PROGRAM DOCUMENT

Global Partnership for Education (Multiplier) People's Republic of Bangladesh: Supporting Digital Transformation and Blended Learning Approaches in Pre-Primary, Primary, and Secondary Education

Final

CURRENCY EQUIVALENTS
(as of 29 September 2025)

Currency Unit	-	taka (Tk)
Tk1.00	=	$0.0082
$1.00	=	Tk121.475

ABBREVIATIONS

ADB	–	Asian Development Bank
AI	–	artificial intelligence
DLI	–	disbursement-linked indicator
DME	–	Directorate of Madrasah Education
DPE	–	Directorate of Primary Education
DSHE	–	Directorate of Secondary and Higher Education
DTE	–	Directorate of Technical Education
ELCG	–	Education Local Consultative Group
GIS	–	geographic information system
GPE	–	Global Partnership for Education
ICT	–	information and communication technology
IPEMIS	–	integrated primary education management information system
K-12	–	from kindergarten to 12th grade
MOE	–	Ministry of Education
MOPME	–	Ministry of Primary and Mass Education
NAS	–	National Student Assessment
NASS	–	National Assessment of Secondary Students
NER	–	net enrollment rate
NGSPEP	–	NextGen Secondary and Primary Education Program
RBL	–	results-based lending
SHED	–	Secondary and Higher Education Division
TMED	–	Technical and Madrasah Education Division
UNICEF	–	United Nations Children's Fund
WASH	–	water, sanitation, and hygiene

NOTES

(i) The fiscal year (FY) of the Government of Bangladesh and its agencies ends on 30 June. "FY" before a calendar year denotes the year in which the fiscal year ends, e.g., FY2025 ends on 30 June 2025.

(ii) In this report, "$" refers to United States dollars.

PROGRAM DOCUMENT

I. PROGRAM DESCRIPTION

A. Introduction

1. **Country context**. The interim government took office on 8 August 2024 following the dissolution of the Parliament, caused by a widespread student-led uprising. Soon after assuming office, the interim government formed several commissions to reform key institutions and promote transparency, accountability, good governance, and the rule of law along with a plan to hold a general election by early 2026. The commissions have submitted the reports and as a follow-up to the commissions' reports, and under the leadership of the Chief Adviser, the interim government has initiated to reach a national consensus on the critical reforms needed before the national election.[1] In addition, a committee to prepare the White Paper on the State of Economy and a task force on re-strategizing the economy and mobilizing resources for equitable and sustainable development submitted their reports in December 2024 and January 2025, respectively.[2] The government recently endorsed a "Smooth Transition Strategy" embedding five pillars for a structurally transformed inclusive, resilient, and competitive economy to guide for Bangladesh's development trajectory after graduation from least developed country status in 2026.[3] The investment in quality of education for improved productivity is prioritized as one of the key pillars for growth.

2. **Macroeconomic context**. Bangladesh's gross domestic product (GDP) growth decelerated to 4.2% in fiscal year (FY) 2024, from 5.8% in the previous year, largely because of weaker export demand, energy shortages, and subdued industrial activity. However, a rebound to 5.1% is projected in FY2026, driven by stronger export growth, increased remittances, and it is expected to recover to 5.1% in FY2026 thanks to remittances-backed consumption demand.[4] Inflation averaged 9.7% in FY2024 and is expected to rise to 10.2% in FY2025, driven by persistent supply-side constraints and currency depreciation. It is projected to soften to 8.0% in FY2026 under tighter monetary policies and better supply. The current account deficit narrowed to 1.4% of GDP in FY2024 and is expected to improve further—to 0.9% of GDP in FY2025—before widening slightly to 1.1% in FY2026, reflecting robust export growth and a pickup in imports. Bangladesh's structural weaknesses—limited economic diversification, heavy dependence on imported energy, a large informal sector, low revenue mobilization, and weak governance—have led to declining growth rates and high vulnerabilities. The Asian Development Outlook of April 2025 highlights these challenges but underscores that the government is taking steps to address fiscal imbalances and enhance governance (footnote 4).

3. Bangladesh stands at a critical juncture to harness its demographic dividend with youth projected to make up 50% of the working-age population by 2028.[5] However, this potential is undermined due to poor learning outcomes starting from the primary all the way to the secondary

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[1] The six reform reports in Bengali are available in Cabinet Division website.

[2] White Paper Committee. 2024. White Paper on State of the Bangladesh Economy Dissection of a Development Narrative; Government of Bangladesh and Task Force Committee. 2025. Task Force Report on Re-strategizing the Economy and Mobilizing Resources for Equitable and Sustainable Development – GED Knowledge Portal.

[3] Government of Bangladesh, Ministry of Finance, Economic Relations Division. 2025. Bangladesh Graduation from Group of Least Developed Countries: Smooth Transition Strategy.

[4] The ADO 2025 (April) estimates do not account for the impact of the US's tariffs announced on 2 April. If implemented, they will impact the manufacturing sector, especially ready-made garment sector that constitutes a large share of its exports, and broader macroeconomic situation in general. Asian Development Bank (ADB). 2025. Asian Development Outlook. April 2025: Trade Uncertainty Challenges Resilience in Asia and the Pacific.

[5] The youth labor force includes ages 15–29. Government of Bangladesh, Bangladesh Bureau of Statistics. 2022. *Labor Force Survey 2022*.

education combined with struggling completion and dropout rates. With this realization, the government is prioritizing human capital through a multipronged approach that will allow it to reap its demographic dividend. The strengthening of primary and secondary education is key to develop productive workforce that Bangladesh requires for economic diversification.

4. **Sector structure and performance**. Bangladesh's pre-primary, primary, and secondary education systems are large and complex, catering to over 33.22 million students in 2023.[6] Ministry of Primary and Mass Education (MOPME) oversee the policy environment for pre-primary (age 5) and primary (grades 1–5) education with its Directorate of Primary Education (DPE) being responsible for implementing policies and programs. Ministry of Education (MOE) consists of two divisions, each led by a secretary; Secondary and Higher Education Division (SHED) and Technical and Madrasah Education Division (TMED). SHED is responsible for general education policy for junior secondary (grades 6–8) and secondary (grades 9-10) and high secondary (grades 11–12) education while TMED is responsible for in madrasah, and technical and vocational education and training (TVET). Within SHED, Directorate of Secondary and Higher Education is responsible for implementing polies and program for the general education while ; Directorate of Madrasah Education (DME) is for the madrasah education and Directorate of Technical Education is for TVET within TMED Activities under these three education systems are undertaken by separate government programs with differing responsible ministries and departments, without formal coordination systems at either the inter-ministerial or inter-departmental levels.

5. **Pre-primary education**. Bangladesh continues to improve access to pre-primary education (PPE) over the past decade. A total of 104,508 primary-level schools offer pre-primary education. This includes all 65,567 government primary schools, as well as 38,941 non-government primary schools. In 2024, a total of 3,496,423 children – 50.5% of whom are girls enrolled in pre-primary education.[7] The net enrollment rate (NER) for 1-year pre-primary education has increased from 86.3% (87.4% for girls) in 2016 to 88.7% (92.1% for girls) in 2022 amounting to approximately 3.5 million children aged 4-5 years (50.5% girls)[8]. Gender parity has been consistently maintained in PPE enrolment. The government continues to invest in improving the physical infrastructure, training teachers and implementing a national curriculum. To improve the school readiness for the children, the government is considering expanding PPE to two years. Currently, the two year of PPE program is being piloted in 8,214 Government Primary Schools.[9] While the government's commitment to embedding pre-primary education into Bangladesh's primary education ecosystem is worth noting, many challenges remain in terms of applying modern teaching and learning practices, duration, and reach.

6. **Primary education**. Bangladesh manages one of the largest centrally administered primary education systems in the world. As of 2024, there were 118,607 primary schools in the sub-sector of which 65,567 are Government Primary Schools (GPS) and 3,413 are primary-level, Ebtadayee Madrasah.[10] A total of 707,216 teachers facilitate learning in the sub-sector (383,624 in GPS) for 20,185,152 students (10,620,066 GPS) covering pre-primary to Grade 5, of which 51.2% are girls (52.8% are girls in GPS) (footnote 7). Improved access to the primary sub-sector

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[6] Government of Bangladesh, Ministry of Education (MOE), Bangladesh Bureau of Educational Information and Statistics (BANBEIS). 2023. *Bangladesh Education Statistics 2022*.

[7] Government of Bangladesh. Ministry of Primary and Mass Education (MoPME). 2025. Annual Primary School Statistics 2024.

[8] Government of Bangladesh, MoPME. 2024. Annual School Performance Report 2022 and 2023).

[9] As shared in the PEDP5 prioritization workshop on 21-22 September 2025.

[10] Government of Bangladesh, MoPME. 2025. Annual Primary School Statistics 2024 and Government of Bangladesh, Ministry of Education (MOE), Bangladesh Bureau of Educational Information and Statistics (BANBEIS). 2023. *Bangladesh Education Statistics 2022*.

is a hallmark achievement, with nearly 98% of sex- and age-appropriate access in 2022, up from 95% in 2010.[11] The NER is currently trending downward (94.55%), Survival rates have significantly increased from 67.3% in 2010 to 83.98% in 2024. Transition rate from primary to secondary fluctuated in the last 3 years; 93.53% in 2021, 74.99% in 2022, and 83.08% in 2023. The student-teacher ratio (STR) average for all GPS teachers is 29:1 and 33:1 in non-GPS schools.[12]

7. ICT in Education tools are not universally available to teachers. Weak teacher qualification is an issue that contributes to the quality improvement challenge. Of the 383,624 GPS teachers, 77.3% have teaching qualifications. Formative assessment practices are not being applied. Though updated curriculum and learning materials, including e-resources, are being institutionalized, teachers are not able to effectively implement them. Teacher ICT skills are low, and many do not have access to devices. Teachers are unable to diagnose and remediate learning gaps in their classrooms. As a result, basic literacy and numeracy performance are very low. The National Student Assessment (NSA) 2022 showed that grade-specific proficiency of grade 3 and 5 students in Bangla and mathematics improved (only) on average five percentage points for grade 3 and grade 5 students compared to 2017,[13] and several indicators show that gaps in achievements between different categories of students increase when they move up to higher grades.[14]

8. **Secondary education**. Secondary education (grade 6-10) is provided in three streams, general, vocational and madrasah secondary education. This education is largely provided by non-government-not-for-profit education institutions. These institutions are owned by the community and managed by a School Management Committee. The government subsidizes them by paying the salaries of all eligible teachers, textbooks, stipends, teacher training, and internet access. Paying the salaries is done through the Monthly Pay Order (MPO), hence MPO-schools. Large scale investment support, like for infrastructure and equipment, is usually provided on a project basis. In 2023, there were 12.23 million (54.04% females) students enrolled in total 31,213 institutions (3% public). Of these there were 21,086 institutions teaching general secondary (628 public), 6,511 Madrasah secondary (0 public), and 3,616 (284 public) vocational secondary education. Secondary education is taught by 377,309 (27.99% females) teachers (footnote 11). The combined percentage of female students in general, vocational and madrasah education in 2023 was 54.04% and the combined percentage of female teachers was 27.99%. Uniformity of learning among the three streams is implemented by teaching compulsory general subjects in each of the three streams: students in Madrasah and Vocational secondary education are taught religious and vocational subjects in addition to the general subjects taught in all three streams.

9. Access to secondary education has improved significantly between 2010 and 2023 with NER increasing from 49.5% to 72.2% for grades 6–10, and from 19.2% to 51.9% for grades 11–12. The completion rate rose from 44.7% to 67.2% for grades 6–10, and 62.6% to 78.5% for grades 11–12 in the same period. This shows that dropouts are still significant, especially from grades 6-10. Significant gender disparities favoring girls (83.7% compared to 66.5% for boys). Despite high female participation, dropout rates at the secondary level are alarmingly high, particularly for girls (35%), driven by factors such as child marriage, poverty, and social norms. Overall, the secondary education cycle reports a dropout rate of over 32%.[13] Generally, girls outperform boys in NER but

[11] Government of Bangladesh, MOE, BANBEIS. 2024. Bangladesh Education Statistics 2023.
[12] Government of Bangladesh, MoPME. 2025. Annual Primary School Statistics 2024 and Government of Bangladesh, Ministry of Education (MOE), BANBEIS. 2024. Bangladesh Education Statistics 2023.
[13] Based on the NSA 2017 results, the government and the development partners agreed that grade level competencies would be benchmarked for those students meeting the proficiency and advance level competencies.
[14] Government of Bangladesh, MoPME. 2023. National Assessment Report 2022.

underperform in the completion and dropout rates. The successful introduction of the harmonized stipend program, especially for girls, has contributed significantly to increased enrolment in secondary education. Student learning outcomes vary among the three streams, for example participation rates in final year 10 exams among General Secondary School students are 10% higher compared to Madrasah Institution students. The National Assessment of Secondary Students (NASS) is conducted on a regular basis, and it evaluates academic performance in Bangla, Mathematics and English across grade 6, 8 and 10. The most recent published NASS results are from 2019, and they show improvement among all grades between 2017 and 2019, especially for grade 10. The most recent NASS, the NASS 2023, is yet to be published, so no recent data is available.

10. **Challenges for the school education system** from pre-primary to secondary (grades 6-10) remain significant, given the size and complex governance structure of the system, which are further compounded by disparities across areas (rural and urban areas; climate risk and disaster-prone and plain land areas), and socioeconomic groups (the poor and non-poor, small ethnic communities).[15] As mentioned, improvement of access to primary and secondary education is still needed and programs, like the harmonized stipends, are ongoing to achieve this improvement. Below are key challenges focusing on improving quality of education across primary and secondary education.

11. **Teaching and learning provisions in the schools continue to lag.** Classrooms tend to be overcrowded with limited water sanitation and hygiene (WASH) facilities especially for girls. Although more than 98% of secondary education institutions have electricity, the electricity supply is frequently interrupted, leaving classrooms hot, poorly ventilated and poorly lit. Efforts to integrate technology into education are ongoing but expansion of digital infrastructure remains a challenge at schools. Science and computer labs, as well as vocational education workshops, are often not effectively used. Except textbooks and teachers' guides, little teaching-learning aids and materials are available for teachers and students. While the teacher availability in primary education has significantly improved, the adequate number of teachers for those schools in certain divisions and upazillas remain an issue. The secondary education institutions continue to face inadequate number of teachers for teaching and learning.

12. **Navigating curriculum direction**. The National Curriculum and Textbook Board (NCTB) is responsible for both the primary and secondary curriculum and is leading the revision of the curriculum. In late 2024, the government made the decision to revert to the 2012 curriculum for secondary education, following the initial rollout of a competency-based model specified in the 2021 National Curriculum Framework. While curriculum revision is inherently a continuous evolving process, it is important to build a broad-based consensus on the strategic approach on how best to deliver a modern curriculum—one that enhances the global competitiveness of secondary education graduates. This includes aligning curriculum goals with national priorities, international benchmarks, and the diverse needs of learners across the country.

13. **Enhancing assessment practices**. While the government's commitment to balancing summative and formative assessments is well noted, greater emphasis is needed on the effective implementation of formative assessments to support student learning. Providing individualized feedback to a student based on his/her learning challenges has proven to be very effective. Empowering schools and subnational education officers with the necessary tools, and training to conduct meaningful school-based formative assessments could serve as a strategic entry point.

[15] Bangladesh Examination Development Unit, Secondary Education Sector Investment Program. 2022. *A Report on Learning Gap of Grade Eight Students.*

This approach would not only enhance instructional practices but also foster a more responsive and learner-centered education system.

14. **Need for robust professional development system of teachers and education institution leaders.** At present, inadequate institutionalized mechanism for in-service teacher professional development of teachers and education institution leaders exists. Although there are digital platforms for teachers and education institution leaders, the use of those platforms for teacher professional development has been very limited, with structured programs in very early stages of development. Teachers neither have the tools nor the capacity to conduct school based formative assessments to track learning progress and focus teaching-learning activities at individual student's needs, exacerbated by overcrowded classrooms and teacher-centered education. Teachers are not supported nor encouraged through either structured training or school-based support to adopt different teaching-learning strategies to meet students' needs. The opportunities that structured use of EdTech offers are in early stages of development.

15. There is absence of coherent approaches and capacity within secondary education system and with primary education system for service delivery. Responsibility for pre-primary, primary, and secondary education is diffused within the government, and coordination amongst ministries and departments responsible for policy development and implementation for the three educational streams (general, madrasah, and vocational education), and between primary and secondary education, is limited. At vertical and horizontal levels, the country's education framework is fragmented, with each sub-sector having its own governance and management structure, with little incentive for collaboration across the broader government. Coordination is also limited at the sub-national level, with resource constraints inhibiting the ability of local education offices from conducting regular visits to secondary education institutions. Monitoring and evaluation is also inhibited by the absence of reliable and comprehensive data and information on teaching-learning activities and environments, and institution management to assess how the government's initiatives are being implemented.

16. **Integrating digital technology into education**. Education technology (Edtech) in Bangladesh is experiencing significant expansion, driven by increased internet and smartphone penetration and government initiatives to promote digital learning. The government is actively investing in smart classrooms, equipping schools with interactive whiteboards, projectors, and online platforms to enhance engagement and learning outcomes. While digital integration at school and institution level is increasing, limited internet access and device availability across the country restrict equitable access to EdTech solutions. Low digital literacy among teachers and students hampers effective use of technology, and infrastructure gaps in many schools make full-scale implementation difficult.

