



FOR OFFICIAL USE ONLY

Report No:

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROGRAM PAPER

ON A

PROPOSED ADDITIONAL GRANT

IN THE AMOUNT OF US\$53.9 MILLION

TO THE

PEOPLE'S REPUBLIC OF BANGLADESH

FOR A

Bangladesh: Additional Financing for Quality Learning for All Program

{RVP CLEARANCE DATE}

Education Global Practice
South Asia Region

This document has a restricted distribution and may be used by recipients only in the performance of their official duties. Its contents may not otherwise be disclosed without World Bank authorization.



CURRENCY EQUIVALENTS

(Exchange Rate Effective {May 22, 2020})

Currency Unit = Bangladeshi Taka (BDT)

BDT 84.9 = US\$1

US\$ 1.38 = SDR 1

FISCAL YEAR

January 1 - December 31

Regional Vice President: Hartwig Schafer

Country Director: Mercy Miyang Tembon

Regional Director: Lynne D. Sherburne-Benz

Practice Manager: Mario Cristian Aedo Inostroza

Task Team Leader(s): Tashmina Rahman, Keiko Inoue and Peter Darvas

**ABBREVIATIONS AND ACRONYMS**

APSC	Annual Primary School Census
ASPR	Annual Sector Performance Report
BNFE	Bureau of Non-Formal Education
C-in-Ed	Certificate in Education
CPF	Country Partnership Framework
CSSR	COVID-19 School Sector Response Project
CPD	Continuous Professional Development
DPC	Development Partner Consortium
DPs	Development Partners
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DSHE	Directorate of Secondary and Higher Education
DLI	Disbursement Linked Indicators
DLR	Disbursement Linked Results
ELCG	Education Local Consultative Group
ESPIG	Education Sector Plan Implementation Grant
PEDP4	Fourth Primary Education Development Program
GBV	Gender Based Violence
GPE	Global Partnership for Education
GoB	Government of Bangladesh
GA	Grant Agent
GDP	Gross Domestic Product
GRM	Grievance Redress Mechanism
GPS	Government Primary School
IMD	Information Management Division
IMED	Implementation Monitoring and Evaluation Division
M&E	Monitoring and Evaluation
MTR	Mid Term Review
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NCCC	National Curriculum Coordination Committee
NER	Net Enrolment Rate
NGO	Nongovernmental Organizations
NSA	National Student Assessment
OOSC	Out of School Children
PPE	Pre- Primary Education
PAP	Program Action Plan
PDO	Project Development Objective
PEB	Primary Education Board



PECE	Primary Education Completion Examination
PforR	Program for Results
QLEAP	Quality Learning for All Program
RF	Result Framework
SHED	Secondary and Higher Education Division
SLIP	School Level Improvement Plan
SDG	Sustainable Development Goal
TA	Technical Assistance
UEO	Upazilla Education Office
UPEP	Upazila Primary Education Plan
WASH	Water Sanitation and Hygiene
WB	World Bank



BASIC INFORMATION – PARENT (Quality Learning for All Program - P162619)

Country Bangladesh	Product Line IBRD/IDA	Team Leader(s) Keiko Inoue	
Project ID P162619	Financing Instrument Program-for-Results Financing	Does this operation have an IPF component? No	Practice Area (Lead) Education

Implementing Agency: Ministry of Primary And Mass Education (MoPME), Directorate of Primary Education

Is this a regionally tagged project? No	Bank/IFC Collaboration No	
Original Approval Date 14-Jun-2018	Effectiveness Date 20-Sep-2018	Closing Date 30-Jun-2023
Environmental and Social Risk Classification (ESRC)		

Program Development Objective(s)

The objective of the Program is to improve the quality of and enhance equitable access to education from pre-primary to grade 5.

Ratings (from Parent ISR)

	Implementation	Latest ISR
--	-----------------------	-------------------



	24-Sep-2018	20-May-2019	20-Dec-2019	15-Jun-2020	21-Dec-2020
Progress towards achievement of PDO	S	S	S	S	S
Overall Implementation Progress (IP)	S	S	S	S	MS
Overall Risk	S	S	S	S	S
Technical	S	S	S	S	S
Fiduciary Systems	S	S	S	S	S
E&S Systems	S	S	S	S	S
Disbursement Linked Indicators (DLI)	S	S	S	S	MS
Monitoring and Evaluation	S	S	S	S	S

BASIC INFORMATION – ADDITIONAL FINANCING (Bangladesh: Additional Financing for Quality Learning for All Program - P174047)

Project ID	Project Name	Additional Financing Type	
P174047	Bangladesh: Additional Financing for Quality Learning for All Program	Restructuring, Scale Up	
Financing instrument	Product line	Approval Date	Will there be additional financing for the IPF component?
Program-for-Results Financing	Recipient Executed Activities	16-Jun-2021	Yes
Projected Date of Full Disbursement	Bank/IFC Collaboration		
30-Jun-2023	No		

Is this a regionally tagged project?



No

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD				%
IDA	700.00	335.14	334.35	50 %
Grants				%

PROGRAM FINANCING DATA – ADDITIONAL FINANCING (Bangladesh: Additional Financing for Quality Learning for All Program - P174047)

FINANCING DATA (US\$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Government program Cost	18040.00	53.90	18093.90
Total Operation Cost	18040.00	53.90	18093.90
Total Program Cost	18040.00	51.55	18091.55
IPF Component	0	2.36	2.36
Total Financing	18040.00	53.90	18093.90
Financing Gap	0	0	0

DETAILS – Additional Financing

Trust Funds	53.90
Results-Based Financing	51.55
Trust Funds	2.36



Policy

Does the program depart from the CPF in content or in other significant respects?

No

Does the Program require any waivers from Bank policies?

No

Legal Operational Policies

Triggered

Projects on International Waterways OP 7.50

Projects in Disputed Areas OP 7.60



Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Not Currently Relevant
Community Health and Safety	Not Currently Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
Cultural Heritage	Not Currently Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas



TASK TEAM			
Bank Staff			
Name	Role	Specialization	Unit
Tashmina Rahman	Team Leader (ADM Responsible)	Education	HSAED
Keiko Inoue	Team Leader	Education	HSADR
Peter Darvas	Team Leader	Education	HSAED
Fatema Samdani Roshni	Procurement Specialist (ADM Responsible)	Procurement	ESARU
Md Kamruzzaman	Procurement Specialist	Procurement	ESARU
Mohammad Reaz Uddin Chowdhury	Financial Management Specialist (ADM Responsible)	Financial Management	ESAG2
S. M. Zulkernine	Environmental Specialist (ADM Responsible)	Environment Safeguards	SSAEN
Sabah Moyeen	Social Specialist (ADM Responsible)	Social Safeguards	SSAS1
Anusha Pudugramam Ramakrishnan	Team Member	Education	HSAED
Farzana Shams	Team Member	Education	HSAED
Lucy Katherine Bassett	Team Member	Education/ECE	HSAED
Mahmuda Nusrat Hussain	Procurement Team	STEP	SACBD
Mahtab Alam	Team Member	Administrative	SACBD
Mazhar Farid	Team Member	Legal	LEGAS
Md Naibur Rahman	Team Member	Education/Operations	HSAED
Mokhlesur Rahman	Team Member	Education/Operations	HSAED
Mustahsin-Ul Aziz	Team Member	Education	HEAED
Raadhika Gupta	Team Member	Legal	LEGAS
Richard Neil Jones	Team Member	Education	HAW3
Sandra X. Alborta	Team Member	Administrative	HSADR
Satish Kumar Shivakumar	Team Member	Finance Officer	WFACS
Shabbir Ahsan	Team Member	Safeguards	SSAS1
Sheikh Naveed Uddin Ahmed	Team Member	Social Safeguard	SSAS1



Shwetlena Sabarwal	Team Member	Education/Economics	HSAED
Syed Khaled Ahsan	Team Member	Governance	ESAG2
Uttam Sharma	Team Member	Economic and Finance	HEAED
Extended Team			
Name	Title	Organization	Location
Daisuke Kanazawa	Focal Point	Global Partnership for Education	



TABLE OF CONTENTS

I. INTRODUCTION 9

II. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING 9

III. PROPOSED CHANGES/PROPOSED ESPIG DESIGN IN BRIEF15

IV. APPRAISAL SUMMARY22

V. KEY RISKS.....27

VI. WORLD BANK GRIEVANCE REDRESS29

VII. SUMMARY TABLE OF CHANGES29

VIII. DETAILED CHANGE(S).....30

IX. RESULTS FRAMEWORK AND MONITORING.....31

ANNEX 1: INTEGRATED RISK ASSESSMENT109

ANNEX 2: TECHNICAL ASSESSMENT – ADDENDUM.....110

ANNEX 3: FIDUCIARY SYSTEMS ASSESSMENT – ADDENDUM115

ANNEX 5: MODIFIED PROGRAM ACTION PLAN128

**ANNEX 6: DETAILED PROJECT DESCRIPTION OF GPE ADDITIONAL FINANCING TO
QLEAP/PEDP4132**

ANNEX 7: DESCRIPTION OF THE IPF COMPONENT153

ANNEX 8: MONITORING AND EVALUATION (M&E) ARRANGEMENT156

ANNEX 9: DLI VERIFICATION ARRANGEMENTS158

**ANNEX 10: UPDATED THEORY OF CHANGE FOR THE QUALITY LEARNING FOR ALL PROGRAM
(QLEAP) UNDER PEDP4.....165**

¹ Note: The Annex 4 is the Environmental and Social Safeguard Addendum Annex which is optional; as this is covered in the main texts, there was no need for the annex. The system however would not allow to change the Annex numbers in the Table of Contents.



I. INTRODUCTION

1. This Program Paper seeks the approval of the Regional Vice President to provide an additional grant in the amount of US\$53.9 million² through the Global Partnership for Education (GPE) for the Bangladesh Quality Learning for All Program Project PforR (QLEAP PforR, P162619, US\$700 million). The parent IDA program supports a five-year time slice of the Government's Fourth Primary Education Development Program (PEDP4). The proposed GPE AF is in response to the request from the Government of Bangladesh (GoB) and will be financed by an indicative GPE allocation to Bangladesh³ under the Education Sector Plan Implementation Grant (ESPIG). The World Bank's (WB) role as the Grant Agent (GA) has been endorsed by the GoB and the Education Local Consultative Group (ELCG). As GA, the WB will assume full fiduciary oversight and implementation support for the GPE AF grant.

2. The proposed GPE AF would be for two-years (FY22–23). The AF design is aligned with the new Bangladesh Education Sector Plan (ESP), the PEDP4 results-based targets and GPE strategic goals of equity, quality, and efficiency. It will continue support for the GoB's PEDP4 in expanding equitable access to quality preprimary and primary education while enhancing system recovery and resilience to COVID-19. The AF will comprise of two parts: (a) Intermediate disbursement-linked results (DLRs)⁴ (*henceforth, DLI targets*) and technical assistance amounting to 70 percent of the total grant (known as the GPE fixed part) and (b) Output/output-linked DLI targets related to equity, quality, and efficiency amounting to 30 percent of the total grant (known as GPE variable part).

3. The proposed AF does not introduce a change in the original Project Development Objective (PDO). The proposed AF will follow the PforR instrument used in the parent QLEAP PforR and continue to build on existing momentum and results-focus by incentivizing the Government's ownership and implementation of critical reforms and policies. A new technical assistance (TA) program will support institutional capacity building in new areas and strengthen linkages across the education subsectors⁵.

4. **Country-level GPE application process and partnership arrangements.** The proposed GPE AF utilizes the regular country allocation of US\$53.9 million. The GoB and Education Local Consultative Group (ELCG), with representation from development partners (DPs), international/nongovernmental organizations (NGOs), and civil society organizations, have been leveraged for the preparation. At each stage of the GPE Quality Assurance Reviews, the ESPIG documents have been consulted and comments documented from the ELCG. The final program document is a result of the ELCG consultations and subsequent agreements reached with the GoB as recorded during official missions.

II. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

² The standard Grant Agent fees (US\$375,000) for Bangladesh as per ESPIG guidelines will be deducted from the fixed part of the MCA.

³ GPE Board has approved a maximum country allocation of US\$53.9 million for the 2019-2020 GPE Education Sector Program Implementation Grants (ESPIG) application for Bangladesh.

⁴ In World Bank operational documents, the term DLR is used to imply year wise target under a given DLI. In the Government PEDP4 and original QLEAP PAD, year wise targets under a DLI is presented as DLI Target X.Y under DLI X. For the purpose of maintaining the operational languages, this AF project paper will refer to year wise targets as DLI Target X.Y in alignment with the GoB PEDP4 document, alternatively using DLI Target X.Y in place of DLRs.

⁵ This includes pre-primary, primary, lower secondary grades (Grades 6-10), technical and vocational education training (TVET) and madrasah education in areas of teacher development and learning assessment.



A. Country context

5. Bangladesh has made rapid social and economic progress in recent decades, reaching lower-middle income status in 2015. Gross domestic product (GDP) growth averaged close to 6 percent annually since 2000 and accelerated to over 8 percent in FY19. Strong labor market gains contributed to a sharp decline in poverty, with the national poverty rate falling from 48.9 to 24.3 percent between 2000 and 2016, while extreme poverty declined from 34.3 to 12.9 percent. However, the pace of poverty reduction and progress on shared prosperity slowed in recent years even as growth accelerated, with annual consumption growth of the bottom 40 percent trailing that of the overall population.

6. COVID-19 has darkened the economic outlook through domestic economic disruptions, declining exports and remittances, and rising stress in the financial sector. Growth started to decline in late 2019 and took a sharp nosedive as the COVID-19 pandemic brought about major disruptions to economic activity. Between July to December 2019, growth decelerated as slower global trade and deteriorating external competitiveness lowered exports and tighter access to finance constrained private investment growth. As the pandemic intensified abroad, export orders from Europe and the United States declined precipitously and an estimated US\$3.2 billion in ready-made garment orders were cancelled or suspended. The government implemented a national shutdown between March 26 to August 4, 2020⁶ to control the accelerating outbreak. Control measures resulted in a sudden stop of many components of the service and industrial sectors. FY20 GDP growth is projected in a range between 1.6 percent and a downside scenario of 1.0 percent⁷. The unprecedented uncertainties related to COVID-19 are likely to further dampen private investment and decline in exports is expected to persist as developed market recessions depress demand for ready-made garments. A shortage of intermediate inputs is expected to lower industrial production, while labor shortages could adversely impact all sectors. The recovery is expected to be gradual, with ongoing economic disruptions and increasing fragilities in the banking system. In the medium term, a slow recovery in growth is expected, with some increase in export demand and higher public spending.

7. **Bangladesh is extremely vulnerable to the effects of climate change.** The Global Climate Risk Index ranks Bangladesh as the world's seventh most affected country over the period 1999-2018. Rising temperatures leading to more intense and unpredictable rainfalls during the monsoon season and a higher probability of catastrophic cyclones are expected to result in increased tidal inundation. It is estimated that a one-meter rise in sea levels would submerge 18 percent of arable land in coastal areas. Recent studies estimate that by 2050 Bangladesh could have 13.3 million internal climate migrants. Additional rural-urban migration would have significant consequences for air and water pollution and unsustainable consumption of natural resources, while putting additional pressure on urban labor markets. Addressing climate risks is increasingly becoming urgent to ensure sustainable economic development of the country.

⁶ Public and Private offices/services including mass transportation started to function in limited capacity

⁷ Bangladesh Bureau of Statistics estimated that in FY20, the GDP growth rate reached 5.24 percent.



B. Sector and Strategic Context

8. **The education system in Bangladesh is large and administratively complex.** It includes around 37.9 million students: 3.6 million in preprimary; 17.3 million in primary; 13 million in secondary; and 4 million in tertiary⁸. There are 685,400 teachers at preprimary and primary levels in 134,147 schools; and around 357,000 teachers in 20,465 secondary schools. There are two ministries managing education: the Ministry of Primary and Mass Education (MoPME), which covers one of the largest primary education systems in the world (preprimary and Grades 1–5), non-formal education, and literacy; and the Ministry of Education (MoE), which is mandated to oversee secondary education (Grades 6–12), technical and vocational education and training (TVET), higher education, and religious education.

9. **While Bangladesh has made impressive gains in basic education access, unequal and low learning outcomes remain a challenge.** Net enrolment rate (NER) at the primary level increased from 94.8 percent in 2010 to 97.9 percent in 2018 while NER at the secondary level increased from 49.5 percent to 69.4 percent during the same period. Bangladesh has also achieved gender parity in primary and secondary education. However, equity issues remain with out-of-school children in hard-to-reach areas. National Student Assessments show that in 2017, more than half of the students in Grades 3 and 5 were not reading at grade level proficiency and about two-third of students had not achieved math grade level proficiency.

10. **Bangladesh has completed its first overarching Education Sector Plan (ESP), encompassing priority programs for MoPME and MoE for 2020/21-2024/25.** Based on a comprehensive Education Sector Analysis (MoPME, 2020) and consultation with stakeholders, the national ESP is a major step to improving coordination between the two ministries in preparation for the 8th Five Year Plan. The ESP sub-goals are i) access and equity; ii) quality and relevance; and iii) governance and system management.

11. **The GoB is currently implementing the Fourth Primary Education Development Program (PEDP4, 2018-2023), which aims to address four key constraints to student learning at the primary level:**

(a) **First, quality of teaching remains insufficient to engage learners and improve learning outcomes.** Most preprimary and primary teachers in Bangladesh have at least a bachelor's degree in Bangladesh. However, continuous professional development opportunities remain important for teachers to fully master technical content and employ enhanced pedagogical approaches to improve student learning. Even before the pandemic, quality of teaching remained a concern with most students not achieving grade level competencies⁹. The latest National Student Assessments show that more than 50 percent of Grade 5 students did not achieve grade-level proficiency in Bangla and Math while 26 percent and 58 percent of Grade 3 students did not achieve grade-level proficiency in Bangla and Math, respectively.¹⁰ At the Grade 8 level, competencies in English and Math are 44 percent and 35 percent, respectively. Without new and appropriate professional development programs, most teachers will remain unprepared to mitigate against learning loss and inequities that are deepened by the COVID-19 pandemic, starting with the ability to conduct formative assessments and offer remedial teaching. Headteachers would also benefit from classroom observations to provide them with

⁸ Annual Primary School Census (APSC) 2019; Bangladesh Bureau of Educational Information and Statistics (BANBEIS) 2019.

⁹ World Bank. 2018, Quality Learning for All Program Project Appraisal Document. Washington DC: World Bank.

¹⁰ Statistics for primary level are from NSA 2017 conducted by the MoPME/DPE; statistics for secondary level are from LASI 2015 conducted by the MoE/DSHE.



feedback, coaching, and mentoring for improving pedagogical processes and learning outcomes. Moreover, there is a need to focus on strengthening teacher capacity and school leadership to improve preschool management and early grade foundational teaching skills¹¹.

(b) **Second, inadequate institutionalization and use of student assessment system.** While five rounds of National Student Assessments in primary education have been conducted, with the next round planned for 2021, they have been done with the support of TA from DPs. Learning assessments are yet to be institutionalized in the national system. Given the importance of learning assessments in informing the GoB of the education system's performance, and implications for policy reform, it is crucial to build capacity within the DPE to develop, implement, and disseminate learning assessments and the results in a timely and transparent manner.

(c) **Third, inadequate access to quality preprimary education (PPE) results in poor primary school readiness.** Participation in early childhood education (ECE) in Bangladesh has been shown to have a statistically significant positive effect on child development, whereby a child is 37 percent more likely to be developmentally on track if attending preschool, holding other factors constant¹². Accordingly, and in line with the National Education Policy 2010, GoB plans to gradually offer an additional year of PPE to all children starting at the age of four years (in 2019, only around 19 percent of children aged 3-4 years old attended PPE while the figure stood at 56 percent for 5 years old)¹³.

(d) **Fourth, governance and financing remain challenges for quality service delivery at school and system level.** Bangladesh has a highly centralized system for education service delivery, which may contribute to underdeveloped leadership and management capacities at the school and local education management levels. Public education generally receives 14–16 percent of the total public budget but the majority goes to salaries and recurrent expenditures. This often creates financing gaps for comprehensive and intensified development initiatives to improve service delivery. A Continuous Professional Development Framework for education human resource (HR) has been developed to help make HR incentives conducive to quality service delivery at all levels.

12. **The COVID-19 pandemic will exacerbate the learning crisis of Bangladesh.** The education of approximately 38 million students has come to a near-halt due to ongoing school closures that started in March 2020. The school closures combined with the economic crisis are already causing increased learning poverty and learning inequality which will profoundly impact Bangladesh's human capital development for years to come. Preliminary estimates show that school closures from the COVID-19 pandemic is expected to reduce Learning Adjusted School Years¹⁴ from 6.0 years to 5.3 years in Bangladesh¹⁵. This would translate to a 5.4 percent reduction in annual earnings for the student once they enter the labor market; aggregating for all students and projecting 10 years, this would cost the economy US\$89 billion in GDP annually.¹⁶ The following impacts are also anticipated: (i) increase in learning loss, or worse, a higher proportion of out-of-

¹¹ World Bank. 2020. The Landscape of Early Childhood Education in Bangladesh. Washington DC: World Bank.

¹² World Bank. 2020. The Landscape of Early Childhood Education in Bangladesh. Washington DC: World Bank

¹³ Multiple Indicator Cluster Survey for Bangladesh, 2019

¹⁴ Average years spent in school after adjusting for quality of education. Without adjusting for quality, youth spend 11 years in school.

¹⁵ Calculated using the simulation tool developed by Azevedo et. al, 2020. The tool provided estimates of LAYS for optimistic, intermediate and pessimistic scenarios. The statistic has been presented for the intermediate scenario. This analysis is using the LAYS from HCI 2020.

¹⁶ Azevedo, Joao Pedro; Hasan, Amer; Goldemberg, Diana; Iqbal, Syedah Aroob; Geven, Koen. 2020. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. Policy Research Working Paper No. 9284. World Bank, Washington, DC



school children especially among girls and children from socio-economically disadvantaged families; (ii) disruption in teacher engagement and development, as well as marked inability to respond to a more heterogeneous range of student needs when schools re-open; (iii) decline in PPE as families focus on learning for older children while keeping 3 to 5 year-old children at home; and (iv) overall mental health burden for students, teachers, school management, and parents due to the pandemic.

13. **While GoB has undertaken initiatives to ensure that learning continues through the crisis, uptake has been low.** Both MoPME and MoE have started leveraging remote learning through pre-recorded TV broadcasts and online platforms. MoPME has established working groups to develop learning content and roll out lessons through four platforms: electronic media, mobile, radio, and internet. Government, private, and NGO entities are working together to produce and facilitate remote learning contents to maximize impact. However, a recent World Bank survey found that uptake has been low – only 39 percent a sample of 2,000 Grade 9 stipend recipients had access to government televised lessons, while less than 10 percent chose to regularly participate in these sessions¹⁷. In order to strengthen GoB’s COVID-19 response, MOPME has developed the COVID-19 Response and Recovery Plan for Education Sector – a two-year costed action plan – to align government and DP support in tackling the crisis. The Plan will be the basis for the Mid Term Review (MTR) for the PEDP4/QLEAP PforR response to COVID-19 in preprimary and primary education.

14. **The WB is supporting the COVID-19 response in the education sector through three means.** First, the WB will also serve as the GA for an emergency grant project (COVID-19 School Sector Response Project [CSSR, P174268]) that was approved by the GPE Board in June 2020 to support the immediate COVID-19 response in basic education. Second, the proposed QLEAP AF incorporates elements to respond to the recovery phase of the pandemic. Finally, the WB will support the integration of education system recovery and resiliency building into PEDP4/QLEAP PforR. The three activities will be aligned with the Government’s COVID-19 Response and Recovery Plan for Education Sector.

PEDP4 Description, Implementation Progress and Results

15. **PEDP4 was developed in close consultation with stakeholders and DPs.** The PEDP4 is expected to contribute to Bangladesh’s progress in achieving the Sustainable Development Goal (SDG) targets for education by 2030. The flagship program invests US\$19 billion to achieve its development objective, comprising US\$1.5 billion from five DPs with the GoB contributing the remaining. Per a proposed Joint Financing Arrangement (JFA)¹⁸, MOPME serves as the implementing agency while its Directorate of Primary Education (DPE) is the main executing agency (supported by other line agencies). The PEDP4 works through results-based financing supported by nine Disbursement Linked Indicators (DLI) tied to three key results areas: quality; equitable access and participation; and management, governance and financing. The Education Sector Plan 2021-25 is expected to extend a limited number of priority areas under PEDP4 in the coming two years using the GPE grant.

16. **Performance towards achieving its PDO.** The PDO of the Quality Learning for All Program (QLEAP) PforR is to improve the quality of and equitable access to education from preprimary to grade 5. The QLEAP

¹⁷ World Bank. 2020. TV-Based Learning in Bangladesh: Is it reaching Students? World Bank: Washington DC.

¹⁸ To be signed by the GoB and joint financing partners (JFPs) by August 2020.



PforR progress towards achieving the PDO remains satisfactory with all outcome indicators on track to be achieved. Eight out of fourteen year-two intermediate result indicators have been achieved¹⁹. The PEDP4 is supported by nine comprehensive DLIs and QLEAP PforR supports all of them²⁰.

17. **Implementation progress.** While the progress of QLEAP PforR has been satisfactory during its first 18-months, implementation progress has slowed down since the onset of the COVID-19 pandemic. The main QLEAP PforR activities adversely impacted by the pandemic include: (i) need-based school infrastructure development; (ii) establishment of learning centers and out of school children (OOSC) enrollment; and (iii) face-to-face teacher training. The MOPME and PEDP4 Development Partner Consortium (DPC) are also assessing the potential delays due to the pandemic and will make necessary adjustments during the MTR. Progress on achievement of Year 0 and Year 1 DLI targets has been satisfactory. All of the four year-zero and six year-one DLI targets across the three results areas have been achieved. Out of five Year 2 DLI targets, DLI 7.2 (Internal audit unit) has been verified and achieved. The Year 2 DLIs 9.3: UPEP implementation is claimed to be achieved and will be verified by April 2021 due to the need for field level data collection. The three remaining Year 2 DLIs will be rolled over and expected to be achieved and verified by December 2021.

C. Rationale for Additional Financing

18. The proposed AF aligns with the GoB's emerging policy priorities as articulated in the ESP and will help maximize and deepen PEDP4's effectiveness in improving learning outcomes. The AF will also provide much needed financial and technical support in recovery and building resiliency in the context of COVID-19.

- **The AF will deepen PEDP4's effectiveness in three results areas: (a) quality, (b) equitable access and participation, and (c) management, governance, and financing.** The AF focuses on improving teacher quality, implementing and institutionalizing learning assessments, and increasing access to quality preprimary education (PPE). The AF will work to enhance the country capacities at central, district, and sub-district levels to assure that the technical and managerial skills built are sustained.
- **The AF will help the GoB in implementing policies aligned with new priorities in education.** The GoB has had a policy vision to introduce an additional year of PPE starting at age of four. However, only recently that the requisite momentum and political will have been in place to implement this policy. Moreover, there is now strong commitment to introduce school-based remedial education and institutionalize learning assessments. The proposed AF aims to take advantage of these opportunities and support the GoB in realizing these critical reforms.
- **The AF will support to mitigate the impact of COVID-19 on education.** First, the AF will help develop better prepared teachers and headteachers through in-service professional development

¹⁹ Out of 14 IO indicators, 3 indicators do not have year 1 targets while updates for the remaining indicators will be available following the completion of school census 2019 by December 2020. The source of the data is Annual Sector Performance Report 2019.

²⁰ The PEDP4 subscribes to a common DLI Framework with a consolidated DLI matrix, consisting of 9 DLIs, which are drawn from the PEDP4 Program Results Framework (PRF) outlining key targets and achievements over the five-year period. QLEAP PforR supports all 9 DLIs. The ADB also supports all 9 DLIs while JICA and EU support a subset of the DLIs.



programs which incorporate COVID-19 response in terms of training curriculum and delivery mode. Second, the AF will support introduction of a remedial education program to mitigate and recover learning loss from school closures and support better student learning outcomes. Third, the AF will channel resources to PPE which has been a relatively underinvested area compared to other subsectors. Studies have shown that children under the age of eight years are less likely to leverage remote learning independently. By investing in provision of two years of PPE which incorporates COVID-response in its design and with a focus on children from the poorest families will ensure that the AF impacts improved early year learning and development.

▪ **Lastly, the AF will serve to strengthen the primary to secondary transition** across the two ministries through joint capacity building and knowledge sharing activities to support better primary to secondary grade transition (including technical and religious streams) and strengthened linkage across the basic school system.

19. **AF is the appropriate financing mechanism.** The GoB currently faces a financing gap in the education sector which may increase in the face of the ongoing COVID-19 pandemic and resulting economic impact. A new operation is not preferred given the fact that the existing QLEAP PforR is fully aligned with the sector program. Processing the GPE grant financing as AF to QLEAP PforR will ensure that the interventions are aligned with PEDP4.

20. **All activities proposed under the AF are fully aligned with the World Bank Group’s Country Partnership Framework (CPF) FY2016–2020.** The CPF states that a primary education program will “continue to be the main instrument to bring disadvantaged children into preprimary and primary education and improve learning quality”. The AF will help achieve Objective 2.1 in the CPF which is “improved equity in access and quality of education”.

21. **The AF is aligned with the ESP, specifically outcomes related to access to PPE, teacher quality, remedial education and strengthened governance.** ESP activities, outputs and outcomes have been selected and integrated into the AF results chains and targets.

III. PROPOSED CHANGES/PROPOSED ESPIG DESIGN IN BRIEF

22. **The proposed new intermediate DLI targets and TA component are within the existing program boundary and aligned with existing results areas of the original QLEAP PforR.** These are designed to enhance development effectiveness of the parent program while supporting to address emerging financing gaps and education system recovery and resilience in response to the COVID-19 pandemic (Detailed description in **Annex 6**).

23. **The IPF TA component has been introduced to support the GoB to acquire expertise.** The TA will specifically support new areas of intervention where institutional capacity remains underdeveloped and expertise is necessary for successful implementation and building capacity for sustainability. There is no available funding to support these areas from government or external sources (**Annex 6** for details). The proposed changes are summarized in Table 1.



