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INTERNATIONAL DEVELOPMENT ASSOCIATION

PROGRAM APPRAISAL DOCUMENT

ON A

PROPOSED CREDIT

IN THE AMOUNT SDR 484.2 MILLION
(US$700 MILLION EQUIVALENT)

TO THE

PEOPLE'S REPUBLIC OF BANGLADESH

FOR THE

QUALITY LEARNING FOR ALL PROGRAM
FOR FOURTH PRIMARY EDUCATION DEVELOPMENT PROGRAM

MARCH 1, 2018

Education Global Practice
South Asia Region

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CURRENCY EQUIVALENTS
(Exchange Rate Effective February 28, 2018)

Currency Unit	=	Bangladeshi Taka (BDT)
BDT 83.5	=	US$1
US$1.45	=	SDR 1

FISCAL YEAR
July 1 – June 30

ABBREVIATIONS AND ACRONYMS

ACG	Anticorruption Guidelines
ADB	Asian Development Bank
ADG	Additional Director General
AFR	Annual Fiduciary Review
AOP	Annual Operations Plan
APP	Annual Procurement Plan
APSC	Annual Primary School Census
ASPR	Annual Sector Performance Report
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BNFE	Bureau of Non-Formal Education
C-in-Ed	Certificate in Education
CAD	Civil Audit Directorate
CHT	Chittagong Hill Tracts
CPD	Continuous Professional Development
DDO	Drawing and Disbursement Officer
DFAT	Department of Affairs and Trade
DFID	U.K. Department for International Development
DLI	Disbursement-Linked Indicator
DP	Development Partner
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DPEO	District Primary Education Officer
DRR	Disaster Risk Reduction
e-GP	Electronic Government Procurement
EHS	Education Household Survey
EiE	Education in Emergencies
EMF	Environmental Management Framework
ESSA	Environmental and Social Systems Assessment
EU	European Union
FAPAD	Foreign Aided Project Audit Directorate
GDP	Gross Domestic Product
GoB	Government of Bangladesh
GPE	Global Partnership for Education
GPS	Government Primary School

GRS	Grievance Redress Service
iBAS	Integrated Budgetary and Accounting System
ICT	Information and Communication Technology
IFSA	Integrated Fiduciary Systems Assessment
IVA	Independent Verification Agency
JICA	Japan International Cooperation Agency
LGED	Local Government Engineering Department
M&E	Monitoring and Evaluation
MIS	Management Information System
MoE	Ministry of Education
MoF	Ministry of Finance
MoPME	Ministry of Primary and Mass Education
MoU	Memorandum of Understanding
NAAND	National Academy for Autism and Neuro-developmental Disabilities
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NGPS	Nongovernment Primary School
NEP	National Education Policy
NER	Net Enrollment Rate
NSA	National Student Assessment
OCAG	Office of the Comptroller and Auditor General
ODCBG	Organization Development and Capacity Building Guidebook
OOSC	Out-of-school children
PforR	Program-for-Results
PAP	Program Action Plan
PDO	Program Development Objective
PEB	Primary Education Board
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Program
PEF	Program Expenditure Framework
PFM	Procurement and Financial Management
PPE	Preprimary Education
PST	Program Support Team
PTI	Primary Training Institute
QLEAP	Quality Learning for All Program
RF	Results Framework
SAC	Social Audit Committee
SC	Steering Committee
SEN	Special Education Needs
SLIP	School-Level Improvement Plan
SMC	School Management Committee
SRMs	Supplementary Reading Material
STR	Student-Teacher Ratio
SWAp	Sectorwide Approach
TA	Technical Assistance
TLM	Teaching-Learning Material
ToR	Terms of Reference
UEO	Upazila Education Officer
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNICEF	United Nations Children's Fund
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Center
USAID	U.S. Agency for International Development
WASH	Water and Sanitary Hygiene

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BANGLADESH
Quality Learning for All Program
for Fourth Primary Education Development Program

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BANGLADESH

Quality Learning for All Program for Fourth Primary Education Development Program (P162619)

PROGRAM APPRAISAL DOCUMENT

South Asia Region
Education Global Practice

Basic Information				
Date: March 1, 2018			Sectors:	Public Administration Education Primary Education
Country Director:	Qimiao Fan		Themes:	Access to Education Education Financing Early Childhood Development Teachers Student Assessment Education Governance, School-Based Management Standards, Curriculum and Textbooks Education Facilities
Practice Manager Global Practice Vice President:	Keiko Miwa Keith E. Hansen			
Program ID:	P162619			
Team Leader(s):	Saurav D Bhatta and Syed Rashed Al Zayed Josh			
Program Implementation Period: Expected Financing Effectiveness Date: Expected Financing Closing Date:	Start Date: 07/01/2018 06/30/2023	01/01/2018	End Date:	06/30/2023

Program Financing Data				
[ ] [X]	Loan Credit	[ ] Grant		[X] Other
For Loans/Credits/Others (US$, millions):				
Total Program Cost:	18,040		Total Bank Financing:	700

Total Co-financing:	800		Financing Gap:	0	

Financing Source	**Amount**
BORROWER/RECIPIENT	16,540
IDA	700
Other Development Partners	800
Financing Gap	0
Total	18,040

Borrower: People's Republic of Bangladesh, ERD

Contact: Mr. Kazi Shofiqul Azam Title: Secretary
Telephone No.: 9180788 Email: secretary@erd.gov.bd

Responsible Agency: Ministry of Primary and Mass Education

Contact:	Md. Mohammad Asif-Uz-Zaman	Title:	Secretary
Telephone No:	9540484	Email:	scy@mopme.gov.bd

Expected Disbursements (in US$, millions)

Fiscal Year	**FY19**	**FY20**	**FY21**	**FY22**	**FY23**			
Annual	175	14.5	47.5	236.7	226.3			
Cumulative	175	189.5	237	473.7	700			

Program Development Objective(s)

The Program Development Objective (PDO) is to improve the quality of and enhance equitable access to education from pre-primary to grade 5.

Compliance

Policy

Does the program depart from the CAS in content or in other significant respects?	Yes [ ] No [X]

Does the program require any waivers of Bank policies applicable to Program-for-Results operations?	Yes [ ]	No [X]
Have these been approved by Bank management?	Yes [ ]	No [ ]
Is approval for any policy waiver sought from the Board?	Yes [ ]	No [X]

Overall Risk Rating: Substantial

Legal Covenants

Name	**Recurrent**	**Due Date**	**Frequency**
Program Steering Committee (SC)	X		Continuous
Description of Covenant: By no later than one (1) month after the Effective Date, the Recipient through its Ministry of Primary and Mass Education (MoPME) shall establish and thereafter maintain, throughout Program implementation, a steering committee: (a) headed by the Secretary of MoPME; (b) vested with adequate functions, membership, powers, resources and competencies; and (c) responsible for serving as the highest-level coordinating entity for all the involved ministries and implementation entities under the Program in accordance with the Planning Commission's guidelines.			
Directorate of Primary Education (DPE)	X		Continuous
Description of Covenant: The Recipient through its MoPME shall maintain DPE, throughout Program implementation, as the leading implementing directorate: (i) headed by its Director General and supported by Additional Director General(s); (ii) vested with adequate functions, powers, resources and competencies; and (iii) responsible for implementing, coordinating and monitoring the Program at all levels; as agreed between the Recipient and the Association.			
Program Support Team	X		Continuous
Description of Covenant: The Recipient through its MoPME shall ensure that the Additional Director General for PEDP4 is supported by a Program support team, consisting of a dedicated team of specialists in adequate number, responsible for Program reporting, planning and technical assistance, following the terms of reference agreed between the Recipient and the Association.			
Program Action Plan	X		Continuous
Description of Covenant: Unless otherwise agreed with the Association, the Recipient shall carry out the Program, or cause the Program to be carried out, in accordance with the provisions of the Program Action Plan.			
Independent Verification Agency	X		Continuous
Description of Covenant: The Recipient shall: (a) undertake a verification process through an Independent Verification Agency to certify the fulfillment of the disbursement-linked indicator (DLI) targets; and (b) furnish to the Association corresponding verification report(s), in form and substance agreed with the Association and any information and/or documentation that the Independent Verification Agency and/or the Association shall reasonably require for the monitoring, audit, analysis and/or verification of the achievement/fulfillment of the DLI targets.			

Conditions

Name and Description of Condition	**Recurrent**	**Due Date**	**Frequency**
Independent Verification Agency		Effective Date	

The Verification Agreement has been executed in a manner satisfactory to the Association following terms of reference agreed between the Recipient and the Association.

Team Composition

Name	Title	Specialization	Unit
Saurav Dev Bhatta	Senior Economist	Task Team Leader (ADM Responsible)	GED06
Syed Rashed Al-Zayed Josh	Senior Economist	Co-Task Team Leader	GED06
Shwetlena Sabarwal	Senior Economist	Economist	GED06
Mokhlesur Rahman	Senior Operation Officer	Operations and Education	GED06
T. M. Asaduzzaman	Operations Analyst	Operations and Education	GED06
Karthika Radhakrishnan	Operations Officer	Operations	GED06
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Suraiya Zannath	Lead Financial Management Specialist	Financial Management	GGO24
Sabah Moyeen	Senior Social Development Specialist	Social	GSU06
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Tobias Linden	Lead Education Specialist	Peer Reviewer	GED01
Lianqin Wang	Lead Education Specialist	Peer Reviewer	GED05
Ayesha Y. Vadwa	Lead Education Specialist	Peer Reviewer	GED05
Elizabeth Ninan Dulvy	Senior Education Specialist	Peer Reviewer	GED06
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Mohammad Golam Kibria	Education Adviser	DFID	
Pawan Kucita	Education Chief	UNICEF	
Kiril Iordanov	First Secretary (Development)	GAC Canada	
Akiko Hanaya	Representative	JICA	
Doerte Bosse	Team Leader, Human Development	EU	
Kate Maloney	Senior Education Advisor	USAID	
Angela Naumann	First Secretary	DFAT - Australia	
Sun Lei	Chief of Education	UNESCO	
Daisuke Kanazawa	Senior Education Specialist	GPE	

I. STRATEGIC CONTEXT

A. Country Context

1. Bangladesh is one of the world's most populous countries with an estimated 165 million people in a geographical area of about 144,415 km^2 and per capita income of US$1,480 in 2017**,** well above the lower-middle-income country category threshold which it crossed in fiscal year 2014 (FY14). During recent years, economic conditions have improved in the country with headline inflation declining to 5.4 percent in FY17 from 5.9 percent in FY16, while the fiscal deficit was contained at about 3 percent of gross domestic product (GDP) in FY17. The FY18 budget targets 5 percent deficit with 26.2 percent growth in expenditures. The current account balance turned into a deficit, equivalent to 0.6 percent of GDP in FY17. The GDP grew well above the average for developing countries in recent years, averaging 6.5 percent since 2010, with an officially reported growth of 7.24 percent in FY17, driven by manufacturing and services. Progress on reducing extreme poverty and boosting shared prosperity through human development and employment generation has continued with the poverty incidence based on the international US$1.90 per capita per day poverty line (measured based on the purchasing power parity exchange rate) declining from 44.2 percent in 1991 to 13.8 percent in 2016 (latest available poverty data). Bangladesh's performance against the Millennium Development Goals is impressive against the South Asia Region average for most of the indicators. Such progress notwithstanding, the pace of poverty reduction and the rate of job creation have slowed since 2010. Bangladesh needs more effort in improving its growth rate to meet its target of moving up the middle-income rankings by 2021 and eliminating poverty by 2030. For accelerating private sector-led growth with improved investment climate, the key challenges are the need for increased infrastructure and power, with much improved quality in spending public resources, better regulations, and enhanced skills of its vast and rapidly increasing labor force.

B. Sectoral and Institutional Context

2. The public education system in Bangladesh is large and administratively complex. It caters to 19 million primary students (grades 1–5) and 15 million secondary students (grades 6–12). About 59 percent of primary schools are managed and financed by the Ministry of Primary and Mass Education (MoPME). The remaining are under the responsibility of other ministries and nongovernmental organizations. On the other hand, about 98 percent of secondary schools and madrasahs are privately operated with public subsidies—under the responsibility of the Ministry of Education (MoE).

3. Since 1998, primary education in Bangladesh has been supported by a series of national-level programs—Primary Education Development Programs (PEDP1: 1998–2004, PEDP2: 2004–2011, and PEDP3: 2011–2017).[1] The current program—PEDP3—has the following features: (a) it uses a sectorwide approach (SWAp) to pool Government of Bangladesh (GoB) and Development Partner (DP) funding;[2] (b) it focuses on strengthening primary education service delivery; and (c) in a major departure from previous programs, it is entirely results based such that external financing is tied largely to the achievement of the pre-agreed results.

4. Under these programs, Bangladesh has made impressive progress in ensuring equitable access to education. The net enrollment rate (NER) for grades 1–5 is 98 percent and for grades 6–8 is 68 percent. The primary survival rate has increased from 67 percent in 2010 to 81 percent in 2015.[3] Gender parity has been achieved in both primary and secondary education. Disparity in access across income groups has also

[1] PEDP1 = First Primary Education Development Program, PEDP2 = Second Primary Education Development Program, PEDP3 = Third Primary Education Development Program.
[2] Including nine DPs, apart from the World Bank.
[3] GoB administrative data.

declined—the primary NER between the lowest and highest income quintiles, for example, increased from 0.72 in 2005 to 0.89 in 2014.[4] Further, access to preprimary education (PPE) has been improving—the percentage of grade 1 entrants who have completed at least one year of PPE increased from 42.3 percent in 2010 to 51 percent in 2014.

5. Progress in improving education quality is also visible. Key achievements include the introduction of a competency-based curriculum at the primary level, timely delivery of textbooks,[5] and increased in-service training for teachers. Nearly 23,370 new classrooms have been added during the past five years. The Primary Education Completion Examination (PECE) has been progressively transformed to assess competencies rather than content recall, and GoB has implemented three rounds of high-quality national student assessments (NSAs).