17. **Climate change and disaster risks and vulnerabilities.** Bangladesh's unique geographical features and socioeconomic conditions expose many secondary education institutions to natural hazards such as cyclones, floods, water logging, river erosion, droughts, and tidal surge. These extreme weather events frequently destroy and damage education infrastructure and facilities, disrupt teaching-learning activities, affect health and well-being of students and teachers, displace and force students, especially from poor and disadvantaged backgrounds to drop out. ADB supported the organization of the National Workshop on Building Climate Smart Secondary Education System in Bangladesh in August 2023 and the preparation of a climate smart education strategy to enhance the resilience of the primary and education system and contribute to green growth.[16] This will be further developed under the recently

[16] ADB. 2022. *Technical Assistance to the People's Republic of Bangladesh for Supporting Education Sector*

launched Climate Smart Education Systems Initiative (CSESI) financed under the Global Partnership for Education(GPE). This initiative aims to support the government in analysis and policy preparation in line with the globally agreed framework. Within this framework, the analytical and policy needs of the country, especially for climate smart education initiatives in primary and secondary education, will be supported.

18. **Synergy in education service delivery**. Responsibility for pre-primary, primary, and secondary education is diffused within the government, and coordination amongst ministries and departments responsible for policy development and implementation is limited. At vertical and horizontal levels, management of the education sector is fragmented with each sub-sector having its own governance and management structure. Incentive for collaboration across the broader government is limited. Coordination is also limited at the local level with resource constraints preventing local education offices from conducting regular visits to secondary education institutions. Monitoring and evaluation are inhibited by the absence of reliable and comprehensive data and information on teaching-learning activities and environments. Institutional management lacks capacity for assessing how government initiatives are being implemented.

B. Rationale

19. **Lessons learned.** Bangladesh has implemented a large number of projects and programs over the years, with a significant number of them supported by development partners. Some with very successful reforms, like the earlier mentioned stipend harmonization, and the reforms of the MPO payment system so teachers all receive timely salary. However, in other cases the reforms that were envisioned did not materialize at a large scale, and key issues around quality of education, professional development of teachers, and limited system integration remain. The following lessons learned were used in the design of this program.

(i) When designing a new program, begin with the existing governance and management structures, and find solutions within these structures for possible challenges, instead of developing whole new structures for implementation.
(ii) Ensure that all guidelines, frameworks, etc. are immediately used within the program, so all stakeholders are familiar with the changes at the end of the program. If these documents get approved within the program but not immediately used or applied, they will not be sustained within the system.
(iii) What happens in the classroom is the most important for improving teaching-learning, so design interventions that reach the classroom practice and support the teachers in the classroom based on their needs. This includes supporting those who are in the field managing and supporting the teachers and the schools. It is important that the design includes encouraging, rewarding and facilitating teachers and other field staff to focus on individual students' learning needs.
(iv) Digital technology can play a big role if the applications designed directly affect what happens in the classroom and does not require a lot of additional efforts to use and maintain.
(v) Peer learning is a very powerful and efficient tool among teachers, schools, and officers, hence facilitate and encourage it as part of a sustainable model.

20. **Priority for digital transformation and EdTech solutions**. For Bangladesh, where many students fail to complete the entire K-12 education cycle and miss qualifications needed for further training or higher education, educational technology (EdTech) can help address learning gaps early - starting from preprimary - by enabling instructional improvement and self-led learning,

Projects.

formative assessment (in the form of real-time feedback about learning progress and interactive, adaptive scaffolding to directly support learning), teacher capacity, and tracking student progress across the education cycle. Scaling such opportunities made available through EdTech can lead to engaging and equipping a large school-going population with the skills needed for productive employment and higher education. This approach would allow Bangladesh to align preprimary-to-secondary learning outcomes while ensuring that more young people graduate secondary school and fully realize the benefits of its demographic dividend and developing resilience of education system.[17]

21. A growing body of evidence underscores the effectiveness of EdTech in improving both student learning and teacher development in developing countries, especially when it moves beyond mere access to devices and equipment and focuses on instructional quality. Rodriguez-Segura (2021) finds that EdTech interventions centered around self-led learning and improvements to instruction are the most effective forms of EdTech at raising learning outcomes.[18] A key component of EdTech is its incorporation of formative assessment, which allows learners to receive immediate feedback on their learning progress and adaptive scaffolding to help adjust learning. This type of assessment contrasts with traditional summative assessment, which is mainly used to assign a grade or make a final judgement about a student's performance. Summative assessment tends to dominate in overcrowded and low-resource classrooms and generally does not inform a teacher's instruction (Rodriguez-Segura, 2021). In terms of building teacher capacity, Nyaaba (2024) highlights that Generative AI can relieve the burden of content delivery in teacher education. It can help to shift teacher education toward modeling pedagogy and using performance-based assessments.[19] Echoing this shift, the Rajasekaran et al. (2024) advocates redefining the teacher's role from knowledge provider to "facilitator, cultivator, and coach" that support student engagement through digitally enabled environments. Rajasekaran et al. also highlight that EdTech systems, when integrated at scale, can support data-enabled decision-making by tracking student progress against diagnostics, resource allocation, and targeted interventions throughout the education cycle. This capability of EdTech is crucial in the developing country context where real-time data on student learning is often lacking, but essential for allowing equitable education planning.[20]

22. **Opportunities.** Bangladesh's experiences with EdTech and remote learning during COVID-19 enabled access to learning during school closures and accelerated the development of these areas which created a foundation for strengthening the resilience of the school education system against future crisis or disruptions to continuous learning.[21]

(i) The government has spearheaded the introduction of digital technology to improve the teaching and learning process and strengthen the e-governance to improve service deliveries such as the following. Bangladesh's National Digital Assessment System was developed under the Ministry of Education and guided by NCTB to implement a performance-based, technology-enabled assessment framework for secondary education. The system allows subject teachers to assess student competencies through specific performance indicators, input data digitally, and generate automated transcripts and behavioral report cards. There are plans in the

[17] ADB. 2023. *Reimagine Technology-Inclusive Education: Evidence, Practices, and Roadmap*.
[18] Rodriguez-Segura, D. 2021. EdTech in Developing Countries: A Review of the Evidence. *World Bank Research Observer*. 37(2), 171–203.
[19] Nyaaba, M. 2024. Transforming teacher education in developing countries: The role of generative AI in bridging theory and practice. *Research Gate*.
[20] Rajasekaran, S., Adam, T., & Tilmes, K. 2024. Digital pathways for education: Enabling greater impact for all. *World Bank.*
[21] World Bank. 2020. *Bangladesh COVID-19 School Sector Response*.

government to further improve the system and eventually lead to an unified assessment system across primary, and secondary education.

(ii) At the primary level, as part of the Fourth Primary Education Development Program (PEDP4), the Tangerine Assessment and Coaching System was piloted in over 1,000 schools. Tools like the Integrated Primary Educational Management Information System (IPEMIS), Learning Management System (LMS) and *Muktopaath*─ an e-learning platform for education, skills and professional development─ have demonstrated the utility of digital platforms for assessment, blended training, and system management. A remote learning platform accessible by teachers, students, and parents, has been integrated into the IPEMIS, enhancing accessibility and continuity in learning. Moreover, multimedia equipment was provided to over 65,565 government primary schools. Over 3,000 digital learning resources developed under the GPE-funded COVID-19 School Sector Response (CSSR) project are now actively used by teachers in classrooms, supported using multimedia devices.

(iii) In the secondary sector, with support from the Secondary Education Sector Investment Program (SESIP), the Learning Accelerator in Secondary Education (LAISE), and the College Education Development Program (CEDP), more than 9,000 ICT labs have been deployed by the Ministry of ICT, 710 ICT Learning Centers (ILCs) have been established under, and over 36,000 classrooms have been equipped with multimedia infrastructure. The establishment of over 20,000 smart classrooms is underway under the LAISE project. Under the LAISE project a pilot for a digital assessment system is planned.

(iv) In technical education, a comprehensive platform—the Blended Training and Teaching System (BTTS)—is planned under the Technical Teacher for the Future (TTF) Program to provide hybrid training for technical education instructors. The Accelerating and Strengthening Skills for Economic Transformation (ASSET) project is contributing to the upgrading of the Technical Education Information System to strengthen accountability, planning, and evidence-based monitoring.

(v) In Madrasah education the planned upgrade of the Madrasah Education Management Information System (MEMIS) aims to promote data-driven planning and policymaking.

C. Government Strategy, Policy, and Programs

23. The interim government's current policy and strategy prioritize the investment in the education sector (footnotes 2 and 3). The government continues to reaffirm its global commitment to sustainable development goals and the GPE Partnership Compact endorsed by Education Local Consultative Group (ELCG) and approved in February 2025. The Partnership Compact serves as a road map for government to support key reforms, aiming to drive comprehensive transformation in education. This is particularly important during the current transition period of Bangladesh to enable prioritization the education while the government awaits the development of new education policy, strategy and plan after the election.

24. **Partnership Compact**. The Partnership Compact's priority reform is "***Transforming teacher professionalization for effective teaching towards enhanced learning outcomes"***. Four interrelated medium and long term goals to achieve education transformation are identified in the Partnership Compact: (i) implementation of structured pedagogy for pre-primary, primary, lower, and upper secondary education for competency-based student-centered learning to develop foundational and 21st century skills; (ii) development of digital platforms, digital literacy and skills for digital transformation; (iii) implementation of blended learning approaches which

combine high-, low-, and no-tech resources to provide students and teachers with more flexible and personalized learning experiences; and (iv) development of a highly skilled and well-recognized teaching workforce.

25. **The government's broader program- NextGen Education Program.** The government's broader NextGen Education Program (NGEP), prepared by SHED and TMED under MOE, and MOPME, is in the approval process. This follows the government's country system of medium-term program development and budget framework process; the Development Project Proposals (DPPs).[22] The NGEP combines three DPPs; one DPP for primary education, one DPP for general secondary education, and one DPP for madrassah and technical education; at strategic and implementation levels by supporting results for priority activities across pre-primary, primary and secondary education, encompassing general, vocational and madrasah education, to improve quality and foster synergy. The DPPs set specific activities for the NGEP with timelines, budgets, and responsible authorities and is in the process of approval by Planning Commission. The activities are further translated into the Annual Operational Plan (AOP) to set annual targets, activities, and expenditure reporting.

26. In consideration of the suboptimal coordination between ministries and departments in education, which creates a structural impediment to achievement of complementarity, NGEP has instituted enhancements for improved integration and coordination. A Central Coordination Unit has been established at the ministry level to support coordination between MOPME and MOE. The augmented implementation arrangement is being developed and costed in the NGEP's DPPs (details in Section II). The augmented implementation arrangement established by the government will facilitate the strengthened synergy between the sub-sectors. Furthermore, ADB is bringing the development partners and the government together to framework for coordination of technical and programmatic interventions financed by GPE through the NGEP (multiplier grant), the system capacity grant, and the system transformation grant (Appendix 1).[23]

27. **Supporting the NGEP**. ADB together with the proposed GPE Multiplier Grant *Supporting Digital Transformation and Blended Learning Approaches in Pre- Primary, Primary, and Secondary Education Program* (the GPE multiplier program) will finance the NGEP using the results-based lending (RBL) modality (ADB RBL program). RBL modality is justified because RBL (i) enables the government's initiatives to enhance quality and create synergy in one of largest education systems through sequencing of the required results; (ii) provides an opportunity for development partners to collaborate toward harmonized results; (iii) promotes institutional development by supporting government initiatives to introduce greater coordination amongst responsible ministries and departments for delivering results in the education sector; (iv) has strong government ownership spearheaded by MOPME and MOE, the executing agencies for the ADB RBL program; (v) assesses system capacity, taking adequate measures to mitigate gaps and risks, and strengthens institutional ability to improve country systems and sustain results; and (vi) modality is familiar to the government. ADB RBL program financing supports the government's achievement of disbursement-linked indicators (DLIs) which collectively contribute to overall program results attainment. The ADB RBL program will be approved by the ADB Board after government's approval of the broader NGEP.

28. ADB RBL program inclusive of the GPE multiplier program is aligned with the broader

[22] Government of Bangladesh, Ministry of Planning, General Economics Division (GED), Planning Commission. 2014. Development Project Proforma/Proposal (DPP) Manual (Part 1: Main Guideline).

[23] ADB is coordinating with FCDO (GPE coordinating agent), UNICEF and UNESCO (GPE STG grant agent) to have the consensus on the GPE coordination framework among the ELCG members.

government program (NGEP), as summarized in Table 1.

Table 1: NGEP and ADB RBL Program

Item	Broader Government Program (NGEP)	ADB RBL Program
Outcome	Quality of pre-primary, primary, and secondary education improved.	Quality and synergy of school education systems enhanced.
Key outputs	(i) All students in pre-primary and primary education are engaged in quality teaching-learning activities with their learning progress continuously monitored and supported (ii) Improved quality and relevance of secondary education. (iii)To increase the number of students completing quality madrasah and vocational education at the secondary level	i) Access to modern, inclusive, and resilient teaching and learning environments increased, aligned with output (i), (ii), and (iii). ii) Student centered teaching and learning practices enhanced, aligned with output (ii) and (iii) iii) Teacher and education leadership training strengthened through blended learning, aligned with output (i), (ii) and (iii) (iv) Enhanced capacity of education management, at national, at subnational and education institution level, aligned with output (i), (ii) and (iii)
Geographic coverage	Nationwide	Nationwide
Implementation period	FY2026–FY2031	FY2026–FY2031

ADB = Asian Development Bank; FY-fiscal year; RBL- Results Based Lending Program.
Source: ADB estimates.

D. Theory of Change, Program Scope and Results

29. The outcome of the ADB RBL program is quality and synergy of school education system enhanced. The outcome will be measured through improvements in the following four output indicators: (i) students who completed secondary education, with a specific target for lagging districts; (ii) secondary students learning outcomes; (iii) secondary students appearing and passing year 10 examination; and (iv) transition rate from primary to secondary education. All indicators are or will be gender disaggregated.

30. The ADB RBL program's Design and Monitoring Framework (DMF) outlines the outcome, and outputs that lead to achievements of the program objective inclusive of GPE multiplier program. The DMF, derived from the overall theory of change combining both proposed ADB RBL program and GPE multiplier program, is in Appendix 2.

31. The GPE multiplier program's outcome is scaled up quality personalized learning opportunities for students and teachers in pre-primary, primary, and secondary education nationwide. The three outputs are: (i) output 1 - high-quality digital educational content and resources in line with the curriculum developed and actively used; (ii) output 2 - real-time assessment system operational in pre-primary, primary, and secondary education; and (iii) output 3 - AI and GIS-based monitoring system for pre- primary and primary education developed and actively used. The updated theory of change for GPE multiplier program is in Appendix 3. The output 1 of GPE multiplier program is aligned with output 1 of the ADB RBL program while output 2 and 3 of GPE multiplier program are embedded in outputs 3 and 4 of the ADB RBL program. The following paragraphs 31-34 describe targets under the ADB RBL program inclusive of GPE

multiplier program.

32. **Output 1: Access to modern, inclusive, and disaster resilient teaching and learning environments increased.** This output will be achieved by (i) upgrading 1,650 overcrowded secondary education institutions (MPO-schools) in poor areas to meet minimum requirements for teaching-learning environments; (ii) supplying 1,000 government primary schools with digital equipment tailored for pre-primary classrooms for ensuring implementation child based learning; and (iii) developing at least 1,000 high-quality digital gender sensitive educational content and resources for primary, general secondary, vocational secondary and madrasah secondary education. **Targets (ii) and (iii) are supported by the GPE multiplier program. The lessons learn from ADB's past experience is that digital contents need to follow standardized framework for quality assurance.** Hence, the digital contents under this intervention will follow approved standards made available to all schools and institutions on their respective digital platforms. The output will ensure at least 25% adoption of these digital resources for use in teaching and learning.

33. **Output 2: Student centered teaching and learning practices supported and expanded.** Under this output solely supported by ADB RBL program, the program will support the development and implementation of Teaching-Learning Transformation Plans (TLTPs) in 1,685 secondary-level institutions (same as the one selected under output 1), through the provision of conditional block grants. With guidance from subnational education officers, each institution will prepare a gender-transformative and green TLTP aimed at enhancing student-centered teaching practices. These plans will focus on equipping teachers to adopt a variety of pedagogical approaches, including the use of digital tools and resources introduced under outputs 1, 3, and 4 benefitting over 20,000 teachers and approximately 337,000 students. While the secondary education institutions can select activities from the menu outlined in the standard operating process for preparing the TLTPs, at the end of the program all institutions will have rolled out the digital formative assessment system (see output 4 (i)) in their institution to regularly monitor and improve student learning outcomes. This output will also evaluate the impact of the TLTPs by assessing the increased confidence of the teachers to deliver quality education in the classrooms. Under this output, subnational education officers will be provided with sufficient annual budget allocation to support, guide, and monitor the selected secondary institutions to prepare and implement the plan. The subnational officers will document and share good practices in developing and implementing the school-based TLTP to promote wider adoption and continuous improvement within their region for all interested secondary education institutions. One event will specifically focus on experiences with gender responsive teaching, and another event will focus on implementation of the school-based formative assessment.

34. **Output 3: Teacher and education leadership training strengthened through blended learning.** Under this output the program will support increased access and quality of in-service Teacher's Professional Development (TPD) by operationalizing the blended training system. The output will (i) develop and roll out at least 34 TPD modules incorporating gender-responsive modern pedagogy covering general subjects and trades in general secondary, madrasah, and vocational secondary education, and in primary education, as per the applicable TPD frameworks (for general secondary is currently finalized) as blended training modules, and (ii) develop a gender-responsive blended secondary education leadership module training for secondary education institutions. These trainings will be deployed using digital platforms such as *Muktopaath* and or the respective learning management systems of DPE, DSHE, DTE, and DME; and (iii) support training of at least 680,000 teachers and school leaders (20% female) through the blended TPD modules by the program end. **GPE multiplier program will support development of blended teacher training modality and modules. The lesson learned from ADB's**

experience and global practices is that blended teacher training modality increases equitable access for training opportunities for teachers. This modality, in place of one-time cascade model delivered at the physical facilities only, has shown effectiveness in terms of better linkage with classroom teaching, higher participation in training, and follow up support for teachers.

