

**PROGRAM RESULTS FRAMEWORK**

Results Indicators	DLI (Yes/No)	Baseline Value	Baseline Year	Target Values of Results Indicators				
				FY2019	FY2020	FY2021	FY2022	FY2023
<b>Outcome: Quality education to all children of Bangladesh from pre-primary up to grade 5 through an efficient, inclusive, and equitable education system</b>								
1. Percentage of children who completed 1 year of PPE	No	NA	2017	50%	60%	70%	80%	90%
2. Proportion of grade 3 students achieving grade-level competencies in Bangla and mathematics	Yes/ DLI A <sup>a</sup>	Bangla All: 65% Boys: 62% Girls: 66% Math All: 39% Boys: 37% Girls: 40% <sup>b</sup>	2015	Bangla All: 67% Boys: 67% Girls: 67% Math All: 41% Boys: 41% Girls: 41%				Bangla All: 74% Boys: 74% Girls: 74% Math All: 45% Boys: 45% Girls: 45%
3. Percentage of grade 5 students achieving grade-level competencies in Bangla and mathematics	No	Bangla All: 23% Boys: 22% Girl: 24% Math All: 10% Boys: 10% Girls: 11%	2015	Bangla All: 35% Boys: 35% Girls: 35% Math All: 25% Boys: 25% Girls: 25%				Bangla All: 50% Boys: 50% Girls: 50% Math All: 40% Boys: 40% Girls: 40%
4. National survival rate to grade 5 of boys and girls	Yes/ DLI B <sup>c</sup>	83.3% (Boys: 81.3%; Girls: 85.4%) <sup>d</sup>	2017	83.8% (Annual targets for boys and girls to be established)	84.3% (Annual targets for boys and girls to be established)	84.8% (Annual targets for boys and girls to be established)	85.3% (Annual targets for boys and girls to be established)	85.3% (Boys: 80.6%; Girls: 87.4%)
5. Primary cycle completion rate	No	80.8% (Boys: 77.7%; Girls: 83.9%)	2016	81.5% (annual targets for boys and girls to be established)	82% (annual targets for boys and girls to be established)	82.5% (annual targets for boys and girls to be established)	83% (annual targets for boys and girls to be established)	83.5% (Boys: 80%; Girls: 86%)
6. NER	No	All: 97.97% Boys: 97.1% Girls: 98.8%	2016	All: 98.0% Boys: 97.2% Girls: 99.0%	All: 98.1% Boys: 97.5% Girls: 99.1%	All: 98.2% Boys: 97.6% Girls: 99.2%	All: 98.3% Boys: 97.7% Girls: 99.3%	All: 98.4% Boys: 97.7% Girls: 99.4%
7. NER – range between top and bottom 20% of households by consumption quintile	No	All: 8% Boys: 3% Girls: 12%	2014					All: 5% Boys: 2% Girls: 6%
8. Decrease in difference in NER between disadvantaged areas (urban slums and CHT) and	No	NA	2017					10%

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the rest of the country								
9. Difference in NER in primary schools (grades 1–5) between the lowest five performing districts and the average level	No	9.0% (Boys: 12.5%; Girls: 5.0%)	2016	8.6% (Annual targets for boys and girls to be established)	8.2% (Annual targets for boys and girls to be established)	7.8% (Annual targets for boys and girls to be established)	7.4% (Annual targets for boys and girls to be established)	7.0% (Boys: 10.0%; Girls: 4.0%)
10. Coefficient of efficiency: ideal as % of actual	No	All: 80.9% Boys: 78.7% Girls: 83.5%	2016	All: 81% Boys: 79% Girls: 83%	All: 82% Boys: 80% Girls: 84%	All: 83% Boys: 81% Girls: 85%	All: 84% Boys: 82% Girls: 86%	All: 85% Boys: 83% Girls: 87%
11. Percentage of OOSC aged 8–14	No	All: 11.0% Boys: 13.3% Girls: 8.6%	2014					All: 6.0% Boys: 7.0% Girls: 5.0%
12. Percentage of government primary schools that meet at least three of four school-level quality indicators	No	32.8%	2016	35.0%	40.0%	45.0%	50.0%	55.0%
13. <i>Upazila</i> composite performance index – top and bottom 10% of <i>upazilas</i>	No	1.14	2016					1.04
<b>Outputs</b>								
14. Number of grades where curriculum revision for all subjects has been approved, and new textbooks and TLMs have been designed based on the strengthened curriculum	Yes/DLI 1	Curriculum revision in 2011; textbook revision in 2013; SRM not made available to schools	2017		PPE and grades 1–5 curriculum revised	Grades 1–2 textbook and TLM developed as per revised curriculum  SRMs for grades 1–2 approved by NCCC	PPE and grades 3–5 textbook and TLM developed as per revised curriculum  SRMs for grades 3–5 approved by NCCC	
15. Percentage of schools with approved SRMs in grades 1–3 classrooms	No	0	2017	0	99%	99%	99%	99%
16. Percentage of government primary schools where digital materials for teacher professional development, and	No	NA	2017		For teachers: 25% For students: 25%	For teachers: 50% For students: 50%	For teachers: 75% For students: 75%	For teachers: 100% For students: 100%