6. At present, GoB's strategic vision for universal basic education is captured under the National Education Policy (NEP). NEP proposes concrete measures for improving the quality of basic education. These include introducing one-year of PPE, nationalizing nongovernment primary schools (NGPSs), improving teacher qualifications, strengthening teacher recruitment and increasing the proportion of female teachers, creating child-friendly environments and promoting interactive teaching, and strengthening community participation in school management. It also proposes the extension of the primary cycle from five to eight years by 2018.

7. NEP reflects a clear focus on addressing the most pressing challenge to universal basic education—low and uneven learning outcomes, particularly for key foundational skills. Among grade 3 students, 59 percent did not achieve the grade-relevant competencies in mathematics.[6] The corresponding figures for grade 5 were 90 percent—with children from the poorest income quintiles performing worse than those from the wealthiest quintiles. For grade 5, school-related factors accounted for about 75 percent of the variation in student performance. The following factors reflect key barriers to student learning:

- Low student readiness at primary school entry due to inadequate inputs for early childhood education: While the provision of PPE is steadily increasing in the country, there are concerns regarding overcrowding of preprimary classrooms, adequacy of play and learning materials in the classrooms, and the assignment of properly trained teachers in preprimary classes.

- Curriculum and teaching-learning materials (TLMs): The development of the preprimary curriculum and the most recent revision to the primary curriculum took place in 2011. These revised curricula and the associated textbooks and TLMs have not been evaluated. Furthermore, given the GoB's commitment to transforming Bangladesh to a middle-income country and considering the continuing low learning outcomes of students, there is a need to closely review and revise the existing curricula, textbooks, and TLMs.

- Poor quality of teaching: About 44 percent of the primary teachers do not have a bachelor's degree. Anecdotal evidence suggests that teachers continue to rely heavily on lecturing and repetition, with little room for interactive learning, independent work, and problem-solving. There are also concerns that many teachers themselves do not fully master the material they teach and that the training they receive is not properly translated to the classroom.

- Insufficient time-on-task: The use of double shifts affects 77.4 percent of schools and often results in fewer lesson hours than prescribed. There is high teacher absenteeism, partly due to

[4] Education Household Survey (EHS) data 2014.
[5] In 2015, 99 percent of schools received textbooks on time.
[6] NSA 2015.

training or other official duties and also due to lateness, and student attendance is not regular (attendance was 86.9 percent in 2015).

- Inadequate institutionalization and use of student assessment system: The student assessment system lacks institutional capacity and an overarching policy framework to clarify the role of assessment**.** Further, although there are several assessments and examinations at the primary level, their results are not analyzed to glean useful information for pedagogy or system management. There is a need for a dedicated unit or body that can not only manage the design and administration of exams and assessments but can also effectively analyze the results and findings to develop action plans and advocate for reforms and provide evidence-based policy advice.

- Shortage of key inputs: Only 32.7 percent of schools had an average student-classroom ratio of 40:1 or less in 2015. The percentage of schools without a separate functioning toilet for girls was 47 percent, and 26.8 percent of schools still do not have a safe water source.

8. A second pressing challenge to ensuring universal basic education is that about 2.5 million children aged 8–14 years remain out of school,[7] particularly in urban slums, the Chittagong Hill Tracts, and among children with special needs. In 2014, about 11 percent of children (male: 13.3 percent, female: 8.6 percent) ages 8–14 years were out of school. Apart from geographic location and disability status, parental education and household wealth are other key factors influencing whether children are enrolled in school.

9. Third, in addition to service delivery challenges at the school level, there are system-level management issues.

- Inadequate financing: During the past decade, annual public expenditure on education has remained about 2 percent of GDP and public education generally receives 14–16 percent of the total public budget.[8] These shares are low in comparison to developing country averages. Further, most of the Government's funding in the sector goes toward teacher salaries.[9]

- Constraints to decentralization and local capacity: Bangladesh has a highly centralized system for education service delivery, with fiscal and administrative powers largely concentrated in Dhaka. This stifles local initiative and contributes to weak management, transparency, and accountability. The grants allocated at the school and subdistrict (upazila) levels are small and uniform. Furthermore, the school management and social audit committees (SACs) often lack the needed capacities.

- Inadequate career development opportunities: The managerial career path does not allow teaching staff to reach senior management posts. Attempts by MoPME/Directorate of Primary Education (DPE) to get a revised proposal for the career progression of teachers, head teachers, and DPE officials approved have not been successful so far.

10. To address these challenges, GoB seeks to implement a second-generation, results-based post-PEDP3 program (called Fourth Primary Education Development Program [PEDP4]) in alignment with

[7] Based on Bangladesh Bureau of Statistics (BBS) projections and EHS 2014 data.
[8] Less than 45 percent of the public education budget is allocated to primary education.
[9] The recently approved 8th pay scale for Government employees indicates that salary allocation in the education sector will increase.

NEP**.** This program will put concerted focus on improving learning outcomes and on bringing out-of-school children (OOSC) into primary schooling.

C. Relationship to the CAS/CPF and Rationale for Use of Instrument

11. The program is fully aligned with the World Bank Group's Country Partnership Framework (CPF) for Bangladesh, FY2016–2020. The CPF Objective 2.1 is 'improved equity in access and quality of education'. The CPF recognizes that the World Bank is well placed to tackle second-generation reforms aimed at improving the quality of education and states that a primary education program will "continue to be the main instrument to bring disadvantaged children into pre-primary and primary education and improve learning quality." The program's use of the SWAp and results-based financing is also consistent with the approaches the CPF proposes to continue in the health and education sectors.

12. The World Bank will bring value added by (a) facilitating donor harmonization, (b) utilizing global expertise on technical issues, (c) promoting a results-based culture in education service delivery, and (d) leveraging the World Bank's extensive experience and expertise gained from supporting ongoing sector-specific reforms. These activities will enable the World Bank to leverage its limited financial support (less than 5 percent of the total program budget) to deliver far-reaching system-level results. The World Bank will provide technical support, consensus building, and donor harmonization around system and institutional changes that are expected to yield returns in the longer term. More broadly, given its position as a trusted partner of the Government with considerable convening power and technical leadership, the World Bank can bring together the Government, DPs, and other stakeholders to support crucial reforms and innovations in the face of complex technical and political challenges. The World Bank will continue to support reforms in areas such as financial management and procurement, monitoring of learning achievements, and decentralized management at the school level. These are areas where the World Bank has effectively utilized its comparative advantage in the past (including in PEDP3) and can contribute substantially in the future as well.

13. The Program-for-Results (PforR) instrument is being proposed for this operation as it presents several design and implementation advantages: (a) it engenders stronger focus on results (as opposed to inputs); (b) it directly incentivizes Government's ownership of critical reforms; (c) it leverages and strengthens government systems, including public financial management, social and environmental systems management, and procurement management; (d) it is particularly suitable for supporting a large national program involving the need for harmonization and alignment across different implementing agencies and DPs; and (e) it builds upon the experience MoPME has already gained in successfully using fully Disbursement-Linked Indicator (DLI)-based financing in PEDP3. A further justification for the use of the PforR instrument is the client's commitment to technical and institutional capacity building.

14. The design of this operation has been informed by lessons learned from the World Bank's extensive engagement in this sector. Some of the key lessons are summarized here.

- Focus on education quality requires an alignment of different actors in the education system. Based on the experience from PEDP2 and PEDP3, donor harmonization and harmonization of management, planning, procurement, accounting and reporting arrangements can help reduce the Government's transaction costs and focus on planning key program results.

- Results-based program design can incentivize results achievement. Experience from results-based projects, including PEDP3, suggests that the use of DLIs can incentivize the Government to undertake challenging system-level reforms.

- Competency-based learning assessments can be leveraged to gain a deeper understanding of whether learning is happening. Such assessments can be more useful than public examinations in increasing the understanding of the strengths and weaknesses of learners.

- Reforms and new initiatives must be institutionally sustainable. Stand-alone initiatives (for example, Each Child Learns) did not always gain traction under PEDP3. This finding suggests that new initiatives and reforms need to be institutionalized from the start.

- Robust monitoring and evaluation (M&E) arrangements need to be in place at the time of program effectiveness for timely availability of information on implementation issues and results achievement.

II. PROGRAM DESCRIPTION

A. Fourth Primary Education Development Program

15. PEDP4 aims to provide quality education to all children of Bangladesh—from preprimary to grade 5—through an efficient, inclusive, and equitable education system. It will be implemented over the course of five years (2018/19–2022/23) and will cover one year of PPE and grades 1–5. The direct beneficiaries of PEDP4 are approximately 13.5 million children enrolled in the MoPME/DPE preprimary and primary education system; 5.1 million children enrolled in other types of primary schools; 1 million OOSC aged 8–14; 325,000 preprimary and primary school teachers; and primary education teacher educators, planners, managers, and policy makers. The indirect beneficiaries include over 90 million family and community members in all areas of the country. The program is estimated to cost approximately US$19 billion over five years and is expected to be financed jointly by the GoB and nine DPs through a harmonized approach.

16. PEDP4 is clustered around three results areas or components: (a) quality, (b) equitable access and participation, and (c) management, governance, and financing. The objective of the first component is to enable children to acquire the essential grade-level competencies stipulated in the curriculum by implementing quality teaching-learning practices in all schools. The second component aims to provide all communities with learning environments that support participation of all children and ensure continuity of education. The third component seeks to ensure strong governance, adequate and equitable financing, and good management of the primary education system to enable the provision of quality education that is efficient, inclusive, and equitable. The program has a total of 21 subcomponents to support the achievement of these objectives.

B. Program Development Objective/s (PDO) and key results

17. The PDO of the Quality Learning for All Program (QLEAP) for PEDP4 is to improve the quality of and enhance equitable access to education from preprimary to grade 5.

18. The following results indicators, disaggregated by gender, will be used to measure progress toward the achievement of the PDO:

- Percentage of grade 3 students achieving grade-level competencies in Bangla and mathematics (quality)

- Percentage of Government Primary Schools (GPSs) that meet at least three of four school-level quality indicators (quality)

- Primary cycle completion rate (quality/access)

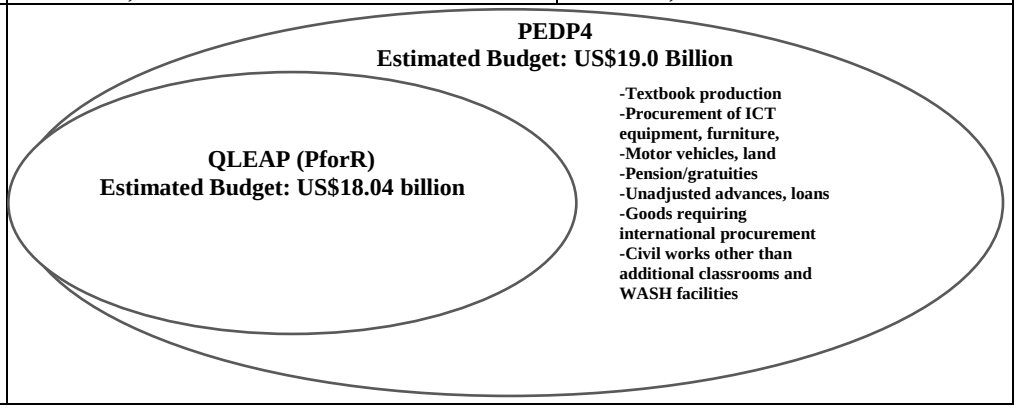
- Percentage of out-of-school children aged 8–14 (equitable access)

C. PforR Program Scope

19. The PforR will support a subset of PEDP4, as summarized in table 1. Specifically, the PforR will provide financing for the entire PEDP4 period, covering the whole gamut of PEDP4 results areas and activities, except for some specific exclusions.

Table 1. PforR Scope

Item	Government Program	Program Supported by World Bank PforR
Title	PEDP4	QLEAP
Implementation Period	FY18/19–FY22/23	FY18/19–FY22/23
Geographic scope	Nationwide	Nationwide
Objective	To provide quality education to all children of Bangladesh from preprimary up to grade 5 through an efficient, inclusive, and equitable education system.	PDO: To improve the quality of and enhance equitable access to education from preprimary to grade 5.
Activities or outputs	• Covers preprimary and grades 1–5 in GPSs, madrasahs, learning centers, and all other institutions under the purview of MoPME. • Finances both development and nondevelopment expenditures. • Program results areas are quality (curriculum reforms; textbooks and TLMs; teacher recruitment, deployment, and advancement; teacher education; continuous professional development [CPD]; information and communication technology [ICT] in education; assessments and examinations; assessments and examinations reforms; PPE); equitable access and participation: (need-based infrastructure, including water and sanitary hygiene [WASH] facilities; OOSC; special education needs [SEN]; education in emergencies [EiE]; communication and social mobilization); and management, governance, and financing (data systems for decision making, institutional strengthening, school-level improvement plans [SLIPs], and upazila primary education plan [UPEPs], and strengthened budget and fiduciary system).	• Coverage is the same as in the Government's PEDP4 except for the following exclusions: production (printing) of textbooks, procurement of ICT equipment and accessories, procurement of motor vehicles, procurement of furniture, pensions and gratuities, purchase/acquisition of land, unadjusted advances loans, procurement of goods that require international procurement, and any civil works other than additional classrooms and WASH facilities. • Rationale for exclusions: Provisions of textbooks and ICT equipment are national commitments of the Government that would be undertaken regardless of support from the World Bank and these activities have been managed well by the GoB. The World Bank, therefore, would not add value by supporting these activities. Expenditures on vehicles, furniture, and civil works other than classrooms and WASH facilities do not directly contribute to the PDO and are not priority areas for the World Bank. As pensions and advances are simply transfers, they are not related to program interventions that contribute to the PDO. Hence, these exclusions will

Item	Government Program	Program Supported by World Bank PforR
		not negatively impact the achievement of the PDO.
Financial Management	Uses country system; expenditures will be prefinanced by the GoB through the treasury system using both development and nondevelopment budgets; audit will be conducted according to the mandate of the Office of the Comptroller and Auditor General (OCAG); and General Financial Rules and Treasury Rules apply for program accounting.	Uses country system and existing financial rules; IDA disbursement will be made to the treasury; annual audits will be required.
Procurement method and approval	Uses country procurement system; PPA/PPR shall apply, subject to any exceptions.	Uses country system subject to any exceptions; no prior or post review required on individual contracts; annual fiduciary reviews (AFRs) to be used to check system effectiveness
Program expenditure	US$19.0 billion	Tentative US$18.04 billion
Financiers	GoB, World Bank, ADB, EU, JICA, DFID, GAC Canada, DFAT Australia, UNICEF, UNESCO, USAID	GoB, World Bank, ADB, EU, JICA, DFID, GAC Canada, DFAT Australia, UNICEF
Relationship between GoB's PEDP4 and QLEAP (PforR)		

Note: ADB = Asian Development Bank, EU = European Union; JICA = Japan International Cooperation Agency; DFID = U.K. Department for International Development; UNICEF = United Nations Children's Fund; UNESCO = United Nations Educational, Scientific and Cultural Organization; USAID = U.S. Agency for International Development; DFAT = Department of Affairs and Trade, Australia; GAC = Global Affairs Canada.

