



Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Annual Sector Performance Report (ASPR 2024)



Monitoring and Evaluation Division
Directorate of Primary Education
Mirpur 2, Dhaka-1216



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Ministry of Primary and Mass Education

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Annual Sector Performance Report (ASPR) 2024

Overall Guidance

Abu Noor Md. Shamsuzzaman, Director General, DPE

Mohammad Atiqur Rahaman, Additional Director General, PEDP4, DPE

Raza Md. Abdul Hye, Additional Director General, DPE

Supervised by

Md. Emamul Islam, Director (Current Charge), Director, Monitoring and Evaluation Division, DPE

Data Management and Data Analysis

Mohammed Amir Hamjah, Education Data Collection and Analysis Expert, United Nations Children's Fund (UNICEF), Bangladesh

Report Writing

Mohammed Amir Hamjah, Education Data Collection and Analysis Expert, United Nations Children's Fund (UNICEF), Bangladesh

Ismail Hossain, Statistical Officer, Monitoring and Evaluation Division, Directorate of Primary Education

Database Management

Information and Management Division, Directorate of Primary Education

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MESSAGE



Director General

Directorate of Primary Education
Ministry of Primary and Mass Education
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I am pleased to present the Annual Sector Performance Report (ASPR) 2024. As the lead authority for primary education sub-sector in Bangladesh, DPE remains committed to strengthening an evidence-driven policy environment that ensures every child receives quality, equitable, and inclusive learning opportunities. This year's ASPR reflects that commitment.

Education is the foundation of national development and social transformation. It fuels innovation, strengthens human capital, and drives economic progress. Guided by the Government of Bangladesh's priorities and long-term education sector strategies, this report highlights how systematic data generation, analysis, and use are central to achieving our policy goals under the national development agenda and SDG4.

The ASPR 2024 presents a comprehensive review of sector performance across key domains. Through robust, timely, and disaggregated data, it offers deeper insights into trends, achievements, and persistent challenges. This evidence forms an analytical basis for policy formulation, resource allocation, and strategic planning, enabling us to respond more effectively to regional disparities, demographic realities, and emerging needs in the sector.

A strong data culture is indispensable for transforming primary education. By understanding where we stand and what gaps remain, we can design targeted interventions that promote equity, enhance learning outcomes, and strengthen system resilience. The analytics featured in this ASPR will support policymakers, educators, and development partners to align actions with national priorities such as foundational learning, governance reform, digital transformation, and inclusive education.

I extend my sincere appreciation to the Monitoring and Evaluation Division of DPE, UNICEF Bangladesh, and all stakeholders whose tireless efforts have made this report possible. Your dedication to data-driven decision-making strengthens our collective capability to build a more responsive and future-ready primary education system. Together we are shaping a future where primary education in Bangladesh may thrive on informed choices and evidence-based practices.

Abu Noor Md. Shamsuzzaman



MESSAGE



Additional Director General (PEDP4)

Directorate of Primary Education
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

In an era of rapid globalization and technological transformation, the importance of quality education cannot be overstated. Globally, nations that prioritize investments in educational infrastructure and ensure equitable access to quality learning opportunities position themselves for sustained economic growth and resilience. It is, therefore, essential to continuously assess the education sector's performance and implement necessary reforms to drive improvement.

The Annual Sector Performance Report (ASPR) 2024 offers a comprehensive performance assessment of the primary education sub-sector, presenting evidence on progress, gaps, and systemic challenges throughout the year. Beyond documenting performance, the report reinforces our commitment to developing a results-oriented, data-driven policy environment, which is central to achieving the government's long-term education sector goals and global commitments under SDG 4. It reflects a shared commitment to addressing the challenges in primary education at both school and national levels.

As we look ahead, the insights shared in this report can guide global education policies and strategies in building more resilient and adaptable systems. The pandemic underscored the necessity for innovation and flexibility in education, and this report represents a collective effort to meet these demands. It serves as a reminder of the need for collaborative action to ensure that primary education systems worldwide remain robust and responsive, even in the face of unexpected challenges.

I would like to express my sincere gratitude to all those who contributed to this report, particularly the officials from the Monitoring and Evaluation Division, and extend special thanks to UNICEF for their invaluable technical support and financial assistance. Together, we have taken a meaningful step toward fostering a data-driven, sustainable, and resilient primary education sub-sector, not just in Bangladesh but as part of a global commitment to educational advancement.

Mohammad Atiqur Rahaman



MESSAGE



Additional Director General

Directorate of Primary Education
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Education is more than just the acquisition of knowledge; it is a process of self-discovery, personal growth, and empowerment. It equips a nation with the tools to navigate the complexities of the world, fostering critical thinking, creativity, and adaptability. It lights up the flame of curiosity and the thirst for lifelong learning, enabling us to continually evolve and innovate. We have the responsibility to provide the quality education to all children, regardless of their context. At the same time, it is crucial for us to understand how well the system is performing in terms of ensuring the desired quality in education delivery. For ensuring accountability and flow of information, the reporting of the system performance is also imperative.

The Annual Sector Performance Report (ASPR) 2024 is one of the most important documents by which the government reports the performance of the primary education sub-sector in a given year. It reflects the picture of the sector's performance in these years.

Throughout this report, there are in-depth analyses of the primary education sub-sector's performance, highlighting the specific challenges and achievements of these two years. We have strived to provide a holistic view of how the sector has adapted to the unique circumstances brought about by the pandemic. The data-driven insights and recommendations contained herein are the result of joint efforts by the Directorate of Primary Education (DPE) and United Nations Children's Fund (UNICEF), reflecting our commitment to evidence-based decision-making.

I invite all stakeholders, including government authorities, development partners, civil society organizations, and educators, to utilize the insights presented in this ASPR to inform policy, planning, and programming. Together, we can ensure that every child in Bangladesh receives a quality primary education, regardless of the challenges we face.

I would like to express my deep appreciation to the team of ASPR at DPE and UNICEF for their tireless efforts in preparing this report. Their commitment to evidence-based decision-making and their dedication to the children of Bangladesh shine through these pages. As we navigate the ongoing challenges and chart a course toward a brighter future, let us remember that our collective efforts today will shape the educational landscape for generations to come.

Raza Md. Abdul Hye



ACKNOWLEDGEMENT



Director (Current Charge)

Monitoring and Evaluation Division
Directorate of Primary Education
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

It is a pleasure and privilege for me that I present the Annual Sector Performance Report (ASPR) for the year of 2024. This report marks a pivotal moment in our journey, signifying a transformation in how we approach the preparation and presentation of the ASPR.

The ASPR 2024 provides an in-depth review of the performance of the primary education sub-sector, offering strong evidence of achievements, remaining gaps, and ongoing systemic challenges over the reporting period. Beyond serving as a performance record, the report underlines our commitment to promoting a results-focused and evidence-based policy environment. It also demonstrates a collective resolve to tackle challenges in primary education at both the school and national levels.

We recognize that our stakeholders, including policymakers, educators, and development partners, rely on the ASPR for informed decision-making. By actively engaging in the creation of this report, we have ensured that it is more closely aligned with the specific needs of our education system and its stakeholders.

This report not only provides a thorough assessment of the primary education sub-sector's performance but also demonstrates a clear and coherent narrative that leads to actionable insights. Our aim is to facilitate a better understanding of the challenges and opportunities within the sector, thereby enabling more effective policy formulation and reform aiming to ensure proper implementation.

I extend my heartfelt gratitude to all those who have contributed to this transformative effort, especially the expert officials from M&E and other line divisions of DPE for their unwavering official support for this report. I also express my gratitude to the UNICEF Bangladesh for providing technical support to make this endeavour successful.

Finally, together, we have laid the foundation for a more transparent and accessible reporting format aiming to empower our primary education system to reach new heights.

Md. Emamul Islam

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Acronyms

ADG	Additional Director General
ADPEO	Assistant District Primary Education Officer
AOP	Annual Operational Plan
APSC	Annual Primary School Census
ASPR	Annual Sector Performance Report
AT	Assistant Teacher
ATEO	Assistant Thana Education Officer
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BDT	Bangladeshi Taka
BEd	Bachelor of Education
BNFE	Bureau of Non-Formal Education
C-in-Ed	Certificate in Education
CHTs	Chattogram Hill Tracts
CPD	Continuous Professional Development
CPEIMU	Compulsory Primary Education Implementation and Monitoring Unit
CRVS	Civil Registration and Vital Statistics
CSSR	COVID-19 School Sector Response
CTT	Classical Testing Theory
DD	Deputy Director
DDO	Drawing and Disbursing Officer
DEO	District Education Officer (Secondary level)
DG	Director General
DLI	Disbursement Linked Indicator
DME	Directorate of Madrasah Education
DP	Development Partners
DPC	Development Partners' Consortium
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DPEO	District Primary Education Officer
DPHE	Department of Public Health and Engineering
DPP	Development Project Proforma
DRR	Disaster Risk Reduction
DSHE	Directorate of Secondary and Higher Education
EDI	Education Development Index
EFA	Education For All
EHS	Education Household Survey
EiE	Education in Emergencies
EMIS	Education Management Information System
EU	European Union
FLN	Foundational Literacy and Numeracy
FY	Financial Year
GER	Gross Enrolment Rate
GIEAP	Gender and Inclusive Education Action Plan

GPI	Gender Parity Index
GIR	Gross Intake Rate
GPI	Gender Parity Index
GPS	Government Primary School
GRM	Grievance Redress Mechanism
HSAPS	High School Attached Primary Schools
HIES	Household Income and Expenditure Survey
HT	Head Teachers
ICT	Information and Communication Technology
IE	Inclusive Education
IMD	Information Management Division
IPEMIS	Integrated Primary Education Management Information System
IRT	Item Response Theory
ISA	Implementation Support Agency
JARM	Joint Annual Review Mission
JICA	Japan International Cooperation Agency
KG	Kindergarten
KPI	Key Performance Indicator
LC	Learning Centre
LGED	Local Government Engineering Department
LLS	Learning Loss Study
M&E	Monitoring and Evaluation
MICS	Multiple Indicator Cluster Survey
MIS	Management Information System
MoCHTA	Ministry of Chattogram Hill Tracts Affairs
MoE	Ministry of Education
MoF	Ministry of Finance
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
MoWCA	Ministry of Women and Children Affairs
MTBF	Medium-Term Budgetary Framework
MTR	Mid-Term Review
NAC	National Assessment Cell
NAPE	National Academy for Primary Education
n/a	Not Available
NCCC	National Curriculum Coordination Committee
NCTB	National Curriculum and Textbook Board
NGO	Non-Government Organization
NIR	Net Intake Rate
NNPS	Newly Nationalized Government Primary School
Non-KPI	Non-Key Performance Indicator
NSA	National Student Assessment
NSPD	National Survey on Persons with Disability
ODCBG	Organizational Development and Capacity Building Guidelines
OoSC	Out-of-School Children
PDO	Programme Development Objective
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Program

PEDP3	Third Primary Education Development Program
PEDP4	Fourth Primary Education Development Program
PEPMIS	Primary Education Property Management Information System
PPE	Pre-Primary Education
PPS	Probability Proportionate to Size
PSQL	Primary School Quality Level
PSC	Programme Steering Committee
PTA	Parent Teacher Association
PTI	Primary Teachers' Training Institute
RBM	Result-Based Management
RDPP	Revised Development Project Proforma
SBK	Shishu Bikash Kendra
SCI	Sub-Component Indicators
SCR	Student-Classroom Ratio
SDGs	Sustainable Development Goals
SEL	Socio-Emotional Learning
SEND	Special Education Need and Disabilities
SHED	Secondary and Higher Education Division
SLIP	School Level Improvement Plan
SMC	School Management Committee
SRM	Supplementary Reading material
STR	Student-Teacher Ratio
SWAp	Sector-Wide Approach
TA	Technical Assistance
T@RL	Teaching at the Right Level
TEO	Thana Education Officer
TLM	Teaching Learning Materials
TMED	Technical and Madrasah Education Division
UDL	Universal Design for Learning
UEO	Upazila Education Officer
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations Children's Fund
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
WASH	Water, Sanitation and Hygiene

Executive Summary

The Annual Sector Performance Report (ASPR) 2024 presents a comprehensive analysis of Bangladesh's primary education sub-sector, including pre-primary education. Covering the calendar year 2024, this report represents key data trends, persistent challenges, and progress across a wide range of performance indicators. Apart from most relevant issues with primary education subsector, the progress trend is mostly assessed as outlined in the PEPD4 Results Framework. Its aim is to assess the overall efficiency and effectiveness of the primary education system and to identify priority areas requiring strategic attention. The key findings of ASPR 2024 have been mentioned below:

Key Findings

➤ Coverage and Scope of the Sub-sector

- There are 114,630 institutions providing primary education nationwide in 2023 demonstrating a highly diverse education landscape in Bangladesh with 99,431 schools providing Preprimary Education (PPE). The Government Primary Schools (GPS) dominate the primary education landscape, accounting for 65,567 schools or 57.2% of the total primary education providers.
- A total of 19,713,685 students enrolled in both pre-primary (3,496,279) and primary education (16,217,406), accounting 51.3 percent of girls in 2023.
- Approximately 52% of all schools have 100 to 250 students, and these schools collectively enroll a significant portion of the student population, benefiting from relatively manageable student–teacher ratios (STRs) of around 23 to 34 students per teacher.
- The total teaching workforce stands at 650,293 in Bangladesh, of which 62.6% (407,055) are female teachers. Government Primary Schools (GPS) alone account for the largest share, employing 384,513 teachers (around 59.1% of the total working teachers).

➤ Access and Participation

- Between 2016 and 2023, the percentage of Grade 1 new intakes who completed PPE showed notable fluctuations, peaking at 92.7% in 2018 before gradually declining to 80.1% in 2023, indicating 12.6 percentage point drop over five years suggests a declining trend in PPE completion.
- Between 2010 and 2023, Bangladesh's Gross Intake Rate (GIR) decreased from 116.9% to 104.31%, indicating a positive shift toward enrolling children at the appropriate age.
- Universal age-appropriate enrollment was nearly achieved between 2015 and 2023, when NER exceeded 97% for both boys and girls.
- Over the years, both Gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER) have shown steady improvement, indicating that the system has been successful in bringing children into school and aligning their age-appropriate enrollment.
- The primary cycle completion rate reached at 86.9% in 2023, indicates that almost 9 in 10 children complete primary school, but about 13% still leave the system before finishing primary education.
- Grade-wise dropout rate shows that it increases progressively from 2.5% in Grade I to 2.6% in Grade II, then jumps to 3.9% in Grade III and peaks at 4.5% in Grade IV. This rising trend clearly indicates that student retention becomes increasingly challenging during the foundational and middle years of primary education.

➤ Quality of Education

- The proportion of GPS meeting at least 3, out of 4 PSQL, (Having WASH blocks, Water facility, satisfying SCR and STR benchmarks) rose from only 17% in 2010 to 72.8% in 2023, showing major systemic improvements.
- Bangladesh has made remarkable progress in meeting the 40:1 Student-Teacher Ratio benchmark, with compliance nearly doubling from 43% in 2005 to 84.04% in 2023 due to sustained policy measures and teacher recruitment efforts.
- Bangladesh has also shown steady improvement in Student-Classroom Ratio (SCR) compliance, with a significant 34-point gain between 2015 (29%) and 2023 (63.6%), although 36.4% of schools still remain below the minimum standard.
- The number of single-shift Government Primary Schools (GPSs) has shown a significant upward trend, rising from 9,333 in 2016 to 12,515 in 2023, indicating a focused government effort to expand single-shift schooling for improved learning environments and enhanced contact hours.

➤ Equity and Inclusive Education

- Bangladesh has maintained robust gender parity in primary education from 2005 to 2023, with Gender Parity Index (GPI) values for GER and NER consistently near or above 1. This indicates effective policies for girls' education.
- In the recent years, students in double shift schools consistently received 20–30% fewer contact hours for Grade I and II, and 30–45% less instructional time for Grade III-V than single shift schools raising concerns over equity in learning opportunities.
- The total number of special needs children declined from 118,848 in 2022 to 99,688 in 2023, marking a notable 19.2% decline in just one year.
- The total number of children with disabilities in GPS dropped by 40,851 between 2010 (83,023 students) and 2023(42,172 students).

➤ Infrastructure and Enabling Conditions and Facilities

- The PEDP4 facilitated the construction of 74,573 new classrooms in GPS between FY 2018–19 and 2023–24, demonstrating a significant infrastructure development.
- A total of 21,598 safe drinking water sources were installed in GPS from PEDP4.
- There has been a dramatic improvement of 48 percentage points in school-level safe drinking water access from 2005 (50%) to 2023 (97.8%).

➤ Governance, Management and Finance

- From FY 2018–19 to FY 2023–24, the education sector's share of GDP dropped sharply from 3.03% to 1.75%, despite GDP growth in absolute terms. This represents a relatively lower prioritization of education in national economic planning.
- GDP has doubled in six years (2018-2023), but the education sector's GDP share has dropped from 3.03% to 1.75%, showing that economic expansion is not being matched by proportional investment in education.
- Revenue budget execution remained consistently high, ranging from 85% to 96.2% during the PEDP4 period. On the other hand, development budget execution showed wide fluctuations, from a low of 40.7% in 2019–20 to a high of 89.9% in 2018–19, and 88.8% in 2023–24.
- The Need-based Infrastructure sub-component had one of the highest expenditures, with Tk. 225,920.18 lakh spent, representing 95% of the revised allocation. Similarly, Water, Sanitation and Hygiene (WASH) achieved 98% utilization (Tk. 43,077.19 lakh out of Tk. 44,092 lakh).
- Data systems for decision-making used only 13% of the revised allocation (Tk. 91.29 lakh out of Tk. 713 lakh), and Procurement & Financial Management had a mere 2% utilization. Weak

spending in these subcomponents could undermine evidence-based planning and financial accountability.

➤ Progress towards SDG4

- Reading proficiency in Grade 3 increased from 41% (2015) to 51% (2022) and mathematics from 28% to 39%, showing steady improvement. [SDG 4.1]
- Reading proficiency for Grade 5 improved modestly from 45% (2015) to 50% (2022), but mathematics remains low (from 25% in 2015 to 30% in 2022), highlighting challenges in sustaining learning gains. [SDG 4.1]
- Participation in Organized Learning has expanded rapidly from 39% (baseline) to over 94% (2022), with a slight dip in 2023 (88.2%), demonstrating strong pre-primary access and school readiness initiatives. [SDG 4.2]
- GPI improved from 1.02 (2015) to 1.002 (2022), with parity achieved in enrollment and nearly universal access for both boys and girls. [SDG 4.5]

➤ Learning Crisis & Quality of Education

- NSA 2022 results show only half of the students in Bangla, and a third in Mathematics are at grade-level competencies.
- Students performed considerably lower on tasks assessing application and higher order skills, underscoring the need for pedagogical improvements.
- Persistent learning gaps exist among regions, school types, and geographic locations. In terms of gender, the performance of boys and girls was almost similar.
- Significant variations are observed in terms of school types, with GPS performed better than the national average, whereas Madrasah performed significantly below the national level.
- Dhaka and Mymensingh divisions performed better than other divisions while Sylhet has been underperforming, as in the case of previous rounds of NSA.
- Students underperformed in remote areas like hill tracts, islands and wetlands.

Overall, the ASPR 2024 emphasizes that Bangladesh's primary education system continues to advance, yet significant gaps remain that must be addressed to sustain and accelerate progress. Improvements in enrollment, student-teacher ratio compliance, pre-primary expansion, and WASH infrastructure reflect the effectiveness of ongoing sector initiatives. However, persistent challenges, including uneven learning outcomes, regional disparities, overcrowded classrooms, limited foundational skills, and shortages of well-deployed teachers, continue to constrain system-wide performance.

The recommendations outlined in this report present a clear pathway for strengthening the subsector. Priorities include deepening foundational literacy, numeracy, and socio-emotional learning; institutionalizing structured remediation; shifting classroom practices toward skills-based pedagogy; expanding targeted retention initiatives for boys; and intensifying early-grade and PPE interventions in lagging divisions such as Sylhet and Mymensingh. Addressing infrastructure needs, particularly classrooms and WASH facilities, alongside equitable teacher deployment and a data-driven allocation strategy remain essential for reducing overcrowding and ensuring learning continuity.

Sustained progress will require increased and protected education financing, as well as refined sector planning tools such as an updated PEDP4 Result Matrix with clearer, achievable annual targets for PEDP5. By investing strategically in foundational learning, equity-focused interventions, governance, and system-level data, Bangladesh can accelerate its trajectory toward an inclusive, resilient, and learning-centered primary education system that delivers meaningful outcomes for every child.

Primary Education Summary Fact Sheet

SL	Key indicators	Types	2018	2019	2020	2021	2022	2023
1	No. of Schools covered by APSC (All types of Schools and LCs)	All types	134,147	129,258	133,002	118,891	114,539	114,630
2	No. of Schools covered by APSC: Government Primary Schools only (GPSs)	Only GPSs	65,593	65,620	65,566	65,566	65,565	65,567
3	Total enrollment of all types of schools (Grade 1 to Grade 5)	Boys	8539067	8075892	8,595,915	8,583,323	8,357,628	7,877,002
		Girls	8799033	8260204	9,007,129	8,381,644	8,804,737	8,340,404
		Total	17338100	16336096	17,603,044	16,964,967	17,162,365	16,217,406
4	Enrollment in pre-primary education	Boys	1792559	1893734	1,963,960	1,559,175	1,667,323	1,732,196
		Girls	1785825	1892507	1,983,892	1,576,830	1,716,403	1,764,083
		Total	3578384	3786241	3,947,852	3,136,005	3,383,726	3,496,279
5	Total Enrollment (PPE to Grade 5)	Boys	10331626	9969626	10,560,240	9,953,252	10,024,951	9,609,198
		Girls	10584858	10152711	10,991,451	10,136,805	10,521,140	10,104,487
		Total	20916484	20122337	21,551,691	20,090,057	20,546,091	19,713,685
6	Total working teachers (all types of schools)	Male	258,751	285,585	274,095	254,006	236,889	243,238
		Female	426,649	436,216	441,451	403,187	389,153	407,055
		Total	685,400	721,801	715,546	657,193	626,042	650,293
7	Total working teachers (only GPSs)	Male	125,100	125,643	131,664	127,809	127,039	132,731
		Female	224117	229079	236,053	231,286	235,670	251,782
		Total	349217	354,722	367,717	359,095	362,709	384,513
8	Gross Intake Rate (GIR), (%)	Boys	109.07	107.65	105.95	107.14	116.15	102.23
		Girls	115.57	112.80	109.91	107.47	124.91	106.44
		Total	112.32	110.17	107.86	107.3	120.43	104.31
9	Net Intake Rate (NIR), (%)	Boys	95.99	96.30	96.43	96.15	96.12	96.53
		Girls	97.00	96.83	96.82	96.21	97.44	97.46
		Total	96.48	96.56	96.62	96.18	96.76	96.99
10	Gross Enrollment Rate (GER), (%)	Boys	110.32	104.49	100.10	105.32	103.16	100.71
		Girls	118.30	114.93	108.90	106.14	118.46	109.83
		Total	114.23	109.60	104.90	105.72	110.48	104.53
11	Net Enrollment Rate (NER), (%)	Boys	97.55	97.65	97.37	97.39	97.52	97.68
		Girls	98.16	98.01	98.25	97.44	97.81	97.84
		Total	97.85	97.74	97.81	97.42	97.56	97.76
12	Primary cycle dropout rate, (%)	Boys	21.44	19.20	19.10	15.05	14.88	14.12
		Girls	15.69	15.70	15.50	13.25	13.19	12.32
		Total	18.60	17.90	17.20	14.15	13.95	13.15
13	Survival rate to grade 5, (%)	Boys	80.93	84.10	83.30	85.25	85.9	85.91
		Girls	87.73	86.10	85.90	87.1	87.8	87.83
		Total	83.53	85.20	84.70	86.2	86.25	86.93
14	Coefficient of efficiency, (%)	Boys	80.81	81.90	81.10	84.2	87.4	89.34
		Girls	83.62	83.20	84.80	86.5	88	91.62
		Total	82.21	82.60	83.20	85.35	87.36	90.55
15		Boys	6.19	6.10	6.05	5.85	5.63	5.60

SL	Key indicators	Types	2018	2019	2020	2021	2022	2023
	Years input per graduate (years)	Girls	5.98	5.95	5.90	5.55	5.47	5.46
		Total	6.08	6.05	6.00	5.7	5.56	5.52
16	Primary cycle completion rate (%)	Boys	78.56	80.80	81.00	84.95	85.12	85.88
		Girls	84.31	83.20	84.50	86.75	86.81	87.68
		Total	81.40	82.10	82.80	85.85	86.05	86.85
17	Repetition Rate (%)	Boys	5.80	5.10	5.00	0.95	5.5	2.2
		Girls	5.00	4.90	4.90	0.75	5.73	1.8
		Total	5.40	5.10	5.00	0.85	5.72	2.0
18	Student absenteeism rate	Boys	12.13	12.56	12.0	11.4	12.34	12.21
		Girls	11.71	10.12	10.90	13	11.63	11.46
		Total	11.92	11.34	11.40	10.9	11.98	11.83
19	% of school meeting STR standard of 40:1	GPSs	55.6	61.1	78.3	68.8	75.7	84.04
20	% of school meeting SCR standard of 40:1	GPSs	35	37	46	52	56.5	63.6
21	Student-Teacher Ratio	GPSs	37:1	35:1	34:1	35:1	33:1	29:1
22	Number of single shift GPSs	GPSs	9,065	9,860	9,860	9,732	11,368	12,515
23	Per child yearly unit cost for primary education (BDT)		10,500	11,700	13,400	15,300	15,458	17,613

Chapter 1: Overview of the ASPR

1.1. About ASPR

The Annual Sector Performance Report (ASPR) is a comprehensive reporting tool that annually summarizes the progress made in Bangladesh's primary education sub-sector. The report highlights achievements based on a set of agreed-upon performance indicators, which are crucial for planning and decision-making. It also serves as a key instrument for monitoring the effectiveness of inputs, activities, and efforts over a specified period. Launched in 2008, with the initial report serving as a pilot version, the ASPR has been produced by the Monitoring and Evaluation (M&E) Division in collaboration with the Information Management Division (IMD) of the Directorate of Primary Education (DPE) in Bangladesh.

1.2. Purpose of ASPR

Overall, the ASPR aims to analyse the performance of the primary education sub-sector over a period to guide decision-makers in shaping policies and interventions for the improvement of primary education in Bangladesh. The ASPR seeks to achieve following specific objectives:

- **Monitors sector performance**, focusing on an agreed set of indicators outlined in the Results Framework and Monitoring Matrix of the sub-sector programme.
- **Tracks and analyses trends in progress and achievements**, providing in-depth insights into how different aspects of the primary education sub-sector progressed over a period, and where the biggest achievements and loopholes are, deserving attention for further action.
- **Contributes to evidence-based decision-making and planning** by providing authentic and credible data and statistics. This includes using the 'results chain' to showcase the relationship between inputs, activities, outputs, outcomes, and impacts.
- **Strengthens accountability and transparency in the education system**. It allows stakeholders, including parents, educators, and the general people, to access information about the sector's performance. This transparency encourages responsible governance and accountable management.
- **Identifies successes and challenges by providing evidence on what is working well and what needs improvement**, allowing decision-makers to adjust inputs and activities to enhance the achievement of expected outputs and outcomes.

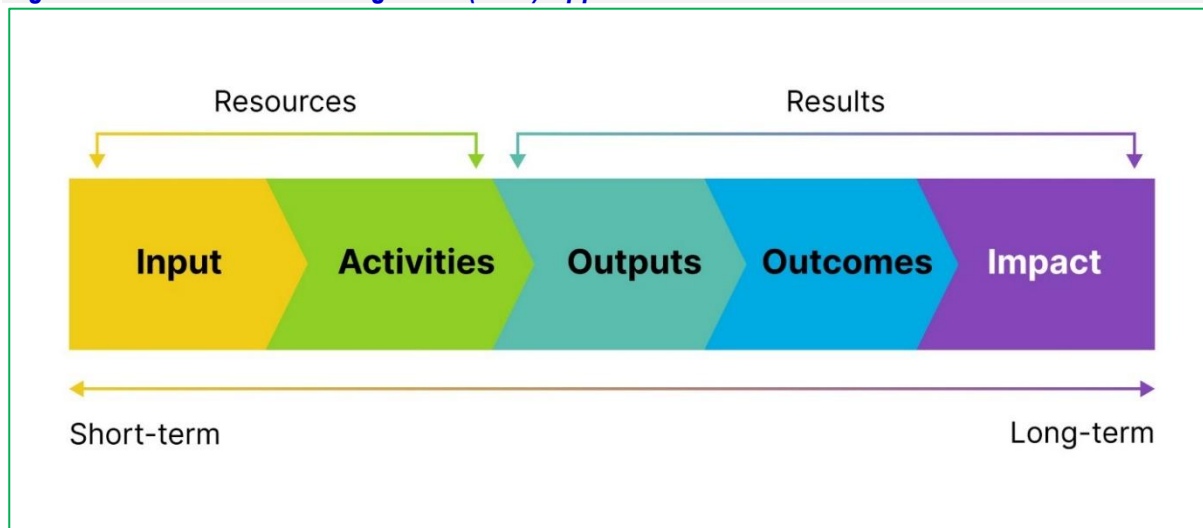
1.3. Methodological Approach to Data Analysis and Reporting

In the primary education sub-sector, the **Result-Based Management (RBM)** approach is used for programme planning and monitoring. RBM refers to *“a management strategy whose core focus is achieving clearly defined and demonstrable results or outcomes. It uses a result chain that links the activities, resources, and inputs to the desired results.”* This differs from the previous approaches used in the past, that focused on the inputs and activities, running the risk of putting insufficient attention on how successful such inputs and activities were in translating into results of achieving better learning outcomes for Bangladeshi children.

Aligned with the RBM approach, the ASPR presents data and information with an emphasis on summarizing the key results achieved against the agreed targets set for a desired set of indicators,

namely Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Primary School Quality Level (PSQL) indicators and major Sub-Component Indicators (SCIs). In this way, using authentic and credible data/information and statistics, the ASPR aims to strengthen the planning process through **'the result chain'**, which shows how resources ('inputs') are used (for 'activities') to produce short-term results ('outputs'). These 'outputs' will, in turn, lead to better education for children in schools in the medium-term ('outcomes') and long-term benefits for the society as a whole ('impact'). Following RBM approach allows for evidence-based decision-making and planning.

Figure 1.1: Result Based Management (RBM) Approach



This approach serves as a basis for providing evidence, which helps the government to pinpoint what is working well towards the achievement of the desired change and what is not. Based on this, the decision-makers and planners can adjust the inputs and activities as necessary to improve the achievement of expected outputs and outcomes.

1.4. Data sources used for reporting sector performance in ASPR

The ASPR incorporates data from various reliable sources to provide a holistic view of the sector. The report draws on multiple data sources, including administrative data from DPE through the Annual Primary School Census (APSC), findings from the National Student Assessments (NSA), and surveys conducted by the Bangladesh Bureau of Statistics (BBS). These official statistics are triangulated with studies and observations from the Development Partners (DPs), think tanks, and academic institutions to ensure a comprehensive and accurate representation of Bangladesh's primary education landscape, and drawing more reliable conclusions about the sector performance.

Following are the data sources that ASPR uses for reporting the sector performance:

a) Census Data

- i. **Annual Primary School Census (APSC):** Operational since 2002, the APSC is the primary source of data for assessing the performance of the primary education sub-sector. Since 2012, DPE has been collecting APSC data through an online system, and in 2022, the Integrated Primary Education Management Information System (IPEMIS) was launched, integrating the APSC module. Each year, DPE conducts the APSC, the latest APSC report being published in 2023. Despite improvements in data collection and management, generating comprehensive data covering the whole primary education sub-sector remains a challenge, due to the diversity of school types and delivery modalities. Some schools, such as non-formal learning centres, English Medium and English Version Schools, Quami Madrasahs, Para Centres managed by the

Chattogram Hill Tracts (CHT) Board, and Shishu Bikash Kendras (SBKs), are not fully covered by the census. Non-registered private schools and special education institutions under the Ministry of Social Welfare also remain outside its scope due to differing regulatory authorities. DPE is working to ensure the registration of all primary education institutions, with the goal of gradually expanding APSC coverage. and efforts are ongoing to address these gaps.

- ii. **Population and Housing Census:** Conducted every ten years by BBS, this census provides key demographic data, including age-specific population figures for pre-primary and primary school children. These data are critical for calculating indicators such as Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER), Net Enrolment Rate (NER), and Out-of-School Children estimates. The latest census was conducted in 2022.
- iii. **Population Projection Data:** Except the Census year, every year a population projection is collected from BBS which are used for calculating indicators such as Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER), Net Enrolment Rate (NER).

b) DPE studies and administrative data from different DPE line divisions

- **National Student Assessment (NSA):** The NSA evaluates student learning outcomes in Bangla and Mathematics at Grades 3 and 5. Since its inception in 2006, seven rounds have been conducted, with the latest in December 2022. NSA findings are a primary source for reporting learning achievement indicators in the ASPR.
- **Education Household Survey (EHS):** Conducted by BBS in 2014 at DPE's request, the EHS examined the impact of interventions on access, equity, and quality in primary education. EHS data have been utilized in ASPR reporting since 2015.
- **DPE's administrative data:** Data collected by DPE's various line divisions on ongoing activities supplement APSC findings and provide critical performance insights.

c) Surveys/studies conducted by different organizations

- i. **Household Income and Expenditure Survey (HIES):** Conducted every five years by BBS with World Bank support, HIES provides socio-economic data relevant to education indicators. The latest round was conducted in 2022.
- ii. **Multiple Indicator Cluster Survey (MICS):** Led by BBS in partnership with UNICEF, MICS includes an education module titled 'Learn,' covering global education indicators. The most recent MICS was conducted in 2019.
- iii. **BANBEIS Data:** The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) provides data on all education levels and streams. The DPE uses these data for estimating transition rate from grade 5 to grade 6, offering critical insights into student progression.
- iv. **Other Studies and Reports in the Sector:** The ASPR incorporates information and findings from various pertinent studies and research reports, offering a thorough perspective on various facets of the sub-sector through triangulation. These sources are selected dynamically to ensure the inclusion of credible and relevant data, enriching the report's analytical depth.

This multi-source approach ensures that the ASPR provides a comprehensive and reliable analysis of the primary education sub-sector, empowering stakeholders to make informed decisions for future improvements.

Table 1.1: Overview of ASPR Data Sources

Data sources used in ASPR	Latest round/report used
DPE's administrative data and other DPE surveys	
Annual Primary School Census (APSC)	2023

Data sources used in ASPR	Latest round/report used
National Student Assessment (NSA)	2022
Education Household Survey (EHS)	2022
Textbook Database & Students Book Distribution Database	2023
Administrative data from Bureau of Non-Formal Education (BNFE)	2023
Administrative records from DPE's <ul style="list-style-type: none"> ▪ Training Division ▪ Policy and Operation Division ▪ Planning and Development Division ▪ Monitoring and Evaluation Division ▪ Information Management Division ▪ Finance Division ▪ Administration Division ▪ Procurement Division ▪ Fourth Primary Education Development Program (PEDP4) Office 	2023
Different discrete project data	2023
Surveys/studies conducted by different organizations	
Multiple Indicator Cluster Survey (MICS) 2019	2019
BBS Household Income and Expenditure Survey (HIES)	2022
BBS Population Projection	2023
BANBEIS Data	2023
GDP data from Bangladesh Bureau of Statistics (BBS)	FY 2023-24
Other Studies and Reports in the Sector	Most recent as available

1.5. Journey of the ASPR 2024

The journey of preparing the ASPR 2024 follows a systematic and multi-stage process to ensure a comprehensive and accurate report.

▪ Data Collection & Analysis

The preparation process began with systematic data collection from the line divisions of the Directorate of Primary Education (DPE). Each line division routinely maintains data and reports progress against key indicators aligned with the Results Framework of PEDP4. To facilitate consistent and structured reporting for the ASPR, the M&E Division developed draft data sheets based on the PEDP4 Results Framework and shared them with the respective line divisions for completion. In addition to this administrative data, the Annual Primary School Census (APSC) 2023 was used as a primary data source. Data from the Bureau of Non-Formal Education (BNFE), along with other credible and published reports, were also compiled to present a comprehensive picture of the current status of the primary education subsector.

The M&E Division performed the initial analysis of data. Throughout this process, led by the Director of the M&E Division reviewed the analysis at regular intervals and provided feedback to track progress in preparing the ASPR 2024. Once the first draft of ASPR 2024 was ready, the committee recommended its presentation to the Progress Review Committee.

Figure 1.2: Journey of the ASPR 2024

▪ **Review by Progress Review Committee**

The draft ASPR was reviewed by the Progress Review Committee, chaired by the Additional Director General (ADG) of PEDP4. The meeting was held with the participation of all line divisions of DPE on 9 September 2025. During the meeting, the divisions reviewed the draft report, provided feedback, and supplied additional data to strengthen the analysis as needed. Also, two distinguished academicians from Dhaka University and Jahangirnagar University were also present at the meeting and provided their valuable feedback to make a more refined ASPR.

▪ **Sharing Draft ASPR for Feedback with Relevant Stakeholders**

A refined draft of the ASPR 2024 was prepared and shared on 28 October 2025 with a broad range of stakeholders for final review and feedback. These included Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Bureau of Non-Formal Education (BNFE), National Academy for Primary Education (NAPE), Development Partners Committee (DPC) and relevant line divisions of the Directorate of Primary Education (DPE). The draft was also circulated among various DPE divisions and the Development Partners Consortium (DPC) to solicit last-round comments and ensure the report's accuracy, completeness, and alignment with sector priorities.

▪ **Final Approval**

Incorporating all feedback, the final draft of the report was submitted to the Steering Committee. This committee, headed by the honourable Director General (DG) of DPE, gave final approval on 11 December 2025, marking the successful completion of the journey of ASPR 2024.

1.6. Structure of the ASPR 2024

The revised structure of ASPR 2024 endorsed by the DG-DPE is as follows:

- **Chapter 1** presents the overview of ASPR, including its purpose, data sources and structure.

- **Chapter 2** presents overview of the Sub-sector and its Performance– its size and scope; overview of the (sub) sector-wide programme PEDP4 and its result framework; summary of the performance of the sub-sector during the reporting period across various indicators.
- **Chapter 3** presents performance at outcome level (KPIs and Non-KPIs)
- **Chapter 4** presents performance at output level (PSQL and SCIs)
- **Chapter 5** presents performance against Disbursement Linked Indicators (DLIs)
- **Chapter 6** presents performance against Sustainable Development Goal (SDG) 4 indicators
- **Chapter 7** presents implementation status of PEDP4’s Gender and Inclusive Education Action Plan (GIEAP)
- **Chapter 8** presents budget implementation and financial progress status.
- **Chapter 9** presents progress of discrete projects that contribute to achieving the sub-sector’s development goals.
- **Chapter 10** presents conclusion and recommendations based on the analysis of key issues, challenges, gaps, and way forward.

Chapter 2: Overview of the sector's performance and expected results of PEDP4

2.1. Overview of Primary Education Institutions in 2023

The primary education system in Bangladesh comprises a blend of heterogeneous providers, encompassing government-run schools, privately operated schools/kindergartens, Madrasahs, English medium schools following the British Curriculum, English version schools adhering to the national curriculum, special schools under the Ministry of Social Welfare (MoSW), and schools and Learning Centres (LCs) operated by NGOs. The APSC 2023 covered 26 different types of formal and non-formal educational institutes providing primary education, categorized into the following 10 types. As per APSC data, there are 114,630 institutions providing primary education nationwide in 2023 demonstrating a highly diverse education landscape, but government schools remain the core provider, with private kindergartens rapidly expanding and NGOs/madrasahs ensuring inclusion of underserved groups.

- **Type 1: Government Primary Schools (GPS)** includes a) the GPSs, b) the Newly Nationalized GPSs (NNPS), c) schools established under the project titled 'establishment of 1500 need-based primary schools' and d) experimental schools of the Primary Teachers' Training Institutes (PTI). The MoPME/DPE is mainly responsible for operation and management of the schools under Type 1. In 2023, a total of 65,567 primary schools is managed by DPE which accounts for 57.2% of national total.
- **Type 2: Private Primary Schools** are educational institutions at the primary level that are established, funded, and operated by organizations, or entities. These schools are distinct from public or government-funded schools, as they function independently while still being required to follow national curriculum standards. A private primary school is considered formally recognized once it obtains approval from the Divisional Deputy Director's office under Directorate of Primary Education, Ministry of Primary and Mass Education. This approval authorizes the school to deliver primary education as per the national curriculum. In addition, there are schools that have applied for this approval and are in the process of being evaluated. In both cases—whether approved or under application—these institutions must comply with the regulatory procedures and conditions outlined in the Ministry's official Private School Registration Guidelines. These guidelines ensure that all private primary schools meet minimum standards in infrastructure, teaching quality, and educational management. As per data of APSC 2023, 6,134 private schools have covered, which accounts for 5.4% of total primary schools.
- **Types 3-5** are the schools that managed by the Ministry of Education (MoE). Directorate of Madrasah Education (DME) manages and operates the *Type 3: Ebtadayee Madrasah*, *Type 4: High Madrasah attached Ebtadayee Section*, while Directorate of Secondary and Higher Education (DSHE) is responsible for *Type 5: High School attached Primary Section*. Both DME and DSHE are under the MoE. As per data of 2023, there are 4,425 Ebtadayee Madrasahs which represent a distinct segment of the primary education rooted in Islamic religious education combining religious and general subjects. Besides, there are 2,909 High Madrasah-attached Ebtadayee, serving 2.5% of the total primary education providing institutes. On the other hand, 1,892 High School attached Primary are part of secondary that offer primary education alongside higher grades, representing 1.7% of total primary institutions.
- **Type 6: Kindergarten** includes the primary education institutions that are categorized as 'Kindergarten' or 'KG' schools, and are privately managed, mainly by Bangladesh Kindergarten Association. In 2023, Kindergartens form the second-largest share, with 26,461 schools, making up 23.1% of all primary institutions.

- **Type 7: NGO schools** are full-fledged primary education institutions and learning centres (all grades at a time) operated by NGOs all over the country, especially in disadvantage areas. APSC 2023 has covered 3,307 schools of this type.
- **Type 8: Shishu Kalyan Trust School** includes 203 primary schools (just 0.2 percent of national total) in 2023. These schools serve disadvantaged, teagarden area, poor, working, and at-risk children. The schools are managed by the Shishu Kalyan Trust, a government-approved trust, working in coordination with the Ministry of Primary and Mass Education.
- **Type 9: NGO Learning centres** comprises of the learning centres that are not full-fledged primary schools but run one grade at a time mainly by one teacher.
- **Type 10: Others** include all other primary education institutions including Community Schools, Mosque and Temple Based Education Centres, Special Schools for Children with Disabilities run by MoSW, Tea Garden Schools, School in Jail Premises, Hill District Council-run Schools, etc.

It is important to note that the APSC currently does not cover 100 percent of schools providing primary education or equivalent, such as English medium schools, special schools operated by the MoSW, qaumi madrasahs, Hifz madrasha, etc. due to the differences in management and governance authority. However, there is a constant effort to increase the coverage gradually. It is noted that according to the Post Enumeration Check of (PEC) of APSC 2023, around 96.56% of primary schools has been covered by APSC 2023 indicating still more than 3% of primary schools remained uncovered in 2023.

The following table presents the number and shares of primary education institutions by type in the years 2023.

Table 2.1: Number of Institutes providing Primary and Pre-primary Education by types in 2023

Sl	Type of Schools	Primary Education		Pre-Primary Education (PPE)	
		No. of Schools	% share by types of Schools	No. of Schools with PPE	% share by types of Schools
1	Govt. Primary Schools	65,567	57.2	65,464	65.8
2	Private School	6,134	5.4	4,062	4.1
3	Ebtadayee Madrasa	4,425	3.9	1,620	1.6
4	High Madrasa attached Ebtadayee	2,909	2.5	697	0.7
5	High Schools attached Primary	1,892	1.7	1,299	1.3
6	Kindergarten	26,461	23.1	22,271	22.4
7	NGO Schools (with G:1-5)	3,307	2.9	1,936	1.9
8	Shishu Kalyan Trust School	203	0.2	150	0.2
9	NGO Learning Centers	2,237	2	900	0.9
10	Others	1,495	1.3	1,032	1.0
	Total	114,630	100	99,431	100

Source: APSC 2023

2.2. Enrollment Overview in Primary Education in 2023

Bangladesh has built an expansive, gender-inclusive and multi-provider education system that lays the groundwork for universal access as Bangladesh's education landscape in 2023 reflects an immense reach, with a total of 19,713,685 students enrolled in both pre-primary and primary education. Girls account for 51.2% of total enrollment—an indication of effective gender-inclusive education policies. Both pre-primary and primary levels show balanced gender ratios, a positive sign for long-term social equity. Government Primary Schools (GPS) educate 10.99 million children, comprising over 55.7% of total enrolment across Bangladesh. Kindergartens and private schools enrolled 4.87 million children (24.7%), showing demand for alternative, often fee-based models, especially in urban areas. Kindergartens and private schools enroll 4.87 million children (24.7%), showing demand for alternative. Besides, Madrasas account for 1.375 million students, confirming their cultural relevance and ability to reach communities underrepresented in formal schooling.

In 2023, Bangladesh enrolled 3,496,279 students in pre-primary education, reflecting continued national emphasis on foundational learning. Girls made up 50.5% of this cohort, signaling positive gender parity in early childhood access. Pre-primary enrollment shows a substantial government footprint, with nearly half the children enrolled in GPS, educating 1,697,809 students, which is 48.6% of total PPE enrollment. Kindergartens accounted for approximately 1.2 million children (34.3%).

Bangladesh's primary education system enrolled a total of 16,217,406 students, marking it as one of the largest education segments in the country. Girls represented 51.4% of this enrollment encouraging signs of progress toward gender parity. The Government Primary Schools (GPS) continue to be the backbone of the system, educating 9,293,218 children, which accounts for 57.3% of all primary-level students. This demonstrates the state's pivotal role in ensuring wide-scale access to education. Private institutions, including Kindergartens and Private primary schools, collectively serve around 4.38 million students or 27%.

Table 2.2: No. of primary education institutes, teachers, and students, by type in 2023

SL	Type of Schools	Pre-Primary			Primary (Grade 1- 5)			Total (PPE and Primary)				
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	% of Girl	Student share (%) by School types
1	GPS	818,921	877,752	1,696,673	4,371,781	4,917,361	9,289,142	5,190,702	5,795,113	10,985,815	52.8	55.7
2	Private School	66,976	66,770	133,746	352,412	351,730	704,142	419,388	418,500	837,888	49.9	4.3
3	Ebtadayee Madrasa	37,041	34,699	71,740	312,053	299,062	611,115	349,094	333,761	682,855	48.9	3.5
4	Kindergarten	612,108	585,312	1,197,420	1,892,342	1,783,613	3,675,955	2,504,450	2,368,925	4,873,375	48.6	24.7
5	NGO Schools (Grade I-V)	60,114	59,468	119,582	206,076	210,503	416,579	266,190	269,971	536,161	50.4	2.7
6	Attached to High Madrasa	20,664	19,433	40,097	218,834	222,268	441,102	239,498	241,701	481,199	50.2	2.4

SL	Type of Schools	Pre-Primary			Primary (Grade 1- 5)			Total (PPE and Primary)				Student share (%) by School types
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	% of Girl	
7	Attached to High Schools	57,211	61,050	118,261	329,254	356,520	685,774	386,465	417,570	804,035	51.9	4.1
8	Shishu Kalyan Trust School	2,161	2,228	4,389	12,448	13,509	25,957	14,609	15,737	30,346	51.9	0.2
9	NGO Leaning Centers	24,796	26,724	51,520	108,095	116,889	224,984	132,891	143,613	276,504	51.9	1.4
10	Others	32,204	30,647	62,851	73,707	68,949	142,656	105,911	99,596	205,507	48.5	1.0
Total		1,732,196	1,764,083	3,496,279	7,877,002	8,340,404	16,217,406	9,609,198	10,104,487	19,713,685	51.3	100

Source: APSC 2023

The overall distribution of schools, students and teachers in 2023 reveals that the majority of primary schools in Bangladesh have relatively small to mid-sized student populations. Approximately 52% of all schools have 100 to 250 students, and these schools collectively enroll a significant portion of the student population, benefiting from relatively manageable student–teacher ratios (STRs) of around 23 to 34 students per teacher. Notably, schools with fewer than 100 students account for over 29,000 schools, highlighting a large number of low-enrollment institutions, especially in remote or underserved areas. These smaller schools generally have lower STRs (e.g., 16 in the 1–100 student category), but also fewer teachers and limited resources, potentially impacting quality. On the other end of the spectrum, a small but important group of 528 schools enroll more than 1,000 students, showing STRs that exceed 120 students per teacher, indicating heavy overcrowding and possible strain on infrastructure and teaching quality. Within government primary schools, a similar pattern is observed. While these schools slightly outperform in terms of STR and teacher allocation in smaller categories, they also face significant pressure in larger institutions. For instance, government schools with over 1,000 students exhibit an STR of 90, still high and indicative of resource gaps. Overall, the data underscore the dual challenge of under-enrollment in a large number of small schools and overcrowding in a smaller number of large schools—both of which have implications for equitable and effective education delivery.

Table 2.3: Overall Summary of Primary Education by the Number of Students in 2023

By number of students	All Types of Schools						Government Primary Schools					
	No of schools	No of students	No of teachers	Average teachers	Average students	STR	No of schools	No of students	No of teachers	Average teachers	Average students	STR
0	230	-	965				29	-	28			
1-100	29,979	2,105,118	129,770	4.3	70	16	16,398	1,216,515	79,586	4.9	74	15
101-150	32,842	4,079,537	171,147	5.2	124	24	19,496	2,401,442	103,652	5.3	123	23

By number of students	All Types of Schools						Government Primary Schools					
	No of schools	No of students	No of teachers	Average teachers	Average students	STR	No of schools	No of students	No of teachers	Average teachers	Average students	STR
151-200	20,565	3,517,550	115,739	5.6	171	30	10,289	1,752,312	59,430	5.8	170	29
201-250	14,492	3,194,267	93,477	6.5	220	34	9,781	2,141,883	62,729	6.4	219	34
251-300	6,352	1,736,695	45,282	7.1	273	38	3,983	1,086,356	28,692	7.2	273	38
301-350	3,589	1,157,706	28,203	7.9	323	41	2,280	733,284	17,886	7.8	322	41
351-400	2,013	749,581	16,853	8.4	372	44	1,118	415,855	9,683	8.7	372	43
401-450	1,236	523,145	11,053	8.9	423	47	732	309,017	6,635	9.1	422	47
451-500	697	330,090	6,512	9.3	474	51	339	159,840	3,261	9.6	472	49
501-550	646	336,732	6,689	10.4	521	50	417	216,738	4,273	10.2	520	51
551-600	370	213,084	3,635	9.8	576	59	170	97,159	1,813	10.7	572	54
601-650	256	160,012	2,990	11.7	625	54	134	83,481	1,548	11.6	623	54
651-700	199	134,354	2,422	12.2	675	55	87	58,567	947	10.9	673	62
701-750	184	133,730	2,274	12.4	727	59	72	52,074	890	12.4	723	59
751-800	125	96,925	1,505	12	775	64	45	34,856	568	12.6	775	61
801-850	106	87,546	1,320	12.5	826	66	31	25,517	438	14.1	823	58
851-900	98	86,063	1,177	12	878	73	26	22,698	343	13.2	873	66
901-950	66	61,131	813	12.3	926	75	26	24,042	335	12.9	925	72
951-1000	55	53,836	664	12.1	979	81	13	12,683	199	15.3	976	64
More than 1000	528	951,583	7,803	14.8	1802	122	99	141,496	1,577	15.9	1429	90
Total	114,628	19,708,685	650,293	5.7	172	30	65,565	10,985,815	384,513	5.9	168	29

Source: APSC 2023

2.3. Total teaching workforce in primary education

As of 2023, the total teaching workforce in primary education stands at 650,293 in Bangladesh, of which 62.6% (407,055) are female teachers. Government Primary Schools (GPS) alone account for the largest share, employing 384,513 teachers (around 59.1% of the total teaching force), and show a significant female majority at 65.5%. Kindergarten schools follow next in size, with 172,405 teachers (26.5%), also maintaining a strong female presence at 61.9%. Private schools, though smaller in scale, also contribute with 26,846 teachers, two-thirds of whom are women.

On the other hand, certain types of schools display clear gender disparities. For instance, madrasha-based schools such as Ebtadayee Madrasas and Ebtadayee attached to High Madrasas show low female representation—only 30.6% and 18.4% female teachers, respectively, indicating gender imbalance in religious education settings. NGO-run schools and learning centers, while small in proportion, report high female participation—especially in "NGO Learning Centers" where 93% of teachers are female—highlighting their role in promoting female employment in the education sector. Overall, the data reflects both the dominance of public and kindergarten schools in the teaching workforce and the overall female-led teaching trend in primary teaching workforce, with certain exceptions in specific school types.

Table 2.4: Teaching Workforce by school types

SL	Type of Schools	Male	Female	Total	% of Female	% of Teachers by School Types
1	GPS	132,731	251,782	384,513	65.5	59.1
2	Private School	9,484	17,362	26,846	64.7	4.1
3	Ebtadayee Madrasa	13,246	5,853	19,099	30.6	2.9
4	Kindergarten	65,769	106,636	172,405	61.9	26.5
5	NGO Schools (Grade I-V)	1,528	5,468	6,996	78.2	1.1
6	Attached to High Madrasa	9,198	2,079	11,277	18.4	1.7
7	Attached to High Schools	7,497	10,037	17,534	57.2	2.7
8	Shishu Kalyan Trust School	305	681	986	69.1	0.2
9	NGO Learning Centers	216	2,850	3,066	93	0.5
10	Others	3,264	4,307	7,571	56.9	1.2
Total		243,238	407,055	650,293	62.6	100

Source: APSC 2023

2.4. Geographical location of schools

The distribution of primary schools across different geographical areas in 2023 reveals a strong concentration in plain land regions, which account for 91,727 schools, representing an overwhelming 80.03% of all schools nationwide. This reflects the relatively higher population density and easier access in these areas. In contrast, schools in geographically challenging or marginalized locations such as hilly areas (2.67%), char areas (4.34%), coastal areas (6.96%), and howr areas (3.02%) collectively make up a smaller but significant portion of the total, indicating efforts to expand education access in diverse terrains. More vulnerable or underserved locations—such as urban slums (0.60%), tea gardens (0.19%), islands (0.31%), remote (0.51%), and highly remote areas (0.10%)—host a limited number of schools. A small presence of schools in border areas (0.33%) and riverside zones (0.44%) is also noted.

Table 2.5: Number of schools by geographical location in 2023

Area Type	No of schools	% share
Howr area	3,467	3.02%
Hily Area	3,064	2.67%
Coastal Area	7,973	6.96%
Char Area	4,976	4.34%
Urban Slum	682	0.60%
Tea Garden	221	0.19%
Plain Land	91,727	80.03%
Riverside Area	507	0.44%
Hilly Tea Garden	31	0.03%
Bordar Area	379	0.33%
Island Area	358	0.31%
Remote Area	579	0.51%
Highly Remote Area	114	0.10%
Other	536	0.47%
Total	114,614¹	100%

Source: APSC 2023

2.5. Overview of the Primary Education Sub-Sector Programmes

2.5.1. Evolution of Sub-Sector Programmes

Bangladesh has been following the Sector-Wide Approach (SWAp) in primary education since 1997. Currently the fourth phase, namely Fourth Primary Education Development Programme (PEDP4) is being implemented.

The First Primary Education Development Programme (PEDP1, 1997-2003) was a coordinated sub-sector programme consisting of several projects managed and financed separately by eight development partners (DPs). It focused on ten specific areas including enrolment, completion, quality inputs and monitoring issues. Recognizing that the project-based approaches of this kind did not necessarily lead to long-term institutionalization of achievements, the Government and DPs jointly agreed to adopt principles of a SWAp to achieve high-quality primary education in future and developed the PEDP II.

The Second Primary Education Development Programme (PEDP II: 2004-2011) was the first sub-sector programme to adopt many SWAp principles in its design, with a focus on quality improvement, enhanced institutional capacity, and systemic reform under 4 components. These included: 1) Quality primary education through organizational development and capacity building, 2) Improved quality in schools and classrooms, 3) Quality improvement through infrastructure development, and 4) Improving and supporting equitable access to quality schooling. Coordinated by a lead agency, the PEDP II was financed by the Government and ten DPs through a management and financing structure that was parallel to the Government.

The Third Primary Education Development Programme (PEDP3: 2011-2017, extended to 2018) incorporated additional features of a SWAp in the matters of financial management, donor harmonization, and programme scope. The PEDP3 continued many of the quality improvement, institutional, and systemic reforms introduced under the PEDP II with a much stronger focus on how inputs are used at the school level to improve learning outcomes. There were six results areas which

¹ Geographical Location data of 16 schools isn't available in the APSC 2023 data

were: learning outcomes; participation; regional and other disparities; decentralization; effective use of budget allocations, and programme planning and management.

The Fourth Primary Education Development Programme (PEDP4: 2018-2023, extended to 2026) is the next iteration of PEDP3. It prioritizes quality education, especially the achievement of learning outcomes through quality teaching and learning, improving access and participation including of disadvantage groups and strengthening the governance and management systems.

2.5.2. The current sub-sector program PEDP4

As a (sub)sector-wide program, the PEDP4 includes all major initiatives in primary education. Launched in July 2018, it has been extended until June 2025. The program's main objective is to provide **'Quality education for all Bangladeshi children,'** focusing on delivering quality education from pre-primary to Grade 5 through an efficient, inclusive, and equitable system. This goal aligns with SDG 4, emphasizing inclusive and equitable education, foundational learning, and reducing educational disparities. PEDP4 consists of three interconnected components and 21 sub-components, each covering key activities needed to achieve the program's goals.

Component 1: Quality focuses on enhancing the overall quality of primary education, with an emphasis on improving teaching and learning practices to ensure students achieve the grade- and subject-specific competencies outlined in the curriculum. Key interventions under this component include curriculum revision, development of textbooks, teaching-learning materials (TLM), and supplementary reading materials (SRM). It also emphasizes strengthening student assessment systems, recruiting and deploying qualified teachers effectively, providing ongoing professional development and training for teachers, facilitating access to ICT tools and digital learning resources, and improving pre-primary education services.

Component 2: Access and Participation aims to provide all required facilities that allow creating conducive learning environment at schools and support participation of all children, ensure continuity of education and enable quality. Key programme interventions under this component include development and maintenance of need-based infrastructure, improving WASH facilities, expanding opportunities for Out-of-School Children (OoSC), ensuring inclusive education, strengthening Education in Emergency (EiE) provisions and improving stakeholder engagement through social mobilisation activities.

Component 3: Management, Governance and Financing seeks to ensure strong governance, adequate and equitable financing, and good management capacity of the primary education system to enable the provision of quality education that is efficient, inclusive, and equitable. Key programme interventions under this component include strengthening data systems, establishing integrated EMIS, ensuring institutional strengthening, improving implementation of school improvement plans, strengthening budget, procurement, and financial management.

DPE, guided by MoPME's policy direction, leads the implementation of PEDP4 through eight specialized divisions, each responsible for specific activities under different sub-components. Additionally, five key agencies support DPE in carrying out technical and operational tasks: the National Curriculum and Textbook Board (NCTB), National Academy for Primary Education (NAPE), Bureau of Non-formal Education (BNFE), Local Government Engineering Department (LGED), and Department of Public Health Engineering (DPHE).

The following table outlines the components, sub-components, and the responsible divisions/agencies for overseeing and leading implementation of activities in each sub-component of the programme.

Table 2.6: Components and Sub-components of PEDP4 with responsible agencies for implementation

Component	Sub-component	Responsible division/agencies
Component 1: Quality	1.1. Curriculum	NCTB, NAPE, DPE Training Division
	1.2 Textbooks and Teaching-Learning materials	NCTB, Book distribution cell of DPE
	1.3 Teacher Recruitment and Deployment	DPE Admin, Policy & Operations Divisions
	1.4 Teacher Education	DPE Training Division
	1.5 Continuous Professional Development	DPE Training Division
	1.6 ICT in Education	DPE IMD
	1.7 Assessments and Examinations	DPE M&E, Admin Division
	1.8 Pre-primary Education (PPE)	DPE Policy & Operations Division
Component 2: Equitable Access and Participation	2.1 Needs based Infrastructure Development	DPE Planning & Development Division
	2.2 Need-based Furniture	DPE Planning & Development Division
	2.3 Maintenance	DPE Planning & Development Division
	2.4 Water and Sanitary Hygiene	DPE Planning & Development Division
	2.5 Out-of-school Children (OOSC)	BNFE
	2.6 Special Education Needs and Disability (SEND)	DPE Policy & Operations Division
	2.7 Education in Emergencies	DPE Planning & Development Division
	2.8 Communications and Social Mobilization	DPE Policy & Operations Division
Component 3: Management, Governance and Financing	3.1 Data Systems for Decision-Making	IMD
	3.2 Institutional Strengthening	DPE Admin Division
	3.3 Strengthened UPEPs and SLIPs	DPE Policy & Operations Division
	3.4 Strengthened Budgets	MoF, DPE Finance & Procurement Division
	3.5. Procurement and Financial Management	DPE Finance & Procurement Division

Source: The PEDP4 DPP

2.6. Monitoring and Reporting of Sub-sector Performance

PEDP4, as a (sub)sector-wide program, represents the entire primary education sub-sector. While MoPME and DPE also run separate discrete projects, these mainly contribute to achieving PEDP4's overall goals. Therefore, the ASPR assesses sector performance using the PEDP4 Result Framework, with contributions from these discrete projects highlighted where relevant. Additionally, the report includes data on SDG indicators, even if they are not explicitly part of the PEDP4 Monitoring Matrix but are essential for tracking progress.

2.6.1. The PEDP4 Result Framework

Aligned with its guiding principle, PEDP4 follows a Results Framework, which includes a Program Monitoring Matrix outlining the program's objectives, planned activities, and expected outcomes. The original Monitoring Matrix, included as Attachment A in the PEDP4 Programme Document, was revised during the Mid-Term Review (MTR) in 2020–2021. The updated Result Matrix, approved in May 2022, is included as Appendix D in the RDPP of PEDP4. This matrix lists all program indicators with specific annual targets to be achieved by the end of implementation. To measure and track progress, **there are a total of 111 indicators under 5 different types.**

Table 2.7: Types of Indicators

SL	Type of Indicator	No. of Indicators	Description
1.	Key Performance Indicators (KPI)	21	System-level indicators that monitor overall primary education sub-sector performance at the impact and high-level outcome levels .
2.	Non-KPI Indicators	7	High-level indicators that are requested by various DPs to be included as a measurement of system-level outcome . These indicators are dynamic and are included based on specific needs.
3.	Primary School Quality Level (PSQL) Indicators	37	School-level indicators of quality, usually of intermediate or output level and sometimes composite of other indicators. These are used to understand whether minimum standards are being met at school level.
4.	Sub-component Indicators (SCI)	35	Output/process level indicators set to measure progresses made against the targets and activities under the 3 components and 21 sub-components of PEDP4.
5.	Disbursement Linked Indicators (DLI)	11	Year-wise targets, achievement of which triggers the disbursement of funds from the DPs.
Total		111	

For these indicators, annual or intermediate targets and final target values are set against a baseline value. The following chapters provide detailed updates on each of these indicators.

2.7. Progress on Result Framework of PEDP4

2.7.1. Performance measures through KPIs of the PEDP4

INDICATOR	KPI no.	Type	Baseline (2015 ²)	2017	2022	Data Source	Remarks
Percentage of Grade 3 students achieving grade-level competencies in Bangla	KPI 1	All	65	47	51	NSA Report	Data used here are from the last three NSA results and the year indicated based on when it was conducted.
		Boys	62	45	47		
		Girls	66	48	55		
Percentage of Grade 3 students achieving grade-level competencies in Math	KPI 2	All	41	34	39	NSA Report	
		Boys	37	35	38		
		Girls	40	33	40		
Percentage of Grade 5 students achieving grade-level competencies in Bangla	KPI 3	All	23	44	50	NSA Report	
		Boys	22	43	47		
		Girls	24	44	52		
Percentage of Grade 5 students achieving grade 5 competencies (All; Boy; Girl) in Math	KPI 4	All	10	32	30	NSA Report	
		Boys	10	32	29		
		Girls	11	34	31		

² In NSA 2015, five bands were used for determining grade level competencies, where Band 3 and above considered to be Grade 3 competencies and Band 5 considered to be Grade 5 competencies. From 2017, performance standards were used for this purpose.

