



Completion Report

Project Number: 42122-013
Loan Numbers: 2761, 3256
March 2020

Bangladesh: Third Primary Education Development Project

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Asian Development Bank

CURRENCY EQUIVALENTS

Currency unit		– Taka (Tk)	
		At Appraisal 5 July 2011	At Project Completion 30 June 2018
Tk1.00	=	\$0.0136	\$0.01195
\$1.00	=	Tk73.30	Tk83.70

ABBREVIATIONS

ADB	–	Asian Development Bank
ASC	–	annual school census
DLI	–	disbursement-linked indicator
DMF	–	design and monitoring framework
DPC	–	development partners consortium
DPE	–	Directorate of Primary Education
DPEd	–	Diploma in Primary Education
DPHE	–	Department of Public Health Engineering
EIRR	–	economic internal rate of return
GAP	–	gender action plan
GOB	–	Government of Bangladesh
GPS	–	government primary school
JARM	–	joint annual review mission
JFA	–	joint fiduciary agreement
LGED	–	Local Government Engineering Department
MOPME	–	Ministry of Primary and Mass Education
MTR	–	midterm review
NAPE	–	National Academy for Primary Education
NCTB	–	National Curriculum and Textbook Board
NNGPS	–	newly nationalized government primary school
NPER	–	net primary enrollment rate
PECE	–	primary education completion examination
PEDP3	–	Third Primary Education Development Program
PPE	–	preprimary education
PTI	–	primary training institute
RNGPS	–	registered nongovernment primary school
SDR	–	special drawing right
SLIP	–	school level improvement plan
SMC	–	school management committee
SWAp	–	sector-wide approach
UPEP	–	<i>upazila</i> primary education plan
URC	–	<i>upazila</i> resource center
WASH	–	water, sanitation, and hygiene

NOTES

- (i) The fiscal year (FY) of the Government of Bangladesh ends on 30 June. “FY” before a calendar year denotes the year in which the fiscal year ends, e.g., FY2018 ends on 30 June 2018.

(ii) In this report, "\$" refers to United States dollars unless otherwise stated.

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BASIC DATA

A. Loan Identification

1.	Country	Bangladesh
2.	Loan number and financing source	2761-BAN (COL) and 3256-BAN (COL)
3.	Project title	Third Primary Education Development Project and Additional Financing
4.	Borrower	People's Republic of Bangladesh
5.	Executing agency	Ministry of Primary and Mass Education
6.	Amount of loan	
	L2761(COL)	SDR202,212,000 (\$320,000,000 equivalent)
	L3256 (COL)	SDR87,533,000 (\$120,000,000 equivalent)
7.	Financing modality	Concessional OCR lending

B. Loan Data

		L2761-BAN (COL)	L3256-BAN (COL)
1.	Appraisal		
	– Date started	25 May 2011	7 Sep 2014
	– Date completed	14 Jun 2011	24 Sep 2014
2.	Loan negotiations		
	– Date started	30 May 2011	18 Mar 2015
	– Date completed	30 May 2011	18 Mar 2015
3.	Date of Board approval	5 Jul 2011	20 May 2015
4.	Date of loan agreement	15 Sep 2011	8 Jun 2015
5.	Date of loan effectiveness		
	– In loan agreement	14 Dec 2011	6 Sep 2015
	– Actual	5 Dec 2011	1 Jul 2015
	– Number of extensions	0	0
6.	Project completion date		
	– Appraisal	30 Jun 2016	30 Jun 2017
	– Actual	30 Jun 2016	31 Dec 2017
7.	Loan closing date		
	– In loan agreement	31 Dec 2016	31 Dec 2017
	– Actual	31 Dec 2016	30 Jun 2018
	– Number of extensions	0	1
8.	Financial closing date		
	– Actual	12 Oct 2018	12 Oct 2018
9.	Terms of loan		
	– Interest rate	1.00% during grace period and 1.50% thereafter	2.00% during grace period and 2.00% thereafter
	– Maturity (number of years)	32	25
	– Grace period (number of years)	8	5

10. Disbursements

a. Dates

Loan No. 2761-BAN(COL)	Initial Disbursement	Final Disbursement	Time Interval
	15 Dec 2011	17 Dec 2015	48 months
Loan No. 3256-BAN(COL)	Effective Date	Actual Closing Date	Time Interval
	5 Dec 2011	12 Oct 2018	82 months
Loan No. 2761-BAN(COL)	Initial Disbursement	Final Disbursement	Time Interval
	17 Dec 2015	12 Jul 2018	30 months
Loan No. 3256-BAN(COL)	Effective Date	Actual Closing Date	Time Interval
	1 Jul 2015	12 Oct 2018	39 months

b1. Amount (SDR million)

Category	Original Allocation (1)	Increased during Implementation (2)	Canceled during Implementation (3)	Last Revised Allocation (4 = 1+2-3)	Amount Disbursed (5)	Undisbursed Balance (6 = 4-5)
2761-BAN	202.21	0.00	0.20	202.01	202.01	0.00
3256-BAN	87.53	0.00	7.93	79.60	79.60	0.00
Total	289.74	0.00	8.13	281.61	281.61	0.00

b2. Amount (\$ million)

Category	Original Allocation (1)	Increased during Implementation (2)	Canceled during Implementation (3)	Last Revised Allocation (4 = 1+2-3)	Amount Disbursed (5)	Undisbursed Balance (6 = 4-5)
2761-BAN	320.00	0.00	0.30	319.70	301.42	18.28
3256-BAN	120.00	0.00	11.02	108.98	110.22	(1.24)
Total	440.00	0.00	11.31	428.69	411.64	17.05

() = negative.

Note: Numbers may not sum precisely because of rounding.

C. Project Data

1. Project cost (\$ million)

Cost	Initial Appraisal Estimate	Appraisal Estimate for Additional Financing	Actual
Foreign exchange cost	200.88	124.17	77.71
Local currency cost	8,136.10	9,683.52	10,920.73
Total	8,336.98	9,807.69	10,998.44

2. Financing plan (\$ million)

Cost	Initial Appraisal Estimate	Appraisal Estimate for Additional Financing	Actual
Implementation cost			
Borrower financed	7,281.48	8,085.59	9,458.07

ADB financed	320.00	440.00	411.64
Other external financing	735.50	1,282.10	1,128.73
Total implementation cost	8,336.98	9,807.69	10,998.44
Interest during construction costs	-		
Borrower financed	-		
ADB financed	6.73	6.73	9.01
Other external financing	-		
Total interest during construction cost	6.73	6.73	9.01

ADB = Asian Development Bank.

3. Cost breakdown by project component (\$ million)

Component	Initial Appraisal Estimate	Appraisal Estimate for Additional Financing	Actual
Component 1: Learning and Teaching	506.19	329.15	267.33
Component 2: Participation and Disparities	2,257.11	1,637.87	1,569.83
Component 3: Decentralization and Effectiveness	318.62	275.84	237.93
Component 4: Planning and Management	76.58	42.71	41.04
Others	5,178.48	7,522.52	8,882.31
Total	8,336.98	9,807.69	10,998.44

Note: Numbers may not sum precisely because of rounding.

4. Project schedule

Item	Appraisal Estimate	Actual
Date of contract with consultants		
Contract No. PS-510: Monitoring and Mentoring of Need-based Sub-cluster Trainings	31 Oct 2015	8 Sep 2016
Contract No. PS-511: Updating and Operationalization of Organization Development and Capacity Building Guidebook of Primary Education	11 Mar 2016	26 May 2016
Contract No. PS-512: Study on Teacher–Student Contract Hours	30 Jan 2016	26 May 2016
Contract PS-517: Third-Party Validation of Annual Primary School Census 2016	30 May 2016	24 Aug 2016
Contract PS-519: Conducting a Study to Assess the Use of ICT Equipment, Identify Further Needs for Effective Use and Cost Effectiveness	30 May 2016	25 Aug 2016
Contract No. PS-523: MTR Quality Study Phase-2	15 Apr 2016	29 Aug 2016
Contract No. PS-524: Inspection and Test on Production and Distribution of Textbooks of Preprimary and Primary level for Academic Year	30 Oct 2015	5 Sep 2016
Contract No. PS 213.01: Construction of DPE-HQ Building at Mirpur-2, Dhaka and Leadership Center at Cox's Bazar	30 Jun 2016	23 Dec 2014

Item	Appraisal Estimate	Actual
Contract No. PS-515: A Study on Exploring Alternative Methods and Modalities of Providing DPED to all Primary Teachers	28 Feb 2016	10 Feb 2016

DPE = Directorate of Primary Education, DPED = Diploma in Primary Education, HQ = headquarters, ICT= information and communication technology, MTR = midterm review.

5. Project performance report ratings

Implementation Period	Ratings
	Implementation Progress
From 1 Oct 2011 to 30 Jun 2012	On track
From 1 Jul 2012 to 30 Sep 2012	Potential problem
From 1 Oct 2012 to 30 Jun 2013	On track
From 1 Jul 2013 to 30 Sep 2013	Potential problem
From 1 Oct 2013 to 31 Dec 2018	On track

D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members ^a
Joint annual review mission	15–29 May 2012	6	14	b, d, e, h, i, k
Joint annual review mission	19 May–11 Jun 2013	7	22	b, c, d, e, h, i, k
Joint annual review mission	28 May–17 Jul 2014	7	19	c, d, e, f, i, j, k
Midterm review	7–24 Sep 2014	10	17	b, c, d, e, f, g, h, i, j, k
Joint annual review mission	17 May–9 Jun 2015	7	22	c, d, e, f, i, j, k
Joint annual review mission	2–15 May 2016	6	13	b, c, e, h, i, k
Joint annual review mission	6–20 Jun 2017	4	2	b, c, d, k
Project completion review	19–25 Sep 2019	5	6	a, b, c, f, h

^a a = analyst; b = social sector specialist; c = consultant; d = project officer; e = gender specialist/officer; f = environment specialist/officer; g = financial management specialist/officer; h = safeguard specialist/officer; i = procurement specialist/officer; j = other concerned division staff of the Asian Development Bank; k = staff from other development partners (i.e., World Bank, Government of Australia, Global Affairs Canada, Department for International Development of the United Kingdom, the European Union, Japan International Cooperation Agency, Swedish International Development Cooperation Agency, and the United Nations International Children's Emergency Fund).

I. PROJECT DESCRIPTION

1. Strengthening primary education is a priority development goal for Bangladesh, which enrolls 16 million children in more than 80,000 primary schools. Bangladesh was one of the few countries to achieve gender parity up to secondary level. Net enrollment rates improved from 87.20% in 2005 to 93.90% in 2009. Despite significant progress, however, the level of primary education remained inadequate in 2010 to ensure quality primary education for all children on a sustainable basis. Inefficiencies persist—high student dropout and repetition rates, low completion, and high student and teacher absenteeism. National student assessments indicated low student achievements.

2. The Asian Development Bank (ADB) supported primary education in Bangladesh through two consecutive primary education development projects during 1998–2003 and 2004–2011.^{1,2} The Second Primary Education Development Program (PEDP II), 2004–2011, designed and implemented under the leadership of ADB in partnership with the Government of Bangladesh (GOB) and other development partners, introduced the first sector-wide approach (SWAp) to facilitate long-term institutionalization of primary education in Bangladesh.

3. The Third Primary Education Development Project of ADB was a 5-year project (2011–2016).³ It supported the government's PEDP3 program, which addressed the priorities of improving student learning outcomes and completion rates and reducing disparities across regions. Building on the PEDP II experience and lessons, the PEDP3 program (i) broadened the scope to include 1 year of preprimary, and second chance primary education; (ii) deepened quality improvement through improved teaching and learning practices in the classroom, including improved assessment; (iii) enhanced school governance, accountability, and community mobilization; and (iv) enhanced subsector management, coordination, and greater alignment with the country system. This report assesses the preparation and implementation of the PEDP3.

4. At approval, the project development objectives included increased participation, reduced social disparities, an increased number of children completing primary education, an improved quality of learning environment and measurement of student learning, and improved effectiveness of the use of resources for primary education. The project impact was quality education for all children in the country. The outcome was an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all of Bangladesh's children from preprimary through Grade 5. The project had four interrelated outputs: (i) improved teaching and learning for all, (ii) reduced disparities and universal access and participation, (iii) decentralized and effective organization of the primary education system, and (iv) improved program planning and management. The design and monitoring framework (DMF) is in Appendix 1.

II. DESIGN AND IMPLEMENTATION

A. Project Design and Formulation

5. Supporting the whole PEDP3 program of the government, the project was formulated in the context of the government's development strategies and plans, including the Bangladesh

¹ ADB. 1997. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Second Primary Education Sector Project*. Manila.

² ADB. 2003. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Second Primary Education Development Program*. Manila.

³ ADB. 2011. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Third Primary Education Development Program*. Manila.

Second National Strategy for Accelerated Poverty Reduction, FY2009–2011;⁴ the Sixth Five-Year Plan, 2011–2015;⁵ and the National Education Policy (2010).⁶ The project was aligned with Bangladesh’s development objectives, including (i) increasing participation and reducing disparities; (ii) increasing the primary education cycle completion rate, and improving the quality of the learning environment and assessment of student learning outcomes; and (iii) improving the effectiveness of the usage of resources in primary education.

6. The project design at appraisal was aligned with the ADB country partnership strategy for Bangladesh, 2011–2015, which emphasized addressing concerns regarding access to primary education and prioritized improving the quality and relevance of the education system.⁷ The country partnership strategy, 2016–2020, supports the enhancement of productivity and skills of the workforce and maintains the focus on basic education and skills training.⁸

7. Project preparatory technical assistance supported the project formulation.⁹ The project design took a holistic approach by supporting policy reform, capacity development, and training of teachers through the contribution and participation of 10 development partners and civil society representatives under the SWAp framework. The project monitoring scope was appropriate, including four outcome performance indicators and 15 output performance indicators. The project outputs are a subset of the government’s program result areas. Nine disbursement-linked indicators (DLIs), focusing on policy and institutional changes essential to meet the project’s objectives, were chosen from the project outputs and linked to the disbursement of funds.

8. The project incorporated three innovative features. First, it put greater emphasis on rewarding results, rather than inputs, by linking financing to the government’s achievement of the DLIs.¹⁰ This required the implementing agencies to focus on results and strengthen the monitoring and evaluation system. Second, the ADB loan and other development partners’ funds were channeled to the government’s treasury to finance the project’s eligible expenditures, known as the “treasury model,” which reduced the fiduciary risk. Third, the government and development partners signed a joint financing arrangement (JFA) that set forth the jointly agreed terms and procedures for partner support to the PEDP3, including joint fiduciary oversight of the project by ADB and the World Bank.

9. During the midterm review (MTR), the program development objective and design remained unaltered.¹¹ Outcome indicators on primary education completion rate and on the number of years needed for graduation were upgraded as they had been achieved. To strengthen the quality and equity of primary education, three outputs were updated: strengthening second chance education, revising the target for construction, and increasing the instructors for primary

⁴ Government of Bangladesh, Planning Commission. 2009. *Steps Towards Change: National Strategy for Accelerated Poverty Reduction II FY2009–2011*. Dhaka.

⁵ Government of Bangladesh, Ministry of Planning. *Sixth Five Year Plan FY2011–2015: Accelerating Growth and Reducing Poverty*. Dhaka

⁶ Government of Bangladesh, Ministry of Education. 2010. *National Education Policy, 2010*. Dhaka.

⁷ ADB. 2011. *Country Partnership Strategy: Bangladesh, 2011–2015*. Manila.

⁸ ADB. 2016. *Country Partnership Strategy: Bangladesh, 2016–2020*. Manila.

⁹ Supported by project preparatory technical assistance of \$1,139,000 equivalent (ADB. 2008. *Technical Assistance to the People’s Republic of Bangladesh for Preparing the Primary Education Sector Development Program*. Manila.) with \$990,000 financed by the Japan Special Fund.

¹⁰ ADB considered results-based lending as an option for the project modality, but it was not adopted as the government and most of the other development partners preferred the DLI approach at appraisal.

¹¹ ADB. (South Asia Department). 2014. Mid-Term Review (MTR) Closure and Additional Fact-Finding Mission to Bangladesh: Third Primary Education Development Program (PEDP3). Back-to-office report. 7–24 September 2014.

training institutes (PTIs).¹² Universal coverage of the PEDP3 was extended to newly nationalized government primary schools (NNGPSs), formerly registered nongovernment primary schools (RNGPSs).¹³ The indicator “% of female teachers in government primary schools (GPS) and RNGPS in 2016” in output 2 was dropped as the original design did not include a target. Other changes to the DMF were made, mainly minor adjustments to the target timeline (Appendix 1). The project was extended by 1 year to accomplish the additional output targets. Additional financing was provided to support the strengthened outputs and extended project period. DLIs were revised accordingly, adding six additional disbursement-linked targets (Appendix 6). The revisions strengthened the project design to achieve the project objectives and greater impact.¹⁴

B. Project Outputs

1. Output 1: Improved Teaching and Learning for All

10. The envisaged outputs were fully achieved. The curriculum for the five grades had not been updated and did not include competency-based items until 2010. The PEDP3 upgraded the curriculum for all five grades and introduced competency-based elements, and new textbooks were prepared according to the updated curriculum. Before the PEDP3, textbooks were supplied in the middle of the academic year at many schools. The project has ensured the supply of all approved textbooks to 99.00% of eligible schools (more than both the original and revised targets) within the first month of each academic year since 2012. The use of a countrywide online textbook monitoring system helped ensure the distribution of textbooks. All seven yearly DLI targets on textbook delivery were fully achieved.

11. Before the project, 83.00% of assistant teachers and head teachers had professional qualifications, but few DPEd programs were offered to new teachers. Under the project, 60 PTIs offered DPEd programs to about 11,000 new teachers by 2017 (100% of the target) and teachers with professional qualifications increased to 95.00% in 2017 (target fully met). The project provided subject-based training to more than 92.00% of the head and assistant teachers in 2016. About 90.00% of teachers received “sub-cluster training” to strengthen their academic supervision, mentoring, and other skills.¹⁵ By 2016, about 71,900 teachers from government schools had received information and communication technology training, including on the use of multimedia classrooms for teaching and learning purposes. Numerous study tours, trainings, and academic programs were implemented as planned (Appendix 7). All seven yearly DLI targets on teacher development were achieved (Appendix 6).

2. Output 2: Reduced Disparities and Universal Access and Participation

12. This output was fully achieved except for the construction of girls’ toilets, which was only partially achieved because the original target was dropped during the MTR. Major maintenance was completed by 31 December 2017 as targeted. A total of 39,003 additional classrooms were constructed under the PEDP3; 6,254 schools received support for large repairs; and all GPSs received funds for small repairs. By the end of the project, stand-alone toilets for girls had been constructed in 18,115 schools and water, sanitation, and hygiene (WASH) blocks for girls had been constructed in 13,194 schools—totaling about 50.00% of the 65,593 GPSs, below the target

¹² Second chance education is an initiative to provide non-formal education to children who are out of school.

¹³ Registered nongovernment primary schools were private schools that were nationalized in 2013 for the government to subsidize their teachers’ salaries and provide other essential inputs. After a registered nongovernment primary school is nationalized, it becomes a newly nationalized government primary school.

¹⁴ ADB. 2015. *Midterm Review of Third Primary Education Development Program*. Dhaka.

¹⁵ The sub-cluster training is organized for selected teachers from 5–6 nearby schools.

of 95.00%.^{16,17,18} This shortfall was due to the revision of the government's program document in 2015, which replaced the target of constructing separate girls' toilets with the construction of 18,500 WASH blocks, of which 70.00% were to have female toilets.¹⁹ In addition to school infrastructure, civil works under the PEDP3 included the construction, expansion, and renovation of the Directorate of Primary Education (DPE) headquarter buildings and field-level offices, including PTIs, and *upazila* (subdistrict) resource centers (URCs). All six yearly DLI targets on needs-based infrastructure were fully achieved (Appendix 6).

13. Preprimary education (PPE) was introduced under the project. Almost 100.00% of GPSs and 92.00% of NNGPSs offered PPE. About 1.36 million children received PPE in other types of institutions, including schools and kindergartens run by nongovernment organizations (NGOs). A separate preprimary classroom was established in each school in an existing or newly constructed additional room, with decoration suitable for playgroup students. In total, 37,672 additional posts for PPE teachers (one for each GPS) were created and 33,794 were filled. More than 22,000 PPE teachers received 2 weeks of training. PPE teaching and learning materials were developed, and all GPSs received funds to purchase these materials. Some 80.07% of Grade 1 new intakes completed PPE in 2017 compared with the target of 75.00% (the baseline in 2010 was 42.25%).²⁰ All six yearly DLI targets on PPE were fully achieved (Appendix 6).

14. Although the corresponding output performance target was dropped from the DMF at the MTR, as there was no specific target, the share of female teachers increased considerably under the PEDP3 as envisaged at appraisal. By 2016, the ratio of female teachers had risen to 66.90% in GPSs (from a baseline of 58.00%) and 65.40% in RNGPSs (from a baseline of 35.00%). By 2018, the female teacher ratio had increased to 68.00% in GPSs and 62.30% in all schools.

3. Output 3: Decentralized and Effective Organization of the Primary Education System

15. In total, 105,404 teachers were recruited against the target of 106,000. The recruitment and replacement were mostly female. All seven annual DLI targets on teacher recruitment were achieved except for the year 3 target (Appendix 6) because the Ministry of Public Administration did not approve the career paths, recruitment, and promotion rules for teachers and DPE officers (field and headquarters). This was beyond the control of the Ministry of Primary and Mass Education (MOPME).

16. The PEDP II introduced school level improvement plans (SLIPs), which the PEDP3 developed.²¹ By 2016, all GPS and RNGPS had prepared SLIPs following the 2016 guideline

¹⁶ Toilet facilities for students increased from two-thirds of primary schools in 1998 to 88.5% by 2014, and separate toilets for girls reached 42% by 2014, according to Campaign for Popular Education. 2015. *Moving from MDG to SDG: Accelerate Progress from Quality Primary Education*. Education Watch 2015. Dhaka.