20. QLEAP supports activities in all three results areas of PEDP4. The specific PEDP4 subcomponents or subresults areas covered by QLEAP are as follows.

Results Area 1: Quality

21. The objective of this results area is to improve the quality of primary education and ensure that all children acquire the basic grade-level competencies stipulated in the curriculum.

22. 1.1. Curriculum : This subresults area aims to harmonize and strengthen the curricula for preprimary and primary education. To improve the quality and relevance of the curricula, the effectiveness of the current curricula will be evaluated and the curricula will be revised taking into account, *inter alia*, the evaluation findings, learning assessment findings, learners' cognitive development stages, the relevant terminal competencies, and the need for effective horizontal integration across subjects and proper vertical

links across grade levels. The revised curricula will be disseminated to all teachers and will also be integrated into the Diploma in Primary Education (DPEd) curricula and CPD framework used for training primary school teachers. The primary wing of the National Curriculum and Textbooks Board (NCTB) will be strengthened.

23. 1.2 Textbooks and teaching-learning materials: The objective of this subresults area is to ensure that all schools have good quality competency-based textbooks and TLMs that will contribute to ensuring expected learning outcomes. All preprimary and primary textbooks and TLMs will be revised in line with the revised curriculum. The guidelines for developers of textbooks and preprimary TLMs will be improved. As part of the TLMs, a set of age- and grade-appropriate supplementary reading materials (SRMs) will be provided to each school to help develop reading habits and improve reading skills. To help improve the quality of textbooks, the technical capacity of NCTB in writing and designing textbooks will be improved.

24. 1.3. Teacher recruitment and deployment: The objective of this subresults area is to ensure that an adequate number of teachers are recruited and rationally deployed. A guideline will be developed for the deployment of newly recruited teachers. The recruitment, deployment, and transfers of teachers will be done on a timely basis and fully in accordance with vacancies. To more efficiently utilize human resources, teachers will be transferred from schools with surplus teachers and overstaffed double shift schools will be converted to single shift where feasible. The program aims to achieve a student-teacher ratio (STR) of 40:1 or less in at least 50 percent of the schools.

25. 1.4. Teacher education: The objective of this subresults area is to ensure that teachers meet basic professional standards at the beginning of their career. The curriculum of the existing DPEd program will be evaluated and appropriately strengthened. Upazila resource centers (URCs) will be strengthened to disseminate the revised curriculum. To enhance the capacity of Primary Training Institutes (PTIs) to effectively deliver DPEd, instructor vacancy rates will be reduced to 5 percent, double shifts will be used for training delivery, and PTIs will receive the required materials and equipment. In total, about 50,000 teachers will go through the strengthened DPEd program.

26. 1.5. Continuous professional development: The objective of this subresults area is to provide all teachers and teacher educators with the opportunity to continuously engage in professional development activities and achieve the professional standards. The interventions in this area will include (a) the development and approval of a CPD framework that enunciates the components of the CPD system and responsibilities for designing, executing, and monitoring CPD activities; (b) the design of a curriculum for the different profiles of professionals and capacity building for its implementation; (c) the delivery of face-to-face short-term training; (d) utilization of schools as the main location for teacher professional development. While the CPD framework is being developed and adopted, the following CPD activities for teachers and head teachers will be carried out: subcluster need-based training, subject-based training, induction training for newly recruited teachers, head teacher leadership training, and customized English language training. There will also be provisions for study tours, short-term overseas training, and participation in master's programs in Bangladesh and abroad. All Assistant Upazila Education Officers (AUEOs) and Assistant Instructors will receive academic supervision training.

27. 1.6. ICT in education: The objective of this subresults area is to improve the effective use of digital materials for teacher professional development and student learning. Digital resources will be developed and made available to teachers to support their CPD and to teachers and students to support teaching learning in the classroom. ICT initiatives will be evaluated to generate knowledge to inform ICT policy and practice.

28. 1.7. Examinations and assessments: The objective of this subresults area 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. A Primary Education Board (PEB) will be established with the necessary capacity and resources to lead the design and administration of the PECE, NSA, and school-based terminal tests. The PECE will continue to be administered annually and will be fully competency based by the end of the program period. An NSA of mathematics and Bangla for grades 3 and 5 will be conducted in 2021. The results of these assessments and examinations will be analyzed to produce policy briefs and action plans for education reforms.

29. 1.8. Preprimary education: The objective of this subresults area is to improve the school readiness of five-year-old children, enabling them to successfully transition to primary school. Building upon the achievements of PEDP3, the program will provide one year of PPE in all GPSs and the quality of PPE will be enhanced by improving the physical environment, enhancing teacher capacity, recruiting about 26,000 teachers, constructing sufficient classrooms to ensure that all schools have a dedicated preprimary classroom, and ensuring the supply of play and pedagogical materials on a timely basis. The supervision and M&E of PPE will be strengthened through the capacity building of head teachers, AUEOs, and Assistant District Primary Education Officers.

30. Other subresults areas and interventions to improve quality (outside the scope of QLEAP but supported under PEDP4): The program will ensure timely delivery of textbooks to schools each year and will also finance the provision of ICT equipment for schools. Both are regular activities being carried out by the Government under PEDP3, and the World Bank is not expected to add value in these areas.

Results Area 2: Equitable access and participation

31. The objective of this results area is to provide communities with learning environments that support participation of all children and ensure continuity of education.

32. 2.1 Needs-based school infrastructure: The objective of this subresults area is to improve the physical quality of the learning environment in schools through the construction of additional classrooms and WASH facilities and regular maintenance of the education system infrastructure. It will finance the construction of approximately 95,000 classrooms, teachers' rooms, head teacher rooms, and multipurpose rooms to ensure that all schools have a student-classroom ratio of 56:1 or less and that double shift schools are gradually converted to single shift. Similarly, about 80,000 WASH blocks and 15,000 safe water sources will be constructed/installed so that all schools have adequate WASH facilities, including at least one gender-segregated and disability-accessible WASH block, and a safe drinking water point[10]. Hygiene promotion will be integrated in the revised curricula and textbooks and in the DPEd and CPD curricula. The program will support the development and adoption of tubewell and WASH block maintenance policy, including strengthening institutional capacity for environmental compliance and oversight. The revised guidelines for SLIPs and orientations for School Management Committees (SMCs), head teachers, and AEUOs will also cover WASH topics.

33. 2.2. Out-of-school children: The objective of this subresults area is to reduce the number of 8–14-year-old children who have either never enrolled in school or have dropped out of school by offering alternative modalities of education up to grade 5. About 1 million OOSC will be enrolled in learning centers following the formal primary curriculum and will be eligible to take the PECE, enabling them to continue their studies in the formal education system. There will be independent verifications of the learning centers, ensuring student and teacher attendance and adherence to service standards. The Bureau for Non-Formal Education (BNFE) under the MoPME will be responsible for implementing this subcomponent. DPE will

[10] Each school will have at least one source of safe, potable water (tap water supply, tube well, or water pump).

provide necessary support and the list of dropouts and never-enrolled children to BNFE for identifying potential beneficiaries.

34. 2.3. Children with SEN and disabilities: This subresults area aims to identify children with SEN and enable them to have primary education in mainstream primary schools. To create a more conducive and supportive school environment for children with SEN in mainstream schools, the curriculum and associated textbooks and TLMs will be reviewed and updated, relevant modules will be designed and integrated into the DPEd curricula, and in-service training program, and the capacities of instructors to deliver these modules will be improved. The focus will be on children with mild to moderate disabilities. The modules will cover, among other things, the early identification of special needs, specialized pedagogical techniques, creation of an inclusive environment at school and in the classroom, and liaison with parents and specialized services. The program will also strengthen links between schools and specialized services for SEN.

35. 2.4. Education in emergencies: The objective of this subresults area is to enhance disaster resilience and ensure disaster preparedness of the primary education sector, promote a culture of safety, and enable continuity of education for all children during and after emergencies. School facilities will be made safer through enforcement of building codes and provision of kits with protective equipment/materials to all schools. Disaster management and preparedness will be enhanced through the development, dissemination, and operationalization of standard operating procedures, regular disaster simulation drills, and the development of school-level disaster management plans integrated into the SLIP. There will be a provision for EiE block financing for make-shift schools. Disaster risk reduction (DRR) and prevention education will be integrated during the curriculum revision and development of new textbooks and TLMs.

36. 2.5. Communications and social mobilization: The objective of this subresults area is to ensure that key stakeholders are empowered and informed to promote, support and advance the provision of quality primary education to all age-appropriate children. At an institutional level, institutional capacities and systems will be developed and strengthened to support advocacy, coordinate activities, and use data to plan, implement, and monitor social and behavioral change interventions. At the community level, activities will engage key social networks and groups to encourage positive practices and norms. At the individual, family and caregiver level, activities will promote behavioral change to support positive education-supportive practices.

37. Other subresults area and interventions to improve access (outside the scope of QLEAP but supported under PEDP4): The program will support the construction of new premises for 300 URCs and provide new or expanded Upazila Education Officer (UEO) and District Primary Education Officer (DPEO) premises for 300 upazilas and 64 districts, respectively. These exclusions from QLEAP can be tracked through specific budget codes for reconciliation purposes.

Results Area 3: Management, governance, and financing

38. The objective of this component is to ensure strong governance, adequate and equitable financing, and good management of the primary education system.

39. 3.1. Data systems for decision making: The objective of this subresults area is to improve decision making through strengthened information systems, monitoring, reporting, and evaluation. Information systems will be strengthened through the integration of databases, the elimination of information duplication, filling in data gaps, and the development of performance dashboards to inform decision making. A student registration and identification database will be rolled out to track participation and monitor student learning. Data systems will be developed to monitor and facilitate SLIPs/UPEPs and their associated financing. Key school data will be publicly displayed in schools to enhance transparency and

accountability. The M&E Division of DPE will be strengthened and capacities of policy makers and decision makers at all levels will be built to better utilize data for monitoring, system performance assessment and evidenced-based planning.

40. 3.2. Institutional strengthening: The objective of this subresults area is to strengthen the DPE and field education offices to manage and administer the primary education system effectively and efficiently through a decentralized governance and management structure. DPE will be restructured and streamlined to focus on strategic guidance, coordination, and oversight of divisional offices. A phased decentralization plan will be prepared considering relevant recommendation from the updated Organization Development and Capacity Building Guidebook (ODCBG). Administrative and financial powers will be further devolved to divisional, district, and upazila education offices. Reforms to career paths, strengthening of performance appraisal systems, and capacity building of administrative staff will be undertaken. DPE will review the recruitment rules for positions throughout the primary education system and will prepare and implement a plan to fill the vacant positions in phases based on the revised rules.

41. 3.3. Strengthening SLIPs and UPEPs: This subresults area aims to improve the school environment and learning outcomes through strengthened school- and upazila-based management and accountability. Improving upon the PEDP3 approach to allocating uniform SLIP funds to schools, SLIP funds will be provided to schools based on a formula that accounts for school size (number of students). To receive funding, schools will need to meet certain accountability criteria, including the formation of a SAC and the preparation and dissemination of a social audit report in the previous year. The UPEP will aim to reduce intra-upazila disparities, address school needs that cannot be covered by the SLIP, enable the execution of essential activities that can only be organized at the upazila level, and contribute to the preparation of the need-based Annual Operations Plan (AOP). SLIP/UPEP funds will be channeled from DPE to the upazilas through the upazila/district accounting offices. Funds will be disbursed to the bank accounts of schools that meet a set of eligibility criteria. Schools will be responsible for maintaining expenditure accounts and reporting expenditures to upazila offices and will be subject to statutory audits. The UPEP/SLIP guidelines will be updated and their implementation monitored.

42. 3.4. Strengthening budgets: The objective of this subresults area is to ensure efficient, effective, and adequate budgeting of the program. The GoB will aim to provide an annual budget of at least 4 percent of GDP to the education sector by 2022. The Ministry of Finance (MoF) will allocate budget to PEDP4 as per approved chart of accounts and release budgets to the MoPME in four quarterly installments as per the norms of the GoB. Implementation of the DPE's web-based accounting system will further improve the timeliness of allotment letters reaching the drawing and disbursement officers (DDOs). DPE divisions will be empowered to take a stronger role in budget planning and execution. Certain powers of budgeting and expenditure will be further delegated to the field offices level. As and when powers are decentralized or delegated, the capacities of senior levels of management will be built to provide strategic guidance and oversee budget execution.

43. 3.5. Procurement and financial management: This subresults area aims to ensure maximum use of country systems and strengthen existing fiduciary arrangements. It focuses on strengthening the fiduciary (procurement and financial) system by providing adequate human resources, implementing the Government's integrated budgetary accounting system (iBAS/iBAS++) and electronic government procurement (e-GP), building capacity, and strengthening the internal audit system. It will improve the procurement of civil works and goods through reducing fragmentation, enhancing value for money, and economies of scale. The program will ensure that qualified and adequate number of fiduciary experts are in the procurement and finance divisions of DPE, iBAS/iBAS++ is rolled out and used by district offices for FM reporting, the majority of procurements done at DPE are implemented through e-GP, necessary capacity building of fiduciary personnel at all levels takes place, and DPE adequately coordinates all procurement

activities of the program including the procurement and contract management outsourced to other Government agencies. AFRs will be conducted to improve system efficiency.

