



GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH
MINISTRY OF PRIMARY AND MASS EDUCATION
Directorate of Primary Education

**Feasibility Study for the Fifth Primary Education
Development Program (PEDP5)**

Submitted to
Director General
Directorate of Primary Education
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Acronyms

ADB	Asian Development Bank
ADG	Additional Director General
AOP	Annual Operation Plan
APSC	Annual Primary School Census
ARC	Assessment and Research Center
ASD	Autism Spectrum Disorder
AT	Assistant Teacher
AUEO	Assistant Upazila Education Officer
CPD	Continuous Professional Development
BFRC	BIAM Foundation Research Center (BFRC)
CPEIMU	Compulsory Primary Education Implementation and Monitoring Unit
DD	Deputy Director
DDO	Drawing and Disbursing Officer;
DEO	District Education Office
DFID	United Kingdom Department for International Development
DG	Director General
DLIs	Disbursement Linked Indicators
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DPEO	District Primary Education Office
DPEP	District Primary Education Plan
DPHE	Department of Public Health and Engineering
DPs	Development Partners
EIE	Education in Emergencies
EMIS	Education Management Information Systems
EU	European Union
F2F	Face to Face Teacher Training
GoB	Government of Bangladesh
GPE	Global Partnership for Education
GPS	Government Public Schools
GS	Government Schools
HT	Head Teachers
ICT	Information and Communication Technology
IDA	International Development Association
IT	Information Technology
JARM	Joint Annual Review Mission
JCM	Joint Consultative Meeting
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicators
LGED	Local Government Engineering Department
M&E	Monitoring and Evaluation
MoE	Ministry of Education

MoLG	Ministry of Local Government
MoPA	Ministry of Public Administration
MoPME	Ministry of Primary and Mass Education
MoU	Memorandum of Understanding
MTR	Mid-Term Review
NAPE	National Academy of Primary Education
NCTB	National Curriculum and Textbook Board
NGO	Non-Governmental Organizations
NGPS	Non-Governmental Public Schools
NSA	National Student Assessment
ODCBG	Organizational Development and Capacity Building Guidebook
PEC	Primary Education Completion
PECE	Primary Education Completion Examination
PEDP3	Third Primary Education Development Program
PEDP4	Fourth Primary Education Development Program
PEPMIS	Primary Education Property Management Information System
PPE	Pre-Primary Education
PPP	Public Private Partnerships
PSC	Project Steering Committee
PST	Program Support Team
PTIs	Primary (Teacher) Training Institutes
PU	Program Unit
QA	Quality Assurance
QTS	Qualified Teacher Status
RBM	Results Based Management
RF	Results Framework
SBTD	School-Based Teacher Development
SC	Steering Committee
SEND	Special Education Needs and Disability
SLIP	School Level Improvement Plan
SMC	School Management Committees
SOPs	Standard Operating Procedures
TA	Technical Assistance
TEDP	Teacher Education Development Plan
ToRs	Terms of Reference
UEO	Upazila Education Office
UNICEF	United Nations Children's Fund
UPEP	Upazila Primary Education Plan
URCs	Upazila Resource Center
USAID	United States Agency for International Development
WASH	Water and Sanitary Hygiene
WB	World Bank
WG	Working Group

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Executive Summary

Bangladesh has carved out a unique development trajectory, challenging traditional linear development models and presenting a new narrative to the world. The country's economic rise has been driven by a remarkable socioeconomic transformation, fuelled by the entrepreneurship of state actors, the complementary contributions of non-state actors, and the innovative spirit of its people, all working inclusively. In 2017, prominent international media outlets, including Business Insider, recognized Bangladesh as the new "Asian Tiger," highlighting its resilient economic growth, which averaged over 6% throughout the previous decade. This impressive track record demonstrates that Bangladesh's progress is not just a fleeting moment in development discourse but a testament to its emergence as a pioneer in crafting a distinctive development story.

The feasibility study for the Fifth Primary Education Development Program (PEDP-5) is a critical step towards advancing Bangladesh's primary education sector by addressing persistent challenges and aligning with evolving national and global priorities. Building on the successes and lessons of previous phases, PEDP-5 aims to ensure inclusive, equitable, and quality education for all children, as outlined in Sustainable Development Goal 4 (SDG-4). Despite significant progress under PEDP4, issues such as access to disparities, low retention rates, insufficient learning outcomes, monitoring system and inadequate infrastructure remain pressing concerns, particularly in marginalized and underserved communities. This feasibility study seeks to provide evidence-based recommendations to address these challenges while preparing the education system to meet future demands.