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Grade 5 Primary Education Completion examination (PECE) pass rate (%)	KPI 5	All	98.51	97.59	95.5	n/a	n/a	n/a	n/a	PECE Examination Report	PECE was discontinued since 2020.
		Boys	98.41	97.48	95.4	n/a	n/a	n/a	n/a		
		Girls	98.56	97.68	95.6	n/a	n/a	n/a	n/a		
Gross Enrolment Rate (GER)	KPI 6	All	112.1	114.23	109.6	104.85	105.72	110.48	104.53	APSC	
		Boys	109.3	110.32	104.49	100.87	105.32	103.16	100.71		
		Girls	115	118.3	114.93	108.95	106.14	118.46	109.83		
Net Enrolment Rate (NER)	KPI 7	All	97.9	97.85	97.74	97.81	97.42	97.56	97.75	APSC	
		Boys	97.1	97.55	97.65	97.37	97.39	97.52	97.68		
		Girls	98.8	98.16	98.01	98.25	97.44	97.81	97..84		
Difference in net enrolment rates in grades 1–5 between the weighted average of five lowest performing districts and the national level	KPI 8			n/a	4.8	4.68	2.15	2.65	n/a	APSC	
Primary cycle Completion Rate	KPI 9	All	80.9	81.4	82.1	82.8	85.85	85.12	86.85	APSC	
		Boys	77.7	78.7	80.8	84.5	84.95	86.05	85.88		
		Girls	83.9	84.3	84.3	81	86.75	86.81	87.68		
Coefficient of Efficiency	KPI 10	All	80.9	82.21	82.6	83.2	85.35	87.36	90.55	APSC	
		Boys	78.7	80.81	81.9	81.1	84.2	87.4	89.34		
		Girls	83.5	83.62	83.2	84.8	86.5	88	91.62		
Years input per graduate	KPI 11	All	6.18	6.08	6.05	6	5.7	5.56	5.52	APSC	
		Boys	6.3	6.19	6.1	6.2	5.9	5.63	5.6		
		Girls	6	5.98	5.95	5.9	5.55	5.47	5.46		
Gender parity index of GER	KPI 11		1.05	1.07	1.09	1.09	1.008	1.15	1.06	APSC	
Gender parity index of NER	KPI 12		1.05	1.01	1	1.01	1.001	1.01	1.001	APSC	
NER – range between top and bottom 20% of households by consumption quintile	KPI 14	All	8	4.8 (HIES 2016)	n/a	n/a	n/a	n/a	8.4	HIES and EHS	HIES 2022 (Poor & Non-poor)
		Boys	3	5.6	n/a	n/a	n/a	n/a	11.6		
		Girls	12	3.9	n/a	n/a	n/a	n/a	4.8		
GER for PPE	KPI 15	All	145	125.2	130.6	120.3	105.7	106.6	109.3	APSC	
		Boys	149	122.9	126.9	177.5	105.3	102.2	112.21		
		Girls	147	127.6	133.4	123.2	106.1	111.3	106.6		

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
NER for PPE	KPI 16	All	86.3	94.2	94.3	96.5	97.4	88.7	77.8	APSC	
		Boys	88.5	96.2	93.6	93.9	97.4	85.5	75.7		
		Girls	87.4	92.2	94.9	99.2	97.4	92.1	79.9		
Percentage of schools that meet the SCR standard of 40:1 or less	KPI 17	All	35.4	35	37	46	52	56.5	63.6	APSC	
		GPS	34	32	36	41	57	51.7	59.1		
		NNPS	37.4	39	39	52	44	63.7	70.1		
Survival Rate	KPI 18	All	82.1	83.52	85.2	84.7	86.2	86.25	86.93	APSC	
		Boys	78.6	80.93	84.1	83.3	85.25	85.9	85.91		
		Girls	85.4	87.73	86.1	85.9	87.11	87.8	87.83		
Number of government schools converted from double-shift to single-shift operations	KPI 19		9,221	9,065	9,860	9,860	9,732	11,368	12,515	APSC	
Percentage (%) of GPS that meet at least 3 of 4 school-level quality indicators: (i) WASHBLOCK/ Toilets facility (ii) Safe water sources; (iii) SCR standard of 40:1; and (iv) STR standard of 40:1	KPI 20		32.8	34	30	40.1	47.5	63.1	72.58	APSC	
Primary cycle drop-out rate	KPI 21	All	19.2	18.6	17.9	17.2	14.15	13.95	13.15	APSC	
		Boys	22.3	21.44	19.2	19.1	15.05	14.88	14.12		
		Girls	16.1	15.69	15.7	15.5	13.25	13.19	12.32		

2.7.2. Performance measures through Non-KPIs of the PEDP4

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
PECE Participation rate based on Descriptive Roll	Non-KPI 1	All	96.50	95.50	96.05	n/a	n/a	n/a	n/a	PECE Examination Report	PECE was discontinued since 2020.
		Boys	95.90	94.80	95.40	n/a	n/a	n/a	n/a		
		Girls	96.90	96.20	96.61	n/a	n/a	n/a	n/a		
Survival Rate	Non KPI-2	All	82.10	83.52	85.20	84.70	86.20	86.25	86.93	APSC	
		Boys	78.60	80.93	84.10	83.30	85.25	85.90	85.91		
		Girls	85.40	87.73	86.10	85.90	87.11	87.80	87.83		

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Repetition rate	Non KPI-3	All	6.10	5.40	5.10	5	0.85	5	2.0	APSC	
		Boys	6.40	5.80	5.10	5.10	0.45	5.10	2.2		
		Girls	5.80	5	4.90	4.80	0.41	4.80	1.8		
Student attendance rate	Non KPI-4	All	87.50	88.30	87	87	n/a	88.02	88.17	APSC	
		Boys	87.20	89	89.10	89.10	n/a	87.66	87.79		
		Girls	87.70	88.60	88.60	88.60	n/a	88.37	88.54		
Transition Rate from Grade 5 to Grade 6	Non KPI-5		95.4	96.32	96.53	96.22	93.53	74.99	83.08	BANBEIS	
Contact hours	Non KPI - 6	Grade 1-2 (Single)		919	844	844		861	1050	ASPR (Academic Calendar of DPE)	Data for 2021 is unavailable, as schools remained closed due to COVID-19 pandemic.
		Grade 3-5 (Single)		1428	1473	1473		1311	1550		
		Grade 1-2 (Double)		600	602	602		697	850		
		Grade 3-5 (Double)		789	782	782		900	1050		
Percentage of Grade 1 new intakes who completed PPE	Non KPI - 7	All	96.9	73.2	86.7	84.51	83.35	75.8	80.1	APSC	
		Boys		72.65	86.9	83.62	83.3	75.6	79.8		
		Girls		74.96	86.6	85.37	83.4	76	80.3		

2.7.3. Performance measures through PSQL Indicators of the PEDP4

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Percentage of schools which received all textbooks as per distribution and replenishment plan by January 31	PSQL 1		n/a	99.5	99.9	99.95	99.95	99	100	Administration Division	
Number of teachers (assistant and head) Trained C-in-Ed/ Dip-in-Ed	PSQL 2		n/a	12,407	14,723	19,689	19,225	11,422	3,833	Training Division	

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Number of Head Teachers who have participated in Leadership training	PSQL 3		n/a	6,475	0	0	0	0	12,625	Training Division	
Number of assistant teachers who receive need-based sub-cluster training	PSQL 4		n/a	810,000	810,000	0	0	0	0	Training Division	
Number of Assistant Teacher who have Subject-based training (Core and Non-core Subject)	PSQL 5		n/a	0	286,595	2,425	105,810	145,690	140,134	Training Division	
Number of Newly recruited Assistant Teacher who have Induction training	PSQL 6		n/a	12,750	0	8,934	0	10,514	1,655	Training Division	
Number of teachers receiving training on ICT in Education	PSQL 7		n/a	20,625	10,180	0	0	8,025	12,000	Training Division	
Number of PPE teachers who received PPE Induction Training	PSQL 8		n/a	6,700	0	0	0	0	23,324	Training Division	
Number of teachers who received Curriculum Dissemination Training	PSQL 9			0	0	0	0	0	383,700	Training Division	
Number of persons who participated in overseas training visits (7 days)	PSQL 10			839	0	0	0	0	0	Training Division	
Number of teachers and officers who completed one-year master's degree in overseas	PSQL 11			9	0	0	0	0	0	Training Division	
Number of teachers who received training on Competency Based Item Development	PSQL 12			62,670	64,260	0	0	0	0	Training Division	
Number Assistant Teacher Recruitment in GPS	PSQL 13	All		18,147		0	0	37,574	1,145	Policy and Operation Division	
		Male		9,577		0	0	14,237	507		

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks	
		Female		8,570		0	0	23,337	638			
Number of teachers receiving training on use of ICT materials	PSQL 14			67,787	89,988	89,988				Training Division	Training division does not store such data	
Number of teachers who received training on SEND	PSQL 15	All		0	3200	0	0	0	78,030	Policy and Operation Division		
		Male							27,310			
		Female							50,720			
Percentage of schools which received all new textbooks and PPE TLM Packages	PSQL 16	all new textbooks	100	99.5	99.9	99.99	100	100	100	Book Distribution Data (Admin Division)		
		TLM (teachers' edition, teachers' guide, ERMs)	n/a	n/a	n/a	n/a	n/a	n/a	n/a			100
		PPE TLM Packages	n/a	n/a	n/a	n/a	n/a	n/a	n/a			4.83
Percentage of schools having Multimedia based classrooms	PSQL 17		0.08	79	89.9	89.9	89.9	89.9	90.07	Information and Management Division		
Number of WASH blocks (any type) in GPS + NNPS under PEDP4	PSQL 18			0	0	6,760	6,452	6,004	3,956	Planning and Development Division		
Number of schools with separate functioning WASH blocks for boys plus male teachers and girls plus female teachers under PEDP4	PSQL 19		22%	0	0	3,380	3,226	3,002	1,978	Planning and Development Division		
Total WASH blocks built under the PEDP4 have ramps in the toilet and entrance under PEDP4	PSQL 20			0	0	6,760	6,452	6,004	3,956	Planning and Development Division		
Number of newly built WASH blocks having	PSQL 21			0	0	3,380	3,226	3,002	1,978	Planning and Development Division		

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
menstrual hygiene facility for girl											
Number of newly built additional classrooms under PEDP4	PSQL 22			0	0	1,376	5,356	7,014	8,247	Planning and Development Division	
Number of safe drinking water sources installed during PEDP4	PSQL 24			400	1132	6511	5924	6290	1341	Planning and Development Division	
Percentage of schools that have access to safe water sources: functioning tube wells and other sources	PSQL 25		97.2	100	100	93.5	98.2	92.45	97.8	APSC	
Number of new out-of-school children enrolled in Learning centres	PSQL 26		100,000	100,000	93,148	n/a	317,910	460,560	24,066	BNFE Progress Report	Under PEDP-4, new OOSC admissions were 317,910 in 2021, 460,560 in 2022, and 24,066 in 2023, totalling 802,536 learners.
PECE pass rate of OOSC enrolled in learning centres	PSQL 27					n/a	n/a	n/a	n/a	BNFE Progress Report	
Number of Learning centres operational for out of school Children (OoSC)	PSQL 28			3,332	3,332	3,332	9,541	15,301	973	BNFE Progress Report	A total of 25,815 learning centers were operational during PEDP-4. The project ended on December 31, 2024.
Total OoSC (New) Enrolled in Learning centres	PSQL 29		100,000	100,000	93,148	n/a	317,910	460,560	24,066	BNFE Progress Report	
Percentage of Double Shift Schools Converted to Single Shift	PSQL 30		0		15.04	15.04	14.84	17.34	19.09	APSC	
Number of WASH blocks (any type) in GPS + NNPS under PEDP4	PSQL 31		22%	0	0	6,760	6,452	6,004	3,956	Planning and Development Division	

INDICATOR	No.	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Number of schools with separate functioning WASH blocks for boys plus male teachers and girls plus female teachers under PEDP4	PSQL 32			0	0	3,380	3,226	3,002	1,978	Planning and Development Division	
Total WASH blocks built under the PEDP4 have ramps in toilet and entrance under PEDP4	PSQL 33			0	0	6,760	6,452	6,004	3,956	Planning and Development Division	
Number of newly built WASH blocks having menstrual hygiene facility for girl	PSQL 34			0	0	3,380	3,226	3,002	1,978	Planning and Development Division	
Number of newly built additional classrooms under PEDP4	PSQL 35			0	0	1,376	5,356	7,014	8,247	Planning and Development Division	
Number of safe drinking water sources installed during PEDP4	PSQL 36			400	1,132	6,511	59,24	6,290	1,341	Planning and Development Division	
Number of enrolled children with mild and moderate disabilities in mainstream primary schools, SDG 4.5.1	PSQL 37	G:1-5	67,022	96,385	98,311	99,223	99,961	118,848	99,688	APSC	
		PPE & G:1-5		121,766	124,056	124,141	125,136	150,171	125,252		

2.7.4. Performance measures through SCIs of the PEDP4

INDICATOR	Indicator	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Percentage of PECE items which are competency	SCI 1		65		100	n/a	n/a	n/a	n/a	PECE based analysis	
Percentage of schools (all school types) which display school data in a public area of the school	SCI 2			n/a	n/a	n/a	80.6	83.5	84.0	APSC	

INDICATOR	Indicator	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Students benefitting from direct interventions to enhance learning (from Pre-Primary to primary)	SCI 3			1,37,11,000	1,37,11,000	1,28,79,532	1,11,84,504	1,11,87,856	1,08,08,021	Stipend Davison	
Number of primary schools that have met accountability criteria and receive SLIP funds annually	SCI 4		64,790	65,353	65,366	65,506	65,506	65,544	65,536	Planning and Development Division	
Percentage of schools that produce annual social audit report on time	SCI 5		80		100	99.96	85.7	89.6	90.3	APSC	
Number of primary headteachers trained on	SCI 6		n/a							Training Division Administrative	Definition isn't clear
Number of upazila education offices publishing open data on utilization of SLIP grants	SCI 7		n/a	513	513	513	513	513	513	Planning and Development Division	
Primary education expenditure as a proportion of education sector expenditure	SCI 8		n/a	41.5	38.1	36.2	38.3	37	39.4	Finance Division	
Execution rate of PEDP4 budget, by revenue and development budgets	SCI 9	All	87%	94.7	84.0	91.4	82.4	87	85.9	Finance Division	
		Dev.		89.9	40.7	77.6	72.3	83.5	88.8		
		Rev.		95.2	96.2	94.5	86.3	88.2	85.0		
Grade-wise dropout rate	SCI 10	G1	0.7	2.2	1.4	1	2.59	0.6	2.50	APSC	
		G2	2.9	2.9	2.7	1.5	2.7	0.2	2.60		
		G3	4.2	3.5	3.2	4.9	2.89	5.7	3.90		
		G4	9.8	7.6	7.4	7.6	3.92	7.6	4.50		
		G5	1.5	3.2	3.5	2.2	2.59	0.2	0.10		
Percentage of schools offering one-year PPE	SCI 11			96.87	98.71	99.82	99.93	99.95	99.95	APSC	
Percentage of approved contracts in DPE processed through e-GP	SCI 12			73.68	78.57	50.00	83.33	7.69	84.85	Procurement Division	
Additional year of pre-primary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts	SCI 13	All						3,214		APSS 2023	Cumulative Progress
Percentage of GPS have a Student Teacher Ratio of 40:1 or less	SCI 14	All GPS	100%	55.6	61.1	78.3	68.84	75.7	84.04	APSC	

INDICATOR	Indicator	Type	Baseline (PEDP4)	2018	2019	2020	2021	2022	2023	Data Source	Remarks
Percentage of GPS with approved supplementary reading materials (SRMs) in Grade 1-3 Classrooms	SCI 15										
Number of Upazila education offices publishing open data on SLIP grants	SCI 16		n/a	513	513	513	513	513	513	Planning and Development Division	
Number of headteachers trained	SCI 17		n/a								
Number of upazila education offices publishing open data on SLIP grants	SCI 18		n/a	513	513	513	513	513	513	Planning and Development Division	
Gross Intake rate (%)	SCI 19	All	112.2	112.32	110.17	107.86	107.3	120.43	104.43	APSC	
		Boys	110.7	109.07	107.65	105.95	107.14	116.15	102.23		
		Girls	113.7	115.57	112.8	109.91	107.47	124.91	106.44		
Net intake rate (%)	SCI 20	All	97.9	96.48	96.56	96.62	96.18	96.76	96.99	APSC	
		Boys	97.6	95.99	96.3	96.43	96.15	96.12	96.53		
		Girls	98.3	97	96.83	96.82	96.22	97.44	97.46		
Repetition rate by grade [EFA 12]	SCI 21	All	6.1	5.4	5.1	5	0.85	5.69	2.0	APSC	
Transition Rate from Grade 5 to Grade 6 (%)	SCI 22	All	95.4	96.32	96.53	96.22	93.53	74.99	83.08	BANBEIS	
Percentage of schools that receive SLIP grant	SCI 23	Total	100	99.67	99.69	99.9	99.9	99.96	99.95	Planning and Development Division	
Student-teacher ratio	SCI 24	All	34	37	35	34	35	33	29	APSC	
Enrolled disadvantaged children in mainstream primary education in GPS and NNPS	SCI 25	All	81,891	61,347	56,794	48,792	37,340	49,787	42,172	APSC	reported the no. of children with disabilities

Chapter 3: Performance against PEDP4 Outcome Indicators

3.1. Progress on Key Performance Indicators (KPIs)

As indicated in the previous Chapter, KPIs are system-level indicators that monitor overall primary education sub-sector performance at the impact and high-level outcomes. As per the Result Matrix in the Revised Development Project Proforma (RDPP) of PEDP4, progress against each KPI is presented here.

3.1.1. Progress on KPI 1, KPI 2, KPI 3, KPI 4 on student's learning achievement

Tracking student learning outcomes is essential for evaluating the effectiveness of educational interventions and the overall education system. It provides policymakers, educators, and institutions with critical insights into areas where students excel and where additional support is needed. This evidence-based approach aids in policy formulation, refining existing strategies, and designing targeted interventions to address specific gaps. Furthermore, regular assessment empowers students by fostering ownership of their learning, boosting motivation, and cultivating a growth mindset. Ultimately, continuous tracking ensures that education remains adaptive and responsive, driving improved outcomes for both students and educators.

For tracking the progress of students' learning achievements in primary education in Bangladesh, there are four KPIs in the result matrix. The NSA serves as the primary data source for reporting progress against these indicators. Under PEDP4 (launched in July 2018), NSA 2017 was set as the baseline, with the latest assessment conducted in 2022. The following table summarizes the student learning achievements based on findings from NSA 2017 and NSA 2022.

Table 3.1: Progress against KPI 1, 2, 3 and 4 (percentages of students achieving grade-level competencies in Bangla and Mathematics)

Key Performance Indicators (on learning achievements)		Year		
		2017 (Baseline)	2022	
			Target ³	Achievement
KPI 1: Percentage of Grade 3 students achieving grade-level competencies in Bangla	All	47%	47%	51%
	Boys	45%	45%	47%
	Girls	48%	48%	55%
KPI 2: Percentage of Grade 3 students achieving grade-level competencies in Math	All	34%	34%	39%
	Boys	35%	35%	38%
	Girls	33%	33%	40%
KPI 3: Percentage of Grade 5 students achieving grade-level competencies in Bangla	All	44%	44%	50%
	Boys	43%	43%	47%
	Girls	44%	44%	52%
KPI 4: Percentage of Grade 5 students achieving grade-level competencies in Math	All	32%	32%	30%
	Boys	32%	32%	29%
	Girls	34%	34%	31%

Source: NSA 2017 and 2022

³ As per the RDPP, the target of 2022 was to maintain the learning levels that was in the baseline NSA 2017

Overall, the NSA 2022 results show that student achievement of grade-level competencies remains low. However, the government's efforts during the COVID-19 pandemic to maintain learning opportunities during school closures may have had a small positive impact on student outcomes.

However, it is essential to acknowledge that still almost half of the students in the middle and end of primary grades have below grade-level competencies in Bangla, and only a third of the students are achieving grade-level competencies in Mathematics. This indicates the presence of a persisting learning crisis, deserving policy and programmatic attention and political commitment. The NSA 2022 also cohere with the previous NSAs in terms of gender differences in learning achievements. Like before, girls outperformed boys across subjects and grades, although the gender gap slightly widened compared to 2017.

Data show that while mean scale scores in NSA 2022 improved slightly compared to NSA 2017, they remained lower than those in 2013. Bangla scores showed minimal change in Grade 3, and Grade 5 scores, while higher in 2022 than in 2017, did not fully recover from the drop between 2013 and 2017. Mathematics scores increased, but only to 2013 levels for Grade 3 and 2017 levels for Grade 5, with the gap between the two grades shrinking.

Besides, pre-existing learning disparities in terms of regions, school types, and geo locations persist, a critical bottleneck for achieving SDG goal by 2030. Among school types, GPS, Kindergarten (KG), and High School Attached Primary Schools (HSAPS)

outperformed the national average, while Madrasahs performed poorly. In terms of division-wise performance, Dhaka and Mymensingh divisions performed comparatively better, whereas Sylhet consistently underperformed. The reasons behind these disparities require further analysis for informed policy decisions. Also, data reveal that students' performance declined as the cognitive demand of the test items increased, particularly in Bangla. Items measuring application and higher order thinking skills were the most challenging.

Highlighted Findings of NSA 2022

1. Performance in 2022 is similar or slightly better compared to that in NSA 2017
2. In 2022, only 1 in every two students were at grade level competencies or above in Bangla, and only one in every three students were achieving grade level competencies in Mathematics.
3. Students were performing notably lower in application and higher order skills compared to mere acquisition of knowledge.
4. Boys and girls are performing almost similarly, with girls doing slightly better, though disparities between boys and girls have slightly increased compared to the NSA 2017 results.
5. On an average, students in GPSs, HSAPS and private kindergartens performed better than the national average, while Madrasahs performed significantly below all other types of schools.
6. Students in Sylhet performed poorly compared to students in other divisions. However, the performance of students also varies within class, school, upazila and between districts within Divisions.
7. Students from plain land, coastal and border regions showed better performance, while students from wetlands, remote areas and island regions performed low.
8. In terms of factors influencing students' achievements, at the teacher level, supportive supervision from headteachers and effective and interactive pedagogical practices have great positive association with learning. At student level, conducive home environment, especially parents' involvement in children's education, access to reading materials at home etc. positively influence learning.
9. On the other hand, students' grade repetition, teacher vacancies, distance between home and school, and students' taking private tuition have negative association with learning.

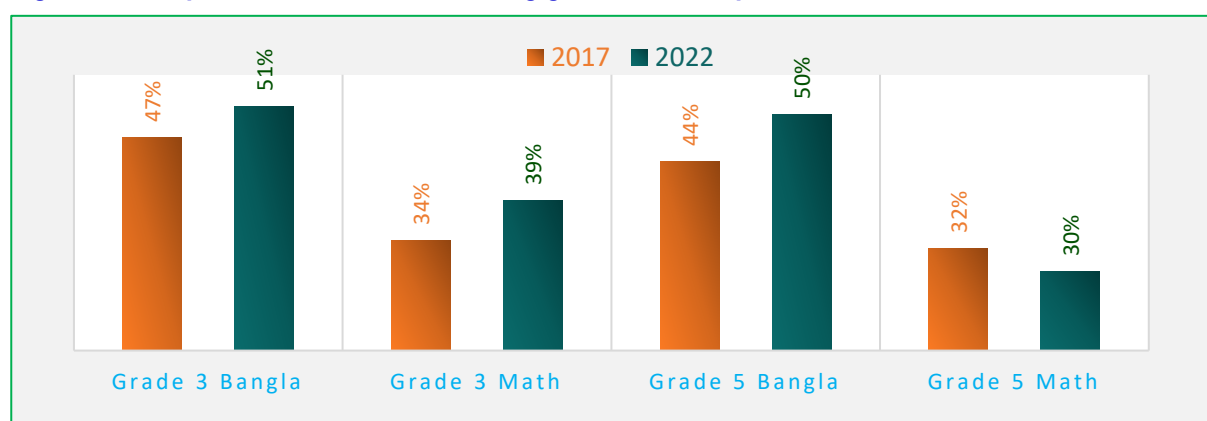
The NSA 2022 report uncovers key factors that either facilitate or hinder student learning. **Supportive headteachers, engaged assistant teachers, well-equipped schools, and supportive home environments enhance learning outcomes. Conversely, grade repetition, reliance on private tuition, teachers' non-teaching duties, teacher vacancies, and long commutes to school act as inhibitors to effective learning.** The report underlines the need to promote a supportive school environment, engaged parents, and motivated teachers, while addressing challenges like grade repetition, teacher workload and vacancies, to achieve a more equitable education system in Bangladesh.

3.1.1.1. Key findings of NSA 2022

I. Half of the students in Bangla and one-third in Mathematics achieved grade-level competencies in 2022.

- In Bangla, 51% grade 3 students and 50% grade 5 students achieved grade level performance (proficient and above on performance standards), with a respective gain of 4% and 6% over NSA 2017.
- In mathematics, 39% grade 3 students and 30% grade 5 students achieved grade level performance (proficient and above on performance standards), 5% higher for grade 3 and 2% lower for grade 5 as compared to NSA 2017.

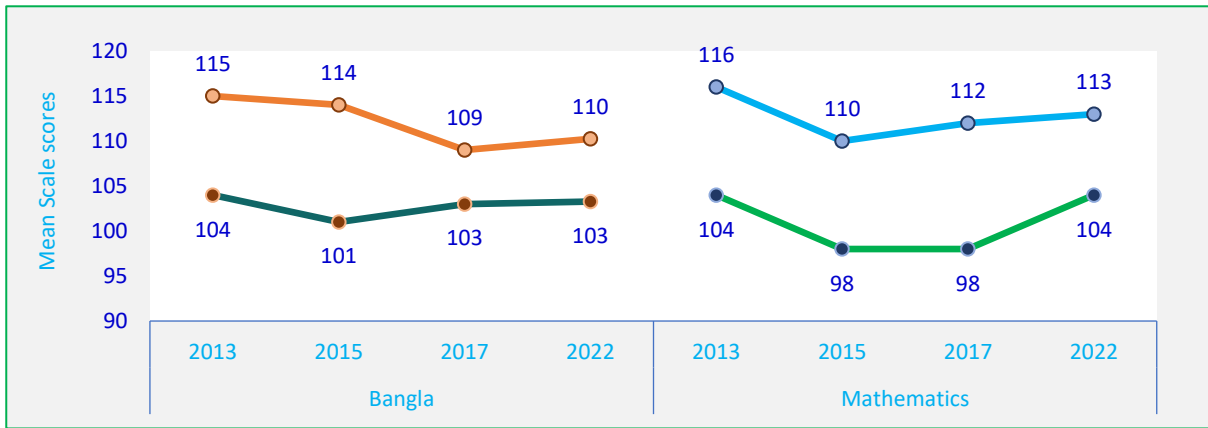
Figure 3.1: Proportion of students achieving grade level competencies



II. Mean scale scores are slightly better compared to NSA 2017 but lower when compared to NSA 2013.

- Across the NSA cycles, the Bangla mean scale scores remained quite similar in grade 3. In grade 5, there was a slight increase in the mean scale score in 2022 over 2017, but the marginal decrease that was registered in 2017 compared to 2013 and 2015 was not compensated.
- The mathematics mean scale scores increased in 2022 over NSA 2017, and the increase was higher in grade 3. In general, NSA 2022 mean scale scores seem to be similar to 2013 levels, for grade 3 and similar to NSA 2017 level for grade 5. It is important to note that the gap between grade 3 and grade 5 mean scale scores has reduced in 2022.

Figure 3.2: Mean scale scores in different NSA cycles



III. Girls performed better than boys across the grades and subjects.

- The gender-wise desegregation of the achievement of grade-level competencies shows that girls are doing better than boys. However, disparities between boys and girls have slightly increased compared to the NSA 2017 results.

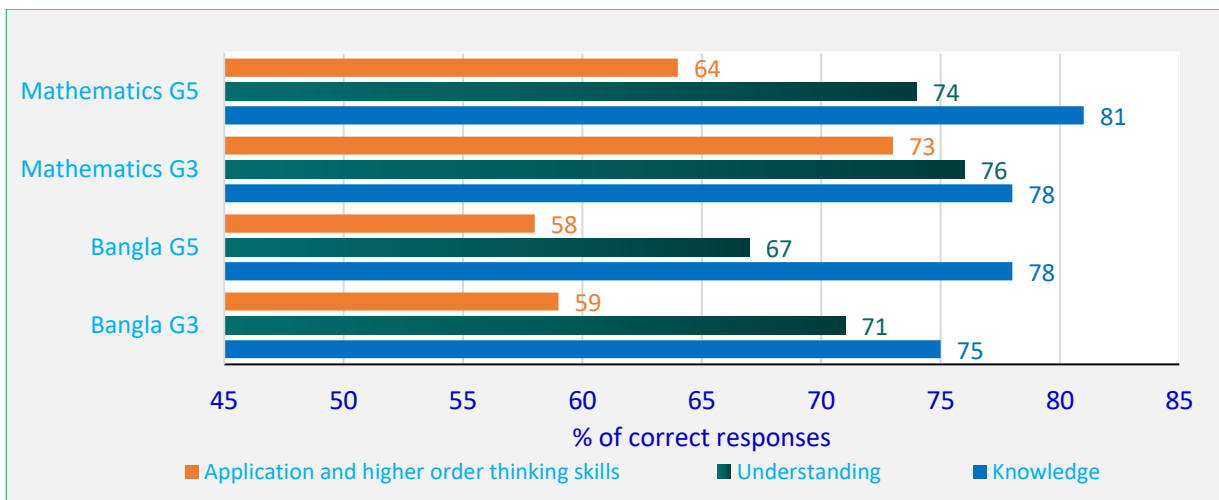
Table 3.2: Percentages of boys and girls achieving grade-level competencies in 2017 and 2022

Subjects	Gender	Grade 3		Grade 5	
		2017	2022	2017	2022
Bangla	Boys	45%	47%	43%	47%
	Girls	48%	55%	44%	52%
Maths	Boys	35%	38%	32%	29%
	Girls	33%	40%	34%	31%

IV. Performance in higher order skills is lower across grades and subjects

- Performance of students declined with an increase in cognitive demand of the items; the decline was higher in Bangla than Mathematics. Items assessing application and higher order thinking skills were found to be the most challenging across grades.

Figure 3.3: Performance of students by cognitive level of items



V. Among school types, Government Primary Schools (GPS), High School Attached Primary Schools (HSAPS) and Kindergarten (KG) and performed above national average and Madrasah performed poorly.

- The performance of different types of schools shows some difference. GPS, KG and HSAPS were above the national mean in both grades. SKPS showed the best performance in grade 3, although this was not reflected in grade 5, and HSAPS showed the best performance in grade 5. Madrasah and NGO schools showed the weakest performance across both grades 3 and 5.
- Need more data analysis

Figure 3.4: Bangla scale scores by school types

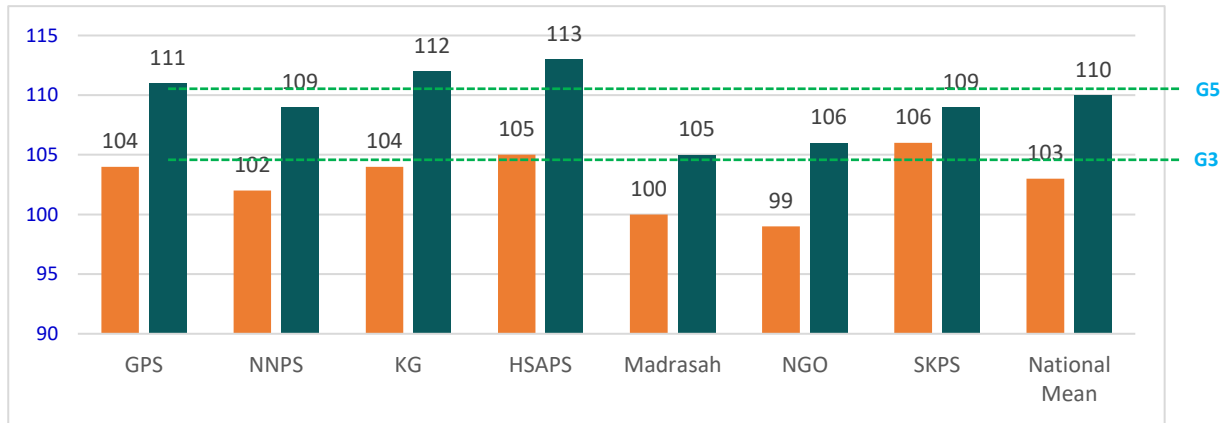
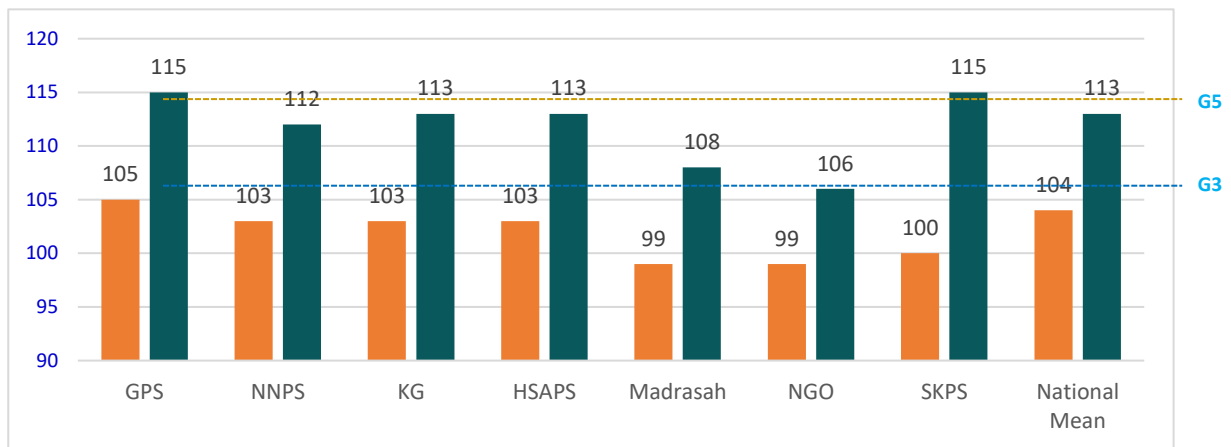
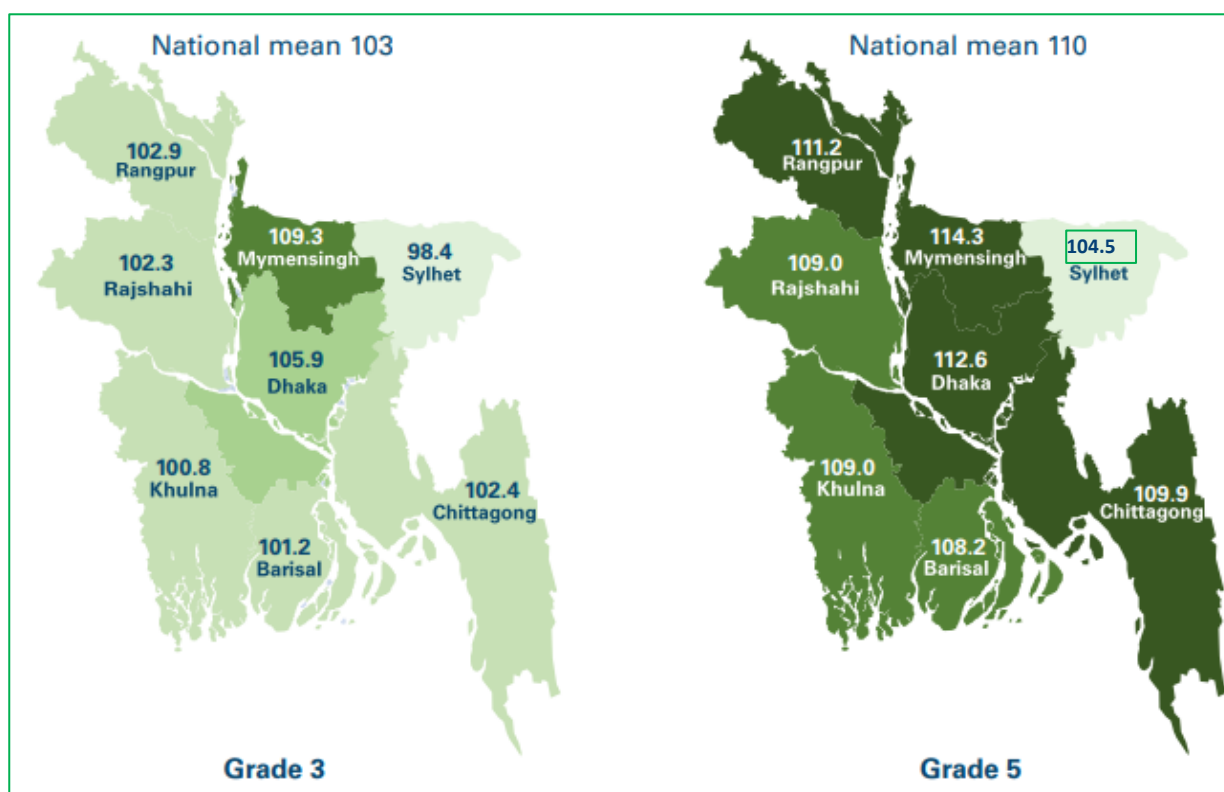


Figure 3.5: Mathematic scale scores by school types



VI. Among divisions, Dhaka and Mymensingh performed better than others, while Sylhet is historically underperforming.

- Mymensingh and Dhaka performed above the national average, in Bangla as well as mathematics for both grades. On the other hand, Sylhet lagged behind other divisions in both subjects like previous cycles. However, understanding the reasons behind this diverging performance needs more analysis, going beyond the NSA, to make meaningful decisions for policy.

Figure 3.6: Bangla scale score by divisions

VII. Among geo locations, students from plain lands and coastal regions showed better performance in comparison to students from wetlands, remote areas and island regions.

- In Bangla, learners in both grades of schools in plain lands and border areas scored above the national mean. Schools in coastal areas scored better than the national mean in grade 3 and equivalent to the national mean in grade 5. Schools in urban slum areas in grade 5 also performed better than the national mean. Wetlands, remote areas and islands performed low in both grades 3 and 5, and schools in hill tracts also performed poorly in grade 5.
- In mathematics, grades 3 and 5 students in schools in riverside/erosion areas, plain lands and border areas scored above the national mean, with schools in coastal areas scoring better than the national mean in grade 3. Schools in islands performed poorly in both grades 3 and 5, schools in wetland areas performed poorly in grade 3, and schools in remote areas performed unsatisfactorily in grade 5.

Table 3.3: Mean scale score by geographical location in NSA 2022

Geographical Location	Bangla Mean Scale Score		Math Mean Scale Score	
	Grade 3	Grade 5	Grade 3	Grade 5
Haor (wetlands)	99.8	105.6	100.7	108.9
Hill Tracts	101.7	105.0	102.3	111.2
Coastal Area	104.6	110.0	104.4	112.3
Char (lowlands)	102.1	107.5	103.8	108.0
Urban Slum Area	100.2	111.6	102.2	110.0
Riverside/erosion area	103.0	109.4	108.0	113.9
Plain Land	103.4	110.5	104.1	113.7

Geographical Location	Bangla Mean Scale Score		Math Mean Scale Score	
	Grade 3	Grade 5	Grade 3	Grade 5
Border Area (up to 5 km from border)	104.2	114.4	109.8	115.6
Island	99.9	105.4	101.1	107.7
Remote Area	99.2	103.1	102.8	106.8
National	103	110	104	113

3.1.2. KPI 5: Grade 5 primary education completion examination (PECE) pass rate (%) [SDG 4.1.2]

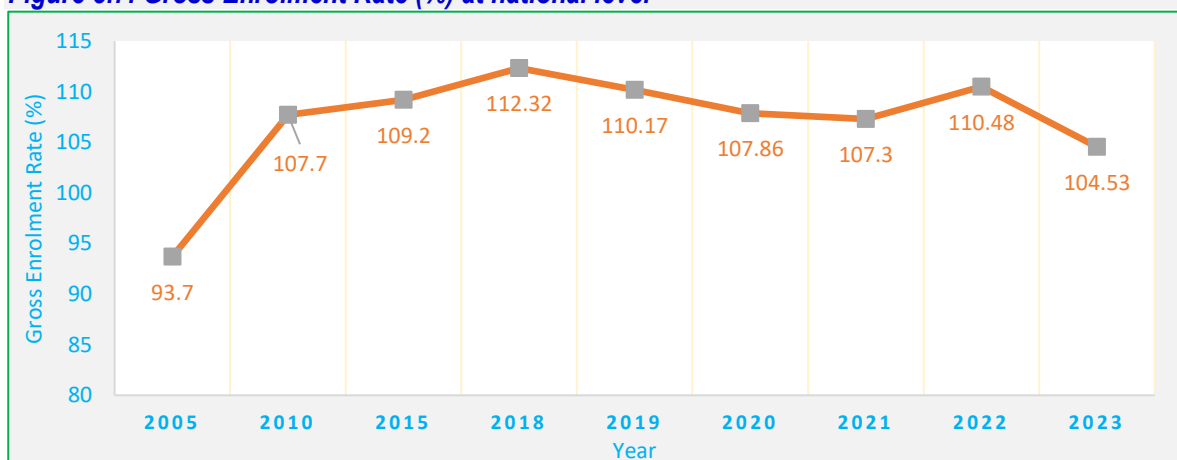
The PECE was discontinued from the 2020 academic year onward. As a result, pass rate reporting for PECE is no longer included in this report. The last PECE was held in 2019, with a pass rate of 95.5 percent. Data from previous years can still be found in earlier ASPR reports.

3.1.3. KPI 6: Gross Enrolment Rate (GER)

KPI 6 measures the Gross Enrolment Rate (GER) within the primary education sub-sector. The GER is determined by calculating the total enrolment in primary education (Grades 1 to 5), irrespective of age, as a percentage of the population aged 6 to 10 years—the official age group for this education level. The GER may exceed 100 per cent due to early or late entry and grade repetition.

At national level, the Gross Enrolment Rate (GER) for both boys and girls combined shows a general upward trend from 2005 to around 2018, followed by a slight decline towards 2023. Starting at 93.7% in 2005, GER steadily increased over the next decade, crossing the 100% mark in 2010 (107.7%) and reaching its peak around 2018 at 112.32%. This peak suggests that more children were enrolled than the official age group for primary education due to over-aged or under-aged students being enrolled. After 2018, the GER began a gradual decline, falling to 110.17% in 2019, 107.86% in 2020, stabilizing around 107.3% in 2021, but then augmenting more noticeably to 110.48% in 2022, and further down to 104.53% by 2023. Despite this decrease, the GER remains above 100% since 2010, indicating continued relatively high enrolment rates. This is also an indication that the primary education system in Bangladesh can accommodate primary education for all interested students regardless of their official age (6-10 years in Bangladesh).

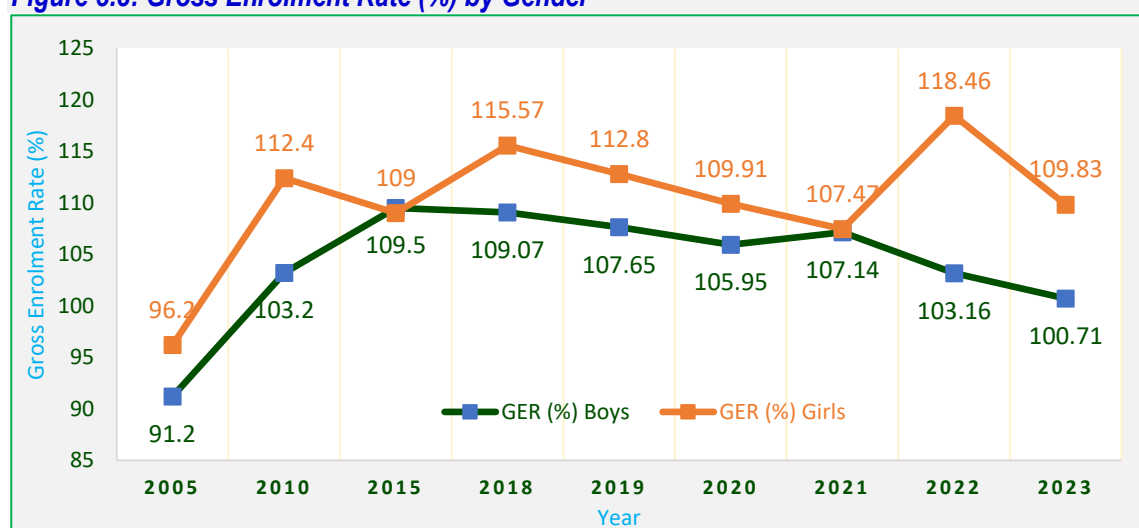
Figure 3.7: Gross Enrolment Rate (%) at national level



Source: Different year's APSC

Gender-wise data shows that from 2005 to 2023, the Gross Enrolment Rate (GER) for both boys and girls consistently shows that girls have maintained a higher enrolment rate than boys throughout the period. In 2005, girls already had a lead at 96.2% compared to boys at 91.2%, indicating an early advantage in enrolment access. Both boys and girls saw substantial growth over the next decade; by 2010, boys crossed the 100% mark at 103.2%, while girls surged ahead to 112.4%. This gender gap in favor of girls persisted over the years, with girls reaching a peak GER of 118.46% in 2022, while boys peaked earlier at 109.5% in 2015. Despite some fluctuations, girls' enrolment remained consistently higher, highlighting sustained efforts to promote girls' education. However, both sexes experienced a downward trend after 2018, with boys declining from 109.07% in 2018 to 100.71% in 2023, and girls showing more variability but still a notable drop from 118.46% in 2022 to 109.83% in 2023. The narrowing gap in 2021, where boys (107.14%) and girls (107.47%) were nearly equal, suggests periods of convergence but overall, girls continue to maintain higher enrolment rates nationally.

Figure 3.8: Gross Enrolment Rate (%) by Gender

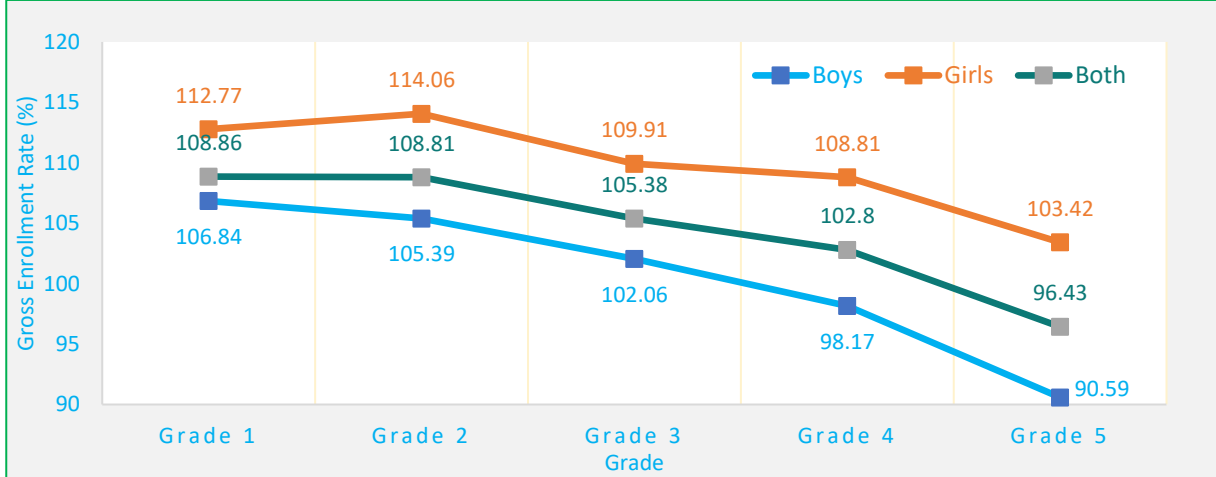


Source: Different year's APSC

Grade-wise GER analysis shows that The GER for boys starts at 106.84% in Grade 1, gradually declines through successive grades, and drops to 90.59% by Grade 5. This pattern suggests that while enrollment is relatively high at entry-level, a significant number of boys do not continue through the full primary cycle. The figures fall below the ideal 100% benchmark starting from Grade 4 (98.17%), and the decline becomes sharper by Grade 5. This indicates potential issues such as higher dropout rates, grade repetition, or migration affecting boys' continued participation in school. On the other hand, the GER for girls remains consistently high across all grades, starting at 112.77% in Grade 1 and remaining above 100% through to Grade 5 (103.42%). This indicates strong access and retention of girls across the primary cycle. The peak GER of 114.06% in Grade 2 may reflect over-aged or under-aged enrollments and possibly grade repetition, but the trend still suggests a more favorable outcome for girls compared to boys.

Overall, the combined GER shows a declining trend from 108.86% in Grade 1 to 96.43% in Grade 5. This 12.43 percentage point drop across the primary cycle highlights that while initial enrollment is strong, retention decreases as students progress to higher grades. The fact that GER remains above 100% from Grades 1 to 4 indicates some level of over-/under-aged enrollment, but by Grade 5, the drop below 100% reveals a leakage in the system, particularly driven by the lower retention of boys.

Figure 3.9: Grade-wise GER (%) in 2023



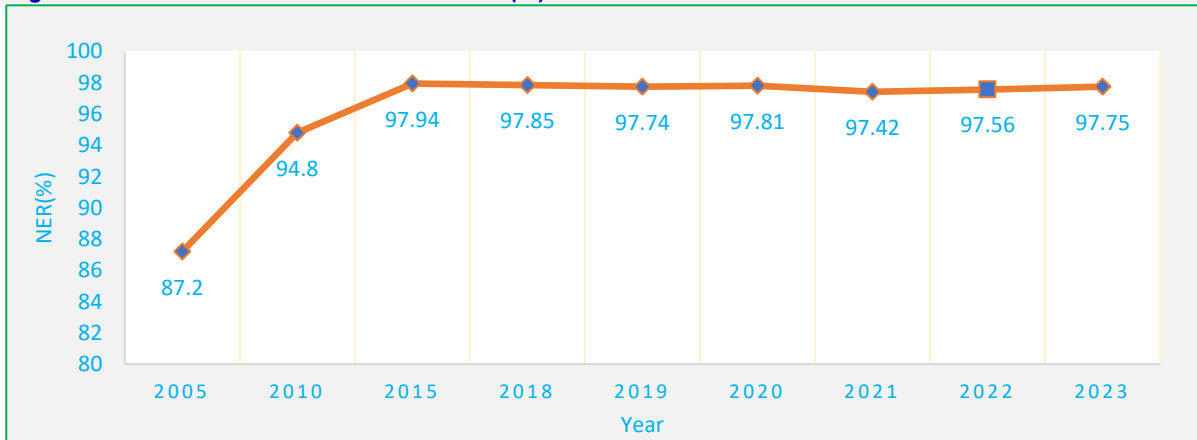
Source: APSC 2023 & BBS Population Projection 2023

3.1.4. KPI 7: Net Enrolment Rate (NER)

The KPI 7 focuses on assessing the Net Enrolment Rate (NER) within the primary education sub-sector, which is a measure indicating the percentage of children of official school age who are enrolled in school, a more accurate indicator of age-appropriate enrollment than GER. In 2005, the Net Enrollment Rate for boys was 84.6%, indicating that over 15% of primary school-aged boys were out of school or enrolled either early or late. This figure rose steadily to 92.2% in 2010 and peaked at 97.65% in 2019. From 2015 through 2023, the NER for boys remained consistently above 97%, reflecting strong age-appropriate enrollment. On the other hand, Girls have consistently outperformed boys in NER throughout the entire time frame. In 2005, girls' NER was 90.1%, 5.5 points higher than boys. The rate steadily improved, reaching 97.6% in 2010, and 98.79% in 2015. From 2015 to 2023, girls' NER consistently remained just below or above 98%, showing excellent coverage and retention in the primary age group.

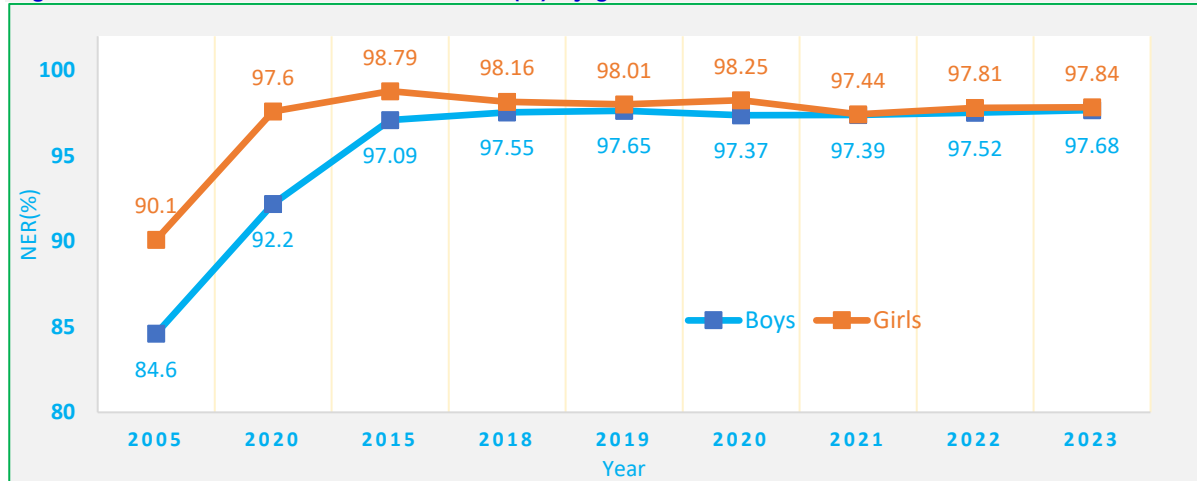
Overall, the combined NER increased significantly from 87.2% in 2005 to 94.8% in 2010 and reached its highest point at 97.94% in 2015. From 2015 to 2023, NER for both sexes stabilized around 97.7% to 97.9%, indicating near-universal enrollment of children in the official age group.

Figure 3.10: Trend of Net Enrollment Rate (%) at national level



Source: Different year's APSC

Figure 3.11: Trend of Net Enrollment Rate (%) by gender

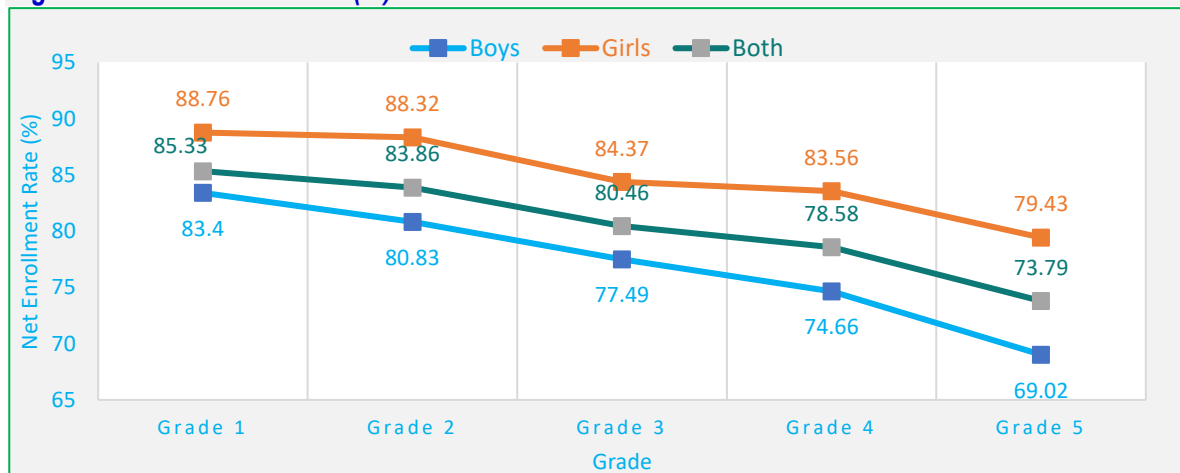


Source: Different year's APSC

Grade-wise NER shows that the NER for boys shows a consistent and steep decline as grade level increases. It begins at 83.40% in Grade 1, indicating that more than 16% of age-appropriate boys are either not enrolled or not in the correct grade. This drops to 80.83% in Grade 2, 77.49% in Grade 3, and 74.66% in Grade 4. By Grade 5, the NER drops significantly to 69.02%, meaning almost one in three school-age boys are not in Grade 5 as expected. On the other hand, girls display consistently higher NERs across all grades. In Grade 1, the NER is 88.76%, which is 5.36 percentage points higher than boys. The trend continues with 88.32% in Grade 2, 84.37% in Grade 3, 83.56% in Grade 4, and 79.43% in Grade 5. Although the NER also declines by grade level, the rate of decline is less sharp compared to boys. The higher and more stable NER for girls suggests better age-appropriate progression and retention.

The overall NER across genders starts at 85.33% in Grade 1, which declines to 83.86% in Grade 2, 80.46% in Grade 3, 78.58% in Grade 4, and 73.79% in Grade 5. This shows a gradual decline of 11.54 percentage points from Grade 1 to Grade 5. Although more moderate than boys alone, the drop reveals a systemic challenge in retaining students at the right age and grade level, especially in the latter half of the primary cycle.

Figure 3.12: Grade-wise NER (%) in 2023



Source: APSC 2023

3.1.4.1. Grade-wise Age Distribution of Enrolled Students

The grade-wise age distribution data from APSC 2021–2023 reveals a mixed trend in age-appropriate enrollment in primary grades. While there has been a notable improvement in the proportion of students at the right age for each grade, particularly in Grade 5 (rising from 66.7% in 2021 to 76.5% in 2023), this progress is tempered by a steady increase in underage enrollment across all grades — most prominently in Grade 1 (from 2.7% to 9.8%). Concurrently, the share of overage students, especially those overage by one year or more, has gradually declined, suggesting better internal efficiency in grade progression. However, the rising presence of underage children indicates early school entry and possibly premature promotion, which may affect classroom learning dynamics and student readiness.

Table 3.4: Percentage of children by age for grades in the APSC

Grade	Underaged			Right age for grade			Overage by one year			Overage by two years or more		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Grade 1	2.7	8.2	9.8	89.6	76.9	78.4	6.1	9.9	8.3	1.5	4.9	3.5
Grade 2	4.8	7.6	9.4	81.1	75.9	77.1	11.0	11.2	9.6	3.0	5.3	3.9
Grade 3	5.8	7.6	9.3	78.6	75.3	76.4	11.5	11.0	10.0	4.1	6.1	4.3
Grade 4	5.4	7.9	9.5	77.1	75.0	76.4	11.6	10.8	9.4	6.0	6.3	4.7
Grade 5	5.8	7.7	9.3	66.7	73.9	76.5	21.1	11.0	9.1	6.4	7.3	5.1

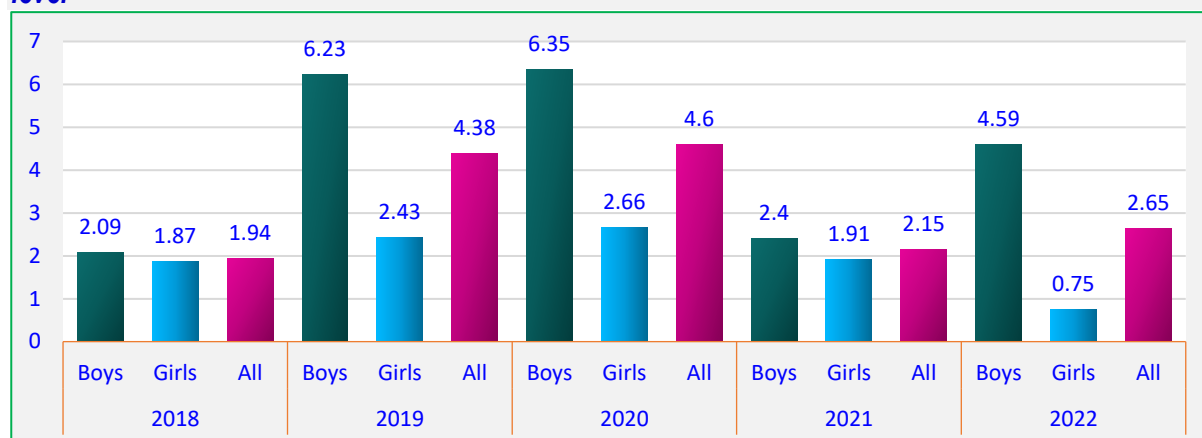
Source: APSC 2021, 2022 and 2023

3.1.5. KPI 8: Difference in Net Enrolment Rates in grades 1–5 between the weighted average of five lowest performing districts and the national level

The disparity in NER for boys between the five lowest-performing districts and the national average shows significant fluctuation over the years. In 2018, the gap was relatively small at 2.09 percentage points, but it surged dramatically to 6.23 percentage points in 2019 and peaked again at 6.35 in 2020. This indicates a widening equity gap in boys' enrollment during those years. The situation improved in 2021 with the gap narrowing to 2.4 points, but it rose again in 2022 to 4.59 points, suggesting a persistent challenge in ensuring equitable enrollment for boys in lagging districts. On the other hand, for girls, the disparity remained consistently lower than for boys, but still notable. The gap was 1.87 points in 2018, increasing to 2.43 in 2019 and 2.66 in 2020. A slight improvement occurred in 2021 (1.91 points), but the difference slightly dropped in 2022 to just 0.75 percentage points, indicating a significant improvement in girls' enrollment parity in the lowest-performing districts.

The overall disparity for all children followed a similar trajectory. Starting at 1.94 points in 2018, it jumped to 4.38 in 2019 and remained high in 2020 (4.6 points), then dropped to 2.15 in 2021. In 2022, the gap further decreased to 2.65 which is still higher than in 2018, indicating that inequality in enrollment remains an issue, especially driven by boys' lag in enrollment in lower performing districts.

Figure 3.13: Difference in NER between average of five lowest performing districts and the national level



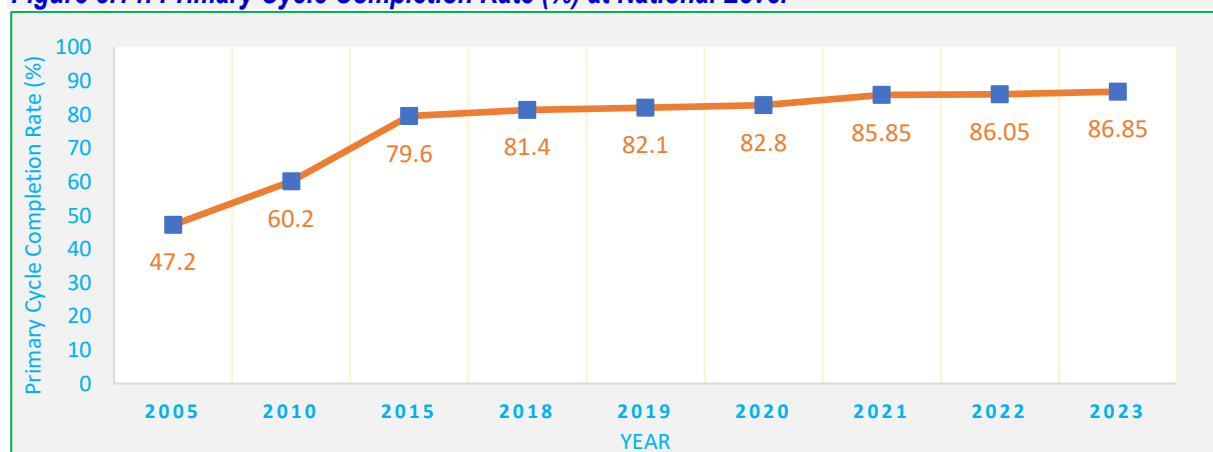
Source: Different Year's APSC (Note: Due to the high variation at district-level data between age-wise enrolment from APSC 2023 and population projection data from BBS, the district-wise GER, NER, GIR, and NIR wasn't reported for the year of 2023. Therefore, data for reporting this KPI is unavailable for the year of 2023.)

3.1.6. KPI 9: Primary Cycle Completion Rate (SDG 4.1.2)

KPI 9 tracks Primary Cycle Completion Rate, which signifies the proportion of students within a cohort who, initially enrolled in grade 1 during a specific school year, have effectively finished grade 5. The DPE determines this rate by accounting for the inverse of the primary cycle dropout rate, as calculated using the UNESCO reconstructed cohort model.

As per data trend, the Primary Cycle Completion Rate in Bangladesh has shown a steady upward trajectory over the past two decades, reflecting significant improvements in access and retention. From 52.8% in 2005, completion rates rose sharply to 60.2% in 2010 and further accelerated to 79.6% by 2015, indicating major progress within a decade. This upward momentum continued in the following years, albeit at a slower pace, reaching 81.4% in 2018, 82.1% in 2019, and 82.8% in 2020. Notably, despite pandemic disruptions, the rate improved further to 85.9% in 2021, and then to 86.1% in 2022. By 2023, the national completion rate reached 86.9%, representing a 34-point improvement since 2005 and suggesting that the system has moved close to universal primary completion, though some gaps remain. Notably, the latest primary cycle completion rate 86.9% in 2023 indicates that almost 9 in 10 children complete primary school, but about 13% still leave the system before finishing, highlighting unfinished work.

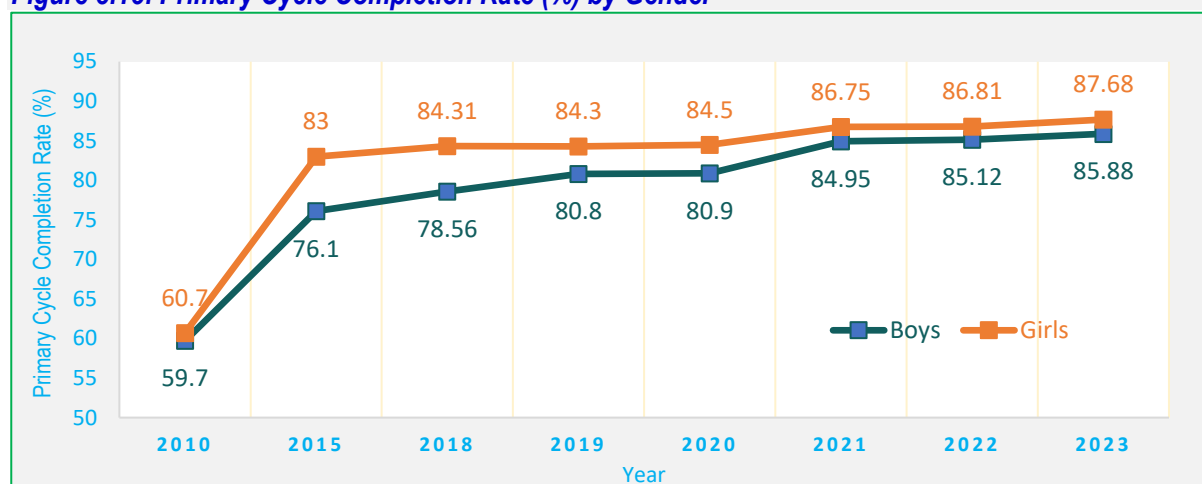
Figure 3.14: Primary Cycle Completion Rate (%) at National Level



Source: Different Year's APSC

Throughout the period, girls consistently outperformed boys in completion rates, indicating higher persistence among female students. In 2010, girls were slightly ahead (60.8% vs. 59.8%). The gap widened significantly by 2015, when 83% of girls completed primary compared to 75.1% of boys, reflecting an 8-point advantage for girls. This gender gap persisted, with girls maintaining higher completion levels: 84.3% vs. 78.7% (2018), 84.3% vs. 80.8% (2019), and 84.5% vs. 81% (2020). In recent years, both genders improved, but girls remained consistently ahead: 86.8% vs. 85.9% in 2023. The narrowing of the gap in the latest data suggests boys are catching up, yet female advantage in primary completion remains a defining trend.

Figure 3.15: Primary Cycle Completion Rate (%) by Gender



Source: Different Year's APSC

In 2023, primary cycle completion rates varied significantly across districts in Bangladesh, highlighting persistent geographic disparities. The top five performing districts—Dhaka, Chattogram, Khulna, Panchagarh, and Narayanganj—achieved high completion rates above 88%, with Dhaka leading at 90.46%. These districts demonstrate strong gender parity and reflect the effectiveness of education systems in urban or well-resourced areas. In contrast, the bottom five districts—Bandarban, Sunamganj, Habiganj, Jhenaidah, and Moulvibazar—reported much lower rates, ranging from 77.11% to 81.23%, with Bandarban at the lowest. Despite girls consistently outperforming boys across all districts, the overall low rates in bottom-tier districts underscore challenges related to remoteness or poverty.

Table 3.5: Top & bottom performing 5 districts in 2023 with Cycle Completion Rate(%)

Top performing 5 districts				Bottom performing 5 districts			
District	Boys	Girls	Both	District	Boys	Girls	Both
Dhaka	90.11	90.71	90.46	Bandarban	75.36	78.95	77.11
Chattogram	89.94	89.34	89.63	Sunamgonj	76.74	80.58	78.76
Khulna	87.35	91.62	89.56	Hobigonj	78.53	80.46	79.66
Panchagarh	86.83	90.08	88.46	Jhenaidah	79.61	81.68	80.67
Narayanganj	86.55	89.45	88.11	Moulvibazar	79.13	83.2	81.23

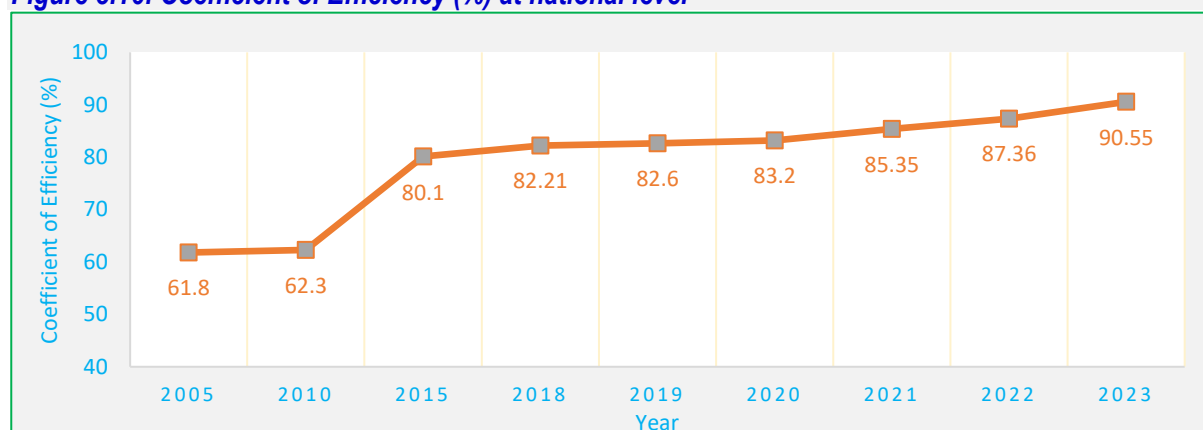
Source: APSC 2023

3.1.7. KPI 10: Coefficient of Efficiency

The coefficient of efficiency is determined by dividing the expected (ideal) number of pupil-years needed for a cohort to successfully complete a level or cycle of education, assuming no repetition or dropouts, by the total pupil-years actually expended by that cohort. This ratio reflects the effectiveness of the educational process in terms of efficient progression through the designated stage of education. DPE uses the UNESCO reconstruction cohort model for calculating the Coefficient of Efficiency.

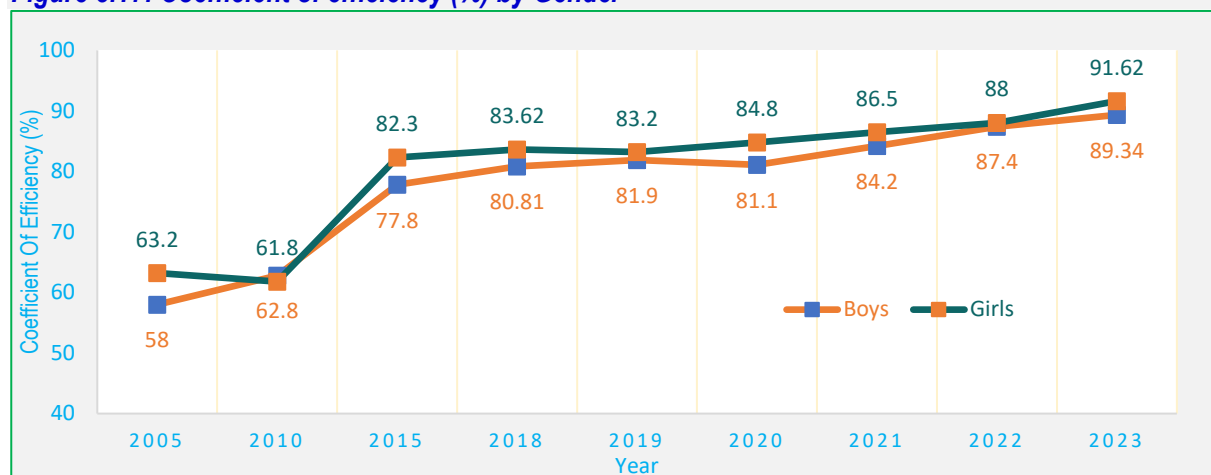
The coefficient of efficiency at the national level has improved substantially over the past two decades, reflecting greater effectiveness in the primary education cycle. In 2005, efficiency stood at 61.8%, indicating significant wastage through repetition and dropout. By 2010, the rate rose marginally to 62.3%, but major progress came afterward, climbing to 80.1% in 2015, marking nearly a 20-point gain within five years. The momentum continued in later years, reaching 82.2% in 2018, 82.6% in 2019, and 83.2% in 2020, showing gradual improvements. Despite pandemic disruptions, efficiency accelerated further to 85.4% in 2021, 87.4% in 2022, and 90.6% in 2023, representing a nearly 30-point improvement since 2005. As per the latest update in 203, the efficiency crossed over 90% nationally, indicating the primary education system is approaching an optimal level and has become far more efficient in ensuring children complete schooling with minimal wastage, though the remaining inefficiency (about 10%) still requires attention.

Figure 3.16: Coefficient of Efficiency (%) at national level



Source: Different Year's APSC

When comparing boys and girls, girls consistently demonstrate higher efficiency levels than boys, though the gap has varied over time. In 2005, girls were ahead by over 5 points (63.2% vs. 58%), but by 2010, boys (62.8%) slightly outpaced girls (61.8%), showing a temporary reversal. However, from 2015 onwards, girls regained and maintained their advantage: 82.3% vs. 77.8% in 2015, 83.6% vs. 80.8% in 2018, and 84.8% vs. 81.1% in 2020. The gender gap has widened further in recent years, with girls at 91.6% compared to 89.3% for boys in 2023, a difference of more than 2 points. This pattern highlights that while both genders have shown impressive efficiency gains, girls are progressing faster and facing fewer barriers to completing primary education without repetition or dropout.

Figure 3.17: Coefficient of efficiency (%) by Gender


Source: Different Year's APSC

District-level analysis of the Coefficient of Efficiency in 2023 highlights significant geographic disparities across districts in Bangladesh. Among the top five performing districts—Dhaka, Barguna, Jamalpur, Panchagarh, and Chapai Nawabgonj—efficiency rates range from 89.98% to 90.98%, indicating that the vast majority of students in these areas are completing the primary cycle on time, with minimal repetition or dropout. Notably, girls consistently outperform boys in all top-performing districts, affirming national trends of higher educational retention and efficiency among girls.

In contrast, the bottom five districts (Hobigonj, Sunamgonj, Bandarban, Moulvibazar, and Jhenaidah) show considerably lower efficiency rates, ranging from 80.78% to 82.75%. These figures suggest that roughly 1 in 5 students in these districts are not completing primary education within the expected duration, likely due to issues such as grade repetition, dropout, or delayed entry.

Table 3.6: Top and bottom performing 5 Districts with Coefficient of efficiency (%) in 2023

Top performing 5 Districts				Bottom performing 5 Districts			
District	Boys	Girls	Both	District	Boys	Girls	Both
Dhaka	90.68	92.48	90.98	Hobigonj	78.53	82.58	80.78
Barguna	89.54	91.76	90.72	Sunamgonj	79.19	82.82	81.13
Jamalpur	89.15	91.48	90.35	Bandarban	81.97	82.78	82.36
Panchagarh	89.49	90.96	90.23	Moulvibazar	80.33	84.51	82.49
Chapai Nawabgonj	88.82	90.98	89.98	Jhenaidah	81.61	83.83	82.75

Source: APSC 2023

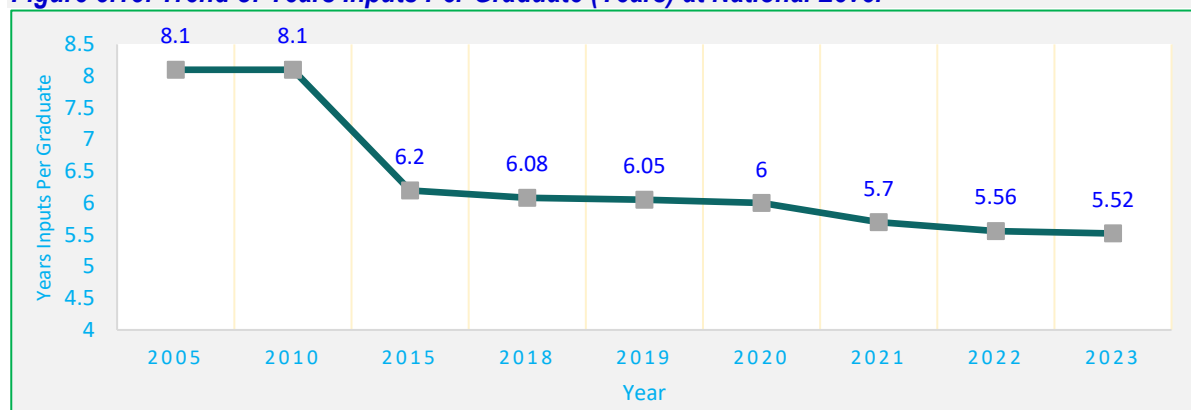
3.1.8. KPI 11: Years Inputs Per Graduate

The 'Years Input Per Graduate' represents the estimated average number of student years spent by a specific cohort of students who successfully complete primary education, accounting for time lost due to dropout and repetition. Each academic year a student spends in a grade is considered one student year. The calculation follows the UNESCO reconstruction cohort model, as employed by the DPE.

The years input per graduate has declined steadily over time, showing that the primary education system is becoming more efficient in producing graduates with fewer wasted years due to dropout and repetition. In 2005, an average graduate required 8.1 years to complete the 5-year cycle, meaning significant inefficiency. By 2010, the rate remained unchanged at 8.1 years, indicating minimal

progress. However, major improvements were observed after 2010: the indicator dropped to 6.2 years in 2015, reflecting significant efficiency gains. The downward trend continued to 6.08 years in 2018, 6.0 years in 2020, and further improved to 5.7 years in 2021. By 2023, the figure reached 5.52 years nationally, only slightly above the ideal of 5 years, demonstrating that the system now wastes less than 0.5 extra years per graduate on average compared to over 3 years in 2005.