35. **Output 4: Capacity of education management, at national, subnational and education institution level enhanced.** Under this output the program will (i) support development and operationalization of a unified assessment system (UAS), personalized formative continuous school-based), covering continuous assessment for grade 1 to 10, which will be developed under the leadership of NCTB in close coordination with DTE, DME, DSHE, and DPE, aligned with the national curriculum, and implemented by the four directorates; (ii) strengthen the procurement grievance management capacity of the education system; and (iii) ensure 60% utilization of the cumulative program budget over four years by strengthening financial management capacity especially in budget utilization. **The lesson learned from ADB's experience in primary education is that providing individualized feedback to a student based on his/her learning challenges is very effective. This approach would not only enhance instructional practices but also foster a more responsive and learner-centered education system. Furthermore, given the fragmented practice of student assessment in primary and secondary, there is a need for harmonized assessment system which allows the government to track student performance throughout the academic levels. GPE multiplier program will support development and operationalization of the UAS.** The system will be further strengthened by specific teacher training modules on how to use the system will be developed and implemented. At the end of the program the systems will be operational in selected secondary (see output 1) and primary institutions and ready for nation-wide roll out. This intervention is also envisaged to create synergy between primary and secondary levels and aspire to coordinate within the school education system.

36. **Secondary school selection criteria:** A total of 1,685 secondary-level institutions will be selected under NGEP. The initial coverage will ensure distribution across 495 upazilas, by selecting two secondary schools and one madrasah from each upazila, along with 200 technical schools, all of which must be MPO-enlisted. Selection will then follow a two-stage process based on general eligibility and detailed sub-criteria. The selection criteria will be finalized after approval of NGEP and as a prior result of the RBL program.

<u>General Eligibility Criteria</u>

- Institution must be MPO-enlisted and located in rural areas (outside metropolitan or municipal areas).
- School management must formally express commitment to participate and maintain the upgraded facilities.
- Ensure proportional representation from different rural regions (e.g., haor, char, coastal, hill tracts).
- Distance from nearest upgraded or resilient school; select schools in underserved or remote areas.
- Prioritize schools serving communities with marginalized groups (e.g., ethnic minorities, ultra-poor households).

<u>Sub-criteria for prioritization</u>

- Infrastructure condition: Poor or dilapidated buildings needing urgent renovation, and lack of basic classroom infrastructure or overcrowded conditions (e.g., high student-to-

classroom ratio).

- Access to utilities: Limited or no access to electricity, safe drinking water and sanitation facilities.
- Learning environment: Absence of laboratories, libraries, ICT facilities, and girl-friendly amenities.
- Enrollment and demand: Stable or increasing student enrollment over the past 3 years.
- Gender balance: Schools with active female enrollment or programs supporting girls' education.
- Academic performance: Schools with average or below-average academic results (SSC results) but with demonstrated potential for improvement.
- Exposure to climate risk: Located in areas vulnerable to climate impacts: flood-prone, cyclone-prone, salinity-affected, drought-prone, or river erosion zones.
- Infrastructure Vulnerability: Existing school infrastructure lacks climate-resilient design (e.g., buildings not elevated in flood zones, no proper drainage).
- Emergency preparedness: Absence of school-level disaster risk reduction plans and lack of awareness or training among students/staff on climate risks.
- Environmental practices: Potential to incorporate climate-friendly practices (rainwater, solar panels, tree plantation, green infrastructure).
- Geographic representation: Remote or underserved region (haor, char, bill, coastal, hill, etc.)
- Social inclusion: Supports marginalized/disadvantaged communities.
- Scoring and ranking: 1-5 scoring scale with weighted percentages; institutions classified as very high, high, medium, or low priority.

37. **Primary school selection criteria:** A total of 1,000 government primary schools will be selected for support under the NGEP, from 513 thanas/upazilas ensuring that at least one school is included from each upazila. The approved criteria for primary school selection are:

- Primary schools attached to secondary institutions.
- PTI-attached experimental/laboratory schools
- Representation of schools across all divisions for Nation-wide coverage.
- Priority for schools in char and haor areas to ensure inclusiveness and outreach to disadvantaged regions.

38. **DLIs**. To provide focus on key results, nine DLIs have been selected. DLI 1 and 2 will measure the outcomes of the RBL program—secondary education (grades 6–10) completion with attention to lagging areas and student learning outcomes. DLI 3, 4, 5, and 6 will measure the transformation of teaching-learning environments and activities at the school/institution level (output 1 and output 2). DLI 7 will measure the transformation of the TPD system (output 3). DLI8 and DLI 9 will achieve system strengthening (output 4). The largest portion of the GPE multiplier program will be allocated to DLI 4 and DLI 8 which will measure the operationalization of e-resources, and the development and operationalization of technology-enabled real-time assessment system for primary and secondary education. The DLIs and their disbursement allocations are summarized in Table 2. Year-wise allocation for GPE multiplier program are in Table 3.

Table 2. Allocations for Disbursement-Linked Indicators

Indicators	Disbursement Allocation ($million)	ADB	GPE Allocation ($million)	GPE Financing (%)
Outcome: Quality and Synergy of School education improved				
DLI 1: Students who completed secondary education increased	35	35		
DLI 2: Student learning outcomes improved	35	35		
Output 1: Access to modern, inclusive, and disaster resilient teaching and learning environments increased				
DLI 3: Selected secondary education schools upgraded	50	50		
DLI 4: High-quality digital educational content and resources in line with the curriculum developed and actively used	27	7	20	40
Output 2: Student centered teaching and learning practices supported and expanded				
DLI 5: needs-based continuous professional development at school-level introduced	43	43		
DLI 6: Good practices in teaching-learning transformation supported and shared among secondary education institutions	30	30		
Output 3: Teacher and education leadership training strengthened through blended learning				
DLI 7: Provision of and participation in regular professional development programs increased	71	66	5	10
Output 4: Enhanced capacity of education management , at national, subnational and education institution level				
DLI 8: Digital platforms and institutional arrangements for supervision, guidance, and support in education system strengthened	31	6	25	50
DLI 9: Education leadership in primary and secondary education system and financial management in the secondary education system strengthened	28	28		
Total	**350**	**300**	**50**	**100**

ADB = Asian Development Bank; GPE = Global Partnership for Education.
Source: ADB.

Table 3: Expected disbursement per year for the GPE multiplier program ($ million)

	Prior result	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030	Total	Total (MoE)	Total (MoPME)
DLI 4	2 (P)	(i) 1.5 (P) (ii) 2.5 (S)	(i) 1.5 (P) (ii) 2.5 (S)	(i) 2 (P) (ii) 3 (S)	(i) 3 (P) (ii) 2 (S)		20	10	10
DLI 7			(i) 5 (S)				5	5	0
DLI 8	(i) 4 (P) (ii) 0.5 (S)	1 (S)	(i) 5.5 (S)	(i) 5 (P) (ii) 2 (S)	(i) 3 (P) (ii) 4 (S)		25	13	12
Total	**6.5**	**5**	**14.5**	**12**	**12**		**50**	**28**	**22**

DLI = Disbursement-linked Indicator;
P = Primary (MoPME); S = Secondary (MoE)

39. Under DLI 4, MOPME has allocation of $3.5 million in 2026, $1.5 million in 2027, $2 million in 2028, and $3 million in 2029—total $10 million from GPE multiplier program. These funds will be disbursed upon achievement of the prior result, development of a content plan, and incremental delivery of high-quality learning materials. Under DLI 8, MOPME has allocation of $4 million in 2026, $5 million in 2028, and $3 million in 2029—total $12 million from GPE multiplier program. These funds are contingent upon achievement of the prior result, successful piloting, and nationwide rollout of the UAS.

40. Under DLI 4, the MOE (SHED and TMED) has allocation of $2.5 million in 2026, $2.5 million in 2027, $3 million in 2028, and $2 million in 2029—total $10 million from GPE multiplier program. These disbursements will be made upon achievement of the approved content plan and the progressive delivery of high-quality learning materials. MOE has allocation of $5 million under DLI 7 upon the development of learning platforms, TPD content, and blended training delivery. Under DLI 8, MOE has allocation of $1.5 million in 2026, $5.5 million in 2027, $2 million in 2028, and $4 million in 2029—total $13 million from GPE multiplier program. These disbursements are linked to the achievement of the prior result, successful piloting, and the nationwide rollout of the UAS.

41. The annual DLI targets, verification protocols, and disbursement schedule is in Appendix 4. A verification protocol has been developed, and the Implementation Monitoring and Evaluation Division (IMED) of the Ministry of Planning will be engaged as independent verification agent (IVA). The IMED is the apex body responsible for monitoring and evaluating the performance of development projects. IMED was supported in its development by ADB TA, conducts its work through engagement with independent evaluators and consulting firms, and has experience in verifying results under the World Bank-financed program for results programs.[24]

E. Expenditure Framework and Financing Plan

42. **ADB RBL and GPE multiplier program expenditure framework.** The estimated ADB RBL and GPE multiplier program expenditure falls within the projected broader resource envelope and is based on the costs of prioritized interventions. The budget allocation will follow the government's budget classifications system. The RBL program will fund infrastructure improvement and conditional grant at secondary education institution level, capacity building program for teachers, head-teachers and education officers in all three streams of secondary and in primary, development and implementation of the unified assessment system, development of e-learning materials, etc. About 9.08% of the program costs are allocated for enhancement of monitoring and management capacity including administrative service. Table 4 outlines summary of expenditure based on current cost items and government's economic classification.

Table 4: Summary of Expenditure Framework FY 2026-2030*

Item			Economic Code	Amount ($ million)	Share of Total (%)
1. Nondevelopment expenditures [a]			3111, 3231	**373.65**	**40.51%**
2. Development expenditures [b]					
	a.	Civil works	4111	159.53	17.30
	b.	Equipment and furniture	4112	149.04	16.16
	c.	Training Implementation	3231	139.47	15.12
	d.	Professional services, honorariums, and special expenses	3257	16.89	1.83
	e.	Monitoring, management, and others	3111, 3211, 3243, 3241, 3255-6, 3258, 3631, 4113, 3911	83.72	9.08
Sub-total				**548.64**	**59.59**
Total				**922.28**	**100.00**

[24] ADB TA projects including Enhancing the Institutional Capacity of IMED (TA8840), Strengthening Results-based Monitoring and Evaluation Project (TA4880), Strengthening Project Portfolio (TA3336) have provided support to IMED's capacity and role in tracking public investment projects.

Economic Code: 3111=salary and wages, 3211=administrative expenses, 3231=training, 3241=domestic travel and transfer, 3243=petrol, oil and lubricants, 3255=printing and stationery, 3256=general suppliers and materials, 3257=professional service, honorarium and special expenditure,3258=repair and maintenance 3631=current grant, 4111=building and structures, 4112=machinery and equipment, 4113=other fixed asset, 4141=land, 3911=contingencies.

[a] **Nondevelopment expenditure relevant functional codes:** 1250201 (DSHE HO), 1250205 (TTC), 1250206 (HSTTI), 1600301 (DME HO),1600202 (BMTTI).

[b] **Development expenditure:** Functional code will available upon approval of DPP.

Source: Government of Bangladesh. Secondary and Higher Education Division and Technical and Madrasah Education Division – Ministry of Education, Ministry of Primary and Mass Education, Budget Documents.

* Subject to revision based on approved DPPs for NGEP.

43. **Program financing plan.** The government has requested a concessional loan of $300 million to help finance the program. The government has also requested a grant from the GPE of $50 million, to be administered by ADB with administrative fee of 5% above $50 million, to cofinance the program. The government financing is $572.28 million (62% of the program). The financing plan is shown in Table 5 below.

Table 5: Program Financing Plan, FY2026−FY2030

Source of Financing	Amount ($ million)	Share of Total (%)
Asian Development Bank	300.0	33.0
Global Partnership for Education (GPE Multiplier)	50.0	5.0
Government of Bangladesh	572.2*	62.0
Total Program Budget	**922.2***	**100.0**

Source: Government of Bangladesh. Ministry of Education, Budget Documents.

* Subject to revision based on approved DPPs for NGEP.

F. Gender and Social Dimensions

44. **Key issues.** Persistent gaps in education opportunities contribute to occupational segregation and income disparities across genders and social groups. These patterns often stem from career choices shaped by societal norms. Although women comprise over 50% of the working-age population, most are excluded from skilled labor. Additionally, 22% of youth, especially women 27.1% (men: 16.2%),[25] are not in education, employment, or training. Discrimination, mobility restrictions, family bias, and cultural norms limit women's economic participation. Bangladesh's primary and secondary education system faces challenges in promoting gender equality. Gender-transformative approaches are rarely adopted, and teachers lack training in gender sensitivity, reinforcing stereotypes. Gender gap in the teaching workforce, training, and professional development is also significant. Women represent only 25.38% of secondary school teachers, 20% in colleges, and just 5% in senior technical education roles. In 2023, 71.86% (68.26% of them female) of secondary school teachers were trained,[26] but there is no robust database for tracking sex-disaggregated data in continuous professional development. Leadership structures are weak, with girls and female teachers underrepresented in decision-making. Support for students' physical and mental well-being is insufficient, especially for those with special needs.

45. Gender-based violence, harassment, and bullying, targeting girls, disabled students, and marginalized groups, undermine safe learning environments and discourage girls' education. In 2023, the dropout rate for girls in secondary education was 34.87%, compared to 30.46% for

[25] Statement on International Youth Day ILO Bangladesh Country Office.2024. ILO's call for empowering youth for decent word and sustainable development in Bangladesh.

[26] Bachelor of Education, Bachelor of Physical Education, Masters/ Diploma in Education.

boys; completion rates were 65.13% for girls and 69.54% for boys (footnote 6). Poverty drives dropouts, with boys working and girls facing child marriage. Education costs and climate-related disasters further exacerbate these issues. The National Strategy for Adolescent Health (2017–2030) addresses child marriage and promotes positive norms, yet 51% of girls marry before 18 (54% in rural areas and 44% in urban areas). Gender-responsive infrastructure is lacking, with only 30.66% female teachers and inadequate menstrual hygiene facilities, toilets, and safe school access. Participation of marginalized groups, including girls, children with disabilities, and third-gender individuals, remains low. Only 35% of children with disabilities aged 5–17 are enrolled in education, while 60% do not attend school. Discrimination, poor infrastructure, and lack of support services contribute to exclusion. Third-gender population face severe societal exclusion, with estimates 12,629.[27] A religious school for transgender students was recently established in Dhaka, enrolling 150 students. While government policies promote inclusive education, implementation is hindered by a lack of a gender-transformative teaching and learning transformation plan, a lack of sex-disaggregated data, inadequate GESI-responsive monitoring systems, and limited stakeholder engagement. Focused efforts in policy execution, resource allocation, and inclusive planning are essential to address these challenges.

46. **Key actions and results.** To address these gender-related issues, the NGEP through the support of ADB RBL program and GPE multiplier program grant includes a holistic approach with following key actions: (i) approval of inclusive and gender-responsive e-learning[28] content development plan and production of at least 75% of e-learning contents and resources (DLI 4); (ii) introduction of need-based gender transformative teacher professional development program[29] at secondary education institutions[30] (DLI 5); (iii) conduct additional trainings, peer learnings, or workshops to disseminate good practices with at least one event including an agenda point on sharing lessons learned on achieving gender equality in every *upazila* (DLI 6); (iv) a. At least 20% women of 250,000 teachers and head teachers of General Secondary, Vocational Secondary, and Madrasah Secondary education are trained in general subjects (i.e., Bengali, English, Mathematics, Social Studies) and education leadership are women; b. At least 10% of the 5,000 teachers and instructors are women trained in trade subjects. At least 10% of the 25,000 teachers trained in the madrasah subjects are women. At least 50% of the 100,000 primary teachers and primary head teachers trained in general subjects and education leadership are women (DLI 7); (v) a. approval of education leadership training plan with a dedicated module for female leadership for national and subnational officers in secondary education; b. completion of blended training program, including completion of female leadership module in secondary education leadership by at least 90% of all female secondary and primary education management staff at national, divisional/zonal, district and *upazila* levels (DLI 9);

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[27] *The Business Standard*. 2022. Bangladesh includes transgenders in national census for the first time. 27 July.

[28] Refers to portraying positive roles and images of women and girls in leadership and productive roles, positive images of persons with disabilities in productive roles, and positive images of boys and men in supporting domestic and caregiving chores.

[29] This program will be implemented through gender transformative teaching-learning transformation plans that will include I. providing pedagogy training to improve gender transformative teaching learning process (i) gender responsive teaching learning method- (a) understanding gender stereotypes and understanding their impact on learning, (b) designing lesson plan that reflect gender equality, (c) developing a checklist for gender responsive lesson planning and using, and (d) using classroom observation tools to gender equity in teaching practices; (ii) inclusive classroom participation through rotating leadership role; (iii) Using gender-neutral language); II. establishing girls club in schools; III. students led projects (1 project per school by boys and girls) on gender equality completed in each year (started from 2027); IV. girls students supported on leadership in academic and extra-curricular activities; V. female teachers provided with leadership training; VI. support students' and parents' awareness on gender equality.

