ADB

Additional Financing Report

Administration of Grant
People's Republic of Bangladesh: Supporting Fourth Primary Education Development Program – Additional Financing

Asian Development Bank

ABBREVIATIONS

ADB	–	Asian Development Bank
COVID-19	–	coronavirus disease
DLI	–	disbursement-linked indicator
EAA	–	Education Above All Foundation, Qatar
FY	–	fiscal year
OOSC	–	out-of-school children
PAP	–	program action plan
PEDP4	–	Fourth Primary Education Development Program
RBL	–	results-based lending

NOTES

(i)   The fiscal year (FY) of the Government of Bangladesh and its agencies ends on 30 June. "FY" before a calendar year denotes the year in which the fiscal year ends, e.g., FY2023 ends on 30 June 2023.

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

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PROGRAM AT A GLANCE

1. Basic Data
Project Number: 50192-004

Project Name	Supporting Fourth Primary Education Development Program-Additional Financing	**Department/Division**	SARD/SAHS
Country	Bangladesh	**Executing Agency**	Ministry of Primary and Mass Education
Recipient	People's Republic of Bangladesh		
Country Economic Indicators	https://www.adb.org/Documents/LinkedDocs/?id=50192-004-CEI		
Portfolio at a Glance	https://www.adb.org/Documents/LinkedDocs/?id=50192-004-PortAtaGlance		

2. Sector

Subsector(s)	ADB Financing ($ million)
Total	0.000

3. Operational Priorities

✓ OP1: Addressing remaining poverty and reducing inequalities
✓ OP2: Accelerating progress in gender equality
✓ OP6: Strengthening governance and institutional capacity

Climate Change Information

GHG reductions (tons per annum)	0
Climate Change impact on the Project	Low

ADB Financing

Adaptation ($ million)	0.000
Mitigation ($ million)	0.000

Cofinancing

Adaptation ($ million)	0.000
Mitigation ($ million)	0.000

Sustainable Development Goals

SDG 1.2
SDG 4.1, 4.2
SDG 5.5

Gender

Effective gender mainstreaming (EGM)	✓

Poverty Targeting

General Intervention on Poverty	✓

4. Risk Categorization: Low

5. Safeguard Categorization

Environment: C   **Involuntary Resettlement:** C   **Indigenous Peoples:** B

6. Financing

Modality and Sources	Amount ($ million)
ADB	**0.000**
None	0.000
Cofinancing	**12.400**
Education Above All Foundation - Program grant (Full ADB Administration)	12.400
Counterpart	**0.000**
None	0.000
Total	**12.400**

Currency of Financing: US Dollar

I.   BACKGROUND

1.   The Fourth Primary Education Development Program (PEDP4) is the government's flagship initiative in the education sector aiming to provide quality education to all children. To support this program, the Asian Development Bank (ADB) approved a concessional loan of $500 million from ADB's ordinary capital resources on 27 September 2018. The loan closing date is 31 January 2024. The Government of Bangladesh, ADB, and five other development partners jointly finance the program via a sector-wide approach.[1] The impact of the results-based lending (RBL) program is strengthened human capital formation. The outcome is improved quality and equity of primary education for all children from pre-primary to grade 5. The outputs are (i) improved quality of primary education, (ii) enhanced access and participation to primary education, and (iii) improved governance and management of primary education system.

2.   **Performance of the ongoing program**. The ongoing program is performing well. Despite the challenges of the coronavirus disease (COVID-19) pandemic and the closure of primary schools for over 18 months, the program is *on track* with solid progress to meet its outcome and outputs. As of 31 March 2023, 22 out of 39 sub-indicators of disbursement-linked indicators (DLIs) have been achieved.[2] This amounts to cumulative disbursement of 65%, while program time lapsed is at 84%. The PEDP4 midterm review conducted jointly by government and development partners assessed that the remaining sub-indicators of DLIs have progressed well and are on track to be achieved before the program completion date. The government remains committed to accelerating efforts for achieving all program results with continued supports by development partners.[3] Compliance with fiduciary and safeguard policy requirements for the ongoing program is satisfactory. The risk management plan is being complied with and has been successful. The project performance rating has been '*on track*' throughout implementation of the program.

II.   ADDITIONAL FINANCING

A.   Rationale

3.   Bangladesh is among the countries with long school closures due to COVID-19. Primary schools of Bangladesh were closed from 17 March 2020 to 12 September 2021. The pandemic is likely to increase poverty due to significant reduction of household income from loss of formal and informal jobs, which is a major cause for children to discontinue enrollment to schools. The primary school dropout is expected to increase, which will increase the number of OOSC.[4] The COVID-19 safety requirements, such as social distancing and hygiene protocols, further increase the cost of educating OOSC in learning centers. Learning centers are estalished at community level to provide non-formal education services using a flexible and needs-based education approach for OOSC. Given the government's limited fiscal space being affected by COVID-19 and economic recovery needs, grant financing will help reduce the cost of financing. During the school closure, teachers received little training because physical meetings were restricted. As a result, students enrolled in primary schools received limited support from teachers, aggravating

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[1] Other development partners of PEDP4 include World Bank, European Union, Global Partnership for Education, United Nations Children's Fund, and Japan International Cooperation Agency.

[2] Loan proceeds for 14 sub-indicators have been disbursed by 2021. Verification reports are being prepared for the achievement of 7 sub-indicators achieved in 2022, based on which loan proceeds will be disbursed.

[3] Comprehensive Aide Memoire of Bangladesh Fourth Primary Education Development Program (PEDP4) Midterm Review Mission, 7 June–2 December 2021, was confirmed by Economic Relations Division, Ministry of Finance, Bangladesh on 8 March 2022.

[4] Asian Development Bank (ADB). 2021. *Impact of COVID-19 on Primary School Students in Disadvantaged Areas of Bangladesh.* Manila.

their learning loss from the school closure. This requires strengthening the resilience and inclusiveness of teacher training through blended delivery modalities. To address these challenges, the additional financing is to reduce financing cost for out-of-school children (OOSC) through replacing part of ADB funding by Education Above All Foundation, Qatar (EAA) grant funds to achieve the same results as previously planned (DLI 6). In addition, this will also allow reallocating the corresponding ADB funding for the additional scope of support to strengthen teacher training in response to the unanticipated impacts of COVID-19 (DLI 3).

4. The additional financing and reallocation support government priorities for recovering from the impact of COVID-19 as well as building the resilience of the education system. It is aligned with PEDP4 objectives and supports achieving its outcome and outputs. It is aligned with ADB's Strategy 2030 (operational priorities 1, 2 and 6).[5] Additional financing is suitable for this support because the RBL modality, ongoing government program, and well-established implementation arrangements ensure efficient interventions. The additional financing builds on lessons learned during COVID-19 to improve the resilience of the system.

B.   Program Scope and Results

5. The overall impact and outcome, as well as outputs, of the ongoing program (2019–2023) remain unchanged. The ADB program, including additional financing, will have the same program scope as the overall government program, and there are no high-value procurement contracts as per the RBL policy. The additional financing will support the ongoing program by replacing part of ADB funding with a grant to cater to OOSC under output 2. Under output 1, digital materials and platform for teachers will be strengthened to support achieving the original program results. The scope of the government program and the RBL program, including the additional financing, is summarized in Table 1.

Table 1: Program Scope

Item	Broader Government Program	Results-Based Lending Program
Outcome	Quality education to all children from pre-primary to grade 5 through an efficient, inclusive, and equitable education system	Quality and equity of primary education improved for all children from pre-primary to grade 5
Key outputs and activity types	(i) quality (curriculum reforms; textbooks and teaching–learning materials; teacher recruitment, deployment, and advancement; teacher education; CPD; ICT in education; assessments and examinations; pre-primary education); (ii) equitable access and participation (needs-based infrastructure, including WASH facilities; out-of-school children; special education needs; education in emergencies; communication and social mobilization); and (iii) management, governance, and financing (data systems for decision-making, institutional strengthening, SLIPs and UPEPs, strengthened budget and fiduciary system).	Coverage is the same as the government program, with the following exclusions: (i) production (printing) of textbooks; (ii) ICT equipment and accessories, furniture, motor vehicles, and land acquisition; (iii) pensions and/or gratuities; (iv) unadjusted advances or loans; (v) any civil works other than additional classrooms, WASH, and other facilities at schools; and (vi) procurement of goods that require international procurement.
Expenditure size	$15.1 billion	$14.7 billion
Main financiers and their respective total amounts	Government ($13.6 billion), ADB ($500 million), EAA ($12.4 million), EU ($167.1 million), GPE ($53.525 million), JICA (Yen 750 million), UNICEF ($0.5 million), and World Bank ($700 million)	Government ($13.2 billion), Same
Geographic coverage	Nationwide	Same

[5] ADB. 2018. Strategy 2030: *Achieving a Prosperous, Inclusive, Resilient, and Sustainable Asia and the Pacific*. Manila.