The study begins with a comprehensive analysis of the demand for primary education across urban, rural, coastal and char land and disaster-prone areas. It has assessed demographic trends, including the growing school-aged population and increasing urbanization, to identify gaps in infrastructure, resources, and access. Additionally, the study has evaluated the capacity of existing systems to deliver quality education, focusing on teacher availability, professional development, and pedagogical effectiveness and especially improvement of monitoring systems. Global education trends, such as the integration of digital tools, competency-based learning, and inclusive education practices, have also been explored to ensure PEDP-5 aligns with modern educational standards.

The key focus areas of the study are: infrastructure development, converting 50% of double shift to single shift schools, quality education, equitable access to quality education, provision of learning materials, supply of text books, provision of school time meals, training of teachers and educators, maintaining teaching-learning environment, reduced dropped out, education environment for mentally and physically challenged students, maintaining hygiene standard at schools, inclusion of parents schools governance, etc. The study has proposed sustainable, climate-resilient construction practices, including elevated school buildings, multi-use cyclone shelters, and energy-efficient designs. These measures aim to minimize environmental impact while ensuring education continuity during emergencies. Furthermore, the study emphasized the importance of integrating climate change education and disaster preparedness into the curriculum, equipping students with knowledge and skills to adapt and manage climate risks.

The feasibility study has assessed financial feasibility, exploring funding mechanisms and potential partnerships to ensure PEDP5's sustainability. Public-private partnerships (PPPs) have been evaluated as a means of leveraging resources and fostering innovation in the education sector. Cost-effective interventions from PEDP4, such as stipend programs and community engagement initiatives, have been analysed for scalability and adaptation in PEDP-5. Stakeholder engagement will play a pivotal role, with consultations involving government agencies, development partners, educators, and local communities to ensure that the proposed strategies address the needs and priorities of all involved.

A comprehensive Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis has guided the study, identifying internal capabilities and external factors that may influence the success of PEDP-5. Strengths such as strong policy support and lessons from previous programs will be leveraged, while weaknesses like resource gaps and uneven policy implementation will be addressed. Opportunities, including advancements in technology and growing public demand for education, will be maximized, while threats like financial constraints and socio-political instability will be mitigated through proactive planning.

The output of this feasibility study is a detailed report providing actionable recommendations for designing PEDP-5 as a forward-looking, inclusive, and impactful program with a strong mechanism of monitoring. The report included strategic priorities, cost estimates, and implementation roadmaps, ensuring alignment with national development goals and international best practices. PEDP5 will not only enhance access, equity, and quality in primary education but also strengthen the foundation for a resilient and adaptive education system capable of thriving for a knowledge society in a rapidly changing future world.

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Section 1: Basic Information

Sl. No.	Particulars	:	Details
1.	Name of the Project/Program	:	Feasibility Study for the Fifth Primary Education Development Program (PEDP-5)
2.	a. Sponsoring Ministry/Division	:	Ministry of Primary and Mass Education
	b. Implementing Agencies	:	Directorate of Primary Education (DPE)
3.	Project/Program Objectives	:	The primary objective of the feasibility study is to assess the viability, potential impacts, and strategic alignment of the proposed sector program in primary education. The study will provide a detailed analysis covering market/demand, technical/technological aspects, environmental sustainability, financial and economic viability, human resources, institutional and legal frameworks, risk assessments, and alternative options.
4.	Estimated Project/Program Cost (Taka in Crore)	:	BDT 60,000.00 Crore
5.	Sector & Subsector	:	Sector: Education, Sub-sector: Primary Education
6.	Project/Program Category (Based on Environment Conservation Act 1997)	:	Green
7.	Project/Program Geographic Location:	:	The project/Program will be implemented throughout the whole country, covering all divisions and districts of Bangladesh
	Division	:	Barishal, Chattogram, Dhaka, Khulna, Rajshahi, Rangpur, Mymensingh and Sylhet.
	District	:	Barguna, Barishal, Jhalokati, Patuakhali, Pirojpur, Bandarban, Brahmanbaria, Chandpur, Chattogram, Cox's Bazar, Cumilla, Feni, Khagrachhari, Lakshmipur, Noakhali, Rangamati, Dhaka, Faridpur, Gazipur, Gopalganj, Kishoreganj, Madaripur, Manikganj, Munshiganj, Narayanganj, Narsingdi, Rajbari, Shariatpur, Tangail, Bagerhat, Chuadanga, Jashore, Jhenaidah, Khulna, Kushtia, Magura, Meherpur, Narail, Satkhira, Jamalpur, Mymensingh, Netrokona, Sherpur, Bogura, Joypurhat, Naogaon, Natore, Chapai Nawabganj, Pabna, Rajshahi, Sirajganj, Dinajpur, Gaibandha, Kurigram, Lalmonirhat, Nilphamari, Panchagarh, Rangpur, Thakurgaon, Habiganj, Moulvibazar, Sunamganj, Sylhet
8.	Project/Program Duration	:	Five years

Section 2: Introduction

2.1 Project/Program Background

PEDP, or Primary Education Development Program, refers to a series of education programs in Bangladesh aimed at improving access to and quality of primary education for children. The most recent iteration, PEDP 4, focused on providing inclusive and equitable education from pre-primary to Grade 5, with an emphasis on reaching all children, including those in underserved areas and with special needs.