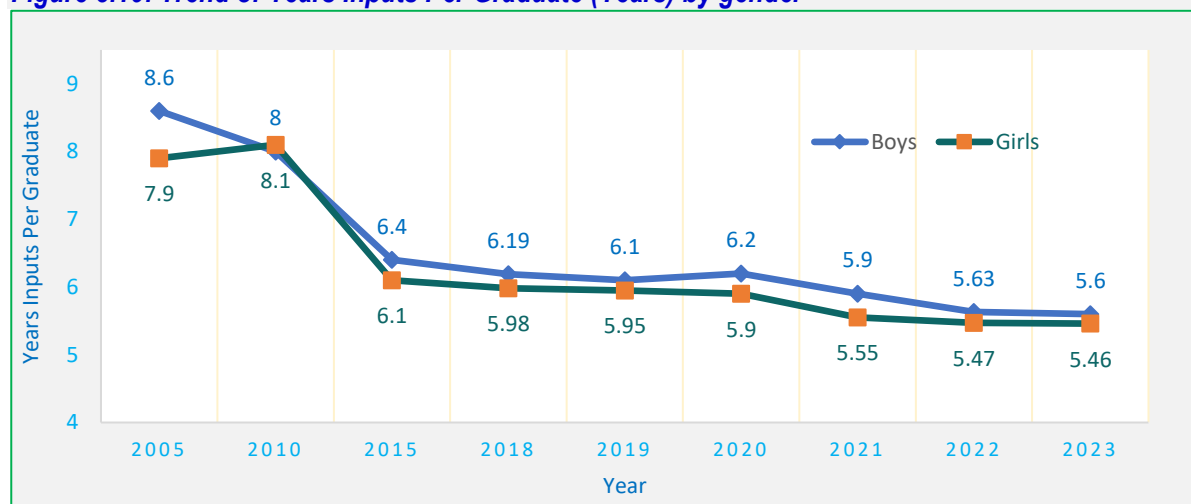
Figure 3.18: Trend of Years Inputs Per Graduate (Years) at National Level



Source: Different Year's APSC

When comparing boys and girls, the data shows that girls consistently complete primary education with fewer wasted years than boys. In 2005, girls required 7.9 years per graduate compared to 8.6 for boys, a gap of 0.7 years. This gender gap decreased slightly in 2010 (girls at 8.1 vs boys at 8.0), but from 2015 onward, girls consistently outperformed boys. In 2015, girls needed only 6.1 years compared to boys' 6.4, while by 2020 the gap grew (5.9 vs 6.2). The most recent data from 2023 shows girls requiring just 5.46 years per graduate compared to boys' 5.6, a difference of 0.14 years. Although the gap has in recent years, the consistent advantage for girls reflects better retention, progression, and lower dropout rates among them.

Figure 3.19: Trend of Years Inputs Per Graduate (Years) by gender



Source: Different Year's APSC

District wise analysis shows that in 2023, the most efficient districts in terms of years input per graduate were Dhaka, Barguna, Jamalpur, Panchagarh, and Chapai Nawabgonj, all maintaining values very close to the ideal of 5 years. Dhaka district demonstrated the highest efficiency with an average of 5.50 years, followed closely by Barguna and others—all below or around 5.56 years. These districts

reflect strong internal efficiency, indicating effective teaching, lower repetition rates, and better student retention and progression. In contrast, the least efficient districts were Hobigonj, Sunamgonj, Bandarban, Moulvibazar, and Jhenaidah, where students needed significantly more time to complete the primary cycle. Hobigonj had the highest inefficiency with an average of 6.19 years per graduate, indicating higher rates of repetition and dropout.

Table 3.7: Top and Bottom Performing Districts with Years Input Per Graduate in 2023

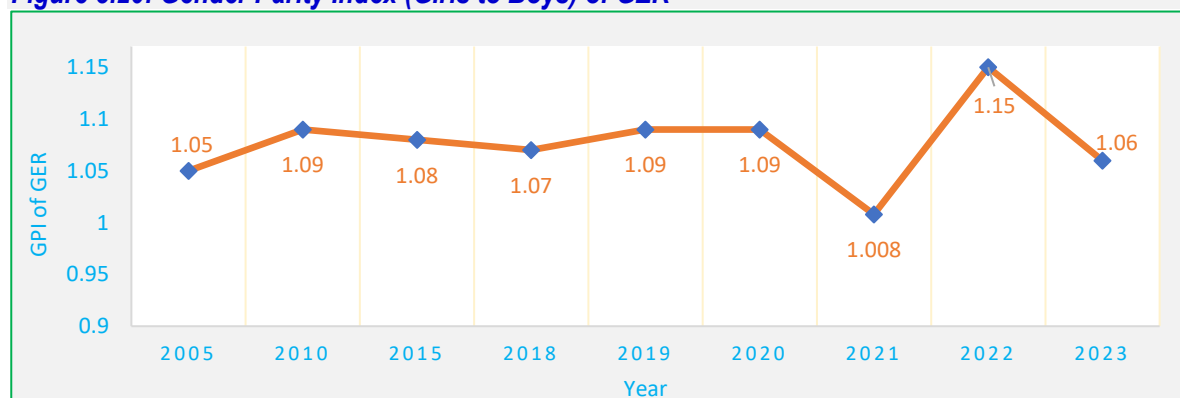
Top performing 5 Districts				Bottom performing 5 Districts			
District	Boys	Girls	Both	District	Boys	Girls	Both
Dhaka	5.51	5.41	5.5	Hobigonj	6.37	6.05	6.19
Barguna	5.58	5.45	5.51	Sunamgonj	6.31	6.04	6.16
Jamalpur	5.61	5.47	5.53	Bandarban	6.1	6.04	6.07
Panchagarh	5.59	5.5	5.54	Moulvibazar	6.22	5.92	6.06
Chapai Nawabgonj	5.63	5.5	5.56	Jhenaidah	6.13	5.96	6.04

Source: APSC 2023

3.1.9. KPI 12: Gender Parity Index of GER

The **Gender Parity Index (GPI)** for GER measures the ratio of girls' to boys' enrollment in primary education. A GPI of 1.0 indicates parity, greater than 1.0 indicates girls' advantage, and less than 1.0 implies boys' advantage. The GPI increased from 1.05 (2005) to 1.089 (2010). This steady rise indicates a growing enrollment advantage for girls over boys during this period. Then, GPI slightly declined to 1.080 (2015). The index shows fluctuations: 1.072 (2018) rising again to a peak of 1.100 (2019), the highest in this segment. This indicates a widening enrollment gap in favor of girls. There is a sharp decrease in GPI to 1.008 (2021)—the closest to gender parity in the entire time frame. Then again, an increase to 1.148 (2022) followed by a decline to 1.060 (2023) suggests post-COVID volatility. The 2022 figure shows a large gender gap favoring girls again, while the drop in 2023 may indicate efforts to rebalance enrollments.

Figure 3.20: Gender Parity Index (Girls to Boys) of GER

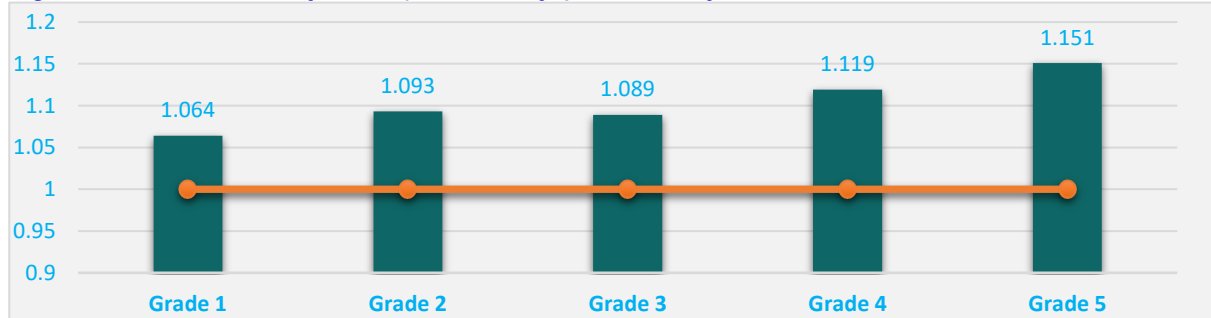


Source: Different Year's APSC

The Gender Parity Index (GPI) for Gross Enrollment Rate (GER) by grade in 2023 indicates a consistent and widening advantage for girls over boys as students progress to upper grades. In Grade 1, the GPI stands at 1.056, suggesting a modest girl's advantage. However, this disparity grows steadily through the grades—reaching 1.082 in Grade 2, 1.077 in Grade 3, 1.108 in Grade 4, and peaking at 1.142 in Grade 5. This upward trend implies that girls are not only enrolling in greater numbers at entry-level grades but are also more likely to remain enrolled as they progress through primary education. This pattern reflects the relative success of girl-focused education initiatives and greater retention among

girls. However, the increasing gender gap signals a concern for boys’ participation and continuation in later primary grades.

Figure 3.21: Gender Parity Index (Girls to Boys) for GER by Grade in 2023

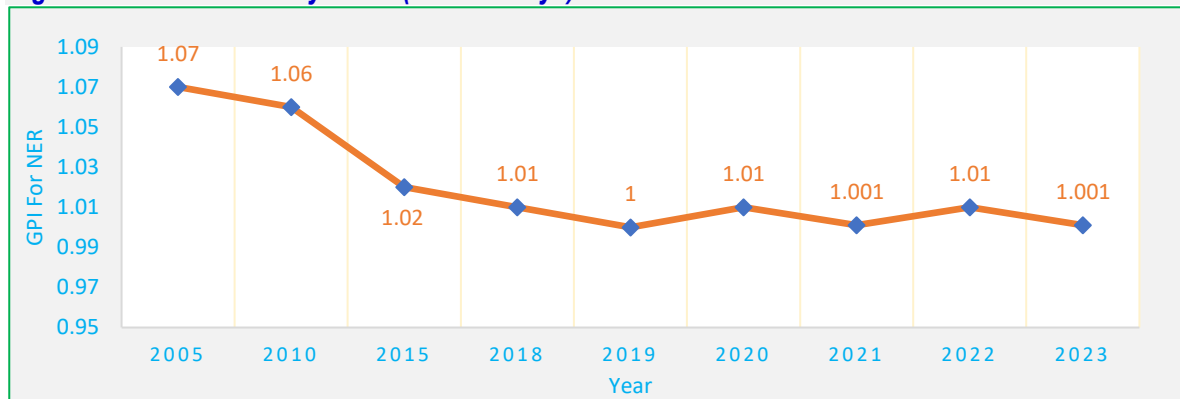


Source: APSC 2023

3.1.10. KPI 13: Gender Parity Index of NER

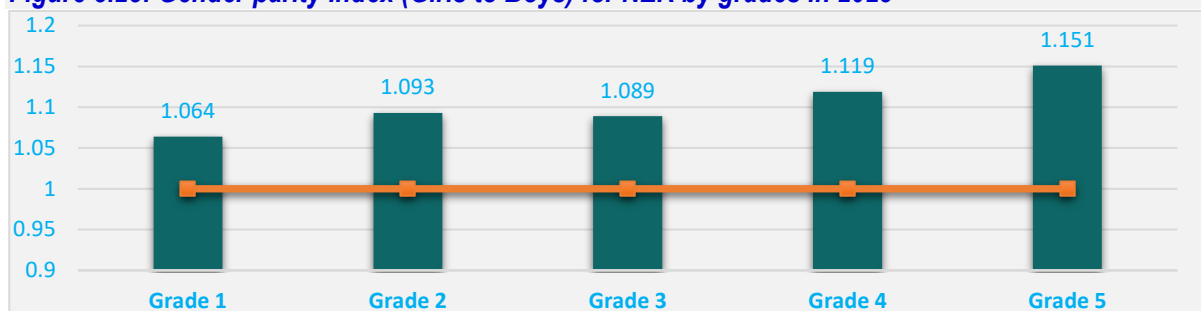
The Gender Parity Index (GPI) for Net Enrollment Rate (NER) from 2005 to 2023 demonstrates a notable narrowing of the gender gap in primary education enrollment. In 2005, the GPI was 1.07, indicating a significant advantage for girls in terms of right age enrollment. However, over the years, this disparity gradually declined, reaching near parity in 2019 (1.004) and stabilizing around perfect parity (from 1.001 2021 to 1.003 in 2023). This trend reflects a positive achievement in ensuring gender equity in terms of entering to primary education at right age. While earlier years showed higher enrollment of girls compared to boys, the recent data suggests that both genders now have nearly equal access to and participation in primary education.

Figure 3.22: Gender Parity Index (Girls to Boys) of NER



Source: Different Year’s APSC

The grade-wise Gender Parity Index (GPI) for Net Enrollment Rate (NER) in 2023 reveals a consistent and widening gender gap in favor of girls as students progress through primary education. Starting from Grade 1, the GPI is 1.064, indicating more girls enrolled at right age than boys. This disparity increases gradually across grades—reaching 1.093 in Grade 2, 1.089 in Grade 3, 1.119 in Grade 4, and peaking at 1.151 in Grade 5. This pattern suggests that while gender parity is relatively balanced in the early grades, boys are increasingly less represented in the upper grades of primary education.

Figure 3.23: Gender parity Index (Girls to Boys) for NER by grades in 2023

Source: APSC 2023

3.1.11. KPI 14: NER - Range between top and bottom 20% of households by consumption quintile

The KPI-14 assesses socio-economic parity using information gathered from the Household Income and Expenditure Survey (HIES) and Education Household Survey (EHS). The disparity in access and participation in primary school is influenced by economic status. This indicator aims to depict the difference between the primary NER for the wealthiest 20 percent and the poorest 20 percent of households, determined by their consumption quintile. The most recent data utilized for this computation comes from the HIES 2010, EHS 2014, HIES 2016, HIES 2022.

The overall Net Attendance Rate (NAR) gap between the top and bottom 20% households shows a clear reduction over the period 2010–2016, followed by a significant widening again by 2022. In 2010, the top quintile had an NAR of 88%, while the bottom quintile stood at 77%, creating an 11-percentage point gap. By 2014, both groups improved slightly, with the gap narrowing to 8%. The most significant progress occurred by 2016, when top households reached 95% and bottom households 90.2%, reducing the gap to just 4.8% percent point, the smallest in the period. However, by 2022, although top households maintained a high NAR (93.8%), bottom households fell to 85.4%, resulting in a widened gap of 8.4%. This reversal indicates that equity gains made between 2010 and 2016 have been partially eroded in the latest period.

Gender-based findings show that from 2010 to 2022, girls consistently maintained a higher Net Attendance Rate (NAR) than boys in both the top and bottom 20% household groups, with the gender gap being more obvious among poorer households. In the top 20% households, boys and girls had nearly identical attendance in 2010 (88% vs. 87%) and remained closely aligned in all subsequent years, with girls slightly ahead, peaking in 2016 at 95.4% compared to boys' 94.6%. In the bottom 20% households, the gender advantage for girls was more visible: in 2010, girls' NAR was 82% compared to boys' 73% (a 9-point gap). This gap persisted over time, with girls reaching 91.5% in 2016 versus boys at 89%, and in 2022, girls maintained an NAR of 89.2% compared to boys' 81.9%, widening the gender gap back to 7.3 percentage points. Overall, while wealthier boys and girls achieved near parity, poorer girls consistently outperformed poorer boys, and the gap has shown resilience despite fluctuations in total attendance levels.

Figure 3.24: NAR Range between top and bottom 20% households by consumption quintiles

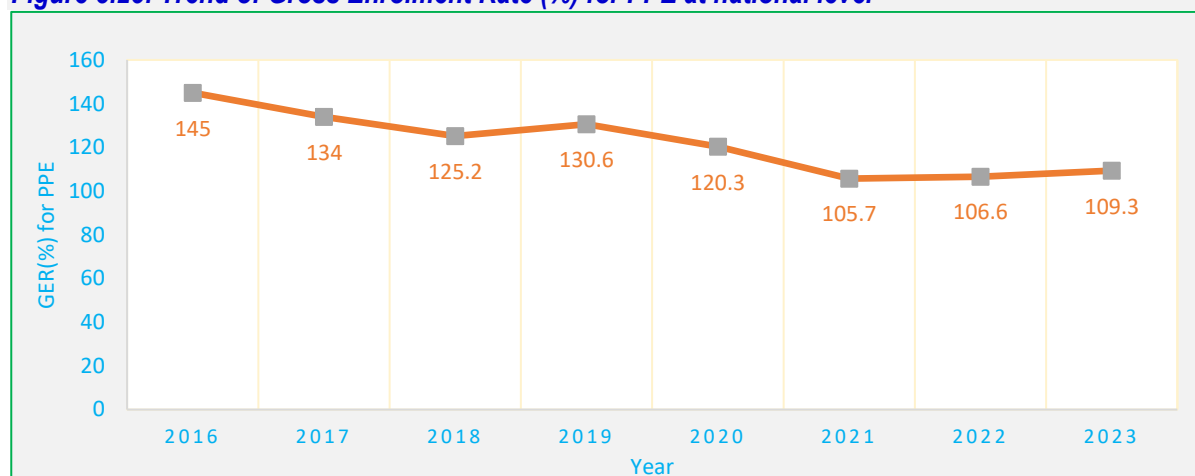
Particular	HIES 2010			EHS 2014			HIES 2016 (Poor & Non-poor)			HIES 2022 (Poor & Non-poor)		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
Top 20% Households	88%	87%	88%	88%	88%	88%	94.6%	95.4%	95%	93.5%	94.0%	93.8%
Bottom 20% Households	73%	82%	77%	77%	85%	80%	89%	91.5%	90.2%	81.9%	89.2%	85.4%
Range	15%	5%	11%	12%	3%	8%	5.6%	3.9%	4.8%	11.6%	4.8%	8.4%

Source: HIES 2010, 2016, HIES 2022, and EHS 2014 (Note: HIES 2016 and 2022 provides estimates based on the poor groups and non-poor groups.)

3.1.12. KPI 15: GER for PPE [SDG 4.2.3]

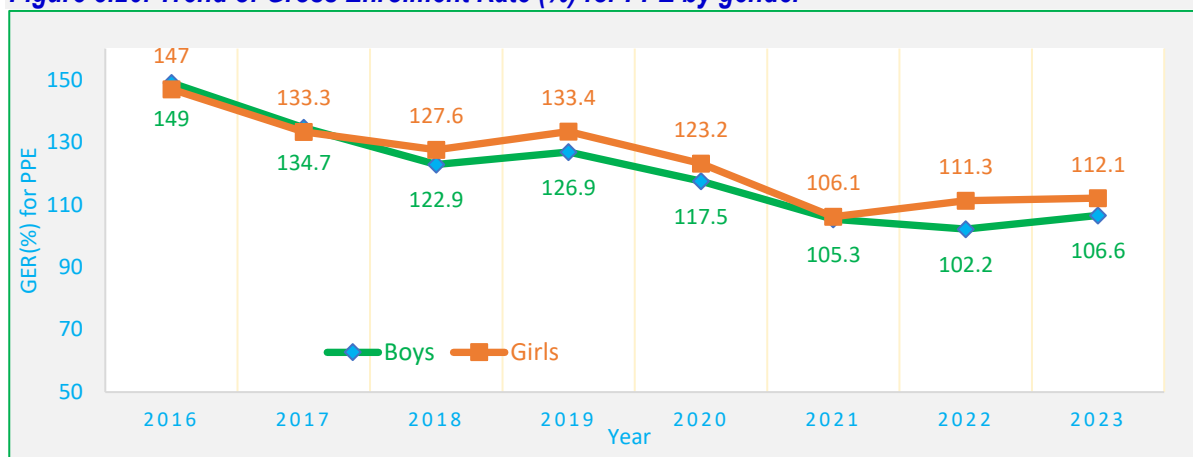
KPI 15 monitors the Gross Enrollment Rate of Pre-Primary Education (PPE), indicating the proportion of children enrolled in PPE classes relative to the total population of 5-year-old children (the official PPE school age). As per trend of GER for Preprimary Education, it stood at 145% in 2016, indicating a significant number of overage and underage enrollment. This rate declined sharply in 2017 to 134%, and continued to drop to 125.2% in 2018, reflecting early signs of adjustment in enrollment practices and improved age-specific targeting. A slight increase occurred in 2019, reaching 130.6%. From 2020 onward, GER resumed a downward trend, falling to 120.3%, 105.7% in 2021—a particularly low point, potentially impacted by COVID-19 disruptions. In 2022, GER showed signs of recovery, rising to 106.6%, and further to 109.3% in 2023. This trend suggests an overall rationalization of enrollment, moving toward more age-appropriate enrollment patterns in PPE.

Figure 3.25: Trend of Gross Enrolment Rate (%) for PPE at national level



Source: Different Year's APSC

Gender-wise analysis shows that from 2016 to 2023, both boys and girls experienced a general decline in GER, but the rate and pattern of decline differed, with preprimary girls consistently maintaining higher GER than boys in recent years. In 2016, boys had a slightly higher GER (149%) than girls (147%), but this trend quickly reversed. By 2018, girls' GER (127.6%) surpassed that of boys (122.9%), and the gap continued to widen in subsequent years. From 2020 onwards, the gap became more pronounced, with girls maintaining a GER that was 5 to 6 percentage points higher than boys. For instance, in 2023, girls' GER stood at 112.1%, compared to 106.6% for boys. Girls also showed a stronger and faster recovery in GER after the low point in 2021. While boys improved from 102.2% in 2022 to 106.6% in 2023, girls improved from 111.3% to 112.1%—showing greater stability.

Figure 3.26: Trend of Gross Enrolment Rate (%) for PPE by gender

Source: Different Year's APSC

3.1.12.1. Enrollment in Pre-primary education (PPE)

The trend in pre-primary education enrollment in Bangladesh from 2010 to 2023 demonstrates a substantial long-term expansion, marked by rapid growth during the first decade, a sharp disruption during the COVID-19 period, and a gradual recovery thereafter. National pre-primary enrollment increased nearly threefold between 2010 and 2019, rising from 1.22 million to 3.79 million children, reflecting strong policy emphasis on pre-primary education, increased institutional coverage, and growing parental awareness. Growth during this period was driven by both Government Primary Schools (GPSs) and other types of schools, with non-government providers playing an increasingly prominent role from 2015 onward.

A notable structural shift emerges after 2015, when enrollment in other types of schools surpassed government primary schools, indicating diversification of service delivery in pre-primary education. By 2020, non-government institutions accounted for over half of total enrollment (2.18 million out of 3.95 million), pointing out their expanding contribution to preprimary access. Government Primary Schools also showed steady growth up to 2019, peaking at 1.78 million enrollments, suggesting that public provision remained a critical foundation even as private and community-based options expanded.

The impact of the COVID-19 pandemic is clearly visible in 2021, when national pre-primary enrollment declined sharply by more than 800,000 children compared to 2020. Both government and non-government schools experienced significant enrollment losses, highlighting the vulnerability of PPE to systemic shocks. The decline was particularly pronounced in GPSs, where enrollment fell by nearly 200,000 children, signaling challenges in re-engaging younger learners during prolonged school closures. Notably, during the COVID shock (from 2020 to 2021), enrollment in Government Primary Schools (GPS) dropped from 1.77 million to 1.57 million (–11.2%) and enrollment in other types of schools dropped even more sharply, from 2.18 million to 1.57 million (–28.2%). This indicates non-government schools are more elastic and vulnerable to external shocks, while government schools demonstrate comparatively greater stability.

Post-pandemic recovery is evident from 2022 to 2023, with national enrollment rebounding to 3.50 million by 2023. However, the recovery remains partial, as enrollment levels have not yet returned to the 2020 peak. The gradual increase suggests improving re-enrollment and system stabilization but also points to lingering access and retention gaps in pre-primary education, particularly among younger cohorts who missed entry during the disruption period.

Gender parity is a consistent and positive feature throughout the entire time series. Enrollment of boys and girls remains nearly equal across all years and school types, with a slight advantage for girls in recent years. By 2023, girls marginally outnumbered boys at the national level (1.76 million vs. 1.73 million), indicating sustained gender equity in access to pre-primary education and the absence of systemic gender barriers at the entry stage of schooling.

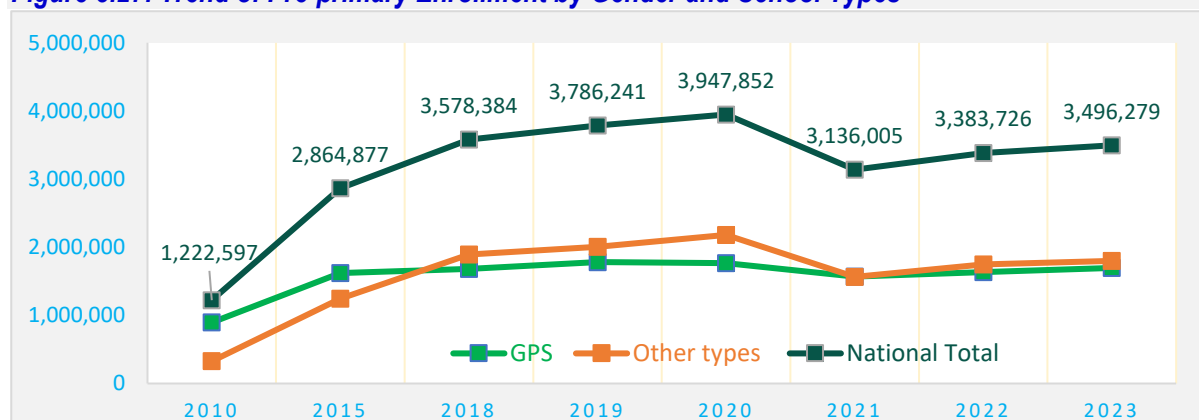
Overall, the data trend reflects a strong long-term upward trajectory in pre-primary enrollment, tempered by external shocks and followed by a gradual recovery. The increasing role of non-government providers, sustained gender parity, and incomplete post-pandemic rebound highlight key policy priorities—namely, strengthening system resilience, ensuring quality and regulation across diverse providers, and accelerating re-enrollment to restore and surpass pre-COVID participation levels in early childhood education.

Table 3.8: Trend of Enrollment in pre-primary education by school Types: 2010- 2023

Year	Government Primary School			Other types of School			National Total		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
2010	451,643	443,881	895,524	175,877	151,196	327,073	627,520	595,077	1,222,597
2015	809,005	812,242	1,621,247	641,541	602,089	1,243,630	1,450,546	1,414,331	2,864,877
2018	833,797	849,395	1,683,192	958,762	936,430	1,895,192	1,792,559	1,785,825	3,578,384
2019	880,726	901,353	1,782,079	1,013,008	991,154	2,004,162	1,893,734	1,892,507	3,786,241
2020	868,573	898,692	1,767,265	1,095,387	1,085,200	2,180,587	1,963,960	1,983,892	3,947,852
2021	767,726	802,881	1,570,607	791,449	773,949	1,565,398	1,559,175	1,576,830	3,136,005
2022	790,657	845,153	1,635,810	876,666	871,250	1,747,916	1,667,323	1,716,403	3,383,726
2023	818,921	877,752	1,696,673	913,275	886,331	1,799,606	1,732,196	1,764,083	3,496,279

Source: Different year's APSC

Figure 3.27: Trend of Pre-primary Enrollment by Gender and School Types

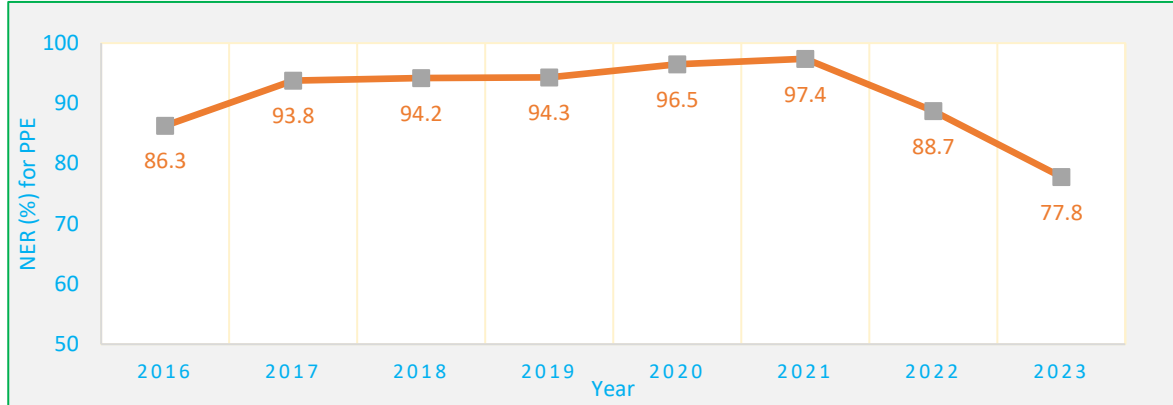


Source: Different year's APSC

3.1.13. KPI 16: NER for PPE [SDG 4.2.4]

The KPI 16 monitors the NER for PPE, in other words, the number of children enrolled in the PPE classes (official age in Bangladesh at 5 years) relative to the total population of children aged 5 years. The trend of NER for PPE at national level shows that NER rose steadily from 86.3% in 2016 to a peak of 97.4% in 2021, reflecting nationwide progress in expanding pre-primary education. However, this was followed by a sharp decline to 88.7% in 2022 and 77.8% in 2023, a nearly 20 percentage point decrease in just two years. Despite previous achievements in universal coverage, the recent declining trend undermines the progress made during 2016–2021. The most significant drops occurred post-pandemic, suggesting a long-term impact of COVID-19 on pre-primary education.

Figure 3.28: NER for PPE at National Level

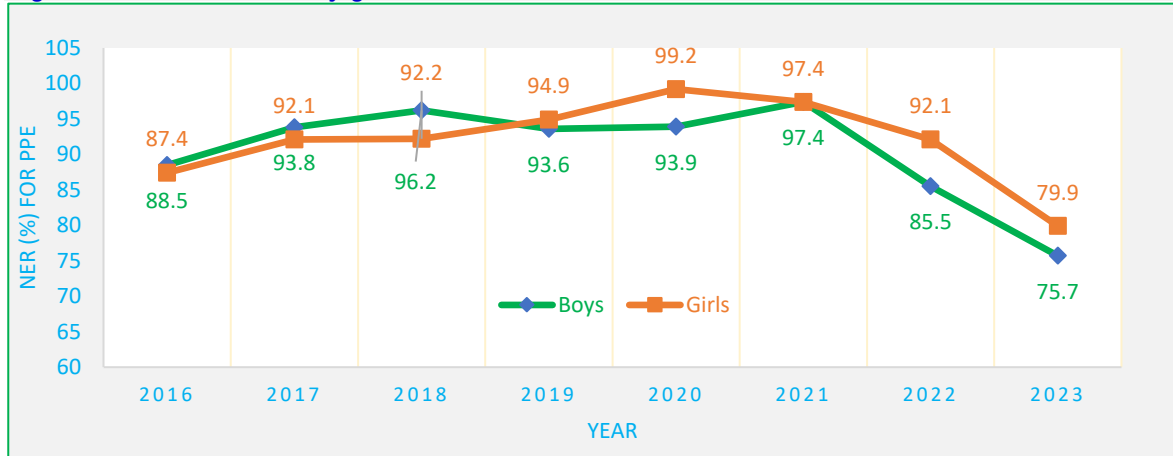


Source: Different year's APSC

The NER for boys in PPE showed a generally increasing trend from 88.5% in 2016 to a peak of 97.4% in 2021, indicating improved access and outreach of early childhood education for male children. However, the trend reversed sharply after 2021, declining to 85.5% in 2022 and further to 75.7% in 2023, representing an overall drop of 21.7 percentage points from the peak. On the other hand, girls consistently showed similar or slightly higher enrollment rates than boys in most years. Starting from 87.4% in 2016, the NER increased to 99.2% in 2020, indicating near-universal access. However, a noticeable decline began from 2021, falling to 92.1% in 2022 and 79.9% in 2023.

It is noted that both boys and girls experienced a sharp post-pandemic decline starting in 2022. Boys' NER fell more drastically, declining by 21.7 percentage points (from 97.4% in 2021 to 75.7% in 2023), while girls' NER dropped by 19.3 percentage points over a similar period (from 99.2% in 2020 to 79.9% in 2023). Despite this shared downward trend, the gender gap remained modest, and girls retained a slight edge in recent years.

Figure 3.29: NER for PPE by gender



Source: Different year's APSC

3.1.14. KPI 17: Percentage of schools that meet the SCR standard of 40:1 or less

This KPI tracks the proportion of schools that meet a standard of 40 students per classroom. **Two distinct methodologies** were employed to assess the extent to which government primary schools met this criterion.

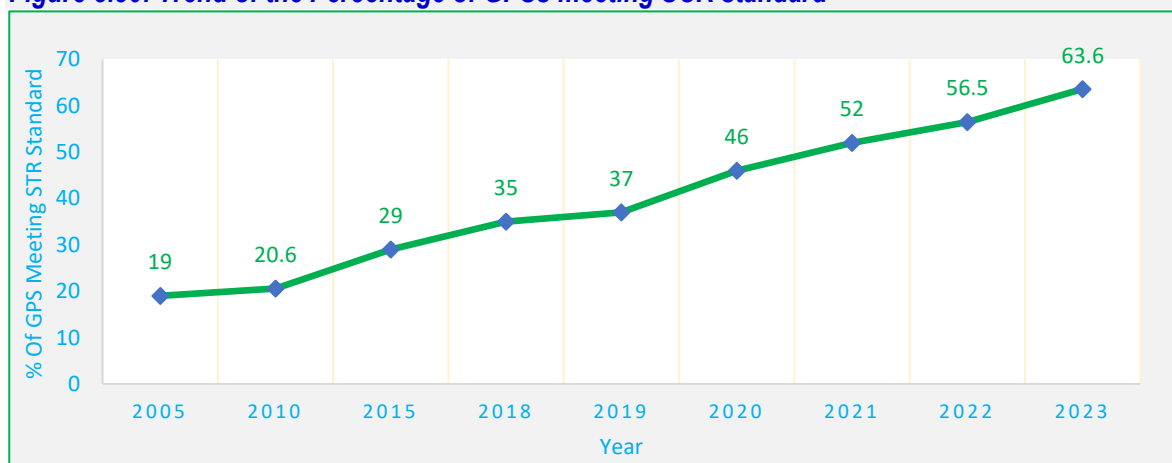
In the **first approach**, the total number of enrolled students was divided by the total number of usable classrooms for each GPS, based on information from the APSC.

In the **second approach**, the total number of enrolled students was divided by the 'effective' number of classrooms for each GPS. This accounts for double-shift schools, where it is assumed that all classrooms are utilized in each shift. For double-shift schools, the 'effective' number of classrooms is doubled, while for single-shift schools, it remains the same.

When the Students-Per-Classroom ratio is calculated without considering shifts (first approach), it tends to exaggerate issues of congestion. The second approach, however, provides a more realistic representation of what a visitor to a school would observe, considering that many schools operate on a two-shift system, resulting in not all students being present simultaneously. The first approach highlights the potential congestion issue if schools were to transition to a single-shift system with students spending more time in school.

As per data, from 2005 to 2023, the proportion of schools meeting the standard of 40 students per physical classroom has shown steady progress. In 2005, only 19.0% of schools met this standard, increasing gradually to 20.6% in 2010 and 29% in 2015. The trend accelerated thereafter, with 35% compliance in 2018, 37% in 2019, and a sharp rise to 46% in 2020. Further improvements occurred in 2021 (52%), 2022 (56.5%), and finally reached 63.6% in 2023. This progression indicates a consistent effort to reduce classroom overcrowding, particularly in recent years.

Figure 3.30: Trend of the Percentage of GPSs meeting SCR standard



Source: Different year's APSC

It is also noted that between 2005 and 2023, both GPS and NNPS showed substantial progress in meeting the standard student–classroom ratio (SCR) of 40:1. However, NNPS consistently outperformed GPS under both measurement approaches. Under Approach 1, which assesses physical classroom capacity, GPS schools increased from just 20.2% meeting the SCR in 2005 to 59.1% in 2023, a 39-percentage point gain. In contrast, NNPS started lower at 16.7% in 2005 but reached a higher 70.1% by 2023, showing a sharper improvement of 53.4 percentage points, reflecting better infrastructure upgrades and classroom expansion in nationalized schools. On the other hand, under Approach 2, which considers *effective* classrooms (for double-shift schools, it is assumed that all classrooms are utilized in each shift.), GPS also improved from 62.6% in 2005 to 83.8% in 2023, while NNPS rose from 76.6% to an impressive 96.2% in the same period.

Table 3.9: Percentage of schools that meet SCR of 40:1 by types of GPSs

Approach	Year	GPS (%)	NNPS (%)	Total (%)
	2005	20.2	16.7	19.0

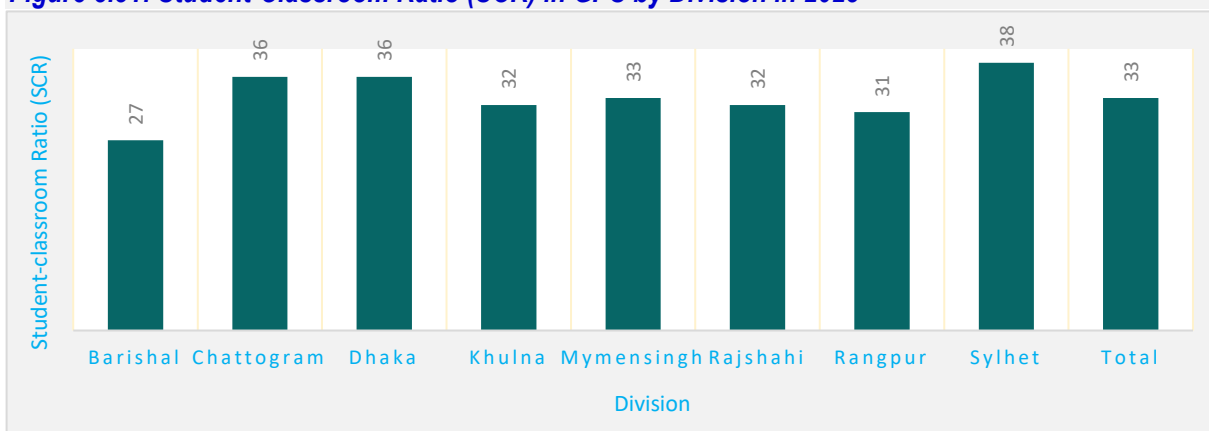
Approach	Year	GPS (%)	NNPS (%)	Total (%)
Approach 1: Percentage of schools which meet the standard: 40 students per classroom	2010	21.8	18.5	20.6
	2015	28	27	29
	2018	32	39	35
	2019	36	39	37
	2020	41	52	46
	2021	57	44	52
	2022	51.7	63.7	56.5
	2023	59.1	70.1	63.6
Approach 2: Percentage of schools which meet the standard: 40 students per 'effective' classroom	2005	62.6	76.6	67.4
	2010	60.0	75.7	65.3
	2015	80	74	77
	2018	84	85	84
	2019	81	84	82
	2020	85	93	89
	2021	73.2	60.8	68.2
	2023	83.8	96.2	88.8

Source: Different year's APSC

3.1.14.1. Student-Classroom Ratio (SCR) in 2023

The Student Classroom Ratio (SCR) measures the average number of students per classroom, providing insight into the learning environment, crowding, and infrastructure adequacy. In 2023, the overall Student Classroom Ratio (SCR) in GPS stood at 33, indicating moderate classroom density; however, significant inter-divisional variation is evident. Sylhet reported the highest SCR at 38, followed closely by Dhaka and Chattogram at 36, suggesting potential overcrowded classrooms in these divisions, which could strain learning environments and reduce instructional effectiveness. Conversely, Barishal noted the lowest SCR at 27, reflecting comparatively favorable classroom conditions. Divisions like Mymensingh (33), Khulna and Rajshahi (32), and Rangpur (31) remained close to or slightly below the national average.

Figure 3.31: Student-Classroom Ratio (SCR) in GPS by Division in 2023



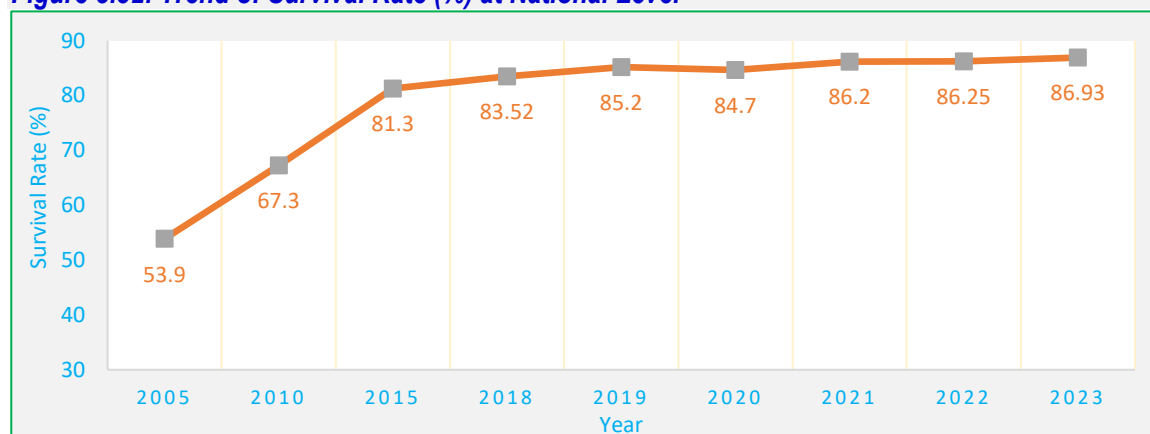
Source: APSC 2023

3.1.15. KPI 18: Survival Rate

The **KPI 18** is intended to monitor the survival rate to grade 5. The survival rate is the percentage of a cohort of students enrolled in grade 1 who reach up to grade 5 in Bangladesh regardless of repetition. It is calculated using the UNESCO reconstructed cohort approach.

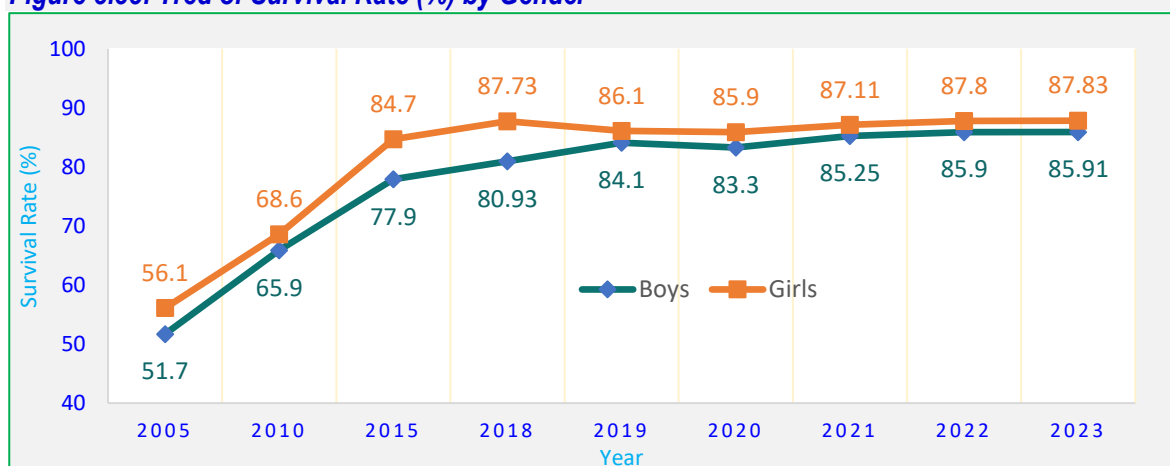
From 2005 to 2023, the overall survival rate has shown a steady and impressive improvement in Bangladesh. In 2005, the total survival rate was only 53.9%, indicating that nearly half of all children were dropping out before completing primary education. By 2010, the survival rate had increased to 67.3%, a significant 13.4 percentage point rise in just five years. The rate saw further improvement in 2015, reaching 81.3%, crossing the 80% threshold for the first time. This continued in subsequent years: 83.52% in 2018, 85.2% in 2019, and 84.7% in 2020, showing minor fluctuations but maintaining an upward trajectory overall. By 2021, it had risen to 86.2%, reaching 86.25% in 2022 and finally 86.93% in 2023. This marks a 33.03 percentage point increase in survival over 18 years, an indicator of strengthened retention efforts and system-wide commitment to primary education completion. This improvement reflects the impact of education policies, increased access, and targeted interventions. Despite the improvements, nearly 13% of students still do not complete primary education, highlighting persistent dropout issues.

Figure 3.32: Trend of Survival Rate (%) at National Level



Source: Different year's APSC

Looking at the data segregated by gender, from 2005 to 2023, girls consistently outperformed boys in terms of survival rates in primary education in Bangladesh. In 2005, the survival rate for girls stood at 56.1%, while for boys it was 51.7%, already indicating a gender gap of 4.4 percentage points in favor of girls. This gap widened slightly over time. By 2010, the rate increased to 68.6% for girls and 65.9% for boys, maintaining the trend. In 2015, the difference became more significant—84.7% for girls versus 77.9% for boys, a gap of 6.8 percentage points, reflecting effective girl-focused initiatives. It is noticeable that the upward trend continued for both genders through the years, but girls consistently maintained a higher survival rate:

Figure 3.33: Trend of Survival Rate (%) by Gender


Source: Different year's APSC

The survival rate data for 2023 highlights notable geographic disparities in primary education outcomes across Bangladesh. Among the top five performing districts, Dhaka leads with the highest overall survival rate of 90.46% (90.13% for boys, 90.84% for girls), followed closely by Chattogram (89.64%), Khulna (89.57%), Panchagarh (88.47%), and Chapai Nawabgonj (88.22%). These districts demonstrate relatively balanced gender performance, with girls slightly outperforming boys in most cases—particularly in Khulna (girls 91.62% vs. boys 87.38%) and Panchagarh. In contrast, the bottom five performing districts—Bandarban (77.12%), Sunamgonj (78.78%), Hobigonj (79.67%), Jhenaidah (80.70%), and Moulvibazar (81.25%)—exhibit lower survival rates. Although girls outperform boys in all five lower-performing districts, the gender gaps remain moderate, suggesting systemic challenges impacting both groups. Notably, Bandarban has the lowest survival rate for boys (75.37%), likely due to remoteness and reduced access to education services.

Table 3.10: Top and Bottom Performing 5 Districts in 2023

Top performing 5 districts				Bottom performing 5 districts			
District	Boys	Girls	Both	District	Boys	Girls	Both
Dhaka	90.13	90.84	90.46	Bandarban	75.37	78.96	77.12
Chattogram	89.95	89.35	89.64	Sunamgonj	76.77	80.6	78.78
Khulna	87.38	91.62	89.57	Hobigonj	78.55	80.48	79.67
Panchagarh	86.84	90.09	88.47	Jhenaidah	79.63	81.71	80.7
Chapai Nawabgonj	86.71	89.54	88.22	Moulvibazar	79.16	83.21	81.25

Source: APSC 2023

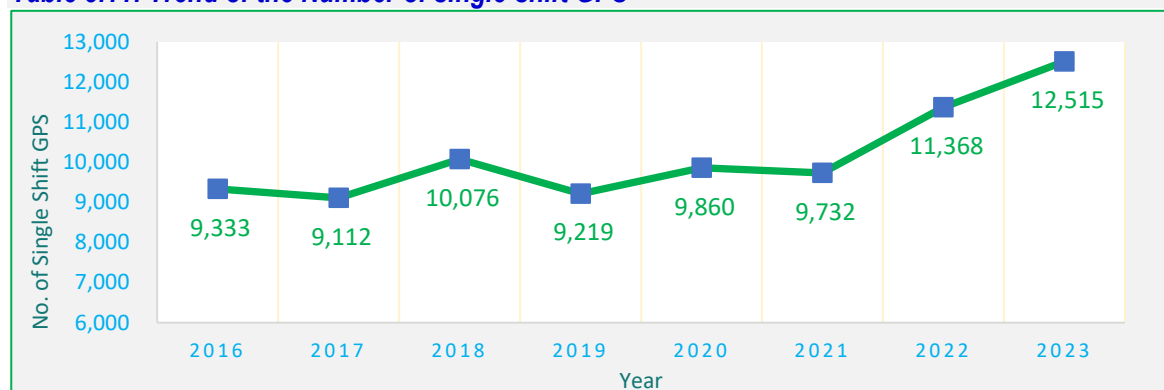
3.1.16. KPI 19: Number of government schools converted from double-shift to single-shift operations

The KPI 19 tracks the number of government primary schools converted from double-shift to single-shift operations. The expected outcome of this transition is a rise in the total school contact hours.

The data on the number of single-shift Government Primary Schools (GPSs) in Bangladesh from 2016 to 2023 reflects a fluctuating trend with a significant upward shift in recent years. In 2016, there were 9,333 single-shift schools, but this number declined slightly in 2017 (9,112) and then rose sharply to

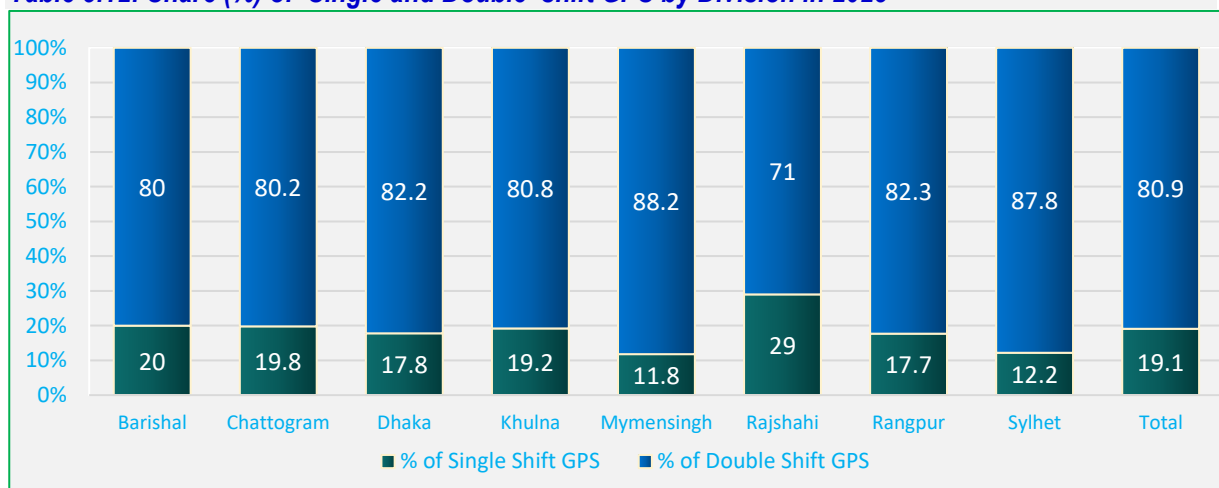
10,076 in 2018. A subsequent dip occurred in 2019 (9,219), followed by a steady increase in 2020 (9,860) and 2021 (9,732). A notable surge was observed in 2022, when the number of single-shift GPSs jumped to 11,368, and this momentum continued into 2023, reaching a peak of 12,515 schools. This represents an overall increase of about 34% compared to 2016 levels. The recent consistent growth reflects increased policy emphasis on single-shift schooling aimed at improving contact hours, classroom management, learning outcomes, and teaching quality by reducing overcrowding classroom environment. It is noted that the government is emphasizing a change from double shift operation to single-shift operation to increase instructional time and enhance student-teacher contact hours within the school campus.

Table 3.11: Trend of the Number of single-shift GPS



Source: Different year's APSC

The data of 2023 shows that Government Primary Schools (GPS) across Bangladesh predominantly operated on a double shift basis, with a national average of 80.9%. The distribution of single shift Government Primary Schools (GPS) across Bangladesh reveals notable divisional disparities, highlighting unequal access to educational infrastructure. Rajshahi Division leads with 29.0% of its GPS operating on a single shift, significantly above the national average of 19.1%. This suggests better school capacity or more balanced student distribution in Rajshahi. Conversely, Mymensingh and Sylhet show the lowest proportions of single shift schools, 11.8% and 12.2% respectively, indicating heavier dependence on double shifts and potentially more overcrowded classrooms. Other divisions such as Dhaka, Chattogram, Barishal, Khulna, and Rangpur fall close to the national pattern, with single shift rates generally ranging from 17.4% to 20.9%. These disparities point to need for targeted interventions in divisions with the lowest single shift prevalence to reduce congestion and improve the quality of education delivery.

Table 3.12: Share (%) of 'Single and Double' shift GPS by Division in 2023

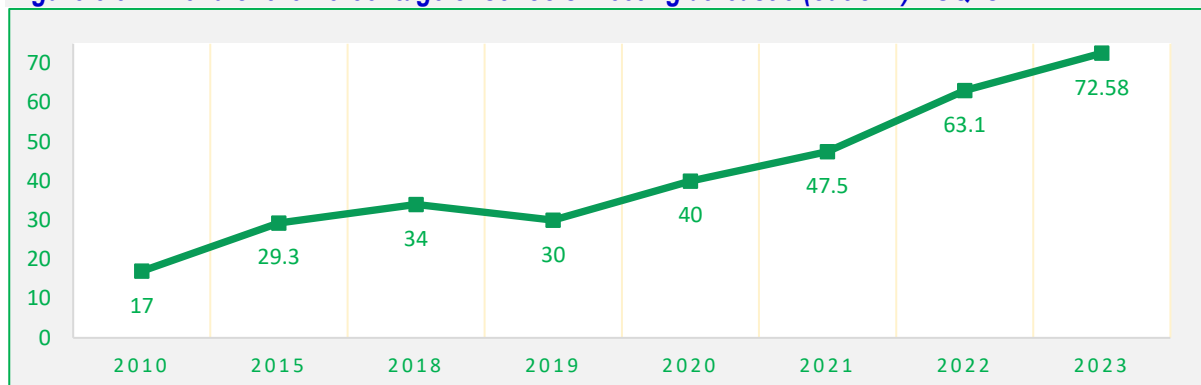
Source: APSC 2023

3.1.17. KPI 20: Percentage of GPS that meet at least 3 of 4 school-level quality indicators: (i) WASH Block facility (ii) Portable water; (iii) SCR and (iv) STR

The **KPI 20** is a PSQL-based composite indicator intended to measure the percentage of schools that meet three out of four PSQL indicators. The progress in following 4 PSQLs was measured for this composite indicator based on data collected through APSC 2023:

- Availability of functioning WASH Block
- Access to safe and functioning water sources at school
- Meet SCR (Student-Classroom Ratio) of 40:1 or less
- Meet STR (Student-Teacher Ratio) of 40:1 or less

The data on the percentage of Government Primary Schools (GPS) meeting at least 3 out of 4 Primary School Quality Level (PSQL) indicators from 2010 to 2023 reveals a significant and consistent upward trend, particularly in recent years. In 2010, only 17% of schools met the benchmark, but this steadily improved over time—rising to 29.3% in 2015, 34% in 2018, and reaching 40% in 2020. A notable acceleration occurred thereafter, with a sharp increase to 47.5% in 2021, 63.1% in 2022, and finally 72.8% in 2023. This reflects more than four times improvement over 13 years, indicating substantial progress in the overall quality of primary education infrastructure and education delivery. This rapid improvement needs to be sustained. Despite progress, over a quarter (27.2%) of schools still struggle to meet 3 of 4 key quality benchmarks.

Figure 3.34: Trend of the Percentage of schools meeting at least 3 (out of 4) PSQLs


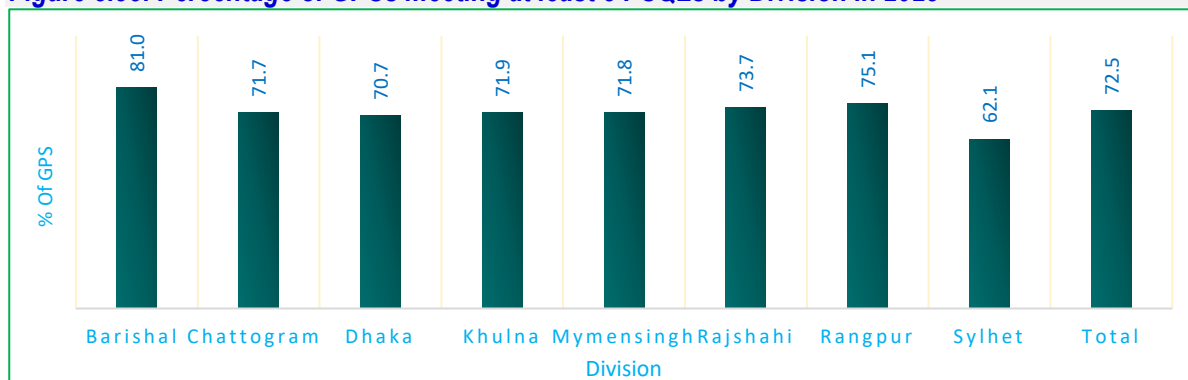
Source: Different year's APSC

In 2023, the overall quality status of Government Primary Schools (GPSs) in terms of meeting Primary School Quality Level (PSQL) indicators shows encouraging progress. A total of 70.89% of GPSs met at least 3 out of 4 PSQL indicators, indicating that a substantial portion of schools are aligning with national quality standards. Within this, 45.42% of GPSs met 3 indicators, while 25.48% met all 4 indicators, reflecting a strong performance in school infrastructure, teacher availability, classroom conditions, and basic learning input such as safe drinking water, WASH block facilities and so on. Only 0.25% of GPSs met none of the indicators, and a combined 28.86% met fewer than 3 indicators, suggesting that while national progress is evident, a segment of schools still lag behind in meeting minimum quality benchmarks. These findings highlight both commendable achievements and the need for continued investment and targeted interventions to bring all schools up to acceptable quality standards.

Table 3.13: Percentage of GPSs meeting indicators, 2023

No. of Indicators Met	GPSs	NNPSs	All GPSs
No indicator	0.25%	0.21%	0.23%
1 indicator	5.54%	3.70%	4.80%
2 indicators	23.32%	20.98%	22.38%
3 indicators	45.42%	51.77%	47.97%
All (4) indicators	25.48%	23.33%	24.61%
Met at least 3 indicators	70.89%	75.10%	72.58%

Source: APSC 2023

Figure 3.35: Percentage of GPSs meeting at least 3 PSQLs by Division in 2023


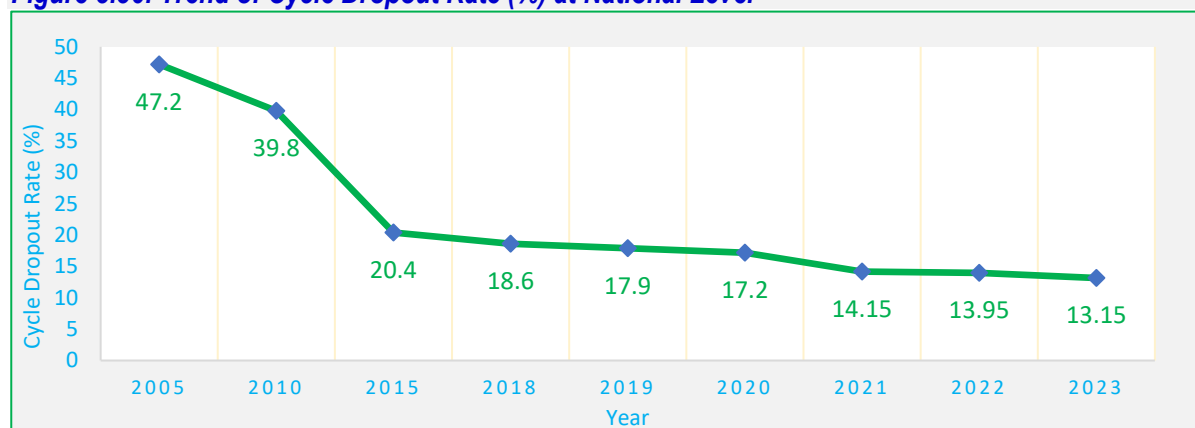
Source: APSC 2023

3.1.18. KPI 21: Primary Cycle Dropout Rate

The KPI 21 measures the dropout rate, which refers to the percentage of students from a specific group who, after being enrolled in a particular grade during a school year, do not continue their education in the subsequent school year. This phenomenon is significant as it highlights students leaving school before completing their education, impacting the overall internal efficiency of educational systems. Dropout rates serve as crucial indicators for assessing and predicting the movement of students across different grades within the educational cycle. To calculate the primary cycle dropout rate, the **UNESCO reconstructed cohort model** is employed.

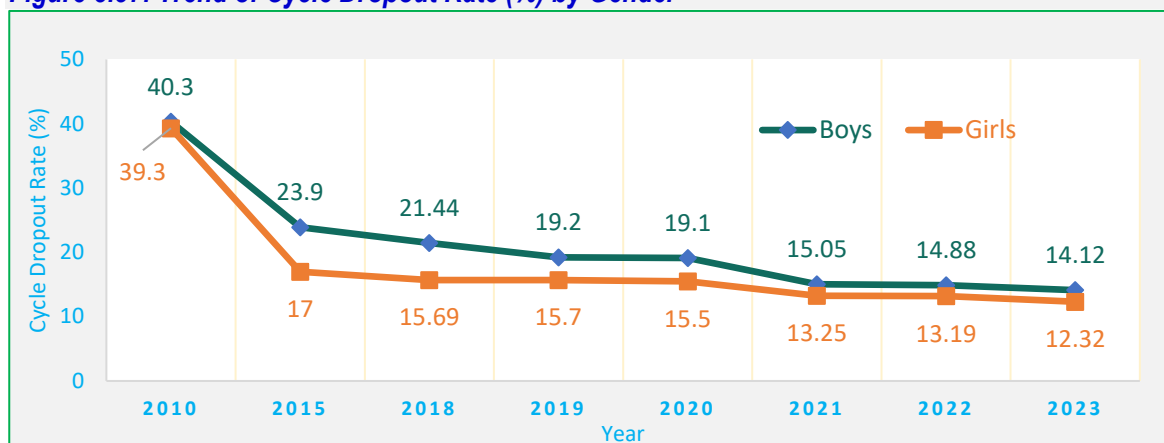
The overall primary cycle dropout rate has shown a significant downward trend over the past two decades, indicating improved student retention across the country. In 2005, nearly 47.2% of students dropped out before completing the primary cycle. By 2010, this figure had dropped considerably to 39.8% and continued to decline over the next decade, reaching 20.4% in 2015, 18.6% in 2018, and 17.9% in 2019. The dropout rate showed steady improvement, falling to 13.15% in 2023, marking a substantial overall decline of 34 percentage points from 2005. This reflects the impact of policy initiatives such as the expansion of school infrastructure, stipends for students (especially girls), improvements in WASH facilities, and increased community awareness.

Figure 3.36: Trend of Cycle Dropout Rate (%) at National Level



Source: Different year's APSC

Gender-wise analysis reveals that the primary education in Bangladesh has seen notable improvements in student retention over the past two decades, with significant reductions in dropout rates for both boys and girls. In 2010, the dropout rates for boys (40.3%) and girls (39.3%) were nearly equal, reflecting a nationwide challenge. However, a consistent gender gap emerged over time, with girls showing greater improvements. By 2015, the dropout rate for boys stood at 23.9%, while for girls it had dropped significantly to 17%, a gap of nearly 7 percentage points. This trend continued in subsequent years, with the 2023 dropout rate for boys at 14.12% compared to 12.32% for girls, highlighting better retention among girls across the decade. The narrowing and then reversal of the gender gap highlights the effectiveness of targeted interventions such as girls' stipends, WASH facilities for adolescent girls, and gender-sensitive programming.

Figure 3.37: Trend of Cycle Dropout Rate (%) by Gender


Source: Different year's APSC

The 2023 dropout rates across the primary education cycle reveal marked disparities among districts in Bangladesh. This analysis spotlights five top-performing and five bottom-performing districts based on aggregate dropout rates across gender. Dhaka (9.54%), Chattogram (10.37%), and Khulna (10.44%) led as top-performing districts with the lowest primary dropout rates, showcasing strong education systems and retention practices. Notably, Khulna achieved the lowest female dropout rate at just 8.38%, underscoring success in gender-focused initiatives. In contrast, Bandarban (22.89%), Sunamgonj (21.24%), and Hobigonj (20.34%) had the highest dropout rates—more than double those of top districts, highlighting significant regional disparities and need for targeted interventions, especially for boys who consistently show higher dropout rates across low-performing areas.

Table 3.14: Top and Bottom Performing 5 Districts with Primary Cycle dropout rates in 2023

Top Performing Districts				Bottom Performing Districts			
District	Boys	Girls	Both	District	Boys	Girls	Both
Dhaka	9.89	9.29	9.54	Bandarban	24.64	21.05	22.89
Chattogram	10.06	10.66	10.37	Sunamgonj	23.26	19.42	21.24
Khulna	12.65	8.38	10.44	Hobigonj	21.47	19.54	20.34
Panchagarh	13.17	9.92	11.54	Jhenaidah	20.39	18.32	19.33
Narayanganj	13.45	10.55	11.89	Moulvibazar	20.87	16.8	18.77

Source: APSC 2023

3.2. Non-key performance indicators (Non-KPIs)

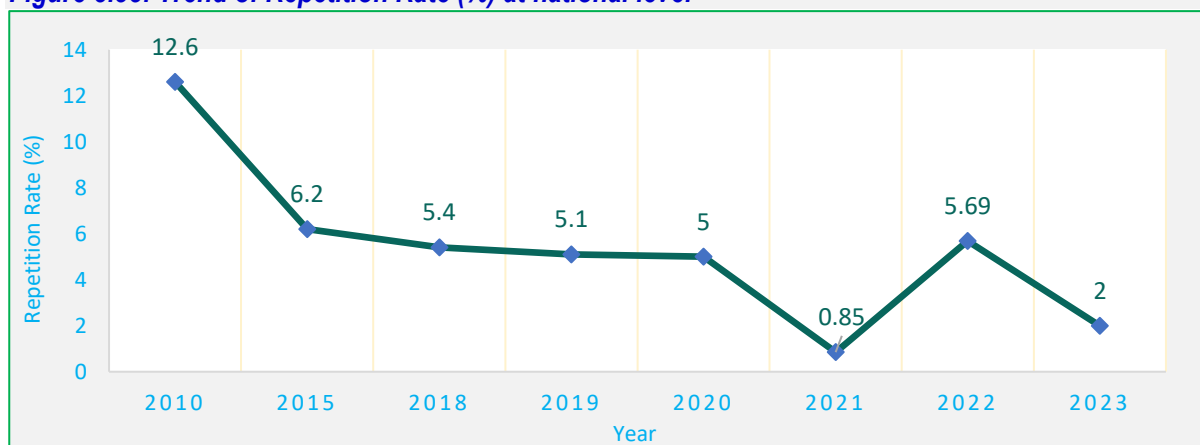
The RDPP of the PEDP4 considered 7 non-KPIs for measuring the primary education sub-sector performance along with 21 KPIs. These 7 non-KPIs indicators were included as requested by the DPs to capture overall primary education sub-sector performance at the outcomes level. Progress towards the achievement of the Non-KPI against set targets is summarized in this sub-section.

3.2.1. Non-KPI 3: Repetition Rate

The non-KPI 3 monitors the 'Student Repetition Rate,' which is the proportion of students from a cohort enrolled in a specific grade during a given school year who continue in the same grade in the following school year, a phenomenon known as repetition. This metric gauges how frequently students from a cohort repeat a grade and assesses its impact on the internal efficiency of educational systems. Furthermore, it serves as a crucial indicator for analysing and predicting student progression from one grade to another within the educational cycle.

The national repetition rate in primary education across Bangladesh has shown a significant downward trend over the past decade, reflecting positive progress in grade progression and internal efficiency. In 2010, the overall repetition rate stood at 12.6%, which decreased steadily to 6.2% in 2015, and further dropped to 5% in 2020. An unusually sharp decline occurred in 2021, reaching 0.85% due to automatic grade promotion during the COVID-19 pandemic. However, this was followed by a spike to 5.69% in 2022, before again dropping to 2% in 2023, indicating a partial return to pre-pandemic norms with some improvements.

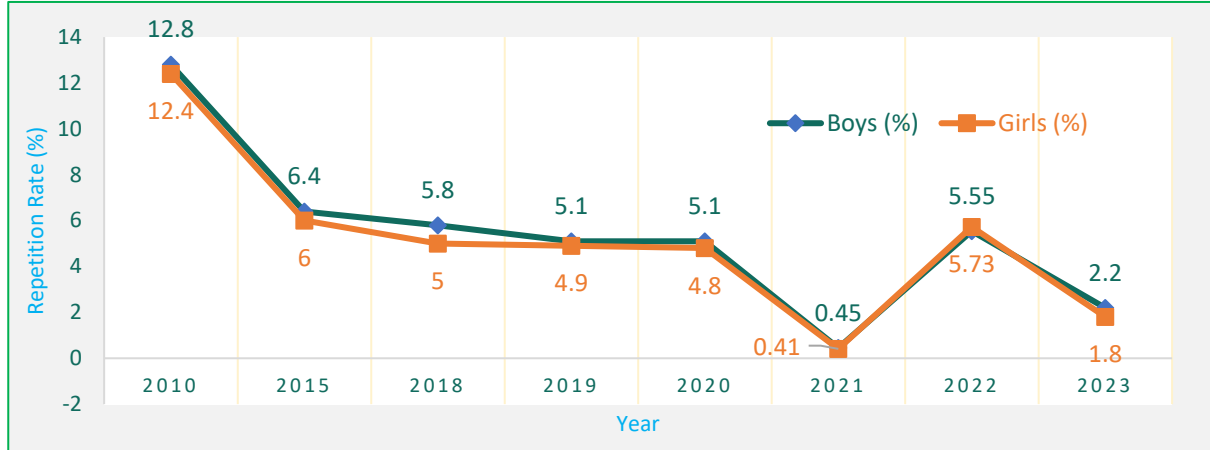
Figure 3.38: Trend of Repetition Rate (%) at national level



Source: Different year's APSC

Gender-wise repetition rate shows that the rate has demonstrated a notable decline from 2010 to 2023 for both boys and girls, although gender differences persist. In 2010, the repetition rate stood at 12.8% for boys and 12.4% for girls, averaging 12.6% overall. This rate steadily decreased, reaching 5.1% for boys and 4.8% for girls in 2020. A dramatic drop was observed in 2021, when repetition rates plummeted to 0.45% for boys and 0.41% for girls, due to auto promotion in the post-COVID recovery phase. However, the rate rebounded in 2022 to 5.55% for boys and 5.73% for girls and again dropped in 2023 to 2.2% for boys and 1.8% for girls, suggesting partial stabilization.

Figure 3.39: Trend of Repetition Rate (%) by gender

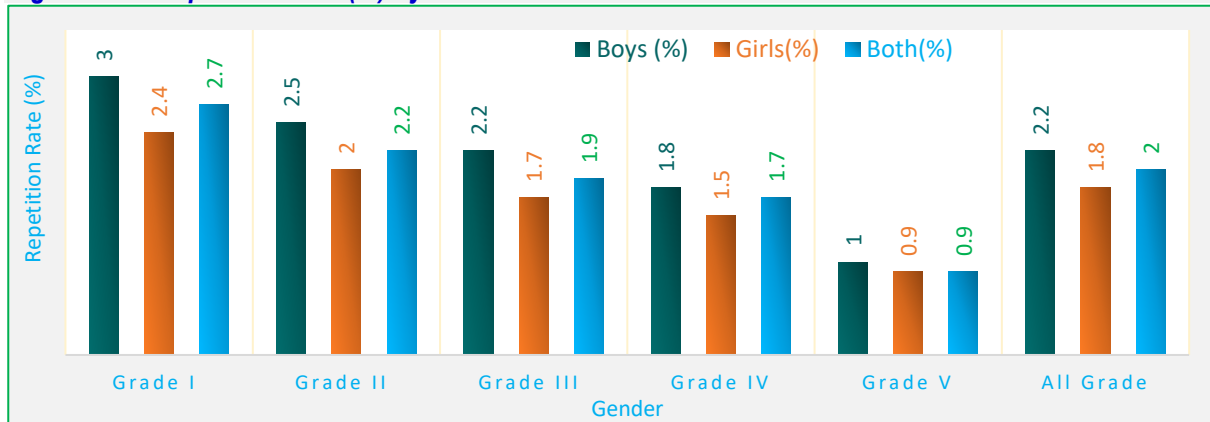


Source: Different year's APSC

Grade-wise repetition rate shows that the repetition rate in primary education in Bangladesh has shown a notable declining trend as students progress to next grades in 2023, indicating improved internal efficiency of the education system. Nationally, the overall repetition rate is 2.0%, with boys repeating at 2.2% and girls at 1.8%, reflecting a consistent pattern of slightly higher repetition among boys. The trend reveals that Grade-I has the highest repetition rate (2.7%), which gradually declines to just 0.9% in Grade V—a sign that once children remain in school through the early years, they are increasingly likely to progress without repeating. This declining pattern suggests that promotion practices, foundational learning, and student retention improve as children advance through grades. However, the persistently higher repetition in lower grades, especially among boys, points to early learning challenges or school readiness issues.

The data also shows that the highest repetition occurs in Grade I where the rate is 2.7% overall, with 3.0% for boys and 2.4% for girls. This suggests early grade learning challenges and adjustment issues at school entry. Moreover, From Grade I to Grade V, repetition rates steadily decline: Grade II: 2.2% (both), Grade III: 1.9%, Grade IV: 1.7%, Grade V: 0.9% Grade V shows the lowest repetition rate, with just 0.9% overall, indicating that students are more likely to complete the cycle once they reach the final grade. Overall, across all grades, girls consistently have lower repetition rates than boys, suggesting better academic performance or lower likelihood of grade failure among girls.