Item	Broader Government Program	Results-Based Lending Program
Implementation period	FY2019–FY2023	Same

ADB = Asian Development Bank; CPD = continuous professional development; EAA = Education Above All; EU = European Union; FY = fiscal year; GPE = Global Partnership for Education; ICT = information and communication technology; JICA = Japan International Cooperation Agency; SLIP = school level improvement plan; UNICEF = United Nations Children's Fund; UPEP = *upazila* primary education plan; WASH = water, sanitation, and hygiene.
Source: Asian Development Bank.

6. **Additional grant financing for OOSC**. The proposed $12.4 million additional financing funded on grant basis by the EAA will support the ongoing program's DLI 6, which is on education opportunities for OOSC, under program output 2.[6] EAA will also pay a fee of 2% of the disbursed grant amount (equating to $248,000) for ADB's administrative service, which will be deducted pursuant to the cofinancing agreement. This grant co-financing will replace $12.4 million of ADB loan proceeds originally allocated to DLI 6.

7. **Reallocation of loan proceeds for teacher training**. To support strengthening teacher training through blended modalities (para. 3), it is proposed to reallocate $12.4 million of ADB loan proceeds from DLI 6 to DLI 3 (under program output 1). Four new sub-indicators under DLI 3 are proposed.[7] The proposed new DLI sub-indicators are intermediate targets for achieving the original DLI 3 through addressing the new challenge brought about by COVID-19. Other DLIs of the ongoing program and linked disbursement amounts remain unchanged. The design and monitoring framework output targets remain unchanged.

C. Value Added by ADB

8. The proposed additional financing sets a model that blends ADB loan and grant from a non-traditional cofinancier to make ADB support more preferable to a developing member country in an area that will yield high socioeconomic returns.[8] In addition, the proposed loan reallocation supports scaling up an open-source digital platform for teachers piloted under the technical assistance of ADB. This adds additional value of ADB's financing through innovative approach to meet the challenges of the pandemic, which was not envisaged when the program was designed.

D. Expenditure Framework and Financing Plan

9. **Program expenditures.** The investment cost on training and capacity building is increased by $12.4 million. The revised RBL program expenditure framework is in Table 2.[9]

10. **Program financing.** The EAA will provide grant cofinancing of $12.4 million to be fully administered by ADB. The summary program financing plan is in Table 3.

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[6] The target of the DLI is to enroll 650,000 OOSC between the age of 8 and 14 into schools or learning centers (with 60% retention rate) that will help them attain primary education learning competencies. This DLI has five sub-indicators and the first one was achieved. The second and third sub-indicators, originally planned for FY2020 and FY2021 respectively, were postponed to FY2022. The proposed additional financing is for financing the remaining four sub-indicators in accordance with the updated DLI 6 targets and protocols (see Appendix 3). Once each sub-indicator is achieved, the EAA grant will be disbursed together with ADB loan proceeds according to a financial ratio of 60% from ADB and 40% from EAA.

[7] Two of the new sub-indicators are to develop digital contents for teacher training and accessed through the education management information system (linked to $6.2 million loan proceeds), and the other two are to implement digital platform for teachers in 1,000 government primary schools to conduct classroom observations and continuous assessment of students' learning (linked to $6.2 million loan proceeds).

[8] ADB and EAA signed the framework partnership agreement in June 2020 to jointly support OOSC in ADB's developing member countries.

[9] Program Expenditure and Financing Assessment (accessible from the list of linked documents in Appendix 2).

Table 2: Summary of Program Expenditure Framework, FY2019–FY2023
($ million, in 2021 prices)

Item	Ongoing RBL Program ($ million)	Additional Financing ($ million)	Total Amount ($ million)	Share of Total (%)
1. Development expenditures				
A. Investment cost				
a. Teaching and learning materials	11.7		11.7	0.1
b. Training and capacity development	436.2	12.4	448.6	3.0
c. Civil works	2,395.0		2,395.0	6.3
d. Maintenance	320.9		320.9	2.2
e. SLIP and UPEP	308.1		308.1	2.1
f. Social awareness and campaign	54.7		54.7	0.4
g. Salaries of new teachers and personnel	340.7		340.7	2.3
h. All other items	245.2		245.2	1.7
Total base cost	**4,112.7**	**12.4**	**4,124.9**	**28.0**
B. Contingencies	58.7		58.7	0.4
C. Financial charges during implementation	38.9		38.9	0.3
Total of development expenditures[a]	**4,210.1[b]**	**12.4**	**4,222.5[b]**	**28.7**
2. Nondevelopment expenditures	10,505.6		10,505.6	71.3
Total program cost (1+2)	**14,715.7[c]**	**12.4**	**14,728.1**	**100.0**

RBL = results-based lending, SLIP = school level improvement plan, UPEP = *upazila* primary education plan.
[a] Excludes discrete projects under MOPME. Original program cost categories remain unchanged.
[b] Numbers may not sum precisely because of rounding.
[c] Amount under ongoing RBL program reflects updated government expenditure framework approved in 2022.
Sources: Ministry of Primary and Mass Education and Asian Development Bank estimates.

Table 3: Program Financing Plan

Source	Ongoing Amount ($ million)	Ongoing Share of Total (%)	Additional Financing Amount ($ million)	Additional Financing Share of Total (%)	Total Amount ($ million)	Total Share of Total (%)
Government	13,228.1	89.8			13,228.1	89.8
Asian Development Bank OCR (concessional)	500.0	3.4			500.0	3.4
Education Above All Grant[a]			12.4	100.0	12.4	0.1
World Bank Loan	700.0	4.8			700.0	4.8
European Union Loan	167.1	1.1			167.1	1.1
United Nations Children's Fund Grant	0.5	0.0			0.5	0.0
Japan International Cooperation Agency	22.7	0.2			22.7	0.2
Global Partnership for Education	51.6	0.4			51.6	0.4
Financing Gap[b]	58.1	0.4			45.7	0.3
Total	**14,728.1**	**100.0**	**12.4**	**100.0**	**14,728.1[c]**	**100.0**

OCR = ordinary capital resources.
[a] ADB's administrative fee of $248,000 is not included in the table.
[b] Other development partners may consider additional cofinancing. Financing needs will be further assessed during implementation. The annual budget framework of the government will adjust if necessary.
[c] The financing to ongoing program remains unchanged. The total financing amount with the proposed additional financing is the same as the original amount as the additional financing partially reduces the financing gap.
Sources: Ministry of Primary and Mass Education and Asian Development Bank estimates.

E.   Implementation Arrangements

11.   Implementation arrangements for the current program will continue with the additional financing. The executing agency is the Ministry of Primary and Mass Education. The implementing agency is the Directorate of Primary Education. The Implementation Monitoring and Evaluation Division of the Ministry of Planning has been identified as the independent verification agency.

The additional financing will be implemented using the program systems described in the program implementation document.[10]

12. **Disbursement arrangements.** The disbursement arrangements of the current program will be retained without change. The EAA grant will be disbursed together with ADB loan proceeds to the government's general account according to updated disbursement schedule (see Table A3.1 in Appendix 3). The disbursement of the EAA grant will follow the *Loan Disbursement Handbook* (2022, as amended from time to time). The grant will be implemented from 2022 to 2023.

F. Summary of Assessments

13. The program technical and systems assessments were undertaken for the additional financing. The program is on track to achieving outcome and output targets despite the impact of COVID-19. Out of 14 program design and monitoring framework output targets, five have been fully achieved, eight are on track for full achievement, and one is on track for partial achievement.

14. ADB reviewed the assessments for the current program and considered them adequate and remain valid. The monitoring and evaluation system is being improved under the current program (DLI 8). Fiduciary DLI (DLI 7) is progressing satisfactorily, with targets for the first four years achieved and year 5 (2022–2023) on track. Fiduciary management action plan is also progressing well, with several actions completed and others commenced (these are being monitored closely). The ongoing program's safeguard and gender performance has been satisfactory. The additional financing is *environmental safeguard category C* as there is no civil works in proposed activities. Category C for involuntary resettlement and category B for indigenous peoples will be retained for the additional financing. Girls' share of enrollment from pre-primary to grade 5 is 50.5%; among teachers trained, the share of women exceeded the target of 50%; the design of school facilities is gender sensitive. The gender categorization is retained as *effective gender mainstreaming*. ADB will monitor their progress through the program action plan (PAP). No outstanding safeguard issues or grievances need to be dealt with. The DLIs and PAP related to system improvement are proposed to be retained.