PEDP I (1998-2003): Focus on improving access to primary education, particularly for girls and marginalized communities.

PEDP II (2004-2011): Built upon PEDP I, with a continued focus on increasing access and quality of primary education.

PEDP III (2011-2018): Continued efforts to enhance the quality and reach of primary education, with a focus on teacher training and infrastructure development.

PEDP IV (2018-2023 and revised through June 2026): The most recent program, aimed at providing quality, inclusive, and equitable primary education for all children in Bangladesh, from pre-primary to Grade 5. It was implemented by the Directorate of Primary Education (DPE) with support from the Government of Bangladesh and various development partners. PEDP4 also focused on Disaster Risk Reduction and Education in Emergencies.

The Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MoPME) of Bangladesh are planning to design the Fifth sector program in primary education, following the completion of the Fourth Primary Education Development Program (PEDP-4), which will focus more on ensuring “Quality” of primary education across the country. So, a comprehensive feasibility study is mandatory for a program/project with a cost of above 50 crore for the processing of the program/project for approval by the Planning Commission, Ministry of Planning. The feasibility study for the Fifth Primary Education Development Program (PEDP-5) is based on a comprehensive evaluation of ongoing PEDP-4, focusing on its achievements, challenges, and lessons learned. The study assessed the progress made in quality enhancement, access, equity, and governance of primary education. It involves stakeholder consultations, alignment with national education goals and SDG 4, and situational analysis of current infrastructure and learning outcomes. The study has also considered institutional capacity, socio-economic context, and the digital-device in primary education. Key aspects include assessing funding availability, capacity for implementation, inclusion, and the sustainability of successful outcomes from PEDP-4. The study has aimed to identify opportunities for resource mobilization and risk mitigation for the effective rollout of PEDP-5. The main objective of the ToRs is to outline the responsibilities, qualifications, and deliverables of a consulting firm/institute, assigned for conducting the feasibility study.

The main components of the PEDP5 are:

1. Quality (Improve Learning Outcomes)
2. Improve equitable access and participation in schools
3. Effective and efficient service delivery
4. Transformation towards ICT Enabled Primary Education System
5. Management, Governance and Financing
6. School Feeding Program

Component 1: Quality (Improve Learning Outcomes)

The objective of this component is to ensure quality teaching-learning practices applied in all schools to enable children to acquire the essential grade-level competencies stipulated in the curriculum. In order to achieve these objectives following activities will be implemented:

- **Universal Pre-Primary Education (PPE- 2 years):** Compulsory PPE for two years for all children of 4+ age in all schools to enable them to acquire knowledge, social and learning skills before entering Grade-1.
- **Remedial Education:** Remedial education system will be introduced in the selected schools for children who require special attention to full-fill their learning gaps and mentoring/special coaching will be conducted for advanced students to compete in national events. Remedial support should be provided inside and outside the classroom for comparatively slower children. For this, para teachers (educational assistants) should be appointed locally. Retired teachers would get preference.
- **Curriculum Review** to ensure competency-based curriculum and incorporate Foundational Literacy and Numeracy Package, AI, 4IR, robotics, climate change issues etc. in curriculum and textbooks;
- **Textbooks and teaching-learning materials:** Distribution of quality textbooks, teaching-learning materials and supplementary reading materials in all schools;
- **Need based teacher recruitment:** including music, arts, religion and physical education teachers;
- **Teachers' Education and Professional Development:** All newly recruited teachers will be given training on quality teaching & learning practices and continuous professional development training will be provided to selected teachers based on training needs to improve their teaching skills. All newly recruited teachers will go 10 months long foundation training at PTIs. Besides, they are planned to receive on an average at least 7 (seven) days CPD training in a year.
- **Reform/Revise and Update DPE and CPD Course:** Syllabus/Course contents of professional development program and DPE program will be revised/updated aligning with the needs of the time;
- **Learning Assessment and Examination:** Formative and Summative assessment in the examination system will be conducted based on the government policy/guidelines. There

will be no Primary School Completion (PSC) type examination in the primary education stream;

- **School Health and Well-being/Psychosocial support:** Schools health check up on regular intervals will be introduced in all primary schools and children and teachers will be given mental and psychological support through appropriate means to address unusual situations/trauma; Teachers will be trained in child psychology to better understand the needs of the students.
- **Academic supervision/classroom observation/Monitoring:** In order to ensure quality teaching-learning appropriate Academic supervision/Classroom observation and Monitoring system will continue;
- **Extracurricular activities:** Children will be encouraged, and necessary support will be provided to participate in extracurricular activities like music, debate, physical exercise, sports competition, Math Olympiad etc.