[30] 1,650 secondary institutions (all MPO financed) (990 general [G], 495 madrasah [M], 200 technical [T])

47. **Disability inclusion.** All digital content developed will follow the principles to ensure accessibility for children with disabilities, including the use of visual aids, audio narration, subtitles, and interactive formats adaptable for diverse learning needs. The newly constructed 5,055 classrooms for secondary education institutions under the project will be designed in accordance with universal access principles, as outlined in the Bangladesh national building code (BNBC). With the NGEP set to deliver these classrooms, accessibility remains a top priority. Key accessibility features include:

(i) Ramped access: all classrooms will feature ramps to ensure seamless access from ground level to decks and entrances.
(ii) Doorways: entryways will have a minimum clear opening width to accommodate wheelchair users and those with walking frames. Door frames will contrast with wall finishes to enhance visibility.
(iii) Pathways and amenities: paved concrete walkways will connect classrooms to bathrooms and amenities blocks, providing smooth access to accessible toilet facilities.
(iv) By integrating these features, the project aims to foster an inclusive learning environment that accommodates diverse mobility needs.

48. Learning transformation plans will include specific strategies for accessibility improvements (e.g., ramps, seating, assistive devices), and use inclusive indicators to track participation of children with disabilities. Conditional grant implementation guidelines will include disability-inclusive criteria and school-level capacity-building will address inclusive planning

49. **Poverty and social dimensions.** The NGEP program addresses non-income dimensions of poverty and social exclusion. It will improve access to employment opportunities in teaching, and to quality education services, with a specific emphasis on lagging areas. This will benefit students from poor and vulnerable backgrounds across the country encompassing more than 26,803, 378.

G. System Transformation and Strengthening

50. The GPE multiplier program builds on the foundations laid by national reforms and is fully aligned with the priority areas outlined in the Partnership Compact—particularly teacher professionalization, digital transformation, inclusive school improvement, and unified assessment and monitoring. By targeting structural improvements across teaching, learning, education management, and monitoring, the program aims to shift the system from fragmented interventions to an integrated, data-driven, and equity-focused model. It addresses a fundamental gap in the education system: the lack of high-quality, inclusive, curriculum-aligned digital content and delivery infrastructure. By establishing one production studio, developing a large volume of digital learning materials, and ensuring their alignment with content standards and inclusive design principles, the program will institutionalize digital content creation as a core government function. To enhance the learning experience for pre-primary students, digital facilities will be introduced in 1,000 primary schools, making education more engaging and interactive. This is a foundational step toward embedding digital and experiential learning within everyday classroom practices, enhancing engagement and enabling adaptive instruction at scale.

51. GPE multiplier program intervention is further enhanced at school level through the ADB RBL program's core focus on introducing gender-responsive, socially inclusive, and climate-smart school transformation plans. Using conditional grants and standardized guidelines, schools will be equipped to plan for their own needs while promoting experiential learning and resilience. This decentralized, school-led planning model represents a shift from top-down planning to

participatory, equity-focused school management. It also builds long-term capacity among school leaders and community members for sustained institutional transformation.

52. The ADB RBL program and GPE multiplier program focus on the main drivers of instructional quality—teachers and school leaders. They support the transition from sporadic cascade training models to a digitally enabled, school-based TPD system. By using national learning management systems such as *Muktopaath* and the LMS platforms of DPE, DSHE, DTE, and DME, the program ensures sustained and inclusive access to TPD opportunities. Teachers, headteachers, and education officers will be trained not only in pedagogy and leadership but also in the effective use of digital content and unified assessment tools. This directly contributes to the professionalization of the teaching workforce and addresses a critical enabling factor for systemic reform.

53. The GPE multiplier program institutionalizes data-driven academic supervision and decision-making through the implementation of a unified assessment system and the integration of AI- and GIS-based monitoring tools within the primary EMIS. Led by NCTB and supported by all directorates, the assessment system will provide personalized feedback on student learning, enabling targeted remedial action and more informed planning. The use of digital dashboards and cloud-hosted analytics will also enhance the ability of education administrators to monitor school performance and provide instructional guidance.

II. PROGRAM MANAGEMENT ARRANGEMENTS

A. Program Implementation Organization: Roles and Responsibilities

54. The augmented implementation arrangement for the NGEP following the government system as described in Table 6. To enhance the coordination between ministries, departments, and other government agencies, NGEP Central Coordination Unit (CCU) has been established at SHED on 15 September 2025. The CCU will be headed by SHED, and represented by officials from MOPME, DPE, TMED, DME, DTE, Finance Division, Ministry of Planning, IMED, and Economic Relations Division. The CCU will coordinate the three DPPs and submit them to the Planning Commission for government approval. During implementation, the CCU plays an instrumental role in maintaining liaison between ADB and the RBL program executing, implementing agencies and key stakeholders. Appendix 5 contains the raft implementation arrangement to be finalized by the government in their DPPs.

Table 6: Key Agencies involved in NGEP

	Role	Agencies[a]
1	Executing Agencies	MOPME/MOE (SHED and TMED)
2	Implementing Agencies	DME / DPE / DSHE / DTE
3	Co-implementing Agencies	EED / NCTB
4	Important stakeholders	BANBEIS / BCC / BISE / NAEM / NAPE/ FD/ ERD/ IMED/ PC
5	Financers	ADB / GPE MG (administered by ADB) / GOB

[a] Agencies are listed in alphabetical order, not in order of importance.

55. **Disbursement arrangements.** Disbursement of the GPE multiplier program grant proceeds will follow ADB's *Loan Disbursement Handbook* (2022, as amended from time to time) and detailed arrangements agreed between the government and ADB. The grant proceeds will be disbursed to the government's consolidated fund at the Bangladesh Bank upon verification of DLI achievement. ADB disbursement will be made upon the achievement of DLIs and their subsequent verification - following the verification protocols. Where achievements are partial,

partial disbursements may be made as per the verification protocol. The RBL program includes provision for financing for prior results up to an amount of 20% of the RBL proceeds against DLIs achieved no earlier than 12 months before the signing of the loan agreement. The government will ensure that the total eligible expenditures equal or exceed the total disbursement amount from ADB. The program will use GOB systems for financial management, procurement, and anticorruption measures with additional safeguards and capacity building measures to reduce fiduciary risks in program implementation.

56. **Procurement arrangements**. The civil works, goods, and services contracts will not exceed the thresholds for high-value[31] single contracts. All works procurements will be conducted by EED, and all goods procurements will be carried out by respective implementing agencies. The national e-GP system will be used for all procurements. The entities and individuals debarred or suspended by ADB or other multilateral development banks are ineligible to participate in the programs for the duration of their debarment or temporary suspension. All procurement will follow the country system based on the Public Procurement Act (PPA, 2006) and the Public Procurement Rules (PPR, 2008) with the following conditions and modifications: (a) Post-bidding negotiations shall not be allowed with the lowest evaluated or any other bidder; (b) The lottery system in award of contracts shall not be allowed; (c) Bidders' qualification/experience requirement shall be mandatory; (d) There should be no automatic disqualification of bids based on percentage above or below the estimated cost; (e) Contract award shall be based on the lowest evaluated bid price of compliant bid from eligible and qualified bidders. The mission discussed these in detail and the government committed to ensuring compliance as requested.

57. **Monitoring and reporting arrangement.** ADB will conduct (i) inception mission after approval of both RBL program and GPE multiplier program (ii) two review missions per year in coordination with other GPE agents as appropriate; (iii) mid-term review missions on the third year of implementation and (iv) completion mission after program completes. Ad hoc and special administration will be done based on the need of the program.

58. The implementing agency will provide ADB with (i) quarterly progress reports, which should include the program progress related to outcome, outputs and DLIs as well as financial progress, showing periodic and cumulative amounts of budgeted and actual sources and uses of funds; (iii) annual audited project financial statements; and (iv) a program completion report within 6 months of physical completion of the program. Please see Table 7.

Table 7: ABL RBL and GPE Multiplier Program Key Reporting Requirements

Report	Timing
Audited project financial statements	Not later than 6 months after the closure of the fiscal year
Quarterly progress reports	Quarterly, within 60 days after the end of each reporting period
Social and Environmental safeguard	Semi-annual (during the construction and annually during the operation)
Program completion report	Not later than 6 months after physical completion of the program

ADB = Asian Development Bank.
Source: ADB.

[31] High-value contracts refer to $50 million for works, turnkey, and supply and installation contracts; $30 million for goods; $20 million for information and technology systems and non-consulting services; and $15 million for consulting services.

B. Program Systems Assessments

59. The system level assessments were carried out focusing on the following aspects.

60. **Monitoring and evaluation system.** The assessment of Monitoring and Evaluation (M&E) systems across the four directorates – DSHE, DME, DTE and DPE reveal significant variations in institutional capacity, system integration and data utilization. The DSHE has a partially functional M&E Wing with robust EMIS backend systems, yet suffers from limited analytical capacity, underutilized software modules, and a lack of systematic reporting. Similarly, the DME has developed several MEMIS modules, but operates without a dedicated M&E wing, resulting in sporadic monitoring practices and poor data use. Notably neither the DSHE nor DME currently publishes sub-sector performance reports, hindering transparency and evidence-based decision making. In contrast, the DPE demonstrates the most advanced and institutionalized M&E structure through the IPEMIS platform Annual Sector Performance Report (ASPR), and field level validation processes. However, the DPE still depends heavily on consultants for data analysis and reporting due to staff capacity gaps. While the e-monitoring system collects data regularly, it remains underutilized and data from other Integrated Primary Education Management Information System (IPEMIS) modules are also not being fully leveraged for the decision making and performance tracking. The DTE lacks a dedicated M&E Wing and operates a Technical Education Management Information System (TEMIS) without institutional structure. Most of the software modules under TEMIS have remained underutilized and inspections of TVET institutions are irregular. Across all directorates, the integration of EMIS with monitoring tools, development of skilled human resources, and creation of formal feedback loop are critical needs for establishing robust, data-driven M&E Systems that can inform planning, decision-making and accountability.

61. To address the critical M&E gaps identified across the DSHE, DME, and DTE, the NGEP. will include (i) strengthening the capacity of existing M&E Wings/Unit enhance institutional capabilities in M&E fundamentals, including data analysis, report writing, and evidence-based planning through GPE multiplier grant; (ii) full activation, technical refinement, and integration into daily workflows, particularly for modules related to performance-based management, teacher development and inspection existing IPEMIS, EMIS and MEMIS modules including the AI and GIS features integrated into the IPEMIS system; (iii) linkage of the MPO system to the Integrated Budget and Accounting System (IBAS++) to strengthen financial accountability; (iv) reinforce the role of subnational offices in data collection, inspection, classroom observation, and follow up actions and (v) linkage of school improvement grants (conditional grant) with the use of data

62. **Financial system**. Financial Management assessments conducted by FM specialists confirm that the program fund will use the treasury model. The government follows the single treasury account system. Funds will be channeled through the government's budgetary and MTBF allocation system. All payments are controlled by OCGA with records of payments entered in iBAS++. The Program Implementation Unit (PIU) of DSHE, DME, DTE and DPE process and submit bills to OCGA for payment through iBAS++. Both the EAs and IAs have significant experience of RBL program implementation with previous ADB and WB funded programs such as SESIP, PEDP4, LAISE and SEDP. OCAG conducts the external audits of these programs and submitted timely reports. OCAG issued unqualified opinion on their audited project financial statements. Although some financial management issues arose during implementation, they were addressed by the PIU and implementing agencies, with remaining concerns currently being resolved. The NGEP program will also be audited by OCAG.

63. **Procurement system.** The procurement system and practices of executing agencies,

implementing agencies, co-implementing agencies and procuring entities (PEs), including field offices were assessed. The assessment results revealed that the country has a comprehensive legal framework comprising of the Public Procurement Act (PPA 2006) and Public Procurement Rules (PPR 2008), Delegation of Financial Powers (DOFP) and with a set of Standard Tender Documents (STDs). This legal framework being universally used by all PEs utilizing the government fund ensures transparency, efficiency, and competition in the procurement process. DSHE's Finance & Procurement Wing (FPW) & DPE's procurement division have the experience in implementing donor-funded programs' procurement processing, and was found to be capable of managing the procurement needs of the proposed RBL program. However, the assessment identified that there is a varied range of procurement capacities among the PEs and therefore, several areas exist for improvement, including the need for continuous training for procurement staff, better internal control mechanisms, and address specific risks such as inconsistency in the correct use of some provisions of national & international guidelines (PPR 2008 & MDB Guidelines) in practice.

64. **Anticorruption system.** Bangladesh's anti-corruption framework includes the Money Laundering Prevention Act of 2002, which was expanded by the Money Laundering Prevention Ordinances in 2008, 2009, and 2012. These laws criminalize attempted corruption, extortion, both active and passive bribery, bribery involving foreign public officials, and money laundering. The PPR 2008 address procurement-related misconduct under this framework. The government commits to using its national systems to implement measures preventing fraud and corruption in programs and to take corrective actions when needed. If any fraud or corruption is detected, it must be reported to the Anti-Corruption Commission, which will investigate according to country's laws. Additionally, PPR 2008 mandates a grievance redress mechanism for procurement complaints to be addressed within a defined timeframe. This has been taken forward as the DLI to improve the overall grievance handling mechanism. The government will also instruct all concerned agencies to (i) Comply with the ADB's RBL anticorruption guidelines; and (ii) ensure that any entity or individual barred or temporarily suspended by ADB does not receive contracts or participate in the RBL program during their ineligibility period

65. **Safeguard systems.** The RBL program and GPE multiplier program grant is assigned Category B for environment and indigenous peoples and Category C for involuntary resettlement as per ADB Safeguard Policy Statement (SPS, 2009). The program excludes activities that would be classified as Category A for environment, that require land acquisition and involuntary resettlement or that require construction of new buildings and/or horizontal expansion. The program is category B for Small Ethnic Communities[32]/Indigenous Peoples for inclusive beneficial impacts. While not specifically targeted, due to the program prioritizing disadvantaged communities in areas vulnerable to climate-induced hazards, SECs are highly likely to be both participants and beneficiaries. During planning and implementation, SEC communities are to be included in the consultation process and in institutional arrangement for grievance mechanisms and Small Ethnic Community Planning Framework (SECPF) in a culturally appropriate manner.

66. **Sustainability.** Improving school environments is intended to create safe and supportive spaces for learning. When paired with the adoption of more effective, student-centered teaching practices, this approach is expected to foster greater student engagement and motivation—leading to improved attendance, stronger classroom participation, and ultimately, a significant reduction in dropout rates.

[32] According to the 15th amendment of Bangladesh constitution section 23A, the term referred as Indigenous People in ADB SPS 2009 will tribes, minor races, ethnic sects and communities/SEC for this program.

67. This integrated strategy promotes inclusive, adaptive, and digitally enabled education systems, positioning Bangladesh's youth for long-term resilience and success in an increasingly dynamic global landscape. The interventions embedded in the government system through results-based financing are likely to be sustained given the improvements in the system. The project aims to reduce the dropouts of students in grade 10, improve school competency in grade 8, increase transition rates for students from primary to secondary and increase participation and passing rates at the end of secondary exam including the synergy of the system. In this regard the economic benefits as translated can be significant based on the. Multiple studies have documented that each additional year of education can yield up to a 10% increase in earnings, underscoring the strong correlation between educational attainment and income potential. There will be an improved quality of teaching, and it is expected that the students will improve their results[33]. A differentiation is chosen to reflect the lower outcome of madrasah schools compared to general education and vocational schools.[34]

68. **Accountability mechanism.** The Accountability Mechanism provides an independent forum and process whereby people adversely affected by ADB-assisted operations can voice and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures.[35] People who are, or may in the future be, adversely affected by a program supported by RBL may submit complaints to ADB's Accountability Mechanism. Before submitting a complaint to the Accountability Mechanism, affected people should make a good faith effort to resolve their problems and/or issues by working with the concerned ADB operations department. Only after doing that, and if they are still dissatisfied, should they approach the Accountability Mechanism.

69. **Risk assessment**. Major risks and mitigating measures findings based on the due diligences are summarized in Table 8.

Table 8: Summary of Risks and Mitigating Measures

Risks	Mitigating Measures
Results. i. Schools may not be selected based on the agreed criteria which may skew the objective of the program to target the low performing schools in the upazilla.	i. Stakeholder consensus for the objective selection criteria by the government will be undertaken and included as the prior-results.
ii. Parents and guardians are not aware of the potential for self-led learning bolstered by formative assessment through a digital learning platform.	ii. Awareness building activity for addressing gaps in understanding among parents and guardians is in-built in the NGEP program activities.
iii. Delay in rolling out of the real time unified assessment system and implementation in the schools.	iii. Training the teachers and education leaders at the school-level is covered in the Supporting NGEP Program and included in DLI targets.
Expenditure Global economic downturns and Bangladesh's political transition may	Education remains a strong priority and the approval of the NGEP by Planning Commission ensures the program will

[33] Patrinos, H. A., Angel-Urdinola, D., & Tanaka, N. 2024. *How effective education spending can reduce poverty and boost earnings*. World Bank Blogs. 28 May.
[34] Ahmed, M. S., Rahman, N. T., & Rahman, K. W. 2022. Employment and expectations of former Madrasah students in Cox's Bazar: A cross-sectional exploration. *BRAC Institute of Governance and Development (BIGD), BRAC University*.
[35] ADB. 2012. *Accountability Mechanism Policy 2012*.

undermine the government's ability to finance necessary quality improvement targeted by the program.	receive adequate development budget.
Monitoring and Evaluation Availability of trained staff to continually operationalize the enhanced IPEMIS and MEMIS system for quality data reporting for monitoring and planning.	NGEP program has provision for dedicated staff for implementation including capacity development measures to ensure system strengthening
Operating environment Weak coordinated approaches within secondary and with primary for service delivery.	The existing implementation arrangement system for the program is being augmented to strengthen the Intra and inter agencies coordination in primary and secondary education. GPE coordination framework is also being finalized by the GPE grant agents in Bangladesh.