15. The current program's risk mitigation measures through selected DLIs and the PAP have been effective in containing the risks in results, expenditure and financing, fiduciary management capacity, safeguards, and operating environment. They remain adequate and are proposed to be retained with no additional measures added.

III. THE PRESIDENT'S DECISION

16. The President, acting under the authority delegated by the Board, has approved the administration by the Asian Development Bank of a grant not exceeding the equivalent of $12.4 million to the People's Republic of Bangladesh for the additional financing of the Supporting Fourth Primary Education Development Program, to be provided by the Education Above All Foundation, Qatar.

Masatsugu Asakawa
President

24 April 2023

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[10] Program Implementation Document (accessible from the list of linked documents in Appendix 2).

REVISED DESIGN AND MONITORING FRAMEWORK

The revised design and monitoring framework strikes out content for deletion and underlines content to be added.

Impact the Results-Based Lending Program is Aligned with
Human capital formation strengthened (Bangladesh Seventh-Five Year Plan FY2016–FY2020)[a]

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
Outcome Quality and equity of primary education improved for all children from pre-primary to grade 5	By 2024 a. Proportion of grade 3 students achieving grade-level competencies in Bangla and mathematics increased by 10 percentage points for both boys and girls from the 2017 baseline (2017 baseline: Bangla – 74% [boys 73%, girls 76%]; and math – 41% [boys 42%, girls 41%] 2015 baseline: Bangla – 65% [boys 62%, girls 66%]; and math – 39% [boys 37%, girls 40%])[b] (OP 1.1.) b. Difference in net enrollment rates in grades 1–5 between the weighted average of five lowest performing districts and the national level decreased to 7% (boys: 10%; girls: 4%) (2016 baseline: 9% [boys:12.5%; girls: 5.0%]. 2020 update: 4.7%). c. National survival rate to grade 5 increased by 2 percentage points for both boys and girls (2017 baseline: 83.3% [boys: 81.3%, girls: 85.4%]. 2020 update: 84.7% [Boys 83.3% and Girls 85.9%])[e]	a. National Student Assessment b.–c. ASPR	R: Remaining disparity in poverty across region and income groups may constrain the narrowing of gaps in access and participation. A: Other joint financing development partners (Government of Canada and Japan International Cooperation Agency): $124.5 million (grant) (estimate)
Outputs 1. Quality of primary education improved	By 2023: 1a. Revised pre-primary and grades 1–5 curricula and textbooks, and newly developed teaching–learning materials (with selected supplementary reading materials) approved by the National Curriculum Coordination Committee (2017 baseline: grades 1–5 curricula in 2011 version to be updated, and textbooks in 2013 version to be updated; teaching–learning materials, including supplementary reading materials, not made available to schools. 2022 update: Revised pre-primary and grades 1–5 curricula approved) 1b. At least 50.0% of government primary schools meet the student–teacher ratio standard of 40:1 (2016 baseline: 35.4%. 2020 update: 78.3%)	1a. National Curriculum and Textbook report 1b. ASPR	Large scale disasters triggered by natural hazards in the subprojects' areas could delay the progress of infrastructure construction

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
	1c. 67,500 newly recruited and existing teachers without DPEd or CinEd (at least 50% of them women) certified through DPEd program (among them, 25,000 certified through updated DPEd program), and 1,200 teacher educators with capacity to deliver the updated DPEd program (2017 baseline: 32,353 teachers with DPEd. Not applicable as regards to training of teacher educators on DPEd. 2021 update: 46,696 teachers without DPEd or CinEd certified through DPEd) ((OP 2.2))	1c. National Academy for Primary Education and/or DPE report, EMIS, ASPR	
	1d. At least 50% of the target for training teachers and teacher educators in the CPD plan achieved (at least 50% of them women) (2017 baseline: 0. 2022 update: 28% of CPD training target achieved)	1d–e DPE report based on EMIS and/or ASPR	
	1e. Additional 100,750 teachers (at least 50% of them women) completed training on using ICT and e- teaching–learning resources through ICT training (2016 baseline: 71,862 teachers trained on ICT [men: 23,097; women: 48,765]. 2020 update: 30,805 teachers trained on ICT) (OP 2.2)		
	By 2023: 2a. Additional 10.0% of government schools converted from double-shift to single-shift operations (2017 baseline: 22.6% of existing government schools have single-shift operations. 2020 update: additional 2% of government schools converted to single-shift)	2a. EMIS and/or ASPR	Lengthy government procedure to deploy staff in permanent positions (under revenue budget) may prolong time taken for enhancing field-level capacities systematically.
	2b. Additional 650,000 out-of-school children enrolled in learning centers (50% boys) (2017 baseline: 100,072 [50% boys]. 2022 update: additional 583,893 enrolled [52% boys]) (OP 1.1.1)	2b. Bureau of Non-Formal Education endorsed implementation support agency report	
	2c. Additional 43,500 gender-segregated WASH blocks, 11,250 safe drinking water sources, and 30,000 classrooms completed according to the Infrastructure Planning Guideline of MOPME and as per standard of the Bangladesh National Building Code (2017 baseline: 24,338 WASH blocks;	2c. EMIS and/or ASPR	

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
2. Access and participation to primary education enhanced	39,348 water sources; and 39,003 classrooms completed during the PEDP3. 2022 update: 13,212 WASH blocks; 9,068 water sources; and 9,134 classrooms completed during PEDP4)[b] (OP 1.3.1)		
3. Governance and management of primary education system improved	By 2023: 3a. At least 90% of DPE's division, district, and *upazila* level drawing and disbursing officers adopted iBAS++ (2017 baseline: iBAS++ introduced in DPE. 2022 update: target fully achieved) (OP 6.1.4)	3a. MOPME report on PEDP4 progress	
	3b. 80% of approved contracts (goods and works) in DPE processed through e-GP in the year (2017 baseline: e-GP initiated at DPE. 2022 update: target fully achieved) (OP 6.1.4)	3b. DPE procurement progress report	
	3c. Integrated web-based EMIS with sex-disaggregated data (including for social groups) made operational in DPE (2017 baseline: some EMIS subsystems exist but are not integrated and not web-based. 2022 update: integration ongoing and on track)	3c. Integrated EMIS website, MOPME report	
	3d. A needs- and performance-based UPEP piloted for 50 *upazilas* as per updated UPEP guidelines (2017 baseline: UPEP not funded. 2022 update: target fully achieved)	3d. UPEP implementation report	
	3e. Student number-based SLIP fund received by 85% of government schools in the year as per updated SLIP guidelines (2017 baseline: 0 [all government schools received flat SLIP fund within the PEDP3]. 2022 update: target fully achieved)	3e. SLIP implementation progress report	
	3f. Institutional strengthening plan as per the updated ODCBG implemented at eight divisions and 64 districts (2017 baseline: ODCBG being updated. 2022 update: all activities of the plan initiated)	3f. MOPME report on PEDP4 progress	

Key Activities with Milestones

Technical Aspects:

1. By December 2018, the MOPME or DPE signs the MOUs, agreements, or contracts with partner implementing agencies.
2. By November 2018, the DPE and LGED include the requirements on disaster resilience of schools in the infrastructure planning guidelines. From January 2019, the DPE and LGED monitor compliance with the requirements during planning and implementation of construction work.
3. By January each year from 2019, the MOPME follows the government's recruitment guidelines in all recruitments initiated from July 2018.
4. By June 2019, the MOPME approves the CPD framework and plan, taking into account elements such as (i) open resource ICT platform to be established at the DPE in collaboration with resource agency (such as A2I) to deliver CPD training to teachers, (ii) training on using e-teaching and e-learning materials, and (iii) teacher educators improved in academic supervision through improved classroom-based practice monitoring and mentoring.
5. By June 2019, the DPE adds the web-based SLIP and the UPEP funds management module to the existing funds management system.
6. By June 2019, the MOPME and/or DPE finalizes the preparation of a capacity building plan for field offices to support institutional strengthening. From July 2019, the DPE implements the institutional strengthening plan.
7. By June ~~2021~~2023, the Bangladesh Bureau of Statistics or any suitable entity conducts the Education Household Survey (2021) commissioned by the DPE.
8. By June ~~2021~~2023, the primary education board is established by the MOPME and functional.