Table 1: New DLI Targets under the AF

New DLIs Targets	DLI Focus	How it aligns with ESP 2021-25
Intermediate Indicators (US\$25,000,000)		
3.7, 3.8, 3.9 and 3.10	Increase the availability of qualified government schoolteachers and headteachers	Strengthened CPD of teachers and other education workers and personnel performance standards applied
Output/Outcome Indicators (US\$26,170,000)		
4.3, 4.4	Remedial education program for better student learning outcomes	Improving learning outcomes at all levels with competency-based curriculum, active learning methods, and smart learning assessment
9.7, 9.8	Open data on the School Level Improvement Plan (SLIP) and Upazila Primary Education Plan (UPEP) grants by local education offices	Improved education governance with decentralization to local and institutional levels and capacity building at different levels
10.1	Equitable access to additional year of preprimary education	Universal education up to grade 8 and progress towards universal secondary education goal for 2030

Note: New DLI targets are aligned with ESP and with the ongoing and planned education development activities adopted by the government.

24. **The proposed AF design hinges on three core guiding principles.** First, the design is fully aligned with the ESP 20/21-24/25 and PEDP4. Second, it maximizes value added given the COVID-19 pandemic’s impact on education by incorporating response interventions to safeguard quality, equity and efficiency. Third, the AF design is aligned with GPE’s three strategic goals of improved and equitable learning outcomes, increased equity and inclusion, and effective and efficient education systems as specified in the GPE 2020 Strategic Plan.

25. The AF activities are associated with the following sub-components of QLEAP PforR/PEDP4: (i) Sub-Component 1.5 (Continuous Professional Development); (ii) Sub-Component 1.7 (Examinations and Assessment); (iii) Sub-Component 1.8 (Preprimary Education); and (iv) Sub-Component 3.3 (Institutional Strengthening).

A. New Intermediate DLIs (GPE Fixed Part) (US\$35,355,000)

Increase the availability of qualified primary government schoolteachers and headteachers

26. **PEDP4/QLEAP PforR Sub-Component 1.5 (DLI3: Teacher Education and Continuous Professional Development):** The AF will introduce new DLI targets to contribute to better prepared and skilled schoolteachers and improved student learning outcomes. The proposed new intermediate DLI targets and associated activities are:

- i. DLI 3.7: Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPEd) curriculum under PEDP4 and approved by MoPME (US\$2,500,000)
- ii. DLI 3.8: At least 2,000 preprimary teachers complete the specialized training program (US\$10,000,000)



- iii. DLI 3.9: Training program on classroom observation and feedback is developed and approved by MoPME (US\$2,500,000)
- iv. DLI 3.10: At least 2,000 headteachers of Government Primary Schools trained in classroom observation and feedback (US\$10,000,000)

27. Steps to introduce specialized training for preprimary teachers is strategic and timely given the policy level efforts to expand quality provision of government supported early childhood education. Specifically, teachers need to understand the difference between education at preprimary and primary levels to meet the developmental needs of the young children in PPE.²¹ A recent World Bank assessment finds that the current provision of professional development opportunities for PPE teachers in government primary schools has not translated into effective pedagogy in the classroom²². The assessment finds that the short preprimary orientation training program does not prepare PPE teachers to effectively deliver the curriculum, especially the play-based approach of PPE, nor to identify, report, and track children development outcomes. To respond to these needs, the DLI target 3.7 will support the DPE in coordination with the National Curriculum and Textbook Board (NCTB) and National Academy for Primary Education (NAPE) to design a specialized online and in-person training program for PPE teachers. The specialized training will also contribute as a module in the revised Diploma in Primary Education (DPEd) curriculum under PEDP4. The DLI 3.8 will support the delivery of the training to at least 2,000 preprimary teachers for better school readiness and child development outcomes.

28. **COVID-19 Response.** DLI 3.9 will support the DPE in coordination with NCTB and NAPE to develop an online and in-person training course for primary school headteachers based on a classroom observation tool and a feedback form (digital format, where possible) adapted to the local context. The DLI 3.10 will support at least 2,000 headteachers to complete the training program during Year 5 of PEDP4/QLEAP PforR. While the DLI 3.10 specifically targets headteachers, the activity will nonetheless include training of some teachers (where headteachers are also trained) and local education officers who engage in monitoring school activities.

B. New Output/outcome-linked DLI targets (GPE Variable Part) (US\$16,170,000)

29. **GPE Learning Outcome Indicator: Introduce remedial education program for better student learning outcomes (COVID-19 Response)**

30. **PEDP4/QLEAP PforR Sub-Component 1.7 (DLI 4: Examinations and Assessment):** The AF will introduce new intermediate DLI targets to help implement a remedial education program to support the school system recovery from the COVID-19 pandemic:

- o DLI 4.3: A remedial education program is designed and approved by MoPME, and ready for piloting (US\$2,000,000)
- o DLI 4.4: A student learning assessment report based on the pilot is prepared and disclosed (US\$3,352,500)

²¹ CAMPE (Campaign for Popular Education). 2013. New Vision Old Challenges: The State of Pre-primary Education. Dhaka: CAMPE.

²² World Bank. 2020. The Landscape of Early Childhood Education in Bangladesh © World Bank



31. The school-based remedial education program will support lagging students achieve grade level competencies in reading, writing and maths. This will be critical to also recover learning losses from prolonged school closures resulting from COVID-19 pandemic and support better student learning outcomes. Students who lag behind and are most in need of extra support are more likely to come from families facing multiple socio-economic disadvantages. Therefore, the remedial education DLIs are equally important from an equity perspective. The remedial program is a priority outcome from the ESP primary program: “learning outcomes in Bangla and mathematics improved through competency-based curriculum and high-quality textbooks and teaching-learning materials including ICT.” While teachers will receive training on formative assessment and remedial education²³, the AF will also develop intensive remedial class materials (such as workbooks and teacher manuals) to support teachers in the process. For the purpose of piloting, mainly in single shift schools, the materials will be developed to assess the grade level competencies - in Bangla (reading, writing) and Math. The introduction of additional remedial classes for primary grade students with below grade level proficiency in numeracy and literacy skills will also be introduced as part of the pilot around in 500 government primary schools in the five lowest performing districts²⁴. As remediation is expected to safeguard and improve student learning competencies, the pilot will have a built-in evaluation to assess student learning outcomes pre- and post-piloting. The results of the student assessment will provide an evaluation of the program to inform an expansion plan to be implemented under PEDP4 in subsequent years of the ESP.

32. The DLI targets are transformative and timely leading to system-level improvements. Even before COVID-19 pandemic, national student assessment data showed low and unequal level of student learning outcomes among primary grade students. These DLI targets align strongly with PEDP4 objectives to improve student learning outcomes by incentivizing the GoB to embark on several system level changes, including extending a new teachers’ professional development program on remedial education, development of remedial teaching learning materials and introduction of special classes within the regular school calendar. Remedial education will be part of regular teaching learning practice in the classroom as per global best practice, which indicates a system level transformation in improving quality of student learning. The proposed intervention can be an impactful tool in safeguarding the learning trajectory of an entire generation of primary grade students affected by COVID-19 pandemic while building system resilience to future crises. The results of the student assessment will provide an evaluation of the program to inform a follow-on expansion plan, to be implemented in subsequent years of the ESP from 2023-25 and subject to alignment with the government’s national plans related to education development and management.

²³ A short-course is planned to be developed under the COVID-19 School Sector Response (CSSR) Project, which will be scaled-up to be used to train primary school teachers.

²⁴ The five lowest performing districts will be determined based on the scores in Grade 3 Bangla on 2017 National Student Assessment (NSA) which is representative at the district level.



33. GPE Efficiency Indicator: Improve efficiency and accountability in school grant management and reporting through open data use

34. QLEAP PforR Sub-Component 3.3 (DLI 9: Institutional Strengthening): Under QLEAP PforR, the School Level Improvement Plan (SLIP) grants are provided to all government primary schools to support school level development across all upazilas (sub-districts)²⁵. Additionally, a Upazila Primary Education Plan (UPEP) grant is provided to 50 upazila education offices to reduce intra-upazila disparities and address school needs that cannot be covered by the SLIP grants. The SLIP and the UPEP funds are channeled from DPE to the upazilas through the upazila/district accounting offices and monitored by local education offices. The DLI targets will build on PEDP4/QLEAP PforR's efforts to utilize data beyond central level planning to facilitate transparency and feedback mechanisms, a priority in for the government as indicated in the ESP:

- DLI 9.7: Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible spaces) by upazila education offices (US\$2,676,250)
- DLI 9.8: Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible physical spaces) by upazila education offices [*cumulative 200 UEOs for SLIP and 45 UEO for UPEP*](US\$2,676,250)

35. The proposed DLIs 9.7 and 9.8 will require upazila education offices to manage, analyze, report and publicly share data on SLIP and UPEP grant utilization. The current reporting and monitoring arrangement of SLIP and UPEP grants involve only information flow from the local education offices to the DPE, and there remains an absence of detailed data available (to students, parents and communities, and other stakeholders) on how the grants have been used for school development. Moreover, the SLIP grants in particular have become even more important as MoPME has issued a circular to schools for using the grants for safe school re-opening and safety maintenance for day-to-day regular needs as a COVID-19 response²⁶. The proposed DLIs are expected to facilitate meaningful engagement by students, parents and local communities in ensuring efficiency is achieved through better monitoring and reporting on grants and eliminating any misuse of funds. This in turn would ensure grants are used for provision of learning materials and school safety measures enabling school to remain open safely which directly impacts face-to-face instructional learning time during the pandemic recovery stage. Moreover, at the central level, the data will feed into the e-MIS which is used by the MOPME/DPE to produce the annual sector performance reports and track of the progress made in use of school grants in improving teaching learning environment in schools. This is expected to lay the foundation for transparency at the local level and support meaningful engagement by schools, parents and the community contributing to the ESP outcomes on

²⁵ There are 492 sub-districts in Bangladesh.

²⁶ The circular allows schools to use SLIP fund for: a) maintaining school sanitation and hygiene through purchase and use of soap and bleaching powder etc. for keeping the wash blocks, toilets, furniture's and school campus clean; b) purchasing buckets, jug, mug and other essential materials for regular use in schools; c) providing and maintaining hand washing facilities in the schools; and d) providing financial support for internet facilities at school.



“progressive decentralization of functions with planning, management and financial authority to district, upazila and institutional levels.”

36. GPE Equity Indicator: Targeted intervention to improve access to additional year of preprimary education for children in the poorest ten districts in Bangladesh

37. QLEAP PforR Sub-Component 1.8 (New DLI 10: Preprimary Education): The AF will support the equitable expansion of an additional year²⁷ of preprimary education for four-year-olds, one of the Government’s flagship policies in the ESP, with a focus on the ten poorest districts in Bangladesh²⁸.

- DLI 10.1: Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts (US\$15,465,000)

38. Studies have shown that children from poorer families are less likely to participate in PPE due to lack of proximity to these services²⁹. Public provision of preprimary education services may support affordable and accessible PPE for children from socio-economically disadvantaged families and reduce the inequity in access. Furthermore, DLI 10.1 uses district-level targeting for equitable expansion by ensuring at least 1,000 GPSs from the ten poorest districts (around 10 percent of total GPSs in these districts) have the critical inputs to offer an additional year of preprimary education within the PEDP4/QLEAP PforR period.

39. The DLI is transformative as it promotes access to government-funded preprimary education for children in Bangladesh while giving priority to the poorest areas - a policy move which has been linked to improved school readiness and child development outcomes³⁰. The schools selected will require substantial public investments to fulfil the criteria for introducing the additional year of PPE including having a dedicated classroom, trained PPE teacher, and adequate teaching, learning, and play materials to provide quality PPE. Ensuring all necessary inputs to introduce an additional year of PPE in some of the most disadvantaged areas would require significant resource commitment in Bangladesh, and therefore, a stretch. Achievement of the DLI would contribute to the PEDP4/ESP outcomes for “access to school-readiness programs by all pre-school children of age 5 and a significant proportion (20%) of age 4 years”, particularly for disadvantaged groups.

C. Technical Assistance Component (GPE Fixed Part; US\$2,355,000)

40. The TA will support: (i) DPE under MoPME, (ii) Directorate of Secondary and Higher Education (DSHE) under Secondary and Higher Education Division (SHED) of the Ministry of Education (MOE); (iii)

²⁷ The original PEDP4 supports improving quality PPE for one year (5 year-olds) in all GPSs through improving the classroom environment, PPE teacher recruitment and foundational training, provision of Teaching Learning Materials (including play materials) and strengthened monitoring capacity of local education officers and head teacher.

²⁸ The ten poorest districts are defined as districts with highest share of people considered poor, which will be identified from Household Income and Expenditure Survey (HIES) 2016/17 using the Cost of Basic Needs (CBN) methodology. If a person cannot afford the cost of consumption bundle that mostly includes food, along with a small share of non-food item deemed adequate, then the person is considered poor. Based on the lower poverty line using HIES 2016/17, these ten poorest districts are: Kurigram, Dinajpur, Bandarban, Magura, Khagrachhari, Kishorganj, Jamalpur, Gaibandha, Rangpur and Chapai Nababganj.

²⁹ World Bank. 2020. The Landscape of Early Childhood Education in Bangladesh. World Bank: Washington DC.

³⁰ AIR 2020. Bangladesh Early Years Preschool Program Impact Evaluation. American Institute for Research. Washington DC.



Directorate of Technical Education (DTE) and Directorate of Madrasah Education (DME) under Technical and Madrasah Education Division (TMED) of MOE. For DPE, the AF will support expertise to develop and deliver leadership training for headteachers in preprimary education management and institutional capacity building for government education officers working in the area of student assessments.

41. The TA will also help strengthen the linkage between primary, junior secondary, TVET and madrasah education³¹ in the following areas: (i) of an online teacher training program to help teachers from primary and secondary grades and TVET instructors (including those in religious streams) to develop and assess soft skills of students; (ii) joint training and knowledge exchange programs on learning assessments for institutional capacity building; (iii) a study on the examination practices in primary and secondary grades (Grade 1-10) and feasibility of remote examination system; (iv) development of an online/blended short-course training program to help TVET instructors to enhance their remote teaching skills; and (v) study on feasibility of remote teaching, assessment and examination practices in TVET. The cross-ministry modality is a high priority in the ESP, which notes the persistent challenge of coordination between MoPME and MoE.

D. Implementation and M&E Arrangements

42. **Implementation Arrangement.** The existing implementation arrangements under the PEDP4/QLEAP PforR will continue with MOPME as the implementing ministry and the DPE as the implementing agency working under the policy guidance of MOPME.

43. **M&E Arrangement.** The existing M&E arrangement under the PEDP4/QLEAP PforR will continue. Program M&E is facilitated in two ways: (i) through a clearly established Results Framework and (ii) through targeted DLIs that aim to improve data systems for better monitoring. The M&E Division of DPE will be responsible for monitoring, reporting, and evaluating program activities. It will also be responsible for conducting the Annual Primary School Census (APSC), which is the main source for monitoring program performance.

44. The QLEAP PforR RF will be updated to include two new intermediate indicators (IR 15 and IR 16)³² to track and measure results from the AF activities. The annual school census format will be updated to track and update these two new intermediate indicators introduced by the GPE AF. The activities planned under the GPE AF also contribute to achievement of PDO 1 (learning achievements); PDO 2 (school quality) and PDO 3 (completion rates) of the QLEAP PforR Results Framework. The new DLI targets will be tracked and reported through the PEDP4's existing Third-Party Verification arrangement with the Implementation and Monitoring Evaluation Division under the Ministry of Planning. Please refer to **Annex 8** for details.

45. The PEDP4 Financing has been increased with a provision of the GPE AF (**Table 4**).

³¹ The TVET will cover modules provided in junior secondary level while the madrasah/religious streams will cover the primary and junior secondary level religious education. In Bangladesh, junior secondary covers grade 6-10.

³² The two new intermediate indicators are as follows: IR 15: No. of primary headteachers trained and IR: 16: No. of upazila education offices publishing open data on school grants



Table 4. Financing Table (US\$, millions)

Source	Original Program	AF	Total
Total program Cost	18,040	-	18,040
Financing Sources			
• Government	16,540	-	16,540
• IDA/World Bank	700	-	700
• Other DPs	800	-	800
Financing Gap			
• GPEAF		53.525	53.525
Total Program Cost			18,093.525

Note: Other financing DPs include the ADB, EU, JICA and UNICEF; The GPE AF in this table excludes the Grant Supervision Fees of US\$ 375,000

IV. APPRAISAL SUMMARY

A. Technical

46. The Government’s Vision 2041 aspires to have Bangladesh achieve SDGs and become an upper middle-income country by 2030 and high-income country by 2041. The Government launched the Fourth Primary Education Development Program (PEDP4) which focuses on enhancing access and quality while improving system efficiency to help the country achieve its human capital aspirations. However, pre-pandemic estimates for the Human Capital Index 2020 by the WB, a child born in Bangladesh today will be 46 percent as productive when s/he grows up as s/he could be if s/he enjoyed complete education and full health. Part of this lost productivity comes from low learning. Nearly 4.2 years of education are lost on average due to low levels of learning. The COVID-19 pandemic will likely further exacerbate the situation with higher drop-outs and increase in learning loss.

47. The proposed GPE AF grant is timely and strategic as it would maintain support for the Government’s PEDP4 and be used to (a) help the GoB reduce its financing gap; (b) support crucial PEDP4 activities most aligned with the GPE strategic goals of promoting quality, equity, and efficiency, and (c) maximize the Program’s development impact during the ongoing COVID-19 pandemic. The proposed GPE AF strategically fits in by expanding access and quality for two-years of preprimary education, introducing remedial education for safeguarding and improving learning outcomes as well promoting teacher professional development strategies adapted to better respond, recover and build resilience for a post pandemic learning environment. Additionally, the AF design draws from local evidence from a range of recent WB-funded studies³³ that suggests the need for further investments in these areas for achieving quality preprimary and primary education for all children.

³³ The third Results Area is ‘Equity’ under QLEAP/PEDP4.



48. **Sustainability of the GPE AF activities:** The sustainability of the GPE AF interventions will be ensured by: (i) *Government ownership and commitment to reforms* - the AF is fully aligned with the Government's National Education Policy 2020, Education Sector Plan 20/21-24/25 and the COVID-19 Response and Recovery Plan for Education Sector. These policies and plans demonstrate the Government's commitment to the GPE AF supported areas concerning expansion of quality preprimary education, introduction and expansion of new teachers' professional development program and remedial education as well interventions aimed at greater transparency and accountability and capacity enhancement, especially at local levels. (ii) *Enhanced institutional capacity* - the AF will contribute to strengthening the planning, management and monitoring capacity of the education sector at the central, local, and school levels for the GPE interventions. The capacity building of teachers and headteachers will be an important aspect of enhancing system capacity and maintaining sustainability of the AF interventions beyond the AF period. Teachers, local education officers and communities will be orientated on new interventions such as remedial education and creation and use of open data on public education development funds. (iii) *Coordination and Integration under existing programs for scale-up* - the outputs of this AF will be integrated into the Government's national preprimary and primary education development program - PEDP4 – which ensures the activities become part of the national education program for scale-up and sustainability. The TA component which supports other sub-sectors will also be adopted by respective education departments within their regular teaching-learning operations for sustainability.

B. Fiduciary

49. **Fiduciary arrangements under the PforR component:** The Integrated Fiduciary System Assessment (IFSA) of the original QLEAP was reviewed and updated based for the proposed Additional Financing based on the information provided by the implementing agencies³⁴ AF with regard to their current Financial Management and Procurement systems and the reported progress towards achievement of the fiduciary actions specified in the Program Action Plan (PAP) and the DLI targets (which are to be verified by the IVA) of the original QLEAP. The assessment concludes that there are no major deviations noted from the agreed actions in original PAP. The assessment recommends two new fiduciary program action plans which will be further discussed and agreed with the agencies during appraisal. The updated IFSA for the AF provides details on the assessment, findings and recommendations.

50. **Fiduciary arrangements under the TA Component:** To manage the IPF TA component, a qualified and experienced senior project accountant, with TOR acceptable to the Bank, will be hired to handle day to day FM operations. The DPE will also assign an experienced staff in procurement, preferably with experience in handling Bank-financed projects, to conduct day to day procurement activities under the TA component. The TA part will follow IDA financing procedures project will be and any expenditures not allowed under the Country Financing Parameters (CFP) will be financed by the government under parallel financing. Procurement under the TA component will follow the WB Procurement Regulations for IPF Borrowers, July 2016, revised November 2017 and August 2018. The Bank's Systematic Tracking of Exchanges in Procurement (STEP) will be used to plan, record and track procurement transactions. The TA component will involve mainly a number of consulting services. A streamlined Project Procurement Strategy for Development (PPSD) and initial procurement plan are currently being prepared by DPE and

³⁴ Directorate of Primary Education-DPE, National Curriculum and Textbook Board-NCTB, and National Academy for Primary Education-NAPE, under the Ministry of Primary and Mass Education-MoPME



will be finalized during Appraisal, which will provide the detailed procurement arrangements including the risk mitigation measures. The procurement plan, which will be uploaded in STEP will specify each contract to be financed under the TA component, including the selection method, market approach, contract modality, and Bank's review requirements. The WB's procurement supervision will be ensured through implementation support including prior review and post review of contracts. The procurement post review by the Bank will be conducted at least on an annual basis as part of procurement supervision or more frequently based on need.

51. Under the TA component, IDA will disburse funds to the Designated Accounts (DAs), to be opened in a nationalized commercial bank, based on forecasts in an agreed format. The basis for disbursement will continue to follow Statement of Expenditure (SoE) until there are subsequent assessment to upgrade. No operational accounts will be allowed under the project and all the payments must be paid from the DA directly. iBAS++ will continue to be used for IPF component for accounting and financial reporting purposes. PMU will submit quarterly Interim Unaudited Financial Report (IUFRs) in an agreed format within 45 days from the end of each fiscal quarter. The annual financial statements of the project will be audited by the C&AG. As mandated, OCAG will provide an audit opinion on the audited financial statements of the project. The audited financial statements are due to IDA within six months of the end of each fiscal year.

C. Environment and Social

52. The original project was a PforR for which an environmental and social system assessment (ESSA) was carried out to identify the adequacy of the government system to manage the environmental and social risks of the project activities. As some changes in the PforR part has been made in the AF, the ESSA has been reviewed to assess its adequacy for any incremental environmental and social risks associated with the additional activities and an addendum to the original ESSA has been prepared to reflect the outcome of this assessment. The AF has introduced an IPF TA component for which the new WB ESF to be applicable to this component. Thus, two separate due diligence streams (PforR and IPF) would be followed for this AF.

53. **For PforR components:** The scope and objectives of the AF sub-components are the same as the parent IDA program, and therefore, the environmental and social risks and impacts also remain the same. A review of the ESSA in light with the implementation status of the parent project and additional activities included in the AF was undertaken. It was found that the EMF and SMF developed for PEDP4 based on the recommendations made on the ESSA of the parent project adequately covers the environmental and social risks associated with the activities included in the AF.

54. Although the environmental and social impacts are low, the review identified action plans for improving environmental and social management of the program, which include (a) Institutional strengthening by revising the EMF and SMF to reflect the changes in design and any potential risks even though they remain similar to the parent project and are considered to be low; (b) training of staff, especially the environmental and social focal points, on environmental and social risks related to implementation and mitigation measures; (c) budgetary allocation for necessary activities for minimizing the gaps in SMF and EMF implementation (as stated in the ESSA recommended actions) which includes



hiring a consultant by DPHE, monitoring water quality in tube wells, assessing performance of new design features in water supply and sanitation provisions etc. ; (d) ensuring gender mainstreaming and inclusion of vulnerable groups; (e) enhancing coordination among various ministries and agencies; (f) maintaining the current platforms for raising grievances and submitting semi-annual reports; (g) periodic environmental and social monitoring reports from MoPME and other concerned agencies; and (h) The use of MoPME's existing citizen engagement mechanisms to consult, communicate and seek feedback from the stakeholders and (i) inclusion of EMF and SMF requirements in the Program Implementation Manual.

55. **For IPF TA component:** The new AF TA component under QLEAP will support the Government to acquire expertise needed to help develop training programs for school headteachers and teachers; conduct training for capacity building and implement studies and assessments. The outputs from this TA will mainly include training modules for head teachers and teachers, studies and evaluations and training program development (which will not lead to any investments), and training and consultative workshops.

56. An environmental and social risk assessment for the AF TA was conducted. The AF TA would neither support any construction work nor would be used for design of any civil construction. Hence the outcome of the TA is not likely to impact the physical environment and will not cause any labour influx as well. No biodiversity, natural/critical habitat, ecosystem or living natural resources will also be affected. The TA will not include any land acquisition or resettlement activities. No adverse impact on community health and safety, small ethnic communities and cultural heritage are expected. The potential for GBV/SEA, use of child/forced/trafficked labour is minimal. In fact, the training for teachers will incorporate GBV/SEA identification and prevention measures. The AF TA activities are anticipated to have a net positive impact on the education system of the nation by improving the quality of teachers and establishing an improved system for assessments and exams. These activities will improve the quality of education received by students in the classroom.

57. Based on the scale and nature of the AF TA, capacity of the Borrower, anticipated ES risks and impacts and the context under which this AF TA will be implemented, the environmental and social risk rating has been assessed as Low. The Environmental and Social Commitment Plan (ESCP) has been developed by the Borrower that includes material measures and actions to be undertaken by them to address environmental and social issues. A simplified Stakeholder Engagement Plan (SEP) and a Labor Management Procedure (LMP) have also been developed and given the nature of the intervention and risk category these have been included as a part of ESCP. These are living instruments and will be updated as and when necessary. These will be disclosed by the Borrower before Appraisal.

D. Are there any waivers of Bank policies approved by the MD and/or to be approved by the Board? If so, explain.

No.

E. Any changes to the risk profile of the operation can be noted here.

No.

F. Any changes to implementation arrangements and appraisal thereof

No.



G. Corporate requirements

58. **Gender.** In Bangladesh, gender parity in enrollment has been achieved in PPE, primary, and secondary education while completion rates at the primary level have been nearly the same for boys and girls. With regard to teachers, there has been a sharp increase in female teachers between 2010 and 2018, from 49.2 percent to 68 percent. Ensuring equal opportunities for girls and boys remains a key focus of the PEDP4/QLEAP PforR. Activities include a gender and inclusive education action plan, which integrates gender equity and inclusion into the analyses, design, implementation, and monitoring of all PEDP4 components. Gender mainstreaming in PPE, primary and teacher training has already been incorporated as part of the on-going updating of the curriculum. The PEDP4/QLEAP PforR PDO-level results indicators have gender-disaggregated targets. Under the proposed AF activities, the new professional development training will incorporate gender sensitivity training and Gender Based Violence (GBV) training. The PPE curriculum will also include activities to sensitize children on gender issues and prevent gender stereotyping in PPE, and thus instilling a culture of gender equality from the early years.

59. **Climate Change.** Given the country's vulnerability to climate change, the number and scale of natural disasters are predicted to increase. The country, therefore, must take a number of steps to ensure school safety and disaster risk resilience, including for preparedness, response, and recovery. The QLEAP PforR already includes activities that enhance the resilience of the education sector to adverse weather and climate change impact. Under QLEAP PforR, DLIs 1, 3, 4, 5, and 6 support climate mitigation and adaptation co-benefits activities through (i) raising awareness and integrating content on climate change mitigation and adaptation in curriculum, assessments, and instruction; (ii) integration of efficient architectural designs and energy efficient appliances/equipment in infrastructure and (iii) adoption and operationalization of a maintenance policy for WASH blocks and hygiene promotion manual. Under the proposed AF activities, DLI 10.1 will also support climate mitigation and adaptation by ensuring that new PPE classrooms for an additional year adopt efficient architectural designs and energy efficient appliances/equipment. The AF supports online delivery of training programs along with in-person training. Online professional development training and the adaptation of digital learning tools by key stakeholders (teachers and trainers) are expected to shift the education system towards e-learning. This would reduce use of paper and supplementary materials in regular teaching-learning in the long term, thus supporting climate change resilience within the basic education delivery system³⁵.

60. **Citizen Engagement.** Citizen engagement is well embedded into the PEDP4/QLEAP PforR. At the school level, beneficiaries (parents and other stakeholders) are directly engaged through their participation in School Management Committee and parent-teacher associations. PEFP4 also enables beneficiary participation through their engagement in the social audit process, which is included as an accountability criterion for receiving school grants. Intermediate DLI 13 also tracks the percentage of schools that produce annual social audit reports on time, serving as a beneficiary feedback indicator. PEFP4 also includes a robust grievance redress system that is tracked by the Program Action Plan (see below). Under the AF, evaluation and studies are built in DLIs 3 and 10 to gather feedback from teachers, principals, parents and stakeholders.

³⁵ Studies such as Cambell, J.E and Cambell, D.E (2011) have found that online teaching learning format leads to reduced CO2 emissions and other environmental benefits in the US.



61. **Grievance Redress Mechanism (GRM).** The QLEAP PforR uses the PEDP4 GRM system which comprises of: (i) monthly and quarterly stakeholder consultations organized by Upazila Education Committee³⁶ and chaired by the administrative head of the upazila, where stakeholders discuss issues and try to resolve them; (ii) semi-annual "open floor" discussions arranged by DPE with stakeholders, headed by the DG DPE, where various issues presented by stakeholders are discussed and resolved, or forwarded (with a timeline) for further investigation; and (iii) a dedicated section on GRM and submission of complaints on the DPE website (<http://www.dpe.gov.bd/>). Under QLEAP PforR, the DPE is required to submit GRM reports to the WB bi-annually. The GRM report summary for the periods July-December 2018 and Jan-June 2019 has been shared with the WB. The reports for Year 2 are under preparation and due by January 2021. Once the AF is effective, the GRM report summary will also cover the new activities.

