THIRD PRIMARY EDUCATION DEVELOPMENT PROGRAM (PEDP3)

RECORD OF DISCUSSIONS OF THE FIFTH JOINT ANNUAL REVIEW MISSION

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Annex 1: Objectives, Required Documents and Program

1. This annex provides an overview of the Objectives, Required Documents and Program Schedule of the Fifth PEDP3 JARM that took place between 2nd of May and 15th of May 2016.

1.1. JARM Objectives, Required Documents and Program

Third Primary Education Development Program
Joint Annual Review Mission
2nd-15th of May 2016

1.1.1 Objectives:

- Jointly review overall sector performance and Third Primary Education Development Program (PEDP3) implementation progress based on the reports as specified in Section 6 of the Joint Financing Arrangement (JFA):
  - ✓ Quarterly IFRs;
  - ✓ Statement of progress on achievement of results;
  - ✓ Annual Sector Performance Report (ASPR);
  - ✓ Annual audit report; and
  - ✓ Reports from other reviews.
- Review compliance with fiduciary safeguards.
- Review compliance with safeguards requirements; and
- Review PEDP3 Draft Annual Operational Plan (AOP), the Draft Annual Procurement Plan (APP) and the Draft Annual TA Plan for 2016/17.

1.1.2 Required Documentation:

- 2016 Annual Sector Performance Report;
- Draft Annual Operational Plan (AOP 2016/17);
- Draft Annual TA Plan (TA Plan 2016/17);
- Mapping of all Teacher Education Development (TED) training and discrete projects under PEDP3;
- Fiduciary Annex
- 3rd Interim Financial Report – Finance Division;
- Draft Final Annual Fiduciary Review report for FY 2013/14;
- Final Annual Fiduciary Review inception report for FY 2014/15;
- Draft TOR for Annual Fiduciary Review 2015/16;
- Procurement and Financial Management Action Plan;

- Audit monitoring tool;
- Annual Audit report for 2014/15;
- Update on Social Safeguards;
- Update on Environmental Safeguards; and
- Update on Gender and Inclusive Education Action Plan.

1.1.3. Joint Annual Review Mission Programs and Activities

April 24, 2016: DPE Program Division shares background documents with DP Consortium
April 24-28, 2016: pre-JARM DPs only Working Group meetings (dates and venue TBC)
May 2–4, 2016:JARM workshop at DPE
May 8– 11, 2016: Field Trips. Two teams to Rangpur and Khulna Divisions
May 11, 2016: Pre-wrap-up with DPE
May 15, 2016: Wrap-up with MoPME

1.1.4 Joint Annual Review Mission (JARM) 2016 workshop program

Duration: 2-4 May, 2016

Venue: Multi-Purpose Conference Room, Directorate of Primary Education (DPE)

Monday, May 2	**Session**	**Chair/Presenter/Facilitator**
09:00 – 09:30	Opening Session • DG, DPE • MoPME Representative • DPs Consortium Chair	Chair: Director General, DPE
09:30– 09:45	Outline of JARM Program	Director Program, DPE
09:45 – 12:00 including working tea	Plenary session followed by discussion: - Summary of ASPR 2016 findings	Director Monitoring and Evaluation, DPE
12:00 -13:00	Program implementation progress review including update on TA Plan & Study	Director, Program
13:00-14:00	Lunch	

14:00-16:00 including working tea	Review of compliance with safeguard requirements: - Environmental and Social Management Frameworks - Update on Gender and Inclusive Education Action Plan Followed by plenary discussion	Director Planning & Development Director Policy &Operations
Tuesday, May 3	**Session**	**Chair/Presenter/Facilitator**
09:00-10:00	Draft Report Presentation on Mapping of all Teacher Education Development (TED) Training under PEDP3 Followed by plenary discussion	Chair: Director General, DPE Presenter: QWG
10:00 – 10:30	Annual Operational Plan (AOP) introduction and guideline for working groups	Director Program, DPE
10:30-11:00	Tea Break	
11:00-11:45	Working Group Session 1 on AOP - Focus on DLIs sub-components	Working Groups
11:45-14:00 including working lunch	Working Group Session 2 on AOP - Focus on non-DLI sub-components	Working Groups
14:00-16.30 including working tea	Working Group Session 3 on AOP Focus on non-DLI sub-components 'Preparation of presentation for plenary session	Working Groups
Wednesday May 4	**Session**	**Chair/Presenter/Facilitator**

09:00-10:00	Presentation of Education Watch Report 2015 (Quality) followed by plenary discussion	Chair: Director General, DPE Presenter: CAMPE
10:00 – 11:00	Working Groups presentations on AOP followed by plenary discussion	Working Groups
11:00-11:20	Tea Break	
11:20-13:00	Working Groups presentations on AOP followed by plenary discussion	Working Groups
13:00-14:00	Lunch Break	
14:00-16:30 including working tea	Plenary session Update on JCM Priority Actions and agreement on JARM Priority Actions	Director Program, DPE & DPs
16:30-17:00	Closing Remarks • DG, DPE • MoPME Representative • DPs Consortium Chair	Chair: Director General, DPE

Annex 2: List of Participants

2. This annex provides a list of Participants that attended the official mission sessions of the Fifth PEDP3 JARM between 2 and 15 May 2016.

Ministry of Primary & Mass Education (MoPME)

Name	Designation
Md. Giash Uddin Ahmed	Additional Secretary (Dev.)
Matiur Rahman	Joint Secretary (Dev. 1)
Jyotirmoy Barman	Joint Secretary
Nesar Ahmed	Deputy Secretary
Sarker Md. Kermat Ali	Deputy Secretary (Dev-1)
Md. Rabiul Islam	Deputy Chief
Tanjin Hasan	Consultant, DWG, PSO, MoPME
AQM Shaiul Azam	Coordination Consultant, PSO, MoPME
Kazi Moklesur Rahman	Senior Assistant Chief
Md. Ruhul Kuddus	Consultant, PSO, MoPME

Directorate of Primary Education (DPE)

Name	**Designation**
Md. Alamgir	Director General
Abu Hena Mostofa Kamal, ndc	Additional Director General

Administration Division

Shams Uddin Ahmed	Director
A.H.M Golam Kibria	Deputy Director
Baharul Islam	Deputy Director
Mohammad Salim Ullah	Deputy Director
Mirza Md. Hasan Khasru	Assistant Director
Shirin Akhter	Assistant Director
Md. Sanaullah	Assistant Director
Angsu Kumar Debnath	Assistant Director
Md. Jinnat Ali Biswash	Education Officer
Rokhsana Hyder	Education Officer
Md. Firoz Kabir	Research Officer
Hossin Mohammad Amran	Education Officer
Alauddin Al Azad	Administrative Officer

Finance Division

F. M. Enamul Huq	Director
Shaikh Md. Rayhan Uddin	Deputy Director
Md. Imamul Islam	Deputy Director
Md. Nabi Hossain Talukdar	Deputy Director
H. M. Abul Bashar	Assistant Director
Md. Nabuat Hossain Sarker	Assistant Director
Md. Towhidul Islam	Assistant Director
Sabnam Mustary Aftab	Education Officer
Anwar Hossain	Assistant Director
Monoher Chandra Sarker	Accounts Officer

Policy & Operation Division

Anwarul Hoque	Director
Md. Delwar Hossain	Deputy Director

Shahnaz Pervin	Deputy Director
Mr. Raja Mia	Assistant Director
Badsha Mia	Assistant Director
Muzibor Rahman	Education Officer

Planning & Development Division

Md. Azizul Hoque	Director
Saiful Islam	Deputy Director
Dr. Nurul Almin Chowdhury	Assistant Director
Kamrul Islam	Assistant Director
Abul Kalam Azad	Assistant Director

Program Division

Md. Fazlur Rahman Bhuiyan	Director
Fazle Siddique Md. Yahya	Deputy Director
Sonia Akbar	Assistant Director
Mohammad Rakib Uddin	Assistant Director
Mohammed Asrafuzzaman	Education Officer
Rehana Sultana	Education Officer
Nikhil Mrida	Education Officer
Rezina Aktar	Education Officer
Sadeka Khaton	Education Officer
M Mafoza Khanam	Resource person (ECL)
Sheulee Das	Resource person (ECL)
Mirza Norunnahar	Resource person (ECL)
Mashuda Parveen	Resource person (ECL)

Monitoring & Evaluation Division

Md. Saber Hossain	Director
Md. Mezaul Islam	Deputy Director
Kawsar Sabina	Deputy Director
Iftekar Hossain Bhuiya	Deputy Director
Md. Shafiqul Islam	Assistant Director
Anowar Hossain	Assistant Director
Solaiman Chowdhury	Statistical Officer
Islmail Hossain	Statistical Officer

Training Division

Sanjoy Kumar Chowdhury	Director
Md. Mahfuzul Islam	Deputy Director
Mohiuddin Ahamed Talukder	Deputy Director
Md. Saidur Rahman	Assistant Director
Md. Ataur Rahman	Assistant Director
Khorsheda Begum	Assistant Director
Shah Alam Sarker	Education Officer

Second Chance Education Division

Md. Abdur Rouf	Director
Syeda Nurjahan Begum	Deputy Director
Subir Chowdury	Assistant Director
Md. Taslimul Islam	System Manager
Md. Mahfuzul Haque	Senior System Analyst
Anuj Kumar Roy	Senior System Analyst (Add. Charge)
Shekh Saidur Rahman	Maintenance Eng.
Mohammed Nur Hossain Khan	System Analyst
Osman Goni	Programmer

Information Management Division (IMD)

Abdul Mannan	APD, SFP, DPE
Mohammad Mahfuzur Rahman	AD, PESP-III
Shaidul Alam	DPE

Project Directors

Md. Abu Sayed Shalah Uddin Mahmood	Project Director, Primary Education Development Project (IDB)
Ram Chandra Das	Project Director (SFP)
Dr. M. Mizanur Rahman	Project Director, (ROSC)
Md. Delwar Hossain	Project Director(Shishu Kallyan Trust)

NAPE

Name	Designation
Mr. Md. Fazlur Rahman	Director General, NAPE
Mr. Md. Mazharul Haque	Assistant. Specialist
Mr. Mr. Hyder Ali	DS

NCTB

Mr. Lana Humayera Khan	Senior Specialist
Mr. Md. Monirul Islam	Senior Specialist
Mr. Md. Mostofa Saiful Alam	Specialist (Curriculum)

LGED

Mr. Md. Mahbub Alam	Executive Engineer
Mr. Whahidur Rahman	Executive Engineer
Mr. Md. Azizul Hoque	PMC.
Mr. A.K. Azad	SE (Primary Education)

DPHE

Mr. Saifor Rahman	Superintending Engineer (Planning Circle)

Consultants

Name	Designation
Md. Delwar Hossian	Consultant Program
Prof. Kafil Uddin Ahmed	Consultant Training
A.K.M. Khairul Alam	Consultant, Training
Zohora Khatun	Consultant, ECL
Shamim Ahmed	Consultant, DPEd
Miriam Balley	Consultant, RBM
Sajidul Islam	Consultant, RBM
Aisulwu Bedelbayera	Consultant
Shah Alam Siddiquy	Consultant, Post PEDP-3, Planning
Mourie Nishad	Consultant

Development Partners

Name	Designation	Agency
Pawan Kucita	Chair DP Consortium and Chief Education	UNICEF
Golam Kibria	Vice Chair DP Consortium and Education Adviser	DFID
Saltanat Builasheva	Education Specialist/Sector Coordinator	PEDP3 DP Consortium /UNICEF
Hafsa Rahman	Jr. Education Officer	PEDP3 DP Consortium
Jamal Mahmood	Senior Project Implementation Specialist	ADB
A.K.M Salehuddin	Infrastructure specialist	ADB
Thomas Kaye	Consultant	ADB

Name	Designation	Agency
Rudi Van Dael	Senior Social Sector Specialist	ADB
Aminur Rasul	Senior Audit and Accounts Specialist	ADB
Begum Shamsun Nahar	Gender Specialist	ADB
Sahidul Alam	Infrastructural Specialist	ADB
Sifat Reza	Program Officer	DFAT
James Jennings	Senior Education Advisor	DFAT
Meher Nigar Bhuyian	Senior Program Manager	DFAT
Tom Nettleton	First Secretary (Development)	DFAT
Christopher Duguid	First Secretary (Development)	Canadian High Commission
Ali Md. Shahiduzzaman	Education Advisor	GAC
Saifur Rahman	Development Advisor	GAC
Tahera Jabeen	Social Development Advisor	DFID
Fahmida Shabnam	Education Advisor	DFID
David Gray	Governance Advisor	DFID
Tayo Nwaubani	Program Manager	DFID
Nadia Rashid	Senior Program Officer	EU
Kazuaki Hashimoto	Primary Education Advisor	JICA
Kaniz Fatema	Development Specialist	JICA
A.H.M Mohiuddin	Senior Education Specialist	JICA
Catherine Chirwa	Education Manager (quality)	UNICEF
Mohammad Mohsin	Education Manager	UNICEF
Iqbal Hossian	Education Specialist	UNICEF
Saurav Dev Bhatta	Senior Economist Vice Chair (PEDP3 Assessment and Post PEDP3 Planning)	WB
Syed Rashed Al Zayed	Senior Economist	WB
S.M Zulkernine	Consultant for civil works	WB
Masum Sajjad	Procurement Consultant	WB
Luke Bertram	Consultant	WB
Daisuke KANAZAWA	Senior Education Specialist	GPE
Naoko Hosama	M & E Officer	GPE
Yvette N. Malcioln	Senior Education Advisor	USAID
Mohammed Shahidul Islam	Education Team Leader	USAID
Magnus Saemundsson	Senior Education Specialist	Sida

English in Action

Name	Designation
Sue Williamsom	Team Leader

World Food Program

Name	Designation
Mr. Rezaul Karim	Head Program (Implementation)
Mr. Shahida Akther	Senior Program Officer

Civil Society and INGOF

Name	Designation	Organization
K.M. Enamul Hoque	Deputy Director	CAMPE
Tapon K. Das	Deputy Director	CAMPE
Kabir Ahammed	Program Manager	BRAC
G F Hamim	Project Director Unique II	Dhaka Ahsania Mission
Talat Mahmud	Interim Director Education	Save the Children

Annex 3: JARM Presentations May 2-4, 2016

3. The presentations that took place at the JARM of 2-4 May 2016 are stored separately due to the size of presentations.

Annex 4: Overall Program Performance: Key Performance Indicators and Primary School Quality Levels

4. The following tables highlight progress against Key Performance Indicators (KPIs) and Primary School Quality Levels (PSQLs) throughout the first five years of the program. The PEDP3 Monitoring and Evaluation Matrix was revised throughout the MTR. The KPIs and PSQLs included in the two tables below comprise those that were agreed and included in the final revised PEDP3 M&E matrix included in the January 2015 Revised PEDP3 Program Document.

4.1 Key Performance Indicators

KPI	Description	Source	Target	Baseline	Status in 2011	Status in 2012	Status in 2013	Status in 2014	Status in 2015
1	Grade 3 Bangla: mean score (all)*	NSA	75%	67%	67%	n/a	74%	n/a	n/a
	Grade 3 Bangla: mean score (boys)*	NSA	75%	66%	66%	n/a	73%	n/a	n/a
	Grade 3 Bangla: mean score (girls)*	NSA	75%	68%	68%	n/a	75%	n/a	n/a
	Grade 3 Mathematics: mean score (all)*	NSA	60%	50%	50%	n/a	58%	n/a	n/a
	Grade 3 Mathematics: mean score (boys)*	NSA	60%	51%	51%	n/a	59%	n/a	n/a
	Grade 3 Mathematics: mean score (girls)*	NSA	60%	49%	49%	n/a	57%	n/a	n/a
2	Grade 5 Bangla: mean score (all)*	NSA	35%	25%	25%	n/a	25%	n/a	n/a
	Grade 5 Bangla: mean score (boys)*	NSA	35%	25%	25%	n/a	24%	n/a	n/a
	Grade 5 Bangla: mean score (girls)*	NSA	35%	26%	26%	n/a	25%	n/a	n/a
	Grade 5 Mathematics: mean score (all)*	NSA	40%	33%	33%	n/a	25%	n/a	n/a
	Grade 5 Mathematics: mean score (boys)*	NSA	40%	33%	33%	n/a	25%	n/a	n/a
	Grade 5 Mathematics: mean score (girls)*	NSA	40%	32%	32%	n/a	25%	n/a	n/a

KPI	Description	Source	Target	Baseline	Status in 2011	Status in 2012	Status in 2013	Status in 2014	Status in 2015
3	Grade 5 Primary Education Completion Exam (PECE) pass rate (all)	PECE report	95%	92.3%	97.3%	97.4%	98.5%	97.9%	98.5%
	Grade 5 PECE pass rate (boys)	PECE report	95%	92.7%	97.5%	97.5%	98.6%	97.9%	98.4%
	Grade 5 PECE pass rate (girls)	PECE report	95%	92%	97.1%	97.2%	98.5%	98%	98.5%
4**	Percentage of children out of school (all) 6-10 years old***	HIES/EHS	5%	15%	23%	n/a	n/a	11%	n/a
	Percentage of children out of school (boys) 6-10 years old***	HIES/EHS	5%	17%	24%	n/a	n/a	12%	n/a
	Percentage of children out of school (girls) 6-10 years old***	HIES/EHS	5%	13%	22%	n/a	n/a	9%	n/a
	Percentage of children out of school (all) 11-14 years old***	HIES/EHS	10%	22%	20%	n/a	n/a	14%	n/a
	Percentage of children out of school (boys) 11-14 years old***	HIES/EHS	10%	28%	24%	n/a	n/a	19%	n/a
	Percentage of children out of school (girls) 11-14 years old***	HIES/EHS	10%	17%	17%	n/a	n/a	9%	n/a
5	Gross enrolment rate, primary education (all)	APSC	105%	107.7%	101.5%	104.4%	108.6%	108.4%	109.2%
	Gross enrolment rate, primary education (boys)	APSC	103%	103.2%	97.5%	101.3%	106.8%	104.6%	105%

	Gross enrolment rate, primary education (girls)	APSC	107%	112.4%	105.6%	107.6%	110.5%	112.3%	113.4%
6	Net enrolment rate, primary education (all)	APSC	98%	94.8%	94.9%	96.7%	97.3%	97.7%	97.4%
	Net enrolment rate, primary education (boys)	APSC	97%	92.2%	92.7%	95.4%	96.2%	96.6%	97%
	Net enrolment rate, primary education (girls)	APSC	99%	97.6%	97.3%	98.1%	98.4%	98.8%	98.7%
7	Gender parity index of gross enrolment rate	APSC	1.03	1.09	1.08	1.06	1.03	1.03	1.08
8	Net enrolment rate – Top 20% of households by wealth quintile***	HIES/EHS	90%	88%	80%	n/a	n/a	88%	n/a
	Net enrolment rate – Bottom 20% of households by n wealth quintile***	HIES/EHS	82%	77%	58%	n/a	n/a	80%	n/a
	Net enrolment rate – Difference between top 20% and bottom 20% of households by wealth quintile***	HIES/EHS	8%	11%	22%	n/a	n/a	8%	n/a
KPI	**Description**	**Source**	**Target**	**Baseline**	**Status in 2011**	**Status in 2012**	**Status in 2013**	**Status in 2014**	**Status in 2015**
9	Upazila composite performance indicator - Bottom 20% (Used to derive annual improvement of bottom 20%)	APSC	1.56	1.26	1.31	1.30	1.38	1.54	1.17
	Upazila composite performance indicator - Top 10%	APSC	2.5	2.36	2.23	2.27	2.38	2.34	2

	Upazila composite performance indicator - Bottom 10%	APSC	1.5	1.04	1.15	1.17	1.24	1.44	1.04
	Upazila composite performance indicator - Range between top 10% and bottom 10%	APSC	1	1.2	1.1	1.1	1.14	0.9	0.96
10	% of AOP budget allocation for unconditional block grants (UPEPs & SLIPs) to Upazilas & Schools	AOP	10%	5.10%	6.9%	5.37%	4.82%	4.24%	7.01%
	% of AOP budget allocation for unconditional block grants (UPEPs) to Upazilas	AOP	10%	0.1%	6.9%	0.09%	0.35%	0.01%	0.005%
	% of AOP budget allocation for unconditional block grants (SLIP) to Schools	AOP	10%	5.2%	0%	6.17%	4.47%	4.19%	7%
11	Expenditure of unconditional block grants (UPEPs & SLIPs) by Upazilas and schools	AOP	95%	95%	99.7%	99.99%	100%	101.1%	100%
	Expenditure of conditional block grants (UPEPs) by Upazilas	AOP	95%	5%	99.98%	99.87%	100%	113.80%	100%
	Expenditure of unconditional block grants (SLIPS) by schools****	AOP	95%	96%	N/A	99.69%	100%	101%	100%
12	Primary Cycle Completion Rate (All)	APSC	85%	60.2%	70.3%	73.8%	78.6%	79.1%	79.6%
	Primary Cycle Completion Rate (Boys)	APSC	83%	59.8%	67.6%	71.7%	75.1%	75.7%	76.1%
	Primary Cycle Completion Rate (Girls)	APSC	87%	60.8%	73%	75.8%	82.1%	82.5%	83%

KPI	Description	Source	Target	Baseline	Status 2011	Status 2012	Status 2013	Status 2014	Status in 2015
13	Cycle Dropout rate (All)[1]	APSC	15%	39.8%	29.7%	26.2%	21.4%	20.9%	20.4%
	Cycle Dropout rate (Boys)	APSC	17%	40.3%	32.4%	28.3%	24.9%	24.3%	23.9%
	Cycle Dropout rate (Girls)	APSC	13%	39.3%	27%	24.2%	17.9%	17.5%	17%
14	Coefficient of efficiency	APSC	85%	62.2%	69%	77.4%	79.7%	80%	80.1%
	Number of input years per graduate (all)	APSC	6	8	7.2	6.5	6.3	6.2	6.2
15	Percentage of schools that meet composite school-level quality indicators (three out of four PSQL) indicators	APSC	35%	17%	24%	24%	24%	28%	29.3%

Source: Annual Sector Performance Report 2012, 2013, 2014, 2015 & 2016

* KPIs 1 & 2 reflect results from the National Student Assessment. There are no results in 2012 as the NSA was only held in 2011 and 2013

** This indicator was originally labeled 'Number of children'

*** Data for these KPIs is generated using information obtained in the Household Income and Expenditure Survey (HIES, 2011) and the Education Household Survey (EHS, 2014). These surveys are held approximately every 3-4 years

**** Data for this KPI was only collected for the first time in 2012

N.B Data for 2014 for some KPIs has been adjusted slightly following further clarification of 2014 results

[1] This dropout rate calculation does not follow internationally recognized formula. More over this rate includes the school and regional migrators. A calculation of dropout rate based on APSC 2015 data shows that dropout rate may not be more than 5% in Bangladesh. Initial analysis of EHS 2014 data also reports dropout rate as below 8%.