Figure 3.40: Repetition Rate (%) by Grade and Gender in 2023



Source: APSC 2023

Grade-wise data trend for repetition rates (%) from 2010 to 2023 shows that the repetition rate in Grade I has shown a significant downward trend over the years, dropping from 11.4% in 2010 to 2.7% in 2023—a remarkable 8.7% reduction. The lowest repetition was recorded in 2021 (0.7%), due to automatic promotions during the COVID-19 pandemic. However, a sharp increase to 4.9% in 2022 indicates the post-pandemic learning recovery gap.

Grade II experienced a consistent decline in repetition from 12.1% in 2010 to 2.2% in 2023, an 9.9% overall reduction. Similar to Grade I, the lowest point was 0.8% in 2021, reflecting COVID-era promotion policies. The rate jumped to 5.9% in 2022, likely due to learning loss and assessment pressures. The notable recovery in 2023 indicates improved adaptation to post-pandemic learning needs, yet early-grade instructional quality and assessment practices still require strengthening.

In Grade III, the repetition rate declined from 14.1% in 2010 to 1.9% in 2023, marking around 12% decrease. After steady progress through 2015, the rate fluctuated slightly in the late 2010s, reaching 6.5% in 2020, before dropping sharply to 0.8% in 2021. The post-COVID rebound was relatively mild, with 3.5% in 2022, followed by continued improvement in 2023.

Grade IV showed the highest initial repetition rate at 16.5% in 2010, but this reduced to 1.7% by 2023, indicating a dramatic decrease. While the rate dropped steadily through the years, it surged again to 6.7% in 2022, after a low of 1.1% in 2021. The significant rebound in 2023 signals that learning recovery is taking effect.

Repetition in the final grade of Primary education (Grade V) declined from 7.1% in 2010 to just 0.9% in 2023, the lowest among all grades. This steady reduction, especially in post-2015, indicates that efforts to minimize grade repetition in the final year of primary education have been effective.

Table 3.15: Trend of Repetition rate (%) by Grade

Year	Repetition rate (%)				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2010	11.4	12.1	14.1	16.5	7.1
2015	1.6	3.2	3.4	10.1	2.1
2018	6.7	5.2	5.8	6.5	2.3
2019	6	5	4.8	6.2	2.3
2020	4.7	5.1	6.5	6.5	1.6
2021	0.7	0.8	0.8	1.1	0.8
2022	4.9	5.9	3.5	6.7	3
2023	2.7	2.2	1.9	1.7	0.9

Source: Different year's APSC

3.2.2. Non-KPI 4: Student Attendance Rate

The student attendance rate is expressed as a percentage, calculated by dividing the number of days students are present in school by the total number of school days in a year. From 2010 to 2023, student attendance in primary schools showed a gradual and consistent upward trend across both genders. The national average attendance rate improved from 83.4% in 2010 to 88.17% in 2023, reflecting a 4.77 percentage point increase over the 13-year period.

For boys, attendance rose from 82.8% in 2010 to 87.79% in 2023, while girls consistently outperformed boys, starting at 84% in 2010 and reaching 88.54% in 2023. Notably, attendance among girls has remained higher than boys throughout the period, with a gender gap of around 0.75 percentage points in 2023. Despite school closures during 2021 due to COVID-19 (when data was unavailable), the trend recovered quickly in subsequent years, showing the resilience of the education system and re-engagement efforts post-pandemic.

Table 3.16 : Student attendance rate (%)

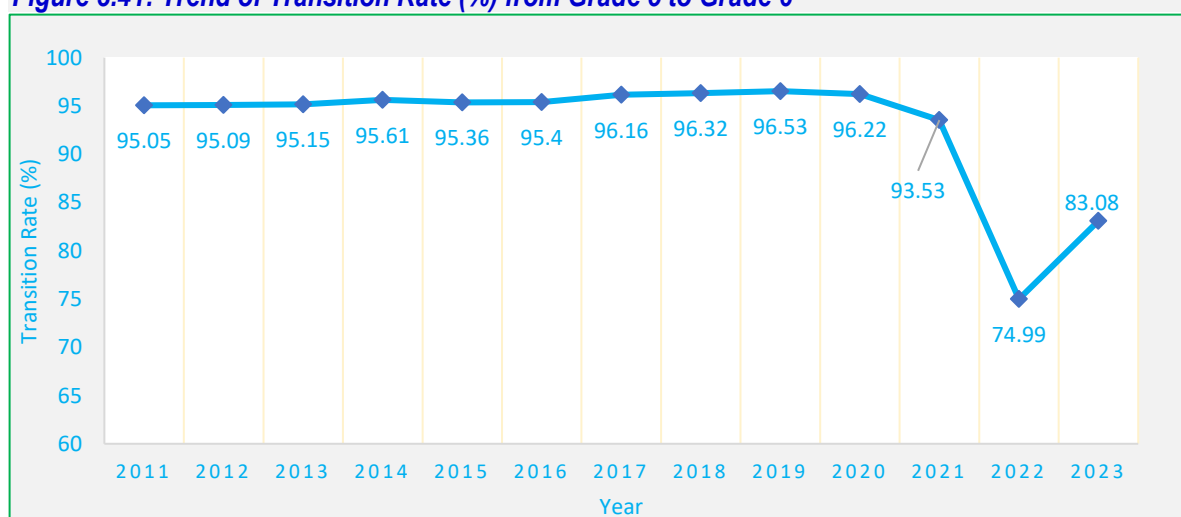
Year	2010	2015	2018	2019	2020	2021	2022	2023
Boys	82.8	86.8	88.3	87	87		87.66	87.79
Girls	84	87	89	89.1	89.1		88.37	88.54
Both	83.4	86.9	88.6	88.6	88.6		88.02	88.17

Source: Different year's APSC (Note: Due to the covid-19 pandemic, schools remained closed for the most part of the academic year 2021 that disrupted the traditional learning environment in the classroom. For this reason, data wasn't available for calculating the student attendance rate for the academic year 2021.)

3.2.1. Non-KPI 6: Transition rate from grade 5 to grade 6

New entrants to the first grade of secondary education (grade 6 in Bangladesh) in a given school year are expressed as a percentage of the number of students enrolled in the final grade of primary education (grade 5 in Bangladesh) in the previous year. The indicator measures the transition to secondary education only. The purpose is to convey information on the degree of access or transition from one cycle or level of education to a higher one. Based on available data, BANBEIS has provided estimates for the transition rate.

Between 2011 and 2020, the transition rate from primary (Grade 5) to lower secondary (Grade 6) in Bangladesh remained consistently high, ranging between 95.05% (2011) and 96.53% (2019). This reflects a relatively well-functioning system that successfully guided most primary graduates into secondary education. However, a significant downward shift began in 2021, where the transition rate declined to 93.53%, followed by a drastic fall to 74.99% in 2022 — a nearly 21.5 percentage point drop from 2020. This is the lowest transition rate in over a decade, likely due to the long-term disruptions caused by the COVID-19 pandemic. In 2023, the transition rate modestly recovered to 83.08%, indicating that recovery efforts may be underway, though not yet sufficient to restore the pre-pandemic levels.

Figure 3.41: Trend of Transition Rate (%) from Grade 5 to Grade 6

Source: Different year's APSC

3.2.2. Non-KPI 6: Contact hours (single and double shifts)

In 2023, the total contact hours for classroom teaching varied significantly by grade level and shift basis operation type (single shift vs. double shift), reflecting structural constraints and resource availability. Pre-primary students (PPE) received equal instructional time across both single and double shift schools, totaling 515 hours annually (150 minutes daily over 206 days). However, disparities emerge from Grade I onward. In single shift schools, Grades I and II received 721 hours of instruction annually, while their counterparts in double shift schools received 584 hours, a reduction of 137 hours, or approximately 19% less instructional time. The gap widens in Grades III to V, where students in single shift schools had 1,494 hours of contact time compared to 979 hours in double shift schools, a 34% reduction. Therefore, it is evident that contact hours significantly decline in double shift schools, particularly from Grade III onwards. The instructional gap between school shifts could impact learning outcomes, especially for upper primary grades.

Table 3.17: Working days and hours in an Academic year (Contact Hours) in 2023

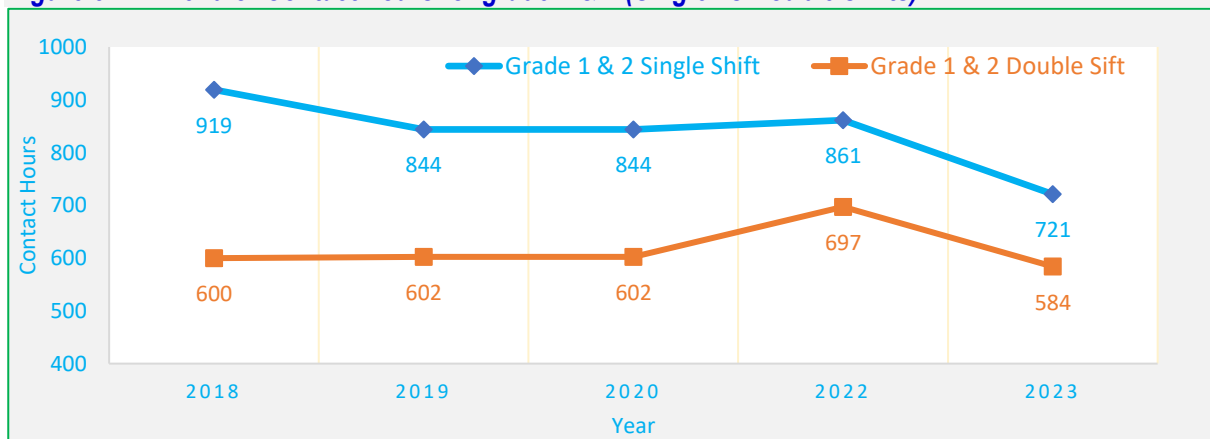
Grade	Contact Hours for Classroom Teaching			
	Single shift school		Double Shift School	
PPE	150 mX206 days	515 Hours	150 mX206 days	515 Hours
I and II	210 m X 206 days	721 Hours	170 m X 206 days	584 Hours
III, IV and V	435 m X 206 days	1494 Hours	285 m X 206 days	979 Hours

Source: Academic Calendar of 2023

For Grade I and II, the trend of contact hours from 2018 to 2023 reveals a gradual decline in instructional time, particularly in single shift schools, along with a persistent disparity between single and double shift operation. In single shift schools, contact hours started at 919 hours in 2018, decreased to 844 hours in 2019 and 2020, slightly rebounded to 861 hours in 2022, and then dropped sharply to 721 hours in 2023—resulting in a net reduction of 198 hours (21.5%) over the six-year period. In contrast, **double shift schools** maintained relatively stable hours between 2018 and 2020 (600–602 hours), then experienced a notable improvement in 2022 to 697 hours, before declining again in 2023 to 584 hours, ending with a 16-hour (2.7%) overall reduction since 2018.

Overall, it is evident that Both school types experienced a reduction in actual teaching hours from 2018 to 2023, with single shift schools losing 198 hours and double shift schools losing 16 hours over the period. Moreover, across all available years, students in double shift schools consistently received 20–30% fewer contact hours than those in single shift schools, raising concerns over equity in learning opportunities.

Figure 3.42: Trend of Contact hours for grade 1 & 2 (Single vs Double shifts)

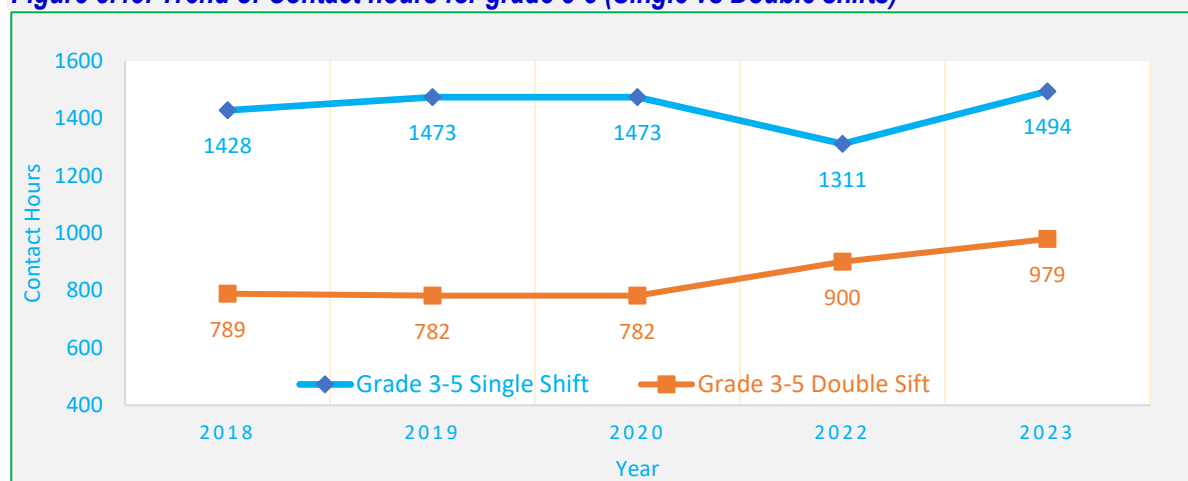


Source: Different year's Academic Calendar of DPE

The trend in contact hours for Grades III-V from 2018 to 2023 shows significant differences in both levels and trends between single and double shift schools, with single shift schools consistently offering more instructional time. In single shift schools, contact hours increased from 1,428 hours in 2018 to 1,473 hours in 2019 and 2020, then dropped to 1,311 hours in 2022, but rebounded sharply to 1,494 hours in 2023, the highest recorded in the six-year period. In contrast, double shift schools had consistently lower contact hours, starting at 789 hours in 2018, slightly declining to 782 hours in 2019 and 2020, then rising to 900 hours in 2022, and further improving to 979 hours in 2023. Despite this positive trend, the contact hour gap between the two shifts remains substantial. In 2023, double shift schools still lagged 515 hours behind single shift schools for the same grades.

Overall, in single shift schools, contact hours rose from 1,428 hours in 2018 to 1,494 hours in 2023, showing a net increase of 66 hours whereas in double shift schools, contact hours improved from 789 hours in 2018 to 979 hours in 2023, marking a gain of 190 hours (24%), indicating significant post-pandemic recovery.

Figure 3.43: Trend of Contact hours for grade 3-5 (Single vs Double shifts)



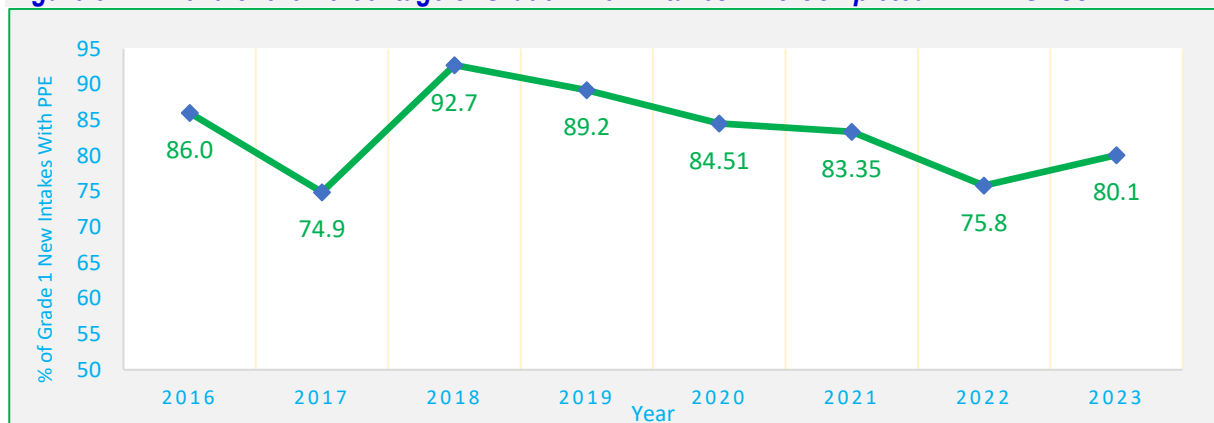
Source: Different year's academic Calander

Note: Due to covid-19 pandemic, schools remained closed in the most part of the academic year 2021. These closures disrupted the traditional learning environment, that is, teaching in the classroom. It is worth mentioning that the academic activities were continued via online, social media and TV programs but the actual contact hours calculation is not possible for the academic year 2021 as the students remained out of contacts with teachers. Due to this, data for calculating this indicator isn't available.

3.2.3. Non- KPI 7: Percentage of grade 1 new intakes who completed PPE in GPSs, [SDG 4.2.2]

The objective of this indicator is to know how many children who are newly enrolled in grade 1 completed the PPE. The percentage of Grade 1 new entrants in Government Primary Schools who completed Pre-Primary Education (PPE) has shown notable fluctuations over the period 2016–2023, reflecting both progress and setbacks in Pre-primary education coverage in Bangladesh.

Figure 3.44: Trend of the Percentage of Grade 1 New Intakes Who Completed PPE in GPSs

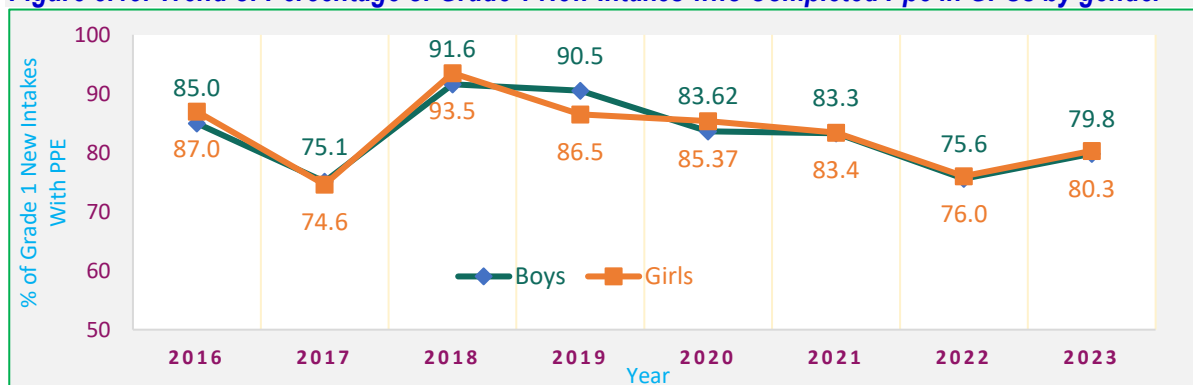


Source: Different year's APSC

In 2016, the overall PPE completion rate stood at a strong 86.0%, suggesting that a substantial proportion of children entering Grade 1 had received foundational early education. However, in 2017, the rate saw a sharp decline to 74.9%, a drop of over 11 percentage points. Following this dip, 2018 marked the highest recorded rate during the period, with 92.7% of new Grade 1 entrants having completed PPE. This significant improvement may be attributed to intensified government focus on early childhood education, teacher deployment, and awareness campaigns during that period. However, this peak was not sustained. From 2019 onward, the trend gradually declined. The rate fell to 89.2% in 2019, 84.51% in 2020, and 83.35% in 2021. These reductions coincided with the onset and continuation of the COVID-19 pandemic, which severely disrupted the pre-primary education. The most alarming drop occurred in 2022, with the completion rate plummeting to 75.8%, reflecting the long-term impact of prolonged school closures, reduced enrolment, and learning loss among young children. In 2023, there was a modest recovery, with the rate increasing slightly to 80.1%.

Gender-wise analysis shows that the trend in PPE completion among Grade 1 new entrants shows that girls have consistently had higher completion rates than boys throughout the 2016–2023 period, albeit with varying margins across the years. In 2016, the PPE completion rate for girls stood at 87.0%, slightly ahead of boys at 85.0%. This gender gap remained relatively stable in subsequent years. For instance, in 2018, the year with the highest overall PPE completion, girls reached 93.5%, surpassing boys at 91.6%. Similarly, in 2020, girls maintained a lead with 85.37% compared to boys' 83.62%. During the pandemic-affected years (2020–2022), both boys and girls experienced declines in completion rates. However, the drop appeared slightly steeper for boys, particularly in 2022, when only 75.6% of boys completed PPE compared to 76.0% of girls. In 2023, the recovery trend continued for both genders, but girls still had a small edge, 80.3% versus 79.8% for boys.

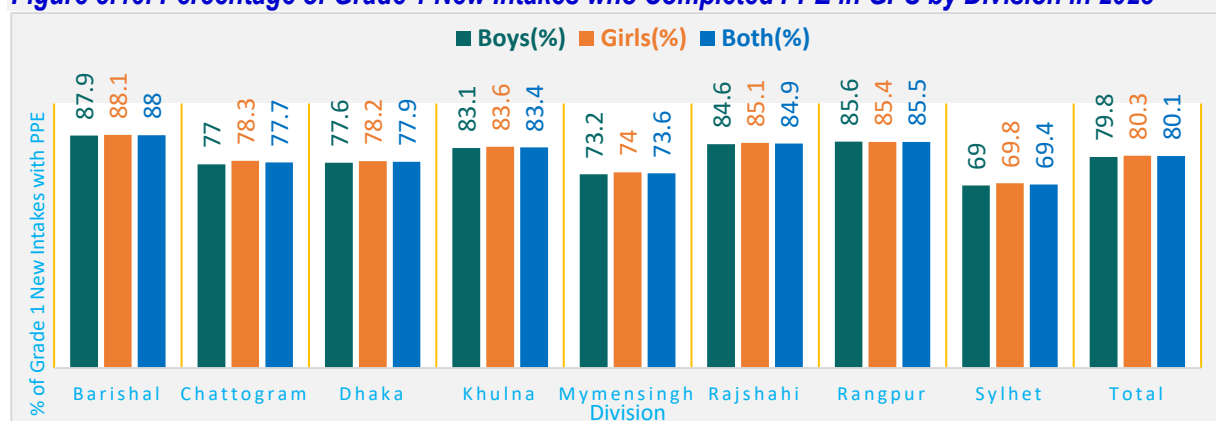
Figure 3.45: Trend of Percentage of Grade 1 New Intakes who Completed Ppe in GPSs by gender



Source: Different year's APSC

Divisional analysis shows the overall PPE completion rate in 2023 was 80.1% nationally. This average, however, masks significant inter-divisional disparities. Divisional analysis shows that in 2023, the percentage of Grade 1 new intakes who completed Pre-Primary Education (PPE) shows notable regional variation across divisions in Bangladesh. Girls consistently outperformed boys in nearly every division, though the gender gap remained narrow, suggesting fairly balanced access and completion. Barishal Division recorded the highest overall Preprimary completion rate at 88.0%, reflecting effective PPE outreach. Rangpur then leads with the second highest completion rate of 85.5%, with girls (85.6%) slightly ahead of boys (85.4%). Barishal follows closely with 88.0% overall (Girls: 88.1%, Boys: 87.9%). Rajshahi also performs strongly with 84.9% total completion. On the other hand, Sylhet shows the lowest PPE completion at just 69.4%, with both boys (69.9%) and girls (69.8%) underperforming. Mymensingh also records a low total of 73.6%, with minor gender differences.

Figure 3.46: Percentage of Grade 1 New Intakes who Completed PPE in GPS by Division in 2023



Source: APSC 2023

In 2023, the completion rate of Pre-Primary Education (PPE) among Grade 1 new intakes in Government Primary Schools shows substantial geographical variation, reflecting uneven readiness levels across districts. The highest-performing districts (Barguna, Patuakhali, Satkhira, Gopalganj, and Naogaon) achieved exceptionally strong PPE completion rates (90–95%), with minimal gender gaps. These districts indicate well-established early preprimary education.

In contrast, the lowest-performing districts (Netrokona, Kishoreganj, Sylhet, Narayanganj, and Habiganj) showed significantly lower completion levels (65–69%), indicating that nearly one-third of children begin Grade 1 without completing PPE. These districts span Mymensingh, Dhaka, and Sylhet Divisions, suggesting localized constraints such as limited PPE coverage, supply-side gaps, or lower community engagement. Girls and boys exhibit similar outcomes in both high- and low-performing areas, implying that the issue is systemic rather than gender-driven.

Table 3.18: Top and Bottom 5 Districts of Percentage of Grade 1 New Intakes who Completed PPE in GPS in 2023

Top Performing 5 Districts					Bottom Performing 5 Districts				
Division	District	Boy	Girl	Both	Division	District	Boy	Girl	Both
Barishal	Barguna	94.7	94.9	94.8	Mymensingh	Netrokona	65	64.4	64.7
Barishal	Patuakhali	92	92.3	92.1	Dhaka	Kishoreganj	66	67.2	66.6
Khulna	Satkhira	90	90	90	Sylhet	Sylhet	66.5	66.7	66.6
Dhaka	Gopalganj	90.5	89.3	89.9	Dhaka	Narayanganj	65.2	68.2	66.8
Rajshahi	Naogaon	89.8	90	89.9	Sylhet	Hobiganj	68.5	69.3	68.9

Source: APSC 2023

Chapter 4: Performance against the PSQL Indicators and SCIs

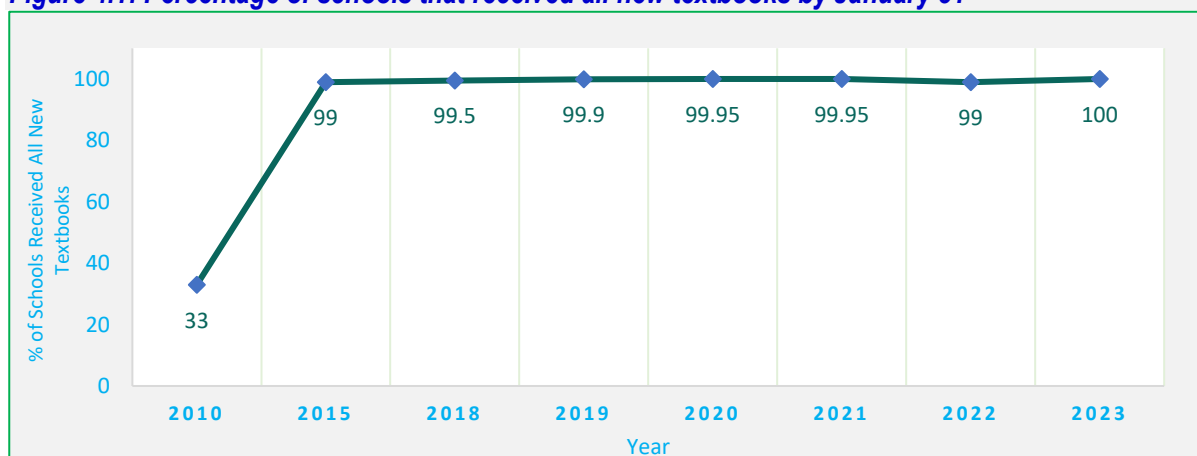
4.1. Performance against the PSQL Indicators

The following sub-section presents the performance of the PSQL (Primary School Quality Level) indicators of the PEDP4 compared to the previous year's data. There are 37 PSQL indicators of quality mentioned in the revised Result Matrix of RDPP of the PEDP4, usually of intermediate or output level.

4.1.1. PSQL 1: Percentage of schools that received all new textbooks as per distribution and replenishment plan by January 31

The percentage of schools receiving all new textbooks by January 31 has shown a remarkable improvement over the past decade, reflecting a significant enhancement in the efficiency of the national textbook distribution system. In 2010, only 33% of schools received complete textbook sets by the end of January, indicating major delays in distribution at that time. By 2015, this figure surged to 99%, marking a transformative improvement in timely delivery. The trend continued to strengthen, with near-universal coverage in 2018 (99.5%) and 2019 (99.9%), reaching an all-time high of 99.95% in both 2020 and 2021. Although there was a slight dip to 99% in 2022, the system rebounded to a perfect 100% in 2023, ensuring that all schools received textbooks before the end of January. This sustained high performance since 2015 demonstrates institutional efficiency and commitment to on-time textbook availability.

Figure 4.1: Percentage of schools that received all new textbooks by January 31



Source: Administrative data from Book Distribution Administrative Cell

From 2010 to 2023, textbook printing and distribution for primary education in Bangladesh expanded to include PPE and materials for ethnic children, reflecting diversification in provision. In 2010, 78.01 million textbooks were distributed for primary grades only. PPE books were introduced in 2015, raising the total to 121.02 million. The highest volumes were in 2015 and 2018, with over 110 million books distributed, including ethnic children's materials. After 2019, totals declined gradually, falling to 102.58 million in 2021 and further to 99.86 million in 2022, before slightly decreasing again to 96.61 million in 2023. While PPE and ethnic children's textbook provision became a regular feature, overall distribution volumes have slightly contracted in recent years.

Table 4.1: Number of textbooks printed and distributed; 2010-2023

Year	NCTB printed and distributed Textbooks by year				Remarks
	PPE	Primary	For Ethnic children	Total	
2010	-	78,010,907	-	78,010,907	PPE started in 2014
2015	6,703,952	114,313,663	-	121,017,615	1 book and 1 Exercise Book
2018	6,823,066	103,625,480	149,276	110,597,822	3 books of grade 1 for ethnic children
2019	6,856,020	98,899,824	277,068	106,032,912	Grade PPE, 1,2 and 3 for ethnic children
2020	3,337,638	98,496,171	230,103	105,401,550	
2021	6,679,222	95,690,291	213,288	102,582,801	
2022	66,05,480	9,30,34,030	2,19,364	9,98,58,874	
2023	63,29,084	9,00,66,984	2,12,177	9,66,08,245	

Source: Administrative data from Book Distribution Administrative Cell

The Government took initiative to print textbooks for ethnic children in their mother tongue under PEDP3 and continued to do so under PEDP4. Books are printed in 5 ethnic languages: Chakma, Marma, Garo, Tripura, and Sadri. As per administrative records, between 2018 and 2023, while the number of books is printed according to the demand from the school level, the number of textbooks printed and distributed for ethnic students in their mother tongue shows fluctuating but generally declining trends across most grades. PPE distributions dropped from 34,642 in 2018 to around 25,125 in 2023. Grade 1 peaked in 2019 at 118,935 but declined to 70,008 in 2023. Grade 2 began reporting in 2019 with 88,605 copies, falling sharply to 22,202 in 2023. Grade 3, introduced in 2020 with 24,151 copies, remained in the 22–24 thousands range before disappearing from 2023 data. While coverage expanded to 24–25 districts, the overall quantities have decreased over time, suggesting possible enrolment changes.

Table 4.2: Number of textbooks printed and distributed for ethnic students in their mother tongue

Grade	2018	2019	2020	2021	2022	2023	Remarks
PPE	34,642	34,622	28,735	24,406	25,160	25,125	24 districts covered.
Grade 1	79,992	118,935	74,847	71,397	72,261	70,008	25 districts covered.
Grade 2	n/a	88,605	73,635	47,010	72,431	22,202	25 districts covered.
Grade 3	n/a	n/a	24,151	22,564	24,351	n/a	25 districts ⁴ covered.

Source: Textbook related administrative data

In 2023, textbook printing and distribution precisely matched demand across all primary grades (1–5), with 90.05 million books printed and delivered. Grade 3 had the highest volume at 22.99 million books, followed closely by Grade 4 (22.50 million) and Grade 5 (20.89 million). Grades 1 and 2 each received around 11.96 million and 11.71 million books respectively. Both Bangla and English versions included a 1% buffer stock, ensuring possibility coverage without exceeding demand. This reflects a highly efficient and well-aligned production process, delivering exactly the required quantity for each grade.

Table 4.3: Textbook printing and distribution by grade and subjects against demand in 2023

Grade	No. of Subject	Banga Version	Buffer stock, BV (1%)	English Version	Buffer stock, EV (1%)	Total	Demand by grade	No of books delivered
G 1	3	11,720,870	117,154	117,732	1,124	11,956,880	11,956,880	11,956,880
G 2	3	11,484,177	114,434	112,002	1,064	11,711,677	11,711,677	11,711,677
G 3	9	22,551,401	225,580	208,310	2,017	22,987,308	22,987,308	22,987,308
G 4	9	22,085,605	220,856	188,517	2,007	22,496,985	22,496,985	22,496,985

⁴ The 25 districts are: 1. Bandarban, 2. Rangamati, 3. Khagrachhari, 4. Chattogram, 5. Hobiganj, 6. Moulvibazar, 7. Jamalpur, 8. Sherpur, 9. Netrokona, 10. Mymensingh, 11. Tangail, 12. Naogaon, 13. Natore, 14. Sirajganj, 15. Dinajpur, 16. Joypurhat, 17. Rajshahi, 18. Narayanganj, 19. Chandpur, 20. Feni, 21. Cox's Bazar, 22. Sunamganj, 23. Chapai Nawabganj, 24. Panchagarh and 25. Thakurgaon

Grade	No. of Subject	Banga Version	Buffer stock, BV (1%)	English Version	Buffer stock, EV (1%)	Total	Demand by grade	No of books delivered
G 5	9	20,505,102	205,209	182,040	1,852	20,894,203	20,894,203	20,894,203
Total		88,347,155	883,233	808,601	8,064	90,047,053	90,047,053	90,047,053

Source: Textbook Database 2023

4.1.2. PSQL 2: Number of teachers (assistant and head) Trained C-in-Ed/Dip-in-Ed

PSQL 2 refers to the number of teachers with professional qualifications in addition to academic qualifications, serving as an indicator of quality education in schools. The main forms of professional training in primary education include the Certificate in Education (C-in-Ed), Diploma in Primary Education (DPEd), Bachelor of Education (B.Ed.), and Master of Education (M.Ed.). In 2011, the Ministry of Primary and Mass Education (MoPME) introduced the DPEd program to replace the C-in-Ed course, aiming to enhance teachers' classroom performance. According to PEDP4 standards, primary teachers are required to have at least a C-in-Ed, DPEd, B.Ed., or M.Ed. as their professional qualification. Most recently, the Basic Training for Primary Teachers (BTPT) has been introduced as a new training initiative designed to equip primary school teachers in Bangladesh with the necessary skills and competencies to effectively deliver the national primary curriculum. This program is intended to replace the C-in-Ed course.

From 2018 to 2023, the trend of professional training among primary teachers reveals notable shifts across different training modalities. Dip-in-Ed was the most prominent training program, with a steady rise from 11,992 in 2018 to a peak of 19,393 in 2020. However, its uptake began to decline in subsequent years—18,868 in 2021, 11,200 in 2022, and drastically falling to only 1,942 in 2023 as a new and updated version of training program (BTPT) has been developed. In contrast, BTPT (Basic Teacher Preparation Training) was newly introduced and trained 1,891 teachers in 2023—almost equaling Dip-in-Ed for that year—signaling a possible shift toward updated professional training models. Meanwhile, C-in-Ed (Certificate in Education) followed a declining trend throughout the period, with numbers dropping from 415 in 2018 to 222 in 2022, and no trainees reported in 2023 and replaced by BTPT.

Table 4.4: Number of Professional Training

Training Name	2018	2019	2020	2021	2022	2023	Cumulative Total
Dip-in-Ed	11,992	14,373	19,393	18,868	11,200	1,942	77,768
BTPT						1,891	1,891
C-in-Ed	415	350	296	357	222		1,640
Total	12,407	14,723	19,689	19,225	11,422	3,833	81,299

Source: Training Division Administrative Data of DPE

4.1.3. PSQL 3: Number of Head Teachers who have participated in Leadership training

The objective of leadership training for headteachers (HTs) is to strengthen their competencies in leadership, school management, and financial administration. The training is designed to enable HTs to articulate and implement a clear vision for school improvement, foster a supportive and effective teaching–learning environment, and provide academic guidance to assistant teachers through supervision, coaching, and mentoring. The program spans 21 days, and under PEDP4 requirements, all headteachers are expected to complete this training to enhance school governance and instructional quality.

The trend of leadership training for headteachers (HTs) from 2018 to 2023 reflects a delayed but significant scaling-up effort under PEDP4. In 2018, the program began with 6,475 HTs trained. However, for the next four consecutive years (2019–2022), no training activities were conducted, resulting in a complete halt in implementation. The school closures during the COVID-19 outbreak significantly delayed the implementation of leadership training for headteachers. Additionally, the revision of the training manual in 2022 required considerable time, further postponing the rollout. During this period, the DPE conducted a 30-day Master Trainer Training for 150 participants, which served as preparation for scaling up. However, the actual field-level training for headteachers could not be initiated as planned. In 2023, there was a substantial acceleration, with 12,625 HTs receiving leadership training, the highest single-year achievement during the PEDP4 period. This sharp increase reflects a renewed commitment to fulfilling PEDP4’s goal of enhancing school leadership and management capacity across the country. Cumulatively, 19,100 HTs were trained from 2018 to 2023, with 66% of the total completed in 2023 alone.

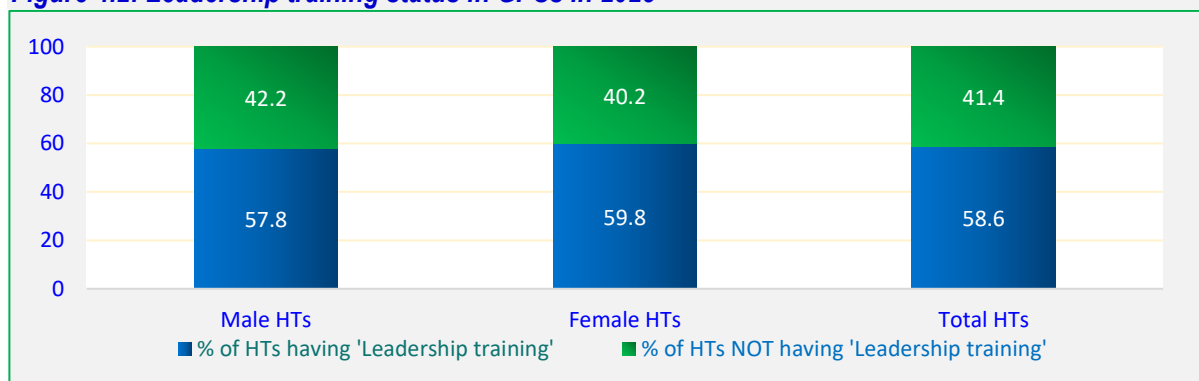
Table 4.5: Status of leadership training for HTs

Year	2018	2019	2020	2021	2022	2023	Total
No. of Leadership Training	6,475	0	0	0	0	12,625	19,100

Source: Training Division Administrative Data of DPE

As per APSC 2023, the implementation of leadership training among headteachers in GPS shows moderate progress, with 58.6% coverage nationally. Female HTs have a slightly higher training completion rate (59.8%) than their male counterparts (57.8%). However, the fact that over 4 in 10 working headteachers (41.4%) in GPS remain untrained highlights a critical gap in achieving universal leadership development. These findings call for accelerated efforts by DPE to ensure that all HTs, regardless of gender, are equipped with essential leadership and school management skills.

Figure 4.2: Leadership training status in GPSs in 2023



Source: APSC 2023

4.1.4. PSQL 4: Number of assistant teachers who receive need-based subcluster training

All teachers are expected to participate in sub-cluster training each year to strengthen their academic and pedagogical skills. This training not only enhances classroom effectiveness but also supports teachers’ professional growth through peer learning, supervision, mentoring, monitoring, and other support mechanisms. Conducted as a full-day session, each course typically engages 25–30 teachers from 5–6 nearby schools. Currently, there are about 13,663 sub-clusters nationwide, with training held approximately four times a year. Monitoring and supervision responsibilities are assigned to field-level

officials at the division, district, and Upazila levels to ensure quality and consistency in the implementation of the program.

The data on sub-cluster training in GPSs reveals a sharp and sustained disruption in one of the core platforms for continuous teacher professional development. In both 2018 and 2019, a total of 810,000 sub-cluster training sessions were conducted each year, indicating a well-established and large-scale training mechanism. However, from 2020 to 2023, no sub-cluster training activities were held, bringing the total to 1,620,000 sessions over six years, with all of them concentrated only in the first two years.

It is noted that during 2021 and 2022, sub-cluster training was disrupted due to school closures and efforts to curb community transmission during the COVID-19 outbreak. However, in 2022, even after schools resumed and activities began returning to normal, the training remained suspended due to the lack of budgetary allocation in the revised DPP. As sub-cluster training is the only regular and ongoing refresher training available for assistant teachers, its discontinuation leaves a significant gap in continuous professional development. Resuming this training was crucial to reinstitute a culture of peer learning, professional networking, and communities of practice, all of which are essential for improving classroom instruction and teacher effectiveness. But till 2023, DPE couldn't restart this training activities for teachers.

Table 4.6: Status of sub-cluster training in GPSs

Year	2018	2019	2020	2021	2022	2023	Total
No. of sub-cluster training	810,000	810,000	0	0	0	0	1,620,000

Source: Training Division Administrative Data of DPE

4.1.5. PSQL 5: Number of assistant teachers who have subject-based training (Core and Non-core Subject)

Subject-based training is one of the core training programmes for the professional development of the teachers. With two major components: subject content, and pedagogy⁵ training program is broadly aimed at enhancing the subject knowledge of the teachers and equipping them with the delivery techniques of the subject content in the classroom. It is a 6-day training, arranged for both HTs and ATs following off-line and blended modality.

The trend in subject-based training reveals a concentrated and phased approach, primarily focused on core subjects, with minimal attention to non-core areas. No training was conducted in FY 2018–19, but there was a major scale-up in FY 2019–20, with 192,572 teachers trained, the majority in Science (70,951) and Bangla (49,640). The FY 2020–21 and FY 2021–22 periods marked a sharp decline, though Math training saw a surge in FY 2021–22 (75,510). Training efforts regained momentum in FY 2022–23 and FY 2023–24, with English, Bangla, and Science receiving renewed focus. By FY 2023–24, the total number of teachers trained across all subjects reached 638,974, with 92% trained in core subjects. However, training in non-core subjects like Arts and Crafts, Music, and Physical Education was limited to FY 2019–20 only, indicating a lack of continued focus on holistic curriculum areas.

It is a fact that the training division generally prioritizes practical, field-driven demands when determining which training programs to implement. At the field level, core-subject-based training is often preferred, leading to a stronger focus on these areas to address immediate instructional needs. However, it is important to recognize that non-core subjects are also integral to the national curriculum and play a vital role in ensuring the holistic development of children. If training continues to disproportionately emphasize core subjects while neglecting non-core areas, the effective

⁵ <https://assignmentpoint.com/primary-school-teachers-training-in-bangladesh/>

implementation of the curriculum will remain unbalanced and incomplete. Therefore, training on both core and non-core subjects should be given due importance to promote a comprehensive and well-rounded education for all students.

Table 4.7: Number of Subject-based Training

Types	Training on	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Core Subjects	Bangla	0	49,640	700	0	39,840	56614	146,794
	English	0	44,383	600	0	35,850	51840	132,673
	Math	0	0	1,125	75,510	60,000	0	136,635
	Science	0	70,951	0	30,300	0	31680	101,251
	BGS	0	70,140	0	0	0	0	70,140
Sub-total (core subjects)		0	235,114	2,425	105,810	135,690	140,134	587,493
Non-Core Subjects	Physical Education	0	21,103	0	0	0	0	21,103
	Arts and Crafts	0	6,450	0	0	0	0	6,450
	Music	0	23,928				0	23,928
Sub-total (non-core subjects)		0	51,481	0	0	0	0	51,481
Grand Total		0	192,572	2,425	105,810	135,690	0	638,974

Source: Training Division Administrative Data

4.1.6. PSQL 6: Number of Newly Recruited Assistant Teachers who have Induction training

To ensure that newly recruited teachers are well-prepared to take on their teaching responsibilities, a 10-day induction training is provided. This training equips them with the necessary tools, pedagogical skills, and classroom strategies to facilitate a child-friendly and effective teaching-learning process. Upon completion, teachers are expected to demonstrate improved competence in classroom management, instructional delivery, and student engagement, enabling them to create a more supportive and productive learning environment from the outset.

The induction training for Assistant Teachers (ATs) between 2018–2023 shows that a total of 33,853 newly recruited ATs received induction training over six years of PEPD4. The program began with a relatively strong start in 2018–19, training 12,750 teachers. However, no training was conducted in 2019–20 and 2021–22. Training resumed in 2020–21 with 8,934 teachers, followed by a rise to 10,514 in 2022–23, before sharply dropping to only 1,655 in 2023–24.

Table 4.8: Number of Induction Training provided for ATs

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Number of Training	12,750	-	8,934	-	10,514	1,655	33,853

Source: Training Division Administrative Data

4.1.7. PSQL 7: Number of teachers receiving training on ICT in Education

The ICT in education training aims to develop teachers' basic knowledge and skills in using ICT in facilitating teaching-learning activities and develop digital learning materials and contents. Teachers are also expected to know how to conduct online classes, participate in online meeting; prepare PowerPoint presentations, use websites for professional development and do social networking. A 14-day training is provided following face-to-face and blended modality.

The implementation of ICT in Education training has shown a non-linear trend over the six-year period from FY 2018–19 to FY 2023–24, with a total of 50,830 trainings conducted. The highest number of trainings occurred in the first year (20,625 in FY 2018–19), establishing early momentum. However, the number dropped by nearly 50% in FY 2019–20 (10,180), followed by a complete halt in FY 2020–21 and FY 2021–22, largely due to the COVID-19 pandemic and logistical disruptions. Training activities resumed in FY 2022–23 with 8,025 participants, and increased to 12,000 in FY 2023–24, suggesting a return to operational normalcy and renewed focus on digital capacity-building.

Table 4.9: Training update on ICT in Education

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Number of trainings	20,625	10,180	0	0	8,025	12,000	50,830

Source: Training Division Administrative Data

4.1.8. PQSL 8: Number of PPE teachers who received PPE Induction Training

The objective of the PPE induction training is to make the newly recruited teachers, who do not have any professional training after being graduated, to understand: (i) the physical, mental, social, emotional, and linguistic development as well as the early learning processes of 5+ children; (ii) the design of the national PPE curriculum components and the teachers' role in imparting it in the classroom; (iii) classroom management strategies for PPE-aged learners; and (iv) the rules and regulation for a PPE teacher. A 15-day training following a mixed (face-to-face and online) modality is provided for newly recruited PPE teachers.

The induction training for Pre-Primary Education (PPE) teachers has experienced a start-stop trend over the six-year period of PEPD4. In FY 2018–19, a total of 6,700 PPE teachers received induction training, but there was a complete halt for four consecutive years (FY 2019–20 to FY 2022–23). This discontinuity was reversed in FY 2023–24, with a significant surge in training, where 23,324 PPE teachers were trained—almost 3.5 times higher than the number trained in FY 2018–19. The total number of trained PPE teachers across the period stands at 30,024, indicating a strong push in the most recent year to recover lost ground.

Table 4.10: Number of PPE Teachers received Induction Training

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
No. of PPE Training	6,700	0	0	0	0	23,324	30,024

Source: Training Division Administrative Data

4.1.9. PQSL 9: Number of teachers who received Curriculum Dissemination Training

Having a good curriculum is not sufficient. For its successful implementation, teachers, and supervisors need to have a clear understanding of the changes and improvements made in the intended curriculum from the previous curriculum. There is a serious cause of concern in this regard.

Curriculum dissemination training witnessed a complete absence from FY 2018–19 to FY 2022–23, with zero teachers trained during five consecutive fiscal years. However, a major breakthrough occurred in FY 2023–24, when a total of 383,700 teachers received training under this initiative. This marks a significant and strategic nationwide effort to familiarize teachers with the newly introduced curriculum.

Table 4.11: Number of teachers who received Curriculum Dissemination Training

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
No. of Training	0	0	0	0	0	383,700	383,700

Source: Training Division Administrative Data

4.1.10.PSQL 13: Number of Assistant Teacher Recruitment in GPS

The PSQL 13 measures progress in teacher recruitment to monitor if required number of teachers are recruited and rationally deployed to achieve the desired student-teacher ratio (STR). According to the PEDP4 RDDP (page 31, Sub-Component 1.3: Teacher Recruitment and deployment), a total of 61,166 teachers were planned to be recruited by June 2023, but the recruitment process was severely affected by the COVID-19 pandemic.

As of FY 2023-24, A total of **56,866** Assistant Teachers was recruited, reflecting a major investment in strengthening the primary education workforce. Recruitment was severely affected by the COVID-19 pandemic from 2019 to 2021, indicating a complete pause in hiring during these years. In contrast, recruitment surged sharply in 2022, when 37,574 teachers were appointed in a single year. This spike suggests a large-scale catch-up effort to compensate for earlier recruitment gaps and address growing classroom demands.

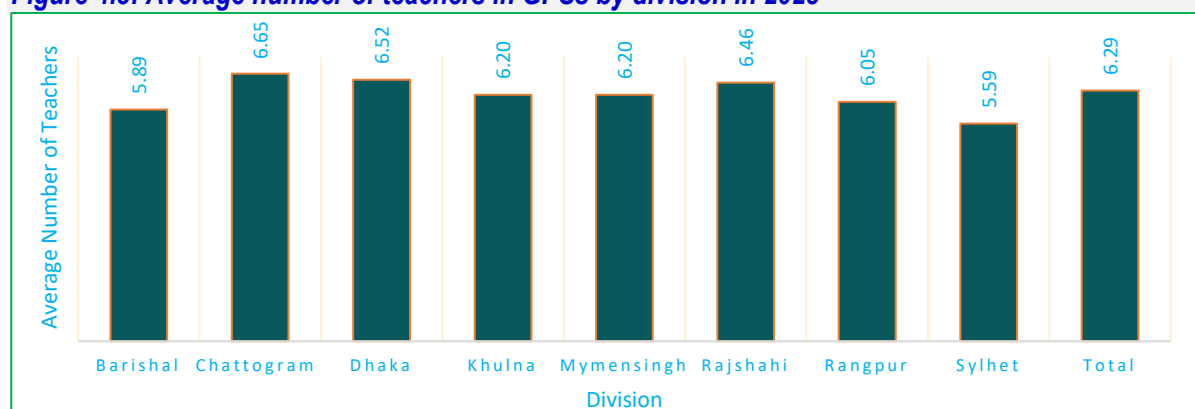
Gender distribution reveals a **consistent and strengthening emphasis on female teacher recruitment**. Of the cumulative total, **32,545 teachers (57.2%) were female**, compared to **24,321 males (42.8%)**. Female representation increased markedly in high-recruitment years, peaking at **62.1% in 2021**, before remaining above parity in subsequent years.

Table 4.12: Number of Assistant Teacher Recruitment in GPS

Year	2018	2019	2020	2021	2022	2023	Cumulative Total (PEDP4)
Male	9,577	-	-	-	14,237	507	24,321
Female	8,570	-	-	-	23,337	638	32,545
Total	18,147	-	-	-	37,574	1,145	56,866
% of Female	47.2	-	-	-	62.1	55.7	57.2

Source: Policy and Operation Administrative Data

As per data of 2023, the average number of teachers per Government Primary School (GPS) across Bangladesh stands at 6.29, indicating moderate staffing levels nationwide. However, regional disparities are evident. Chattogram (6.65), Dhaka (6.52), and Rajshahi (6.46) divisions report the highest average teacher presence per school, suggesting comparatively better staffing. In contrast, Sylhet (5.59) and Barishal (5.89) divisions have the lowest averages, falling below the national average. These discrepancies point to regional disparities that may affect the consistency and quality of education delivery.

Figure 4.3: Average number of teachers in GPSs by division in 2023

Source: APSC 2023

4.1.11. Progress on PSQL 19, 20, 21 and 31 on WASH blocks in schools

Clean, tidy, functioning and gender disaggregated WASH infrastructures are important elements of an enabling learning environment in schools and has an impact on attendance and dropout rates, especially among girls. The PSQL 19 tracks and reports on the number of schools with separate functioning WASH blocks for boys plus male teachers and girls plus female teachers under PEDP4. The PSQL 20, 21 and 31 track the number of newly built WASH blocks under PEDP4 having ramps in toilets and entrance, having menstrual hygiene facilities and having disaggregated numbers for GPSs and NNPSs. The aim is to ensure that WASH facilities are disability-inclusive and accessible to all, and gender-responsive to address school absenteeism among girls during menstrual cycle.

As per dated data, the facility of separate and functioning WASH blocks for boys and girls, including male and female teachers, made notable but slow progress during PEDP4. Against a target of 29,000 schools, a total of 11,586 schools (40%) were equipped with such facilities from 2020–21 to 2023–24. Annual progress gradually declined, with the highest number constructed in 2020–21 (3,380) and the lowest in 2023–24 (1,978), pointing to a downward trend in implementation momentum. PSQL 21 mirrors PSQL 19 in both target (29,000) and progress (11,586 blocks constructed with menstrual hygiene features).

Out of a target of 58,000 WASH block construction, only 23,172 (40%) WASH blocks have been built with ramps in both toilets and entrances by 2023–24. The number of installations peaked in 2020–21 (6,760) and steadily declined in subsequent years, ending with 3,956 WASH blocks added in 2023–24. While this reflects a focus on inclusive infrastructure, the declining rate raises concerns about sustainability.

Table 4.13: Progress on PSQL 19, 20, 21 and 31 on WASH blocks

Indicators	Target	Progress (During PEDP4)						Cumulative Progress
	During PEDP4	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
PSQL 19: Number of schools with separate functioning WASH blocks for boys plus male teachers and girls plus female teachers under PEDP4	29,000	-	-	3,380	3,226	3,002	1,978	11,586
PSQL 20: Total WASH blocks built under the PEDP4 have ramps in the toilet and entrance under PEDP4	58,000	-	-	6,760	6,452	6,004	3,956	23,172
PSQL 21: Number of newly built WASH blocks having menstrual hygiene facilities for girls	29,000	-	-	3,380	3,226	3,002	1,978	11,586

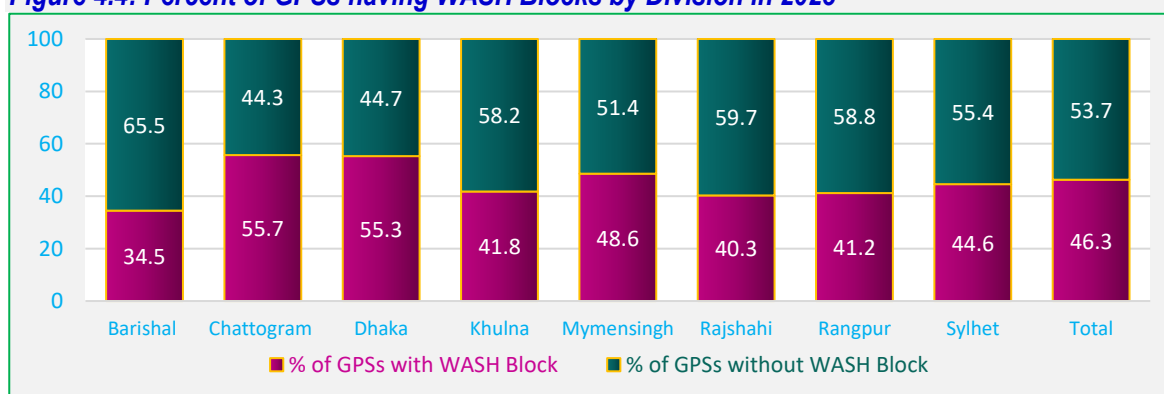
Indicators	Target	Progress (During PEPD4)						Cumulative Progress
	During PEPD4	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
PSQL 31: Number of WASH blocks (any type) in GPS + NNPS under PEPD4	58,000	-	-	6,760	6,452	6,004	3,956	23,172

Source: Administrative data from Planning and Development Division

4.1.11.1. WASH Block Status of GPSs in 2023

In 2023, the overall availability of WASH blocks in Government Primary Schools (GPSs) across Bangladesh stood at 46.3%, indicating that more than half of the schools lack adequate sanitation infrastructure. Chattogram (55.7%) and Dhaka (55.3%) recorded the highest percentage of schools with WASH blocks, both exceeding the national average. Conversely, Barishal (34.5%) had the lowest coverage, followed by Rajshahi (40.3%), Rangpur (41.2%), and Khulna (41.8%). Notably, five out of eight divisions fall below the national average, reflecting regional disparities in WASH infrastructure development. These gaps suggest the need for equitable investment in school sanitation, especially in underperforming divisions, to ensure safe and inclusive learning environments for all children.

Figure 4.4: Percent of GPSs having WASH Blocks by Division in 2023



Source: APSC 2023

In 2023, WASH block coverage in Government Primary Schools (GPSs) varied significantly by user type, revealing a skewed distribution of access. The highest proportions of WASH blocks were designated exclusively for girls (28.5%) and boys (27.6%), suggesting a focus on gender-segregated facilities for students. However, only 17.4% of WASH blocks were shared by both boys and girls, which may reflect infrastructural constraints or efforts to maintain privacy. Teacher access remains notably limited, with only 3.2% of WASH blocks exclusively for female teachers and 3.0% for male teachers. Just 10.8% serve both male and female teachers. Additionally, 9.5% of WASH blocks have access to all, which might raise concerns about privacy, and hygiene standards, especially for girls and female staff.

Table 4.14: WASH-Block Status by User Types in GPSs in 2023

User types	Boys	Girls	Boys and Girls	Female Teacher	Male Teachers	Male and female teacher	Open to all
% share	27.6%	28.5%	17.4%	3.2%	3.0%	10.8%	9.5%

Source: APSC 2023

In 2023, the vast majority of GPSs were equipped with essential hygiene infrastructure, reflecting significant progress in promoting healthy school environments. Specifically, 94.97% of WASH blocks had hand wash or soap facilities, while 93.53% had access to a water supply. This indicates that nearly all functioning WASH blocks provided the basic components necessary for maintaining hygiene practices among students and staff.

However, a small but critical gap remains: 5.03% of WASH blocks lacked hand wash facilities, and 6.46% did not have water supply, which can weaken the effectiveness of WASH interventions. To achieve universal hygiene coverage, focused efforts are required to close these remaining gaps, ensuring 100% functionality of both water and soap/hand-washing facilities across all schools, with priority given to low-performing divisions.

Table 4.15: Hand Wash facility in the WASH Blocks in 2023

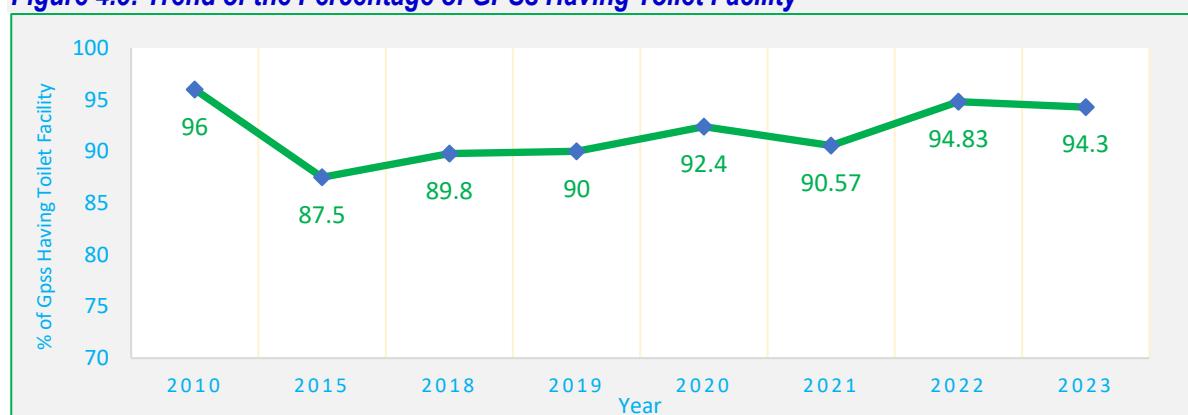
Having Facility	Hand Wash or Soap facility	Water Supply in the WASH blocks
Yes	94.97%	93.53%
No	5.03%	6.46%

Source: APSC 2023

4.1.11.2. Toilet Facility of GPSs in 2023

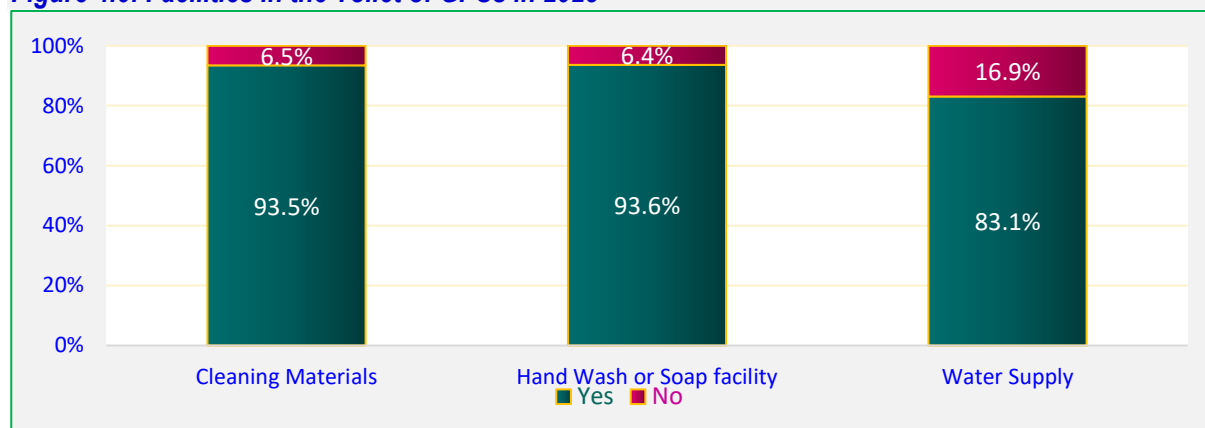
Between 2010 and 2023, the percentage of Government Primary Schools (GPSs) having toilet facilities showed a generally positive trend, with some fluctuations. The coverage stood at 96% in 2010, followed by a slide decline to 87.8% in 2015 — a low point in the series. From there, a steady recovery is observed, with coverage increasing to 92.4% in 2020 and peaking at 94.8% in 2022. In 2023, 94.3% of GPSs reported having toilet facilities, maintaining a high level of access close to pre-2010 levels.

Figure 4.5: Trend of the Percentage of GPSs Having Toilet Facility



Source: Different year's APSC

The 2023 data on facilities available in the toilets of Government Primary Schools (GPSs) reveals strong availability of basic hygiene materials, though some gaps remain. A high percentage of schools reported having hand wash or soap facilities (93.6%) and cleaning materials (93.5%), indicating commendable WASH (Water, Sanitation, and Hygiene) compliance. However, only 83.1% of schools reported having a consistent water supply, marking it as the weakest link among the three sanitation indicators.

Figure 4.6: Facilities in the Toilet of GPSs in 2023

Source: APSC 2023

4.1.12. PSQL 22: Number of newly built additional classrooms under PEDP4

The construction of additional classrooms under PEDP4 demonstrates a delayed but rapidly accelerating infrastructure response to growing enrollment pressure in Government Primary Schools. A total of 21,993 new classrooms were constructed over the program period, significantly expanding physical capacity and supporting improvements in teaching–learning conditions.

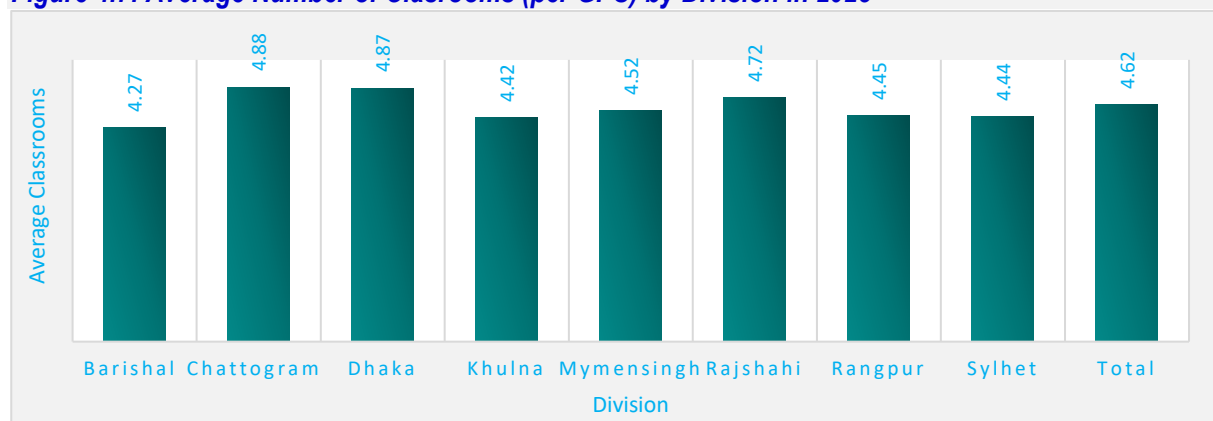
No new classrooms were built during 2018–19 and 2019–20, indicating an initial lag in infrastructure delivery. Construction activity began in 2020–21 with 1,376 classrooms, marking the transition from planning to implementation. This momentum strengthened substantially in subsequent years. The pace of construction accelerated sharply from 2021–22 onward, with 5,356 classrooms built in 2021–22 and 7,014 classrooms in 2022–23. The highest annual output was recorded in 2023–24, with 8,247 newly built classrooms, accounting for 37.5% of the total PEDP4 classroom construction. This sustained upward trend highlights a strong end-period push to address classroom shortages and overcrowding.

Table 4.16: Number of Newly Built Additional Classrooms under PEDP4

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
No. of newly built classrooms	0	0	1376	5356	7014	8247	21993

Source: Planning and Development Division of DPE

As per data of APSC 2023, the average number of classrooms per Government Primary School (GPS) stood at 4.62, reflecting overall improvement in school infrastructure across divisions. However, substantial variation exists among divisions, with Chattogram (4.88) and Dhaka (4.87) leading in classroom availability, while Barishal (4.27) and Sylhet (4.40) remain on the lower end, indicating regional disparities. These differences have direct implications for classroom crowding, learning conditions, and the ability to operate single shifts effectively.

Figure 4.7: Average Number of Classrooms (per GPS) by Division in 2023

Source: APSC 2023

4.1.13. PSQL 23: Number of newly built PPE classrooms under PEDP4

There is no scope to track the number of newly built PPE classrooms under PEDP4, as no separate construction is done for PPE separately. As per Planning and Development Division of DPE, usually, an existing classroom is used by schools as a PPE classroom. For the decoration of the PPE classrooms, DPE provides a specific fund. In the PEDP4 revised Result Matrix in the RDPP, a remark is included saying that, “This indicator should be deleted as PPE classrooms are not built separately (designated as PPE classroom). One classroom is used as the PPE classroom”.

4.1.14. Progress on PSQL 24 and 25 on water situation in schools

Availability of safe water in schools is a critical part of creating enabling learning environment in schools. Two PSQLs are there in the PEDP4 result matrix to track water situation in schools, for which annual targets are set. **PSQL 24** tracks the number of safe and functioning drinking water sources installed under the programme and **PSQL 25** tracks the percentage of schools having safe water sources.

The progress on PSQL 24 shows that a total of 21,598 safe drinking water sources were installed in government primary schools from FY 2018–19 to 2023–24 under PEDP4. The highest installation occurred in 2020–21 (6,511 units), followed by a steady, though reduced, pace in subsequent years.

The progress on PSQL 25 shows that the availability of safe drinking water in Government Primary Schools (GPSs) in Bangladesh has improved significantly over the past two decades. The percentage rose from a low 50% in 2005 to achieve 100% coverage by 2019 and 2020, reflecting successful policy implementation under various education sector programs, especially under PEDP4 as during the program a total of 21,598 water source has already been installed. However, the trend witnessed a notable decline to 93.5% in 2021, before recovering to 98.2% in 2022 and 97.8% in 2023, highlighting slight challenges in sustaining universal access.

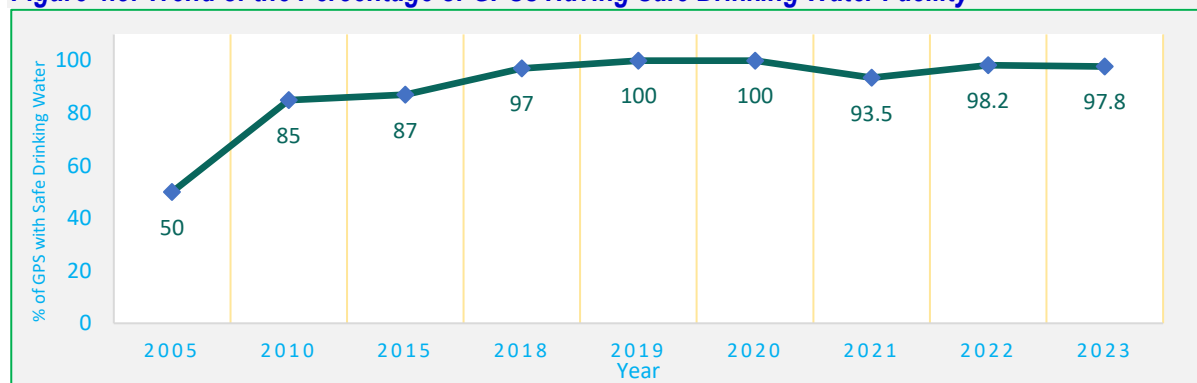
Table 4.17: Progress on water situation in schools

Indicators	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PSQL 24: Number of safe drinking water sources installed during PEDP4	400	1132	6,511	5,924	6,290	1341

Indicators	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PSQL 25: Percentage of schools that have access to safe water sources: functioning tube wells and other sources	97	100	100	93.5	98.2	97.8

Source: Planning and Development Division for PSQL 24 and PASC for PSQL 25 (Note: PSQL 24 includes all the drinking sources installed under PEPD4, GPS Project, and NNPS project.)

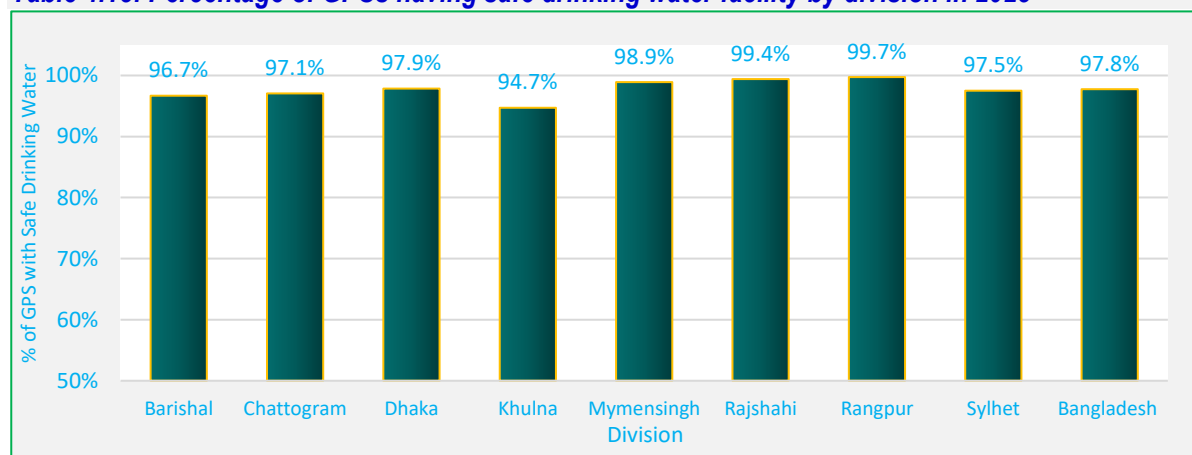
Figure 4.8: Trend of the Percentage of GPSs Having Safe Drinking Water Facility



Source: Different year's APSC reports

In 2023, the overall access to safe water sources in Government Primary Schools (GPSs) across Bangladesh remains high, with 97.8% of schools ensuring this essential facility. However, a variation in access levels across divisions highlights regional disparities. While divisions like Rangpur (99.7%), Rajshahi (99.4%), and Mymensingh (98.9%) lead with near-universal coverage, others such as Khulna (94.7%) and Barishal (96.7%) lag slightly behind the national coverage. These findings underline the need for targeted interventions to close the gap and ensure equitable access nationwide.

Table 4.18: Percentage of GPSs having safe drinking water facility by division in 2023



Source: APSC 2023

4.1.15. Progress on Out-of-School Children (OOSC) [PSQL 26, 27, 28, 29]

One of the key goals of PEDP4 as well as the SDG4 is to reduce the number of out-of-school children by creating alternative flexible learning opportunities for them to complete primary education. Accordingly, the PEDP4 incorporates 4 PSQL indicators to track progress in this area.

From FY 2018–19 to 2022–23, the program saw a significant increase in enrolling out-of-school children through Learning Centres, starting with 100,000 children in 2018–19 and reaching a peak of 460,560 in 2022–23, a 360 percent point increase over five years. This upward trend reflects strong outreach and community mobilization efforts.

Considering the number of operational Learning Centres (LCs), between FY 2018–19 and 2020–21, the number of LCs remained constant at 3,332 centers. A significant program expansion began in 2021–22 with 9,541 centers and peaked in FY 2022–23 at 15,301 centers. However, 2023–24 shows a higher reduction to just 973 centers, an over 93% reduction, which aligns with the sharp drop in OoSC enrollment and may indicate issues with funding continuity, policy change, or program closure.

Table 4.19: Progress on Out of School Children

Indicator	Particular	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PSQL 26: Number of new out-of-school children enrolled in Learning Centres	Total	100,000	93,148	93,148	317,910	460,560	24,066
	Male				158,914	241,759	13,267
	Female				158,996	218,801	10,799
	% of Female				50.0	47.5	44.9
PSQL 27: PECE pass rate of OoSC enrolled in Learning Centres				n/a	n/a	n/a	n/a
PSQL 28: Number of Learning Centres operational for out of school Children (OoSC)		3,332	3,332	3,332	9,541	15,301	973
PSQL 29: Total OoSC (new) enrolled in Learning Centres		100,000	93,148	93,148	317,910	460,560	24,066

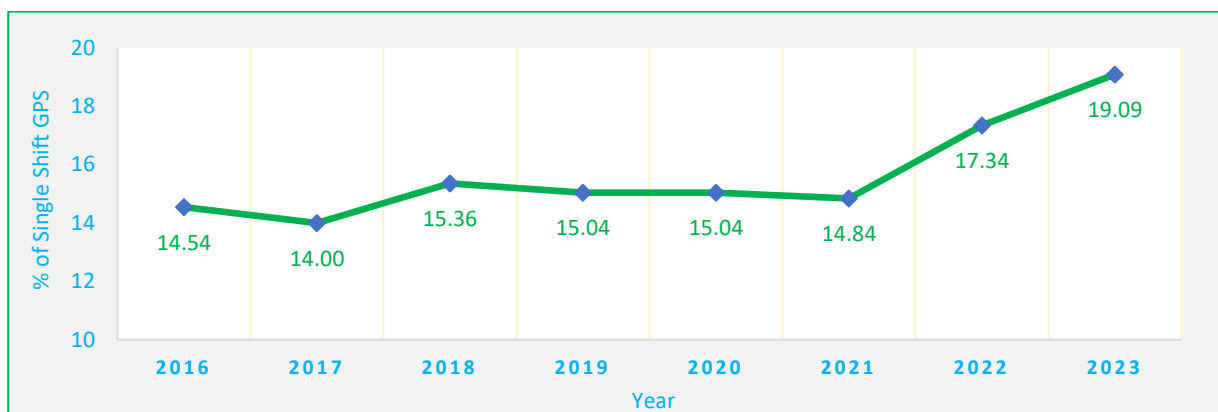
Source: BNFE Progress Report

The enrolment of out-of-school children (OoSC) in Learning Centres under PEDP4 showed dynamic progress between 2018 and 2023. The number of children enrolled rose dramatically from 100,000 in 2018 to a peak of 460,560 in 2022, reflecting 4.6 times increase. The trend highlights the program's robust expansion and commitment to reaching marginalized children. However, a drastic decline occurred in 2023, with enrollments dropping sharply to just 24,066 as the number of LCs declined to 973 in the same year.

Gender-wise, the enrolment remained equally distributed (50:50) in 2021, but a gender gap emerged over time. By 2023, male enrolment constituted 55.1% while female enrolment fell to 44.9%, raising concerns about gender equity and accessibility for girls.

4.1.16. PSQL 30: Percentage of Double Shift Schools Converted to Single Shift

One of the crucial factors for quality education is adequate contact hour. For increasing contact hours in primary schools, it is important to move from double-shift to single-shift operations. As per recent data trend, between 2016 and 2023, the percentage of Government Primary Schools (GPSs) operating in single-shift mode has shown a slow but noticeable upward trend, rising from 14.54% in 2016 to 19.09% in 2023. Overall, the percentage of Single shift GPS increased from 14.54% in 2016 to 19.09% in 2023, showing a gradual improvement, though still modest in pace considering the national target of universal single-shift operation, that is, moving to the single shift operation. Despite minor fluctuations in early years (notably a dip in 2017 and stagnation in 2020–2021), a significant acceleration occurred from 2021 onwards, particularly in 2022 and 2023, where the share increased by 2.5 and 1.75 percentage points respectively. Despite progress, over 80% of GPSs still operate in double shifts, underscoring the long road ahead for universal single-shift education. This suggests an operational push in recent years to increase the rate of conversion from double shift operation to single shift GPS to enhance learning environments by reducing shift-based limitations.



Source: APSC 2016-2023

4.1.16.1. Number of double shift schools with capacity to operate one or more grades on a single shift basis

An analysis was attempted to check the possibility of conversion from double-shift to single-shift schools with the currently available facility. Although no unique approach was suggested, the team has followed some criteria to calculate the number of schools having the conversion capacity from double-shift schools to single-shift shown in the table below. The calculation method has considered four specific criteria: the number of classrooms, the number of working teachers, the STR, and SCR to suggest the desired number of schools having the capacity to convert from double-shift to single-shift. The analysis was conducted under the assumption that a fully functional single-shift school requires a minimum of six classrooms—one allocated for pre-primary education and five for grades I to V. Correspondingly, the school must employ at least six teachers to maintain a one-teacher-per-classroom model. In addition to these physical and staffing requirements, acceptable thresholds for both Student-Teacher Ratio (STR) and Student-Classroom Ratio (SCR) were considered essential criteria.

Based on data from the Annual Primary School Census (APSC) 2023, a total of 53,052 Government Primary Schools (GPSs) were operating under a double-shift system. The following findings emerge from the application of three different conversion approaches:

- **Approach 1:** When schools meet the minimum classroom and teacher requirements, and both STR and SCR are below 30, a total of **2,004 schools** were found eligible for conversion to single-shift operation.
- **Approach 2:** Applying a more stringent threshold where STR and SCR must be less than 25, **1,382 schools** met the criteria for conversion.
- **Approach 3:** Under the most conservative approach, considering additional or stricter qualitative parameters, only **811 schools** qualified for single-shift conversion.

These findings highlight the limited but significant potential for optimizing school operations by converting selected double-shift schools into single-shift models, contingent upon current infrastructural capacity and favorable student-teacher and student-classroom ratios.

Table 4.20: No. of Existing Double-Shift Gps that can be Converted to Single-Shift Operation

Approaches	No. of GPS that can be converted into single-shift schools
Approach 1: Double-shift GPSs transform to single shift considering the following 4 criteria:	2,004 GPS (3.8 percent)

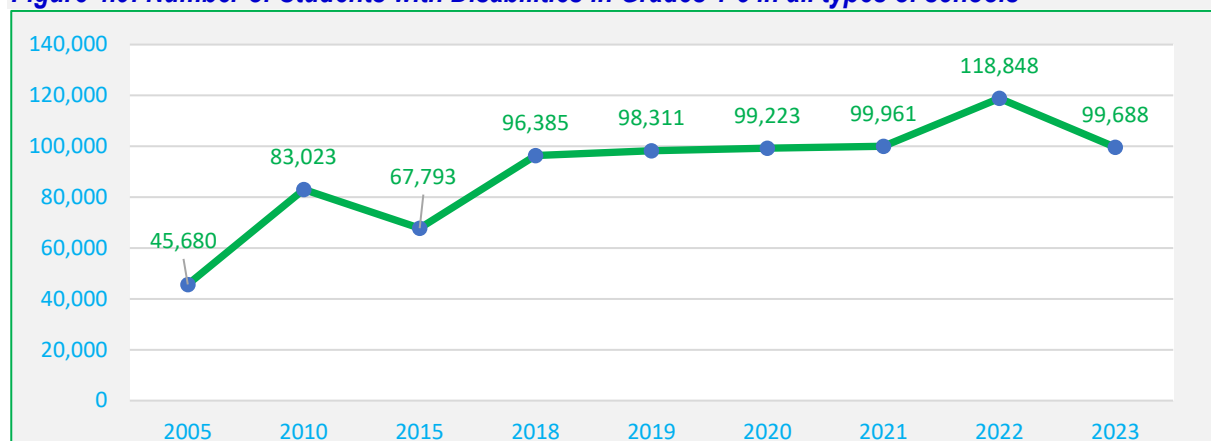
Approaches	No. of GPS that can be converted into single-shift schools
<ul style="list-style-type: none"> ▪ GPSs having 6 or more classrooms ▪ GPSs having 6 or more existing teachers ▪ GPSs having STR less than 30:1 ▪ GPSs having SCR less than 30:1 	
<p>Approach 2: Double-shift GPSs transform to single shift considering the following 4 criteria:</p> <ul style="list-style-type: none"> ▪ GPSs having 6 or more classrooms ▪ GPSs having 6 or more existing teachers ▪ GPSs having STR less than 25:1 ▪ GPSs having SCR less than 25:1 	1,382 GPS (2.6 Percent)
<p>Approach 3: Double-shift GPSs transform to single shift considering the following 4 criteria:</p> <ul style="list-style-type: none"> ▪ GPSs having 6 or more classrooms. ▪ GPSs having 6 or more existing teachers. ▪ GPSs having STR less than 20:1 ▪ GPSs having SCR less than 20:1 	811 GPS (1.5% Percent)

Source: APSC 2023

4.1.17.PSQL 37: Number of enrolled children with mild and moderate disabilities in mainstream primary schools, SDG 4.5.1

Inclusive education aims to improve equity by enabling schools to serve all children, particularly those having special education needs and disabilities, which is referred as SEND in PEDP4 context. The intention is to integrate such special-needs children through ‘mainstreaming inclusive education’. Currently, as per National Education Policy, only children with mild and moderate disabilities are enrolled in mainstream primary schools, while children with severe and profound level of disabilities are enrolled in Special schools, mainly because the mainstream school do not have resources and capacities to cater to the needs of children with severe disability conditions. However, the system remains committed to be inclusive and towards that goal, the **PSQL 37** tracks the number of students with disabilities in the mainstream schools to check if the system is becoming gradually more inclusive or there are barriers that hinder such inclusion.

As per trend of enrolled children with disability, between 2005 and 2023, the total number of children with disabilities enrolled in all types of primary schools in Bangladesh increased from 45,680 to 99,688, representing a 118% rise over 18 years. The most significant growth occurred between 2015 (67,793) and 2022 (118,848), reflecting improved awareness, better reporting, and enhanced inclusive education practices. However, in 2023, the number dropped by 19.2% (from 118,848 to 99,688), marking the sharpest single-year decline in recent history. This downward shift suggests potential setbacks in identification, enrollment, or retention of children with disabilities.

Figure 4.9: Number of Students with Disabilities in Grades 1-5 in all types of schools

Source: Different year's APSC

Gender-wise analysis shows that Between 2005 and 2023, both boys and girls with disabilities have seen increased access to primary education in Bangladesh, though boys have consistently outnumbered girls throughout the period. In 2005, 25,833 boys and 19,847 girls were enrolled, with girls comprising 43.4% of total enrollment. This gap persisted across the years despite overall growth. By 2020, the gender gap narrowed significantly, with 51,432 boys and 47,791 girls enrolled girls accounting for 48.2%, the highest proportion in the period. However, the trend reversed slightly in subsequent years: in 2023, enrollment declined for both genders to 55,071 boys and 44,617 girls, with the girls' share dropping to 44.8%. While total enrollment peaked at 118,848 in 2022, the decline to 99,688 in 2023 highlights a potential setback in inclusive education. The consistent gender gap and recent decline in enrollment point to the need for targeted strategies to sustain gains and ensure equitable access for girls with disabilities.

Table 4.21: Trend of Children with Disabilities in Primary Schools (all types of schools) by Gender

Year	Boys	Girls	Both	% of Girls
2005	25,833	19,847	45,680	43.4
2010	47,029	35,994	83,023	43.4
2015	37,535	30,258	67,793	44.6
2018	52,884	43,501	96,385	45.1
2019	54,442	43,869	98,311	44.6
2020	51,432	47,791	99,223	48.2
2021	52,159	47,802	99,961	47.8
2022	65,855	52,993	118,848	44.6
2023	55,071	44,617	99,688	44.8

Source: Different year's APSC

Trend Analysis of Enrollment of Students with Disabilities (PPE to Grade 5):

From 2015 to 2023, Bangladesh experienced a gradual increase in the inclusion of children with disabilities in primary education across all school types, although fluctuations and recent declines raise concern. In 2015, only 0.45% of the total 19.07 million students were children with disabilities. This proportion gradually rose, peaking at 0.73% in 2022, when 150,171 students with disabilities were enrolled out of 20.5 million. However, the rate slightly declined in 2023 to 0.64%, with 125,252 children with disabilities enrolled among 19.7 million students.

The percentage of girls with disabilities remained relatively stable throughout the years, hovering between 43.9% and 47.2%. The highest share of girls was noted in 2020 (47.2%), showing some

progress toward gender parity, but this did not sustain as the proportion dropped again to 44.5% by 2023.

Table 4.22: Enrolment of Student Overview with Disabilities in All Types of Schools (PPE to Grade 5)

Year	Total Students (PPE to grade 5)	Total Students with disabilities	% of students with disabilities	% of girls with disabilities
2015	19,067,761	85,204	0.45	44.1
2018	20,916,484	124,056	0.59	43.9
2019	20,122,337	124,056	0.62	44.3
2020	21,551,691	124,141	0.58	47.2
2021	20,090,057	125,136	0.62	46.9
2022	20,546,091	150,171	0.73	44.5
2023	19,713,685	125,252	0.64	44.5

4.2. Performance against the SCIs

There are 25 **Sub-Component Indicators (SCIs)** at the output level set to measure progress made against the targets and activities under the 3 components and 21 sub-components of PEDP4. Of these, some key **Sub-Component Indicators (SCIs)** are included in the subsection based on DPs' requirements. Progress towards the achievement of the SCIs against set targets is summarised below.

4.2.1. SCI 2: Percentage of schools (all school types) that display school data in a public area of the school

The SCI 2 measure the percentage of the schools display school data in respectively in a public area of the school so that it can be noticed from outside of the school. This is for ensuring accountability and transparency from the schools' side to the community. As per progress on this indicator, between 2021 and 2023, there was a steady national improvement in the percentage of schools displaying data in public areas, rising from 80.6% in 2021 to 84.0% in 2023. This upward trend suggests growing emphasis on school-level transparency and accountability across various education providers. Government Primary Schools consistently led the performance, increasing from 92.8% in 2021 to 96.4% in 2023, maintaining the highest compliance. Similarly, High Schools Attached primary and High Madrasa Attached Ebatedayee showed marked progress, rising to 80.4% and 78.1% respectively in 2023.

However, several non-government school types remained stagnant or showed declines. Notably, Shishu Kollyan schools saw a sharp drop from 74.3% in 2021 to 60.1% in 2023, and Other NGO Centers declined from 54.7% to 47.7% in the same period. Despite modest improvements, NGO Schools and Kindergartens continued to trail behind, with only 52.2% and 67.4% displaying data publicly in 2023, respectively.

Table 4.23: Percentage of Schools displaying school's Data on the public area of the school

School Type	2021	2022	2023
Govt. Primary Schools	92.8	95.8	96.4
Kindergarten	65.4	66.8	67.4
Private School	74.7	73.3	74.0
Ebtadayee Madrasa	72.3	70.0	70.3
High Schools attached Primary	74.5	79.2	80.4
High Madrasa attached Ebtadayee	74.8	76.9	78.1
NGO Schools	52.1	51.7	52.2
NGO Learning Centers	54.7	48.1	47.7
Shishu Kollyan Trust	74.3	60.5	60.1
Others	58.7	63.0	63.7
All	80.6	83.5	84.0

Source: APSC 2021-2023

4.2.2. SCI 3: Students benefiting from direct interventions to enhance learning (from Pre-Primary to primary)

To alleviate poverty and reduce inequality, improve quality of life and empowerment of women, the government has taken a groundbreaking initiative to provide stipends from April of FY 1999-2000 by

a development project and targets 40% of the poorest children in each recipient school in rural areas to ensure that all children can attend and complete the 5 years' primary education cycle. Through this project, the stipend program was launched at the rate each month of TK. 20 per student and gradually increasing the stipend rate per month of TK 75 to TK 200 according to the grade of the student. Those students are eligible for the stipends whose attendance rate of at least 85% per month is maintained and a score of at least 40% is achieved in the end-of-year examination. The program was included in the National Social Security Strategy adopted by the government in 2015. The government declared the entire country as a project area and 100% of primary education students are included in the Primary Education Stipend Project (Phase 3) without binding specific poverty map boundaries. The stipend disbursement program is conducted through the MFS system in the mobile accounts of mothers/guardians of approximately 14 million students from July 2015 under the Primary Education Stipend Project (Phase 3). This project ends on 30 June 2021 and as a sustainable method of providing stipends, instead of project-based management, special activities for providing stipends have been adopted from FY 2021-22 in revenue management under the Directorate of Primary Education (DPE). All students at government primary schools', PTI experimental schools, Children Welfare Trust operated primary schools are included in the Primary Education Stipend Program now. Note that a maximum number of 02 (two) students per family will be eligible for the primary stipend under the revenue management from FY 2021-22. Also, the expenditure on the purchase of educational materials and clothing and breakfast/lunch of the students will be covered under the primary stipend scheme. A set of Guidelines and an operational manual for the implementation of Primary Education Stipend Program to ensure the best use of stipend money by providing guidance on its administrative and financial management, monitoring and evaluation through mobile financing service through the Government to Person(G2P) payment system followed by the Finance Department was formulated and approved by MoPME and DPE.

Table 4.24: No of students benefited from direct intervention to enhance learning

Year	2018	2019	2020	2021	2022	2023
Students	1,37,11,000	1,37,11,000	1,28,79,352	1,11,84,504	1,11,87,856	1,08,08,021

Data Source: Stipend Division of DPE.

4.2.3. SCI 5: Percentage of schools that produce annual social audit report

The trend data shows a high and consistent percentage of Government Primary Schools (GPSs) producing annual social audit reports between 2019 and 2023, although a notable decline is observed from 2020 onwards. In 2019, 100% of GPSs produced social audit reports, followed closely by 99.96% in 2020. However, a sharp decline occurred in 2021, dropping to 90.34%, and the trend remained nearly stagnant in subsequent years—89.6% in 2022 and 90.3% in 2023.

Table 4.25: Trend of the percentage of schools produced annual social audit report

Year	2019	2020	2021	2022	2023
% of GPSs produce annual social audit	100	99.96	90.34	89.6	90.3

Source: APSC 2021, 2022 and 2023 (Note: APSC started to collect data since 2021)

4.2.4. SCI 8: Primary education expenditure as a proportion of education sector expenditure

This indicator is used to measure the extent of government financial commitment to the primary education subsector relative to the entire education sector. It helps track whether sufficient resources are being allocated to foundational learning, ensures alignment with national and global priorities (such as PEDP4 and SDG 4.1 on universal primary education), and supports equity by directing funds to the level of education that reaches the largest and most diverse group of learners.

The share of primary within the total education budget declined overall, reflecting shifts in budget prioritization across subsectors. In 2018–19, the primary subsector received 41.5% of the total education allocation, but this fell to 36.2% in 2020–21, the lowest during the period. Afterward, the share recovered somewhat, reaching 39.4% in 2023–24, but still below the 2018–19 level. This trend suggests that while the government continues to expand investments in both education and primary subsectors, the relative weight of primary education in the sectoral budget has decreased, possibly due to competing priorities in secondary, higher, and technical education. The recovery in 2021–22 and beyond indicates renewed attention to primary education, but not yet to earlier levels.

Overall, the data highlights that while the absolute primary budget has grown consistently (from Tk. 22,466 crore in 2018–19 to Tk. 34,722 crore in 2023–24), the relative priority within the education budget has been inconsistent, showing periods of decline and only partial recovery.

Table 4.26: Primary education expenditure as a proportion of education budget

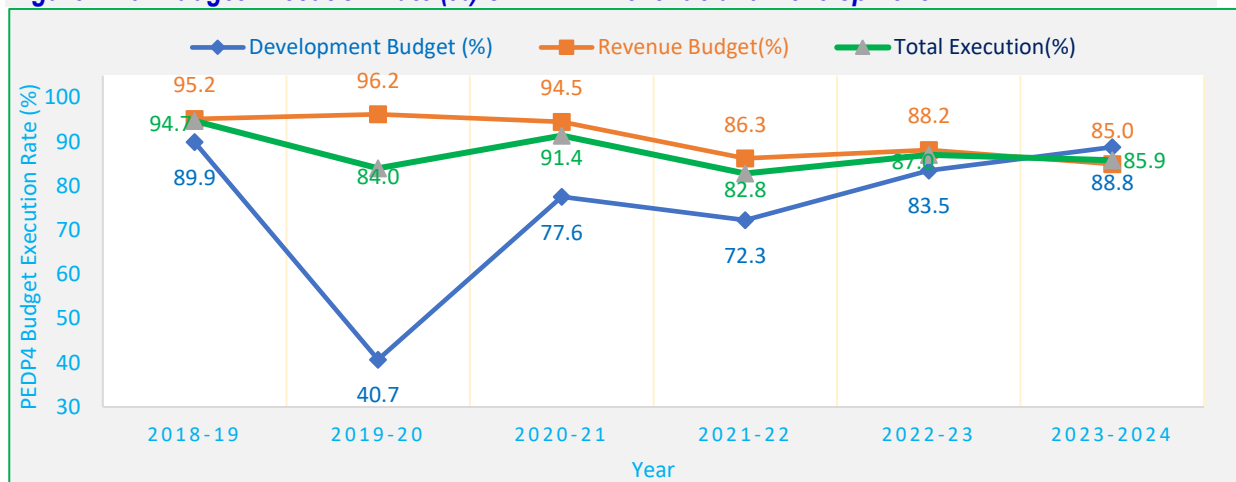
Year	Education Budget (Core TK)	Primary Budget (Core TK)	% share of primary
2018-19	54,091	22,466	41.5
2019-20	63,153	24,041	38.1
2020-21	68,828	24,939	36.2
2021-22	73,618	28,222	38.3
2022-23	8,5874	31,761	37.0
2023-24	88,163	34,722	39.4

Source: Finance Division of DPE

4.2.5. SCI 9: Execution rate of PEDP4 budget by Revenue and Development budgets

The trend of budget execution rates of PEDP4 from FY 2018–19 to 2023–24 for the primary education sector shows a fluctuating pattern, with generally high and consistent execution of the revenue budget, while the execution rate of the development budget has remained unstable and significantly lower in some years. Between FY 2018–19 and 2023–24, budget execution in the primary education sector showed strong and consistent performance in revenue expenditure, with execution rates always above 85%, reflecting effective management of recurring costs. However, development budget execution fluctuated significantly, with a sharp drop to 40.7% in 2019–20 due to pandemic-related constraints, and gradual improvement to 88.8% by FY 2023–24. Total execution rates followed these variations, dropping to 82.8% in FY 2021–22, before recovering to 85.9% in FY 2023–24. These trends highlight persistent implementation challenges in development budget, despite strong capacity in managing recurrent expenditures.

Figure 4.10: Budget Execution Rate (%) of PEDP4 Revenue and Development



Source: Finance Division of DPE

4.2.6. SCI 10: Grade-wise Dropout Rate

The dropout rate measures the proportion of students from a cohort enrolled in a given grade in a given school year no longer enrolled in the following school year. The purpose is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. DPE uses the *UNESCO Reconstruction Cohort Model* for calculating the dropout rate.

The grade-wise overall dropout rate (for both boys and girls combined) in 2023 shows a fluctuating but generally increasing trend from Grade I to Grade IV, followed by a sharp decline in Grade V. The dropout rate begins at 2.5% in Grade I, slightly increases to 2.6% in Grade II, and then rises more steeply to 3.9% in Grade III and 4.5% in Grade IV. However, the rate drops dramatically to 0.1% in Grade V, indicating that most students who reach the final grade of primary education tend to complete it. This pattern suggests that the risk of dropout increases as students move through the early to mid-primary grades, potentially due to accumulating academic, socioeconomic, or attendance-related challenges. The significant drop in Grade V dropout implies the effectiveness of terminal grade completion efforts, possibly linked to primary completion incentives or awareness among families about the importance of finishing primary education.

Gender-wise analysis shows that the grade-wise dropout rate in 2023 presents notable gender differences across the primary grades, with girls showing higher dropout rates than boys in the early grades, while boys surpass girls in the later grades, especially in Grades III and IV. In Grade I, the dropout rate is 3.0% for girls, compared to 2.0% for boys, indicating that girls are more vulnerable to dropping out at the entry level of primary education. This trend continues in Grade II, with 2.7% for girls and 2.4% for boys. However, the pattern reverses in Grade III, where boys' dropout rate sharply increases to 4.8%, compared to 3.1% for girls, a difference of 1.7 percentage points. This gap further widens in Grade IV, where 5.3% of boys drop out, while the rate for girls is 3.7%. By Grade V, dropout rates for both genders drop drastically to 0.03% for boys and 0.16% for girls, indicating high retention once students reach the terminal grade.

Table 4.27: Grade-wise Dropout Rate (%) by Gender in 2023

Gender	Grade I	Grade II	Grade III	Grade IV	Grade V
Boys	2.00	2.40	4.80	5.30	0.03
Girls	3.00	2.70	3.10	3.70	0.16

Both	2.50	2.60	3.90	4.50	0.10
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Source: APSC 2023

Grade-wise dropout trend: The trend of dropout rates in primary education from 2010 to 2023 shows remarkable overall progress, with significant reductions across all grades, though some fluctuations remain. In 2010, dropout was particularly high in Grade 1 (8.5%) and Grade 4 (12.2%), while Grade 5 also showed a concerning rate of 9.5%, reflecting challenges in both early entry retention and completion. By 2015, however, strong improvements had been achieved, as Grade 1 dropout fell sharply to 1.6% and Grade 5 to 2.1%, indicating the success of systemic interventions such as stipends, free textbooks, and awareness campaigns. The period from 2018 to 2020 marked a low point in dropout, with early grades (1–2) recording near 1% or below, while even Grade 4 declined to around 7–8%.

The years following the COVID-19 pandemic saw some setbacks. In 2021–2023, dropout in the early grades increased again, with Grade 1 rising to 2.5% and Grade 2 to 2.6%, signaling new pressures on children’s retention at the entry level. Mid-primary, particularly Grade 3, remained the most vulnerable transition point: after declining to 3.2–3.4% in 2015–2019, dropout spiked to 5.7% in 2022 before easing slightly to 3.9% in 2023. Grade 4, historically the most problematic stage with double-digit dropout in 2010, showed the most dramatic turnaround in recent years, improving to just 3.9–4.5% by 2021–2023. The strongest progress is observed in Grade 5, where dropout has been reduced almost entirely, from 9.5% in 2010 to only 0.1% in 2023, reflecting strong completion among children who reach the terminal grade.

Overall, the data highlights a decade-long success story in reducing dropout across the primary cycle, particularly at the point of completion. Yet, the resurgence of dropout in early grades after 2020 and the persistent vulnerability in Grade 3 underscore the need for renewed efforts to strengthen mid-cycle retention and support disadvantaged children in the post-pandemic period.

Table 4.28: Trend of dropout rate (%) by grade; 2010-2023

Year	Grade-wise Dropout rate (%)				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2010	8.5	3.0	7.7	12.2	9.5
2015	1.6	3.2	3.4	10.1	2.1
2018	1.9	2.7	3.4	8.4	2.5
2019	1.4	2.7	3.2	7.4	3.5
2020	1.0	1.5	4.9	7.6	2.2
2021	2.59	2.70	2.89	3.92	2.59
2022	0.6	0.2	5.7	7.6	0.20
2023	2.50	2.60	3.90	4.50	0.10

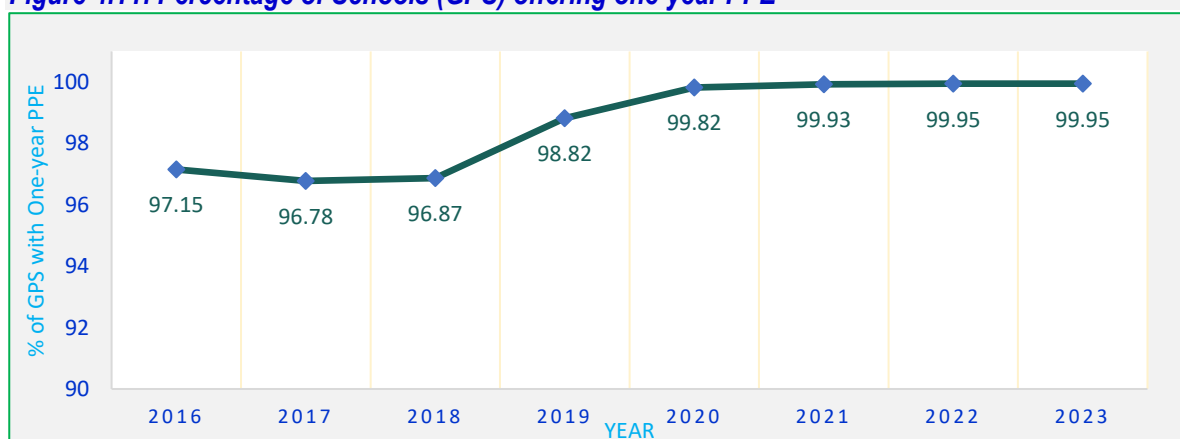
Source: Different year’s APSC

4.2.7. SCI 11: Percentage of Schools Offering One-Year PPE

Pre-primary education (PPE) has gained increasing prominence in Bangladesh's education policy landscape. Although not yet mandatory, PPE is widely recognized as foundational for school readiness for five plus children, cognitive and emotional development, and lifelong learning. In recent years, there has been a concerted effort by the government to expand and institutionalize pre-primary education, particularly through integration within Government Primary Schools (GPSs).

Between 2016 and 2024, there has been a consistent and commendable increase in the proportion of GPSs offering one-year PPE across Bangladesh. In 2016, 97.15% of GPSs provided PPE, and this figure remained relatively stable through 2017 (96.78%) and 2018 (96.87%). A significant rise began in 2019, with 98.71% coverage, followed by a steep jump to 99.82% in 2020. The trend peaked in 2021, reaching 99.93%, and since then, the figure has been maintained at 99.95% till 2023. This progression reflects the government's strong commitment to universalizing access to pre-primary education as a foundation for school readiness and early learning outcomes.

Figure 4.11: Percentage of Schools (GPS) offering one-year PPE



Source: Different year's APSC

4.2.8. SCI 13: Additional year of pre-primary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts

The Ministry of Primary and Mass Education (MoPME) in Bangladesh has announced the implementation of a two-year pre-primary education program in primary schools. This strategic move is aligned with SDG 4.2, which aims to ensure access to quality pre-primary education for all girls and boys by 2030. In accordance with the New Curriculum Framework 2021, the government commenced a two-year long pilot program in 2023 to extend pre-primary education from one to two years. This pilot program has been rolled out in 3,214 selected government primary schools nationwide for 4+ year-old children, marking a significant milestone in the advancement of early childhood education in Bangladesh.

As per divisional distribution, the highest number of pilot schools are found in Rangpur (578), Chattogram (557), and Dhaka (560) divisions, together accounting for 53.5% (1,695 out of 3,214) of the total schools involved in the pilot. In contrast, divisions like Sylhet (210), Barishal (244), and Mymensingh (264) report relatively fewer schools, making up only 22% of the total. These lower numbers may reflect resource constraints, lower school density, or implementation challenges in those areas.

The data from piloted schools implementing two-year Pre-Primary Education (PPE) shows that a total of 31,821 children aged 4+ are enrolled in the extended PPE program across 3,214 schools in eight divisions. Among them, 16,804 are girls and 15,017 are boys, indicating that girls make up 52.8% of the total enrolled children. This suggests a slight but consistent gender advantage for girls in early education enrollment across all divisions.

Table 4.29: Number of two years PPE- Piloted Schools and Status of 4+ Students

Division	Number of (Piloted) Schools	4 + Year Children in Preprimary			
		Boys	Girls	Both	% of Girls
Barishal	244	835	927	1,762	52.6
Chattogram	557	3,015	3,708	6,723	55.2
Dhaka	560	3,172	3,615	6,787	53.3
Khulna	396	1,633	1,719	3,352	51.3
Mymensingh	264	1,134	1,324	2,458	53.9
Rajshahi	405	1,965	2,045	4,010	51.0
Rangpur	578	2,178	2,270	4,448	51.0
Sylhet	210	1,085	1,196	2,281	52.4
Total	3,214	15,017	16,804	31,821	52.8

Source: APSC report 2023

4.2.9. SCI 14: Percentage of GPS have a Student Teacher Ratio of 40:1 or less

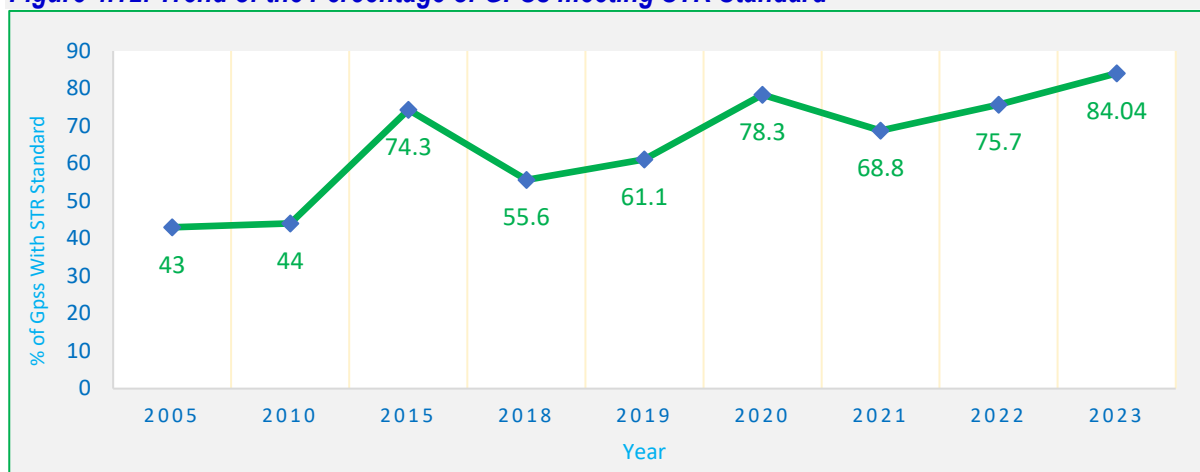
The standard of this SCI 14 under the PEDP4 is 40 students per teacher (it was 46:1 during the PEDP3 period). To calculate how many schools, achieve this standard, two different approaches are used for ASPR reporting:

- **Approach 1:** The total number of enrolled students was divided by the total number of working teachers (head and assistant teachers) for each GPS. DPE is calculated in this way and reported to the APSC and ASPR. The PEDP4 status is not comparable with previous years (beyond 2016) as the targets were different, it was 46:1 under the PEDP3 and now is 40:1 under the PEDP4.
- **Approach 2:** The total number of enrolled students was divided by the 'effective' number of working teachers (head and assistant teachers) for each GPS: to calculate the number of 'effective' teachers the number of teachers was multiplied by two in double shift schools, which assumes that all teachers teach in both shifts.

Under **Approach 1** shown in the following figure (based on total teachers), the proportion of schools meeting the STR benchmark rose from 43% in 2005 to 84.04% in 2023, reflecting a growth of over 40 percentage points. After a modest increase between 2005 and 2010 (from 43% to 44%), a remarkable jump occurred by 2015, reaching 74.3%, likely due to large-scale teacher recruitment and better deployment mechanisms. Although there was a notable dip in 2018 (55.6%), due to teacher transfers, retirements, or enrollment surges, the rate rebounded quickly, climbing to 75.7% in 2022 and finally 84.04% in 2023, showing that the system is stabilizing and catching up.

Under **Approach 2** (considering only *effective* teachers), all GPSs consistently demonstrated higher compliance, increasing from 85% in 2005 to 96.5% in 2023. Notably, the percentage of GPS satisfying STR criteria crossed the 90% threshold by 2015 (94%), and since then, has remained remarkably stable, fluctuating within a narrow band of 92.8% to 97.9% between 2015 and 2023.

Comparing the performance of GPS and NNPS, between 2005 and 2023, NNPS (Newly Nationalized Primary Schools) consistently outperformed main GPS (Government Primary Schools) in meeting the student–teacher ratio (STR) standard of 40:1 or less under both calculation approaches. For instance, in 2023, 89.86% of NNPS met the standard under Approach 1, compared to 80.12% of GPS; similarly, under Approach 2, 98.9% of NNPS complied versus 94.8% of GPS. This indicates more favorable teacher allocation or smaller class sizes in NNPS, highlighting the need for further STR improvements in traditional GPS institutions.

Figure 4.12: Trend of the Percentage of GPSs meeting STR Standard


Source: Different year's APSC

Table 4.30: Percentage of Schools that meet the STR standard

Calculation Approaches	Year	GPS	NNPS	All GPSs	Remarks
<ul style="list-style-type: none"> Approach 1: Percentage of schools (%) which meet the standard: 40 students per teacher 	2005	35.0	59.0	43.0	<ul style="list-style-type: none"> Since 2019, target is 40:1 instead of 46:1 in the PEDP3 period The number of PPE teachers and Students were considered
	2010	40.0	52.0	44.0	
	2015	76.3	52.1	74.3	
	2018	53.0	56.1	55.6	
	2019	58.4	65.1	61.1	
	2020	73.5	85.4	78.3	
	2021	73.33	62.16	68.8	
	2022	74.81	77.03	75.7	
	2023	80.12	89.86	84.04	
<ul style="list-style-type: none"> Approach 2: Percentage of schools (%) which meet the standard: 40 students per 'effective' teacher 	2005	81.0	93.0	85.0	
	2010	82.0	93.0	86.0	
	2015	95.0	94.0	94.0	
	2018	91.3	94.8	92.8	
	2019	91.3	94.6	93.3	
	2020	97.2	98.7	97.9	
	2021	94.5	95.2	94.8	
	2022	94.4	97.6	95.7	
	2023	94.8	98.9	96.5	

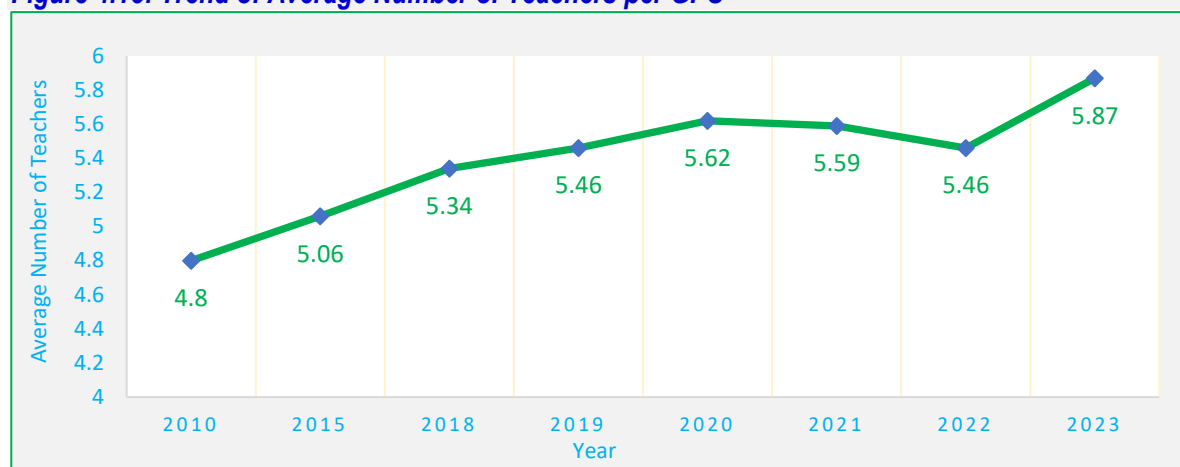
Source: Different year's APSC

4.2.9.1. Average Number of teachers in GPSs

The average number of teachers per Government Primary School (GPS) has shown a general upward trend between 2010 and 2023, reflecting sustained efforts to improve teacher deployment. Starting from 4.8 teachers per school in 2010, there was a steady rise to 5.06 in 2015, and further to 5.34 in 2018. This positive trajectory continued, peaking at 5.62 in 2020. However, a slight dip occurred in 2021 (5.59) and 2022 (5.46), potentially indicating recruitment delays or teacher attrition as no new teachers recruited after COVID-19 pandemic closure till reopen the schools and administrative

functioning. Encouragingly, the number rebounded in 2023, reaching a record high of 5.87 teachers per GPS as a new batch of assistance teachers were recruited and strengthened the teaching workforce.

Figure 4.13: Trend of Average Number of Teachers per GPS



Source: Different year's APSC

4.2.9.2. Working Teachers Distribution by schools

The distribution of working teachers of GPS across Bangladesh in 2023 reveals a wide variation in staffing levels. The largest proportion of schools had five to six teachers, with 17,834 schools (27.21%) staffed with five teachers and 18,481 schools (28.20%) with six teachers, together accounting for over 55% of all schools. This reflects devotion to the standard deployment and distribution of teacher's norm for average-sized primary schools.

A moderate proportion of schools had seven to ten teachers, including 6,897 schools (10.52%) with seven, 3,924 (5.99%) with eight, 2,255 (3.44%) with nine, and 1,346 (2.05%) with ten teachers—indicating larger schools likely serving higher enrolment or remote catchments. At the lower end, extremely understaffed schools persist: 133 schools had only one teacher, and 633 had two teachers, totaling 766 schools (1.17%) operating with minimal human resources. Such conditions severely impact on classroom instructional quality and multi-grade management. Similarly, at the upper extreme, very few schools had exceptionally high numbers of teachers—for instance, only 1 school reported 26 or 28 or 32 or 38 teachers, indicating outlier institutions likely to be demonstration or laboratory schools.

Table 4.31: No. of GPS by Working Teachers in 2023

By Number of Teachers	No of GPSs	% of Total	By Number of Teachers	No of GPSs	% of Total
1	133	0.20%	16	69	0.11%
2	633	0.97%	17	37	0.06%
3	2720	4.15%	18	23	0.04%
4	9442	14.41%	19	22	0.03%
5	17834	27.21%	20	9	0.01%
6	18481	28.20%	21	11	0.02%
7	6897	10.52%	22	6	0.01%
8	3924	5.99%	23	2	0.00%
9	2255	3.44%	24	5	0.01%
10	1346	2.05%	25	4	0.01%

By Number of Teachers	No of GPSs	% of Total	By Number of Teachers	No of GPSs	% of Total
11	750	1.14%	26	1	0.00%
12	448	0.68%	28	1	0.00%
13	264	0.40%	32	1	0.00%
14	137	0.21%	38	1	0.00%
15	82	0.13%	Grand Total	65538	100%

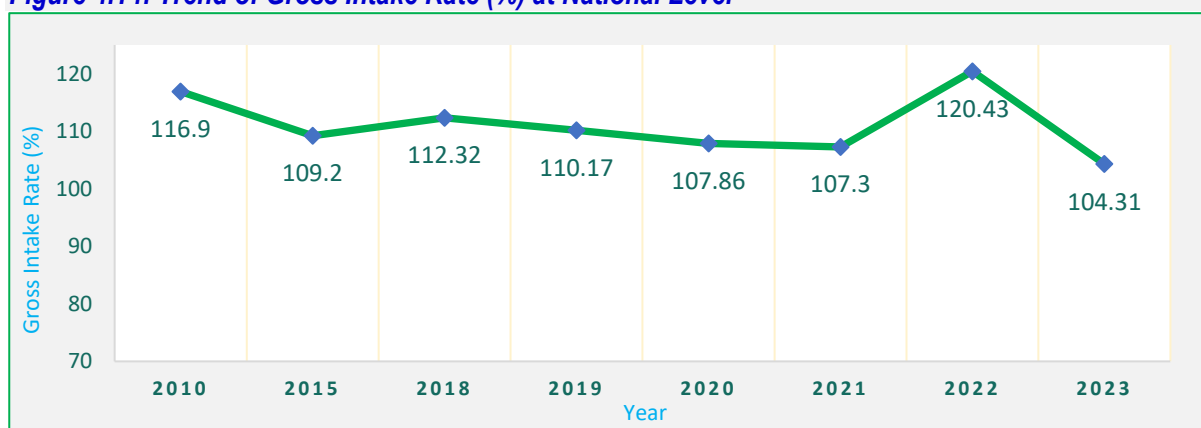
Source: APSC 2023

4.2.10. SCI 19: Gross Intake Rate (GIR)

Gross intake rate (GIR) is defined as the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age (6 years in Bangladesh). It indicates the general level of access to primary education and the capacity of the education system to provide access to the first grade regardless of the official school-entrance age population.

At national level, between 2010 and 2023, Bangladesh saw notable fluctuations in its Gross Intake Rate (GIR) for primary education. In 2010, the GIR stood at 116.9%, indicating a high intake level, which includes overage and underage children beyond the official age (6 years) for entry into Grade 1. By 2015, the rate had declined to 109.2%, reflecting a shift towards more age-appropriate enrolment. The GIR continued to stabilize in the following years, with 112.32% in 2018, 110.17% in 2019, and 107.86% in 2020, a downward trend indicating more efficient enrolment practices. In 2021, the GIR further declined slightly to 107.3%, but a dramatic spike occurred in 2022, when the rate surged to 120.43%. Post-COVID school recovery efforts played a role to this GIR jump. However, the rate dropped again to 104.31% in 2023, suggesting a return to more normalized, possibly age-aligned enrolment patterns.

Figure 4.14: Trend of Gross Intake Rate (%) at National Level

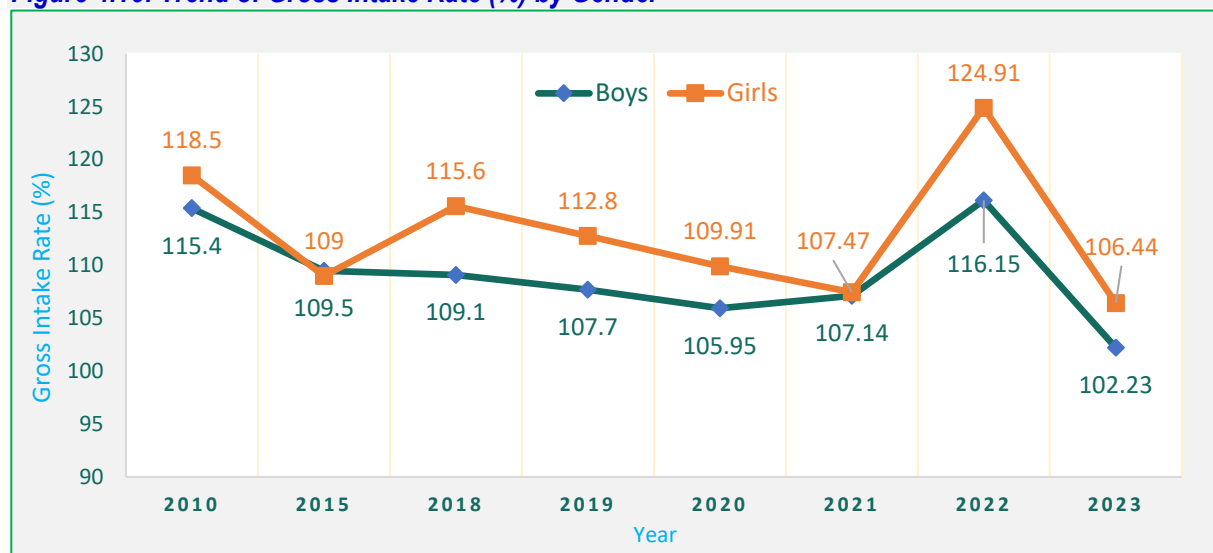


Source: Different year's APSC

Analyzing GIR trend for boys and girls, it is evident that from 2010 to 2023, the Gross Intake Rate (GIR) trends for both boys and girls in Bangladesh reveal significant shifts with periods of convergence and divergence. In 2010, girls (118.5%) already surpassed boys (115.4%), marking an early advantage in access. However, by 2015, both genders nearly equalized with boys at 109.5% and girls at 109.0%, reflecting improved gender parity in intake. A notable divergence re-emerged in 2018, where girls surged ahead again at 115.57% compared to boys at 109.07%. The gender gap widened further in 2019 and 2020, with girls maintaining a higher intake: 112.8% vs. 107.65% in 2019, and 109.91% vs. 105.95%

in 2020. In 2021, the rates slightly converged again (girls: 107.47%, boys: 107.14%), showing a temporary balance. However, the most dramatic difference occurred in 2022, where girls' intake skyrocketed to 124.91%, while boys reached only 116.15%, a gap of nearly 9 percentage points, reflecting intense focus on recovering girls' education post-pandemic. By 2023, the rates normalized slightly with girls at 106.44% and boys at 102.23%, though the gender gap (4.21 points) persisted.

Figure 4.15: Trend of Gross Intake Rate (%) by Gender



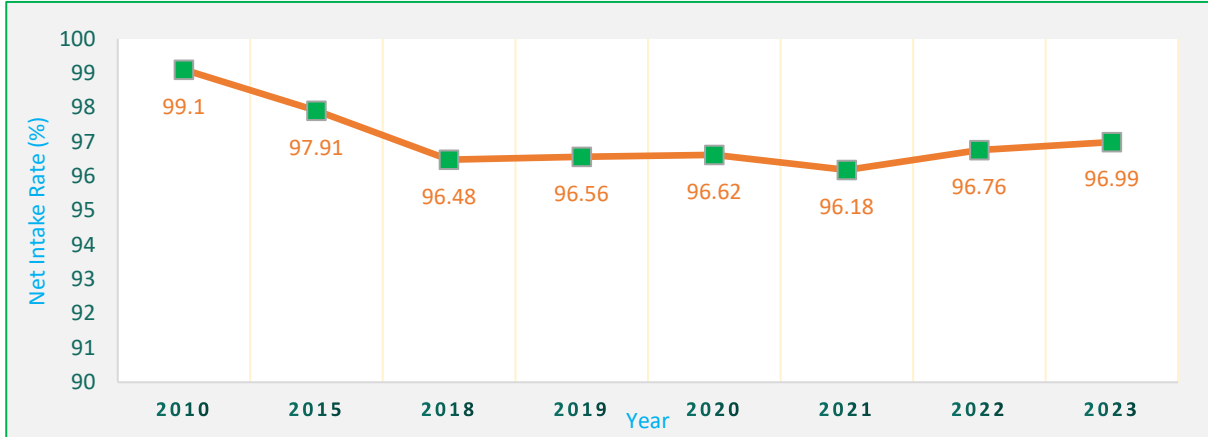
Source: Different year's APSC

4.2.11. SCI 20: Net intake rate (NIR)

The NIR measures the total number of new entrants in the first grade of primary education who are official primary school-entrance age (6 years in Bangladesh) expressed as a percentage of the population of the same age. NIR has precisely measured the access to primary education by the eligible population of primary school-entrance age. A high NIR indicates a high degree of access to primary education for the official primary school entrance-age children. A NIR of 100% is a desired condition for the policy goal of universal primary education.

The Net Intake Rate (NIR) at the national level in Bangladesh has shown consistently high performance, maintaining levels above 96% since 2015. In 2010, the NIR stood at 99.1%, indicating near-universal enrolment of 6-year-old children in Grade 1. However, there was a slight decline observed in the subsequent years, with the NIR dipping to 96.18% in 2021, likely influenced by COVID-19 disruptions and school closures. Promisingly, the rate has since recovered modestly, reaching 96.99% in 2023, reflecting ongoing efforts to bring children into school at the right age. Despite this slight fluctuation, the trend reflects a stable and resilient enrolment system that quickly rebounded from pandemic-influenced decline. The relatively high and consistent rates suggest that the country is maintaining strong access to primary education, with minimal deviation in age-appropriate entry.

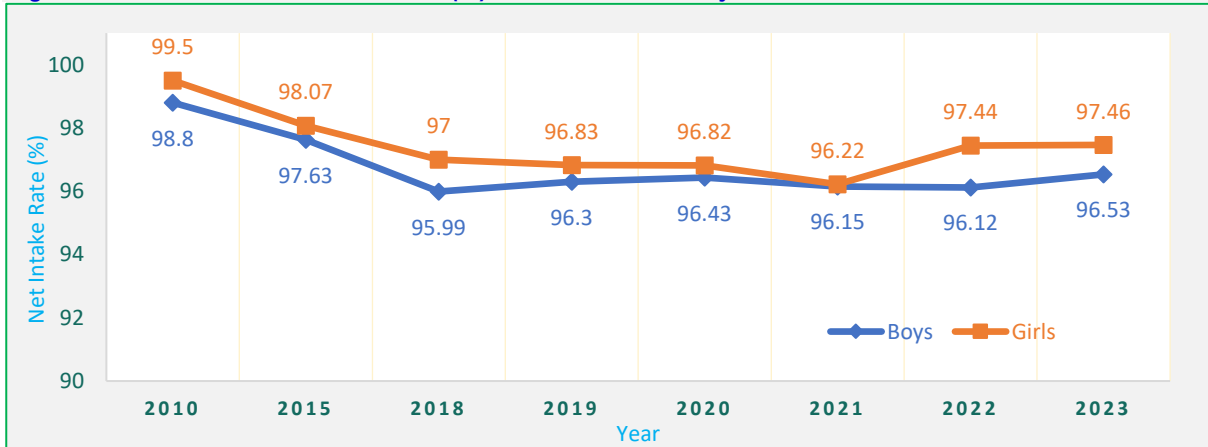
Figure 4.16: Trend of Net Intake Rate (%) at national level



Source: Different year's APSC

The gender-disaggregated trend in Net Intake Rate (NIR) from 2010 to 2023 reveals consistently higher intake rates among girls compared to boys, indicating steady efforts toward gender equity in school entry. In 2010, the NIR was 99.5% for girls and 98.8% for boys, showing an initial gap of 0.7 percentage points. This pattern of female advantage continued in subsequent years. By 2015, the rate declined slightly for both genders but remained in favor of girls (98.07% vs. 97.63%). From 2018 onward, both genders saw a gradual decline, with girls maintaining a lead. For instance, in 2020, girls had an NIR of 96.82%, while boys were at 96.43%. The post-pandemic period further emphasized this trend: in 2022, girls' NIR rose to 97.44% compared to boys' 96.12%, suggesting greater efforts to reintegrate girls into school following COVID-19 disruptions. By 2023, this gap remained consistent, with girls at 97.46% and boys at 96.53%, implying successful outreach and enrollment strategies for female students.

Figure 4.17: Trend of Net Intake Rate (%) at National Level by Gender



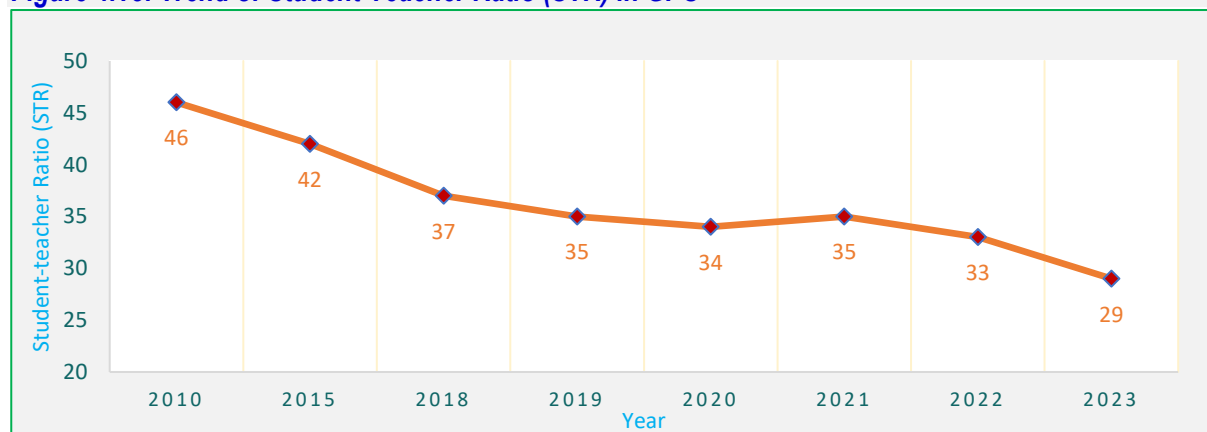
Source: Different year's APSC

4.2.12. SCI 24: Student-Teacher Ratio (STR)

The Student-Teacher Ratio (STR) is a fundamental indicator in education that measures the average number of students per teacher in a school, district, or education system. A low STR is not just a number; it is a powerful driver of better learning, fairer opportunities, and sustainable teacher well-being that must be supported by teacher quality, adequate training, and learning materials to have real impact.

As per recent data trend of STR in GPS, between 2010 and 2023, the STR in GPSs showed a consistent downward trend, indicating improved teacher availability and more favorable learning conditions. In 2010, the STR was 46 students per teacher, which gradually decreased to 42 in 2015 and 37 in 2018, reflecting steady investments in teacher recruitment. By 2019, the STR dropped further to 35, followed by a slight dip to 34 in 2020. Although there was a minor increase back to 35 in 2021 due to disruptions in recruitment during the COVID-19 pandemic. Post-pandemic recovery was evident, with STR falling to 33 in 2022 and reaching a record low of 29 in 2023. This marks a significant improvement, suggesting a substantial shift toward smaller class sizes and better individual attention for students.

Figure 4.18: Trend of Student-Teacher Ratio (STR) in GPS



Source: Different year's APSC

In 2023, the Student–Teacher Ratio (STR) across Government Primary Schools showed significant district-level disparities. At the low end of the ratio (indicating better teacher availability), Jhalokathi led the country with an STR of 16, followed by Rangamati (17), Pirojpur (18), Barguna (19), and Khagrachhari (21). These districts reflect strong teacher deployment relative to student numbers. On the opposite end, Brahmanbaria recorded the highest STR in the country at 43, more than 2.5 times Jhalokathi's level, signaling a potential shortage of teachers relative to student enrollment. Other high-STR districts include Cumilla (39), Narayanganj (38), Dhaka (37), and Rajbari (36), where larger class sizes may challenge effective teaching and learning.

Table 4.32: Top and Bottom 5 Districts with STR in GPS in 2023

Top 5 Districts with STR		Bottom 5 Districts with STR	
District	STR	District	STR
Jhalokathi	16	Brahmonbaria	43
Rangamati	17	Cumilla	39
Pirojpur	18	Narayanganj	38
Barguna	19	Dhaka	37
Khagrachhari	21	Rajbari	36

Source: APSC 2023

4.2.13. SCI 25: Enrolled disadvantaged children in mainstream primary education in GPS and NNPS

The recent data trend shows that the number of children with disabilities enrolled in Grades 1–5 in Government Primary Schools (GPS) declined by nearly 50%, from 83,023 in 2010 to 42,172 in 2023.

The reduction was consistent, with the lowest point recorded in 2021 at 37,340, suggesting pandemic-related disruptions in school access for children with disabilities. While numbers increased slightly in 2022 (49,787), they again fell in 2023, indicating challenges in sustaining post-pandemic recovery. Girls consistently made up about 44–45% of students with disabilities. From 2010 to 2023, the proportion of girls among children with disabilities in GPS rose marginally from 43.4% (35,994 out of 83,023) to 44.9% (18,938 out of 42,172). This small but steady increase of 1.5 percentage points over 13 years suggests that while boys consistently remain the majority, gender representation has remained relatively balanced, with no significant disparity.

Table 4.33 : Trend of Children with Disabilities in GPSs (Grade 1-5)

Year	Boys	Girls	Both	% of Girls
2010	47,029	35,994	83,023	43.4
2015	37,535	30,258	67,793	44.6
2018	33,658	27,689	61,347	45.1
2019	31,348	25,446	56,794	44.8
2020	26,807	21,985	48,792	45.1
2021	20,444	16,896	37,340	45.2
2022	27,384	22,403	49,787	45.0
2023	23,234	18,938	42,172	44.9

Source: Different year's APSC

Chapter 5: Performance against DLIs

5.1. Area and Year-wise DLI targets Across Program Years

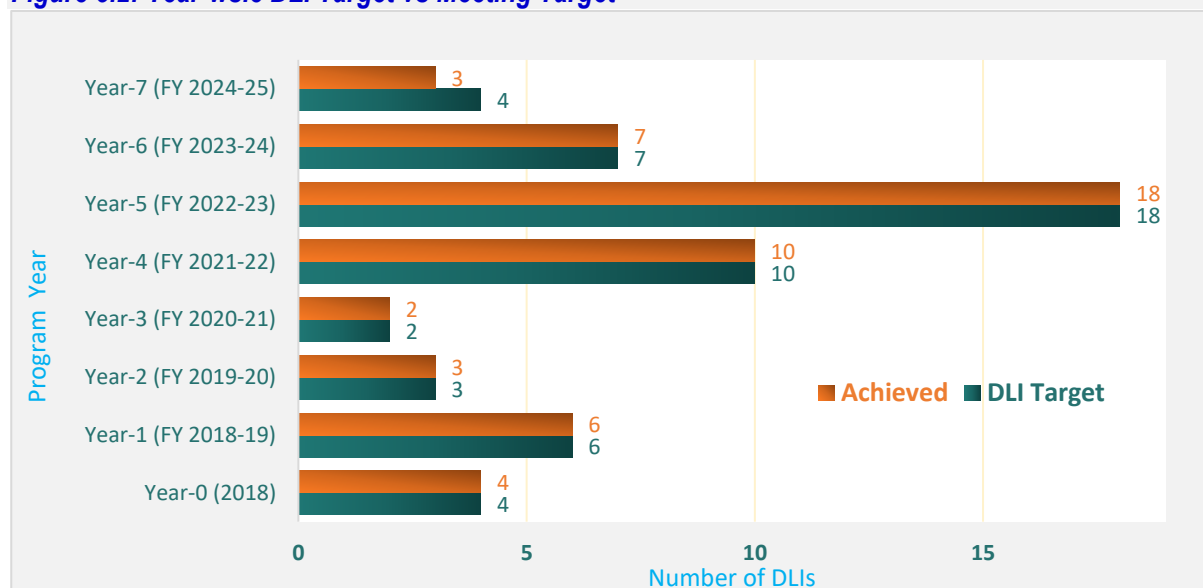
"Disbursement-linked indicators (DLIs)" refer to mutually agreed indicators between the Government of Bangladesh (GoB) and Development Partners (DP). DLIs are performance-based indicators used in results-based financing to link the release of funds directly to the achievement of agreed results rather than the completion of activities. Under a DLI approach, the government (GoB) and the Development Partner (DPs) jointly define clear, measurable indicators with time-bound targets and associated disbursement amounts. The implementing agency then undertakes necessary actions (such as system strengthening, policy implementation, data collection, or service delivery improvements) to achieve the agreed targets. Once a target is reached, achievement is assessed and confirmed through an independent verification process using credible data sources and agreed methodologies. Upon successful verification, the corresponding funds are disbursed, either fully or partially depending on the level of achievement, thereby reinforcing accountability, incentivizing performance, and promoting sustainable institutional reforms.

In accordance with the updated DLI matrix within the RDPP of PEDP4, there are a total of **54** DLI targets for the entire program duration. Of these, 53 DLI targets have been achieved during the data collection and reporting period of the ASPR 2024 and **One DLI (Target 9.6: ISP under updated ODCBG has been implemented.)** has been partially achieved. This indicates almost 100 percent achievement of DLI Target.

Figure 5.1: DLI area-wise targets across program years

DLIs	Year-wise DLI Targets								
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
DLI 1: Curriculum revision and textbook development	1	-	-	-	1	-	-	1	3
DLI 2: Assistant teacher recruitment and deployment	1	-	-	-	-	2	-	-	3
DLI 3: Teacher Education and Continuous Professional Development	1	1	-	-	1	7	3	1	14
DLI 4: Examinations and assessments	-	-	-	-	-	2	2	-	4
DLI 5: Need based Infrastructure Development	1	-	-	-	-	-	1	1	3
DLI 6: Education opportunities for out of school children (OOSC)	-	1	-	-	2	3	-	-	6
DLI 7: Fiduciary system and budget	-	1	1	1	1	1	-	-	5
DLI 8: Data system, monitoring, and accountability	-	1		1	1	1	-	-	4
DLI 9: Institutional strengthening	-	2	2	-	2	1	-	1	8
DLI 10: Pre-primary Education	-	-	-	-	-	1	-	-	1
DLI 11: Education in Emergencies (EiE)	-	-	-	-	2	-	1	-	3
Total	4	6	3	2	10	18	7	4	54

Figure 5.2: Year-wise DLI Target vs Meeting Target



Note: DLI updates till December 2025

Table 5.1: Status of DLI targets of PEDP4 for different years

Implementation Year	DLI Target	Achieved	Met
Year-0 (2018)	4	4	4
Year-1 (FY 2018-19)	6	6	6
Year-2 (FY 2019-20)	3	3	3
Year-3 (FY 2020-21)	2	2	2
Year-4 (FY 2021-22)	10	10	10
Year-5 (FY 2022-23)	18	18	18
Year-6 (FY 2023-24)	7	7	7
Year-7 (FY 2024-25)	4	3 (one DLI is partially met)	3
Total	54	53	53

5.2. Progress on DLIs

It is noted that updates on the Disbursement-Linked Indicators (DLIs) for **Year 6** and **Year 7** were provided in December 2025.

Table 5.2: DLI-wise progress and status

DLI Target	Progress/Status								
DLI 1: Curriculum revision and textbook development									
<i>Year-wise of Number of DLI</i>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
	1	-	-	-	1	-	-	1	3
Year 0	Met								
DLI Target 1.1: An action plan for curriculum revision, textbooks teaching learning materials development approved	NCTB prepared an action plan that included curriculum revision, and textbook and teaching learning materials development. The plan also indicated that the curriculum revision will be preceded by a need assessment and a situational analysis. The plan was approved by MoPME on 5 December 2018.								
Year 4	Met								

DLI Target	Progress/Status
<p>DLI Target 1.2: PPE and Grades 1-5 curriculum has been revised</p>	<p>As per the requirements of the protocol of DLI target 1.2, two studies (i. situation analysis and need assessment for curriculum revision; and ii. an effectiveness study on the implemented curriculum) had to be completed. Subsequently, the pre-primary and grade 1-5 curricula had to be harmonized and revised reflecting the findings of these two studies. Based on the recommendations of these two studies, the revised curricula were to be approved by MoPME/National Curriculum Coordination Committee (NCCC) by 30 June 2022.</p> <p>According to the RVR and evidence provided, the two studies were dully conducted by the National Curriculum and Textbook Board (NCTB), and a consolidated report was published in November 2019. Following that, both the grade 1-5 and pre-primary curricula were revised and approved by NCCC on 23 March 2022 and 22 June 2022 respectively.</p>
<p>Year 6</p> <p>DLI Target 1.3: Preprimary (PPE) and Grades 1-5 textbooks and teaching learning materials have been developed as per revised curriculum.</p>	<p><u>Met</u></p> <ul style="list-style-type: none"> ■ The National Curriculum and Textbook Board (NCTB) has developed and revised textbooks, teaching learning materials (TLMs), and supplementary reading materials (SRMs) for pre-primary and primary grades 1-5 followed based on the revised curriculum 2022 and revised curriculum 2021 respectively. ■ The MoPME formed the National Curriculum Coordination Committee (NCCC) for textbook approval through evaluation, and NCTB formed sub-committees and deployed writers in 2020 to develop the materials. ■ A 20-member National Curriculum Coordination Committee (NCCC), led by the Secretary of the MoPME, oversees this process. ■ The National Curriculum and Textbook Board (NCTB) initiated the development of new textbooks, teaching materials (Teacher's Guide or TG), and supplementary reading materials (SRM) for pre-primary and grades 1-5 students as per an Action Plan (January 2020 to August 2024). ■ NCTB, with MoPME approval, appointed subject-specific writers to develop textbooks, TLMs, and SRMs for pre-primary and grades 1-5. SRMs were also identified and developed by an expert committee under NCTB. TLMs and SRMs for pre-primary were initially developed in September 2023. ■ A total of 20 (10 for 4+ PPE and 10 for 5+ PPE) storybooks for pre-primary and 10 story books for grades 1-5 have been developed by NCTB. Besides, a total of 173 story books as SRMs for grades 1-5 were identified by NCTB. NCTB held a national workshop to finalize textbooks, TLMs, and SRMs for pre-primary. Experimental textbooks for grades 1-3 were developed in 2023 and revised in October 2024. ■ NCTB approved experimental textbooks for pre-primary and grades 1-3. Textbooks for pre-primary by the NCCC in July 2023, and experimental textbooks for grades 1-3 were approved in 2023 and distributed in 2024, based on the revised 2021 curriculum. ■ The revised textbooks for grades 1-5 were approved by the NCCC in October 2024 and endorsed by MoPME in October 2024 as confirmed by a MoPME letter. MoPME also approved the revised textbooks for PPE in December 2024. ■ TLMs for pre-primary for grades 1-5 and SRMs for both pre-primary and grades 1-5 were completed, finalized and approved in October 2024. ■ The RVR states that the salient features of the revised curriculum 2021 and 2022 have been incorporated in the newly developed textbooks, TLMs and identified SRMs.
<p>DLI 2: Assistant teacher recruitment and deployment</p>	

DLI Target	Progress/Status								
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
<i>Year-wise of Number of DLI</i>	1	-	-	-	-	2	-	-	3
Year 0 DLI Target 2.1: Recruitment plan for Assistant Teachers prepared and approved	Met DPE developed a teacher recruitment plan for assistant teachers and MoPME approved the plan on 12 December 2018. The plan included the recruitment strategy and process, number of assistant teachers targeted to be recruited, program target for STR.								
Year 5 DLI Target 2.2: 75% of the end of program target has been achieved as per assistant teacher (AT) recruitment plan	Met During the PEDP4 period, DPE recruited a total of 55,721 teachers, which is 91.1% of the recruitment plan approved in Year 1. The target was overachieved by 20%.								
Year 5 DLI Target 2.3: At least 75% of GPS have a Student Teacher Ratio of 40:1 or less	Met As per APSC in different years, it is evident from findings that STR shows a declining trend. According to APSC 2022, the STR was 33:1 compared to 35:1 in 2021. Out of 65,565 GPSs, around 75.72% (49,643 GPSs) of the schools met the condition of having one teacher for every 40 students or less to offer the best teaching environment for the children in the Government Primary Schools.								
DLI 3: Teacher Education and Continuous Professional Development									
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
<i>Year-wise of Number of DLI</i>	1	1	-	-	1	7	3	1	14
Year 0 DLI Target 3.1: DPEd training plan approved	Met A training plan for DPEd was prepared by NAPE and approved by MoPME on 18 November 2018. The plan initially included annual activities, targets and timeline for revising the DPEd curriculum, and targeted number of teachers for delivering DPEd. The plan was further strengthened by adding (i) a set of strategies and related activities to address the findings of the assessment of the requirements for double shifting (including specific time bound actions to address the identified gaps in personnel, infrastructure, equipment and quality assurance); and (ii) a section which projects the time a newly recruited teacher waits for initial training, and shows how the planned activities will achieve the proposed waiting period.								
Year 1 DLI Target 3.2: CPD framework and plan developed and approved	Met A Continuous Professional Development (CPD) framework preceded by a CPD study was developed by DPE and approved by MoPME on 30 June 2019 and uploaded on to the DPE website.								
Year 4 DLI Target 3.3: CPD implementation plan approved, and training has been started as per approved plan	Met An implementation plan for Continuous Professional Development (CPD) was developed based on the approved CPD framework which was a Year 1 DLI target. The CPD Implementation plan was approved by the Director General of DPE on June 23, 2022. As per DLI requirements, DPE delivered 28% of the CPD trainings against the program targets set during the commencement of PEDP4. However, the field-level sample survey found the achievement to be at 26%, which is still well above the DLI target (15%). The CPD training was conducted mostly in person, with a small portion delivered virtually during the COVID-19 closure. For meeting quality standards of the training, DPE used pre and post-test questionnaires, teacher's assessment sheets, and training reports, etc.								
Year 5 DLI Target 3.4: Revised DPEd curriculum has been approved by MoPME.	Met DPE, in collaboration with NAPE, revised the DPEd curriculum based on the DPEd effectiveness study recommendations, and lessons learned from the implementation of the DPEd.								

DLI Target	Progress/Status
	<p>The revised DPEd curriculum reflected the updated teacher training curriculum that meets the needs of delivering the preprimary and primary national curriculum.</p> <p>MoPME approved the revised DPEd curriculum on June 22, 2023.</p>
<p>Year 5</p> <p>DLI Target 3.5: DPEd has been implemented according to the plan with 50% of the teachers without DPEd/C-in-Ed trained.</p>	<p>Met</p> <p>At the beginning of PEDP4, the total number of teachers without DPEd/C-in-Ed was 66,867, and up to June 2023, number of new teachers recruited was 39,231. During PEDP4 period, a total of 78,906 teachers received either DPEd or C-in-Ed. This calculates that more than 56 per cent of teachers received the training.</p>
<p>Year 5</p> <p>DLI Target 3.6: At least 30 percent primary school teachers and teacher educators have completed CPD training as per the implementation plan.</p>	<p>Met</p> <p>As per the DPE's administrative report, more than 30 per cent of CPD training target was achieved by Year 5 of PEDP4. Out of a total of 3,87,727 teachers, 2,25,145 teachers (58%) have received at least one of the trainings conducted under the approved CPD implementation plan.</p>
<p>Year 5</p> <p>DLI Target 3.7: Specialized training program for preprimary teachers developed toward contributing to the revised Diploma in Primary Education (DPEd) curriculum under PEDP4 and approved by MoPME</p>	<p>Met</p> <p>A specialized training package for Preprimary Education (PPE) teachers was developed by DPE, in collaboration with NCTB and NAPE. The package includes a set of standards for the PPE, a training plan, and a manual.</p> <p>This specialized training builds on existing induction training for the PPE teachers and contributes to the revised DPEd curriculum.</p> <p>MoPME approved the training manual and training plan on April 18, 2023, and May 22, 2023, respectively.</p>
<p>Year 5</p> <p>DLI Target 3.8: At least 2,000 preprimary teachers complete the specialized training program</p>	<p>Met</p> <p>A total of 3,400 teachers were trained in specialized preprimary education (PPE) between May 26, 2023, to June 30, 2023.</p> <p>Out of 320 teachers surveyed under the verification of the DLI, all teachers were found to have received training in specialized PPE, indicating that the DLI target is achieved.</p>
<p>Year 5</p> <p>DLI Target 3.9: Training program on classroom observation and feedback is developed and approved by MoPME</p>	<p>Met</p> <p>A training package on classroom observation and feedback for the Head teachers was developed by DPE which includes a set of standards, a training plan, a training manual, a resource book, an observation checklist, and feedback and mentoring tools.</p> <p>MoPME approved the classroom observation and feedback training package on June 26, 2023.</p>
<p>Year 5</p> <p>DLI Target 3.13: A technical team is formed with action plan for implementing and upgrading the digital platform for continuous assessment for students' learning and classroom observations.</p>	<p>Met</p> <p>As per the DLI requirements, a technical team was formed in November 22, 2022, with representatives from DPE, NCTB, NAPE, considering their specialization in the area of assessment.</p> <p>Also, DPE approved an action plan on November 8, 2022, that includes activities and a budget.</p> <p>ToR for the technical team was prepared on November 22, 2022, with details of roles and responsibilities.</p>
<p>Year 6</p> <p>DLI Target 3.10: At least 2,000 head teachers of GPS trained in classroom observation and feedback.</p>	<p>Met</p> <ul style="list-style-type: none"> ▪ The Training Progress Report, shared by DPE as evidence, mentions that a total of 2048 Head Teachers (HTs), female HTs 860 (42%), from 64 districts have been trained in classroom observation and feedback.

DLI Target	Progress/Status
	<ul style="list-style-type: none"> ▪ The Result Verification Report (RVR) submitted by the IMED shows that a 3-day training on classroom observation and feedback for the HTs in all 64 districts of Bangladesh was conducted between June 4 to June 24, 2024. ▪ The RVR reveals that out of 320 sampled HTs, all HTs, 100% of the sample, received training on classroom observation and feedback. ▪ The RVR also confirms that DPE adhered to the selection criteria of the HTs that have been listed in the RDPP of the PEDP4 and GPE Additional Financing Program Document.
<p>Year 6</p> <p>DLI Target 3.12: Digital materials for training developed and accessed through online training platform under the integrated EMIS.</p>	<p>Met</p> <p>The evidence confirms that the DPE has digitized more than 20% of the relevant training courses. DPE converted three Continuing Professional Development (CPD) courses and one Basic Training for Primary Teachers (BTPT) course into digital courses. Of the 14 existing training courses (13 CPD courses and 1 BTPT course), the number of digitalized courses amounted to four (3 CPD courses and 1 BTPT course). The percentage of digitalized training courses is calculated as follows: $(4/14) * 100 = 28.57\%$. Therefore, 28.57% of the courses have been digitalized, exceeding the 20% target. The digital materials are organized into units and sessions, similar to the original printed training courses, which are divided by units, sessions, duration, and content. Though the structure of online and offline courses differs, both follow standard procedures for their formats.</p>
<p>Year 6</p> <p>DLI Target 3.14: Continuous assessment for students' learning and classroom observations through the digital platform conducted in at least 1,000 GPS (at least 50% in rural areas).</p>	<p>Met</p> <ul style="list-style-type: none"> ▪ Government Primary School (GPS) are selected based on rural urban criteria. Identified 1226 GPS schools were identified, while target was 1000 GPS. 50% rural school inclusion achieved. ▪ Continuous assessments were conducted in 1,226 GPS, in accordance with the SCBA guidelines. 6,945 teachers and supervisors trained to utilize the digital platform for teacher development across 1,226 schools. Manuals developed and distributed (9,000 copies). ▪ Training verified for core, and master, adhering to a 5-day program. ▪ A total of 22,253 students underwent continuous assessment in 1226 GPS through the Digital Platform for Teacher Development, ensuring real-time monitoring of students' learning progress. ▪ Classroom observation systems operational across all sample schools using the Tangerine platform. A total of 753 teachers' classes were observed across 302 unique schools by the academic supervisors.
<p>Year 7</p> <p>DLI Target 3.11: An action plan with budget allocation for the development of the digital content system for <i>blended education and training</i> is approved and implemented.</p>	<p>Met</p> <ul style="list-style-type: none"> ▪ An action plan with budget allocation for the development of the digital content system for blended education and training has been developed by the DPE, endorsed and approved by the Director General of DPE of MoPME on February 8, 2023. The action plan outlined a detailed list of the activities, including (a) development of digital content system; (b) development of digital content system (learning management system) for teacher training; (c) capacity development initiatives for operationalization of content management system. The plan has a tentative financial allocation (BDT 13,322,433.00) with timebound activities and responsible agencies to complete activities by the end of FY 2022-23. ▪ The implementation status of the approved action plan entails: (i) digital content system (learning management system) for teacher training is functional and operational; (ii) digital content development undertaken, and the e-resources are being used for teacher training; (iii) capacity development initiatives such as training on the operation and maintenance for the staff from information management division (IMD) and Training Division (TD)

DLI Target	Progress/Status								
	<ul style="list-style-type: none"> The Digital Content System (LMS) is now being used by the training division, offering features such as user profiles, a trainer database, blended learning and online training facilitation, training assessments, trainee attendance tracking, trainee feedback, training progress tracking, communication and messaging, and a dashboard for monitoring. 								
DLI 4: Examinations and assessments									
<i>Year-wise of Number of DLI</i>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
	-	-	-	-	-	2	2	-	4
Year 5 DLI Target 4.1: NSA 2022 has been conducted.	<p><u>Met</u></p> <p>NSA 2022 was administered by DPE on December 6, 2022. DPE prepared a number of reports on the NSA 2022 (design report, test administration report, data management report and final public report, etc.) and an action plan with remedial measures based on NSA 2022 findings. MoPME approved NSA reports and the action plan with remedial measures prepared by DPE on June 26, 2023.</p>								
Year 5 DLI Target 4.2: Proportion of grade 3 students achieving proficiency in Bangla and Math in NSA 2022 is maintained as compared to the baseline percentage in NSA 2017.	<p><u>Met</u></p> <p>According to NSA 2022, 51% of Grade 3 students in Bangla 39% in Mathematics achieved the grade-level competencies, compared to 47% in Bangla and 34% in Mathematics in 2017.</p> <p>MoPME approved DPE's NSA report on June 26, 2023.</p>								
Year 6 DLI Target 4.3: A remedial education program is designed and approved by MoPME, and ready for piloting as per the implementation readiness checklist.	<p><u>Met</u></p>								
Year 6 DLI Target 4.4 (Learning Outcome): A student learning assessment report based on the pilot is prepared and disclosed.	<p><u>Met</u></p> <ul style="list-style-type: none"> A student learning assessment report on the remedial education pilot was prepared based on the pre and post tests conducted on January 21, 2024, and from April 30 to June 3, 2024, respectively. The sample of the post assessment covered 5,675 students from 50 schools in all four pilot Upazilas (Bandarban Sadar, Goalanda, Chatak and Nageshwari). The assessment revealed a significant improvement in students' proficiency across the grades. A MoPME letter dated June 30, 2024, confirmed the approval of the learning assessment report and its public disclosure on DPE website. 								
DLI 5: Need based Infrastructure Development									
<i>Year-wise of Number of DLI</i>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
	1	-	-	-	-	-	1	1	3
Year 0 DLI Target 5.1: Infrastructure Plan and Planning Guideline updated and approved	<p><u>Met</u></p> <p>The IPG was updated and approved by MoPME on 29 November 2018. It was also published on DPE website. The IPG included guidance for prioritizing infrastructure needs site planning, and construction of classrooms and other infrastructure.</p>								
Year 6 DLI Target 5.3: Number of single shift schools increased by 3000 from baseline.	<p><u>Met</u></p> <p>There were 9,112 Single Shift schools in 2017. By 2023, this number rose to 12,515, indicating a substantial growth of the establishment of Single</p>								

DLI Target	Progress/Status																		
	Shift Government Primary Schools over the time. The number of single shift schools increased by more than 300 by this time.																		
<p>Year 7</p> <p>DLI Target 5.2: At least 75 % of planned need-based infrastructure development works (additional classrooms, gender segregated WASH blocks, drinking water source) has been completed according to the IPG and as per standard of BNBC.</p>	<p>Met</p> <ul style="list-style-type: none"> ▪ School Selection: Schools have been selected following IPG guidelines for need based infrastructure development. A total of 7,389 GPS has been supported, with 30,700 additional classrooms built and 25,000 GPS have been supported for the installation of drinking water sources and gender-segregated WASH blocks. ▪ School Selection: Additional Classrooms: 30,700 additional classrooms were completed, representing over 75% of the original target of 40,000 additional classrooms. ▪ Gender-Segregated WASH Blocks: 43,518 gender-segregated WASH blocks were completed, exceeding the DLI target of 43,500 gender-segregated WASH blocks and achieving 75.03% of the original target of 58,000 gender-segregated WASH blocks. ▪ Drinking Water Sources: 16,260 drinking water sources were installed, surpassing the 11,250 target and meeting 107.06% of the original 15,000 goal. Additionally, 100% of respondents reported that their school provides a drinking water supply, highlighting a positive outcome in terms of access to safe water. 																		
DLI 6: Education opportunities for out of school children (OOSC)																			
<i>Year-wise of Number of DLI</i>	<table border="1"> <thead> <tr> <th>Y0</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Y7</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>1</td> <td>-</td> <td>-</td> <td>2</td> <td>3</td> <td>-</td> <td>-</td> <td>6</td> </tr> </tbody> </table>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total	-	1	-	-	2	3	-	-	6
Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total											
-	1	-	-	2	3	-	-	6											
<p>Year 1</p> <p>DLI Target 6.1: Enrolled out of school children under PEDP3 are back to schools or learning centres</p>	<p>Met</p> <p>BNFE confirmed that 98,664 (98%) out-of-school children enrolled in learning centres under PEDP3 were enrolled and back to school or LCs under PEDP4.</p>																		
<p>Year 4</p> <p>DLI Target 6.2: At least 250,000 new OOSC have enrolled in LCs through ISAs.</p>	<p>Met</p> <p>The DLI target 6.3 was a Year 5 target but achieved together with 6.2 in Year 4. For this reason, these two targets were verified and assessed together. For meeting the targets, the Bureau of Non-formal Education (BNFE) recruited a total of 53 national and local level NGOs as Implementation Support Agencies (ISAs) for 61 districts and 3 ISAs for 3 hill districts in two phases following Public Procurement Rules 2008 upon getting approval from the Cabinet Committee on Government Purchase (CCGP). The ISAs were recruited through proper evaluation process in order to ensure that they have adequate experience and expertise in implementing non-formal education program in Bangladesh. A total of 565,987 new out-of-school children (OoSC) were enrolled in 20,731 Learning Centres (LCs) across the country. However, during the verification, the number of enrolments was more, found to be 685,024 in the BNFE database.</p>																		
<p>Year 4</p> <p>DLI Target 6.3: At least 250,000 new OOSC have enrolled in LCs through ISAs.</p>	<p>Met</p> <p>According to the BNFE report, a total of 8,02,436 learners remained enrolled in LCs or back to school till year 5 of the program.</p>																		
<p>Year 5</p> <p>DLI Target 6.4: At least 60% of children in LCs since Year 4 remain enrolled in the LCs or back to school.</p>	<p>Met</p> <p>According to the APSC 2022, the survival rate (SR) in grade 5 was 86.25%, which exhibits a 2.95% increase compared to the baseline survival rate of 2017 (83.3%), with girls outperforming boys. Correspondingly, the ASPR 2022 reports a survival rate in grade 5 at 86.20%, showcasing a 2.90% improvement (girls leading boys) compared to the 2017 survival rate.</p>																		
<p>Year 5</p> <p>DLI Target 6.5: National Survival rate is maintained for both boys and girls as compared to the baseline rate in 2017</p>	<p>Met</p> <p>According to the APSC 2022, the survival rate (SR) in grade 5 was 86.25%, which exhibits a 2.95% increase compared to the baseline survival rate of 2017 (83.3%), with girls outperforming boys. Correspondingly, the ASPR 2022 reports a survival rate in grade 5 at 86.20%, showcasing a 2.90% improvement (girls leading boys) compared to the 2017 survival rate.</p>																		

DLI Target	Progress/Status																		
	Based on both APSC 2022 and ASPR 2022, the SR in grade 5 increased by more than 2% for both boys and girls (on average, boys increased by 4.4%, and girls increased by 2.1%) from the baseline.																		
Year 5 DLI Target 6.6: Cumulative 650,000 out of school children are back to school or learning centers since Year 1.	The BNFE report confirms that all learners who were enrolled in LCs since year 4 are either back to school or continuing in LCs.																		
DLI 7: Fiduciary system and budget																			
<i>Year-wise of Number of DLI</i>	<table border="1"> <thead> <tr> <th>Y0</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Y7</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>-</td> <td>-</td> <td>5</td> </tr> </tbody> </table>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total	-	1	1	1	1	1	-	-	5
Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total											
-	1	1	1	1	1	-	-	5											
Year 1 DLI Target 7.1: Updating of fiduciary system	Met As a part of this DLI, two separate divisions 'Procurement' and 'Finance' were established with adequate manpower as per the DPE's letter dated 10 June 2019. Besides, three plans: (i) plan for rolling out iBAS++; (ii) plan for establishing internal unit/cell at DPE approved; and (iii) plan for capacity building on e-procurement and iBAS++ were also developed by DPE and approved by MoPME on 8 August 2019. The plans included brief key actions and the timeline.																		
Year 2 DLI Target 7.2: Internal audit unit/cell established at DPE and adequately staffed	Met DPE has established an Internal Audit Cell (IAC) under the Director General of DPE as per the MoPME's official order dated 30 June 2020. A team of 19 staffs led by a Deputy Director has been deployed under the IAC. DPE also prepared job responsibilities, staff guidance and capacity development plan for the IAC.																		
Year 3 DLI Target 7.3: 85% utilization of the original approved cumulative annual budget for Year 1 and Year 2	Met During Year 1 and 2 of PEDP4, the budget utilization rate was 86.27% in Year 1 (FY 2018-19) and 83.60% in Year 2 (FY 2019-20) of the original approved annual budget. Cumulative expenditure for Year 1 and Year 2 is 84.89%. The COVID-19 situation has placed difficulty in implementing some activities during the last quarter of Year 2. Despite this, considerably higher rate of budget execution indicates the commendable efforts in budget execution.																		
Year 4 DLI Target 7.4: iBAS++ has been rolled out in 90% of all DDOs and 80% of approved number of eligible contracts in DPE have been processed through e-GP.	Met As per the requirements of the protocol of DLI target 7.4, iBAS++ needed to be rolled out to 90 per cent of all DDOs. Besides, procurement of 80 per cent of goods and works needed to be completed through e-GP. Besides, a consolidated financial statement was to be generated for audit purposes using iBAS++ within 6 months after the end of the fiscal year. For meeting the target, 100 per cent (1161) DDOs under DPE across the country was given access to iBAS++. A total of 16 out of 17 (94.18 per cent) of eligible packages for goods procurement were processed through e-GP during FY 2021-22. No contract for works was directly awarded by DPE during this period. It was also found that a consolidated financial statement was generated for audit purposes using iBAS++ within 5 months after the end of the fiscal year 2021-2022.																		
Year 5 DLI Target 7.5: Further enhanced functions for audit resolution.	Met As per the DLI requirements, six tripartite meetings were held in year 4 (2022) and year 5 (2023) of PEDP4. The Internal Audit Unit (IAU) of the DPE prepared 8 quarterly audit progress reports which were approved by the MoPME.																		
DLI 8: Data system, monitoring and accountability																			
<i>Year-wise of Number of DLI</i>	<table border="1"> <thead> <tr> <th>Y0</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Y7</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>1</td> <td>-</td> <td>1</td> <td>1</td> <td>1</td> <td>-</td> <td>-</td> <td>4</td> </tr> </tbody> </table>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total	-	1	-	1	1	1	-	-	4
Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total											
-	1	-	1	1	1	-	-	4											

DLI Target	Progress/Status																		
<p>Year 1</p> <p>DLI Target 8.1: Roadmap for comprehensive MIS has been developed and approved.</p>	<p>Met</p> <p>The roadmap for a comprehensive MIS was developed by DPE and approved by MoPME on 30 June 2019.</p> <p>To ensure the progress of implementation, key issues discussed: adequate staffing with technical expertise at DPE, preparation of terms of reference (ToR) to provide technical support for MIS development; professional development for MIS team.</p>																		
<p>Year 3</p> <p>DLI Target 8.2: Integrated web-based MIS is established.</p>	<p>Met</p> <p>By Year 3, six systems/databases - APSC, Textbook, PECE, NSA, Student MIS and Teacher MIS – were integrated in order to establish a comprehensive web-based MIS at DPE.</p> <p>In addition to six systems that are required for DLI achievement, DPE has also developed an API to integrate the Organizational Development and Capacity Building Guidelines (PEPMIS) and Education in Emergency related information into the integrated EMIS, which needs further augmentation and development of other workflows for full integration.</p>																		
<p>Year 4</p> <p>DLI Target 8.3: 70% of GPSs display key school data, as specified by DPE, in public areas in the schools.</p>	<p>Met</p> <p>DPE specified 36 data points and instructed schools to display them in public areas through a formal letter dated 25 May 2022.</p> <p>As per DPE’s administrative report, 82% of Government Primary Schools (GPSs) displayed the key data in public areas. However, the sample survey that was done under the verification found it to be at 72%, which still meets the DLI requirements.</p> <p>Some schools displayed the data inside the classroom or teachers’ room, which might not be considered as public areas. By the time the verification was conducted, some displayed posters/banners were damaged, torn or stolen. Also, some posters/banners are hardly readable because of the font size being too small.</p>																		
<p>Year 5</p> <p>DLI Target 8.4: Integrated web-based MIS has become fully operational.</p>	<p>Met</p> <p>DPE established the integrated PEMIS that includes a total of 18 modules including the six modules associated with this DLI, namely Annual Primary School Census (APSC), Textbook, Primary Education Completion Exam (PECE), NSA, Teacher database, and Student database.</p> <p>The system is also able to produce a performance report. Moreover, the system is accessible by all relevant government officials and other agencies with different levels of access depending on their roles and responsibilities.</p>																		
DLI 9: Institutional strengthening																			
<i>Year-wise of Number of DLI</i>	<table border="1"> <thead> <tr> <th>Y0</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Y7</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>2</td> <td>2</td> <td>-</td> <td>2</td> <td>1</td> <td>-</td> <td>1</td> <td>8</td> </tr> </tbody> </table>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total	-	2	2	-	2	1	-	1	8
Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total											
-	2	2	-	2	1	-	1	8											
<p>Year 1</p> <p>DLI Target 9.1: Institutional strengthening plan under updated Organizational Development and Capacity Building Guidelines (ODCBG) developed and approved</p>	<p>Met</p> <p>The Institutional Strengthening Plan (ISP) was approved by MoPME on 30 June 2019 as a rolling document.</p> <p>The plan was developed under the updated ODCBG guideline with details of actions, time schedule, responsible agency for implementation and resources.</p>																		
<p>Year 1</p> <p>DLI Target 9.2: SLIP, UPEP guidelines updated</p>	<p>Met</p> <p>The SLIP and UPEP guidelines were updated by DPE and approved by MoPME on 3 March 2019 and 30 June 2019, respectively.</p> <p>The SLIP guidelines were updated with the provision of student-based block grants to schools and grant management and reporting system.</p> <p>The UPEP guidelines kept the provision of need-based and performance-based grants to schools based on objective criteria and verification procedure.</p>																		
<p>Year 2</p>	<p>Met</p>																		

DLI Target		Progress/Status							
DLI Target 9.3: UPEP implemented by 50 Upazilas according to updated guideline	UPEP has been implemented in 49 out of 50 upazilas according to the updated UPEP guideline. Implementation process included disbursing block fund to 50 upazilas for UPEP implementation, providing training to field-level officials on preparing and implementing UPEP, and preparing UPEPs by 50 upazilas and implementing them.								
Year 2 DLI Target 9.4: Institutional strengthening plan under updated ODCBG has been initiated.	Met DPE initiated all 38 activities of Year 2 of the Institutional Strengthening Plan (ISP). As parts of the Y2 activities, DPE sent several official letters to MoPME/MoF with the request for creating new positions and upgradation at school and education offices. DPE also prepared a progress report on all Y2 activities which was approved by MoPME.								
Year 4 DLI Target 9.5: 85% of GPSs have received SLIP funds and utilized them as per the updated SLIP guidelines.	Met As per the DLI protocol, 100% of schools received SLIP grant in two installments. A sample survey in 190 GPSs was conducted as a part of the verification and found that 91.58% GPSs utilized the SLIP grant in accordance with the updated SLIP Guidelines. Schools that did not follow the SLIP guidelines used SLIP grant for: i) purchasing furniture and computer accessories; ii) constructing of gates; iii) filling out the premises with soil. These are outside the eligible expenditure areas in SLIP Guidelines.								
Year 4 DLI Target 9.7: Data on utilization of SLIP grants in 100 upazilas and UPEP grants in 25 upazilas, consistent with the updated Guideline, is made public on accessible websites or spaces by upazila education offices.	Met Reports on the utilization of SLIP grants were prepared in 100 upazilas and UPEP grants in 25 upazilas in accordance with the updated guidelines. The sample survey that was conducted in 152 GPSs for SLIP and 13 upazilas for UPEP found that reports and documents are well maintained at the relevant offices and utilizations data are consistent with that are reported. The reports were made public by uploading them onto DPE's website.								
Year 5 DLI Target 9.8: Data on utilization of SLIP grants in additional 100 upazilas and UPEP grants in additional 20 upazilas, consistent with the updated Guideline, is made public on accessible websites or spaces.	Met For achieving the target, 106 Upazila Education Offices (UEOs) made data public on the DPE website on the utilization of SLIP and 20 UEOs on the UPEP funds in FY 2022-2023. Since year four (FY 2022-23) of the PEDP4, cumulatively 206 UEOs and 45 UEOs made data public on the utilization of SLIP and UPEP funds.								
Year 7 DLI Target 9.6: ISP under updated ODCBG has been implemented.	Partially Met The RVR indicates that there are 36 core ISP activities comprising 55 individual sub-activities. These sub-activities were evaluated using a standardized point-based methodology. Out of the 55 sub-activities, 41 have been fully achieved, representing 74.55% of the total ISP implementation. An additional 3 sub-activities (5.45%) have been partially achieved. The remaining 11 sub-activities (20.0%) have not yet been achieved, although all necessary processes at the DPE/MoPME levels have been completed, but they require inter-ministerial procedures to be carried out in order to consider them as completed.								
DLI 10: Pre-primary									
<i>Year-wise of Number of DLI</i>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
	-	-	-	-	-	1	-	-	1

DLI Target	Progress/Status									
<p>Year 5</p> <p>DLI Target 10.1: Additional year of preprimary education is implemented, including in at least 1,000 government primary schools within the ten poorest districts.</p>	<p>Met</p> <p>DPE started an additional year of PPE for the 4+ aged children from January 2023 in 3,214 Government Primary Schools (GPSs) on a pilot basis. 1,003 GPSs from the ten poorest districts (Kurigram, Dinajpur, Bandarban, Magura, Khagrachhari, Kishorganj, Jamalpur, Gaibandha, Rangpur, and Chapai Nawabganj), were identified based on the Household Income and Expenditure Survey (HIES) 2016/17 report, have introduced an additional year of PPE piloting.</p>									
DLI 11: Education in Emergencies (EiE)										
<i>Year-wise of Number of DLI</i>	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total	
	-	-	-	-	2	-	1	-	3	
<p>Year 4</p> <p>DLI Target 11.2: Public disclosure of safe school re-opening compliance reports prepared by Upazila Education Offices as per School Re-opening Guideline for at least 20% of schools.</p>	<p>Met</p> <p>DLI target 11.3 was initially a Year 5 target, but it was achieved in Year 4. For this reason, both 11.2 and 11.3 were assessed collectively because of the similarity in their natures and achievement requirements. For achieving the targets, MoPME and DPE issued several directives and instructions on safe school reopening and operation once schools are reopened. Key measures taken before reopening include cleaning and maintaining WASH blocks properly, ensuring that teachers are fully vaccinated before 20 March 2021 and making masks and hand sanitizers available at school premises. Besides, once schools are reopened, shift-based classes for social distancing and availability of infrared thermometers were ensured.</p>									
<p>Year 4</p> <p>DLI Target 11.3: Public disclosure of safe school re-opening compliance reports prepared by Upazila Education Offices as per School Re-opening Guideline for at least additional 20% of schools.</p>	<p>As per the DLI requirements, cumulatively 40% schools were to prepare safe school re-opening compliance reports and publicly disclose. It was found that for both DLI targets, the reports were prepared for 30,125 GPSs, which is 46% of all GPSs. The compiled versions of the compliance reports were uploaded onto DPE's website, separately for two DLI targets.</p>									
<p>Year 6</p> <p>DLI Target 11.1: Remote learning system is integrated and sustained with dedicated financial resources within DPE.</p>	<p>Met</p> <ul style="list-style-type: none"> ▪ The Directorate of Primary Education (DPE) has developed a comprehensive remote learning system and integrated it within the Integrated Public Education Management System (IPEMS). ▪ It includes a repository of 2,800 videos, 1,200 audio files, and 100 PDF documents. ▪ This learning system provides a user-friendly platform tailored to the needs of students, educators, and other users. It features both public and private access options. Public access allows users to view and download content, while private access equips administrators with content management tools. The DPE ensures the system is fully operational and under its management. 									

Chapter 6: Progress towards SDG4 in Primary Education

Tracking SDG progress in the primary education subsector is essential to ensure that all children acquire foundational skills, achieve learning outcomes, and complete primary education. It provides evidence to identify gaps, guide policy, allocate resources efficiently, and implement targeted interventions. Monitoring key indicators such as enrollment, completion, learning proficiency, equity, and access to safe, inclusive schools helps assess progress toward SDG4, ensures accountability, and supports programs that leave no child behind, particularly the most vulnerable. Continuous tracking enables the sector to sustain gains, address challenges, and accelerate progress toward universal, equitable, and quality primary education.

6.1. SDG4 Target 4.1: Indicator 4.1.1 and 4.2.1

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

In the context of achieving Sustainable Development Goal 4 (SDG4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, the data presented in the following table highlights the progress of Bangladesh in enhancing the education quality and completion rates in primary education over recent years. The lead ministries responsible for overseeing these developments are the Ministry of Primary and Mass Education (MoPME), supplemented by the support of the Secondary and Higher Education Division (SHED) and Technical and Madrasah Education Division (TMED), who have been evidently working towards enhancing the educational outcomes in the country, as reflected in the improving statistics year on year. The data sources mentioned, such as NSA and the APSC are critical in tracking these developments and ensuring that the nation is on the right path to achieving SDG4.

Learning Outcomes (Indicator 4.1.1): National Student Assessments reveal encouraging improvements at the **early primary level (Grade 3)**. Reading proficiency increased from **41% in 2015 to 51% in 2022**, while mathematics improved from **28% to 39%** over the same period, reflecting the positive impact of early-grade learning initiatives. However, outcomes at the **end of primary (Grade 5)** remain mixed. Reading improved from **45% (2015) to 50% (2022)**, yet mathematics proficiency remains weak rising initially to 32% in 2017 but falling back to **30% in 2022**. This signals challenges in sustaining learning gains as students progress through the cycle, particularly in mathematics.

Completion of Primary Education (Indicator 4.1.2): The primary completion rate has shown a **consistent upward route**, rising from **79.6% in 2015 to 86.85% in 2023**. Notably, the system has nearly achieved the **2025 milestone target of 87% two years ahead of schedule**, reflecting improvements in retention, reduced dropouts, and stronger system efficiency.

Overall, while Bangladesh is well on track in terms of primary completion, ensuring that students acquire and retain foundational competencies remains a key challenge. Sustained progress in Grade 3 proficiency provides a strong foundation, but the persistent learning gap in Grade 5 mathematics highlights the need for targeted interventions to secure quality outcomes across the full primary cycle.

Table 6.1: Progress towards the SDG4 Target 4.1

Indicators	Lead and Co-lead Ministry/ Division	Baseline Data (Year)	2016	2017	2018	2019	2020	2021	2022	2023	Milestone for 2025 and Data Source
4.1.1. Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Lead: MoPME Co-lead: SHED, TMED	a. Grade 3 (2015) Reading : (Bangla) : 41% Mathematics: 28% b. Grade 5 (2015) Reading : (Bangla) : 45% Mathematics: 25% Data Source: NSA - 2015	-	a. Grade 3 (2017) Reading : (Bangla) : 47% Mathematics: 34% b. Grade 5 (2017) Reading : (Bangla) : 44% Mathematics: 32% Data Source: NSA - 2017	There was no provision to Conduct National Student Assessment				a. Grade 3 (2022) Reading: (Bangla): 51% Mathematics: 39% b. Grade 5 (2022) Reading: (Bangla): 50% Mathematics: 30% Source: NSA -2022 Data Source: NSA -2022	Next NSA will be conducted in 2025	No milestone was set for 2025 in M&E FW for SDGs. UNESCO Benchmark a. Grade 3 Reading: (Bangla): 51.7% Mathematics: 37.4% b. Grade 5 Reading: (Bangla): 48.4% Mathematics: 35.2%
4.1.2. Completion rate (primary education)	Lead: MoPME Co-lead: SHED, TMED	79.6 % Source: APSC (2015)	80.8	81.1	81.4 %	82.1 %	82.8 %	85.5 %	86.05%	86.85%	Primary: 87% Data source: APSC 2016-2023

6.2. SDG4 Target 4.2: Indicator- 4.2.1 and 4.2.2

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Bangladesh has made remarkable strides in expanding access to early childhood development and pre-primary education, demonstrating significant progress towards SDG Target 4.2.

Early Childhood Development (Indicator 4.2.1): The proportion of children aged 24–59 months who are developmentally on track rose from 63.9% in 2012–13 (MICS) to 74.5% in 2019, reflecting improvements in child health, learning, and psychosocial well-being. The government has set a milestone of 80% by 2025, suggesting further progress is both necessary and achievable. These gains point to the effectiveness of investments in early childhood care and development, although disparities by socio-economic status and geographic location may remain.

Participation in Organized Learning (Indicator 4.2.2): Participation in organized learning one year before primary entry age has expanded rapidly over the past decade. From a baseline of just 39% in 2015, coverage surged to 86.7% by 2019 and peaked at over 94% in 2022. Although a slight dip

occurred in 2023 (88.2%), participation levels remain exceptionally high, reflecting the successful scale-up of pre-primary education under MoPME. Sustaining these gains will be critical to ensuring school readiness for all children.

Overall, Bangladesh has made strong progress in both early childhood development and pre-primary participation, exceeding regional averages and moving decisively towards the 2025 targets. Continued focus on quality, equity, and resilience of early childhood services will be essential to sustain momentum and address the remaining gaps, particularly for marginalized and disadvantaged groups.

Table 6.2: Progress towards the SDG4 Target 4.2

Indicators	Lead and Co lead Ministry/Division	Baseline Data (Year)	2016	2017	2018	2019	2020	2021	2022	2023	Milestone for 2025 and Data Source
4.2.1 Proportion of Children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex.	Lead: MoPME	63.9% Source: MICS (2012-13)				74.5% Source: MICS (2019)					80% (GED: Revised M&E framework Data Source: MICS (2019) , BBS
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex.	Lead: MopME	39				86.7	86.76	92.41	94.17	88.22	Data Source: APSC 2019-2023

6.3. SDG4 Target 4.5

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people, and children in vulnerable situations.

Bangladesh has made steady progress in reducing gender disparities in education, with indicators showing the country is on track to meet its 2025 milestone and longer-term 2030 SDG target of ensuring equal access for all.

Gender Parity in Primary Education (Indicator 4.5.1): At the primary level, the Gender Parity Index (GPI) stood at 1.02 in 2015, indicating a slight advantage for girls. By 2022, GPI had narrowed to 1.002, reflecting near-perfect parity between boys and girls. Further disaggregation shows that parity is sustained across enrollment indicators: GPI for Gross Enrollment Ratio (GER) = 1.06 and GPI for Net Enrollment Ratio (NER) = 1.001. This path demonstrates that Bangladesh has effectively eliminated gender disparities in access to primary education.

It is noted that the milestone for 2025 of GPI = 1.00 is well within reach, with data suggesting that gender equality in education is being sustained. However, while parity in enrollment has been achieved, ensuring equitable outcomes across rural/urban areas, wealth quintiles, children with

disabilities, and indigenous groups remains critical to fully realizing the inclusiveness dimension of Target 4.5.

Overall, Bangladesh has achieved near-complete gender parity in primary education and is firmly on track to meet the 2025 milestone. The next phase of progress will depend on expanding equity efforts beyond gender—addressing persistent disparities linked to socio-economic status, geographic location, disability, and ethnicity to ensure that all children and vulnerable groups benefit equally from education.

Table 6.3: Progress towards the SDG4 Target 4.5

Indicators	Lead and Co-lead Ministry / Division	Baseline Data (Year)	Progress (2022)	2023	Milestone for 2025	Remarks on Progress Track
4.5.1 Parity indicates (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	Lead: SHED Co-lead: TMED, MoPME, MoSW	Primary: Gender Parity Index (GPI) : 1.02 Source: APSC (2015)	Primary: Gender Parity Index (GPI): 1.002 Source: APSC (2022)	GPI for GER=1.06 and GPI for NER =1.001 Source: APSC (2022)	Primary: Gender Parity Index (GPI): 1.00 Source: Revised M&E FW for SDGs, GED	OnTrack

6.4. SDG4 Target 4.7

By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Bangladesh recognizes the importance of equipping learners with the knowledge, values, and skills needed to promote sustainable development, global citizenship, and cultural diversity. However, progress under SDG Target 4.7 remains constrained by **significant data gaps and the absence of defined milestones for 2025** in the national monitoring and evaluation framework.

Integration into Education Systems (Indicator 4.7.1): While education for sustainable development (ESD) and global citizenship education (GCED) have been referenced in various education sector policies, strategies, and curricula, the extent of **mainstreaming across national education policies, curricula, teacher education, and student assessments** remains inadequately measured. Current progress reporting for 2023 highlights a **lack of systematic data**, preventing a clear assessment of how effectively these themes are being embedded and operationalized in practice.

Also, the absence of a 2025 milestone makes it difficult to track progress against defined national benchmarks. To remain on track for 2030, Bangladesh will need to strengthen monitoring systems,

close data gaps, and establish measurable indicators that capture the degree of integration of ESD and GCED in policy and practice.

Table 6.4: Progress towards the SDG4 Target 4.7

Indicators	Lead and Co lead Ministry / Division	Baseline Data (Year)	Progress (2023)	Milestone for 2025	Remarks on
4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national educational polics; (b) curricula; (c) teacher education; and (d) student assessment	Lead: SHED; Co-lead: TMED Associated Ministry: MoPME and 7 others Ministry and div.			No milestone was set for 2025 in M&E FW for SDGs	Data Gap and need to be on track

6.5. SDG4 Target 4a: The Means of Implementation

Build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

The SDG 4.a is “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”. The data provided in the table reveals a promising trend regarding the improvements made in the education sector of Bangladesh, specifically pertaining to Target 4.a of the SDG4. Target 4.a is centred around the development and enhancement of education facilities to be more child-friendly, disability and gender-sensitive, and to foster safe, inclusive, and efficient learning environments for all.

Led by the MoPME, efforts have been targeted at expanding the proportion of schools that offer basic amenities, vital for fostering a conducive learning environment. Based on the 2023 data, we can observe significant strides across all measured parameters compared to the baseline data from 2015

Bangladesh has made remarkable progress in expanding access to electricity in schools, with coverage increasing from 58% in 2015 to 95.3% in 2023, and universal coverage expected by 2025. This progress reflects strong infrastructure investment and improved energy access for learning environments across the country.

Internet connectivity and digital readiness have improved dramatically. Access to internet for pedagogical purposes rose from 0.8% to 79.2%, while the availability of computers in schools surged from 0.8% to 92.5% between 2015 and 2023. These advances demonstrate Bangladesh’s readiness to integrate ICT into teaching and learning, with the 2025 milestone of full digital access now within reach.

Progress in ensuring inclusiveness is more gradual. The proportion of schools with adapted infrastructure and materials for students with disabilities improved from 34% in 2015 to 47.1% in 2023 but still lags behind other indicators. Reaching the 80% milestone by 2025 will require dedicated investment and stronger policy focus to ensure children with disabilities are not left behind.

Water, sanitation, and hygiene (WASH) facilities have improved substantially. Basic safe drinking water access reached 97.8% in 2023, already surpassing the 2025 milestone (95%). Similarly, single-sex sanitation facilities expanded from 48% to 90.9%, exceeding the 2025 target of 85%. Handwashing facilities are also widely available, with 94.9% coverage in 2023, and are expected to reach full coverage by 2025.

Overall, Bangladesh is on track to meet or exceed most 2025 milestones under SDG 4.a, especially in electricity, digital infrastructure, sanitation, and safe water. The key remaining challenge is accelerating progress in disability-inclusive infrastructure to ensure education facilities are fully equitable, child-friendly, and aligned with the “leave no one behind” principle of the SDGs.

Table 6.5: Progress towards the SDG4 Target 4a

Indicators	Lead and Co-lead Ministry / Division	Baseline Data (Year)	Progress (2023)	Milestone for 2025	Remarks on Progress Track
4.a.1 Proportion of schools offering basic services, by types of services	Lead; MOPME				On Track
access to: -		Primary:	Primary:	Primary:	
(a) electricity;		a) 58.0%	a) 95.3%	a) 100%	
(b) Internet for pedagogical purposes;		b) 0.8%	b) 79.23%	b) 100%	
(c) computers for pedagogical purposes;		c) 0.8%	c) 92.5%	c) 100%	
(d) adapted infrastructure and materials for students with disabilities;		d) 34%	d) 47.1%	d) 80%	
(e) basic drinking water;		e) 82.0%	e) 97.8%	e) 95%	
(f) single-sex basic sanitation facilities; and		f) 48%	f) 90.87%	f) 85%	
(g) basic hand washing facilities (as per the WASH indicator definitions)	g) n/a	g) 94.97%	g) 100%		
		Source: APSC - 2015	Source: APSC - 2023	Source: Revised M&E FW for SDGs, GED	

Chapter 7: Implementation Status of Gender and Inclusive Education Action Plan (GIEAP)

The PEDP4 has a gender and inclusive education action plan (GIEAP), which is a cross-cutting issue and tied with almost all components and subcomponents. The key accomplishments regarding the implementation of GIEAP are:

Table 7.1: GIEAP Implementation Progress

Result Area	Activities	Indicators/ Targets	Progress
1. Quality			
1.1: Curriculum	Curriculum Revision	PPE to grade 5 curriculum revised to include gender equality focused elements; for example there is no discrimination about women, men, girls and boys in terms of their division of labor, roles and responsibilities with equal participation, etc.	Gender and IE were incorporated in the revised curriculum for PPE and Grade1-5, approved in 2022. No discrimination made about women, men, girls and boys in terms of their division of labour, roles & responsibilities in the curriculum. The revised curriculum for PPE and Grades 1-5 includes specific elements focused on gender equality, such as embedding SDG 5 (Gender Equality) across all subjects and content, as well as incorporating the Convention on the Rights of the Child (CRC) and education policy (principles#7).
		Curriculum Dissemination training modules revised to include specific modules on gender and inclusive education (SEND)	<p>Gender and Inclusive education idea/ topics thematically included in the Curriculum dissemination training module.</p> <p>The module includes specific elements focused on gender equality, such as: An orientation manual, resource book, and required materials developed on Gender and Inclusive Education.</p> <p>Below is an overview of the contents and learning objectives covered in the orientation manual and resource book:</p> <ul style="list-style-type: none"> • Introduction to diversity, equity, and inclusion • Concept of Inclusive Education • Concept of gender

Result Area	Activities	Indicators/ Targets	Progress
			<ul style="list-style-type: none"> • SDGs and PEDP4 (in line with Gender and Inclusive Education and GIEAP) • Current implementation status of GIEAP (identifying relevant designated agencies, assessing the status, addressing challenges, and properly implementing activities) • Development of a micro action plan • Scope for institutional capacity development.
1.2: Textbooks and teaching-learning materials	Strengthened guidelines for textbooks/ TLMs developers	The guidelines prepared based on recommendations of curriculum	<p>Total of 384,513 (female: 251,782 and male: 132,731) teachers are working in Government primary schools (GPSs).</p> <p>Of which curriculum dissemination training carried out to 383,700 (female: 245,568 and male: 138,132) teachers (64% were female) and 2,010 officers.</p> <p>Additionally, ten orientation sessions were held, with 302 participants from various levels attending. The gender and IE issues that was discussed during the orientation and the outcome of the orientation sessions:</p> <ul style="list-style-type: none"> • Increased awareness and understanding of GIEAP • Enhanced sensitization toward disadvantaged children • Stronger commitments to inclusion • Improved clarity on the roles of sub-national officials • Development of micro action plans for strengthening gender and inclusion • Identification of further capacity-building needs. <p>Gender and IE were included in the guidelines for textbook writers and illustrators.</p>

Result Area	Activities	Indicators/ Targets	Progress
		<p>evaluation include gender and IE specific guidelines</p>	<p>The guidelines for textbook writers and illustrators include specific elements focused on gender equality. These include embedding SDG5 (Gender Equality) across all subjects and content, as well as incorporating the CRC. Key guidelines include:</p> <ul style="list-style-type: none"> • Photos must reflect gender balance (boys, girls, and transgender individuals) • Equal treatment of all people, regardless of religion, indigenous status, or disadvantaged backgrounds • Representation of professionals, such as both working mothers and working fathers • And many more as per SDG5.
		<p>Content of textbooks, characters, stories and illustrations/ images are carefully chosen to ensure gender equality and inclusive education (SEND); for example: “traditional/non-traditional role” or “high-status/low-status role” of boys and girls or men and women or differently able persons</p>	<p>Gender and IE were included in the guidelines for textbook writers and illustrators. So, contents and pictures of textbooks were developed accordingly for PPE and grade 1-5. The guidelines for content of textbooks, characters, stories and illustrations/ images include specific elements focused on gender equality. These include embedding SDG 5 (Gender Equality) across all subjects and content, as well as incorporating the CRC. Key guidelines include:</p> <ul style="list-style-type: none"> • Questions, answers, discussion and recite example must reflect gender balance, equal treatment of all people, regardless of religion, indigenous status, or disadvantaged backgrounds • Representation of professionals, such as both working mothers and working fathers • And many more as per SDG5.
1.3: Teacher recruitment, deployment and advancement	Teacher Recruitment	Follow the government quota system of recruitment to address the GIEAP issues	A total of 63,674 assistant teachers (female: 39,548 and male: 24,126), 62.11% female teachers have been recruited under the PEDP4 program (cumulative).

Result Area	Activities	Indicators/ Targets	Progress
1.4: Teacher Education	DPED curriculum revision	Gender equality and IE mainstreamed in all teachers' education and development activities	<ul style="list-style-type: none"> Gender equality and IE included in the DPED Module 2 (session 10, 11, and 12) focusing on Student Development and Learning Behavior. Inclusive education issues are incorporated in all the training. <ol style="list-style-type: none"> Induction training for the newly recruited assistant teachers; Induction training for pre-primary teachers training; Academic supervision training <p>Revised DPED/BTPT curriculum has addressed gender and inclusive education issues in line with the revised curriculum and textbooks for PPE and Grades 1-5. As the revised curriculum and textbooks for PPE and grade1-5 developed by BTPT embed SDG 5 (Gender Equality) across all subjects and content, while also incorporated the CRC and education policy (principle #7). BTPT curriculum assessment is going on for further improvement of the DPED/BTPT curriculum.</p>
		CPD training will address gender and inclusive education	<ul style="list-style-type: none"> CPD training manuals included gender and inclusive education including Induction training for the newly recruited assistant teachers, Induction training for pre-primary training and Academic supervision training. CPD training manuals has addressed gender and inclusive education issues in line with the revised curriculum and textbooks for PPE and Grades 1-5 where key elements included SDG 5 (Gender Equality), CRC and education policy (principle #7).
1.5: Continuous professional development (CPD)	CPD materials development and dissemination	At least 50% of the target trainee teachers are female	<p>Total of 384,513 (female: 251,782 and male: 132,731) teachers are working in Government primary schools (GPSs).</p> <ul style="list-style-type: none"> Out of the total teachers, 245,568 female teachers, 64% were

Result Area	Activities	Indicators/ Targets	Progress
			<p>female teachers who had received at least one training package conducted under the approved CPD implementation plan.</p> <ul style="list-style-type: none"> • 128 Master Trainers (10% were female) were received ToT on SEND • 2,052 Master Trainers (10% were female) for SEND teachers were received 7 days training on SEND • 78,030 Teachers (64% (cumulative) were female) received 5 days training on 'Inclusive Pedagogy and Assessment' • 302 national and subnational education officials (10% (cumulative) were female) received orientation on 'Gender and Inclusive Education Action Plan (GIEAP)'.
	Overseas trainings	At least 30% participants for short-term overseas training should be female and/or other excluded groups (i.e. Persons with Disability, ethnic minority)	A total of 839 teachers and officers participated in the overseas training based on specific criterion selection in the PEDP4 period. Of which 334 teachers (female: 214 and male: 120) and 505 officers (female: 50 and male: 455) have received short-term overseas training.
1.6: ICT in Education	ICT in Education trainings	50% of the ICT trainee teachers are female	50,800 teachers (female: 26,420 and male: 24,380) received ICT in Education training during PEDP4 period.
1.7: Assessments and Examinations	Formative and summative assessment	Ensure a flexible assessment system considering differently able children	30 minutes extra time added to the examination for children with disabilities in all the examinations.
1.8: Pre-primary Education (PPE)	Availability of PPE teachers	Female teachers have equal participation in PPE teaching.	A total of 30,024 teachers (female: 19,216, male: 10,808) including all newly recruited 26,300 PPE teachers were received 15 days of basic induction training on PPE.

Result Area	Activities	Indicators/ Targets	Progress
	Strengthened supervision, monitoring and evaluation	All formats are generated to incorporate PPE information about gender and IE issues.	PPE, gender and IE information are added to the PPE monitoring forms. A single monitoring format is used to collect PPE information, of which incorporated all gender and IE issues.
2: Access and participation			
2.1: Need-based infrastructure	Physical infrastructures will have provisions for children/teachers with special needs as well as consideration of gender needs	Ramp to the entrance of school and WASH Block	<ul style="list-style-type: none"> 41,191 school buildings constructed with entrance ramps under various projects under PEDP4 100% of WASH blocks in all schools were constructed with ramps under PEDP4, resulting in 35,012 WASH blocks built across 17,506 schools.
		WASH Block— Separate toilet for male and female students, separate toilet for special needs children and separate toilets for teachers at schools.	<p>38,374 WASH blocks were constructed in 17,506 schools (Target: 50,000 WASH blocks) under PEDP4.</p> <p>All the WASH Blocks constructed having separate toilets for boys and girls, male and female teachers and girls and boys students with special needs with a provision of menstrual hygiene facilities. Which includes:</p> <ul style="list-style-type: none"> 17,506 schools have separate toilets for male and female students and teachers with special needs. 17,506 schools have functioning separate toilets for girls and students with special needs.
2.4: Water and Sanitary Hygiene	Construction of gender segregated and disability friendly WASH blocks with	Percentage of schools with separate functioning toilets for girls, differently- able and other disadvantaged students	<p>A total of 65,565 Government Primary Schools (GPs) under PEDP4, which covered Pre-primary and Primary schools.</p> <ul style="list-style-type: none"> 17,506 schools have separate toilets for male and female students and teachers with special needs. 17,506 schools have separate functioning toilets for girls and students with special needs.
2.5: Out-of-School children	Learning programs	Equal attention in education opportunities for	802,536 out-of-school children (388,157 girls and 414,379 boys) are

Result Area	Activities	Indicators/ Targets	Progress
		boys, girls and differently able children to prevent dropouts.	<p>enrolled in 33,334 learning centers (LCs) under PEDP4.</p> <p>The BNFE has developed an exit plan for the out-of-school children (OOSC) education program, which has been approved by MOPME. The plan includes the following:</p> <ul style="list-style-type: none"> • 246,496 learners (122,687 girls and 123,809 boys) aged below 10 years will be reintegrated into Government Primary Schools (GPs) on January 1, 2024. • 153,155 learners (72,278 girls and 80,877 boys) aged 14+ will be linked to livelihood skills training or BNFE's initiatives on January 1, 2025. • 402,885 learners (193,192 girls and 209,693 boys) aged 10–14+ years will be linked to BNFE's new programs or projects on January 1, 2025.
	Risk Reduction and Resilience Education	EiE and DRR topic includes gender and SEND needs and training provided on EIE and DRR accordingly	<p>Under Need based infrastructure development, 4 batches of Training on EiE and DRR have been completed with 39 female participants out of total 120.</p> <p>Gender and SEND needs in EiE and DRR include gender-specific WASH facilities, menstrual hygiene products, and inclusive emergency plans for children with disabilities, ensuring accessibility. Post-disaster maintenance focused on restoring education services in affected schools.</p>
2.8: Communications and social mobilization	Institutional level	A detailed communication action plan is developed by emphasizing gender and IE/SEND issues.	A communication action plan is in plan for development, considering addressing emerging social and behavioral issues and institutional capacity gaps including gender and IE/SEND issues. Proposal yet to be approval by the authority.
	Community level	Organize Maa-Shomabesh (Mothers	During PEDP4, social mobilization activities included 65 Mothers' Gatherings (Maa-Shomabesh)

Result Area	Activities	Indicators/ Targets	Progress
		congregation), Parents' Teachers Association (PTA) meeting, and other gender and IE-related activities to sensitize society to ensure SEND, gender responsive and IE	organized at the national level. Parents' Teachers Association (PTA) meetings were held quarterly, along with monthly sessions for School Management Committees (SMC) and local stakeholders, focusing on gender-responsive, inclusive education (IE), and SEND practices.
3. Governance, management and financing			
3.1: Data Systems for Decision-Making	Information systems strengthening	Integrate gender across all new software development initiatives: maintain all databases with sex disaggregated data including information on disabilities and all other categories where applicable.	All database (IPEMIS) integrated sex-disaggregated provision including information on disabilities and all other categories where applicable.

Chapter 8: Budget Implementation and Financial Progress

The budget and percentage of expenditure are a critical indicator for assessing the efficiency, effectiveness, and overall performance of the primary education sub-sector. This section outlines the resource framework of PEDP4 in both absolute terms and in relation to the original and revised plans, offering an evidence-based snapshot of financial progress. The focus is on summarizing the extent to which planned resources have been translated into actual spending, rather than providing a comprehensive account of every implementation detail. On the other hand, budget execution is directly linked to the pace and quality of program implementation. Effective utilization of funds ensures that planned activities are carried out on schedule, generating the intended output such as improved infrastructure, teacher capacity, and access to learning materials. These outputs, in turn, contribute to achieving the intermediate outcomes and strategic objectives of PEDP4, ultimately advancing the national goals for equitable, inclusive, and quality primary education as outlined in the National Education Policy (2010) and SDG 4 targets.

By tracking expenditure performance, it is possible to identify both strong-performing components and areas of underutilization, enabling timely adjustments in allocation, capacity building, and implementation strategies. This approach aligns with international best practices in results-based financing, where resources are not only measured by their disbursement but also by their impact on learning outcomes and system strengthening.

8.1. Estimated Cost of the PEDP4 as per RDPP:

The PEDP4 program is predominantly financed by the Government of Bangladesh, contributing TK 2,556,132 lakh or 66.8% of the total estimated cost, demonstrating strong national ownership and commitment to primary education. Development partners provide TK 1,273,018 lakh (33.2%), offering substantial but complementary support. No funds are sourced from own or other financing channels, indicating reliance solely on GoB and external partner contributions. This funding structure ensures stability through significant domestic backing while leveraging donor assistance to meet broader program targets.

Table 8.1: Estimated Cost (Lakh TK) of the PEDP4

Source	Amount	Share (%)
GOB	2556132	66.8
PA	1273018	33.2
Own Fund	-	-
Others	-	-
Total	3829150	100

Source: RDPP of the PEDP4

Table 8.2: Funding Source-wise Estimated Cost (Lakh TK) of the Project (PEDP4)

Source Mode	GOB (FE)	PA (RPA)	Own Fund (FE)	Others (Specify)	PA Source
Loan/credit	--	1,017,701.00	--	--	ADB, World Bank
		1,017,701.00			
Grant	2,559,157.00	255,317.00	--	--	

Source Mode	GOB (FE)	PA (RPA)	Own Fund (FE)	Others (Specify)	PA Source
	(-)	216,873.00			ADB, EU, JICA, UNICEF, GPE
Total	2,559,157.00	1,273,018.00 (1,234,574.00)			

Source: RDPP of the PEDP4

The year-wise estimated cost of PEDP4 shows a significant upward trend in financing over the program period, with notable fluctuations linked to implementation phases. Total annual allocations rose sharply from **Tk 125,106.32 lakh** in FY 2018–19 to a peak of **TK 1,202,561.48 lakh** in FY 2022–23, driven largely by substantial increases in Program Assistance—particularly RPA, which reached **Tk 685,529.20 lakh** that year. Government of Bangladesh contributions also grew steadily, from **Tk 79,337.22 lakh** in 2018–19 to over **Tk 648,871.08 lakh** in FY 2023–24. The final two years (FY 2023–24 and FY 2024–25) are entirely financed by GoB, signaling a transition toward full domestic funding. Cumulatively, GoB provides **66.8%** of the total Tk 3,829,150 lakh program cost, with development partners covering the remaining share in the earlier years, highlighting a shift from joint to nationally sustained financing.

Table 8.3: Year-wise estimated cost (Lakh TK) of the PEDP4 (from 2018-18 to 2024-25)

Financial Year	GOB	PA		Total
		RPA	DPA	
2018-19	79,337.22	42,818.20	2,950.90	125,106.32
2019-20	109,678.64	55,568.35	3,159.68	168,406.67
2020-21	172,576.17	88,143.72	2,684.11	263,404.00
2021-22	409,686.53	362,514.53	2,968.06	775,169.12
2022-23	490,351.04	685,529.20	26,681.24	1,202,561.48
2023-24	648,871.08	-	-	648,871.08
2024-25	645,631.33	-	-	645,631.33
Total:	2,556,132.01	1,234,574.00	38,443.99	3,829,150.00

Source: RDPP of the PEDP4

The PEDP4 cost allocation shows that Access and Participation consumes the largest share of the budget, Tk 2,657,633 lakh (about 69% of the total), driven by heavy investments in need-based infrastructure (Tk 1,542,869 lakh) and water, sanitation, and hygiene (Tk 581,016 lakh). Component Quality accounts for about 20% of total cost (Tk 781,378 lakh), with major spending on teacher recruitment and deployment (Tk 290,159 lakh) and continuous professional development (Tk 267,080 lakh). Management, Governance, and Financing receives the smallest share (Tk 340,139 lakh), focusing mainly on strengthening UPEPs and SLIP (Tk 262,493 lakh). Spending peaks in FY 2022–23 (Tk 1,152,561 lakh) before tapering to around Tk 645,000 lakh annually in the final two years, reflecting completion of high-cost capital projects and a shift to GoB-only financing.

Table 8.4: Cost Estimate (Lakh TK) of PEDP4 by Component and Sub-component

SL	Component and subcomponent	Total RDPP Cost	Till June 2021	2021-22	2022-23	2023-24	2024-25
Component 1: Quality							
1.1	Curriculum	3452	1251	1063	1138	0	0

SL	Component and subcomponent	Total RDPP Cost	Till June 2021	2021-22	2022-23	2023-24	2024-25
1.2	Textbooks and Teaching-Learning Materials	8390	4014	850	3478	47	0
1.3	Teacher's Recruitment and Deployment	290159	0	0	78839	105657	105663
1.4	Teacher Education	61913	17506	22382	8032	5747	8247
1.5	Continuous Professional Development	267080	52540	53583	100671	30144	30144
1.6	ICT in Education	104384	247	22855	76857	2223	2202
1.7	Assessment & Examinations	6929	4136	613	1773	75	332
1.8	Pre-Primary Education	39070	12508	6560	6882	6560	6560
	Sub-total of Comp. 1	781378	92202	107905	277671	150453	153148
Component 2: Access & participation							
2.1	Need-based Infrastructure	1542869	136245	454871	260656	349293	341805
2.2	Need-based Furniture	5684	49	330	2005	1650	1650
2.3	Maintenance	296071	138360	62234	31755	31756	31966
2.4	Water, Sanitation and Hygiene	581016	33947	48701	384455	54705	59208
2.5	Out-of-School Children	163796	19518	40113	104165	0	0
2.6	Special Education Needs	8202	907	486	2590	2108	2110
2.7	Education-in-Emergencies	38789	4876	2112	26448	4176	1178
2.8	Communication & Social Mobilization	21205	5572	3954	4461	3609	3609
	Sub-total of Comp. 2	2657633	339475	612800	816535	447297	441526
Component 3 - Management, Governance and Financing							
3.1	Data System for Decision Making	5402	935	2569	1476	210	211
3.2	Institutional Strengthening	56510	14879	8299	13674	9912	9746
3.3	Strengthened UPEPs and SLIP	262493	109426	38496	38572	38000	38000
3.4	Strengthened Budgets	0	0	0	0	0	0
3.5	Procurement & Financial Management	15734	0	5100	4634	3000	3000
	Sub-total of Comp. 3	340139	125240	54464	58356	51122	50957
	Total	3779150	556917	775169	1152561	648871	645631
	Physical Contingency	30,000	-	-	10,000	10,000	10,000
	Price Contingency	20,000	-	-	6,000	7,000	7,000
	Grand Total	3,829,150	556,917	775,169	1,152,561	648,871	645,631

Source: RDPP of the PEDP4

8.2. The MoPME Budget Composition for the PEDP4 (2018–2025)

The total estimated cost of PEDP4 from July 2018 to June 2025 stands at Tk. 15,355,163.5 lakh (US \$18,513.6 million). A majority share (56.76%) is allocated to non-development (revenue) expenditure, amounting to Tk. 8,715,447 lakh (US \$10,508.1 million). With **56.76%** of the total PEDP4 budget allocated to non-development (revenue) heads, the program demonstrates a strong focus on maintaining essential education services, such as salaries, administrative costs, and day-to-day

operations. This high share ensures program stability and continuity of delivery service. Development expenditure accounts for 43.24% of the total, combining PEDP4 program costs (Tk. 3,829,150 lakh; 25%) and discrete project allocations (Tk. 2,800,000 lakh; 18.24%). This distribution reflects a significant commitment to sustaining operational capacity while also financing infrastructure, quality enhancement, and expansion activities.

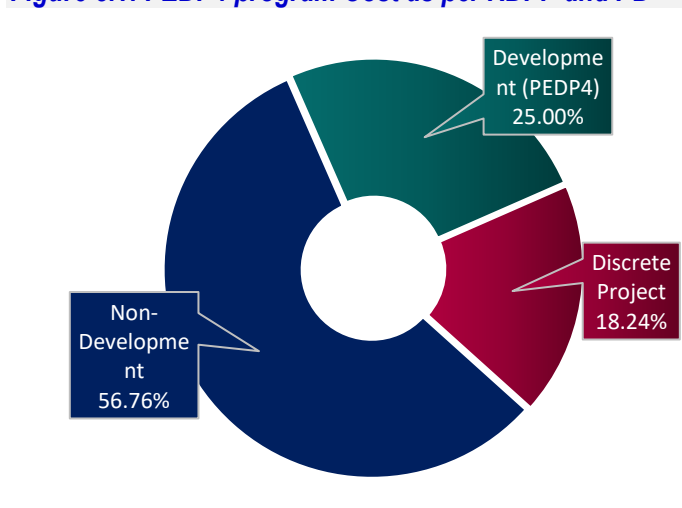
Table 8.5: Estimated cost of the PEDP4 2018-25

Budget Head	RDPP of PEDP4 (July 2018-June 2025)		
	In Lakh Taka	US \$ in Million	Share (%)
A. Non-Development (Revenue)	8,715,447	10,508.10	56.76%
B1. Development (PEDP4)	3,829,150	4,629.50	25.00%
B2. Discrete Project	2,800,000	3,375.90	18.24%
Sub-Total Development (B1+B2)	6,639,716	8,005.40	43.24%
Total Cost:	15,355,163.5	18,513.60	100%

Source: RDPP of the PEDP4

The PEDP4 budget composition is like the PEDP3, based on the pie chart displaying a snapshot of the PEDP4 budget (2018-25). The pie chart reveals that the non-development budget (56.8%) and development budget (25%); development budget is slightly shifted towards non-development in the RDPP of the PEDP4. A change is evident in the composition of the discrete project budget. Discrete projects have fallen from 20% to 18.2%, mainly phased out of a few foreign-aided discrete projects (e.g. SHARE project, English in Action project, etc.).

Figure 8.1: PEDP4 program Cost as per RDPP and PD



8.3. PEDP4 component planned & actual expenditure (lakh TK)

Table 8.6: The PEDP4 component budget and expenditure 2019-23 [Lakh Taka]

Component	DPP of the PEDP4	Revised 2020-21 AOP	Exp: 2020-21 AOP (R), (%)	Revised 2021-22 AOP	Exp: 2021-22 AOP (R), (%)	Revised 2022-23 AOP	Exp: 2022-23 AOP (R), (%)
1. Quality	8,813,78	39,090	3,959 (10%)	106056	39316.89 (37%)	122150	80892 (66%)
2. Access and Participation	26,376,33	254,781	215,288 (84%)	453233	353385.5 (78%)	464316	405633 (87%)
3. Management, Governance and Financing	3,401,39	45,715	44,151 (97%)	49514	43744.61 (88%)	50078	38423 (77%)
Unforeseen	50,000	0	0	0	0	0	0
Total	38,391,50	339,600	263,403 (78%)	608803	436447 (72%)	636544	524948 (82%)

Sources: Finance Division of DPE

8.4. Year-wise Budget Implementation of the PEDP4

8.4.1. Budget implementation of FY 2018–19

FY 2018–19, the inaugural year of PEDP4, revealed significant disparities in budget execution at sub-component levels. Of the 21 sub-components with allocated funds, eight achieved an impressive budget utilization rate above 90%, while three recorded rates between 80–89%. In FY 2018–19, PEDP4 had a total budget allocation of **Tk 230,000 lakh**, with a revised allocation of **Tk 139,111 lakh**, and achieved an overall expenditure of **Tk 125,025 lakh**, a **90% budget utilization rate**. The highest spending efficiency was observed in *Access and Participation* (93% expenditure rate), followed closely by *Management, Governance and Financing* (88%) and *Quality* (87%). While some sub-components performed exceptionally (e.g., *Need-based Infrastructure* at 97%, *Strengthened UPEPs & SLIPs* at 98%), others showed severe under-utilization (e.g., *Teacher Recruitment* 0%, *Data Systems for Decision-Making* 2%, *Procurement & Financial Management* 0%). This reflects strong implementation capacity in physical and community-level interventions but critical delays in institutional and system-strengthening activities.

Table 8.7: The PEDP4 component budget and expenditure 2018-19 (Lakh Taka)

SL.	Sub-component of the PEDP4	RDPP cost (Lakh Taka)	Original AOP 2018-19 (Lakh Taka)	Revised AOP 2018-19 (Lakh Taka)	Expenditure (Lakh Taka) As of June, 2019	
1	Component 1: Quality	781378.18	78780.32	35060.45	30409.51	87%
1.1	Curriculum	3451.96	665	665.00	364.51	55%
1.2	Textbooks and Teaching-Learning Materials	8389.67	386	386.00	160.95	42%
1.3	Teacher's Recruitment and Deployment	290158.56	2744.72	0.00	0.00	0%
1.4	Teacher Education	61913.38	7550.5	8393.85	7426.36	88%
1.5	Continuous Professional Development	267080.44	24125.6	16111.60	13722.68	85%
1.6	ICT in Education	104384.38	33947.5	143.00	74.17	52%
1.7	Assessment & Examinations	6929.44	2280	2280.00	2075.02	91%
1.8	Pre-Primary Education	39070.35	7081	7081.00	6585.82	93%
2	Component 2: Access and Participation	2657632.61	102166.1	56864.35	53123.80	93%
2.1	Need-based Infrastructure	1542869.27	18566.36	759.00	734.85	97%
2.2	Need-based Furniture	5684.00	1462	40.00	0.00	0%
2.3	Maintenance	296070.90	38321	44581.00	42942.92	96%
2.4	Water, Sanitation and Hygiene	581016.46	20205.65	640.50	530.07	83%
2.5	Out-of-School Children	163795.90	17020.07	4068.85	3959.09	97%
2.6	Special Education Needs	8201.50	395	495.00	369.42	75%
2.7	Education-in-Emergencies	38789.50	2756	2745.00	1469.70	54%
2.8	Communication & Social Mobi.	21205.07	3440	3535.00	3117.75	88%
3	Component 3: Management, Governance and Financing	390139.22	49053.6	47186.20	41491.66	88%
3.1	Data System for Decision Making	5401.98	419.5	391.00	6.58	2%
3.2	Institutional Strengthening	56510.22	8850.4	5661.50	3570.28	63%
3.3	Strengthened UPEPs and SLIPs	262493.01	39782.2	38782.20	37914.80	98%
3.4	Strengthen budgets	0.00	0	0.00	0.00	0%
3.5	Procurement & Financial Management	15734.00	1.5	2351.50	0.00	0%
	Unforeseen	50000.00	0	391.00	6.58	2%
	Total	3,829,150.0	230000	139111	125025	90%

8.4.2. Budget implementation of FY 2019–20

FY 2019-20 was the 2nd year of the PEDP4. Based on the 2nd AOP, it was revealed that budget execution at the sub-component level was very uneven. Out of 19 sub-components with fund allocation of the PEDP4, the following one sub-component achieved a budget execution rate of around 80% and 4 sub-components above 70%.

Table 8.8: DPP and Sub-component wise allocation and expenditure against AOP (2019-20)

SL.	Sub-component of the PEDP4	RDPP cost (Lakh Tk)	Original AOP 2019-20 (Lakh Tk)	Revised AOP 2019-20 (Lakh Tk)	Expenditure (Lakh Taka) As of June, 2020	
1	Component 1: Quality	781378.18	167,299	143,340	52,751	37%
1.1	Curriculum	3451.96	1,294	1,294	949	73%
1.2	Textbooks and Teaching-Learning Materials	8389.67	15,420	15,630	3,127	20%
1.3	Teacher's Recruitment and Deployment	290158.56	14,000	0	0	0
1.4	Teacher Education	61913.38	12,971	12,805	8,502	66%
1.5	Continuous Professional Development	267080.44	79,755	72,645	32,779	45%
1.6	ICT in Education	104384.38	34,373	31,377	131	0%
1.7	Assessment & Examinations	6929.44	2,391	2,431	1,882	77%
1.8	Pre-Primary Education	39070.35	7,095	7,158	5,381	75%
2	Component 2: Access and Participation	2657632.61	167,299	143,340	52,751	37%
2.1	Need-based Infrastructure	1542869.27	150,480	73,386	14,095	19%
2.2	Need-based Furniture	5684.00	9,855	7,070	33	0.5%
2.3	Maintenance	296070.90	82,059	74,967	36,814	49%
2.4	Water, Sanitation and Hygiene	581016.46	49,868	21,536	3,415	16%
2.5	Out-of-School Children	163795.90	45,971	34,014	6,790	20%
2.6	Special Education Needs	8201.50	728	728	512	70%
2.7	Education-in-Emergencies	38789.50	3,808	3,108	1,790	58%
2.8	Communication & Social Mobi.	21205.07	4,070	4,070	2,240	55%
3	Component 3: Management, Governance and Financing	390139.22	51,555	48,233	37,224	77%
3.1	Data System for Decision Making	5401.98	882	829	278	34%
3.2	Institutional Strengthening	56510.22	8,191	7,672	5,247	68%
3.3	Strengthened UPEPs and SLIPs	262493.01	39,481	39,731	31,699	80%
3.4	Strengthen Budgets	0.00	0	0	0	0
3.5	Procurement & Financial Management	15734.00	2,352	0	0	0.0%
	Unforeseen	50000.00	0	0	0	0.0%
	Total	3,829,150.0	565,693	410,452	155,664	38%

8.4.3. Budget implementation of FY 2020–21

FY 2020-21 was the 3rd year of the PEDP4. Based on the 3rd AOP, it was revealed that budget execution at the sub-component level was very similar. Out of 20 sub-components with fund allocation of the PEDP4, the following five sub-components achieved a budget execution rate above 90% and 1 sub-component above 80%. On the other hand, 7 sub-components spent less than half of its original budget, including 1 sub-component with no budget allocation.

Table 8.9: The PEDP4 component budget and expenditure 2020-21 (Lakh Taka)

SL.	Sub-component of the PEDP4	RDPP cost Lakh Taka	Original AOP 2020-21 Lakh Taka	Revised AOP 2020-21 Lakh Taka	Expenditure Lakh Taka As of June, 2021	
1	Component 1: Quality	781378.18	172,726	39,090	3,959	10%
1.1	Curriculum	3451.96	1,410	1,280	147	11%
1.2	Textbooks and Teaching-Learning Materials	8389.67	16,030	2,117	639	30%
1.3	Teacher's Recruitment and Deployment	290158.56	7,500	0	0	0%
1.4	Teacher Education	61913.38	14,907	14,747	802	5%
1.5	Continuous Professional Development	267080.44	81,365	12,784	2,294	18%
1.6	ICT in Education	104384.38	43,087	499	44	9%
1.7	Assessment & Examinations	6929.44	1,361	597	31	5%
1.8	Pre-Primary Education	39070.35	7,066	7,066	2	0%
2	Component 2: Access and Participation	2657632.61	291,966	254,781	215,288	84%
2.1	Need-based Infrastructure	1542869.27	115,125	121,338	119,003	98%
2.2	Need-based Furniture	5684.00	7,164	164	0	0%
2.3	Maintenance	296070.90	65,989	56,429	54,707	97%
2.4	Water, Sanitation and Hygiene	581016.46	46,020	37,190	30,552	82%
2.5	Out-of-School Children	163795.90	48,954	30,954	9,489	31%
2.6	Special Education Needs	8201.50	1,637	1,637	40	2%
2.7	Education-in-Emergencies	38789.50	3,465	3,465	1,473	43%
2.8	Communication & Social Mob.	21205.07	3,612	3,604	24	1%
3	Component 3: Management, Governance and Financing	390139.22	50,332	45,715	44,151	97%
3.1	Data System for Decision Making	5401.98	715	690	679	98%
3.2	Institutional Strengthening	56510.22	7,163	6,571	6,003	91%
3.3	Strengthened UPEPs and SLIPs	262493.01	39,453	38,453	37,469	97%
3.4	Strengthen Budgets	0.00	0	0	0	0
3.5	Procurement & Financial Mänge.	15734.00	2,352	0	0	0.0%
	Unforeseen	50000.00	0	0	0	0.0%
	Total	3,829,150.0	504,000	339,600	263,403	78%

8.4.4. Budget implementation of FY 2021-22

FY 2021-22 was the 4th year of the PEDP4. Based on the 4th year AOP, it was revealed that budget execution at the sub-component level was very similar. Out of 21 sub-components with fund allocation of the PEDP4, the five sub-components achieved a budget execution rate above 72% and 8 sub-components above 80%. On the other hand, 8 subcomponents spent less than half of its original budget, including 1 sub-component with no budget allocation.

Table 8.10: The PEDP4 component budget and expenditure 2021-22 (Lakh TK)

SL.	Sub-component of the PEDP4	RDPP cost	Original AOP 2021-22	Revised AOP 2021-22	Expenditure As of June, 2022	
1	Component 1: Quality	781378.18	164297.4	106056	39316.89	37%
1.1	Curriculum	3451.96	1163.5	1062.5	97.9	9%
1.2	Textbooks and Teaching-Learning Materials	8389.67	925	925	331.53	36%
1.3	Teacher's Recruitment and Deployment	290158.56	39881.72	0	0	0%

SL.	Sub-component of the PEDP4	RDPP cost	Original AOP 2021-22	Revised AOP 2021-22	Expenditure As of June, 2022	
1.4	Teacher Education	61913.38	14026	22326	20291.28	91%
1.5	Continuous Professional Development	267080.44	51847.5	51694	11477.2	22%
1.6	ICT in Education	104384.38	47259.72	22854.5	367.42	2%
1.7	Assessment & Examinations	6929.44	2395	395	249	63%
1.8	Pre-Primary Education	39070.35	6799	6799	6502.56	96%
2	Component 2: Access and Participation	2657632.61	287254.56	453233	353385.5	78%
2.1	Need-based Infrastructure	1542869.27	146704.28	292745	234590.38	80%
2.2	Need-based Furniture	5684.00	8530	530	482.04	91%
2.3	Maintenance	296070.90	51513	62234	60119.22	97%
2.4	Water, Sanitation and Hygiene	581016.46	39400	49500.5	41190.59	83%
2.5	Out-of-School Children	163795.90	28544.5	40682.5	12523.22	31%
2.6	Special Education Needs	8201.50	2078.78	1826	419.32	23%
2.7	Education-in-Emergencies	38789.50	5854	2000	1936.7	97%
2.8	Communication & Social Mob.	21205.07	4630	3715	2124.03	57%
3	Component 3: Management, Governance and Financing	390139.22	48846	49514	43744.61	88%
3.1	Data System for Decision Making	5401.98	3246	3081	421.51	14%
3.2	Institutional Strengthening	56510.22	7398	8031	6221.69	77%
3.3	Strengthened UPEPs and SLIPs	262493.01	38202	38402	37101.41	97%
3.4	Strengthen Budgets	0.00	0	0	0	0.0%
3.5	Procurement & Financial Mänge.	15734.00	0	0	0	0.0%
	Unforeseen	50000.00	0	0	0	0.0%
	Total	3,829,150.0	500398	608803	436447	72%

8.4.5. Budget implementation of FY 2022-23

FY 2020-21 was the 5th year of the PEDP4. Based on the AOP, the budget execution at the sub-component level was very uneven. Out of 21 sub-components of the PEDP4, five sub-components achieved a budget execution rate at 90% and above and 2 sub-components executed 80-90%. Notably, the subcomponent 1.8 (Pre-primary Education) executed 100% of its allocated budget. On the other hand, 3 subcomponents spent less than 13% of the budget with the lowest budget execution rate was only 2% at the sub-component level 3.5 (Procurement & Financial Management). Overall, the budget execution rate of FY 2022-23 of the PEPD4 was 82%.

Table 8.11: The PEDP4 component budget and expenditure 2022-23 (Lakh TK)

SL.	Sub-Component of the PEDP4	RDPP cost (Lakh Taka)	Original AOP 2022-23 (Lakh Taka)	Revised AOP 2022-23 (Lakh Taka)	Expenditure (Lakh Taka)	
1	Component 1: Quality				Amount	%
1.1	Curriculum	3451.96	843.15	943.20	332.22	35%
1.2	Textbooks and Teaching-Learning Materials	8389.67	1131.86	1372.00	316.75	23%
1.3	Teacher's Recruitment and Deployment	290158.56	27500.00	30975.00	17000.00	55%
1.4	Teacher Education	61913.38	7684.50	7656.00	2688.24	35%
1.5	Continuous Professional Development	267080.44	81868.62	30657.04	13529.77	44%
1.6	ICT in Education	104384.38	83877.10	48781.10	45878.98	94%
1.7	Assessment & Examinations	6929.44	1555.17	1605.00	985.52	61%

SL.	Sub-Component of the PEDP4	RDPP cost (Lakh Taka)	Original AOP 2022-23 (Lakh Taka)	Revised AOP 2022-23 (Lakh Taka)	Expenditure (Lakh Taka)	
1.8	Pre-Primary Education	39070.35	6882.00	161.00	160.70	100%
2	Component 2: Access and Participation					
2.1	Need-based Infrastructure	1543119.27	413738.40	238472.95	225920.18	95%
2.2	Need-based Furniture	5684.00	40.00	40.00	16.32	41%
2.3	Maintenance	296070.90	11996.50	35536.35	27316.30	77%
2.4	Water, Sanitation and Hygiene	581016.46	56982.08	44092.00	43077.19	98%
2.5	Out-of-School Children	163795.90	89488.89	125851.08	102928.77	82%
2.6	Special Education Needs	8201.50	6777.88	4703.00	256.52	5%
2.7	Education-in-Emergencies	38789.50	22283.98	11792.63	3527.14	30%
2.8	Communication & Social Mobi.	21205.07	4551.57	3828.00	2590.68	68%
3	Component 3: Management, Governance and Financing					
3.1	Data System for Decision Making	5401.98	3545.52	713.00	91.29	13%
3.2	Institutional Strengthening	56510.22	10576.88	8846.64	6618.23	75%
3.3	Strengthened UPEPs and SLIPs	262493.01	38482.00	37771.51	30779.58	81%
3.4	Strengthen budgets	0.00	3590.90	995.88	892.29	90%
3.5	Procurement & Financial Management	15734.00	2460.00	1751.62	41.88	2%
	Unforeseen	50000.00	0.00	0.00	0.00	0%
	Total	3829150.00	875857.00	636545.00	524948.55	82%

8.4.6. Budget implementation of FY 2023-24

FY 2023-24 is the 6th year of the PEDP4. In FY 2023–24, the PEDP4 achieved an overall budget execution rate of 83.49% (Tk. 531,505 lakh expenditure against a revised allocation of Tk. 636,545 lakh), indicating generally strong financial performance. However, execution rates varied significantly across sub-components—from as high as 100% in Pre-Primary Education to as low as 2% in Procurement & Financial Management and 5% in Special Education Needs. Although the revised budget for Pre-Primary Education dropped drastically from Tk. 6,882 lakh to only Tk. 161 lakh, the program achieved 100% expenditure (Tk. 160.70 lakh). This suggests that despite limited funds, execution was precise, potentially due to targeted activities. Besides, the Need-based Infrastructure sub-component had one of the highest expenditures, with Tk. 225,920.18 lakh spent, representing 95% of the revised allocation (Tk. 238,472.95 lakh). Similarly, Water, Sanitation and Hygiene (WASH) achieved 98% utilization (Tk. 43,077.19 lakh out of Tk. 44,092 lakh). These high absorption rates suggest that physical infrastructure and WASH facilities were prioritized and efficiently implemented, likely due to urgent needs for improved learning environments and safe school sanitation.

On the other hand, underperformance is observed in inclusive and special needs this subcomponent recorded only 5% execution (TK. 257 lakh spent out of TK. 4,703 lakh allocated). This severely limits the reach of inclusive education initiatives and may exacerbate learning gaps for children with disabilities or special needs.

Table 8.12: The PEDP4 Component Budget and Expenditure 2023-24 (Lakh TK)

SL.	Sub-component of the PEDP4	RDPP cost (Lakh Taka)	Original AOP 2023-24 (Lakh Taka)	Revised AOP 2023-24 (Lakh Taka)	Expenditure (Lakh Taka)	
1	Component 1: Quality				Amount	%

SL.	Sub-component of the PEDP4	RDPP cost (Lakh Taka)	Original AOP 2023-24 (Lakh Taka)	Revised AOP 2023-24 (Lakh Taka)	Expenditure (Lakh Taka)	
1.1	Curriculum	3451.96	843.15	943.20	332.22	35%
1.2	Textbooks and Teaching-Learning Materials	8389.67	1131.86	1372.00	316.75	23%
1.3	Teacher's Recruitment and Deployment	290158.56	27500.00	30975.00	17000.00	55%
1.4	Teacher Education	61913.38	7684.50	7656.00	2688.24	35%
1.5	Continuous Professional Development	267080.44	81868.62	30657.04	13529.77	44%
1.6	ICT in Education	104384.37	83877.10	48781.10	45878.98	94%
1.7	Assessment & Examinations	6929.44	1555.17	1605.00	985.52	61%
1.8	Pre-Primary Education	39070.35	6882.00	161.00	160.70	100%
2	Component 2: Access and Participation					
2.1	Need-based Infrastructure	1542869.27	413738.40	238472.95	225920.18	95%
2.2	Need-based Furniture	5684.00	40.00	40.00	16.32	41%
2.3	Maintenance	296070.90	11996.50	35536.35	27316.30	77%
2.4	Water, Sanitation and Hygiene	570367.07	56982.08	44092.00	43077.19	98%
2.5	Out-of-School Children	163795.90	89488.89	125851.08	102928.77	82%
2.6	Special Education Needs	8201.50	6777.88	4703.00	256.52	5%
2.7	Education-in-Emergencies	38789.50	22283.98	11792.63	3527.14	30%
2.8	Communication & Social Mobi.	21205.06	4551.57	3828.00	2590.68	68%
3	Component 3: Management, Governance and Financing					
3.1	Data System for Decision Making	5401.99	3545.52	713.00	91.29	13%
3.2	Institutional Strengthening	56510.23	10576.88	8846.64	6618.23	75%
3.3	Strengthened UPEPs and SLIPs	262493.01	38482.00	37771.51	30779.58	81%
3.4	Strengthen budgets	10649.38	3590.90	995.88	892.29	90%
3.5	Procurement & Financial Management	15734.00	2460.00	1751.62	41.88	2%
	Unforeseen	50000	0	0	0	0%
	Total	3829150	875857	636545	531505	83.49%

8.5. Budget Implementation of Primary Education Sub-Sector

8.5.1. Overview of Education Budget and Trend

Overview of Education Sector Budget trend: Between FY 2018–19 and FY 2023–24, Bangladesh's Education Sector Budget rose from Tk. 53,549 crore to Tk. 88,163 crore, broadly tracking the growth of the National Budget from Tk. 464,573 crore to Tk. 761,785 crore, keeping education's national share within 10.67%–14.17%. Within the sector, the MoPME budget grew from Tk. 22,466 crore to Tk. 34,722 crore, consistently representing 36–42% of total education spending. MoPME's share of the national budget remained in a tight 4.19%–5.64% range, showing that while primary education funding grows in nominal terms, it has not increased as a proportion of total government expenditure. Associations between components show a clear cascade effect: when the national budget contracts in revised estimates, education's share typically drops, pulling MoPME's share down as well, though in some years (e.g., 2021–22 revised) intra-sector adjustments temporarily protect MoPME. Overall, both

education and MoPME budgets move in proportion to the national budget, but mid-year cuts and lack of proportional growth signal stagnant prioritization for primary education.

Education Sector Budget: The volume of the education sector budget rose from Tk. 53,549 crore in 2018–19 to Tk. 88,163 crore in 2023–24, a 64.7% nominal increase. However, similar to the national budget, there are significant reductions in revised allocations, most notably in FY 2022–23, which dropped from Tk. 81,449 crore (original) to Tk. 70,507 crore (revised), a 13.4% cut. These downward revisions may have affected program implementation and expansion plans in the sector.

It is evident that the education sector budget generally maintains a stable proportional relationship with the national budget. When the national budget increases, the education budget tends to rise in nominal terms, but the percentage share fluctuates slowly. For example, in FY 2018–19, education’s share of the national budget was 11.53%, which slightly increased to 12.01% in FY 2022–23 (original) before dropping to 10.67% in the revised budget. This suggests that while both budgets move in the same direction, the relative priority of education changes depending on fiscal conditions, with downward adjustments during financial stress.

MoPME Budget: The Ministry of Primary and Mass Education (MoPME) budget rose from Tk. 22,466 crore in 2018–19 to Tk. 34,722 crore in 2023–24, marking a 54.6% nominal increase. While there is an overall upward trend, several years show downward revisions. For instance, FY 2022–23 dropped from Tk. 31,761 crore to Tk. 27,702 crore (**-12.8%**). Such fluctuations can disrupt ongoing projects or activities like textbook distribution, school feeding, and infrastructure development.

It is also evident that the MoPME budget is directly proportional to the education sector budget, with a relatively stable share between 36–42%. This stability indicates that MoPME’s allocation moves in tandem with the total education budget, regardless of whether the latter increases or decreases. For instance, in FY 2021–22 (original), the education budget was Tk. 71,956 crore and MoPME received 36.57%; in the revised version, although the education budget dropped to Tk. 69,641 crore, MoPME’s share rose to 40.52%, showing that intra-sector adjustments can slightly benefit primary education even when total allocations fall.

MoPME Share (%) of National Budget: From FY 2018–19 to FY 2023–24, MoPME’s share of the national budget stayed within a narrow 4.19%–5.64% range, showing no sustained growth in priority for primary education. It began at 4.84% in 2018–19, dipped to 4.60% in 2019–20 (original), then peaked at 5.64% in 2019–20 (revised) due to a sharp national budget cut that proportionally affected MoPME less. The share then generally declined, hitting the lowest point of 4.19% in 2022–23 (revised), before a slight rebound to 4.56% in 2023–24. Despite nominal budget increases, MoPME’s share has not kept pace with overall government expenditure growth, indicating stagnant relative prioritization.

There is a nested relationship between national budget in education and MoPME Share of national budget. The share of national budget in education sets the upper bound for what MoPME can receive. If the education sector’s share of the national budget declines, even a constant MoPME share of the education budget results in a reduced MoPME share of the national budget. For example, in FY 2022–23 revised, education’s share of the national budget dropped sharply to **10.67%**, pulling MoPME’s share of the national budget down to **4.19%** despite its education budget share (39.29%) being within the normal range.

MoPME Share (%) of Education Budget: MoPME consistently receives around **37–42%** of the total education budget, showing relative stability in its proportional allocation. The highest share occurred in the revised FY 2021–22 budget (40.52%), while the lowest was in FY 2021–22 original (36.57%). This indicates that while the ministry’s proportion is stable, shifts occur in revised budgets, potentially favoring or deprioritizing primary education mid-year.

Share (%) of National Budget in Education: Education’s share of the national budget has fluctuated between **10.67% and 14.17%** over the period. The highest was in FY 2019–20 revised (14.17%), and the lowest was in FY 2022–23 revised (10.67%). This instability suggests that the education sector’s national budget share is sensitive to macroeconomic adjustments.

Table 8.13: The share of the education budget in the national budget (Crore TK)

Year	National Budget	Education Sector Budget	MoPME budget	MoPME Share (%) of National Budget	MoPME Share (%) of Education Budget	Share (%) of National budget in Education	Remarks
2018-19	464,573	53,549	22,466	4.84	41.95	11.53	Original
2019-20	523,190	61,120	24,041	4.60	39.33	11.68	Original
	420,160	59,557	23,701	5.64	39.80	14.17	Revised
2020-21	568,000	66,404	24,939	4.39	37.56	11.69	Original
	538,983	66,207	25,944	4.81	39.19	12.28	Revised
2021-22	603,681	71,956	26,314	4.36	36.57	11.92	Original
	593,500	69,641	28,222	4.76	40.52	11.73	Revised
2022-23	678,068	81,449	31,761	4.68	38.99	12.01	Original
	660,507	70,507	27,702	4.19	39.29	10.67	Revised
2023-24	761,785	88,163	34,722	4.56	39.38	11.57	Original

Source: Finance Division of DPE

8.5.2. Contribution of GDP

Bangladesh’s GDP at current market prices shows strong nominal growth over the period, rising from Tk. 25,36,177 crore in 2018–19 to Tk. 50,48,000 crore in 2023–24, effectively doubling in six years. The largest single-year increase occurred between 2021–22 and 2022–23, when GDP rose by about Tk. 4,62,811 crore (11.6%), reflecting post-pandemic economic recovery. However, this robust GDP growth has not translated into proportional increases in education spending as a percentage of GDP.

Considering the share (%) of GDP in education sector of Bangladesh, from FY 2018–19 to FY 2023–24, the share of GDP allocated to the education sector in Bangladesh shows a consistent downward trend, indicating that education investment has not kept pace with overall economic growth. In 2018–19, the education sector accounted for 3.03% of GDP, which was the highest point in the period. This dropped sharply to 2.13% in 2019–20, a decline of 0.90 percentage points in just one year, likely reflecting the combined effects of GDP growth and fiscal tightening during the onset of the COVID-19 pandemic. The share remained almost stagnant in 2020–21 at 2.14%, suggesting that while budgets increased nominally, they only kept pace with GDP rather than regaining lost ground. From 2021–22 onwards, the decline of GDP contribution to the education sector became more pronounced. The share fell to 1.81% in 2021–22 and, despite a slight rebound to 1.93% in 2022–23, it dropped again to a low of 1.75% in 2023–24. This sustained drop is significant because it places Bangladesh well below the UNESCO-recommended 4–6% of GDP for education, suggesting underinvestment relative to international benchmarks. The overall direction of the GDP contribution to education reveals that while the volume of the country’s economy nearly doubled in size during these years, education’s share of that

expanding GDP was steadily shrinking, signaling a structural de-prioritization of the sector in economic terms.

Similarly, MoPME's share of GDP has followed a similar declining path, falling from 0.89% in 2018–19 to 0.69% in 2023–24. The steepest drop occurred in 2022–23, when it fell to 0.62%, despite nominal MoPME budget increases in the same period. Again, because GDP growth outpaced budget growth. This consistent downward line reflects a stagnation in primary education's fiscal prioritization relative to the overall economy.

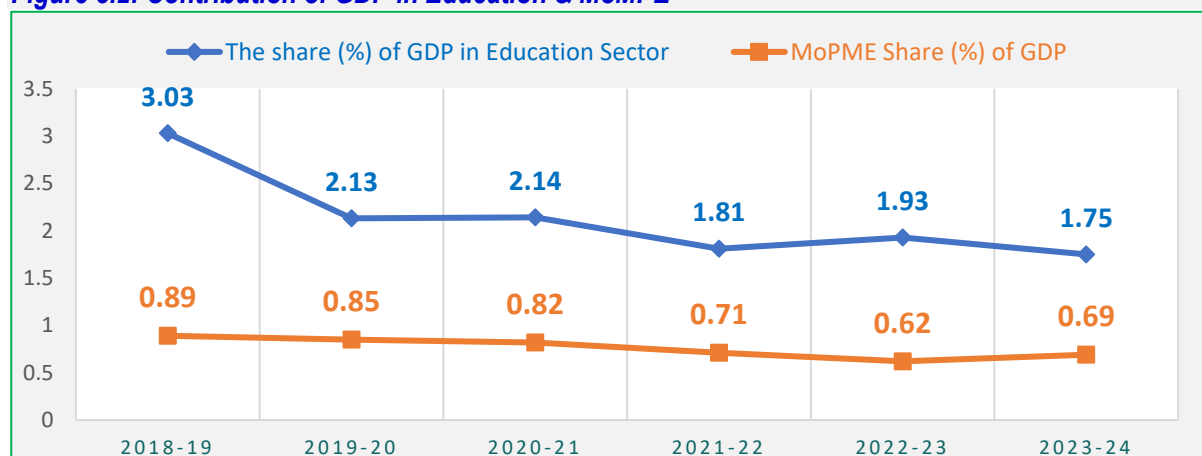
Table 8.14: Contribution of GDP in National Education & Primary Education

Year	GDP at Current Market Price ('crore' Tk.)	Share of GDP in Education Sector (%)	Share of GDP in Primary Education (%)
2018-19	25,36,177	3.03	0.89
2019-20	2,796,378	2.13	0.85
2020-21	3,171,800	2.14	0.82
2021-22	39,76,462	1.81	0.71
2022-23	44,39,273	1.93	0.62
2023-24	50,48,000	1.75	0.69

Source: MoF budget documents, MTBF and BBS

➤ Association of GDP Share with Relevant Budget in Education & MoPME:

Figure 8.2: Contribution of GDP in Education & MoPME



When comparing GDP-based shares with the National, Education, and MoPME Budget data, a clear pattern emerges:

- National and Education Budgets are growing in nominal terms, but GDP is growing faster, causing the percentage-of-GDP indicators to decline. For example, in 2022–23 (original), education's share of GDP was **1.93%**, while education's share of the national budget was **12.01%** — indicating that while education holds a consistent portion of the national budget, its share of the economy is shrinking.
- MoPME shows the same pattern: in 2018–19 it held **4.84%** of the national budget and **0.89%** of GDP; by 2023–24, it had **4.56%** of the national budget but only **0.69%** of GDP. This means MoPME's priority within the government budget is stable, but its priority in the overall economy is declining.

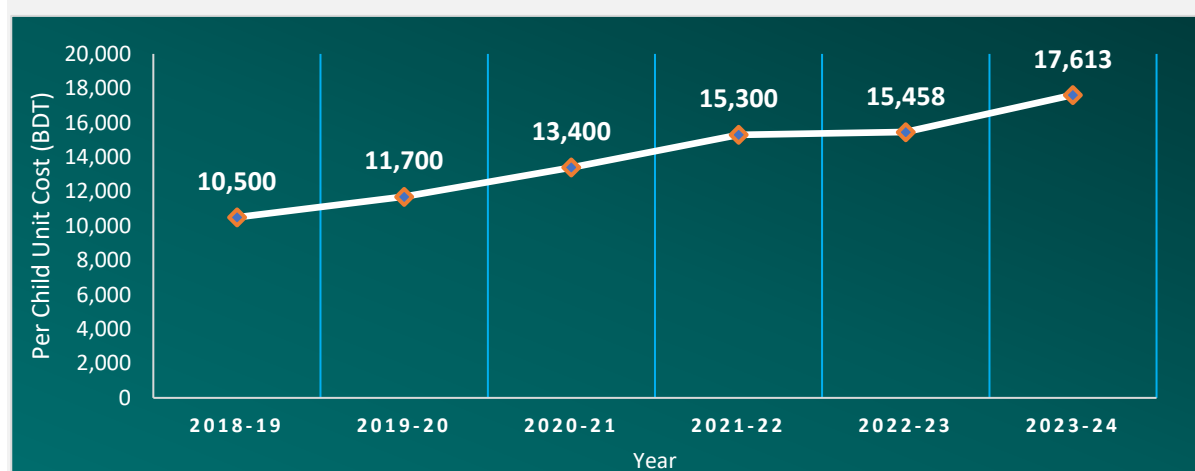
This association suggests that **internal budget prioritization for education is holding steady**, but the **overall fiscal envelope for education relative to the economy is shrinking**, a critical gap if Bangladesh aims to meet quality and equity goals in primary education.

8.5.3. Per Child Unit Cost for Primary Education

Per child unit cost is the average expenditure the government allocates per enrolled primary school student in a given year. Overall, the per-child yearly unit cost for primary education in Bangladesh has shown a consistent upward trend over six years as it increased from BDT 10,500 (FY 2018-19) to BDT 17,613 (FY 2023-24), marking a 67.7% rise. This reflects a sustained commitment to raising investment per student in primary education in nominal terms.

In FY 2018–19, the unit cost stood at BDT 10,500, which rose to BDT 11,700 in FY 2019–20, a 11.4% increase. The growth accelerated in FY 2020–21, reaching BDT 13,400 (14.5% increase from the previous year). In FY 2021–22, the cost jumped to BDT 15,300, representing the largest single-year increase (14.2%) in the period. However, growth slowed significantly in 2022–23, with only a marginal rise to BDT 15,458 (1% increase), indicating a plateau in spending expansion. In 2023–24, there was another substantial jump to BDT 17,613, a 14% increase compared to the previous year, which may reflect both inflation adjustments and increased programmatic investments.

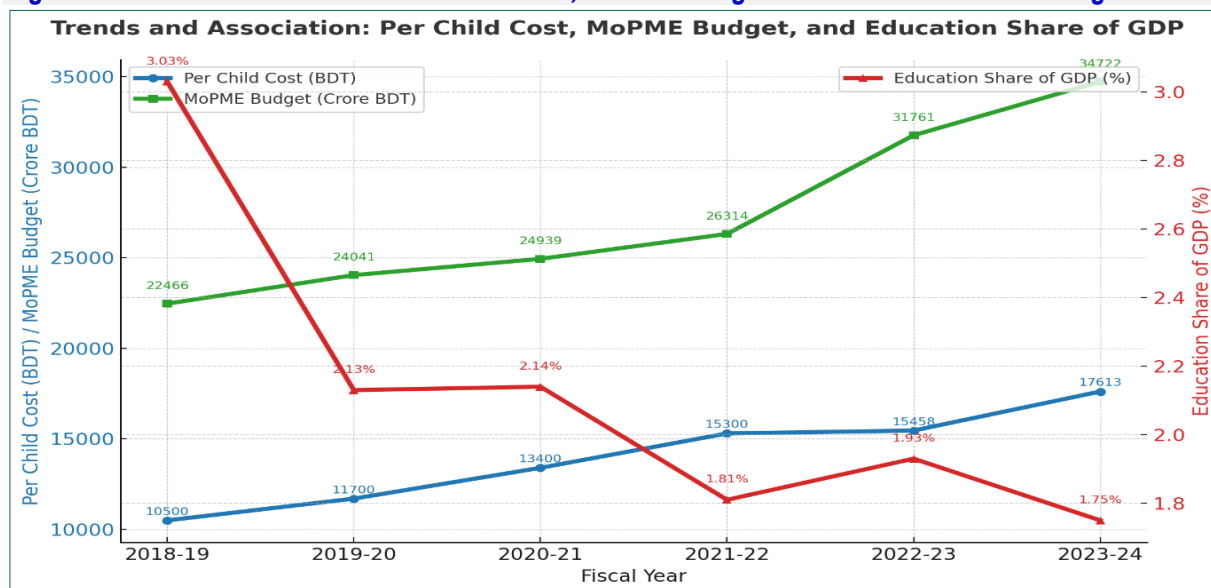
Figure 8.3: Trend of Per Child Yearly Unit Cost (BDT) for Primary Education in Bangladesh



➤ Association of Per Child Unit Cost with Relevant Budget Data

When compared with the **MoPME budget trends** and **education share of GDP**, a key pattern emerges:

- MoPME's nominal budget growth between 2018–19 and 2023–24 has been mirrored by increases in per-child unit cost. For example, MoPME's budget rose from BDT 22,466 crore in 2018–19 to BDT 34,722 crore in 2023–24 (a 54.6% nominal increase), while per-child cost rose by 67.7% in the same period, suggesting that part of the budget growth has gone directly into raising per-student investment rather than only expanding enrolment.
- However, since education's share of GDP fell from 3.03% to 1.75% over the same period, the increases in per-child cost have occurred within a relatively shrinking economic priority for education. This suggests the growth in per-child cost is more due to reallocations within the education sector budget than a larger slice of the national economy.

Figure 8.4: Association between Per Child Cost, MoPME Budget and Education Sector Budget


8.5.4. MoPME Budget Composition

Between FY 2018-19 and FY 2023-24, the total MoPME budget (original) rose substantially from Tk. 224,662,065 thousand in 2018-19 to Tk. 347,222,400 thousand in 2023-24 — a 54.5% increase over six years (During PEPD4). Despite this steady upward trajectory in the *original* allocations, *revised* budgets frequently fell below the original figures, with notable reductions in 2018-19 (–8.7%), 2022-23 (–12.8%), and 2023-24 (–12.2%), indicating possible underutilization or resource reallocation.

The non-development budget consistently formed the majority share, growing from Tk. 141,541,865 thousand in 2018-19 to Tk. 227,038,300 thousand in 2023-24, reflecting rising recurrent costs such as training, and operational expenses. Growth here has been steady, with no year showing a drop in original allocations. Overall, it is evident that MoPME budget has high dependency on non-development expenditure as the majority of funds (around 60–70% each year) go toward non-development purposes. The development budget, however, was more volatile as there are large discrepancies between original and revised development budgets suggest that planned capital projects or discrete projects are often under-implemented.

While original allocations increased from Tk. 83,120,200 thousand in 2018-19 to Tk. 120,184,100 thousand in 2023-24 (a 44.6% rise), revised allocations fluctuated sharply. For example, dropping from Tk. 116,415,500 thousand (original) to Tk. 77,846,800 thousand (revised) in 2022-23. Such large cuts suggest delays in project execution, procurement bottlenecks, or reprioritization of funds.

Table 8.15: : MoPME Budget (Thousand Taka): from 2018-19 to 2023-24

FY	Budget type	Non-Development (Thousand Taka)	Development (Thousand Taka)	Total (Thousand Taka)
2018-19	Original	141,541,865	83,120,200	224,662,065
	Revised	140,938,706	64,273,800	205,212,506
2019-20	Original	147,713,480	92,700,000	240,413,480
	Revised	146,857,568	90,162,400	237,019,968

FY	Budget type	Non-Development (Thousand Taka)	Development (Thousand Taka)	Total (Thousand Taka)
2020-21	Original	155,359,492	94,035,500	249,394,992
	Revised	152,588,448	106,858,100	259,446,548
2021-22	Original	182,914,800	80,224,900	263,139,700
	Revised	190,153,500	92,073,400	282,226,900
2022-23	Original	201,195,600	116,415,500	317,611,100
	Revised	199,181,200	77,846,800	277,028,000
2023-24	Original	227,038,300	120,184,100	347,222,400
	Revised	223,607,700	81,211,000	304,818,700

➤ **MoPME Budget and MTBF:**

The data reveals a generally close alignment between the Ministry of Primary and Mass Education (MoPME) Medium-Term Budgetary Framework (MTBF) projections and the actual budget allocations over the six-year period of the PEPD4 (FY 2018–19 to 2023–24), but with notable fluctuations, especially in development allocations. The overall MoPME budget distribution shows that the actual MoPME budget remained consistently below projections from FY 2018–19 to FY 2021–22, with the largest shortfall in 2018–19 (-7.26%) and 2020–21 (-5.69%). A positive deviation occurred only in 2022–23 (+5.26%), suggesting an exceptional increase in allocation, likely to support post-pandemic recovery programs. Notably, in 2023–24, the variation narrowed to -0.59%, showing improved budget realism and alignment with MTBF planning.

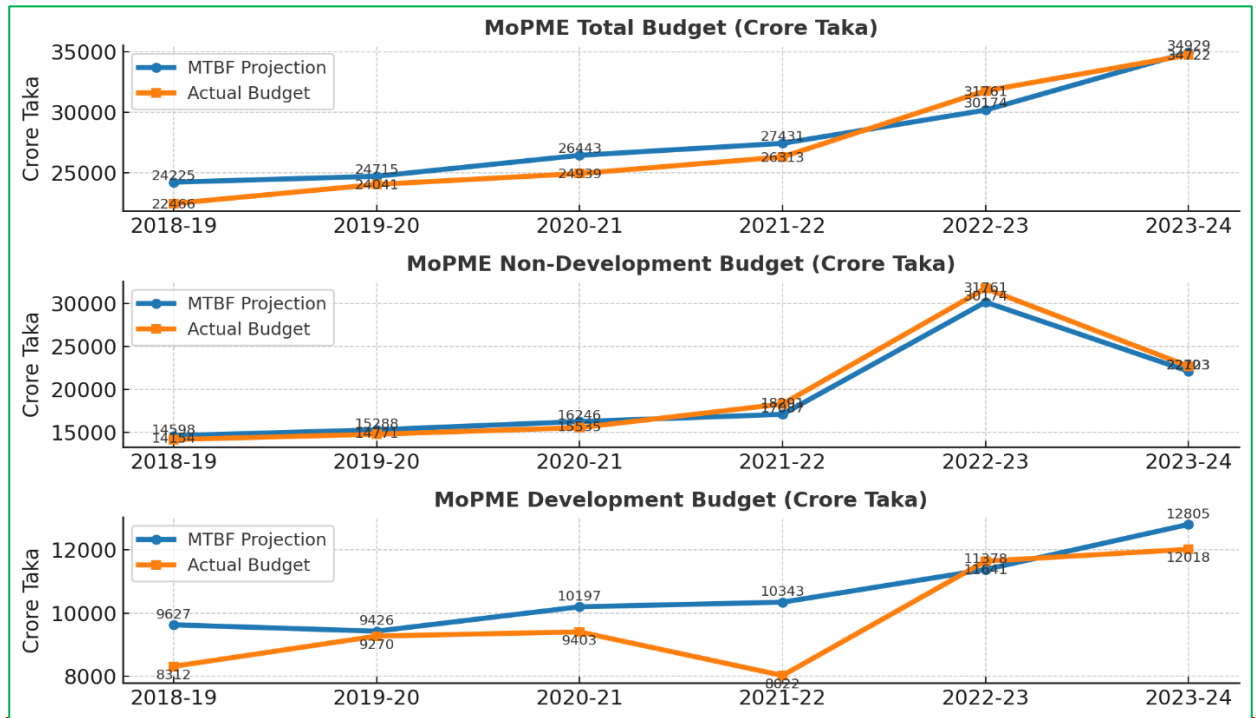
The non-development budget closely followed projections, with small negative variations from FY 2018–19 to FY 2020–21 (-3.04% to -4.38%), and a significant positive deviation in FY 2021–22 (+7.05%). FY 2022–23 again recorded a +5.26% increase, suggesting higher-than-expected operational costs. FY 2023–24 saw a modest positive variation of 2.62%, indicating continued alignment and stability in the non-development segment.

On the other hand, the development budget shows the largest volatility, with substantial underperformance against MTBF projections in most years. The most significant shortfall occurred in FY 2021–22, with -22.44%. However, slight positive variation was observed in 2022–23 (+2.31%) but again turned negative in 2023–24 (-6.15%), pointing to persistent implementation bottlenecks.

Table 8.16: MoPME Budget and MTBF (in crore taka) FY 2018-19 – 2023-24

Particular	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MoPME Budget						
MTBF Projection	24,225	24,715	26,443	27,431	30,174	34,929
Actual Budget	22,466	24,041	24,939	26,313	31,761	34,722
% Variation	-7.26%	-2.73%	-5.69%	-4.08%	5.26%	-0.59%
Non-Development Budget						
MTBF Projection	14,598	15,288	16,246	17,087	30,174	22,123
Actual Budget	14,154	14,771	15,535	18,291	31,761	22,703
% Variation	-3.04%	-3.40%	-4.38%	7.05%	5.26%	2.62%
Development Budget						
MTBF Projection	9,627	9,426	10,197	10,343	11,378	12,805
Actual Budget	8,312	9,270	9,403	8,022	11,641	12,018
% Variation	-13.66%	-1.65%	-7.79%	-22.44%	2.31%	-6.15%

The function between original budget and MTBF Projection can be seen with following graphical representation.



Chapter 9: Progress of Discrete Projects

9.1. The Discrete Projects in 2023-24

The PEDP4 is the flagship programme of MoPME following SWAp principles. However, there are several discrete projects that also contribute to improving access, participation, completion, and overall quality of the primary education sub-sector. To ensure comprehensive reporting on the sub-sector performance, the ASPR integrates progress reports of all the discrete projects in the primary education sub-sector.

The budget utilization of discrete projects in FY 2023–24 shows **mixed performance across different types of interventions**, reflecting varying levels of readiness, demand alignment, and implementation capacity.

- **Small-scale extracurricular project success:** The **Expansion of Cub-Scouting in Primary Schools** achieved 100% expenditure of its revised budget (Tk 430,500 thousand), fully GoB-funded. This demonstrates that **well-defined projects with clear objectives can achieve complete budget absorption**, especially when tied to extracurricular engagement and community interest.
- **Strong performance of need-based infrastructure projects:** The **Need-based Government Primary School Development Project** utilized **95.6%** of its Tk 7,050,500 thousand allocation. On the other hand, the **Need-based Newly Nationalized GPS Development Project** utilized **93%** of Tk 3,438,600 thousand. These results reflect effective alignment with field needs, and strong administrative delivery capacity, confirming that infrastructure-related projects are priority-driven and easier to implement effectively.
- **Large-scale PEDP4 absorption:** the **Fourth Primary Education Development Program (PEDP4)**, as the largest flagship program, had a total allocation of Tk 68,406,800 thousand, with an expenditure rate of 88.9%. Despite its complexity, the program's budget absorption is relatively strong, but the unspent 11.1% still amounts to Tk 7,259,989 thousand, which signals persistent challenges in procurement, project execution bottlenecks, and multi-stakeholder coordination.
- **Severe underutilization in ICT-based projects:** The **Computer and Language Lab Project** spent only **18.4%** of its Tk 194,900 thousand allocation. With **83.6% funding from external sources**, this low performance highlights a great deal of barriers in the project implementation ends. This is a critical red flag for digital transformation efforts.
- **Moderate implementation of systemic strengthening projects:** The **Student Profile Project** achieved 73.5% expenditure, showing steady progress in education data systems, but some delays in rollout. Again, the **Infrastructure Development in Dhaka Metro & Purbachal** spent 79.7% of Tk 1,208,600 thousand, indicating moderately strong performance, though large-scale urban projects still face execution delays.

Table 9.1: Funding Sources and expenditure (thousand TK) of discrete projects in FY: 2023-2024

S L	Project	2023-24 Original Budget	2023-24 (R) Budget envelope (Thousand TK)				2023-24 (R) Total (Thousan d TK)	Expenditure (Thousand TK) in FY: 2023-24	% of Expendit ure
			GoB	Share (%)	External Sources	Share (%)			
1	Expansion of cub-scouting in primary school 4th phase;10/07/2019-30/06/2023	731400	430500	100%			430500	430500	100
2	Need based Government primary school	1350000 0	7050500	100%	-	-	7050500	6742533	95.6

S L	Project	2023-24 Original Budget	2023-24 (R) Budget envelope (Thousand TK)				2023-24 (R) Total (Thousand TK)	Expenditure (Thousand TK) in FY: 2023-24	% of Expendit ure
			GoB	Share (%)	External Sources	Share (%)			
	development project; 01/07/2016-31/12/2022								
3	Need based newly nationalized Government primary school development project 01/07/2016-31/12/2022	4500000	3438600	100%			3438600	3197900	93.0
4	PEDP4; 01/07/2018- 30/06/2026	8586000 0	4529410 0	66.21%	2311270 0	33.79%	68406800	60820811	88.9
5	Establishment of Computer and Language Labs in 509 Government Primary Schools in Bangladesh	92700	32000	16.42%	162900	83.58%	194900	35869	18.4
6	Preparation of student profile; 01/03/2019- 31/12/2024	300000	200300	100%	-	-	200300	147249	73.5
7	Establishment of GPS and infrastructure development and beautification of GPS in Dhaka metro and Prubachal; 01/01/2020- 31/12/2024	3000000	1208600	100%	-	-	1208600	963028	79.7

9.2. Project-wise Updates

9.2.1. Project: Establishment of Computer and Language Labs in 509 Government Primary Schools in Bangladesh

➤ Goal of the Project:

- Computer and language labs will be established in 509 schools of 509 Upazila in Bangladesh.
- ICT skills and language skills of the students will be developed.
- The engagement of the students in classroom activities will be strengthened.

➤ Purpose/Objective:

- To familiarize students of 509 government primary schools of Bangladesh (1 school per Upazila) with various computer applications and enhance reading habits.
- To allow students to learn important skills to guide learning and to make the teaching-learning process more fruitful by the use of ICT
- To develop technological skills through effective use of computer
- To develop Bengali and English language skills of the students of selected schools
- To help students develop self-confidence as they develop their ICT skills and language skills and
- To promote cooperative learning through group activities.

➤ Location of the Project: Selected 509 Schools in 509 Upazila

➤ Budget of the Project:

The budget analysis of the *Establishment of Computer and Language Labs* project highlights a heavy reliance on Development Partner Assistance (DPA), though the Government of Bangladesh (GoB) has gradually increased its contribution over time. In the original DPP, total allocation was Tk 2,741.46 lakh, with 91.2% (Tk 2,499.73 lakh) financed by DPA and only 8.8% (Tk 241.73 lakh) by GoB. By the 1st revised DPP, GoB's share rose to 12.9% (Tk 369.44 lakh), and further increased to 15.8% (Tk 469.44 lakh) in the proposed 2nd revised RDPP, while DPA funding remained constant in absolute terms.

Cumulatively, across all phases, the project budget stands at Tk 8,579.8 lakh, with 87.4% (Tk 7,499.19 lakh) coming from DPA and 12.6% (Tk 1,080.61 lakh) from GoB. This trend reflects the project's continued dependence on external financing, but also a gradual strengthening of national ownership and commitment toward integrating ICT and language facilities in primary schools.

Table 9.2: Budget of the Project 'Establishment of Computer and Language Labs'

Particulars	Total (lac TK)	GoB (lac TK)		DPA (lac TK)	
		Contribution	%	Contribution	%
Original DPP in BDT	2741.46	241.73	8.8	2499.73	91.2
1 st Revised DPP BD	2869.17	369.44	12.9	2499.73	87.1
Proposed 2nd Revised RDPP BDT	2969.17	469.44	15.8	2499.73	84.2
Total	8579.8	1080.61	12.6	7499.19	87.4

The year-wise budget and expenditure trends for the Establishment of Computer and Language Labs project reveal significant underutilization of allocated funds, particularly in the initial years, though performance improved later. In FY 2019–20, only Tk 6.62 lakh (0.27%) of the total Tk 2,496 lakh allocation was spent, reflecting extremely low execution capacity at the project's outset. Similarly, in FY 2020–21, expenditure remained marginal at 0.75% of allocation. A sharp improvement occurred in 2021–22, when Tk 367.21 lakh (32.2%) of the Tk 1,141 lakh allocation was spent, with DPA contributing the bulk (Tk 330.14 lakh). However, in 2022–23, expenditure fell again to 21.9% of allocation, with a combined Tk 364.47 lakh spent against Tk 1,661 lakh allocated.

Overall, the data highlights a persistent challenge in timely fund utilization, despite adequate allocations from both GoB and DPA, pointing to implementation and engagement capacity gaps.

Table 9.3: Year-wise allocation and expenditure of both GoB and DPA

FY	Allocation in Lac Taka			Expenditure in Lac Taka			Expenditure (%)
	GoB	DPA	Total	GoB	DPA	Total	
2019-20	50	2446	2496	5.54	1.08	6.62	0.27%
2020-21	100	1415	1515	9.33	2.04	11.37	0.75%
2021-22	189	952	1141	37.07	330.14 (194.03)	367.21 (231.07)	32.2%
2022-23	236	1425	1661	112.50	251.97 (388.08)	364.47 (500.58)	21.9%
2023-24	50	877	927	-	-	-	

The detailed progress and activities of the project have been narrated below:

Table 9.4: Detailed Progress and Activities

Sl. No	Work components as per PP (With quantity)	Estimated Cost (lakh tk)	Achievement as of September 2022		Progress as of February 2023	
			Financial	Physical (% of the component)	Financial (lakh tk)	Physical (% of the component)
1	Computer with accessories (CPU, Monitor, UPS) (2545) Package NO: GD-01	1727.25		<ul style="list-style-type: none"> ✓ A contract was Signed on 10 November 2020 for 4 Lots. LC has been opened for Lot-1 & Lot-2 on 26/06/2022. The Goods were unloaded from ICD, Kamalapur, Dhaka, and stored in the warehouse on 27/02/2023. Post Landing Inspection of Package No.: GD 01, Lot-1, and Lot-2 (1310 Desktop Computers and UPS) completed on 13/3/2023. The goods are ready to send to the selected schools/labs soon. Due to a lack of necessary funds, goods cannot be delivered to the selected schools. ✓ We could not open the LC for Package No: GD-01, Lot-3, and Lot-4 due to the inadequacy of money in the project account. 		Contract Signed on 10 November 2020
2	Computer printer (509) Package NO: GD-02	76.35		<ul style="list-style-type: none"> ✓ Contract Signed on 21 June 2022. ✓ Sample submitted by Supplier. 		Contract Signed on 21 June 2022
3	Headphone (2545) Package NO: GD-11	10.18		<ul style="list-style-type: none"> ✓ Contract Signed on 21 June 2022. ✓ Sample submitted by Supplier. 		Contract signed on 21 June 2022
4	Pendrive (509) Package NO: GD-13	5.09		<ul style="list-style-type: none"> ✓ Contract Signed 07 July 2022. ✓ Sample submitted by Supplier. 		Contract signed on 07 July 2022
5	Office Equipment [Computer and Printer] for Project Office (5set) Package NO: GD-16	5.00	4.90	<ul style="list-style-type: none"> ✓ Work Done 100% 		Contract Signed on 22 March 2022
6	Modem/Router (509) Package NO: GD-03	7.64				Re-tender are under process
7	Furniture (Computer Table) (2545) Package NO: GD-04	127.25				Tender evaluation process is ongoing
8	Furniture (Computer Chair) (2545) Package NO: GD-05	63.63				Tender evaluation process is ongoing
9	Furniture (Table) (509) Package NO: GD-06	30.54				Tender evaluation process is ongoing

Sl. No	Work components as per PP (With quantity)	Estimated Cost (lakh tk)	Achievement as of September 2022		Progress as of February 2023	
			Financial	Physical (% of the component)	Financial (lakh tk)	Physical (% of the component)
10	Furniture (Armed Chair) (509) Package NO: GD-07	25.45				Tender evaluation process is ongoing
11	Furniture (Bookshelf) (509) Package NO: GD-08	61.08				Tender evaluation process is ongoing
12	Sound system (audio speaker) (509) Package NO: GD-10	25.45				Re-tender are under process
13	Whiteboard (509) Package NO: GD-12	15.27				Tender evaluation process is ongoing
14	Supplementary Reading Materials (509) Package NO: GD-09	101.80				Tender under process
15	Scanner for Project Office (4) Package NO: GD-17	0.40				Tender under process
16	Air conditioner for Project Office-1.5-ton (2) Package NO: GD-19	3.00				Tender under process
17	Furniture for Project Office (need based) Package NO: GD-20	17.00				Tender under process
18	Manual development and printing Package NO: GD-21	1.00				Tender under process

9.2.2. Project: Need Based Infrastructure Development of Newly Nationalized Government Primary Schools Project (1st Phase)

Overall, the project has made **commendable progress**, achieving over **90% completion** both financially and physically by late 2024, signaling strong implementation efficiency and effective resource utilization. Also, the project demonstrates **high implementation efficiency** and has made a **substantial contribution to infrastructure readiness and educational equity** in Bangladesh's primary education system. With over **92% physical progress**, it is on track for timely completion by December 2024. Continued focus on quality assurance, maintenance, and sustainability of newly built infrastructure will be essential to preserve these gains and support long-term educational outcomes.

Duration	July 2016– December 2024
Estimated Cost	574059.45 lac (Total GoB)
Project Area	All over Bangladesh
Objectives of the Project	<ul style="list-style-type: none"> ▪ To construct need-based 25000 additional classrooms of New Nationalized government primary schools. ▪ To provide water and sanitation facilities for 5000 New Nationalized Govt. Primary School in terms of ensuring health and hygienic issue. ▪ To provide furniture with a high-low bench including teacher's table & chair to 22500 classroom and chair, table, almirah & wall cabinet to 2500 teacher's room. ▪ To improve the quality of teaching learning environment in primary schools. ▪ To ensure a friendly child learning environment for all primary school age children
Main Activities	<ul style="list-style-type: none"> ▪ Additional Classroom 25000. ▪ Boundary wall 500 Schools ▪ Construction of Wash Block 5000 Schools ▪ Installation of Deep Tube-well 5000 Schools ▪ Furniture Supply to constructed 25000 additional teachers/classrooms
Estimated Cost (Taka in Lakh)	562604.09 lac
Financial Progress	91.22%
Physical Progress	92.05%

9.2.3. Project: Need Based Infrastructure Development of Govt. Primary Schools Project (1st Phase) (1st Revised)

The *Need-Based Infrastructure Development of Government Primary Schools Project (1st Phase) (1st Revised)* is making substantial progress toward building equitable, safe, and child-friendly learning environments nationwide. With over 83% physical progress and 76% financial progress, it stands as one of the major drivers of infrastructure improvement in Bangladesh's primary education sector. Completion within the extended timeframe will further solidify its contribution to reducing disparities, enhancing educational quality, and strengthening the foundation for inclusive primary education across the country.

Duration	July 2016 to December 2024.
Estimated Cost	867552.11 Lac(Total GoB)
Project Area	All Over Bangladesh
Objective of the Project	<ul style="list-style-type: none"> ▪ To reduce social disparities in terms of access to education, improved student learning & improved cycle completion; ▪ To improve the quality of teaching learning environment in the primary schools; ▪ To ensure a child friendly learning environment for all primary school age children.

Main Activities	<ul style="list-style-type: none"> ▪ To construct a need-based 37500 additional classroom of old government primary schools; ▪ Construction of Boundary wall of 800 schools; ▪ To provide water and sanitation facilities for 8000 GPS in terms of ensuring health and hygienic issue; ▪ To provide furniture of high-low bench including teacher's table & chair to 34200 classroom and chair, table, almirah & wall cabinet to 3300 teacher's room;
Financial Progress	76.45% (671344.34 Lac) Cumulative Progress up to Sept'24
Physical Progress	83% (Cumulative Progress up to Sept'24)
Way forward	For the successful completion of the remaining work of the project, the proposal is to extend the project period by 01 (one) year (with no cost extension up to Dec 2024)

9.2.4. Project: Preparation of Primary Level Students Profile

The *Preparation of Primary Level Students Profile* project represents a **transformative digital initiative** in Bangladesh's primary education sector. By establishing an **individual student-level database** and unique identification system, the project will enable the government to **monitor educational participation, improve service delivery efficiency, and enhance transparency.**

While physical progress is promising, the **low financial progress (25%)** suggests delays in procurement, software development, or institutional readiness. Ensuring technical capacity, timely data validation, and integration with the Directorate of Primary Education's (DPE) management systems will be crucial for its success.

Duration	01 March 2019 to 31 December 2024
Estimated Cost	16404.66 lac (Total GoB)
Project Area	Primary Label Admitted all Institutes student in Bangladesh (Pre-Primary to Class-V)
Objective of the Project	The main objective of this project is to create a profile database of primary level students so that all the information of a student will be recorded and provide unique ID
Main Activities	<ul style="list-style-type: none"> ▪ To prepare 2 core 17 lac student profile from pre-primary to grade-5 student and to prepare 70 lac newly enrolled pre-primary student after 2nd and 3rd year. ▪ To prepare student profiles of newly admitted students at all primary government schools and all nongovernment Primary school/institute in every year. ▪ To provide single identification numbers for all primary level students. ▪ By using UID (Unique Identification number number) provide other services related to primary education such as book distribution, stipend, mid - day meal etc.
Financial Progress:	25.34%
Physical Progress	51.31%
Way forward	By using a student's profile <ul style="list-style-type: none"> ▪ Ensure book distribution Attendances, absence and results will be recorded.

	<ul style="list-style-type: none"> ▪ Mid-day meals and stipends can be served properly ▪ It will create opportunities to reduce poverty and socio-economic facilities. ▪ Identify the dropout students. ▪ Govt. can take decision for woman, disable person etc.
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9.2.5. Project: Establishment and Infrastructure Development Including Beautification of Government Primary Schools in Dhaka City & Purbachol

The *Establishment and Infrastructure Development Including Beautification of Government Primary Schools in Dhaka City & Purbachol Project* (January 2020–December 2024) is a Government-funded initiative designed to enhance the learning environment of primary schools in urban and rapidly developing areas. With a total allocation of **Tk. 115,920.53 lakh**, the project spans **Dhaka, Gazipur, and Narayanganj**, focusing on both upgrading existing institutions and expanding access through new school establishments.

As for data collection time of this ASPR, the project has achieved 15.55% financial progress (Tk. 18,022.40 lakh) and 18% physical progress, indicating slow but ongoing advancement relative to the project's scope and duration. To address delays and ensure full completion of planned activities, a Revised Development Project Proposal (RDPP) has been submitted to the Planning Commission, seeking approval to extend the project duration. This extension is expected to provide the necessary timeframe to complete construction works, finalize land processes, and operationalize newly established schools.

Overall, the project represents an important investment toward improving the quality, safety, and attractiveness of primary education infrastructure in the expanding urban areas of Dhaka and its surrounding districts.

Duration	January 2020-December 2024
Estimated Cost	115920.53 Lac Taka (GoB funded)
Project Area	Dhaka, Gazipur & Narayanganj
Object of the Project	To improve the infrastructure Development and beautification of Existing school in Dhaka city and established 14 new school in purbachal and Uttara area.
Main Activities	<ul style="list-style-type: none"> ▪ Formulation of masterplan of School individually ▪ Infrastructure Development and repair of existing buildings of school ▪ Makeshift arrangements and Land Acquisition ▪ Supply of safe drinking water
Financial Progress	18022.40 Lac Taka (15.55%)
Physical Progress	18%
Way forward	RDPP sent to Planning commission for approval to extend the project duration

9.2.6. Project: Pre-primary and Primary Education Improvement Project in Cox's Bazar and Bandarban Districts and Bhasanchar of Noakhali

The *Pre-primary and Primary Education Improvement Project in Cox's Bazar, Bandarban, and Bhasanchar (Noakhali)* is a three-year initiative (July 2024–June 2027) aimed at improving access, quality, and inclusiveness of primary education across some of the most underserved and vulnerable areas of Bangladesh. With a substantial investment of BDT 95,025.38 lakh—including BDT 28,724.18 lakh from the Government of Bangladesh and BDT 66,301.20 lakh in World Bank project aid.

The project covers all upazilas of Cox's Bazar and Bandarban districts and Bhasanchar Union of Noakhali, focusing on comprehensive improvements in learning environments, child well-being, and system strengthening. For host communities, the initiative introduces a large-scale school meals program benefiting 2.21 lakh primary school children with nutritious items such as fortified biscuits, seasonal fruits, eggs, buns, and milk. All 1,095 Government Primary Schools (GPS) in the project area will undergo need-based infrastructure development, improving safety and learning conditions. Additional components include strengthened school health programs, hygiene support, first-aid supplies, and provision of sports and cultural equipment to enhance students' holistic development.

As the project has recently commenced, during the data collection time of this ASPR, both financial and physical progress currently stand at 0%. Significant groundwork, procurement, and planning are expected in the initial months to enable smooth implementation across the diverse and challenging geographic terrain. Overall, the project represents a major investment in equitable education and child development for both host and displaced communities in the Chattogram region.

Duration	July-2024 to June-2027
Estimated Cost	Total : 95025.38 lac
	GOB : 28724.18 Lac
	Project Aid (PA): 66301.20 (World Bank)
Project Area	<ul style="list-style-type: none"> ▪ Chattogram Cox's Bazar(All Upazila) ▪ Chattogram Bandarban (All Upazila) ▪ Chattogram Noakhali (Bhasanchar Union)
Main Activities	<ul style="list-style-type: none"> ➤ For host Community: <ul style="list-style-type: none"> ▪ 2.21 Lakh primary school children will have access to school meals program (Fortified Biscuit, Banana/Seasonal Fruits, Bun, Egg & UHT Milk) 5 days of the week. ▪ All the GPS i.e. 1095 schools will undergo need based infrastructure development. ▪ School health (little doctor) program, supply of hygiene products, first aid supplies etc. ▪ Equipment for children's sports and cultural activities will be provided to the students of 1095 schools. ▪ Supplying IT and other relevant equipment for Upazila/District Education Offices. ▪ Piloting of Smart Schools (software, technology training, tools for smart management and teacher attendance) in 50 selected schools. ➤ Education programs for Forcefully Displaced Myanmar Nationals (FDMN): <ul style="list-style-type: none"> ▪ Learning support to FDMN children and adolescents in the camps in Cox's Bazar and Bhasan Char; ▪ Psychosocial support to FDMN children and adolescents in the camps in Cox's Bazar and Bhasan Char.
Progress (Financial)	0%
Progress (Physical)	0%

Chapter 10: Conclusion and Recommendation

The Annual Sector Performance Report (ASPR) 2024 provides a comprehensive presentation of the primary education sub-sector's achievements, challenges, and progress over the past years. The report underscores key trends in access, equity, quality, and governance, highlighting areas where significant strides have been made as well as persistent gaps that require targeted interventions. As the sector navigates complex socio-economic and demographic dynamics, the findings offer evidence-based insights to guide strategic planning, policy formulation, and resource allocation, ensuring that the overarching goal of inclusive and equitable primary education for all children remains firmly within reach. Based on the analysis of this ASPR, the following section presents the key findings on the sub-sector performance in the years of 2024. In addition, some key issues and challenges on data and reporting procedures that were identified during the analysis and preparation of the APSR 2024 are also presented. A list of way recommendations are suggested to address the gaps to enhance the sector performance and informing future programming.

10.1. Key Findings

Coverage of the Subsector in 2023

- **National Coverage:** There are 114,630 institutions providing primary education nationwide in 2023 demonstrating a highly diverse education landscape with diverse range of schools providing primary education in Bangladesh.
- **GPS Leading Primary Education:** The Government Primary Schools (GPS) dominate the primary education landscape, accounting for 65,567 schools or 57.2% of the total institutions. This underscores the government's foundational role in providing primary education nationwide.
- **Private Sector's Strong Role:** 26,461 Kindergartens (23.1%) and 6,134 Private Schools (5.4%) together represent over 28% of primary schools. This shows the growing contribution of the private sector.
- **Madrashah Education Contribution:** 4,425 independent Ebtadayee Madrasas (3.9%) and 2,909 High Madrasa-attached Ebtedayee sections (2.5%) account for 6.4% of institutions. These institutions play an important role in providing access in religious-minded communities.
- **Pre-primary Coverage:** Pre-primary education (PPE) in Bangladesh is largely mainstreamed within the primary education system. As of the 2023 data, a total of 99,431 schools (87% of all primary institutions) is currently offering PPE.
- **GPS-led Pre-primary Education:** Government Primary Schools are the principal providers of preprimary education in Bangladesh, accounting for 65.8% of all PPE providing schools, which reflects the state's central role in expanding preprimary education. The near-universal presence of PPE in GPSs (65,464 out of 65,567) underlines the strong institutionalization of preprimary within the public education system.

Access and Participation

- **Overall Enrollment Declined:** Total enrollment (from PPE to Grade5) in primary education declined from 20.55 million in 2022 to 19.71 million in 2023, a drop of 832,406 students (around

4% drop). This downward trend raises concerns about retention, demographic shifts, and access challenges.

- **Pre-primary Expansion:** Massive expansion in pre-primary enrollment between 2010 (1,22,597 Students) and 2023 (3,496,279 students) shows increasing awareness and prioritization of pre-primary education.
- **Declining Trend in PPE Completion among Grade 1 New Intakes:** Between 2016 and 2023, the percentage of Grade 1 new intakes who completed PPE showed notable fluctuations, peaking at 92.7% in 2018 before gradually declining to 80.1% in 2023. This 12.6 percentage point drop over five years suggests a declining trend in PPE completion, which may signal reduced access, quality or demand for pre-primary education.
- **System-wide GER Decline from Early to Upper Primary Grades:** The overall gradual decline in GER from 108.86% (in Grade 1) to 96.43% (Grade 4) suggests that retention is a major challenge, particularly in upper primary grades compared to national population projection at grade specific age.
- **Higher GER for Girls Across all Grades:** Grade-wise GER analysis shows that girls have a higher GER than boys in every grade, indicating better participation and retention among girls.
- **GIR Progress Toward Age-Appropriate Enrolment:** Between 2010 and 2023, Bangladesh's Gross Intake Rate (GIR) decreased from 116.9% to 104.31%, indicating a positive shift toward enrolling children at the appropriate age. By 2023, the GIR dropped to 104.31%, indicates enhanced efficiency in the primary education system, where fewer children are being enrolled at inappropriate ages, ultimately reducing the strain on early-grade classrooms.
- **Post-Pandemic NIR Recovery Reflected in 2023:** The Net Intake Rate (NIR) at the national level in Bangladesh has shown consistently high performance, maintaining levels above 96% since 2015. However, there was a slight decline observed in the subsequent years, with the NIR dipping to 96.18% in 2021, likely influenced by COVID-19 disruptions and school closures. Encouragingly, the rate has since recovered modestly, reaching 96.99% in 2023, reflecting ongoing efforts to bring children into school at the right age.
- **Girls Consistently Maintain Higher NER:** Girls consistently maintain higher NER than their boys' counterparts across all years, a trend that reflects the effectiveness of girl-focused education interventions.
- **Universal Age-appropriate Enrollment:** Universal age-appropriate enrollment was nearly achieved between 2015 and 2023, when NER exceeded 97% for both boys and girls.
- **NER Decreases Progressively with Grade Level:** NER decreases progressively with grade level for all genders. Although overall enrollment is rising, the Net Enrollment Rate (NER) decreases progressively with grade level for both boys and girls, indicating challenges in ensuring smooth student progression. This pattern suggests inefficiencies in retention, grade completion, and age-appropriate enrollment, with some students leaving the system or falling behind as grades advance.
- **Least Age-appropriate Enrollment in Grade 5:** Only 73.79% of school-age children are in Grade 5 as per age which is a clear sign of under-age/over-age placement, dropout, or late entry in the primary education.
- **High Performance in Urban/Developed Districts:** Districts like Dhaka (90.46%), Chattogram (89.63%), and Khulna (89.56%) presented the highest cycle completion rates reflecting the advantages of better infrastructure, administrative capacity, and access to educational services.

These districts also have a lower dropout rate, higher systemic efficiency, and less years to produce a primary graduate. These districts also show balanced performance between boys and girls, with girls often slightly outperforming boys.

- **Persistent Lag in Underprivileged or Remote Districts:** In terms of primary cycle completion in 2023, the bottom five districts (e.g., Bandarban at 77.11% and Sunamganj at 78.76%) are mostly rural or disadvantaged areas, indicating continued educational inequities. Despite improvements, a significant number of children in these areas still do not complete the primary education cycle. These districts also have a higher dropout rate, lower systemic efficiency, taking more years to produce a primary graduate.
- **Boys face higher dropout in middle grades:** In Grade III, the dropout rate for boys sharply rises to 4.8%, while it is 3.1% for girls. The trend continues in Grade IV, where boys' dropout reaches 5.3%, compared to 3.7% for girls. These differences suggest that boys are more vulnerable to dropping out in the middle grades, potentially due to economic pressures like child labor, academic disengagement, or lack of adequate learning support.
- **Early and Mid-Grade Vulnerability:** The dropout rate increases progressively from 2.5% in Grade I to 2.6% in Grade II, then jumps to 3.9% in Grade III and peaks at 4.5% in Grade IV. This rising trend clearly indicates that student retention becomes increasingly challenging during the foundational and middle years of primary education, with the risk of dropout nearly doubling between Grade II and Grade IV.
- **Top Efficient Districts:** In 2023, the highest coefficient of efficiency was observed in Dhaka (90.98%), closely followed by Barguna (90.72%), Jamalpur (90.35%), Panchagarh (90.23%), and Chapai Nawabgonj (89.98%). These districts are successfully minimizing student repetition and dropouts, indicating well-functioning school systems and consistent academic progression.
- **Low- Efficient Districts:** The bottom five districts with the coefficient of efficiency—Hobigonj (80.78%), Sunamgonj (81.13%), Bandarban (82.36%), Moulvibazar (82.49%), and Jhenaidah (82.75%)—lag behind the national average (90.55%). These areas show significantly higher systemic inefficiencies, reflecting challenges related to poverty or ethnic barriers, and inadequate school resources.
- **Near-Universal Cycle Completion, But Not Yet:** The primary cycle completion rate reached at 86.9% in 2023. This indicates that almost 9 in 10 children complete primary school, but about 13% still leave the system before finishing, highlighting unfinished work.
- **Improved Survival Rate:** The survival rate for primary education in Bangladesh has shown a steady upward trend, rising from 53.9% in 2005 to 86.93% in 2023, indicating substantial progress in student retention over the years. This improvement reflects the impact of education policies, increased access, and targeted interventions.
- **GER and NER as Measures of Access:** Over the years, both **Gross Enrollment Ratio (GER)** and **Net Enrollment Ratio (NER)** have shown steady improvement, indicating that the system has been successful in bringing children into school and aligning their age-appropriate enrollment. However, when dropout rates remain high, especially in the middle grades, the benefits of improved enrollment are not fully translated into higher completion rates.
- **Dropout Rate and its systemic impact:** Dropout rate acts as a critical link between access and efficiency. High dropout rates, particularly in Grades 3 and 4, reduce the survival rate to Grade 5, lower the cycle completion rate, and inflate the years input per graduate. For instance, when

Grade 3 dropout rose to 5.7% in 2022, the survival rate to Grade 5 and coefficient of efficiency declined correspondingly, showing the direct negative impact of dropout on system efficiency.

- **Coefficient of Efficiency and Years Input per Graduate:** When dropout is reduced, the coefficient of efficiency improves because fewer resources are wasted on incomplete schooling. In parallel, the years input per graduate approaches the ideal five years. For example, as dropout decreased after 2015, the coefficient of efficiency improved to above 86–90% nationally, and years input per graduate stabilized around 5.7–5.9 years. Conversely, where dropout persists (as in Grade 3), years input per graduate rises above 6 years, signaling inefficiency.
- **Sustained Performance in Textbook Delivery by January 31st:** Timely textbook delivery surged from 33% in 2010 to nearly 100% by 2015, marking a remarkable improvement in distribution efficiency. Since then, coverage has consistently remained above 99%, virtually eliminating delays in providing students with new textbooks.

Quality of Education

- **Significant long-term progress in WASH, Drinking Water, SCR, and STR:** The proportion of schools meeting at least 3 out of 4 PSQL (Having WASH blocks, Water facility, satisfying SCR and STR standard) benchmarks rose from only 17% in 2010 to 72.8% in 2023, showing major systemic improvements in minimum service standards.
- **Strong Progress in Managing STR Benchmark:** Bangladesh’s progress in meeting the Student-Teacher Ratio (STR) standard of 40:1 which measures the percentage of schools meeting this benchmark, has been remarkable over the last two decades. In 2005, only 43% of all GPSs met the STR standard, indicating significant overcrowding and insufficient teacher deployment. However, sustained policy efforts and teacher recruitment drives have led to a near doubling of compliance, reaching 84.04% in 2023.
- **Significant Long-Term STR Progress in GPS:** The Student–Teacher Ratio (STR) in Government Primary Schools has shown remarkable improvement over the past 13 years, declining from 46 in 2010 to 29 in 2023. This reduction demonstrates the success of sustained government efforts in teacher recruitment, training, and strategic deployment. This trend not only indicates increased teacher availability but also points to potential improvements in teaching quality, classroom management, and student learning outcomes.
- **Better STR in Smaller or Rural Districts:** Low-STR districts in 2023- such as Jhalokathi (STR 16), Rangamati (17), Pirojpur (18), Barguna (19), and Khagrachhari (21) - are generally smaller or less densely populated areas. Lower enrolment pressures in these districts allow the existing teacher workforce to serve smaller class sizes, resulting in a more favorable STR. In some cases, teacher allocation even exceeds the national average need, enabling more individualized instruction and potentially improving student learning outcomes.
- **Steady Progress of SCR in GPS:** There is steady and progressive improvement in Student-Classroom Ratio (SCR) compliance over time. The most notable progress occurred between 2015 and 2023, with a 34.6 percentage point gain in just 8 years. Despite the overall gains, over one-third (36.4%) of schools still fail to meet the minimum SCR standard, indicating persistent challenges.
- **Balanced Teacher’s Distribution in Majority of GPSs:** In 2023, the majority of Government Primary Schools (GPSs) in Bangladesh are staffed with what is considered the standard

deployment model, five or six teachers per school. Specifically, 17,834 GPSs (27.21%) had five teachers, while 18,481 schools (28.20%) had six teachers. Together, they account for 36,315 schools or 55.41% of all GPSs. This distribution indicates that more than half of the schools have adequate staffing to manage grade-wise instruction, reflecting effective teacher deployment in line with national norms.

- **Understaffed Schools Remain a Critical Concern:** Despite overall improvements, a small but significant proportion of GPSs remain critically understaffed. In 2023, 133 schools (0.2%) operated with only one teacher, and another 633 schools (0.97%) had just two teachers. These 766 schools (1.17%) face severe instructional challenges, especially managing multi-grade classrooms.
- **Upward Trend in Single-Shift GPS:** The number of single-shift Government Primary Schools (GPSs) has shown a significant upward trend, rising from 9,333 in 2016 to 12,515 in 2023, indicating a focused government effort to expand single-shift schooling for improved learning environments and enhanced contact hours.
- **Limited Immediate Convertibility from Double to Single Shift using Current Facilities:** Only 3.8% (2,004 GPS) of double shift GPSs can be converted to single shift with moderately feasible criteria (having 6 or more classrooms and 6 or more existing teachers with STR less than 30:1 and SCR less than 30:1), indicating major gaps in infrastructure and staffing.
- **Majority of Double-Shift GPSs Lack Capacity for Single Shift Conversion:** Over 96% of double-shift GPSs do not meet the moderate criteria (having 6 or more classrooms and 6 or more existing teachers with STR less than 30:1 and SCR less than 30:1), suggesting significant systemic barriers like overcrowding, inadequate classrooms, and teacher shortages.
- **PPE Training Gap:** According to the data, no PPE induction training was conducted during four consecutive fiscal years, from FY 2019–20 to 2022–23, following an initial round of training for 6,700 teachers in 2018–19. This prolonged gap significantly limited the capacity-building of newly recruited PPE teachers during this period, potentially affecting the quality of pre-primary education delivery nationwide.
- **Extensive Teacher Orientation:** A very high coverage of teachers was achieved: 383,700 out of 384,513 GPS teachers (64% female) received curriculum dissemination training. This indicates more than 99% coverage, minimizing the risk of gaps in implementation. Additionally, 2,010 officers and 302 orientation participants at various levels were sensitized, ensuring both vertical (policy to implementation) and horizontal (teacher-to-teacher) spread of awareness.

Equity

- **Sustained Gender Parity for GER:** Bangladesh has maintained robust gender parity in primary education from 2005 to 2023, with GPI values for GER consistently near or above 1. This indicates effective policies for girls' education, though occasional disruptions (e.g., 2021) underline the need for sustained attention to ensure equal access for all.
- **Near-Perfect Gender Parity Achieved for NER:** From 2005 to 2023, GPI values for NER gradually approached 1, indicating that girls and boys who enrolled at right age (6-10 years old) are enrolling in primary education at almost equal rates. In 2023, the GPI is 1.001, showing virtually no gender gap in net enrollment.

- **Girls Are More at Risk in Early Grades:** In Grade I, the dropout rate for girls is 3.0%, compared to 2.0% for boys, and in Grade II, it is 2.7% for girls versus 2.4% for boys. This pattern indicates that girls face higher dropout risks at the start of primary education.
- **Gap between Upper and Lower 20% of Household Narrowed:** The Net Attendance Rate (NAR) improved steadily for both wealth groups across from 2010 to 2022, reflecting expanded access to education. Gender parity is stronger among girls, especially in lower-income households. In the top 20% of households, NAR increased from 88% (2010) to 93.8% (2022), while for the bottom 20%, it rose from 77% to 85.4% in the same period.
- **Consistently High Attendance for Wealthier Households:** The top 20% households maintained a very high NAR across all survey years, starting at 88% in 2010, holding steady at 88% in 2014, rising to a peak of 95.0% in 2016, and only slightly declining to 93.8% in 2022. This sustained performance indicates that children from wealthier households have consistently enjoyed near-universal school attendance regardless of year-to-year fluctuations.
- **Stable Gender Distribution with Slight Increase among Girls with Disability:** From 2010 to 2023, the proportion of girls among children with disabilities in GPS rose marginally from 43.4% (35,994 out of 83,023) to 44.9% (18,938 out of 42,172). This small but steady increase of 1.5 percentage points over 13 years suggests that while boys consistently remain the majority, gender representation has remained relatively balanced, with no significant disparity.
- **Persistent Disparity Between Single and Double Shift:** Across all available years, students in double shift schools consistently received 20–30% fewer contact hours for Grade I and II, and 30–45% less instructional time for Grade III-V than single shift schools raising concerns over equity in learning opportunities.

Inclusive Education

- **Significant Decline in Enrolment of Special Needs Children in 2023:** The total number of children with disabilities in GPS dropped by 40,851 between 2010 and 2023, pointing to barriers in access and retention. On the other hand, total number of special needs children declined from 118,848 in 2022 to 99,688 in 2023, marking a notable 19.2% decline in just one year.
- **Gender-and Inclusion-Sensitive WASH Block Constructions:** Under PEDP4, significant progress was made in promoting inclusive and gender-sensitive infrastructure. A total of 41,191 school buildings were constructed with entrance ramps, and 38,374 WASH blocks (77% of the 50,000 target) were built across 17,506 schools, all equipped with ramps for accessibility. Every WASH block included separate toilets for boys, girls, male and female teachers, and students with special needs, along with menstrual hygiene facilities, ensuring improved privacy, dignity, and participation for girls and children with disabilities. While these achievements strongly align with GIEAP commitments, the shortfall of over 11,600 WASH blocks highlights the need to accelerate completion to achieve universal coverage.
- **Female Teacher led PPE training:** A total of 30,024 PPE teachers received 15-day basic PPE induction training, including 26,300 newly recruited teachers. Female teachers dominate with 19,216 (around 64%), ensuring gender balance and positive role modeling in early childhood education.
- **Strengthened Training Modules:** Curriculum dissemination modules were revised to include gender and inclusive education (SEND). Orientation manuals and resource books introduced key

concepts such as diversity, gender equity, SDGs, GIEAP status, and micro action plan development. This reflects a systemic approach to institutionalizing inclusion within teaching-learning practices.

- **Strong Female Representation in Recruitment:** Under PEDP4, a total of 63,674 assistant teachers were recruited, of which 62.11% were female (39,548 female vs. 24,126 male). This reflects successful implementation of the government quota system, which aims to address Gender and Inclusive Education Action Plan (GIEAP) issues by promoting women's participation in teaching.
- **Mainstreaming Gender and Inclusive Education in Teacher Education:** Gender equality and inclusive education (IE) have been systematically embedded in the Diploma in Primary Education (DPEd) curriculum. Specifically, Module 2 (sessions 10–12) focuses on student development and learning behavior with a strong gender and inclusion lens.
- **Integration of Gender and Inclusive Education in CPD Materials:** CPD training manuals explicitly incorporated gender equality and inclusive education in line with the revised PPE–Grade 5 curriculum and textbooks, embedding SDG 5, CRC, and Education Policy (Principle #7). Coverage extended across induction training (assistant teachers, pre-primary teachers) and academic supervision training, ensuring alignment across teacher professional development stages.

Learning Status

- **Persistent Learning Crisis and Gender Gap:** The NSA 2022 results highlight a persistent learning crisis, with half of the students in Bangla and two-thirds in Mathematics failing to achieve grade-level competencies. Only one in two students met expected standards in Bangla, while just one in three did so in Mathematics. Performance between boys and girls remained similar, though girls slightly outperformed boys, with a widening disparity compared to NSA 2017.
- **Regional Learning Gaps by Scholl Type:** Students in GPSs, High-School Attached Primary Schools, and private kindergartens performed above the national average, whereas Madrasahs lagged significantly behind. Additionally, students from plains, coastal, and border regions performed better than those from wetlands, remote, and island areas. Sylhet consistently performed poorly than other divisions.
- **Weaknesses in Higher-Order Thinking Skills:** A key concern is that students struggle more with application and higher order thinking skills, performing better in basic knowledge recall.
- **Factors Affecting Learning:** Factors influencing student achievements positively include supportive supervision from headteachers and effective, interactive pedagogical practices at the teacher level. At the student level, a conducive home environment, particularly parental involvement in education and availability of reading materials, positively impacts learning. Conversely, grade repetition, teacher vacancies, long distances between home and school, and reliance on private tuition negatively affect learning.
- **Steady Decline in Contact Hours:** From 2018 to 2023, single shift schools saw a significant drop in contact hours for Grade I and II—from 919 hours in 2018 to 721 hours in 2023, marking a reduction of 198 hours (21.5%). Similarly, double shift schools experienced a decrease from 600 hours in 2018 to 584 hours in 2023, amounting to a 16-hour decline (2.7%) over the same period. This downward trend indicates a gradual erosion of classroom teaching time in both systems.

Infrastructure and Enabling Conditions and Facilities

- **Slow Progress in Achieving WASH-related PSQL Targets (Only 40% Completed):** Across all four WASH-related PSQL indicators under PEDP4, progress has remained limited, with only about 40% of the planned targets achieved over six years. Specifically, against a target of 29,000 schools for PSQL 19 and PSQL 21, only 11,586 schools (exactly 39.9%) were equipped with gender-separated functioning WASH blocks and menstrual hygiene facilities, respectively. Similarly, for PSQL 20 and PSQL 31, which targeted 58,000 WASH blocks, only 23,172 blocks were constructed with ramps and overall infrastructure, achieving just 39.9% of the goal. This consistent underachievement across all indicators highlights significant implementation bottlenecks in the WASH component of PEDP4.
- **Low Coverage of Menstrual Hygiene and Inclusive WASH Facilities, Despite Integrated Efforts:** Despite the inclusion of menstrual hygiene facilities and disability-accessible ramps in WASH block designs under PEDP4, actual delivery fell significantly short of targets. Out of a target of 29,000 WASH blocks equipped with menstrual hygiene facilities for girls (PSQL 21), only 11,586 blocks were constructed by FY 2023-24, covering just 39.9% of the target. Similarly, for disability-friendly WASH blocks with ramps (PSQL 20), only 23,172 were built out of the planned 58,000, again achieving just 39.9% coverage. This gap in implementation has limited the intended improvements in accessibility and dignity, particularly for girls and students with disabilities.
- **High Coverage of Cleaning and Handwashing Materials:** In 2023, over 93% of GPS toilets are equipped with hand wash facilities and cleaning supplies, promoting better hygiene practices.
- **Construction of Additional Classrooms:** The PEDP4 facilitated the construction of 74,573 new classrooms between FY 2018–19 and 2023–24, demonstrating a significant infrastructure push. Average construction over 6 years was approximately 12,429 classrooms per year, a substantial contribution to physical capacity building in GPSs.
- **Strong Progress in Water Source Installation:** A total of 21,598 safe drinking water sources were installed in government primary schools from PEDP4. The highest installation occurred in 2020–21 (6,511 units), followed by a steady, though reduced, pace in subsequent years.
- **Almost Universal Access to Safe Drinking Water:** There has been a dramatic improvement of 47.8 percentage points in school-level safe drinking water access from 2005 (50%) to 2023 (97.8%).

Governance, Management and Finance

- **Declining Share of GDP in Education:** From FY 2018–19 to FY 2023–24, the education sector's share of GDP dropped sharply from 3.03% to 1.75%, despite GDP growth in absolute terms. This represents a relative de-prioritization of education in national economic planning. The decline is consistent year-on-year.
- **Education Sector's Share of the National Budget Remains Almost Static:** From FY 2018–19 to FY 2023–24, the education sector's share of the national budget has remained within a narrow band of 10.67% to 12.01%, showing no significant upward trend. Although education funding has grown in absolute terms, its relative priority in the national budget has not increased.

- **MoPME's Share in the National Budget Stagnates Around 4–5%:** The Ministry of Primary and Mass Education (MoPME) has consistently received around 4.2%–5.6% of the total national budget over the six years. The highest share was 5.64% in FY 2019–20 (Revised), while the lowest was 4.19% in FY 2022–23 (Revised). This stability indicates limited fiscal expansion for the primary education sub-sector compared to other national priorities.
- **MoPME's Share of the Education Budget Shows a Gradual Decline:** MoPME's share of the total education sector budget decreased from 41.95% in FY 2018–19 to 39.38% in FY 2023–24. While this reduction is modest, it reflects increased allocations to other sub-sectors such as secondary, technical, and higher education.
- **Economic Growth is Outpacing Education Spending:** GDP has doubled in six years (2018–2023), but the education sector's GDP share has dropped from 3.03% to 1.75%, showing that economic expansion is not being matched by proportional investment in education.
- **Primary Education's Economic Priority is Declining:** MoPME's GDP share fell from 0.89% in 2018–19 to 0.69% in 2023–24, indicating that primary education funding is growing slower than the economy as a whole.
- **Per-Child Spending Rising in Absolute Terms:** Despite the declining GDP share, the per child yearly unit cost for primary education increased from BDT 10,500 in FY 2018–19 to BDT 17,613 in FY 2023–24, an increase of about 67.7% over six years. This growth is partly due to inflation and/or program costs. However, it also indicates that while total GDP allocation share is shrinking, spending per enrolled child is rising.
- **Inverse Relationship Between GDP Share and Per-Child Cost:** A notable pattern is that as the share of GDP for education decreases, but per-child cost increases (e.g., FY 2021–22: GDP share 1.81%, per child cost BDT 15,300). This could mean increased focus on quality input per student. Also, it needs to be explored what are the other factors contributing to this reverse relation.
- **Development Budget Vulnerability:** The development budget consistently fell short of MTBF projections in most years, with the largest underachievement in FY 2021–22 (-22.44%), followed by FY 2018–19 (-13.66%) and FY 2020–21 (-7.79%). Only FY 2022–23 recorded a slight positive deviation of +2.31% before again declining in FY 2023–24 (-6.15%). This persistent gap points to systemic challenges such as delayed procurement, project execution bottlenecks, and possibly over-ambitious MTBF target.
- **Higher Alignment between Projected and Actual Budget in Recent Years:** The difference between MTBF projections and actual allocations has narrowed in the latest year across all budget categories. In FY 2023–24, the overall MoPME budget recorded only -0.59% deviation from projections, while non-development and development budgets posted relatively small gaps of +2.62% and -6.15%, respectively. This marks a significant improvement from earlier years such as FY 2018–19 (overall: -7.26%, non-development: -3.04%, development: -13.66%), suggesting improved forecasting accuracy and closer integration between budget planning and implementation capacity.
- **Strong Execution of Revenue Budget of the PEPD4:** Revenue budget execution remained consistently high, ranging from 85% to 96.2% during the PEPD4 period. Strong execution of revenue budget of the PEPD4 reflects effective management of expenditures and established administrative systems.
- **Low and Inconsistent Development Budget Execution of the PEPD4:** Development budget execution showed wide fluctuations, from a low of 40.7% in 2019–20 to a high of 89.9% in 2018–

19, and 88.8% in 2023–24. This suggests bottlenecks in planning, procurement, or program implementation capacity.

- **Steady Growth in GoB Financing Across the PEPD4 Period:** The Government of Bangladesh’s contribution to PEDP4 increased consistently from Tk 79,337.22 lakh in FY 2018–19 to Tk 648,871.08 lakh in 2023–24 and is projected to remain high at Tk 645,631.33 lakh in FY 2024–25. This growth reflects a strong and sustained national commitment to primary education, with GoB financing making up 66.8% of the total program cost (Tk 2,556,132.01 lakh).

Budget Execution of PEPD4 in FY 2023–24 by Component

- **Strong Implementation Performance in Infrastructure and WASH Interventions under PEPD4:** The Need-based Infrastructure sub-component had one of the highest expenditures, with Tk. 225,920.18 lakh spent, representing 95% of the revised allocation (Tk. 238,472.95 lakh). Similarly, Water, Sanitation and Hygiene (WASH) achieved 98% utilization (Tk. 43,077.19 lakh out of Tk. 44,092 lakh). These high execution rates suggest that physical infrastructure and WASH facilities were prioritized and efficiently implemented, which is essential for improved learning environments and safe school sanitation.
- **Excellent Execution in ICT in Education under PEPD4:** The ICT in Education subcomponent utilized 94% of its revised budget (Tk. 45,878.98 lakh out of Tk. 48,781.10 lakh), reflecting strong implementation capacity and successful procurement and deployment processes. This indicates growing integration of digital tools in classrooms and the improvement of using ICT tools for pedagogical purposes, in line with modernization goals under PEDP4.
- **Effective Delivery in Pre-Primary Education Despite Minimal Allocation:** Although the revised budget for the subcomponent (Pre-Primary Education) dropped drastically from Tk. 6,882 lakh to only Tk. 161 lakh, the activity achieved 100% expenditure (Tk. 160.70 lakh). This suggests that despite limited funds, execution was precise, potentially due to targeted activities. This is obvious from the data that nearly 100% of GPS provide PPE.
- **Moderate Utilization of PEPD4 Budget in Teacher-Related Initiatives:** Teacher recruitment and Deployment (Subcomponent 1.3) achieved 55% budget utilization (Tk. 17,000 lakh out of Tk. 30,975 lakh), and Continuous Professional Development (Subcomponent 1.5) reached 44% utilization. Teacher Education (Subcomponent 1.4) also stood at 35%.
- **Very Low Utilization in Special Education Needs and Emergencies:** The Special Education Needs sub-component had only 5% utilization (Tk. 256.52 lakh out of Tk. 4,703 lakh), while Education-in-Emergencies spent only 30% (Tk. 3,527.14 lakh out of Tk. 11,792.63 lakh). This raises concerns about inclusion and responsiveness to crisis situations, which may leave vulnerable children underserved.
- **Lower Execution of the Governance and Data Systems under PEPD4:** Data systems for decision-making used only 13% of the revised allocation (Tk. 91.29 lakh out of Tk. 713 lakh), and Procurement & Financial Management had a mere 2% utilization. Weak spending in these subcomponents could undermine evidence-based planning and financial accountability. Therefore, it is crucial to invest in robust data systems and capacity-building for procurement teams to ensure funds are spent effectively and decisions are informed by reliable data.

Progress towards SDG4

- **SDG 4.1 – Quality Primary Education:**
 - **Learning Outcomes (Grade 3):** Reading proficiency increased from 41% (2015) to 51% (2022) and mathematics from 28% to 39%, showing steady improvement.
 - **Learning Outcomes (Grade 5):** Reading improved modestly from 45% (2015) to 50% (2022), but mathematics remains low and unstable (from 25% in 2015 to 30% in 2022), highlighting challenges in sustaining learning gains.
 - **Primary Completion Rate:** Rose steadily from 79.6% (2015) to 86.85% (2023), nearly achieving the 2025 milestone of 87%, indicating improved retention and reduced dropouts.
- **SDG 4.2 – Early Childhood Development and Pre-Primary Education**
 - **Developmentally On-Track Children (24–59 months):** Increased from 63.9% (2012–13) to 74.5% (2019), with a 2025 milestone of 80%, reflecting progress in health, learning, and psychosocial well-being.
 - **Participation in Organized Learning:** Expanded rapidly from 39% (baseline) to over 94% (2022), with a slight dip in 2023 (88.2%), demonstrating strong pre-primary access and school readiness initiatives.
- **SDG 4.5 – Equity and Gender Parity**
 - **Gender Parity in Primary Education:** GPI improved from 1.02 (2015) to 1.002 (2022), with parity achieved in enrollment and nearly universal access for both boys and girls.
 - **Equity Outlook:** While gender parity is largely achieved, continued focus is needed to ensure inclusive access for children with disabilities, indigenous populations, and children from marginalized backgrounds.

10.2. Challenges around Data and Reporting procedures

- **Contact Hours Reporting from School-Level Data:** For Non-KPI 6, contact hours are currently calculated based on the academic calendar of DPE. This approach tends to over-report actual teaching time, as it does not account for teacher absenteeism, student absenteeism, or disruptions caused by natural disasters, socio-political events, or other unforeseen circumstances. If data on contact hours were reported directly from the school level, it would provide a more accurate reflection of actual classroom learning time, thereby strengthening the reliability of monitoring and evaluation processes.
- **Data Gap on Age-Wise Repeaters in Grade 1 for NIR Calculation:** Some data collection is crucial for precise reporting. At present, only the overall number of repeaters by grade is recorded, but not their age distribution. This creates a significant gap for calculating the Net Intake Rate (NIR), which requires distinguishing new entrants at the official entry age from those who are repeating. Without age-wise repeater's data, NIR tends to be exaggerated, as repeaters of the same grade are counted alongside first-time entrants. If age-wise repeater's data were collected, it would *enable a more accurate separation of true new entrants* from repeaters, ensuring that NIR genuinely reflects the proportion of children entering Grade 1 at the correct age.

- **Data Gap in Age-wise Information on Children with Disabilities:** The absence of age-disaggregated data on children with disabilities in the BBS population projections hampers accurate calculation of education indicators, such as the Net Enrolment Rate (NER) for this group. Consequently, progress on SDG 4.5, which targets the elimination of disparities in education for children with disabilities, cannot be precisely measured. To enable robust monitoring and evidence-based policy, it is essential to collect and maintain disaggregated data by age and type of disability, which will allow for targeted interventions and precise reporting on inclusion and equity in education.
- **Under-/Over-age reporting:** A key concern in calculating GER and NER is the reliability of student age information reported by schools through APSC. At present, a very few mechanisms exist for cross verifying the accuracy of the ages submitted, which raises the possibility of under- or over-reporting of enrolment data. The challenge is compounded by the fact that 100 percent birth registration has not yet been achieved. However, ensuring that schools collect and verify birth certificates at the time of admission could significantly improve the accuracy of age reporting.
- **Reporting timeline and institutional culture:** The ASPR relies heavily on APSC, published sources, and administrative data from various line divisions of DPE. However, the current data collection process remains inefficient, as divisions provide information separately, leading to delays in reporting. Establishing a centralized digital platform, such as using IPEMIS, would streamline this process by enabling real-time updates, improving accessibility, accuracy, and efficiency. Another major limitation is the lack of gender- and other disaggregated data from DPE divisions, as many provide only aggregate figures. To address these challenges, data collection should be standardized across divisions, clear reporting responsibilities must be communicated, and capacity strengthened to ensure timely, complete, and disaggregated reporting for evidence-based monitoring.
- **APSC Coverage Issue:** The APSC 2023 achieved strong but incomplete coverage, reaching 96.56% of primary schools, leaving over 3% of schools (including English medium, special schools under MoSW, and qaumi madrasahs) outside the system due to governance and management differences. This data gap limits the ability to generate a fully representative picture of Bangladesh's primary education sector.
- **Issues with Result Matrix of the PEDP4:** The Result Matrix of the PEDP4 contains many inconsistencies that need to be addressed:
 - In the Result Matrix of PEDP4 (Fourth Primary Education Development Program), due to no-cost extension, no target has been set for the extended two years. The existing Result Matrix outlines year-wise targets from 2018 to 2023, supported by a detailed Result Framework with measurable indicators aligned to that original duration. All baseline values, milestones, and end targets were fixed against the initial five-year cycle. Therefore, assessing whether an indicator has been achieved or not during the two-year extension period is not possible, as no targets were established for this extended phase of PEDP4.
 - The current set of indicators includes redundancies, with some measuring the same aspects multiple times. Additionally, several indicators require better phrasing or redefinition to avoid duplication. The lack of thematic organisation of indicators leads to overlap and gaps, making it difficult to obtain a clear and comprehensive picture, for example, in areas like WASH situation, out-of-school children or access to education. Streamlining and structuring the indicators more effectively would improve clarity and usability.

- For some indicators, there are no year-wise targets, e.g. PSQL 25, and some SCIs. Also, the RDPP did not spread the targets until 2025. Without having a fixed target, progress cannot be compared and/or reported. No data source is mentioned for the SCI 5.
- There is no clear-cut instruction in the Result Matrix on whether progress will be reported yearly or cumulatively. This affects the data collection and reporting process.
- **KPI-14: (NER—Range between Top and Bottom 20 Percent of Households by Consumption Quintile):** This indicator is not measured directly by DPE; instead, it is reported using data from the HIES of BBS. However, a methodological mismatch exists while the PEDP4 result matrix requires measuring the NER gap between the top and bottom 20 percent of households by consumption quintile, the HIES reports NER only for ‘Poor’ and ‘Non-poor’ groups. As a result, the available data does not fully align with the reporting requirements of PEDP4.
- **Strengthening WASH Data Architecture: Consolidation, Thematic Alignment, and MHM Gaps:** The dataset contains multiple WASH-related indicators—namely PSQL 18, PSQL 19, PSQL 20, PSQL 21, PSQL 31, PSQL 32, PSQL 33, and PSQL 34. Although these indicators address important dimensions of school water, sanitation, and hygiene, they currently appear fragmented and, in several cases, overlapping in scope. For more coherent analysis and programmatic decision-making, it would be advantageous to reorganize them within a consolidated WASH results framework. Such a framework could group indicators under the following thematic areas:
 - **Water Supply:** Availability, accessibility, and functionality of safe drinking water sources.
 - **Sanitation:** Adequacy of toilets, including separate facilities for boys and girls, and accessibility features for children with disabilities.
 - **Hygiene:** Presence and condition of handwashing stations, menstrual hygiene management (MHM) readiness, and overall cleanliness and maintenance of WASH facilities.

In addition, the current dataset lacks menstrual hygiene management indicators specifically linked to girls’ attendance. Collecting this information through APSC would strengthen gender-responsive analysis and enable a clearer understanding of how MHM conditions influence girls’ participation in school.

- **EdTech Usage in Schools for Pedagogy Purposes:** Currently, neither KPI nor PSQL indicators capture the extent of EdTech usage in schools or its contribution to improving teaching and learning outcomes. This gap limits the ability to assess how effectively digital tools, platforms, or resources are being integrated into classroom instruction, and whether such integration is enhancing student engagement, differentiated learning, or overall academic performance.

10.3. Recommendations

The following evidence-based recommendations may be considered to strengthen and improve the overall primary education sub-sector in Bangladesh:

Improving Access, Participation and Equity with Enabling environment

- **Target Boys' Retention in Upper Primary Grades:** Launch retention-focused programs specifically targeting boys in Grades 3 to 5 using mentorship and peer learning to keep boys engaged. [KPI 21, Chapter 3]
- **Improve Age-appropriate Enrollment:** Promote awareness among parents about the correct age for school entry. [KPI 7, Chapter 3]
- **Targeted Early Grade Support for Girls:** strengthen gender-sensitive preprimary education, school readiness programs, and community engagement to ensure girls' smooth transition and retention in Grade I and II as girls have higher dropout than boys. [SCI 10, Chapter 4]
- **Retention Interventions for Boys in Middle Grades:** Implement mentorship, peer support, and remedial learning programs for boys in Grades III and IV to reduce disengagement and prevent dropout. [SCI 10, Chapter 4]
- **Targeted Intervention for Mymensingh and Sylhet Division:** Introduce targeted Preprimary education investments in underperforming divisions having lower percentage of grade 1 new intakes who completed PPE such as Sylhet and Mymensingh, with a focus on rural and hard-to-reach areas. Also, conduct qualitative research in Sylhet and Mymensingh to identify specific barriers to PPE completion (e.g., access, parental awareness, teacher training). [Non-KPI 7, Chapter 3]
- **Reduce Contact Hour Disparities:** Prioritize structural adjustments to narrow the gap between single and double shift GPSs, especially in upper primary grades. [Non-KPI 6, Chapter 3]
- **Reintegrate and Prioritize Non-Core Subject Training:** Resume training in Physical Education, Arts, and Music to support holistic student development, especially under the competency-based national curriculum framework. [PSQL 5, Chapter 4]
- **Accelerate WASH Construction to Meet Remaining Targets:** A rapid implementation push is needed in the final stages of PEDP4 to meet the 60% shortfall in WASH targets. [PSQL 19, 20, 21 and 31, Chapter 4]
- **Covert to Single Shift using Existing Facilities:** Convert the 2,004 Double Shift GPS to Single shift Operation that already meeting feasibility criteria (having 6 or more classrooms, 6 or more existing teachers with STR less than 30:1 and SCR less than 30:1) and prioritize incremental classroom construction and teacher recruitment in near-threshold schools to expand single-shift conversion cost-effectively. [PSQL 30, Chapter 4]
- **Explore for the Declining enrollment of Special Needs Children:** Conduct a rapid assessment to understand the causes of the significant drop in enrollment of children with disabilities in 2023 to previous years. [PSQL 37, Chapter 4]
- **Improve SCR in GPS:** Despite notable progress, 36.4% of GPSs still exceed the minimum standard of 40 students per classroom, indicating persistent overcrowding. Address this by prioritizing targeted classroom construction in high-need areas, optimizing existing facilities through conversion of double-shift schools and repair of unusable rooms, and ensuring all new classrooms are climate-resilient and inclusive to strengthen both learning quality and equity. [KPI 17, Chapter 3]

School Readiness

- **Universal Implementation of One-Year PPE:** Ensure 100% implementation of the one-year Pre-Primary Education (PPE) program across all primary schools. Currently, many non-government primary schools are not yet included under the one-year PPE framework. It is essential to bring

both public and private primary schools under this program to guarantee equitable access to early childhood education for all children. [SCI 11, chapter 4]

- **Systematic Expansion of 2-Year PPE:** Scale up the implementation of a 2-year Pre-Primary Education (PPE) program in all schools through a phased and systematic approach, ensuring the necessary enabling conditions, resources, and institutional capacities are in place. [SCI 13, chapter 4]
- **Strengthening PPE Teacher Capacity:** Improve the quality of PPE by providing comprehensive induction training to all PPE teachers, ensuring they are well-prepared to deliver age-appropriate and child-centered learning. [PSQL 8]

Learning

- **Strengthening Foundational Learning:** Prioritize targeted interventions to improve Foundational Literacy and Numeracy (FLN) as well as Socio-Emotional Learning (SEL), ensuring that children build essential skills at the early stages of education. [KPI 1-4, Chapter 3]
- **Developing Systematic Remediation:** Replace grade repetition with customized catch-up and remediation programs, supported by system-wide capacity building. Curriculum and pedagogy should integrate remediation strategies throughout the academic year to help children lagging behind reach grade-level competencies. [KPI 1-4, Chapter 3]
- **Shifting to Skills-Focused Teaching:** Transform classroom teaching from content-heavy instruction to skills-focused lessons that foster critical thinking, reflection, and real-world problem-solving among students. [KPI 1-4, Chapter 3]
- **Revamping Mathematics Teaching:** Redesign the teaching approach of mathematics by using concrete, real-life objects before moving to conceptual and abstract levels. Teachers' skills in mathematics pedagogy should be significantly strengthened. [KPI 1-4, Chapter 3]
- **Engaging Parents and Communities:** Raise awareness among parents and communities that private tuition has little impact on learning (as shown by NSA 2022). Instead, promote more effective alternatives such as providing age-appropriate reading materials at home and encouraging children to read for pleasure. [KPI 1-4, Chapter 3]

Teachers (Deployment and Management)

- **Target Remaining STR Gaps:** With nearly 16% of GPSs still not meeting the STR standard (40:1 or less), DPE should target teacher redistribution and new recruitment in those areas, especially in over-enrolled schools. [SCI 14, Chapter 4]
- **Data-Driven Teacher Deployment:** Adopt a data-driven teacher deployment strategy to improve distribution and achieve the standard Student-Teacher Ratio (STR). Ensuring equitable placement, promptly filling vacancies, and monitoring allocations in real time will help reduce overcrowding, improve teaching quality, and promote fairness across schools. [SCI 14, Chapter 4]
- **Establishing a Real-Time Teacher Tracking System:** Create a real-time teacher tracking system to monitor postings and ensure fair distribution based on enrollment trends and learning needs. This will enable timely adjustments, efficient workforce management, and greater transparency in teacher allocation. [SCI 14, Chapter 4]

Management and Governance

- **Expand APSC coverage:** Expand APSC coverage to gradually include the remaining 3.5% of schools by strengthening collaboration with BANBEIS MoSW, Qaumi madrasah authority, and private school authorities. This will ensure 100% coverage, enable more accurate national education statistics and align with the SDG commitment to “leave no one behind.” [Overview of Primary education institutions in 2023, [Chapter 2](#)]
- **Set a GDP Share Target for Education:** Adopt a medium-term policy target to raise education spending to at least 4–6% of GDP, in line with UNESCO’s global benchmark, to reverse the downward trend and sustain quality expansion. [[Contribution of GDP, Chapter 8](#)]
- **MoPME’s Share of the Education Budget:** A shrinking trend in MoPME’s share of the education budget may weaken focus on delivering quality primary education, which is critical for overall sector outcomes. Therefore, protect MoPME’s share of the education budget from further decline. [Budget Implementation of Primary Education Sub-Sector, [Chapter 8](#)]
- **Link Per-Child Spending to Learning Outcomes:** As per-child costs rise, establish cost-effectiveness metrics to ensure that higher spending translates into measurable gains in literacy, numeracy, and overall learning achievement. [Per Child Unit Cost for Primary Education, [Chapter 8](#)]
- **Strengthening Data Systems for Evidence-Based Decision-Making:** With only 13% of the revised allocation utilized, underinvestment in data systems risks weakening evidence-based planning. Strengthening data collection, digitization, reporting, and integration with IPEMIS should be prioritized to ensure timely, reliable information for decision-making and effective use of sector resources. [Budget implementation of FY 2023-24, [Chapter 8](#)]
- **Revised the Result Matrix for the Next PEDP (5):** The Result Matrix of PEDP4 should be revised and streamlined to ensure clarity, consistency, and usability. This includes setting clear year-wise targets for the extended period, removing redundancies, reorganizing indicators thematically, specifying data sources, aligning methodologies with national surveys, and establishing clear reporting standards (yearly vs. cumulative). A refined and well-structured Result Matrix will enable accurate measurement of progress, reduce duplication, and strengthen evidence-based planning for the next sector program. [Challenges around Data and Reporting procedures, [Chapter 10](#)]
- **Improve Data Collection and Accuracy:** Revise the APSC questionnaire to capture all required indicators without gaps and ensure every DPE division collects and stores disaggregated data according to reporting needs. [Challenges around Data and Reporting procedures, [Chapter 10](#)]
- **Ensure Accurate Age-Based Enrolment:** Make the Birth Registration Certificate mandatory during school admission to enable proper calculation of over- and under-age enrolment. [Challenges around Data and Reporting procedures, [Chapter 10](#)]
- **Build Capacity for Data Management:** Provide intensive training for headteachers and AUEOs on accurate completion of the APSC questionnaire and data management practices. [Challenges around Data and Reporting procedures, [Chapter 10](#)]
- **Improve Contact Hour Measurement and Reporting:** Update the APSC to include school operational days to calculate student contact hours (Non-KPI 6) more accurately. [[Challenges around Data and Reporting procedures, Chapter 10](#)]
- **PSQL on ICT Utilization:** To strengthen evidence on EdTech implementation, it is recommended to introduce a new PSQL indicator, such as a PSQL on ICT Utilization, that captures actual classroom use of technology rather than focusing solely on infrastructure availability or teacher training. This indicator should measure:

- **Percentage of teachers regularly use ICT in classroom instruction** (e.g., at least once per week)
- **Percentage of schools delivering digital or multimedia-supported lessons**, including use of online platforms
- **Adding SDG4 Indicators to the Result Matrix of the PEPD5:** A significant number of SDG indicators can be aligned to the Result Matrix of the PEDP5 such as
 - Participation rate in organized learning (one year before the official primary entry age), by sex. [4.2.2]
 - Proportion of schools offering basic services, by types of services such as electricity; adapted infrastructure and materials for students with disabilities; Internet for pedagogical purposes, computers for pedagogical purposes, single-sex basic sanitation facilities, basic hand-washing facilities [4.a.1]

10.4. Conclusion

The ASPR 2024 consolidates all credible sources of data, information, and evidence related to the primary education sub-sector in Bangladesh, tracking progress against PEDP4 indicators such as KPIs, Non-KPIs, PSQL Indicators, SCIs, DLIs, GIEAP and other education targets including SDG4. Building on a regular publication of ASPRs since 2008, this report highlights both the achievements and ongoing challenges of Primary education. While steady progress has been made, particularly in access, participation, infrastructure, and system strengthening, gaps remain in learning outcomes, inclusion of marginalized groups, and equity dimensions. Weaknesses in data integration, disaggregation, and institutional coordination continue to constrain comprehensive monitoring. Despite these challenges, the ASPR 2024 identifies clear pathways for improvement: strengthening evidence-based planning through robust and timely data systems, enhancing institutional capacities, and prioritizing interventions for disadvantaged children, including those with disabilities. With sustained commitment, these measures will accelerate progress toward achieving the vision of quality, inclusive, and equitable primary education for all Bangladeshi children.

ANNEXURES

Annex A. Survival Rate (%) by district in 2023

Division	District	Boys	Girls	Both
Barishal	Barguna	85.64	88.50	87.15
	Barishal	84.31	86.05	85.21
	Bhola	86.54	87.33	86.94
	Jhalokathi	82.32	85.44	84.06
	Patuakhali	84.52	86.29	85.43
	Pirojpur	84.47	86.21	85.39
Chattogram	Bandarban	75.37	78.96	77.12
	Brahmonbaria	82.64	84.92	83.86
	Chandpur	84.98	86.92	86.08
	Chattogram	89.95	89.35	89.64
	Cox's bazar	79.61	82.94	81.41
	Cumilla	85.19	88.19	86.84
	Feni	83.70	88.00	86.09
	Khagrachhari	82.82	84.12	83.48
	Luxmipur	83.14	83.54	83.35
	Noakhali	84.86	87.06	85.97
	Rangamati	80.62	84.56	82.63
Dhaka	Dhaka	90.13	90.84	90.46
	Faridpur	83.42	84.99	84.82
	Gazipur	83.38	86.08	84.82
	Gopalganj	83.50	86.59	84.96
	Kishorgonj	83.42	81.22	82.23
	Madaripur	84.73	86.71	85.75
	Manikgonj	82.91	82.80	82.86
	Munshigonj	82.74	84.00	83.40
	Narayangonj	86.71	89.54	88.22
	Narsingdi	84.10	87.18	85.70
	Rajbari	85.11	85.99	85.56
	Shariatpur	83.70	85.50	84.67
	Tangail	83.76	85.59	84.71
Khulna	Bagerhat	84.29	85.93	85.14
	Chuadanga	85.75	86.75	86.30
	Jashore	85.42	87.46	86.43
	Jhenaidah	79.63	81.71	80.70
	Khulna	87.38	91.62	89.57
	Kushtia	81.94	83.64	82.84
	Magura	84.63	86.49	85.57
	Meherpur	83.23	85.64	84.49
	Narail	85.89	87.66	86.80
	Satkhira	81.89	85.81	83.86
Mymensingh	Jamalpur	85.56	87.89	86.76
	Mymensingh	86.64	88.75	87.78
	Netrokona	81.04	83.84	82.50

Division	District	Boys	Girls	Both
	Sherpur	80.92	82.70	81.84
Rajshahi	Bogura	83.69	85.75	84.75
	Chapai nawabgonj	86.72	88.03	87.43
	Jaipurhat	85.80	86.84	86.33
	Naogaon	84.87	86.59	85.74
	Natore	83.77	85.79	84.81
	Pabna	84.33	86.25	85.30
	Rajshahi	87.01	88.24	87.65
	Sirajgonj	83.81	86.08	85.00
Rangpur	Dinajpur	84.18	86.48	85.34
	Gaibandha	82.32	80.96	81.62
	Kurigram	84.97	86.71	85.85
	Lalmonirhat	82.86	85.27	84.09
	Nilphamari	84.37	87.45	85.93
	Panchagarh	86.84	90.09	88.47
	Rangpur	83.08	87.70	85.44
	Thakurgaon	84.49	87.42	85.95
Sylhet	Hobigonj	78.55	80.48	79.67
	Moulvibazar	79.16	83.21	81.25
	Sunamgonj	76.77	80.60	78.78
	Sylhet	84.68	86.39	85.58
National		85.91	87.83	86.93

Annex B. Coefficient of Efficiency (%) by district in 2023

Division	District	Boys	Girls	Both
Barishal	Barguna	89.54	91.76	90.72
	Barishal	87.98	88.92	88.46
	Bhola	88.99	89.01	88.98
	Jhalokathi	85.69	86.98	86.41
	Patuakhali	88.89	89.69	89.31
	Pirojpur	88.04	89.20	88.66
Chattogram	Bandarban	81.97	82.78	82.36
	Brahmonbaria	84.64	87.19	86.01
	Chandpur	86.72	89.63	88.36
	Chattogram	89.02	88.55	88.79
	Cox's bazar	83.17	85.83	84.62
	Cumilla	87.35	89.73	88.67
	Feni	85.95	89.72	88.04
	Khagrachhari	85.27	86.64	85.98
	Luxmipur	86.75	87.23	87.01
	Noakhali	86.99	87.91	87.45
	Rangamati	84.58	88.00	85.80
Dhaka	Dhaka	90.68	92.48	90.98
	Faridpur	84.58	87.50	86.81
	Gazipur	85.41	88.03	86.81
	Gopalganj	85.74	88.75	87.18
	Kishorgonj	82.72	83.35	83.06
	Madaripur	88.35	90.21	89.31
	Manikgonj	85.03	85.81	85.43
	Munshigonj	81.97	85.30	83.69
	Narayangonj	86.25	89.86	88.17
	Narsingdi	85.49	87.65	86.59
	Rajbari	86.44	87.79	87.14
	Shariatpur	86.32	88.68	87.58
	Tangail	85.79	87.63	86.74
Khulna	Bagerhat	86.87	88.45	87.70
	Chuadanga	82.62	85.84	84.30
	Jashore	86.70	88.26	87.48
	Jhenaidah	81.61	83.83	82.75
	Khulna	87.29	91.13	89.28
	Kushtia	84.94	87.38	86.21
	Magura	84.92	86.43	85.70
	Meherpur	84.77	87.18	86.03
	Narail	86.60	88.80	87.72
	Satkhira	84.90	87.52	86.23
Mymensingh	Jamalpur	89.15	91.48	90.35
	Mymensingh	87.79	90.33	89.15
	Netrokona	83.25	86.68	85.05
	Sherpur	84.20	86.52	85.40
Rajshahi	Bogura	86.79	88.30	87.58

Division	District	Boys	Girls	Both
	Chapai nawabgonj	88.82	90.98	89.98
	Jaipurhat	86.64	88.24	87.45
	Naogaon	87.84	89.55	88.71
	Natore	86.54	88.36	87.49
	Pabna	87.01	88.18	87.61
	Rajshahi	87.52	89.46	88.51
	Sirajgonj	87.93	89.83	88.93
Rangpur	Dinajpur	87.31	89.17	88.25
	Gaibandha	85.33	85.09	85.21
	Kurigram	87.98	89.48	88.75
	Lalmonirhat	85.78	86.77	86.28
	Nilphamari	85.72	87.88	86.82
	Panchagarh	89.49	90.96	90.23
	Rangpur	87.15	90.39	88.83
Thakurgaon	88.91	90.68	89.80	
Sylhet	Hobigonj	78.53	82.58	80.78
	Moulvibazar	80.33	84.51	82.49
	Sunamgonj	79.19	82.82	81.13
	Sylhet	83.89	86.62	85.33
National		89.34	91.62	90.55

Annex C. Years input per graduate (Years) by district in 2023

District	District	Boys	Girls	Both
Barishal	Barguna	5.58	5.45	5.51
	Barishal	5.68	5.62	5.65
	Bhola	5.62	5.62	5.62
	Jhalokathi	5.84	5.75	5.79
	Patuakhali	5.62	5.57	5.60
	Pirojpur	5.68	5.61	5.64
Chattogram	Bandarban	6.10	6.04	6.07
	Brahmonbaria	5.91	5.73	5.81
	Chandpur	5.77	5.58	5.66
	Chattogram	5.62	5.65	5.63
	Cox's bazar	6.01	5.83	5.91
	Cumilla	5.72	5.57	5.64
	Feni	5.82	5.57	5.68
	Khagrachhari	5.86	5.77	5.82
	Luxmipur	5.76	5.73	5.75
	Noakhali	5.75	5.69	5.72
	Rangamati	5.91	5.68	5.83
	Dhaka	Dhaka	5.51	5.41
Faridpur		5.91	5.71	5.76
Gazipur		5.85	5.68	5.76
Gopalganj		5.83	5.63	5.74
Kishorgonj		6.04	6.00	6.02
Madaripur		5.66	5.54	5.60
Manikgonj		5.88	5.83	5.85
Munshigonj		6.10	5.86	5.97
Narayangonj		5.80	5.56	5.67
Narsingdi		5.85	5.70	5.77
Rajbari		5.78	5.70	5.74
Shariatpur		5.79	5.64	5.71
Tangail		5.83	5.71	5.76
Khulna		Bagerhat	5.76	5.65
	Chuadanga	6.05	5.82	5.93
	Jashore	5.77	5.67	5.72
	Jhenaidah	6.13	5.96	6.04
	Khulna	5.73	5.49	5.60
	Kushtia	5.89	5.72	5.80
	Magura	5.89	5.78	5.83
	Meherpur	5.90	5.73	5.81
	Narail	5.77	5.63	5.70
	Satkhira	5.89	5.71	5.80
Mymensingh	Jamalpur	5.61	5.47	5.53
	Mymensingh	5.70	5.54	5.61
	Netrokona	6.01	5.77	5.88
	Sherpur	5.94	5.78	5.85
Rajshahi	Bogura	5.76	5.66	5.71
	Chapai nawabgonj	5.63	5.50	5.56
	Jaipurhat	5.77	5.67	5.72
	Naogaon	5.69	5.58	5.64
	Natore	5.78	5.66	5.71
	Pabna	5.75	5.67	5.71
	Rajshahi	5.71	5.59	5.65

District	District	Boys	Girls	Both
	Sirajgonj	5.69	5.57	5.62
Rangpur	Dinajpur	5.73	5.61	5.67
	Gaibandha	5.86	5.88	5.87
	Kurigram	5.68	5.59	5.63
	Lalmonirhat	5.83	5.76	5.79
	Nilphamari	5.83	5.69	5.76
	Panchagarh	5.59	5.50	5.54
	Rangpur	5.74	5.53	5.63
	Thakurgaon	5.62	5.51	5.57
Sylhet	Hobigonj	6.37	6.05	6.19
	Moulvibazar	6.22	5.92	6.06
	Sunamgonj	6.31	6.04	6.16
	Sylhet	5.96	5.77	5.86
National		5.60	5.46	5.52

Annex D. Cycle Dropout Rate (%) by district in 2023

Division	District	Boys	Girls	Both
Barishal	Barguna	14.36	11.50	12.85
	Barishal	15.72	14.01	14.83
	Bhola	13.53	12.71	13.11
	Jhalokathi	17.73	14.61	15.99
	Patuakhali	15.49	13.71	14.57
	Pirojpur	15.58	13.80	14.63
Chattogram	Bandarban	24.64	21.05	22.89
	Brahmonbaria	17.41	15.14	16.19
	Chandpur	15.11	13.09	13.95
	Chattogram	10.06	10.66	10.37
	Cox's bazar	20.46	17.07	18.63
	Cumilla	14.86	11.82	13.18
	Feni	16.32	12.02	13.94
	Khagrachhari	17.23	15.89	16.54
	Luxmipur	16.89	16.53	16.71
	Noakhali	15.19	12.98	14.08
	Rangamati	19.40	15.44	17.39
Dhaka	Dhaka	9.89	9.29	9.54
	Faridpur	16.58	15.02	15.19
	Gazipur	16.63	13.93	15.19
	Gopalganj	16.51	13.42	15.05
	Kishorgonj	16.61	18.87	17.83
	Madaripur	15.28	13.30	14.26
	Manikgonj	17.10	17.21	17.15
	Munshigonj	17.33	16.02	16.64
	Narayangonj	13.45	10.55	11.89
	Narsingdi	15.99	12.84	14.39
	Rajbari	14.95	14.02	14.48
	Shariatpur	16.30	14.53	15.35
	Tangail	16.24	14.41	15.30
Khulna	Bagerhat	15.72	14.08	14.86
	Chuadanga	14.31	13.27	13.73
	Jashore	14.59	12.56	13.58
	Jhenaidah	20.39	18.32	19.33
	Khulna	12.65	8.38	10.44
	Kushtia	18.06	16.38	17.17
	Magura	15.40	13.53	14.45
	Meherpur	16.79	14.40	15.54
	Narail	14.12	12.37	13.22
	Satkhira	18.16	14.20	16.17
	Mymensingh	Jamalpur	14.45	12.13
Mymensingh		13.38	11.27	12.24
Netrokona		19.07	16.19	17.56
Sherpur		19.10	17.34	18.19
Rajshahi	Bogura	16.33	14.27	15.26

Division	District	Boys	Girls	Both
	Chapai nawabgonj	13.30	11.99	12.58
	Jaipurhat	14.21	13.19	13.69
	Naogaon	15.17	13.43	14.28
	Natore	16.24	14.21	15.20
	Pabna	15.69	13.76	14.71
	Rajshahi	13.00	11.76	12.36
	Sirajgonj	16.20	13.93	15.01
Rangpur	Dinajpur	15.83	13.52	14.67
	Gaibandha	17.69	19.06	18.40
	Kurigram	15.04	13.30	14.16
	Lalmonirhat	17.15	14.74	15.92
	Nilphamari	15.64	12.56	14.08
	Panchagarh	13.17	9.92	11.54
	Rangpur	16.93	12.31	14.57
Thakurgaon	15.52	12.59	14.06	
Sylhet	Hobigonj	21.47	19.54	20.34
	Moulvibazar	20.87	16.80	18.77
	Sunamgonj	23.26	19.42	21.24
	Sylhet	15.37	13.64	14.45
National		14.12	12.32	13.15

Annex E. Primary Cycle Completion Rate (%) by district in 2023

Division	District	Boys	Girls	Both
Barishal	Barguna	85.64	88.5	87.15
	Barishal	84.28	85.99	85.17
	Bhola	86.47	87.29	86.89
	Jhalokathi	82.27	85.39	84.01
	Patuakhali	84.51	86.29	85.43
	Pirojpur	84.42	86.2	85.37
Chattogram	Bandarban	75.36	78.95	77.11
	Brahmonbaria	82.59	84.86	83.81
	Chandpur	84.89	86.91	86.05
	Chattogram	89.94	89.34	89.63
	Cox's bazar	79.54	82.93	81.37
	Cumilla	85.14	88.18	86.82
	Feni	83.68	87.98	86.06
	Khagrachhari	82.77	84.11	83.46
	Luxmipur	83.11	83.47	83.29
	Noakhali	84.81	87.02	85.92
	Rangamati	80.6	84.56	82.61
Dhaka	Dhaka	90.11	90.71	90.46
	Faridpur	83.42	84.98	84.81
	Gazipur	83.37	86.07	84.81
	Gopalganj	83.49	86.58	84.95
	Kishorgonj	83.39	81.13	82.17
	Madaripur	84.72	86.7	85.74
	Manikgonj	82.9	82.79	82.85
	Munshigonj	82.67	83.98	83.36
	Narayangonj	86.55	89.45	88.11
	Narsingdi	84.01	87.16	85.61
	Rajbari	85.05	85.98	85.52
	Shariatpur	83.7	85.47	84.65
	Tangail	83.76	85.59	84.7
Khulna	Bagerhat	84.28	85.92	85.14
	Chuadanga	85.69	86.73	86.27
	Jashore	85.41	87.44	86.42
	Jhenaidah	79.61	81.68	80.67
	Khulna	87.35	91.62	89.56
	Kushtia	81.94	83.62	82.83
	Magura	84.6	86.47	85.55
	Meherpur	83.21	85.6	84.46
	Narail	85.88	87.63	86.78
	Satkhira	81.84	85.8	83.83
Mymensingh	Jamalpur	85.55	87.87	86.75
	Mymensingh	86.62	88.73	87.76
	Netrokona	80.93	83.81	82.44
	Sherpur	80.9	82.66	81.81
Rajshahi	Bogura	83.67	85.73	84.74

Division	District	Boys	Girls	Both
	Chapai nawabgonj	86.7	88.01	87.42
	Jaipurhat	85.79	86.81	86.31
	Naogaon	84.83	86.57	85.72
	Natore	83.76	85.79	84.8
	Pabna	84.31	86.24	85.29
	Rajshahi	87	88.24	87.64
	Sirajgonj	83.8	86.07	84.99
Rangpur	Dinajpur	84.17	86.48	85.33
	Gaibandha	82.31	80.94	81.6
	Kurigram	84.96	86.7	85.84
	Lalmonirhat	82.85	85.26	84.08
	Nilphamari	84.36	87.44	85.92
	Panchagarh	86.83	90.08	88.46
	Rangpur	83.07	87.69	85.43
	Thakurgaon	84.48	87.41	85.94
Sylhet	Hobigonj	78.53	80.46	79.66
	Moulvibazar	79.13	83.2	81.23
	Sunamgonj	76.74	80.58	78.76
	Sylhet	84.63	86.36	85.55
National		85.88	87.68	86.85

Annex F. Repetition Rate (%) by district in 2023

Division	District	Repetition Rate (%)		
		Boys	Girls	Both
Barishal	Barguna	1.11	0.84	0.97
	Barishal	2.24	1.95	2.08
	Bhola	2.65	2.37	2.49
	Jhalokathi	3.21	2.60	2.87
	Patuakhali	1.26	1.08	1.17
	Pirojpur	2.64	2.00	2.29
Chattogram	Bandarban	3.71	3.29	3.49
	Brahmonbaria	4.55	3.13	3.79
	Chandpur	3.78	2.44	3.02
	Chattogram	5.25	4.17	4.69
	Cox's bazar	3.79	3.11	3.42
	Cumilla	2.63	2.04	2.30
	Feni	3.30	2.57	2.89
	Khagrachhari	3.98	3.15	3.55
	Luxmipur	2.51	1.97	2.21
	Noakhali	3.51	2.75	3.09
Rangamati	2.97	2.39	2.74	
Dhaka	Dhaka	2.63	2.62	2.72
	Faridpur	3.94	2.79	3.40
	Gazipur	3.93	2.93	3.40
	Gopalganj	3.81	2.60	3.19
	Kishorgonj	7.01	5.08	5.99
	Madaripur	1.21	0.98	1.09
	Manikgonj	3.91	2.64	3.27
	Munshigonj	7.47	4.46	5.92
	Narayangonj	4.90	3.41	4.11
	Narsingdi	4.45	3.89	4.15
	Rajbari	4.13	3.20	3.65
	Shariatpur	3.15	2.33	2.72
	Tangail	3.18	2.44	2.80
	Khulna	Bagerhat	3.02	2.25
Chuadanga		9.41	6.37	7.82
Jashore		4.44	3.29	3.85
Jhenaidah		4.91	3.92	4.41
Khulna		4.67	3.64	4.13
Kushtia		3.48	2.61	3.03
Magura		5.15	4.08	4.60
Meherpur		3.97	3.59	3.77
Narail		4.50	3.28	3.88
Mymensingh	Satkhira	3.60	2.67	3.12
	Jamalpur	2.10	1.87	1.98
	Mymensingh	3.77	3.07	3.40
	Netrokona	3.88	3.33	3.59
Rajshahi	Sherpur	2.58	2.09	2.32
	Bogura	2.50	2.05	2.26
	Chapai nawabgonj	2.66	1.91	2.26
	Jaipurhat	3.62	3.19	3.40
	Naogaon	1.94	1.32	1.63
	Natore	3.26	2.29	2.76
	Pabna	2.66	2.16	2.40
	Rajshahi	3.92	2.89	3.40
Sirajgonj	1.48	1.16	1.31	

Division	District	Repetition Rate (%)		
		Boys	Girls	Both
Rangpur	Dinajpur	2.60	2.20	2.40
	Gaibandha	3.80	3.45	3.62
	Kurigram	2.45	2.24	2.34
	Lalmonirhat	3.16	3.43	3.30
	Nilphamari	4.34	4.00	4.17
	Panchagarh	2.67	2.04	2.34
	Rangpur	2.50	2.00	2.24
	Thakurgaon	1.95	1.43	1.69
Sylhet	Hobigonj	7.11	4.83	5.88
	Moulvibazar	6.95	4.58	5.73
	Sunamgonj	7.26	5.48	6.32
	Sylhet	7.29	5.14	6.15
National		3.60	2.80	3.20

Annex G. Percentage of Grade-I New Intakes Who Completed PPE by Districts in 2023

Division	District	Boy	Girl	Both
Barishal	Barguna	94.7	94.9	94.8
	Barishal	89.0	89.5	89.3
	Bhola	79.9	80.2	80.0
	Jhalokathi	86.9	88.1	87.6
	Patuakhali	92.0	92.3	92.1
	Pirojpur	87.0	86.8	86.9
Chattogram	Bandarban	85.3	86.8	86.1
	Brahmonbaria	68.7	69.8	69.2
	Chandpur	82.9	84.5	83.8
	Chattogram	81.1	82.2	81.7
	Cox's bazar	76.4	76.5	76.5
	Cumilla	76.5	77.7	77.1
	Feni	77.7	79.2	78.6
	Khagrachhari	81.1	80.3	80.7
	Luxmipur	74.5	76.0	75.3
	Noakhali	70.9	72.8	71.9
	Rangamati	87.8	88.1	87.9
Dhaka	Dhaka	75.9	75.9	75.9
	Faridpur	79.5	80.8	80.1
	Gazipur	81.5	81.2	81.4
	Gopalganj	90.5	89.3	89.9
	Kishorgonj	66.0	67.2	66.6
	Madaripur	86.5	86.3	86.4
	Manikgonj	84.8	84.3	84.5
	Munshigonj	79.7	81.6	80.7
	Narayangonj	65.2	68.2	66.8
	Narsingdi	71.0	72.3	71.7
	Rajbari	81.8	82.5	82.1
	Shariatpur	83.5	83.5	83.5
	Tangail	81.4	82.0	81.7
Khulna	Bagerhat	89.7	89.9	89.8
	Chuadanga	69.5	69.9	69.7
	Jashore	87.4	88.0	87.7
	Jhenaidah	78.2	78.0	78.1
	Khulna	84.4	85.6	85.0
	Kushtia	77.0	78.6	77.8
	Magura	75.7	75.3	75.5
	Meherpur	86.4	86.1	86.2
	Narail	85.3	85.2	85.2

Division	District	Boy	Girl	Both
	Satkhira	90.0	90.0	90.0
Mymensingh	Jalalpur	71.7	73.4	72.6
	Mymensingh	75.8	76.6	76.2
	Netrokona	65.0	64.4	64.7
	Sherpur	82.8	84.0	83.4
Rajshahi	Bogura	80.6	81.3	81.0
	Chapai nawabgonj	80.9	81.5	81.2
	Jaipurhat	84.3	85.5	84.9
	Naogaon	89.8	90.0	89.9
	Natore	78.6	80.5	79.5
	Pabna	87.5	87.4	87.4
	Rajshahi	81.6	82.1	81.9
	Sirajgonj	88.9	89.0	88.9
Rangpur	Dinajpur	87.4	87.5	87.5
	Gaibandha	87.8	87.9	87.9
	Kurigram	87.8	87.9	87.9
	Lalmonirhat	82.7	82.1	82.4
	Nilphamari	85.5	85.7	85.6
	Panchagarh	79.4	78.5	78.9
	Rangpur	82.6	82.0	82.3
	Thakurgaon	87.5	87.2	87.3
Sylhet	Hobigonj	68.5	69.3	68.9
	Moulvibazar	71.1	73.1	72.1
	Sunamgonj	70.8	71.8	71.3
	Sylhet	66.5	66.7	66.6
Total		79.8	80.3	80.1

Annex H. Contact Hours in 2023

Working days in primary Schools based on the DPE Academic Calendar 2023

Month	No. of govt. Holidays	Friday and Saturday	Total Holi days	No of days in a month	No. Schools working days
January	1	8	9	31	22
February	3	8	11	28	17
March	4	9	13	31	18
April	14	9	23	30	7
May	2	8	10	31	21
June	12	9	21	30	9
July	1	9	10	31	21
August	2	8	10	31	21
September	3	10	13	30	17
October	5	8	13	31	18
November	1	8	9	30	21
December	7	10	17	31	14
Total	55	104	159	365	206

Source: Academic Calander of 2023

School timing in 2023

Single shift schools				
Grades	Days	Start time	End time	Total duration (minutes)
PPE	Sunday – Thursday	9:30 AM	12:00 PM	150
Grades I and II		9:30 AM	1:00 PM	210
Grades III, IV and V		9:30 AM	4:15 PM	435
Double shift schools				
PPE	Sunday – Thursday	9:00 AM	11:30 AM	150
Grades I and II		9:00 AM	11.50 AM	170
Grades III, IV and V		11.30 AM	4.15 PM	285

Source: Academic Calander of 2023

Working days and hours in an Academic year (Contact Hours) in 2023

Grade	Contact Hours for Classroom Teaching			
	Single shift school		Double Shift School	
PPE	150 mX206 days	515 Hours	150 mX206 days	515 Hours
I and II	210 m X 206 days	721 Hours	170 m X 206 days	584 Hours
III, IV and V	435 m X 206 days	1494 Hours	285 m X 206 days	979 Hours

Source: Academic Calander of 2023

Annex I. Definition of Technical Terms

▪ Access in primary education

Definition: Access means a channel, a passage, an entrance or a doorway to primary education. It has a two-way role:

- a. A physical approach
- b. Utilization of existing facilities: It is not only essential to provide education facilities, but it is equally important that these facilities to be utilized.

Purpose: The purpose is to provide access for all children to primary education as per the national policy and where it would not be possible to provide, alternative schooling should be introduced for their teaching-learning at a comparable level.

▪ Coefficient of Efficiency

Definition: The ideal (optimal) number of student years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given school cohort for primary education expressed as a percentage of the actual number of student years spent to produce the same number of graduates. DPE uses the UNESCO reconstruction cohort model for calculating the Coefficient of efficiency.

Purpose: This is an indicator of the internal efficiency of an educational system. It summarizes the consequences of repetition and dropout on the efficiency of the educational process in producing graduates.

Calculation method: Divide the ideal number of student years required to produce a number of graduates from a given school cohort for the specified level of education by the actual number of student years spent to produce the same number of graduates, then multiply the result by 100. The coefficient of efficiency calculation is based on the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

▪ Cycle Completion Rate

Definition: Cycle Completion Rate for Primary Education signifies the proportion of students within a cohort who, initially enrolled in grade 1 during a specific school year, have effectively finished grade 5. The DPE determines this rate by accounting for the inverse of the primary cycle dropout rate, as calculated using the UNESCO reconstructed cohort model.

Purpose: To assess the likelihood that students of the same cohort, including repeaters, complete primary education.

▪ Cohorts of Students

Definition: Student-cohort is a group of students who enter the first grade of any level of education in the same school year and subsequently experience promotion, repetition, and dropout each in his or her own way.

▪ Contact Hour

Definition: The scheduled interaction time of teachers and learners engaged in active teaching and learning activities inside and outside the classroom. (IBE Glossary of Curriculum Terminology).

▪ Disability

Definition: Disability means any long-term or permanent physical, mental, intellectual, developmental, or sensory impairment or disadvantage occurring for any reason, and the reciprocal effect of attitudinal and environmental barriers to the person; due to which the person is prevented from full and effective participation in society on an equal basis (The Rights and Protection of Person's with Disability Act 2013).

As per section 2 (X) of the act, children with disability refers to children with any type of the following disabilities: (a) Autism or autism spectrum disorders, (b) Physical disability (c) Mental illness leading to disability (d) Visual disability (e) Speech disability, (f) Intellectual disability, (g) Hearing disability (h) Deaf-blindness (i) Cerebral palsy, (j) Down syndrome, (k) Multiple disability, (l) Other disability.

■ Dropout Rate by grade

Definition: Proportion of students from a cohort enrolled in a given grade in a given school year no longer enrolled in the following school year.

Purpose: The purpose is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. DPE uses UNESCO reconstruction cohort model for calculating Dropout rate.

Calculation method: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. The cumulative dropout rate of primary education is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).

$$\text{Formula} = \frac{\text{No. of students dropping out from grade } g \text{ in year } t}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

■ Ebtedayee Madrasah

Definition: This is the level of the Madrasah system offering the education equivalent to the primary level of general education. It offers both religious and general education instruction to Muslim students.

■ Equity

Definition: Equity means equitable access to, and participation in all management and program functions regardless of special characteristics including but not limited to gender, race, colour, national origin, disability, and age.

■ Gender Parity Index (GPI, girls to boys)

Definition: Ratio of female to male values of a given indicator. Ratio of girls to boys' values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of boys. A GPI above 1.03 indicates a disparity in favour of girls.

Purpose: The GPI measures progress towards gender parity in education participation and/or learning opportunities available for females in relation to those available to males. It also reflects the level of women's empowerment in society.

Calculation Method: Divide the girl's value of a given indicator by that of the boys

$$\text{Formula} = \frac{\text{Ratio of girls in GER/NER in year } t}{\text{Ratio of boys in GER/NER in year } t}$$

■ Grade Transition

Definition: In education, grade transition is the number of a cohort of students who enters the first grade of primary education and who experience promotion, dropout, and repetition from grade to grade, i.e., how many of them roll over to the next grade, next year and so on, and thus complete a particular level or stage of education.

■ Gross Enrolment Rate (GER)

Definition: Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population (6-10 years in Bangladesh) in the official age group corresponding to this level of education. The GER can exceed 100% because of early or late entry and/or grade repetition.

Purpose: The purpose is to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

Calculation method: Divide the number of students (or students) enrolled in a given level of education regardless of age by the population of the age group, which officially corresponds to the given level of education, and then multiplies the result by 100.

$$\text{Formula} = \frac{\text{No. of all students enrolled in the primary cycle regardless of age}}{\text{Population of related school age (6-10 years in Bangladesh)}} \times 100$$

■ Gross Intake Rate in the First Grade of Primary Cycle

Definition: Total number of new entrants to a given grade of primary education, regardless of age, expressed as a percentage of the population (6 years in Bangladesh) at the official school entrance age for that grade.

Purpose: The purpose is to indicate the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population.

Calculation method: Divide the number of new entrants in Grade 1, irrespective of age, by the population of official school-entrance age, and multiply the result by 100.

$$\text{Formula} = \frac{\text{No. of students in Grade 1 regardless of age}}{\text{Population of legal admission age (6 years in Bangladesh)}} \times 100$$

■ Inclusive Education

Definition: UNESCO defines inclusive education as a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. (Source: UNESCO 2009). Inclusive schools are based upon a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society. (Source: UNESCO 1994).

■ Learning Outcome

Definition: Learning outcome refers to the totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education programme. (Adapted from: UIS 2012).

■ Literacy

Definition: According to UNESCO's 1958 definition, the term refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept of literacy has since evolved to embrace several skill domains, each conceived on a scale of different mastery levels and serving different purposes.

■ National assessments of student achievement

Definition: An exercise, task or activity undertaken by students nationally and designed to determine or measure the achievement of students in a curriculum area, often aggregated to provide an estimate of the achievement level in the education system as a whole, at a particular age or grade level. Normally, it involves the administration of achievement tests either to a sample or to a population of students, usually focusing on a particular sector in the system. The assumption is frequently made not only that national assessments will provide information on the state of education, but also that use of the information should lead to improvement in student achievements (Source: UNESCO IBE Glossary of Curriculum Terminology, 2013).

■ Net enrolment ratio (NER)

Definition: Enrollment of the official age group for a given level of education (6–10 years in Bangladesh) expressed as a percentage of the corresponding population (6–10 years in Bangladesh).

Purpose: To show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education.

Calculation method: Divide the number of students enrolled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100.

$$\text{Formula} = \frac{\text{No. of students of specified age in the cycle (6 to 10 years)}}{\text{Population of related school age (6 to 10 years in Bangladesh)}} \times 100$$

■ Net Intake Rate (NIR) in the First Grade of Primary Cycle

Definition: Net intake rate (NIR): New entrants to the first grade of primary education who are of the official primary school entrance age (6 years), expressed as a percentage of the population of that age (6 years in Bangladesh)

Purpose: Purpose is to precisely measure access to primary education by the eligible population of primary school-entrance age.

Calculation method: Divide the number of children of official primary school-entrance age who enter the first grade of primary education for the first time by the population of the same age and multiply the result by 100.

$$\text{Formula} = \frac{\text{Number of children of official primary school-entrance age (at age 6)}}{\text{Population of the same specific age (6 years)}} \times 100$$

■ New Entrants

Definition: Students entering a given level of education for the first time; the difference between enrollment and repeaters in the first grade of the level.

■ Numeracy

Definition: The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life. See also 'Mathematical literacy'.

■ Out-of-Schools Children (OoSC)

Definition: Out-of-schools' children are those children at the official schools age 6^{+yrs} to 10^{+yrs} range who are not enrolled in any type of school. This includes both dropouts and never enrolled children.

Purpose: To identify the size of the population in the official primary school age range who should be targeted for policies and efforts in achieving universal primary education.

Calculation method: Subtract the number of primary school-age students enrolled in any type of school from the total population of the official primary school age range.

■ Pre-primary education

Definition: Programs at the initial stage of organized instruction, primarily designed to introduce very young children, aged at least 3 years (in Bangladesh 5 years), to a school-type environment and provide a bridge between home and school. Variously referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programs are the more formal component of Early Childhood Care and Education. Upon completion of these programs, children continue their education (primary education).

■ Primary Education (formal)

Definition: Formal primary education refers to education, as determined by the Government for the children of age group 6^{+yrs} to 10^{+yrs} years in Grades 1-5 (in Bangladesh) having a prescribed national curriculum, textbooks, school hours and the schools' year, which begins in January and ends in December. In other words, programs generally designed to give students a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music.

Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid

foundation for learning and understanding core areas of knowledge and personal development, preparing for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialization. (Source: UIS 2012).

■ Primary Graduate

Definition: A student who has successfully completed a level of education such as primary education (from grade 1 to 5 in Bangladesh) is called a primary graduate. In other words, the total number of new entrants to the first grade of primary in a given year, regardless of age, who are expecting to graduate from the last grade of primary education, regardless of repetition, expressed as a percentage of the population at the official graduation age from primary education in the same year.

Purpose: To estimate the future output of primary education based on current new entrants to the first grade of primary education assuming current grade transition and repetition rates as well as last grade graduation probability remain unchanged. It therefore predicts the effect of last-grade graduation of current education policies on entrance to primary education and future years of schooling.

Calculation method: Multiply the expected gross intake ratio to the last grade of primary education by the probability of graduation at the last grade of primary. This indicator is calculated on the basis of the reconstructed cohort method.

■ Promotion Rate by Grade

Definition: Proportion of students from a cohort enrolled in a given grade in a given school year, who studies in the next grade in the following school year.

Purpose: It is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analysing and projecting student flows from grade to grade within the educational cycle.

Calculation method: Divide the number of new enrolments in a given grade in a given school year (t+1) by the number of students from the same cohort enrolled in the preceding grade in the previous school year (t).

$$\text{Formula} = \frac{\text{No. of students promoted to grade } g + 1 \text{ in year } t + 1}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

■ SDGs

Definition: The UNs' 2030 Agenda for Sustainable Development was adopted with 17 Goals and 169 Targets (including 43 means of implementation). The education Goal SDG4 calls to "ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all". The SDG4 has 7 targets and 3 means of implementation.

■ Severe or Profound Disability

Definition: An individual with a disability who has a severe or profound physical, sensory or cognitive impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills, neurological disorders, and specific learning disability).

■ Student Year

Definition: Pupil year is a non-monetary measure of educational inputs or resources. One student year denotes the resources spent to maintain a student in school for one year.

■ Public Expenditure as a Percentage of Total Public Expenditure on Education

Definition: Total current and capital expenditure on education by local, regional, and national governments, including municipalities in a given financial year. Household contributions are excluded. The term covers public expenditure for both public and private institutions.

Purpose: The purpose is to assess a government's policy emphasis on education relative to the perceived value of other public investments. It reflects also the commitment of a government to invest in human capital development.

Calculation method: Divide total public expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year and multiply by 100.

■ Quintile

In statistics, one of five equal groups into which a population can be divided according to the distribution of values of a variable, in the HIES, the poorest and richest quintiles refer to the distribution of household assets reported in nationally representative surveys, including such things as a refrigerator, indoor toilet, and mobile. Children from the poorest quintile in each country are the 20% with the fewest assets, while children from the richest quintile are the 20% with the most assets.

■ Reconstructed Cohort

The '**reconstructed cohort method**' is more commonly used to measure internal efficiency. To apply this method, data on enrolment by grade for two consecutive years and repeaters by grade from the first to the second year are sufficient. This enables the estimation of three main flow rates: promotion, repetition, and drop out. The method is based on the concept that students enrolled in a given grade in a certain year may either be promoted to the next higher grade, drop out of school, or repeat the same grade in the next school year. All the variables are available in the APSC questionnaire for measuring the internal efficiency use the UNESCO reconstructed cohort method. To calculate internal efficiency indicators DPE has been using the UNSECO re-construction Cohort Model since 2005.

➤ Cohort Assumption and Method:

- Pupils/Students are enrolled in a given grade/class in a specific year
- There could be only three eventualities-those who are promoted to the following grades in the next school year, those who are repeating the class in the next school year and those who drop out from the school
- There will be no new entrants in any of the subsequent years during the cohort lifetime
- The number of times a pupil will be allowed to repeat must be well stated
- The flow rates for all grades remain unchanged as long as members of the cohort still move through the cycle
- Hypothetically, that at any given grade, the same rates of repetition, promotion, and drop out apply regardless of the accepted number of repetitions.

➤ The structure of the system

- Country of the data set
- Starting grade number
- Number of grade-years
- Academic year (the first of two consecutive years)

➤ Data requirement

- Enrolment by grades
- Repeaters by grades

➤ Output of the cohort analysis

- Repetition rate
- Dropout rate
- Survival Rate to grade 5
- Years input per graduate
- Coefficient of Efficiency

The Directorate of Primary Education (DPE) utilizes the **UNESCO Reconstruction Cohort Model** for assessing Internal Efficiencies, which are derived from cohort analysis. Within this analysis, DPE incorporates current enrolment, previous year enrolment, and the previous year's repeater data in the Reconstructed Cohort Model Analysis.

■ Repetition Rate

Definition: Proportion of students from a cohort enrolled in a given grade in a given school year, who studies in the same grade in the following schools year. DPE uses reconstructed cohort for calculating repetition rate

Purpose: To measure the rate at which students from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting student flows from grade to grade within the educational cycle.

Calculation method: Divide the number of repeaters in a given grade in a given school's year (t+1) by the number of students from the same cohort enrolled in same grade in the previous schools' year (t).

$$\text{Formula} = \frac{\text{No. of students repeated in grade } g \text{ in year } t + 1}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

■ Student-Classroom Ratio (SCR)

Definition: The Student Classroom Ratio (SCR) is a measurement of the number of students in a classroom.

Calculation Method: It's calculated by dividing the total number of students in a school or learning space by the number of classes.

■ Student-Teacher Ratio (STR)

Definition: Average number of students per teacher at a specific level of education in a given school year

Purpose: To measure the level of human resources input in terms of the number of teachers in relation to the size of the student population. The results should be compared with established national norms (in Bangladesh 40:1) on the number of students per teacher.

Calculation method: Divide the total number of students enrolled at the specified level of education by the number of teachers at the same level.

■ Survival Rate

Definition: Percentage of a cohort of students (or students) enrolled in the first grade of a given level or cycle of education in a given school year expected to reach successive grades, regardless of repetition. DPE uses UNESCO reconstruction cohort model for calculating survival rate.

Purpose: The purpose is to measure the retention capacity and internal efficiency of an education system. It illustrates the situation regarding the retention of students (or students) from grade to grade in schools, and conversely the magnitude of dropouts by grade.

Calculation method: Divide the total number of students belonging to a student cohort who reached each successive grade of the specified level of education by the number of students in the school cohort, i.e. those originally enrolled in the first grade of primary education and multiply the result by 100. Current survival rates to be estimated by using the reconstructed cohort method. This technique calculates the survival rate for a theoretical cohort of children who experience the current promotion, repetition and dropout rates at each grade as they move through the schooling system. It uses data on enrolment and repeaters for two consecutive years.

■ Transition Rate (TR) from Primary to Secondary Education

Definition: New entrants to the first grade of secondary education in a given year (in Bangladesh grade 6), expressed as a percentage of the number of students enrolled in the final grade of primary education (in Bangladesh grade 5) in the previous year. The indicator measures transition to secondary general education only

Purpose: The purpose is to convey information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator. Viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

Calculation method: Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of students who enrolled in the final grade of the preceding cycle or level of education in the previous school year and then multiply by 100.

$$\text{Formula} = \frac{\text{No. of new students in Grade 6 of secondary level in year } t}{\text{No. of students in Grade 5 of primary/ or passed in year } t - 1} \times 100$$

DPE uses Transition Rate information from the BANBEIS source.

■ Years Input per Graduate

Definition: The estimated average number of student years spent by a student (or students) from a given cohort who graduate from primary education, taking into account the student years wasted due to dropout and repetition. One school year spent in a grade by a student is equal to one student year. DPE uses the UNESCO reconstruction cohort model for calculating the survival rate.

Purpose: The purpose is to assess the extent of educational internal efficiency in terms of the estimated average number of years to be required in producing a graduate.

Calculation method: Divide the total number of student years spent by a student cohort (graduates plus dropouts) in the specified level of education by the sum of the successive batch of graduates belonging to the same cohort. This indicator is estimated using the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.