Program Financing

44. The Government's five-year PEDP4 cost and QLEAP (the World Bank's PforR) cost are estimated to be US$19 billion and US$18.04 billion, respectively. QLEAP will be financed primarily from government sources, with support from the World Bank, and other DPs (see table 2). The planned contribution from the World Bank is US$700 million, while other DPs are expected to finance approximately US$800 million. The detailed estimates for the resource envelope, cost requirements, and program financing are presented in the technical assessment report.

Table 2. PforR Financing (US$, billions)

Source	Amount	%
Government	16.54	91.7
IBRD/IDA	0.70	3.9
Other DPs (anticipated)	0.80	4.4
Total program financing	**18.04**	**100.0**

Role of DPs

45. The DP consortium for PEDP4 preparation consists of 10 partners: World Bank, ADB, UNICEF, Canada, Australia, JICA, DFID, European Union, UNESCO, and USAID. It is expected that most of these DPs will contribute joint financing to PEDP4. As in PEDP3, all DPs committing funds to PEDP4 are expected to be signatories to a Joint Financing Arrangement with GoB. Members of the consortium will follow the program systems and subscribe to a common boundary of support (same as the World Bank PforR boundary), a common set of DLIs, and a common disbursement modality whereby pooled DP funds will be disbursed directly to the Government treasury.[11] Most of the DPs in the consortium will link all or part of their financing to the achievement of targets for a subset of these DLIs and will utilize evidence provided by the independent verification agency (IVA) commissioned by MoPME for verifying the achievement of DLI targets. The consortium members will participate in joint semiannual consultative meetings and joint annual review meetings to review program progress, including progress toward the completion of agreed actions and achievement of DLI targets.[12]These joint meetings are designed to reduce transaction costs for both DPs and GoB. Additionally, some DPs may also provide direct technical support to GoB, in agreement with GoB and the DP consortium.

D. Disbursement Linked Indicators (DLIs) and Verification Protocols

46. The proposed DLIs are summarized in table 3. They include results representing policy actions, outputs, and outcomes across the three results areas (see annex 3).

[11] *Note*. EU will provide budget support and will, therefore, not subscribe to the common boundary. Furthermore, some DPs might also have certain agency-specific reporting requirements beyond the common requirements.
[12] While individual DPs might link their financing to a subset of the DLIs, the joint reviews will focus on the full set of DLIs.

Table 3. Results Areas and DLIs

Results Area	DLI	Price (US$, millions)
Results Area 1: Quality	1. Curriculum revision and textbook development	85
	2. Assistant teacher recruitment and deployment	80
	3. Teacher education and continuous professional development	80
	4. Examinations and assessments	100
Results Area 2: Equitable access and participation	5. Need-based infrastructure development	175
	6. Educational opportunities for out-of-school children	60
Results Area 3: Management, governance, and financing	7. Fiduciary system and budget	40
	8. Data system, monitoring, and accountability	40
	9. Institutional strengthening	40

47. These DLIs have been selected based on (a) priority results areas, (b) strategic focus on education quality enhancement as envisaged in the Government's NEP and five-year strategic plan, (c) identification of a few key actions from the existing program that require additional incentives to support fundamental system-level transformations, and (d) local and global evidence on what works (including lessons learned from PEDP2, PEDP 3, and other results-based financing operations in the education sector).

48. The verification of the achievement of the DLI targets will be carried out by an IVA commissioned by MoPME. The government's Implementation, Monitoring and Evaluation Division (under the Ministry of Planning), the Bangladesh Bureau of Education Information System (BANBEIS; under MoE), and the Bangladesh Institute of Development Studies (BIDS; under the Ministry of Planning) are being considered, among others, as potential IVAs. 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. The signing of a Memorandum of Understanding (MoU)/service agreement between the MoPME and the selected IVA will be completed before Program effectiveness. The IVA services would be financed through the Government's budget. The targets for each DLI and their verification protocols are detailed in annex 3.

E. Capacity Building and Institutional Strengthening

49. The proposed operation envisages the following key capacity-building and institutional strengthening activities identified during program design and by the technical, fiduciary, and safeguards assessments: (a) activities included in the institutional strengthening results area of QLEAP, (b) capacity-building activities in the different subresults areas; (c) technical assistance (TA) acquired through the GoB's pooled funds and TA activities directly managed by DPs to support the implementation of activities in the different subcomponents; (d) operationalization of a program support team (PST) to more effectively plan, coordinate, and manage the TA for the program; and (e) the World Bank's technical support provided through joint review missions and joint consultative meetings. These are also described in relevant sections of the Program Appraisal Document including program scope, results chain, DLIs (annex 3), and the Program Action Plan (PAP) (annex 5).

50. The key capacity-building and institutional strengthening activities included under the institutional strengthening subresults area include restructuring and streamlining of DPE, upgrading the division offices to enable them to function as directorates, upgrading district and upazila offices to enable them to take on more financial and administrative powers, revising recruitment rules and filling vacant posts, and partnering with specialized agencies to implement some of the activities. Another key area of focus is the strengthening of evidence-based decision making. This will be done by improving information systems, establishing an

adequately staffed evaluation unit in the M&E division, further devolving M&E responsibilities to the divisional level, and providing adequate training and resources to divisional offices to enable them to prepare divisional-level AOPs and reports based on the school census. Similarly, to strengthen the fiduciary system, the operation will ensure that DPE is adequately staffed and supported by relevant FM, procurement, and IT specialists.

51. These different institutional strengthening efforts will also be supported by three DLIs: (a) institutional strengthening; (b) data system, monitoring, and accountability; and (c) fiduciary system and budget.

III. PROGRAM IMPLEMENTATION

A. Institutional and Implementation Arrangements

52. QLEAP will use the country systems for program implementation, oversight, financial management, procurement, safeguards, M&E, and reporting.

53. A Steering Committee (SC), chaired by the MoPME secretary, will serve as the highest-level coordinating entity for all involved ministries and implementing entities. It will be responsible for the overall oversight, policy guidance, and macro coordination of the program and will include senior representatives of partner agencies and relevant ministries. The SC will hold quarterly meetings or as required, where the physical and financial progress of implementation are reviewed, implementation hurdles are addressed, and mitigation measures and guidance are provided for the program's timely and effective implementation.

54. MoPME will be the executing agency responsible for overall policy guidance, coordination, and oversight. DPE of the MoPME will be the main implementing agency. Headed by the Director General and supported by Additional Director Generals (ADGs), DPE will be responsible for overall implementation and coordination of the program activities across MoPME/DPE and other implementing agencies. The ADG for PEDP4 will handle the daily coordination of program implementation while the DPE line directors[13] and the different implementing partners (NCTB, National Academy for Primary Education [NAPE], BNFE, PEB, Local Government Engineering Department [LGED], and Department of Public Health Engineering [DPHE]) will be responsible for the implementation of key areas of the program. The ADG for PEDP4 will be supported by the PST, consisting of a dedicated team of specialists, and will also be responsible for progress reporting and timely and effective planning and utilization of required TA. The M&E Division will be responsible for managing M&E activities. An IVA commissioned by MoPME will carry out the verification of the achievements of the DLIs.

55. The implementation chain is outlined as follows: The divisional education offices located in the country's administrative divisions will oversee program implementation at the divisional level, and the district primary education offices and upazila education offices will implement program activities at the district and upazila levels, respectively. The program will implement an institutional strengthening plan covering decentralization, which will require modifications to the institutional organization and staffing of DPE and the divisional and field offices. To facilitate the transition to the new structure, the needed manpower will be established under the development budget at the onset of the implementation cycle. At

[13] The line directors will head the following divisions at DPE: (a) Administration, (b) Finance, (c) Procurement, (d) Planning and Development, (e) Training, (f) Policy and Operation, (g) M&E, (H) Coordination, and (i) Information Management.

the school level, school head teachers/principals, with the support of SMCs, will be responsible for managing and executing school-level activities, including developing and implementing SLIPs.

56. LGED and DPHE will carry out civil works and maintenances under subresults area 2.1. The program will also support the establishment of an engineering cell in DPE for providing greater oversight to activities related to civils works.

57. NAPE (under MoPME) will develop the CPD curriculum and conduct the training of trainers. The PTIs, administratively accountable to the DPEOs and pedagogically accountable to NAPE, and URCs accountable to the DPEOs will participate in the delivery of DPEd and CPD activities. BNFE will be responsible for implementing activities targeted toward OOSC.

58. PEB, a new entity under the MoPME expected to become operational toward the end of the program period, will eventually be responsible for conducting different student assessments, PECEs, and policy research on teaching-learning. NCTB will continue to be responsible for curricula revision and the development of books and other TLMs.

59. The Program will use country financial management systems for budget execution, accounting, internal controls, financial reporting, and auditing. DP funds will be directly disbursed to the Government's treasury and DPE will access funds according to the normal Government budgeting process. The Controller General of Accounts will be responsible for maintaining the program accounts and reporting through the iBAS/iBAS++ systems. As the LGED, DPHE, and BNFE have the status of DDOs, funds can be channeled directly to these agencies for payment of invoices to vendors. In the case of NAPE and NCTB, DPE will withdraw funds on their behalf and make the necessary payments to vendors, based on MoUs/participation agreements signed between DPE and these agencies. All entities using program funds will be subject to statutory audits, and they will be responsible for maintaining expenditure accounts and ensuring timely expenditure reporting to DPE.

60. Program audit responsibility will lie with the OCAG. Country systems will be used, with the Foreign Aided Project Audit Directorate (FAPAD) auditing development expenditures, while the Civil Audit Directorate (CAD) or any other relevant directorate will audit nondevelopment expenditures. One opinion on audited financial statements will be issued together with two separate management letters from FAPAD and CAD/other directorate. The audit report will be submitted to IDA within nine months from the end of each fiscal year.

B. Results Monitoring and Evaluation

61. 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 of data for tracking program performance. To facilitate monitoring, the eMonitoring system will be synced with the APSC database, and dashboards linked to various back end databases will be developed and operationalized, presenting, on a single screen, critical information that can be easily understood to monitor progress and guide decision making. This information will feed into the key monitoring document of the primary education subsector, the Annual Sector Performance Report (ASPR), which will be published in electronic form by the end December and in hard copy form by March each year. While a national APSC report will be published each year, divisional offices will also start preparing annual divisional-level APSC reports by the end of the program period.

62. The M&E Division will also manage and oversee critical evaluations and surveys that will provide valuable additional information for program M&E. These include, *inter alia*, an education household survey and surveys of preprimary and primary education quality (classroom teaching-learning practices) and

effectiveness. To support these activities, it will establish an evaluation unit, staffed with statisticians and other officers with academic backgrounds related to education-related research. The MoPME and DPs will undertake semiannual reviews/consultations in March and November of each year to review progress in program implementation (including progress towards the achievement of DLI targets and progress in the implementation of the PAP). MoPME will share a progress report with IDA no later than two weeks before each of these reviews/consultations.

63. Program M&E is being facilitated in two ways: (a) through a clearly established results framework (RF) and (b) targeted DLIs on data systems for incentive alignment.

C. Disbursement Arrangement

64. The annual financial allocations across the DLIs and the achievement deadlines for the DLI targets are shown in annex 3. Considering the program's focus on improving quality and access, significantly higher prices are assigned to the DLIs in the first two results areas (DLIs 1–6) compared to the DLIs in the third results area (DLIs 7–9), which are priced at US$40 million each. The prices for the quality-related DLIs (DLIs 1- 4) are at least two times higher than the prices for DLIs 7-9, which are related to management and governance. As one of the most important outcomes of the program is improvement in student learning, DLI 4, which incentivizes learning assessments and learning outcomes, is priced at US$100 million. DLI 5—needs-based infrastructure—is priced at US$175 million as investment in infrastructure is important for both access and quality, and it is by far the largest expenditure item in the development program (comprising about 50 percent of the development expenditure). Note that the prices associated with the most important DLI targets (student assessments, improvement in learning outcomes, needs-based infrastructure works, and increase in single-shift schools) have the highest prices.

65. Disbursements will be contingent upon the Government's furnishing evidence satisfactory to IDA that it has achieved the respective DLI targets and the achievements have been verified by an IVA. The verification protocol for each DLI target is provided in annex 3. While the primary objective of the verification exercise would be to determine if the DLI targets have been achieved, the process would be designed to also provide feedback for course correction during program implementation in cases of delays in meeting the targets. Applications for withdrawal of funds from the World Bank will be sent to IDA any time after the World Bank has notified the GoB in writing that it has accepted evidence of achievement of the DLI targets. All withdrawals will be deposited into a consolidated fund account in Bangladesh taka maintained at the Bangladesh Bank.

66. Details of the agreed disbursement rules for each DLI target are provided in annex 3. All DLI targets must be met before the end of the indicated year/period, unless otherwise noted. Similarly, if a target is met early, the corresponding disbursement may be made before the end of the specified period. The GoB may withdraw an amount not exceeding 25 percent of the total credit, as an advance against expected achievements of DLI targets, subject to the terms specified in the Legal Agreement. Provisions have also been made for disbursements against prior results represented by year 0 DLIs in annex 3.

IV. ASSESSMENT SUMMARY

A. Technical

67. Strategic relevance: The program is strategically relevant in two interlinked ways: (a) it aims to improve primary education, which is fundamental to Bangladesh's socio-economic development and (b) it directly supports the Government's Vision 2021. As Bangladesh seeks to create jobs and compete in global markets, low acquisition of key foundational skills by its large young population remains a significant constraint. This constraint is likely to become more acute with increasingly sophisticated and technology-

driven job markets. Strengthening the quality of primary education so that most children can achieve foundational skills is therefore critical. This is acknowledged in Goal Five within GoB's Vision 2021, which is to 'develop a skilled and creative human resource'. The key components of this goal are (a) universal access to education up to the secondary level and (b) analytical and creative skills attainment by youth. The program will directly and significantly contribute to both these goals.

68. Technical soundness: The PforR is technically sound because program results areas can be linked to the PDO through a robust results chain (see annex 1). Technical effectiveness is further enhanced 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 (specifically, PEDP1, PEDP2, and PEDP3). This implies that implementation feasibility is explicitly factored into the program design. 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 are expected to enhance implementation focus, and strengthen the use of country systems. To mitigate against remaining technical risks, an ongoing process of experiential and experimental learning from implementation and feedback has been built into the program design. This includes strong implementation support, robust results tracking and follow-up, and realistic targets around learning outcome gains.

69. 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. The estimated program expenditure falls within the projected primary education sector resource envelope or fiscal space (US$22.2 billion) making it a realistic program from a financing point of view. The PEF is predicated on detailed costing of focused high-return interventions. It adequately covers the subsector trend cost estimates and provides for incremental investment in key strategic areas.

70. Program RF and DLIs have been designed based on a detailed results chain. This results chain uses both local and global evidence as well as contextual/implementation guidance derived from extensive consultations with Government stakeholders, other DPs, and civil society. The RF indicators are explicitly measurable, attributable, and have realistic targets. Program DLIs link to the PDO and both (a) incentivize key results and (b) alleviate key constraints within the results chain. The process of DLI identification along with the justifications for specific DLIs is outlined in the technical assessment. Risks associated with chosen DLIs will be mitigated through TA, proactive results management, strong communication at each level of service delivery, and the implementation of a robust PAP. The provision of a dedicated PST to ensure effective planning and utilization of required TA will also help mitigate these risks. Note that the Government's extensive experience with DLIs in past Investment Project Financing with DLI operations (particularly in PEDP3) has been leveraged for design.

71. M&E: The program M&E system builds upon the functioning M&E system currently in place under PEDP3 to improve reliability, adequacy, and timeliness of monitoring information on results. In particular, the M&E system will be strengthened through (a) integration of the different existing databases into the web-based DPE management information system (MIS) system, (b) development of performance dashboards to inform decision making, (c) synchronization of the eMonitoring system with the APSC database, (d) capacity strengthening of the M&E Division to enable it to manage evaluations and other critical tasks that will inform planning, and (e) decentralization of certain M&E functions including the preparation of the APSC reports. Furthermore, the operationalization of a grant management system, use

of school reports, mandatory public display of key data in schools, and strong emphasis on social audits are expected to improve transparency, accountability, and monitoring of the implementation progress at local levels. The program will also implement a number of evaluations and assessments and surveys to gather evidence on the quality of implementation and outcomes related to program components and subcomponents.

72. Economic rationale: The cost-benefit analysis uses a 'counterfactual' identification approach that considers what would happen if PEDP4 was not in place. Expected benefits are assumed to arise from three sources: (a) increase in primary education completers with higher wages (compared to noncompleters), (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. Using a discount rate of 12 percent, the cost-benefit analysis shows that the present value of net benefits is positive (US$1.55 billion) and the program's internal rate of return is 14 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. Thus, the results, including the findings of a sensitivity analysis, suggest that the program is expected to be a sound 'investment'.

B. Fiduciary

73. As part of the preparation of QLEAP, an integrated fiduciary system assessment (IFSA) was carried out in accordance with the World Bank guidelines for program for result operations.

74. The IFSA assessed the extent to which the planning, budgeting, accounting, controls, funds flow, financial reporting and auditing systems, and practices provide reasonable assurance on the appropriate use of funds and safeguarding of assets based on the experiences of PEDP3 and other result-based operations. Similarly, it also assessed the procurement systems to understand the extent to which the arrangements and practices provide reasonable assurance in support of achievement of the PforR results. Further, the assessment considered how the country governance systems manage risks of fraud and corruption and how such risks might be mitigated.

75. Considering the ongoing PEDP3, the legal and regulatory framework for the proposed program's fiduciary systems appears to be comprehensive and in line with international principles and standards for public procurement and financial management (PFM). However, the assessment found several significant risks in the operation of the sector that include, but are not limited to, low capacity in financial management in terms of preparing financing statements and performing reconciliations on time, slow release of budgets, slow performance in adjusting advances, inadequacy in record keeping, low capacity in the internal audit department, not taking actions on external audit observations on time, and absence of strict computer controls in the overall financial management operation. Currently, PEDP3 has no pending audit reports although there are few pending audit observations mainly from the FY14/15, FY15/16 reports, which are expected to be resolved within 18 months. The budget and audit committee periodically meets to follow up on unresolved audit observations. In case of procurement, the main issue seems to be the capacity and adequacy of manpower in the implementing agencies and fragmentation of procurement at the central level. To mitigate these risks, the program will assist the Government in preparing a plan for making improvements in the areas identified and will also include DLI targets related to financial reporting, procurement, audits, and other actions to improve overall governance in the subsector.

76. The main expenditure items excluded from the PforR are summarized in table 1. For PforR expenditure reconciliation, the following PEDP4 economic codes will be included: 4500, 4600, 4700, 4800,

4900, 5900, 6700, 6800 (except 6851, 6815, 6821, 6807), 7000 (except 7006), 7900, and 7980. Toward the closure of the program, expenditure reconciliation will be done by comparing the audited statements, budgeted codes covered under the PforR, and other DP contributions. Based on this reconciliation process, a decision is to be made if a refund should be requested. Furthermore, the program will exclude activities that involve procurement of works, goods, nonconsulting services, or consultant services estimated to cost above the World Bank's Operational Procurement Review Committee thresholds according to the contract. The program will also exclude activities that are likely to have significant adverse impacts on the environment and/or affected people.

77. The conclusion of the IFSA is that fiduciary risk is High. However, subject to implementation of the PAP with the aim to mitigate identified fiduciary risks, the overall fiduciary framework is adequate to support program implementation and to achieve the desired results.

78. Anticorruption Guidelines (ACG): GoB will use its own country systems to take appropriate measures to prevent fraud and corruption connected with the program and to remedy or prevent its recurrence. The program will 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. Accordingly, a joint secretary at MoPME is responsible for consolidating complaints received, resolving complaints, issuing office orders, and informing the concerned parties of the resolution. Furthermore, an additional secretary at MoPME is mandated to handle appeal cases. Complaints can also be lodged through the anti-corruption commission hotline number and ACC field level complaints box system. One of the proposed PAP actions is to strengthen the Grievance Redress System at MoPME. The Program has a provision of need-based TA, which can also be mobilized for this purpose as necessary. The World Bank's Guidelines on Preventing and Combating Fraud and Corruption in Program-for-Results Financing, dated February 1, 2012, and revised in July 10, 2015, (the ACG) will apply to the PforR boundary. GoB will use the World Bank's easily accessible procurement debarment list before awarding contracts and share with the World Bank information on allegations of fraud and corruption in the Program and how they are being addressed through annual reports.

C. Environmental and Social Effects

79. An Environmental and Social Systems Assessment (ESSA) was undertaken to (a) identify risks and impacts associated with the Program; (b) assess the strengths and weaknesses of the legal, institutional, and implementation frameworks; and (c) recommend measures to strengthen national systems and capacity to deliver the PforR in a sustainable manner. National-level consultations were organized with all key stakeholders related to primary education to seek feedback on the implementation of provisions to enhance transparency and accountability and other related environment and social issues.

80. Environmental safeguards : QLEAP will support small-scale civil works, including construction of additional classrooms and WASH facilities and regular maintenance of the education system infrastructure. An Environmental Management Framework (EMF) was previously developed by the MoPME/DPE for PEDP3 and was agreed by the DPs of PEDP3. The EMF is adequate to address environmental safeguard issues associated with civil works as well as water supply and sanitation provision for QLEAP.

81. Social safeguards : The ESSA concludes that the social risks and adverse impacts of the program are moderate while positive impacts are significant. The positive social impacts include (a) enrollment of OOSC, including children from the urban slums and the Chittagong Hill Tracts (CHT); (b) opportunities for tribal children to learn in their mother tongues and Bangla simultaneously in early grades to facilitate

their transition to Bangla medium after grade 3; (c) exposure of students to emergency safety drills and use of protective equipment; and (d) more effective mainstreaming of children with special needs in regular schools by identifying their needs early and identification of children with special needs requiring services from specialized educational institutions.

82. Key social risks include (a) limited enrollment of OOSC from urban slums and CHTs, (b) students from special groups (for example, snake charmers and similar nomad groups) not availing institutional education, (c) delays in publication of books in tribal languages, (d) protective equipment to be used for emergency safety drills not reaching all schools, and (d) inadequate presence of National Academy for Autism and Neuro-developmental Disabilities (NAAND)-trained teachers at the primary schools to assist children with special needs.

83. MoPME/DPE can address these challenges by timely implementation of the program. It will also need to ensure that that the necessary manpower, including safeguards consultants, continues to be in place for effective monitoring of safeguards compliance. The PAP includes the following actions to address safeguards challenges: (a) updating, adopting, and operationalizing the EMF and social management framework (SMF); (b) adopting and circulating the WASH block maintenance manual; (c) developing and circulating hygiene promotion manual; (d) testing the water quality annually for each water source; (e) training teachers to teach students with special needs; and (f) assigning a focal point for safeguards at DPE.

84. Climate and disaster screening: QLEAP was screened for climate and disaster risk. Bangladesh is frequently inundated with seasonal floods and flash floods and is periodically affected by cyclones, droughts, and earthquakes. Because of its geographical location and other environmental reasons, the country is one of the most disaster-prone countries in the world. The high frequency of regular and sudden natural disasters in Bangladesh weakens the education system, particularly in the coastal areas, low-lying lands, wetlands, and river islands. 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 DRR, including for preparedness, response, and recovery.[14] QLEAP will demonstrate solutions that enhance the resilience of the education sector to adverse weather and climate change impact. Under QLEAP, DLIs 1, 3, 4, 5, and 6 support climate mitigation and adaptation co-benefits activities through (a) raising awareness and integrating content on climate change mitigation and adaptation in curriculum, assessments, and instruction; (b) integration of efficient architectural designs and energy-efficient appliances/equipment in infrastructure; and (c) adoption and operationalization of a maintenance policy for WASH blocks and hygiene promotion manual. A detailed assessment of climate co-benefits is presented in annex 6.

85. Gender: In Bangladesh, gender parity in enrollment has been achieved in both primary and secondary education. Government statistics show that completion rates at the primary level have been nearly the same for boys and girls since 2013. The average pass rate for boys and girls has increased in recent years. About 98.6 percent of girls and 98.5 percent of boys who sat for the PECE passed the exam (Bangladesh Bureau of Educational Information and Statistics [BANBEIS] 2015). Although the overall dropout rates for both boys and girls have decreased significantly over the time, they are higher for boys than for girls. With regard to teachers, there has been a sharp increase in female teachers between 2010 and 2015. In 2010, the share of female teachers was 49.2 percent and it increased to 60 percent in 2015. GoB's policy is to reserve 60 percent of teacher posts for females in GPSs. Ensuring equal opportunities for girls and boys will remain a key focus of PEDP4 and this PforR. The Program has a gender and inclusive education action plan, which will integrate gender equity and inclusion into the analyses, design, implementation, and monitoring of all Program components. For example, the Program plans to include gender equality-focused elements in the PPE and primary curriculum and curriculum dissemination

[14] Draft Program Document, Fourth Primary Education Development Program, MoPME.

training, include positive gender messaging in textbooks, mainstream gender equality in all teacher education and professional development activities, and ensure that there are separate toilets for male and female students. The PDO-level results indicators have gender-disaggregated targets. These include both indicators linked to education quality and those linked to education access. Where applicable, other indicators will also be tracked in a gender-disaggregated manner. This information is expected to inform gender-specific interventions moving forward.

86. Citizen engagement: Citizen engagement is an important part of the Program. At the school level, beneficiaries (parents and other stakeholders) are directly engaged through their participation in SMCs and parent-teacher associations. The Program also enables beneficiary participation through their engagement in the social audit process. Schools are required to prepare social audit reports to provide public information on school performance and accountability. Furthermore, social audits are included in the Program as an accountability criterion for receiving SLIP grants. Intermediate results indicator 13, which tracks the percentage of schools that produce annual social audit reports on time, serves as a beneficiary feedback indicator. The Program also includes a robust grievance redress system that is tracked by the following PAP action: grievance redress system improved and made (a) more accessible to potential users, (b) proactive in sharing information, and (c) functional in terms of recording and reporting.

87. Grievance Redress System. : GoB is committed to effective GRS in its service delivery and has made arrangements for grievance and complaints handling for the Program using phones and SMS and web-based platforms (http://www.grs.gov.bd/home/index_english).

88. Grievance Redress Service (GRS) : Communities and individuals who believe that they are adversely affected as a result of a Bank supported PforR operation, as defined by the applicable policy and procedures, may submit complaints to the existing program grievance redress mechanism or the WB's Grievance Redress Service. The GRS ensures that complaints received are promptly reviewed in order to address pertinent concerns. 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/GRS. For information on how to submit complaints to the WB Inspection Panel, please visit www.inspectionpanel.org.

D. Risk Assessment

89. The overall risk rating for the proposed operation at this stage is 'Substantial'. The key risks affecting the overall rating are as follows.

90. Political and Governance risk is rated Substantial. Program operation may be affected by political and administrative transitions, especially around the time of the next general elections in 2018. Security concerns continue to be high and the security situation may deteriorate during the program period. The provision of the PST, consisting of a team of specialists to be deployed for the program period, will help mitigate these risks by providing continuous dedicated support to the Program.

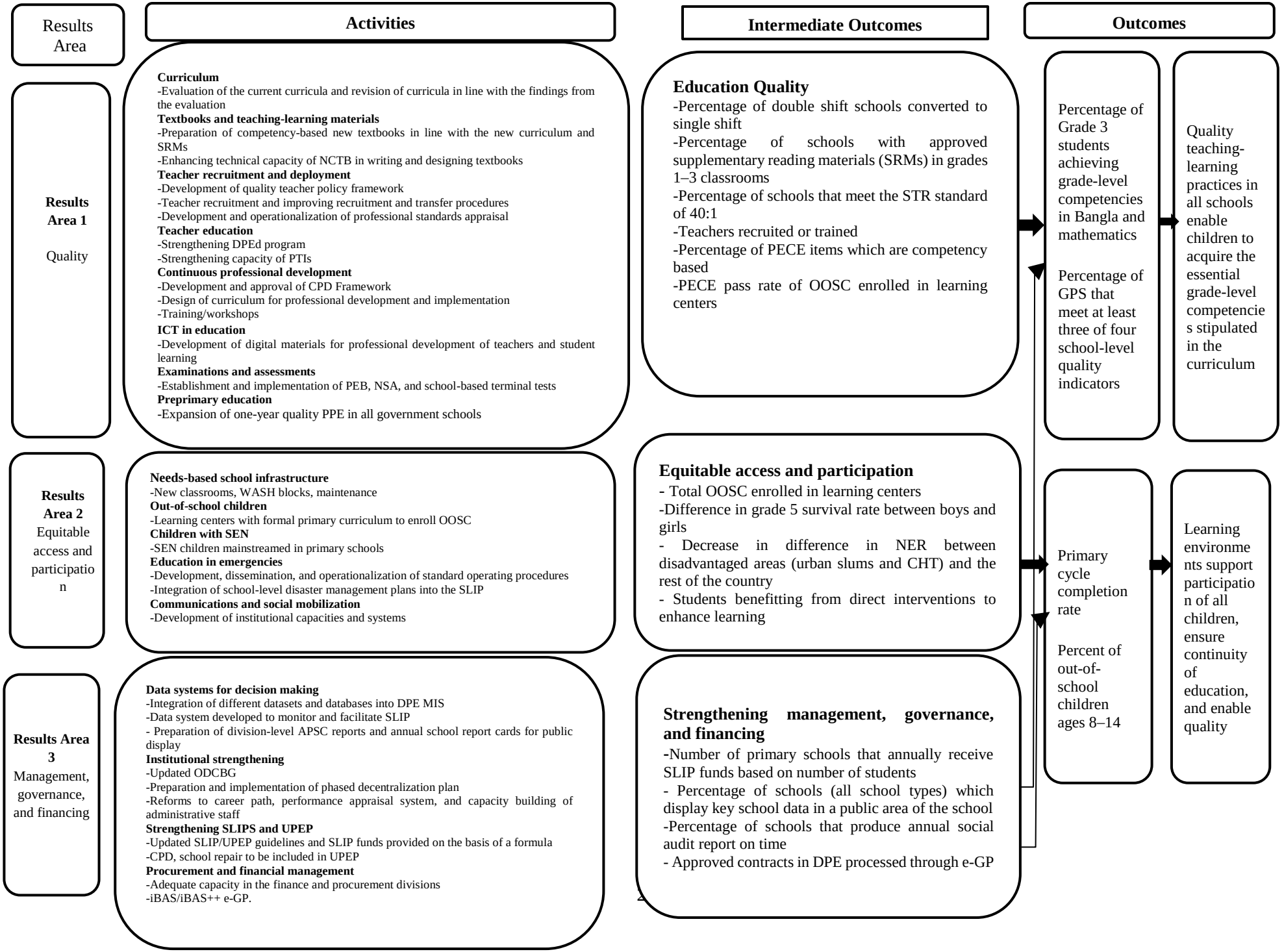
91. Institutional Capacity for Implementation and Sustainability risk is rated Substantial. While the MoPME has extensive experience in implementing national-level programs covering the entire primary education sector, its capacity for M&E is still limited. Achievement of Program objectives may also 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. Furthermore, the Program's plans for further devolving administrative and financial powers to the divisions

and districts could affect implementation if the required approvals for devolution and human resource allocations are not completed on time. These risks will be mitigated by including provisions for capacity building in several areas including planning, financial management, procurement, and safeguards. Greater use of country systems in the PforR approach will also reduce transaction costs and help the program to focus more on the capacity-building efforts.

92. Fiduciary risk is rated High. Fragmentation of procurement activities, reduced competition and transparency, duplication of efforts in financing educational interventions, quality of procurement purchases, slow progress in resolving audit observations, timeliness in the release of advances required for implementation, and delays in adjustments of these advances are challenges that could continue in the proposed program. The risks posed by these potential challenges are expected to be mitigated in QLEAP by using a harmonized Annual Procurement Plan (APP) and AOP, introducing e-GP in all procuring entities, strengthening capacity through a dedicated TA facility, establishing a procurement cell and an internal audit cell, ensuring timely funds release through iBAS++, and conducting third-party fiduciary reviews. DLI targets for strengthening fiduciary capacity have been included to support these measures.

93. Stakeholder risk is rated Substantial. There are multiple stakeholders (for example, multiple ministries, different levels of government, civil society, parents, teachers, and DPs) involved in this Program. There is a risk that the proposed reforms might not be adequately owned by some of the stakeholders. The Program will mitigate stakeholder risk by providing incentives to different actors to focus on results and by effectively implementing activities in the communications and social mobilization subresults area which will ensure that key stakeholders are empowered and informed to support the goals of the Program. It will also enhance the effectiveness of the SC to provide an effective forum for interministerial interaction and dialogue. Furthermore, the World Bank, along with DPs, will engage in continuous dialogue and consultations with the Government and nonstate actors during implementation to enhance stakeholder ownership.

ANNEX 1. PROGRAM RESULTS CHAIN



ANNEX 2. RESULTS FRAMEWORK MATRIX

PDO Indicators by Outcomes		DLI #	CRI	Unit of Measure	Baseline	Intermediate Targets (IT)					End Target
						IT1	IT2	IT3	IT4	IT5	
Outcome 1: Improve quality of education	**PDO Indicator (PDOI) 1**: Percentage of grade 3 students achieving grade-level competencies in Bangla and mathematics	DLI 4		Percentage	Bangla All: 65 Boys: 62 Girls: 66 Maths All: 39 Boys: 37 Girls: 40	Bangla All: 67 Boys: 67 Girls: 67 Maths All: 41 Boys: 41 Girls: 41				Bangla All :74 Boys: 74 Girls: 74 Maths All: 45 Boys: 45 Girls: 45	Bangla All :74 Boys: 74 Girls: 74 Maths All: 45 Boys: 45 Girls: 45
	PDOI 2: Percentage of GPSs that meet at least three of four school-level quality indicators			Percentage	32.8	35	40	45	50	55	55
Outcome 2: Enhance equitable access to education	**PDOI 3**: Primary cycle completion rate			Percentage	All: 80.9 Boys:77.7 Girls:83.9	All: 82 Boys: 80 Girls: 86	All: 84 Boys: 80 Girls:88	All: 86 Boys: 84 Girls :90	All: 88 Boys: 86 Girls: 92	All: 90 Boys: 88 Girls: 93	All: 90 Boys: 88 Girls: 93
	PDOI 4: Percentage of out-of-school children ages 8–14			Percentage	All: 11.0 Boys:13.3 Girls:8.6					All: 6 Boys: 7 Girls: 5	All: 6 Boys: 7 Girls: 5

Intermediate Results Indicators by Results Areas		DLI #	CRI	Unit of Measure	Baseline	Intermediate Targets (IT)					End Target
						IT1	IT2	IT3	IT4	IT5	
Results Area 1: Quality	**IRI 1:** Percentage of double shift schools converted to single shift	DLI 5		Percentage	0	5	10	15	20	25	25
	IRI 2: Percentage of schools with approved supplementary reading materials (SRMs) in grades 1–3 classrooms			Percentage	0	0	99	99	99	99	99
	IRI 3: Percentage of schools that meet the STR standard of 40:1	DLI 2		Percentage	37	37	40	43	46	50	50
	IRI 4: Teachers recruited or trained		X	Number	11,312	15,000	25,000	35,000	45,000	50,000	50,000
	IRI 5: Percentage of PECE items which are competency based			Percentage	65	80	90	100	100	100	100
	IRI 6: PECE pass rate of OOSC enrolled in learning centers			Percentage	72	73	75	77	79	80	80
Results Area 2 Equitable access and participation	**IRI 7**: Total OOSC (new) enrolled in learning centers	DLI 6		Number	100,000	250,000	250,000	500,000	0	0	1,000,000 (cum)
	IRI 8: Difference in grade 5 survival rate between boys and girls			Percentage points	6.8	6.6	6.4	6.2	6.0	5.8	5.8
	IRI 9: Decrease in difference in NER			Percentage points	0	—	—	—	—	10	10

Intermediate Results Indicators by Results Areas		DLI #	CRI	Unit of Measure	Baseline	Intermediate Targets (IT)					End Target
						IT1	IT2	IT3	IT4	IT5	
	between disadvantaged areas (urban slums and CHT) and the rest of the country										
	IRI 10: Students benefitting from direct interventions to enhance learning		X	Number	18,190,000	17,738,000	17,469,000	17,475,000	17,768,000	18,106,000	18,106,000
Results Area 3 Management, governance and financing	**IRI11**: Number of primary schools that annually receive SLIP funds based on number of students	DLI 9		Number	0	0	0	40,000	50,000	55,000	55,000
	IRI 12: Percentage of schools (all school types) which display key school data in a public area of the school	DLI 8		Percentage	0	30	40	50	70	80	80
	IRI 13: Percentage of schools that produce annual social audit report on time			Percentage	80	90	95	98	100	100	100
	IRI 14: Approved contracts in DPE processed through e-GP.	DLI 7		Percentage	0	40	60	70	75	80	80

M&E Plan: PDO Indicators	
Indicator Name	***PDOI 1. Percentage of grade 3 students achieving grade-level competencies in Bangla and mathematics (gender disaggregated)***
Definition/Description of Indicator	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).
Frequency	Once (survey to start in 2021)
Data Source	NSA report and database
Methodology for Data Collection	Nationally representative sample survey of schools
Responsibility for Data Collection	DPE/Proposed PEB
Indicator Name	***PDOI 2. Percentage of GPSs that meet at least three of four school-level quality indicators***
Definition/Description of Indicator	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, and (d) STR
Frequency	Annual
Data Source	APSC report and database
Methodology for Data Collection	Census of primary schools
Responsibility for Data Collection	Information Management Division (IMD), M&E Division
Indicator Name	***PDOI 3. Primary cycle completion rate***
Definition/Description of Indicator	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
Frequency	Annual
Data Source	APSC report and database
Methodology for Data Collection	Census of primary schools
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***PDOI 4. Percentage of out-of-school children ages 8–14***
Definition/Description of Indicator	Number of children ages 8–14 not enrolled in primary schools divided by the number of children ages 8–14 in the population

M&E Plan: PDO Indicators	
Frequency	Once (survey to start in 2021)
Data Source	EHS report and database
Methodology for Data Collection	Nationally representative survey
Responsibility for Data Collection	IMD, M&E Divisions

M&E Plan: Intermediate Results Indicators	
Indicator Name	***IRI 1: Percentage of double shift schools converted to single shift***
Definition/Description of Indicator	Number of schools operating on a double shift basis before July 2018 converted to single shift divided by the total number of schools that operated on a double shift basis before July 2018
Frequency	Annual
Data Source	APSC report and database
Methodology for Data Collection	Census of primary schools
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***IRI 2. Percentage of schools with approved supplementary reading materials (SRMs) in grades 1–3 classrooms***
Definition/Description of Indicator	Number of schools with access to NCTB approved SRMs in grades 1–3 classrooms divided by total number of primary schools
Frequency	Annual
Data Source	APSC report and database
Methodology for Data Collection	Census of primary schools
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***IRI 3. Percentage of schools that meet the STR standard of 40:1***
Definition/Description of Indicator	Number of schools where the STR is 40:1 or less divided by the number of schools, expressed as a percentage
Frequency	Annual
Data Source	APSC report and database

M&E Plan: Intermediate Results Indicators	
Methodology for Data Collection	Census of primary schools
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***IR I4. Teachers recruited or trained***
Definition/Description of Indicator	Number of teachers trained under DPEd program to enhance the learning of primary-level students
Frequency	Annual
Data Source	Teacher MIS report and database
Methodology for Data Collection	Census of primary school teachers
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***IRI 5. Percentage of PECE items which are competency based***
Definition/Description of Indicator	Number of PECE test items that are competency based divided by the total number of PECE test items, expressed as a percentage
Frequency	Annual
Data Source	Report based on analysis of PECE
Methodology for Data Collection	Analysis of PECE test items
Responsibility for Data Collection	DPE Administrative Division, Proposed PEB
Indicator Name	***IRI 6: PECE pass rate of OOSC enrolled in learning centers***
Definition/Description of Indicator	Number of students from learnings centers who passed the PECE divided by the number of students from learnings center who sat for the PECE
Frequency	Annual
Data Source	PECE exam database
Methodology for Data Collection	PECE exams
Responsibility for Data Collection	DPE Administrative Division, Proposed PEB
Indicator Name	***IRI 7. Total OOSC enrolled in learning centers***
Definition/Description of Indicator	Number of children enrolled in learning centers

M&E Plan: Intermediate Results Indicators	
Frequency	Annual
Data Source	Progress report from Second Chance and Alternative Education Division
Methodology for Data Collection	Administrative data collection
Responsibility for Data Collection	BNFE
Indicator Name	***IRI 8. Difference in grade 5 survival rate between boys and girls***
Definition/Description of Indicator	Survival rate for boys divided by survival rate for girls
Frequency	Annual
Data Source	APSC report and database
Methodology for Data Collection	Census of primary schools
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***IRI 9. Decrease in difference in NER between disadvantage areas (urban slums and CHT) and the rest of the country***
Definition/Description of Indicator	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.
Frequency	Once (survey to start in 2021)
Data Source	EHS report and database
Methodology for Data Collection	Nationally representative survey
Responsibility for Data Collection	IMD, M&E Divisions
Indicator Name	***IRI 10. Students benefitting from direct interventions to enhance learning***
Definition/Description of Indicator	Total numbers of students benefitting from all the direct interventions designed to enhance learning
Frequency	Annual
Data Source	APSC report and database
Methodology for Data Collection	Census of primary schools

M&E Plan: Intermediate Results Indicators	
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***IRI 11. Number of primary schools that annually receive SLIP funds based on number of students***
Definition/Description of Indicator	Number of primary schools that receive SLIP grant annually based on number of students enrolled
Frequency	Annual
Data Source	Progress report based on SLIP/UPEP database
Methodology for Data Collection	Administrative data collection
Responsibility for Data Collection	IMD, M&E Division
Indicator Name	***IRI 12. Percentage of schools (all school types) which display key school data in a public area of the school***
Definition/Description of Indicator	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
Frequency	Annual
Data Source	APSC report and database
Methodology for Data Collection	Census of primary schools
Responsibility for Data Collection	AUEO
Indicator Name	***IRI 13. Percentage of schools that produce annual social audit report on time***
Definition/Description of Indicator	Number of schools that produce annual social audit reports by end of fiscal year divided by number of schools
Frequency	APSC report and database
Data Source	Census of primary schools
Methodology for Data Collection	IMD, M&E Division
Responsibility for Data Collection	APSC report and database
Indicator Name	***IRI 14. Approved contracts in DPE processed through e-GP***
Definition/Description of Indicator	Number of contracts in DPE processed through e-GP divided by the number of contracts in DPE that can be processed using e-GP

M&E Plan: Intermediate Results Indicators	
Frequency	Annual
Data Source	DPE's e-GP system
Methodology for Data Collection	Administrative data collection
Responsibility for Data Collection	Proposed Procurement Division

ANNEX 3: DISBURSEMENT LINKED INDICATORS, DISBURSEMENT ARRANGEMENTS AND VERIFICATION PROTOCOLS

Disbursement-Linked Indicators Matrix				
DLI 1	**Curriculum revision and textbook development**			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action/Output/ Outcome	No	Text	US$85	12.1%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 0	DLI Target 1.1: Action plan for curriculum revision, and textbook and teaching learning materials development has been approved by MoPME		US$21.25	US$21.25 million upon achievement of target; Rollover: yes
Year 2	DLI Target 1.2: Pre-primary education (PPE) and grades 1-5 curriculum has been revised		US$21.25	US$21.25 million upon achievement of target; Rollover: yes
Year 3	DLI Target 1.3: Grades 1-2 textbooks and teaching learning materials have been developed as per revised curriculum		US$21.25	US$21.25 million upon achievement of target; Rollover: yes
Year 4	DLI Target 1.4: PPE and grades 3-5 textbooks and teaching learning materials have been developed as per revised curriculum		US$21.25	US$21.25 million upon achievement of target; Rollover: yes
DLI 2	**Assistant teacher recruitment and deployment**			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action	Yes	Text	US$80	11.4%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 0	DLI Target 2.1: Recruitment plan for teachers has been prepared and approved by MoPME		US$26.66	US$26.66 million upon achievement of target; Rollover: yes
Year 4	DLI Target 2.2: 75% of the end of program target has been achieved as per assistant teacher recruitment plan		US$26.67	US$26.67 million if achievement is at least 75; % US$20 million if achievement is at least 50% but less than 75%; Rollover: yes
Year 5	DLI Target 2.3: At least 50% of government primary schools (GPS) have a student teacher ratio of 40:1 or less		US$26.67	US$26.66 million upon achievement of target; Rollover: no

Disbursement-Linked Indicators 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**
Action	No	Text	US$80	11.4%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 0	DLI Target 3.1: Diploma in Primary Education (DPEd) training plan has been approved by MoPME		US$13.33	US$13.33 million upon achievement of target; Rollover: yes
Year 1	DLI Target 3.2: CPD framework and plan have been developed and approved by MoPME		US$13.33	US$13.33 million upon achievement of target; Rollover: yes
Year 3	DLI Target 3.3: Revised DPEd curriculum has been approved by MoPME		US$13.33	US$13.33 million upon achievement of target; Rollover: yes
Year 3	DLI Target 3.4: CPD training has been started as per approved plan		US$13.33	US$13.33 million upon achievement of target; Rollover: yes
Year 4	DLI Target 3.5: DPEd has been implemented according to the plan with 50% of the teachers without DPEd/C-in-Ed trained		US$13.34	US$13.34 mil upon achievement of target; Rollover: yes
Year 4	DLI Target 3.6: CPD training has been conducted as per approved plan		US$13.34	US$13.34 million upon achievement of target; Rollover: yes
DLI 4	**Examinations and assessments**			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action/Output/ Outcome	Yes	Text	US$100	14.3%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 4	DLI Target 4.1: National Student Assessment (NSA) 2021 has been conducted		US$50	US$50 million upon achievement of target; Rollover: no
Year 5	DLI Target 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 the percentage in NSA 2017		US$50	US$50 million if target is achieved for both Bangla and Math; US$35 millions if target is achieved for only Bangla or Math; Rollover: no

Disbursement-Linked Indicators Matrix				
DLI 5	**Need-based infrastructure development**			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action/Output/ Outcome	Yes	Text	US$175	25%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 0	DLI Target 5.1: Infrastructure plan and infrastructure planning guideline (IPG) have been updated and approved by MoPME		US$58.33	US$58.33 million upon achievement of target; Rollover: yes
Year 4	DLI Target 5.2: At least 75 % of planned need-based infrastructure development works (additional classrooms, gender segregated water and sanitary hygiene blocks, drinking water source) has been completed according to the IPG and as per standard of BNBC		US$58.33	US$58.33 million if achievement is at least 75%; US$50 million if achievement is at least 60% and less than 75%; Rollover: yes
Year 5	DLI Target 5.3: Single shift schools have increased by 10 percentage points compared to program baseline		US$58.34	US$58.34 million upon achievement of target; Rollover: no
DLI 6	**Educational opportunities for out of school children (OOSC)**			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action/Output/ Outcome	Yes	Text	US$60	8.5%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 1	DLI Target 6.1: OOSC enrolled in learning centers (LCs) under PEDP3 are back to school or LCs		US$10	US$8 million if 30,000 students continue; thereafter US$1 million for each 10,000 students that continue; Rollover: no
Year 2	DLI Target 6.2: At least 250,000 new OOSC have enrolled in LCs through implementation support agencies (ISAs)		US$10	US$6 million if 150,000 enrolled; thereafter US$2 million for each additional 50,000 enrolled; Rollover: yes
Year 3	DLI Target 6.3: At least 250,000 new OOSC have enrolled in LCs through ISAs.		US$10	US$6 million if 150,000 enrolled; thereafter US$2 million for each

Disbursement-Linked Indicators Matrix			
			additional 50,000 enrolled; Rollover: yes
Year 4	DLI Target 6.4: At least 60 % of children in LCs since year 2 remain enrolled in the LCs	US$10	US$10 million upon achievement of target; Rollover: yes
Year 4	DLI Target 6.5: National survival rate to grade 5 has increased by 2 percentage points for both boys and girls	US$10	US$10 million if target is achieved for both boys and girls; US$7 million if target is achieved for only boys or only girls Rollover: yes
Year 5	DLI Target 6.6: 650,000 OOSC (cumulative from year 2) are back to school or learning centers	US$10	US$10 million upon achievement of target; Rollover: no
DLI 7	**Fiduciary system and budget**		
Type of DLI	**Scalability** / **Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action/Output/ Outcome	Yes / Text	US$40	5.7%
Period	**Value**	**Allocated Amount (US$, millions)**	**Formula**
Year 1	DLI Target 7.1: Fiduciary system has been updated	US$8	US$8 million upon achievement of target; Rollover: yes
Year 2	DLI Target 7.2: Internal audit unit/cell has been established at DPE and adequately staffed	US$8	US$8 million upon achievement of target; Rollover: yes
Year 3	DLI Target 7.3: 85% of the original approved cumulative annual budget of years 1-2 has been utilized	US$8	US$8 million upon achievement of target; US$5 million if utilization is at least 80% but below 85%; Rollover: no
Year 4	DLI Target 7. 4: iBAS++ has been rolled out in 90% of all drawing and disbursement officers and 80% of approved number of eligible contracts in DPE have been processed through e-GP	US$8	US$8 million if targets are achieved for both iBAS++ and e-GP; US$5 million if target is achieved for only iBAS++ or e-GP; Rollover: yes
Year 5	DLI Target 7.5: Further enhanced functions for audit resolution	US$8	US$8 million upon achievement of target; Rollover: no

Disbursement-Linked Indicators Matrix				
DLI 8	**Data system, monitoring and accountability**			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action/Output/ Outcome	No	Text	US$40	5.7%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 1	DLI Target 8.1: Roadmap for a comprehensive management information system (MIS) has been developed and approved by MoPME		US$10	US$10 million upon achievement of target; Rollover: yes
Year 3	DLI Target 8.2: Integrated web-based MIS has been established		US$10	US$10 million upon achievement of target; Rollover: yes
Year 4	DLI Target 8.3: 70% of government primary schools display key school data, as specified by DPE, in public areas in the schools		US$10	US$10 million upon achievement of target; Rollover: no
Year 5	DLI Target 8.4: Integrated web-based MIS has become fully operational		US$10	US$10 million upon achievement of target; Rollover: no
DLI 9	**Institutional strengthening**			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (US$, millions)**	**As % of Total Financing Amount**
Action/Output/ Outcome	Yes	Text	US$40	5.7%
Period	**Value**		**Allocated Amount (US$, millions)**	**Formula**
Year 1	DLI Target 9.1: Institutional strengthening plan (ISP) under updated ODCBG has been developed and approved by MoPME		US$6.66	US$6.66 million upon achievement of target; Rollover: no
Year 1	DLI Target 9.2: SLIP and UPEP guidelines have been updated		US$6.66	US$6.66 million upon achievement of target; Rollover: no
Year 2	DLI Target 9.3: UPEP has been implemented in 50 upazilas according to updated guidelines		US$6.67	US$6.67 million upon achievement of target; Rollover: yes
Year 2	DLI Target 9.4: ISP implementation under updated ODCBG has been initiated		US$6.67	US$6.67 million upon achievement of target; Rollover: yes
Year 4	DLI Target 9.5: 85% of government primary schools (GPSs) have received SLIP funds and utilized them as per the updated SLIP guidelines		US$6.67	US$6.67 million if achievement is 85%; US$4 millions if achievement is at

Disbursement-Linked Indicators Matrix			
			least 70% but below 85%; Rollover: no
Year 5	DLI Target 9.6: ISP under updated ODCBG has been implemented	US$6.67	US$6.67 million upon achievement of target; Rollover: no

Note: Unless stated otherwise, rollover is for one fiscal year.

DLI Verification Protocol Table	
DLI 1	***Curriculum revision and textbook development***
DLI Target 1.1 Description	Action plan for curriculum revision, and textbook and teaching learning materials development has been approved by MoPME
Data source/ agency	(a) Approved action plan; (b) Letter from MoPME confirming the approval of action plan
Verification Entity	IVA (TBD)
Procedure	*Definition*: 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. *Achievement description:* 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.
DLI Target 1.2 Description	PPE and grades 1-5 curriculum has been revised
Data source/ agency	Approved curriculum document with minutes of approval by NCCC
Verification Entity	IVA (TBD)
Procedure	*Achievement description:* 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 Target 1.3 Description	Grades 1-2 textbooks and teaching learning materials have been developed as per revised curriculum
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	IVA (TBD)
Procedure	*Definition:* TLMs also include supplementary reading materials(to be selected by NCCC, and TLMs to be developed *Achievement description:* 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 Target 1.4 Description	PPE and grades 3-5 textbooks and teaching learning materials have been developed as per revised curriculum
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

DLI Verification Protocol Table	
Verification Entity	IVA (TBD)
Procedure	*Achievement description:* 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***
DLI Target 2.1 Description	Recruitment plan for assistant teachers has been prepared and approved by MoPME
Data source/ agency	(a) Recruitment plan document; and (b) Letter from MoPME confirming the approval of recruitment plan.
Verification Entity	IVA (TBD)
Procedure	*Definition*: The teacher recruitment plan for assistant teachers includes, *inter alia*, 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. *Achievement description*: This target is considered achieved when DPE has developed the recruitment plan, and MoPME has approved it.
DLI Target 2.2 Description	75% of the end of program target has been achieved as per assistant teacher recruitment plan
Data source/ agency	DPE consolidated report on assistant teacher recruitment
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 Target 2.3 Description	At least 50% of GPS have a student teacher ratio of 40:1 or less
Data source/ agency	APSC/ASPR reports
Verification Entity	IVA (TBD)
Procedure	*Definition:* 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. *Achievement description*: 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.
DLI 3	***Teacher education and CPD***
DLI Target 3.1 Description	DPEd training plan has been approved by MoPME
Data source/ agency	(a) Approved plan document; and (b)MoPME letter confirming approval of plan

DLI Verification Protocol Table	
Verification Entity	IVA (TBD)
Procedure	*Definition*: 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. *Achievement Description:* 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 Target 3.2 Description	CPD framework and plan have been developed and approved by MoPME
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	IVA (TBD)
Procedure	*Definition*: 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. *Achievement Description:* 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.
DLI Target 3.3 Description	Revised DPEd curriculum has been approved by MoPME
Data source/ agency	(a) Revised DPEd curriculum document; and (b) MoPME letter confirming approval of the revised DPEd curriculum.
Verification Entity	IVA (TBD)
Procedure	*Achievement Description:* 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.
DLI Target 3.4 Description	CPD training has been started as per approved plan
Data source/ agency	DPE/NAPE progress report on CPD implementation
Verification Entity	IVA (TBD)
Procedure	*Achievement Description:* This target is considered met when: (a) DPE/NAPE report confirms that 15% of program targeted 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 Verification Protocol Table	
DLI Target 3.5 Description	DPEd has been implemented according to the plan with 50% of the teachers without DPEd/C-in-Ed trained
Data source/ agency	DPE/NAPE progress report on DPEd implementation
Verification Entity	IVA (TBD)
Procedure	*Achievement Description:* This target is considered met whe:n (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 Target 3.6 Description	CPD training has been conducted as per approved plan
Data source/ agency	DPE progress report on CPD implementation
Verification Entity	IVA (TBD)
Procedure	*Achievement Description:* 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 4	***Examinations and assessments***
DLI Target 4.1Description	NSA 2021 has been conducted
Data source/ agency	(a) NSA 2021 report; and (b) MoPME letter confirming the endorsement of NSA report with action plan
Verification Entity	IVA (TBD)
Procedure	*Definition*: The NSA is a learning assessment of a nationally representative sample of students in grades 3 and 5 for Bangla and Math *Achievement description*: 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
DLI Target 4.2 Description	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
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	IVA (TBD)
Procedure	*Achievement description*: 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

DLI Verification Protocol Table	
DLI 5	***Need-based infrastructure development***
DLI Target 5.1 Description	Infrastructure plan and IPG have been updated and approved by MoPME
Data source/ agency	(a) MoPME approved updated infrastructure plan and updated IPG; and (b) letter from MoPME confirming approval of IPG
Verification Entity	IVA (TBD)
Procedure	*Achievement description:* 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 Target 5.2 Description	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 standard of BNBC
Data source/ agency	DPHE and LGED reports approved by MoPME
Verification Entity	IVA (TBD)
Procedure	*Definition*: 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. *Achievement description*: 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 Target 5.3 Description	Single shift schools has increased by 10 percentage points compared to program baseline
Data source/ agency	APSC report
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 OOSC***
DLI Target 6.1 Description	OOSC enrolled in LCs under PEDP3 are back to school or LCs
Data source/ agency	(i) DPE/BNFE report approved by MoPME; and (ii) list of students
Verification Entity	IVA (TBD)
Procedure	*Definition*: 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). *Achievement description*: This target is considered achieved when DPE/BNFE report confirms that OOSCs in LCs under PEDP3 are back to school or LCs.