4.1. Primary School Quality Levels

PSQL	Description	Source	Target	Baseline	Status 2011	Status 2012	Status 2013	Status 2014	Status 2015
1	Percentage of schools which received all new textbooks by January 31	Textbook MIS	100%	33%	47%	98%	99%	99%	99%
2	Percentage of (assistant and head) teachers with professional qualification (C-in-Ed, DPEd, B.Ed. and M.Ed.)	APSC	95%	83%	82%	89%	90%	83.8%	88.7%
PSQL	**Description**	**Source**	**Target**	**Baseline**	**Status 2011**	**Status 2012**	**Status 2013**	**Status 2014**	**Status 2015**
3	Percentage of (assistant and head) teachers who receive subject based training	APSC	95%	84.70%	75.90%	61.10%	62.40%	61.2%	73.4%
4	Percentage of (assistant and head) teachers who receive sub-cluster training	APSC	95%	88%	78%	86%	89%	73.7%	89.7%
5	Percentage of schools (GPS/NNGPS) with pre-primary	APSC	98%	43%	81%	91%	95%	97%	97.5%
6	Number of enrolled children with special needs	APSC	Not available*	83,023	90,960	89,994	82,708	76,522	67,793
7	Percentage of schools with at least one functioning toilet	APSC	95%	96%	97%	85%	83%	83.2%	87.5%
8	Percentage of schools with separate functioning toilets for girls	APSC	95%	31%	48%	63%	64%	64.90%	52.6%
9	Percentage of school have safe water sources: functioning tube well and/or other sources	APSC	95%	83%	82	92%	83%	69.3%	73.2%

10	Percentage of schools that meet the SCR standard of 40	APSC	25%	21%	21.30%	21%	21%	28%	32.7%
11	Percentage of standard size classrooms (26'X19'6'') and larger constructed	APSC	55%	43%	40%	38%	38%	71%	71.4%
12	Percentage of schools which receive SLIP grants	APSC	98%	64%	67%	27%	62%	76%	74.6%
13	Percentage of head teachers who received training on leadership	APSC	85%	71%	77%	46%	65%	26%	49.3%
14	Percentage of schools that meet the STR standard of 46	APSC	75%	44%	45%	49%	51%	62%	66.7%

Source: Annual Sector Performance Report 2012, 2013, 2014, & 2016

*Ministry of Social Welfare is conducting a survey to understand the number of children with special needs in Bangladesh. Once completed, this will inform the creation of a target.

Annex 5: Environmental and Social Safeguards including Gender and Inclusive Education

5. The key points relating to Environmental and Social Safeguards assessment are outlined in this annex.

5.1. Environmental Safeguards

5.1.1. The activities with potential environmental impacts are:

i) New building construction;
ii) Expansion or major renovation of existing buildings;
iii) Regular operation and maintenance of school buildings; and
iv) Water supply and sanitation provision

The JARM confirms satisfactory compliance of PEDP3 with the Environmental and Social safeguard Management in field implementation.

5.1.2. Environmental management of the new construction, reconstruction or rehabilitation of school buildings/rooms:

Environmental screening:

During the reporting period, around 1800 new schools have been approved. Around 56% of these were approved for vertical extension and around 44% were approved for horizontal extension. Average number of room per school is three. 14% of the schools are located in the Hill region, 3% in the hoar area and around 83% are located in the flood prone areas.

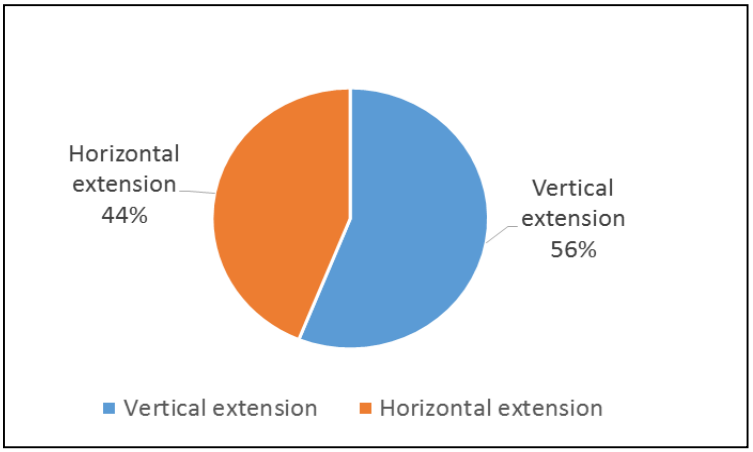


Figure: Percent of vertical and horizontal construction

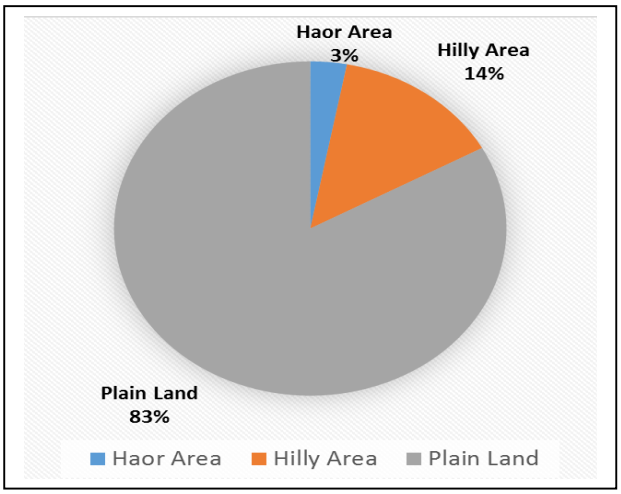


Figure: Distribution of construction at various geographical locations

During the JARM, LGED informed that the respective Upazila Engineers conducted environmental screening of 1800 schools during July 2015 to April 2016 using the formats of revised environmental management framework. No significant issues were found during the screening process except some issues during construction phase. The following remedial measures have been suggested to overcome those issues:

- In case of demolition of any existing building, great care should be taken to avoid any accident. All precaution in this regard shall be undertaken by the project proponent.
- Temporary accommodation for the work forces near the site area with adequate provision of water supply for drinking, bathing and washing purposes shall be ensured.
- Sufficient latrines to be constructed so as not pose a health hazard.
- Safety goggles of accepted standard BDS 1360 should be used who are engaged in drilling, cutting, welding and all such other works which cause hazard to the eye.
- Helmet conforming to BDS 1265 and BDS 1266 shall be worn by the workmen and other personnel during work.
- Toxic materials are barred to be used in the construction such as lead based paints, asbestos etc.
- Building materials that may potentially threaten the environment are discouraged
- Fencing should be provided around the construction site.
- Traffic congestion should be minimized by adopting proper planning. Timing schedule for arrival of construction materials can be adjusted so that interruption with the public utilities will be minimum.
- Dust and particulate materials causing nuisances to surrounding areas kept minimum by careful handling of cement and breaking khoa by labour instead of the khoa breaking machine.
- Undesirable noise should be avoided by confining the source of noises. The khoa breaking machine should be avoided and manual breaking should be adopted. If khoa breaking machine becomes necessary, it should be confined within a temporary shed so that noise pollution could be kept minimum. In no case such machine should be allowed to operate at night.

Environmental Monitoring:

Construction phase monitoring of 676 schools were done during the reporting period by the filed officers and Environmental specialist LGED HQ. In general, the following indicators and the related mitigation measures are being monitored during construction stage: (i) Sanitary

toilets and pure drinking water both for male and female workers; (ii) First aid box and safety of workers; (iii) stacking of materials at safe place, (iv) surface water pollution; (v) dust and noise pollution; (vi) child labor vii) engagement of local people; viii) drainage network, (ix) cutting of trees etc. It was revealed through these monitoring that in some cases, contractors stacked construction material haphazardly hampering the school environment while in some cases, the school rooms have been occupies by the contractors for storing material or for accommodation of the labors. The concerned officials have been requested to take urgent necessary action in these cases.

5.1.3. Environmental Management to Ensure Safe Drinking Water and ensure proper sanitation facility:

Screening of new facilities:

During April 2015 to September 2015, DPHE installed 3,045 water sources of various type following the guidelines provided in the revised Environmental Management Frame work. These are small scale construction work within the existing school campus. No major environmental issues were identified during the screening process except some concern during the construction phase for which mitigation measures have been suggested. DPHE reassured that all newly installed water points are tested for arsenic and only those tube wells where no arsenic is found or where the concentration of arsenic is found within the allowable safe limit are handed over to the school authority.

It can be noted here that out of 22,187 water sources installed so far under this project, 487 had serious concern about water quality i.e., the arsenic, iron and chloride content exceeds 50ppb, 10mg/l and 600mg/l (1000 mg/l in coastal belt) respectively. Figure below shows the fact in details.

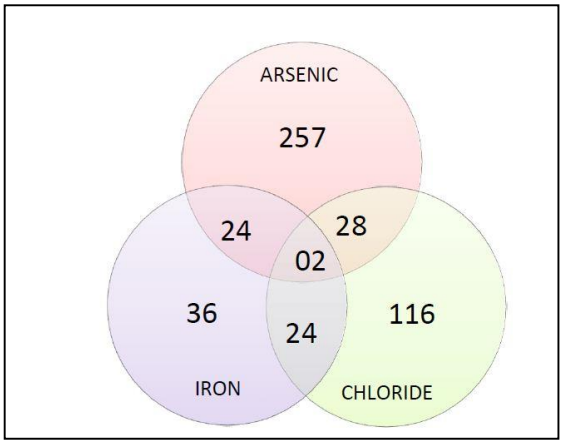


Figure: Arsenic, Iron & Chloride Contamination

As per MoU between DPE and DPHE, these water sources were not handed over to the primary schools. DPHE tries for feasible alternatives (deeper deep tube well, ring well, pond sand filter, rain water harvesting, AIRP, Sono Filter etc.) in such cases and would only hand over the water points once the water is safe for drinking as per Bangladesh Standard.

Environmental Monitoring:

Water sources:

Operation phase monitoring of the handed over water sources and wash blocks were carried out by DPHE. Out of 3,045 water options, environment of 13% were found dirty**.** Subsequent to the event of cleanliness, drainage facility was also monitored. In most of the cases, drainage

facility was found proper. However, it was found that, out of 3,045 water options, 17% does not have adequate drainage facility**.** DPHE local office took initiative in solving this issues. Mechanics along with concerned contractor facilitated the drainage system and improved the environmental condition. However, even after taking mitigation measures, 7% schools still having drainage congestion**.** It is hence suggested that, SMC needs to look after this issue and run regular cleanliness program in the existing drains.

WASH Blocks:

Out of 3,892 WASH blocks, 58.5% have already been handed over to the schools. Of them about 60% is for Female and 56% is for Male users. It was found during the monitoring phase that, out of 2,274 handed over wash blocks, 13% were dirty. The major reasons of the unclean environment were: less or no use of water, clogged drains, breaking of soil pipe, robbing of water tap, basin, pump etc. The schools having concerns about cleanliness, were taken into consideration and mitigation measures were suggested during implementation and monitoring phase. It was found during the monitoring phase that, even after providing hand washing facility, out of 2274 handed over wash blocks, some are non-functional due to the reasons depicted below:

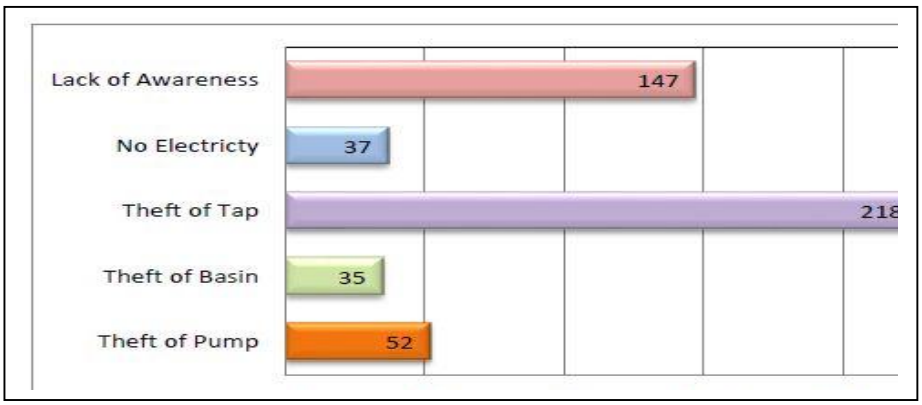


Figure: Hand Washing Interruption Causes

It has been revealed that even after several caretakers' training, monitoring and routine maintenance, 3.4% of the Wash Blocks were found unclean/dirty. It is however suggested that SMC should look after and pay proper attention in protecting the fixtures provided with Wash block and run regular cleanliness program

In each and every wash block, there exists a foot washing facility with a water point. During Operation phase monitoring, it was found that, of the handed over 2274 wash blocks, 19 have clogged foot wash. The result of which is congestion of water and interruption in the facility. Out of 2274, only 0.5% did not have any guide in front of the foot wash.

DPHE local office in co-ordination with the concerned contractor, repaired the 11 foot washing space with front guide wall. For the 19 clogged foot wash, repair and maintenance work was operated to address the issue.

DPHE informed that the defect liability period of WASH Block and water sources are one year and 2 years respectively. Within this period, if any defect is found, the concerned contractors would rectify the defects. However, DPHE agreed that even after the expiry of the defect

liability period, they would repair any water point within 72 hours of the reporting of the problem provided that SMCs bear the cost of the spare parts.

5.1.4. Other Issues

The firm appointed for design of DPE HQ and leadership centre at Cox's Bazar is yet to be completed and it could not be decided whether actual construction work can be started within the remaining period of PEDP-3. However, it should be noted here that as per the condition of the revised EMF, DPE should conduct Environmental Impact Assessment (EIA) for DPE HQ and the leadership building at Coxs Bazar before commencing any construction related works.

It was found that the gender aspect is not properly being followed in design and construction of the WASH Blocks and male and female WASH Blocks are being placed next to each other with entry at the same side. DPHE should strictly maintain the recommendations on the gender issues in case of design and construction of WASH Blocks.

5.1.5. Way forward:

- Decision to be taken regarding construction of DPE HQ and leadership Centre at Cox' Bazar. DPE needs to undertake EIA if decided to go for commencement of construction within PEDP-3 period. The TOR for EIA should be cleared from the DPs.
- DPE should find a way to empower the SMCs both financially and technically so that they can more effectively take part in the environmental monitoring and can bear the expenses of small spare parts required by DPHE to make the water sources operational.
- DPE would take necessary steps to ensure that SMCs play effective role in preventing theft of tube well head, tap etc. to keep those facilities operational.
- DPHE should strictly maintain the recommendations on the gender issues in case of design and construction of WASH Blocks.

5.2. Social Safeguards

5.2.1. LGED followed the PEDP 3 Social Management Framework (SMF) to comply with the two social safeguards relevant to PEDP3, i.e. Involuntary Resettlement (IR), and Indigenous Peoples (IP), mainly focusing on:

i) Identifying and mitigating any adverse impacts that civil works (construction of additional classrooms, WASH Block, and Water Points) might cause on potential involuntary displacement of people from private or public lands; and

ii) Fostering full respect for the identity, dignity, human rights, livelihood systems, and cultural uniqueness of IPs, so that the IPs do not suffer any adverse impacts as a result of the program and can participate actively in the Program components that affect them.

5.2.2. Recent Update on Safeguards Compliance for Needs-Based Infrastructure: LGED and DPE completed screening of 10,131 schools for Involuntary Resettlement (IR) and Small Ethnic Community (SEC) safeguards as per the prescribed format of the Social Management Framework (SMF). Among them 2,527 schools were screened during July-2015 to March-2016. The Involuntary Resettlement Impact of the Program are summarised as follows:

- All additional class rooms were built within the existing schools premises. No Land Acquisition was required for any civil works

- No physical or economic displacement of people, or adverse impacts on the livelihood of the surrounding people was recorded
- Steps have taken to mitigate grievances at District Level, but not in all upazila levels.
- Consultation: Both LGED and DPHE consult with local people at the time of layout of school building and WASH block.
- Schools built completely on new Land: 4 schools have been partly demolished due to expansion of Dhaka – Chittagong highway and Dhaka- Mymenshing highway. No new buildings have been constructed for those schools as of now under PEDP3.
- 155 schools have been destroyed by river erosion. Transitional schools have been constructed to continue the education in the land donated by local communities, so there was no land acquisition or purchase

5.2.3. Small Ethnic Community (SEC) Safeguards: Among the screened schools, 826 schools (8%) in 14 districts were reported to have significant number of students from SECs. Figure below shows the comparative concentration of schools with SEC students in those 14 zones. So far, no adverse impact of the program activities recorded on any SEC of the country. LGED conducted several consultation meetings with the SECs of 3 Chittagong Hill Districts, which demanded hill friendly design of school infrastructure in the local communities, to reflect their local culture community and to facilitate community based maintenance of the schools. LGED initially proposed 3 types of hill friendly designs, among them MoPME suggested only 1 type (make shift structure consisting steel sheet roof and wall) in September 2014, which is yet to be approved. The JARM requested LGED to finalize the design in consultation with the infrastructure specialists of DPs as soon as possible.

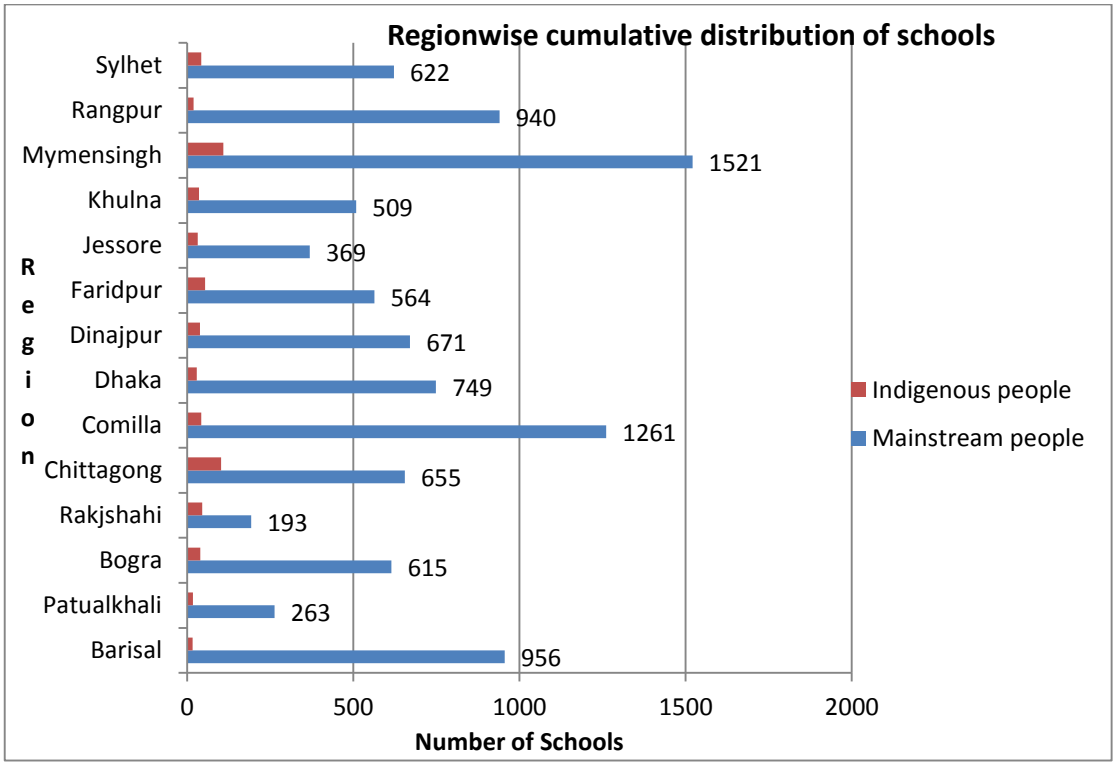


Figure: Comparative Concentration of Schools with SEC Students

5.2.4. Regarding the positive impact of the Program on the SECs, the following achievements are noteworthy:

- 2015 Enrolment: 30,828 SEC children enrolled in pre-primary and 172,460 children enrolled in grade 1-V;
- Teacher Appointment and Training: Out of 3,02,780 teachers, 4,324 (1.42%) are from SEC are working and all teachers received different types of training. Only 1 participated in OSST;
- Stipend to SEC Students: 86,487 SEC students are getting stipend (Bandarban-25,104, Khagrachari -30,776, and Rangamati -30,607);
- School Feeding Programme for SEC Students: Ongoing in 6 upazilas of Bandarban
- Residential Facilities: 18 SEC schools have hostel facilities in CHT (9 constructed in 1986, and 10 under PEDP-II, total capacity 1,500 students. All seats are occupied by SEC students);
- Text Book in Ethnic Language: 5 sets of text book for pre-primary students prepared by NCTB in Chakma, Marma, Tripura, Garo, Sadri and Saontal languages. The books will be piloted in the in 2016 and will be delivered in 2017.

5.2.5. All positive impacts on IPs including this one needs to be reflected in Social Monitoring Reports (SMR). So far 7 semi-annual SMRs have been submitted and the latest 4 SMRs were disclosed on the DPE and ADB websites. The reports require further improvement regarding content, data analysis, and comparison with the baseline data. Planning and development Division of DPE will consolidate the SMRs with the help of a proposed safeguards specialist (to be recruited) and LGED's safeguards consultant. DWG will follow up on the SMRs on end February and end July of each year and the concerned safeguards specialists of the 2 banks will review.

5.2.6. Lessons learnt and recommendations: The following lessons were learnt and recommendations generated:

- Systemic database on Social Screening needs to be developed in DPE.
- SEC Disaggregated data to be collected in more constructive way reflecting both positive and negative impact of the program on SECs properly.
- DPHE is also required to be included in the safeguards screening exercise.
- Schools demolished due to priority projects such as Highway expansion or destroyed by river erosion would require constructions on new lands. SMF safeguards principles for IR needs to be fully complied for new land acquisition / land purchase.
- The structure of Grievance Redressal Committee (GRC) needs to be approved by DPE/MopME, GRCs to be activated at Upazila level (irrespective of resettlement issues or negative impact on SECs), and widely disclosed among all stakeholders.
- Timely submissions of SMR are repeatedly delayed. DPE needs a dedicated focal person to prepare and timely submit the SMR.

5.2.7. Way Forward: Instead of relying only on LGED consultant's input, DPE must recruit a qualified safeguards specialist, on intermittent basis, to critically monitor and prepare the SMRs. There should be a protocol of information sharing between the departments of Policy & Operation and Planning & development, to update the SMRs.

5.3. Inclusive Education and Gender Action Plan Update

5.3.1. The Inclusive Education (IE) Cell within DPE is responsible for focusing on the 4 key disparities issues within PEDP3 which are:

- Gender,
- Disability
- Ethnic groups and
- The geographically vulnerable poor.

5.3.2. The goal of the IE and Gender Action Plan under PEDP3 is to improve student learning outcomes and completion rates for both boys and girls through a gender-friendly and inclusive learning environment.

5.3.3. In the Constitution of Peoples Republic of Bangladesh, it is clearly stated that the Government will ensure free and compulsory primary education for all of our children as because every individual has right to education. Moreover in "The National Education Policy 2010" it is clearly specified the role of government to ensure free and compulsory primary education for all of our children so that the disparity will be reduced among the children of Bangladesh. It should be noted that "The Protection Act for the Person with Disability 2013" has already been passed.

5.3.4. Therefore, in accordance with the different constitutional and other obligations, the Government of Bangladesh is committed to ensure the universal primary education for all children without any discrimination. In order to meet all those national and international goals and obligations, it is essential that schools provide access to appropriate teaching and learning for all children. This means that identifying and removing or minimizing the barriers that children may face to participate in education. It requires creating an inclusive culture based on the principle that all learners have equal opportunity to education irrespective of their individual characteristics or differences across the country. Inclusive education must therefore be developed as a total approach to overall school development. It also requires support and awareness from within the entire education system and the wider community in which the school exists.