62. **Program Action Plan (PAP):** Out of 17 PAP agreements, 13 have been completed as per schedule, 1 PAP agreement is not yet due. Of the remaining PAP agreements, the PAP 8 (AFR conducted); PAP 10 (Conduct Tripartite quarterly audit review meeting); PAP 12 (GRS report) and PAP 17 (report on special needs equipment) were delayed due to the COVID-19 pandemic closures but are now back on track to be met by June 2021. Based on the updated fiduciary assessment for this AF, two new fiduciary PAPs are proposed to be introduced (**Annex 3 and 5**).

V. KEY RISKS

63. The overall operation risk is assessed as Substantial (Annex 1). The key risks affecting the overall rating are as follows.

- **Institutional Capacity for Implementation and Sustainability** risk is rated Substantial. While MoPME has extensive experience in implementing national-level programs covering the entire primary education sector, its capacity for M&E is still limited. Achievement of Program objectives may also be affected by abrupt staff turnover, limited number of staff with adequate expertise in education, delays in filling vacant staff positions, and inadequate capacity in financial management and procurement. To mitigate institutional capacity risk, the PEDP4 Program Support Team, consisting of a team of specialists, who are deployed for the program period and help mitigate these risks by providing continuous dedicated support. The PST is expected to continue to support the GPE AF along with the concerned line agencies involved in implementing the new activities³⁷. The MOPME has also kept dedicated government fund provision, which will be further defined during appraisal, for bringing in technical expertise to support the implementation of the GPE AF, as needed. These technical experts will be brought on to support the development and implementation of the new professional development programs, remedial education program, expansion of quality preprimary education, among other activities under the GPE AF to address the technical advisory needs as well as build the institutional capacity for these new activities. Moreover, the new GPE-supported TA component also includes capacity-building activities for the relevant agencies in new areas of support, where experience of the IA may be low. An ongoing process of experiential learning from implementation and feedback has been built into the program design. This includes strong

³⁶ *Upazila* means sub-district.

³⁷ The involvement of PST will need to be consulted and agreed between the Government and PEDP4 DPC during the PEDP4 MTR held through Feb/March 2021.



implementation support, robust results tracking and follow-up, and realistic targets around learning outcome gains.

- **Fiduciary risk** is rated Substantial. There has been overall improvement in the country Public Financial Management (PFM) and procurement systems due to specific results achieved through PFM service delivery program and the Procurement Reform Project. Budget and Accounting Classification System under new iBAS++ is sufficiently capturing all expenses and advances resulting in improved financial reporting system for the program. The DPE has also taken steps to achieve results under Fiduciary DLI 7, particularly those related to setting up an internal audit function in line with the country systems. Fiduciary actions listed under the Program Action Plan are also progressing satisfactorily. The program is also using e-Government Procurement (e-GP) System in managing all the major procurement, including using model bidding documents agreed with the Bank, which satisfies the Bank's requirement.

- To mitigate fiduciary risks, the following steps have been taken: (ii) provisions for capacity building in several areas including planning, financial management, procurement, and safeguards, as well as greater use of country systems in the PforR approach to reduce transaction costs and help the program to focus more on the capacity-building efforts; (iii) a harmonized Annual Procurement Plan (APP) and Annual Operation Plan (AOP), use of e-GP in all procuring entities, establishment of an internal audit cell, ensuring timely funds release through iBAS++, and conducting third-party fiduciary reviews. A dedicated DLI on strengthening Fiduciary Systems (DLI 7) is also in place to mitigate risks. In addition to the fiduciary DLI to strengthen the country system, the time bound fiduciary actions agreed in Program Action Plan (PAP) have been reviewed in order to include additional risk mitigation measures based on the assessment carried out under the AF.

- **Other Risks.** The COVID-19 pandemic poses Substantial risk to the implementation of PEDP4/QLEAP PforR activities, as with overall education delivery. National school closures have been in place since mid-March 2020. There are risks that school closures may continue or following school reopening, school may need to reclose in the event of new outbreaks. There also remains risks related to flooding and natural disasters that may disrupt school-based and at-home learning. To mitigate these risks, the MOPME and MOE are investing in remote learning through standalone projects that addresses school system recovery and resilience building. The GPE COVID-19 School Sector Response Project, which uses the COVID-19 Accelerated Funding, has a dedicated component to establish a sustainable remote learning system (digital and physical learning packs) and develop emergency procedures for future health and natural crises.

- The project is assigned Low to Moderate risks for the remaining categories: (i) **Political and Governance** risk is moderate political climate has remained stable in the country and continue to remain so; (ii) **Macroeconomic risks** is moderate as, despite some slowdown during the pandemic, the economy is recovering and commitment for funding education sector remains strong in the Government's current policies and plans; (iii) **Sector Strategies and Policies** risks are Moderate as the Government continues to follow the Education Policy 2010 (expected to be updated) as well as the ESP 21-25. These policy changes and plans are aligned with PEDP4 and other education subsector activities, and do not have any impact during the GPE implementation period; (iv) **Technical Design** is rated as Moderate as the PEDP4 was designed based on the lessons learned from previous three generations of primary education development programs, and global best practices as well as taking in consideration, the performance of



PEDP4 as of date; and (v) **Stakeholder risk** is rated Low due as the PEDP4 and GPE AF are managed through Development Partner Consortium and Local Education Groups, and involve regular stakeholder meetings and consultations, including field visits.

VI. WORLD BANK GRIEVANCE REDRESS

64. Communities and individuals who believe that they are adversely affected by a WB supported project may submit complaints to existing project-level grievance redress mechanisms or the WB’s Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB’s independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the WB’s attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the WB’s corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the WB Inspection Panel, please visit www.inspectionpanel.org

VII. SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Change in Results Framework	✓	
Change in Program Action Plan	✓	
Change in Fiduciary	✓	
Change in Environmental and Social Aspects	✓	
Change in Implementing Agency		✓
Change in Project's Development Objectives		✓
Change in Program Scope		✓
Change in Loan Closing Date(s)		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Change in Disbursements Arrangements		✓



Change in Legal Operational Policies		✓
Change in Legal Covenants		✓
Change in Institutional Arrangements		✓
Change in Technical Method		✓
Change in Implementation Schedule		✓
Other Change(s)		✓

VIII. DETAILED CHANGE(S)



IX. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Bangladesh

Bangladesh: Additional Financing for Quality Learning for All Program

Program Development Objective(s)

The objective of the Program is to improve the quality of and enhance equitable access to education from pre-primary to grade 5.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Improve quality of education								
Percentage of grade 3 students achieving grade-level competencies in Bangla (Text)		All: 65% Boys: 62% Girls 66%	All: 67% Boys: 67% Girls 67%				All: 74% Boys: 74% Girls 74%	All: 74% Boys: 74% Girls 74%
Percentage of grade 3 students achieving grade-level competencies in		All: 39% Boys: 37% Girls 40%	All: 41% Boys: 41% Girls 41%				All: 45% Boys: 45% Girls 45%	All: 45% Boys: 45% Girls 45%



Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
mathematics (Text)								
Percentage of GPSs that meet at least three of four school-level quality indicators (Percentage)		32.80	35.00	40.00	45.00	50.00	55.00	55.00
Enhance equitable access to education								
Primary cycle completion rate (Percentage)		80.90	82.00	84.00	86.00	88.00	90.00	90.00
Boys (Percentage)		77.70						88.00
Girls (Percentage)		83.90						93.00
Percentage of out-of-school children ages 8–14 (Percentage)		11.00						6.00

Intermediate Results Indicators by Results Areas

Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Quality								
Percentage of double shift schools converted to single shift (Percentage)		0.00	5.00	10.00	15.00	20.00	25.00	25.00



Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Percentage of schools with approved supplementary reading materials (SRMs) in grades 1–3 classrooms (Percentage)		0.00	0.00	99.00	99.00	99.00	99.00	99.00
Percentage of schools that meet the STR standard of 40:1 (Percentage)		37.00	37.00	40.00	43.00	46.00	50.00	50.00
Teachers recruited or trained (CRI, Number)		11,312.00	15,000.00	25,000.00	35,000.00	45,000.00	50,000.00	50,000.00
Number of teachers recruited (CRI, Number)		0.00	15,000.00	25,000.00	35,000.00	45,000.00	50,000.00	50,000.00
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		0.00						25,000.00
Number of teachers trained (CRI, Number)		11,312.00	15,000.00	25,000.00	35,000.00	45,000.00	50,000.00	50,000.00
Percentage of PECE items which are competency based (Percentage)		65.00	80.00	90.00	100.00	100.00	100.00	100.00
PECE pass rate of OOSC enrolled in learning centers (Percentage)		72.00	73.00	75.00	77.00	79.00	80.00	80.00
Large-scale primary/secondary learning assessments completed (Text)		National Student Assessment 2017 conducted	Draft TOR prepared	TOR developed and approved for NSA 2021	NSA Firm recruitment completed, tool developed and data collection initiated			Data collection and analysis completed and NSA 2021 report prepared.



Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Number of primary headteachers trained (Number)		0.00					2,000.00	2,000.00
Action: This indicator is New								
Equitable access and participation								
Total OOSC (new) enrolled in learning centers (Number)		100,000.00	250,000.00	250,000.00	500,000.00			1,000,000.00
Difference in grade 5 survival rate between boys and girls (Percentage)		6.80	6.60	6.40	6.20	6.00	5.80	5.80
Decrease in difference in NER between disadvantaged areas (urban slums and CHT) and the rest of the country (Percentage)		0.00						10.00
Students benefiting from direct interventions to enhance learning (CRI, Number)		18,190,000.00	17,738,000.00	17,469,000.00	17,475,000.00	17,916,271.00	17,288,035.00	17,288,035.00
Action: This indicator has been Revised		<p>Rationale: <i>The calculation now includes preprimary enrollments for Year 4 and Year 5 who will be direct beneficiaries with the introduction of the AF.</i></p> <p>Definition: <i>Total numbers of students who benefit from all the direct interventions designed to enhance learning, including PPE students supported through AF</i></p>						
Students benefiting from direct interventions to enhance learning -		9,375,408.00	10,584,858.00	10,152,711.00	9,396,400.00	9,039,642.00	8,722,666.00	8,722,666.00



Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Female (CRI, Number)								
<i>Action: This indicator has been Revised</i>								
Management, governance and financing								
Number of primary schools that annually receive SLIP funds based on number of students (Number)		0.00	0.00	0.00	40,000.00	50,000.00	55,000.00	55,000.00
Percentage of schools (all school types) which display key school data in a public area of the school (Percentage)		0.00	30.00	40.00	50.00	70.00	80.00	80.00
Percentage of schools that produce annual social audit report on time (Percentage)		80.00	90.00	95.00	98.00	100.00	100.00	100.00
Approved contracts in DPE processed through e-GP. (Percentage)		0.00	40.00	60.00	70.00	75.00	80.00	80.00
Number of upazila education offices publishing open data on SLIP grants (Number)		0.00				100.00	200.00	200.00
<i>Action: This indicator is New</i>								



Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Percentage of grade 3 students achieving grade-level competencies in Bangla	Number of grade 3 students who sit in the NSA tests in Bangla and achieve band 3 competencies divided by the total number of grade 3 students who sit in the test, expressed as a percentage (All, Boys, Girls).	Once (survey to start in 2021)	NSA report and database	Nationally representative sample survey of schools	DPE/Proposed PEB
Percentage of grade 3 students achieving grade-level competencies in mathematics	Number of grade 3 students who sit in the NSA tests in Mathematics and achieve band 3 competencies divided by the total number of grade 3 students who sit in the test, expressed as a percentage (All, Boys, Girls).	Once (survey to start in 2021)	NSA report and database	Nationally representative sample survey of schools	DPE/Proposed PEB
Percentage of GPSs that meet at least three of four school-level quality indicators	Measure the percentage of schools (GPS/NGPS) that meet three out of four school-level quality indicators: (a) girls' toilets, (b) potable water, (c) SCR,	Annual	APSC report and database	Census of primary schools	Information Management Division (IMD), M&E Division



	and (d) STR				
Primary cycle completion rate	The number of new entrants (enrollments minus repeaters) in the last grade of primary education (grade 5), regardless of age, divided by the population at the entrance age for the last grade	Annual	APSC report and database	Census of primary schools	IMD, M&E Division
Boys		Annual	Annual Primary School Census		DPE
Girls		Annual	APSC		DPE
Percentage of out-of-school children ages 8–14	Number of children ages 8–14 not enrolled in primary schools divided by the number of children ages 8–14 in the population	Once (survey to start in 2021)	EHS report and database	Nationally representative survey	IMD, M&E Divisions

Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Percentage of double shift schools converted to single shift	Number of schools operating on a double shift basis before July 2018	Annual	APSC report and database	Census of primary schools	IMD, M&E Division



	converted to single shift divided by the total number of schools that operated on a double shift basis before July 2018				
Percentage of schools with approved supplementary reading materials (SRMs) in grades 1–3 classrooms	Number of schools with access to NCTB approved SRMs in grades 1–3 classrooms divided by total number of primary schools	Annual	APSC report and database	Census of primary schools	IMD, M&E Division
Percentage of schools that meet the STR standard of 40:1	Number of schools where the STR is 40:1 or less divided by the number of schools, expressed as a percentage	Annual	APSC report and database	Census of primary schools	IMD, M&E Division
Teachers recruited or trained		Annual	Teacher MIS report and database	Census of primary school teachers	IMD, M&E Division
Number of teachers recruited		Annual	Teacher MIS report and database	Census of primary school teachers	IMD, M&E Division
Teachers recruited or trained - Female (RMS requirement)				Official record; Teacher recruitment report and DPED report.	DPE
Number of teachers trained		Annual	Teacher MIS report and database	Census of primary school teachers	IMD, M&E Division



Percentage of PECE items which are competency based	Number of PECE test items that are competency based divided by the total number of PECE test items, expressed as a percentage	Annual	Report based on analysis of PECE	Analysis of PECE test items	DPE Administrative Division, Proposed PEB
PECE pass rate of OOSC enrolled in learning centers	Number of students from learnings centers who passed the PECE divided by the number of students from learnings center who sat for the PECE	Annual	PECE exam database	PECE exams	DPE Administrative Division, Proposed PEB
Large-scale primary/secondary learning assessments completed	The National Student Assessment for Grade 3 and 5 in Bangla and Math to be conducted in 2021.	Once during project life	Administrative Report		Administrative Report
Number of primary headteachers trained	Total number of GPS headteachers who complete the classroom observation and feedback training program	Annual	Training Progress report by DPE	Administrative Data Collection	DPE Administrative Division/NAPE
Total OOSC (new) enrolled in learning centers	Number of children enrolled in learning centers	Annual	Progress report from Second Chance and Alternative Education Division	Administrative data collection	BNFE



Difference in grade 5 survival rate between boys and girls	Survival rate for boys divided by survival rate for girls	Annual	APSC report and database	Census of primary schools	IMD, M&E Division
Decrease in difference in NER between disadvantaged areas (urban slums and CHT) and the rest of the country	NER difference between disadvantaged areas and rest of the country in current year minus NER difference between disadvantaged areas and rest of the country in base year.	Once (survey to start in 2021)	EHS report and database	Nationally representative survey	IMD, M&E Divisions
Students benefiting from direct interventions to enhance learning		Annual	APSC report and database	Census of primary schools	IMD, M&E Division
Students benefiting from direct interventions to enhance learning - Female		Annual	APSC report and database	Census of primary schools	IMD, M&E Division
Number of primary schools that annually receive SLIP funds based on number of students	Number of primary schools that receive SLIP grant annually based on number of students enrolled	Annual	Progress report based on SLIP/UPEP database	Administrative data collection	IMD, M&E Division
Percentage of schools (all school types) which display key school data in a public area of the school	Number of GPS schools that display benchmarked school data in a public area of the school divided by the total number of GPS schools, expressed as a percentage	Annual	APSC report and database	Census of primary schools	AUEO



Percentage of schools that produce annual social audit report on time	Number of schools that produce annual social audit reports by end of fiscal year divided by number of schools	Annual	APSC report and database	Census of primary schools	IMD, M&E Division
Approved contracts in DPE processed through e-GP.	Number of contracts in DPE processed through e-GP divided by the number of contracts in DPE that can be processed using e-GP	Annual	DPE's e-GP system	Administrative data collection	Proposed Procurement Division
Number of upazila education offices publishing open data on SLIP grants	Total number of Upazila Education Offices prepared reports/data on SLIP and made publicly available either on an accessible website or accessible physical space.	Annual	Progress report based on SLIP/UPEP database	Administrative collection	DPE/IMED/M&E Division

Disbursement Linked Indicators Matrix

DLI 1	Curriculum revision and textbook development			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	85,000,000.00	1.58
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			



Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Cumulative of all DLRs		85,000,000.00	
DLI 1.1	Action plan for curriculum revision, and textbook and teaching learning materials development has been approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	21,250,000.00	0.39
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0	Yes		21,250,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	



Year 4			0.00	
Year 5			0.00	
DLI 1.2	Pre-primary education (PPE) and grades 1-5 curriculum has been revised			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	21,250,000.00	0.39
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2	Yes		21,250,000.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	



DLI 1.3				
Grades 1-2 textbooks and teaching learning materials have been developed as per revised curriculum				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	21,250,000.00	0.39
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3	Yes		21,250,000.00	
Year 4			0.00	
Year 5			0.00	
DLI 1.4				
PPE and grades 3-5 textbooks and teaching learning materials have been developed as per revised curriculum				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	21,250,000.00	0.39
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			



Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	Yes		21,250,000.00	
Year 5			0.00	
DLI 2	Assistant teacher recruitment and deployment			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	80,000,000.00	1.48
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	



Year 5	Cumulative of all DLRs		80,000,000.00	
DLI 2.1	Recruitment plan for assistant teachers has been prepared and approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	26,670,000.00	0.49
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0	Yes		26,670,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 2.2	75% of the end of program target has been achieved as per assistant teacher recruitment plan			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	26,670,000.00	0.49
Period	Value		Allocated Amount (USD)	Formula



Baseline	No		
Year 0			0.00
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4	Yes		26,670,000.00
Year 5			0.00

DLI 2.3	At least 50% of GPS have a student teacher ratio of 40:1 or less			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	26,670,000.00	0.49
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	



Year 4			0.00	
Year 5	Yes		26,670,000.00	
DLI 3	Teacher education and continuous professional development (CPD)			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	80,000,000.00	1.48
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Cumulative of all DLRs		80,000,000.00	
Action: This DLI has been Revised. See below.				



DLI 3		<i>Teacher education and continuous professional development (CPD)</i>		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>No</i>	<i>Text</i>	<i>80,000,000.00</i>	<i>0.00</i>
Period	Value	Allocated Amount (USD)		Formula
<i>Baseline</i>	<i>Not Applicable</i>			
<i>Year 0</i>			<i>0.00</i>	
<i>Year 1</i>			<i>0.00</i>	
<i>Year 2</i>			<i>0.00</i>	
<i>Year 3</i>			<i>0.00</i>	
<i>Year 4</i>			<i>0.00</i>	
<i>Year 5</i>	<i>Cumulative of all DLRs</i>		<i>80,000,000.00</i>	
DLI 3.1		<i>Diploma in Primary Education (DPEd) training plan has been approved by MoPME</i>		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>No</i>	<i>Yes/No</i>	<i>13,330,000.00</i>	<i>0.25</i>
Period	Value	Allocated Amount (USD)		Formula
<i>Baseline</i>	<i>No</i>			



Year 0	Yes		13,330,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 3.2	CPD framework and plan have been developed and approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	13,330,000.00	0.25
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1	Yes		13,330,000.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	



Year 5			0.00	
DLI 3.3	Revised DPED curriculum has been approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	13,330,000.00	0.25
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3	Yes		13,330,000.00	
Year 4			0.00	
Year 5			0.00	
DLI 3.4	CPD training has been started as per approved plan			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	13,330,000.00	0.25
Period	Value		Allocated Amount (USD)	Formula



Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3	Yes		13,330,000.00	
Year 4			0.00	
Year 5			0.00	
DLI 3.5	DPEd has been implemented according to the plan with 50% of the teachers without DPEd/C-in-Ed trained			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	13,330,000.00	0.25
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	



Year 4	Yes		13,330,000.00	
Year 5			0.00	
DLI 3.6	CPD training has been conducted as per approved plan			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	13,330,000.00	0.25
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	Yes		13,330,000.00	
Year 5			0.00	



DLI 3.7	Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPEd) curriculum under PEDP4 and approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	2,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	Yes		2,500,000.00	
Year 5			0.00	
Action: This DLI is New				



DLI 3.8		At least 2,000 preprimary teachers complete the specialized training program		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	10,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	2,000.00		10,000,000.00	US\$ 5m for 1,000 preprimary teachers trained; thereafter additional US\$ 2.5m for additional 500 preprimary teachers
Action: This DLI is New				



DLI 3.9	Training program on classroom observation and feedback is developed and approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	2,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	Yes		2,500,000.00	
Year 5			0.00	
<i>Action: This DLI is New</i>				
DLI 3.10	At least 2,000 headteachers of GPS trained in classroom observation and feedback			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	10,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	0.00			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	2,000.00		10,000,000.00	US\$ 5m for 1,000 headteachers trained; thereafter additional US\$ 2.5m for additional 500 headteachers
Action: This DLI is New				
DLI 4	Examinations and assessments			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	100,000,000.00	1.86
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			
Year 0			0.00	
Year 1			0.00	



Year 2		0.00	
Year 3		0.00	
Year 4		0.00	
Year 5	Cumulative of all DLRs	100,000,000.00	

Action: This DLI has been Revised. See below.

DLI 4.1	National Student Assessment (NSA) 2021 has been conducted			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	50,000,000.00	0.93
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	Yes		50,000,000.00	
Year 5			0.00	



DLI 4.2	Proportion of grade 3 students achieving minimum competency in Bangla and Math in NSA 2021 has increased by at least 10% each compared to to the percentage in NSA 2017			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	50,000,000.00	0.93
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Yes		50,000,000.00	
DLI 4.3	A remedial education program is designed and approved by MoPME, and ready for piloting			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	2,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	No		
Year 0			0.00
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4	Yes		2,000,000.00
Year 5			0.00
Action: This DLI is New			

DLI 4.4	A student learning assessment report based on the pilot is prepared and disclosed			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	3,352,500.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	



Year 3			0.00	
Year 4			0.00	
Year 5	Yes		3,352,500.00	
Action: This DLI is New				
DLI 5	Need-based infrastructure development			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	175,000,000.00	3.25
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Cumulative of all DLRs		175,000,000.00	



DLI 5.1	Infrastructure plan and infrastructure planning guideline (IPG) have been updated and approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	58,330,000.00	1.08
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0	Yes		58,330,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 5.2	At least 75 % of planned need-based infrastructure development works (additional classrooms, gender segregated WASH blocks, drinking water source) have been completed according to the IPG and as per			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	58,330,000.00	1.08
Period	Value		Allocated Amount (USD)	Formula



Baseline	No		
Year 0			0.00
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4	Yes		58,330,000.00
Year 5			0.00

DLI 5.3	Single shift schools has increased by 10 percentage points compared to program baseline			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	58,340,000.00	1.08
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	



Year 4			0.00	
Year 5	Yes		58,340,000.00	
DLI 6	Educational opportunities for out of school children (OOSC)			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	120,000,000.00	2.23
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			
Year 0			60,000,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Cumulative of All DLRs		60,000,000.00	



DLI 6.1				
OOSC enrolled in learning centers (LCs) under PEDP3 are back to school or LCs				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1	Yes		10,000,000.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 6.2				
At least 250,000 new OOSC have enrolled in learning centers through ISAs				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number (Thousand)	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula



Baseline	0.00		
Year 0			0.00
Year 1			0.00
Year 2	250.00		10,000,000.00
Year 3			0.00
Year 4			0.00
Year 5			0.00

DLI 6.3	At least 250,000 new OOSC have enrolled in learning centers through ISAs			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number (Thousand)	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	



Year 3	250.00		10,000,000.00	
Year 4			0.00	
Year 5			0.00	
DLI 6.4	At least 60% of children in LCs since Year 2 remain enrolled in the LCs			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Percentage	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	60.00		10,000,000.00	
Year 5			0.00	



DLI 6.5	National survival rate to grade 5 has increased by 2 percentage points for both boys and girls			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Percentage	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	2.00		10,000,000.00	
Year 5			0.00	
DLI 6.6	650,000 OOSC (cumulative from year 2) are back to school or learning centers			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number (Thousand)	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula



Baseline	0.00		
Year 0			0.00
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
Year 5	650.00		10,000,000.00
DLI 7	Fiduciary system and budget		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Output	Yes	Text	40,000,000.00
Period	Value	Allocated Amount (USD)	Formula
Baseline	Not Applicable		
Year 0		0.00	
Year 1		0.00	
Year 2		0.00	
Year 3		0.00	



Year 4			0.00	
Year 5	Cumulative of all DLRs		40,000,000.00	
DLI 7.1	Fiduciary system has been updated			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	8,000,000.00	0.15
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1	Yes		8,000,000.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	



DLI 7.2				
Internal audit unit/cell (IAU) has been established at DPE and adequately staffed				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	8,000,000.00	0.15
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0	Yes		8,000,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 7.3				
85% of the original approved cumulative annual budget of years 1-2 has been utilized				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Percentage	8,000,000.00	0.15
Period	Value		Allocated Amount (USD)	Formula
Baseline	70.00			



Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3	85.00		8,000,000.00	
Year 4			0.00	
Year 5			0.00	
DLI 7.4	iBAS++ has been rolled out in 90% of all DDOs and 80% of approved number of eligible contracts in DPE have been processed through e-GP			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	8,000,000.00	0.15
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	



Year 4	Yes		8,000,000.00	
Year 5			0.00	
DLI 7.5	Further enhanced functions for audit resolution			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	8,000,000.00	0.15
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Yes		8,000,000.00	



DLI 8				
Data system, monitoring and accountability				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	40,000,000.00	0.74
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Cumulative of All DLRs		40,000,000.00	
DLI 8.1				
Roadmap for a comprehensive MIS has been developed and approved by MoPME				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			



Year 0			0.00	
Year 1	Yes		10,000,000.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 8.2	Integrated web-based MIS has been established			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3	Yes		10,000,000.00	
Year 4			0.00	



Year 5			0.00	
DLI 8.3	70% of GPSs display key school data, as specified by DPE, in public areas in the schools			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Percentage	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	70.00		10,000,000.00	
Year 5			0.00	
DLI 8.4	Integrated web based MIS has become fully operational			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	10,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula



Baseline	No			
Year 0	Yes		10,000,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 9	Institutional strengthening			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	40,000,000.00	0.74
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Applicable			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	



Year 4		0.00
Year 5	Cumulative of all DLRs	40,000,000.00

Action: This DLI has been Revised. See below.