Description of Component One: Quality

1. The objective of this component is to have quality teaching-learning practices being applied in all schools that enable children to acquire the essential grade-level competencies stipulated in the curriculum.
2. Achievement of this objective will be measured by the following key performance indicator:
3. Percentage of classrooms in which teaching-learning practices are rated as 'Satisfactory' or higher.
4. There are eight sub-components, each of which is designed to achieve an intermediate outcome as follows:

1.1 Curriculum: Competency-based curriculum is strengthened.

1.2 Textbooks and teaching-learning materials: All schools receive quality textbooks, teaching-learning materials and supplementary reading materials on a timely basis, developed on the basis of a strengthened competency-based curriculum and an effective, efficient and child-friendly pedagogy.

1.3 Teacher recruitment and deployment: Teachers with required qualifications are competitively, efficiently and transparently recruited in required numbers and rationally deployed. All newly recruited teachers will receive a 10 months' foundation training at PTIs.

1.4 Teacher education: All teachers are able to apply quality teaching-learning practices. They will adhere to minimum education qualification and no quota system will be followed during recruitment.

1.5 Continuous professional development: Teachers engage in continuous professional development based on identification of training needs to improve the quality of teaching-learning practices.

1.6 ICT in education: ICT is used in schools and in professional development to enhance the quality of teaching-learning practices.

1.7 Assessments and examinations: Improved educational assessments and examinations to be used to strengthen policy, pedagogy and learning, and to rigorously certify the acquisition of the primary competencies.

1.8 Pre-primary education: All children, coming from different financial, economic and social backgrounds, enter Grade 1 with the similar knowledge, social and learning skills that will enable them to acquire the early grade competencies more readily.

Description of sub-components

Component One: Quality

1. **Sub-component 1.1: Curriculum.** The objective of this component is to harmonize and strengthen the pre-primary and primary curricula. The effectiveness of the existing curriculum will be evaluated, including a curricular needs assessment and situation analysis. The curriculum will then be revised, taking into account the evaluation findings, a review of curricula from other countries and the following points: national and international initiatives and commitments; the underlying theoretical framework informing the revision will remain 'constructivist'; a results-based approach, based on scientific evidence; a clear and effectual linkage and gradual progression at each grade level will be maintained, keeping in mind the relevant terminal competencies and the need for horizontal integration across subjects; the different stages of the learners' cognitive development; the findings of the National Student Assessments (NSA) 2015 and 2017; and the rapid growth of ICT.
2. Once the revised curriculum has been approved, the National Curriculum and Textbook Board (NCTB) will work closely in collaboration with National Academy of Primary Education (NAPE) and DPE to inform how the revised curriculum will be integrated into the Diploma in Primary Education (DPED) and the Continuous professional development (CPD). The CPD will take into account the Teacher Education Development (TED) plan. The NCTB will indicate how many hours of classroom instruction are required in order to deliver the curriculum in a single-shift school; and make recommendations as to how curriculum delivery should be adapted for staggered schools. The curriculum dissemination training packages will be revised.
3. **Sub-component 1.2: Textbooks and teaching-learning materials.** The objective of this component is to provide competency-based textbooks and teaching-learning materials to all schools that will contribute to ensuring expected learning outcomes, and that are produced according to specifications and delivered on time. The guidelines will be strengthened for developers of textbooks and PPE teaching-learning materials. The guidelines will aim to provide textbook developers with more detailed guidance as to the range of learning experiences that primary students require in order to acquire the competencies. The NCTB will develop strengthened textbook development procedures.

The evaluative criteria and methodology (including instruments) for textbooks will also be strengthened, particularly in regard to pedagogy; content; accessibility and readability of language; typesetting, layout and illustrations; and the teachers' editions and teachers' guides. All Pre-primary Education (PPE) and primary textbooks and teaching-learning materials will be revised based on the revised curriculum and supplied to all schools on a timely basis. Supplementary reading materials will be identified or developed and supplied to all classrooms. The capacities of the Primary Curriculum Wing will be strengthened to carry out the sub-component activities by executing an MoU between MoPME and NCTB. The printing and distribution of textbooks will be gradually transferred to DPE subject to their readiness. The existing Professional Committee for reviewing the curriculum and textbooks will be strengthened.