DLI Verification Protocol Table	
DLI Target 6.2 Description	At least 250,000 new OOSC have enrolled in learning centers through ISAs
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	IVA (TBD)
Procedure	*Definition*: 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. *Achievement description*: 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 Target 6.3 Description	At least 250,000 new OOSC have enrolled in learning centers through ISAs
Data source/ agency	MoPME letter with BNFE report
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 Target 6.4 Description	At least 60% of children in LCs since Year 2 remain enrolled in the LCs
Data source/ agency	(i) Independent agency report concurred by BNFE and approved by MoPME; and (ii) APSC and ASPR
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 Target 6.5 Description	National survival rate to grade 5 has increased by 2 percentage points for both boys and girls
Data source/ agency	APSC and ASPR for 2017 and 2022
Verification Entity	IVA (TBD)
Procedure	*Definition*: Survival rate to grade 5 means the percentage of a cohort of students enrolled in Grade 1 who reach Grade 5 regardless of repetition *Achievement description*: 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 Target 6.6 Description	650,000 OOSC (cumulative from year 2) are back to school or learning centers

DLI Verification Protocol Table	
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	IVA (TBD)
Procedure	*Achievement description*: 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***
DLI Target 7.1 Description	Fiduciary system has been updated
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	IVA (TBD)
Procedure	*Definition:* 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++. *Achievement description*: This target is considered achieved when: (i) updating of fiduciary system has been initiated; and (ii) the above mentioned plans have been approved.
DLI Target 7.2 Description	Internal audit unit/cell (IAU) has been established at DPE and adequately staffed
Data source/ agency	MoPME office order confirming the establishment of the IAU, including job description
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 Target 7.3 Description	85% of the original approved cumulative annual budget of years 1-2 has been utilized
Data source/ agency	Originally approved annual budget and annual financial statements
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 years1-2 has been executed.

DLI Verification Protocol Table	
DLI Target 7.4 Description	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
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	IVA (TBD)
Procedure	*Achievement description*: (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 Target 7.5 Description	Further enhanced functions for audit resolution
Data source/ agency	(i) Tripartite audit review meeting minutes; and (ii) quarterly audit progress reports approved by MoPME
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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***
DLI Target 8.1 Description	Roadmap for a comprehensive MIS has been developed and approved by MoPME
Data source/ agency	(i) MoPME approved roadmap; and (ii) MoPME letter confirming approval of the roadmap
Verification Entity	IVA (TBD)
Procedure	*Definition:* Integrated MIS refers to the web-based central data management system of DPE. *Achievement description*: This target is considered achieved when a roadmap is developed by DPE and approved by MoPME.
DLI Target 8.2 Description	Integrated web-based MIS has been established
Data source/ agency	DPE data management system
Verification Entity	IVA (TBD)
Procedure	*Achievement description:* 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 Target 8.3 Description	70% of GPSs display key school data, as specified by DPE, in public areas in the schools

DLI Verification Protocol Table	
Data source/ agency	DPE report based on administrative data
Verification Entity	IVA (TBD)
Procedure	*Achievement description:* 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 Target 8.4 Description	Integrated web based MIS has become fully operational
Data source/ agency	MoPME approved system generated performance reports prepared by DPE
Verification Entity	IVA (TBD)
Procedure	*Definition:* 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. *Achievement description*: This target is considered achieved when the DPE integrated data management system has become fully operational.
DLI 9	***Institutional strengthening***
DLI Target 9.1 Description	ISP under updated ODCBG has been developed and approved by MoPME
Data source/ agency	(a) Approved ISP document; and (b) MoPME letter confirming the approval of ISP
Verification Entity	IVA (TBD)
Procedure	*Definition:* 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. *Achievement description*: This target is considered achieved when the ISP is approved by MoPME under the purview of updated ODCBG.
DLI Target 9.2 Description	SLIP and UPEP guidelines have been updated
Data source/ agency	(i) Updated SLIP and UPEP guidelines; and (ii) PEDP4 implementation progress report
Verification Entity	IVA (TBD)
Procedure	*Achievement Description:* 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 Target 9.3 Description	UPEP has been implemented in 50 upazilas according to updated guidelines

DLI Verification Protocol Table	
Data source/ agency	(i) Summary of UPEP plans prepared by DPE; and b) UPEP implementation report from DPE based on administrative data
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 Target 9.4 Description	ISP implementation under ODCBG has been initiated
Data source/ agency	MoPME approved progress report on ISP year 2 activities prepared by DPE.
Verification Entity	IVA (TBD)
Procedure	*Definition:* Initiated means year 2 activities have started as per plan. *Achievement description*: This target is considered achieved when all interventions included in the ISP for year 2 are implemented.
DLI Target 9.5 Description	85% of GPSs have received SLIP funds and utilized them as per the updated SLIP guidelines
Data source/ agency	SLIP implementation progress report from DPE based on administrative data
Verification Entity	IVA (TBD)
Procedure	*Achievement description*: 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 Target 9.6 Description	ISP under updated ODCBG has been implemented
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	IVA (TBD)
Procedure	*Achievement description*: This target is considered achieved when all interventions included in the ISP for years 2-4 have been implemented as planned.

ANNEX 4: SYSTEMATIC OPERATIONS RISK RATING (SORT)

BANGLADESH: Quality Learning for All Program
Stage: Appraisal

Systematic Operations Risk-Rating Tool (SORT)	
Risk Category	**Rating (H, S, M, L)**
1. Political and Governance	S
2. Macroeconomic	M
3. Sector Strategies and Policies	M
4. Technical Design of Project or Program	M
5. Institutional Capacity for Implementation and Sustainability	S
6. Fiduciary	H
7. Environment and Social	M
8. Stakeholders	S
9. Other	
OVERALL	**S**

ANNEX 5: PROGRAM ACTION PLAN

Action Description	DLI #	Responsibility	Recurrent	Frequency	Due Date	Completion Measurement
TECHNICAL						
1. MoUs/ agreements/ contracts signed between DPE/MoPME and associate agencies supporting PEDP 4		MoPME/DPE	No	1	December 2018	MoUs/ agreements/ contracts signed with all associate agencies with the provision of annual monitoring of performance based on performance indicators
2. MoPME has followed the GoB recruitment guidelines in all recruitments initiated since July 2018		DPE	Yes	Annual	January of the following year	Annual progress report on implementation of agreed recruitment guideline (including references to updates made).
3. Web-based SLIP/UPEP funds management module added to the existing funds management system		DPE/MoPME	No	1	June 2019	Functioning SLIP/UPEP funds module in the funds management system
4. Capacity building plan for field offices to support institutional strengthening prepared and implemented		DPE		Annual	June 2019 (plan finalization), and each June thereafter	Capacity building plan document; and annual Plan implementation progress report
5. BBS or any suitable entity commissioned to conduct Education Household Survey 2021		DPE/BBS	No	1	June 2021	An MoU/Participation Agreement between DPE and BBS/other agency is signed to conduct EHS 2021
FIDUCIARY						
6. 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

Action Description	DLI #	Responsibility	Recurrent	Frequency	Due Date	Completion Measurement
7. 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
8. Annual Fiduciary Reviews (AFR) conducted and disseminated	7	DPE	Yes	Annual	October each year from 2020	AFR report approved by MoPME
9. (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
10. 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.
11. 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
12. Grievance Redress System (GRS) improved and made (i) more accessible to potential users; (ii) proactive in sharing information; (iii) functional in terms of recording and reporting	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 DPs
ENVIROMENTAL AND SOCIAL SAFEGUARDS						

Action Description	DLI #	Responsibility	Recurrent	Frequency	Due Date	Completion Measurement
13. The harmonized SMF and EMF developed under PEDP 3 are updated, adopted, and operationalized		DPE	No	1	December, 2018	Updated versions of the SMF and EMF have been adopted; and implementation status included in DPE annual progress report.
14. WASH Block maintenance manual adopted by DPE and hygiene promotion manual is developed by DPHE		DPE/DPHE	No	1	Within 6 months from the start of program implementation	Circulate adopted/endorsed WASH Block maintenance manual and hygiene promotion manual (drafted by DPHE) to schools
15. Water quality test requirement included in the MOU signed between DPE and DPHE with sufficient budget allocated annually		DPE/DPHE	Yes	annually	July each year	(i) Annual Water quality test report for water sources that have been built for more than one year
16. Safeguard focal person/specialist is assigned at DPE to strengthen the coordination of environmental and social safeguard		DPE	No	1	December 2018	MoPME letter confirming that the focal person/specialist has been assigned with ToR
17. Necessary devices will be supplied on a need basis to Children with Special Education Need and Disability		DPE	Yes	Annual	December each year	Annual report with information on devices distributed to the children with special education needs and disability

ANNEX 6: CLIMATE CO-BENEFITS ASSESSMENT

1. Bangladesh is frequently inundated with seasonal floods and flash floods and is periodically affected by cyclones, droughts, and earthquakes. Because of its geographical location and other environmental reasons, the country is one of the most disaster-prone countries in the world. Climate projections for the country point to an increase of 1.4 degrees centigrade in median temperature by 2050. The frequency of tropical cyclones in the Bay of Bengal may increase and, according to the Intergovernmental Panel on Climate Change's Third Assessment Report, there is "evidence that the peak intensity may increase by 5% to 10% and precipitation rates may increase by 20% to 30%" (IPCC 2001). Cyclone-induced storm surges are likely to be exacerbated by a potential rise in sea level of over 27 cm by 2050.

2. The high frequency of regular and sudden natural disasters in Bangladesh weakens the education system, particularly in the coastal areas, low-lying lands, wetlands and river islands. A baseline assessment of the impact of natural disasters on Bangladesh primary schools found that 84 percent of sampled schools in disaster-prone areas experienced extended closures lasting an average of 26 days. About 70 percent of sample schools were used as shelters, with the majority reporting severe losses and damages to school facilities, particularly to water sanitation facilities and furniture. Affected schools also reported a 3 percent increase in dropout rates and lowered competency achievement. In the past years, natural disasters, particularly cyclones have disrupted the education of more than 1.5 million children. Since 2007, about 9,000 of Bangladesh's primary schools have been affected. 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 DRR, including for preparedness, response and recovery.[15] QLEAP will demonstrate solutions that enhance the resilience of the education sector to adverse weather and climate change impact.

3. **Climate Co-benefits.** Under QLEAP, DLI 1,3,4, 5 and 6 support the following climate mitigation and adaptation co-benefits activities.

DLI	Subresult Areas Applicable	Climate Actions Incorporated
DLI 1 Curriculum revision& textbook development	1.1 1.2	***Mitigation:*** Include content for raising awareness on climate change mitigation (greenhouse gas) in the curriculum ***Adaptation:*** Integrate content on climate change adaptation (education about growing climate change issues, changing patterns of rains and floods, emergency responses to cyclones, floods) in school curriculum.
DLI 3 Teacher Education and continuous professional development	1.4 1.5 1.6 2.4	***Mitigation:*** Include content on climate change mitigation (greenhouse gas) in teacher training materials. ***Adaptation:*** Integrate content on climate change adaptation in teacher training materials, and training teachers to carry out evacuations at the onset of emergencies such as cyclones, floods.
DLI 4 Examination and learning assessments	1.7 2.1	***Mitigation:*** Construction of new or rehabilitated classrooms, WASH blocks and regular maintenance of the education system infrastructure will integrate efficient architectural designs, energy efficient appliances and equipment, and building techniques. In addition, learning outcomes will measure students' knowledge on revised curriculum that incorporates content on raising awareness. Assessments will be updated to reflect the revised curriculum. ***Adaptation:*** Adaptation measures, including revision of infrastructure planning guidelines as well as maintenance policy for water supply and sanitation facilities will be integrated in the construction of new or rehabilitated

[15] Draft Program Document, Fourth Primary Education Development Program, MoPME.

DLI	Subresult Areas Applicable	Climate Actions Incorporated
		classrooms, WASH blocks and regular maintenance of the education system infrastructure. Development and circulation of hygiene manual will be supported. Assessments will be updated to reflect the revised curriculum.
DLI 5 Need-based Infrastructure	2.1	***Mitigation:*** Construction of new or rehabilitated classrooms, WASH blocks and regular maintenance of the education system infrastructure will integrate efficient architectural designs, energy efficient appliances and equipment, and building techniques ***Adaptation:*** Adaptation measures, including revision of infrastructure planning guidelines as well as maintenance policy for water supply and sanitation facilities will be integrated in the construction of new or rehabilitated classrooms, WASH blocks and regular maintenance of the education system infrastructure. Development and circulation of hygiene manual will be supported.
DLI 6 Educational opportunities for out of school children and student retention	2.1 2.2	***Mitigation:*** OOSC will benefit from content on greenhouse gas reduction in school curriculum, teacher training materials. In addition, energy efficient construction of new or rehabilitated classrooms, WASH blocks will support improved survival rate ***Adaptation:*** OOSC will benefit from integration of content on climate change adaptation (educating children about growing climate change issues, changing patterns of rains and floods, emergency responses to those events, training teachers to carry out evacuations at the onset of emergencies such as cyclones, floods) in school curriculum, teacher training materials. In addition, construction of new or rehabilitated classrooms, WASH blocks will support improved survival rate