DLI 9.1	ISP under updated ODCBG has been developed and approved by MoPME			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	6,660,000.00	0.12
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			6,660,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	



DLI 9.2	SLIP and UPEP guidelines have been updated			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	6,660,000.00	0.12
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0	Yes		6,660,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 9.3	UPEP has been implemented in 50 upazilas according to updated guidelines			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	6,670,000.00	0.12
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			



Year 0	Yes		6,670,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 9.4	ISP implementation under ODCBG has been initiated			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	6,670,000.00	0.12
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0	Yes		6,670,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	



Year 5			0.00	
DLI 9.5	85% of GPSs have received SLIP funds and utilized them as per the updated SLIP guidelines			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	6,670,000.00	0.12
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0	Yes		6,670,000.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
DLI 9.6	ISP under updated ODCBG has been implemented			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	6,670,000.00	0.12
Period	Value		Allocated Amount (USD)	Formula



Baseline	No		
Year 0	Yes		6,670,000.00
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
Year 5			0.00

DLI 9.7	Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites or spaces by upazila education offices			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Yes/No	2,676,250.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	



Year 3			0.00	
Year 4	Yes		2,676,250.00	
Year 5			0.00	
Action: This DLI is New				
DLI 9.8	Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites or spaces			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Yes/No	2,676,250.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4			0.00	
Year 5	Yes		2,676,250.00	



<i>Action: This DLI is New</i>				
DLI 10	Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Yes/No	15,465,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Year 0			0.00	
Year 1			0.00	
Year 2			0.00	
Year 3			0.00	
Year 4	Yes		15,465,000.00	
Year 5			0.00	
<i>Action: This DLI is New</i>				



Verification Protocol Table: Disbursement Linked Indicators

DLI 1	Curriculum revision and textbook development
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 1.1	Action plan for curriculum revision, and textbook and teaching learning materials development has been approved by MoPME
Description	
Data source/ Agency	(a) Approved action plan; (b) Letter from MoPME confirming the approval of action plan
Verification Entity	IMED
Procedure	<p><i>Definition:</i> Curriculum revision for pre-primary and primary curriculum is harmonized with needs assessment, situation analysis, and national and international standards. Textbooks and teaching learning materials are sets of competency-based textbooks and TLMs for pre-primary and grades 1-5.</p> <p><i>Achievement description:</i> This target is considered achieved when: a) NCTB has developed an action plan to revise curriculum, textbooks and teaching learning materials (PPE to grade 5); and (b) MoPME has approved the action plan.</p>
DLI 1.2	Pre-primary education (PPE) and grades 1-5 curriculum has been revised
Description	
Data source/ Agency	Approved curriculum document with minutes of approval by NCCC



Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when (a) situation analysis and needs assessment study for curriculum revision has been completed; b) an effectiveness study on implemented curriculum has been completed; c) the pre-primary and grades 1-5 curriculum has been harmonized and revised reflecting the findings of these two studies; and d) the revised curriculum has been approved by NCCC
DLI 1.3	Grades 1-2 textbooks and teaching learning materials have been developed as per revised curriculum
Description	
Data source/ Agency	(a) NCCC minutes of new textbooks approval for grades 1-2; (b) MoPME letter confirming the approval of grades 1-2 textbooks by NCCC; and (c) list of TLM prepared
Verification Entity	IMED
Procedure	<i>Definition:</i> TLMs also include supplementary reading materials (to be selected by NCCC, and TLMs to be developed <i>Achievement description:</i> This target is considered achieved when: a) new textbooks for PPE and grades 1-2 have been developed by NCTB, evaluated by professional committee, and approved by NCCC; b) TLMs are developed by NCTB, and c) SRMs have been selected by NCCC
DLI 1.4	PPE and grades 3-5 textbooks and teaching learning materials have been developed as per revised curriculum
Description	
Data source/ Agency	(a) NCCC minutes of new textbooks approval for PPE and grades 3-5; (b) MoPME letter confirming the approval of grades 3-5 textbooks by NCCC; and (c) list of TLMs prepared
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when: a) new textbooks for PPE and grades 3-5 have been developed by NCTB, evaluated by professional committee, and approved by NCCC; b) TLMs have been developed by



	NCTB; and c) SRMs have been selected by NCCC.
DLI 2	Assistant teacher recruitment and deployment
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 2.1	Recruitment plan for assistant teachers has been prepared and approved by MoPME
Description	
Data source/ Agency	(a) Recruitment plan document; and (b) Letter from MoPME confirming the approval of recruitment plan.
Verification Entity	IMED
Procedure	<p><i>Definition:</i> The teacher recruitment plan for assistant teachers includes, <i>inter alia</i>, the recruitment strategy and process, and the number of assistant teachers targeted to be recruited each year during the program period. The plan takes into account the end of program target for student-teacher ratio and the need to increase the percentage of single shift schools according to the program target.</p> <p><i>Achievement description:</i> This target is considered achieved when DPE has developed the recruitment plan, and MoPME has approved it.</p>
DLI 2.2	75% of the end of program target has been achieved as per assistant teacher recruitment plan
Description	



Data source/ Agency	DPE consolidated report on assistant teacher recruitment
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when 75% of the total number of assistant teachers, targeted to be recruited during the program period as per the teacher recruitment plan, have been recruited.
DLI 2.3	At least 50% of GPS have a student teacher ratio of 40:1 or less
Description	
Data source/ Agency	APSC/ASPR reports
Verification Entity	IMED
Procedure	<p><i>Definition:</i> Student teacher ratio (STR) is the number of students in pre-primary to grades 5 at the time of enrollment (March every year) who are enrolled in the school divided by the number of teachers (not positions) deployed in that school.</p> <p><i>Achievement description:</i> This target is considered achieved when the STR of 40 or less students per teacher has been achieved in at least 50% of schools as reported in the ASPR/APSC reports of Year 4.</p>
DLI 3	Teacher education and continuous professional development (CPD)
Description	
Data source/ Agency	
Verification Entity	
Procedure	



DLI 3	Teacher education and continuous professional development (CPD)
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 3.1	Diploma in Primary Education (DPEd) training plan has been approved by MoPME
Description	
Data source/ Agency	(a) Approved plan document; and (b) MoPME letter confirming approval of plan
Verification Entity	IMED
Procedure	<i>Definition:</i> DPEd training plan for delivering DPEd training includes annual activities, targets and timeline for revising the DPEd curriculum, and delivering DPEd to the targeted number of teachers during the program period. <i>Achievement Description:</i> This target is considered met when MoPME approves the DPEd training plan addressing the issues of double shift, number of instructors, infrastructure, other facilities and the time a newly recruited teacher waits for initial training.
DLI 3.2	CPD framework and plan have been developed and approved by MoPME
Description	
Data source/ Agency	(a) Approved framework and plan documents; (b) MoPME letter confirming approval of the framework and the plan; and (c) screen print of the website demonstrating published framework.
Verification Entity	IMED



Procedure	<p><i>Definition:</i> CPD framework for teachers and teacher educators encompasses all types of teacher professional development interventions. It will be developed based on the recommendations of a proposed study on the state of CPD training programs in Bangladesh. The CPD plan is developed based on the CPD framework, is consistent with the recommendations of the proposed study, and includes activities, outputs, roles and responsibilities, and timelines for implementing CPD during the program period.</p> <p><i>Achievement Description:</i> This target is considered achieved when: (a) DPE has prepared a CPD framework according to the above definition including implementation plan describing the roles and responsibilities and addressing the issues of mentoring, monitoring, evaluation; (b) MoPME approves the CPD framework; and (c) DPE publishes the approved CPD framework on MoPME or DPE website.</p>
DLI 3.3	Revised DPEd curriculum has been approved by MoPME
Description	
Data source/ Agency	(a) Revised DPEd curriculum document; and (b) MoPME letter confirming approval of the revised DPEd curriculum.
Verification Entity	IMED
Procedure	<p><i>Achievement Description:</i> This target is considered met when: (a) NAPE has revised the DPEd curriculum based on the revised primary curriculum, proposed effectiveness evaluation, and lessons learned from DPEd implementation; and (b) MoPME has approved the revised DPEd curriculum.</p>
DLI 3.4	CPD training has been started as per approved plan
Description	
Data source/ Agency	DPE/NAPE progress report on CPD implementation
Verification Entity	IMED
Procedure	<p><i>Achievement Description:</i> This target is considered met when: (a) DPE/NAPE report confirms that 15% of program targeted</p>



	teachers and teacher educators have received CPD training as per plan; and (b) the training has been conducted meeting the quality standards as per the plan.
DLI 3.5	DPEd has been implemented according to the plan with 50% of the teachers without DPEd/C-in-Ed trained
Description	
Data source/ Agency	DPE/NAPE progress report on DPEd implementation
Verification Entity	IMED
Procedure	<i>Achievement Description:</i> This target is considered met when: (a) DPE/NAPE report confirms that at least 50% of untrained teachers (cumulative) have received DPEd as per plan; and (b) the training has been conducted meeting the DPEd quality standards.
DLI 3.6	CPD training has been conducted as per approved plan
Description	
Data source/ Agency	DPE progress report on CPD implementation
Verification Entity	IMED
Procedure	<i>Achievement Description:</i> This target is considered met when: (a) DPE/NAPE report confirms that 50% of program targeted teachers and teacher educators (cumulative) have received CPD training as per plan; and (b) the training has been conducted meeting the quality standards as per plan.
DLI 3.7	Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPEd) curriculum under PEDP4 and approved by MoPME
Description	Definition. A training program which builds on the existing induction preprimary teacher training program will be developed, and will include the training plan, standards, learner guides/materials for implementing the training.



Data source/ Agency	The following evidence will be submitted: a) training program plan, standards, materials and implementation plan developed; and (b) letter from MoPME confirming the approved training program and implementation plan
Verification Entity	IVA
Procedure	Achievement: This target is considered achieved when the DPE/NAPE prepares the specialized training program for preprimary teachers and approved by MOPME.
DLI 3.8	At least 2,000 preprimary teachers complete the specialized training program
Description	Definition. Preprimary teachers are teachers who are teaching preprimary classes and beyond.
Data source/ Agency	The following documents will serve as evidence: a) list of preprimary teachers trained and b) training progress report by DPE.
Verification Entity	IVA
Procedure	This target is considered achieved when DPE confirms that at least 2,000 preprimary teachers have completed the specialized training. The DLI target is scalable: US\$ 5m for 1,000 preprimary trained; thereafter additional US\$ 2.5m for additional 500 preprimary teachers.
DLI 3.9	Training program on classroom observation and feedback is developed and approved by MoPME
Description	Definition. A training program on classroom observation and feedback will include the training plan, standards, learner guides/materials for implementing the training.
Data source/ Agency	The evidence to be submitted: a) training program plan, standards and materials and implementation plan developed; and (b) letter from MoPME confirming the approved training program and implementation plan.



Verification Entity	IVA
Procedure	Achievement: This target is considered achieved when the DPE develops a headteacher classroom observation and feedback training plan and approved by MoPME.
DLI 3.10	At least 2,000 headteachers of GPS trained in classroom observation and feedback
Description	Definition. Headteachers trained means headteachers who participate and complete the classroom observation and feedback training.
Data source/ Agency	The evidence to be produced: a) list of headteachers trained and b) training progress report by DPE/NAPE
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when DPE confirms that at least 2,000 headteachers have completed the classroom observation training. The DLI target is scalable: US\$ 5m for 1,000 headteachers trained; thereafter additional US\$ 2.5m for additional 500 headteachers.
DLI 4	Examinations and assessments
Description	
Data source/ Agency	
Verification Entity	
Procedure	



DLI 4.1	National Student Assessment (NSA) 2021 has been conducted
Description	
Data source/ Agency	(a) NSA 2021 report; and (b) MoPME letter confirming the endorsement of NSA report with action plan
Verification Entity	IMED
Procedure	<p><i>Definition:</i> The NSA is a learning assessment of a nationally representative sample of students in grades 3 and 5 for Bangla and Math</p> <p><i>Achievement description:</i> This target is considered met when: (a) DPE approves NSA 2021 procedure (specifying grades, subjects, sampling method, implementation arrangement, use of assessment results in system improvement); (b) NSA is carried out by DPE; (c) MoPME endorses the assessment report and disseminates findings publicly; and (d) DPE prepares and MoPME approves an action plan with remedial measures.g</p>
DLI 4.2	Proportion of grade 3 students achieving minimum competency in Bangla and Math in NSA 2021 has increased by at least 10% each compared to to the percentage in NSA 2017
Description	
Data source/ Agency	(a) MoPME endorsed reports for NSA 2017 and NSA 2021; and (b) comparative report of NSA 2017 and NSA 2021
Verification Entity	IMED
Procedure	<p><i>Achievement description:</i> This target is considered met when the NSA 2021 report shows a 10% increase in the proportion of grade 3 children with minimum competency level (band 3 of the assessment) in Bangla and in Math compared to the baseline in NSA 2017</p>
DLI 4.3	A remedial education program is designed and approved by MoPME, and ready for piloting
Description	<p><i>Definition.</i> A remedial education program is defined as instructional materials designed to help students who have identified deficiencies in reading, writing and numeracy to achieve grade level competencies.</p>



Data source/ Agency	The evidence to be submitted: a) copy of remedial education plan; b) copies of TLM developed and (c) letter from MoPME confirming approval of the remedial education plan for piloting.
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when the DPE in collaboration with NCTB have developed a remedial education program with the necessary plan and teaching learning materials to support piloting of the program.
DLI 4.4	A student learning assessment report based on the pilot is prepared and disclosed
Description	Definition. A student learning assessment will test students' grade level competencies in Bangla and Math during pre and post piloting
Data source/ Agency	The evidence to be produced: a) A student learning assessment report based on the pilot and disclosed on MOPME/DPE website; and b) letter from MOPME confirming the completion of the assessment and publication of the report.
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when a student learning assessment report based on the remedial education pilot is prepared and publicly disclosed by MOPME/DPE on the website.
DLI 5	Need-based infrastructure development
Description	
Data source/ Agency	
Verification Entity	
Procedure	



DLI 5.1	Infrastructure plan and infrastructure planning guideline (IPG) have been updated and approved by MoPME
Description	
Data source/ Agency	(a) MoPME approved updated infrastructure plan and updated IPG; and (b) letter from MoPME confirming approval of IPG
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when: (a) DPE has updated its infrastructure plan and IPG, prioritizing infrastructure needs; and (b) the updated IPG has been approved by MoPME and published on the MoPME/DPE website
DLI 5.2	At least 75 % of planned need-based infrastructure development works (additional classrooms, gender segregated WASH blocks, drinking water source) have been completed according to the IPG and as per
Description	
Data source/ Agency	DPHE and LGED reports approved by MoPME
Verification Entity	IMED
Procedure	<i>Definition:</i> Gender segregated WASH blocks are dedicated water and sanitary hygiene facilities in schools separately constructed or male teachers/students and female teachers/students. BNBC refers to the most recent Bangladesh National Building Code. <i>Achievement description:</i> This target is considered achieved when: (a) LGED progress report shows at least 75% completion of works and compliance with IPG and BNBC standards; and (b) DPHE report shows list of separate WASH facilities within the school compound
DLI 5.3	Single shift schools has increased by 10 percentage points compared to program baseline
Description	



Data source/ Agency	APSC Reports
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when the number of GPSs offering single shifts has increased by 10 percentage points compared to the 2017 baseline reported in APSC
DLI 6	Educational opportunities for out of school children (OOSC)
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 6.1	OOSC enrolled in learning centers (LCs) under PEDP3 are back to school or LCs
Description	
Data source/ Agency	(i) DPE/BNFE report approved by MoPME; and (ii) list of students
Verification Entity	IMED
Procedure	<i>Definition:</i> OOSC means children aged 8-14 who have dropped out of school or have never been enrolled, and have not passed the primary education completion examinations (PECE). <i>Achievement description:</i> This target is considered achieved when DPE/BNFE report confirms that OOSCs in LCs under PEDP3 are back to school or LCs.



DLI 6.2	At least 250,000 new OOSC have enrolled in learning centers through ISAs
Description	
Data source/ Agency	(i) Notification of award for ISA (for program delivery) and independent agency (for verification); and (ii) MoPME letter with BNFE report
Verification Entity	IMED
Procedure	<i>Definition:</i> ISAs mean agencies/organizations which have proven experiences and expertise in implementing non-formal primary education/second chance education/out-of-school children education programs in Bangladesh. <i>Achievement description:</i> This target is considered achieved when: (i) ISAs and independent agency have been recruited; and (ii) MoPME has approved BNFE report that confirms enrolment of 250,000 new out-of-school children in learning centers under the ISA(s).
DLI 6.3	At least 250,000 new OOSC have enrolled in learning centers through ISAs
Description	
Data source/ Agency	MoPME letter with BNFE report
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when MoPME has approved BNFE report that confirms enrolment of at least 250,000 new OOSC in learning centers under the ISA(s)
DLI 6.4	At least 60% of children in LCs since Year 2 remain enrolled in the LCs
Description	
Data source/ Agency	(i) Independent agency report concurred by BNFE and approved by MoPME; and (ii) APSC and ASPR



Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when at least 60% of the learners enrolled in LCs since Year 2 have either completed primary education or are continuing education in LCs
DLI 6.5	National survival rate to grade 5 has increased by 2 percentage points for both boys and girls
Description	
Data source/ Agency	APSC and ASPR for 2017 and 2022
Verification Entity	IMED
Procedure	<i>Definition:</i> Survival rate to grade 5 means the percentage of a cohort of students enrolled in Grade 1 who reach Grade 5 regardless of repetition <i>Achievement description:</i> This target is considered achieved when the survival rate to grade 5 in 2022 has increased by 2 percentage points for both boys and girls compared to 2017 baseline
DLI 6.6	650,000 OOSC (cumulative from year 2) are back to school or learning centers
Description	
Data source/ Agency	(i) Progress reports from the ISAs validated by BNFE; and (ii) BNFE report with list of students approved by MoPME
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is met when 650,000 out of school children (cumulative) are back to school or in LCs under ISAs



DLI 7	Fiduciary system and budget
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 7.1	Fiduciary system has been updated
Description	
Data source/ Agency	(i) DPE issued office memo confirming that separate procurement and finance divisions have been created from the existing procurement and financing division at DPE, with adequate staffing; and (ii) MoPME letter confirming the approval of three plans (for rolling out iBAS++; establishing internal audit unit/cell; and capacity building on e-procurement and iBAS++)
Verification Entity	IMED
Procedure	<i>Definition:</i> Updating means (i) establishing separate procurement and finance divisions with adequate manpower; and approving (ii) plan for rolling out iBAS++, (iii) plan for establishing an internal unit/cell at DPE, and (iv) plan for capacity building on e-procurement and iBAS++. <i>Achievement description:</i> This target is considered achieved when: (i) updating of fiduciary system has been initiated; and (ii) the above mentioned plans have been approved.
DLI 7.2	Internal audit unit/cell (IAU) has been established at DPE and adequately staffed
Description	
Data source/ Agency	MoPME office order confirming the establishment of the IAU, including job description
Verification Entity	IMED



Procedure	<i>Achievement description:</i> This target is considered achieved when: (i) an IAU is established with adequate manpower; and (ii) the job description and staff guidance for the IAU have been developed and approved by DPE
DLI 7.3	85% of the original approved cumulative annual budget of years 1-2 has been utilized
Description	
Data source/ Agency	Originally approved annual budget and annual financial statements
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when: (i) the expenditure statements for the annual budget have been approved by MoPME and shared with DPs; and (ii) at least 85% of the originally allocated cumulative budget for years 1-2 has been executed.
DLI 7.4	iBAS++ has been rolled out in 90% of all DDOs and 80% of approved number of eligible contracts in DPE have been processed through e-GP
Description	
Data source/ Agency	(i) PEDP4 implementation progress report based on iBAS++ prepared by DPE and approved by MoPME; and (ii) MoPME approved e-GP progress report
Verification Entity	IMED
Procedure	<i>Achievement description:</i> (i) iBAS++ roll out to 90% of all DDOs; (ii) e-GP is used by DPE for 80% of goods and works procurement; and (iii) a consolidated financial statement is generated for audit purposes using iBAS++ within 6 months after the end of the fiscal year
DLI 7.5	Further enhanced functions for audit resolution
Description	



Data source/ Agency	(i) Tripartite audit review meeting minutes; and (ii) quarterly audit progress reports approved by MoPME
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when: (i) at least three tripartite audit review meetings have been conducted each year from Year 2 to Year 4; and (ii) the IAU of DPE has prepared quarterly audit progress reports for these years on the status of audit observations.
DLI 8	Data system, monitoring and accountability
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 8.1	Roadmap for a comprehensive MIS has been developed and approved by MoPME
Description	
Data source/ Agency	(i) MoPME approved roadmap; and (ii) MoPME letter confirming approval of the roadmap
Verification Entity	IMED
Procedure	<i>Definition:</i> Integrated MIS refers to the web-based central data management system of DPE. <i>Achievement description:</i> This target is considered achieved when a roadmap is developed by DPE and approved by MoPME.
DLI 8.2	Integrated web-based MIS has been established
Description	



Data source/ Agency	DPE data management system
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when: (i) the data management system/MIS has been established with APSC, textbook, PECE, and NSA datas; and (ii) student MIS and teacher MIS have been updated and integrated into the existing DPE data management system
DLI 8.3	70% of GPSs display key school data, as specified by DPE, in public areas in the schools
Description	
Data source/ Agency	DPE report based on administrative data
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when the DPE progress report shows that 70% of the GPS display key school data, as specified by DPE, in public areas in the schools.
DLI 8.4	Integrated web based MIS has become fully operational
Description	
Data source/ Agency	MoPME approved system generated performance reports prepared by DPE
Verification Entity	IMED
Procedure	<i>Definition:</i> DPE integrated data management system has become fully operational means information from APSC, textbook, PECE, NSA, teacher database and student database has been integrated, and different levels of access are provided to concerned government officials and agencies. Data collected will be gender disaggregated where applicable. <i>Achievement description:</i> This target is considered achieved when the DPE integrated data management system has become



	fully operational.
DLI 9	Institutional strengthening
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 9.1	ISP under updated ODCBG has been developed and approved by MoPME
Description	
Data source/ Agency	(a) Approved ISP document; and (b) MoPME letter confirming the approval of ISP
Verification Entity	IMED
Procedure	<i>Definition:</i> Institutional strengthening plan means implementation plan of the updated ODCBG guideline. It includes actions, timelines, responsible agencies for implementation, and resource requirements. It also covers decentralization aspects which will be implemented as per the ISP. <i>Achievement description:</i> This target is considered achieved when the ISP is approved by MoPME under the purview of updated ODCBG.
DLI 9.2	SLIP and UPEP guidelines have been updated
Description	
Data source/ Agency	(i) Updated SLIP and UPEP guidelines; and (ii) PEDP4 implementation progress report
Verification Entity	IMED



Procedure	<i>Achievement Description:</i> This target is considered achieved when DPE updates the (i) existing SLIP guidelines with the provision of student based block grants to schools and grant management and reporting system; and (ii) existing UPEP guidelines with the provision of need based and performance based grants to schools based on objective criteria and verification procedure.
DLI 9.3	UPEP has been implemented in 50 upazilas according to updated guidelines
Description	
Data source/ Agency	(i) Summary of UPEP plans prepared by DPE; and b) UPEP implementation report from DPE based on administrative data
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when 50 upazilas get block funds based on the UPEP plan prepared by the upazilas following the updated guidelines.
DLI 9.4	ISP implementation under ODCBG has been initiated
Description	
Data source/ Agency	MoPME approved progress report on ISP year 2 activities prepared by DPE.
Verification Entity	IMED
Procedure	<i>Definition:</i> Initiated means year 2 activities have started as per plan. <i>Achievement description:</i> This target is considered achieved when all interventions included in the ISP for year 2 are implemented.
DLI 9.5	85% of GPSs have received SLIP funds and utilized them as per the updated SLIP guidelines
Description	



Data source/ Agency	SLIP implementation progress report from DPE based on administrative data
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when the SLIP implementation progress report provides detailed information (i) on total funds disbursed to schools, and (ii) confirming that 85% of GPS have utilized the funds as per SLIP plan.
DLI 9.6	ISP under updated ODCBG has been implemented
Description	
Data source/ Agency	(i) MoPME approved progress report on ISP activities for years 2-4 prepared by DPE; and (ii) PEDP4 implementation progress report
Verification Entity	IMED
Procedure	<i>Achievement description:</i> This target is considered achieved when all interventions included in the ISP for years 2-4 have been implemented as planned.
DLI 9.7	Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites or spaces by upazila education offices
Description	Definition. The SLIP grants are managed by schools and UPEP grants are grants managed by local education offices.
Data source/ Agency	The evidences to be submitted: a) a report provided by DPE on the local education offices which have published the SLIP and UPEP grant utilization data, including links/pictures of published data; b) a letter from DPE confirming the list of local education offices with open data on SLIP and UPEP grants
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when reports/data on SLIP for at least 100 upazila education offices and



	UPEP grants for at least 25 UEOs are prepared and made publicly available either on an accessible website or accessible physical space
DLI 9.8	Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites or spaces
Description	The SLIP grants are managed by schools and UPEP grants are grants managed by local education offices
Data source/ Agency	The evidences to be submitted:) a report provided by DPE on the local education offices which have published the SLIP and UPEP grant utilization data, including links/pictures of published data; b) a letter from DPE confirming the list of local education offices with open data on SLIP and UPEP grants
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when reports/data on SLIP grant use for an additional 100 upazila education offices and UPEP grants for additional 20 upazilas are prepared and made publicly available either on an accessible website or accessible physical space. This means, cumulatively 200 upazila education offices make the SLIP and cumulatively 45 UEOs make the UPEP grant data public, including the continuation of data made public by upazila education offices under DLI 9.7.
DLI 10	Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts
Description	Definition. An additional year of preprimary means the introduction of two years of pre-primary education in line with government policies. The introduction of the additional year will also cover at least 1,000 GPS from the poorest ten districts in Bangladesh. The ten poorest districts are identified from Household Income and Expenditure Survey (HIES) 2016/17 using the Cost of Basic Needs (CBN) methodology.
Data source/ Agency	The evidence to be submitted: a) a letter from MoPME/DPE confirming the additional year of preprimary has been implemented; b) list of district-wise GPSs schools introducing additional year of preprimary in Bangladesh; and c) a letter



	from MoPME/DPE confirming the list of schools with additional year of preprimary education.
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when the MoPME confirms that (i) additional year of preprimary education is introduced; and (ii) at least 1,000 GPSs within the ten poorest districts have introduced additional year of preprimary education. This DLI target is roll-over, indicating it can be achieved up to Year 5 of PEDP4/QLEAP.



ANNEX 1: INTEGRATED RISK ASSESSMENT

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	● Moderate	● Moderate
Macroeconomic	● Substantial	● Moderate
Sector Strategies and Policies	● Moderate	● Moderate
Technical Design of Project or Program	● Substantial	● Moderate
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial
Fiduciary	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate
Stakeholders	● Low	● Low
Other	● Substantial	● Substantial
Overall	● Substantial	● Substantial



ANNEX 2: TECHNICAL ASSESSMENT – ADDENDUM

I. Assessment of Program Strategic Relevance and Technical Soundness

A. Strategic Relevance

1. The Government’s Vision 2041 aspires to have Bangladesh achieve SDGs and become an upper middle-income country by 2030 and high income country by 2041. The National Education Policy 2010 envisions for government-funded two years of free preprimary education and primary education for all children following the National Constitution. This is within this framework that the Government has launched a two years ago though the Fourth Primary Education Development Program (PEDP4), which focuses on enhancing access and quality while improving system efficiency. The new national ESP combines and extends existing plans and priorities from both ministries and will guide development activities through the next Five-Year Plan.

2. The proposed additional GPE grant to the QLEAP/PEDP4 is in response to a request from the GoB with an indicative allocation of US\$ 53.9 million. The World Bank has been selected as the GA for processing the proposed grant and supervising the implementation phase of the grant through a mutual consensus of the GoB and the LEG. The proposed GPE AF grant would maintain the LEG’s support for the Government’s PEDP4 and be used to (a) help the GoB reduce its financing gap; (b) support crucial PEDP4 activities most aligned with the GPE strategic goals of promoting quality, equity, and efficiency, and (c) maximize the Program’s development impact during the ongoing COVID-19 pandemic.

3. Bangladesh is going through a demographic transition where there is a large youth population (around 20 percent under age 25) in the country and youth today are, on average, more educated than in the past³⁸. This is because Bangladesh has significantly expanded access to education, leading to a deepening of its human capital. This human capital presents a powerful resource to accelerate economic growth and reduce poverty. However, Bangladesh’s youth remains a hugely underutilized resource because of low levels of learning outcomes and skills attainment and inadequate domestic labor market opportunities. According to pre-pandemic estimates for the Human Capital Index 2020 by the World Bank, a child born in Bangladesh today will be 46 percent as productive when s/he grows up as s/he could be if s/he enjoyed complete education and full health. Part of this lost productivity comes from low learning. Nearly 4.2 years of education are lost on average due to low levels of learning. And the COVID-19 pandemic has resulted in total school closures and already caused significant socioeconomic disruption to families that will have an impact on education outcomes in the future.

4. The PEDP4’s focus on quality improvements through strategic interventions (for example, school, teacher, and student-level interventions) and system strengthening (for example, curriculum reforms and local education management strengthening) is expected to provide young people with relevant cognitive and noncognitive skills for further education, labor market or other livelihoods. Furthermore, the proposed GPE AF strategically fits in by expanding access and quality for two-years of preprimary education, introducing remedial education for safeguarding and improving learning outcomes as well promoting teacher professional development strategies adapted to better respond, recover and build resilience for a post pandemic learning environment. Therefore, investment in quality education is key to successfully unleashing the true potential of Bangladesh’s young people and the economy.

³⁸ UNFPA, 2020



B. Technical Soundness

5. The parent IDA PforR is technically sound because in three ways: (a) results areas alleviate binding constraints to PDO achievement, (b) results areas are designed to work in complementary ways—reinforcing each other—to improve student learning significantly and quickly, and (c) the program design leverages global evidence on ‘what works in education’. In addition, the program design is context-sensitive. It builds on the lessons learned from the World Bank’s longstanding engagement in the sector over two decades (specifically, PEDP1, PEDP2, and PEDP3). Further, the results-based design is likely to enhance both overall development effectiveness and long-term sustainability of the results. DLIs have been designed to directly incentivize key results and address important barriers to results achievement. Finally, strong political will and partnership between the Government, the World Bank, and other DPs work to enhance implementation focus, and strengthen the use of country systems through a proposed Joint Financing Arrangement.

6. The proposed GPE AF is technically sound as they are underpinned by a robust results chain (see Annex 9). The AF design covers two out of three results (Quality and Management, Governance and Financing) areas of the Program.³⁹ These activities will also address access and equity issues contributing to the remaining PEDP4 results area and lay the foundation for achievement of ESP KPIs, outcomes, outputs and targets. Different results areas are intended to work in complementary ways to improve student learning and access and strengthen the education system at all levels. This results chain uses both local and global evidence as well as contextual guidance derived from extensive consultations with education service providers, government stakeholders, and other DPs. Additionally, the AF design draws from local evidence from a range of recent World Bank-funded studies⁴⁰ that suggests a need for strengthening support in areas of equitable preprimary access, improved student learning outcomes, and greater transparency at the local school administration level.

7. A TA component has been introduced mainly to support the Government in areas where – first, activities are newly introduced and technical expertise is needed to support the government, (e.g. new areas of PPE standards, training development and COVID-response activities) and second, capacity building of government officials and teachers is urgently needed (e.g. developing and implementing learning assessments). The use of TA will ensure that these outputs are developed and delivered with the right expertise and quality, while also helping build the institutional capacity of the implementing agency for sustainability.

II. Assessment of Program Expenditure Framework

8. **Program Expenditure Framework (PEF):** The Government’s five-year PEDP4 expenditure (2018/19–2022/23) is estimated to be US\$19.0 billion. Within this, the estimated expenditure for the five year PforR boundary is US\$18.04 billion. The medium-term financial conditions within the country appear sound with stable GDP growth. Even at the height of the economic lockdown triggered by the COVID-19 pandemic, the country registered a healthy 9.99% nominal (and 5.24% real) GDP growth rate in 2019-20. In the three years preceding 2019-20 fiscal year, the nominal GDP growth rate was 13% or higher, and average inflation rate was less than 6%.

9. Even with the conservative 10% nominal GDP growth rate for the next two years, and the lowest share of GDP allocated to education in the last five years is assumed to continue, the estimated program expenditure still falls within the projected primary education sector resource envelope making it a realistic program from a

³⁹ The other results areas under PEDP4 is equitable access and participation.

⁴⁰ The third Results Area is ‘Equity’ under QLEAP/PEDP4.



financing point of view. The PEF is predicated on detailed costing of focused high-return interventions, such as additional teachers for PPE, additional year pre-primary education and targeted reforms on national assessments. It adequately covers the subsector trend cost estimates and provides for incremental investment in key strategic areas.

III. Assessment of Results Framework and M&E arrangements

A. Updated DLIs

10. The AF does not entail any change to the performance/results based financing approach of the program. It follows the parent IDA program’s approach in tying disbursement to SMART (specific, measurable, actionable, realistic, and time-bound) targets. The parent IDA program and the proposed AF subscribe to a results-based approach that is fully aligned with the objectives of MoPME’s five-year PEDP4 education development program with respect to equity, efficiency, governance, and management.