4. **Sub-component 1.3: Teacher recruitment and deployment.** The objective of this component is to ensure that teachers are recruited in required numbers and rationally deployed. A guideline will be developed under PEDP-5 for deployment of newly recruited teachers. No quota will be followed during all stages of recruitment.
5. The regulations and procedures governing teacher recruitment, deployment and transfers will be reviewed, including the current regulations and implementation efficiency; the roles and responsibilities of central and decentralised personnel; the process of data management; relationships with the recruitment process. A strengthened system will be designed in light of the review findings and will ensure *inter alia* that recruitment plans are developed and executed on a timely basis, transfers work in coordination with recruitment to fill vacancies, and transfers make use of teachers working in over-staffed schools. Further, in order to improve the efficient use of human resources, the in-school deployment of teachers in staggered schools will be strengthened to ensure that, where feasible, single shifts are used.
6. **Sub-component 1.4: Teacher Education.** The objective of this component is to ensure that teachers meet the basic professional standards of teachers. The existing DPED program will be evaluated and strengthened, and alternative modes of delivery will be identified for implementation, including the use of double-shift. URCs will have their capacities strengthened to disseminate the revised curriculum. An accreditation for DPED program in the PTIs may be introduced.
7. **Sub-component 1.5: Continuous professional development.** The objective of the component is to ensure that all teachers and teacher educators acquire the professional standards through a continuous engagement in professional development activities. This will be achieved through:
 - The development and approval of CPD framework and its curriculum for teachers, teacher-educators and education supervisors, elaborating professional standards will include responsible agencies for its design, execution, monitoring and evaluation. The CPD curriculum will prioritize strengthening pedagogy.

- A network will be put in place with the provision for supportive supervision and mentoring making schools the main location for teacher professional development led by head-teachers, supported by local resource teachers and teacher educators.

8. In order to ensure continuity in the CPD activities, the following activities will be conducted under the CPD framework.

- One-day needs-based sub-cluster training per quarter with the existing provision of training needs identification by head teachers and Assistant Upazila Education Officers (AUEOs);
- Two teachers from each school will receive 5-day training on core subjects. One teacher from each school will receive 5-day training on non-core subjects.
- Newly recruited PPE teachers will receive 15-days induction training.
- Newly recruited teachers will receive 10 days of induction training.
- In collaboration with NCTB and NAPE, DPE will systematically work towards strengthening teacher educators and teachers teaching English.
- If successful, MOPME's piloting towards development of numeracy skill through the World Olympiad will be internalized during PEDP-5
- Two teachers from each school will receive 6-day training on ICT in line with the feasible recommendations of the study conducted under PEDP-3 and also with necessary technical support from the a2i project of PMO.
- All AUEOs/ATEOs, the key actors that impact classroom teaching-learning, will receive (21 days) academic supervision training both at home (14 days) and abroad (7 days) to be able to discharge respective responsibilities.
- Seven days overseas training/visits will be provided to selected teachers and officials under MOPME and DPE.
- CPD implementation should be decentralized to Upazila levels. CPD training will be locally organized and monitored.
- Overseas training that constitutes a part of CPD will be carried out through a MoU with some competent training institutes.

9. **Sub-component 1.6: ICT in education.** The objective of this component is to improve the availability and effective use of digital materials for overall professional development and student learning. Digital teaching-learning materials will be developed and made available to all teachers to support their professional development. Digital contents will be developed for improvements in teaching-learning activities in collaboration with organizations having proven expertise, experience and success in this area, if necessary. Technological platforms will be made more available, with two more multimedia classrooms being provided to all GPS; while one fifth of teachers will be targeted to procure their own technology through an affordable purchase scheme on pilot basis. All ICT initiatives will be evaluated to generate knowledge to inform ICT policy and practice. DPE will implement the feasible

recommendations of the study on the use of ICT conducted under the PEDP-3. DPE will also make arrangements to receive necessary support from a2i project for ICT improvements in schools. To this effect, necessary block allocation will be earmarked in the program costing.

10. **Sub-component 1.7: Assessments and examinations.** The objective of this component is to establish a permanent system for primary assessments and examinations that accurately measures and certifies students' learning. The learning progress of each child should be evaluated through continuous and annual formative evaluation. A nationwide evaluation process may be introduced following the National Standard Assessment (NSA) system. This would help assessing the learning capacity/environment of the institutions as well as the teachers without influencing the grading of the students.
11. The NSA 2017 results will be analysed, and the findings and recommendations will be disseminated in actionable form. PEDP-5 will finance one NSA for Mathematics and Bangla Grades 3 and 5, to be conducted in 2027; the 2027NSA will be strengthened to assess a wider range of domain contents and gather contextual information, in order to improve its utility. The assessment framework will be revised to expand the content coverage within domain areas to gather better evidence of student learning; and the contextual test items will be amplified. The NSA 2027 will contribute to the upcoming NSAs. A unit will be established in DPE which would conduct PISA type examination for assessing the learning environment of the schools and teachers. Although the student will take part in the assessment, the result will not influence the grading of the students.
12. **Sub-component 1.8: Pre-primary education.** The objective of this component is to improve school readiness of all children aged 5 years and facilitate their transition to primary schools. Minimum one year of pre-primary education will be provided in all government schools. PEDP5 will finance interventions to improve the physical environment, reduce the STR, strengthen the capacity of PPE teachers, and ensure the timely delivery of play and teaching-learning materials; so as to work towards ensuring that all government schools offer PPE according to the approved standards. This will involve, *inter alia*, the construction of sufficient classrooms to ensure that all schools have a dedicated classroom, the recruitment and 15 days induction training of newly recruited teachers and offering a second shift in schools where the STR would exceed 30:1. All teaching-learning materials as per the national curriculum will be provided annually to all schools on a timely basis. Funds will be provided to support the regular local purchase of child-friendly play and stationery materials. The PPE curriculum and teaching-learning materials will be strengthened as part of the curriculum and textbooks revision process.
13. The supervision, monitoring and evaluation of PPE will be strengthened through the capacity building of HTs, AUEOs and ADPEOs; the revision of APSC and e-Monitoring formats; and the incorporation of PPE teaching-learning materials into the textbooks database.