Fiduciary management:

1. In December each year, each implementing agency prepares an annual procurement plan, and the DPE coordinates, consolidates, and monitors these plans.
2. From July 2018, the LGED continues to use the agreed PEDP3 model bidding documents for national competitive bidding procurement of works until the model document is updated with Central Procurement Technical Unit approval.
3. In October each year from 2020, an annual fiduciary review (including post-procurement review) is conducted and disseminated with technical assistance support.
4. By the first month of each next quarter, the DPE disburses the quarterly fund release. The DPE monitors advances each month.
5. In each quarter from April 2020, the MOPME and DPE, the chief accounts officer of the Ministry of Finance, and the Office of the Comptroller and Auditor General hold tripartite audit review meetings to monitor the progress in resolving audit observations.
6. By June 2020, an internal audit unit established and operational at the DPE for conducting internal audits.
7. In July and January each year, the MOPME submits grievance redress system report to the development partners.

Environmental and social safeguards:

1. By December 2018, the DPE adopts and operationalizes the updated environmental and social management framework from the version used in the PEDP3.
2. By December 2018, the DPE is assigned a safeguard focal person or specialist to coordinate safeguards.
3. By December 2018, the DPE adopts a WASH block maintenance manual and the DPHE develops a hygiene promotion manual.
4. By December 2018, the DPE includes water quality test requirement into the MOU signed with the DPHE. By June each year, sufficient budget allocated annually for the DPHE to do water quality tests.

Gender equality and social inclusion:

1. From October 2018, the DPE monitors, in coordination with partner implementing agencies, the implementation of the gender and inclusive education actions of the program and submits the report as part of the annual program progress report.

Financing Plan

Total proposed results-based lending program financing (FY2019–FY2023): $14.7 billion (estimate), with government: $13.2 billion, Asian Development Bank: $500.0 million (concessional ordinary capital resources loan), EAA: $12.4 million (grant fully administered by ADB), World Bank: $700 million (International Development Association lending), European Union: $175 million equivalent (grant), United Nations Children's

Fund: $500,000 (grant), Global Partnership for Education: $51.6 million (grant), and Japan International Cooperation Agency: ¥750 million (grant).

~~Assumptions for Partner Financing~~
~~Other joint financing development partners (Government of Canada and Japan International Cooperation Agency): $124.5 million (grant) (estimate)~~

A2I = Access to Information; ASPR = annual sector performance report; CinEd = certificate in education; CPD = continuous professional development; DPE = Directorate of Primary Education; DPEd = Diploma in Primary Education; DPHE = Department of Public Health Engineering; e-GP = electronic government procurement; <u>EAA = Education Above All Foundation</u>; EMIS = education management information system; iBAS++ = Integrated Budget and Accounting System; ICT = information and communication technology; LGED = Local Government Engineering Department; MOPME = Ministry of Primary and Mass Education; MOU = memorandum of understanding; ODCBG = organizational development and capacity building guidebook; PEDP3 = Third Primary Education Development Project; PEDP4 = Fourth Primary Education Development Program; SLIP = school level improvement plan; UPEP = *upazila* primary education plan; WASH = water, sanitation, and hygiene.

[a] Government of Bangladesh, National Planning Commission. 2015. *Seventh Five-Year Plan, FY2016–FY2020: Accelerating Growth, Empowering Citizens*. Dhaka.

[b] <u>WASH blocks are separate by gender in a school, with at least one for male teachers and students and at least one for female teachers and students.</u>

[b] ~~The baseline will be updated once the National Student Assessment (2017) report is issued.~~

[c] ~~The baseline will be updated, if needed, once the ASPR (2018) report is issued based on the annual primary school census (2017) data.~~

Contribution to Strategy 2030 Operational Priorities:
The expected values and methodological details for all operational indicators to which this operation will contribute results are detailed in Contribution to Strategy 2030 Operational Priorities (accessible from the list of linked documents in Appendix 2).

Source: Asian Development Bank.

LIST OF LINKED DOCUMENTS
http://www.adb.org/Documents/RRPs/?id=50192-004-2

1.   Grant Agreement

2.   Sector Assessment (Summary): Education

3.   Program Soundness Assessment

4.   Program Expenditure and Financing Assessment

5.   Program Monitoring and Evaluation System Assessment

6.   Program Fiduciary Systems Assessment

7.   Program Safeguard Systems Assessment

8.   Risk Assessment and Risk Management Plan

9.   Summary Poverty Reduction and Social Strategy

10.   Summary of Program Performance

11.   Program Implementation Document

12.   Program Action Plan

13.   Contribution to Strategy 2030 Operational Priorities

Supplementary Document

14.   Program Results Framework

REVISED DISBURSEMENT-LINKED INDICATORS, VERIFICATION PROTOCOLS, AND DISBURSEMENT SCHEDULE

Table A3.1: Disbursement-Linked Indicators

Disbursement-Linked Indicators	Baseline Value and Year	Prior Results	FY2019	FY2020	FY2021	FY2022	FY2023
Outcome							
DLI A Proportion of grade 3 students achieving grade level competencies in Bangla and mathematics increased[a]	Bangla 65% boys: 62% girls: 66% Math: 39% boys: 37% girls: 40% (2016 for NSA 2015)[b]						Proportion of grade 3 students achieving minimum competency in Bangla and math in NSA 2021 increased by at least 10% each compared to the percentages in NSA 2017
DLI B National survival rate to grade 5 increased for both boys and girls[c]	83.3% Boys: 81.3% Girls: 85.4% (2017)[d]					National survival rate to grade 5 increased by 2 percentage points for both boys and girls	
Outputs							
DLI 1 Curriculum revision and textbook development	Curriculum revision in 2011; textbook revision in 2013; supplementary reading material not made available to schools (2017)	An action plan for curriculum revision, and textbooks and teaching-learning materials development approved		PPE and grades 1- curriculum revised	Grades 1–2 textbooks and teaching-learning materials developed as per revised curriculum	PPE and grades 3-5 textbooks and teaching-learning materials developed as per revised curriculum	
DLI 2 Assistant teacher recruitment and deployment	STR standard of 40:1 met by 35.4% of GPS; assistant teacher's vacancy at 9%; deployment of teachers' vacancy at 9%; deployment of teachers from surplus schools to schools	Recruitment plan for assistant teachers prepared and approved				75% of the end of program target achieved as per assistant teacher recruitment plan	At least 50% of GPS have an STR of 40:1 or less

Disbursement-Linked Indicators	Baseline Value and Year	Prior Results	FY2019	FY2020	FY2021	FY2022	FY2023
	short of teachers inefficient (2016)						
DLI 3 Teacher education and CPD	32,353 teachers with DPEd as trained in PEDP3 (2017) No systematic CPD program available (2017)	DPEd training plan approved	CPD framework and plan developed and approved		(i) Revised DPEd curriculum approved (ii) CPD training started a per approved plan	(i) DPEd implemented according to the plan with 50% of teachers previously without DPEd/ CinEd trained (ii) CPD training conducted as per approved plan (iii) Action plan for the development of digital content system approved and implemented[e] iv) Technical team formed with action plan for digital platform for continuous assessment and classroom observations[f]	(i) Digital materials for training developed and accessed through EMIS[e] (ii) Continuous assessment and classroom observations through the digital platform conducted in at least 1,000 GPS (at least 50% in rural areas)[f]
DLI 4 Examinations and assessments	No dedicated institution for NSA; NSA 2015 conducted; NSA 2017 being conducted pending report (2017)					NSA 2021 conducted	*(Outcome indicator – DLI A)*
DLI 5 Need-based infrastructure development	22.6% of government primary schools are single-shift (2016)	Infrastructure plan and IPG updated and approved				75% of planned needs-based infrastructure (additional classrooms, gender	The proportion of single shift schools increased by 10 percentage points compared