11. Moreover, the DLI targets associated with the AF include a mix of process, outputs, and outcomes covering all three results areas of the QLEAP/PEDP4. The AF design is also aligned with the World Bank policy on PforR financing which recommends a balance in disbursement conditions across achievement of key results and strengthening capacity necessary for achieving PDO targets. Out of the 9 proposed DLI targets, 4 DLI targets representing 68 percent of the AF support for foundational activities designed to enhance classroom teaching quality and school leadership. Two DLI targets directly reward improving learning outcomes while one newly introduced DLI will reward equitable access to additional year of preprimary education, presenting together 20 percent of the AF. The remaining DLI targets, comprising 10 percent of the AF, incentivize implementation of Program activities that are critical to achieving targeted outcomes in improving local level grant management and accountability (see table A).

Table A: AFDLI Targets by Funding and Category

DLI Targets	AF funding (US\$)	Type
DLI 3.7: Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPED) curriculum under PEDP4 and approved by MoPME	12,500,000	Program activity
DLI 3.8: At least 2,000 preprimary teachers complete the specialized training program		Program activity
DLI 3.9: Training program on classroom observation and feedback is developed and approved by MoPME	12,500,000	Program activity
DLI 3.10: At least 2,000 headteachers of GPS trained in classroom observation and feedback		Program activity
DLI 4.3: A remedial education program is designed and approved by MoPME, and ready for piloting	5,352,500	System-level reform
DLI 4.4: A student learning assessment report based on the pilot is prepared and disclosed		System-level reform



DLI Targets	AF funding (US\$)	Type
DLI 9.7: Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible spaces) by upazila education offices.	5,352,500	Outcome
DLI 9.8: Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible physical spaces) by upazila education offices [cumulative 200 UEOs for SLIP and 45 UEO for UPEP]		Outcome
DLI 10.1: Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts	15,465,000	Outcome
Total Results Based AF	51,170,000	

B. Institutional Arrangements

12. The existing implementation arrangements under the PEDP4 will continue with the MOPME as the implementing ministry and the DPE as the main implementing agency working under the policy guidance of the MOPME.

C. Assessment of Monitoring and Evaluation System

13. The existing M&E arrangement under the PEDP4 will continue. The QLEAP PforR RF will be updated to include two new intermediate indicators (IR 15 and IR 16) to track and measure results from the AF activities. The annual school census format will be updated to track and update these two new intermediate indicators introduced by the GPE AF. The activities planned under the GPE AF also contribute to achievement of PDO 1 (learning achievements); PDO 2 (school quality) and PDO 3 (completion rates) of the QLEAP PforR Results Framework. The new DLI targets will be tracked and reported through the PEDP4’s existing Third-Party Verification arrangement with the Implementation and Monitoring Evaluation Division under the Ministry of Planning.

IV. Economic Justification of the Program

14. The cost-benefit analysis uses a ‘counterfactual’ identification approach that considers what would happen if PEDP4, including the GPE AF was not in place. Expected benefits are assumed to arise from three sources: (a) increase in primary education completers with higher wages (compared to non-completers), (b) higher wage premium as a result of increased quality of education for all basic education completers, and (c) reduced wastage of public and private resources due to reduction in the number of school dropouts and repeaters. Costs include additional program costs (from GoB and DP sources) from new and enhanced interventions and private costs that include both direct household expenditures and opportunity costs of going to school.



15. Using a discount rate of 12 percent, the cost-benefit analysis shows that the present value of net benefits is positive (US\$1.02 billion) and the program's internal rate of return is 12.9 percent, which is higher than the discount rate. This return can be considered a lower bound estimate, given that positive externalities associated with enhanced education quality and equity have not been included in the analysis. Moreover, the returns from the additional financing, including its focus on improving the quality of pre-primary education and the student learning assessment system, are not captured within the project years, as the cohort benefiting from these innovations will still be in school. Thus, the results, including the findings of a sensitivity analysis, suggest that the program is expected to be a sound investment.



ANNEX 3: FIDUCIARY SYSTEMS ASSESSMENT – ADDENDUM

A. Background

Bangladesh has one of the largest primary education systems in the world with 108,537 primary schools and 482,880 teachers catering to around 19,552,980 students. Around 56% of these schools are government primary schools (GPS) and Newly Nationalized Government Primary School that are under the purview of the Ministry of Primary and Mass Education (MoPME) and its implementing arm, the Directorate of Primary Education (DPE). Total budgets for the five-year program was calculated to be around \$19 billion where the Bank's contribution to the program is \$700 million with another \$150 million as additional financing.

B. Financing boundary exclusions

The proposed additional financing will support the PEDP4 by enriching existing GoB PEDP4 results-based mechanism through scaling up Disbursement Linked Indicators (DLIs) and introduction of a new Technical Assistance (TA) component. The items of expenditure to be excluded from the additional financing will remain same as that for the original QLEAP.

C. Scope of the updated Integrated Fiduciary Assessment

I. PforR Component:

The Integrated Fiduciary Assessment (IFSA) has been carried out in accordance with the World Bank Policy framework for 'Program-for-Results Financing' to evaluate the arrangements relevant to the operation. The objective of the IFSA is to conclude whether the fiduciary systems assessed during preparation of the Quality Learning Enhancement for All Program (QLEAP) is still valid, provides reasonable assurance that the financing proceeds will be used for the intended purposes under additional financing, with due attention to the principles of economy, efficiency, effectiveness, transparency, and accountability. The assessment will also include the developments took place in the whole PFM spectrum since approval of the original credit and it will also provide an opportunity to agree further mitigation measures on the weaker areas.

This assessment takes into consideration the Integrated Fiduciary Systems Assessment (IFSA) carried out during the preparation of original QLEAP which has been updated for the proposed Additional Financing based on information provided to the Bank team by the three implementing agencies of the proposed Additional Financing with regard to their current Financial Management and Procurement systems and the progress of the fiduciary DLI-7 targets and fiduciary actions specified in the Program Action Plan of the original QLEAP. To be noted that verification of compliance of all DLIs, including the fiduciary DLI-7, under the original QLEAP is to be performed by the Independent Verification Agent (IVA). Therefore, the progress of DLI-7 as informed by the agencies during



meetings and mentioned below are indicative and intended only for purpose of informing this updated IFSA, and the achievement of the DLI targets are to be verified by the IVA. As the three implementing agencies i.e. The Ministry of Primary and Mass Education (MoPME) represented by its Directorate of Primary Education (DPE), National Curriculum and Textbook Board (NCTB), National Academy for Primary Education (NAPE) will be part of Additional Financing, those agencies' capacity to perform under the program was assessed. As the DPE will be primarily responsible for overall policy guidance, coordination and oversight under the AF, this agency was mostly focused.

1. Program Implementation Arrangements

The Ministry of Primary and Mass Education (MoPME) represented by its Directorate of Primary Education (DPE) will be the main Implementing Agency responsible for overall policy guidance, coordination and oversight. DPE's Director General (DG) and Additional Directors General (ADG) will oversee the overall allocation of funds and the implementation and coordination of the Program activities across MoPME/DPE and other implementing agencies. The program will ensure that qualified and adequate number of fiduciary experts are in the procurement and finance divisions of DPE and other fiduciary systems are in place to efficiently run the program.

***DLI target 7.1** required (i) establishment of Procurement and Finance divisions with adequate manpower; (ii) Plan for rolling out iBAS++; (iii) Plan for establishing internal unit/cell at DPE approved; (iv) plan for capacity building on e-procurement and iBAS++ approved. DPE informed that this DLI target was achieved and DPE has successfully managed to fulfill all the requirements. This is to be verified by the IVA.*

2. Internal audit

MoPME does not have a dedicated internal audit team. There is a small audit cell in DPE, which is engaged mainly on the routine compliance checks rather than carrying out risk based internal audit. Though, the CGA and subordinated offices serve as the internal auditor via its pre-audit function, the capacity of the internal audit function for the Program will be further enhanced to have appropriate skills and mandate to carry out internal audits of the program based on internal auditing standards. In addition, CGA will continue to monitor each voucher at the time of processing payment and making entries into iBAS++ by different Accounts Offices.

***DLI Target 7.2** required confirmation of establishment of an internal Audit unit including job descriptions of the auditing staff. An office memo was already issued by the Ministry to establish an internal audit unit. DPE has drafted an organogram and job descriptions of the audit staff. The unit will be led by ADG who will report to the DG directly. The internal audit unit will also have adequate number of deputy directors, assistant directors, and field auditors to perform annual audit plan. DPE informed that they will submit the package to claim results under the DLI for further processing before December 2020, which is to be verified by the IVA.*

3. Adequacy of Budgets and its execution

MoF has been allocating enough budget to PEDP 4 as per approved annual operational plan under the existing chart of accounts and release budgets to MoPME in four quarterly installments as per the norms of GoB. However, first three installments are released on regular terms with an exception to the 4th installment which requires adjustment and forecast for the rest of the year.

***DLI Target 7.3** required budget execution rate to be 85% for year 1 and 2 which will be measured in year 3. DPE*



informed that the execution rate has been around 83% due to COVID and floods. This is to be verified by the IPA, and if confirmed may require review of the target.

4. Treasury management and funds flow.

Program funds will continue to use the Treasury Model. Funds will be channeled through the Government system of budgetary allocations to the Consolidated Fund and expenditure processed through the existing treasury system of the Government. Ministry of Finance (MoF) is the main authority for budget releases for spending and the Controller General of Accounts (CGA) is the key institution for processing of payments through pre-audit. CGA exercises this role through subordinate Accounts Offices such as CAOs, DCAs, DAOs and UAOs. Drawing and Disbursing Officers (DDOs) are in spending offices and will process bills to place claim to Accounts Office for payments.

5. Accounting and financial reporting.

The **Chief Accounting Officer** (CAO) of the Controller General of Accounts will be responsible for the preparation of government accounts for the program. CGA currently uses the Integrated Budget and Accounting System (IBAS) for budget management and accounting purposes however the CGAs will migrate to IBAS++ soon. IBAS++ roll out has already been completed. IBAS++ brings solutions to key weaknesses of the current accounting and financial reporting system. This web based solution allows for: (i) access by all stakeholders-line ministries, DDOs, gazetted officers, accounting offices, Finance Division, SAEs etc. (ii) online submission of all types of bills; (iii) online budget registers for control holders; (iv) bill and payment through electronic fund transfer method; (v) automatic update of sub ledgers; (vi) electronic interface with treasury banks and automated bank reconciliation; (vii) budget distribution to the subordinate field offices; (viii) online bill status query; and (ix) real time access to cash position.

Preparation of financial statement has become easier with the implementation of iBAS++, however, delays in consolidation, reconciliation and preparation of financial statement has been noted. It was agreed that DPE will coordinate with the CAOs office to carry out the reconciliation process to have a consolidated financial statement ready by August 31 each year.

According to the iBAS++ implementation plan, all schools were included to get iBAS terminals, but it was noted that several schools were not given access to the system due to issues relating to infrastructure. DPE and Ministry of Finance will continue to work in other to have all schools covered under the system.

***DLI Target 7.4** required to have iBAS++ rolled out at least 90% of all the DDOs. DPE informed that they will coordinate with CGA office/ MoF to collect data on the actual implementation progress of iBAS++ and work out any bottleneck before December 2020. This is to be verified by the IVA.*

6. Internal controls.

The Head of a Department is responsible for observance of all relevant financial rules and regulations both by his own office and by subordinate disbursing officers. As per the General Financial Rules each head of a department is responsible for enforcing financial order and strict economy at every step. A controlling officer must see not only that the total expenditure is kept within the limits of the authorized appropriation but also that the funds



allotted to spending units are expended in the public interest and upon objects for which the money was provided. In order to maintain a proper control, HoD should arrange to be kept informed, not only of what has actually been spent from an appropriation but also for propriety of expenditure that have been incurred against it. He must be able to assume before Government and the Public Accounts Committee, if necessary, complete responsibility for departmental expenditure and to explain or justify any instance of excess or financial irregularity that may be brought to notice because of audit scrutiny or otherwise.

7. Fixed Asset Management.

Management of physical assets across the GoB remains a challenge. Generally, fixed assets across the government is exposed to significant risks and wastages. Although there is a provision in codal rules to maintain Dead Stock Register for fixed asset in absence of mandatory requirement for accounting for fixed assets, there is poor compliance with this provision. There is an obligation on the part of the line ministries and the relevant departments to undertake annual inventory to track the existence of assets, but this is not being carried out by DPE on a regular basis. DPE allocated substantial resources for acquisition of assets every year and this necessitates a robust asset management system going forward. It was agreed that DPE will continue to use its MIS system for asset management purposes under the program and annual asset verification will take place on a sample basis and the report will be shared with the development partners.

8. Auditing and External Oversight

Over the years, the Foreign Aided Project Audit Directorate (FAPAD) has received technical assistance from the Bank and other development partners in which capacity was built relating to audit of Financial Statements and submission of the audit report with an “audit opinion” in “English language”. Therefore, financial audit reports from FAPAD are assessed as acceptable to the Bank. On the other hand, diagnostic reports of OCAg show that other audit directorates are yet to build capacity for financial audit as they mostly undertake compliance audits and produce reports in local language. With the recent restructuring of audit directorates and shift to Grant and Appropriation based audit approach, our ongoing technical assistance for consistency with International Standards of Supreme Audit Institutions (ISSAI), use of Computer Aided Audit Techniques (CAAT) and efforts on staff professionalization are expected to build capacity incrementally across all directorates for preparation of high-quality financial audit reports.

DPE will prepare Program Financial Statements and the responsible audit directorate will conduct financial audit and share the report with FAPAD for issuing the final financial audit report in English and with an audit opinion. The audit report shall be submitted to the Bank within 9 months from the end of each fiscal year. However, there were delays in submission of program audit reports for last two years.

There are long pending audit observations from the external audit carried out by the Foreign Aided Project Audit Directorate (FAPAD). Currently, there are 106 observations under PEDP III for recertification/action. Audit observations resolution takes a long time because the implementing agency waits until it receives clarification from field to respond to the auditors. In the other hand, auditors also take time in recertifying audit observations due to its capacity constraints. It was agreed that MoPME will constitute an Audit Resolution Committee at the Ministry level which will sit at least three times a year to monitor the progress of resolution.

***DLI Target 7.5** required such meetings to take place from year 2-4 and the result will be measured in year 4. DPE informed that the required number of meetings were not conducted. This is to be verified by the IVA, and if confirmed may require review of the target.*

**9. Annual Fiduciary Review**

One of the actions under the PAP for the original QLEAP was the conducting and disseminating the Annual Fiduciary Review (AFR). The DPE has not yet contracted an independent audit firm for carrying out Annual Fiduciary Reviews on completed procurement activities. ADB will conduct annual fiduciary review for the program for the first year which is expected soon. FAPAD conducted one audit which also covered, although to small extent, the procurement audit. Although they have not finalized the report, the draft report depicts some deviation in the procurement at the field level on areas like Technical Specifications or co-ordination issues which may be resolved by proper guidance from the central level to the field. The AFR will continue for the additional financing.

10. Procurement Environment

Procurement in Bangladesh is governed by the *Public Procurement Act, 2006* (PPA, 2006) that is operationalized by the Public Procurement Rules, 2008 (PPR). The procurement under the program will be carried out by DPE, NAPE and NCTB following PPA/ PPR subject to the compliance of the actions included in the PAP. It was seen during the assessment that the agencies are generally using e-GP system for their procurement where required under the PPA/PPR. It has been assessed, through the supervision of QLEAP and review of procurement plan, that e-GP system is used by DPE for more than 75% of national procurements.

11. Procurement Profile

Below is the procurement expenditure under the original QLEAP Program in year 2018 and 2019 which were procured by DPE through e-GP system. No significant change in the procurement profile is expected under the Additional Financing except that procurement of the additional agencies NCTB and NAPE will also be included, and this will be reconfirmed during Appraisal.

Table 1: Procurement Profile on 2018 and 2019

No.	Year	Category	No of packages	Description	Contract Price (US\$ Million)
1	2018-19	Goods	41	Various ICT goods, machinery, equipment, vehicles, furniture, printing materials etc.	6.42
2	2018-19	Works	4	Construction of HQ Building, Auditorium, Dormitory, central warehouse, training center etc.	31.88
3	2018-19	Consulting Services	6	Firms & Individual Consultant for various studies, DLI verification, system strengthening etc.	0.94
4	2019-20	Goods	55	Various ICT goods, machinery, equipment, vehicles, furniture, printing materials etc.	26.94
5	2019-20	Works	2	Construction of HQ Building, Auditorium, Dormitory, central warehouse, training center etc.	12.12



No.	Year	Category	No of packages	Description	Contract Price (US\$ Million)
6	2019-20	Consulting Services	12	Firms & Individual Consultant for various studies, DLI verification, system strengthening etc.	0.50
				Total	78.80
		Average % of e-GP in national bidding for Goods			70%
		Average % of e-GP in national bidding for Works			50%

12. Procurement performance. The Bank has requested DPE to provide some data/information from the e-GP system over the last few years related to procurement performance, such as time period allowed for bid submission, the level of competition in terms of number of bidders submitting bids, time period from advertisement to contract award, between contract award to signing, etc. This will be incorporated in the updated IFSA during Appraisal.

13. Procurement Planning

Based on the information provided by the agencies, it is apparent that they are systematically preparing annual procurement plans and updating them from time to time as needed. Majority of the procurement under the program is done by DPE. While DPE will carry out most of procurement of NAPE and NCTB under the program, NAPE and NCTB will only procure small value procurement themselves. **14.**

14. Procurement Management

Based on the informed provided by DPE, it is apparent that DPE has deployed sufficient manpower with clearly defined role in its Procurement Division. The NCTB has no defined procurement division, but it has pool of technical people who conducts their procurement in a committee approach; the committee headed by Member Finance. Under QLEAP there is no major large value packages planned for NCTB except some small value consultancy services. On the other hand, the NAPE compiles its requirement from Annual Operation Plan (AOP) and underlying budget; these are usually procured through PEDP4 procurement system by the DPE. The NAPE conducts some procurement under GOB financing; all such procurement is vetted by Project Steering Committee (PSC). The agencies are consolidating, coordinating and monitoring the procurement activities through PEDP4 procurement system. The training to strengthen their capacity to undertake the planning and execution of procurement under QLEAP AF will be continued to meet PDOs.

15. Contract Award to Bank Debarred/Sanctioned Firms

The Bank’s Anti-Corruption Guidelines for PforR are applicable under the original QLEAP and will continue to be applicable under the Additional Financing. The Anti-corruption Guidelines require, among other things, that the Borrower shall ensure that any person or entity debarred or suspended by the Bank is not awarded a contract under or otherwise allowed to participate in the Program during the period of such debarment or suspension. Based on the information provided by DPE, it is apparent that the agencies generally follow the Government’s requirement of ineligibility of firms debarred by the country system which is published in the CPTU’s website. However, the agencies are not systematically checking the Bank’s debarment and temporary suspension lists before awarding contracts under the original QLEAP. It is therefore critical that DPE, NCTB and NAPE urgently put



in place a mechanism/procedure to systematically check the list of the Bank debarred/suspended firms to ensure compliance with the Bank's Anti-Corruption Guidelines applicable to the original QLEAP and the Additional Financing. This important pending action is being added in the updated Fiduciary Actions under the updated Program Action Plan for the proposed Additional financing.

16. Complaint handling

The national procurement law and regulations already establish the process to handle the complaints related to procurement. According to the national procurement law, complaint handling takes place in two levels: an administrative process and an independent process. The administrative process involves the handling of complaints at various authority levels of the procuring entity. Complainants not satisfied with the outcome of the administrative process may choose to settle the matter through the independent process, which is conducted by one of the three Review Panels located in the Central Procurement Technical Unit (CPTU) of the Government. The decision of a Review Panel is binding upon the related parties. However, although a comprehensive complaint handling mechanism is there in the national procurement law and regulations, it is not systematically operationalized in practice in most procuring agencies in Bangladesh.

DPE informed that under the original QLEAP, only one procurement-related complaint was received which was addressed by DPE and resolved in consultation with CPTU. DPE, NCTB and NAPE will need to establish their internal organizational arrangements within each agency for operationalizing the procurement complaint handling procedure provided under the national procurement law and regulations to enable systematic implementation in practice under the Program. This may include but not limited to designating the official(s) responsible for reviewing and responding to the procurement complaints and appeals, timeframe for responses, maintaining a data base for record keeping of the complaints and responses, public disclosure of the number of complaints received and responded, etc. This important pending action is being added in the updated Fiduciary Actions under the updated Program Action Plan for the proposed Additional financing.

17. Procurement risk and mitigation measures

A number of procurement risks were identified during the assessment for the original QLEAP. The risks included (i) lack of established procurement unit; (ii) lack of overall supervision and coordination; (iii) lack of capacity of decentralized IAs; (iv) weak enforcement of procurement legislation and lack of oversight; (v) weak system of registration and handling of complaints; (vi) some of the provisions of the country laws e.g. tenders invited and rejected based on percentage above or below the estimated cost, use of lottery are not consistent with basic public procurement principles; (vii) lack of proficiency in procurement management; (viii) selecting contractors under undue political influences; (ix) limited experiences of potential bidders and lack of awareness of how to access bidding opportunities in QLEAP. The fiduciary DLI-7 and fiduciary actions in the PAP of the original QLEAP will mitigate these risks. For instance, use of e-GP (DLI) will remove majority of the operational deficiency in the procurement process. Similarly, using model bidding documents agreed by the Bank (PAP action) will eliminate the weakness as mentioned in (vi) above. Preparing annual procurement plan by the agencies (PAP action) will help plan and conduct the procurement activities systematically under the program. Annual fiduciary review (PAP action) will identify the deviations in the procurement process and contract administration for the contracts signed under the program.

18. Updated Fiduciary Actions for the PAP under the Additional Financing.



There has been progress reported on some of the fiduciary actions in the PAP of the original QLEAP, e.g. Annual Procurement plans for the Program are being prepared and maintained by the agencies and updated model bidding documents are also being used for national competitive bidding procurement under the Program. Although Annual Fiduciary Review (AFR) has not yet been started, the first AFR is expected to be done by ADB soon and subsequently the next AFRs are to follow on a regular basis. However, there are delays in achieving the institutional strengthening DLIs and other fiduciary actions in the PAP, including delays in preparation of program financial statements resulting in delays in submission of program audit report, delays in setting up internal audit unit, falling short in achieving sector budget execution target, weak asset management system, lack of qualified procurement professionals and inadequate contract management capacity in the agencies, lack of overall supervision and coordination, etc.

As in the original QLEAP, the fiduciary arrangements under the Additional Financing will also follow the country system subject to the fiduciary actions set out in the PAP. As the fiduciary actions of the original PAP remain largely valid, the fiduciary actions of the original PAP will remain valid and additionally two more actions mentioned above for further strengthening are being included in the updated PAP for the Additional Financing. **The overall residual Fiduciary risk for the Additional Financing is determined to be “Substantial”** The updated fiduciary action plan for the PAP of the Additional Financing is provided in the table below (additional actions No. 8 and 9 shown in in bold font):

Updated Fiduciary Actions for the PAP

Action Description	DLI #	Responsibility	Recurrent	Frequency	Due Date	Completion Measurement
1. Preparation of Annual Procurement Plan (APP) for the Program by each Implementing Agency of the Program coordinated, consolidated and monitored by DPE		DPE/IAs	Yes	Annual	December 31 each year	APP and procurement implementation progress report
2. Model bidding documents for procurement of goods and works are updated.		All Implementing Agencies	Yes	Annual	July each year	Procurement implementation progress report shows continued use of agreed PEDP3 model bidding documents for NCB



						procurement until the model document is updated with CPTU approval
3. Annual Fiduciary Reviews (AFR) conducted and disseminated	7	DPE	Yes	Annual	October each year from 2020	AFR report approved by MoPME
4. (i) Timely disbursement of quarterly fund release (ii) Monitoring of advances ensured	7	DPE	Yes	(i) Quarterly (ii) Monthly	(i) First month of each next quarter (ii) Monthly	(i) Allotment letter from MoF showing releases quarterly funds by the first month of each next quarter (ii) ADP review meeting minutes showing status of advances
5. Conduct Tripartite (MoPME/DPE, CAO/MOF, and OCAG) quarterly audit review meeting to monitor the progress in resolving audit observations. I		MoPME and DPE	Yes	Reporting - quarterly	April 2020, and every quarter thereafter	(i) Annual Audit progress report, (ii) minutes of the quarterly meetings
6. Institutionalizing internal audit units at DPE for conducting internal audit.		DPE	No	1	June 30, 2020	Office order confirming the establishment of the unit including job description
7. Grievance Redress System (GRS) improved and made (i) more accessible to	7	DPE and MOPME	Yes	Bi-annual	30 July & 31 January each year	Bi-annual progress report on grievance redress system and e-GP prepared and shared by MoPME with



potential users; (ii) proactive in sharing information; (iii) functional in terms of recording and reporting.						DPs
<p>8. Each agency to establish a mechanism to ensure that no contract under the Program is awarded to a firm or individual that is under debarment or temporary suspension by the World Bank.</p> <p>(NEW)</p>		MoPME, DPE, NCTB, NAPE	Yes	Checking on continuous basis; with annual progress reporting	Immediate but in any case, no later than August 31, 2021.	(i) issuance of an official notification/circular to all procuring agencies under the Program to require the responsible procurement/contracting official to check, before awarding any contract under the Program, the World Bank's debarment list (www.worldbank.org/debarr) and temporary suspension list, and record the verification in the bid evaluation report that the contract under the Program is not awarded to a firm or individual that is under debarment or temporary sanction by the World Bank. (ii) Annual progress report on compliance sent by MoPME/DPE to the World Bank, and (iii) sample inspection by World Bank of bid evaluation reports during supervision.
<p>9. Each agency to establish the specific arrangements for systematically</p>		MoPME, DPE, NCTB,	Yes	Upon lodging a complaint	Immediate but in any case, no later than August	(i) Issuance of a notification/circular setting out the specific arrangements within each



<p>handling procurement complaints under the Program, based on the complaint procedures provided under the national procurement law/rules & regulations.</p> <p>(NEW)</p>		NAPE			31, 2021.	<p>agency for handling procurement complaints under the Program, such as designating the official(s) responsible for reviewing/responding to complaints and appeals, timeframes, maintaining records in a register/data base, public disclosure, etc. (ii) Annual progress report on compliance sent by MoPME/DPE to the World Bank, and (iii) sample inspection by World Bank of the complaints handling during supervision.</p>
---	--	------	--	--	-----------	---

II. Fiduciary Arrangement under IPF component.

PMU to be established to manage IPF component will be responsible for all project-related FM activities and a qualified and experienced senior project accountant will be hired to handle day to day FM operations. DPE will assign PIU staff experienced in procurement and preferably in Bank financed project to conduct day to day procurement activities under the TA component. The project will be 100% IDA funded. Expenditures not allowed under CFP will be financed by the government under parallel financing.

Fund flows and disbursement. IDA will disburse funds to the Designated Accounts (DAs), to be opened in a nationalized commercial bank, based on forecasts in an agreed format. The basis for disbursement will continue to follow Statement of Expenditure (SoE) until there are subsequent assessment to upgrade. No operational accounts will be allowed under the project and all the payments must be paid from the DA directly.

Financial reporting. iBAS++ will continue to be used for IPF component for accounting and financial reporting purposes. PMU will submit quarterly Interim Unaudited Financial Report (IUFRs) in an agreed for mat within 45 days from the end of each fiscal quarter.

External audit. The annual financial statements of the project will be audited by the C&AG. As mandated, OCAG will provide an audit opinion on the audited financial statements of the project. The audited financial statements are due to IDA within six months of the end of each fiscal year.



19. Anti-corruption Assessment

- I. The responsibility for the implementation of the program under the Financing Agreement, including the primary responsibility for preventing and combating fraud and corruption, rests with the Government of Bangladesh (GOB)⁴¹. The GoB will use its own country systems to take appropriate measures to prevent any fraud and corruption in the program and to remedy or prevent its recurrence. The first phase of program agreed to handle fraud and corruption complaints by a) receiving complaints from concerned citizens through complaints boxes at MoPME, DPE, and upazila offices and through a web based portal managed by MoPME; b) providing guidance to citizens or program officials on grievance handling through a dedicated helpline at the MoPME; and c) using MoPME's existing Grievance Redress and Complaints-Handling Guidelines, which has clear complaints handling procedures.
- II. The Director (Administration), DPE is the focal point for anti-corruption issues. He is responsible for consolidating complaints received, complaints handling and notifying the concerned parties of the resolution. He also heads an Investigation Cell in the DPE. This cell works in tandem with the Internal Audit Cell headed by the Additional Director General, DPE. An Additional Secretary at MoPME is mandated to handle appeal cases related to the Grievance Redress System (GRS).
- III. The officials of the DPE has reported that they receive complaints both online and offline. MoPME/DPE has a number of grievance redress mechanisms: (i) the Upazila Education Committee arranges monthly and quarterly stakeholder consultations, chaired by the administrative head of the Upazila, where stakeholders discuss issues and try to resolve them; (ii) DPE arranges semi-annual "open floor" discussions with stakeholders, headed by the DG DPE, where various issues presented by stakeholders are discussed and resolved, or forwarded (with a timeline) for further investigation; and (iii) a dedicated section on GRM and submission of complaints on the DPE website (<http://www.dpe.gov.bd/>). Some 20-30 schools make a cluster at the upazila (sub-district) level. The DPE has a designated staff to supervise the implementation of the Grievance Redress System (GRS) at each cluster. The Grievance Redress and Complaints-Handling Guidelines of the MoPME are followed to mitigate the complaints.
- IV. The DPE has a dedicated helpline number (333), which provides basic information on the PEDP4 and complaints can also be lodged. Complaints can also be lodged through the Anti-Corruption Commission's (ACC) hotline number and their field level complaints box system. The DPE informed that the ACC does forward complaints which are disclosable to DPE, and those are included in the consolidated GRS reporting. The MoPME and DPE is also conducting training program for the field level staff includes on prevention of fraud and corruption as it is a Key Performance Indicator of the Ministry's Annual Performance Plan.
- V. As per the Program Action Plan that requires submission of a Grievance Redress System report, the DPE has been sharing a consolidated annual report on all types of complaints and mitigation measures with the World Bank. The Year 1 GRS report was shared, while the Year 2 report is expected to be submitted by January 31, 2021. It was agreed that DPE will continue to report on complaints and information on fraud and corruption in the annual

⁴¹ Guidelines on Preventing and Combating Fraud and Corruption in Program for Results Financing dated February 1, 2012 and revised July 10, 2015



GRS report that is submitted to the World Bank. The DPE will also note any complaints received through ACC and its status in the report.