DLI= Disbursement linked indicators, GPE= Global Partnership for Education, NGEP= NextGen Education Program
Source: Asian Development Bank

Appendix 1

Technical and Programmatic Coordination Framework

General Education (Pre-primary to Grade 10)

A pilot framework approach

1) Purpose & Scope: Bangladesh's education system, one of the largest globally, is managed through a division of responsibilities across the Ministry of Primary and Mass Education (MOPME), the Secondary and Higher Education Division (SHED), and the Technical and Madrasah Education Division (TMED) under the Ministry of Education (MOE). The government aspires to harmonize and strengthen education delivery across sub-sectors by fostering synergy rather than isolated coordination. This framework represents a strategic step towards harmonized education delivery in Bangladesh with a **single coordination mechanism** to align planning, implementation, monitoring, and fiduciary oversight across selected programmatic areas undertaken by the government and supported by Global Partnership for Education (GPE). It aims to leverage existing government structures, avoid parallel systems, and ensure portfolio-level coherence.

Note: This is a **targeted framework** piloting selected interventions of pre-primary to grade 10 educations. It does not cover the full general education sector as a whole nor does it aim to be a Sector Wide Approach.

2) **Strategic Objectives**: The interventions that will be coordinated through the framework contribute to four strategic objectives:

A. **Transition & Continuity:** Improve progression between primary and secondary.
B. **Efficiency & Effectiveness:** Remove duplication and sequence investments for value for money.
C. **Climate-Resilient Learning Environments:** Mainstream climate/DRR across policy, infrastructure, pedagogy.
D. **Digital Transformation:** Institutionalize EdTech and data systems across education functions.

3) **Implementation Period**: The framework is applicable from Fiscal Year 2025/2026 until Fiscal Year 2030/2031.

4) **Focus Areas for Integration**: The specific focus areas within the education domain for integration are:

i. Professional development of teachers, school leaders, and education managers, both in-service and pre-service;
ii. Climate smart education;
iii. Unified (formative) assessment for personalized learning feedback at school level;
Education monitoring and management, including data management;

Cross-cutting enabler: A key instrument to strengthen the efficiency and effectiveness of interventions in these 4 areas is digital transformation/EdTech. In each of the four focus areas digital transformation is one of the drivers of the reform by addressing interoperability, analytics, and scalable delivery.

5) **Programs in Scope (initial):** The initial 4 initiatives to which this framework will apply are:

- NextGen Education Program (NGEP).

- System Capacity Grant (SCG).
- System Transformation Grant (STG).
- Climate Smart Education Systems Initiative (CSESI).

6) **Coordination Matrix for GPE Grants**

Particulars	Grant window: ***System Transformation Grant (STG)***	Grant window: ***Multiplier***
Grant Agents	UNICEF & UNESCO (joint)	ADB
Implementing agency	Directorate of Primary Education (DPE) (primary); DSHE (secondary)	DPE, DSHE, Directorate of Madrasah Education (DME), Directorate of Technical Education (DTE)
Co-implementing agencies	National Academy for Primary Education (NAPE) NAPE & relevant MoPME entities (primary); National Academy of Educational Management (NAEM), Bangladesh Bureau of Educational Information and Statistics (BANBEIS) and other relevant agencies under SHED/MoE entities (secondary)	Education Engineering Department (EED), National Curriculum and Textbook Board (NCTB)
Government approval instrument	Two TAPPs: MoPME & SHED	Three DPPs: MoPME, SHED, TMED
Project implementation mechanism	• Two Program Implementation Units (PIUs) at DPE & DSHE, each led by a PD, to coordinate & supervise delivery. • An Inter-ministerial Project Steering Committee (IPSC) at MoPME/MoE, chaired by the Secretary, MoPME/MoE and joined by representatives from all the implementing and co-implementing agencies, to oversee the coordination, monitoring, and implementation of the project, and address systemic challenges.	• NextGen Implementation Central Coordination Unit (NGEP CCU), anchored in SHED with representation from SHED, TMED, MOPME and their relevant entities along with development partners • Four PIUs at DME, DPE, DSHE and DTE, each lead by a PD, to coordinate & supervise delivery. • Program Implementation Committees (PICs) will guide program implementation in DSHE, DME/DTE, and DPE. • Program Steering Committees (PSCs) at MOPME, SHED and TMED. •
Overall Coordination Forums	• Education Local Consultative Group (ELCG) - chaired by the Secretary, MoPME and Co-chaired by FCDO- an overarching sector coordination platform comprising government representatives, development partners, civil society, and other stakeholders. ELCG will be responsible for	

Particulars	Grant window: ***System Transformation Grant (STG)***	Grant window: ***Multiplier***
	approving and communicating any revisions/changes to project activities/budget/timeline to GPE. • GPE National Technical Committee will be strengthened with representation from NGEP CCU, IPSC, and grant agent focal points SCG, STG and Multiplier, and will provide policy direction and guidance; unblock systemic bottlenecks; harmonize technical guidance emerging from TGs etc. • Technical Groups (TGs) will be formed for coordinating on technical areas across NGEP, STG, SCG, CSESI during implementation in proposed areas: Teacher Professional Development (TPD), Assessment, Digital & Data, Climate etc.	

7) **Technical area-wise Coordination Matrix**

Technical Area	Programs	Outputs	Coordination mechanism for specific areas
Professional development of teachers, school leaders, and education managers, both in-service and pre-service	NGEP/SCG/STG/CSESI	Teacher Professional Development (TPD) Framework will be developed under STG, which aims to guide all TPD activities related to core subjects in secondary education (taught in all three streams of secondary education). This TPD framework will guide all TPD provided in education. For NGEP in 2025 the TPD framework for general secondary education (general subject) will be approved is developed ITLMIS under NAEM (included in STG). Blended TPD to be developed based on the framework, financed under LIAISE, NGEP, possibly further complemented by STG/SCG. ITLMIS – On-line teacher training (i) Gender transformative approach, (ii) cyber safety security approach, (iii) green skill; DSHE ITD. CSESI – Teacher readiness assessment to teach climate change (CC) and disaster risk reduction (DRR).	Technical working group to be established with NGEP and SCG/STG/CSESI.
Climate Smart Education	CSESI/SCG/NGEP	Climate Change in Education Framework (CCEF) in advanced stages for approval by SHED/DSHE to guide EED. (6 areas in CCEF) CSECI are preparing climate smart education frameworks and guidelines which are to be used by EED and the school in the NGEP.	A National Working Committee for CSESI is already established by SHED which could be involved in supporting this “Climate Smart Education” component.

Technical Area	Programs	Outputs	Coordination mechanism for specific areas
		CSESI - (i) Develop climate risk analysis for the education sector. (ii) Establish effective coordination mechanisms for climate-resilient education. (iii) Strengthen education sector's capacity to secure and utilize Climate Finance. (iv) Integrate climate change variables to data collection tools of DPE (including BANBEIS). (v) Map and analyze the education infrastructure. (vi) Review, update and consolidate the Framework for Disaster Risk Reduction in Education and Education in Emergencies. (vii) Comprehensive review and analysis of curriculum and syllabi and teacher training curriculum and resources with climate change (CC) and disaster risk reduction (DRR) lens. (viii) Teacher readiness assessment to teach climate change (CC) and disaster risk reduction (DRR). Analytics on climate responsiveness / frameworks *LAISE* • Baseline of climate awareness of teachers and students in secondary • Manual on climate resilient measures at the school-level (secondary) • Implement manual in selected schools	
		The upgrading of schools, the introduction of climate smart practices in school-based transformation plans, and the piloting of the solar-panel lease plan in NGEP will be based upon the CCEF prepared framework.	NGEP Central Coordination Unit to ensure that EED uses the SCG framework. SCG framework and climate smart education components included in NGEP DLI's.
		The development of on-line learning material for students and teachers under the NGEP will strengthen resilience of the education system in case of climate induced disasters, which will fit within	NGEP CCU to coordinate with CSESI IA's responsible for development of the resilience framework.

Technical Area	Programs	Outputs	Coordination mechanism for specific areas
		the CSESI is expected to provide an overarching framework.	
		The proposed curriculum revision is expected to include climate smart education initiatives, for which the CSESI will provide the framework, and will be included if applicable in the updated on-line/blended science e-resources for students and teachers under NGEP. (LAISE is preparing on-line modules for climate education for students).	NCTB to include under CSESI developed climate smart education curriculum principles in the relevant curricula, and NCTB to ensure that for all e-resources developed under NGEP these principles are applied. Under NGEP an e-resources development standard and guideline will be developed endorsed by NCTB to be applied for all e-resources developed in the Bangladesh education system to interoperability between the different e-resources.
Unified (formative) assessment for personalized learning feedback at school level	NGEP/STG	Development of unified formative assessment system under NGEP using digital technology. TPD linkage for school-based assessment.	
Education monitoring and management	NGEP/STG	Upgrading and improvement of Education Management information systems and learning management systems in DPE, DTE, DSHE and DME, including usage of AI and GPS.	
EdTech			Further discussion required on the coordination mechanism for Data, Security, Technical interoperability.

Appendix 2

DESIGN AND MONITORING FRAMEWORK FOR THE PROGRAM

Impacts the Program is Aligned with Bangladesh to benefit from its demographic dividend to turn its large population into a valuable resource through education[a]			
Results Chain	**Performance Indicators**	**Data Sources and Reporting Mechanisms**	**Risks and Critical Assumptions**
Outcome Quality and synergy of school education systems enhanced.	**By June 2031** a. National level dropout rate secondary level education (School, Madrasah, Vocational: Grade 6–10) decreased by 2.0% compared to the baseline for all and for girls (by 2029) and by 2.0% in 10 lagging districts (Baseline 2023 national level all: 32.85%, Girls: 34.87% 10 lagging districts to be established) (DLI1)	a. Bangladesh Education Statistics, Bureau of Educational Information and Statistics (BANBEIS)	R: Global economic downturns and Bangladesh's political transition may undermine the government's ability to finance necessary quality improvement targeted by the program A: The agreed implementation arrangement for the program will enhance the Intra and inter agencies coordination in primary and secondary education
	b. Proportion of students achieving grade level competency [b] in grade 8 increased by 5% in Bangla, English and Mathematics from the baseline and the same increase for female students. (Baseline 2023 to be published, including gender disaggregated [SDG target 4.1.1] (DLI 2)	b. NASS report (M&E wing DSHE),	
	c. Percentage of students participating in and passing SSC and equivalent examinations increased by at least 3 percentage point (2023 baselines: SSC participation rate 90.44% (girls 87.37%); SSC pass rate 80.94% (girls 82.39%); Dakhil participation rate 77.05% (girls: 73.56%)[c]; Dakhil pass rate 74.70% (girls: 77.02%); SSC (Voc) participation rate 51.66% (girls XXX); SSC (Voc) pass rates 86.35% (girls 91.44%).	c. Bangladesh Education Statistics (BANBEIS)	

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
	d. Transition rate from primary to secondary level of education (School, Madrasah, Vocational: Grade 6) increased to at least 95%- Pre Covid pandemic level) (baseline 2023, 83.08%, disaggregated by gender baseline and target to be established)	d. Bangladesh Education Statistics (BANBEIS)	
Outputs 1. Access to modern, inclusive, and resilient teaching and learning environments increased	1a. By 2028, at least 1,650[d] selected secondary education institutions upgraded as per the inclusive,[1] disaster and climate resilient standards set out in the national building code[e] (Baseline: NA) (DLI 3) 1b. By 2030, At least 1,500 government primary schools will have digital equipment to enable modern teaching and learning for pre-primary classrooms (Baseline: None of the pre-primary classrooms have digital equipment). 1c. By 2029, At least 1000 e-learning materials as per agreed standards that include minimization of pre-assumptions on gender roles[g] covering pre-primary, primary, and secondary level education (School, Madrasah, Vocational: Grade 6–10) (Baseline NA) (DLI4) 1d. By 2030, at least 25% of secondary level education institutions (School, Madrasah, Vocational: Grade 6–10) and 25% of government primary schools are utilizing e-learning materials (Baseline: to be established) (DLI 4)	1a.-1d Quarterly progress report and Annual progress report. .	R: Schools may not be selected based on the agreed criteria which may skew the objective of the program to target the low performing schools in the upazilla
2. Student centered teaching and learning practices enhanced	2a By 2030, at least 1,650 selected secondary education institutions received annual budget (conditional grant) allocation to implement annual school-based teacher professional development activities based on their individual five- year gender	2a. Quarterly progress report and Annual progress report.	R Lengthy government procedures and limited capacity may delay the procurement of

[1] Inclusiveness in construction guidelines refers at least to safe drinking water, separate common room, separate toilers, and prayer rooms for girls and boys, facilities (ramps at entry and toilets with ramps and wide doors for wheelchair users, etc.) for the differently abled persons.

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
	transformative and green teaching-learning transformation plans[i], benefitting 20,220 teachers, with at least 3,370 female teachers, and 33,7000 students, with at least 67,400 girls. (DLI 5)		work, goods and services.
	2b. By 2030, Improved confidence reported by at least 95% of the teachers (25% females) in the selected secondary institutions on their pedagogy including gender responsive teaching and learning practices [2]based on the implementation of the school-based teacher professional development using a prior- and post perception survey (TA financed)	2b. TA report	R: Lack of capacity of schools, teachers, and sub national education officers to develop and implement individual five-year teaching-learning transformative plans
	2c. From FY2026/2027 to FY2029/2030, subnational governments have received an annual budget allocation and prepared a workplan to support implementation of the teaching-learning transformation plan and to disseminate lessons learned[j]. (DLI 6)	2c-d Quarterly progress report and Annual progress report.	A: Government continues to allocate block grant to upazila and schools to implement school based teacher professional development
	2d). By 2030, at least 4 knowledge-sharing workshops on implementation of school-based teacher professional development covering at least gender responsive teaching and learning practices[k] and implementation of the DUFSAS in each upazila for secondary institutions teachers organized by upazila education officers. (2023 baseline: NA – new intervention) (DLI 6)		
3. Teacher and education leadership training strengthened	3a. By 2027, updated blended in-service teacher professional development (TPD) system operational for at least 34 modules incorporating gender responsive	3a-c Quarterly progress report and Annual progress report.	A: Strong interest of teachers and school leaders to participate in new blended in-

[2] Gender-responsive teaching and learning practices refer to a. understanding gender stereotypes and their impact on learning, b. designing lesson plan that reflects gender equality and c. developing and using a checklist for gender responsive lesson planning, d. using classroom observation tools to promote gender equity in teaching practices, e. inclusive classroom participation through rotating leadership roles, and f. using gender-neutral language.

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
through blended learning	modern pedagogy[3] for teachers of secondary level education institutions (School, Madrasah, Vocational: Grade 6–10) and Government Primary Schools (PPE to grade 5). (Baseline: NA) (DLI 7) 3b. By 2027, gender responsive secondary level education institutions (School, Madrasah, Vocational: Grade 6–10) and Government Primary Schools (PPE to grade 5) leadership training module[l] developed and deployed on the blended in-service teacher training system (Baseline NA) (DLI 7)		service teacher professional development programs
	3c By 2030, At least 680,000 teachers and education institution leaders (20% females) complete at least one blended TPD training (of which the face-to-face part is conducted at sub national level) for secondary level education (School, Madrasah, Vocational: Grade 6–10) and Government Primary Schools (PPE to grade 5). (Baseline; NA) (DLI 7)		
4. Enhanced capacity of education management, at national, at subnational and school level	4a. By 2030, digital unified personalized formative school-based assessment system (DUFSAS) is operational in at least 1650 of the selected secondary education institutions (output 1a) and at least 1000 government primary schools; with an approved costed action plan for nationwide roll-out (DLI 8). (Baseline: NA)	4a-c. Quarterly progress report and Annual progress report.	R- Delay in consensus building among key stakeholders on the specification of the DUFAS to be used by targeted primary schools and secondary institutions
	4b. By 2030, 100% procurement grievances received for NGEP are recorded as per the government's guidelines by DPE, DME, DSHE and		

[3] Gender responsive modern pedagogy refers to applying gender-responsive teaching methods (includes Understanding gender stereotypes and their impact on learning, and designing and using checklist for gender-responsive lesson planning), and classroom observation tools to ensure gender equity in teaching practices, promoting inclusive classroom participation (includes rotating leadership roles among students, using gender-neutral language in instruction and communication) and providing leadership training to female teachers.

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
	DTE and each agency has addressed at least 40% of the recorded grievances. (Baseline NA) (DLI 9)		
	4c. By 2030, 60 % of cumulative annual allocation of program budget for the first four consecutive year is utilized (Baseline NA) (DLI 9).		

Key Program Actions[e]

1. Access to modern, inclusive, and resilient teaching and learning environments increased.

1.1 School selection criteria approved by SHED and TMED (Q1 2026) (Prior Result DLI 3

1.2 List of at least 1,650 secondary institutions (all MPO financed) approved (Q1 2026, Prior Result DLi3)

1.3 Prototype design(s) for the secondary education institutions reviewed and updated with inclusion of relevant standards regarding inclusiveness and climate change and disaster resilience from the NBC2020 (Q1 2026, Prior Results).