¹⁷ Each WASH block comprises three toilets, including one for children with disabilities, and hand-washing facilities.

¹⁸ Based on Government of Bangladesh, Ministry of Primary and Mass Education (MOPME). 2018. *Annual Primary School Census 2018*. Dhaka.

¹⁹ Government of Bangladesh, MOPME. 2015. *Third Primary Education Development Program (PEDP3) - Revised*. Dhaka.

²⁰ A total of 72.7% of children attending Grade 1 had attended early childhood education during the previous school year. Bangladesh Bureau of Statistics. 2019. *Progotir Pathay, Bangladesh Multiple Indicator Cluster Survey 2019, Key Findings*. Dhaka.

²¹ SLIPs are school-specific plans to address school and community matters linked with learning outcomes and primary education completion. *Upazila* primary education plans (UPEPs) complement the SLIPs and support the same objectives at *upazila* level. World Bank. 2017. *Expenditure Tracking of School Grants in the Bangladesh Primary Education Sector*. Washington, DC.

and have received funds (minimum of Tk15,000 per school), which met the targets at appraisal and revised after MTR.²² School management committees (SMCs) were essential in mobilizing local communities to support the preparation and implementation of SLIPs. The PEDP3 expanded the preparation of *upazila* primary education plans (UPEPs) as a decentralized initiative, based on the pilot project in the PEDP II. According to the government's project completion report (PCR), each *upazila* received Tk10,000 to prepare UPEPs under the PEDP3. UPEP preparation grants were used mainly for meeting the logistical expenses related to meetings to prepare UPEP. All six annual DLI targets on school management strengthening were fully achieved (Appendix 6).

17. The DPE included competency-based items, which focus on application ability but not memories of textbook contents, in the primary education completion examination (PECE) from 2012; and attained the target of 65.00% of items in 2016. All seven yearly DLI targets on PECE were achieved, except for two in 2016 and 2017 because the examinations were not conducted according to the agreed action plan.²³

18. The types of schools covered by the annual school census (ASC) increased from four before 2010 to at least 25 after 2015, exceeding the project target. The PEDP3 introduced third-party verification of the ASC data in 2014 to improve the accuracy of the data. All seven annual DLI targets on the ASC were fully achieved (Appendix 6).

4. Output 4: Improved Project Planning and Management

19. The targeted output was fully achieved. The project supported the MOPME and DPE in improving program planning and management, including (i) implementing procurement and financial management action plans, (ii) ensuring adequate sector financing in line with the medium-term budgetary framework, (iii) strengthening monitoring functions, (iv) strengthening the development of human resources, and (v) promoting public-private partnership in primary education. The project complied with the budgetary provisions by ensuring that the primary education budget remained equal to or more than the original primary education budget for FY2014, and the PEDP3 development budget's share of the overall primary education budget increased incrementally each year. The project's fund management also ensured that expenses remained within 15.00% of the originally approved budget. All six annual DLI targets were fully achieved (Appendix 6).

C. Project Costs and Financing

20. The PEDP3 covered the entire primary education subsector (Grades 1–5, including 1 year of PPE), except for stipends and school health and feeding-related activities, which were fully financed by the government. At appraisal, the estimated project cost was \$8,336.97 million (exchange rate on 5 July 2011), of which ADB financed SDR202,212,000 (\$320 million equivalent). During the MTR, the project cost was revised to \$9,807.69 million to support deepening of quality reform, increased costs in construction, and an additional year of recurrent costs. The original, revised, and actual costs are in Appendix 2 (Table A4.1). The additional cost was financed through additional financing arrangements—SDR87,533,000 (\$120 million equivalent) from ADB, \$546.60 million from other development partners, and \$1,665.20 million from the government. The financing plan is in Appendix 2 (Table A4.2).

²² Schools spent SLIP funds mainly on meeting development expenses for education purposes, e.g., white boards, books, clocks, geometry boxes, wall paintings, classroom decoration, sports equipment, chairs, tables, classroom fans, and weight measurement machines.

²³ Refer to the record of discussion of the Joint Consultation Meeting, November 2016, para. 6, for details.

21. The actual project cost was \$10,998.44 million, comprising \$411.64 million from ADB, \$1,128.73 million from the nine other development partners, and \$9,458.07 million from the government.²⁴ An amount of \$181.73 million was canceled (\$28.36 million from ADB because of an exchange rate loss of \$18.58 million and three unmet DLIs of \$9.78 million, and \$153.37 million from other development partners). The cost breakdown by component is in Appendix 2 (Table A2.3).

D. Disbursements

22. Overall, project fund disbursements from the government and development partners incurred no major problems or delays. The disbursement procedure and projections were realistic, and no major difficulties were encountered during project implementation. The DPE experienced initial difficulty in handling funds disbursed through different channels from nine different development partners instead of channeled through a single source. This led to delayed achievement of two DLIs and the related disbursement in the first year. The MOPME and DPE resolved this issue through close interministerial collaboration by the second year of the project and subsequent disbursements were smooth. Development partner financing in year 1 was also delayed because the initial audit report did not comply with the statement of audit needs. This was first addressed through dialogue with the government, and the revised statement of audit needs was approved after the MTR to clarify the requirement for audit needs. Disbursement began in 15 December 2011 and financial closure stretched slightly to 12 October 2018. Of 59 DLI yearly targets, 53 were achieved (Appendix 6). ADB disbursed SDR281.61 million (\$411.64 million equivalent), or 97.19% of the approved loan amount, while SDR8.13 million (\$11.31 million equivalent) was canceled. Details of the actual disbursement are in Appendix 3.

E. Project Schedule

23. At approval, the project was envisaged to be implemented over 5 years (2011–2016). The loan was approved on 5 July 2011, signed within 2 months of approval, and became effective on 5 December 2011, with the financial close scheduled for 31 December 2016. It took 18 months for the PEDP3 implementation to start, mainly because of inadequate fund allocation. First-year major activities, such as procurement and recruitment of PPE teachers, could not be undertaken because of the under-allocation of funds in the annual development plan.²⁵ Part of the second year was devoted mostly to preparation works, especially procurement.

24. Based on the MTR, the additional financing was provided to support the strengthened outputs. The project was also extended by 1 year to accomplish the additional output targets. The additional financing was approved on 20 May 2015, signed on 8 June 2015, and made effective on 1 July 2015. The loan period was extended by a further 6 months in 2017, with a revised financial closing date of 30 June 2018, as the completion of civil works and procurement of goods and services required additional time.²⁶ The project was physically completed in December 2017 and financially closed in October 2018. The chronology of major events is in Appendix 4.

²⁴ During FY2015–2016, government increased the salary of all government officials including teachers by almost 50%, increasing the actual cost of the program.

²⁵ The revised annual development plan for FY2011–FY2012 allocated Tk1,538 million to the PEDP3, while the estimate for 2011–2012 was Tk9,435 million in the approved development project proforma, according to the government PCR.

²⁶ ADB (South Asia Department). 2017. Third Primary Education Development Project Additional Financing - Extension of loan closing date. 21 June.

F. Implementation Arrangements

25. The implementation arrangements outlined in the original report and recommendation of the President (footnote 3) were innovative. The PEDP3 did not use a separate traditional project implementation unit. The DPE, as the key implementing agency, implemented the project through its line departments under the MOPME, working as executing agency and leading the overall coordination of the PEDP3. Four working groups (on education disparity, quality, administration and monitoring, and procurement and finance), comprising government officials and development partner representatives, contributed in project implementation and supported different divisions of the DPE (administration, planning, finance, training, and monitoring and evaluation) and other key government agencies (notably the National Curriculum and Textbook Board [NCTB] and the National Academy for Primary Education [NAPE]) in monitoring program progress and preparing solutions to address implementation issues. A development partners consortium (DPC), consisting of the DPE and development partners, jointly verified the achievement of the DLIs. These implementation arrangements were generally followed and were considered appropriate for efficient project implementation. The project implementation arrangements originally agreed for the PEDP3 did not change during the MTR or at closing.

26. The JFA was used to facilitate collaboration between the government and development partners. It included development partner contributions and disbursement schedules; arrangements for joint consultations; reviews and evaluations through joint annual review missions (JARMs), joint consultation missions, and working groups; decision-making processes; the government's reporting and monitoring requirements; and details on procurement, audits, financial reports, and other matters. This coordination significantly reduced transaction costs and improved the targeting of the technical assistance financed by development partners.

G. Consultant Recruitment and Procurement

27. A large number of international and local consultants were recruited under the PEDP3 to provide project management advisory consulting services, supporting the DPE and the MOPME project support office during implementation. Consulting services for the DPE included support for procurement transactions, training, curriculum development, budgeting and auditing, project management, information technology and computerized accounting, and financial management. Consulting services for the MOPME included budgeting and auditing, project coordination, project support, and education disparity related to gender and disadvantaged groups. The project had provisions for 21 person-months of international consulting services and 386 person-months of national consulting services. Consultant recruitment took longer time than planned because of lengthy government hiring procedures, but all experts were eventually recruited and utilized. A summary of the recruitment and utilization of consulting services is in Appendix 7. The consulting services were supportive in enhancing the government's capability to coordinate the 10 development partners. The accounting and procurement transaction capacity of the agencies was improved significantly. The quality of the consulting services was generally satisfactory.

28. The PEDP3 program follows the universal procurement arrangement in the JFA. Consulting services were recruited following the ADB Guidelines on the Use of Consultants (2010, as amended from time to time). International competitive bidding under the PEDP3 followed World Bank guidelines. The government's Public Procurement Rules, 2008 were followed for national competitive bidding, with seven national competitive bidding modifications applicable to Bangladesh, as agreed between the government and ADB. This was consistent with ADB and World Bank procurement guidelines, with joint oversight by ADB and the World Bank. The main mechanisms for fiduciary oversight included quarterly reviews of the interim unaudited financial

reports (IUFRRs), quarterly fiduciary reviews, annual fiduciary review (AFR) including post-procurement reviews, special post-procurement reviews, regular monitoring of the procurement and financial management (PFM) action plan, and annual regulatory audits. The fiduciary oversight for ADB-funded works and goods did not include prior and post review of individual contracts as it was a DLI arrangement. The PEDP3 procured a huge quantity of various types of goods (e.g., vehicles, furniture, office and information and communication technology equipment, and course materials), works, and consulting services. The goods purchased under the PEDP3 were found to be generally of good quality. The PEDP3 also benefitted from increased use of e-procurement for processing civil works and goods contracts. A summary of the procurement of vehicles, office equipment, and course materials is in Appendix 8. The procurement of works under the PEDP3 started in 2012 and was generally satisfactory. At the beginning of the program, 21 civil works packages were identified as misprocurement because of inappropriate bidding practices, totaling Tk232,839,944.35. As a consequence, ADB canceled SDR198,743.52 (\$295,599) of the loan proceeds.

H. Gender Equity

29. The implementation of the gender action plan (GAP) was successful. 44 of the 45 activities were completed and 13 of the 14 quantitative targets, including the gender-related targets in the DMF, were achieved (Appendix 10). Teachers pay equal attention to boys and girls. An increased number of separate girls' toilets promoted privacy and security, easing girls' time at school. Boys and girls attend school more regularly, participate in class, and their national exam scores have been increasing each year. Women's involvement in SMCs, gender-related community awareness, and the recruitment of more women teachers facilitated the creation of a women- and girl-friendly school environment and resulted in almost 100.00% of girls' enrollment and completion of primary education. The gender responsiveness of the curriculum and textbooks motivated girl students to achieve a quality education. The project supported students, especially girls from poor areas, to remain fit to attend school and continue their studies by providing health check-up facilities, primary health care (supply of vitamins and anti-parasite drugs), and a school feeding program.

I. Safeguards

30. **Environment.** The PEDP3, as a SWAp program, adopted a harmonized approach to safeguards and followed the World Bank Operational Policy on Environmental Assessment (OP 4.01) and the ADB Safeguard Policy Statement (2009). The environmental safeguard category of the PEDP3 and its additional financing was *B*. The government prepared a common harmonized environmental management framework. During implementation, the Local Government Engineering Department (LGED) carried out environmental monitoring for the school buildings, while the Department of Public Health Engineering (DPHE) performed environmental monitoring for the WASH blocks. A total of 10 environmental monitoring reports were submitted and disclosed. No serious concerns were recorded regarding occupational and community health and safety. About 120 LGED and DPE officials received training on environmental safeguards and subsequently trained field staff to ensure safeguard due diligence. Of the 28,687 tube wells installed, environmental monitoring found that 497 had high levels of arsenic, chloride, and iron and marked them red to prevent usage by school authorities. The project installed at least 25 arsenic and iron removal plants, 17 ring wells, and four slow sand filters to ensure safe water for children. Drainage congestion, noted in 17.00% of schools in the early stage of implementation, was fully resolved in 10.00% of those schools through proper drainage facilities and raising of the platform (floor level of building). Field visits noted environmental concerns in a few schools: (i) poorly designed ramps, and (ii) non-use of personal protective equipment by workers.

31. **Involuntary resettlement and indigenous peoples.** The PEDP3 and its additional financing were categorized *B* for involuntary resettlement and indigenous peoples, following ADB safeguard requirements. The project team prepared and disclosed the resettlement framework and indigenous peoples framework in 2010. Since all repairs and additional classrooms were constructed on existing school premises, the PEDP3 did not trigger any involuntary resettlement impacts. The implementation of the indigenous peoples framework was monitored and reported by DPE on a timely basis, showing that the project generated positive impacts on the indigenous peoples. The program submitted semiannual social safeguard monitoring reports that included information on involuntary resettlement and indigenous peoples. The project completion review (PCR) mission found that the indigenous peoples plan (IPP) was implemented satisfactorily. The program included areas inhabited by indigenous peoples, including three hill districts of Chattogram, so the indigenous peoples were included as project beneficiaries. Among the 649 schools approved by the MOPME under the program, 54 schools consisted most of indigenous students. The project adopted a hill-friendly design in consultation with three hill district communities, using locally available materials, during the 2013 JARM.

J. Monitoring and Reporting

32. Of the 23 loan covenants, 20 were fully complied with, 1 was substantially complied with and two were partially complied with by project completion. The covenant on DLIs was substantially complied with as 56 out of the 59 annual DLI targets (94.92%) was achieved. The covenant on reviews and evaluation was substantially complied with as JARMs were conducted each year from 2012 to 2017. A JARM was not held in 2018 because the PEDP3 was scheduled to complete by 2017, so there was no budget allocation for the annual primary school report 2018 required for the JARM. This did not affect project implementation since a joint consultation mission was held in March 2018 to review the program. The covenant on evaluation of the program was partially complied with as the government completed the program completion review for the PEDP3, with ADB support, to facilitate the review of the program. Development partners did not jointly prepare the terms of reference for the evaluation because the JARM was not held in 2018. The two covenants that were partially complied with did not affect overall project implementation. The loan covenants and their compliance status are in Appendix 5.

33. Regular and periodic monitoring and evaluation was complied with, including updating of the DMF (Appendix 1). The PEDP3 complied well with the major milestones provided in the DMF in a timely manner. JARMs were held regularly, with the participation of representatives of the government, ADB, and other development partners. The DPC verified the DLIs as part of the monitoring and reporting (para. 25).

34. Project financial management was in place during implementation and no major difficulties were encountered. The PEDP3 used the treasury system and ADB disbursed its loan to the government's consolidated fund, which harmonized development partners' disbursements. The Foreign Aided Project Audit Directorate, under the Office of the Comptroller and Auditor General and the Supreme Audit Institution of Bangladesh, was the auditor for the program and submitted seven annual audit reports in a timely manner for 2011–2018. About 95.70% of the full amount of the ADB disbursement was audited, so ADB does not have assurance that 4.30% of the loan proceeds were used for the intended purposes. Of 626 audit findings, 441 have been settled. Although the PEDP3 was closed, the DPE has continued to take necessary actions to address the remaining unsettled audit observations by coordinating with the LGED and DPHE. Most of the audit findings were related to (i) compliance with government financial rules and regulations, (ii) adherence to contract conditions, (iii) non-deduction or less deduction of taxes and value-

added tax, and (iv) non-adjustment of advances. The settlement of audit observations is lengthy because of the involvement of several implementing agencies, including the DPE, NCTB, NAPE, LGED, and DPHE.

III. EVALUATION OF PERFORMANCE

A. Relevance

35. The project was rated *highly relevant* at appraisal and remained so throughout implementation. The project objective and design were closely aligned with the national and ADB priority and strategies for ensuring quality primary education for all primary school-age children (paras. 5 and 6), which is essential for Bangladesh to become an upper middle-income country by 2021. The project formulation process was rigorous, incorporated lessons learned from two previously implemented projects in primary education, and was highly participatory—involving a wide spectrum of stakeholder consultations. The reason for selecting the project loan modality (footnote 3, para. 7) remained relevant. The project modality was appropriate and effective throughout the project facilitating the achievement of almost all the DMF target outcome and output indicators. The design was also relevant for innovative features. It was the first ADB project loan to use DLI-based financing and the first in Bangladesh to use e-procurement. It was also the first for development partners, via a SWAp, to use the treasury model for financing the full subsector of preprimary and primary education, covering both development and revenue expenditures and using full subsector expenditure reports for disbursement (non-earmarked financing). This strengthened the subsector's financial management system. Innovative information technology systems were introduced to strengthen the education management information system (EMIS) for monitoring and evaluation, accounting, construction monitoring, and needs-based construction.

36. The relevance of the project design did not change during implementation, ensuring the achievement of project outcomes and outputs. The MTR strengthened the design by upgrading the output targets in second chance education, need-based infrastructure, and the number of instructors for PTIs, to cope with increased demand created over time through the project intervention and the implementation of the National Education Policy (2010). The program was extended by 1 year at the MTR; and the DLI schedule was revised accordingly, adding six DLIs to the additional year. The MTR also conducted a realistic minor adjustment of the target timeline given the increased outputs and additional fund resources, and placed higher emphasis on the implementation of the reform agenda. The revisions were positive and appropriate and tuned to the needs of successful completion of the project, with greater outcomes and outputs envisaged during project extension.

B. Effectiveness

37. The project is rated *effective* in achieving its expected outcomes and outputs (Appendix 1). The intended outcome of the project was an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from preprimary through Grade 5. All four outcome performance indicators were fully or substantially achieved. Of the 14 output performance indicators (after the MTR revisions), 13 were fully achieved and one on girls' toilets was partially achieved because of a change in the government's result areas. Key project outputs include the following: (i) almost all eligible schools received textbooks for Grades 1–5 within 1 month of the school opening day; (ii) at least 90.00% of the assistant and head teachers have professional qualifications, compared with the baseline of 83.00% in 2010; (iii) all need-based classrooms, WASH blocks, and major maintenance were

completed; (iv) WASH blocks for girls were constructed in 13,194 schools and separate toilets for girls and boys were constructed in 18,115 schools; (v) all GPSs and NNGPSs prepared SLIPs and received funds, compared with the target of 75.00%; (vi) 105,404 teachers were recruited in 6 years; (vii) competency-based items were introduced in the Grade 5 PECE; and (viii) 80.07% of Grade 1 new intakes completed PPE.

38. The project was *highly effective* in ensuring gender parity and gender mainstreaming, completing almost all GAP-related activities and targets. It ensured inclusive primary education for all, including girls; the employment of at least 60.00% female teachers in primary education; and the development of women's self-confidence through training.

39. The project improved environmental issues related to construction, sanitation and hygiene, public health, and water supply in primary schools. The PEDP3 successfully implemented the WASH component and did not trigger any involuntary resettlement impacts. Environmental and social safeguard monitoring reports were submitted and disclosed by DPE.

C. Efficiency

40. The project is rated *efficient*. The economic viability of the project was reevaluated following a methodology similar to that used at appraisal. The benefit in this analysis is mainly from the higher wages resulting from the increased quality of education for all basic education completers. Based on the reevaluation, the project achieved an ex-post economic internal rate of return (EIRR) of 22.20%, which is higher than the threshold discount rate of 12.00% and similar to the EIRR of 18.80% appraised for additional financing and to the EIRR of 24.00% envisaged at appraisal. The reevaluation remains robust (19.80%) when an alternative methodology is used, which considers more comprehensive measures of benefits and costs. These estimated economic returns are likely to be conservative as they do not include the additional benefits from enhanced equity, especially in gender, and other positive externalities such as intergenerational spillover. Details on the economic reevaluation are in Appendix 12.

41. The project was *efficient* in its implementation process, achieving 56 out of the 59 annual DLI targets (94.92%) associated with the nine DLIs. It was completed generally as planned, with a minor extension of 6 months to complete civil works and additional activities added at the MTR. The MOPME and DPE managed the project well. Almost all performance indicators in the project concept were met. The project resources were used efficiently, with 97.19% of the total loan amount disbursed, benefiting all preprimary and primary school students and training about 11,000 teachers. Project completion was extended by an additional 6 months to complete the remaining civil works and project activities. There were no major cost overruns or underruns.

D. Sustainability

42. The project is rated *likely sustainable*. Bangladesh's Constitution states that the country will provide primary education that is relevant to the needs of learners and society. The government is committed to implementing the National Education Policy (2010), which proposed a significant increase in the government budget allocation to the education sector, up from 2.30% of gross domestic product in 2010–2011 to 6.00%. Education expenditure in current prices increased 36.30% per year on average from 2002 to 2016. Primary education receives most of the public expenditure on education, stabilizing at about 45.00% of total education spending since 2010.²⁷ In July 2018, the government launched the follow-up project, the PEDP4, a larger project

²⁷ World Bank. 2019. *Bangladesh Education Sector Public Expenditure Review*. Washington, DC.

of \$14,728 million mandated to continue the ongoing reforms, focus on improving the quality of primary education, and support the sustainability of the achievements of the PEDP3, including need-based infrastructure construction and maintenance. The government is financing 90.00% of the PEDP4 costs, more than 85.99% in the PEDP3, while development partners finance the remaining 10.00%.