VI. Based on the assessment, the following actions were agreed:

- I. DPE will include any complaints received on fraud and corruption in the program by the ACC in its annual GRS report to the World Bank;
- II. DPE website will be updated with more information on the PEDP4 by June 30, 2021; and
- III. DPE and relevant officials will receive an orientation on the World Bank's Guidelines on Preventing and Combatting Fraud and Corruption for the Program-for-Results Financing. The Bank team will provide this orientation.



ANNEX 5: MODIFIED PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
1. MoUs/ agreements/ contracts signed between DPE/MoPME and associate agencies supporting PEDP 4	Other		MoPME/DPE	Due Date	31-Dec-2018	Signed approved document	No Change
2. MoPME has followed the GoB recruitment guidelines in all recruitments initiated since July 2018	Technical		DPE	Recurrent	Yearly	Annual progress report on implementation of agreed recruitment guideline.	No Change
3. Web-based SLIP/UPEP funds management module added to the existing funds management system	Technical		DPE/MoPME	Due Date	30-Jun-2019	Functioning SLIP/UPEP funds module in the funds management system	No Change
4. Capacity building plan for field offices to support institutional strengthening prepared and implemented	Technical		DPE	Recurrent	Yearly	DPE reports. DPE will update details in the document for JARM in June 2019.	No Change
5. BBS or any suitable entity commissioned to conduct Education Household Survey 2021	Technical		DPE/BBS	Due Date	30-Jun-2021	An MoU/Participation Agreement between DPE and BBS/other agency is signed to conduct EHS 2021	No Change
6. Preparation of Annual Procurement Plan (APP) for the Program by each Implementing Agency of the	Technical		DPE/IAs	Recurrent	Yearly	APP and Procurement implementation progress report	No Change



Program coordinated, consolidated and monitored by DPE							
7. Model bidding documents for procurement of goods and works are updated.	Fiduciary Systems		All Implementing Agencies	Recurrent	Yearly	Procurement implementation progress report shows continuous use of agreed PEDP3 model bidding documents for NCB procurement until the model document is updated with CPTU approval	No Change
8. Annual Fiduciary Reviews (AFR) conducted and disseminated	Fiduciary Systems		DPE	Recurrent	Yearly	AFR report approved by MoPME	No Change
9.(i) Timely disbursement of quarterly fund release	Fiduciary Systems		DPE	Recurrent	Quarterly	Allotment letter from MoF showing quarterly releases of funds by the first month of each next quarter	No Change
9. (ii) Monitoring of advances ensured	Fiduciary Systems		DPE	Recurrent	Monthly	ADP review meeting minutes showing status of advances	No Change
10. Conduct Tripartite (MoPME/DPE, CAO/MOF, and OCAG) quarterly audit review meeting to monitor the progress in resolving audit observations.	Fiduciary Systems		MoPME and DPE	Recurrent	Quarterly	(i) Annual Audit progress report, (ii) minutes of the quarterly meetings.	No Change
11. Institutionalizing internal audit units at DPE for conducting internal audit.	Fiduciary Systems		DPE	Due Date	30-Jun-2020	Office order confirming the establishment of the unit including job description	No Change
12. Grievance Redress System (GRS) improved	Fiduciary Systems		DPE and MoPME	Recurrent	Semi-Annually	Bi-annual progress report on grievance redress	No Change



and made (i) more accessible to potential users; (ii) proactive in sharing information; (iii) functional in terms of recording and reporting						system and e-GP prepared and shared by MoPME with DPs	
13. The harmonized SMF and EMF developed under PEDP 3 are updated, adopted, and operationalized	Environmental and Social Systems		DPE	Due Date	31-Dec-2018	Updated version of the SMF and EMF have been adopted; and implementation status included in DPE annual progress report	No Change
14. WASH Block maintenance manual adopted by DPE and hygiene promotion manual is developed by DPHE	Environmental and Social Systems		DPE/DPHE	Due Date	31-Dec-2018	Circulate adopted/endorsed WASH Block maintenance manual and hygiene promotion manual (drafted by DPHE) to schools	No Change
15. Water quality test requirement included in the MOU signed between DPE and DPHE with sufficient budget allocated annually	Environmental and Social Systems		DPE/DPHE	Recurrent	Yearly	Annual Water quality test report for water sources that have been built for more than one year	No Change
16. Safeguard focal person/specialist is assigned at DPE to strengthen the coordination of environmental and social safeguard	Environmental and Social Systems		DPE	Due Date	31-Dec-2018	MoPME letter confirming that the focal person/specialist has been assigned with ToR.	No Change
17. Necessary devices will be supplied on a need basis to Children with Special Education Need and	Environmental and Social Systems		DPE	Recurrent	Yearly	Data Collection will be done by Dec 2019 and subsequent report will be produced for July 1st 2019-	No Change



Disability						June 30, 2020	
Each agency to establish a mechanism to ensure that no contract under the Program is awarded to a firm or individual that is under debarment or temporary suspension by the World Bank.	Fiduciary Systems		DPE	Due Date	31-Aug-2021	Issuance of an official notification to all procuring agencies on WB debarment list; Annual progress report on compliance by MOPME; sample inspection by World Bank of bid evaluation reports	New
Each agency to establish the specific arrangements for systematically handling procurement complaints under the Program, based on the complaint procedures provided under the national procurement law/rules & regulations.	Fiduciary Systems		DPE	Due Date	31-Aug-2021	Issuance of a notification/circular setting out procedures for handling procurement complaints under the Program; Annual progress report on compliance sent by MoPME/DPE to the World Bank, and sample inspection by World Bank of the complaint	New



ANNEX 6: Detailed Project Description of GPE Additional Financing to QLEAP/PEDP4

1. **The proposed AF will support the GoB's efforts to expand equitable access to quality preprimary and primary education while enhancing system recovery and resilience to COVID-19. It will also strengthen links between primary and post-primary education for better student transition and learning outcomes.** The AF design is aligned with the ESP priorities, PEDP4/QLEAP PforR results-based targets and GPE strategic goals of equity, quality, and efficiency. It is expected to support the PEDP4 by enriching the existing results-based mechanism through Disbursement Linked Indicators (DLIs) and introducing a new Technical Assistance component.⁴² It will also support initiatives for strengthening links between primary, secondary grades⁴³, TVET and madrasah education⁴⁴.

2. **The proposed AF does not introduce a change in the original Project Development Objective (PDO).** The AF will comprise of two parts: (a) **Intermediate** disbursement-linked results (DLRs)/DLI targets⁴⁵ and technical assistance amounting to 70 percent of the total grant (known as GPE fixed part) and (b) **Output/outcome-linked** DLI targets related to equity, quality, and efficiency amounting to 30 percent of the total grant (known as GPE variable part). Overall, the AF will directly support the four key areas below (Table 1 summarizes the proposed changes to the parent QLEAP PforR's DLI targets).
 - i. **Ensuring better prepared teachers.** The AF will support the introduction and expansion of in-service training to support teachers and headteachers to improve student learning outcomes and better manage post pandemic classrooms.
 - ii. **Improving student learning and assessment.** The AF will incentivize GoB to develop, implement and evaluate remedial education practices in achieving better student learning outcomes. Technical assistance will be provided to strengthen institutional capacity for conducting student learning assessment.
 - iii. **Improving efficiency and accountability at local levels.** The AF will support open data of School Level Improvement Plan (SLIP) and Upazila (sub-district) Primary Education Plan (UPEP) grants for greater transparency and accountability of local level education services.
 - iv. **Expanding quality preprimary education.** The AF will support the GoB to provide an additional year of preprimary education for four-year-old children in an equitable manner.

3. **In addition to the proposed changes to the result-based part of the QLEAP PforR, a new TA component will be added.** The TA will specifically support new areas of intervention where institutional

⁴²The QLEAP PforR DLIs cover all of the PEDP4 DLIs.

⁴³ Lower secondary grades cover Grade 6-10

⁴⁴ Madrasah means religious education

⁴⁵ In World Bank operational documents, the term DLR is used to imply year wise target under a given DLI. In the Government PEDP4 and original QLEAP PAD, year wise targets under a DLI is presented as DLI Target X.Y under DLI X. For the purpose of maintaining the operational languages, this AF project paper will refer to year wise targets as DLI Target X.Y in alignment with the GoB PEDP4 document, alternatively using DLI Target X.Y in place of DLRs.



capacity remains underdeveloped and expertise are necessary for successful implementation and building capacity for sustainability. At the same time, there are no available funding to support these areas from government or external sources. Therefore, technical assistance has been included to support the Government to acquire expertise in the following areas: (i) preprimary training programs for school headteachers; (ii) online training program on soft skill development and assessment for primary, secondary and TVET teachers; (iii) institutional capacity building in implementing student assessments across the education sector; and (iv) knowledge outputs/analytics to strengthen links across the education sector for better planning and coordination. The TA is designed to ensure that these activities are delivered with the right expertise, timelines, and quality, while also building the institutional capacity of the implementing agency for sustainability.

Table 2: Summary of Changes to DLIs under the AF

DLIs	Proposed Changes
DLI 1: Curriculum revision and textbook development	No change
DLI 2: Assistant teacher recruitment and deployment	No change
DLI 3: Teacher education and continuous professional development (CPD)	2 process; 2 output DLI targets (fixed; non-stretch)
DLI 4: Examinations and assessments	1 process; 1 output DLI target (variable; stretch) ➔ GPE focus under variable: Learning Plus TA
DLI 5: Need-based infrastructure development	No change
DLI 6: Educational opportunities for out of school children (OOSC)	No change
DLI 7: Fiduciary system and budget	No change
DLI 8: Data system, monitoring and accountability	No change
DLI 9: Institutional strengthening	2 output DLI targets (variable; stretch) ➔ GPE focus under variable: Efficiency Plus TA
DLI 10: Preprimary Education	1 outcome DLI target (variable; stretch) ➔ GPE focus under variable: Equity

4. The AF will introduce changes to the sub-components under two results areas of QLEAP PforR and PEDP4: (i) Quality and (ii) Management, governance, and financing⁴⁶. These activities will also address access and equity issues contributing to the remaining PEDP4 results area. The main changes in the sub-components reflect the scale-up of project activities, introduction of new interventions, and fine-tuning of existing activities.

⁴⁶ The other results areas under PEDP4 is equitable access and participation.



Based on this, the AF proposes the following activities under PEDP4/QLEAP PforR discussed in the following sections.

A. Intermediate new DLI targets (GPE Fixed Part)

5. **Description.** Under DLI 3 on teacher education and CPD, the AF will introduce new DLI targets which are mapped under Results Area 1 (Quality), Subcomponent 1.5 of the PEDP4/QLEAP PforR. The objective of PEDP4 sub-component is to provide all preprimary and primary teachers and teacher educators with the opportunity to continuously engage in professional development activities and achieve the professional standards. The new DLI targets will support the availability of skilled and qualified teachers and headteachers in government primary schools (GPS), who are better prepared for post-pandemic classroom environment. Specifically, the new DLI 3 targets will support introduction and delivery of specialized training for preprimary teachers as well as the provision of headteachers training in classroom observation and feedback to improve classroom instruction of GPS teachers.

	Baseline	Year 4	Year 5
DLI 3: Teacher education and continuous professional development (CPD)	Specialized training for PPE teachers is yet to be introduced	DLI 3.7 (process): Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPED) curriculum under PEDP4 and approved by MoPME <i>(Fixed, non-stretch, US\$ 2,500,000)</i>	DLI 3.8 (process): At least 2,000 PPE teachers complete the specialized training program <i>(Fixed, non-stretch, US\$ 10,000,000)</i>
	Headteacher training on classroom observation and feedback is yet to be introduced	DLI 3.9 (process): Training program on classroom observation and feedback is developed and approved by MoPME <i>(Fixed, non-stretch, US\$ 2,500,000)</i>	DLI 3.10 (output): At least 2,000 headteachers of GPS trained in classroom observation and feedback <i>(Fixed, non-stretch, US\$ 10,000,000)</i>

6. **Rationale.** Advanced specialized training for preprimary teachers is critical to ensure high-quality early childhood education and effectively promote children’s learning and development. A recent meta-analysis of 48 international studies of preschool and other center-based early childhood education programs found that



higher teacher qualifications are positively correlated with higher quality services.⁴⁷ Other research suggests that how well a program prepares new teachers with training in child development and specific topic areas supports a teacher to influence children’s development and learning in a positive way.⁴⁸ According to a study of preprimary schools in Bangladesh in 2013, PPE teacher training was a major obstacle to quality. Specifically, teachers needed to understand the difference between education at preprimary and primary levels to meet the developmental needs of the young children in PPE.⁴⁹ Similarly, a recent World Bank assessment finds that the current provision of professional development opportunities for PPE teachers in GPS has not translated into effective pedagogy in the classroom. Specifically, the short PPE training program does not prepare PPE teachers to effectively deliver the curriculum, especially the play-based approach of PPE, nor to identify, report, and track children development outcomes.⁵⁰ To respond to these needs, the DLI target 3.7 will support the DPE in coordination with the NCTB and NAPE to design a specialized online and in-person training program for PPE teachers⁵¹. The training will also contribute as a module in the revised Diploma in Primary Education (DPED) curriculum under PEDP4.

7. Moreover, the AF will use DLI 3.9 and 3.10 to develop and implement an online and in-person training course for primary school headteachers. The objective of the course is to develop headteachers as instructional coaches, by training them on critical pedagogical practices, classroom observation techniques and providing relevant feedback to teachers. Decentralization of education management is a key priority reform under the PEDP4 and the ESP 20/21-24/25. The headteacher capacity for leadership and management is a critical aspect of the strategy. Further, research shows that effective teacher professional development programs share certain important features such as: provision of mentoring, coaching and expert support customized to teachers’ needs for a sustained period of time; opportunities for feedback and reflection; and the usage of models of effective practice (e.g. observations of peer teachers, video and written cases of teaching)⁵². The headteacher training modules will cover these topics to enhance their leadership and management skills in effectively supporting teachers and improving teaching quality. The four new DLI targets under the GPE fixed grant involve the following approach/strategy to contribute to teacher development.

8. To support the new training programs under DLI 3, the Local Education Offices will maintain regular communication and support schoolteachers and headteachers without internet enabled computers/mobile to complete the online training modules by arranging access to facilities where required technology is available (such as Primary Training Institutes, Upazila Resource Centers, etc.)⁵³. A dedicated phone-based Helpdesk will be set-up to support headteachers to navigate and successfully complete the online and in-person training.

⁴⁷ Manning M, Garvis S, Fleming C, Wong T. W. G. The relationship between teacher qualification and the quality of the early childhood care and learning environment. *Campbell Systematic Reviews* 2017:1 DOI: 10.4073/csr.2017.1

⁴⁸ Hyson, M., Biggar Tomlinson, H., & Morris, C. (2009). “Quality Improvement in Early Childhood Teacher Education: Faculty Perspectives and Recommendations for the Future.” *Early Childhood Research & Practice*. 11(1).

⁴⁹ CAMPE (Campaign for Popular Education). 2013. *New Vision Old Challenges: The State of Pre-primary Education*. Dhaka: CAMPE.

⁵⁰ World Bank. 2020. *The Landscape of Early Childhood Education in Bangladesh*.

⁵¹ This will be a standalone specialized training for preprimary teachers, which will build on the current 15 -day orientation training.

⁵² Effective Teacher Professional Development, Linda Darling-Hammond, Maria E. Hyler, Madelyn Gardner, Danny Espinoza; Learning Policy Institute, 2017

⁵³ The training program will comprise of mainly of online training complemented by face-to-face training. The face-to-face training modules will be included only if the COVID-19 pandemic situation allows for in-person training.



Increase the availability of qualified preprimary government schoolteachers

9. **Approach/Strategy.** The DLIs will entail the following activities for introducing specialized PPE teacher training to achieve the ESP quality and relevance linked outcome for preprimary education “adequate numbers of teachers-facilitators with necessary professional preparation and training.”

i. **Develop the specialized PPE training package:** The AF will support the DPE in coordination with the NCTB and NAPE to design a specialized PPE training program. This will involve reviewing the existing foundational PPE training program as well as lessons learned from the 2020 World Bank assessment and a study on PPE teacher perspectives taking place in early 2021. The design will be consulted widely with relevant stakeholders including government agencies, PPE teachers and headteachers, universities and teacher training institutions, and other policymakers and practitioners. The training is expected to focus on enhancing PPE teachers’ skills and knowledge in the following potential areas: foundational literacy and numeracy, children’s socio-emotional development, integrating play-based learning in the classroom, preventing gender stereotyping, emergency response, and identifying and responding to child protection and mental health issues, which will be even more important in the post COVID-19 era. The specialized training is expected to equip teachers to effectively track child development, provide feedback on children to headteachers and parents, and facilitate parental involvement in a structured manner to ensure better child development and primary school readiness. The training module will also be included in the revised DPEd program to train primary school teachers as well. This sub-activity will be supported by DLI 3.7 in Year 4 of PEDP4/QLEAP PforR.

ii. **Prepare implementation plan for specialized PPE training:** Based on the approved training program, the DPE will develop an implementation plan in Year 4 of QLEAP under DLI 3.7. This will involve a mapping of potential PPE training providers and their capacity development needs to offer the training as well as a timeline for rollout to the 2,000 PPE teachers in Year 5. The implementation plan will include the proposed training program design and framework, activities, resources, costing, roles and responsibilities, and timeline for operationalizing the training.

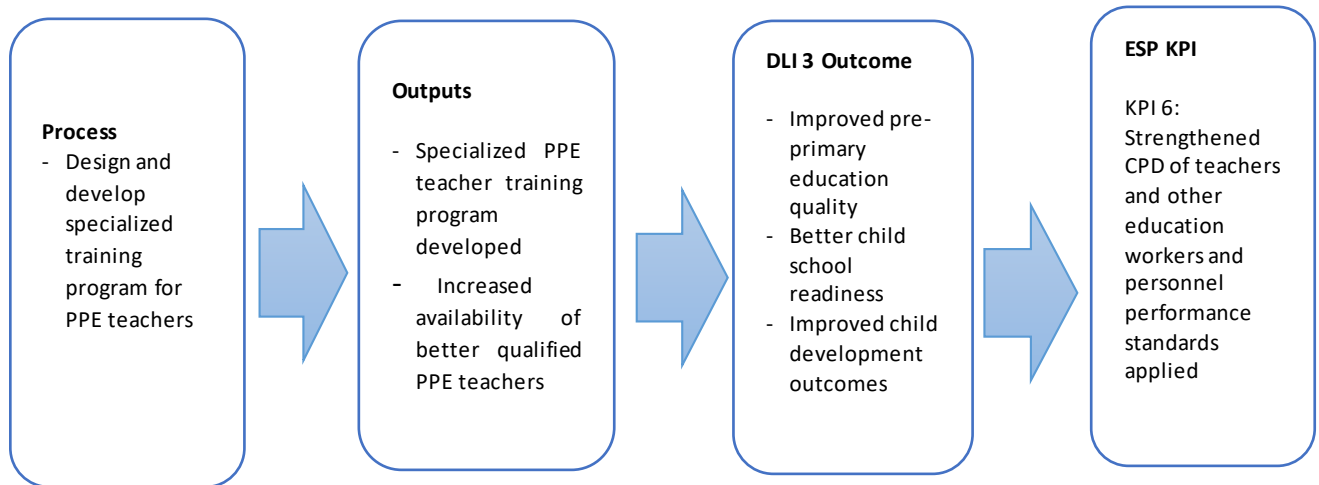
iii. **Deliver specialized PPE training:** In Year 5, the AF initiate the delivery of the specialized PPE teacher training to the selected 2,000 PPE teachers covering all districts. While all PPE teachers will require to complete this training, participation in the first phase under the GPE support will require the teacher to have completed the foundational PPE training and to have served as a PPE teacher for at least two years. It is expected that the training will be delivered in a blended format involving both online and in-person activities. This sub-activity will be supported by DLI 3.8 in Year 5 of PEDP4/QLEAP PforR.

10. **Theory of Change.** The DLIs are expected to lay the foundations needed to introduce and deliver specialized training for government preprimary teachers. The DLIs will incentivize the GoB to develop a specialized training program for PPE teachers in Year 4 followed by implementing the training in Year 5 of the PEDP4/QLEAP. For the remaining ESP period, the training will be delivered targeting increasing shares of



preprimary teachers. The DLIs are ultimately expected to contribute to better prepared and skilled preprimary teachers, thereby contributing to improved child development and learning outcomes (Figure 1)

Figure 1: Theory of Change supported by DLI 3.7 and 3.8



Improved skills of headteachers in classroom observation and feedback (COVID-19 Response)

11. **Approach/Strategy.** The AF will develop GPS headteachers as instructional coaches for teachers. Under this activity, the DLI 3.7 and 3.8 will support the following:

- i. **Design and develop training program on classroom observation and feedback.** There is growing recognition of the importance of school-based mentoring to improve teacher’s pedagogical practices. However, school-based instructional mentoring and support is currently not provided to teachers in Bangladesh. Under this activity, an online and in-person training program⁵⁴ to improve the skills of government primary school (GPS) headteachers on classroom observation, and feedback will be developed⁵⁵. An appropriate classroom observation tool adapted to the local context (e.g. based on TEACH) and a feedback form will be developed and used for the purpose. The training will be provided primarily online due to restrictions resulting from the COVID-19 pandemic and will later move to a blended learning modality. The training will focus on methods and best practices in evaluating teachers’ pedagogical practices in the classroom and providing relevant feedback. Headteachers will be trained using sample classroom instruction videos and sample videos of principals providing effective feedback. Developing principals as coaches will be particularly helpful in ensuring effective instruction and help in

⁵⁴ More generally, a blended training program.

⁵⁵ The training program will comprise of mainly of online training followed by some face-to-face training. The face-to-face training modules will be included only if the COVID-19 pandemic situation allows for in-person training; otherwise a full online training program will be pursued.



mitigating learning losses post COVID-19. This sub-activity will be supported by DLI 3.9 in Year 4 of PEDP4/QLEAP PforR.

- ii. **Deliver training to headteachers in phases.** The online modules/course will be hosted on an existing teacher development platform (such as *Muktopaath*) and have open access for all to benefit from⁵⁶. All government primary school headteachers will be encouraged to participate in the training through non-monetary incentives such as recognition on the national portal, certification, etc. The GPE AF will support at least 2,000 headteachers from government primary schools to complete the training program during Year 5 of the PEDP4/QLEAP period. While all headteachers will be expected to complete the training, the initial 2,000 headteachers will be selected ensuring the following selection criteria: (i) at least 3-4 participant from each subdistrict; (ii) at least two years of experience in headteacher role; and (iii) retirement not expected in next 12 months⁵⁷. Female headteacher participation will be given preference in efforts to target up to 50 percent of the total 2,000 headteachers. The training program will include a pre- and post-training knowledge test to measure improvements in headteachers' skills in classroom observation. The consolidated results on headteachers performance will be prepared as a report and shared with MOPME and DPE. This sub-activity will be supported by DLI 3.10 in Year 4 of PEDP4/QLEAP PforR.
- iii. **Extending training to teachers and local education officers:** While the DLI 3.10 specifically targets headteachers, the activity will nonetheless include training of senior teachers and introduce peer classroom observation and feedback in those schools where headteachers are trained. The training will also be available to local education officers who regularly engaged in monitoring school activities.

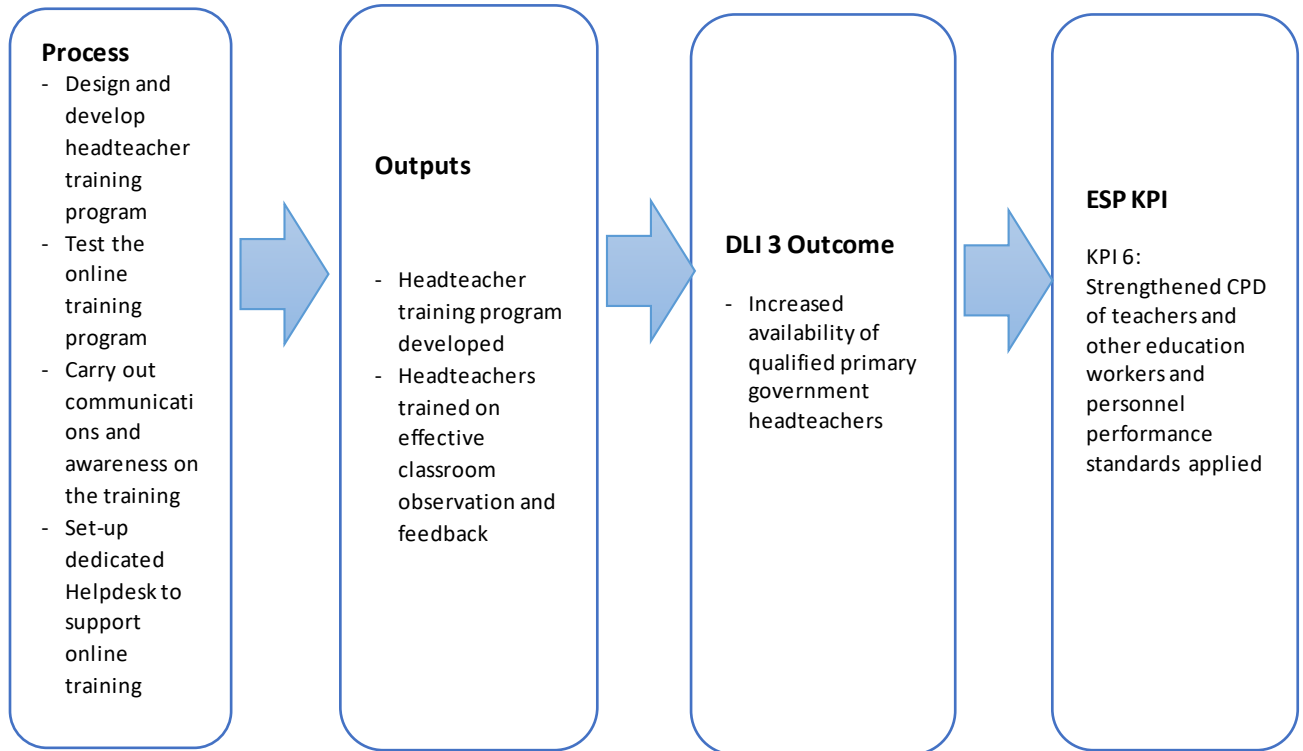
12. **Theory of Change.** The DLI targets 3.9 and 3.10 will support the design, development and delivery of training for headteachers to improve instruction through classroom observation and feedback. The DLIs will incentivize the GoB to design and develop the training program in Year 4 followed by delivery of the training to a targeted number of headteachers in Year 5. During the remaining ESP period, the training will continue to expand and increase the share of trained headteachers in the system contributing to achievement of KPI 6: Strengthened CPD of teachers and other education workers and personnel performance standards applied. The DLI targets will ultimately contribute to improved skills of headteachers in using classroom observation and feedback to monitor and improve the quality of classroom teaching (**Figure 2**).

⁵⁶ In the event that DPE develops its own platform, then it will be used.

⁵⁷ These are preliminary selection criteria but may be further refined in the training implementation plan based on emerging needs.



Figure 2: Theory of Change supported by DLI 3.9 and 3.10



B. Output/outcome-linked new intermediate DLI targets (GPE Variable Part)

I. GPE Learning Outcome Indicator: Introduce remedial education program for better student learning outcomes

13. **Description.** Under DLI 4 on examination and assessments, the AF will introduce new intermediate DLI targets which are mapped to Results Area 1 (Quality), Subcomponent 1.7 of the PEDP4/QLEAP PforR. The objective of the original QLEAP PforR sub-component is to establish an improved system for assessments and examinations that will accurately measure and analyze student learning and provide evidence-based recommendations for education reform. To achieve this objective, the original PforR supports the institutionalization of student learning assessment through establishment of the Primary Education Board (PEB), implementation of National Student Assessment (NSA) and terminal primary school examination.



14. The new DLI targets will help implement a remedial education program for children whose learning outcomes are below minimum expected standards and support the school system recovery from the COVID-19 pandemic. The use of remedial education practices will support schools to quickly mitigate against learning loss, improve student learning outcomes as well as build the system resilience to future crises. Students who lag behind and are most in need of extra support are more likely to come from families facing multiple socio-economic disadvantages. Therefore, the remedial education DLIs are equally important from an equity perspective. These are transformative and actionable DLI targets with the potential to significantly impact student learning to achieve the ESP primary outcome for “learning outcomes in Bangla and mathematics improved.”

	Baseline	Year 4	Year 5
DLI 4: Examinations and assessments	A remedial education program is yet to be introduced in government primary schools	DLI 4.3 (process): A remedial education program is designed and approved by MoPME, and ready for piloting [<i>Learning Outcomes</i>] <i>(Variable, US\$ 2,000,000)</i>	DLI 4.4(output): A student learning assessment report based on the pilot is prepared and disclosed [<i>Learning Outcomes</i>] <i>(Variable, US\$ 3,352,500)</i>

15. **Rationale.** While Bangladesh has made tremendous achievement in access to primary education, low and unequal levels of student learning outcomes remain a challenge. The latest National Student Assessment 2017 shows that more than 50 percent of Grade 5 students did not achieve grade level proficiency in Bangla and Math while 26 percent and 58 percent of Grade 3 students did not achieve grade level proficiency in Bangla and Math, respectively. With the onset of COVID-19 pandemic and school closures, the learning loss and learning inequities among primary grade students will be further aggravated. Before the pandemic, the average Bangladeshi student completed 6.0 years of schooling adjusted for learning quality. However, it is estimated that COVID-19 will reduce Learning Adjusted School Years from 6.0 years to 5.3 years⁵⁸. This would translate to a 5.4 percent reduction in annual earnings for the student once they enter the labor market; aggregating for all students and projecting 10 years, this would cost the economy US \$89 billion in GDP annually. Moreover, teachers will face a classroom with higher learning inequities when schools reopen. It will be critical to introduce remedial education to mitigate the learning loss. The GoB prioritizes quality learning and achievement of learning competencies under the ESP and PEDP4. The Government’s COVID-19 Response and Recovery Plan for Education Sector also stresses the need for remedial education to recover learning loss and safeguard learning competencies for an entire generation of primary school goers. Consequently, the Government identified the introduction of remedial education program in primary government schools as a critical learning outcome indicator to be supported by the variable part. The AF variable part will focus on design, pilot and evaluation of a remedial education plan in government primary schools.