5.3.5. Under PEDP3 to implement the Gender & IE Action Plan distinct initiatives have been taken in component or sub-component wise. The main objectives of the Gender & IE Action Plan are to create an inclusive environment where gender is mainstreamed in primary education system in Bangladesh. i.e. in the curriculum, training, recruitment, infrastructure, school management and so on.

5.3.6. According to the recommendations of the Gender & IE Action Plan several activities have been done those are as follows: Activities have been done reported as per component/sub-component:

Component 1: Teaching and Learning

1.1 Each Child Learns (ECL)

The sub component ECL has been started as a pilot program and the concept began on March 2012. For the Financial Year 2015-16, ECL is expanding in 260 schools, out of which 180 experimental schools are from 9 DPED districts where newly developed DPEd course would be introduced, and the remaining 80 schools would be from additional 4 districts where hopefully DPEd would be introduced during 2015-16.

All the activities related to ECL expansion can be clustered around the following areas

- Capacity development of the relevant stakeholders through Training/workshop/seminars.
- Implementation of ECL key elements inside the classroom, and monitoring and mentoring of the process

- Procurement and supply of teaching learning materials
- Commencement of the longitudinal study on ECL to measure the effectiveness and efficiency of ECL
- ECL mainstreaming through sub-cluster training

1.2 School and classroom based assessment:

- IE and Gender Action Plan activities done 2015-16; School and Classroom based Assessment Methods and tools have been developed by NCTB.
- The training on Assessment Methods and tools along with curriculum dissemination for 1760 field level officers and 33150 Head Teachers completed.
- The piloting of Assessment Methods and tools started and the final report will be completed by June 2016.

1.3 Curriculum and Textbooks Strengthened

- NCTB has already taken care on IE and Gender perspectives in the revised primary curriculum and related textbooks of different grades.

1.4 Production and Distribution of Textbooks

- NCTB has already distributed textbook and take necessary program for introducing teacher's guides of different grades

1.5 ICT in Education

- ICT based classroom in all Model schools of the country has been developed. Training for 15000 teachers and TOT for 250 persons are arranged this year. After this ICT training, both the girl and boy students will be benefitted. All field level offices are under a networking by connecting internet by this time.

1.6 Teacher Education and Development

- DPEd materials were revised and included inclusive practices in teacher competencies and DPEd curriculum. The issue of Gender & IE training covered in DPEd revised framework which now under process of approval in MoPME. No induction training was held in the year 2015-16.

Component 2: Participation and Disparities

2.1.1 Second Chance Education

- Action Plan prepared for second chance education for three lakh children.

2.1.2 Pre-Primary Education (PPE)

- PPE curriculum and content included in DPED program. PPE Teachers recruited total member – 13974 (female – 9859 and male 4115).
- Teacher’s training of all recruited teachers has been completed and all primary school and NGO running PPE classes received PPE materials.

2.1.3 Mainstreaming Inclusive Education

- 884 Head Teachers training completed and 20,000 more Head Teachers will be trained in this year.
- 75 officials in 3 batches (25 officials in each batch) have been trained on Gender Tool Kit.
- 100 teachers in 4 batches (25 in each batch) received TOT on IE including autism.

- Initiatives have been taken to address issues for ethnic minority groups. This year MLE materials Text Books in five languages (Tripura, Chakma, Marma, Garo and Sadri) developed (in final stage) from Pre- Primary to Grade-One and it will be extended to Grade-Three level gradually. Initiative has been taken for Braille book printing also.

2.1.4 Education in Emergencies

- Education in Emergency issues is included in whole program years. Total revised budget in RDPP156122.20
- Transitional schools constructed-2 and 80 temporary school house construction is under process for schooling during disasters or in Emergencies constructed

2.1.5 Communication and social mobilization

- Communication Strategy has been finalized and Gender & IE issues incorporated in the strategy. Workshop on communication and social mobilization (awareness activities among SMC, PTA & others) held. Printing of posters and leaflets for social mobilization is in progress. Education week, Education Fair, IPT program have been done as the part of Social mobilization activities Inter-school cultural & sports competition

2.2.1 Targeted Stipends

- Primary education stipend project (3rd phase) approved by ECNEC meeting only on 8th March 2016 and it will be distributed to 486 Upazilas.

2.2.2 School Health and School Feeding

- 7000 teachers training completed

2.2.3 School Physical Environment

- WASH Block: 2597 (boys) and 3895 (girls)

2.2.4 Need based Infrastructure Development

- 2200 additional rooms constructed in schools and the approved design of the school building under PEDP-3 is accessible for all children. There is a provision for ramps in every school so that the physically challenged students can have access easily.
- 2671 additional classrooms completed and Core labor standards including equal wage for women and men for equal amount of work was ensured.

Component 3: Decentralization and Effectiveness

3.1.1 Field Level Offices Strengthened

- From January 2014 to March 2016 a total number of 14193 persons have been recruited where 9939 are female.
- A total of 58 female employees have been taken training on Office Management and Computer Personnel Training Course.
- At least a session on gender and inclusive education will be incorporated in the next different training courses.
- 9939 of field level women staff deployed and 9932 trained
- 12000 of field level staff demonstrate adequate knowledge of gender and IE needs (a checklist will be developed by the project to monitor schools for this indicator)

3.1.2 Decentralized School Management and Governance

- Recently the SLIP/UPEP guidelines have been reviewed. The gender responsive issues have been incorporated in the reviewed guidelines.

3.1.3 School-level leadership and development

- Activities to promote School Level Leadership are at present counseling units and completed 1010 batch of leadership training.

3.2.2 Teacher Recruitment and Deployment

- The existing recruitment rule has a provision to recruit 60% female teachers and educational qualification for woman relaxed up to HSC. On the other hand, there is a quota reserve for the ethnic or minorities. So teachers are being recruited according to the recruitment rule.

3.2.3 Annual School Census

- All the data collected through the APSC was segregated by gender perspective (all, boys and girls). In addition APSC also collected physically challenged, ethnic minority children enrollment in the mainstream schooling (all, boys and girls) from 2005 to 2015.

3.2.4 National Student Assessment

- Gender disaggregated data are available for all relevant KPIs and Non-KPIs from 2005 to 2015.

Component 4: Planning and Management

4.4 Strengthening Monitoring Functions

- All reports published by M&E division disaggregated data by gender (all, boys and girls), ethnicity, disabilities (6 types for all, boys and girls) and other disadvantaged groups (considering the low performing Upazilas) are available since 2005 to 2015.

4.5 Human Resource Development

- The gender training modules will be incorporated in HRD training. In decision making the participation of women will be ensured. According to government rules the quota for women candidates is being ensured to fill up post at all stage in primary education. Total 1,85,436 female employees are working in primary education sector

Comments/Suggestions from different divisions:

- Program Division commented, i) there is no separate allocation for IE. Ensure acquisition of grade level expected competencies (Bangla, Math) and social emotional skills by each child irrespective of his/her ability and pace. Create safe and non-threatening environment inside the classroom for all children both special needs and regular children. This training will help them to become sensitive towards the learning needs of each individual child including the special needs child; ii) As ECL is a central part of PEDP 3, responsible for delivering learning, which, incidentally, is the only rationale for children going to school: it is absolutely critical to appreciate that it would be expected to develop a large pool of human resource in the form of RPs and Trainers? It is important that Head Teachers (HT), AUEOs, URC Instructors (URCI), and PTI Instructors (PTIIs) are seen as base for such HRD. To ensure product delivery in an efficient manner, SPS would be required to have its own secretariat backed by logistic support with linkages with other agencies clearly defined.
- Program Division's Suggestion, i) Upazila education offices as mentioned are involved in this task can develop a data-bank for primary education. School wise data regarding students with SEN also need to be incorporated here. Therefore, SEN would be a part of the proposed

data-bank. A basic training in IE should be given to all UEOs/AUEOs and URC instructors. URC instructor and at least one AUEO in each Upazila should be provided with relatively more advanced training in IE so that they can serve as IE co-ordination team; ii) since we are going to make the Upazila education offices resourceful, some basic technologies (e.g., audiometer/ functional visual and hearing assessment tools,) for screening children with disabilities could be provided to Upazila education office or URC.

- Comments made by NAPE, "as per program document of PEDP-3 NAPE is not responsible for the implementation of the components regarding IE and Gender". But the activities under the component/result area regarding inclusive education and gender training curriculum have been incorporated in DPEd program under NAPE leadership with support and help of DPE.

Observations:

It is a good effort to collect several reports and data from different divisions of DPE and other relevant sectors. It is appreciable that people response and submit report to the concern sections. But the process is very slow and concerned divisions submit report after several reminding notice which delayed the reporting process. In this case ADB suggested it may be appreciable if DPE organize a workshop with all concerns and discuss the importance of Gender and IE Action Plan and its appropriate reporting within timeframe. At this moment due to time constraints report compiled for JARM and workshop may held later on to share the ideas and views as well as JARM reporting.

In general it is understandable that Gender and IE issues have been implemented through the activities done under PEDP-3 and hope that in future implementation of all sorts of activities will be effective and positive in gender and IE concern throughout PEDP-3 period.

It is also noticed that in some areas where Gender and IE issues either have not yet been implemented properly or not reported adequately. Gender and IE issues must be an important and attentive issue to be strengthening in the areas of reporting of all sections with the reflection of sex dis-aggregated data and as much as possible focus on boys, girls, ethnic and other relevant issues. It is also needed to give more attention to the Human Resource Development, Public Private Partnership, School Level Leadership and Development, Decentralized School Management and Governance, and Monitoring.

Initiatives have been taken to address issues for ethnic minority groups and the issue of Autism. This year MLE materials Text Books in five languages (Tripura, Chakma, Marma, Garo and Sadri) developed (in final stage) from Pre- Primary to Grade-One and it will be extended to Grade-Three level gradually. Initiative has been taken also for Braille book printing also. These all are significant towards development of DPE activities and positive attitude on gender and IE action plan.

Annex 6: Fiduciary Oversight

6. This annex provides a summary of the fiduciary oversight activities of PEDP3 activities, highlighting key achievements and progress made.

6.1. Fiduciary Assessment

6.1.1. Summary of fiduciary assessment:

i) Eighteen approved Interim Financial Reports (IFRs) have been generated through the *iBAS* system. These include: 4, each, for FYs 2011/12, 2012/13, 2013/14; 2014/15 and 2 for FY 2015/16. The IFRs reflect notable improvements in both quality and completeness and meet the disbursement requirements of DPs, as of the date of this JARM; A meeting with Finance Division, Ministry of Finance (MoF) was convened on 10 May 2016 to discuss a more sustainable approach towards approval of advance funds and resolution of agreed reporting requirements in the existing iBAS. The meeting agreed that Ministry of Finance will develop a separate classification code from next fiscal year, which will be used to book and adjust advances enabling real time tracking of the status of advance. Finance Division of MoF suggested that DPE Accounting Information System can also book advances under the same classification code and then reconcile figures with iBAS. Until this arrangement is effective the current arrangements are expected to continue.

ii) Four annual statutory audits (FY 2011/12, 2012/13, 2013/14 and 2014/15) by the Office of the Comptroller and Auditor General (OCAG)/Foreign Aided Project Audit Directorate (FAPAD) have been completed covering all PEDP3 expenditures; an audit monitoring tool was introduced by PFWG to monitor progress of audit observations. MoPME plans to hold 2 tripartite audit review meetings by June and September 2016 respectively.

iii) The Final Annual Fiduciary Review (AFR) report for FY 2011/12 and 2012/13 is now available. Currently there is no pending action from the FY 2011/12 AFR report. DPs noted that 24 packages out of 500 packages reviewed during the FY 2012/13 AFR requires further information and scrutiny. DPs will communicate with DPE and MoPME requesting further information on these 24 packages.

iv) Draft AFR FY 2013/14 report was shared with GoB. One dissemination workshop completed and another one was held on May 7, 2016. Kick of meeting for FY 2014/15 AFR was completed. Inception report was received on 20 April.

v) One special Post Procurement Review was conducted on a select number of FY 2011/12 procurement contracts; Special Post Procurement Review for FY 2011/12 covered 75 packages. There is no pending action remaining from this special Post Procurement Review assignment.

vi) Seven Quarterly Fiduciary Reviews (QFRs) have been conducted; the last QFR was conducted in October 2015 and noted reasonable improvements in the system.

vii) In FY 2015/16 e-GP progress was 57 % (as of 25 April 2016) for LGED and 72 % (as of 26 April 2016) for DPHE on carried over and fresh packages respectively. As of 27 April 2016 DPE's has achieved 37% progress against the procurement plan for goods.

viii) There is good progress in accomplishing the Public Financial Management (PFM) action plan as noted in the QFR conducted in January 2015; The PFM Action plan has been updated in this JARM and the updated version is attached as annex to the aid memoire.

ix) Due to PEDP3's strong fiduciary track record, Public Expenditure Management Strengthening (PEMS) Programme has selected MoPME as their pilot ministry in implementing the iBAS++. Earlier, PEDP3 had also received technical assistance under pilot audit support of SPEMP B.

x) DPE has successfully rolled out the web based accounting system to all its DDOs. DPE with technical assistance from DPs have successfully trained 1144+ DDOs who will be operating this system. DPE and MoF successfully connected the existing iBAS system with the web based MIS system allowing digital reconciliation scope within the web based system.

xi) Currently MoPME has also developed a Primary Education Property Management Information System (PEPMIS) to enable better asset management system within PEDP3.

6.1.2. The following summarizes <u>key areas under review and notes the agreements reached during the JARM</u>**:**

6.1.2.1. Year 5 Sector Finance DLI: The FY 2016/19 MTBF is not yet available. However as per the latest available MTBF (FY 2015/18), the indicative FY 2016/17 budget shows an increasing trend and is more than FY 2013/14 budget (minimum threshold required). PFWG to monitor "adequacy" of budget as per the FY 2016/17 AOP and also execution of the original FY 2015/16 budget as per the final 4th Quarter IFR

6.1.2.2. Interim Fiduciary Review: The draft 2nd Quarter IFR for FY 2015/16 has been reviewed by the PFWG and later on PFWG requested DPE to resubmit the IUFR with necessary information of advance. After incorporating DPs comments, the final IUFR was submitted on May 9, 2016. Development Partners will issue a concurrence letter after their final review. DPE is expected to submit the 3rd Quarter IFR by the end of May 2016 and the 4th Quarter IFR by September 2016. The final 4th Quarter IFR will be reviewed during the next Joint Consultation Meeting (JCM), to ascertain the achievement of the Year 5 sector finance DLI target.

6.1.2.3. Audit: The Foreign Aided Project Audit Directorate (FAPAD) of the Office of the Comptroller and Auditor General (OCAG) conducted the audit for FY 2011/12, FY 2012/13, FY 2013/14 and FY 2014/15 successfully, in compliance with the agreed statement of audit needs.

The audit opinion of FY 2011/12 was Unqualified with 16 audit observations, 4 of which are yet to be resolved.

6.1.2.4. For the FY2012/13 audit, FAPAD received support from the Strengthening of Public Expenditure Management Program (SPEMP)-B, including training on International Standards and assistance to comply with the provisions of the Statement of Audit Needs. FAPAD stated that they conducted their audit in accordance with the International Standards for Supreme Audit Institutions (ISSAIs), which include the International Standards on Auditing (ISAs) in their entirety. Considering the improvement in the quality of the audit report, and reasonable compliance with the agreed Statement of Audit Needs (SOAN), the audit report has been considered to be acceptable by DPs.

6.1.2.5. FAPAD has completed the FY 13-14 audit and the final report was shared with MoPME, DPE and DPs. Exit meeting was organized on 28 May 2015. Subsequent to the exit meeting, DPE submitted additional information against a number of audit observations. The initial audit report had a ‘’qualified opinion ‘’ although later on FAPAD, through a corrigendum letter dated 30 June 2015 issued their final opinion as ‘’unqualified’’ based on additional information provided by DPE on a particular audit observation for which the report was initially qualified. As per the latest progress made, the report was agreed to be in reasonable compliance with the Statement of Audit Needs (SOAN), the audit report has been considered to be acceptable by DPs.

6.1.2.6. FAPAD has also completed their FY 2014/15 audit and shared the final audit report with MoPME and DPE. The report was also shared with DPs. As per the final audit report, the audit opinion was ‘’unqualified’’ noting good financial performance achieved by the members of Finance Division of DPE. FAPAD audit covered 23.66% expenditures of IFR 2014/15 covering 7 Divisions, 41 Districts and 189 Upazilas including MoPME, DPE, CPEIMU, BNFE, NAPE, NCTB and field offices of DPE, LGED and DPHE. FAPAD stated that they conducted their audit in accordance with International Standards for Supreme Audit Institutions (ISSAIs), which include the International Standards on Auditing (ISAs) in their entirety. Based on the assessment conducted, the audit report is in reasonable compliance with the Statement of Audit Needs (SOAN), the audit report has been considered to be acceptable by DPs.

6.1.2.7. Status of unsettled audit observations. **As of May 2015, only 1** audit observations remain unresolved from PEDP 2.

FY 2011/12: Out of the 16 observations from the 2011/12 audit report, 4 remain unsettled of which 2 are partially settled.

FY 2012/13: Out of the 76 audit observations from the 2012/13 audit report, 50 have been fully settled and 26 remain unsettled

FY 2013/14: Out of the 98 audit observations from the 2013/14 audit report, 23 have been fully settled and 75 remain unsettled**.**

During the PFWG sessions of the JARM 2014, it was agreed that under the leadership of MoPME (Budget & Audit Wing), audit issues will be reviewed on a quarterly basis. During JARM 2016, PFWG agreed that MoPME will organize next two audit tripartite meetings by June and September 2016 respectively.

Also during the October 2015 JCM, PFWG agreed to introduce an audit monitoring tool to report on progress made against unsettled audit observations. The first version of the audit monitoring tool was successfully completed and annexed to the record of discussion of the April 2016 JCM.

6.1.2.8. **Annual Fiduciary Review:** The DPs Consortium has declared misprocurement of 21 contracts from AFR FY 2011/12 and PPR FY 2011/12 reviewed packages and completed all necessary steps. The final report of the Annual Fiduciary Review (AFR) 2012/13 was submitted in July 2015. It indicated that the FM systems of PEDP3 are working satisfactorily and improving, although some challenges remain. Two dissemination workshops were held and the report findings were shared with field officials. DPs noted that 24 packages out of 500 packages reviewed during the FY 2012/13 AFR requires further information and scrutiny. DPs will communicate with DPE and MoPME requesting further information on these 24 packages.

6.1.2.9. Draft AFR FY 13-14 report was shared with GoB. One dissemination workshop completed and another one to be held on May 7, 2016. DPs have shared the draft report with DPE requesting comments from implementing and associate agencies on draft report by April 20. The report is expected to be finalized by June 30.

6.1.2.10. Kick of meeting for the FY 2014/15 AFR is now completed. Inception report was submitted to DPs on April 20.

6.1.2.11. The ToR for the FY 2015/16 AFR has been discussed and finalized in the May 2016 JARM. The ToR is attached as annex to the JARM ROD.

6.1.2.12. **Quarterly Fiduciary Reviews:** Seven Quarterly Fiduciary Reviews (QFRs) have been conducted; the last QFR was conducted in October 2015 and noted reasonable improvements in the system. The latest QFR conducted in October 2015 reviewed the quarterly IFR for the fiscal year 2014/15 and confirmed that the Interim Financial Reports (IFRs) are produced in compliance with agreed format specified in the Joint Financing Agreement between the Government of Bangladesh (GoB) and the Development Partners (DPs) supporting the third Primary Education Development Program (PEDP3). However, there are still challenges related to the completeness of the reports especially with advances and reconciliation. However these challenges will likely be resolved with the introduction of the new web-based accounting software for MoPME being used by DPE, all DPEOs and UEOs.

The next QFR is likely to happen in late July 2016 and will cover Chittagong Division.

6.1.2.13. **Procurement and Financial Management (PFM) Action Plan:** The PFM action plan is regularly reviewed during the QFRs and is monitored on a regular basis by the PFWG. The updated action plan is attached as annex to the JARM ROD. PFWG will continue to monitor the action plan on a continuous basis.

6.1.2.14. **DPE Web Based Accounting System:** As part of the recommendations received from the Auditor General's office, DPE has developed a web based Management Information System (MIS). The main purpose of the system is to ensure proper book keeping and compliance with General Financial Rules using

a web-based system. During FY 2015/16, the web based system was fully rolled out to all DDOs and is now capable of recording expenditures at DDO level. As of JARM 2016, around 1144+ DDOs have been trained through technical assistance from DPs. Currently a help desk has also been established within DPE which supports all DDOs under this system.

DPE and MoF successfully linked the MIS with the existing iBAS so that field offices can perform digital reconciliation. This is expected to minimize errors in recording and reporting of financial figures both at field level and central level.

6.1.3. Procurement

6.1.3.1. Annual Procurement Plan (APP) 2015/16: PFWG has given their concurrence on the FY 2015/16 APP for DPE, LGED, DPHE and AY 2017 for NCTB. The JARM will review the progress in accomplishing the FY2015/16 APPs for goods, works and services.

Currently, civil works procurements are being processed by LGED and DPHE through e-procurement. Both agencies have a plan to procure 100% of all APP packages through e-GP in the future. In FY 2015/16 e-GP progress was 57 % (as of 25 April, 2016) for LGED and 72 % (as of 26 April, 2016) for DPHE on carried over and fresh packages respectively. As of April 27, 2016 DPE's has achieved 37% progress against the procurement plan for goods.

A draft APP for FY 2016/17 has been prepared as per the draft AOP and was shared with DPs. A final version will be submitted by DPE after the AOP gets approved.

6.1.3.2. Procurement Achievements:

LGED and DPHE (works). Up to March, 2016, LGED has completed 22,842 reconstruction and additional class rooms out of 39,003. DPHE has installed 25,552 water sources out of 39,300 (RDPP target) and constructed 13,883 wash blocks out of 18,500.

DPE (Goods). Up to date DPE has procured 8,434 pcs of Laptops and 3504 pcs of Multimedia for schools, 58 Microbuses and 27 Jeeps for District Primary Education Offices. In addition DPE has already contracted out 1,000 nos. of Motorbikes for District Primary Education Officers and 3930 Multimedia.

6.1.4. Fiduciary Assessment: PFWG has noted the continuous improvements in the fiduciary systems of PEDP3, despite the ongoing challenges. Based on the above-mentioned developments and findings from the reports, the JARM acknowledges PEDP3 is in compliance with the agreed financial management responsibilities and procurement procedures subject to Development Partner's concurrence of the 2nd Quarter FY 2015/16 IUFR, in accordance with the agreements in the JFA.