Component 2: Improve equitable access and participation in schools

The objective of this component is to provide appropriate learning environments to all communities which will support equitable access and participation of all children and ensure continuity of education. In order to achieve these objective following activities will be implemented:

- i) **Out of School Children Program/Education and Skill Development Training:** Program for Out-of-school (drop-out and non-enrolment) children aged 6-14 years to give a second chance to get primary education through non-formal primary education activities and to be brought into the mainstream of formal education and arranging technical/quality training after completion of primary education;
- ii) **Special Education Needs and Disability (SEND):** Children with special education needs and disability will be provided primary education at mainstream primary schools.
- iii) **Activities related to school infrastructure** such as new classroom, renovation, restoration, attractiveness, school furniture, cleaning (WASH), filling of school grounds, provision for fire-fighting equipment, acquisition of land for school grounds and construction of playgrounds;
- iv) Activities related to safe, green, inclusive and schools resilient to climate change, floods, cyclone and other natural disasters;
- v) Ensure supplies of uniform for children in the distressed areas and health and hygiene materials for schools;
- vi) Construction of Primary Education Complex at District and Upazila level to accommodate all offices in one building to provide efficient services to stakeholders;
- vii) Infrastructure development of Shishu Kallyan Trust;
- viii) Infrastructure development of Primary Teachers Training Institutes;
- ix) **Education in Emergency:** Special initiatives will be introduced, and necessary guidelines will be formulated to face the emergency situation like Covid19, heatwave, floods, cyclones and other form of emergency situation;
- x) **Community led education development:** Social mobilization program for key stakeholders including parents and community will be undertaken to promote, support and advance the provision of quality primary education to all age-appropriate children, with special focus on poor, marginalized and/or hard-to-reach/disadvantaged communities;
- xi) Establishment of Anondo Lab in selected schools to Demonstrate/Practical Learning in Bengali, Science, Maths, Ethics etc.)

Description of Component Two: Equitable Access and Participation

1. The objective of this component is to provide all communities with learning environments that support participation of all children, ensure continuity of education, and enable quality.
2. Achievement of this objective will be measured by the following key performance indicators:
 - Percentage of schools that meet the Student Classroom Ratio (SCR) standard of 30:1
 - Percentage of single-shift schools increased
 - Percentage of schools that meet at least 3 of 4 school-level quality indicators
 - Percentage of children out of schools (disaggregated by age group, by sex)
 - Primary cycle drop-out rate (disaggregated by sex)
 - Number of enrolled children with mild and moderate disabilities in mainstream primary schools (disaggregated by sex)

There are 7 sub-components, each of which is designed to achieve an intermediate outcome as follows:

- 2.1 ***Needs-based infrastructure***: The physical environment for teaching and learning, teacher education and professional development, and education system administration are improved to meet needs and national standards.
- 2.2 ***Needs-based furniture***: All schools are furnished according to needs-based lists.
- 2.3 ***Maintenance***: Schools and other education infrastructure are properly maintained.
- 2.4 ***Water and sanitary hygiene***: Schools, teachers and students have the facilities and capacities to drink potable water and practice sanitary hygiene.
- 2.5 ***Out-of-school children***: Out-of-school children are identified and enrolled in schools/learning centres to complete the primary education cycle.
- 2.6 ***Special Education Needs and Disability***: Children with special education needs and disability receive primary education at mainstream primary schools.
- 2.7 ***Education in emergencies***: Institutional capacity and coordination mechanisms are strengthened to ensure continuity of education and disaster risk reduction.
- 2.8 ***Communication and social mobilization***: Key stakeholders are empowered and informed to promote, support and advance the provision of quality primary education to all age-appropriate children, with special focus on poor, marginalized and/or hard-to-reach/disadvantaged communities.