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for student learning are available								
17. Percentage of primary schools that meet the student teacher ratio standard of 40:1	Yes/DLI 2	35.4%	2016	37%	40%	43%	46%	50%
18. Percentage of posts in disadvantaged areas (head and assistant teachers) to which a person is posted with an incentive	No	NA	NA	0	0	5%	10%	15%
19. Number of teachers who have received a DPED through PTIs during the program	No	32,353 (in PEDP3)	2017	15,000	45,000 (cumulative)	75,000 (cumulative)	105,000 (cumulative)	135,000 (cumulative)
20. Percentage of PTI instructors who have participated in training about the DPED curriculum (cumulative)	No	25% (in PEDP3 trained about the ongoing DPED curriculum)	2016	50% (trained about the ongoing DPED curriculum)	85% (trained about the ongoing DPED curriculum)	25% (trained about the updated DPED curriculum)	80% (trained about the updated DPED curriculum)	100% (trained about the updated DPED curriculum)
21. NAPE capacity developed	No	NSDP updated in 2013 but not implemented	2017	NAPE's functional autonomy with cost center status given	Updated NSDP approved	Implementation as per NSDP targets	Study on classroom-based teaching practices completed	Action plan for improving academic supervision and school-based mentoring adopted;  NSDP fully implemented
22. CPD implemented	Yes/DLI 3	No systematic CPD program available	2017	CPD framework and plan developed and approved		15% of program targeted teachers and teacher educators have received CPD training as per approved plan	Cumulatively 50% of program targeted teachers and teacher educators have received CPD training as per approved plan	

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23. Percentage of teachers recruited since 2010 who receive CPD training	No	NA	2017		90%	92%	94%	96%
24. Percentage of head teachers who have received head teacher leadership training	No	All: 49% Male: 51% Female: 48%	2016	All: 60% Male: 60% Female: 60%	All: 70% Male: 70% Female: 70%	All: 80% Male: 80% Female: 80%	All: 90% Male: 90% Female: 90%	All: 100% Male: 100% Female: 100%
25. Percentage of government schools and <i>upazila</i> resource centers that have received all materials related to integrated CPD framework	No	NA	NA		20%	40%	80%	100%
26. Percentage of <i>upazila</i> resource team members who have been trained in delivery of integrated CPD framework	No	NA	NA		20%	40%	80%	100%
27. Number of teachers receiving training on use of ICT materials	No	All: 71,862 Male: 23,097 Female: 48,765	2016	43,000	86,000 (cumulative)	129,000 (cumulative)	172,000 (cumulative)	215,000 (cumulative)
28. Percentage of observed CPD training events rated as "satisfactory" or above	No	NA	NA		70%	70%	75%	75%
29. NSA implemented	Yes/DLI 4	NSA, 2017 test conducted and result analysis in process	2017	Plan for establishing Primary Education Board approved	Primary Education Board staffed adequately as planned and operationalized	NSA items, survey arrangement, and administration plan approved	NSA conducted for grades 3 and 5 on Bangla and mathematics	NSA, 2021 report disseminated with action plan adopted
30. Percentage of PECE test items which are competency-based	No	65%	2016	80%	90%	100%	100% (review of PECE based on the new curriculum and textbooks)	100%
31. Percentage of schools which receive PECE results analysis in actionable form	No	0	2017				Basic graded result in old format to all schools	100%
32. Percentage of government primary schools that meet minimum standards (PPE	No	NA	2017	50%	55%	60%	65%	70%