Disbursement-Linked Indicators	Baseline Value and Year	Prior Results	FY2019	FY2020	FY2021	FY2022	FY2023
	24,338 WASH blocks; 39,348 water sources; and 39,003 classrooms completed during PEDP3 (2017)					segregated WASH blocks, drinking water sources) development works completed according to the updated IPG of MOPME and as per standard of BNBC	to program baseline
DLI 6 Education opportunities for OOSC	OOSC ratio for aged 8–14 population 11.0% (boys: 13.3%; girls: 8.6%) (2014) 100,072 OOSC (50.4% girls; 49.6% boys) were enrolled during PEDP3 period (2017)		OOSC ratio for aged 8–14 population are back to school or learning centers	~~250,000 new OOSC enrolled in learning centers through ISAs~~	~~250,000 new OOSC enrolled in learning center through ISAs~~	(i) 250,000 new OOSC enrolled in learning centers through ISAs[g]~~60% of OOSC enrolled in learning centers since year 2 are back to schools or remain enrolled in the learning Centers~~ (ii) 250,000 new OOSC enrolled in learning centers through ISAs[h] *((iii) Outcome indicator – DLI B)*	(i) 60% of OOSC enrolled in learning centers since year 4 are back to schools or remain enrolled in the learning centers[i] (ii) Cumulative 650,000 OOSC are back to school or learning centers since year 1[j]
DLI 7 Fiduciary system and budget	No designated internal audit function at MOPME and DPE; e-GP initiated in DPE; iBAS++ available at MOPME ministry and DPE central level but not rolled-out to		Updating of fiduciary system	Internal audit unit/cell established at DPE and adequately staffed	85% utilization of the original approved cumulative annual budget for year 1 and year 2	iBAS++ rolled out in 90% of all DDOs and 80% of the approved number of eligible contracts in DPE processed through e-GP	Further enhanced functions for audit resolution

Disbursement-Linked Indicators	Baseline Value and Year	Prior Results	FY2019	FY2020	FY2021	FY2022	FY2023
	subordinated agencies (2017)						
DLI 8 Data system, monitoring and accountability	Some EMIS subsystems exist but not integrated and not web-based; no public display of key school data at schools (2017)		Road map for comprehensive EMIS has been developed and approved		Integrated web- based EMIS is established	70% of GPS display key school data as specified by DPE in public areas in the school	Integrated web-based EMIS is fully operational
DLI 9 Institutional strengthening	SLIP a flat fund system (not formula-based) UPEP not funded ODCBG being updated (2017)		(i) ISP under updated ODCBG developed and approved (ii) SLIP, UPEP guidelines updated	(i) UPEP implemented by 50 *upazilas* according to updated guidelines (ii) ISP under updated ODCBG has been initiated		SLIP funds received and utilized by 85% GPS as per updated SLIP guidelines	ISP under updated ODCBG has been implemented

BNBC = Bangladesh National Building Code; CinEd = Certificate in Education; CPD = continuous professional development; DDO = drawing and disbursing officer; DLI = disbursement-linked indicator; DPE = Directorate of Primary Education; DPEd = Diploma in Primary Education; e-GP = electronic government procurement; EMIS = education management information system; FY = fiscal year; GPS = government primary schools; iBAS++ = Integrated Budget and Accounting system; IPG = infrastructure planning guideline; ISA = implementation support agency; ISP = institutional strengthening plan; MOPME = Ministry of Primary and Mass Education; NSA = national student assessment; ODCBG = organizational development and capacity building guidebook; OOSC = out-of-school children; PEDP3 = Third Primary Education Development Project; PPE = pre-primary education; SLIP = school level improvement plan; STR = student-teacher ratio; UPEP = *upazila* primary education plan; WASH = water, sanitation and hygiene.

a   It is drawn from a FY2023 indicator of DLI 4.
b   The baseline is based on the NSA (2017) report.
c   It is drawn from a FY2022 indicator of DLI 6.
d   The baseline is based on the Annual Sector Performance Report (2018).
e   Aligned with Program Result Framework indicator 25 for FY 2023. Target not yet achieved.
f   Aligned with Program Result Framework indicator 23 for FY 2023. Target not yet achieved.
g   Sub-indicator rolled over from FY 2020. It has been achieved by June 2022 and has been validated by independent verification agency.
h   Sub-indicator rolled over from FY 2021. It has been achieved by June 2022 and has been validated by independent verification agency.
i   Aligned with Comprehensive Aide Memoire of PEDP4 Midterm Review Mission. Target not yet achieved. "Year 4" refers to the fourth year of the ongoing program.
j   Aligned with Comprehensive Aide Memoire of PEDP4 Midterm Review Mission. Target not yet achieved.
Source: Asian Development Bank.

Table A3.2: Verification Protocols

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
DLI A: Proportion of grade 3 students achieving grade level competencies in Bangla and mathematics increased[a]				
March 2023: Proportion of grade 3 students achieving minimum competency in Bangla and Math in NSA 2021 has increased by at least 10% each compared to the percentage in NSA 2017	This target is considered met when the NSA year 4 report shows a 10% increase in the proportion of grade 3 children with minimum competency level (Band 3 of the assessment) in Bangla and Math in 2021 compared to the baseline in NSA 2017.	MOPME, one time in 2023	MOPME will submit to the joint financing development partners: (i) final endorsement of NSA 2017 and NSA 2021 report; and (ii) a comparative report of NSA 2017 and NSA 2021. The IVA will verify the submitted documents.	$25 million if target is achieved for both Bangla and Math; $15 million if target is achieved for only Bangla or Math; $12.5 million if the increase is at least 5% but less than 10% for both Bangla and Math; $8 million if the increase is at least 5% but less than 10% for only Bangla or Math, and less than 5% for one of them Rollover: no
DLI B: National survival rate to grade 5 increased for both boys and girls[b]				
May 2022: National survival rate to grade 5 increased by 2 percentage points for both boys and girls	Survival rate to grade 5 means the percentage of a cohort of students enrolled in grade 1 who reach grade 5 regardless of repetition. This target is considered achieved when the percentage of students enrolling in grade 1 surviving until grade 5 has increased as reported in ASPR 2022 compared to ASPR 2017.	MOPME, BNFE, APSC and ASPR report; annual	MOPME will submit to the joint financing development partners the ASPR 2017 and ASPR 2022. The IVA will verify the submitted documents.	$15 million if target is achieved for both boys and girls; $9 million if target is achieved for only boys or girls Rollover: yes
DLI 1: Curriculum revision and textbook development				
Prior result (November 2018): An action plan for curriculum revision, and textbooks and teaching-learning materials development approved	Curriculum revision for pre-primary and primary curricula is based on needs assessment and situation analysis and ensures harmonization with national and international standards. Curriculum and textbooks will continue to be competency based. This target is considered achieved when the (i) NCTB has developed an action plan to revise curriculum and teaching- learning materials (PPE to grade 5); (ii) NCCC has approved the action plan.	MOPME, one time in 2018	MOPME will submit to the joint financing development partners a letter of the approved action plan. The IVA will verify the submitted documents.	$10 million upon achievement of target Rollover: yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
May 2020: PPE and grades 1–5 curriculum revised	This target is considered achieved when (i) situation analysis and need assessment study for curriculum revision has been completed; (ii) an effectiveness study on implemented curriculum has been completed; (iii) the pre-primary and grade 1-5 curricula have been harmonized and revised reflecting the findings of these two studies; and (iv) the revised curricula are approved by the NCCC.	MOPME, one time in 2020	MOPME will submit to the joint financing development partners a letter of the approved curriculum documents with minutes of approval by the NCCC. IVA will verify the submitted documents.	$10 million upon achievement of target Rollover: yes
May 2021: Grades 1–2 textbooks and teaching-learning materials developed as per revised curriculum	Teaching-learning materials also include SRM (to be selected by the NCCC), and Teacher Learning Material (to be developed). This target is considered achieved when (i) new textbooks for pre-primary and grades 1–2 have been developed by the NCTB, evaluated by professional committee and approved by the NCCC; (ii) TLM is developed by the NCTB; (iii) SRM is selected by the NCCC.	MOPME, one time in 2021	MOPME will submit to the joint financing development partners the approved curriculum documents with minutes of approval by the NCCC. The IVA will verify the submitted documents.	$10 million upon achievement of target Rollover: yes
May 2022: PPE and grades 3-5 textbooks and teaching-learning materials developed as per revised curriculum	Revised curriculum refers to the approved revised curriculum from year 2. This target is considered achieved when (i) new texbooks for pre-primary and grades 3-5 have been developed by NCTB, evaluated by professional committee and approved by the NCCC; (ii) TLM is developed by the NCTB; (iii) SRM is selected by the NCCC.	MOPME, one time in 2022	MOPME will submit to the joint financing development partners (i) the NCCC minutes of approval of new textbooks for pre-primary and grades 3-5, (ii) a letter from MOPME confirming the approval of pre-primary and grades 3-5 textbooks by the NCCC, and (iii) a list of TLM prepared. The IVA will verify the submitted documents.	$10 million upon achievement of target Rollover: yes
DLI 2: Assistant teacher recruitment and deployment				
Prior result (November 2018): Recruitment plan for assistant teachers prepared and approved	The teacher recruitment for assistant teachers includes, among other things, the recruitment strategy and process, and the number of assistant teachers targeted to be recruited each year during the program period. The plan takes into account the end of program target for student-teacher ratio and the need to increase the percentage of single shift schools to the program target.	MOPME, one time in 2018	MOPME will submit to the joint financing development partners (i) the recruitment plan document and (ii) a letter from MOPME confirming the approval of recruitment plan. The IVA will verify the submitted documents.	$15 million upon achievement of target Rollover: yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
	This target is considered achieved when the DPE has developed the recruitment plan, and the MOPME has approved it.			
May 2022: 75% of the end of program target achieved as per assistant teacher recruitment plan	This target is considered achieved when 75% of the total number of assistant teachers have been recruited during the program period as per the approved teacher recruitment plan.	DPE, annual	DPE will submit a consolidated report on teacher recruitment to the joint financing development partners. The IVA will verify the submitted documents.	$15 million if achievement is at least 75%; $9 million if achievement is at least 50% but less than 75% Rollover: yes
March 2023: At least 50% of GPS have a student teacher ratio of 40:1 or less	STR is the number of enrolled students in pre-primary to grade 5 divided by the number of deployed teachers (not positions). This target is considered achieved when the STR of 40 or less students per teacher has been achieved in at least 50% of schools as reported in the ASPR/APSC reports of year 4.	ASPR/APSC report, annual	DPE will submit the ASPR/APSC reports. The IVA will verify the submitted documents.	$15 million upon achievement of target Rollover: no
DLI 3: Teacher education and continuous professional development			Advance financing at $15 million upon effectiveness	
Prior result (November 2018): DPEd training plan approved	DPEd training plan for delivering DPEd training includes annual activities, targets, and timeline for revising the DPEd curriculum; and delivering DPEd to the targeted number of teachers during the program period. This target is considered met when the MOPME approves the DPEd training plan addressing the issues of double shift, number of instructors, infrastructure, other facilities, and the time a newly recruited teacher waits for initial training.	MOPME, one time in 2018	MOPME will submit to joint financing development partners (i) the approved DPEd plan document and (ii) a letter confirming approval of the plan. The IVA will verify the submitted documents.	$15 million upon achievement of target Rollover: yes
May 2019: CPD framework and plan developed and approved	CPD framework is to be developed based on the proposed study recommendations for teachers and teacher educators that encompasses all types of teacher professional development interventions. The CPD plan is developed based on the CPD framework consistent with the proposed study recommendations and includes activities, outputs, roles and responsibilities, and timelines for implementing CPD during the program period.	MOPME, one time in 2019	MOPME will submit to the joint financing development partners (i) the approved CPD framework and planned document, (ii) a letter confirming approval of the CPD framework and the plan, and (iii) a screen print of the website demonstrating	$12 million upon achievement of target Rollover: yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
	This target is considered met when (i) DPE prepares CPD framework according to the above definition including implementation plan describing the roles and responsibilities and addressing the issues of mentoring, monitoring, evaluation; (ii) MOPME approves the CPD framework; and (iii) DPE publishes the approved CPD framework on the MOPME or DPE website.		published framework. The IVA will verify the submitted documents.	
May 2021 (i): Revised DPEd curriculum approved **May 2021 (ii):** CPD training started as per approved plan	(i) This target is considered met when (a) NAPE has revised the DPEd curriculum based on the revised primary education curriculum, proposed effectiveness evaluation, and lessons learned from DPEd implementation; and (b) MOPME has approved the revised DPEd curriculum. (ii) This target is considered met when (a) DPE/NAPE report confirms that 15% of program targeted teachers and teacher educators have received CPD training as per plan and (b) the training has been conducted meeting the quality standards as per the plan.	(i) MOPME/ NAPE, one time in 2021 (ii) DPE/NAPE progress report on CPD implementation, annual	(i) MOPME will submit to the joint financing development partners (a) the revised DPEd curriculum document and (b) a letter confirming approval of the revised DPEd curriculum. The IVA will verify the submitted documents. (ii) MOPME will submit to the joint financing development partners the DPE/NAPE progress report on CPD implementation. The IVA will verify the submitted documents.	(i) $12 million upon achievement of target Rollover: yes (ii) $12 million upon achievement of target Rollover: yes
May 2022 (i): DPEd implemented according to the plan with 50% of teachers previously without DPEd/CinEd trained **May 2022 (ii):** CPD training conducted as per approved plan **May 2022 (iii):** Action plan for the	(i) This target is considered met when (a) DPE/ NAPE report confirms that at least 50% of untrained teachers (cumulative) have received DPEd as per plan and (b) the training has been conducted meeting the DPEd quality standards. (ii) This target is considered met when (a) DPE/NAPE report confirms that cumulatively 50% of program targeted teachers and teacher educators have received CPD training as per plan and (b) the training has been conducted meeting the quality standards as per the plan. (iii) This target is considered met when: a)	(i) DPE/ NAPE progress report on DPEd implementation, annual (ii) DPE/ NAPE progress report on CPD implementation, annual (iii) Approved	MOPME will submit to the joint financing development partners (i) DPE/NAPE report on DPEd implementation, and (ii) DPE/NAPE report on CPD implementation; (iii) approved action plan and DPE progress report on the implementation of the action plan; and (iv) MoPME/DPE official letter for the formation of the technical team, approved TOR, and approved action plan and	(i) $12 million upon achievement of target Rollover: yes (ii) $12 million upon achievement of target Rollover: yes (iii) $2 million upon achievement of target Rollover: yes (iv) $2 million upon achievement of target Rollover: yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
development of digital content system approved and implemented	DPE/MoPME approves an action plan that comprises preparatory activities for the development of a digital content system including establishment of necessary facilities, training of respective educators, workshop conduction and targets for the preparation of interactive digital contents, as well as allocating adequate budget for accomplishing the activities; b) key activities of this action plan is completed; and c) the digital content system is ready for use.	action plan and DPE progress report on the implementation of the action plan	budget. The IVA will verify the submitted documents.	
May 2022 (vi): Technical team formed with action plan for digital platform for continuous assessment and classroom observations	(iv) This target is considered met when: a) a technical team comprising of representatives of DPE, NCTB and NAPE who are experts in the area of assessment is formed; b) terms of reference for the technical team with detailed roles and responsibilities approved; and c) DPE approves an action plan that includes key activities for implementing and upgrading the digital platform for continuous assessment for students' learning and classroom observations, and allocates adequate budget for accomplishing these activities.	(iv) MoPME/ DPE official letter, approved TOR, and approved action plan and budget		
May 2023 (i): Digital materials for training developed and accessed through EMIS **May 2023 (ii):** Continuous assessment and classroom observations through the digital platform conducted in at least 1,000 GPS (at least 50% in rural areas)	(i) This target is considered met when: a) digital materials for at least 20% of contents and subject matters of existing training programs are converted into audio-visual e-contents; b) the e-contents are organized in line with the units and sessions of training; and c) the e-contents are posted on online training platform under the integrated EMIS. (ii) This target is considered met when: a) DPE provides training to the teachers and supervisors of the respective areas of at least 1000 GPS on the use of the digital platform for continuous assessment for students' learning and classroom observations; b) students' learning is assessed continuously as per the guidelines and frequencies set in the SCBA manual prepared by NCTB in at least 1000 GPS (at least 50% in rural areas); and c) trained supervisors use the platform for lesson observation.	(i) Training platform under EMIS (ii) DPE progress report and digital platform data	MOPME will submit to the joint financing development partners (i) evidence on developed and accessible online training platform under the integrated EMIS and (ii) a report on training delivery with data from the digital platform on the modality and frequency of the assessment and classroom observations. The IVA will verify the submitted documents.	(i) $4.2 million upon achievement of target Rollover: no (ii) $4.2 million upon achievement of target Rollover: no

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
DLI 4: Examinations and assessments[c]			Advance financing at $4 million upon effectiveness	
May 2022: NSA 2021 has been conducted	The NSA is a learning assessment of a nationally representative sample of students in grades 3 and 5. This target is considered met when (i) DPE approves NSA 2021 framework (specifying grades, subjects, sampling method, implementation arrangement, use of assessment results in system improvement); (ii) NSA is carried out by DPE; (iii) MOPME endorses the assessment report and disseminates findings publicly; and (iv) DPE prepares and MOPME approves an action plan with remedial measures.	MOPME/ DPE, one time in 2022	MOPME will submit to the joint financing development partners (i) an endorsed NSA 2021 final report and (ii) the approved action plan with remedial measures. The IVA will verify the submitted documents.	$11 million upon achievement of target Rollover: no
DLI 5: Need-based infrastructure development			Advance financing at $15 million upon effectiveness	
Prior result (November 2018): Infrastructure plan and IPG updated and approved	This target is considered achieved when (i) DPE updates its IPG, prioritizing infrastructure needs and (ii) the updated guideline is approved by the MOPME and published in the DPE website.	MOPME, one time in 2018	MOPME will submit to the joint financing development partners (i) the approved updated guideline and (ii) a letter confirming approval. The IVA will verify the submitted documents.	$20 million upon achievement of target Rollover: yes
May 2022: 75% of planned needs-based infrastructure (additional classrooms, gender segregated WASH blocks, drinking water sources) development works completed according to the updated IPG of MOPME and as per standard of BNBC	WASH blocks are dedicated water and sanitary hygiene facilities in schools. BNBC refers to the more recent Bangladesh National Building Code. This target is considered achieved when (i) progress report shows at least 75% completion of works, and compliance with infrastructure planning guideline and standard of the BNBC; and (ii) DPHE report shows list of separate wash facilities within the school compound.	MOPME, LGED, DPHE progress report	MOPME will submit the approved LGED and DPHE progress reports on infrastructure. The IVA will verify the submitted documents.	$30 million if achievement is at least 75%; $20 million if achievement is at least 60% and less than 75% Rollover: yes
March 2023: The proportion of single shift schools increased by 10 percentage points compared to program baseline	This target is considered achieved when proportion of schools offering single shifts has increased by 10 percentage points compared to the 2017 baseline reported in the APSC.	APSC report, annual	DPE will submit the APSC report to the joint financing development partners. The IVA will verify the submitted documents.	$25 million upon achievement of target Rollover: no

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
DLI 6: Education opportunities for out-of-school children[d]			Advance financing at $5 million upon effectiveness	
May 2019: OOSC enrolled under PEDP3 are back to schools or learning centers	OOSC means children aged between 8–14 who have dropped out or have never been enrolled and have not passed the PECE. This target is considered achieved when the BNFE report confirms that remaining OOSC enrolled under PEDP3 are enrolled in schools or learning centers in the program.	MOPME, BNFE progress report	MOPME will submit to the joint financing development partners (i) the BNFE report approved by MOPME and (ii) a list of students. The IVA will verify the submitted documents.	$4 million if 50,000 students continue; thereafter $0.8 million for each 10,000 students that continue up until it arrives at a total of 100,000 students Rollover: no
May 2020²: 250,000 new OOSC enrolled in learning centers through ISAs	ISA means agencies/organizations which have proven experiences and expertise in implementing non-formal primary education/second chance education/OOSC education programs in Bangladesh. This target is considered achieved when (i) ISA and a third-party validation agency have been recruited; and (ii) MOPME has approved the BNFE report that confirms enrollment of 250,000 OOSC in learning centers under the ISA(s).	MOPME, BNFE progress report	MOPME will submit to the joint financing development partners (i) the updated last quarter report generated from database (as evidence of update), (ii) a report for the mentioned period from BNFE and ISA with a detailed breakdown that showed total number of enrolled learners by location and ISA, and (iii) a third- party validation report.	$4 million if 125,000 OOSC enrolled; thereafter $0.8 million for each additional 25,000 OOSC enrolled Rollover: yes
May 2024²: 250,000 new OOSC enrolled in learning centers through ISAs	This target is achieved when the MOPME has approved the BNFE report that confirms enrollment of 250,000 OOSC in learning centers under the ISA.	MOPME, BNFE progress report	MOPME will submit to the joint financing development partners a letter including the endorsed BNFE report.	$4 million if 125,000 OOSC enrolled; thereafter $0.8 million for each additional 25,000 OOSC enrolled Rollover: yes
May 2022³: 60% of children in learning centers since year 4 are back to schools or remain enrolled in the learning centers	This target is considered achieved when 60% of the learners enrolled in learning centers since year 4 have either completed primary education or are continuing education in learning centers.	MOPME, BNFE, ASPR, and APSC report, annual	(i) MOPME will submit to the joint financing development partners (ii) a third-party validation report concurred by the BNFE and approved by the MOPME and the ASPR and APSC report. The IVA will verify the submitted documents.	$8 million upon achievement of target; $4.5 million if at least 50% but less than 60% of learners enrolled in learning centers Rollover: no ~~yes~~

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
May 2023: Cumulative 650,000 OOSC are back to schools or learning centers since year 1	This target is met when 650,000 out of school children are back in school or leaning centers under ISA.	MOPME, BNFE, progress report, Annual	MOPME will submit to the joint financing development partners the ISA report validated by BNFE and approved by MOPME. The IVA will verify the submitted documents.	$8 million upon achievement of target; $5 million if at least 600,000 but less than 650,000 enrolled; Rollover: no.
DLI 7: Fiduciary system and budget				Advance financing at $10 million upon effectiveness
May 2019: Updating of fiduciary system	Updating means (i) establishment of procurement and finance divisions with adequate manpower, (ii) plan for rolling out iBAS++, (iii) plan for establishing internal unit/cell at DPE approved, and (iv) plan for capacity building on e-procurement and iBAS++ approved. This target is considered achieved when (i) the updating of the fiduciary system has been initiated and (ii) the above-mentioned plans have been approved.	MOPME/ DPE, 2018	MOPME will submit to the joint financing development partners (i) an office memo issued by DPE regarding the establishment of procurement and finance divisions with adequate staff and (b) a letter by the MOPME confirming the approval of three plans. The IVA will verify the submitted documents.	$7 million upon achievement of target Rollover: yes
May 2020: Internal audit unit/cell established at the DPE, and adequately staffed	This target is considered achieved when (i) an internal audit unit/cell is established with adequate manpower and (ii) the job description and staff guidance for the internal audit unit/cell is developed and approved by the DPE.	DPE, 2020	DPE will submit to the joint financing development partners an office order confirming the establishment of the unit including job description. The IVA will verify the submitted documents.	$7 million upon achievement of target Rollover: yes
May 2021: 85% utilization of the original approved cumulative annual budget of year 1 and year 2	This target is considered achieved when (i) the expenditure statements for annual budget approved by the MOPME and shared with development partners and (ii) at least 85% of the originally allocated cumulative budget for year 1 and year 2 are executed**.**	MOPME, 2020	MOPME will submit to the joint financing development partners the originally approved annual budget and annual financial statement. The IVA will verify the submitted documents.	$7 million upon achievement of target; $3.5 million disbursed if utilization is at least 80% but below 85% Rollover: no