Description of sub-components of component two

- ***Sub-component 2.1: Needs-based infrastructure***. The objective of this component is to improve the quality of physical learning and working environments through the construction of classrooms and other infrastructure, and the provision of associated

furniture. The PEDP-5 will finance the construction of approximately 50,000 additional classrooms, teachers' rooms, head teacher rooms and multipurpose room. Number of double shift schools to be reduced by at least 50% during the PEDP-5 implementation period and by ten years 100% schools would be converted into single shift schools. New DPEO buildings will be constructed in 30 districts and 200 upazilas. All needs-based infrastructures will include furniture.

- **Sub-component 2.2: Needs-based furniture.** The objective of this component is to improve the quality of the physical learning environment by supplying schools with furniture that is child-friendly and appropriate for participatory teaching and learning. Necessary furniture will be supplied to schools to replace furniture that is needed as a result of enrolment increases.
- **Sub-component 2.3: Maintenance.** The objective of this component is to ensure that schools and other primary education system infrastructure remain clean and tidy in a functional state throughout the whole of their expected life, through routine maintenance and repair. Funds will be allocated annually to schools, NAPE, PTIs, URCs and field offices for routine maintenance of buildings including WASH Blocks. Schools will also be eligible for funds every three years to cover either major or minor repairs. The maintenance guidelines now at the draft level will comprehensively be finalized incorporating the relevant activities of DPE HQ, NAPE, PTIs, URCs and primary education field offices. All PTIs will undergo huge renovation and major maintenance with a view to transform these to modern training institutions.
- **Sub-component 2.4: Water and sanitary hygiene.** The objective of this component is to ensure that each school has a full complement of functioning, accessible (including for those with disability) and clean WASH-related facilities and its students and staff practice good sanitary hygiene. Besides, 30000 new shallow tube well sources will be installed to ensure a safe drinking water point for each school, and 30,000 mini water treatment kit will be installed for removing arsenic, iron and chloride. All safe water sources will be monitored regularly. Hygiene promotion will be integrated as part of the curriculum revision and new textbooks development, as well as during the revision of the DPED and CPD curricula. WASH topics will also be incorporated into strengthened SLIP guidelines and orientations for AUEOs, SMCs and HTs on school and upazila-level planning. Environmental sanitation and the control of vector-borne diseases will be addressed through regular maintenance and cleaning of WASH facilities and the school grounds, as well as ensuring the proper siting of water points and the effective disposal of solid waste and waste water. Funds for regular maintenance and cleaning will be incorporated into a budget line of the SLIP; while the schools will ensure that a school plan/roster for cleaning activities is implemented. The infrastructure-related activities are covered in the component on needs-based infrastructure.
- **Sub-component 2.5: Out-of-school children (OOSC).** The objective of this component is to reduce the number of children aged 6-10 years who have never enrolled, or dropped out. BNFE will implement the component and will develop an implementation arrangement under GoB's directives. This component will target about one million out-

of-school children aged 6-10 years from the latest APSC in flexible learning programs and reintegrating them into the formal education system. DPE will provide necessary support and the list of drop out and never enrolled children to BNFE for implementation. Children will be enrolled in learning centres and will follow the formal primary curriculum. Then they will be facilitated to schools to complete their primary education cycle or sit for the PECE. The learning centres will take measures to retain the enrolled children who stop attending regularly; measurement of school performance in these areas will be integrated into monitoring systems, reported regularly and followed up by BNFE and DPE. BNFE will be a cost centre.

- **Sub-component 2.6: Special education needs and disability (SEND).** The objective of this component is to increase the enrolment of children with disabilities requiring special education in primary schools. Education opportunities for children requiring special needs and children with disabilities at schools will be improved. The curriculum will be revised, and textbooks and teaching-learning materials will be developed to support flexible learning and assessment. The DPED will accordingly be strengthened. Flexible assessments and examinations will be developed and introduced. Linkages with specialized services for diagnostics and treatment will be strengthened and assistive devices and teaching-learning materials for children with **SEND** and disability will be supplied to schools on a need basis. Necessary technical support will be taken from organization(s) with proven expertise in working with children with disability in incorporating the issue in primary education and carrying out an awareness raising and sensitization program. Occasional screening program may be introduced with the help of DG, Health to identify the children who need special care.
- **Sub-component 2.7: Education in emergencies.** The objective of this component is to enhance disaster resilience and ensure disaster preparedness of the primary education sector and promote school safety to manage emergencies. School facilities will be made safer through enforcement of building codes, design and construction of schools based on strengthened safe school construction guidelines, and provision of the minimum kit of protective equipment/materials to all schools. Selection of school designs will take into consideration potential climate and disaster impacts. Climate-smart interventions will be implemented to enhance energy efficiency, and water and food security. Disaster management and preparedness will be enhanced through the development, dissemination and operationalization of standard operating procedures, regular disaster simulation drills, and the development of school-level disaster management plans integrated into the SLIP. Disaster risk reduction and prevention education will be integrated during curricula revision and development of new textbooks, teaching-learning materials and teacher education training. Emergency education response will be enhanced in consistency with national Emergency Preparedness and Response Plans. There should be a provision for EiE block financing towards make-shift schools.
- **Sub-component 2.8: Communications and Social Mobilization.** The objective of this component is to ensure that key stakeholders are empowered and informed to promote, support and advance the provision of quality primary education to all age-appropriate children, with special focus on poor, marginalized and/or hard-to-reach/disadvantaged