6.2. Procurement and Financial Management (PFM) Action Plan

6.2.1. Pending Actions

Need/Rationale/ Area of concern	Issue to address	Status and recommended actions	Date of Completion
Advance reporting module in iBAS	Reporting of advance given and adjustment through the advance tracking module in PEDP3	As of March 2016 JCM, the advance report from iBAS which is to be attached to the IUFR was not available Recommendations: PFWG to organize a meeting by May 10 with MoF to resolve the issue and resubmit the 2nd Quarter IUFR FY 15-16 with complete information on advance (need to resolve with MOF)	Completed
Accounting and Reporting system of PEDP3	Ensure proper accounting and reporting system of PEDP3.	FAPAD raised questions about the accounting and reporting system of PEDP3 in the 2012-13 Audit Report. Recommendation: DPE has introduced a web based accounting system for all subsidiary cost centers, which will raise the level of assurance to financial reports among others through timely reconciliation and appropriate booking of advances. The system should be used by all entities drawing money from MoPME budget including the Secretariat, LGED and DPHE. TA support to provide system operational manual (July2016) QFR (August 2016) Financial management training (FY 16-17) Continued support to strengthen the Web based accounting system (July2016) Continuing current support and monitoring by finance division team and 64 dedicated officers for monitoring overall implementation of various activity under PEDP3.	June 2016

Need/Rationale/ Area of concern	Issue to address	Status and recommended actions	Date of Completion
Efficient and effective budget execution in line with Program priorities / activities	Incorporation of the Development Budget / Annual Operational Plan (AOP) in the IBAS system by components will ensure better monitoring and reporting.	MoF uploads the total amount of Development budget of PEDP3 in the system. However, it is not segregated by PEDP3 components, which could improve the value of the IBAS budget management reports as tools for financial monitoring. Recommendation: MOF will be requested to upload the Annual Operational Plan (AOP) in the system by functional, operational and economic codes.	After implementation of iBAS++
Access to IBAS financial data will enable improved DPE monitoring and supervision of cost centers.	Enable IBAS accounting data access (read-only) by DPE for monitoring of budget execution among all DDOs.	DPE was granted access to IBAS from own terminal to produce PEDP3 monitoring reports. The access has, however, not been functioning since mid 2014. Recommendation: DPE should be granted read only access to all relevant IBAS reports for effective monitoring of budget execution and DDO compliance with GoB financial regulations. MoPME should request CGA to reinstate access with copies to MOPME and Finance Division. This was agreed in the Original FM Action Plan during PEDP3 Preparations.	Completed February 2016

Need/Rationale/ Area of concern	Issue to address	Status and recommended actions	Date of Completion
Annual Fiduciary Reviews (AFRs) are implemented to provide added assurance for compliance with GoB Financial Regulations and in ensuring value for money related to procurement.	AFRs should provide information on current practices rather than reviewing processes from previous fiscal years.	Timely implementation of AFR is critical for timely resolve of challenges related to non-compliance with financial regulations. AFRs have so far functioned more as ex-post reviews adding information and assurance to OCAG observations rather than focusing on current practices and developing a track record of changes over time in compliance with FR. TOR for AFR 15-16 will include the assessment <u>Recommendations</u>: The ToRs for the AFR should be designed to review current practices rather than an ex- post review of previous fiscal year and take as point of departure issues raised in previous AFRs to track changes in FR practices over time.	TOR for AFR 14-15 adjusted accordingly and review to start by April 2016
Follow-up to audit observations.	OCAG audits have increased in numbers over time as comprehensiveness of audit has improved.	Accumulation of audit observations, some unsettled over several years and of the same type warrant more efforts in timely and more permanent resolution. <u>Recommendations</u>: Audit Monitoring Template to be agreed with MoPME. Responses to CAG observations should be issued in the form of an action plan specifying how and when they are expected to be resolved. Audit observations that remain unresolved for more than a year from the date of audit report should be treated as " Sustained Audit Issue" and the related transaction may be considered as ineligible or mis-procured by the DPs.	Audit monitoring tool 1st version added to JCM April 2016 ROD.

Need/Rationale/ Area of concern	Issue to address	Status and recommended actions	Date of Completion
Compliance with GoB GFR and effective follow up to OCAG observations requires an effective internal audit function within MOPME/DPE	MoPME requires assistance to create adequate capacity for an effective Internal Audit function.	There is limited capacity within MoPME today to effectively address recurring OCAG observations on non-compliance with GoB GFRs. Recommendations: Additional Secretary (Development), MoPME to decide on next step to create adequate capacity for an effective Internal Audit function.	Post PEDP3
Procurement practices	Many Audit observations have related to works procurement practices and non- compliance with PPR.	E-procurement has been introduced as means of reducing opportunities for collusion and to streamline procurement procedures. However, there is still scope to increase the share of procurement using e-procurement procedures and by all entities drawing money under MoPME's budget. Recommendations: (i)DPE to pilot E-procurement in fiscal year 16-17. (ii) DPE to recruit additional procurement specialist .iii) Senior procurement specialist to be decided afterwards.	June 2016

6.2.2. Ongoing Actions

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
1. Monitoring of audit issues is extremely important for financial accountability	Ensure settlement of audit issues in a more rigorous manner.	The pace of settlement of audit observations under PEDP3 improved in 2015, and it is important that the current momentum is maintained. As per the audit report issued by FAPAD on 27 May 2015 8 observations from PEDP3 2011-12, and 60 observations from PEDP3 2012-2013 remain unsettled. It is expected that based on recent tripartite meetings a substantial number of the remaining audit observations for FY2012-2013 will be settled. During PFWG session of JARM 2015 it was reconfirmed that under the leadership of MoPME (Budget & Audit Wing), audit issues would be reviewed on a quarterly basis. As part of the process an Audit Review meeting has been planned in June 2015 to expedite resolving unsettled audit observations of PEDPII and PEDP3 2011-12 and 2012-2013. In addition agreements on information sharing on the settlement of the audit observations were reached. Recommendation: MoPME Joint Secretary (Budget & Audit Wing) should organize the quarterly tripartite meeting by 30th June 2016. Subsequent tripartite meeting by 30th September 2016, So that it can be monitor during next JCM.	Ongoing process
2. Technical Assistance in absence of SPEMP	Ensure TA support to the OCAG and the CGA on needs basis	During 2012-13 audit, FAPAD received support from SPEMP B, including training on International Standards and assistance to comply with the provisions of the SOAN. Similarly, SPEMP A was involved with providing ongoing support to the iBAS system of the MoF. PEDP3 relies on the IFR generated from the iBAS system for disbursement purposes. With the closure of SPEMP A in August 2014 it will be important to ascertain how MoF plans to maintain the credibility of the iBAS reports. Dialogue is ongoing with the MOF, MOPME CAO, CGA and the SPEMP team to determine how to sustain the support to generate timely and high quality reports.	Completed TA support provided by the Developmen t partners form February 2015 to November 2015 to CGA.

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
		Recommendation: TA support to both the OCAG and CGA should continue in order to achieve a high quality IFR and audit report. A dialogue between DPs and CAG and CGA is currently ongoing to identify nature, scale and modality of the TA.	
3. Procurement Strengthening	Ensure ongoing strengthening of procurement in PEDP 3 for goods, works and services.	To mitigate the findings of some serious irregularities in the process of procurement of works identified during AFR, QFR and Audit; 17 firms have been debarred by LGED from contracting for the next 4-5 years. LGED arranges quaterly meetings with Districts and Upazilla officials of LGED as well as for DPE to sensitize them about Procurement Guidelines and Rules, and disseminates the findings of AFR, PPR and Audit reports. LGED has processed 20% of APP 2013-14 contracts through e-GP and has initiated more for FY 2014-15. In addition LGED arranges trainings and workshops on capacity building and strengthening the procurement process. DPE also arranges some trainings/workshops for capacity building. The current extent of DPE's progress in procurement of goods also shows some challenges, many of which can be mitigated through enhanced awareness of procurement guidelines and their application. Recommendation: Ongoing activities to strengthen procurement process should continue emphasizing implementation of e-GP for both LGED and DPHE and for all contracts over the program period. Inclusion of "bid rotation matrix'' as integral part of the evaluation reports is compulsory. In addition an independent review is recommended to analyze the procurement process at DPE to identify the weaknesses and make recommendation for strengthening the process.	Completed
4. Maintenance of books of records as per GFR and TR	Ensure appropriate record keeping as per the format prescribed in GFR and TR	QFR conducted in May 2014 observed that most offices ensure adequate book keeping but do not follow the format prescribed in	Ongoing process

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
		the GoB Financial Rules (GFR) and Treasury Rules (TR). Recommendation: Training program on financial management should address this as an ongoing process.	
5. DDO/accounts office reconciliation ensures accuracy of expenditure as well as correct classification of accounts	Ensure proper reconciliation of books of records as per GFR and usage of monitoring framework for monthly reconciliation between DDOs and accounts offices.	a) It is important to ensure preparation of more reliable financial statements and regular reconciliation. FAPAD raised an issue that proper reconciliation is not being done by a significant number of DDOs on a regular basis. For monitoring the status of reconciliation, a reporting template has been developed by the CGA. The user interface to enter the information required by all accounting offices of the CGA has also been developed and uploaded. Sample testing by the QFR team shows that the requirement (of the monitoring report) regarding reconciliation has still not been implemented fully. Most of the AOs and DDOs are not entering status of reconciliation into the system template. The IFR report on DDOs Reconciliation shows total DDOs to be 1,932 whereas in reality total number of DDOs under MoPME is only 1,112. Recommendations: 1. PFWG (PFM and PSO consultant) to identify number of inactive DDOs (30th May 2016) 2. PFWG to request CGA to remove the inactive DDOs from the system. (15 June 2016) 3. DPE IT team to agree and implement with the IBAS Development team on how to synchronize the upazila level data with central system to further improvement of reconciliation system. (30 September 2016)	a) Ongoing process
6. Reconciliation of advances	Ensure proper accounting and reporting as well as compliance of GFR and TR	Several reviews, including AFR and QFR as well as the audit, identified inconsistency of status of advances in comparing the original advance statement and physical verification. Evidence from the QFR showed that DDOs are adjusting advance in the manual books of records but not booking the adjustment properly into the	Ongoing process

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
		system. Moreover, UAOs have no real time access to the system. The report produced by the module/system provides incomplete information. To strengthen financial management, a computerized accounting system is being developed at DPE, to cover its field offices. Recommendation: MoPME will organize a meeting with MOF and CGA to agree on advance reporting mechanism for remaining period of PEDP3 (By 10th May 2016)	
7. Preparation and Submission of Interim Financial Report (IFR)	Ensure timely submission of IFR.	As per Section 6 clause 47 of the Joint Financing Arrangement (JFA), a quarterly IFR showing expenditures under each of the PBHs and comparing the actual and budgeted figures and other statements, as listed in Annex vi of the JFA, is required to be submitted within 30 days after the end of each quarter. The 1st, 2nd and 3rd quarter IFRs for FY 2013-14 were substantially delayed. Recommendation: Timely submission of the IFRs is required for each quarter. If any issue needs attention, then inclusion of notes to the statements can be added for explanation.	Ongoing Process
8. Delay in payments is the biggest concern while adapting to the treasury system.	Monitoring of payments processing service standards at accounts offices.	A template for monitoring payment processing has been incorporated into the system. The report contained a summary for DAOs as per requirement. However, UAOs are not included in this reporting format as they don't have any real-time access /direct transaction wise access to iBAS. In addition, some DAOs are still not able to generate the report on payment processing. Recommendation: All DAOs shall be able to access reports on payment processing time. This is for compliance with the service standard, improvement of their performance, and assurance of the quality of their services.	Ongoing process
9. PFM Capacity Building	Strengthening Financial Management of PEDP3	DPE conducts training programs with support from DPs on financial management	Ongoing process

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
		and procurement every year. LGED arranges dissemination workshops and training program on procurement rules for the officials of LGED and DPE However, AFR, PPR, QFR and audits identified some challenges in the area of monitoring, accounting and reporting of financial management and procurement at DPE and its implementing agencies. CAO-MoPME has also expressed concerns over capacity constraints in effectively performing their functions. Recommendations: 1. PFWG to document PFM related TA and Training provided in PEDP3	
10. Review PFM Action Plan on a quarterly basis	Assess the progress and actions required for strengthening Financial Management and Procurement of PEDP3	PFM Action Plan has been developed to assess the progress of PFM of PEDP3 and to identify critical areas/actions for follow up and further improvement. PFWG updates the PFM Action Plan during JARM, QFR and JCM. Recommendation: PFWG should review the status of the PFM Action Plan on a quarterly basis. This will help to assess the progress of PFM areas, to identify timing and critical areas for conducting QFRs and to improve timeline of Annual Fiduciary Review (AFR).	Ongoing Process
11. Adoption of international accounting standards.	International Public Sector Accounting Standards (IPSAS) (Cash Basis) as the reporting framework for the annual program financial statements	Under implementation as a component under PEMS. Recommendation: PFWG shall discuss with MoF how to implement IPSAS (cash basis) for PEDP3.	Completed MOF has postponed implementation of IPSAS QFR assessed current IUFR nearly compliant with IPSAS

6.2.3. Completed Actions

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
1. Accounting and Reporting system of PEDP3	Ensure proper accounting and reporting system of PEDP 3	FAPAD raised questions about the accounting and reporting system of PEDP3 in the 2012-13 Audit Report Recommendation: At an ERD chaired meeting in December 2013, the continued use of the PEDP 3 FM system was confirmed. The MTR financial management analysis review and discussions to date have further re-affirmed the importance of using and strengthening the PEDP 3 FM system. During the next QFR, a diagnostic review of the accounting and reporting system of PEDP 3 is planned to inform this discussion further, particularly with a view to:(1) support the ongoing discussion between MoF, MOPME and OCAG on the record keeping and accounting requirements at DPE as the office of the Program Director (PD) and (2) buttressing support to the iBAS in absence of the SPEMP-A project technical teams.	Completed
2. Audit Arrangement of PEDP3 and finalization of the Statement of Audit Needs (SOAN)	a) Ensure timely audit report available as safeguard of DPs' disbursement b) Agree with the OCAG on the revised SOAN through formal acknowledgement	PEDP3 requires a single audit report in compliance with a Statement of Audit Needs (SOAN) covering both Non-Development and Development Expenditures. At present, the practice in Bangladesh is that the Foreign Aided Project Audit Directorate (FAPAD) conducts audits of Foreign Aided Projects, which support Development expenditures and Non-Development expenditures are audited by the Local Audit Directorate (LAD). Under a temporary arrangement, FAPAD conducted the PEDP3 audits for 2011-12 and 12-13. A permanent arrangement for auditing of PEDP3 from FY 13-14 onwards is required. DPs have reviewed the current SOAN and suggested amendments. As the fundamental requirements of the SOAN remain the same, amendments were proposed to further clarify the requirements in certain areas (e.g., Standard for Auditing, standard for accounting and specific needs) and	Completed

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
		remove challenges that are beyond the audit scope like textbook distribution, stipends, inventory and asset validation and internal control. The proposed SOAN have been shared with the OCAG office and informal discussion has been conducted. Recommendations: A documented policy dialogue with MoF, ERD and OCAG for a permanent solution of PEDP3 audit from FY 13-14 onwards, resulting in a written agreement is required. This discussion is on-going. The revised SOAN for FY 2013-14 audit should be finalized and agreed in writing asap with the OCAG and accordingly should be disseminated to the auditors through workshop and presentations. Discussions on the longer term arrangement for conducting PEDP 3 audits from FY 2014 onwards need to be well advanced (if not concluded) before concluding appraisal of additional financing. These discussions are being held in light of the expanded use of the PEDP 3 FM model in the country.	
3. Monitoring of audit issues is extremely important for financial accountability	Ensure settlement of audit issues in a more rigorous manner.	The lengthy process of settlement of audit observations resulted in a significant number of observations remaining unsettled for long periods of time. As of June 2014, 10 observations from PEDPII and 11 observations from PEDP3 2011-12 remain unsettled. During PFWG session of JARM 2014 it was agreed that under the leadership of MoPME (Budget & Audit Wing), audit issues would be reviewed on a quarterly basis. As part of the process an Audit Review meeting has been planned in July 2014 to expedite resolving unsettled audit observations of PEDPII and PEDP3 2011-12. b) DPs from the PFWG should communicate to MoPME with the list of material audit observations and agree on a timeline.	Completed
4. DDO/accounts office	Ensure proper reconciliation of books of	a) It is important to ensure preparation of more reliable financial statements and	Completed

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
reconciliation ensures accuracy of expenditure as well as correct classification of accounts	records as per GFR and usage of monitoring framework for monthly reconciliation between DDOs and accounts offices.	regular reconciliation. FAPAD raised an issue that proper reconciliation is not being done by a significant number of DDOs on a regular basis. For monitoring the status of reconciliation, a reporting template has been developed by the CGA. The user interface to enter the information required by all accounting offices of the CGA has also been developed and uploaded. Sample testing by the QFR team shows that the requirement (of the monitoring report) regarding reconciliation has still not been implemented fully. Most of the AOs and DDOs are not entering status of reconciliation into the system template. b) The IFR report on DDOs Reconciliation shows total DDOs to be 1,932 whereas in reality total number of DDOs under MoPME is only 1,112. Recommendations: MoPME/ DPE as well as DPs should request CGA to instruct all AOs to identify and delete inactive DDOs.	
5. Alignment of on-going reforms of PEDP3 with new funding modality and avoid any duplication of datasets	Customization of PEDPII accounting system to meet the subsidiary accounting of advances with cost centers/DDOs and related financial monitoring	During PEDPII, a computerized accounting system was developed for DPE and its cost centers. Later, hardware was installed at DPE and field offices, and training conducted but the system could not be made operational. In the Program Completion Review Mission of PEDPII, it was agreed that the system would be customized for PEDP3. During PFWG session of 1st JARM of PEDP3 in 2012, it was agreed that DPE would review options for effective use of existing resources within the GOB system considering the cost of customization of the PEDPII accounting system. From the experience of 3 years implementation of PEDP3, DPE is recognizing the need to maintain a subsidiary accounting system for monitoring financials and status of advances with cost centers/DDOs. A new web based computerized accounting system	December 2015

Need/Rationale/ Area of concern	Issue to address	Update and recommended actions	Date of completion
		is being developed by DPE, with the plan to implement it at DPE and its field offices. Recommendation: The system should be adjusted to include all bills processed under the MoPME budget, not only limited to PEDP3 development expenditures. A regular training program should be conducted to ensure efficient usage of the system.	

6.3. TOR for Annual Fiduciary Review

Terms of Reference for
Annual Fiduciary Review of Third Primary Education Development Program (PEDP3)

I. Introduction

1) Background

The Government of Bangladesh (GoB) and nine Development Partners (DPs) have signed a Joint Financing Arrangement (JFA) to support institutional reforms and improved educational outcomes in the primary education sector as described in the Third Primary Education Development Program (PEDP3) Program Document. Within the scope of the JFA, the DPs will jointly commission an annual fiduciary review (AFR). The purpose of the review is to provide additional assurance to the financial statements presented, to analyze areas of substantial fiduciary concerns and to gradually improve the systems and processes by implementing the concrete recommendations of AFR.

PEDP3 uses the GoB's financial management (FM) system for management of all funding of the program activities, including DP contributions. The use of GoB FM systems for DP disbursement to the Consolidated Fund requires that fiduciary risk can be managed within levels acceptable to GoB and DPs. In this respect, a comprehensive fiduciary risk assessment of the primary education sector, with due consideration of both FM and procurement issues, has been carried out during PEDP3 preparations. The level of fiduciary risk was assessed by DPs as acceptable provided that agreed actions to improve the system are implemented and maintained by the GoB.

The GoB's FM systems have been strengthened considerably in recent years and now operate with sound controls in place. Reports are produced which provide the GoB and DPs with the ability to monitor both budgeted and actual levels of expenditure in accordance with their information needs. The GoB's Integrated Budgeting and Accounting System (IBAS) has the capacity to generate reports upon request and to required levels of detail. It is expected that the IBAS system will be strengthened further with support from future PFM reform projects.

Risks identified within the FM system are identified and mitigating actions included in the ongoing PEDP3 Procurement and Financial Management Action Plan. The Action Plan is being implemented with full support from GoB and in liaison with many implementing agencies (IAs).

2) Objectives of the AFR

The AFR consists of a Fiduciary Review of the FM system and a Post-Procurement Review (PPR). The key objectives of the Fiduciary Review are to provide additional assurance to the information in Interim Financial Reports (IFRs) and to assess selected risk-areas on a yearly basis, including issues identified by the annual reports of the Comptroller and Auditor General (CAG) and Quarterly Fiduciary Reviews (QFR) carried out by the DPs and PPRs. The purpose of the PPR is to assess the procurement processes, and will also provide inputs for the Fiduciary Review. Overall, the AFR will provide concrete recommendations for improvements so as to improve risk management and to recommend mechanisms for reducing fiduciary risk l.

3) Scope of the AFR

Overall, this Annual Fiduciary Review will cover, but not necessarily be limited to, aspects such as: adequacy and effectiveness of accounting, financial and operational controls, and any needs for revision; level of compliance with established policies, plans and procedures; reliability of accounting systems, data and financial reports; methods of remedying weak controls or creating them where there are none; verification of assets and liabilities; and integrity, controls, security and effectiveness of the operation of the computerized system.

The AFRs will be implemented with a focus on selected areas which will be agreed during the Joint Annual Review Mission (JARM) for PEDP3, normally held in May every year. The following are currently suggested areas of focus for the AFR for the duration of PEDP3:

- Review of payment processing including sample testing using information from the IBAS reports and cash books of a sample of Drawing and Disbursing Officers (DDOs).
- Review of reconciliation between IBAS and DDO cash books and ledgers using the IBAS reports on reconciliation, including review of DDOs' FM.
- Review of booking and clearing of advances.
- Internal controls over payroll processing and personnel data management.
- Release procedures for funding to schools (School Management Committee (SMC) funds and contingency funds) and related FM.
- Review and follow up of actions identified in annual reports of the CAG, QFR, PPR of previous years.
- Review and follow up recommendation of previous AFRs
- Suggested recommendation areas for iBAS++ based on FAPAD Audit, QFR, AFR recommendations, as per current implementation experience.
- Analyze PEDP 3 expenditures with special focus on miscoding. Derive common reasons for such miscoding with suggested way forward to improve and strengthen the existing system
- Other issues arising from the CAG's annual audit reports, QFRs and PPRs

In addition to the above, the AFR will also cover: (i) relevant reports from CAG and in particular, concerns in recurring observations from these audits which are both general and specific to MoPME and sub-ordinated cost centers; and (ii) an assessment of the FM system, including internal controls.

A firm has been recruited to conduct the AFR for Fiscal Year 2015-2016.

The AFR for FY 2015-16 is expected to commence latest by December 2016. The specific time frame will be agreed latest by October 2016.

The AFR for FY 2015-16 will focus on the following 2 areas as described subsequently:

1. Fiduciary Review
2. Post Procurement Review

II. Fiduciary Review for FY 2015-16

The fiduciary part will be conducted by the Financial Management Specialists.

The consultants will follow up on the implementation of previous AFR recommendations.

The sample size to be applied must cover minimum 10% Pay-Points of the Controller General of Accounts (CGA) and minimum 10% of cost centres of the Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE), National Academy for Primary Education (NAPE), head office of the Local Government Engineering Department (LGED), and the Department of Public Health Engineering (DPHE). As part of the review of the cost centres, an adequate sample of schools will also be reviewed.