43. The PEDP3 contributed to the institutional sustainability of primary education development by supporting the (i) implementation of the National Education Policy (2010); (ii) nationalization of private primary schools; (iii) revamping of the improvement and development of all primary teacher training institutes (PTI) and teacher training; (iv) improvement of primary teacher services, with an increase in the primary school teachers' pay scale; (v) recruitment of large numbers of teachers; (vi) introduction of preprimary education; (vii) improvement of primary school infrastructure; (viii) revision of the curriculum, including the introduction of competency-based elements in all grades; (ix) effective implementation of SLIPs and UPEPs, and (x) introduction of competency-based examinations. The capacity of government to coordinate with DPs in timely implementing the complex program has improved through the SWAp. The government also designated 1 January "textbook festival day," on which children receive free textbooks, showing its strong commitment to ensuring that children have access to textbooks at the beginning of the academic year in January each year. These reform measures and improvement activities pursued under the project will continue to be mainstreamed under the PEDP4 for long-term sustainability.

E. Development Impact

44. The overall impact of the project was *satisfactory*.²⁸ The project impact at appraisal was quality education for all Bangladeshi children, with two performance indicators: the percentage of Grade 3 and 5 students who achieved Grade 3 and 5 competencies in Bangla and mathematics in 2017. Based on the competency-based National Student Assessment in 2017, the performance of Grade 5 students met the target, with 44.00% (43.00% males and 44.00% females) performing at or above Grade 5 level in Bangla (against a target of 25.00% [25.00% for males and 26.00% for females]) and 32.00% (32.00% for males and 34.00% for females) at or above Grade 5 level in math (against a target of 33.00% [33.00% for males and 32.00% for females]). The performance of Grade 3 students was below the target. This may be due to the change in the 2017 National Student Assessment performance criteria, which made the performance results of Grade 3 in 2017 non-comparable to the 2011 baseline.²⁹ Based on the Grade 5 results, the impact of the PEDP3 in education quality was satisfactory.

45. The second indicator of impact is the range between the net primary enrollment rate (NPER) of the top and bottom 20.00% of households by consumption quintile. The baseline NPER range in 2010 was 77.00% for the bottom quintile and 88.00% for the top quintile, with a gap of 11.00%. The target for 2017 was 82.00% for the bottom quintile and 90.00% for the top quintile, with a narrower gap of 8.00%. Data are not available to verify the achievement by 2017, but progress was on track to achieve the targeted impact in 2014, with the NPER of the bottom quintile rising to 80.00% and the NPER of the top quintile remaining at 88.00%—narrowing the gap to the targeted 8.00%.³⁰

²⁸ ADB Strategy 2030 corporate results framework indicators: (TI 1.1.1) 17,338,100 children were enrolled, with 3,232,860 in grade 1, taught by 685,400 teachers in 2018; (RFI 1.1) about 2,589,000 students graduated in 2018; (TI 2.1.4) toilets for girls were constructed in 18,115 schools and water, sanitation, and hygiene (WASH) blocks for girls were constructed in 13,194 schools under PEDP3; (RFI 2.1) 105,404 teachers were recruited under PEDP3.

²⁹ Government of Bangladesh, MOPME. 2018. *The National Student Assessment 2017, Grades 3 and 5*. Dhaka.

³⁰ Government of Bangladesh, DPE. 2018. *Bangladesh Primary Education Annual Sector Performance Report, 2017*. Dhaka.

46. The project was successful in gender equality results. It improved the academic performance of girls and increased women's engagement in teaching, infrastructure construction, and SMCs. The GAP was integral to the project, since women and girls were intended to be significant beneficiaries, and it contributed to the achievement of the overall project outcome. Through the implementation of the GAP, the project made it more likely that primary schools would provide a suitable learning environment for both boys and girls.

F. Performance of the Borrower and the Executing Agency

47. The performance of the Ministry of Finance's Economic Relations Division, as the borrower on behalf of the government, was *satisfactory* and supportive during loan negotiations, loan effectiveness, and subsequent follow-up for policy decisions. The MOPME, as executing agency, was very supportive and extended the necessary policy, guidelines, and fund resources—acting proactively at all stages from project design through implementation, with high reliance placed on the DPE, its implementing agency. The DPE worked closely with the MOPME and assumed a high level of ownership to meet the project development objectives and provide a model for sustainable development of primary education. The MOPME ensured the quality of project preparation, meeting loan effectiveness requirements, implementing project activities with due diligence, providing necessary support to the project, ensuring the adequacy and timeliness of counterpart funds (85.99% of the project cost), preparing financial management arrangements, and ensuring project sustainability. It also engaged partner agencies, including the NCTB, NAPE, LGED, and DPHE through results-based payment and delivery. These unique implementation arrangements supported effective implementation of activities related to curriculum development, teacher training, WASH facilities, and classroom construction. The performance of the borrower and/or executing agency and implementing agency are rated *satisfactory*.

G. Performance of Cofinanciers

48. The performance of the other development partners was *satisfactory* and supportive of project implementation. All cofinanciers supported project implementation by providing fund resources in a timely manner and participated in a coordinated manner in the JARM, joint consultation missions, and other important meetings. The cofinanciers have their own working procedures but made a concerted effort to contribute to the project within the JFA framework. All cofinanciers jointly reviewed the achievement of the DLIs through the DPC, which brought effective harmonization in project implementation among the development partners and between the development partners and the government, minimized duplication of efforts, and increased the effectiveness and efficiency of reviews and consultations. Cofinanciers ensured the quality and timeliness of implementation through five working groups. The World Bank and ADB took the lead in providing joint oversight of the program. This helped achieve results-based policy dialogue with the government; improve monitoring for better program implementation; and promote good governance, including a transparent fiduciary system, among others. The PEDP3 activities benefited substantially from technical assistance provided by development partners to support implementation in different areas including monitoring and evaluation, learning assessments and examinations, curriculum and textbooks, teachers' professional development, and procurement and financial management. The joint effort of the nine cofinanciers was useful for ADB and the government to implement the major project successfully.

H. Performance of the Asian Development Bank

49. The performance of ADB is rated *satisfactory*. As an active development partner and one-time chair of the DPC, ADB made significant contributions during project preparation and

implementation. It coordinated successfully with the other nine development partners, MOPME, and DPE; and ensured effective support from all partners involved. ADB provided regular support to the MOPME and DPE through its Bangladesh resident mission, headquarters, and regular review missions at various stages of project implementation. It also supported project implementation by reinforcing the project coordination unit (PCU) and project support office with full- and part-time professional staff to help resolve critical issues. ADB support for the project design, MTR, and closing were critical for reducing time, resolving problems and bottlenecks, ensuring the quality of project design, ensuring effective participation of all development partners, and granting an extension to complete all activities to meet the increased demand ADB's strong and effective role made it possible to complete almost all activities without cost overruns, achieving the expected impact, outcome, and outputs. It helped the government formulate and implement a follow-up project of expanded scope. The government highly appreciated its contributions throughout the project.

I. Overall Assessment

50. The project is rated *successful*, based on its relevance, effectiveness, efficiency, and sustainability. The project design is rated *highly relevant*. It aligned with the government's education strategy and ADB's country operational strategies at appraisal and completion. The MTR strengthened the project design by meeting increasing needs. The innovative features supported smooth implementation throughout the project period. The project was *effective* in achieving 13 out of 14 output performance indicators and almost all outcome performance indicators. It trained 11,000 teachers, constructed 39,003 classrooms and WASH blocks on a needs basis, and completed almost all GAP related activities and targets. The project was *efficient* in utilizing the resources. The recalculated EIRR is 22.20%, higher than the threshold discount rate of 12.00% and the EIRR at appraisal. The project was completed with a 6-month extension, without cost overruns or underruns, disbursing 97.19% of the loan proceeds. The project is *likely sustainable* given the fundamental importance of primary education to the country's growth perspective, stable fiscal support, the government's commitment to the National Education Policy (2010), and the ensuing PEDP4. The overall ratings are summarized in the table below.

Overall Ratings

Criteria	Rating
Relevance	Highly relevant
Effectiveness	Effective
Efficiency	Efficient
Sustainability	Likely sustainable
Overall Assessment	Successful
Development impact	Satisfactory
Borrower and executing agency	Satisfactory
Performance of ADB	Satisfactory

ADB = Asian Development Bank.

Source: Asian Development Bank.

IV. ISSUES, LESSONS, AND RECOMMENDATIONS

A. Issues and Lessons

51. Under the PEDP3, the targeted number of teachers was recruited but a large gap remains in meeting the demand for teachers given the increasing number of students and high student-teacher ratio in primary education. Adequate teacher training in primary education is still a challenge and deterrent to ensuring the quality of education.

52. Timely completion of civil works of a quality acceptable to users remains a challenge. Civil works were delayed because of (i) lack of DPE capacity for overseeing and monitoring civil works, (ii) complications in the school selection and approval process, and (iii) the lengthy process of dismantling old schools.

53. The introduction of preprimary education is an innovative approach to ensuring access, higher student performance, and quality of education. All schools have yet to introduce preprimary education because of inadequate infrastructure, an insufficient number of teachers, lack of parental interest, and poor accessibility for young children in some locations.

54. The introduction of SLIPs and UPEPs were important steps under the PEDP3 to decentralize primary education. The assessment of needs for SLIP funds, allocation and spending of funds, quality of works undertaken, and cost-effectiveness require more effective monitoring and accountability mechanisms. UPEPs require institutionalization as a means of decentralization under prudent monitoring, transparency, and effective participation of responsible local people.

55. The trainings under the PEDP3 took place generally near the end of the project and before the closing of each fiscal year. The trainings would have been more effective if they had been arranged from the beginning of the project and continued year-round under a need-based plan.

56. Toilet and water facilities were not added to school buildings with three or four floors, but were constructed separately from the school buildings, making them difficult for students to access and damaging the view of the school campus.

B. Recommendations

57. **Further action or follow-up.** Ensuing projects should prioritize the recruitment of new teachers and of DPE staff and provide sufficient and timely training for capacity building. Training of teachers should be arranged year-round and completed in the first few years of a project to maximize its impact and benefits.

58. To meet the huge demand for civil works, an engineering unit could be added in the DPE to help maintain an inventory of all structures, assess renovation needs and conduct timely repairs, and ensure the quality of new and current school infrastructure. Agreement on the selection of civil works sites during the initial phase of project implementation could reduce delays.

59. To bring all preprimary age students to school, further steps are needed in recruiting and training enough teachers, educating parents for supporting their children, securing support from social elites and local political leaders, and improving the capacity of local educational administration.

60. The MOPME needs to strengthen, institutionalize, and use SLIPs and UPEPs extensively as useful and innovative approaches for the decentralization of administration and management and for planning primary education at the grassroots level.

61. Different government agencies should coordinate to ensure that the designs of new school buildings integrate toilet and water facilities with accessibility.

62. **Timing of the project performance evaluation report.** To allow sufficient time to determine the impact of the project and whether outcome targets have been sustained, it is recommended that the project performance evaluation report be prepared in 2021.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Indicators		Achievements
	Original	Revised at MTR	
<p>Impact Quality education for all Bangladeshi children</p>	<p>Level of achievement in Grade 3 and 5 mean score in Bangla and mathematics in 2016: 75% (3 Bangla), 35% (5 Bangla), 60% (3 mathematics), and 45% (5 mathematics) for both sexes, boys, and girls. (Baseline 2011: Grade 3 Bangla both sexes: 67%, boys: 66%, girls: 68%; Grade 5 Bangla both sexes: 25%, boys: 25%, girls: 26%; Grade 3 mathematics both sexes: 50%, boys: 51%, girls: 49%; Grade 5 mathematics both sexes: 32%, boys: 32%, girls: 32%).</p>	<p>Percentage of Grade 3 and Grade 5 students who achieve Grade 3 and 5 competency in Bangla and mathematics in 2017; 75% (3 Bangla), 35% (5 Bangla), 60% (3 mathematics), and 45% (5 mathematics) for all, boys, and girls (Baseline 2011: Grade 3 Bangla all: 67%, boys: 66%, girls: 68%; Grade 5 Bangla all: 25%, boys: 25%, girls: 26%; Grade 3 mathematics all 50%, boys: 51%; girls: 49%; Grade 5 mathematics all: 33%, boys: 33%, girls: 32%).</p>	<p>Partially Achieved. 44% (43% for male and 44% for female) and 32% (32% for male and 34% for female) of Grade 5 students achieved Grade 5 competency in Bangla and mathematics in 2017; 47% (45% for male and 48% for female) and 34% (35% for male and 33% for female) of Grade 3 students achieved Grade 3 competency in Bangla and mathematics in 2017. Source: National Student Assessment (NSA) in 2017</p>
	<p>Range between NPER of top 20% and bottom 20% of households by consumption quintile 82% to 90% in 2016 for both sexes, boys, and girls (Baseline 2010: both sexes: 77%–88%, boys: 73%–88%, girls: 82%–87%).</p>	<p>Range between NPER of top 20% and bottom 20% of households by consumption quintile 82%–90% in 2017 for all, boys, and girls (Baseline 2010: All: 77%–88%, boys: 73%–88%, and girls: 82%–87%).</p>	<p>Insufficient data. By 2014, range between NPER of top 20% and bottom 20% of households by consumption quintile shrank to 80%–88%. Source: APSC 2015</p>
<p>Goals/ Outcome An efficient, inclusive, and equitable primary education system delivering effective and relevant child friendly Learning to all Bangladesh children from pre-primary through grade4 primary</p>	<p>NPER 98% for both sexes in 2016 (Baseline 2010: Both sex 95.6%, boys 92.2%, and girls 99.2%)</p>	<p>NPER: All 98%, Boys 97%, Girls 99% in 2017 (Baseline 2010: All 94.8%, Boys 92.2%, and Girls 97.6%)</p>	<p>Achieved. NPER in 2017 was 97.97% for all (Boys 97.66% and Girls 98.29%). Source: APSC 2017</p>
	<p>GPI GPER 1.03 in 2016 (Baseline 2010:1.078)</p>	<p>GPI GPER;1.03 in 2017 (Baseline 2010:1.09)</p>	<p>Achieved. GPI GPER declined to 1.03 by 2014. Source: APSC 2015</p>
	<p>Completion rate, primary education 67% in 2016 for both sex (Baseline 2010: All 60.2% for both sexes)</p>	<p>Completion rate, primary education: All 80%, Boys 78%, Girls 82% in 2017 (Baseline 2010: All 60.2%, Boys 59.8%, Girls 60.8%)</p>	<p>Achieved. Completion rate rose to 81.2% by 2017 (Boys 78.28% and Girls 84.08%). Source: APSC 2017</p>

Design Summary	Performance Indicators		Achievements
	Original	Revised at MTR	
	Number of input years per graduate: maximum 7.5 in 2016 (Baseline 2010: All 8.0, boys 8.0, and girls 8.1)	Number of input years per graduate: maximum 6.0 in 2017 (Baseline 2010: All 8.0, boys 8.0, and girls 8.1)	
Output			
1. Improved teaching and learning for all	1.1 At least 95% of all eligible schools receive all approved textbooks for grades 1 to 5 within 1 month of school opening day in 2016 (Baseline 2011: available 1 July)	1.1 At least 90% of all eligible schools receive all approved textbooks for grades 1 to 5 within 1 month of school opening day in 2015, 2016, and 2017 (Baseline 2011: at least 75%) Note: DLI 1	Achieved. At least 99% of all eligible schools received approved textbooks for grades 1 to 5 within 31 January of each year in 2015, 2016, and 2017. Source: Assessment of DLI Achievement and APSC
	1.2 About 11,000 new teachers participate in diploma in education per year in 2016 (Baseline 2010:0)	1.2 DPED offered in 60 fully functional PTIs in line with the updated DPED framework in 2017 (Baseline 2010: 0 PTIs) Note: DLI 2	Achieved. DPED offered in 60 PTIs by 2017 and about 11,000 new teachers participated per year in 2016 and 2017 Source: APSC 2018
	1.3 At least 90% of assistant and head teachers have professional qualification by 2016 (Baseline 2010: Head teachers GPS 96%, RNGPS 89%, Assistant teachers 84%, and RNGPS 83%)	1.3 At least 90% of assistant and headteachers have professional qualification by 2017 (Baseline 2010:83%)	Achieved. Assistant and head teachers with professional qualifications increased to 94.3% in 2016 and 95% in 2017. Source: APSC 2018
	1.4 The curriculum has been revised with introduction of competency-based elements in all 5 grades by 2016 (Baseline 2010:0)	1.4 No change Note: DLI 6	Achieved. The curriculum was revised in 2011 with introduction of competency-based elements. All textbooks were revised as per the new curriculum by 2016. Source: DLI progress report
2. Reduced disparities and universal access and participation	2.1 100% of PEDP3 needs-based infrastructure	2.1 No change	Achieved. 100% of targeted needs-based classrooms, WASH

Design Summary	Performance Indicators		Achievements
	Original	Revised at MTR	
	development completed in 2016 according to criteria and technical standards to eliminate overcrowding, based on student to usable classroom ratio of 1:56 (Baseline 2010:0%).	Note: DLI 4	blocks, water points, and major maintenances completed by 31 December 2017. Source: DLI Assessment Report 2018
	2.2 Grade1 intake with GPS PPE increased by 50% over baseline by 2016 (Baseline available is ASC 2011 publication).	2.2 At least 75% of Grade 1 new intakes complete PPE in 2017 (Baseline 2010: All 42%, Boys:41%, Girls:44%) Note: DLI 3	Achieved. 80.07% of Grade 1 new intakes completed PPE in 2017 (Boys: 80.3%, Girls: 79.8%). Source: APSC 2018
	2.3 100% GPS with separate functioning toilets for girls in 2016 (Baseline 2009:46%)	2.3 At least 95% of schools with separate functioning toilets for girls in 2017 (Baseline 2010:31%)	Partially Achieved. 50% of schools had separate functioning toilets for girls, including stand-alone girls toilets in 18,115 schools and WASH blocks for girls in 13,194 schools by 2017. Source: DLI Assessment Report 2018
3. Decentralized and effective organization of the primary education system	3.1 Every year, all teachers' and head teachers' positions (vacancies and new positions) filled up according to agreed recruitment procedures and on needs basis (Target: Annual compliance)	3.1 Every year, all teachers' and head teachers' positions (vacancies and new positions) filled up according to agreed recruitment procedures and on needs basis with consolidation for gender balance (Target: Annual compliance) Note: DLI 7	Achieved. Against teachers' and head teachers' total recruitment target of 106,000, 105,404 (99.4% of target) teachers were recruited by 2017. Each year at least 90% of annual recruitment target was achieved, and all teachers' and head teachers' recruitment followed agreed recruitment procedures. Source: DLI Assessment Report 2017
	3.2 100% of GPS, RNGPS, experimental, and community schools having prepared SLIPs and received funds according to SMC	3.2 At least 75% of school (GPS and NNGPS) have prepared SLIPs and have received funds in 2016 guidelines in 2016 on the basis of	Achieved. 100% of GPS and RNGPS have prepared SLIPs and received funds in 2016 guidelines since 2016.

Design Summary	Performance Indicators		Achievements
	Original	Revised at MTR	
	guidelines in 2016 (Baseline 2010: 64%)	guidelines updated in 2015 (Baseline 2010: 64%) Note: DLI 5	Source: APSC 2018
	3.3 At least 25% of competency-based items introduced in the 2013 Grade 5 PECE and additional 25% piloted in 2013 (Baseline 2010: 0%)	3.3 At least 65% of competency-based items introduced in the 2016 Grade 5 PECE (Baseline 2010: 0%) Note: DLI 6	Achieved. In 2016, 65% of competency-based items was introduced in Grade 5 PECE. Source: APSC 2018
	3.4 10 types of primary schools covered by ASC in 2016 (Baseline 2009: 4)	3.4 No change Note: DLI 8	Achieved. Starting in 2015, at least 25 Types of primary schools were covered by ASC. Source: APSC 2017
	3.5 80% accuracy of ASC data in 2016 (No Baseline)	3.5 TPV completed examining the accuracy of data compared to prior TPV (no baseline, provided when TPV ASC 2014 in completed. Note: DLI 8	Achieved. TPV completed in 2014 validating at least 80% of the accuracy of the Annual Primary School Census. Source: DLI progress report
4. Improved program planning and management	4.1 Primary education budget not less than the originally approved primary education budget for FY2011 for each fiscal year and PEDP3 share of overall primary education budget is incrementally increasing each year (Target: annual compliance)	4.1 Primary education budget equal to or more than the original primary education budget for FY2014 and the share of the PEDP3 development budget as part of the overall primary education development budget increases incrementally each year (Target: annual compliance) Note: DLI 9	Achieved. Complied with for each year of the project. Source: DLI progress report
	4.2 Deviation of expenditures on primary education from the originally approved (Target 15% for each fiscal year)	4.2 Unchanged Note: DLI 9	Achieved. Complied with for each year of the project. Source: DLI progress report

APSC = annual primary school census; ASC = annual school census; DLI = disbursement linked indicator; DPED = Diploma in Primary education; ; GPI = gender parity index; GPER = gross primary enrollment rate; GPS = government primary school; MTR = mid-term review; NNGPS = newly nationalized government primary school; NPER = net primary enrollment rate; PECE = primary education completion examination; PEDP3 = Third Primary Education Development Program; PPE = preprimary education; PTI = primary training institute; RDPP = revised development project proforma; RNGPS = registered nongovernment primary school; SLIP = school level improvement plan; SMC = school management committee; TPV = third-party verification; WASH = water, sanitation, and hygiene.
Source: Asian Development Bank.