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communities. A multi-level and multi-pronged communication approach will be applied to increase knowledge, favourable attitudes and practices and galvanize change among parents/guardians and caregivers, stakeholders and children themselves in line with the approved communication strategy. These approaches include: a) advocacy for system strengthening and institutional development which focuses on policy and strategic environment to support policy and strategic reforms in collaboration with key partners; b) social mobilisation and capacity development to identify potential community level stakeholders and empower them for open dialogue and to foster positive norms; and c) behaviour and social change communication reaching individuals and implementing interpersonal communication activities to motivate the adoption of positive behaviours to support the quality learning of children. At an institutional level, institutional capacities and systems will be developed and strengthened to advocate, coordinate activities, and use Knowledge, Attitude and Practice (KAP) data to plan, implement and monitor social and behavioural change interventions. PST will carry out activities for familiarization of program development objectives at the field levels. At the community level, activities will engage key social networks and groups to encourage positive practices and norms. At the individual, family and caregiver level, activities will promote behavioural change to support positive education-supportive practices.

Description of Component 3: Effective and efficient service delivery

The objective of this component is to ensure effective and efficient service delivery to make the entire primary education system more smart, responsive and well managed in providing quality and inclusive education. In order to achieve these objective following activities will be implemented under this component:

- i) Double shift schools will be converted to single shift gradually through creating necessary facilities;
- ii) Review and update policies on teachers' recruitment, training and placement;
- iii) Capacity Building of MoPME, DPE, NAPE, BNFE, PTIs;
- iv) PEMIS /Database development for physical and mentally disabled children, training, assistive device;
- v) Introduction of Unique student ID
- vi) Practical training to HTs on school management and leadership;
- vii) Professional development training for education officers at the field level;
- viii) Introduction of scorecards at district/division level;
- ix) Closure of GPS having very low number of students and merge/unification with nearest schools.

Description:

Component Three: Management, Governance and Financing

The objective of this is to ensure the strong governance, adequate and equitable financing, and good management of the primary education system so as to enable the provision of quality

education that is efficient, inclusive and equitable. Achievement of this objective will be measured by the following key performance indicators:

- Percentage of education system officers using decision-making dashboard (disaggregated by Division Directors at DPE-Centre and Division-level DPEs, and by UEOs)
- Decentralization of functions to Divisions, Districts and Upazilas subject to readiness.
- Percentage of schools that achieve SLIP targets
- Execution rate of PEDP5 budget (disaggregated by revenue and development)

There are five sub-components, each of which is designed to achieve an intermediate outcome as follows:

3.1 Data systems for decision-making: Valid and reliable quantitative and qualitative information is available on time, easily accessible, and used for evidence-based decision-making.

3.2 Institutional strengthening: The functions and powers of DPE are streamlined and decentralized and field offices have the capacity to exercise them well.

3.3 School Level Improvement Plan (SLIPs)/Upazila Primary Education Plan (UPEPs): Improved school quality, management and accountability.

3.4 Strengthened budgets: Primary education budgets and expenditures are used effectively.

3.5 Procurement and financial management: The education system has strengthened fiduciary capacities

Description of sub-components

Component Three

14. **Sub-component 3.1: Data systems for decision-making.** The objective of this component is to improve decision-making through strengthened information systems, monitoring, reporting and evaluation. Information systems will be strengthened through the integration of databases, the elimination of information duplication, and filling in data gaps. Reporting from the e-Monitoring system will be strengthened to provide M&E Division with reports on action not taken by field officers, and to provide DPE with critical seasonal data. The Academic Supervision checklist will be reviewed and updated.
15. All databases covering teacher recruitment, profile, transfers and training will be integrated into one teacher management information system. Establishment of electronic student registration and identification system will be introduced. The student registration database will be rolled out, and used to track participation, monitor and support student learning.
16. The APSC format will be reviewed and updated to include data about the number of grades/sections within staggered (double-shift) schools that are actually operating in a single-shift mode. Data systems will be developed to monitor and facilitate SLIPs/UPEPs and their associated financing.

17. Monitoring, reporting and evaluation will be strengthened. