standards for quality of air, water, noise and soil for different areas for various purposes
- Promulgation of standard limit for discharging and emitting waste
- Formulation and declaration of environmental guidelines

26. Department of Environment (DOE) implements the Act. DOE is under the Ministry of Environment and Forest and is headed by a Director General (DG). The DG has complete control over the DOE. The power of DG, as given in the Act, may be outlined as follows:

- The DG has the power to shut down any activities considered harmful to human life or the environment. The operator has the right to appeal and procedures exist for this purpose. However, if the incident is considered an emergency, there is no opportunity for appeal.
- The DG has the power to declare an area affected by pollution as an ecologically critical area. DOE governs the type of work or activities that can take place in such an area.
- Before beginning new development project, the project proponent must obtain Environmental Clearance from DOE. The procedures to obtain such clearance are in place.
- Failure to comply with any part of ECA'95 may result in punishment by a maximum of 10 years imprisonment or a maximum fine of BDT. 1000,000 or both.

#### ***Environmental Conservation Rules 1997***

27. The Environment Conservation Rules provide a first set of rules under the Environment Conservation Act, 1995. This rules is further amended in 2002 and 2003. These provide, amongst others items, standards and guidelines for:

- Categorization of industries and development projects, including roads and bridges on the basis of actual and anticipated pollution load
- Requirement for undertaking Initial Environmental Examination (IEE) and Environmental Impact Assessment (EIA), as well as formulating an Environmental Management Plan (EMP) according to categories of industries/development projects/activities
- Procedure for obtaining environmental clearance
- Environmental quality standards for air, surface water, groundwater, drinking water, industrial effluents, emissions, noise and vehicular exhaust

28. The Rules incorporate "inclusion lists" of projects requiring varying degrees of environmental investigation. The Government is also empowered to specify which activities are permissible and which restricted in the ecologically critical area. Under this mandate, MOEF has declared Sunderban, Cox's Bazar-Tekhnaf Sea Shore, Saint Martin Island, Sonadia Island, Hakaluki Haor, Yanguar Haor, Marzat Baor and Gulshan-Baridhara Lake as ecologically critical areas and accordingly has prohibited certain activities in those areas.

29. Under the Environmental Conservation Rules (1997) a classification system was established for development projects and industries on basis of the location, the size and the severity of potential pollution. It classifies industrial units and projects into four categories for the purpose of issuance of Environmental Clearance Certificate (ECC). These categories are:

- (i) Green
- (ii) Orange A
- (iii) Orange B, and
- (iv) Red

30. **Green Category** projects are considered relatively pollution-free and hence do not require initial environmental examination (IEE) and EIA. An environment clearance certificate (ECC) from the Department of Environment (DoE) is adequate for a project that fall into the Green category. **Orange Category** projects fall into two categories. Orange A projects are required to submit general information, a feasibility report, a process flow diagram and schematic diagrams of waste treatment facilities along with their application for obtaining DOE environmental clearance. Orange B projects are required to submit an Initial Environmental Examination (IEE) report, along with their application and the information and papers specified for Orange B projects. **Red** Category projects are those which may cause 'significant adverse' environmental impacts and are, therefore, required to submit an EIA report. It should be noted that they may obtain an initial site clearance on the basis of an IEE report, and subsequently submit an EIA report for obtaining environmental clearance along with other necessary papers, such as feasibility study reports and no objections from local authorities. The DoE has recently developed IEE and EMP checklists in order to simplify the preparation of conventional and voluminous IEE and EMP reports that may contain irrelevant and unnecessary information.

31. As per ECR '97 all existing and new industries and projects in Orange B and Red category require an Environmental Management Plan (EMP) to be prepared (after conducting an IEE or EIA) and submitted along with other necessary papers while applying for environmental clearance.

### ***National Water Policy 1998***

32. The National Water Policy was promulgated in 1999 with the intention of guiding both public and private actions to ensure optimal development and management of water in order to benefit both individuals and the society at large. The policy aims to ensure progress towards fulfilling national goals of economic development, poverty alleviation, food security, public health and safety, a decent standard of living for the people and protection of the natural environment. According to the policy, all agencies and departments entrusted with water resource management responsibilities (regulation, planning, construction, operation and maintenance) will have to enhance environmental amenities and ensure that

environmental resources are protected and restored while executing their activities. Environmental needs and objectives will be treated equally with the resources management needs. The policy has several clauses related to the protection and conservation of the natural environment to ensure sustainable development.

### ***National Safe Drinking Water Supply and Sanitation Policy 1998***

33. The National Safe Drinking Water Supply and Sanitation Policy (NSDWSSP, 1998) was adopted in 1998, and sets out the basic framework for the improvement of public health quality and to ensure an improved environment, together with a set of broad sectoral action guidelines. The policy offered the following various objectives to achieve the goal:

- To manage water supply and sanitation related basic needs for all
- To bring about a positive change of peoples' attitude towards water and sanitation
- To reduce the outbreak of water-borne diseases
- To increase the efficiency of the Local Government and associated communities for handling the problems related to water supply and sanitation more effectively
- To improve and make the water supply and sanitation system more sustainable
- To promote proper conservation, management and use of surface water and to control water pollution in light of the scarcity of groundwater
- To take necessary steps to capture and use rain water

34. Ensuring the installation of one sanitary latrine in each household in the rural areas and improving public health standard through inculcating the habit of proper use of sanitary latrines is mentioned as one of the objectives. About urban sanitation, the policy objective is to ensure sanitary latrine within easy access of every urban household through technology options ranging from pit latrines to water borne sewerage. Installing public latrines in schools, bus stations and important public places and community latrines in densely populated poor communities without sufficient space for individual household latrines is also emphasized.

### ***National Policy for Arsenic Mitigation 2004***

35. The policy provides a guideline for mitigating the affect of arsenic on people and environment in a holistic and sustainable way. This policy also supplements the National Water Policy 1998, National Policy for Safe Water Supply and Sanitation 1998 in fulfilling the national goals of poverty alleviation, public health and food security. Policy statement includes: access to safe water for drinking and cooking shall be ensured through implementation of alternative water supply options in all arsenic affected areas. All arsenicosis cases shall be diagnosed and brought under an effective management system. Impact of arsenic on agricultural environment shall be assessed and addressed. This policy gives preference to surface water over groundwater. The policy has set the target of providing arsenic free water by 2010 in the worst affected communities.

### ***National Sanitation Strategy 2004***

36. The goal of National Sanitation Strategy 2004 was to achieve 100% sanitation coverage by 2010. The strategy aims to delineate the ways and means of achieving the national target through providing a uniform guideline for all concerned. It defines **100% sanitation** – *at the very least, the term “100% sanitation” will mean to include all of the followings: (i) no open defecation; (ii) hygienic latrines available to all; (iii) use of hygienic latrines by all; (iv) proper maintenance of latrines for continual use, and (v) improved hygiene practice.* The strategy also defines the **Hygiene Latrine** - *A hygiene latrine would mean to include all of the following: (i) confinement of feces away from the environment; (ii) sealing of that passage between the squat hole and the pit to effectively block the pathways for flies and other insect vectors thereby breaking the cycle of disease transmission, and (iii) venting out foul gases generated in the pit through a properly positioned vent pipe to keep the latrine odor free and encourage continual use of the hygiene latrine.* The key suggested strategies for sanitation improvement include: (i) creating effective demand through health education and hygiene promotion; (ii) ensuring individual and community actions; (iii) activating local government institutions to play the key role for improving sanitation coverage; (iv) facilitating adequate supply chain of ‘hygiene latrines’; (v) reaching the hardcore poor; (vi) improvement in urban sanitation; (vii) media campaign; (viii) strategies for sustainability; (ix) financing for sanitation programs; (x) monitoring and evaluation; and (xi) emergency response.

### ***National Environment Management Action Plan (NEMAP) 1995***

37. NEMAP is an environmental planning exercise initiated by the government through the MoEF following the commitments made under Agenda 21 at UNCED in Rio de Janeiro in June 1992. The key element that distinguishes the NEMAP from the NCS is the commitment to full participation of the population at large interest groups, resource users and environmental stockholders, NEMAP identified the key environmental concerns to Bangladesh and provided an action plan to halt or reduce the rate of environmental degradation, improve the natural and manmade environment, conserve habitats and biodiversity, promoting sustainable development and improving quality indicators of human life. NEMAP has prioritized 57 actions on the environmental front and the government is in the process of creating a second-order priority list for immediate implementation. NEMAP outlines an Action Plan not only for the government, but for the community, the society and suggest what each and every citizen can do to protect the environment. The management actions considered in NEMAP are all essential to the sustainable development and environmental protection of the natural and human resources of Bangladesh. For the purpose of management, implementation, acquiring dedicated funds and enabling all different agencies to initiate or implement their own programs singly or in combination of agencies, all the action have been grouped under four heads: institutional, sectoral, location specific and long-term issues. Sectoral issues are: Health and Sanitation, Forest, Biodiversity, Natural Hazards, Education and Awareness, Industry, Water, Agriculture, Energy, Fisheries, Land, Housing and Transport, etc.

### ***Bangladesh National Building Code 2006***

38. Part 7, Chapter 1 of the Bangladesh National Building Code (BNBC) clearly sets out the constructional responsibilities of the relevant construction sites authorities in adopting some precautionary measures to ensure the safety of the workmen. According to Section 1.2.1 of Chapter 1 of Part 7, “In a construction or demolition work, the terms of contract

between the owner and the contractor and between a consultant and the owner shall be clearly defined and put in writing. These however will not absolve the owner from any of his responsibilities under the various provisions of this Code and other applicable regulations and by-laws. The terms of contract between the owner and the contractor will determine the responsibilities and liabilities of either party in the concerned matters, within the provisions of the relevant Acts and Codes (e.g. the Employers' Liability Act of 1938, the Factories Act of 1965, the Fatal Accident Act of 1955 and Workmen's Compensation Act of 1923). The Bangladesh Labor Act of 2006 replaces these Acts.

39. Section 1.4.1 of Chapter 1, Part 7 of the BNBC, states the general duties of the employer to the public as well as workers. According to this section, "All equipment and safeguards required for the construction work (such as temporary stairs, ladders, ramps, scaffolds, hoists, run ways, barricades, chutes, lifts, etc.) shall be substantially constructed and erected so as not to create any unsafe situation for the workmen using them or the workmen and general public passing under, on or near them".

40. Part 7, Chapter 3 of the Code has clarified the issue of safety of workmen during construction and with relation to this, set out the details about the different safety tools of specified standards. With respect to the health hazards to workers during construction, this chapter describes the nature of the different health hazards that normally occur in the site during construction and at the same time details the specific measures to be taken to prevent such health hazards. For example this chapter lists exhaust ventilation, use of protective devices, medical checkups etc. as the measures to be taken by employers to ensure a healthy workplace for the workers.

41. To prevent workers falling from heights, the Code in Section 3.7.1 to 3.7.6 of Chapter 3 of Part 7 sets out the detailed requirements on the formation and use of scaffolding. According to Section 3.9.2 of the same chapter, "Every temporary floor openings shall either have railing of at least 900 mm height or shall be constantly attended. Either a railing with toe board or a hinged cover shall guard every floor hole. Alternatively, the hole may be constantly attended or protected by a removable railing. Every stairway floor opening shall be guarded by railing at least 900 mm high on the exposed sides except at entrance to stairway. Every ladder way floor opening or platform shall be guarded by a guard railing with toe board except at entrance to opening. Every open sided floor or platform 1.2 meters or more above adjacent ground level shall be guarded by a railing on all open sides except where there is entrance to ramp, stairway or fixed ladder on the above precautions shall also be taken near the open edges of floors and roofs".

42. Section 1.2.4 of Part 9 clearly states, "Additions to existing building shall comply with all of the requirements of the BNBC for new constructions. The combined height and area of the existing building and the new addition shall not exceed the height and open space requirements for new building specified in Part 3 of the Code. Where a firewall that complies with Table 3.3.1 of Part 3 is provided between the addition and the existing building, the addition shall be considered as a separate building."

### ***Bangladesh Labor Act 2006***

43. The Bangladesh Labor Act of 2006 provides the guidance of employers' extent of responsibility and workmen's extent of right to get compensation in case of injury by accident while working. Some of the relevant sections are:



**Section 150. Employer's Liability for Compensation:** (1) If personal injury is caused to a workman by accident arising out of and in the course of his employment, his employer shall be liable to pay compensation in accordance with the provisions of this Act; and (2) Provided that the employer shall not be so liable - (a) in respect of any injury which does not result in the total or partial disablement of the workman for a period exceeding three days; (b) in respect of any injury, not resulting in death or permanent total disablement, caused by an accident which is directly attributable to - (i) the workman having been at the time thereof under the influence of drink or drugs, or (ii) the willful disobedience of the workman to an order expressly given, or to a rule expressly framed, for the purpose of securing the safety of workmen, or (iii) the willful removal or disregard by the workman of any safety guard or other device which he knew to have been provided for the purpose of securing the safety of workmen.

**Section 151. (1) Amount of Compensation:** Subject to the provisions of this Act, the amount of compensation shall be as follows, namely: - (a) where death results an amount equal to fifty per cent of the monthly wages of the deceased workman multiplied by the relevant factor; or an amount of fifty thousand rupees, whichever is more; (b) where permanent total disablement results from an amount equal to sixty per cent of the monthly wages of the injured workman multiplied by the relevant factor, or an amount of sixty thousand rupees, whichever is more; and (2) On the ceasing of the disablement before the date on which any half-monthly payment falls due, there shall be payable in respect of that half-month a sum proportionate to the duration of the disablement in that half-month.

#### **Others: Standing Orders on Disaster**

44. The 'Standing Orders on Disaster, 2010' is a substantial improvement over the previous editions (English 1999 and Bangla 1887). New features introduced in this edition include, among others, the following: i) an outline of disaster management regulative framework, ii) an introduction of core groups for emergency response at various levels, iii) multi-agency disaster incident management system, iv) risk reduction roles and responsibilities for all committees and agencies, v) new outlines for local level plans, vi) revised storm warning signals, vii) a report on cyclone shelter design. Conceptually, this edition follows a comprehensive approach emphasizing risk reduction as well as emergency responses relating to all hazards and all sectors. Consequently, it has to be followed not only during disasters, but also at normal times. The Standing Order is designed to enhance capacity at all tiers of government administrative and social structures for coping with and recovering from disasters. The document contains guidelines for construction, management, maintenance and use of cyclone shelters. According to the guideline, geographical information system (GIS) technology will be applied at the planning stage to select the location of cyclone shelter considering habitation, communication facilities, distance from the nearest cyclone-center etc. The advice of the concerned District Committee is to be obtained before final decision. The cyclone shelters should have effective communication facilities so that in times of distress there are no unnecessary delays. For this reason, the road communication from the cyclone shelters should link to cities, main roads and neighboring village areas. Provision of emergency water, food, sanitation and shelter space for livestock during such periods should also be considered for future construction of shelters.

### ***Implication of Policies and Legislations with the PEDPIII***

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45. The relevant policy and legislation documents underscore the importance of environmental consideration in the project planning and implementation to promote sustainable development. These provide the general guidelines to integrate environmental issues with different sector projects and programs. The ECR'97 (with amendments later on) is the main legislation in Bangladesh. ECR'97 defined different sectors (industries and projects) as 'Green', 'Orange-A', 'Orange-B' and 'Red' categories, without considering the extent and types of interventions. Construction of multi-storied buildings is considered as the 'Orange B' category in ECR'97. However, there is no fixed definition of a multi-storied building. In practice, building more than 10 storied within Dhaka City (as per building construction rules of RAJUK) and building a more than 6-storied building outside of Dhaka city will be considered as 'Orange B' category. It is expected that the primary schools outside of the Dhaka will not be more than 6-storied building and as such, ***no environmental clearance*** will be required. If new construction of more than 6-storied building is considered, Initial Environmental Examination (IEE) and Environmental Management Plan (EMP) would be required to get the environmental clearance from the Department of Environment (DOE) as per ECR'97. In addition, the Environmental Management Framework (EMF) would need to be submitted to the Department of Environment (DOE) for their review and concurrence.

46. The National Building Code and National Labor Act have defined certain measures to ensure proper safety and work environment as well as the compensation measures to the laborers. By national law, in order to be compensated, contractors must follow these safety provisions and compensation arrangements. The implementing agency must ensure that the appropriate occupational health and safety provisions have been included in the bidding documents and are being implemented by contractor.

47. Many primary schools in disaster prone areas are also used as cyclone/flood shelters for the community. If the school will be considered as shelter, the concerned District Committee should be consulted about its location and other information.

48. As per the policies/guidelines on water supply and sanitation, provision for arsenic safe drinking water and adequate sanitation will have to be ensured for schools. The water quality needs to be monitored to ensure that the supplied water is safe for drinking. The latrine to be constructed in the PEDP3 must be hygienic- confinement of feces away from the environment, blocking the pathways for flies and other insects, proper ventilation of foul gases, proper maintenance for continual use with improved hygiene practice.

## **DEVELOPMENT PARTNER’S ENVIRONMENTAL SAFEGUARDS POLICY**

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### ***World Bank Environmental Guidelines***

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49. The Bank requires environmental assessment (EA) of projects proposed for Bank financing to help ensure that they are environmentally sound and sustainable. The World Bank's environmental assessment policy and recommended processing are described in Operational Policy (OP)/Bank Procedure (BP) 4.01: Environmental Assessment. This policy is considered to be the umbrella policy for the Bank's environmental "safeguard policies" which among others include: Natural Habitats (OP 4.04), Forests (OP 4.36), Pest Management (OP 4.09), Physical Cultural Resources (OP 4.11), and Safety of Dams (OP 4.37). The Operational Policies (OPs) are the statement of policy objectives and operational principles including the roles and obligations of the Borrower and the Bank, whereas Bank Procedures (BP) are the mandatory procedures to be followed by the Borrower and the Bank.

50. The most relevant policy of WB in PEDP III activities is OP/BP 4.01 Environmental Assessment. The PEDPIII has been classified as 'Category B', because the project may have minor site-specific environment impacts, which cannot be determined upfront since the "subprojects" are not defined at this stage. Most of the impacts are not expected to be very significant or irreversible. The project requires partial environmental assessment of "subprojects" before implementation. The partial environmental assessment examines the project's potential negative and positive environmental impacts and recommends any measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental performance. In World Bank operations, the purpose of Environmental Assessment is to improve decision making, to ensure that project options under consideration are sound and sustainable, and that potentially affected people have been properly consulted.

### ***World Bank Environmental Screening under OP/BP 4.01***

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51. All World Bank projects are classified into three environmental assessment categories as shown in the following Table 1.

| <b>Table 1: World Bank Environmental Screening</b> |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                           |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>Category</b>                                    | <b>Category 'A'</b>                                                                                                                                                                                                    | <b>Category 'B'</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>Category 'C'</b>                                                       |
| <b>Description</b>                                 | The project is likely to have significant adverse environmental impacts that are sensitive, diverse, or unprecedented. These impacts may affect an area broader than the sites or facilities subject to physical works | The project has potential adverse environmental impacts on human populations or environmentally important areas—including wetlands, forests, grasslands, and other natural habitats—are less adverse than those of Category 'A' projects. These impacts are site-specific; few if any of them are irreversible; and in most cases mitigation measures can be designed more readily than for Category 'A' projects. | The project is likely to have minimal or no adverse environmental impacts |
| <b>EA Requirements</b>                             | For a Category 'A' project, the project sponsor is                                                                                                                                                                     | EA is narrower than that of Category 'A' EA. Like Category 'A' EA, it examines the project's potential negative and                                                                                                                                                                                                                                                                                                | Beyond screening, no further EA                                           |

|  |                                                     |                                                                                                                                                                            |                                               |
|--|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
|  | responsible for preparing a report, normally an EIA | positive environmental impacts and recommends any measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental performance. | action is required for a Category 'C' project |
|--|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|

***ADB's Safeguard Policy Statement (2009)***

52. All projects funded by ADB must comply with the Safeguard Policy Statement (SPS 2009) and Operational Manual F1 (2010). The purpose of the SPS is to establish an environmental review process to ensure that projects undertaken as part of programs funded under ADB loans are environmentally sound, are designed to operate in compliance with applicable regulatory requirements, and are not likely to cause significant environmental, health, or safety hazards. The SPS (2009) requires a number of additional considerations, including (i) project risks and respective mitigation measures and project assurances; (ii) project level grievance redress mechanism including documentation in the EMP; (iii) definition of the project area of influence; (iv) physical cultural resources damage prevention analysis; (v) climate change mitigation and adaptation; (vi) occupational and community health and safety requirements (including emergency preparedness and response); (vii) economic displacement that is not part of land acquisition; (viii) biodiversity conservation and natural resources management requirements; (ix) provision of sufficient justification if local standards are used; (x) ensuring adequate consultation and participation; and (xi) ensuring that the EMP includes an implementation schedule and (measurable) performance indicators.

53. ADBs Safeguard Policy Statement (SPS) include operational policies that seek to avoid, minimize, or mitigate adverse environmental and social impacts, including protecting the rights of those likely to be affected or marginalized by the development process. ADB's SPS set out the policy objectives, scope and triggers, and principles for three key safeguard areas: (i) environmental safeguard (ii) involuntary resettlement safeguards, and (iii) Indigenous Peoples safeguards.. All three safeguard policies involve a structured process of impact assessment, planning, and mitigation to address the adverse effects of projects throughout the project cycle. The safeguard policies require that impacts are identified and assessed early in the project cycle; plans to avoid, minimize, mitigate, or compensate for the potential adverse impacts are developed and implemented; and affected people are informed and consulted during project preparation and implementation. A basic principle of the three existing safeguard policies is that implementation of the provisions of the policies is the responsibility of the borrower/client. Borrowers/clients are required to undertake social and environmental assessments, carry out consultations with affected people and communities, prepare and implement safeguard plans, monitor the implementation of these plans, and prepare and submit monitoring reports.

**Table 2: ADB Environmental Screening**

| Category           | Category 'A'                                                                                                                            | Category 'B'                                                                                                                                                                | Category 'C'                                                              | Category FI                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Description</b> | The project is likely to have significant adverse environmental impacts that are irreversible, diverse, or unprecedented. These impacts | The project has potential adverse environmental impacts on human populations or environmentally important areas— including wetlands, forests, grasslands, and other natural | The project is likely to have minimal or no adverse environmental impacts | A project is classified as category FI if it involves the investment of ADB funds to, or through, a |

| <b>Table 2: ADB Environmental Screening</b> |                                                                                  |                                                                                                                                                                                                                                         |                                                                                                 |                                                                                                                                                                     |
|---------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | may affect an area larger than the sites or facilities subject to physical works | habitats—are less adverse than those of Category ‘A’ projects. These impacts are site-specific; few if any of them are irreversible; and in most cases mitigation measures can be designed more readily than for Category ‘A’ projects. |                                                                                                 | financial intermediary.                                                                                                                                             |
| <b>EA Requirements</b>                      | For a Category ‘A’ project, an Environmental Impact assessment (EIA) is required | An Initial Environment Examination (IEE) is required                                                                                                                                                                                    | No environmental assessment is required although environmental implications need to be reviewed | All FIs will ensure that their investment are in compliance with applicable national laws and regulations and will apply the prohibited investment activities list. |

**AusAID Environmental Management Guidelines**

54. The *Environmental Management Guide for Australia’s Aid Program 2003* provides an overview of AusAID’s Environmental Management System (EMS) and outlines the steps to be followed in environmental assessments of activities and the procedures for managing potential environmental impacts. The EMS forms an integral part of its overall management system and activity cycle. The objective of the EMS is to ensure activities in the Australian Government’s aid program that are likely to have impacts on the environment are properly assessed and managed. The EMS enables AusAID to meet its legal obligations under the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act). The EMS also provides the means for AusAID to continuously improve environmental performance in aid activities and to demonstrate the agency’s commitment to sound environmental management practices. For each policy, program, plan, or activity an initial assessment is carried out to evaluate the environmental impacts by answering environmental marker questions, identifying DAC (subsector) codes, and selecting environment generic field codes. Findings are incorporated into the policy, program, plan or activity implementation and monitoring and evaluation.