⁵⁸ World Bank 2020. A Simulation of Learning Loss from COVID-19 School Closures in Bangladesh. Draft. Forthcoming



16. **Proposed Variable Part Strategy/Actions.** The AF will support remedial education practices for improving learning outcomes, especially to recover learning losses from prolonged school closures resulting from COVID-19 pandemic. Remedial teaching will need to be part of the regular classroom teaching process with the use of formative student assessments, and remedial interventions provided to students as soon as learning lags are identified. While teachers will receive training on formative student assessment and remedial education⁵⁹, the AF will also develop intensive remedial class materials (such as workbooks and teacher manuals) to support teachers in the process. The implementation of remedial education will also require strong support from head teachers, who will need to be oriented on organizing the remedial classes (space, timing, teacher allocation etc.). For the purpose of piloting, mainly in single shift schools, the materials will be developed to assess the grade level competencies - in Bangla (reading, writing) and Math. The introduction of additional remedial classes for primary grade students with below grade level proficiency in numeracy and literacy skills will also be introduced as part of the pilot around 500 government primary schools in the five lowest performing districts⁶⁰. As remediation is expected to safeguard and improve student learning competencies, the pilot will have a built-in evaluation to assess student learning outcomes pre- and post-piloting. The evaluation will be conducted on a representative sample among the piloted schools. The results of the student assessment will provide an evaluation of the program to inform a follow-on expansion plan, to be implemented in subsequent years of the ESP. The evaluation supported under DLI 4.4 is also expected to improve the institutional capacity of the DPE in assessing student learning outcomes on a regular basis using nimble evaluations.

17. Moreover, a communications strategy will be developed and implemented to help reconceptualize remedial education from an additional undertaking for teachers to one that is central to their core teaching responsibilities in the COVID-19 recovery phase. The communications strategy will help remove any negative connotations associated with remedial education and help create a social mind shift to mainstream the concept of remediation as a central focus of teaching and learning once schools reopen.

18. The DLIs are transformative leading to system-level improvements. Remedial education programs will provide school-based support for lagging students to minimize learning loss and recover and upgrade academic competencies to grade level proficiencies. This can be an impactful tool in safeguarding the learning trajectory of an entire generation of primary grade students affected by COVID-19 while building system resilience to future crises. The GPE supported pilot will develop and test the program, produce supplementary TLM, and develop capacity on remedial education delivery which will remain within the primary education sector. The successful completion of the pilot is therefore considered as a milestone for primary education sector as it contributes to remediation becoming a regular teaching learning practice in the classroom, which indicates a system level transformation in improving quality of student learning. This pilot will also serve to generate knowledge and experience to fine tune the program for expansion. An expansion plan for the remedial

⁵⁹ A short-course is planned to be developed under the COVID-19 School Sector Response Project, which will continue to be used to train primary school teachers.

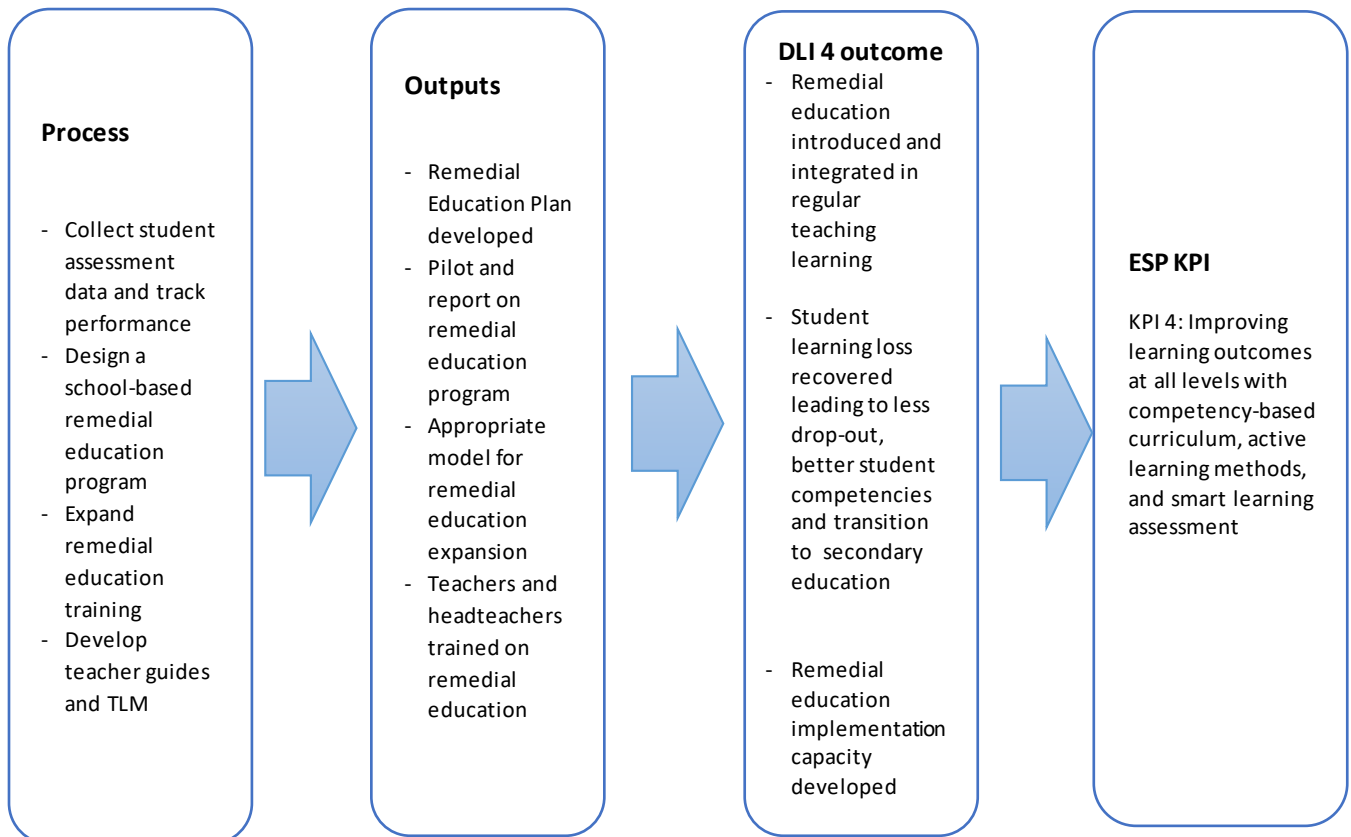
⁶⁰ The five lowest performing districts will be determined based on the scores in Grade 3 Bangla on 2017 National Student Assessment (NSA) which is representative at the district level.



education program is expected to be developed and subsequently expansion in phases post 2023. The piloting of the remedial education program also requires several actors at all levels to align and collaborate for provision of teacher training, development of remedial education TLM, school management and teachers for service delivery, and therefore is a stretch activity.

19. **Theory of Change.** The DLIs will introduce remedial education program to support students with reading, writing and math deficiencies to achieve grade level proficiencies. To progress implementation of this program, the DLIs will incentivize the GoB to embark on several system level changes, including extending a new professional development system focused on improving teachers’ assessment and remedial teaching skills, development of remedial teaching learning materials and introduction of special classes within the regular school calendar. DLI 4.3 will ensure the inputs for piloting the remedial practices (program design, trained teachers and teacher guides and workbooks) are ready while DLI 4.4 will pilot the program in around 500 government primary schools. The pilot evaluation will be based on student assessments conducted twice - before and after remediation – to assess the impact, if any, of the program on student learning outcomes. These activities under the two DLI targets will inform further expansion of the program which is expected to ultimately contribute to achieving improved student learning outcomes under ESP KPI 4: Improving learning outcomes at all levels with competency-based curriculum, active learning methods, and smart learning assessment (**Figure 3**).

Figure 3: Theory of Change supported by DLI 4.3 and 4.4





II. **GPE Efficiency Indicator: Ensure provision of open data on the SLIP and UPEP grants by local education offices to improve transparency**

20. **Description.** The AF will support two new DLI targets under the DLI 9 on institutional strengthening and mapped under Results Area 3, Subcomponent 3.3. Under QLEAP/PEDP4 PforR, the School Level Improvement Plan (SLIP) grants are provided to all government primary schools to support school level development across all upazilas (sub-districts)⁶¹. Additionally, a Upazila Primary Education Plan (UPEP) grant is provided to 50 upazila education offices (UEO) to reduce intra-upazila disparities and address school needs that cannot be covered by the SLIP grants. The SLIP and UPEP funds are channeled from DPE to the schools and upazilas respectively through the upazila/district accounting offices and monitored by local education offices.

21. The AF aims to incentivize the provision of open data on the use of SLIP and UPEP grants on accessible websites and/or physical spaces to support greater accountability and transparency leading to more efficient use of public funds. These DLI targets build on the parent QLEAP PforR project’s efforts to utilize data beyond central level planning to facilitate transparency, monitoring and feedback mechanisms and will contribute to the achievement of the ESP primary outcome on sub-national governance and system management: progressive decentralization of functions with planning, management, accountability and financial authority to district, upazila and institutional levels with institutional strengthening and capacity building and all levels.

	Baseline	Year 4	Year 5
DLI 9: Institutional Strengthening	There is no mechanism for open data on school grant use under UPEP	DLI 9.7 (output): Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible spaces) by upazila education offices. <i>[Efficiency]</i>	DLI 9.8(output): Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible physical spaces) by upazila education offices [cumulative 200 UEOs for SLIP and 45 UEO for UPEP] <i>(cumulatively 200 upazila education offices for SLIP and</i>

⁶¹ There are 492 sub-districts in Bangladesh.



		(Variable, US\$ 2,676,250)	<i>cumulatively 45 UEOs for UPEP; and provided that the upazila education offices under DLI 9.7 continue to make the data public)</i> <i>[Efficiency]</i> <i>(Variable, US\$ 2,676,250)</i>
--	--	----------------------------	---

22. **Rationale.** The availability and use of good data enable governments to unpack underlying issues relevant for quality and equitable education and improved service delivery. Specifically, effective decision-making — regardless of whether at the central or subnational level (district, sub-district, school) — relies upon timely and accurate data being available and a culture of using and sharing data. The Directorate of Primary Education (DPE) collects an impressive amount of sub-district level grant expenditures data from 492 upazilas (*sub-district*) education offices, which are primarily used for central level monitoring and planning. The use of open data on SLIP and UPEP grants remains an untapped resource for effective decision making and improving the accountability and efficiency of resource allocation at sub-district level. The current reporting and monitoring arrangement of SLIP and UPEP grants involve only information flow from the local education offices to the DPE, and there remains an absence of detailed data (to students, parents and communities, and other stakeholders) on how the grants have been used for school development. Hence, the current system allows only for limited monitoring and reporting of school grants by a few who have access to the information. Moreover, the SLIP grants in particular have become even more important as MoPME has issued a circular to schools for using the grants for safe school re-opening and safety maintenance for day-to-day regular needs as a COVID-19 response⁶².

23. Hence, there is a need to make school grant data publicly open and accessible for all to support better monitoring and accountability. This is expected to facilitate meaningful engagement by students, parents and local communities in ensuring efficiency is achieved better monitoring and reporting which would support eliminating any potential misuse of funds. This would in turn ensure the grants are used for intended purposes of provision of learning materials and school safety measures. This is expected to ensure schools have the

⁶² The circular allows schools to use SLIP fund for: a) maintaining school sanitation and hygiene through purchase and use of soap and bleaching powder etc. for keeping the wash blocks, toilets, furniture’s and school campus clean; b) purchasing buckets, jug, mug and other essential materials for regular use in schools; c) providing and maintaining hand washing facilities in the schools; and d) providing financial support for internet facilities at school.



resources for remaining open safely which directly impacts face-to-face instructional learning time during the pandemic recovery stage, and ultimately contributes to efficiency in service delivery at the local level.

24. **Proposed Strategy/Actions:** These DLI targets represent the efficiency dimension of GPE's variable part and fulfill requirements for the variable tranche. They are expected to incentivize meaningful provision of education data and facilitate platforms for improved transparency of public fund use by schools and local education offices. Given the absence of such provisions to date, the activities supported by these DLIs are expected to lead to transformative change. The GPE supported DLIs are timely and pragmatic as teachers, headteachers and local education offices will have to publish the detailed data on the use of the SLIP and UPEP grants. This will help to ensure (i) students, parents and local communities have available and accessible information on the SLIP and UPEP use and engage more productively in the School Management Committee Meetings and (ii) verification and reporting on any misuse of school grants are improved as with open data any person in the community affected can report through the DPE's existing Grievance Redress System. These efforts will help ensure that allocated public funds to schools are used for the intended purposes, which in turn improves transparency and efficiency of the resources. Additionally, the school grants are now committed to help with school-based pandemic recovery – the knowledge among school management and local education offices that they will be accountable through reporting of open data would help ensure schools use the grants efficiently for safe school reopening and operations, ensuring classroom instruction time for better learning.

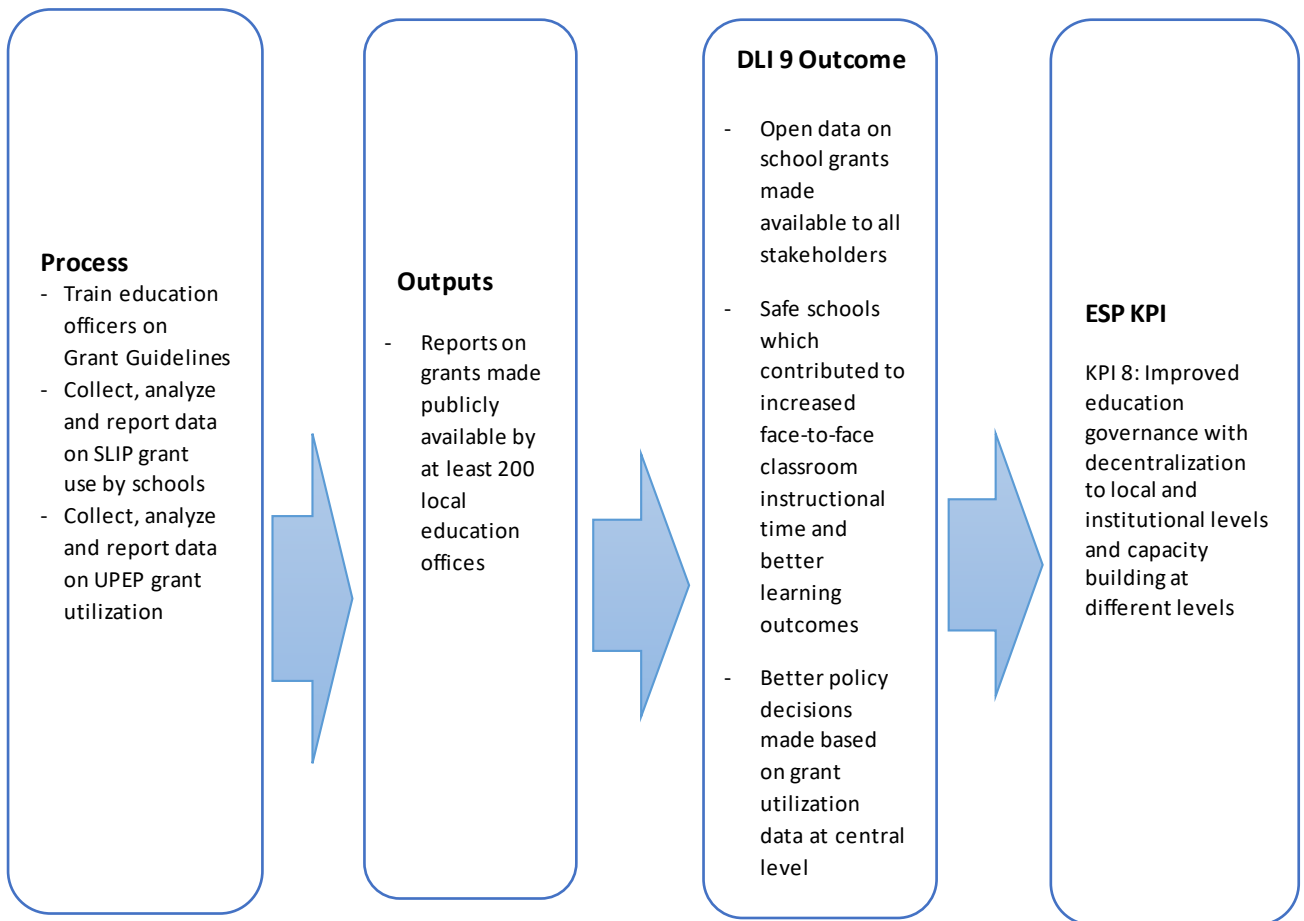
25. The indicators are also considered “stretch” under GPE requirements. Local education offices would not only have to report crucial education data but will also have to ensure accessible medium for transparent data either through website development or creating strategic designated spaces for publicizing data. Moreover, motivating upazila education offices and grant-recipient schools, who are not accustomed to generating open data on grant expenditures, will be a stretch as it requires a mindset change at various levels. The MoPME is also aware of the need to move to use good data in its decision making, and the benefits of deploying resources more efficiently as laid out in its PEDP4 program document. It will, nevertheless, need to liaise across schools and local education departments and undertake fundamental changes to achieve these indicators. The open data generated will feed into the SLIP and UPEP modules of the electronic Management Information System [E-MIS]. At the central level, the E-MIS data is used by the MOPME/DPE to produce the annual sector performance reports which signal school and local management performance and further help keep track of the progress made in use of school grants in improving teaching learning environment in schools. Improved accountability at the central and local governments and schools will ultimately enhance system efficiency and education service delivery.

26. **Theory of Change.** The AFDLIs will require local education offices to manage, analyze, report and share data on SLIP and UPEP grant utilization with schools, parents and communities. This is expected to lay the foundation for transparency at the local level and support meaningful engagement by schools, parents and the community. Equipped with information, parents and communities are likely to be better prepared in voicing opinion and contributing to school decision making through school management committee and other platforms for effective engagement. It will also help ensure grants are used to attain intended resources,



especially during the pandemic period where appropriate use of grants is directly linked to the ability to keep schools open safely and increase classroom instruction time for better learning outcomes. Improved transparency through open data on resource flows can further foster development of accountability mechanisms in future that are suited to a more decentralized management system which the National Education Policy 2010, ESP and the PEDP4 envisions (**Figure 4**). The activities, processes and outputs will contribute to ESP KPI 8 on improved education governance with decentralization to local and institutional levels and capacity building at different levels.

Figure 4: Theory of Change supported by DLIs 9.7 and 9.8





III. GPE Equity Indicator: Targeted intervention to improve access to additional year of preprimary education for children in the poorest ten districts in Bangladesh

27. **Description.** The AF will introduce a new DLI on preprimary education, which will be mapped to subcomponent 1.8 of the PEDP4/QLEAP PforR. The objective of the original QLEAP PforR sub-result area is to improve primary school readiness of PPE students. The original PEDP4 supports improving quality PPE for one year (5-year-olds) in all GPSs through improving the classroom environment, PPE teacher recruitment and foundational training, provision of Teaching Learning Materials (including play materials) and strengthened monitoring capacity of local education officers and headteachers.

28. The AF will introduce a new DLI 10 to support the equitable expansion of an additional year of preprimary education for four-year-old children, with a focus in the ten poorest districts in Bangladesh⁶³. Universal pre-primary education for four-year-old children has been a long-term policy vision as first articulated in the National Education Policy 2010. However, it is only recently that political momentum has been built to achieve it. The new DLI contributes to ESP Pre-primary program outcome 1: access to school-readiness programs for all pre-school children of age 5 years and an increasing proportion (20%) of age 4 years.

	Baseline	Year 4	Year 5
DLI 10: Preprimary Education	None of the GPSs offer an additional year of PPE	DLI 10.1 (outcome): Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts <i>[Equity]</i> <i>(Variable, US\$ 15,465,000 m)</i>	-

29. In June 2020, the Government endorsed the decision to initiate the extension of PPE to include four-year-old children tentatively from academic year 2021. A technical committee has been formed by MoPME to undertake the necessary preparation activities, which will be complemented with support from other PEDP4 DPs as needed, to ensure implementation readiness. The preparation activities that are being undertaken include: (i) selection of appropriate PPE model and schools for introducing the additional preprimary year; (ii) development of age-appropriate learning curriculum and provision of teaching learning and supplementary materials to schools; and (iii) development of a teacher training guide and training of teachers for the additional PPE year. PEDP4 also aims to recruit 26,000 PPE teachers, of whom already 10,000 have been hired to support the expansion. The GPE AF will support the overall implementation of the additional year of preprimary education with a focus to address existing equity issues in access to preprimary education for children from families living in socio-economically disadvantaged areas.

⁶³ The ten poorest districts are identified from Household Income and Expenditure Survey (HIES) 2016/17 using the Cost of Basic Needs (CBN) methodology. If a person cannot afford the cost of consumption bundle that mostly includes food, along with a small share of non-food item deemed adequate, then the person is considered poor. Based on the lower poverty line, these ten poorest districts are: Kurigram, Dinajpur, Bandarban, Magura, Khagrachhari, Kishorganj, Jamalpur, Gaibandha, Rangpur and Chapai Nawabganj.



30. **Rationale.** Recent studies in Bangladesh have shown that younger children from poorer households and vulnerable areas are less likely to participate in preprimary education, often due to unavailability of affordable preprimary education within proximity (World Bank, 2020)⁶⁴. The latest Multiple Indicator Cluster Survey (MICS) already show glaring disparities in early childhood education participation among 3-4 year olds: only around 19 percent of children aged 3-4 years old were attending preschool in 2019. Children from low income families and rural areas are significantly less likely to participate in preprimary education: around 26 percent of 3-4 year olds from the richest quintile were enrolled in preschool, while the figure stood at only 14 percent from the poorest quintile (ibid, 2020). Moreover, around 23 percent of 3-4-year-old children from urban areas compared to 18 percent in rural areas were attending preschool.

31. Public provision of additional year of preprimary education services may support affordable and accessible preschool services for children from socio-economically disadvantaged families and reduce the inequity in access. Prior experience has shown that over time inequities in access to preschool education by children from the richest and poorest families has declined between 2010 and 2017 with the public expansion of school-based one-year of PPE in Bangladesh (ibid, 2020). The GPE AF will therefore support accessible PPE for four-year old children through supporting the introduction of government supported school-based provision. Moreover, as the GoB embarks upon introducing an additional year of preprimary education, better resourced schools in well off communities/areas are likely to be preferential for early adoption of the policy due to greater implementation readiness and availability of classroom space in the early phases of the program. However, this may lead to further increasing the early learning disparities and primary school readiness outcomes between children across schools, income-levels and districts. Hence, it will be critical to ensure that the expansion of the additional year of PPE considers equity considerations from the start. The GPE AF will further address the challenge through district level targeting to help achieve the goal of more equitable preprimary provision at a system level.

32. **Proposed Strategy/Actions.** The DLI target will help address the access and equity issue through introduction and provision of additional year of preprimary education in two approaches: First, it will ensure that families with preschool-aged children have access to an additional year of government-funded school-based preprimary education through covering at least one GPS per school cluster; and second, targeting will ensure that GPSs from the ten poorest districts are able to offer the additional year of preprimary education. Specifically, DLI 10.1 uses district-level targeting for equitable expansion by ensuring at least 1,000 GPSs from the ten poorest districts (around 10 percent of total GPSs in these districts) have the critical inputs to offer an additional year of preprimary education within the QLEAP/PEDP4 PforR period. The schools selected will require substantial public investments to fulfil the criteria for introducing the additional year of PPE including having a dedicated classroom, trained PPE teacher, and adequate teaching, learning, and play materials to provide quality PPE.

33. The DLI is transformative as it promotes access to government-funded preprimary education for children in Bangladesh while giving priority to the poorest areas - a policy move which has been linked to

⁶⁴ World Bank 2020. The Landscape of Early Childhood Education in Bangladesh. World Bank: Washington DC.



improved school readiness and child development outcomes⁶⁵. Ensuring all necessary inputs to introduce additional year of preprimary in some of the most disadvantaged areas would require significant political and resource commitment in Bangladesh, and therefore, a stretch. Without the GPE AF intervention, it is likely that the government will prioritize the expansion in better-resourced schools in well-off districts. Thus, primary schools from lagging districts will fall further behind as upgrading these less resourced schools would generally take longer to introduce the additional preprimary year in absence of incentives tied through GPE AF.

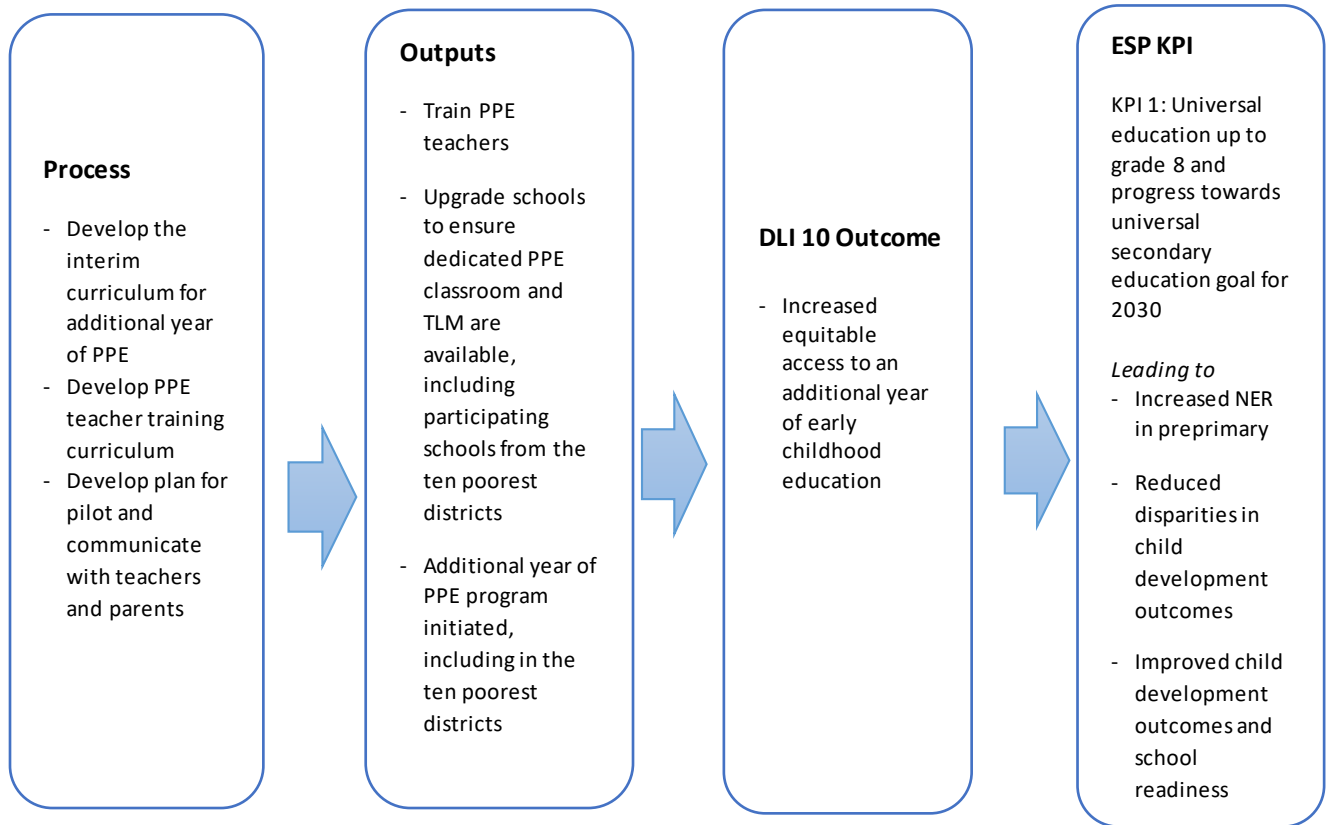
34. **Theory of Change.** A recent impact evaluation shows that offering families the additional year of preprimary for children at age 4 compared to just the standard one-year of preprimary education starting at age 5 has positive impacts on child development and school readiness in Bangladesh⁶⁶. After two years, children offered the additional year of preprimary education had significantly higher literacy, numeracy, and social emotional development scores than children who only had access to one-year preprimary starting at age 5. However, younger children from poorer households and areas are less likely to participate in preprimary education, often due to unavailability of affordable preprimary within proximity. The disparities in availability and access to additional year of preprimary education would only lead to greater variation in child development outcomes between children residing in well-off and underserved districts. Therefore, the DLI works to incentivize the GoB to introduce additional year of public-funded school-based preprimary education to allow more four-year children to access preschool services, while also prioritizing these services for children from the poorest districts in Bangladesh. In the follow-on ESP period (2023 to 2025), it is expected that the additional year of preprimary education will continue to expand nationally while covering all 10,781 GPSs in the ten poorest districts, contributing to ESP KPI 1 Universal education up to grade 8 and progress towards universal secondary education. As a result, there will be less inequity in children’s development and school readiness outcomes within the country (**Figure 5**).

⁶⁵ AIR 2020. Bangladesh Early Years Preschool Program Impact Evaluation. American Institute for Research. Washington DC.

⁶⁶ AIR 2020. Bangladesh Early Years Preschool Program Impact Evaluation. American Institute for Research. Washington DC.



Figure 5: Theory of Change supported by DLI 10.1



35. **Verification.** Achievement of the proposed DLIs will be verified by Implementation Monitoring and Evaluating Division (IMED), which is the Independent Verification Agency, commissioned by MOPME. The World Bank and DPs will review IVA’s report and supporting documents. Details of the DLI target definition, verification protocols, evidences and arrangement under all proposed new GPE AF DLIs are available in the DU Matrix in **Annex9** of the program document.