1.4 Timely award and monitoring of procurement packages by EED (Q3 2026 to 2030)

1.5 Guidelines, minimum standards, interoperability standards, and management structure for development, review, and management of e-learning content and resources developed, widely consulted and endorsed by NCTB (Q1 2026, Prior Result DL4)

2. Student centered teaching and learning practices enhanced

2.1 Overall framework for the implementation of the transformational teaching and learning plan approved by SHED and TMED (Q1 2026, Prior Result, DLI 5)

2.2 Capacity development of schools to prepare and operational the five-year transformational teaching and learning plan (2026-2030), PAP actions

2.3 Allocation and disbursement of fund to undertake school-based teacher professional development as per the transformational teaching and learning plan (2027- 2030,) Year 3-Year 5 DLI 5)

3.Teacher and education leadership training strengthened through blended learning

3.1 Updated common TPD framework with description of quality standards and content of all in-service TPD modules and participation requirements for teachers for general subjects in secondary education approved Q1 2026, Prior Result DL7)

3.2. Training plan and institutional arrangement for delivery of blended in service TPD approved (2027, year 1 DLI 7

4**. Enhanced capacity of education management, at national, at subnational and school level**

4.1 Strategic action plan jointly endorsed by MOPME, SHED, TMED and NCTB on the development and implementation of DUFSAS, for pre-primary, primary, and all 3 streams of secondary (Q1 2026, Prior Result DLI 8)

4.2 DUFSAS piloted in secondary education institutions and primary government schools (Year 3 2028, DLI 8)

4.3. A plan approved by the NCTB in consultation with DG DTE, DG DME, DG DPE and DG DSHE for nationwide roll-out of the DUFSAS (Year 3 2028, DLI 8)

Financing Plan

Total program financing (FY2025-FY2031): $922.2 million
Government: $522.2 million subject to final approval of NGEP program }
ADB: $300 million } (loan })
Name of Cofinancier: GPE $50} cofinancing administered by ADB on a contractual basis with joint or parallel procurement packages

A = assumption, ADB = Asian Development Bank, DLI = disbursement-linked indicator, DMF = design and monitoring framework, SSC = secondary school certificate, NASS = National Assessment of Secondary Students, R = risk, RBL = results-based lending.

[a] Government of Bangladesh, Bangladesh Planning Commission, General Economics Division. 2025. Re-strategizing the Economy and Mobilizing Resources for Equitable and Sustainable Development.

[b] The grade level competency is based on the combined percentage of the top three bands as specified in the NASS.

[c] Dhakil (madrasah) is equivalent to general secondary education (grades 6-10). SSC (Voc) is the year 10 national exam for Vocationl Secondary. The participation rate is the share of students enrolled in grade 10 General, Madrasah or Vocational Secondary Education participating in the respective exams.

[d] 1685 secondary education institutions (990 general secondary education institutions, 495 Madrasah secondary education institutions and 200 vocational secondary education institutions) are selected to be upgraded under the program

[e] The minimum requirements will include those for classrooms and teachers' common rooms, science labs, technical and vocational practical training workshops, water, sanitation, and hygiene facilities, climate adaptation, environmental sustainability, gender equality, and inclusion, which will be specified in the strategy for reforming and upgrading teaching-learning environments, following the Bangladesh National Building Code-2020 (BNBC-2020 Part-III: Chapter-1 & 2).

[f]. Subnational level means government administrative offices at divisional, district, and upazila levels.

[g]. Minimization of pre-assumptions on gender roles refers to portraying positive roles and images of women and girls in leadership and productive roles, positive images of persons with disabilities in productive roles, and positive images of boys and men in supporting domestic and care-giving chores.

[h] *description of proficiency band*

[i]. Gender transformative teaching-learning transformation plans will benefit I. 20,220 teachers with improved skills on pedagogy to improve gender transformative teaching learning process (i. gender responsive teaching learning method- a. understanding gender stereotypes and understanding their impact on learning b. designing lesson plan that reflect gender equality and c. developing a checklist for gender responsive lesson planning and using, and d. using classroom observation tools to gender equity in teaching practices; ii. inclusive classroom participation through rotating leadership role; iii. using gender-neutral language); II. at least 1,000 girls club established in 1,000 schools; III. at least 1,650 (1 project per school) students led projects on gender equality completed in each year (started from 2027); IV. At least 3,370 girls students supported on leadership in academic and extra-curricular activities; V. at least, 3,300 female teachers provided with leadership training.

[j]. The workplan to support teaching-learning transformation plan to make it gender transformative includes- I. teachers training on gender transformative teaching-learning (i. gender responsive teaching learning method- a. understanding gender stereotypes and understanding their impact on learning b. designing lesson plan that reflect gender equality and c. developing a checklist for gender responsive lesson planning and using, and d. using classroom observation tools to gender equity in teaching practices; ii. inclusive classroom participation through rotating leadership role; iii. using gender-neutral language); II. Establishing girls club; III. Completion of students led projects on gender equality; IV. girls are supported in leadership; V. Schools organize regular counselling on gender equality for students and parents. Dissemination of lessons learned will also include lessons related to the aforementioned issues.

[k]. Designing lesson plans that reflect gender equality, use of checklists and classroom observation tools to avoid gender-biased words and encourage gender equality, and rotating classroom leadership among boys and girls, and encouraging girls' leadership in academic and extracurricular activities.

[l]. Gender responsive training module includes i. gender-responsive teaching-learning method (a. understanding gender stereotypes and their impact on learning; b. designing lesson plans that reflect gender equality; and c. developing a checklist for gender responsive lesson planning and using, and d. using classroom observation tools to assess gender equity in teaching practices); ii. using gender-neutral language; iii. inclusive classroom participation through rotating leadership role; and iv. Women's and girls' positive images in leadership roles.

Source: Asian Development Bank

Theory of Change

The following Theory of Change outlines the program's causal pathway, linking activities to the desired results in Bangladesh's school education system including the assumptions and risks. This structured approach ensures transparency in how GPE interventions embedded in the NGEP are expected to bring about systemic transformation, while also highlighting dependencies and potential bottlenecks.

Impact: Progress towards universal quality education from kindergarten to 12th grade accelerated			**Assumption/Risk**
Outcome: Scaled up quality personalized learning opportunities for students and teachers in pre-primary, primary, and secondary education nationwide			Assumption: Parents demand quality education opportunities for their children.
	Issue	**Inputs/Activities**	
Output 1: High-quality digital educational content and resources in line with the curriculum developed and actively used	Absence of standardized and quality assured e-learning resources, and insufficient in-service teacher training opportunities limiting enriched learning experiences in primary and secondary education. Inadequate learning environment in pre-primary limits school readiness and exacerbates dropout at the primary level, which undermines universal primary education.	Activity 1.1. Develop, review, and institutionalize guidelines, minimum standards, interoperability protocols, and a management structure for inclusive and gender-responsive e-learning content and resources (by 2025). Activity 1.2 Prepare an inclusive and gender-responsive e-learning content development plan, followed by contracting processes for digital learning resource development (by 2026). Activity 1.3 Develop curriculum-aligned digital content under the guidance of NCTB (at least 1,000 resources for primary and general secondary) (by 2029). Activity 1.4 Develop and approve comprehensive training plans and institutional arrangements for blended Teacher Professional	Assumption: The government continues to enhance availability of digital infrastructures at school level for teachers and students through ongoing projects and programs (PEDP4, PEDP5 (in design), LAISE, TTF and NGEP). Risk: Parents and guardians are not aware of the potential for self-led learning enhanced through a digital learning platform.

Impact: Progress towards universal quality education from kindergarten to 12th grade accelerated			**Assumption/Risk**
		Development (TPD) across all sub-sectors (by 2026). Activity 1.5 Create blended training materials for TPD: 34 programs (5 primary, 9 general secondary, 6 Arabic, 14 SSC vocational, and 1 leadership) (by 2027). Activity 1.6 Conduct TPD for teachers and education officers on the effective use of digital resources (2027–2030). Activity 1.7 Provide interactive flat panels 1,000 government primary schools for pre-primary education to display digital content (by 2026). Activity 1.9 Design, develop, and upgrade the Madrasah Education Management Information System (MEMIS) including a Learning Management System (LMS) to support blended training (by 2028). Activity 1.10 Conduct nationwide awareness campaigns to promote the use of digital content among teachers, students, and parents (by 2029).	
Output 2: Real-time assessment system operational in pre-primary, primary, and secondary education	Lack of harmonized school based formative assessment system across primary and secondary education system to provide individualized teaching and learning in classrooms.	Activity 2.1. Develop a strategic action plan for the design and implementation of a unified real-time assessment system for pre-primary, primary, and all secondary streams (by 2025). Activity 2.2. Prepare and finalize technical specifications for the real time unified assessment system (by 2025).	Assumption: Key stakeholders such as MOPME, MOE, NCTB, and others affiliated with the ministries, jointly agree on the development of the real time unified assessment system.

Impact: Progress towards universal quality education from kindergarten to 12th grade accelerated			**Assumption/Risk**
		Activity 2.3 Sign MoU with BCC for server and storage facilities to host the assessment system (by 2026) Activity 2.4 Develop the real-time digital assessment mobile application (by 2027). Activity 2.5 Pilot the system in selected schools (1685 secondary institutions and 1000 GPS) and refine based on results. (By 2028) Activity 2.6 Roll out the system nationwide across pre-primary, primary, and secondary institutions (by 2029) Activity 2.7 Train teachers, school leaders, and administrators in effective use of the system (2027-2030) Activity 2.8 Establish monitoring mechanisms to track system use and its effect on learning outcomes (by 2029). Activity 2.9 Conduct an evaluation study on the unified assessment system's effectiveness (by 2030).	Risk: Delay in rolling out of the real time unified assessment system and implementation in the schools.
Output 3: AI and GIS-based monitoring system for pre- primary and primary education developed and actively used	Weak use of data for planning and monitoring	Activity 3.1. Hire a consulting firm to design, develop, and implement the AI- and GIS-based monitoring system (by 2026) Activity 3.2 Design, develop, and integrate the AI/GIS monitoring module into IPEMIS (2026-2027). Activity 3.3 Develop dashboards and analytics tools for real-time	Assumption: Timely procurement and mobilization of service providers to strengthen the IPEMIS and MEMIS Risk: Availability of trained staff to continually operationalize the enhanced IPEMIS and MEMIS system for quality data

Impact: Progress towards universal quality education from kindergarten to 12th grade accelerated			**Assumption/Risk**
		monitoring of education data (by 2027). Activity 3.4 Provide monitoring and evaluation training to education officers, and school leaders on system use (2028-2030). Activity 3.5 Support data-driven planning and policy formulation at both central and local levels using dashboards (2028-2030). Activity 3.6 Prepare, approve, and publish a comprehensive annual Madrasah Education Sub-sector Performance Report (2028–2030). Activity 3.7 Harmonized reporting system for key performance indicators for pre-primary, program and secondary (general stream).	reporting for monitoring and planning. Based on the improved.

PEDP4= Fourth Primary Education Development Program; PEDP5=Fifth Primary Education Development Program; LAISE= Learning Acceleration in Secondary Education Program; TTF- TVET I Teacher for the Future Program; NGEP=NextGen Education Program; NCTB=National Curriculum Textbook Board; TPD=Teacher Professional Development ; SSC=Secondary School Certificate; MEMIS= Madrasah Education Management Information System; LMS= Learning Management System; MOU=Memorandum of Understanding ; BCC=Bangladesh Computer Council MOE= Ministry of Education (MoE); MOPME=Ministry of Primary and Mass Education GPS=Government Primary School , AI=Artificial Intelligence ; GIS=Geographic Information System ; IPEMIS=Integrated Primary Education Management Information System ; SIMS=School Information Management System

Source: Asian Development Bank

NextGen Education Program

Table 4.1: Disbursement-linked Indicators Matrix

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
Outcome: Quality and Synergy of School Education System Enhanced							
DLI 1: Students who completed secondary education increased ($35 million)	National level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) in 2023: (a) All: 67.1532.85% (b) Girls: 65.13%	District level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) established, and 10 lagging districts identified (BANBEIS)	(i) National level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) increased by 0.5% compared to the baseline. (ii) National level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) for girls increased by 0.5%	(i) National level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) by 1.0% compared to the baseline. (ii) National level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) for girls increased by 1.0%	(i) Completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) increased by 1.0% from the baseline in each of the 10 lagging districts based on the baseline established. (ii) Completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) for girls increase by 1.0% from the baseline in each of the10 lagging districts based on the baseline established	(i) National level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) by 2.0% compared to the baseline. (ii) National level completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) for girls increased by 2.0% compared to the baseline.	(i) Completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) increased by 2.0% from the baseline in each of the 10 lagging districts based on the baseline established. (ii) Completion rate of Secondary Education (School, Madrasah, Voc.: Grade 6–10) for girls increased by 2.0% from the baseline in each of the10 lagging districts based on the baseline established
DLI 2: Student learning outcomes improved ($35 million)	Proportion of students by gender in grade 8 achieving proficiency in Bangla, English, and Mathematics Baseline 2023 (proportion of grade 8 students in band 3, 4 and 5) Bangla 54%	Baseline updated, and gender disaggregated baseline established based on the NASS 2023 results		(i) NASS conducted	(i) Proportion of students achieving grade level competency in grade 8 has increased with 3% in Bangla, with 3% in English, and with 3% in Mathematics from the baseline (NASS). (ii) Proportion of female students achieving grade level competency in grade 8 has increased with 3%	(ii) NASS conducted	(i) Proportion of students achieving grade level competency in grade 8 has increased with 5% in Bangla, with 5% in English, and with 5% in Mathematics from the baseline (NASS). (ii) Proportion of female students achieving grade level competency in grade 8 has increased with 5%

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
	Mathematics 57%				in Bangla, with 3% in English, and with 3% in Mathematics from the baseline (NASS).		in Bangla, with 5% in English, and with 5% in Mathematics from the baseline (NASS).
Output 1: Modern, inclusive, and resilient teaching and learning environments improved							
DLI 3: Selected secondary education institutions upgraded. ($50 million)	Updated National Building Code (2023) has established minimum standards for inclusive, climate and disaster resilient construction. Climate Smart Education Framework to be approved in 2025 and widely disseminated to all the schools (supported by UNICEF)	(i) List of at least 1,650 secondary institutions (all MPO financed) (990 G, 495M, 200T) approved by SHED for General Secondary, and TMED for Technical and Madrasah, based on the harmonized selection criteria approved by SHED and TMED. (ii) Prototype design(s) for the secondary education institutions reviewed, updated, consulted and endorsed by EED with inclusion of gender-responsive, socially inclusive[1], green, and climate resilient standards from the NBC2020. (ADB TA supported)	(i) DSHE has awarded at least 50% of the contracts for upgrading the selected general secondary schools based on the approved design standards. (ii) DME has awarded at least 50% of the contracts for upgrading the selected secondary/dakhil madrassahs based on the approved design standards. (iii) DTE has awarded at least 50% of the contracts for upgrading the selected vocational secondary schools based on the approved design standards.	(i) For all selected secondary institutions the contracts for the upgradation have been awarded based on the approved design standards. (ii) At least 50% of the selected secondary institutions of DSHE, 50% of DME, and 50% of DTE have been upgraded and equipped based on the approved design standards.	At least 75% of the selected secondary institutions of DSHE, 75% of DME, and 75% of DTE have been upgraded and equipped based on the approved design standards.	At least 1,650 of the selected secondary institutions have been upgraded and equipped based on the approved design standards.	
DLI 4: High-quality digital educational	Guidelines, minimum standards, interoperability	Guidelines, minimum standards, interoperability standards, and	(i) DSHE has approved inclusive and gender-responsive e-learning	(i) At least cumulative 20% of the e-learning contents and resources produced	(i) At least cumulative 75% of e-learning contents and resources produced	100% of e-learning contents and resources produced by DSHE, DTE,	(i) At least 25% of all secondary education institutions (general, technical, madrasah)

[1] Inclusiveness in construction guidelines refers at least to safe drinking water, separate common room, separate toilers, and prayer rooms for girls and boys, facilities (ramps at entry and toilets with ramps and wide doors for wheelchair users, etc.) for the differently abled persons.

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
content and resources in line with the curriculum developed and actively used (GPE $20 million. ADB $7 million)	standards, and management structure for development, review, and management of e-learning content and resources aligned with agreed learning outcomes standards not in place in 2024	management structure for development, review, and management of inclusive and gender-responsive e-learning content[2] and resources developed, widely consulted and endorsed by NCTB (ADB TA supported) (MoPME $ 2 million	content development plan (for at least 9 subjects) and completed contracting to prepare e-resources, based on the plan. (ii) DME has approved inclusive and gender-responsive e-learning content development plan (for at least 6 subjects) and completed contracting to prepare e-resources, based on the plan (iii) DTE has approved inclusive and gender-responsive e-learning content development plan (for at least 14 trade subjects) and completed contracting to prepare e-resources, based on the plan. (iv) DPE has approved inclusive and gender-responsive e-learning content development plan (for at least 5	(as per agreed standards and plan) by DSHE available on digital platforms. (ii) At least cumulative 20% e-learning contents and resources produced (as per agreed standards and plan) by DME and available on digital platforms. (iii) At least cumulative 20% e-learning contents and resources produced (as per agreed standards and plan) by DTE and available on digital platforms. (iv) At least cumulative 20% e-learning contents and resources produced (as per agreed standards and plan) by DPE available on digital platforms. (MoPME $ 1.5 million, MoE $ 2.5 million)	by DSHE (as per agreed standards) for general secondary and available on digital platforms. (ii) At least cumulative 75% of e-learning contents and resources produced by DME (as per agreed standards) for pre-primary and primary education and available on the digital platforms. (iii) At least cumulative 75% of e-learning contents and resources produced by DTE (as per agreed standards) for TVET and available on the digital platforms. (iv) At least cumulative 75% of e-learning contents and resources produced by DPE (as per agreed standards) and available on the digital platforms. (MoPME $ 2 million, MoE $ 3 million	DME, and DPE (as per agreed standards) available on digital platforms.[3] (MoPME $ 3 million, MoE $ 2 million)	institutions are utilizing e-learning contents and resources in teaching-learning activities. (ii) At least 25% of the GPS are utilizing educational e-learning contents and resources in teaching-learning activities.