The focus of the fiduciary reviewpart will be on the adequacy of record keeping of the DDOs and, where applicable, at the level of the schools and the Pay-Points. In general it will look at:

- Examination of the books of records of the DDOs as per format prescribed in the GoB's Financial Rules (GFR) and Treasury Rules (TR). Where applicable, it will also review books of records kept at the school level as per the same rules.
- Adequacy of the FM and financial control exercised at the DDO and, where applicable, at the school and Pay-Points. This also includes assessment of capacity of the DDOs, Pay-Points and schools, and assessment of the role of the head teacher in the FM of the system

More specifically the financial management review will also cover the following items:

i. Internal controls over payroll processing and personnel data management.

The education sector personnel registers and associated payrolls are localized, and with personnel and payroll information for schools in a given Upazila are maintained within the Upazila by centrally-employed, but locally-based DDOs operating under the DPE. As the personnel and payroll registers are paper-based and manual, links between them are neither automated nor automatic.

Overall, there are some clear areas of risk with regard to the payroll system for the primary education sub-sector. With this background, the consultants are required to:

- review the payroll system for the primary education sub-sector (in particular the staff of the primary schools);
- assess the adequacy and effectiveness of the arrangements for budget allocation and release, submission of pay-bill, release of payments by the accounts offices, receipt of funds by the DDOs, and finally the disbursement to the staff;
- perform detailed tests on randomly selected payroll transactions and check the calculations of basic pay, allowances, and deductions including eligible per diems and other benefits received;
- check the staff attendance and leave record for the randomly selected transactions;
- assess the linkages between the payroll system and human resource databases and any points of differences leading to fiduciary risks;

- map the complete process for release of funds, documentation of expenditures and related accounting activities at various levels;
- examine how the new recruitments, posting/transfers, and retirements are recorded in the system and if there are any risks of duplicate payments, leakages, over-payment, etc.
- evaluate related internal controls;
- ascertain the integrity and reliability of operational, financial and other information provided to management and stakeholders on primary education pay-bill;
- recommend how and what can be improved/changed for the future (way forward); and
- identify exactly what would be required to implement the recommendations which may include a policy change, issuance of guidelines, capacity building support etc.

ii. Status of Reconciliation between DDOs and Accounting Offices (AOs).

The process of reconciliation is a monitoring tool to reduce leakage of the FM system. In practice a reconciliation is done by the respective accounting office (AO) of CGA printing out a financial statement each month from the IBAS system. It is then presented to the DDO (MoPME/DPE/DPEO/UEO). The DDO subsequently confirms that the IBAS records (bills processed and paid) are the same as the records (cash books) the DDO has (bills presented).

The "input module" (user interface) has been introduced/uploaded into IBAS for PEDP3 where accounting offices are required to "tick off" a box in the screen (meaning yes) if they have reconciled their records with the records of the respective DDOs.

AFR team will review:

- Whether the reconciliation has been done on a monthly basis both for non-development and development expenditures of MoPME
- Whether the reconciliation has been done properly. Even if the expenditure in the account of AO (IBAS) might show zero for a particular month, it should still be confirmed by the DDO as an accurate statement. Every expenditure of the AO should match with the expenditure of the particular DDO.
- Whether the status of Reconciliation of the visited AOs has been matched with the information of IBAS generated Reconciliation Report.
- Whether the booking of expenditures by AOs have been made into IBAS under the similar codes of bills, vouchers and other documents prepared or submitted by the concerned education offices.
- Ensure that there is no inactive DDOs present in the IBAS generated report.

iii. Review of booking and clearing of advances.

AFR Team will review:

- Activities for which advances have been given for FY 2015-16
- GoB Financial Rules for Advance adjustment rules
- Amount of advance given by DPE as well as recorded in the Advance Module of IBAS
- Detail of advance in the selected education offices

  - The date of advance withdrawn for each activity,
  - time of accomplishment of the activity,
  - date and amount of adjusted advance,
  - refund of advance to treasury,
  - Amount of outstanding advance if any,
  - reason for non-adjustment of outstanding advance within stipulated time;
- The above information of the selected education offices will be verified with the advance information in the related accounting offices.
- Find out the reason of differences for advance information between Education and Accounting offices.
- Verify the information of the field offices with the information of IBAS provided by Chief Accounts Officer (CAO)-MoPME
- Review monitoring steps taken by CAO-MoPME and DPE for the adjustment of Outstanding advance
- Review the level of assurance of Advance Tracking Module developed for PEDP3

Review of fixed asset register and assessment of efficiency of asset management system.
In this regard, following issues which needs to be reviewed:

- Confirm that asset records and inventories are being completed in accordance with GFRs and TRs by checking that recent purchases have been included
- Confirm the existence of recorded fixed assets and assess their condition (have they been properly/ adequately maintained)
- Confirm the use of the assets for the purposes intended.

In addition, at the start of the AFR, expected in November 2016, other fiduciary issues arising from CAG annual audit reports, QFRs, and PPRs and earlier AFRs.

III. Post Procurement Review (PPR) for FY 2015-16

1) Background of the Post Procurement Review (PPR)

The PPR will be conducted by procurement specialists. This review includes selecting a sample of contracts, based on the program's procurement risk, from the total amount of contracts awarded and performing a detailed review of the procurement procedures followed to determine their compliance with the agreed provisions in the legal agreement. Implementation of previous post-review recommendations under previous AFR will be followed up by the consultant. In addition, post reviews examine the systemic processes and controls surrounding the procurement practices of the borrower based on the contracts reviewed and suggest measures for improvement, if any. Asset verification, end-use audit, price comparability, and reporting indications of fraud or corruption are also parts of the procurement post review. In part III (PPR) of this TOR more details about the background, the purpose and the scope are shared.

All local procurement under PEDP III is carried out in accordance with the National Competitive Bidding Method according to Public Procurement Act (PPA 2006) and Public Procurement Rules (PPR 2008) with the six exceptions as outlined in the JFA. As part of a fiduciary assessment, DPs will conduct PPRs of procurement carried out by three IAs (DPE, LGED, DPHE).

2) Purpose of the Post Procurement Review (PPR)

The purpose of the PPR is to examine the process that ensures:

- The procurement procedures agreed and outlined in the JFA are followed;
- The funds provided for PEDP3 are used for the purposes intended [includes sample site visits or physical inspection];
- Economy and efficiency have been achieved in the procurement process consistent with transparency;
- Inappropriate significant departures from the acceptable procedures or fraud/ corruption/ collusion/ coercion have not been major issues of concern in general;
- Assets specified in procurement records provided by the relevant IAsexist on-site at their office locations;
- Broadly validate that the assets are used for the purpose for which they were acquired; and
- Amounts claimed on the Statement of Expenditure (SOE) are appropriate and supported by genuine documents, i.e. Procurement Plan, Contract Agreement, completion report etc.

3) Scope of the Post Procurement Review (PPR)

The consultants will select a sample using the methodology outlined in Attachment 1, below. Before the review begins, the selected sample may require clearance of the DPs.

The sample must cover 20% of the awarded contracts by DPE, DPHE and LGED during the fiscal year (2015-16) or around 500 contracts of FY 2015-16, whichever is higher. In case of LGED and DPHE, the sample selection of contracts should include those using electronic Government

Procurement (e-GP) contracts. The actual sample size of e-GP contracts will depend on the total number of contracts awarded under the e-GP system.

E-GP contracts review: Process of e-GP has been built in conformity with the provisions of the country system (PPA & PPR). The consultant will have to consider the basic authenticated process for procurement which is embedded in e-GP. Having said this, the consultant will request Procuring Entity (PE) for entering into particular tender evaluation reports (TER1, TER2, TER3 and TER4) as required. In case of further scrutinizing the consultant may request PE for printing the documents attached with the bid or uploaded into the e-GP system for a particular bidding process, such as audited financial statements, or documents demonstrating annual turnover and/or experience certificate or paper relevant to access to credit facilities. The national e-GP system (www.eprocure.gov.bd) covers the complete audit trail of all procurement following e-GP. The bidding process itself can be trusted by adopting the e-GP system. In addition, PE will facilitate e-GP entry for the auditor as required, or the auditor may be provided a temporary read-only access. For each contract package, the key elements will be to:

- Verify eligibility;
- Verify compliance with the outlined procurement procedures as indicated in the JFA. When deviations or judgment were exercised, the consultants must comment on whether these were reasonable. The consultants will also identify contracts with serious deviations warranting consideration for declaring misprocurement;
- Establish whether the documentation and record keeping systems which are in place are adequate for ensuring the post review requirements; for example, whether records are systematically maintained and are acceptable. At locations, where a complete record of contracts is not being maintained, assist them in starting a system to meet this important requirement. Also identify general issues related to the procurement process and systems and provide recommendations for improvement.
- Verify whether goods and works exist at intended locations and are being used for the purposes for which they were acquired.
- Examine reported corruption or red flags if any, from any source and substantiate the irregularities. Also verify fraud prevention and detection mechanisms that may exist in the Program and recommend such prevention and detection mechanisms for future procurement under PEDP3.

The awarded contracts which are below the prior review threshold specified in the DPs' respective Financing Agreements as well as expenditures claimed for replenishment under SOE, are to be post reviewed in the field on a representative sample basis in respect of the following related documentation:

- Invitation of bids, advertising procedures and bidding period;
- Bidding documents and addenda;
- Sale of bidding documents, pre-bid meeting;
- Receipt and opening of bids;
- Bid evaluation and recommendations for award of the contract
- Indications of Fraud and Corruption and its details;
- Conclusion of contract;
- Time taken for processing of the various procurement actions;
- Material modifications to the contract during execution and the increase in the value of contract;
- Letter of Credit;
- Supplier's invoice and certificate of origin;
- Shipping or import documents and inspection certificates;
- Evidence of receipt of goods;
- Recurrent costs record;
- Authorization for payment;
- Evidence of payment/bank statements, acknowledgement of payee;
- Accounting records of approval, disbursement, and balance available;
- Where goods have been returned, evidence that refunds have been made by suppliers and corresponding adjustments made in subsequent applications; and,
- Physical on-site verification of assets and their intended use, services rendered as described in the payment documents or contracts and verify whether any payments made before actual receipts of goods and services and beyond contract clause. Evidence of work may include photographs of the goods and works by the consultants, written acknowledgement from beneficiaries, participants, stake-holders and other third parties, supporting documents from venues for workshops, training center, etc.

The documents are examined to ensure that each payment (including authorization for payment) is properly supported and is eligible for DPs' disbursement.

For verification of assets, the representative sample shall be selected by the consultant from the preliminary list provided by the ministry unit responsible for overseeing procurement while reviewing the contracts. 10-15% of assets acquired under the contracts are to be reviewed. This selection shall be influenced by the following factors:

- Level of comfort obtained during the review of contract [s];
- Nature of asset [s];
- Value of asset [s]; and
- Geographical spread and accessibility of the location of asset

Based on the findings, the consultants will verify with the concerned IAs to obtain their views and concurrence with respect to the areas that need improvements and agree on the approach and strategies to implement measures to improve the existing system. Consequently, the consultants will prepare a proposal for system improvement for each IA.

The consultants will conduct comprehensive needs assessments of concerned staff in each IA and prepare a comprehensive proposal for capacity development including training requirements for each staff or group of staff -- especially on the job training -- with clear guidelines and directives.

Develop separate checklists for Upazila Offices, District Offices, Divisional Offices, as well as DPE, LGED, and DPHE.

The checklists will cover the following areas, among others, based on the weaknesses identified in the system:

- How to minimize fiduciary risks
- Requirements of books of records
- Reporting requirements – scope, contents, data, information, etc.

IV. Details of AFR for FY 2015-16

1) Timeline, Reporting, and Deliverables

The AFR will commence by December 2016, with an estimated total duration of the assignment of maximum 24 weeks. The work is to be concluded by the middle of June 2017 with the submission of a report presenting outcomes from the above tasks including a summary of recommendations, actions for follow-up, timeframe for when they should be completed an indication of the responsible entity/unit. The survey for the post-procurement review and the fiduciary part of the review will be done concurrently. Specific outputs of the post-procurement review are mentioned in chapter II – Post-Procurement Review. The consultant, within ten (10) days of signing of contract, will receive the electronic data entry forms from ADB and IDA for compiling the post-procurement review report.

The results of the AFR will be discussed by the Procurement and Financial Management Working Group (PFWG) of PEDP3 each year and ToRs for the succeeding year's AFR will be agreed in the Joint Annual Review Mission (JARM). The findings of the AFR will be subject to follow-up by the QFRs and integrated into the QFR action plan.

The final report should include an executive summary which should contain a short summary of the review done, summarize findings of strengths in the system, identify possible risks in the system, analyze progress against recommendations and findings from previous AFRs, and conclude with practical recommendations. The final report should also include detailed table of content with identifiable annexures. The recommendations are expected to be discussed and sharpened in the dissemination process.

The following time-frame is foreseen:

- Commence the assignment latest by December 2016.
- Share Interim/ Progress report for post-procurement review and fiduciary review by 28 February 2017.
- Complete draft report by 30 April 2017 for both RRP and Fiduciary Review.
- A comprehensive dissemination process (1 National and 3 regional workshops) will be held in April and May 2017 involving MoPME/DPE, CGA and other IAs to present the findings and discuss the solutions.
- -Complete assignment by middle of June 2017 with final report including the final post-procurement review and Fiduciary review report. The final report is to include the report on the dissemination workshops.

The following **deliverables** are expected:

- Inception report (1 week)
- Interim/progress Report (10 weeks)
- Draft report for PPR and Fiduciary Review (18 Weeks)
- Final Report for PPR and Fiduciary Review (24 Weeks)

V. Qualifications of Key Professionals / Experts

The assignment will be undertaken by a firm who will employ adequate staff with appropriate professional qualifications and suitable experience and with experience in performing assessments of programs comparable in size and complexity to PEDP3. The following inputs are expected for conducting the AFR for FY 2015-16.

(i) Financial Management specialist and team leader (international, 2 person-months). The team leader nominated by the firm shall: (a) have at least a graduate degree in financial management or be a certified accountant; (b) (d) have experience with the Government of Bangladesh financial management system, procedures, and regulations applying to central government, district, and Upazila (block) levels; (e) have experience undertaking financial, compliance, and performance audits including design, management, and implementation of surveys; (f) demonstrate team leadership, organizational, communication, relational, and report writing skills; and (g) have an excellent command of the English language. The expert should have at least 20 years of general experience with 10 years in similar assignment, and 5 years in leadership position.

(ii) Procurement specialist (international, 2 person-months). The specialist shall have: (a) at least a graduate degree in engineering, public administration, business administration, or related discipline; (b) at least 5 years of experience in public procurement and capacity building in procurement, (c) overseas experience in public procurement assignment, and (d) experience in working with procurement guidelines from multilateral organizations in relation to the national government's procurement guidelines is highly preferred. Experience working in Bangladesh is an asset.

(iii) Financial Management specialists (2 nationals, 6 person-months; 3 person-months each). The specialists shall (a) have at least a graduate degree in financial management or be certified accountants and (b) have at least 5 years of relevant working experience, preferably in government-executed donor-funded projects, as accountants in Bangladesh. Experience with financial management reviews in accordance with the guidelines from multilateral organizations is highly preferred.

(iv) Procurement specialists (2 national, 6 person-months; 3 person-months each). The specialists shall have (a) at least graduate degrees in engineering, public administration, business administration, or other related disciplines and (b) at least 5 years of experience in public procurement and capacity building in procurement. Experience working with procurement guidelines from multilateral organizations in relation to the national government's procurement guidelines is highly preferred.

Attachment 1 - Sampling Guidance for Post Procurement Review (PPR)

A sample of contracts shall be selected from the procurement plan by the Consultants and subsequently approved by the DPs. DPE, LGED and DPHE will be asked by the DPs to collect relevant documentation and present it for review to the AFR Consultant. The following guidelines will assist the Consultants in selecting a sample:

- The selected contracts for review should be representative of the overall procurement by size, nature and complexity using the following categories/scenarios:
- Procurement: works and goods contracts, supply and installation, etc.;
- Complexity: simple, less complex and complex;
- Value: high, medium and low;
- Critical items: for success of the program (less likely to be found under post review)
- Geographical spread: Some easily accessible locations and some difficult to access locations
- Package/Slice: single and multiple lots;
- Price Adjustment: with and without application;
- Protests/Complaints/Claims: bidding and contract stages and how addressed;
- Contract Modifications: with and without.
- Distortions in the procurement process are frequently manifested in one or more of the situations listed below. If patterns are identified in a series of contracts which reflect any of the distortions, one or more of the contracts in the series should be selected for more detailed review in the review sample
- low participation of bidders and reduced competition;
- one or more bidders winning a disproportionate amount of contracts in a program over time;
- Bid prices consistently over cost estimates and/or current market prices;
- Significant number of changes from bid to contract award and to final completion; and
- Significant and recurring increases in the final contract price over the original bid price and/or the original contract price.

Attachment 2 - Sample Report format and Checklist

FY 20xx Post Review Report for *program name*

Country:	Bangladesh
Program:	
TTL:	
DPS:	
Post review Conducted By:	
Period Covered under Post Review:	
Project Procurement Risk:	
Implementing Agencies Covered under Post Review:	
Date of Report:	

A. Executive Summary

- *Introduction*: Describe the background, team composition, approach used for post review, agreed threshold/procurement arrangements for the program, etc.
- *Major findings*: This section would be useful for decision makers (both in the DPs and Government), who do not have time to go through the details, should be displayed using bullet points and reference to specific contracts where more information can be obtained.
- *Sampling Procedure Used*: Comment on the availability of contract data, percentage selected for review including the total amount of post-review contracts awarded, and whether the findings are representative of population

Summary of the Total Contract Population by each head of procuring entity (DPE, LGED, DPHE NAPE, NCTB):

Contract type	Goods			Works			Consulting Services			Total		
	No	Value		No	Value		No	Value		No	Value	
		BDT	USD		BDT	USD		BDT	USD		BDT	USD
ICB												
NCB												
Shopping												
DC												
Force Account												
QCBS												
QBS												
LCS												
FBS												
CQS												
NGO												
SSS Firm												
SSS Individual												
TOTAL												

Summary of the Contracts Reviewed:

Contract Type	Goods			Works			Consulting Services			Total		
	No	Value		No	Value		No	Value		No	Value	
		BDT	USD		BDT	USD		BDT	USD		BDT	USD
ICB												

NCB												
Shopping												
DC												
Force Account												
QCBS												
QBS												
LCS												
FBS												
CQS												
NGO												
SSS Firm												
SSS Individual												
TOTAL												

Summary of the IA Reviewed:

IA	Goods			Works			Consulting Services			Total		
	No	Value		No	Value		No	Value		No	Value	
		BDT	USD		BDT	USD		BDT	USD		BDT	USD
TOTAL												

Findings on the IA Capacity, Performance and Other Systemic Issues: Comment based on the review of contracts. Give an overall assessment as well as separate section for each PIU reviewed.

Findings of Physical Inspections:

Category	No. of Physical Inspections					
	ICB	NCB	IS	NS	SS	Total
Works						
Goods						
Services						
Consulting firms						
Individual consultants						
Total						

Action Taken by the IS on the Findings of the Previous Review: Comment on any improvements, delays or inaction.

Indicators of fraud and corruption (when F&C is suspected, copies of **any and all** related documentation should be attached to the report including copies of the losing bids).

Recommendations and Proposed Actions for the DPs and/or Borrower: Also include whether IA suggested any corrective action to be taken during the post review process.

Attachment 3 - Risk Rating and Recommendation on Post Review Indicators

The consultant will rate the risk for following three indicators in four point scale for each project and overall risk of the project. The consultant will provide recommendations for each indicator and for overall post review.

The indicators:

Indicator 1: Systems

The consultants will provide risk rating on "System" after evaluating the points in the below table.

Legal Framework: Suitability of the laws, rules and regulations applicable to the implementing agency
Organization / Staffing: Organization of the procurement unit and allocation of functions; quality and adequacy of procurement staff
Controls / Manuals: Quality of internal administrative practices, including special anticorruption initiatives, existence of dispute resolution systems, internal procedural manuals and instructions, oversight and auditing practices, and code of professional behavior and ethics
Record-keeping: Availability, quality, security and completeness of procurement records and files

Indicator 2: Procurement Process

The consultants will provide risk rating on "Procurement Process" after evaluating the points in the below table.

Publications: Assessment of quality of, and adherence to, advertising and contract award publication requirements for applicable contracts
Bidding: Assessment of quality of, and adherence to, requirements for bidding documents, including RFP's, LOI's, short lists, terms of reference, invoices, and other applicable documents
Evaluation: Assessment of quality of, and adherence to, bid evaluation requirements/criteria, including draft contracts, technical and financial evaluation reports, and bid amendments, if applicable
Awards: Assessment of quality of, and adherence to, contract award requirements, including amendments, variation orders, and extensions

Indicator 3: Contract Administration

The consultants will provide risk rating on "Contract Administration" after evaluating the points in the below table.

Implementation: Assessment of quality of, and adherence to, contract implementation criteria, including results of physical inspections
Payments: Assessment of adherence to contract payment schedules, including timeliness of payments to contractors
Compliance: Assessment of adherence to all contractual compliance with agreed provisions; adherence to all related anti-corruption practices
Record-keeping: Availability, quality, security and completeness of contracts records and files

Overall Risk:

- Overall risk rating for a report is not an average rating of all indicators combined but rather a final rating based on reviewer's objective conclusions about the findings as a whole.

Grading scale:

- Rated against a 4-point scale
- Low Risk, Medium Risk, Substantial Risk, High Risk

Recommendations:

- Consultant will provide recommendations for each indicators and overall post review report for each project.

6.4. PEDP3 Monitoring Table of Settlement of Audit Observation

PFWG

Table of content

1) Formal Sharing with MOPME and inclusion in Record of Discussions
2) Overview of status of Settlement for PEDP II and PEDP3
3) Individual observations (unsettled)
4) Individual observations (settled – update from 30 November 2015 onwards)

1) Formal sharing

Sharing	Date
Latest formal update in PFWG	
Last sharing with MoPME, DPE, implementing associates, DPs and FAPAD	
Last inclusion in Record of Discussions JARM or JCM	

Summary

FY	Unsettled observations	Settled since last report	Total Observations
2011-12	4	12	16
2012-13	26	50	76
2013-14	69	29	98
2014-15	0	0	75

2) Overview of Status of Audit Observations Settlement for PEDP3

Year	No of unsettled Observation	Current status Pending with Whom 30-04-2016	Next Steps May 2016 to June 2016		
			By May 2015	By May 2016	By June 2016
2011-12	4	1 observation is yet to be settled and lying with FAPAD. Revised BS Reply was sent to FAPAD on 03 November, 2015 BS reply of 3 observations relating to NCTB is still pending	MoPME/DPE/IAs to submit responses to FAPAD by 30 May		1.FAPAD to respond to BSR MOPME to organize tripartite meeting for settlement of audit observation for 11-12
2012-13	26	16 observations are yet to be settled and lying with FAPAD. Revised BS Reply for 05 observations was sent to FAPAD on 11 Jan 2016 and for 11 audit observations BS reply was sent on 31 Dec 2015 For 10 observations revised BS reply could not be sent yet and lying pending with IAs (05 LGED, 04 DPE & 01 NCTB)			1)FAPAD to respond to BSR 2)MOPME to organize tripartite meeting for settlement of audit observation for FY 2012-13
2013-14	75	For 75 observations BS reply was sent to FAPAD and yet to be settled. DPE sent revised BS reply for 16 audit observations on April 2016, BS reply for			1)FAPAD to respond to BSR 2)MOPME to organize tripartite meeting for

		remaining 59 audit observations was sent to FAPAD up to Dec 2015 through several letters			settlement of audit observation for FY 2013-14
2014-15	75	Audit report submitted on 30th March 2016			DPE/MoPME/IA to submit response to FAPAD by July 2016

BSR= Broad Sheet Reply, FAPAD:=Foreign Aided projects Audit Directorate, DPE= Directorate of Primary Education, PSO= Program Support office, MOPME: Ministry of Primary and Mass Education, IA = Implementing Associates; NCTB = National Curriculum and Textbook Board

Note: -This table requires update on quarterly basis

-Before furnishing reply to FAPAD a responsible person of PSO, MOPME should review and confirm that replies are at least at par to the observations.

Annex 7: Outline of working group discussions

7. This annex contains an outline of the review of the 2016/17 AOP performed by each WG. The templates provided below include the details of the initial review performed by the WG. These were then provided to DPE to support the completion of the final draft of the AOP. This annex is broken into working groups. In each sub-section there is a table related to each sub-component that the WG is responsible to oversee. The component tables include any yet-to-be-completed actions from Year 5, and all actions to be completed in Year 6 of the program. The WGs were asked to indicate if they believe the draft AOP included an adequate budget to support the relevant activity, and then would include additional notes where relevant.

7.1. Administration and Monitoring Working Group (AMWG)

7.1.1. AMWG: Yet to be completed Year 5 Activities

1.4 Production and Distribution of Textbooks		
Accountable: Chairman, NCTB (production) & Director, DPE Administration Division (distribution)		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within one month of school opening day, which are all based on new curriculum developed by NCTB	Y	Completed.
Study on production and distribution of textbooks completed (including print quality)	N	This study will be funded through ADB so is not reflected in AOP. **NB – this needs to be added to the TA plan with comments stating that it is funded by ADB.**
3.1.1 Field Level Offices Strengthened		
Accountable: Director Administration, DPE		

Activities	Implemented as a part of 2015/16 AOP	Notes
Based on the ODCBG stocktaking exercise (see sub-component 3.1.4) remaining staff hired and placed at field level	N	881.35 Lakh included under items 118-122. This money has been included to fund positions that have been created throughout PEDP3. No budget has been set aside for after the ODCBG is revised as there will not be time to recruit these positions in 2016/17.
Field level coordination of training improved	N	No budget required.
Upazilas develop and implement needs-based UPEPs on the basis of SLIPs	Y	
Targeted capacity development support provided to UEOs based on the study of SLIP and UPEP process in selected Upazilas (To be supported by the Planning Division)	Y	
3.1.4 Organizational Review and Strengthening		
Accountable: Director Administration Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Identification of staff that: (i) May need to be transferred post-PEDP3, (ii) May need to be created from integration with discrete projects, and (iii) May result from the advice from the follow-on OCDB Guide exercise	Y	Identification completed. Transfer process yet to start. DPE will prepare an action plan and share with DPs by June 30, 2016. No budget required for transfer process. **Note:** The transfer process cannot start before IMED finalise their PEDP3 assessment report

MoPME, NAPE DPE and capacity strengthening continued in line with ODCB Guide follow-up	N	No budget required as update not yet completed. Study is contained in TA plan for 2016/17.
Dissemination of new approved recruitment rules completed	N	Recruitment rules not yet approved so no budget required.
3.2.2 Teacher Recruitment and Deployment		
Accountable: Director, Administration Division, DPE		
Year 5	**Implemented as a part of 2015/16 AOP**	
All teachers and head teachers positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis	N	No budget required.
At least 90% of teachers and head teachers (vacancies and all new positions) filled according to needs based plan	N	Salary for 10,000 teachers included under item 160. Salary for 63,672 teachers included under item 65. Salary for 25,000 attrition teachers is part of the Revenue Budget and is not included in AOP.
Recommendations of comprehensive study (Year 4) on contact hours endorsed by MoPME	N	No budget required for this activity. Study is contained in TA plan for 2016/17.
Action plan to implement recommendations from the contact hour study endorsed by MoPME	N	No budget required for this activity. Study is contained in TA plan for 2016/17.
3.2.3 Annual Primary School Census		
Accountable: Director, Monitoring and Evaluation Division, DPE		

Activities	Implemented as a part of 2015/16 AOP	Notes
APSC (AY 2016) administration and report preparation and dissemination complete within academic year covering all primary schools	Y	Completed.
Third party validation completed examining the accuracy of data compared to prior Third Party Validation	N	Study is contained in TA plan for 2016/17.
M&E capacity assessment study completed	N	Study is contained in TA plan for 2016/17.
4.4 Strengthen Monitoring Functions		
Accountable: Director, Monitoring and Evaluation Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Based on the modernizing of inspection tool pilot a further scale up may be undertaken	N	See Year 5 notes for details including next steps.
Methods for collecting and using data strengthened by DPE, Districts, Upazilas and school staff training in RBM. This will inform SLIPs, UPEPs and other school effectiveness planning. Training should highlight the importance of PSQLs and KPIs. To be completed in conjunction with ASPR dissemination.		

All school inspections conducted using updated tools in line with PEDP3 and a consolidated action oriented inspection report drafted and shared quarterly		
Progress monitoring review at divisional and national level conducted using RBM approaches biannually		
4.5 Human Resource Development		
Accountable: Director, Admin Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
A set of related training options are made available (or developed). These should align with existing competencies and standards defined in the curriculum, DPEd and TED plans	N	Competencies cannot be developed until career paths approved.
Needs-based list of training needs compiled from field levels and implemented in collaboration with TED plan	N	No budget required as this item is repeated in year 6.
Existing CPD approach for field level officers continued and documented	Y	

7.1.2. AMWG: Year 6 Activities

1.4 Production and Distribution of Textbooks		
Accountable: Chairman, NCTB (production) & Director, DPE Administration Division (distribution)		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within one month of school opening day, which are all based on new curriculum developed by NCTB	Y	Funding sits in the revenue budget, not AOP.
A workshop held to review findings from the Year 5 Study on production and distribution of textbooks makes recommendations for future planning	Y	48.75 Lakh included under item 0016i. If required more money will be requested in revised AOP.
3.1.1 Field Level Offices Strengthened		
Accountable: Director Administration, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Planned staff hired and placed at all field levels	Y	881.35 Lakh included under items 118-122. This money has been included to fund positions that have been created throughout PEDP3. No budget has been set aside for after the ODCBG is revised as there will not be time to recruit these positions in 2016/17.
Field level coordination of training improved	Y	No budget required

UPEP-Upazilas develop and implement needs-based UPEPs on the basis of SLIPs	Y	80 Lakh included under items 127a and 131a (training and development). 26 Lakh included under item 130 (implementation)
3.1.4 Organizational Review and Strengthening		
Accountable: Director Administration Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Updated organogram for post-PEDP3	Y	No budget required**.**
MoPME, NAPE, and DPE capacity strengthening continued	Y	Funding contained in revenue budget
3.2.2 Teacher Recruitment and Deployment		
Accountable: Director, Administration Division, DPE		
Year 5	**Adequately covered in 2016/17 AOP**	
All teacher and head teacher positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis	Y	Salary for 10,000 teachers included under item 160. Salary for 673,672 teachers included under item 65. Salary for 25,000 attrition teachers is part of the Revenue Budget and is not included in AOP.
3.2.3 Annual Primary School Census		
Accountable: Director, Monitoring and Evaluation Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**

APSC (AY 2017) survey completed within academic year covering all primary schools	Y	800 Lakh included under items 161 and 162 Both items 161 and 162. M&E Division will review budget and discuss to see if efficiencies can be found following move to online.
4.4 Strengthen Monitoring Functions		
Accountable: Director, Monitoring and Evaluation Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Modernizing of inspection tool pilot report completed with recommendations for nation-wide roll-out	N	Pilot of modernized inspection system is ongoing.
Methods for collecting and using data strengthened by DPE, Districts, Upazilas and Schools staff training in RBM. This will inform SLIPs, UPEPs and other school effectiveness planning. Training should highlight the importance of PSQLs and KPIs. To be completed in conjunction with ASPR dissemination.	N	A workshop will be convened to outline the results of the trial and plan for future action in the school inspection space. Funding from line items 190, 191 and 196 (132.50 Lakh) will be reallocated to a flexible budget item for school inspection.
RBM Resource pool functioning. RBM principles included in all relevant training practices.	N	
All school inspections conducted using updated tools in line with PEDP3 and a consolidated action oriented inspection report drafted and shared quarterly at District level	N	
Progress monitoring review at divisional and national level conducted using RBM approaches biannually	N	
4.5 Human Resource Development		

Accountable: Director, Admin Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
A set of standards and competencies for professional development of field level staff is developed, and aligned to a set of related training options taking stock of effectiveness so far as part of exercise	Y	No budget required as this will not be developed in 2016/17. Competencies cannot be developed until career paths approved.
Needs-based list of training needs compiled from field levels and implemented	Y	2784 Lakh included under items 204, 207a, 208, 209 and 212. The budget includes academic supervision for AUEOs, training for DPE field level and central staff, and an international study tour.

7.1.3. DWG: Yet to be completed Year 5 Activities

2.1.1 Second Chance and Alternative Education (NFE)		
Accountable: Director General, DPE		
Activities	**Implemented as a part of 2015/16AOP**	**Notes**
Pilot(s) for 100,000 out of school children to access Second Chance Education services implemented	N	The implementation plan of SCE was approved in January 2016 and procurement process for selecting the implementing partners is ongoing
Extensive assessment of the SCE model including analysis of (a) efficiency, (b) institutionalization, and (c) and the ten-year vision to systematically address out-of-school children through non-formal education. This will explore also the integration of other models such as the Underprivileged Children's Educational Programs (UCEP) for working urban children and public-private partnerships	N	The TA team will be on board from May 2016
2.1.2 Pre-primary Education		
Accountable: Director, Policy and Operations Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Expansion Plan updated, incorporating equity and quality criteria	N	Assessment of the PPE quality situation ongoing based on which the expansion plan will be updated.

50% of all GPS and NNGPS to develop plans to upgrade provision to meet PPE minimum quality standards	N	The revised guideline of SLIP/UPEP includes addressing the PPE quality, training on which has started. Year 5 DLI for SLIP/UPEP will address it.
2.1.3 Mainstreaming Gender and Inclusive Education		
Accountable: Director, Policy and Operations Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
SLIPs are Gender sensitive and inclusive as measured by agreed set of process indicators	N	Yet to be assessed as part of the G&IE action plan reporting
Teachers oriented with the MLE teaching and learning materials in certain geographic areas	N	
Gender and Inclusive Education criteria used in school inspection reports	Y	
2.1.4 Education in Emergencies (EiE)		
Accountable: Director, Planning and Development Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Development of package of awareness raising materials, guidelines for UPEP	Y	Was addressed during the revision of the SLIP/UPEP guidelines

Modules on education in emergencies included in training programs for volunteers, teachers, head teachers, Upazilas and district education officers	N	Will be developed based on approved DRR framework
2.1.5 Communications and social mobilization		
Accountable: Director, Policy and Operations Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Key messages and major communication interventions/ events to disseminate the messages to specific audiences are identified, including: - 100% on time enrollment - Preventing drop out - Contact hours - Learning achievement - GO-NGO Guidelines - Quality PPE - Inclusive Education and gender - Examples of SLIP/UPEP utilization to address above issues	N	
Annual communication plan formulated and implemented, on basis of findings from the perception study	N	The perception study was not conducted and the action plan will be developed based on the approved communication strategy
2.2.1 Targeted Stipends		

Accountable: Director, Planning and Development Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Lessons learned on stipend to date consolidated (ref. to lessons from school feeding projects)	N	A new stipend project has approved by ECNEC recently (8 March 2016). This new project has been started from January
Regular collaboration between stipend project and PEDP3 enhanced, including reporting at JARM	Y	Going on through regular meeting, discussion and sharing reports.
2.2.2 School Health and School Feeding		
Accountable: Director, Planning and Development Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Regular collaboration between school feeding projects and PEDP3 enhanced, including reporting at JARM	Y	Going on through regular meeting, discussion and sharing reports.
Linkage with relevant ministries to address malnutrition and Early Childhood Care and Development (ECCD) continued	N	Step to be taken from MoPME
Twice a year health check-ups with teachers' involvement provided at schools	Y	Health check-ups have been conducting twice a year with the involvement of teacher/ UHA/FWA and Little doctor team.
2.2.3 Needs-based School Environment Improvement		
Accountable: Director, Planning and Development Division, DPE		

Activities	Implemented as a part of 2015/16 AOP	Notes
Need based WASHBLOCKs, safe drinking water, boundary walls, classroom furnishings placed (continuation)	Y	
Collaboration mechanism for school layout and design operationalized	Y	
2.2.4 Needs based Infrastructure Development		
Accountable: Director, Planning and Development Division, and LGED, DPHE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
100% of planned needs based infrastructure development completed	N	It will be addressed in year 6
Third party validation of infrastructure development according to criteria and technical standards	Y	
3.1.2 Decentralized School Management and Governance		
Accountable: Director, Planning and Development Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**

At least 75% of schools (GPS and NNGPS) have prepared SLIPs and have received funds on the basis of guidelines updated in Year 4	N	It will be addressed in year 6
At least 50% of Upazilas have prepared UPEPs on the basis of updated guidelines	N	It will be addressed in year 6

7.1.4. DWG: Year 6 Activities

2.1.1 Second Chance and Alternative Education (NFE)		
Accountable: Director General, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
National Education policy and NFE strategy synchronized	N	
Year 5 pilot expanded to deliver Second Chance Education services to an additional 200,000 out of school children	N	Target for Year 5 will be addressed in year6
Ten-year vision and strategy to systematically address out of school children by NFE agreed by all stakeholders and endorsed by MoPME National Education policy and NFE strategy synchronized	Y	Unicef TA will support
2.1.3 Mainstreaming Gender and Inclusive Education		
Accountable: Director, Policy and Operations Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Teachers identify students with learning difficulties and interventions are put in place	Y	
SLIPs are Gender sensitive and inclusive as measured by agreed set of process indicators	Y/N	Although the plans have the provision but they are yet to be measured

Gender and Inclusive Education criteria used in school inspection reports	Y	Need to be reflected in the report of IE and Gender Action Plan
2.1.4 Education in Emergencies (EiE)		
Accountable: Director, Planning and Development Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
UPEP includes EiE	N	
EIE Training ongoing through appropriate channels	N	
2.1.5 Communications and social mobilization		
Accountable: Director, Policy and Operations Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Key messages and major communication interventions/ events to disseminate the messages to specific audiences are identified, including: • 100% on time enrollment • Preventing drop out • Contact hours • Learning achievement • GO-NGO Guidelines • Quality PPE	Y	

• Inclusive Education and gender Examples of SLIP/UPEP utilization to address above issues		
Study conducted as follow up to monitor public perception of education service	N	
2.2.1 Targeted Stipends		
Accountable: Director, Planning and Development Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Based on lesson-learned study, concrete plan developed for projected integration of stipend project in next primary education program (Link with school feeding projects)	N	
2.2.2 School Health and School Feeding		
Accountable: Director, Planning and Development Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Regular collaboration between school feeding projects and PEDP3 enhanced, including reporting at JARM	N	
Consolidation of lessons learned and good practices from school feeding projects	N	
Twice a year health check-ups with teachers' involvement provided at schools	N	

2.2.3 Needs-based School Environment Improvement		
Accountable: Director, Planning and Development Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Need based WASHBLOCKs, safe drinking water, boundary walls, classroom furnishings placed (continuation)	Y	
Collaboration mechanism for school layout and design continued	Y	

7.1.5. PFWG: Yet to be Completed Year 5 Activities

4.1 PEDP3 Management and Governance		
Accountable: Director, Program Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
PEDP3 management and steering committee meet regularly as per their TORs	Yes	
PEDP3 AOP for current year implemented	Ongoing	As of March 2016, 64% and 48% was utilized of the original and revised AOP respectively
PEDP3 tasks across divisions and agencies for current year coordinated by PSO and used to improve performance on the basis of agreed mechanisms	Ongoing	Budget for PSO – furniture, operating expenses for PSO, contingency and stationary
4.2 PEDP3 Financial Management		
Accountable: Director, Finance Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Annual fiduciary review conducted	Yes	FY 13-14 to be finalized. FY 14-15 ongoing. FY 15-16 ToR under preparation
Annual program financial statements prepared	Yes	2nd quarter IFRto be finalized and 3rd Quarter IFR to be submitted
Amounts budgeted are in line with MTBF	Yes	
Sector budget distributed to spending DDOs	Yes	

Distribution and ceilings of advances to cost center/DDOs reviewed and MOF adjustments requested	Yes	MoF approved the proposal for withdrawal of advance on 10.04.2016
Quarterly monitoring through system-generated reports (iBAS)/DPE	Yes	
Recording and monitoring advances in ADP review meeting at MoPME	Yes	
Quarterly review of the audit observation	Yes	MoPME to clarify the number of quarterly meeting organized in Year 5
Customized Accounting system software introduced and implemented	Yes	Accounting software now rolled out to all DDOs
4.3 Sector Finance		
Accountable: MoPME and MOF		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
FY 16-17 Primary education budget aligned with program framework and consistent with FY 16-21 MTBF	No	Budget not yet available.
Actual primary expenditures for FY 15-16 within 15% deviation of the originally approved budget	Ongoing	Final IFR to be submitted in September 2016
4.6 Public Private Partnerships (PPP)		
Accountable: Director, Program Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**

Implement PPP framework for MoPME	Yes	Block fund of Tk 10 crore allocated for implementation

7.1.6. PFWG: Year 6 Activities

4.1 PEDP3 Management and Governance		
Accountable: Director, Program Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
PEDP3 management and steering committee meet regularly as per their TORs	Yes	
PEDP3 AOP for current year implemented	TBD	Cannot be decided now
PEDP3 tasks across divisions and agencies for current year coordinated by PSO and used to improve performance on the basis of agreed mechanisms	Yes	Budget for PSO – furniture, operating expenses for PSO, contingency and stationary as per FY 16-17 AOP
4.2 PEDP3 Financial Management		
Accountable: Director, Finance Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Annual program financial statements prepared	Yes	Adequate funding of 150 lakh to ensure DDOs receive training and other support. Parallel TA will also support trainings and PFM reviews
Amounts budgeted are in line with MTBF	TBD	Budget and latest MTBF not yet available
Sector budget distributed to spending DDOs	Yes	Web Based accounting system fully functional and will support distribution of budgets to DDOs (20 lakh allocation in AOP for hardware and software needs)

Distribution and ceilings of advances to cost center/DDOs reviewed and MOF adjustments requested	Yes	Advances reviewed through monthly ADB review meeting
Quarterly monitoring through system-generated reports (iBAS)/DPE	Yes	
Recording and monitoring advances in ADP review meeting at MoPME	Yes	DPE to confirm allocation for holding monthly review meetings and audit observation meetings (example meeting cost, refreshments etc) Currently no allocation in this sub component
Quarterly review of the audit observation	Yes	
4.3 Sector Finance		
Accountable: MoPME and MOF		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
FY 17-18 Primary education budget consistent with FY 17-22 MTBF	TBD	Not applicable for this AOP
Revised FY 16-17 primary-education budget allocation aligned with program framework	TBD	Can be decided in December 2016
4.6 Public Private Partnerships (PPP)		
Accountable: Director, Program Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Implement PPP framework for MoPME	Yes	Block fund of Tk 10 crore for implementation, available in FY 16-17 AOP

7.1.7. QWG: Yet to be completed Year 5 Activities

1.1 Shikhbe Protiti Shishu (Each Child Learns)		
Accountable: Director, Program Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Ongoing/expanded piloting to an additional 510 schools (total number of schools: 1,500)	Yes	Only 1,240 schools covered; 260 schools yet to be covered
Strengthening institutional mechanism for continuous teacher mentoring, supervision and support	Yes	Ongoing
Graded supplementary reading materials (SRMs) provided to 50% schools	No	Will be covered in Yr. 6 under 24 – 28, but funds need to be allocated for Grade 1.
Extension to Grade 4 and 5 in 164 non-DPEd pilot schools based on emerging lessons from the Longitudinal study	No	Decision taken not to implement this activity
Linkages with assessment systems, including Grade 5 PECE and NSA established	Yes	In progress
Longitudinal study continued and completed; its findings and recommendations to guide planning for the next program	Yes	Ongoing
1.2 School & Classroom-based Assessment		
Accountable: Director, Training Division, DPE & DG, NAPE		

Activities	Implemented as a part of 2015/16 AOP	Notes
Introduction of School Based Assessment methods and tools as part of the curriculum dissemination training for 35% (65% in total) of education officers and teachers completed ((linked to introduction of competency-based items in the Grade 5 PECE reform)	Yes	Refresher training for MT & Master Trainers, and Teacher training to be covered in Yr. 6
Study on implementation status of School and Classroom based Assessment in schools with recommendations for strengthening of implementation and monitoring	No	Will be done in Post-PEDP3
1.3 Curriculum and Textbooks Strengthened		
Accountable: Chairman, NCTB		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Supplementary teaching and learning materials including Graded Supplementary materials for Grades 1 to 5 provided	No	Will be covered in Yr. 6
Revised textbooks for Grades 4 and 5 based on new curriculum developed by NCTB and recommendations from Large Scale Try out, introduced	Yes	

Revised Teacher Editions for Grades 4 and 5, based on new curriculum developed by NCTB and recommendations from Large Scale Try out, introduced	Yes	
Refinement and introduction of all remaining Teacher Guides for all grades	No	To be completed in Yr. 6
Curriculum dissemination training program for 90% teachers and officials at central and field level completed	Yes	48,000 teachers will be covered by June 2016
Refinement of textbooks, teacher editions and TGs for remaining subjects and grades	Yes	To continue in Yr. 6
Continue curriculum dissemination and other teacher training through distance mode utilizing electronic media	No	Activity seems to have been abandoned – to be considered in post-PEDP3
1.5 ICT in Education		
Accountable: Director, Information Management Division & Director Training Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
All 502 model schools have an operating multimedia to improve teaching and learning, following the ICT strategy paper	Yes	
ICT equipment with digital educational materials is used in classroom and teacher education in 20,000 schools following an ICT strategy paper	No	3,504 lap tops are being tested for distribution; 2,011 multi-media equipment are in-store.

15,000 teachers trained on ICT (use and developing digital content)	Yes	12,500 will be covered by June 2016
1.6 Teacher Education and Development		
Accountable: Director, Training Division		
1.6.1 Diploma in Primary Education		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
DPEd offered in 50 fully functional PTIs in line with the updated DPEd framework	Yes	
Recommendations from the Year 4 study reviewed and endorsed by MoPME	Yes	Will be completed by June 2016
A study conducted to inform planning for moving the DPEd from an in-service to a pre-service program for all government primary school teachers	No	To be covered in Yr. 6
1.6.2 Induction Training for Teachers		
9,600 newly recruited teachers will participate in induction training	No	Only PPE teachers recruited and received PPE training
DPE conducts the follow-up and evaluation by applying the developed tools	No	To be covered in post-PEDP3
1.6.3 Pre-Primary Training Program		
18,500 PPE teachers (both newly recruited and existing teachers) participate in PPE dissemination training (linked	Yes	In progress – to cover 15,200 teachers by June 2016

to expansion and school level quality enhancement plan as in PPE sub-component)		
1.6.4 Need-based Sub-Cluster Training		
Training in 11,498 Sub-Clusters is held four times in a year	Yes	
Follow-up and monitoring and mentoring activities are established	Yes/No	
1.6.5 Subject-based Training (Bangla, Mathematics, English, Bangladesh and Global Studies, Elementary Science, Religion, Other Subjects)		
28% of teachers participate in the training	Yes	Target was exceeded
Follow up activities performed by AUEO, URC Instructor and PTI Instructors	Yes	
Training curriculum and materials are revised based on the results of monitoring and follow-up and input from EIA (on English)	Yes	
Training materials for other subjects developed if needed	Yes	
1.6.6 Teacher Support and Networking		
4,000 teachers participate in the training	Yes	Target exceeded (15,540 teachers)
Integrated TSN with other TED programs is piloted	No	But will be covered in Yr. 6 through Quality Study 2.
1.6.7 Training of NAPE, PTI and URC Instructors and Assistant Instructors (Teacher Educators		
Participation in overseas study tour (950 teachers and officials)	Yes	49 teachers completed and 16 officials and 96 teachers will be covered by June 2016. NCTB Specialists will be covered in Yr. 6.
Participation in capacity building overseas training (50 officials)	Yes	42 officials covered.

3.1.3 School Level Leadership Development		
Accountable: Director, Training Division, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
14,000 head teachers participate in the training	Yes	Exceeded target 23,000 teachers covered
Development of handbook / guidebook for head teachers is completed	Yes	
UEOs and AUEOs conduct follow-up	Yes	
3.2.1 Grade 5 PECE Strengthened		
Accountable: DG NAPE and Director Administration, DPE		
Activities	**Implemented as a part of 2015/16 AOP**	**Notes**
Updated action plan implemented with at least 50% of competency-based items introduced in the 2015 Grade 5 PECE and piloting of items based on 100% of curriculum competencies	Yes	To be verified
Analysis of results of 2015 Grade 5 PECE completed by DPE and NAPE and results disseminated	Yes	In progress
3.2.4 National Student Assessment (NSA)		
Accountable: Director, M&E Division, DPE		

Activities	Implemented as a part of 2015/16 AOP	Notes
NSA 2015 conducted	Yes	
Results of NSA 2015 analyzed	Yes	In progress
A capacity development plan of assessment/examination system developed	No	M&E to submit plan by May 2016

7.1.8. QWG: Year 6 Activities

1.1 Shikhbe Protiti Shishu (Each Child Learns)		
Accountable: Director, Program Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Completion of ECL pilot program	Yes	Budget to cover 200 schools
Institutionalization of ECL principles in planning for the next program	Yes	In progress
Graded SRMs provided to 100% schools	Yes	Budget needed for Grade 1 and for Grades 2 – 5 Lacs 200 allocated – this amount appears too low and calculation needed of the cost of supply to all schools
Extension to other subject areas (based on recommendations from the Longitudinal study)	Yes	Based on decision after study tour to Tamil Nadu

Strengthening institutional mechanism for continuous teacher mentoring, supervision and support (based on recommendations from the Longitudinal study)	Yes	Ongoing
Extension to Grade 4 and 5 in 164 non-DPEd pilot schools strengthened Linkages with assessment systems, including Grade 5 PECE and NSA established (based on recommendations from the Longitudinal study)	No	
1.2 School & Classroom-based Assessment		
Accountable: Director, Training Division, DPE & DG, NAPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Introduction of School based Assessment tools and methods as part of the curriculum dissemination training for 35% (100% in total) of education officers and teachers (linked to introduction of competency-based items in the Grade 5 PECE reform)	No	UNICEF to fund ToT in Yr6 after finalization of tools. Curriculum dissemination training is not possible for all the teachers but budget should be allocated so that at least one teacher from each school will be trained
Follow up actions to study endorsed by MoPME	No	Study was not conducted in Year 5 and is to be included in post PEDP3 planning.
1.3 Curriculum and Textbooks Strengthened		
Accountable: Chairman, NCTB		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**

Study on the effectiveness of the new curriculum based on identified principles and textbooks for Grades 1 to 3 conducted to inform future planning	No	To be conducted in post PEDP3 program
Curriculum dissemination training program for 100% teachers and officials at central and field level completed	No	Material revision for training will be done in Yr 6, based on piloting. Training of master and key trainers (UNCEF to fund training of master trainers) AOP number does not much the budget (100% teachers – should be 200,000 teachers)
Introduction of textbooks, teacher editions and TGs for remaining subjects and grades to all schools	No	In progress (AOP No. 0022 3500 lakh Taka should be allocated in total to print all the materials)
Continue curriculum dissemination and other teacher training through distance mode utilizing electronic media	No	Will not be implemented
1.5 ICT in Education		
Accountable: Director, Information Management Division & Director Training Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
All 502 model schools have an operating multimedia to improve teaching and learning, following the ICT strategy paper	Yes	
ICT equipment with digital educational materials is used in classroom and teacher education in 15,000 schools following an ICT strategy paper		AOP 0042. Issue with procurement should be resolved.
15,000 teachers trained on ICT (use and developing digital content)	No	Budget in AOP covers only 12,500

Based on the ICT strategy an integrated database on career development and continuous professional development is created	Yes	
ICT study conducted to assess the use of ICT equipment to date, identify further needs for effective use and cost effectiveness	No	No budget allocated – why
1.6 Teacher Education and Development		
Accountable: Director, Training Division		
1.6.1 Diploma in Primary Education		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
DPEd offered in 60 fully functional PTIs in line with the updated DPEd framework	Yes	Since budget only covers 56 PTIs, budget for operation at four more PTIs need to allocated to meet DLI to expand to 60 PTIs in Yr 6.
Recommendations of Year 5 study reviewed and endorsed by MoPME	Yes	Study to be completed in Yr 6 and recommendations to be endorsed.
1.6.2 Induction Training for Teachers		
9,600 newly recruited teachers will participate in induction training	No	Why the activity does not have a budget?
1.6.3 Pre-Primary Training Program		
18,500 PPE teachers (both newly recruited and existing teachers) participate in PPE dissemination training (linked to expansion and school level quality enhancement plan as in PPE sub-component)	No	There is a gap in the budget – only for 15,000 teachers
1.6.4 Need-based Sub-Cluster Training		
Training in 11,498 Sub-Clusters is held four times in a year	Yes	Budgeted for only 3 times in the AOP – need to cover 4 times.

Follow-up and monitoring and mentoring activities take root	Yes	The study will be initiated shortly and then followed.
1.6.5 Subject-based Training (Bangla, Mathematics, English, Bangladesh and Global Studies, Elementary Science, Religion, Other Subjects)		
30% of teachers participate in the training	Yes	Not sure whether budget is adequate
Follow up activities performed by AUEO, URC Instructor and PTI Instructors	No	No budget
Training is carried out using the revised training materials		Training Division to clarify
1.6.6 Teacher Support and Networking		
4,000 teachers participate in the training	Yes	But AOP indicates 60,000
Full integration of TSN in CPD	No	It will be considered as part of the Quality Study for post-PEDP3 planning.
1.6.7 Training of NAPE, PTI and URC Instructors and Assistant Instructors (Teacher Educators		
Participation in overseas study tour (1000 teachers and officials)	Yes	AOP does specify the number of teachers and officials. NCTB should be included.
3.1.3 School Level Leadership Development		
Accountable: Director, Training Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
14,000 head teachers participate in the training	Yes	8,500 covered in the AOP
UEOs and AUEOs conduct follow-up of the training	Yes	No budget required.

3.2.1 Grade 5 PECE Strengthened		
Accountable: DG NAPE and Director Administration, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Updated action plan implemented with at least 65% of competency based items introduced in the 2016 Grade 5 PECE and piloting based on 100% of curriculum competencies	Yes	50 lakh Taka additional budget is needed to make it 200 lakh Taka total to conduct the activity. To run the DPEd course, NAPE needs 60 lakh Taka to purchase equipment including photocopiers and multimedia, PCs (AOP 0146)
3.2.4 National Student Assessment (NSA)		
Accountable: Director, Program Division, DPE		
Activities	**Adequately covered in 2016/17 AOP**	**Notes**
Results of NSA 2015 disseminated nationwide and utilized for further quality improvement of the system	Yes	Budget covers printing of the report. 50 lac AOP 163
Preparation for NSA 2017 completed	Yes	
First phase of the capacity development plan to institutionalize NSA implemented	No	No budget item/allocation

Annex 8: JARM Field Trip Report

Joint Field Trip Reports 2016
Rangpur and Khulna Divisions
8-11 May 2016



Report from Rangpur team:

Team Members: Mir Md Saifur Rahman (GAC), Ali Md. Shahiduzzaman (PSU/GAC), Tahera Jabeen (UKAID), Masum Sajjad (WB), Mohammad Mohsin (UNICEF), Pawan Kucita (UNICEF), Rafiqul Islam Shathy (UNICEF), Md. Delwar Hossain (DPE) and Dr. Md. Nurul Amin Chowdhury (DPE)

Context:

- A 4-day joint GoB-Development Partners' field visit of PEDP3 program was undertaken in Rangpur division covering 3 districts. The visit was very well organized by the respective personnel from DPE, DPEO Lalmonirhat and Kurigram. Enormous support was also extended from LGED and DPHE.
- The visit covered Haribhanga Dargarpar GPS, Jogipara GPS and Kashibari Madhya Para GPS, in rural and semi-urban settings. Besides, one unannounced school named Kochabari Model GPS, two PTIs (Lalmonirhat and Kurigram) and one URC (Kurigram) were also visited.
- All the respective stakeholders contributed through proving valuable comments and constructive feedback on different critical areas.
- Key findings from the field visit with recommendations are highlighted in the next section.

Observation of PTIs:

Strengths:

- Physical facility in training institutes: The quality of the newly constructed PTI (Lalmonirhat) is in very good condition. The other old PTI in Kurigram also is in good working condition with adequate classrooms to accommodate both DPEd and other trainings courses simultaneously.
- Trainee teachers were of the opinion that C-in-Ed provided them with new teaching learning techniques and methods. Details of how to make lesson planning also proved to be helpful.

Challenges:

- Although a brand new PTI is with good infrastructure, the trainee teachers reported to have no opportunity to acquire computer literacy because of the shortage of ICT equipments.
- The same PTI is inadequately staffed with 3 instructors and 2 resource persons deployed on deputation. The position of instructors in the newly established PTI is yet to be transferred to revenue budget, due to which the instructors working in the new PTI are mostly on deputation and usually do not stay long.
- Residential female trainees feel insecure due to lack of adequate security provision. There are no security guard in the PTI.
- In one PTI, there were approximately 79 trainee teachers in the C-in-Ed course and given the classroom size and inflexible sitting arrangements, it was difficult to fathom how these teacher trainees will get a solid understanding on activity based teaching learning.
- In the same PTI, instructors were concerned about the quality of the teachers from newly nationalized schools, who have been in-service for quite a long time but all with SSC qualification. A special training has been recommended to bring them to the same level of GoB school teachers.

- The supply of training materials (Revised DPEd course materials) are inadequate due to which the PTI instructors are unable to make the training interactive and that leads to lecture based training.
- Frustration among the PTI instructors was quite strong due to not having any career path progress. For example, one person has joined as PTI instructor 24 years ago and still is in the same position. The suggestion is to create a few positions of Senior PTI Instructors and Assistant PTI Superintendents.
- In the present modality, there is hardly any scope for classroom monitoring and supervision by the instructors. They felt that the quality of teaching would have improved if they could visit classes.
- Salary of the resource persons is delayed; currently it is disbursed on a quarterly basis.

Observation of Schools:

Strengths:

- During the visit, all the teachers were in the schools and attendance of students was also noteworthy.
- Physical facility in schools: Some schools manifested good condition in terms of number of toilets and wash blocks. For example, in one school for 435 students there were 2 toilets for boys, 2 for girls and one for disabled children. However, all schools do not maintain the same ratio covering all students and teachers. And all the schools were observed to have tube wells to ensure safe drinking water.
- Pre – primary classes has been introduced with newly recruited and trained teachers.
- Most teachers despite their heavy workload, seemed engaged with children and performing their teaching responsibility. A good number of teachers appeared to be self-critical and commented that their students are never short of enthusiasm and thirst for knowledge, and it is the teachers who due to a variety of reasons cannot live up to their students' expectations.
- According to head teachers and assistant teachers, textbooks were distributed at the beginning of the academic year and this has been echoed by the students during the classroom observation. The textbooks are also found to be in good shape even after 4 months.

Challenges:

- In terms of student population, the class size provides a mixed picture, ranging from 30 students to unacceptable levels, as high as 104 students in the classroom. On an average most of the classes have 50 – 80 students, which make even any slight movement very difficult, let alone perform any group activity. A bench that can hardly fits three students is having 4 or 5. Due to lack of physical space, students are compelled to keep their books and bags on the desk, making it almost impossible to write in their exercise books.
- Lack of adequate physical facilities is a chronic and perennial problem. Toilets in some schools were found in somewhat working condition, but miserably inadequate in numbers. For example, in one school of 513 students and 8 teachers, there were only 2 toilets. Priority selection might have gone wrong for the cluster.

- Large class size also poses enormous challenges where making application of skills is almost impossible for the trainee teacher. For example, Haribhanga Dargarpar GPS has 66 students in Grade 1, 91 in grade 2 (split into two sections), 104 in grade 3, 66 in grade 4 and 78 in grade 5 (split into two sections). In another school, Grade 5 was quite cramped. The section that was visited has 43 students, of which only 26 were present on that day. With full attendance, it will be very difficult to accommodate all students in such a small classroom.
- In terms of reading ability/fluency of the students, we encountered a mixed experience:
    - In one school, out of 54 grade-5 students, 45 were fluent readers of Bangla and 9 could read but with difficulty. In the same school the picture was different for grade-2, where out of 66 students 28 were fluent readers in Bangla, 27 could read with difficulty and 11 could not read at all.
    - In another school, out of 26 grade-5 students, 16 were fluent readers in Bangla, 7 could read with difficulty and 3 could not read at all. In the same class, 8 were fluent readers in English, 9 could read with difficulty and 9 could not read at all.
    - In the third school, in grade-5 out of 39 students 30 were fluent readers of Bangla, and 9 could read with difficulty. In the same class, 23 were fluent readers of English, 14 had some difficulty in reading and 2 could not read at all.
- There is no criterion for selection of teachers for different training programs at the Upazila level due to which some teachers are getting lots of training while some others are getting none.
- Teachers' participation in short or long term training course inevitably means that there is no one to replace them to teach their classes until they come back. Another implication of this situation is that the teaching responsibility then falls on the shoulders of another of the adjacent class. This means that often in this situation one teacher is forced to teach two classes simultaneously. We view this as a historical deficit from PEDP II era which still remains a problem especially in the remote areas.
- Some teachers have raised concern regarding the shortage of training while some others reflected their frustration for not being able to apply the new techniques and methods that they have learnt from training courses due to absence of enabling environment (class room size, teacher student ratio, teaching learning materials) in the classroom.
- It was reported that quite a sizable number of UEOs and AUEOs supervise and monitor schools and classrooms, without adding much value, as they do not have any training or orientation on academic supervision especially on the teaching learning packages.
- Head Teachers are often required to perform a range of administrative duties such as census, voter list preparation, which means that they can rarely provide academic and supervision support to assistant teachers. It was also reported that they frequently get summoned by District Primary Education Officer and Upazila Nirbahi Officer (UNO).
- National data reflects that there are 10 – 12 % children with disability; however during the visit it has been observed that there is less than one percent student population with

disability. There are concerns about the identification method as well as how the teachers are addressing their needs in the class. One school reported that there are 28 children with disabilities in the catchment and out of them 26 have been enrolled in the school. Other schools reported the figure just a few (5/6) which might not reflect the true picture.

- Some schools tried to manage the shortage of teachers by hiring 'para teachers' through community based arrangements. As we found in one case, para teachers receive a meager salary (1000 – 1500 Tk per month) arranged locally by school authority. These teachers do not get any training, sometimes are undergraduate students themselves, are need based and often are called in when required, which in many cases results in their inability to show up when needed.
- We asked students who they want to be when they grow up. In response, we found many aspiring doctors and engineers while others want to go to police, BDR and army as well as nursing and other government services. However, very few (less than 1%) showed interest to be teachers.

Observation on expansion of primary education up to Grade-8:

- Pace of expansion of extension of primary education up to grade 8 is unclear, and so are the modalities.
- In both schools where grades 6, 7 and 8 have been introduced since 2012 and 2013, it has been observed that the same primary teachers were conducting classes without any training and support from the respective school authority. In one school, out of 25 students who appeared in JSC exam in 2015, 7 have failed.
- The schools and teachers did not have any instructions on how to conduct grade 6-8 classes. The teachers were also overburdened with additional classes as the number of grades has increased while the number of teachers remained almost the same.

Feedback from URCI/UEO/AUEO

- Though the expectation is for AUEOs, UEOs, URCIs to visit schools for monitoring and supervision, the reality is that in most of the cases, they do not have any transport facility (motorcycle). Even when any vehicle is given to them, they do not have sufficient allowance for fuel. As a result, supervision of schools in remote areas (e.g. Char lands) is minimal. Another glaring example manifesting that structural/systemic issues are not addressed.
- It was reported that quite a sizable number of UEOs and AUEOs supervise and monitor schools and classrooms, without adding much value, as they do not have any training or orientation on academic supervision.
- Due to lack of coordination and proper planning, most of the training programs are organized at the end of the fiscal year as training fund is disbursed around that time. As a result, PTIs and URCs are obliged to arrange several training programs on the same day but due to space constraints in their respective premises, classrooms of the nearest schools are used for training purpose putting the children deprived of regular classes during that period. The newly recruited PPE teachers who were attending the training course in Kurigarm URC informed that they had to start PPE in January and after four months have been called for this training which could be organized before the academic year.

- Education officials expressed the need of a detailed training calendar and its smooth implementation. This would allow trainings to be spread over the year than to be clustered in one quarter.
- With regards to construction, the representatives from LGED and DPHE raised their concern about open tendering (e-tendering) based on field reality, however, it was not quite understood the exact difficulties that they were facing in this respect.

Pre Primary Education:

- Sizes of pre-primary class observed are quite large in all schools. However, one school observed to organize two sections with two teachers
- A pre-primary training that was observed had 15 participants. They could have easily accommodated at least 10 more participants. If there were teachers shortage from the GPS for PPE, NGOs could be offered these 10 seats with their cost.
- Teachers from the newly nationalized schools have not received any pre-primary training.
- The trainees were of the opinion that the training should have been provided before the start of the class.
- It was found during the visit in a school that pre-primary class is not conducted by the trained teachers. In one school it was found that the trained teacher is conducting other classes while a para-teacher was conducting the pre-primary class.
- In terms of total eligible children (5 years of age) in the school catchment area, one PPE class in the primary schools was not sufficient. To address this problem, the schools could; have gone for community based preschools in collaboration with the NGOs operational in the area, with support from the UEOs
- A general observation on the preschool was that almost all the preschools were lacking sufficient light and air, clean floor mats and seating arrangement. However, despite limitations, the children were found very friendly, enjoying the activities and happy.

Scope of improvement:

- In our opinion the field visit has given us a tremendous insight on the ground reality. For the future our proposition is to have more than one field visit per year. Given that a lot of time and effort go into organizing this joint field visit, we think it is realistic to propose two field visits in a year.
- Number of teachers in the school must be in line with the standard teacher student ratio.
- A coordinated training plan with timely disbursement is critical to ensure effectiveness of the respective training programs.
- PTI's engagement should not be limited to providing initial training rather they need to play a strong role in monitoring and supervision as well as in the refresher
- The monitoring and supervision needs to be strengthened by providing necessary training and professional development opportunities to UEOs/AUEOs and there should be a follow up mechanism to ensure that the officials are visiting classes on a regular basis.
- If UEOs and AUEOs are to supervise and monitor the schools and classrooms then the provision of adequate travel allowances should be budgeted.
- The career path issue requires utmost attention as both teachers and PTI/URC instructors showed their concern in regard to this.

- A study or in-depth field visit is recommended to review the status of schools where extension of primary education up to grade 8 is piloted.
- The salary of the resource person should be disbursed on a monthly basis.
- Training of PPE teachers should be conducted at the beginning of the academic year and immediate after recruitment of them.
- PTI management and instructors have recognized the difference between training and education. They now feel that they are in a development process which needs to be uphold with continuous professional inputs.
- School selection for construction/reconstruction should be made through a fair bottom up approach and the technical design for char area with budget estimates should be compared with the similar such designs such as transitional schools implemented by DPE in collaboration with SMCs in the coastal districts.

Report from Khulna team:

1. Introduction

The Government of Bangladesh and Development Partners' Consortium (the DPs) attended a joint post-Joint Annual Review Mission (JARM) field trip to Khulna from 08 to 11 May, 2016. This report provides a brief overview of the itinerary of the field trip (see Terms of reference below for more details) and provides a collated outline of the findings of the participants.

2. Team Members: Mr. Mohiuddin Ahamed Talukder (DPE), Mr. Mohammed Rakib Uddin (DPE), Mr. Md. Golam Kibria (DFID), Ms. Fahmida Shabnam (DFID), Tayo Nwaubani (DFID), Ms. Meher Nigar Bhuyian (DFAT), Ms. Sifat Reza (DFAT), Mr. Christopher Dugid (GAC), Riful Jannat (GAC), Mr. Daisuke Kanazawa (GPE), Ms. Catherine Chirwa (UNICEF), Mr. Kazuaki Hasimoto (JICA), Mr. A.H.M Mohiuddin (JICA).

3. Sites visited

The Khulna Team visited 5 Government Primary Schools (GPS) and one Newly Nationalized Government Primary School (NNGPS), 1 PTI and 1 URC in Khulna and Bagerhat district. The team visited one school outside of their scheduled program. Table one outlines the locations visited by each team.

Table 1: Institutions Visited on Field Trip

Institutions visited	Khulna
Schools	Adarsha model GPS, Sadar Khulna Nurjahan Mahbub GPS ,Sadar Khulna Sayed Ali Hossain NNPS, Sadar Khulna Collegiate GPS, Sadar Khulna Binapani GPS(expended to grade 8), Sadar Khulna Shahapara GPS . Sadar , Bagerhat
PTI	PTI khulna
Education Offices	Sadar Bagerhat URC

4. Schools

3.1 Physical Facilities and Infrastructure: While there have been a number of positive developments in the condition of schools throughout PEDP3, the physical condition of schools provide challenges to ensuring a conducive teaching-learning environment. Challenges relate to the provision of sufficient teaching learning space and Water, Sanitation and Hygiene (WASH) needs. Most of the schools visited are multistoried buildings except the NNPS one. White wash with school buildings was done long back and maintenances are not done properly because of insufficient allocation for small maintenance. The class rooms are not well lit. The grade 1 and 2 classrooms in Adarsha Model GPS are not well lit and spacious enough to accommodate all the students in a full attendance day. The NNPS has a single storied building with three class rooms maintained poorly. No school has got security fencing.

- Schools' lands are mostly occupied by school houses and wash blocks and hence, no play grounds, out -door play facilities or library rooms are there. Schools' yards can hardly accommodate students gathering for daily assembly. The Shahapara GPS has only 11 decimals land area.
- All the schools have potable water facilities and separate toilets for boys and girls with additional one for teachers. However, girls' toilets in two schools are not useable. Two schools have wash blocks handed over to the schools which were found clean sanitized and usable.
- Where the girls' toilets were not useable, it was reported that girls routinely left school after approximately two hours, and often did not return.