E. Technical Assistance Component

36. The AF will provide TA to support expertise for professional training programs and institutional capacity building for student assessments. Specifically, the TA will entail the following activities:

i. **Leadership training for headteachers in preprimary education management:** The AF will also provide TA to support DPE and NAPE to introduce a leadership training program for head teachers of schools offering PPE. The training will aim to improve headteachers' leadership, which has been shown to improve child outcomes⁶⁷. This will include their understanding of ECD and support for play-based PPE provision within a school, as well as classroom observation, providing feedback and coaching to PPE teachers, and monitoring and communicating children's development to parents in efforts to ensure better child development outcomes and readiness for primary school. Given the COVID-19 pandemic and need for system resilience building, the online delivery of this training program will be considered.

ii. **Enhance National Assessment Cell (NAC) institutional capacity:** Under PEDP4, a Primary Education Board (PEB) is planned to be established with the necessary capacity and resources to lead the design and administration of Primary Education Completion Examination (PECE), National Student Assessment (NSA), and school-based terminal tests. While the draft legislative Act for PEB has been prepared, it will require cabinet approval and its eventual set-up may take up to several years. During this time, the examination and assessment activities are proceeding under the National Assessment Cell (NAC) of the DPE⁶⁸. The AF will provide TA to upgrade the NSA to an 'Established' stage as defined in the System Approach for Better Education Results (SABER) framework⁶⁹. The AF will support in-house expertise and capacity development building of the NAC for planning, implementing, and utilizing data from learning assessments for policy and operations. The TA will support technical experts to work with NAC in areas where local expertise remains underdeveloped. The expertise gaps identified include specialists in institutional capacity building; test development and language content; and psychometrics⁷⁰. The technical capacity built within NAC will be transferred to the PEB once it is established to ensure sustainability of the AF activities. For NAC to advance to Established stage, concrete steps will need to be taken to ensure the sustainability of NAC with approved organogram and staffing.

iii. **Strengthening links to between primary and post-primary education:** The AF will also provide TA to help strengthen the linkage between primary and secondary education. The GPE AF will provide TA to the Directorate of Secondary and Higher Education (DSHE) in the following areas:

⁶⁷ School leadership is widely recognized as central to school quality and children's learning (Bloom et al, 2015; Branch et al. 2013). Indeed, among school-related factors, leadership is second only to teacher quality in impact on student learning. A growing body of research points to the potential of early childhood education (ECE) leadership development as a potential catalyst for positive change in the field (Goffin & Janke, 2013).

⁶⁸ The NAC was established in 2006 but lacks the technical and financial resources to operate in full capacity. It has carried out four rounds of NSA in 2011, 2013, 2015, and 2017 and the next round is planned for 2021. These NSA rounds have been conducted with the support of TA from DPs.

⁶⁹ Bangladesh's learning assessment system is currently at the 'Developing' stage, as defined in the System Approach for Better Education Results (SABER) framework.

⁷⁰ The institutional capacity building specialist will design and develop the NAC staffing and work plans. The test development and language content specialist will provide TA on overall assessment design and test development and support the Bangla/literacy and Math/numeracy in-house test experts on subject testing. The psychometrician will provide training on psychometrics and data analysis and support the NAC with expert reviews and inputs for designing national assessments.



- a) *Development of a teacher training curriculum on soft skills development and assessment:* Technical expertise will support the preparation of an online teacher training program to help primary, secondary and TVET teachers (including those in religious streams) develop and assess soft skills of students⁷¹. The teacher training program will build on a similar face-to-face training conducted on a small scale by the British Council as well as global best practices in the field to best match the local needs.
- b) *Joint training and knowledge exchange programs in learning assessments:* Large scale national student assessment are carried out in both primary (Grade 3 and 5) and secondary (Grade 6 and 8) levels. However, there is a need to promote the use of these assessment findings for policy development and knowledge sharing across the basic education school system. The AF will provide TA to support knowledge sharing events (workshops, trainings and dissemination events) to build basic school system (including TVET and religious stream) institutional capacity and promote a holistic approach to reviewing system performance and informing streamlined policies.
- c) *Feasibility of remote examination system:* A comprehensive study on the examination practices in primary and lower secondary grades (Grade 1-10) will be conducted through TA support⁷². The COVID-19 pandemic has posed uncertainty on the examination and assessment system and subsequently created a lag in grade terminal examination completion. The GPE AF will support the review of the current examination practice and the feasibility of a remote examination system in Bangladesh.
- d) *Development of a teacher training curriculum to improve remote teaching skills in TVET:* The AF will provide expertise to help develop an online/blended short-course training program to help TVET instructors to enhance their remote teaching skills. This will include introduction to digital platforms, effective pedagogy and lesson delivery, assessment, among others critical skills for remote teaching learning. This course is expected to also help madrasah/religious stream of education, where TVET courses are expected to be introduced soon.
- e) *Study on remote TVET delivery:* The AF will provide expertise to conduct a study on feasibility of remote teaching, assessment and examination practices in TVET.

⁷¹ TVET will cover junior secondary teachers and madrasah will be primary and junior secondary equivalent in government funded schools.

⁷² This study may be extended to technical and religious streams.



ANNEX 7: DESCRIPTION OF THE IPF COMPONENT

- 1. Introduction:** A Technical Assistance Component has been added to the AF to strengthen the institutional capacity of MoPME and other IAs to implement key activities. Since most of the interventions proposed under the AF are new initiatives, capacity remains underdeveloped for successful implementation and sustainability. Further, there is limited alternative funding (from the Government and other donor partners) for capacity building in the proposed areas. The TA arrangement will help MoPME achieve critical results by minimizing technical and fiduciary risks. The component, totaling US\$ 2 million, will be financed through the fixed part of the GPE budget. It will support institutional capacity building for planning, designing and implementing professional training programs and student assessments as well as preparing knowledge outputs to support education sector planning and coordination.
- 2. TA areas:** The following areas will be supported under the TA component as summarized in Table 1.

Table 1: Technical Assistance Activities, Outputs and Costs

TA activities	Output
<p>Leadership training for headteachers in preschool management:</p> <ol style="list-style-type: none"> Experts to provide support to the DPE and NAPE to design a leadership training program for PPE headteachers Conduct workshops and consultations to gather feedback from relevant stakeholders and finalize design Test and refine the training program Support relevant IAs to successfully deliver the training through multiple modalities Draft a report documenting program implementation detailing program participation, modules covered, duration etc. 	<ul style="list-style-type: none"> Advanced training program for PPE headteachers developed Capacity built (<i>training material uploaded online / printed, communication campaigns to create awareness on the training developed, master trainers trained, and assessments developed</i>) to ensure delivery of the program through multiple modalities
<p>Enhance National Assessment Cell (NAC) institutional capacity:</p> <ol style="list-style-type: none"> National and/or international consultants to support institutional capacity building through training programs for planning and implementing national assessments and utilizing the data generated for policy and operations. Development of TORs and work program to support a fully functional NAC Expert reviews of student assessment materials to upgrade the 	<ul style="list-style-type: none"> Training for NAC staff conducted on key areas <i>including</i> institutional capacity building; test development and language content; and psychometrics National Student Assessment reviewed and <i>upgraded</i> to an 'Established' stage per SABER framework



<p>National Student Assessment to an 'Established' stage as defined in the System Approach for Better Education Results (SABER) framework⁷³.</p>	
<p>Development of a teacher training curriculum on soft skills development and assessment:</p> <ol style="list-style-type: none"> 1. Experts to provide support to DPE, DSHE and TVET to identify key soft skills and gaps among secondary school students 2. Experts to develop online training modules for school and TVET teachers on evaluating and developing identified soft skills 3. Conduct workshops and consultations to gather feedback from relevant stakeholders and finalize design 4. Test and refine the training program 5. Draft training program completion report 	<ul style="list-style-type: none"> • Online training program on soft skills <i>developed</i> • Capacity built (<i>training material uploaded online / printed, communication campaigns to create awareness on the training developed, master trainers trained, and assessments developed</i>) to ensure delivery of the program
<p>Feasibility of remote examination system</p> <ol style="list-style-type: none"> 1. Experts to review the current primary and secondary examination system 2. Conduct a study on international best practices in remote learning assessments 3. Identify gaps and capacity constraints in operationalizing these assessments in Bangladesh and draft a feasibility report proposing policy options 	<ul style="list-style-type: none"> • Key gaps and capacity constraints identified and report outlining policy options drafted

⁷³ Bangladesh's learning assessment system is currently at the 'Developing' stage, as defined in the System Approach for Better Education Results (SABER) framework.



<p>Joint training and knowledge exchange programs between DSHE and MoPME:</p> <ol style="list-style-type: none">1. Conduct stakeholder workshops to share findings from primary and secondary learning assessments, as well as share experiences in TVET and madrasah2. Conduct joint trainings for education officials working on learning assessments in primary, secondary, TVET and madrasah led by experts on utilizing assessment data for policy and operations	<ul style="list-style-type: none">• Workshops and joint training programs conducted
<p>Development of a teacher training curriculum to improve remote teaching skills in TVET:</p> <ol style="list-style-type: none">1. Experts to provide support to TVET in identifying areas of skills development for remote teaching2. Experts to develop online training modules TVET teachers remote teaching3. Conduct workshops and consultations to gather feedback from relevant stakeholders and finalize design4. Test and refine the training program5. Draft training program completion report	<ul style="list-style-type: none">• Online training program on remote teaching skills developed for TVET teachers
<p>Study on remote TVET delivery:</p> <ol style="list-style-type: none">1. Experts to review current teaching and assessment practices2. Review global best practices in remote TVET delivery3. Provide models for consideration to pilot	<ul style="list-style-type: none">• Report on feasibility of TVET delivery prepared, with model options for piloting



ANNEX 8: Monitoring and Evaluation (M&E) Arrangement

1. **M&E Arrangement.** The existing M&E arrangement under the PEDP4/QLEAP PforR will continue. Program M&E is facilitated in two ways: (i) through a clearly established Results Framework (RF) and (ii) through targeted DLIs on data systems for incentive alignment. The M&E Division of DPE is responsible for monitoring, reporting, and evaluating program activities. It is also responsible for conducting the Annual Primary School Census (APSC), which is the main data source for monitoring program performance. The M&E Division centrally operates to collect and collate all administrative and field level data, up to school level, to monitor and assess the service delivery.

2. **Results Framework and Indicators.** The QLEAP PforR RF will be updated to include two new output level intermediate indicators (IR 15 and IR 16) to track and measure results from the ESPIG/QLEAP AF activities. The annual school census format will be updated to track and update these two new intermediate indicators introduced by the GPE AF. The proposed AF will not have any changes on the Project Development Objective (PDO). However, the activities planned under the GPE AF will directly contribute to achievement of PDO 1 (learning achievements); PDO 2 (school quality) and PDO 3 (completion rates) of the QLEAP PforR Results Framework as the new GPE DLI targets will support improvements in foundational learning, classroom teaching quality and school leadership. Two DLI targets will directly reward improving learning outcomes while one newly introduced DLI will reward equitable access to additional year of preprimary education for improving foundational learning. The remaining DLI targets incentivize improvements in local level grant management and accountability which impact classroom instruction time. The new DLI targets will be tracked and reported through the PEDP4's existing Third-Party Verification arrangement with the Implementation and Monitoring Evaluation Division under the Ministry of Planning.

3. **Data Collection and Tracking Indicators.** To facilitate monitoring, under PEDP4/QLEAP PforR the e-Monitoring system linked to various back end databases and synced with APSC database presents information that can be easily understood to monitor progress and guide decision making. This information feeds into the key monitoring document of the primary education subsector, the Annual Sector Performance Report (ASPR), which is jointly conducted by the IMD and M&E Division, gathering a wide range of data from the field involving local education offices (upazila and district level) and covering every Primary School of the country. The ASPR draws on a range of data sources, especially the Annual Primary School Census (APSC), the National Student Assessment (NSA), the results of the Grade 5 Primary Education Completion Examination (PECE) and other credible information sources. It also uses findings from relevant household surveys and census, the BBS/UNICEF Multiple Indicator Cluster Survey (MICS), and survey/assessment data from DPs and NGOs/INGOs. The use of multiple datasets helps to cross-validate findings based on APSC. The overarching purpose of the ASPR is to enable an evidence-based approach in sector planning and resource allocation processes. The report benchmarks annual sector progress and identifies key performance trends to enhance our planning and decisions making processes. For all the sub-components under PEDP4/QLEAP PforR, specific DPE line divisions and other agencies are responsible for implementation and producing annual reports and these are intended to supplement the ASPR. This report and APSC are the main source of data for updating, reporting and tracking the Key Performance Indicators (KPI), Intermediate Results Indicators (IR), and Disbursement-Linked Indicators (DLI) under the parent program. This mechanism will be utilized to track the AF indicators as well. The ASPR is usually supported by the DPs through technical expertise and the DPC including WB is thoroughly involved and updated on tools used, methodology and other technical aspects while preparing the ASPR. Other than these, the Third Party Verification (TPV) reports produced to verify DLI target achievements also contribute as data source for tracking and



monitoring relevant indicators. In addition, during post-pandemic situation, when field visits will be safe and allowed, required field visits/spot checks will be conducted for monitoring and verifying progress in achieving indicator targets.

4. **Reporting.** Under the parent program, MoPME and the Development Partners Consortium (DPC) undertake semiannual reviews/consultations – Joint Consultation Mission (JCM) - to review progress in program implementation (including progress towards the achievement of DLI targets and progress in the implementation of the PAP). MoPME shares a progress report with WB no later than two weeks before each of these reviews/consultations. This mechanism will be followed for this AF too. The Local Education Group (LEG) will play a role in the monitoring of the ESPIG through this AF. Progress in achieving DLI targets and tracking Indicators under the ESPIG/QLEAP AF will be provided as part of periodic reports from WB (grant agent) to GPE and regular implementation updates will be provided by the WB during Education Local Consultative Group (ELCG) meetings. In addition, ASPR is publicly disclosed and available to LEG for review and comments.

5. **Lessons Learned from Parent Program and Capacity Development under AF.** The required capacity development and knowledge transfer will be ensured through the planned TA support under this AF based on Lessons learned from the current M&E arrangement of the parent project. Furthermore, the disseminated assessment findings at sub-district level will guide the local level education administration to devise customized plan to achieve learning outcomes. There are generally delays in the completion of the ASPR due to deployment of technical expertise, which still relies often on external funding. There are capacity development activities under GPE TA to support learning assessment institutional building which will cover training modules in M&E areas. For this purpose, TA is being used to improve the capacity of the National Assessment Cell (NAC), where statistician and learning experts will work in with DPE officials, including M&E unit to enhance capacity. Moreover, the firm engaged with the remedial education piloting will also help enhance data collection, analysis and writing skills of the M&E and NAC units.

6. **M&E Information Contributing to Learning Outcome.** The results from the Learning Assessment under GPE support will inform policy as follows: (i) information on the learning status/grade competencies of students and effectiveness of remedial practices in helping students reach grade level numeracy and literacy competencies; (ii) provide an appropriate model for remedial education for Bangladesh that is suitable to local contexts and needs, and can be scaled up in phases.



ANNEX 9: DLI Verification Arrangements

1. The proposed additional financing (AF) will follow the PforR instrument used in the parent PEDP4/QLEAP PforR and continue to build on existing momentum and results-focus by incentivizing the Government's ownership and implementation of critical reforms and policies. The AF design is aligned with new Bangladesh Education Sector Plan (ESP), the PEDP4 results-based targets and GPE strategic goals of equity, quality, and efficiency.

2. The DLI targets associated with the AF include a mix of process, outputs, and outcomes covering all three results areas of the QLEAP/PEDP4. The AF design is also aligned with the World Bank policy on PforR financing which recommends a balance in disbursement conditions across achievement of key results and strengthening capacity necessary for achieving PDO targets. Out of the 9 proposed DLI targets, 4 DLI targets support for foundational activities designed to enhance classroom teaching quality and school leadership. Two DLI targets directly reward improving learning outcomes while one newly introduced DLI will reward equitable access to additional year of preprimary education. The remaining DLI targets, incentivize implementation of Program activities that are critical to achieving targeted outcomes in improving local level grant management and accountability (details in Table 1 and 2 below).

3. **DLI Pricing.** The pricing of the DLI targets have been based on: (i) the relative importance of the reform activity and need to incentivize the GoB to achieve set results; (ii) pricing of GPE AF supported new DLI targets relative to original IDA PforR supported DLIs, whereby the original program sets minimum DLI target value at US\$ 6.7 million and (iii) the GPE guidelines for fixed and variable allocated funds. For example, introduction of an additional year of preprimary education is a high level policy reform agenda under the National Education Policy 2010. During this AF, the current government leadership is initiating the additional preprimary year which will be challenging reform agenda. Hence, higher values have been assigned based not on actual costs, but against the extent of political reform and commitment needed and disbursement to be made against achievement of the results.

4. **Parent Program's Verification Arrangement will be followed.** The achievement of DLI targets are tracked and verified through both internal (WB) and external verification process. The DLIs and year-wise DLI targets are tracked and reported through the PEDP4/QLEAP PforR's existing Third Party Verification (TPV) arrangement with the Implementation and Monitoring Evaluation Division (IMED) under the Ministry of Planning. The same verification arrangement will be used by the AF. Each disbursement under the ESPIG/QLEAP AF, same as the parent program (PEDP4/QLEAP PforR), will be based on the DLI target achievement. Prior to disbursements there will be internal and external verification process which is followed under PEDP4/QLEAP PforR disbursements.

5. **Role of DPE and MoPME.** DPE as the Implementing Agency will work closely and coordinate with relevant internal divisions/units and other agencies (e.g. NCTB, NAPE) to achieve year-wise DLI targets and gather/prepare evidence on DLI target achievement. This process is based on the definition and description of each DLI target (details in Table 2 below). After preparing/gathering appropriate documentation and evidences of target achievement, DPE/Implementing Agency shares the evidences of achievement of results with MoPME. The MoPME then does their own review and endorses the documentation and evidences if they are satisfied with them, or otherwise sends back to DPE with comments or queries. With MoPME's endorsement, the DLI target achievement reports and evidences are then shared with IMED and Development Partner Consortium (DPC) including WB.



6. **Third Party Verification.** The verification of the achievement of the DLI targets are carried out by an Independent Verification Agency (IVA) commissioned by MoPME. MoPME and DPC have agreed to utilize the evidence provided by IMED⁷⁴, which serves as Independent Verification Agency (IVA), for verifying achievements of DLI targets under PEDP4/QLEAP PforR and MoPME has an existing MoU with IMED as IVA under PEDP4. The role of IMED as IVA will be utilized for verification of DLI targets under the AF as well. The MoU and/or ToR of IMED as IVA will be updated to reflect new DLI targets under the ESPIG/QLEAP AF. The main role of IMED as IVA is to verify the program's annual DLI targets reported by DPE/MoPME and share the DLI target achievement verification report with MoPME and DPC. These verification reports are among the official documents for the DPC to review in the bi-annual Joint Consultation Meetings (JCM) and Joint Annual Review Meetings (JARM) scheduled each year during the program period.

7. **IMED as IVA** will: (i) Review documents and records provided by DPE/MoPME; (ii) Conduct physical verification (sample survey) – e.g. spot checks in schools and interviews with relevant stakeholders such as students, teachers, education officers in upazila and District level. IVA (IMED) will deploy relevant expert and IVA expert will review and confirm that if the evidences meet the requirements of definition and description of DLI targets achievements. In some cases where surveys are required to do the verification, deploy qualified survey firms. Based on these activities IMED will prepare periodic results verification reports (RVR) based on the evidences received from MoPME/DPC as per the agreed format and agreed verification protocol and approach. RVRs are usually prepared three times each year – two weeks prior to each JCM and JARM.

8. **RVRs will include:** (i) an executive summary of key Report (RVR) findings including a table showing for each DLI reviewed, the target achievement reported by DPE, verification outcome (achieved, not achieved, partially achieved, extent to which achieved); (ii) summary of progress for each DLI target indicating the comparison of achievement against annual targets; (iii) recommendations to DPE on pending steps required for unmet DLI targets/partially achieved DLI targets; (iv) outline of methodologies used for verification and analysis of data; (v) summary statistics for verification including tables, figures and written analysis; (vi) annexes, attachments (e.g. associated survey reports, data collection tools and complete cleaned data; and (vii) list of references.

9. **WB Internal Verification.** After receiving the evidences from MoPME and RVRs from IMED, the WB does its own review and there are internal layers of due diligence. The task team reviews the evidences and reports to check if the targets are met as per set definition and description (details in table 2 below). If Task Team is satisfied with the evidence the evidences/RVRs have to go through the review and endorsement of the Practice Manager, Legal team, Finance unit and finally endorsement and clearance from the Country Director.

10. **Disbursement.** During the bi-annual JCMs and annual JARM the MoPME and DPC (including WB) review and verify together whether these results have been achieved and DLI targets are met as per definition and description (as shown in table 2). The JCM review is based on the final evidence, content of the RVR, quality of RVR and rigor of the assessment. Based on these parameters if the RVR and evidences are satisfactory at the JCM/JARM, the DLI target is declared achieved/met. During JCM this is recorded, and disbursement process initiated. However, other than this process the evidences/RVR can be verified by WB at any point of time upon achieving the targets and receiving request from MoPME. The findings of the RVRs and progress on achievement

⁷⁴ They have been identified based on, among other things, their existing commitment to similar tasks in the sector, their capabilities to carry out the verification processes, potential for a medium- to long-term engagement and capacity building in the Government system, and the ability to act fully independent of the implementing agency.



of DLI targets under the ESPIG/QLEAP AF will be shared/notified to ELCG/LEG and GPE by the WB through its agreed reporting mechanism as Grant Agent (GA).

11. The following tables present the DLI matrix and DLI verification protocol in details:

Table 1: Disbursement-Linked Indicator Matrix				
DLI 3				
Teacher education and continuous professional development (CPD)				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (US\$, millions)	As % of Total Financing Amount
Process/Output	Yes	Text	US\$ 25,000,000	46.70
Period	Value		Allocated Amount (US\$, millions)	Formula
Year 4	DLI 3.7: Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPED) curriculum under PEDP4 and approved by MoPME		US\$ 2,500,000	US\$2,500,000 upon achievement of target, Rollover: NO
Year 5	DLI 3.8: At least 2,000 preprimary teachers complete the advanced training program		US\$ 10,000,000	US\$ 5m for 1,000 teachers trained; thereafter additional US\$ 2.5m for additional 500 teachers; Rollover: NO
Year 4	DLI 3.9: Training program on classroom observation, feedback and coaching is developed and approved by MoPME		US\$ 2,500,000	US\$8,467,500 upon achievement of target, Rollover: Yes
Year 5	DLI 3.10: At least 2,000 headteachers of GPS trained in classroom observation and feedback		US\$ 10,000,000	US\$ 5m for 1,000 headteachers trained; thereafter additional US\$ 2.5m for additional 500 headteachers; Rollover: NO
DLI 4				
Examinations and Assessments				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (US\$, millions)	As % of Total Financing Amount
Outcome	No	Text	US\$ 5,352,500	10
Period	Value		Allocated Amount (US\$, millions)	Formula
Year 4	DLI 4.3 (Learning Outcome): A remedial education program is designed and approved by MoPME, and ready for piloting		US\$ 2,000,000	US\$ 2,000,000 upon achievement of target; Rollover: NO
Year 5	DLI 4.4 (Learning Outcome): A student learning assessment report based on the pilot is prepared and disclosed		US\$ 3,352,500	US\$ 3,352,500 upon achievement of target; Rollover: NO
DLI 9				
Institutional Strengthening				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (US\$, millions)	As % of Total Financing Amount
Outcome	No	Text	US\$ 5,352,500	10



Period	Value	Allocated Amount (US\$, millions)	Formula
Year 4	DLI 9.7 (Efficiency): Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible spaces) by upazila education offices	US\$ 2,676,250	US\$ 2,676,250 upon achievement of target; Rollover: NO
Year 5	DLI 9.8 (Efficiency): Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible physical spaces) by upazila education offices [cumulative 200 UEOs for SLIP and 45 UEO for UPEP	US\$ 2,676,250	US\$ 2,676,250 upon achievement of target; Rollover: NO
DLI 10 (New)	Preprimary Education		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (US\$, millions)
Outcome	Yes	Text	As % of Total Financing Amount
Period	Value	Allocated Amount (US\$, millions)	Formula
Year 4	DLI 10.1 (Equity): Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts	US\$ 15,465,000	US\$ 15,465,000 on achievement Rollover: Yes

Table 2: DLI Verification Protocol Table	
DLI 3	Teacher Education and CPD
DLI Target 3.7	Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPEd) curriculum under PEDP4 and approved by MoPME
Description	Definition. A training program which builds on the existing induction preprimary teacher training program will be developed, and will include the training plan, standards, learner guides/materials for implementing the training.
Data source/ Agency	The following evidence will be submitted: a) training program plan, standards, materials and implementation plan developed; and (b) letter from MoPME confirming the approved training program and implementation plan
Verification Entity	IVA
Procedure	Achievement: This target is considered achieved when the DPE/ prepares the advance training program for preprimary teachers and approved by MOPME.



DLI Target 3.8	At least 2,000 preprimary teachers complete the specialized training program
Description	Preprimary teachers are teachers who teaches preprimary classes and beyond
Data source/Agency	The following documents will serve as evidence: a) list of headteachers trained and b) training progress report by DPE/
Verification Entity	IVA
Procedure	Achievement: This target is considered achieved when DPE/ confirms that at least 2,000 preprimary teachers have completed the classroom observation training. The DLR is scalable: US\$ 5m for 1,000 preprimary teachers trained; thereafter additional Us\$ 2.5m for additional 500 preprimary teachers
DLI Target 3.9	Training program on classroom observation and feedback is developed and approved by MoPME
Description	Definition. A training program on classroom observation and feedback will include the training plan, standards, learner guides/materials for implementing the training.
Data Source/ Agency	The evidence to be submitted: a) training program plan, standards and materials and implementation plan developed; and (b) letter from MoPME confirming the approved training program and implementation plan
Verification Entity	IVA
Procedure	Achievement: This target is considered achieved when the DPE/ develops a headteacher classroom observation and feedback training plan and approved by MoPME.
DLI Target 3.10	At least 2,000 headteachers of GPS trained in classroom observation and feedback
Description	Definition. Headteachers trained means headteachers who participate and complete the classroom observation and feedback training
Data Source/ Agency	The evidence to be produced: a) list of headteachers trained and b) training progress report by DPE/
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when DPE/ confirms that at least 2,000 headteachers have completed the classroom observation training. The DLR is scalable: US\$ 5m for 1,000 headteachers trained; thereafter additional Us\$ 2.5m for additional 500 headteachers;
DLI 4	Examinations and Assessments
DLI Target 4.3	A remedial education program is designed and approved by MoPME, and



	ready for piloting
Description	Definition. A remedial education program is defined as instructional materials designed to help students who have identified deficiencies in reading, writing and numeracy to achieve grade level competencies
Data Source/ Agency	The evidence to be submitted: a) copy of remedial education plan; b) copies of TLM developed and (c) letter from MoPME confirming approval of the remedial education plan for piloting
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when the DPE in collaboration with NCTB have developed a remedial education program with the necessary plan and teaching learning materials to support piloting of the program
DLI Target 4.4	
Description	A student learning assessment report based on the pilot is prepared and disclosed
Description	Definition. A student learning assessment will test students' grade level competencies in Bangla and Math during pre and post piloting
Data Source/ Agency	The evidence to be produced: a) A student learning assessment report based on the pilot and disclosed on MOPME/DPE website; and b) letter from MOPME confirming the completion of the assessment and publication of the report
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when a student learning assessment report based on the remedial education pilot is prepared and publicly disclosed by MOPME/DPE on the website
DLI 9	
Institutional Strengthening	
DLI Target 9.7	Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible spaces) by upazila education offices.
Description	Definition. The SLIP grants are managed by schools and UPEP grants are grants managed by local education offices.
Data Source/ Agency	The evidences to be submitted: a) a report provided by DPE on the local education offices which have published the SLIP and UPEP grant utilization data, including links/pictures of published data; b) a letter from DPE confirming the list of local education offices with open data on SLIP and UPEP grants
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when reports/data on SLIP for at least 100 upazila education offices and UPEP grants for at least 25 UEOs are prepared and made publicly available either on an accessible website or accessible physical space



DLI Target 9.8	Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites (or accessible physical spaces) by upazila education offices [cumulative 200 UEOs for SLIP and 45 UEO for UPEP]
Description	The SLIP grants are managed by schools and UPEP grants are grants managed by local education offices
Data Source/ Agency	The evidences to be submitted:) a report provided by DPE on the local education offices which have published the SLIP and UPEP grant utilization data, including links/pictures of published data; b) a letter from DPE confirming the list of local education offices with open data on SLIP and UPEP grants
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when reports/data on SLIP grant use for an additional 100 upazila education offices and UPEP grants for additional 20 upazilas are prepared and made publicly available either on an accessible website or accessible physical space. This means, cumulatively 200 upazila education offices make the SLIP and cumulatively 45 UEOs make the UPEP grant data public, including the continuation of data made public by upazila education offices under DLI 9.7.
DLI 10 (New)	
Preprimary Education	
DLI Target 10.1	Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts
Description	Definition. An additional year of preprimary means the introduction of two years of pre-primary education in line with government policies. The introduction of the additional year will also cover at least 1,000 GPS from the poorest ten districts in Bangladesh. The ten poorest districts are identified from Household Income and Expenditure Survey (HIES) 2016/17 using the Cost of Basic Needs (CBN) methodology.
Data Source/ Agency	The evidence to be submitted: a) a letter from MoPME/DPE confirming the additional year of preprimary has been implemented; b) list of district-wise GPSs schools introducing additional year of preprimary in Bangladesh; and c) a letter from MoPME/DPE confirming the list of schools with additional year of preprimary education.
Verification Entity	IVA
Procedure	Achievement. This target is considered achieved when the MoPME confirms that (i) additional year of preprimary education is introduced; and (ii) at least 1,000 GPSs within the ten poorest districts have introduced additional year of preprimary education. This DLI target is roll-over, indicating it can be achieved up to Year 5 of PEDP4.



Annex 10: Updated Theory of Change for the Quality Learning for All Program (QLEAP) under PEDP4