PROJECT COST AT APPRAISAL AND ACTUAL

Table A2.1 Comparison of Project Costs at Appraisal and at Completion

(\$ million)					
Item	Original Amount	Revised Amount	At Completion	Variance Amount	%
A. Investment Cost					
1. Civil Works	802.91	1,080.80	1,084.07	3.27	0.30
2. Mechanical and equipment	17.34	1.1	0.35	(0.75)	67.97
3. Computers	42.32	120.1	86.44	(33.66)	28.02
4. Vehicle	6.67	10.8	7.80	(3.00)	27.78
5. Furniture	20.00	2.2	10.91	8.71	396.07
6. Teaching learning materials	22.77	12.1	3.58	(8.52)	70.42
7. Taxes, VAT, and duties	107.60	9	12.32	3.32	36.86
Subtotal (A)	1,019.61	1,236.10	1,205.48	(30.62)	2.47
B. Recurrent Cost					
1. Salaries	19.24	8.2	7.09	(1.11)	13.48
2. Survey/Study/Seminar	21.03	20.3	13.59	(6.71)	33.06
3. SRG/TG	15.9	11.7	8.00	(3.70)	31.62
4. International consultants	18.55	9.8	0.40	(9.40)	95.92
5. National consultants	10.91	12.9	4.00	(8.90)	68.99
6. Local training	192.7	230.6	220.19	(10.41)	4.51
7. International training	5.9	6.2	5.00	(1.20)	19.35
8. Curriculum revisions	0.65	1.8	0.80	(1.00)	55.56
9. Social mobilization	6.26	15	38.15	23.15	154.31
10. Grants/Fund	1,322.76	361.07	169.37	(191.70)	53.12
11. Teachers' salary	348.34	250.9	326.20	75.30	30.01
12. Repair and maintenance	171.93	101.6	89.11	(12.49)	12.3
13. Operational cost	11.57	28	28.76	0.76	2.71
14. Revenue budget	4,186.98	5,548.74	7,017.31	1,468.57	26.47
15. Discrete project	836.20	1,931.63	1,865.00	(66.63)	3.45
Subtotal (B)	7,168.92	8,538.44	9,792.97	1,254.53	8.96
Total Base Cost	8,188.53	9,774.54	10,998.44	1,223.90	7.52
C. Contingencies					
	148.44	33.15	0	0	0
Total Project Cost (A+B+C)	8,336.97	9,807.69	10,998.44	1,190.75	12.14

() = negative, VAT = value-added tax, SRG = supplementary reading guidelines, TG = teacher guide.

Sources: Asian Development Bank and Government of Bangladesh.

Table A2.2 Project Cost by Financier

Sources	Planned			Actual		
	Original	Additional	Total Amount	Share of Total (%)	Amount	Share of Total (%)
ADB	320.00	120.00	440.00	4.49	411.64	3.74
DFAT	35.00	0.00	35.00	0.36	42.97	0.39
DFID	190.00	0.00	190.00	1.94	167.83	1.53
EU	70.00	46.50	116.50	1.19	92.73	0.87
GAC	65.00	0.00	65.00	0.66	51.14	0.46
GPE	0.00	100.00	100.00	1.02	90.83	0.83
JICA	30.00	0.00	30.00	0.31	25.34	0.23
SIDA	45.00	0.00	45.00	0.46	34.80	0.32
UNICEF	0.50	0.10	0.60	0.01	0.60	0.01
World Bank/IDA	300.00	400.00	700.00	7.14	619.49	5.63
Gov't of Bangladesh	7,281.47	1,665.20	8,085.59	82.44	9,458.07	85.99
Total	8,336.97	2,331.80	9,807.69	100.00	10,998.44	100.00

ADB = Asian Development Bank; DFAT = Australian Department of Foreign Affairs and Trade; DFID = British Department for International Development; EU = European Union; GAC = Global Affairs Canada; GPE = Global Partnership for Education; IDA = International Development Association (IDA); JICA = Japan International Cooperation Agency; SIDA = Swedish International Development Cooperation Agency; UNICEF = United Nations Children Fund. Note: Numbers may not sum precisely because of rounding. Percentages may not total 100% because of rounding. Sources: Asian Development Bank and Government of Bangladesh.

Table A2.3: Project Cost at Appraisal and Actual
(\$ million)

Item	Appraisal Estimate			Actual		
	Foreign Exchange	Local Currency	Total Cost	Foreign Exchange	Local Currency	Total Cost
A. Component 1: Learning and Teaching						
1. Each child learns		11.60	11.60		3.35	3.35
2. School and classroom-based assessment		0.54	0.54		0.44	0.44
3. Curriculum development		33.70	33.70		6.07	6.07
4. Textbooks production and distribution		10.26	10.26		2.67	2.67
5. ICT in education	108.23	17.10	125.33	73.21	24.39	97.60
6. Teacher education and professional development		147.72	147.72		157.21	157.21
Subtotal (A)	108.23	220.92	329.15	73.21	194.12	267.33
B. Component 2: Participation and Disparities						
1. Second chance education		24.13	24.13		13.24	13.24
2. Preprimary education		250.55	250.55		357.62	357.62
3. Inclusive education		3.21	3.21		7.54	7.54
4. Education in emergencies		200.16	200.16		64.93	64.93
5. Communication and social mobilization		18.73	18.73		20.59	20.59
6. Targeted stipend		-	-		-	-
7. School health and feeding		1.98	1.98		2.24	2.24
8. Need-based school environment		240.75	240.75		279.02	279.02
9. Need-based infrastructure development		898.36	898.36		824.66	824.66
Subtotal (B)		1,637.87	1,637.87		1,569.83	1,569.83
C. Component 3: Decentralization and Effectiveness						
1. Field-level offices strengthened		70.46	70.46		52.42	52.42
2. Decentralized school management and governance		136.21	136.21		153.55	153.55
3. School-level leadership development		10.16	10.16		9.60	9.60
4. Organizational review and strengthening		24.89	24.89		18.28	18.28
5. Grade 5 terminal examination		2.32	2.32		0.89	0.89
6. Teacher recruitment and deployment		26.92	26.92		0.10	0.10
7. Annual school census		3.27	3.27		2.10	2.10
8. National student assessment		1.21	1.21		0.98	0.98
Subtotal (Component 3)		275.44	275.44		237.93	237.93
D. Component 4: Planning and Management						
1. PEDP3 management and governance	9.79	16.69	26.48		27.06	27.06
2. PEDP3 financial management		0.55	0.55		0.53	0.53
3. Sector finance						
4. Strengthen monitoring functions		1.75	1.75		2.04	2.04
5. Human resources and development	6.15	4.56	10.71	4.50	6.91	11.41

Item	Appraisal Estimate			Actual		
	Foreign Exchange	Local Currency	Total Cost	Foreign Exchange	Local Currency	Total Cost
6. Public-private partnership		3.22	3.22			
Subtotal (Component 4)	15.94	26.77	42.71	4.50	36.54	41.04
Total Component Cost (A+B+C+D)	124.17	2,161.00	2,285.17	77.71	2,038.41	2,116.12
Contingencies		33.14	33.14			
Custom duty and VAT		9.01	9.01			
Total Development Budget of PEDP3	124.17	2,203.15	2,327.32	77.71	2,038.41	2,116.12
Discrete project		1,931.63	1,931.63		1,865.00	1,865.00
Revenue budget		5,548.74	5,548.74		7,017.31	7,017.31
Total Program Cost	124.17	9,683.52	9,807.69	77.71	10,920.73	10,998.44

ICT = information and communication technology, PEDP3 = Third Primary Education Development Project, VAT = value-added tax.

Sources: Asian Development Bank and Government of Bangladesh.

CONTRACT AWARDS AND DISBURSEMENT OF ADB LOAN PROCEEDS
(\$ million)

Table A3.1: Actual Annual and Cumulative Contract Awards of ADB Loan Proceeds

Year	Contract Awards		Cumulative Contract Awards	
	Amount (\$ million)	Share of Total (%)	Amount (\$ million)	Share of Total (%)
L2761				
2011	31.11	10	31.11	10
2012	62.22	21	93.33	31
2013	79.99	27	173.32	58
2014	75.55	25	248.87	83
2015	52.55	17	301.42	100
L3256				
2015	8.88	8	8.88	8
2016	48.88	44	57.76	52
2017	31.12	28	88.88	81
2018	21.34	19	110.22	100

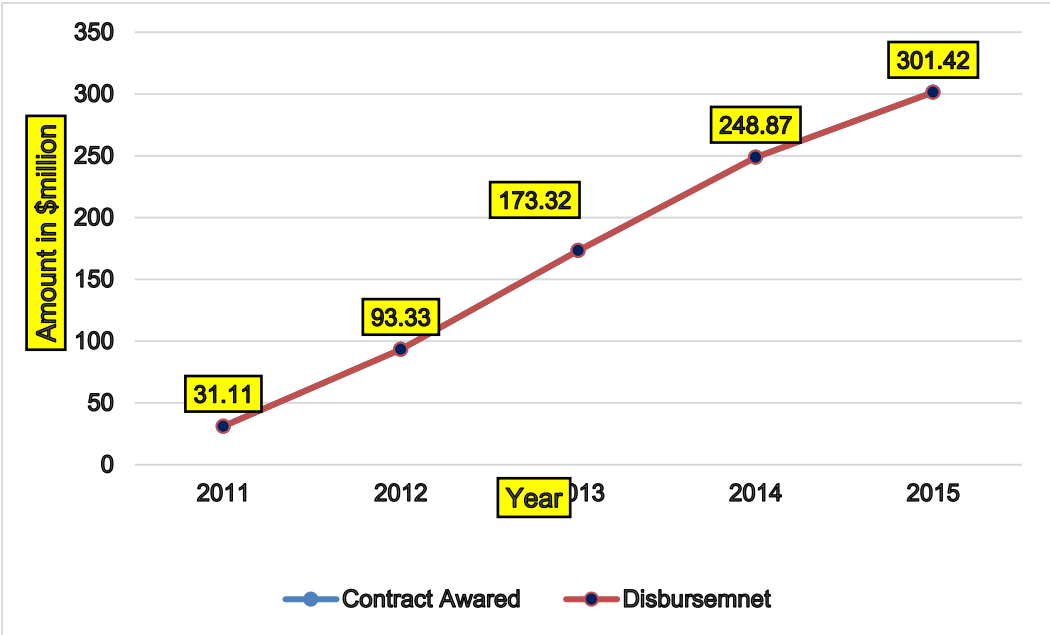
Source: Asian Development Bank.

Table A3.2: Actual Annual and Cumulative Disbursement of ADB Loans Proceeds

Year	Disbursement		Cumulative Disbursement	
	Amount (\$ million)	Share of Total (%)	Amount (\$ million)	Share of Total (%)
L2761				
2011	31.11	10	31.11	10
2012	62.22	21	93.33	31
2013	79.99	27	173.32	58
2014	75.55	25	248.87	83
2015	52.55	17	301.42	100
L3256				
2015	8.88	8	8.88	8
2016	48.88	44	57.76	52
2017	31.12	28	88.88	81
2018	21.34	19	110.22	100

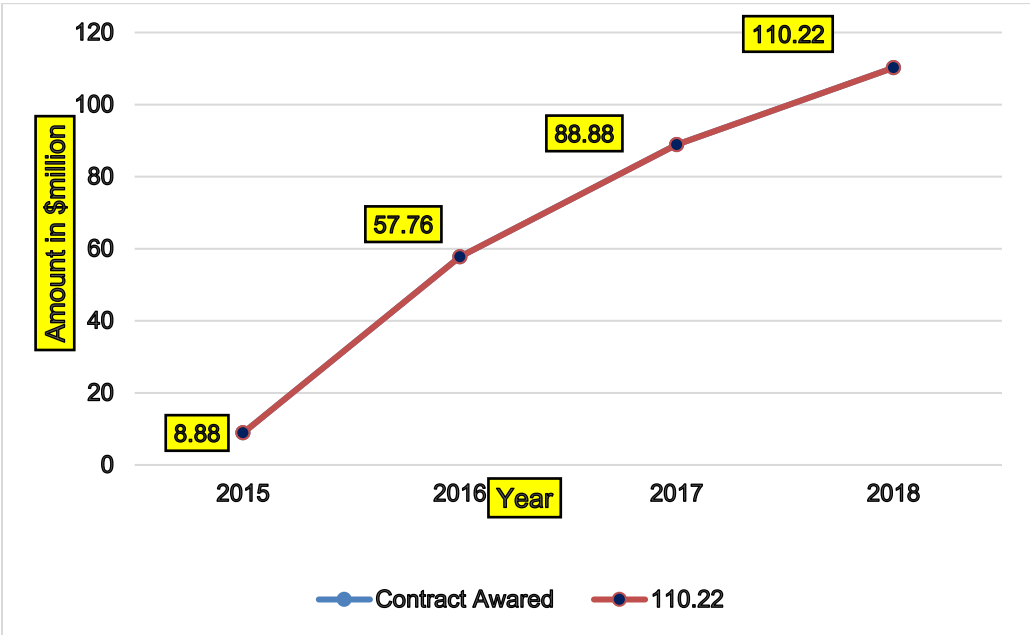
Source: Asian Development Bank.

Figure A3.1: Actual Contract Awards and Disbursement for L2761
(\$ million)



Source: Asian Development Bank.

Figure A3.2: Actual Contract Awards and Disbursement for L3256
(\$ million)



Source: Asian Development Bank.

CHRONOLOGY OF MAJOR EVENTS

Third Primary Education Development Project for Loan 2761-BAN and Loan 3265-BAN(AF)

Important Events	PEDP3	Additional Financing
Loan approval	14 Sep 2011	20 May 2015
Signing of loan agreement	15 Sep 2011	8 Jun 2015
Loan effectiveness	5 Dec 2011	1 Jul 2015
Loan closing	31 Dec 2016	30 Jun 2018

Date	Event
19–25 Sep 2019	Project completion review mission
Sep 2017	Final JCM and disbursement
6–20 Jun 2017	Joint Annual Review Mission (JARM 17)
22 Jun 2017	PEDP3 Additional Financing: Extension of Loan closing date up to June 2018
2 Jan 2017	Government request letter to ADB for extension of PEDP3 up to June 2018
Oct 2016	Third Party Validation of annual school census
2–15 May 2016	Joint Annual Review Mission (JARM 16)
Jun 2016	Expansion plan of Pre-Primary Education (PPE) updated, incorporating equity and quality criteria
Jun 2016	School Management Committee (SMC), School Level Improvement Plan (SLIP), and <i>Upazila</i> Primary Education Plan (UPEP) guidelines updated
4 Jan 2016	Signing the Grant Agreement of Additional Financing for PEDP3
10 Dec 2015	Government request letter for time extension for grant agreement of Additional Financing for PEDP3 through Global Partnership for Education Trust Fund
Oct–Dec 2015	Tripartite review of infrastructure development
13 Sep 2015	Government requested ADB for recruiting an independent inspection agent for textbooks printing.
1 Jul 2015	Transfer of administration of the PEDP3 Additional Financing Project to BRM
30 Jun 2015	Loan effectiveness for PEDP3 Additional Financing project
8 Jun 2015	Signing of Loan Agreement for PEDP3 Additional Financing project
17 May–8 Jun 2015	Joint Annual Review Mission (JARM 15) for PEDP3
Mar 2015	“Live List” for infrastructure development operational
Jun 2015	Grade 5 PECE framework updated and approved by NAPE/MOPME
Jun 2015	Recruitment rules with career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers approved by government
18-19 Mar 2015	Loan Negotiation for PEDP3 Additional Financing project
3 Feb 2015	Partial cancellation of loan by ADB and minor change in financing plan
8 Feb 2015	E-GP bidding documents following National Competitive Bidding for procurement of goods
Jan 2015	Memorandum of Understanding signed with Dhaka University on accreditation of DPEd
Jan 2015	Education household survey (completed)
28 Oct 2014	Minor Change in implementation arrangement for a revision of three Disbursement Linked Indicators (DLI) for the third year of the project
1 Jun 2014	BNFE sent offer letter to LGED for inclusion as a third-party agency/organization for external monitoring of second chance and alternative education program under PEDP3
23 Nov 2014	Minor change in implementation arrangement and updating baseline
Jun–Sep 2014	Midterm review (MTR) completed and Target indicators of DMF Set
28 May–17 Jul 2014	Joint Annual Review Mission (JARM 14)
Jan 2014	Textbooks for Grade 1 adjusted with revised curriculum
Dec 2013	Project progress review, DLI achievements, and fiduciary review conducted

Date	Event
Dec 2013	Transfer of PEDP II positions and staff to revenue positions
23–24 Mar 2013	PEDP3 Retreat
19 May–13 Jun 2013	Joint Annual Review Mission (JARM 13)
25 Feb 2013	Change of PEDP3 positions and personnel
Feb 2012	Needs-based infrastructure plan completed
Dec 2012	SMC guidelines (in accordance with and including reference to SLIP guidelines) and Plan for PPE expansion approved by MOPME
21 Nov 2012	Revision of the protocol for the sector finance Disbursement Linked Indicator (DLI)
Jan–Apr 2012	TPV on textbook delivery
May 2012	PSC and support offices operational completed
5 Dec 2011	Declaration of loan effectiveness of PEDP3
Nov 2011	Guidelines endorsed by MOPME on the role of the NGOs in Pre-primary education (PPE)
15 Sep 2011	Signing of Loan Agreement of PEDP3
9 Jun 2011	Insertion of a program budget head in Loan Agreement
14 Jun 2011	Board circulation
6 Jun 2011	Loan Negotiation Follow-up
24 Jun 2011	Discussion about PEDP3 with ADB officials
20 Jun 2011	Fact finding mission
3 Aug 2010	Government request for assistance
31 Oct–10 Nov 2010	Appraisal Mission
18 Feb 2010	Reconnaissance mission
5 Jun 2008	Concept Paper
Procurement of Services	
Consultancy Service for Administration of National Students Assessment (NSA) 2017	
1 Jan 2018	Proposal Invitation
Consulting Services for Selection of a Firm to conduct Inspection and Test on Production and Distribution of Textbooks of Pre-primary and Primary level for Academic year 2017	
20 Jun 2016	Proposal Invitation
31 Oct 2016	Contract Signing
14 Mar 2017	Contract Completion Date (as per contract)
A Study on Exploring Alternative Methods and Modalities of Providing DPED to all primary teachers under PEDP3	
29 Sep 2015	Proposal Invitation
10 Feb 2016	Contract Signing
31 May 2016	Contract Completion Date (as per contract)
Upgrading and Operationalization of organization Development and capacity building Guidebook of Primary Education	
30 Nov 2015	Proposal Invitation
22 May 2016	Contract Signing
15 Feb 2017	Contract Completion Date (as per contract)
Monitoring and Mentoring of need based Sub Cluster Training	
29 Sep 2015	Proposal Invitation
8 Sep 2016	Contract Signing
8 Jul 2017	Contract Completion Date (as per contract)
Consultancy service for Third Party Supervision for Quality Assurance of civil works under PEDP3	
10 Sep 15	Proposal Invitation
3 Mar 2017	Contract Completion Date (as per contract)
Institutionalizing Result Based Management Approach in Primary Education	
30 Aug 2015	Proposal Invitation
10 Feb 2016	Contract Signing

Date	Event
Recruitment of Consultants through firm of Conducting Teachers Students Contact hour	
4 Nov 2015	Proposal Invitation
22 May 2016	Contract Signing
22 Nov 2016	Contract Completion Date (as per contract)
Consultancy Service for Administration of National Students Assessment (NSA) 2015	
10 Sep 2015	Proposal Invitation
28 Oct 2015	Contract Signing
30 Jan 2016	Contract Completion Date (as per contract)
	Curriculum and Material Development Specialist
1 Nov 2015	Contract Signing
9 Apr 2018	Contract Signing (Variation)
30 Jun 2018	Contract Completion Date (as per contract)
30 Jun 2018	Contract Completion Date (actual)
Selection of an Engineering Firm for providing consultancy service for construction of DPE HQ Building at Dhaka and Leadership center at Cox'sBazar under PEDP3	
18 Feb 2013	Proposal Invitation
23 Dec 2014	Contract Signing
23 Dec 2017	Contract Completion Date (as per contract)
Consultancy services for Conducting Study on Monitoring & Evaluation and Mentoring of Teacher Professional Development Courses	
12 Nov 2012	Proposal Invitation
	Consultancy Services for MTR Quality Study, Phase 2 (through IDC panel)
12 Nov 2012	Proposal Invitation
	Recruitment of IT Specialist for Computerization of Accounting System
14 Aug 2012	Contract Signing
9 Apr 2018	Contract Signing (Variation)
30 Jun 2018	Contract Completion Date (as per contract)
30 Jun 2018	Contract Completion Date (actual)
Recruitment of Program Management Specialist	
26 Aug 2012	Contract Signing
9 Apr 2018	Contract Signing (Variation)
30 Jun 2018	Contract Completion Date (as per contract)
30 Jun 2018	Contract Completion Date (actual)

ADB = Asian Development Bank; AMWG = BRM = Bangladesh Resident Mission; DMF = design and monitoring framework; DLI = disbursement linked indicator; DPE = Directorate of Primary Education; DPEd = Diploma in Primary Education; ELCG = Education Local Consultative Group; LGED = Local Government Engineering Department; MOPME = Ministry of Primary and Mass Education; NAPE = National Academy for Primary Education; NCTB = National Curriculum and Textbook Board; NGO = nongovernment organization; PBH = Program Budget Head; PECE = primary education completion examination; PEDP2 = Second Primary Education Development Program; PEDP3 = Third Primary Education Development Program; PPE = preprimary education; PSC = Primary School Census; SLIP = school level improvement plan; SMC = school management committee; TOR = terms of reference; TPV = third-party verification; UNICEF = United Nations Children Fund; UPEP = *upazila* primary education plan.

Source: Asian Development Bank.

STATUS OF COMPLIANCE WITH LOAN COVENANTS

Covenant(s)	Reference in Loan Agreement	Status of Compliance
1 The Borrower, MOPME and DPE shall ensure that the Project is implemented in accordance with the detailed arrangements set forth in the PAM. Any subsequent change to the PAM shall become effective only after approval of such change by the Borrower and ADB. In the event of any discrepancy between the PAM and the Loan Agreement, the provisions of the Loan Agreement shall prevail.	LA, Schedule 5, para.1 PEDP3-AF LA, Schedule 5, para.1	Complied with
2 Furthermore, the borrower, MOPME and DPE, shall implement, manage, coordinate and monitor the PEDP3 Program in accordance with its objectives, responsibilities, funding mechanism, and fiduciary requirements, and other program management arrangements as set out in the Program Document, the agreed JFA, SMF, EMF and the GAP.	LA, Schedule 5, para.2 PEDP3-AF LA, Schedule 5, para.2	Complied with
3 Borrower's Contribution to PEDP3 Program - The Borrower shall provide \$7.3 billion as the Borrower's contribution to the PEDP3 Program in a timely manner and in accordance with the provisions of the JFA and the Program Document, which has been prepared and agreed by the Borrower, ADB and the DPs. Borrower's Contribution to PEDP3 Program - The Borrower shall provide \$1,665.2 million equivalent as the Borrower's additional contribution to the PEDP3 Program in a timely manner and in accordance with the provisions of the JFA and the Program Document, which has been prepared and agreed by the Borrower, ADB and the DPs.	PEDP3 LA, Schedule 5, para.3 PEDP3-AF LA, Schedule 5, para.3	Complied with The borrower provided \$1,542.0 million in a timely manner.
4 Directorate of Primary Education - The Borrower shall ensure and shall cause MOPME to ensure that (i) DPE shall be restructured from the current 6 divisions to 8 divisions. Two divisions, namely the program division and information management division shall be established; (ii) one position for additional director general, to be responsible for implementation and program shall be created. The borrower shall cause MOPME and DPE to ensure that (a) critical PEDP3 Program staff shall remain in their position on a full-time basis for a reasonable duration to ensure, continuity in the implementation of PEDP3 Program; and (b) DPE shall be adequately staffed and provided with the necessary financial, technical and other resources to perform its functions under PEDP3 Program. Directorate of Primary Education - The Borrower shall cause MOPME and DPE to ensure that (a) critical PEDP3 Program staff shall remain in their position on a full-time basis for a reasonable duration to ensure continuity in the implementation of PEDP3 Program; and (b)	PEDP3 LA, Schedule 5, para.4 PEDP3-AF LA, Schedule 5, para.4	Complied with The program division and information management division were established on 20 April 2011. The position for additional director general created. Complied with The JFA was signed by the Borrower and

Covenant(s)	Reference in Loan Agreement	Status of Compliance
DPE shall be adequately staffed and provided with the necessary financial, technical, and other resources to perform its functions under PEDP3 Program.		DPs in November 2011.
5 Joint Financing Arrangement - To ensure the effective implementation of and coordination between the Borrower and the DPs under PEDP3 Program, the Borrower shall enter into the JFA with the DPs, in a form and substance acceptable to ADB. The JFA shall include provisions regarding consultation procedures, decision making, disbursement mechanism, monitoring and reporting, review and evaluation, audit, procurement, financial management, exchange of information between the Borrower and the DPs, governance, anticorruption and safeguards issues under the Program. The Borrower shall further ensure MOPME and DPE shall implement the Program in accordance with the provisions of the JFA.	PEDP3 LA, Schedule 5, para.5	Complied with Project website created by DPE and regularly updated. Procurement data generated by e-GP system were manually entered in DPE website.
Joint Financing Arrangement - The Borrower shall ensure that MOPME and DPE shall implement the PEDP3 Program in accordance with the provisions of the JFA.	PEDP3-AF LA, Schedule 5, para.5	
6 Project Website - Within 3 months or the effective date, DPE shall create and thereafter maintain regularly update, a comprehensive Program website which shall disclose information about all material matters relating to Program and its implementation including procurement. With regard to procurement, the website shall include information on the list participating bidders, name of the winning bidder, basic details on bidding procedures adopted, amount of contract awarded, and the list of goods/services procured and the dates and location of delivery of goods and services.	PEDP3 LA, Schedule 5, para.6	Complied with
Project Website - DPE shall maintain and regularly update a comprehensive PEDP3 Program website which shall disclose information about all material matters relating to the PEDP3 Program and its implementation, including procurement. With regard to procurement, the website shall include information on the list of participating bidders, name of the winning bidder, basic details on bidding procedures adopted, amount of contract awarded, and the list of goods/services procured and the dates and location of the delivery of goods and services.	PEDP3-AF LA, Schedule 5, para.6	
7 Disbursement Linked Indicators - The borrower and ADB have agreed certain activities in 9 selected priority areas which the Borrower has to fulfill during the period of the Program, as conditions of disbursement of 50% of the proceeds. The Borrower, MOPME and DPE agree that the 9 DLIs shall be satisfied in accordance with the Disbursement Schedule and detailed arrangements set forth in the PAM.	PEDP3 LA, Schedule 5, para.7	Substantially complied with
Disbursement Linked Indicators - The Borrower and ADB have agreed on certain activities in 9 selected priority areas for FY2014–FY2016, and in 6 selected priority areas for FY2016–	PEDP3-AF	Substantially complied with

Covenant(s)	Reference in Loan Agreement	Status of Compliance
FY2017, which the Borrower has to fulfill during the period of the PEDP3 Program, as conditions of disbursement of 50% of the Loan proceeds. The Borrower, MOPME and DPE agree that the 9 DLIs agreed for FY2014–FY2016 and the 6 DLIs agreed for FY2016–FY2017 shall be satisfied in accordance with the Disbursement Schedule and detailed arrangements set forth in the PAM.	LA, Schedule 5, para.7	56 out of the 59 annual DLI targets (95%) associated with the 9 DLIs achieved.
8 Disbursement Linked Indicators - Notwithstanding the generality of paragraph 4 of Schedule 3 to the Loan Agreement, in the event the Borrower cannot fulfill any of the required DLIs during a specific Fiscal Year, the amount of the Loan proceeds to be disbursed in the month of July following such Fiscal Year, in accordance with paragraph 4 (b); (i) of Schedule 3 to the Loan Agreement, shall be reduced. The Borrower agrees that for the purposes of calculating any such reduction, each of the DLIs shall be equally priced and the amount to be deducted out of the Loan proceeds to be disbursed, shall correspond to the number DLIs that are not fulfilled by the Borrower in the relevant period. In the event the Borrower subsequently fulfills said DLIs, the corresponding amount of the loan proceeds that have not been disbursed may be disbursed in the semi-annual loan proceeds disbursement following the fulfillment of the DLI.	LA, Schedule 5, para.8 PEDP3-AF LA, Schedule 5, para.8	Complied with Disbursement of funds linked to 3 annual DLIs not achieved were cancelled and refunded.
9 Environment - The Borrower shall ensure or cause MOPME and DPE to ensure that the preparation, design, construction, implementation, operation and decommissioning of the PEDP3 Program, each activity under PEDP3 Program, and all PEDP3 Program facilities comply with (a) all applicable laws and regulations of the Borrower relating to environment, health and safety; (b) the Environmental Safeguards; (c) the EMF; and (d) all measures and requirements set forth in the respective IEE or EIA and EMP and any corrective or preventative actions set forth in a Safeguards Monitoring Report.	LA, Schedule 5, para.9 PEDP3-AF LA, Schedule 5, para.9	Complied with
10 Land Acquisition and Involuntary Resettlement - The Borrower shall ensure or cause MOPME and DPE to ensure that all land and all rights-of-way required for the PEDP3 Program, each activity under PEDP3 Program, and all PEDP3 Program facilities are made available to the works contractor in accordance with the schedule agreed under the related Works contract and all and land acquisition and resettlement activities are implemented in compliance with (a) all applicable laws and regulations of the borrower relating to land acquisition involuntary resettlement; (b) the Involuntary Resettlement Safeguards; (c) the SMF; and (d) all measures and requirements set forth in the respective RP, and any corrective or preventive actions set forth in a Safeguards Monitoring Report	LA, Schedule 5, para.10 PEDP3-AF LA, Schedule 5, para.10	Complied with
11 Land Acquisition and Involuntary Resettlement - Without limiting the application of the Involuntary Resettlement Safeguards, the SMF, the Borrower shall ensure or cause the	LA, Schedule 5, para.11	Complied with

Covenant(s)	Reference in Loan Agreement	Status of Compliance
MOPME and DPE to ensure that no physical or economic displacement takes place in connection with any of the activities under PEDP3 Program until; (a) compensation and other entitlements have been provided to affected people in accordance with the RP; and (b) a comprehensive income and livelihood restoration program has been established in accordance with the RP.	PEDP3-AF LA, Schedule 5, para.11	
12 Indigenous Peoples - The borrower shall ensure or cause MOPME and DPE to ensure that the preparation, design, construction, implementation and operation of the PEDP3 Program, each activities under PEDP Program, and all -PEDP3 Program facilities comply with; (a) all applicable laws and regulations of the Borrower relating to indigenous peoples; (b) the Indigenous Peoples Safeguards; (c) the SMF; and (d) all measures, and requirements set forth in the respective IPP, and any corrective or preventative actions set forth in the Safeguards Monitoring Report. Small Ethnic Communities - The Borrower shall ensure or cause MOPME and DPE to ensure that the preparation, design, construction, implementation and operation of the PEDP3 Program, each activity under PEDP3 Program, and all PEDP3 Program facilities comply with (a) all applicable laws and regulations of the Borrower relating to small ethnic communities; (b) the Small Ethnic Communities Safeguards; (c) the SMF; and (d) all measures and requirements set forth in the respective SECP, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.	PEDP3 LA, Schedule 5, para.12 PEDP3-AF LA, Schedule 5, para.12	Complied with
13 Human, and Financial Resources to Implement Safeguards Requirements - The Borrower shall make available or cause MOPME and DPE to make available necessary budgetary and human resources to fully implement the EMP, the RP and the IPP. The Borrower shall make available or cause MOPME and DPE to make available necessary budgetary and human resources to fully implement the EMP, the RP and the SECP.	PEDP3 LA, Schedule 5, para.13 PEDP3-AF LA, Schedule 5, para.13	Complied with Complied with
14 Safeguards – Related Provisions in Bidding Documents and Works Contracts - The Borrower shall ensure or cause MOPME and DPE to ensure that all bidding documents and contracts for Works contain provisions that require contractors to: (a) comply with the measures and requirements relevant to the contractor set forth in the IEE or EIA, the EMP, the RP and the SECP (to the extent they concern impacts on affected people during construction), and any corrective or preventative actions set out in a Safeguards Monitoring Report; (b) make available a budget for all such environmental and social measures;	PEDP3 LA, Schedule 5, para.14 PEDP3-AF LA, Schedule 5, para.14	Complied with Complied with

Covenant(s)	Reference in Loan Agreement	Status of Compliance
(c) provide the Borrower with a written notice of any unanticipated environmental, resettlement or small ethnic communities risks or impacts that arise during construction, implementation or operation of the Project that were not considered in the IEE or EIA, the EMP, the RP or the SECP.		
15 Safeguards Monitoring and Reporting - The Borrower shall do the following or shall cause MOPME and DPE to do the: (a) submit semi-annual Safeguards Monitoring Reports to ADB and disclose relevant information from such reports to affected persons promptly upon submission; (b) if any unanticipated environmental and/or social risks and impacts arise during construction, implementation or operation of the Project that were not considered in the EIA or IEE, the EMP, the RP or the IPP, promptly inform ADB of the occurrence of such risks or impacts, with detailed description of the event and proposed corrective action plan; and (c) report any actual or potential breach of compliance with the measures and requirements set forth in the EMP, the RP or the IPP promptly after becoming aware of the breach.	LA, Schedule 5, para.15 PEDP3-AF LA, Schedule 5, para.15	Complied with
16 Prohibited List of Investments – The Borrower shall ensure that no proceeds of the Loan are used to finance any activity included in the list of prohibited investment activities provided in Appendix 5 of the SPS.	LA, Schedule 5, para.16 PEDP3-AF LA, Schedule 5, para.16	Complied with
17 Gender – To ensure that women benefit equally from PEDP3 Program, the Borrower shall ensure that MOPME and DPE adopt and implement the GAP under the Program and that adequate resources are allocated for this purpose. In particular, the Borrower shall cause MOPME and DPE to ensure that the targets stated in the GAP shall be achieved. Implementation of the GAP shall be closely monitored, and the progress shall be reported ADB and the DPs.	LA, Schedule 5, para.17 PEDP3-AF LA, Schedule 5, para.17	Complied with
18 Labor - The Borrower shall ensure, or cause MOMPE and DPE to ensure that the civil works contractors procured under the PEDP3 Program, comply with all applicable labor, health, and safety laws and regulations of Bangladesh and, in particular, (a) do not employ child labor for construction and maintenance activities, and (b) provide appropriate facilities (latrines, etc.) for workers at construction sites. The Borrower shall cause MOPME and DPE to require contractors not to differentiate wages between men and women for work of equal value. MOPME and DPE shall ensure that specific clauses shall be included in bidding documents for NCB contracts to ensure adherence to these provisions, and that compliance shall be strictly monitored during project implementation.	LA, Schedule 5, para.18 PEDP3-AF LA, Schedule 5, para.1	Complied with

Covenant(s)	Reference in Loan Agreement	Status of Compliance
19 Anticorruption – MOPME and DPE shall ensure that the anticorruption provision acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other providers, as they relate to the Project.	PEDP3 LA, Schedule 5, para.19	Complied with
Governance and Anticorruption – The Borrower, MOPME and DPE shall (a) comply with ADB’s Anticorruption Policy (1998 as amended to date) and acknowledge that ADB reserves the right to investigate directly, or through its agents, any alleged corrupt, fraudulent, collusive or coercive practice relating to the Project; and (b) cooperate with any such investigation and extend all necessary assistance for satisfactory completion of such investigation.	PEDP3-AF LA, Schedule 5, para.19	Complied with
20 Governance and Anticorruption – MOPME and DPE shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they related to the Project.	PEDP3 LA, Schedule 5, para.20	Complied with
21 PFM Action Plan and Fiduciary Oversight - The Borrower shall ensure or cause MOPME and DPE to ensure that PFM Action Plan prepared for the Program and, agreed by the Borrower, ADB and DPs shall be implemented in an efficient and timely manner to address the fiduciary risks identified in managing funds accounting for Program expenditures using the Borrowers financial or treasury system. Furthermore, the Borrower, MOPME and DPE shall provide full cooperation to the DPs in carrying out the fiduciary oversight pursuant to the agreed joint fiduciary oversight mechanism.	PEDP3-AF LA, Schedule 5, para.20	Complied with Seven Annual Fiduciary Reviews completed from FY2011 to FY2018 under ADB TA support
22 Accounting- The Borrower shall ensure that MOPME and DPE, in close consultation with the MOF, shall maintain the Program accounts and records by funding sources and expenditures incurred under the PEDP3 Program in accordance with Program Budget Head (PBH). The Program accounts shall be maintained following the international accounting principles and practices as the Borrower’s accounting laws and regulations.	LA, Schedule 5, para.21	Complied with
23 Reporting - The Borrower shall prepare and provide ADB and the DPs in a timely manner, all information relevant to the implementation of the PEDP3 Program, including the (i) quarterly IFR; (ii) a statement of progress in achievement of results, including achievement of DLIs, during each Fiscal Year; (iii) an ASPR reporting on sub sector development for a	LA, Schedule 5, para.22	Complied with
	PEDP3-AF LA, Schedule 5, para.22	
	LA, Schedule 5, para.23	
	PEDP3-AF	

Covenant(s)	Reference in Loan Agreement	Status of Compliance
specified Fiscal Year reflected key performance indicators; (iv) an annual audit report from an independent auditor; and (v) other reports agreed between the Borrower and the DPs to be prepared and issued after joint reviews.	LA, Schedule 5, para.23	
24 Reviews end Evaluation - The Borrower shall ensure that MOPME and DPE conduct, and invite ADB and the DPs to, a joint annual review mission in May each year and a consultation meeting in November each year to review the progress in program implementation. The items of agenda to be discussed during these reviews and consultations shall be in accordance with the provisions of the JFA.	LA, Schedule 5, para.24 PEDP3-AF LA, Schedule 5, para.24	Complied with JARM and JCM were held each year from 2012 to 2017.
25 The Borrower, ADB and the DPs shall conduct a mid-term review on the third year of the Program implementation. The Borrower shall coordinate and manage the review process jointly with the DPs.	LA, Schedule 5, para.25	Complied with. MTR was conducted in 2014.
26 The Borrower, ADB and the DPs shall jointly conduct an evaluation of the Program on the last year of the Program. During the joint annual review meeting of the Program, the Borrower, ADB and the DPs shall jointly prepare the terms of reference for the evaluation.	LA, Schedule 5, para.26 PEDP3-AF LA, Schedule 5, para.25	Partially complied with A joint evaluation of the Program was not conducted. Government prepared Program Completion Report with support of ADB.

ADB = Asian Development Bank; ASPR = annual school performance survey; DLI = disbursement-linked indicator; DP = development partner; DPE = Department of Primary Education; EIA = environmental impact assessment; EMF = environmental monitoring framework; EMP = environmental management plan; GAP = gender action plan; IEE = initial environmental examination; IFR = interim financial report; IPP = indigenous peoples participation; JFA = joint fiduciary; MOF = Ministry of Finance; MOPME = Ministry of Primary and Mass Education; NCB = national competitive bidding; PAM = project administration memorandum; PBH = program budget head; PFM = procurement and financial management; RP = report of the president; SECP = small ethnic community plan; SMF = social management framework;

Sources: Asian Development Bank and Government of Bangladesh.

SUMMARY OF DISBURSEMENT-LINKED INDICATORS STATUS

SI	Disbursement Linked Indicator	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Textbooks for each subject produced and distributed to all eligible schools within a month of opening day.	Met	Met	Met	Met	Met	Met	Met
2	Comprehensive teacher development plan prepared and adopted by MOPME and the new Diploma in Education is provided in all 60 Primary Teacher Training Institutes.	Met	Met	Met	Met	Met	Met	Met
3	Guidelines for preprimary education (PPE) on the role of NGOs endorsed by MOPME, quality of PPE improved, and the coverage of PPE expanded.	Met	Met	Met	Met	Met	Met	N/A
4	Needs-based infrastructure implemented to achieve pupil to usable classroom of 56:1.	Met	Met	Met	Met	Met	Met	N/A
5	School management committees and <i>upazila</i> education offices are strengthened to effectively implement SLIPs and district and <i>upazila</i> primary education plans.	Met	Met	Met	Met	Met	Met	N/A
6	Grade 5 terminal examination is competency based and its administration enhanced.	Met	Met	Met	Met	Met	Unmet	Unmet
7	New teachers recruited based on needs to meet the pupil-teacher ratio of 40:1 and using the existing fair and transparent recruitment system.	Met	Met	Met	Unmet	Met	Met	Met
8	Annual school census coverage to include all types of schools, with improvement in the census form, administration, and reporting accuracy and timeliness.	Met	Met	Met	Met	Met	Met	Met
9	Primary education budget aligned with program framework, consistent with MTBF, equal to or more than the original primary education budget for FY2013–2014 and the share of the PEDP3 development budget as part of the overall primary education development budget increases incrementally each year.	Met*	Met	Met	Met	Met	Met	Met
Total Met DLIs by Year		8	9	9	8	9	8	5

MOPME = Ministry of Primary and Mass Education, MTBF = Mid-Term Budget Framework, NGO = nongovernment organizations, PEDP3 = Third Primary Education Development Project, PPE = preprimary education, SLIPs = school level improvement plans.

Note: Original DLI definition was revised in JARM 2012 and declared met.

FOREIGN TRAINING AND STUDY TOURS, AND LOCAL TRAININGS AND ACADEMIC PROGRAMS

A. Foreign Training and Study Tours

Table A7.1: Foreign Trainings and Study Tours

Trainings and Study Tours – Duration of Each Training/Study Tour	Planned	Actual
1. Training - One Year Masters' Course for each (Number of Persons)	113	127
2. Study Tours – One Week for each visit (Number of Persons)	1,544	1,147

Source: Project completion report estimates, 2019 (Re: Executing Agency Data Base 2018).

B. Local Trainings

Table A7.2: Local Trainings

Trainings	Duration	Planned	Actual	%
	Days/ Batch	Number of Persons	Number of Persons	
1. Need based Sub-cluster training	6	11,498	13,500	117
2. Subject based training – core subject	6	461,850	461,850	100
3. Subject based training – Non-Core (Physical Education)	6	67,907	67,907	100
4. Subject based training – non-core (Art & craft)	6	67,512	67,512	100
5. Subject based training – non-core (Music)	6	63,480	62,350	98
6. PECE Marker training	3	409,094	377,074	92
7. Induction training of newly recruited teachers	7	20,000	39,381	196
8. Leadership training for head teachers	21	77,875	75,257	97
9. ICT in Education	12	65,912	67,787	103
10. Diploma in Primary Education (DPED)	18	43,646	64,785	148
11. Certificate- in-Education (Stipend & Allowance)	12	22,171	30,717	138
12. Training on Teachers Support Network (TSN)	3	80,460	84,430	105
13. Master Trainers Training on SLIP	2	3,000	2,942	98
14. Stakeholders Training on SLIP	2	320,000	300,200	94
15. UPEP Master Trainers' Training	3	1,515	1,532	101
16. Better Health Better Education	1		81,200	
17. Training - IT Management Hardware and Software		488	488	100
18. Training - Microsoft Access, MS Powerpoint, Internet & e-mail.		250	250	100
19. Training- IT Management, Network & Trouble shooting.		500	500	100
20. Training-Access, MS Word, Excel, Powerpoint, Internet, e-mail		750	750	100
21. Training - Computer Application & Trouble shooting.		460	460	100
22. Training - e-primary school system, training tracking, PEPMIS, & e-monitoring Software.		2,316	1,800	78
23. Training - e-Monitoring Management.		1,123	1,123	100
24. Training - Academic Supervision	7	31,145	31,645	102
25. Parallel Fund: JICA; PTI follow up training for Science and Mathematics Instructors	6	570	560	98

ICT = information and communications technology; IT = information technology; DPED = Diploma in Primary Education; JICA = Japan International Cooperation Agency; PECE = primary education completion examination; PEPMIS = Primary Education Property Management Information System; PTI = primary training institute; SLIP = school level improvement plan; UPEP = *upazila* primary education plan.

Source: Project completion report estimates, 2019 (Re: Executing Agency Data Base 2018).

C. Implementation of Academic Programs

Table A7.3: Academic Programs Implemented

Academic Programs	Status of Achievements (Tk million)		
	Planned	Actual	%
1 Each Child Learns	3,662.31	3,446.26	216.05
2 School and classroom-based assessment	464.53	338.92	125.61
3 Curriculum Development	6,868.16	4,711.37	2,156.79
4 Textbooks production & distribution	2,070.78	2,070.78	
5 ICT in Education	81,701.03	75,757.56	5,943.47
6 Teacher Education & Professional Development	127,095.16	122,023.52	5,071.64
7 Learning and Teaching (total budget)	221,861.97	208,348.41	13,513.56
8 Second Chance Education	11,170.69	10,274.75	895.94
9 Pre-Primary Education	341,612.17	277,584.07	64,028.10
10 Inclusive Education	6,462.57	5,854.41	608.16
11 Education in Emergencies	54,979.08	50,394.93	4,584.15
12 Communication and Social Mobilization	16,752.78	15,978.50	774.28
13 School Health & Feeding	1,748.40	1,740.37	8.03
14 Need Based School environment	228,661.43	217,671.87	10,989.56
15 Need Based Infrastructure Development	654,754.41	649,335.25	5,419.16
16 Participation and Disparities (total budget)	1,316,141.50	1,228,834.15	87,307.38
17 Field Level Offices Strengthened	46,424.8	40,687.64	5,737.16
18 Decentralized School Management and Governance	119,498.16	119,189.24	308.92
19 School Level Leadership Development	7,454.67	7,454.67	
20 Organizational Review and Strengthening	19,748.43	14,188.31	5,560.12
21 Grade 5 Terminal Examination	816.26	692.06	124.2
22 Teacher Recruitment and Deployment	27,705.02	89.13	27,615.89
23 Annual School Census	2,985.95	1,629.04	1,356.91
24 National Student Assessment	888.10	757.06	131.04
25 Decentralization and Effectiveness (Total budget)	225,521.39	184,687.15	40,834.24
26 PEDP3 Management and Governance	24,087.49	21,003.98	3,083.51
27 PEDP3 Financial Management	490.97	414.41	76.56
28 Strengthen Monitoring Functions	1,809.30	1,584.76	224.54
29 Human Resources and Development	10,331.25	8,856.72	1,474.53
30 Public Private Partnership	50	0	50
31 Planning and Management (Total Budget)	36,769.01	31,859.87	4,909.14
Base cost	1,800,293.9	1,653,729.58	146,564.32
Unforeseen (including implementation of National Education Policy)	1,565.86	0	0

Source: Government PCR estimates, 2019.

UTILIZATION OF CONSULTING SERVICES

Advisory Consulting Services for Program Management

Table A8.1: Program Management Advisory Consulting Services

Directorate of Primary Education						
Position(s)/Subject Area(s)	Name of Consultant(s)	Contract	Actual	From	To	
A International Consultants						
1	Operations Adviser	Ali Faisal Pimentel Abdul	18	18	1 Aug 2013	30 Jun 2016
2	International Training Adviser	Dr. Upali Mohottige Sedere	3	3	1 Feb 2015	31 May 2015
B Local Consultants						
1	Procurement Specialist	Md. Sirajul Islam	6	6	13 Aug 2012	13 Feb 2013
2	Procurement Specialist	Sayed Rafiqul Alam	3	3	6 May 2013	5 Aug 2013
3	Procurement Specialist	Md. Aminul Islam	33	33	17 Apr 2014	30 Jun 2017
4	Training Specialist	Dr. AKM Khairul Alam	42	42	1 Sep 2012	28 Feb 2016
5	Curriculum & Material Development Specialist	Prof. Kafil Uddin Ahmed	59	59	14 Aug 2012	30 Jun 2018
6	Program Management Specialist	Dr. Md. Delwar Hossain	58	58	26 Aug 2012	30 Jun 2018
7	IT Specialist Computerized Accounting System	Md. Quayes Bin Habib	32	32	1 Sep 2012	31 Aug 2013
					1 Nov 2015	30 Jun 2018
8	Financial Management Specialist	Dipok Chandra Chowdhury	12	12	1 May 2013	31 May 2014

Table A8.2 Program Support Office, Ministry of Primary and Mass Education

Position(s)/Subject Area(s)	Name of Consultant(s)	Duration (Month)		Duration (Month/Year)		
		Contract	Actual	From	To	
1	Budget & Audit Management Specialist	Md. Ala Uddin	27	27	1 Oct 2011	31 Dec 2017
2	Senior Program Co-ordination Specialist.	Kazi Aktar Hossain	8	8	1 Nov 2015	30 Jun 2017
3	Mid-Level Program Co-ordination Specialist	M.Ruhul Quddus	8	8	1 Nov 2015	30 Jun 2017
4	Mid-Level Program Support Consultant for MOPME	Dr. A.Q. M. Safiul Azam	7	7	1 Dec 2015	30 Jun 2017
	Jr. Level Consultant for Disparity Working Group					
5		Tanzim Hassan	8	8	1 Nov 2015	30 Jun 2017
6	Jr. Level Consultant for AMWG	Abdur Rouf Chowdhury	12	12	1 Jul 2016	30 Jun 2017
7	Jr. Level Consultant for QWG	Qurratul Ayen Safdar	10	10	21 Aug 2016	30 Jun 2017
8	Jr. Level Consultant for PFWG	Masud Aktar Khan	10	10	9 Aug 2016	30 Jun 2017

AMWG = Administration and Monitoring Working Group; IT = information technology; MOPME = Ministry of Primary and Mass Education, PFWG = Procurement and Finance Working Group; QWG = Quality Working Group
Source: PCR Estimate (EAA Data Base, 2018).

SUMMARY OF PROCUREMENT OF GOODS

A. Procurement of Vehicles: Jeep, Microbus, and Motorcycles

Table A9.1: Number of Vehicles, Planned and Actual

Type of Transport	Number of Vehicles		Date of Contract
	Planned	Actual	Date of Contract Award
A. Jeeps		18	20 Jun 2018
		2	20 Jun 2018
		1	22 Sep 2015
		24	15 Jun 2015
		2	26 Jun 2013
Total number of Jeeps	48	47	
B. Microbuses		9	20 Jun 2018
		55	15 Jun 2015
		3	15 Sep 2015
Total number of Micro-buses	68	67	
C. Motorcycles		1,000	7 Apr 2016
		1,369	16 Nov 2016
Total Number of Motorcycles	2,569	2,369	

Source: Project completion review mission estimate, 2019.

B. Procurement of Goods: Furniture, Office Equipment, and Printing of Course Materials

Table A9.2: Furniture, Office Equipment, and Printing Course Materials

Items Purchased	Total Quantity Purchased	Total Cost (Tk million)
A. Purchased for PTIs		
1. Desktop computers	790	
2. Laptop computers	11	
3. Multimedia projectors	11	
4. Printers	11	
5. Tablet computers	464	85.80
6. UPS	220	3.90
7. Air conditioners	22	2.40
8. Networking	All PTIs	1.10
9. Furniture		2.10
B. Purchased for GPSs		5,267.30
1. Laptop computers	58,434	3,015.00
2. Multimedia projectors	40,676	2,046.80
3. Sound system for GPSs	51,000	205.50
C. Purchased for PTI, UEO, and URC		133.52
1. Desktop computer	1,150	80.80
2. Laptop computer	897	52.70
D. Purchased for DPE		23.90
1. Desktop computers	308	23.90
E. Purchased for PTI and URC		168.80
1. Tablet computers	3,700	113.10
2. Multimedia projectors	570	55.70
F. Printing of Course Materials for DPEd (Copies)	136,000	21.90
Total cost of furniture, office equipment, and materials		5,710.72

DPE = Directorate of Primary Education; DPEd = Diploma in Education; GPS = government primary schools; PTI = primary training institute; UEO = upazila education office; URC = upazila resource center.

Source: PCR Mission Estimates, 2019 (Executing Agency Data Base, 2018).

GENDER ACTION PLAN ACHIEVEMENTS MATRIX

A. Introduction

1. The Third Primary Education Development Program Additional Financing (PEDP3-AF) encompassed the entire primary education subsector of Bangladesh. It was the third series of the primary education subsector development program in the country. Its purpose was to support the achievement of the government's aim to improve the quality of and equitable access to basic education.¹ The program assisted the Government of Bangladesh achieve the United Nations' second and third Millennium Development Goals, which was for all children, boys and girls alike, to complete a full course of primary schooling. The program supported one of the largest primary school systems in the world.²

2. The target impact of PEDP3-AF was quality education for all Bangladeshi children and the target outcome was an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from preprimary through Grade 5. One of the four key reform areas of the National Education Policy supported by PEDP3-AF was improving quality education through reduced class size, improved teaching practices, and information and communication technology literacy. This supported human capital development among students including girl students. Another reform area was the streamlining of the recruitment process to increase the number of qualified women teachers.

3. The project was categorized *gender equity theme* (GEN). Gender equality indicators and targets cross-cut all levels (impact, outcomes, and outputs) of the project's design and monitoring framework (DMF). A gender action plan (GAP) to support the achievement of the project's gender-related targets was prepared.

B. Gender Issues

4. During the design phase of PEDP3, the country had good enrollment rates for girls and boys at the primary level. In 2010, gross enrolment rate was 103.2% for boys and 112.4% for girls and net enrolment rate was 92.2% for boys and 97.6% for girls but educational attainment and dropout rate among girls were a challenge.³ In remote locations and in different excluded groups, girls supported household chores instead of attending schools and child marriage was predominant. Most people were not convinced that education is the way to women's empowerment. Besides, in some cases, social insecurity brought about by girls' eve-teasing and abduction was a discouraging factor to achieve girls' primary education completion.⁴

5. The promotion of gender equality in education also necessitated the adoption of measures to increase women's participation in nongovernment schools and education management. The provision of women and girl-friendly infrastructures that consider privacy and security was considered an important intervention to encourage girl students and women teachers to continue

¹ ADB. 2015. *Report and Recommendation of the President to the Board of Directors: Proposed Loan for Additional Financing People's Republic of Bangladesh: Third Primary Education Development Project*. Summary Poverty Reduction and Social Strategy (accessible from the list of linked documents of Appendix 2). Manila.

² ADB. 2015. *Report and Recommendation of the President to the Board of Directors: Proposed Loan for Additional Financing People's Republic of Bangladesh: Third Primary Education Development Project*. Manila.

³ Bangladesh Bureau of Educational Information and Statistics (BANBEIS). 2019. *Bangladesh Education Statistics 2018*. Dhaka. pp. 67. Over 100% achievement was due to the inclusion of over-aged and under-aged students because of early or late entrants and grade repetition.

⁴ Footnote 1, p. 2–3.

their education and employment, respectively, in primary school. “The country partnership strategy (CPS) of the Asian Development Bank (ADB) for Bangladesh, 2006–2010 identified improving the quality and relevance of primary education to facilitate access for the poor, women, and excluded groups as a key priority”.⁵

C. Gender Features

6. The major elements of the GAP of PEDP3-AF were (i) provision of quality education for all students; (ii) facilitating women’s selection during teachers’ recruitment; (iii) promotion of women’s substantial role in education management committee at the community level; (iv) implementation of measures to reduce the dropout rate of both boys and girls; and (v) adoption of inclusive approaches for the integration of children with disabilities in primary education. Besides recruiting more women teachers, the program was also creating short-term employment opportunities for women as construction laborers. Expected outcomes in the GAP were reduced disparities between girls and boys in accessing education, school retention, and learning outcomes and performance.

7. The GAP indicated 34 activities and 14 quantitative targets, including the gender-related targets in the DMF.⁶ Four activities were dismissed at project onset because their implementation was outside of the scope and control of PEDP3-AF.⁷

8. The Department of Primary Education (DPE), the project executing agency, nominated the education officer of its inclusive education cell (under the DPE Policy and Operation Division) as the gender focal point to implement and track the progress of the GAP. ADB engaged a gender specialist (consultant) to intermittently assist the EA gender focal point.

D. Overall Assessment of Gender-Related Result and Achievements

9. As shown in Table 1, the implementation of the GAP was successful: 94% of 34 activities were completed and 93% of 14 quantitative targets, including the gender-related targets in the DMF, were achieved. The following are the practical and strategic gender benefits of these completed activities and targets for women and girls. The strategic gender benefits, which refer to project outcomes that help transform traditional gender roles and empower women, are grouped into three gender equality and women’s empowerment areas: gender equality in human capital development, women’s economic empowerment, and gender equality in decision-making and leadership.

1. Practical Gender Benefits

⁵ Footnote 1, p. 1.

⁶ The activities and targets are listed and not numbered in one column of the GAP matrix. In Table 1, similar activities were merged and so with similar quantitative targets.

⁷ Gender Action Plan (GAP) activities that were dropped were: (i) include sub-cluster-based model building and monitor progress in performance for boys and girls in completion exam (activity 10 in original GAP); (ii) teacher performance management system to include measures to assess student performance, addressing gender-based needs and inclusiveness (activity 43 original in GAP); (iii) include the promotion of women’s participation in decision making positions in HRDM plan (activity 55 in original GAP); and (iv) ensure gender perspectives are integrated into PPP Guidelines exam (activity 58 in original GAP). With regard to the *Public Private Partnership* Guidelines exam, a Policy on PPP and related Guidelines for Formulation, Appraisal and Approval of Large Projects, Medium Projects and Small Projects, (April 2010) were approved by the Government of Bangladesh in August 2010 and established the PPP Policy Framework in Bangladesh. PEDP3 became effective in July 2011; hence the opportunity of mainstreaming gender in the guidelines was superseded by the approval of the Policy and related Guidelines in 2010.

10. The program brought the following benefits to girls and women:
- (i) The construction and renovation of separate toilets for girls and women in schools, including those in disaster prone areas, promoted girls' and women's privacy and security and subsequently eased their stay in school. The separate toilets for girls supported the girl students' school attendance during their menstruation period. Some schools (or women teachers) also provided sanitary napkins to girl students (class V) whose menstruation started while in school;
 - (ii) The school and classroom-based assessment (SCBA) helped the students especially girls to identify specific shortcomings in competencies and to address subsequent improvement, overcome inherent shyness through conducting weekly class tests, assigned home-works, half-yearly and yearly examination nationwide;
 - (iii) Students including girls benefited through distribution and use of Information Communication technology (ICT) equipment. For girls this was especially beneficial as it gave them an opportunity to become familiar and be exposed to with ICT equipment. It also helped the students including girls get a clearer understanding of the lessons through visual presentations using ICT equipment;
 - (iv) The additional income earned by women as teachers and even labors of school construction helped the families manage their day to day financial needs and improve their living standards. The additional income was also used to pay for extra tuitions or higher studies for the children as well as pay for extra curriculum activities;
 - (v) The additional income of women provided opportunities for family vacations which worked as great inspiration for the whole family and kept them in high spirits and motivated. This enhanced the family bond.

2. Strategic Gender Benefits

11. **Gender equality in human capital development.** The program resulted in greater access of both girls and boys to quality education and their better attendance and performance in schools. Specifically,
- (i) The provision of health check-up facilities, primary health care (supply of vitamins, anti-parasite drug), and school feeding program in poor areas helped students especially girls remain fit to attend school and continue their study;
 - (ii) Out-of-school girls directly benefited with education opportunity through second chance education component of the project. Survey identified the girls out-of-school and initiatives were taken to ensure their study;
 - (iii) It is tougher for the girl students to continue school in emergency situations such as natural disasters and subsequently it encourages drop-outs by girls. During or after a disaster, typically schools are shut down and there is no way to continue with regular classes for students. Through the education in emergency (EIE) programs of PEDP3 such as construction and renovation of schools or make-shift-school in the disaster-prone resulted in the declining dropout-rate among the students particularly among girls. The messages shared regarding the education scope in emergency period also inspired parents and supported girl students in receiving their study during or after emergency period;

- (iv) The enhancement of the curriculum and textbooks to make it more gender-sensitive motivated the girl students to achieve quality education and provided second chances to the 'never enrolled' and 'drop-out';
- (v) The involvement of women in School Management Committee (SMC) and the engagement of more women teachers facilitated the creation of women and girl friendly school environment and resulted in parents' willingness to send their girls to school and complete primary education;
- (vi) The different trainings capacitated women teachers to enrich their skills and adopt a more gender sensitive approach in teaching; and
- (vii) The acquisition of knowledge and skills by participating in different trainings (i.e., induction, ICT, gender, SMC) developed women's self-confidence and helped them deal with men, voice their opinion in school and SMC more confidently, and overcome life's day-to-day issues, including combatting domestic violence (Box 1).

12. **Women's economic empowerment:** The GAP implementation opened up the horizon for women to make household decisions, even run family independently, control over income, take out formal loans and combat domestic violence:

- (i) The project's quota for women teachers enabled more women to get teaching jobs. Also, women's regular income from teaching profession helped them to support their family and selection of food, children's education, recreation, construction or renovation of house, and meeting other daily needs;
- (ii) This regular income and job security gave women self-confidence and boosted the capacity to run their family independently and, in some cases, it helped them to combat violence by intimate family member or husband against them (Box 1);
- (iii) These paid jobs qualified the women to receive loans from community associations, NGOs, and banks. Supporting own family, the economic empowerment opened up the horizon for women in supporting their parents and siblings as well (Box 2);
- (iv) Women also connected with regular income through project generated construction work. The contribution of securing daily meals of their family led to make their voices in the family.

13. **Gender equality in decision making and leadership.** Women's increased income and ability and the significant number of women in teaching profession positively influenced the attitude of the families and communities towards women, giving women the platform to participate in decision making in the family and community:

- (i) The professional learnings of women as teacher boosted their confidence and helped them to guide the classes or manage the classroom properly. It also helped them to deal with their male counterparts in school with assertion.
- (ii) E-learning and other trainings helped them to use the ICT equipment and the techniques of providing quality teaching and resulted in boosting their confidence.
- (iii) Women's engagement in SMCs also provided them with physical space to participate in school management. As school management committee (SMC) member, women had the scope to know details about school and it created the opportunity to actively take part in the SMC. Being a SMC-member, once hesitant-shy home-maker-women who were unable to speak-up in the own family have acquired their confidence to share their views not only in own family but also in SMC and community.

- (iv) As schoolteachers armed with different trainings, women gained their family's respect and trust in their capability of taking the right decision. In some cases, they have become the prime decision-maker of the family.
- (v) Teaching has widened the scope for opportunities for women. Their professional learnings helped them not only to be a good teacher but also to become active in other forums such as Cub Leader, Girls' Guide, and Enumerator of Voter Registration. These positions coupled with teaching profession has connected them with many people and developed their credibility of taking decision in different forums (Box 3).
- (vi) The scope of connecting women in teaching profession, SMC and other forums led to break the stereotypical community attitude towards women. It helped women to become active decision makers in the community and gain their trust.

Table A10.1: Gender Action Plan Achievements Matrix

Activities	Achievements	Assessment
Output 1: Improved Teaching and Learning for All		
A. Each child learns (ECL)		
<p>1. Promote active learning method (ALM) to give equal attention to girls and boys.</p> <p>Teachers are using appropriate techniques to ensure all students are learning as per PEDP3 standards and all are included in the learning process.</p>	<p>The following activities supported the introduction of ECL through ALM in 1,270 schools:</p> <ul style="list-style-type: none"> (i) Training on ECL and ALM of 9,000 teachers; and training of trainers (TOTs) on ECL and ALM of 800 supervisors; ^a (ii) Development of reporting system on the implementation of ECL and ALM at central and decentralized levels; and (iii) Design the ECL strengthening method and approval by the Ministry of Primary and Mass Education (MOPME). <p>As a result, teachers began to use ECL-compliant classroom furniture and decor, teaching materials, lesson plans, time management, and assessments to ensure all students—both girls and boys—learn as per PEDP3 standards.</p>	Activity completed
B. School and classroom-based assessment		
<p>2. Ensure boys and girls participate in school-based assessments and target improvements.</p> <ul style="list-style-type: none"> - School and classroom-based assessments (SCBAs) are gender responsive. <p>Target 1. All schools conduct own assessment, so boys and girls improve learning equally.</p>	<p>Participation of boys and girls in school-based assessments ensured and their learning improved. ^b</p> <p>SCBA, through which competency in reading, writing and counting are measured, is used for all students including girls. ^c</p> <p>Results of the assessments and identified areas for action were used by relevant government stakeholders to enhance the curriculum and teaching methods.</p>	<p>Activity completed</p> <p>Target 1 achieved</p>
C. Curriculum and textbook strengthened		
<p>3. Review curriculums with gender perspectives and integrate gender equality elements in teacher's education programs, teachers' guides and curriculums.</p>	<p>All 58 teacher guides and 2 curriculums for all subjects of preprimary and primary (grade to V) are gender-responsive and gender equality considerations integrated in teachers' education programs. ^d</p>	Activity completed
D. ICT in Education		
<p>4. Encourage both boy and girl students to learn Information and Communication Technologies (ICTs) in school.</p>	<p>Training of 67,787 teachers (600 batches; 12 days and 25 persons per batch) and ToTs of 250 persons (25 batches) on the use of ICT in school conducted.</p>	Activity completed
<p>5. Ensure both boys and girls have equal access to ICT equipment in school.</p>	<p>58,000 laptops distributed to 50,417 Government Primary Schools (GPSs), including New Nationalized Primary Schools (NNPSs), and 22,000 multimedia and other equipment distributed to 22,000 GPSs.</p>	Activity completed

Activities	Achievements	Assessment
Target 2. Equal access of girls and boys to ICT equipment.	10,652,999 students (5,400,427 girls and 5,252,572 boys) have equitable access to the ICT equipment.	Target 2 achieved
E. Teachers' education and development		
6. Integrate the gender training curriculum in Diploma in Education, Primary Teacher Training Institute training, and other teacher trainings.	Preliminary concepts about gender integrated in all teachers' trainings [e.g. Diploma in Primary Education (DPED), Primary Teacher Training Institute] to create opportunities for further integration of gender sensitive modules in curriculum and other training manuals. ^e	Activity completed
7. Organize gender inclusive education induction training for all new teachers. Target 3. All new teachers trained.	22-day induction training organized for all newly recruited teachers ^f As of June 2018, 39,381 new teachers (26,661 women and 12,720 men) were trained in gender-inclusive education induction. Training of teachers recruited near project closure (29,604) is ongoing.	Activity completed Target 3 achieved
Output 2: Reduced Disparities (universal access and participation)		
F. Second chance education		
8. Survey out-of-school children, identify both boys and girls (both dropouts and those who have never attended), and encourage them to go to school.	100,072 out-of-school children (dropouts and never attended school): 50,436 (50.4%) girls and 49,636 (49.6%) boys in 19 <i>upazila</i> in the selected 6 districts (Dhaka, Chattogram, Sylhet, Sunamgonj, Kishoregong and Gaibandha) identified through baseline survey by Save the Children, Dhaka Ahsania Mission (DAM), and BRAC. ^g Initiatives encouraged out-of-school children's enrolment (age 8–14 in second chance education centers and below age 8 in government-run schools) and EOs and AEOs at decentralized level oriented regarding these initiatives. ^h	Activity completed
9. Develop implementation guidelines for second chance education ensuring full participation of all targeted girls and boys of selected catchments areas.	Implementation plan and guidelines developed and approved by MOPME for Second Chance Education (January 2016) and guidelines pilot-tested in September 2017. The selected catchments areas were 15 thanas (villages) and 19 <i>upazila</i> (subdistricts). 3,332 learning centers (Ashar Alo) established to provide second chance education.	Activity completed
10. Collect data on children (boys and girls) receiving non-formal education.	Data collected and database established on all 100,072 children: girls: 50,436 (50.4%) and boys: 49,636 (49.6%). ⁱ Collected data analyzed and used by the Government of Bangladesh in the formulation of PEDP4.	Activity completed

Activities	Achievements	Assessment
G. Pre-Primary Education (PPE)		
<p>PPE teachers (including all women) recruited and trained.</p> <p>Target 4. All women PPE teachers trained.</p>	<p>37,672 PPE teachers (27,887 women and 9,795 men) recruited, of whom 22,250 women teachers (80% of 27,887) and 7,895 men teachers (81% of 9,795) trained.</p>	<p>Target 4 achieved</p>
<p>11. PPE curriculum developed with integration of gender equality, ethnic minorities, disability and other disadvantages.</p>	<p>PPE curriculum developed with systematic integration of issues related to gender equality, ethnic minorities, disability and other disadvantages (reference: page 9 and 73-83 of the PPE curriculum).</p>	<p>Activity completed</p>
<p>Target 5. DMF Output 2.2 (not in the GAP). At least 75% of Grade 1 new intakes complete PPE in 2017. (Baseline 2010: All: 42%, boys: 41%, girls: 44%).</p>	<p>2,936,235 (90.8%) of 3,232,860 Grade 1 new intakes—1,466,574 (89.9%) of 1,630,628 girls and 1,469,661 (91.72%) of 1,602,232 boys—completed PPE in 2017.</p>	<p>Target 5 achieved</p>
G. Mainstreaming inclusive education		
<p>12. Review Inclusive Education (IE) Action Plans (tribal, minorities, disabled) from a gender perspective, and issue guidelines for implementation.</p> <p>13. Ensure teachers' orientation to work with children with special needs, background and abilities considering gender equality dimension.</p>	<p>All four inclusive education (IE) action plans (gender action plan; action plan for mainstreaming vulnerable children's education; action plan for mainstreaming tribal children; and action plan for special needs children's education) developed under PEDP2 and consolidated into one gender and inclusive education action plan (GIEAP).</p> <p>Some key elements of GIEAP to ensure the implementation of IE from a gender and social inclusion perspective include: (i) organizing gender and inclusive education induction training for all new teachers; (ii) developing PPE curriculum where issues related to gender equality, ethnic minorities, disability and other disadvantages are addressed; (iii) providing gender-responsive teachers' orientation to work with children with special needs, background and different abilities; (iv) integrating gender perspective in the development of relevant strategies and action plans; and (v) including messages on gender equality and social inclusion in awareness programs.</p> <p>A 5-day gender-responsive training provided to 68,985 (46,703 women and 22,282 men) head-teachers and assistant teachers, with emphasis on modalities to engage with children with special needs, background and different abilities.</p>	<p>Activity completed</p> <p>Activity completed</p>
H. Education in emergencies		
<p>14. Integrate gender perspective in strategy and action plan for all groups.</p>	<p>Gender perspective included in strategy through setting women quota in teachers' recruitment, providing training to the teachers with gender related issues, curriculum revision addressing gender issues,</p>	<p>Activity completed</p>

Activities	Achievements	Assessment
	addressing second chance education and reviewing all (4) IE action plans from a gender perspective.	
15. Ensure special support addressing the needs of girl students more specifically to continue education in emergency/ disaster.	653 schools constructed and 1,450 schools repaired or renovated with sex-segregated toilets in the disaster-prone area. Orientation workshop on education in emergency organized in all (64) district for the stakeholders. ^j The workshop disseminated the messages on the need of continue study of students including girls even in emergency period and the scope created especially for girls through PEDP3 for this purpose. Stakeholders shared the messages with parents of school-going children and community people to ensure the study of their children especially girls. Anecdotal evidence reveals that, dropout rate among the students particularly girls in the disaster-prone area has been declined.	Activity completed
I. Communication and social mobilization		
16. Include messages on inclusiveness and gender equality in awareness programs. Include information on entitlements and government programs, and security needs of girls, in awareness-raising programs.	Social awareness programs (64) held at central and decentralized level with more than 2,000 Interactive Popular Theaters (IPTs) shows on gender and IE staged in 508 <i>upazila</i> . Topics included information on girls' rights and access to education, benefits of girls' education, autism & intellectual disability, entitlements and government programs and security needs of girls. Information were also shared through posters, leaflets, and TV spots.	Activities completed
J. School health and school feeding		
Ensure all boys and girls show up for health check-up, inform on follow-up care. Target 6. All boys and girls undergone health check-up.	All 14,738,791 students—7,469,859 (50.7%) girls and 7,268,932 (49.3%) boys (including preprimary)—of all 65,593 GPSs had health checkups twice a year.	Target 6 achieved
Ensure all students access school feeding programs. Target 7. All students accessed school feeding programs.	All 2,942,000 students—1,536,000 (52.2%) girls and 1,406,000 (47.8%) boys—of all GPSs in poor areas of 104 <i>upazila</i> provided with high energy biscuits (75 grams/each) every school day under the <i>School Feeding Program</i> .	Target 7 achieved
K. Need-based school environment		
Provide safe drinking water and sufficient number of separate toilets for boys and girls with water in schools. Target 8 DMF Output 2.3. At least 95% of schools with separate functioning toilets for girls in 2017 (Baseline: 2010 31%).	Safe drinking water and separate toilets provided for girls and boys: (i) 61,615 (94%) schools out of 65,593 PEDP-3 supported schools (GPs and NNPs) have or will have separate toilets for girls and boys: (a) Under PEDP3, wash block for girls constructed in 14,500 schools and separated toilets for girls and boys constructed in 18,115 schools; and	Target 8 achieved

Activities	Achievements	Assessment
	(b) PEDP4 is constructing wash blocks for girls in 29,000 schools. 39,300 tube wells installed.	
L. Across all infrastructure: resettlement, compensation and construction		
<p>Women constitute at least 30% of participants in consultations held with the community on infrastructure planning, implementation and monitoring.</p> <p>Target 9. At least 30% of participants are women.</p>	<p>12,117 community consultations held (in 12,117 schools under PEDP3) on infrastructure planning, construction and monitoring where 57,180 (34%) women and 110,995 (66%) men participated.</p> <p>SMCs have 133,287 members, of whom 36,351 (27%) are women and 96,936 (73%) are men. Teachers in SMCs total to 34,888, of whom 20,829 (60%) are women and 14,059 (40%) are men.</p>	Target 9 achieved
17. Include clause in the bid document for employing women (30% unskilled laborer), equal wage for work of equal value for women and men, water and sanitation and other facilities as per labor standard.	Total number of women laborers engaged in construction work was 30.8%. Water, sanitation and other facilities provided as per labor standard provided. Equal wage for work of equal value provided to men and women involved in earthwork, construction work, plinth beam, roof casting, cooking, and finishing works. Wages vary from BDT500 to BDT1,000 based on the type on work (Source: LGED review missions under the PEDP3 estimates).	Activity completed
18. Orient field level staff/contractors on gender aspects of resettlement, labor standard (water supply, sanitation services, equal wages, OHS).	12,117 contractors oriented on gender aspects of resettlement, labor standard (water supply, sanitation services, equal wages, OHS).	Activity completed
Output 3: Decentralized and Effective Organization		
M. Field level office strengthened		
19. Ensure deployment and training of women staff at field level.	No status	Activity not completed
<p>Orient all field staff on gender and inclusive education objectives and activities.</p> <p>Target 10. All field staff oriented.</p>	<p>The general orientation provided to new staff at central and field level included a discussion of gender and inclusive education objectives and activities and inclusive teaching methods using gender sensitive teaching materials.</p> <p>(No data on number of field staff oriented.)</p>	Target 10 not achieved
N. Decentralized school management and governance		
20. Include the needs and perspectives of women teachers and managers in field level capacity building plan and ensure their participation.	The annual operating plan (AOP) for building capacity of field level managers and teachers incorporated the needs and perspectives voiced by women teachers and managers.	Activity completed

Activities	Achievements	Assessment
	Women teachers, head teachers, and managers participated in different capacity building training programs, including in training on information communication technology (ICT), school level improvement plan (SLIP), <i>upazila</i> primary education plan (UPEP), School health, induction training, subject-based training.	
21. Include actions to promote women's participation in decentralized management and governance AOPs.	The AOPs allocated quota for women's participation in SMC (27.27%), SLIP (20%), teachers' recruitment (60%), school health training for teachers (65%), other training for teachers.	Activity completed
22. Review SMC function to include gender responsiveness and ensure that SLIPs, UPEPs, and District Primary Education Programs address gender needs.	SMC, SLIPs, and district primary education programs addressed IE and gender needs. Specifically, the mandatory representation of women in different committees (e.g., SMC: 3 out of 11; SLIPs: 1 out of 5), assisted the children with special needs and underprivileged children in receiving school education.	Activity completed
Build capacity of all SMC members to effectively address gender aspects. Target 11. All SMC members trained.	There are 65,593 SMCs in PEDP3 supported schools; eligible 171,197 (87%) women and 446,032 (85%) men SMC members provided with training/ orientation.	Target 11 achieved
23. Ensure compliance with SMC and other committees male/female composition guidelines.	The guideline for the representation of 3 women (of 11 members) in SMCs, 1 woman (of 5 members) in SLIP complied.	Activity completed
O. Social level leadership and development		
24. Clarify the role of managers as a leader to ensure education for all, gender equality, and inclusion.	Four government circulars clarified the role of head teachers as leaders in the provision of special care to girl-children to continue their education, stopping of child-marriage, and creation of a friendly environment to ensure education for all. ^k	Activity completed
P. Organizational review and strengthening		
26. Use gender perspective to review and adjust recommendations of the institutional review.	PEDP3 used gender perspective in reviewing and adjusting recommendations, which include creating and filling new positions with women teachers, training of women teachers, and providing separate toilet facilities for girl students. A draft institutional review of organizational development capacity was developed in PEDP3. It will be finalized during PEDP4 implementation.	Activity completed
27. Develop institutional capacity on gender and inclusive education.	Institutional capacity on gender and inclusive education developed by providing training to 65,370 teachers in 2,179 batches and ToTs to 450 officers in 18 batches.	Activity completed
Q. Grade 5 terminal exam		
28. Encourage boys and girls to complete their education by participating in terminal exams.	All students encouraged to participate in terminal exams as evidenced by their increased participation from 92.91% in 2014 to 94.97% in 2018. ^l	Activity completed

Activities	Achievements	Assessment
R. Teacher recruitment, promotion and deployment		
<p>Ensure need-based deployment of teachers.</p> <p>Target 12. DMF Output 3.1 (not in the GAP). Every year, all teachers' and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on a need-basis with consideration for gender balance (Target: Annual compliance).</p>	<p>125,354 (87,086 women and 38,268 men) teachers and head-teachers (recruited for vacant and new positions) deployed in compliance with the DPE instructions to improve timely deployment of teachers to fulfill identified needs.</p>	<p>Target 12 achieved</p>
<p>Fill female teachers' quota (if needed with recruitment of only women teachers).</p> <p>Target 13. Female quota is 60% filled.</p>	<p>Female quota (60%) filled up. 161,183 (67.69%) women and 76,902 (32.30%) men out of total 238,085 teachers in GPS and NNPS.</p>	<p>Target 13 achieved</p>
S. APSC		
<p>29. Collect all data in a sex-disaggregated manner to the extent possible.</p> <p>Analysis and report will include gender perspectives.</p>	<p>Sex-disaggregated data for all relevant KPIs in the <i>Annual Primary School Census</i> (APSC) collected and analyzed from a gender perspective. 133,901 schools covered by APSC in 2017.</p>	<p>Activity completed</p>
T. National Student Assessment		
<p>30. Compile national (student) assessment results in a sex-disaggregated manner.</p>	<p>National student assessments results collected (through data included in the APSC) and compiled in a sex-disaggregated manner (www.dpe.gov.bd).</p>	<p>Activity completed</p>
Output 4: Improved Program Planning and Management		
U. PEDP3 management		
<p>Consider gender perspectives in all action plans of PEDP3.</p> <p>Target 14. All action plans have gender features.</p>	<p>Entire activities of PEDP3 are implemented through the AOPs. There are 7 AOPs -all informed by the scope of the GIEAP with emphasis on critical gender considerations which include -but are not limited to recruitment of women teachers, collection and analysis of sex-disaggregated information and data, provision of separate toilets for girls.</p>	<p>Target 14 achieved</p>
V. Strengthen monitoring functions		
<p>31. Collect and use sex-disaggregated data in Annual School Census (ASC) and other assessments.</p>	<p>Collection and use of sex-disaggregated data in ASC and other assessments practiced (www.dpe.gov.bd).</p>	<p>Activity completed</p>
<p>32. Include relevant gender-responsive indicators in KPIs and DLIs.</p>	<p>9 out of 15 KPIs include explicit gender-responsive indicators. ^m</p>	<p>Activity completed</p>

Activities	Achievements	Assessment
33. Make available sex-disaggregated indicators and analysis for management decisions. ⁿ	Sex-disaggregated data and analyses for management decisions include (i) teachers' recruitment; (ii) teachers' training; (iii) student data; (iv) family database of students receiving non-formal education services. PEDP4, approved by the government, builds on all gender-related design features and recommendations from PEDP3.	Activity completed
W. Human resource development		
Ensure training needs assessment includes male and female staff at all levels. 34. Take specific actions to recruit and train women teachers and managers.	87,086 women teachers recruited, and 71,815 women teachers trained based on gender-responsive needs assessments done through desk reviews, focus groups discussions, observations, and interviews. For activities targeting the managers (head teachers) refer to achievements set out in activities 15, 31, and 32 above.	Activity completed
Overall GAP Assessment: Successful		

AEO = assistant education officer, ALM = active learning method, AOP = annual operation plan, APSC = annual primary school census, ASC = annual school census, BDT = Bangladeshi taka, BRAC = Bangladesh Rural Advancement Committee, DAM= Dhaka Ahsania mission, DLI = disbursement-linked indicator, DMF = design monitoring framework, DPE = Department of Primary Education, DPED = Diploma in Primary Education, ECL = each child learns, EO = education officer, FLRP = field level resource person, GAP = gender action plan, GIEAP = gender and inclusive education plan, GPS = government primary school, ICT = information and communication technology, IE = inclusive education, IPT = interactive popular theatre, KPI = key performance indicator, LGED = Local Government Engineering Department; MOPME = Ministry of Primary and Mass Education, NNGPS = newly nationalized government primary school, OHS = occupational health safety, PEDP2 – Second Primary Education Development Project, PEDP3 = Third Primary Education Development Project, AF = additional financing, PPE = preprimary education, SCBA = school and classroom-based assessments, SLIP = school level improvement plan, SMC = school management committee, TOT = training of trainers, UPEP = *upazila* primary education plan.

^a The 800 supervisors included education officers (EOs) and assistant education officers (AEOs) at the decentralized level (*thana* [village], *upazila* [subdistrict], and *zila* [district]) and field-level resource persons (FLRPs).

^b In primary completion examination, the passing rates in 2015-2017 show year-by-year improvement: (a) 2015: 79.60% (Boys: 76.10%, Girls: 83%) [Source: APSC-2015, Page xxiii]; (b) 2016: 80.80% (Boys: 77.70%, Girls: 83.90%) [Source: APSC-2016, Page xxi]; and (c) 2017: 81.20% (Boys: 78.28%, Girls: 84.08%) [Source: APSC-2017, Page xvii]. (d) 2018: 92.35% (Boys: 93.34%, Girls: 91.52%) [Source: DPE].

^c All schools (65,593) under the PEDP3 conducted weekly class tests and assigned home-works to 13,046,183 students (6,515,785 girls and 6,430,398 boys) excluding preprimary, to assess learning capacities, in compliance with requirements set out in the circulars issued by the Department of Education (DPE) of the Ministry of Primary and Mass Education (MOPME). In addition, students are assessed through two examinations nationwide in every year under summative assessment system. The enrolment ratio of girls and boys is almost equal (see sex-disaggregated data for activity 5).

^d In particular, the curricula and textbooks (Bangla, English, Mathematics, Bangladesh and Global Studies, Science and Religions, grades 1-5) adhere to gender-responsive good practices and recognize the special needs of the girl child; children with special needs; ethnic minorities and vulnerable groups. Non-stereotypical (non-traditional) representation of women and men in household chores institutionalized in Teachers' Guides and curriculums (ref: section 2 of the curriculum and all teachers' guide (www.nctb.gov.bd)).

^e Program Division, DPE, MOPME. 2014. *Training Manual (for trainers' use) for Teachers' of DPED Training Schools, AUEOs and URC Instructors*. Dhaka; DPE. October 2014. *Inclusive Education related Trainers' Training Manual*. Dhaka: PEDP3, DPE. www.dpe.gov.bd;

^f The *Induction Training Manual for Newly Appointed Teachers* (April, 2012) includes sections on: (a) gender-related commitments set out in the Constitution and need to address gender norms and stereotypes in dealing with students, teachers and school management; (b) effective implementation of maternal leaves; (c) enforcement of the teacher code of conduct, with emphasis on women's respect in the workplace; and (d) guidance to school management and teachers on

concepts, skills and attitude to encourage equal participation of girls and boys in school; gender-responsive good practices; and special needs of the girl child, children with special needs, ethnic minorities, and vulnerable groups.

^g Second Chance Education Wing of DPE engaged Save the Children as an implementing agency of PEDP3 in 2017. Save the Children made partnership with DAM and BRAC for the implementation of Second Chance Education Pilot Program.

^h Leaflets developed and distributed and posters designed and used; 3,332 awareness raising meetings and gatherings conducted to raise awareness of parents and guardians in 3,332 local communities from September 2017 to March 2019; and 19,992 (3,332*6) awareness raising meetings conducted.

^l Of these children, 59,042 (59%) were drop-out; 41,030 (41%) were never enrolled; and 1,205 (1.2%) have special needs receiving non-formal education.

^j Stakeholders includes teachers, school management committee (SMC) members, district education officers (DEOs), EOs and AEOs.

^k The four circulars aimed to a) make teachers aware that any girl student should not drop out because of child-marriage (March 2nd, 2016); b) stop physical and mental punishment of boy and girl students and help them reach their full potentials (May 16th, 2016); c) disseminate slogans regarding stopping physical punishment of boy and girl students (August 2nd, 2016); d) establish enabling environment for boy and girl students by monitoring actions against teachers who punish boy or girl students physically or mentally (October 25th, 2017).

^l In 2014, 2,949,873 students, of whom 1,360,912 (92.83%) were boys and 1,588,961 (92.97%) were girls, participated in the terminal exams out of 3,174,930 enrolled students (1,465,980 boys and 1,708,950 girls). In 2018, 2,927,907 students, of whom 1,350,471 (95.71%) were boys and 1,577,436 (93.62%) were girls, participated in the terminal exams out of 3,095,798 enrolled students (1,410,999 boys and 1,684,799 girls).

^m These include KPI 1 & 2: Percentage of grade 3/5 students who achieve Grade 3/ 5 competency (boys, girls and all): in Bangla and Mathematic; KPI 2: Grade 5 Primary Education Completion Examination pass rate (boys, girls and all); KPI 4: Percentage of children (never enrolled and dropped out) out of school (boys, girls and all; 6-10 years old and 11-14 years old); KPI 5: Gross enrollment rate (GER), primary education (boys, girls and all); KPI 6: Net enrollment rate (NER), primary education (boys, girls and all); KPI 7: Gender parity index of gross enrolment rate; KPI 12: Cycle completion rate, primary education (boys, girls and all); and KPI 13: Cycle drop-out rate (boys, girls and all).

ⁿ "Sex-disaggregated" replaces the term, "gender-based," in the formulation of the (original) activity.

^o 32 (94%) of 34 activities were completed and 13 (93%) of 14 quantitative targets were achieved.

Source: Government of Bangladesh.

E. Evidence of the Project's Gender Equality and Social Inclusion Results

14. Focus group discussions (FGDs) on women's and girls' benefits from the project were held in seven primary schools with 21 girl students and 37 (29 women and 8 men) teachers to collect testimonials about the benefits of the implementation of the GAP. Overall, all 21 girl students mentioned separate toilet for girls and teachers' positive attitude as helping factors; and all women teachers shared increased participation in decision-making at the family and community levels as a result of the training provided by the project. Other benefits mentioned were children's improved concentration on their studies, teacher's improved ability to explain lessons clearly and manage their classes effectively.

15. The following are the testimonials on the outcomes of the project shared during the FGDs.

F. Gender equality in human capital development

Box 1. Developed confidence to combat domestic violence

"Within a few days of my marriage, my husband started showing violence, which became unbearable after my daughter's birth. When I became a primary school teacher through PEDP3 and started to have my own income, I got the courage to separate from my husband and live in my parent's house along with my daughter. My brothers and their wives became supportive when I started to bear the medical expenses of my mother. Before joining the school, I had no way to escape from my abusive relationship with my husband and separating from him was unacceptable to the family. But now, things have changed. I spend quality time in school. Students and even their parents respect and love me a lot. I am also respected in my family and community. I wish every single woman would have their own sources of income and be self-dependent. I always say to my daughter to concentrate on her studies to become successful and be a good person."

Ms Mosammat Saleha Begum, Assistant Teacher, Shahjirgaon GPS, Sylhet

G. Women's economic empowerment

Box 2. Developed access to financial resources

"My father died 4 years ago. My paternal house required renovation badly, but there was no way to renovate because my income was low and my other two sisters had no income. When I became a school teacher through PEDP3, I earned a good image in the community. With this image, I approached an official of Krishi Bank. The officer said that since I have a salary account in their bank, I could apply for loan. So, I applied and received loan, which saved my father's home. My being a teacher and my ability to help renovate my father's home helped me build my credibility to my in-laws-family and community. Now, their attitude towards women's ability and necessity of girls' education has changed positively."

Mrs. Fateha Begum, Assistant Teacher, Biswanath Model GPS, Sylhat

H. Gender equality in decision-making and leadership

Box 3. Developed leadership skills and become role model

"This teaching opportunity has opened up many horizons for me. My professional learnings helped me develop my ability to make the right choice. I have become the prime decision-maker of the family. My being a good teacher led to my selection as Cub Leader, Girls' Guide, and Enumerator of Voter Registration. This position has connected me with many people and developed my credibility. When there is a problem in our community, the people first request me to solve it. It gives me immense pleasure when parents of my students express their dreams of seeing their daughter in my position."

Mrs. Akter Jahan Chowdhury, Assistant Teacher, Shoshangkomala GPS, Upazilla Cub Leader, Cub Potiya Upazilla, Enumerator, Potya, Chattogram

1. Challenges

16. The challenges that were encountered during GAP implementation were the following:

- (i) The lack of a full-time gender specialist made the monitoring and reporting of the progress of GAP implementation difficult. To fill wide range of data gap, the ADB BRM gender consultant directly coordinated with the EA/IA. The GAP consisted of a large number of activities and targets, some of which were not measurable and attainable. These activities and targets were dropped from the GAP at project onset.

I. Conclusion and Lessons

17. PEDP3-AF supported the increase in girls' net primary enrollment rate (NPER) from 97.60% in 2010 (base year) to 97.85% in 2018. ¹ Gross primary education enrollment ratio (GPER) increased from 103.2% for boys and 112.4% for girls in 2010 to 110.32% for boys and 118.30% for girls in 2018 indicating a significant increase of gender parity for girls.² Primary survival rate increased from 67.30% (65.90% for boys and 68.06% for girls) to 83.52% (80.93% for boys and 87.73% for girls) over the same period.³ The number of input years per graduate increased from 8.0 years for boys and 8.1 years for girls in 2010 to 6.19 years for boys and 5.98 years for girls in 2018 manifesting better performance of girls.⁴ The implementation of the GAP significantly contributed to these achievements and hence to the project relevance and effectiveness.

18. The following are the lessons from GAP implementation and challenges:

- (i) Women-teachers, as role model of girl-students and their parents, can help students, especially those with special needs, complete their studies.
- (ii) By becoming teachers, women earn the respect of their families and communities and begin to take decision-making roles in their families and communities. The provision of training brings out their leadership potentials and helps them become sensitive and responsive to the distinct needs of their girl-students and boy-students. Hence, recruiting more women teachers to fill the gap in teacher-student ratio is empowering for both women and girls.
- (iii) Separate toilet and wash facilities for girls, women, men, and boys provide privacy and safety to girl students. Therefore, its provision should be mandatory for all schools. All schools should also provide sanitary napkins for girl-students, whose menstruation may unexpectedly start while in the school, and should be sensitive to the hygiene needs of physically challenged students and teachers.
- (iv) The SMC becomes more functional when the roles of all members are clear and regular meetings are held. There should be training and refresher training for members to ensure SMC effectiveness.
- (v) The use of multimedia in classrooms is effective in getting and sustaining the attention of girl-students and boy-students towards their studies. Hence, the number of multimedia should be increased and its wide use in the classrooms should be ensured.
- (vi) Poverty, attitudinal issues (non-believing in education as the means to women's empowerment), and social security issues lead to increased dropout rates especially, among the students in Grade 4 and 5. To achieve inclusive education, curriculum should be revised to include skill-based lessons and address gender and disability related issues.

¹ Footnote 1, p. 67.

² Footnote 1, p. 67.

³ Footnote 1, p. 69.

⁴ Footnote 1, p. 69.

ACTIVITIES DROPPED FROM GENDER ACTION PLAN

1)	Include sub-cluster-based model building and monitor progress in performance for boys and girls in completion exam [activity 10 original GAP]	Deleted from the PEDP-3 GAP at project onset as sub-cluster-based model building constructions were outside the scope of the ADB-financed PEDP-3
2)	Include the promotion of women's participation in decision making positions in HRDM plan [activity 55 original GAP]	Deleted at project onset as not meeting the SMART qualification for GAP indicator statement
3)	Ensure gender perspectives are integrated into PPP Guidelines exam [activity 58 original GAP]	A Policy on <i>Public Private Partnership</i> (PPP) and related Guidelines for Formulation, Appraisal and Approval of Large Projects, Medium Projects and Small Projects, (April 2010) were approved by the Government of Bangladesh in August 2010 and established the PPP Policy Framework in Bangladesh. PEDP-3 became effective in July 2011 hence the opportunity of mainstreaming gender in the guidelines was superseded by the approval of the Policy and related Guidelines in 2010.
4)	Teacher performance management system to include measures to assess student performance, addressing gender-based needs and inclusiveness. [activity 43 original GAP]	No status

ADB = Asian Development Bank; GAP = gender action plan; HRDM = human resources development and management; PPP = public-private partnership; SMART = specific, measurable, attainable, relevant, and time-bound.
Source: Asian Development Bank.

ECONOMIC REEVALUATION

A. Introduction

1. The project was designed in 2011 to support PEDP3 through an additional financing arrangement among the Government of Bangladesh and nine development partners. The project was implemented during 2011 and 2018. The purpose of the project was to build on the PEDP2 achievement, lessons identified and joint experience of the government and development partners. The scope of the project was to: (i) support inclusion of preprimary education and second chance primary education; (ii) improvement of the quality of primary education through improved teaching and learning practices in classrooms including improved assessment; (iii) enhance school governance, accountability, and community mobilization; (iv) provide targeted support to disadvantaged groups and locations; (v) institutionalize human resource development to incentivize the system and enhance capacity; (vi) deepen and institutionalize results-based and monitoring mechanism at all levels; (vii) target and ensure effective utilization of technical assistance at all levels within an emerging decentralization framework; and (viii) enhance subsector management, coordination, and greater alignment with the country system.

2. The project supported PEDP3 with a project lending modality targeting incremental steps toward reforms instead of a structural policy reforms and ensuring close oversight of fiduciary environment. The project incorporated few innovative features to align with saline features of PEDP3 under a sector-wide approach (SWAp). The innovative features are: (i) greater focus on results, (ii) alignment with government system, and (iii) harmonization and partnership arrangements. The development partners delegated cooperation in key areas of monitoring and oversight including fiduciary oversight of PEDP3 by ADB and the World Bank.

3. The project had four interrelated broad results areas or outputs; (i) improved teaching and learning for all, (ii) reduced disparities and universal access and participation, (iii) decentralized and effective organization of primary education system, and improved program planning and management.

4. The project design at appraisal conducted economic evaluation based on the methodology and techniques in Asian Development Bank guidelines, including the *Guidelines for the Economic Analysis of Projects* and *Framework and Criteria for the Appraisal and Socioeconomic Justification of Education Projects*.¹ The economic internal rate of return (EIRR) at appraisal was 24.0% for a five-year program. With program extension of one year and additional costs primarily due to rise in teacher salary levels and increased unit cost of infrastructure, the EIRR was reassessed at MTR and revised downwards as 18.8%.

5. This document provides a re-evaluation of the economic rationale for PEDP3 and its additional financing on the basis of the actual project results. The economic reevaluation follows two alternative methodologies to ensure the robustness of results. The first follows the same methodology as in the analysis for additional financing, which focuses on primary school students enrolled in grade 5 in 2012. The second methodology is more comprehensive by covering students from grade 1 to grade 5 during the program period. This second methodology has been used for the economic analysis of the Fourth Primary Education Development Program (PEDP4), which is the ensuing program of PEDP3.

¹ ADB. 1997. *Guidelines for the Economic Analysis of Projects*. Manila; ADB. 1994. *Framework and Criteria for the Appraisal and Socioeconomic Justification of Education Projects*. Manila.

B. Re-evaluation Results Using Methodology 1

6. **General assumptions.** The same general assumptions as in economic analysis at additional financing were made in the re-evaluation:

- (i) Economic life of the project is considered 30 years from the start of the project. Given feedback from the primary education delivery centers like schools, primary training institutes, and *upazila* resource centers, and education administration at local through the national level, the project's financial projection and benefits over its expected economic life of 30 years is reasonable.
- (ii) All costs and prices are valued in a domestic price numeraire in FY2015 constant prices.
- (iii) Economic prices of investment costs and recurrent costs are estimated by converting the financial prices with a shadow exchange rate factor of 1.05 for traded goods (net of taxes and duties), a factor of 1.0 for non-traded goods, a shadow wage rate factor of 1.0 for skilled labor, and a shadow wage rate factor of 0.75 for unskilled labor.²
- (iv) Interests are excluded in the calculation of the EIRR.
- (v) Taxes and duties are excluded because they represent transfer payments.
- (vi) A 12.0% economic discount rate has been used as the weighted average opportunity cost of capital.

7. **Project costs.** The direct costs of the program comprise the project investment cost, and the public and private costs of each additional pupil-year, comprising both recurrent and capital costs. The actual project investment costs include total program costs incurred by the government and development partner sources, covering civil works, equipment, vehicles, furniture, teaching learning materials, teachers' salaries, implementation, training, consulting services, and repair and maintenance over the 7-year implementation period (FY2012–FY2018). In calculating the economic values of the project costs, the annual financial costs for the project were converted into economic values using (i) the shadow wage rate for both skilled and unskilled labor, and (ii) the conversion factor for non-traded goods. Taxes and duties were also deducted. Annual costs were also converted to FY2015 constant prices. The actual recurrent and capital costs used in cost-benefit analysis (CBA) are estimated by applying a proportion (Grade 5 students enrolled comprise 14.7% of total enrollments in 2012) to the total cost of primary education allocated over the 7-year program.

8. **Project benefits.** Following the original PEDP3 CBA analysis, the benefits are changes in the quantity and quality of education, and a reduction in the internal inefficiency of education produced over the period as a result of PEDP3. The benefits are broadly assumed from two possible sources: (i) an increased number of primary school completers who earn higher wages (relative to non-completers); and (ii) an increase in the quality of education, resulting in a higher wage premium for all primary school completers. At appraisal, the project's economic benefits were based on lifetime earnings gain (due to higher employability and higher wage premium) for primary school students enrolled in Grade 5 in 2012 and completing primary education in 2013. For re-evaluation of the EIRR at the base case, the following assumptions and parameters are used:

- (i) The CBA is specific to the primary school students enrolled in Grade 5 in 2012 and graduating in 2013. According to official statistics, the actual number of Grade 5 students who passed the Primary Education Completion Examination in 2013 was 2,745,614.³ Same as the evaluation at appraisal, their benefits were assumed to be

² It is assumed that there are no significant distortions in the wage rates of skilled labor.

³ Table 3.5. *Bangladesh Primary Education Annual Sector Performance Report – 2014*. Monitoring and Evaluation Division, Directorate of Primary Education, Government of the People's Republic of Bangladesh.

- realized progressively from the first year of implementation, as Grade 5 completers will be able to be employed right after graduation.
- (ii) The actual project capital and recurrent costs are spread over the 7-year implementation period, while the project benefits from lifetime earnings for the Grade 5 completers (in the form of higher employability and a higher wage premium) are assumed to have 30-year return period from the first year of the project implementation period, same as assumed at appraisal.
 - (iii) Of the completers, it is assumed that 65.0% will be employed for an average of 25 working days per month and for 11 months per year. This number of days and months considers employment in either formal and/or informal sectors. The wage gain was assumed to be realized progressively over a 10-year period from 2013 (year 2, 20%; year 3, 30%; year 4, 40%; year 5, 50%; year 6, 60%; year 7, 70%; year 8, 80%; year 9, 90%, and year 10, 100%), as Grade 5 completers will not be able to be employed right after graduation.
 - (iv) The CBA assumes the future additional daily wage for primary education completers compared with non-completers. The incremental daily wage resulting from completion of Grade 5 schooling is conservatively estimated at Tk50.0 (or \$0.6) per day for the base case assumption.⁴

9. **Reevaluation of the economic internal rate of return.** Table A12.1 presents the economic reevaluation. The EIRR is estimated to be 22.2%, slightly higher than the 18.8% calculated at appraisal for additional financing. The higher EIRR is mainly because the actual completed cohort 5 students in 2013 was higher than projected (the actual number of students passing PECE was 2,735,614, which is 15.0% more than the projection of 2,374,834).

10. **Non-Quantified Economic Benefits** The estimated EIRR here represents the private rate of return captured by direct beneficiaries only. It does not include the improvements in primary education will enable more children to attend secondary school and thereby have access to higher earning power. It does not include the improved equity in access to education, including gender parity. It does not take into account the external benefits that accrue to society. In reality, the project has not only brought benefits to the direct learners, but it also has long-run consequential impacts on other social agents, who have been directly or indirectly involved in the project.

Table A12.1: Economic Analysis (Methodology 1)
(Tk million)

Year	Aggregate Costs			Additional Wage of Trainees	Net Benefit	NPV at 12%
	Capital	Recurrent	Total			
1	187	7,126	7,314	-	(7,313)	(6,530)
2	5,227	7,513	12,739	4,890	(7,849)	(6,257)
3	7,660	9,308	16,968	7,335	(9,633)	(6,857)
4	5,211	10,217	15,428	9,780	(5,649)	(3,590)
5	5,095	13,710	18,806	12,225	(6,581)	(3,734)
6	6,525	16,787	23,312	14,670	(8,643)	(4,379)
7	6,242	16,494	22,736	17,115	(5,621)	(2,543)
8	0	0	0	19,560	19,560	7,900
9	0	0	0	22,005	22,005	7,935
10	0	0	0	24,450	24,450	7,872
11	0	0	0	24,450	24,450	7,029

⁴ Preliminary Report to the Household Income & Expenditure Survey 2016, Ministry of Planning, Bangladesh, does not report on household of individual income by education level. The currently assumed wage gain of Tk50 per day remains a conservative assumption.

Year	Aggregate Costs			Additional Wage of Trainees	Net Benefit	NPV at 12%
	Capital	Recurrent	Total			
12	0	0	0	24,450	24,450	6,276
13	0	0	0	24,450	24,450	5,603
14	0	0	0	24,450	24,450	5,003
15	0	0	0	24,450	24,450	4,467
16	0	0	0	24,450	24,450	3,988
17	0	0	0	24,450	24,450	3,561
18	0	0	0	24,450	24,450	3,179
19	0	0	0	24,450	24,450	2,839
20	0	0	0	24,450	24,450	2,535
21	0	0	0	24,450	24,450	2,263
22	0	0	0	24,450	24,450	2,021
23	0	0	0	24,450	24,450	1,804
24	0	0	0	24,450	24,450	1,611
25	0	0	0	24,450	24,450	1,438
26	0	0	0	24,450	24,450	1,284
27	0	0	0	24,450	24,450	1,147
28	0	0	0	24,450	24,450	1,024
29	0	0	0	24,450	24,450	914
30	0	0	0	24,450	24,450	816
					NPV =	48,618
					IRR =	22.2%

() = negative, IRR = internal rate of return, NPV = net present value.

Source: Project completion review mission estimate, 2019.

C. Re-evaluation Results Using Methodology 2

11. **General assumptions.** Similar general assumptions as under methodology 1 were made, except that the project life is reduced to 25 years:

- (i) Economic life of the project is considered 25 years from the start of the project for the estimate to be more conservative, as is also used for the economic analysis of PEDP4.
- (ii) All prices are valued in domestic price numeracies in current prices.
- (iii) Economic prices of investment costs and recurrent costs are estimated by converting the financial prices with a shadow exchange rate factor of 1.07 for traded goods (net of taxes and duties), a factor of 1.0 for non-traded goods, a shadow wage rate factor of 1.0 for skilled labor, and a shadow wage rate factor of 0.75 for unskilled labor.⁵
- (iv) Interests are excluded in the calculation of the economic internal rate of return (EIRR).
- (v) Taxes and duties are excluded because they represent transfer payments.
- (vi) A 12.0% economic discount rate has been used as the weighted average opportunity cost of capital.

12. **Costs.** There are three costs to consider: public investments, private investments and opportunity costs to households.

⁵ Conversion factors for the shadow exchange rate factor and shadow wage rate factor are based on recently approved ADB-financed projects in Bangladesh: (i) ADB. 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Administration of Loan to Bangladesh for the Third Urban Governance and Infrastructure Improvement (Sector) Project*. Manila; and (ii) ADB. 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Multitranchise Financing Facility to Bangladesh for the Skills for Employment Investment Program*. Manila.

- a. *Public Investments* include additional program cost of PEDP3 relative to the cost of operating the primary education system without PEDP3. This may be approximated by the sum of (1) the investment cost of PEDP3 (29.0% of the total cost of PEDP3) and (2) the additional recurrent cost of PEDP3 related to increased enrollment and improved quality. Although enrollment under PEDP3 was only around 3.0% higher than that before PEDP3, the higher quality standard under PEDP3 may require higher costs. Hence, it is assumed that the additional cost of PEDP3 accounts for 40.0% of total costs of PEDP3.
- b. *Private investments* for additional enrollment are the direct costs borne by households as a result of increased enrollment. Private cost per student per year are calculated from 2010 and 2016 HIES, which includes educational expenses incurred by households with children enrolled in primary schools. Private cost per primary student is the average cost incurred by the household.
- c. *Opportunity cost*—For opportunity cost to households, it is assumed that children currently in school would have worked for wages had they not gone to school. The opportunity cost of educating a child for a year is assumed to be 50% of annual wage rate for adults with less than primary education. The wage figures are calculated from HIES 2010 and 2016.

13. **Project benefits.** There are three types of benefits from PEDP3: quantity benefits, quality benefits and efficiency gains.

- a. *Quantity benefits*—In order to calculate benefits for all additional children who completed grade 5 due to PEDP3, we find additional number of students who completed grade 5 due to PEDP3 each year starting year 2. The total number of grade five completers are obtained from Annual Primary School Censuses for each of the program years. In the absence of PEDP3, we assume grade five completion figures would have been three percentages below the observed completion figures for that year. The additional number of students is the difference between total children completing grade 5 with PEDP3 and total students that would have completed grade 5 without PEDP3. For each year, the annual wage premium for each student who completes grade 5 is the difference between the average wage of those who have completed grade 5 and the average wage of those who have not completed grade 5. The average figures are calculated using data from the nationally representative 2010 and 2016 Household Income and Expenditure Surveys (HIES), and the wages for both groups are assumed to increase at the same rate during the years the program was in operation.
- b. *Quality benefits*—They refer to the additional benefits for all children due to quality increase, and not just for additional children completing grade 5 due to PEDP3. We assume that the quality premium on wage was 2% per year, which is much less than the 6% assumed for proposed PEDP4. That is, given that the quality of education children exposed to PEDP3 is enhanced, it is expected that the labor market had taken into account the skill improvement of PEDP3 graduates and the wage rate increased as a result. The quality related benefits for each year are therefore the quality wage premium times the number of children completing grade five. Comparing wage rates for 2010 and 2016 also show that wage rates for primary

completers increased significantly more than had wages kept pace only with inflation rate.

- c. *Efficiency benefits*—There are benefits from reduced repetition which reduces delays in completion of Grade 5. The approach taken is the reconstructed cohort analysis where the end result is the number of years in school required to produce a primary school completer. Given the increase in promotion and decrease in repetition and dropout with PEDP3, the number of years taken to produce a primary school completer is lower with PEDP3 than in the absence of it. The cost saving is the cost per child incurred by the government plus opportunity cost of going to school and household expenditure on education. Since this gain is for the program period only, it can be argued this as a lower bound gain since the efficiency gains might be maintained to some extent (for some time) in the primary education system even after the program ended.

14. **Reevaluation of the economic internal rate of return.** Table A11.2 presents the economic reevaluation. The EIRR is estimated to be 19.8%, similar to the EIRR estimated using methodology 1, and slightly higher than the 18.8% calculated at appraisal for additional financing. As the EIRR estimated using methodology 2 covers all grades and uses more conservative parameter values, the results confirm that return to PEDP3 is higher than the estimate at appraisal.

Table A12.2: Economic Analysis (Methodology 2)
(Tk million)

Year	Costs			Benefits			Total	Net Benefit
	Additional Public Investment	Private and Opportunity Costs	Total	Quantity	Quality	Efficiency		
1	25,265	13,839	39,104	-	-	536	536	(24,040)
2	32,411	16,225	48,637	648	2,592	1,483	4,723	(54,303)
3	39,883	17,832	57,715	1,654	6,451	3,295	11,400	(60,683)
4	37,151	18,789	55,940	3,218	12,317	4,038	19,572	(36,368)
5	55,196	20,142	75,339	4,869	18,356	5,839	29,064	(46,275)
6	67,006	21,358	88,364	7,175	26,638	5,179	38,992	(49,371)
7	72,285	17,694	89,979	9,087	33,735	5,362	48,184	(41,795)
8	0	0	0	11,149	41,390	0	52,539	52,539
9	0	0	0	11,706	43,460	0	55,166	55,166
10	0	0	0	12,291	46,633	0	57,924	57,924
11–25	0	0	0	278,491	1,033,929	0	1,312,420	1,312,420
NPV at 12%=150,369							EIRR=19.8%	

() = negative, EIRR = economic internal rate of return; IRR = internal rate of return, NPV = net present value.
Source: Project completion review mission estimate, 2019.