3.2 Pedagogy and learning: Teachers' preparation and training:

- In all the GPSs, teacher student ratio ranges from 18:1 to 35:1 which provides a favourable environment for interactive teaching learning. However, attendance rates in the aforementioned GPS schools are low because of the described reasons below and the ratio is 52:1 with the Newly Nationalized Primary School as the school (like other NNPS) has only 4 teacher positions for pre-primary to grade 5.
- The attendance was 70% highest among 6 schools in Khulna and Bagerhat. Alarmingly, in a GPS in Khulna city, even less than 50% students (in grade 3-5) were present. However, the reasons as identified by the school authorities are excessive hot weather (that prevails each year around this time in southern part of the country) and post term exam period.

- All the teachers completed either CinEd or BEd except the pre-primary teachers. Teachers received Subject Based training on different subject areas and additionally the Head Teachers received Leadership training. Selectively some teachers received Markers training (for PECE) and training on Teacher Support Network (TSN).
- Almost half of the schools are Training Schools/Lab Schools where the DPEd trainees do practice teaching. Head Teachers and some teachers received 26 days training on DPEd implementation. Teachers of these schools also got ECL training as ECL approach is introduced in the training schools.
- Teaches in the ECL schools (those are also DPEd practice teaching schools) seemed to be prepared with teaching plan (and learning activities) for different ability groups. However, as they reported, it is not clear to them, for a single teacher, how to manage a class divided with multiple learning ability groups with different sets of learning objectives and activities and hence they are struggling with. For the term and year end exams, it is almost impossible to accommodate test items for multiple ability groups in a single exam paper, as opined by the teachers.
- Regarding an ECL class at Adarsha model GPS, a small size class room was packed with 28 students in Grade 4 (10 boys and 18 girls) with one female teacher teaching math. One yellow flip paper was posted on the blackboard, which included three problems (or questions) prepared by the teacher for three different ability groups. Each different group asked by the teacher to come forward and sit on chairs with desks near the blackboard, based on the progress of solving the given problem, in order to learn and get tutoring from the teacher, which seems to be difficult for students owing the small size class room. Since more students are supposed to attend and learn in the small size class room, it is easily understood how difficult it is for one teacher to teach more than 40 students with the differentiation learning technique which requires for dividing the class into three different ability groups. As a result, teachers expressing difficulties in preparing for regular common exams such as the year end exam due to the different progress and speed of each ability group.
- ECL. It was encouraging to observe that while some schools are struggling to handle differentiated learning in a classroom, one of the schools the team visited demonstrated good practice of differentiated learning. The teacher had prepared different assignments for different groups of children based on their learning needs. The children were busy,

absorbed in their assignment and did not stop working to look at people in the classroom while the teacher was assisting one group that required her attention.

- In one school where they indicated they experience difficulties in applying differentiated learning, the Head teacher explained that the problem stems from the training provided to teachers which does effectively handle this area. A follow up with the DPEd and ECL TAs/consultants and resource persons team is necessary in order to address this issue.
- Two schools are EIA schools (one of them is practice teaching schools as well) where English teachers seemed to be well prepared with EIA learning approach and AV and print materials were used in the lesson interactions. Three teachers from each of the schools received training on EIA learning approaches. At least in one school, teachers conduct lesson study cycle to enhance quality of teaching. However, teachers seemingly, are a bit confused and hence hesitant as to which one to apply in class room teaching as number of approaches are imposed on them (e,g. differentiated learning, ECL, EIA approach).
- As regards an EIA class at Adarsha model GPS, 27 students (10 boys and 17 girls) were studying English with one female teacher in a relatively large size class room. The teacher was teaching the subject by using a flip chart type visual aid hung on the blackboard with a speaker connected to her mobile phone, which can play audio sound to practice pronunciation of English words and sentences included in the NCTB developed official textbooks. It seems to be useful for students to learn English by using the audio sound system which gives opportunities to hear sounds of native speakers, and visual aids rather than merely using the textbook with non-native teacher pronunciation. It was found that effective EIA audio materials and teaching aids are fully aligned with the nationally developed English textbook, and EIA audio materials and supplemental materials. As the cost of the aforementioned EIA devices and teaching aids deems reasonable, those items should be introduced into other wider areas under a post PEDP3 program.
- In other schools, although the teacher student ratio is very much supportive for interactive and learner entered leering, learners' engagement was rarely seen in class room settings. Teachers' preparation for peer work and group work toward interactive learning require further attention.

- Reading and writing competency of students in English and Bangla were found satisfactory in Adarsha (Model) GPS and Math learning competency of Collegiate GPS, Sadar Khulna.
- Teachers are well prepared, develop their lessons plans regularly and try to apply them as much as possible. The teacher had C in Ed. He also receives subject based training. They regularly meet with the Head teacher and have sharing sessions where they discuss about different teaching methodologies, how to improve them and other details.

3.3 Pre-primary Education:

- In each of the GPS pre-primary provision is introduced with a pre-primary teacher. None has yet received CinEd or DPEd and most of the teachers are in waiting for PP training. However, the newly recruited PP teachers with high academic qualifications seem to be very motivated and learning from the trained teacher of other schools, the teachers are trying hard to make use of 8 types of PP learning materials in class room interactions. Pianos (donated by Korean govt.) were not seen in any PP classes being used. The NNPS has no PP teacher position, however, the school still operating a PP class with 24 students.



3.4 Expansion to Grade 8 School:

- The school house is a three storied building built for a GPS. There is one wash block as in other GPSs. All the infrastructures and facilities exist there are for a GPS. No science lab, school library, playground, additional class room, students' common room are there.
- Grade 6 was introduced in 2013. Currently 100 students are studying in grade 6 to 8 in this school. 8 teachers, five from this school and three deputed from other GPSs, all

having BEd are teaching them. Only 50% of grade 5 graduates from this school got enrolled and enrollees are mostly working children.

- Since all the teachers are GPS teachers, they are not included in the subject based and other pedagogy training offered for the secondary teachers (by DSHE). Especially, the teachers are struggling with implementing creative approach of teaching and assessment which is the main focus of current secondary curriculum implementation modality. This could have affected the enrolment, attendance and attainment in grade 6-8. Note that, in 2015 JSC exam, 10 out of 12 appeared and 2 got failed.
- The teachers are taking classes in grade6-8 in addition to their normal duty with the GPS. However, the teachers seem to be motivated enough as they are learning the creative approach of assessment and learning from the e-materials posted by MOE and NCTB in their website. The teachers are trying hard to learn and experience the appropriate teaching approach for creative assessment from the nearby secondary teachers who are not always easy to provide necessary supports.
- There is severe coordination gap noticed between DSHE and DPE at national and local level. It is assumed that, the pilot was initiated without any prior study to ascertain the feasibility of the intervention and without necessary academic and administrative arrangement and support in place.

3.5 School Management Committee:

- The SMCs with the city schools are active as reported by the Head Teachers. SMC chairmen were present in two places during school visit. They seem to be very supportive, one providing 10,000 taka for last year students' study tour and one (along with other SMC members) funding for constructing a new school building with two class rooms. However, the average attendance in the monthly meeting is 7-8 out of 11. Engagement of SMCs in ensuring regular attendee (generally attendance is low) of the students are not reported and there is no such decision was taken in the regular meetings of SMCs. Generally, SMCs are not involved in home visit to bring back the absentees and dropouts in the schools.

3.6 Primary Completion Exam:

- All the schools got 100% passed in the last three years PECE exams. The schools also attained a good number of GPA 5(highest grade). The schools take special care with

the PECE examinees that include extra coaching from the beginning of academic year and regular home visit. The teachers conduct routine model tests with the examinees following the competency test pattern.

- There is no evident data available on subject performance of the students in the PSCE. Schools were unable to identify relative areas of strength or challenge.
- There is general trend of high repetition rate in grade 4(as reported in ASPR). This is because low performing students are forcefully repeated in grade 4 to attain 100% pass rate in PECE. In order to avoid this, the schools rather introduced special coaching with grade 4 students till they appear in the PECE. However, question remains if the quality of teachings with other graders are less emphasized because of this additional coaching with grade 4 & 5.

3.7 Academic Supervision:

- The Head Teachers (HTs) are waiting for Academic Supervision training. However, all the HTs received Leadership Training which has got some sessions on Academic Supervision. With this little orientation, the HTs started academic supervision with their teachers. Whenever they find times, they observe a full lesson of a teacher and provide feedback. However, the HTs cannot manage spare time to do regular supervision as they are over burdened with regular teaching and administrative role. Moreover, the process of academic supervision is not very clear to them which require hands on experience.
- The AUEOs conduct supervision/inspection in average once in every two months. They also observe classes (not full time though) and sometimes provide general feedback. However,they hardly follow the academic supervision process.

3.8 SLIP:

- All the schools have received 40,000 taka as SLIP grant deposited to their bank accounts. Each school prepared a plan ensuring participation of all the stockholders as per the guidelines, however, schools have not yet received revised SLIP guidelines and the teachers are similarly not informed.
- The budget for SLIP implementation encompasses both DPE allocation and community contribution. The share of local community in the SLIP budget ranges from taka 5000 to 30,000. However, one school prepared SLIP plan targeting only the DPE allocation.

- Activities agreed for the SLIPs are mainly teaching learning focused that includes, classroom decorations, mother gatherings, procurement of teaching aids, awarding prize/incentive to talented students etc. The implementation progress of SLIP is 50-70%
- Related to SLIP, "School Effectiveness" initiative has been implemented in some 1000 schools with help from UNICEF. Some members of the field trip visited one of the schools and observed seven student committees (health, gardening, etc.) formed under the student council as one of the activities of the initiative. The activity enables students to involve themselves in the process of identifying issues they daily face, to discuss and solve them on their own. This is expected to enhance some indicators of KPIs and PSQLs, which are likely to result in the enhancement of school's effectiveness. UNICEF encourages the GoB to provide funds for the different kinds of activities by integrating the several separate existing budget items for each different activity including "School Effectiveness" initiative, which at present cannot be spent beyond each respective budget.
- School Effectiveness: One school (Pithavoge Government Primary School) implementing School Effectiveness framework to strengthen SLIP was visited in the afternoon. Most of the normal lessons had been completed, but the team was able to interact with the local education officials, head teacher, teachers and members of the SMC. The team saw the School Development Plan, clearly displayed in a place where everybody could see, that was prepared through a participatory process; the children handwashing facilities where children demonstrated the correct way to do handwashing; and listened to the children explain students council functions – each one of them describing their role. Their functions address the different sectoral issues at school level that affect children's welfare while helping to develop their leadership skills. The team also observed how a group of school children performed the 'Little Doctor' functions. The school has also set up a library – a very positive step towards children's learning. The school has also refurbished a Pre-primary class.

5. Upazila Resource Centres (URCs)



The team observed the pre-primary training conducted by the URCI and assistant instructor. In total there were 25 newly recruited teachers. The training is for 15 days and it was the 12th day of the training they the team observed. All seemed highly committed and eager to learn and start their work. The found the training very useful, effective and they are positive that this training would help them to a great extent in their practical teaching context. None of them received their DPEd training yet but hopefully will receive the training June next year. One issue they raised that they didn't get their salary yet but the DPE official confirmed that they will soon receive their salary with arrear and from then will receive the salary on a monthly basis. The team also asked them if the training days are sufficient or if they need more days training. In response the trainees said that 15 days is enough but would like to go back to their schools and implement the learning and can receive training after 6 months for 15 days or less. In the second round of training they can highlight the challenges faced while teaching and discuss ways to address them. The team encouraged them to keep up their spirit and also recommended that they should interact with each other and share the lessons learned and try to improve their teaching styles and methods as much as possible. This way they can make a significant contribution in the overall development of the teachers in the country as a whole. The URC is not well facilitated with multi-media, spacious rooms. The trainees were taking a good deal of interest in the training and the instructors were highly appreciated by them. The training materials were also available to all the trainees. The trainees opted to have refresher trainings periodically to revise their learning and resolve their problems in class in those trainings.

6. Primary Teachers' Training Institutes (PTIs)

Team visited Khulna PTI. Here is the major observation:

- The academic building of Khulna PTI has got 4 training rooms and hence the 197 DPEd trainees are divided into 4 sections. If any other professional training/workshop/meeting comes in, the two sections are merged into one resulting in a large class with 100 students that hardly provides interactive training environment. 197 trainees with 16 instructors /resource persons could have been segregated in to more sections if adequate training rooms were there.
- ICT lab has got 20 computers (with 16 functional) in a small room in the administrative building. 50 students of a section cannot even enter the room to experience computer operating for developing e- learning contents.
- No construction or infrastructure development work was done during PEDP2 and 3 periods. Hostels (both male and female) are accommodating far more than their capacities. Several parts of roof of the administrative building is about to ruin. If a heavy rainfall occurs, all the approach roads and play ground of the PTI campus go under water. An estimation of one crore taka for repairing/ maintaining the infrastructure had been prepared and sent to the authority.
- The trainees feel that, the one and half hour long training session of DPEd is boring as the training classes are mainly lecture based with minimum interaction opportunities. Multimedia projectors are not in use which could bring verity in class room activities. 3 out of 6 projectors are not usable and there is no allocation for repairing these.
- The trainees did not receive revised training materials (text books) even after four and a half month of the course started. The trainees reported that, presentation/descriptions of learning theories in professional studies text book are not understandable. It seems, the descriptions are word by word translation from a English text which sometimes does not make any clear sense. Trainees feel the DPEd course is too tight and they are over loaded with course work and practices.

7. Debriefing meeting with DD, DPEO and LGRD:

The following issues were shared and discussed in the debriefing session in presence of DD, DPEO, PTI super and LGRD officials:

- Status of Field level monitoring and use of monitoring findings in quality assurance mechanism
- Flexible school calendar for ensuring maximum attendance
- Delegation of authority for the Selection of trainees at local level trainings
- Importance of Fortnightly Meetings at all primary schools
- Unified weekly class routine for the division
- Role played by AUEOs in DPEd implementation especially in internship
- Coordination between MOPME and MOE for the extension of primary up to grade 8

8. Recommendations

Attendees from the field trip have identified the following recommendations:

- Provision of flexible school calendar is already in place for some parts of the country. It should be made more flexible to apply where it deems necessary. It is understandable that because of excessive hot, generally school attendance in Khulna region is low.
- A strong coordination mechanism between MOPME and MOE (and of course between DPE and DSHE) has to be in place at both national and local level. This is for the smooth implementation of grade 8 extension pilot which would ensure all secondary trainings be offered to the grade 8 primary school teachers
- A thorough capacity analysis of the PTI s has to be done especially, identifying the short falls in terms of infrastructure and training equipment and accordingly a capacity enhancement planning be implemented. The former could be addressed through ongoing quality study and relevant studies and the later could be adjusted with ongoing mainstream planning initiative with DPE
- Regular Follow up of pedagogy trainings has to be ensured, in absence of which training experiences are not being implemented in class room practices.
- Head Teachers should conduct regular academic supervision so that the teaches get instant support on pedagogical points. A clear instruction in this regard should be issued
- A training calendar compiled by the training division should be prepared at the beginning of financial year and distributed to all the PTI s and other training providers so that they plan and arrange their regular training courses accordingly
- The NCTB should look deeply into ECL approach as to how to align this innovative approach with existing curriculum delivery especially, with assessment/exam system

- AUEOs tasked with monitoring school activities should report to DPEOs and DDs on issues schools and teachers face on a daily basis. (since it was found in this field trip that issues such as the unorganized Grade 8 pilot and difficulties in implementing ECL had not been informed to DPEOs and DDs.
- In order to strengthen the AUEOs' role (and Head teachers' role as well) in supporting the internee trainees of DPEd course, in the monthly coordination meetings at upzilla level, a special agendum should be kept on this issue.
- Each school should prepare a comprehensive school level improvement plan including plans on all the different kinds of activities, and apply for the integrated budget rather than individually separate budget to the local education offices, based on their needs of each school. Hence, budget system should change accordingly.

Terms of Reference for PEDP3 Joint Field Visit in Khulna and Rangpur

8-11 May 2016

1. Introduction

The Development Partners' Consortium (the DPs) of the Third Primary Education Development Program (PEDP3) has planned for a joint field visit to Rangpur and Khulna divisions from 08th to 11th May 2016. The main objective of the field visit is to monitor the activities of PEDP3 and prepare for Post PEDP3. This field visit will help provide deeper insights into the implementation of PEDP3 activities and post-PEDP3 planning. The field visit team will be divided into two groups one visiting Rangpur and the other visiting Khulna divisions.

The field visit report will be added to JARM May 2016 Record of Discussion (ROD) Annexes.

2. Field Visit Overview

2.1. Sites to be visited:

Both teams will visit government primary schools, District Primary Education Office (DPEO), Upazila Resource Center (URC), schools and Primary Teachers' Training Institute (PTI).

2.1.1. District Primary Education Office (DPEO):

- Role that the DPEO plays at the local level, challenges that they face, and ways of mitigating those challenges.

2.1.2. School:

The physical facilities and location, pedagogy and learning, involvement of School Management Committee, management and administration of schools will be examined while visiting schools. A general overview of some of the areas for consideration when visiting schools is given below:

Physical facilities and location of these schools

- General condition
- Infrastructure (playground/library, drinkable water, number of toilets)
- Location of the school (including travel arrangements developed for students)

Pedagogy and learning

- Teacher student ratio
- Combination of different ethnic groups among students
- Student attendance
- Classroom materials
- Teachers' preparation: Teachers may be probed on their qualifications, preparation for teaching, their opinions regarding C in Ed, challenges they face, how they are assisted to tackle these challenges, the role of the head teachers in carrying out the responsibility.

- Academic supervision: Professionals responsible for academic supervision can be interviewed on the roles they play in supervising teaching and learning activities in the classroom.

School Management Committee (SMC)

- Explore their involvement with schools including roles and responsibility of the SMC, decision making process, and number of meetings, agenda, and their participation in meetings.

School management and administration

- Teachers' performance, attendance rate and professional development
- School Level Improvement Plan (SLIP), timely delivery of textbooks, printing quality of textbooks etc.

2.1.3. Primary Teachers' Training Institute (PTI)

Pedagogy and learning

- Students: Course curriculum, relevance of curriculum, role of supervisors and instructors, practice teaching, internship, and attendance of instructors.
- PTI instructors: Lesson planning, preparation for classes, availability of materials, attendance of students.

Administration and management

- PTI superintendents will be asked about their role and the challenges they face, and ways of mitigating those challenges.

Physical facilities

- General condition
- Infrastructure (playground/library, number of multimedia in classrooms, number of hostels,)
- Computer lab (number of computers, availability of internet connection)

2.1.4. Upazila Resource Center (URC)

- Role that the URC plays, challenges that they face, and ways of mitigating those challenges.

2.2 The teams

When visiting schools attendees will be divided into smaller teams. The team will observe classes for 25-30 minutes, and then some of them can engage with the children, while others may speak to the teacher. It is recommended that teams remain the same throughout the trip and visit the same grade levels to be able to get a comparative view across multiple schools.

2.3. Information packs

Each attendee will receive an information pack containing this TOR, profiles of the locations visited generated using data from EMIS, and a list of probing questions that may be utilized throughout the visits (this will be an expansion on the areas for consideration outlined above).

2.4. Tentative schedule:

The tentative schedule is given below:

The Rangpur Team

Dates	Time	Proposed activities will be undertaken	Remarks
08 May 2016 (Day 1)	9.40 am 10.30 am 10.30 am to 12.15 pm 12.15 pm to 1 pm 1.30 pm to 4.15 pm 4.15 pm to 5.15 pm	Depart Dhaka Arrival at Saidpur Airport Drive from Saidpur airport to Dinajpur Lunch Visiting one GPS in Dinajpur Drive from Dinajpur to RDRS guesthouse Rangpur	US Bangla leaves at 9.40 am Novo Air leaves at 9.15 am Visiting schools will be selected from ECL, Stipend and schools that have expanded up to Grade eight
09 May 2016 (Day 2)	8.15 m to 9.30 9.30 am to 1 pm 1 pm to 2 pm 2 pm to 4.15 pm 4.15 pm to 5.15 pm	Travel from RDRS guesthouse (Rangpur) to Lalmonirhat Arrival at Lalmonirhat PTI (it offers C in Ed) Meeting with PTI super, instructors and teacher trainees Lunch Visiting one GPS Travel back from Lalmonirhat to RDRS guesthouse	
10 May 2016 (Day 3)	8.15 am to 9.30 am	Travel from RDRS guesthouse to Kurigram	

	9.30 am to 12.30 am 1 pm to 2 pm 2.30 pm to 4 pm 4 pm to 5 pm	Visiting one GPS Lunch Meeting at URC Travel back from Kurigram to RDRS guesthouse	
11 May 2016 (Day 4)	7.45 am to 8.45 am 8.45 am to 11 am 11.30 am to 1 pm to 2.30 pm 4.30 pm 4.30 pm to 5.30 pm	Travel from RDRS guesthouse to Kurigram Visiting Kurigram PTI (it offers DPEd) Visiting one GPS Lunch Debriefing meeting with DD (participants PTI super, DPEO, Executive Engineers from LGED, DPHE) Travel back from Kurigram to RDRS guesthouse	
12 May 2016 (Day 5)	8.30 am to 9.30 am 10.50 am	Travel from RDRS guesthouse to Saidpur Airport Flight to Dhaka	US Bangla is at 10.50 am and Novo air is at 10.45 am

The Khulna Team

Dates	Time	Proposed activities will be undertaken	Remarks
08 May 2016 Day 1	7.40 am 8.20 am 8.30 am to 10 am 10 am to 12.30 pm 1 pm to 2 pm 2.30 pm to 4.30 pm	Depart Dhaka Arrival at Jessore Airport Drive from Jessore airport to Khulna Visit one GPS school in Khulna Lunch Visiting one GPS	US Bangla leaves at 7.40 am and Novo air flight is at 8.15 am Visiting schools will be selected from ECL, Stipend and schools that have expanded up to Grade eight

09 May 2016 Day 2	9.30 am to 12.30 pm 1 pm to 2 pm 2 pm to 4.30 pm	Visiting Khulna PTI (Meeting with Khulna PTI super, instructors, teacher trainees) Lunch Visiting one GPS	
10 May 2016 Day 3	8.15 am to 9.30 am 9.30 am to 12.30 pm 1 pm to 2 pm 2.30 pm to 4.30 pm 4.30 pm to 6 pm	Travel from Khulna to Bagerhat Visiting one GPS in Bagerhat Lunch Meeting at URC Travel back from Bagerhat to Khulna	
11 May 2016 Day 4	9.30 am to 11 am 11.30 am to 1 pm 1 pm to 2 pm 4.30 pm to 6 pm 7.20 pm	Visiting one GPS Debriefing meeting at DPEO in Khulna DD Lunch Drive from Khulna to Jessore Airport Flight to Dhaka	participants: PTI super, DPEO, Executive Engineers from LGED, DPHE US Bangla leaves at 7.20 pm and Novo air flight is at 7.5 pm

3. Logistics

Each agency will be responsible for buying air tickets for both ways, and for arranging vehicles. They will also book their accommodation.