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composite index)								
33. NER for PPE	No	All: 86.3% Boys: 88.5% Girls: 87.4%	2016	All: 88% Boys: 89% Girls: 88%	All: 90% Boys: 90% Girls: 90%	All: 92% Boys: 92% Girls: 92%	All: 93% Boys: 93% Girls: 93%	All: 94% Boys: 94% Girls: 94%
34. Percentage of schools that are single shift	Yes/DLI 5	22.6%	2017	22.6%	26.6%	31.6%	36.6%	41.6%
35. Percentage of classrooms built according to national standards and infrastructure guidelines	No	NA	NA		30%	60%	90%	100% (DPP target: 400,000)
36. Percentage of schools with separate functioning WASH blocks for boys and girls	No	53%	2016	60%	70%	80%	90%	100% (DPP target: 58,000)
37. Percentage of schools that have access to safe water sources: functioning tube wells and other sources	No	73.2%	2016	80%	90%	99%	100%	100% (DPP target: 15,000)
38. Number of OOSC (new) enrolled in learning centers	Yes/DLI 6	100,072 (in PEDP3)	2017	250,000	250,000	500,000	0	0
39. PECE pass rate of OOSC children in learning centers	No	72%	2017	73%	75%	77%	79%	80%
40. Number of children with mild and moderate SEND enrolled in mainstream primary schools	No	Total: 67,022 Boys: 37,260 Girls: 29,762	2016	75,000 (cumulative)	83,000 (cumulative)	91,000 (cumulative)	99,000 (cumulative)	107,000 (cumulative)
41. Percentage of teachers who have participated in a training with a focus on SEND	No	NA	NA		25%	50%	75%	95%
42. Percentage of schools practicing school-based disaster drills at least twice per year	No	NA	NA		30%	60%	80%	100%
43. Number of schools and <i>upazila/thana</i> which have context-specific education contingency plans and received fund to ensure preparedness and continuity of education	No	NA	NA	Need-based	Need-based	Need-based	Need-based	Need-based
44. Trained focal persons for communication and social	No	NA	NA	5% (28)	15% (84)	30% (168)	50% (280)	75% (394 out of

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mobilization at the divisional, district, and <i>upazila</i> level (cumulative)								572)
45. Costed action plan on communication and social mobilization developed and incorporated in the SLIP (cumulative)	No	NA	NA		10%	20%	35%	55%
46. Fiduciary system updated	Yes/DLI 7	No designated procurement division under DPE; no designated internal audit function at MOPME and DPE	2017	A dedicated procurement division established at DPE with adequate manpower  Three plans (internal audit unit establishment, roll-out of and training on iBAS++ and e-GP) approved	Internal audit unit established at DPE, and adequately staffed  Training on procurement and iBAS++ conducted as per approved plan	85% utilization of the original approved cumulative annual budget for year 1 and year 2  Training on procurement and iBAS++ conducted as per approved plan	Training on procurement and iBAS++ conducted as per approved plan	At least three tripartite audit review meetings conducted each year from year 2–4  Internal audit unit at DPE prepares quarterly audit progress report on the status of audit observations
47. Percentage of DDOs rolled out with iBAS++	Yes/DLI 7	iBAS++ available at MOPME ministry and DPE central level but not rolled out to subordinated agencies	2017	15%	30%	60%	90%	100%
48. Percentage of approved number of eligible contracts in DPE processed through e-GP	Yes/DLI 7	DPE initiated using e-GP in few tenders	2017	40%	60%	70%	80%	90%
49. Web-based integrated EMIS established and operationalized	Yes/DLI 8	Some EMIS subsystems exist but not integrated and	2017	Road map for comprehensive EMIS developed and	ASPR produced and disseminated	Integrated web-based EMIS established (by integrating the	ASPR produced and disseminated	Integrated web-based EMIS fully operational