[2] Inclusiveness refers to portraying positive roles and images of women and girls in leadership and productive roles, positive images of persons with disabilities in productive roles, and positive images of boys and men in supporting domestic and caregiving chores.
[3] E-learning resources and content will be available for all primary and secondary education institutions.

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
			subjects) and completed contracting to prepare e-resources, based on the plan. (MoPME $ 1.5 million, MoE $ 2.5 million)				
Output 2: Student centered teaching and learning practices enhanced							
DLI 5: Need-based gender transformative teacher profession-al develop-ment at secondary education institutions introduced ($43 million)	Holistic teaching-learning practices supported by need-based institution level TPD are non-existent in secondary education institutions	Overall implementation arrangement for implementation of the gender transformative[4] and green Teaching-Learning Transformation Plan (TLTP) approved by the SHED and TMED describing the institutional arrangement for approval and implementation of the plan (roles and responsibilities of secondary education institutions and subnational governments), fund flow, minimum annual allocation per secondary education institution and per	(i) TLTP Operations manual (OM) consulted and approved by SHED and TMED (based on the implementation arrangement) for all three secondary education streams for developing, approving and implementing the TLTP at institution-level, consisting of part A applicable for the secondary institution level and part B for the subnational level (upazila, district, zonal, regional and regional directorate level), describing the preparation and implementation process and a menu	(i) All selected general secondary education institutions (see DLI 3) have approved TLTP for needs-based institution level TPD and received the funds for FY2027/2028. ($4 million) (ii) All selected Madrasah secondary education institutions (see DLI 3) have approved TLTP for needs-based institution level TPD and have received the funds for FY2027/2028. (iii) All selected vocational secondary	(i) At least 90% of selected general secondary institutions have received the funds for the implementation of the TLTP for FY 2028/2029 based on the submitted TLTP financial reports and progress reports. ($4 million) (ii) At least 90% of selected madrasah secondary institutions have received the funds for the implementation of the TLTP for FY2028/2029 based on the submitted TLTP financial reports and progress reports. ($3 million)	At least 90% of selected secondary institutions have received the funds for the implementation of TLTP for FY 2029/2030 based on the submitted TLTP financial reports and progress reports. ($9 million)	At least 90% of the selected secondary education institutions implemented their individual gender transformative and green TLTP (including successful roll out of the UAS supported by relevant TPD at institution level) implemented the and submitted their final financial report and progress report.

[4] Gender transformative teaching-learning transformation plans will include I. providing pedagogy training to improve gender transformative teaching learning process (i. gender responsive teaching learning method- a. understanding gender stereotypes and understanding their impact on learning b. designing lesson plan that reflect gender equality and c. developing a checklist for gender responsive lesson planning and using, and d. using classroom observation tools to gender equity in teaching practices; ii. inclusive classroom participation through rotating leadership role; iii. Using gender-neutral language); II.establishing girls club in schools; III. students led projects (1 project per school by boys and girls) on gender equality completed in each year (started from 2027); IV. girls students supported on leadership in academic and extra-curricular activities; V. female teachers provided with leadership training; VI. support students' and parents' awareness on gender equality.

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
		subnational government, due diligence, and financial reporting and progress reporting requirements to be eligible for the next annual allocation as a secondary education institution (ADB TA supported).	of school-based TPD and other activities to be included, (with at least one activity focused at differences between teaching boys and girls and one focused at implementation of formative assessment using the UAS) (ADB TA supported) (ii) The TLTP OM piloted in at least 1 General Secondary, 1 Vocational Secondary, and 1 Madrasah Secondary education institution.	education institutions (see DLI 3) have approved TLTP for needs-based institution-level TPD and have received the funds for FY2027/2028.	(iii) At least 90% of selected vocational secondary institutions have received the funds for the implementation of the TLTP for FY2028/2029 based on the submitted TLTP financial reports and progress reports.		
DLI 6: Good practices in teaching-learning transformation supported and shared among secondary education institutions ($30 million)	Insufficient guidance and support for teaching-learning activities at secondary education institutions provided by ZEO, RO, RDO, DEO and USEO in 2024		(i) Budget and workplan for 2026/2027 approved for zonal education office (ZEO), district education office (DEO) and upazila secondary education office (USEO) to guide, monitor and support teaching-learning activities, as per the TLTP OM (see DLI 5). (ii) Budget and workplan for 2026/2027 approved for regional directorate office	(i) Budget and workplan for 2027/2028 approved for ZEO, DEO and USEO to guide, monitor and support teaching-learning activities, as per the TLTP OM. (ii) Annual budgets and workplans for 2027/2028 prepared and approved for RDO	(I) Budget and workplan for 2028/2029 prepared and approved for ZEO, RDO, DEO and USEO to guide, monitor and support teaching-learning activities, in accordance with the operations manuals (ii) At least 1 training, peer learning, or workshop to disseminate good	Annual budgets and workplans for 2029/2030 are prepared and approved for ZEO, RDO, DEO and USEO to guide, monitor and support teaching-learning activities, as per the TLTP OM.	At least 3 additional trainings, peer learnings, or workshops to disseminate good practices conducted in every upazila (to be organized by USEO and invite technical schools), with at least one event including an agenda point on sharing lessons learned on achieving gender equality and one event including an agenda point on sharing lessons learned on

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
			(RDO) to guide, monitor and support teaching-learning activities, as per the TLTP OM manual (see DLI 5). (iii) Budget and workplan for 2026/2027 approved for regional office (RO) to guide, monitor and support teaching-learning activities, as per the TLTP OM manual (See DLI 5) (iv) At least 1 workshop organized in each upazila to support selected secondary institutions in preparing the TLTP (USEO to organize and technical school to be invited).	to guide, monitor and support teaching-learning activities, as per the TLTP OM. (iii) Annual budgets and workplans for 2027/2028 prepared and approved for RO to guide, monitor and support teaching-learning activities, as per the TLTP OM.	practices conducted in every upazila (to be organized by USEO and invite the technical schools)		implementing the UAS.[5]
Output 3: Teacher and education leadership training strengthened through blended learning							

[5] ADB financed TA will provide expert advise on organizing the events

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
DLI 7: Provision of and participation in regular professional development programs increased (ADB $66 million GPE $5 million)	Institutional arrangements for CPD to provide a comprehensive, regular, and predictable CPD programs are available to provide CPD opportunities to sufficient number of education institution leaders and teachers are still in development in 2024	Updated common TPD framework with description of quality standards and content of all in-service TPD modules and participation requirements for teachers for general subjects in secondary education, approved by DG DSHE, DG DME, and DG DTE in collaboration with NCTB to be applicable for all secondary education CPD in general subjects. (UNICEF supported)	(i) Training plan and institutional arrangement approved by DG DSHE, DG DME, and DG DTE for at least 9 blended TPD trainings for General Secondary Subjects. (ii) Training plan and institutional arrangement approved by DG DSHE, DG DME, and DG DTE for blended program for Secondary Education Institution leaders. (iii) Training plan and institutional arrangement approved by DG DTE for at least 14 blended Trade module trainings for teachers. (iv) Training plan and institutional arrangement approved by DG DME for at least 6 madrasah education subject modules for teachers (v) Training plan and institutional arrangement approved by DG DPE	(i) All of the 10 planned blended modules for general secondary subjects and the secondary institution leadership training developed and deployed on the available in online platform by DSHE, DTE, and DME. (MoE $ 5 million) (ii) All of the 14 blended trade modules for technical education developed and deployed on the available online platform by DTE. (iii) All of the 6 blended subject modules for madrasah education developed and deployed on the available online platform by DME. (iv) All of the 5 blended core subject modules for primary education developed and deployed on the available online platform by DPE.	(i) At least 12 representatives, of whom at least 2 are women per institution, from all the selected secondary education institutions completed relevant professional development programs (teachers in 10 priority subjects and school leaders in education management training) (ii) At least 25% of the participants have completed the trainings provided in the trade subjects (of which the face-to-face part is conducted at sub-national level) as per the training plan with at least 10% women participating. (iii) At least 25% of the participants have completed the trainings provided in the madrasah subjects equally spread out of over the country as per the training plan with at least 10% women participating. (iv) At least 25% of the participants have completed the trainings provided in the primary education subject	(i) At least 65% of the participants have completed trainings provided on general subjects and education leadership (of which the face-to-face part is conducted at sub-national level) as per the training plan with at least 10% women participating. (ii) 65% of the trainings provided in the trade subjects (of which the face-to-face part is conducted at sub-national level) as per the training plan with at least 10% women participating. (iii) At least 65% of the participants have completed the trainings provided in the madrasah subjects (of which the face-to-face part is conducted at sub-national level) as per the training plan with at least 10% women participating. (iv) At least 65% of the trainings provided in the primary education	(i) At least 250,000 teachers and head teachers of General Secondary, Vocational Secondary and Madrasah Secondary education trained in general subjects and education leadership (of which the face-to-face part is conducted at sub-national level) as per the training plan with at least 20% women participating. (ii) At least 5,000 teachers and instructors trained in the trade subjects (of which the face-to-face part is conducted at sub-national level) as per the training plan with at least 10% women participating. (iii) At least 25,000 teachers have completed the trainings provided in the madrasah subjects (of which the face-to-face part is conducted at sub-national level) as per the training plan with at least 10% women participating. (iv) At least 100,000 primary teachers and primary head teachers

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
			for at least 5 primary education subjects in line with primary CPD framework.		courses equally spread out over the country with at least 50% women participating.	subject courses equally spread out over the country with at least 50% women participating.	trained in general subjects and education leadership equally spread out over the country as per the training plan with at least 50% women participating.
Output 4: Enhanced capacity of education management, at national, at subnational and school level							
DLI 8 Digital platforms and institutional arrange-ments for super-vision, guidance, and support in education system streng-thened (GPE $25 million, ADB $6 million)	No unified assessment system available in 2024	(i) Strategic action plan jointly endorsed by MOPME, SHED, TMED and NCTB on the development and implementation of the digital unified personalized formative school-based assessment system (UAS), for pre-primary, primary, and all 3 streams of secondary (TA supported). MoPME $ 4 million (ii) Technical specifications for the UAS endorsed by NCTB after stakeholder consultation (TA supported) MOE $ 0.5 million	Development of UAS contracted led by NCTB, in coordination with DSHE, DTE, DME and DPE MoE $ 1 million	(i) UAS developed MoE $ 3 million (ii) LMS module developed and embedded in the MEMIS in DME, and is functional for implementation of the blended TPD program (DLI 7) MoE $ 2.5 million	(i) UAS piloted in secondary education institutions. MoE $ 2 million (ii) UAS piloted in Government Primary Schools. MoPME $ 2 million (iii) The plan for nationwide roll-out of the UAS approved by NCTB in consultation with DG DME, DG DPE, DG DSHE and DG DTE. MoPME $ 3 million	(i) UAS operational in 1,685 selected secondary education institutions (Refer DLI3) MoE $ 4 million (ii) UAS operational in 1,000 selected Government Primary Schools. MoPME $ 3 million	(i) UAS utilized in 10% of the secondary institutions. (ii) UAS utilized in 10% of GPS.

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
DLI 9 Education leadership in primary and secondary education system and Financial management in the secondary education system strengthened ($28 million ADB)	Leadership training opportunities for national and subnational, primary and secondary education officers are limited. Low budget utilization in DSHE, DME, DTE and DPE. Record keeping around grievance redress mechanism is weak.		(i) Training plan for education leadership training for national and subnational officers in secondary education (all three streams), with a dedicated module specifically for female leadership, approved by SHED and TMED (ii) Training plan for education leadership for national and subnational officers in primary education, with a dedicated module specifically for female leadership, approved by MOPME. (iii) MPO payment module upgraded and integrated with iBAS++.	(i) 1 blended CPD program for secondary education leadership for national and subnational prepared as per the training plan for secondary education. (ii) 1 blended CPD for primary education leadership on national and subnational level prepared for primary education as per the training plan. (iii) 100% of procurement grievances received for NGEP are recorded in the required report as per the country's guidelines by DME, DPE, DSHE and DTE and each agency has addressed at least 20% of grievances recorded for Year 1.	30% of cumulative annual allocation of the program budget for MOPME, SHED and TMED for the first two consecutive years is utilized.	(i) All MPO teachers' salary is disbursed by no later than 20th day of the succeeding month during FY2028-2029. (ii) 100% procurement grievances received for NGEP are recorded in the required report as per the Government's guidelines by DME, DPE, DSHE and DTE and each agency has addressed at least 40% of the grievances recorded during the first 3 years of program implementation. (iii) At least 80% of total national and divisional /zonal levels education management staff (with at least 90% participation of all female staff, including completion of female leadership module) and at least 70% of education management staff at district and upazila levels (with at least	60% of cumulative annual allocation of program budget for MOPME, SHED, and TMED for the first four consecutive year is utilized

DLI	Baseline Value and Year		Target Values				
		prior result (Year 0)	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
						90% participation of all female staff, including completion of female leadership module) completed blended training program in secondary education leadership (SHED, TMED, DME, DSHE, and DTE staff). (iv) At least 80% of total national and divisional level primary education management staff (with at least 90% participation of all female staff, including completion of female leadership module) and at least 70% of primary education management staff at district and upazila levels (with at least 90% participation of all female staff, including completion of female leadership module) completed blended training program in primary education leadership (MOPME and DPE staff). ($2.5 million)	

CPD = continuous professional development, DEO = District Education Office, DLI = disbursement-linked indicator, DME = Directorate of Madrasah Education, DSHE = Directorate of Secondary and Higher Education, DTE = Directorate of Technical Education, HSC = Higher Secondary Certificate, MPO = monthly payment

order, REO = Regional Education Office, SSC = Secondary School Certificate, UAS = Unified Assessment System, USEO = Upazila Education Office, ZEO = Zonal Education Office.
Source: Asian Development Bank.

Table 4.2 DLI Allocation per year per financer

	total		Share		prior		1		2		3		4		5	
DLI	ADB	GPE	ADB	GPE	ADB	GPE	ADB	GPE	ADB	GPE	ADB	GPE	ADB	GPE	ADB	GPE
1	35.0	0	11.7%	0.0%	1		3		3		4		3		4	
							3		3		4		3		4	
2	35	0	11.7%	0.0%	1				3		7		3		7	
											7				7	
3	50	0	16.7%	0.0%	2		3		6		12		12			
					1		1		12							
							1									
4	7	20	2.3%	40.0%		2		1		1		2		5	3.5	
								1		1		1			3.5	
								1		1		1				
								1		1		1				
5	43	0	14.3%	0.0%	2		4		4		4		9		9	
							1		3		3					
									2		2					
6	30	0	10.0%	0.0%			3		3		6		6		3	
							1.5		1.5		2					
							1.5		1.5							
							1									
7	66	5	22.0%	10.0%	2		2.5			5	5		6		6	
							1		3		3		3		3	
							1.5		3		3.5		3.5		3.5	
							1.5		3		3.5		3.5		3.5	
							1.5									
8	6	25	2.0%	50.0%		4		1		3		2		4	3	
						0.5				2.5		2		3	3	
												3				
9	28	0	9.3%	0.0%			1.5		1		4		4		4	
							1.5		1				2			
							2		2				2.5			
													2.5			
	300	50.0	100%	100%	9.0	6.5	36.0	5.0	55.0	14.5	70.0	12.0	63.0	12.0	67.0	0.0

Table 4.3 Verification Protocols for DLIs

Disbursement-Linked Indicators	Definition and Description of Achievement[a]	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
DLI 1: Students who completed secondary education increased				
Baseline National level completion rate of secondary education (all three streams) for grades 6–10 in 2023: (a) All: 67.15% (b) Girls: 65.13% **Prior Results (Year 0)** District level baseline completion rates for secondary education grades 6–10 in each of the 3 streams established, and 10 lagging districts identified (ADB TA supported). **Year 1: 2026** (i) National level completion rate of secondary education increased with 0.5% compared to the baseline. (ii) National level completion rate of secondary education for girls increased with 0.5%. **Year 2: 2027** (i) National level completion rate of secondary education increased with 1.0% compared to the baseline. (ii) National level completion rate of secondary education for girls increased with 1.0%. **Year 3: 2028** (i) National Level completion rate of secondary education increased with 1.0% from the baseline in 10 lagging districts based on the baseline established. (ii) National level completion rate of secondary education for Girls increased with 1.0% from the baseline in 10 lagging districts based on the baseline established. **Year 4: 2029**	**Definitions**: "Completion rate for grades 6–10" is the percentage of a cohort of students in grade 6 who have completed grade 10 after passing SSC equivalent examinations in all three steams. "SSC equivalent examinations" mean SSC, Dakhil, and SSC (vocational) examinations conducted by BISE, BMEB, and BTEB for students completing grade 10. "Three streams" mean general secondary education stream, madrasah stream, and vocational stream. "10 lagging districts" mean 10 districts which are the districts with the 10 lowest completion for grades 6–10 as of 2024 (all streams). "Secondary education institutions" means institutions with grades 6–10 classes in the three streams. **Requirements for Disbursement:** **2025** This DLI is achieved when NGEP CCU provides the baseline data for all secondary education institutions in 64 districts, featuring baseline completion rates disaggregated by (a) district, (b) girl and boy, and (c) stream, as provided by BANBEIS and identifies the 10 most lagging districts, with completion rates for girls and for all. **2026, 2027, 2029** This DLI is achieved when the DSHE PIU confirms through the NGEP CCU confirms	2025, 2028, and 2030: Data on completion rates per district provided by BANBEIS. 2026, 2027, 2029 Bangladesh education statistics (BANBEIS).	NGEP CCU submits evidence of achievement using the data disaggregated by district, by girl and boy, and by stream as provided by BANBEIS. The IVA verifies the achievement based on the data submits, assesses the quality of the data collection process used by BANBEIS, and conducts spot-checks in the field to assess the quality of the BANBEIS data.	Information as of December 2024, 2025, 2026, 2027, 2028, and 2029.