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
May 2022: iBAS++ rolled out in 90% of all DDOs and 80% of the approved number of eligible contracts in DPE processed through e-GP	This target is considered achieved when (i) iBAS++ roll out to 90% of all DDOs, (ii) e-GP is used by DPE for 80% of goods and works procurement, and (iii) a consolidated financial statement is generated by using iBAS++ within 6 months after the end of the fiscal year for audit purpose.	MOPME/ DPE, 2022	MOPME will submit to the joint financing development partners (i) the PEDP4 implementation progress report based on the iBAS++ and (ii) the e-GP progress report approved by the MOPME. The IVA will verify the submitted documents.	$7 million if targets are achieved for both iBAS++ and e-GP; $4.2 million disbursed if target is achieved for only iBAS++ or e-GP\n\nRollover: no
March 2023: Further enhanced functions for audit resolution	This target is considered achieved when (i) at least three tripartite audit review meetings are conducted each year from year 2 to year 4 and (ii) the audit unit/cell of the DPE prepares quarterly audit progress report on the status of audit observations.	MOPME/ DPE, 2023	MOPME will submit to the joint financing development partners the endorsed tripartite audit review meeting minutes, and the endorsed quarterly audit progress reports. The IVA will verify the submitted documents.	$7 million upon achievement of target\n\nRollover: no
DLI 8: Data system, monitoring and accountability			Advance financing at $10 million upon effectiveness	
May 2019: Road map for a comprehensive EMIS has been developed and approved	Integrated EMIS refers to the web-based central data management of the DPE.\n\nThis target is considered achieved when a road map is developed by the DPE and approved by the MOPME.	MOPME/ DPE, 2019	MOPME will submit to the joint financing development partners (i) the approved road map and (ii) the MOPME letter confirming approval of the road map. The IVA will verify the submitted documents.	$8.75 million upon achievement of target\n\nRollover: yes
May 2021: Integrated web-based EMIS is established	This target is considered achieved when the data management system (EMIS) is established with APSC, textbook, PECE, and NSA. Student and teacher management information system have been updated and integrated into the existing DPE data management system.	DPE data management system, 2021	The integrated EMIS website is available for use as DPE data management system. The IVA will verify the status of the data management system.	$8.75 million upon achievement of target\n\nRollover: yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
May 2022: 70% of GPS display key school data as specified by the DPE in public areas in the schools	This target is considered achieved when the DPE report shows that 70% of the GPS display key school data, as specified by the DPE, in public areas in the schools.	DPE, 2022	DPE will submit to the joint financing development partners the DPE report based on administrative data. The IVA will verify the submitted documents.	$8.75 million upon achievement of target Rollover: no
March 2023: Integrated web-based EMIS is fully operational	DPE integrated data management system has become fully operational when information from the APSC, textbook, PECE, NSA, and teacher and student databases have been integrated; and the system provides access to selected government officials and agencies. Data collected will be gender segregated where applicable. This target is achieved when the DPE integrated data management system has become fully operational.	MOPME/ DPE, 2023	DPE submits to the joint financing development partners the system generated performance reports approved by the MOPME. The IVA will verify the submitted documents.	$8.75 million upon achievement of target Rollover: no
DLI 9: Institutional strengthening				Advance financing at $6 million upon effectiveness
May 2019 (i): ISP under updated ODCBG developed and approved **May 2019 (ii):** SLIP and UPEP guidelines updated	(i) Institutional strengthening implementation plan of updated ODCBG guideline includes actions, timelines, responsible agencies for implementation, and resource requirements. It also covers decentralization aspects which will be implemented subject to field readiness. This target is considered achieved when ISP is approved by the MOPME under the purview of ODCBG. (ii) This target is considered achieved when the DPE updates the (a) existing SLIP guideline with the provision of student-based block grants to schools and grant management and reporting system and (b) existing UPEP guideline with the provision of need-based and performance-based grants to schools based on objective criteria and verification procedure.	MOPME, 2019	MOPME submits to the joint financing development partners (i) (a) the approved updated ODCBG with forwarding letter from the government and (b) the approved ISP; and (ii) updated SLIP and UPEP guideline. The IVA will verify the submitted documents.	(i) $6.5 million upon achievement of target Rollover: no (ii) $6.5 million upon achievement of target Rollover: no
May 2020 (i): UPEP implemented by	(i) This target is achieved when 50 *upazilas* get block funds based on the UPEP plan prepared	DPE, 2020	DPE submits to the joint financing development	(i) $6.5 million upon achievement of target

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Disbursement Formula
50 *upazilas* according to updated guidelines **May 2020 (ii):** ISP implementation under ODCBG has been initiated	by the DPE following the updated guidelines. (ii) This target is considered met when the DPE has implemented ISP year 2 activities.		partners (i) (a) the summary of UPEP plans prepared by DPE and (b) DPE report based on administrative data; and (ii) progressive report of year 2 activities prepared by DPE. The IVA will verify the submitted documents.	Rollover: yes (ii) $6.5 million upon achievement of target Rollover: yes
May 2022: SLIP fund received and utilized by 85% of GPS as per the updated SLIP guidelines	This target is considered achieved when the DPE annual progress report shows that the all interventions included in the ISP under the purview of ODCBG are implemented.	DPE, 2022	DPE submits to the joint financing development partners the report based on administrative data confirming that 85% of GPS utilized the SLIP fund as per plan. The IVA will verify the submitted documents.	$6.5 million if achievement Is 85%; $3.5 million if achievement is at least 70% but below 85% Rollover: no
May 2023: ISP under updated ODCBG has been implemented	This target is considered achieved when institutional strengthening plan is implemented up to including year 5 activities.	DPE, annual progress report	DPE submits to the joint financing development partners the PEDP4 implementation progress report. The IVA will verify the submitted documents.	$6.5 upon achievement of target; $3.5 million disbursed if at least implemented in 32 districts but less than the target; Rollover: no.

APSC = annual primary school census, ASPR = annual sector performance report, BNBC = Bangladesh National Building Code, BNFE = Bureau of Non-Formal Education, CinEd = Certificate in Education, CPD = continuous professional development, DDO = drawing and disbursing officer, DLI = disbursement-linked indicator, DPE = Directorate of Primary Education, DPEd = Diploma in Primary Education, DPHE = Department of Public Health Engineering, e-GP = electronic government procurement, EMIS = education management information system, GOB = Government of Bangladesh, GPS = government primary schools, iBAS++ = Integrated Budget and Accounting System, IPG = infrastructure planning guideline, ISA = implementation support agency, ISP = institutional strengthening plan, IVA = independent verification agency, LGED = Local Government Engineering Department, MOPME = Ministry of Primary and Mass Education, NAPE = National Academy for Primary Education, NCCC = National Curriculum Coordination Committee, NCTB = National Curriculum and Textbook Board, NSA = National Student Assessment, ODCBG = organizational development and capacity building guidebook, OOSC = out-of-school children, PECE = primary education completion examination, PEDP3 = Third Primary Education Development Project, PEDP4 = Fourth Primary Education Development Program, PPE = pre-primary education, SLIP = school level improvement plan, SRM = supplementary reading material, STR = student-teacher ratio, TLM = teaching-learning material, UPEP = *upazila* primary education plan, WASH = water, sanitation and hygiene.
a It is drawn from a FY2023 indicator of DLI 4.
b It is drawn from a FY2022 indicator of DLI 6.
c A FY2023 indicator is drawn as outcome-level indicator (DLI A) and moved up for the presentation.
d A FY2022 indicator is drawn as outcome-level indicator (DLIB) and moved up for the presentation.
Source: Asian Development Bank.

Table A3.3a: Additional Grant Financing Disbursement Schedule
($ million)

Disbursement-Linked Indicators	Total EAA Additional Financing	FY2022	FY2023
DLI 6 Education opportunities for out-of-school children	12.4	(i) 3.6 (ii) 3.6	(i) 3.6 (ii) 1.6
Total	**12.4**	**7.2**	**5.2**

Source: Asian Development Bank.

Table A3.3b: ADB Disbursement Schedule
($ million)

Disbursement-Linked Indicators	Total ADB Financing Allocation	Share of Total ADB Financing (%)	Financing for Prior Results	Advance Financing[1]	FY2019	FY2020	FY2021	FY2022	FY2023
Output 1									
DLI 1 Curriculum revision and textbook development	40	8.0	10	—	—	10	10	10	—
DLI 2 Assistant teacher recruitment and deployment	45	9.0	15	—	—	—	—	15	15
DLI 3 Teacher education and continuous professional development	~~90~~102.4	18.0	15	20	15	—	(i) 15 (ii) 15	(i) 15 (ii) 15 (iii) 2 (iv) 2	(i) 4.2 (ii) 4.2
DLI 4 Examinations and assessments	15[a]	3.0	—	4	—	—	—	15	(DLI A)
Output 2									
DLI 5 Need-based infrastructure development	90	18.0	20	20	—	—	—	40	30
DLI 6 Education opportunities for out-of-school children	~~45~~[b]32.6	9.0	—	7	9	~~9~~	~~9~~	(i) ~~9~~5.4 (ii) 5.4 ((iii) DLI B)	(i) 5.4 (ii) 7.4~~9~~
Output 3									
DLI 7 Fiduciary system and budget	45	9.0	—	15	9	9	9	9	9
DLI 8 Data system, monitoring and accountability	45	9.0	—	15	11.25	—	11.25	11.25	11.25
DLI 9	45	9.0	—	9	(i) 7.5	(i) 7.5	—	7.5	7.5

[1] Advance financing will be liquidated against DLI achievements.

Disbursement-Linked Indicators	Total ADB Financing Allocation	Share of Total ADB Financing (%)	Financing for Prior Results	Advance Financing[1]	FY2019	FY2020	FY2021	FY2022	FY2023
Institutional strengthening					(ii) 7.5	(ii) 7.5			
Outcome									
DLI A: Proportion of grade 3 students achieving grade level competencies in Bangla and mathematics increased[c]	25	5.0	—	—	—	—	—	—	25
DLI B: National survival rate to grade 5 increased for both boys and girls[d]	15	3.0	—	—	—	—	—	15	—
Total	**500.0**	**100.0**	**60**	**90**	**59.25**	**43~~34~~**	**60~~9~~.25**	**~~161.75~~163.55**	**~~106.75~~110.55**

ᵃ Excluding the corresponding outcome-level indicator (DLI A).
ᵇ Excluding the corresponding outcome-level indicator (DLI B).
ᶜ It is drawn from a FY2023 indicator of DLI 4.
ᵈ It is drawn from a FY2022 indicator of DLI 6.
Source: Asian Development Bank.