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		not web-based		approved  ASPR produced and disseminated		APSC, textbook, PECE, NSA, and student and teacher management information systems)  ASPR produced and disseminated		with gender-segregated data  ASPR produced and disseminated
50. Number of line divisions and field offices for which dashboards are functional	No	0	2017	7	15 (cumulative)	79 (cumulative)	300 (cumulative)	500 (cumulative)
51. Percentage of GPS which display key school data in a public area of the school	Yes/DLI 8	0 (No public display of key school data at schools)	2017	30%	40%	50%	70%	80%
52. EHS conducted	No	EHS, 2014 conducted	2017			EHS, 2021 survey conducted	EHS, 2021 report approved and disseminated	
53. Number of offices with capacity building plan implemented	Yes/DLI 9	0	2017		Three divisions, three PTIs, 20 districts, 100 <i>upazilas</i> (cumulative)	Five divisions, 20 PTIs, 40 districts, 300 <i>upazilas</i> (cumulative)	Seven divisions, 50 PTIs, 50 districts, 400 <i>upazilas</i> (cumulative)	Eight divisions, 64 PTIs, 64 districts, 508 <i>upazilas</i> (cumulative)
54. Percentage of vacant posts in PTIs, and at field level (district, <i>upazila</i> )	No	PTII: 28% DPEO: 28% ADPEO: 32% UEO: 15% AUEO: 11%	2016	PTII: 25% DPEO: 25% ADPEO: 25% UEO: 25% AUEO: 10%	PTII: 20% DPEO: 20% ADPEO: 20% UEO: 20% AUEO: 9%	PTII: 15% DPEO: 15% ADPEO: 15% UEO: 15% AUEO: 8%	PTII: 10% DPEO: 10% ADPEO: 10% UEO: 10% AUEO: 6%	PTII: 5% DPEO: 5% ADPEO: 5% UEO: 5% AUEO: 5%
55. Percentage of field office staff who have participated in training about devolved administrative and financial functions (cumulative)	No	NA	2017		25%	50%	70%	80%
56. Updated needs and performance-based UPEP piloted	Yes/DLI 9	UPEP not funded; no specific fund	2017	UPEP guidelines updated;	UPEP piloted by 50 <i>upazilas</i> according to			

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		management system for UPEP		UPEP fund management system established	updated guideline			
57. Number of primary schools that annually receive SLIP funds based on number of students	Yes/DLI 9	Flat SLIP fund; no specific fund management system for SLIP	2017	SLIP guidelines updated; SLIP fund management system established	25,000	40,000	56,000	65,000
58. Percentage of schools that utilized (SLIP) funds for intended purpose	No	NA	NA		80%	90%	95%	98%
<b>Other Results</b>								
59. Percentage of schools that produce annual social audit report on time	No	NA	2017	90%	95%	98%	100%	100%
60. Percentage of schools from which academic supervision summary data has been received in the reporting year	No	NA	2017			15%	30%	75%
61. Percentage of schools that mobilized resources from the community (more than Tk10,000 a year)	No	NA	NA	5%	10%	15%	20%	25%

ADPEO = assistant district primary education officer, APSC = annual primary school census, ASPR = annual sector performance report, AUEO = assistant upazila education officer, CHT = Chittagong Hill Tracts, CPD = continuous professional development, DDO = drawing and disbursing officer, DLI = disbursement-linked indicator, DPE = Directorate of Primary Education, DPED = Diploma in Primary Education, DPEO = district primary education officer, DPP = development project proforma, e-GP = electronic government procurement, EHS = Education Household Survey, EMIS = education management information system, GPS = government primary school, iBAS++ = Integrated Budget and Accounting System, ICT = information and communication technology, MIS = management information system, MOPME = Ministry of Primary and Mass Education, NA = not available, NAPE = National Academy for Primary Education, NCCC = National Curriculum Coordination Committee, NER = net enrollment rate, NSA = National Student Assessment, NSDP = NAPE Strategy Development Plan, OOSC = out-of-school children, PECE = primary education completion examination, PEDP3 = Third Primary Education Development Project, PEDP4 = Fourth Primary Education Development Program, PPE = pre-primary education, PTI = primary teachers training institute, PTII = primary teachers training institute instructor, SEND = special education needs and disability, SLIP = school level improvement plan, SRM = supplementary reading material, TLM = teaching-learning material, UEO = upazila education officer, UPEP = upazila primary education plan, WASH = water, sanitation and hygiene.

<sup>a</sup> DLI A is drawn from a FY2023 indicator of DLI 4.

<sup>b</sup> The baseline will be updated once the NSA (2017) report is issued.

<sup>c</sup> DLI B is drawn from a FY2022 indicator of DLI 6.

<sup>d</sup> The baseline will be updated if needed, once the ASPR (2018) report is issued based on the APSC (2017) data.

Source: Ministry of Primary and Mass Education and Asian Development Bank.