Table 4.3 Verification Protocols for DLIs

Disbursement-Linked Indicators	Definition and Description of Achievement[a]	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
(i) National level completion rate of secondary education increased with 2.0% compared to the baseline. (ii) National level completion rate of secondary education for girls increased with 2.0% compared to the baseline. **Year 5: 2030** (i) National level completion rate of secondary education increased with 2.0% from the baseline in 10 lagging districts based on the baseline established. (ii) National level completion rate of secondary education for girls increased with 2.0% from the baseline in 10 lagging districts based on the baseline established.	that the completion rate at country level based on the Bangladesh education statistics has increased by 0.5% at the end of AY 2025, by 1.0% at the end of AY 2026, and by 2.0% at the end of AY 2028 compared to the baseline. This DLI is achieved when the DSHE PIU confirms through the NGEP CCU confirms that the completion rate for girls at country level based on the Bangladesh education statistics has increased by 0.5% at the end of AY 2025, by 1.0% at the end of AY 2026, and with 2.0% at the end of AY 2028 compared to the baseline. **2028, 2030** This DLI is achieved when the DSHE PIU confirms through the NGEP CCU that the overall completion rate for the 10 lagging districts based on the data provided by BANBEIS has increased by 1.0% at the end of AY2027 and by 2.0% at the end of AY2029 compared to the baseline. This DLI is achieved when the DSHE PIU confirms through the NGEP CCU confirms that the completion rate for girls for the 10 lagging districts based on the data provided by BANBEIS has increased by 1.0% at the end of AY2027 and by 2.0% at the end of AY2029 compared to the baseline. **No partial disbursement is allowed.**			
DLI 2: Student learning outcomes improved				
Baseline (2023) Proportion of students by gender in grade 8 achieving proficiency in Bangla, English and Mathematics (official SDG 4.1.1 target), to be established.	**Definitions.** National Assessment of Secondary Students (NASS). Biannual sample-based study among grades 6, 8 and 10 students to assess grade level competency.	2023 NASS 2027 NASS 2029 NASS	NGEP CCU receives the reports from DSHE PIU, using the results of the NASS, and submits to IVA.	Information as of 31 December 2025, 2027, and 2029.

Table 4.3 Verification Protocols for DLIs

Disbursement-Linked Indicators	Definition and Description of Achievement[a]	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
Prior Results (2025) Gender disaggregated baseline established based on the NASS 2023 results. **Year 2: 2027** (i) NASS conducted. **Year 3: 2028** (i) Proportion of students achieving grade level competency in grade 8 has increased with 3% in Bangla, with 3% in English, and with 3% in Mathematics from the baseline (NASS). (ii) Proportion of female students achieving grade level competency in grade 8 has increased with 3% in Bangla, with 3% in English, and with 3% in Mathematics from the baseline (NASS). **Year 4: 2029** (i) NASS conducted. **Year 5: 2030** (i) Proportion of students achieving grade level competency in grade 8 has increased with 5% in Bangla, with 5% in English, and with 5% in Mathematics from the baseline (NASS). (ii) Proportion of female students achieving grade level competency in grade 8 has increased with 5% in Bangla, with 5% in English, and with 5% in Mathematics from the baseline (NASS).	Grade level competency: set of competencies expected that a student in the particular grade will have acquired when completing this level, as specified in the curriculum. The proportion of students achieving grade level competency is the proportion of students in bands '3, 4, and 5'. Requirements for disbursement **Prior Results (2025)** PIU DSHE submits, through NGEP CCU, a report which specifies the baseline for grade level proficiency for grade 8 students in Bangla and Mathematics, both overall, and for girls and boys based on the NASS 2023. **2027, 2029** PIU DSHE confirms, through NGEP CCU, that the NASS 2027 was conducted, by sharing the timeline of the completed NASS activities, as certified by DG DSHE. **2028, 2030** PIU DSHE submits, through NGEP coordinating PSU, a report confirming that the share of students (Boys and Girls) achieving grade level proficiency in grade 8 for Bangla and Mathematics has reached at least 90% and 65% as per the NASS 2027 (for 2028 DLI), and 92% and 67% as per the NASS 2029 (For 2030 DLI). PIU DSHE submits, through NGEP CCU, a report confirming that the share of female students achieving grade level proficiency in grade 8 for Bangla and Mathematics has increased with the same percentage from the baseline as the overall share as per the		The IVA verifies the achievement based on a literacy review of the NASS reports, confirming adequacy of the methodology and consistency with earlier methodology used in the NASS to confirm comparability of the different years.	

Table 4.3 Verification Protocols for DLIs

Disbursement-Linked Indicators	Definition and Description of Achievement[a]	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
	NASS 2027 for 2028 DLI and the NASS 2029 for 2030 DLI respectively. **No partial disbursement is allowed**			
DLI 3: Selected secondary education institutions upgraded				
Baseline (2025-2026) (i) Updated National Building Code (2023) has established minimum standards for inclusive, climate and disaster resilient construction. (ii) Climate Smart Education Framework will be approved in 2025 and widely disseminated to all the schools (supported by UNICEF). **Prior Results (Year 0)** (i) List of at least 1,650 secondary institutions (all MPO financed) (990 G, 495M, 200T) approved by SHED for General Secondary, TMED for Technical and Madrasah based on harmonized selection criteria approved by SHED and TMED. (ii) Prototype design(s) for the secondary education institutions reviewed and updated with inclusion of gender-responsive, socially inclusive, green, and climate resilient standards from the NBC2020. (ADB TA supported). **Year 1: 2026** (i) DSHE has awarded at least 50% of the contracts for upgrading the selected general secondary schools based on the approved design standards. ii) DTE has awarded at least 50% of the contracts for upgrading the selected vocational secondary schools based on the approved design standards. (iii) DME has awarded at least 50% of the contracts for upgrading the selected	**Definitions**: **National Building Code** refers updated national building code 2023 developed by Ministry of Housing and Public Works. The building code ensures standards and quality of construction. "Gender-responsive, socially inclusive, green, and climate resilient standards" are standards for teaching-learning environments are designed and established to reduce gender inequalities; promote equal participation and opportunities for all, especially from poor and disadvantaged backgrounds; prevent environmental degradation, increase efficiency in the use of natural resources, and reduce carbon emissions; anticipate, prepare for, and respond to hazardous events and disturbances related to climate. Inclusiveness in construction guidelines refers at least to safe drinking water, separate common room, separate toilers, and prayer rooms for girls and boys, facilities (ramps at entry and toilets with ramps and wide doors for wheelchair users, etc.) for the differently abled persons. **Requirements for Disbursement:** **Year 0: 2025** This DLI is achieved when (i) NGEP CCU submits the collated list, received from PIU DSHE, PIU DTE, and PIU DME, with at least 1650 secondary education institutions (990	Prior result Lists approved by TMED and SHED. Type designs approved by respective DGs. Educational Engineering Department (EED), Progress Reports for 2026, 2027, 2028, and 2029.	The IVA verifies the achievement based on updated national building code and climate smart education framework, EED's report, and reports from DSHE, DTE, and DME. IVA to review the overall list, for 20% of the upazila's conduct in-depth document review, and visit 10 Upazila's to justify that the selected institutions meet the selection criteria. The IVA will review the actual awarded contracts and interview stakeholders. The IVA will review the handing over documents by the contractor and will conduct field spot-checks to assess the quality of the	Information as of 31 Decembe r 2025, 2026, 2027, 2028, and 2029.

Table 4.3 Verification Protocols for DLIs

Disbursement-Linked Indicators	Definition and Description of Achievement[a]	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
secondary/dakhil madrasahs based on the approved design standards. **Year 2: 2027** (i) All selected secondary institutions have been contracted for upgradation based on the approved design standards. ($6 million) (ii) At least 50% of the selected secondary institutions of DSHE, 50% of DME, and 50% of DTE have been upgraded and equipped based on the approved design standards. ($12 million). **Year 3: 2028** At least 75% of the selected secondary institutions of DSHE, 75% of DME, and 75% of DTE have been upgraded and equipped based on the approved design standards. ($12 million). **Year 4: 2029** At least 1,650 of the selected secondary institutions have been upgraded and equipped based on the approved design standards. ($12 million).	G, 595 M and 200 T) as approved by SHED and TMED based on the harmonized agreed selection criteria. (ii) NGEP CCU submits the prototype design(s) for the secondary education institutions as prepared by EED and approved by DSHE for secondary schools, DTE for vocational secondary schools, and DME for Madrasah institution, including the gender responsive and green design features. **Year 1: 2026** The DLI is achieved when NGEP CCU submits (i) a list received from PIU DSHE and signed by PD showing that at least 50% of the contracts are awarded for upgradation of the selected general secondary education schools; (ii) a list received from PIU DTE and signed by the PD showing that at least 50% of the contracts are awarded for upgradation of the selected vocational secondary schools; (iii) a list received from PIU DME and signed by the PD showing that at last 50% of the contracts are awarded for upgradation of the selected Madrasah education institutions. **Year 2: 2027** This DLI is achieved when NGEP CCU submits (i) a list, combining the lists provided by the PIU DSHE, PIU DTE and PIU DME signed by the respective PD's, showing that the 100% of the contracts are awarded for the upgradation of the selected General Secondary, vocational secondary and madrasah education institutions respectively. (ii) a list, combining the lists provided by the PIU DSHE, PIU DTE and PIU DME and signed by the respective PD's, showing that		construction and equipment.	

Table 4.3 Verification Protocols for DLIs

Disbursement-Linked Indicators	Definition and Description of Achievement[a]	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
	at least 50% of the selected general secondary education institutions under DSHE, 50% of the selected vocational secondary institutions under DTE, and 50% of the selected madrasah education institutions, are fully upgraded and equipped as per the contract. **2028, 2029** This DLI is achieved when NGEP CCU submits a list, combining the lists provided by the PIU DSHE, PIU DTE and PIU DME and signed by the respective PD's, showing that at least 75% of the selected general secondary education institutions under DSHE, 75% of the selected vocational secondary institutions under DTE, and 75% of the selected madrasah education institutions, are fully upgraded and equipped as per the contract for 2028, and 100% of all institutions for 2029. **Partial Disbursement:** Partial disbursement is allowed for the 2026, 2027, 2028, and 2029, when at least 50% of each of these DLI's is achieved.			

Appendix 5

Implementation Arrangement for Supporting the NextGen Education Program

1) Supporting the NextGen Education Program (NGEP) aims to improve quality and synergy in the school education sector, with interventions and reforms covering pre-primary, primary, and all three streams in secondary education, general, madrasah and technical education.

2) The NGEP implementation arrangement aims, with minimal addition to existing structures to strengthen coordination and collaboration at the relevant level in the sub-sectors through (i) facilitating development and approval of guidelines, standards, frameworks and standard operating procedures applicable to more than one agency (with each individual agency responsible for compliance); (ii) coordinating internal government processes to ensure NGEP is designed and implemented effectively; (iii) coordination on joint reporting and communication with external stakeholders, like Finance Division, Planning Commission, Economic Relations Division, ADB and OCAG; and (iv) regular sharing of program progress.

3) Table 1 lists the key agencies involved in NGEP

Table 1: Key Agencies involved in NGEP

	Role	**Agencies[a]**
1	Executing Agencies	MOPME / SHED / TMED
2	Implementing Agencies	DME / DPE / DSHE / DTE
3	Co-implementing Agencies	EED / NCTB
4	Important stakeholders	BANBEIS / BCC / BISE / NAEM / NAPE/ ERD/ IMED/ FD/ PC
5	Financers	ADB / GPE MG (administered by ADB) / GOB
6	Related development partner supported programs or projects	
	a) Programs part of the pilot for the Technical and Programmatic Coordination Framework[b]	- CSESI, MOPME/SHED/TMED implemented, administered by Save the Children/UNESCO, financed by GPE - SCG, MOPME/SHED/TMED implemented, administered by UNICEF, financed by GPE - STG, MOPME/SHED/TMED implemented, administered by UNESCO/UNICEF, financed by GPE
	b) Other Projects/Programs	- ASSET, TMED/DTE implemented, financed by GOB and WB - LAISE, SHED/DSHE/DME implemented, financed by GOB and WB - PEDP4, MOPME/DPE implemented, financed ADB, EU, GPE, GOB, UNICEF and WB - PEDP5 - Under preparation by MOPME/DPE - TTF, TMED/DTE implemented, financed by ADB and GOB

[a] Agencies are listed in alphabetical order, not in order of importance.
[b] GOB will pilot a framework approach to increase coordination and synergy among four interventions financed by GPE (CSESI, NGEP, SCG, STG)
ADB = Asian Development Bank; ASSET = ; Accelerating and Strengthening Skills for Economic Transformation BANBEIS = Bangladesh Bureau of Educational Information and Statistics; BCC = Bangladesh Computer Council; BISE = Boards of Intermediate and Secondary Education ; CSESI = Climate smart education systems initiative; DME =Directorate of Madrasah Education; DPE = Directorate of Primary Education; DSHE = Directorate of Secondary and Higher Education; EED = Education Engineering Department; EU = European Union; GPE = Global Partnership for Education; IMED = Implementation Monitoring and Evaluation Division; LAISE = Learning Acceleration in Secondary Education Program; MOPME = Ministry of Primary and Mass Education; NAEM = National Academy for Education Management; NAPE = National Academy for Primary Education; NCTB = National Curriculum and Textbook Board; NGEP = NextGen Education Program; PEDP4 = Fourth Primary Education Development Program; SHED = Secondary and Higher Education Division; TTF = TVET Teachers for the Future Program; TMED = Technical and Madrasah Education Division; UNESCO = United Nations, Education, Science and Culture Organization; UNICEF = United Nations Children's Fund; WB = World Bank.
Source: ADB

4) The MOPME, SHED and TMED, are the executing agencies of the NGEP. In each agency, **a program steering committee (PSC)** will provide strategic guidance and policy direction for implementation of the outputs of the NGEP that are specifically assigned to the respective Directorates under each executing agency for related outputs, inputs and results under NGEP and agreed with ADB (Loan/Grant agreement and the program implementation document). Representatives from relevant line ministries and agencies e.g. ERD, Finance Division etc., will be invited to participate in the interministerial steering committee meetings. Member Secretary of each steering committee, at least at joint secretary level, will be nominated by each executing agency. The Member Secretary will be the NGEP focal point from respective ministry.

5) At the implementing agency level, a **Program Implementation Committee (PIC)** will be established to guide program implementation. The PIC for DSHE and DPE will be chaired by the respective Director General (DG), the PIC established under TMED will be chaired by the Additional Secretary TMED, with the two DGs of DME and DTE attending.

6) In each implementing agency, a **program implementation unit (PIU)** will be established headed by a Program Director (PD). The PIU is responsible for program implementation within each directorate. Each PD is a member of the NGEP CCU. The PD is a member of the Project Steering Committee of respective executing agency. The PIU comprises PD, Deputy PDs, Assistant PDs, officers and staff, in line with the approved human resources in Development Project Proposal.

NGEP CCU

7) To facilitate collaboration and coordination during program implementation, the NGEP CCU[1] is established.

8) The NGEP CCU will consist at least of the following members: Additional Secretary (Planning) SHED (Head and Convener); JS SHED (SHED focal point); JS TMED (TMED focal point); JS MOPME (MOPME focal point); Planning Commission focal point; Finance Division focal point; Implementation Monitoring and Evaluation Division (IMED) focal point; Economic Relations Division focal point; Project Director, DSHE; Project Director DTE; Project Director DME; Project Director DPE; ADB consultant; and Desk Officer (Planning Wing) and Coordinator, SHED. Other members can be appointed.

TOR

The CCU is responsible for:

i. Close coordination and collaboration between the three executing agencies and the four implementing agencies, including ensuring that all joint decision making, joint progress and joint issues are addressed by each program steering committee and each PIC as appropriate,
ii. Communication and coordination with ADB; including progress reporting, review missions coordination, and technical support;
iii. Facilitate decision on joint/combined issues and cross-cutting issues;
iv. Ensure coordination among the executing and implementing agencies during the process of DPP and RDPP preparation and approval;
v. Communication and coordination with OCAG and IVA;

[1] SHED established CCU on 15 September 2025.

vi. Coordinating information exchange and activities with other programs and initiatives, like the GPE framework, LAISE, PEDP4, etc.
vii. Record keeping of all NGEP documents.

Support to NGEP CCU

9) NGEP CCU is a new approach to strengthen coordination. This requires additional technical support to function and smoothen implementation arrangement. The technical support will be provided to the NGEP CCU through the SHED component of the NGEP program, and ADB technical assistances.

Role of NGEP CCU in DPP preparation and approval process

10) The NGEP CCU is responsible for harmonizing the three DPPs before submission to the Planning Commission. NGEP CCU will ensure coordination with the Planning Commission, Finance Division, and other relevant agencies for a coordinated approval process.

Program Organogram