## **GENERAL PRINCIPLES FOR EMF**

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55. For programmatic or sectoral projects/programs, in which specific “subprojects” are not known in advance, it is recommended that a set of environmental principles for the design and construction of small civil works be agreed upon in the Environmental Management Framework (EMF) and the details to be described in the Operational Manual. The DPE and LGED will follow a set of principles in implementing the infrastructures under PEDP III to ensure environmental sustainability of the project. The general principles of the environmental management in PEDP III are mentioned below:

### **General Principles**

- The Joint Program Director or his/her assigned official at the DPE will be responsible overall for environmental compliance in PEDP III.
- The Program Coordinator (Superintending Engineer) of LGED will be responsible for subproject specific environmental compliance and relevant reporting in PEDP III.
- All the “subprojects” to be funded under the PEDP III will be subjected to an environmental screening/assessment in order to prevent execution of “subprojects” with significant negative environmental impacts.
- The designs should avoid or minimize the need for resettlement of population, as well as the impact on green and recreational areas and buildings of historical or architectural value. If above impacts are unavoidable, resettlement plans, mitigation and compensatory measures will be included in project costs.
- The design should harmonize with local surroundings including landscaping and planning for other uses for all additionally created spaces in order to minimize negative impacts on environmental quality and property values.
- It is assumed that there is likely to be no major harmful impacts on environment from civil construction under the program. However, particularly in the case of Chittagong Hill Tracts, given the remote and inaccessible locations of many areas where carrying costs of construction materials could be comparatively high, there should be priority given on the use of locally available construction materials (e.g. Bamboo and wood). Another, particularly important point in this regard is the preservation of the surroundings ecosystems around the school building which means there should not be any hill cutting and destruction of ecosystem for civil works. Planting of exotic/alien invasive species (e.g. teak) of trees will be avoided rather indigenous tree species will be planted to conserve the native biodiversity and maintain ecosystem integrity.
- Design and construction of school building in the vulnerable coastal areas will consider ‘climate proofing design’ (e.g. raising of plinth level for flood, increase strength of building to resist cyclone and storm surge, avoid of river bank erosion side, etc.)
- Alternative solutions and final designs should be subjected to public and community consultation with special emphasis on students/teachers. The preference of students and teachers will be given priority in designing the infrastructure.

- To minimize public nuisances, construction activities should follow strict environmental guidelines. Construction schedules and the timing of necessary interruption of public utilities should be informed to the affected community.
- The implementing agency will be responsible for obtaining and ensuring clearance required from government or local government agencies/committees, if necessary.
- All areas and infrastructure affected during construction should be restored to their original condition, specially sidewalks, green street dividers, gardens, sidewalk trees, utilities, and side streets impacted by traffic diversion.
- Annual water quality monitoring of the all the installed tube-wells under Primary Education Development Program will be carried out to ensure safe drinking water facilities to the students and teachers.
- Provision for adequate sanitation facilities for the teachers and students will be made and a mechanism for regular cleaning and routine maintenance will be developed.
- No program activities will be carried out in disputed lands or lands restricted for development or Environmentally Sensitive areas.
- Climate resilient and flood proofing considerations will be integrated in the design of relevant “subprojects”.
- Environment friendly and energy-efficient options will be promoted in the infrastructure.
- To solve the drinking water problem in remote hilly areas and coastal areas, rainwater harvesting and other feasible options will be explored.

## **ANTICIPATED ENVIRONMENTAL IMPACTS**

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### ***Introduction***

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56. This section deals with the main potential environmental concerns likely to arise from the various “subprojects” and/or components interventions proposed under the PEDP III. The program will support mainly four (04) types of the “subprojects”. These are: i) new building construction, ii) expansion or major renovation of existing buildings; iii) regular operation and maintenance and minor renovation of buildings and iv) water supply and sanitation provision. The new building construction may include a new school building, dormitory and National Academy of Primary Education (NAPE) buildings in new locations. The nature of civil works propose to be financed under the program is not likely to cause significant and/or irreversible adverse environmental impacts. Most of the project impacts would be localized due to the relatively small-scale activities. However, there are some issues of concern that cut across the range of proposed interventions. Field studies and lessons from similar programs show that issues such as selection of appropriate sites, preference of students and teachers are some of the key concerns that influence project success and sustainability. The typical environmental impacts related to the school construction and water supply and sanitation issues are discussed below.

### ***Typical Environmental Impacts***

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#### **Loss of Land**

57. If a new building is constructed on agricultural land, it will reduce the availability of agricultural land and ultimately will reduce crop production. During design phase, alternative options should be explored and assessed to identify suitable land, which has less impact on agricultural production. Again, construction of a new building may change the topography of the intervention area. Surrounding agricultural land may gradually be converted to non-agricultural uses.

#### **Drainage Congestion/Water Logging**

58. The construction of new structure may interfere with cross drainage and can cause flooding or drainage congestion in adjacent areas during period of high rainfall. This may affect commercial activities in the market and cause potential risk to community health, crop damage and in extreme cases long-term loss of agricultural lands. In addition, lack of proper drainage for rainwater/liquid waste or wastewater owing to the construction activities harms the environment in terms of water and soil contamination and mosquito growth. The need to maintain the natural drainage channels during the construction under the program (primarily school building) are to prevent pooling of water, wastewater and mosquito breeding is important. Migration of fish and other aquatic organism may be disrupted due to the arresting of water flows or drainage congestion. There is possibility of the loss of native fish diversity, if fish cannot migrate for spawning or searching of breeding ground due to the arresting of fish pass. However, the impact of blockage of drains due to such minor construction activities on fish migration and fish diversity is unlikely. Stagnant water due to poor drainage, blocked sewers, and overflowing septic tanks or soak pits may create adverse health effects. These issues should be properly addressed and taken into consideration during the design phase of “subprojects”.

#### **Surface/Ground Water Pollution**

59. During construction, surface water quality may deteriorate due to construction activities, and sewerage from construction sites and work camps. Construction will modify groundcover and topography, which may change the surface water drainage patterns, including infiltration and storage of stormwater. Dust from material stockpiles may also increase sediment and contaminant loading of surface water bodies.

#### **Disruption of Natural Ecosystem**

60. Construction of new buildings and other earthwork may disrupt the integrity of existing ecology and natural ecosystem and biodiversity. Clearing of vegetation may impact shelter, feeding and/or breeding and/or physical destruction and severing of habitat areas. In addition, illegal sourcing of fuel wood by construction workers will impact natural flora and fauna. Precautionary measure should be put in place incase of construction of the school building in ecologically critical areas and other nature reserve.

#### **Dust and Noise Pollution**

61. Dust generation from construction sites, material stockpiles and access roads is a nuisance in the environment and can be a health hazard. Dust pollution occurs due to handling of soils during construction and mainly from lack of watering the ground. Such pollution is also a function of weather conditions in dry season nuisance is more; during rainy season, dust nuisance subsides. Dust is more important during pre-construction / construction stages. Noise pollution is normally due to some construction-related activities



and machinery. Noise and vibration may impact people, property, fauna, burrowing wildlife (e.g. snake), other nocturnal animal and break the synchrony of natural ecosystem..

### **Occupational Health and Safety**

62. Construction work may pose health and safety risks to the construction workers and site visitors leading to severe injuries and deaths in extreme cases or a major accident). There is potential for diseases to be transmitted including malaria, diarrhea, and dysentery etc. exacerbated by inadequate health and safety practices. The population in the proximity of the construction site and the construction workers will be exposed to a number of (i) biophysical health risk factors, (e.g. noise, dust, chemicals, construction material, solid waste, waste water, vector transmitted diseases etc) and (ii) risk factors resulting from human behavior (e.g. STD, HIV etc). A lack of first aid facilities and health care facilities in the immediate vicinity would aggravate the health conditions of the victims.

63. Lack of water and sanitation facilities at construction sites inconveniences construction workers and affect their personal hygiene.

### **Arsenic Risk**

64. **The major environmental concern for the installation of new tube-well is to ensure safe drinking water provision to the students. Arsenic poses the major environmental and health risk in the project. In the absence of proper testing facilities and alternative option, students may continue to consume arsenic contaminated water in arsenic affected-areas of the project. The long-term exposures to arsenic in drinking water may result in black spots, thickening and roughness of palms and soles, white intermittent dots, nodular growth on palms and soles, swelling of feet and legs, peripheral neuropathy, kidney and liver disorder etc. in initial and secondary stages. Gangrene or cancer may result in the final stage.**

Disaster and extreme climate events

65. **Due to the increased frequency and intensity of tropical cyclone, storm surge, sea level rise, flooding, river erosion, salinity intrusion and other extreme climate events, the coastal areas of the project site may be vulnerable for workers and students. Therefore pre-disaster, disaster and post disaster preparedness would be required in the project site. Proper adaptation and disaster risk reduction measure will be adopted in the emergency situation.**

### **Risk from Poor School Sanitation**

66. **Sanitary latrines provide enormous health benefits to communities. However, they should be designed, constructed and maintained properly. Close location of latrines to tube-wells can lead to groundwater contamination. Again, lack of proper design, construction and maintenance can create drainage congestion. Inadequate maintenance of latrines and water logging also may create mosquito-breeding habitat.**

### **Lighting and Ventilation System**

**67. Poor indoor lighting in classroom may have many harmful effects on health and well-being (e.g. eyesight) of teachers and students. Inadequate ventilation in classrooms may lead to respiratory problems, and easier transmission of infectious diseases.**

## **ENVIRONMENTAL MANAGEMENT IN PEDP III**

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### ***Environmental Screening and Assessment***

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68. In general, the environmental screening process identifies what level of environmental assessment is required for “subprojects” and/or components. It is one of the crucial stages of project decision making. The screening process also provides information to decision-making authorities about the nature of a subproject before its implementation. Broadly speaking, the purpose of the environmental screening is to get relevant concerns addressed early on before further design of a project and to ensure that actions to mitigate environmental impacts or enhance environmental opportunities are budgeted for. The environmental screening is about taking stock in time to avoid losing later opportunities. The participation and consultation with beneficiaries/local communities are important in identifying the potential impacts of the interventions. Partial environmental assessment (or Initial Environmental Examination) will be carried to get more information for the new construction to achieve the following objectives:

- To establish the environmental baseline in the study area, and to identify any significant environmental issue;
- To assess these impacts and provide for measures to address the adverse impacts by the provision of the requisite avoidance, mitigation and compensation measures;
- To integrate the environmental issues in the project planning and design;
- To develop appropriate management plans for implementing, monitoring and reporting of the environmental mitigation and enhancement measures suggested.

69. Considering the nature and magnitude of potential environmental impacts from relatively limited-scale construction (except the National Academy for Primary Education), renovation, refurbishing construction work and other associated components of PEDP III, the proposed operation has been classified as ‘Category B’ according to the World Bank and ADB environmental categorization. Since, no screening/assessment of the proposed operation was carried out during the preparation phase, screening will be required for all “subprojects”. A sample-screening format for construction is attached in Annex-A. The Bangla form will be used for the screening purposes at field level. A GIS map with possible location of the school will need to be attached with screening format. The DoE requirements would be addresses as per the categorization of program subprojects as per the Environmental Regulations of Bangladesh.

70. For the decision of the new tube-well installation, the following information should be collected and analyzed.

- Arsenic concentration of the tube-wells (with depth and year of installation) within 500 m radius of proposed point
- Level of dissolved iron and salinity in the locality
- The depth of water tables
- Geological information

- Distance from closest sanitary latrine
- Drainage facility
- pH of water

71. The following information should be collected and analyzed for the sanitary latrine construction.

- Distance from water source
- Drainage facility
- Closest water table
- Soil condition

72. In addition to the information related for installation of new tube-wells and/or construction latrines, the project should analyze the present condition to understand the real need for water supply and sanitation facilities and existing hygiene practices. This will specifically help the project to recommend specific measures to improve the maintenance and hygiene practices for the existing and new facilities. A check list for understanding the existing sanitation and water supply facilities in the school is attached in Annex-B.

73. Considering the large numbers of the “subprojects”, the PEDP III proposes a flexible approach for the environmental documentation for different types of the project. Table-2 provides “subproject” environmental screening table.

**Table-3: Subproject Environmental Screening Table**

| <b>Types of “subprojects”</b>                                                                              | <b>Environmental Assessment Documentation Required</b>                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Water supply option (Tube-well)                                                                            | Location-specific water quality and geological information.<br>Site-specific Environmental Management Plan (EMP) necessary.                                                                                                                                        |
| Sanitary latrine                                                                                           | Location-specific information.<br>Site-specific Environmental Management Plan (EMP) necessary.                                                                                                                                                                     |
| Maintenance and minor renovation of buildings                                                              | Site-specific environmental screening information as per format (Annex-A).<br>Site-specific Environmental Management Plan (EMP) necessary.                                                                                                                         |
| Major renovation/expansion and construction of new school                                                  | Site-specific environmental screening format and Initial Environmental Examination (IEE) are required.<br>Site-specific Environmental Management Plan (EMP) will have to be prepared.                                                                              |
| Construction of schools/dormitory more than 6 storied buildings and National Academy for Primary Education | Site-specific environmental screening format and Initial Environmental Examination (IEE) are required.<br>Site-specific Environmental Management Plan (EMP) will have to be prepared.<br>Environmental Clearance from Department of Environment (DOE) is required. |

### ***Environmental Mitigation***

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74. The primary objective of the environmental management and monitoring is to record environmental impacts resulting from PEDPIII activities and to ensure implementation of the 'mitigation measures' in order to reduce adverse impacts and enhance positive impacts from specific activities. Based on the information obtained from the environmental screening/assessment, a site-specific Environmental Management Plan (EMP) will be prepared. The EMP will indicate the impacts predicted, mitigation measures to minimize the impacts, identify the institutional arrangements for undertaking the mitigation measures and monitoring arrangements, implementation schedules of the mitigation arrangements and reporting requirements and cost estimates. For example, if the "subproject" requires a plantation to compensate for the trees lost due to construction/expansion of new structure, the cost of plantation of similar species must be considered in subproject design. A sample environmental management plan format is attached in Annex-C and a typical environmental mitigation measures have been suggested in Annex-D. The EMP will also include specific guidelines for debris disposal as well as resource extraction (e.g. sand, timber, metal, etc.) for all specific construction activities financed under the project.

75. Though construction activities per se, are likely to have minimal on site environmental impacts, most of the negative environmental impacts are likely to be seen off-site, where construction materials such as sand, clay for bricks and timber will be sourced. Therefore, all tender/bidding documents for construction/renovation activities will include clauses to ensure that contractors obtain construction materials from authorized sites with proper licenses. In addition, the contractors will be required to adhere to the mitigation measures contained in the EMP, which will form part of the contract conditions.

### ***Environmental Supervision and Monitoring***

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76. The purpose of environmental supervision is to make sure that specific mitigation parameters are identified in the environmental assessment and as bound by the contract are satisfactorily implemented. In addition, monitoring is necessary to ensure that the envisaged purpose of the project are achieved and result in desired benefits to the target population without adversely affecting natural environmental resources. The monitoring activities of PEDP III will include verifying compliance with the environmental management plan implementation. In general, the consultant will monitor the following indicators during field visit as 'spot checking' and the related mitigation measures: (i) loss of agricultural lands; (ii) drainage congestion/water logging; (iii) surface water pollution; (iv) dust and noise pollution; (v) distance between tube-wells and sanitary latrines; (vi) occupation health and safety practices; (vii) maintenance of water supply and sanitation facilities, (ix) impact of climate change and disasters, etc. A Management Information System (MIS) will be developed to record the environmental mitigation and monitoring information along with the infrastructure development data. A climate change adaptation and disaster risk reduction plan will also be developed in some vulnerable locations. The MIS will have provision of built-in report generation with various options.

77. In addition, the arsenic level testing in the drinking water installed in the Primary Education Development Program and PEDPIII will be carried out on an annual basis using the field test kit method. 5% of the total water samples will be tested at the laboratory for quality assurance. The water quality monitoring report will include the upazilla-wise comparison of the data with the previous year monitoring and also between the test results

of the field-test kit method and laboratory test method. The report will also cover the present water supply option of the arsenic affected tube-well. The findings of the report will help in planning the next year's tube-well installation and piped water supply options.

78. A quick monitoring on the operation and maintenance of the water supply and sanitation facilities by the DPE and LGED officials is also recommended to provide the direct feedback to the School Management Committee. The quick monitoring may include the following indicators: (i) Is the latrine and area around it clean? (ii) Is the Latrine and area around it free from fly nuisance? (iii) Is there a cover or other means to keep the flies out? (iv) Is the latrine and the area around it free from odors? (v) Is the area around the latrine free from stagnant water? (vi) Is the latrine slab smooth and easy to clean? (vii) Is the latrine slab strong and without any cracks? (viii) Is the tube-well platform clean? (ix) Are there proper drainage facilities? (x) Are hand-washing facilities available in or near the latrine?

## **INSTITUTIONAL ARRANGEMENT AND CAPACITY BUILDING**

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### ***Institutional Arrangement***

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79. The Local Government Engineering Department (LGED) has been assigned for the infrastructure development in the Primary Education Development Project II (PEDP II). LGED has set-up its institutional arrangements for the implementation of the PEDP II. The Superintending Engineer (Education) acts as the Project Coordinator for infrastructure development. The Superintending Engineer Office supported the Executive Engineer (Education) with 74 staff (technical and support staff). The key staffs are 1 Senior Assistant Engineer, 8 Assistant Engineers, 10 Monitoring Officers, 10 Assistant Monitoring Officers and 3 computer operators. The Superintending Engineer is supported by a number of individual consultants. LGED also set-up 10 regional level offices at Dhaka, Chittagong, Rajshahi, Khulna, Sylhet, Barisal, Rangpur, Mymensingh, Faridpur and Comilla. Each Regional Office is headed an Executive Engineer (Education and Training) with 19 technical and support staff. The key staffs at the regional office are: 1 Assistant Engineer, 1 Monitoring Officer, 1 Estimator (Sub-Assistant Engineer), 1 Draftsman (Sub-Assistant Engineer), 2 Sub-Assistant Engineers and an Assistant Monitoring Officer. In addition, at the district levels and Upazilla levels, LGED offices are also involved in the implementation of the program activities. LGED will maintain the same institutional structure for the PEDP III implementation and will include an Environmental Specialist as an individual consultant. The ToR of the Environment Specialist (individual consultant) is attached in Annex-E.

80. In addition to the special arrangement and staffing for the primary education project, LGED has its own regular set-up at district and upazilla level. The upazilla based LGED offices are responsible for implementation of the field level activities. These offices have also been involved for Primary Education Project since 1990 with support from primary education set-up, district level offices and head quarter divisions. The Design Division at Dhaka has been responsible for providing the engineering design and cost estimation of the infrastructures. Five Assistant Engineers at LGED Executive Engineer (Education) office, Dhaka will act as Environmental Focal Points at Headquarters and will be responsible for coordination with 2 regional offices on environmental issues in addition to their other regular activities. The Executive Engineer (Education) will ensure the overall coordination and responsible for monitoring of environmental safeguard issues. The Assistant Engineer at Regional Office will act as the Environmental Focal Point and will responsible for coordinating environmental activities at field level. The Upazilla LGED Office will be responsible for reviewing existing facilities, "Subproject" screening and environment management plan (EMP) preparation and implementation. Specifically, the Upazilla Sub-Assistant Engineer/Assistant will be responsible for carrying out the screening and preparing subproject specific EMP preparation. The Upazilla Engineer will review the screening report and EMP through field visit. The Upazilla Engineer will also be responsible for supervision and monitoring of environmental mitigation activities at Upazilla level. The Assistant Engineer at Regional Office will review at least 25% of the screening and EMP reports and implementation of EMP at field level. If IEE is required, it will be the responsibility of the Assistant Engineer at the Regional Office. The Executive Engineer (Education & Training) at Regional Office will review all IEE and monitor the implementation of EMP. The Assistant Engineer at the Headquarters will ensure quality control and reporting at regional level. The Environmental Specialist will prepare the training materials, conduct training of staff, prepare screening, IEE report and EMP on sample basis, review certain percentage of the EMP and prepare Quarterly and Annual Environmental Reports of the PEDP III.

81. In addition, DPE will set-up an Engineering Unit during the implementation of the PEDP III. This unit will hire the consultant services to monitor at least 10% of the infrastructure implemented by the LGED. The monitoring will include the environmental performance (environmental screening, EMP and implementation of environmental mitigation measures) of the “subprojects”. The monitoring report will have a dedicated section on Environment. A Geographic Information System (GIS) will be developed at DPE to record all the Primary School locations and data. The development partner(s) in consultation with DPE may also assign a firm/institute as third party monitoring of the physical progress, construction quality, and environmental safeguard and operation status of the infrastructures.

82. For the purpose of annual water quality monitoring, DPE will sign a Memorandum of Understanding (MoU) with the Department of the Public Health Engineering (DPHE). DPE will provide all the tube-wells information and field test kits to the DPHE Research and Development (R&D) Division. DPHE will coordinate and implement the testing through its field office and prepare the analytical report. DPHE will also carry out 5% quality check in their zonal laboratories. DPE will pay DPHE the laboratory test cost, field test cost and reporting cost.

83. For climate proof and disaster resilient school building, LGED may work together with Disaster Management Bureau (DMB) BUET and other relevant organizations for designing and construction of climate resilient school building in vulnerable coastal areas. Based on expected climate impacts in vulnerable coastal areas such as flooding, cyclone, storm surge, the project will adopt simple measures such as raising the plinth level of the school structures, safeguards against cyclone and storm surge or river bank erosion of foundation and providing adequate structural strength to withstand high wind pressure etc. A climate change adaptation expert would be consulted to advise such measures at the program level.

84. The other key stakeholder is the School Management Committee (SMC). SMC will be responsible for the site selection, the design criteria definition as per teachers and students needs, supervising the construction, ensuring proper operation and maintenance of the water supply and sanitation facilities as well as the cleaning and maintenance of school room and premises.

### ***Capacity Building***

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85. **Local Government Engineering Department (LGED)** is one of the leading government agencies that have incorporated environmental assessment to their project planning. It also reconstituted its Environmental Unit with an Additional Engineer as head of the unit. LGED has prepared the ‘Environmental Assessment Guidelines for LGED Projects’ with the support of the IDA-funded Rural Transport Improvement Project (RTIP) in late 2008. The guidelines, prepared in collaboration with RTIP, aimed to provide the framework EIA for different sector projects undertaken by LGED for planning, implementation and subsequent operation. The guidelines constitute simple procedures and formats to undertake IEE and EIA of proposed projects and “subprojects” to identify potential negative impacts and draw up an EMP where necessary. LGED has implemented several IDA funded projects and familiar with Bank safeguard policies.

86. However, the LGED unit responsible for the Education does not have adequate experience on the environmental management. Capacity building at different levels is necessary in order to implement the EMF successfully. The suggested capacity building



measures, for example include: i) providing environmental competency/human-resources, ii) training, orientation and awareness, activities on environmental planning and management of school and school-facilities, and iii) mechanisms for coordination and for accessing specific environmental services e.g. water-quality testing, climate resilient school building design and construction, etc.

87. In consideration of increasing workload envisaged for implementation of the EMF and the nonexistence of environmental competency at centre, LGED will have a full-time Environmental Specialist at Education Unit to look after the EMF activities for PEDP III. The Specialist will be responsible for implementation of the EMF and its provisions, including compliance checking, facilitation, coordination and ensuring dissemination, orientations and capacity buildings activities. Additional human resources or agency will be hired, if necessary, in order to effectively implement the EMF.

88. The Environmental Specialist will lead the capacity development efforts in LGED Education Unit. The Project Coordination will form a team who will be responsible for the environmental training in the PEDP III staff. The team will work in close cooperation with the LGED Environmental Unit and Environment Specialist. The team with the support of environmental specialist will: (i) coordinate environmental training for staff and local contractors; (ii) develop and review different training materials; and (iii) assess further capacity needs for environmental training. The staff assigned as the Environmental Focal Points and also all the Executive Engineers and Assistant Engineers will receive training on priority basis. The other staff and selected staff of DPE will also receive training gradually.

89. The program will also consider the capacity building of the SMC for the maintenance of the water supply and sanitation facilities. The option of linking with the existing government program of health and hygiene education will also be explored. Special attention will be provided to the boys and girls for encouraging them to spread the messages they have learned from teachers, health workers or other sources. Children have special advantages and special roles in spreading health messages to others. This will also help to properly maintain the hygienic condition of the urinals, toilets and water supply conditions in the schools.

### ***Grievance Redress Mechanism***

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90. Environmental issues will be integrated with the project **Grievance Redress System**. The Office of the Joint Program Director will be responsible for developing appropriate formats for complaints and redress as well as disseminating information about the Grievance redress system. A grievance redress procedure will be established to deal with various non-legal issues that may arise during preparation and implementation of the infrastructure and environmental activities. The grievance mechanism should be scaled to the risks and adverse impacts of the project. It should address affected people's concerns and complaints promptly, using an understandable and transparent process that is gender responsive, culturally appropriate, and readily accessible to all segments of the affected people at no costs and without retribution. The affected people will be appropriately informed about the mechanism. Complainants can however send letters of complaint to any level and the level where they are received will act these upon. The Grievance Redress Committees (GRCs) will try to resolve conflicts amicably by bringing together the directly concerned parties. The GRCs will however not provide legal advice to the contestants. Decisions made by using this mechanism will be binding on the project authority.

## **CONSULTATION AND INFORMATION DISCLOSURE**

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### ***Consultation***

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91. On behalf of DPE, a consultant carried out the field visit of the existing PEDP II project sites as part of the EMF preparation. The consultant reviewed the existing documents in field, school conditions, geographic location of school, water supply and sanitation facilities, discussed with all relevant stakeholders and took their opinion how to improve the environmental practices in primary education program and to integrate environmental concerns to improve the sustainability of the program interventions. This EMF included the recommendations from consultations and field visits observations.

### ***Disclosure***

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92. The EMF will be disclosed by the DPE in their website for public comments within 30 days of the notice published in the 2 daily national newspapers (one English and another Bangla). LGED will also disclose this document on their website. In addition, the World Bank will publish this document in InfoShop and ADB in its website.

### ***Monitoring and Reporting***

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93. LGED will monitor and measure the progress of implementation of the EMP. The extent of monitoring activities will be commensurate with the project's risks and impacts. In addition to recording information to track performance, the LGED will undertake inspections to verify compliance with the EMP and progress toward the expected outcomes. For subprojects likely to have significant adverse environmental impacts, the borrower/client will retain qualified and experienced external experts or qualified NGOs to verify its monitoring information. The LGED will document monitoring results, identify the necessary corrective actions, and reflect them in a corrective action plan. LGED will implement these corrective actions and follow up on these actions to ensure their effectiveness. LGED will prepare periodic monitoring reports that describe progress with implementation of the EMP and compliance issues and corrective actions, if any. They will submit at least half yearly monitoring reports during construction for subprojects likely to have significant adverse environmental impacts or when requested by any of the DPs.

**ANNEX A: ENVIRONMENTAL SCREENING FORMAT**

District: .....

Upazilla: .....

Union: .....

Village: .....

Type of Subproject: .....

Major Activities under the Subproject: .....

| Screening Questions                                                                                           | Yes                      | No                       | Scale of Impact          |                          |                          | Remarks |
|---------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------|
|                                                                                                               |                          |                          | High                     | Medium                   | Low                      |         |
| <b>A. Subproject Siting</b>                                                                                   |                          |                          |                          |                          |                          |         |
| Is the subproject area adjacent to or within any of the following environmentally sensitive areas?            |                          |                          |                          |                          |                          |         |
| ▪ Protected Area                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ Wetland                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| <b>B. Potential Environmental Impacts</b>                                                                     |                          |                          |                          |                          |                          |         |
| Will the subproject cause.....                                                                                |                          |                          |                          |                          |                          |         |
| ▪ loss of agricultural land?                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ negative effects on rare (vulnerable), threatened or endangered species of flora or fauna or their habitat? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ negative effects on designated wetlands?                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ negative effects on locally important or valued ecosystems or vegetations?                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ destruction of trees and vegetation?                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ insufficient drainage leading to water logging?                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ block any road/access/approach?                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ produce significant quantities of construction wastes?                                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ negative effects on surface water quality, quantities or flow?                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| ▪ increased noise due to day-to-day construction activities?                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |

| Screening Questions                                                                                                                                              | Yes                      | No                       | Scale of Impact          |                          |                          | Remarks |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------|
|                                                                                                                                                                  |                          |                          | High                     | Medium                   | Low                      |         |
| <ul style="list-style-type: none"> <li>▪ increased wind-blown dust from material (e.g. fine aggregate) storage areas?</li> </ul>                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| <b>C. Other Potential Impacts</b><br><br>Will the subproject cause.....                                                                                          |                          |                          |                          |                          |                          |         |
| <ul style="list-style-type: none"> <li>▪ degradation or disturbance of historical or culturally important sites (mosque, graveyards, monuments etc.)?</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| <ul style="list-style-type: none"> <li>▪ conflicts in water supply rights and related social conflicts?</li> </ul>                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| <ul style="list-style-type: none"> <li>▪ health risks to labors involved in activities?</li> </ul>                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |

Note: Please add any other screening questions relevant to the demonstration. Also provide additional comments and/or positive impacts in 'remarks' column.

**Recommendations:**

Filled and signed by LGED Sub Assistant Engineer:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed and signed by LGED Assistant Engineer:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **ANNEX B: FACTORS TO UNDERSTAND EXISTING SANITATION AND WATER SUPPLY CONDITION**

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### **Sanitation Facilities:**

- What is the type of existing latrines? (are these single pit/ double pits/ twin pit latrine of attached with a septic tank?)
- What is the number of the available latrines and urinals?
- Are constructions/maintenance of the latrines OK? (are the doors, plaster, roof etc. in good condition?)
- Are the latrines working well? (are pits/ twin pits/ septic tanks/soak away working properly?)
- Are the latrines clean or are the dirty and smelly?
- Can the latrines be locked from inside?
- Do these latrines have privacy in terms of proper doors and location?
- Are the latrines kept under lock and key during school time?
- Is there a hand washing facility (soap, ash etc.) available?
- Are urinals available for the boys?
- Are the urinals smelly?
- Do the girls students stay at home because of having no proper latrines or because they have to share with boys?
- Do the latrines need any special maintenance?
- Is the number of latrines available sufficient for the number of students / teachers in each shift we have in the school? etc.
- Other observations

### **Water Supply Facilities:**

- Are water supply facilities available in the premises?
  - Is there enough water available for washing hands, cleansing, flushing and cleaning of the latrines?
  - How is the physical condition of the water supply facilities?
  - What is the distance between water supply facility and latrines?
  - Are different sources of water used for sanitation and drinking purposes?
  - Is the environment of water supply facility clean and does a soak away exist?
  - Are there any reported events of sickness or contamination by drinking the existing water source?
  - Other observations
-

**ANNEX C: TYPICAL ENVIRONMENTAL MANAGEMENT PLAN FORMAT**

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| Activity/Issue | Potential Environmental Impacts | Proposed Mitigation Measures | Responsible Parties | Estimated Cost |
|----------------|---------------------------------|------------------------------|---------------------|----------------|
|                |                                 |                              |                     |                |
|                |                                 |                              |                     |                |
|                |                                 |                              |                     |                |
|                |                                 |                              |                     |                |
|                |                                 |                              |                     |                |
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|                |                                 |                              |                     |                |
|                |                                 |                              |                     |                |
|                |                                 |                              |                     |                |

## ANNEX D: TYPICAL ENVIRONMENTAL MITIGATION MEASURES FOR BUILDING CONSTRUCTION

| Impact                                           | Impact Description                                                                                                                                          | Mitigation Measures                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Change in land use and loss of agricultural land | Change in land use pattern and topography of the project                                                                                                    | <ul style="list-style-type: none"> <li>* Avoid agricultural land for subproject activities</li> <li>* If avoidance is not possible, analyze the alternative and choose the best option</li> </ul>                                                                                                                                                                                                                                                     |
| Drainage congestion/water logging                | Improper site selection and construction can create localized drainage problem/water logging                                                                | <ul style="list-style-type: none"> <li>* Consider the drainage system of the whole area in subproject design</li> <li>* Maintain cross-drainage at all times during construction</li> <li>* Prevent all solid and liquid wastes entering waterways by collecting solid waste and wastewater from brick, concrete</li> </ul>                                                                                                                           |
| Losses of trees and vegetation                   | Cutting or trimming of trees, losses of vegetation                                                                                                          | <ul style="list-style-type: none"> <li>* Consider alternation options to reduce the loss of trees and vegetation</li> <li>* A green fence will be raised with native tree species around the school</li> <li>* Plant same species of trees and vegetation as compensatory measures</li> </ul>                                                                                                                                                         |
| Dust and noise pollution                         | Dust generation during construction phase.<br>Spillage of the material will be occurred from physical works<br>Noise generation from physical interventions | <ul style="list-style-type: none"> <li>* Spray of water during dry season and in windy conditions</li> <li>* Immediate compaction after construction of base course</li> <li>* Cover the stockpiles of fine materials in construction yard</li> <li>* Plan the work schedule of noise creating activities in consultation of local community</li> <li>* Employ best available work practices on-site to minimize occupational noise levels</li> </ul> |
| Blocking of Roads/access/approach                | Improper storage of construction material may block the roads/access/approach to the school or the community                                                | <ul style="list-style-type: none"> <li>* Construction materials and machinery should not be placed in a manner that blocks any roads, paths or local accesses</li> <li>* unloading of construction materials should be carried in a manner and time so as to avoid blockage of roads/paths/access</li> <li>* Waste should not be placed on the roads</li> </ul>                                                                                       |
| Surface Water Pollution                          | Improper disposal of solid and liquid waste generate from construction sites will pollute the water quality                                                 | <ul style="list-style-type: none"> <li>* Prohibit direct disposal of solid and liquid wastage into nearby water body.</li> <li>* Spoil Management Plan should be implemented by the contractor</li> </ul>                                                                                                                                                                                                                                             |
| Occupational health and safety                   | Chances of any accidents, spread of communication diseases                                                                                                  | <ul style="list-style-type: none"> <li>* Implement suitable safety standards for all workers and site visitors</li> <li>* Provision of first aid facility</li> <li>* Arrangement of safe drinking water and sanitation facilities for the labors working in the “subprojects”</li> </ul>                                                                                                                                                              |

| <b>Impact</b>                                                             | <b>Impact Description</b>                                                                                                                                                                              | <b>Mitigation Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day Lighting and ventilation system                                       | Poor lighting and ventilation may impact on students and teachers                                                                                                                                      | * Adequate windows in proper direction in consultation with students and teachers                                                                                                                                                                                                                                                                                                                                                             |
| Selection of appropriate Water Supply Technology                          | Without proper analysis, the new source can be arsenic contaminated                                                                                                                                    | * Identify unions and upazillas based on DPHE survey where shallow or deep tube-wells are feasible<br>* Analyze local surrounding arsenic test results and recommend for tube-wells or not                                                                                                                                                                                                                                                    |
| Selection of appropriate location for water source and sanitary latrine   | Location may not be convenient to female students and impacts on natural resources and common property resources. Close distance between water point and sanitary latrine can contaminate groundwater. | * Discuss with school committee and students and select a location which is convenient for school and not impacting on trees or any other common property resources.<br>* A minimum distance of 15 m should be maintained between a tube-well and a latrine to prevent contamination of water resources. In case of shallow shrouded hand tube-wells, this distance should be 20 m as horizontal filters are used in this type of tube-wells. |
| Integration of drainage facilities with water supply and sanitary latrine | In absence of proper drainage facilities, water logging can be created around school.                                                                                                                  | * Drainage facilities will be integrated with water supply options and sanitary latrine facilities in planning and design.                                                                                                                                                                                                                                                                                                                    |
| Water quality testing                                                     | New water source may not be safe for drinking                                                                                                                                                          | * After installation of tube-wells, arsenic will be tested and be used only if it satisfy the Bangladesh standard                                                                                                                                                                                                                                                                                                                             |



## **ANNEX E: SAMPLE TERMS OF REFERENCE OF ENVIRONMENT SPECIALIST**

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The Environmental Specialist, preferably with the post-graduation specialization in environmental engineering/science, shall have at least 10 years of working experience related to preparation or EA, integration of environmental and social issues in the design, implementation and operation of rural infrastructure projects. Experience in environmental management of school infrastructure is preferred.

The specific roles and responsibilities of the Environmental Specialist shall include, but not limited to the following:

- Lead the overall EMF implementation and capacity building in LGED Education Unit
- Monitor and review the certain percentage of screening process for “subprojects”
- Review Costing subproject specific EMP
- Ensure inclusion of EMP and its cost in bidding document
- Supervise the implementation of the EMP by the Contractors
- Develop good practice construction guidelines to assist the contractors in implementing the EMP
- Carry out environmental monitoring to ensure compliance with the EMP & GOB requirements.
- Prepare and submit regular environmental monitoring and implementation progress reports
- Continuously interact with the implementing agency regarding the implementation of the environmental compliance
- Work closely Training team and ensure proper capacity building of staff and contractors

### **Qualification of Environmental Specialist**

- At least Masters Degree in environmental studies/ management/science /engineering
- About 10 years of experience in environmental assessment
- Experience in rural infrastructure development projects or other projects in similar nature
- Experience in education project is preferable
- Ability to lead, organize and co-ordinate
- Good verbal and written communication skills in both English and Bangla
- Demonstrated interpersonal skills, and proven ability to work in a different multicultural context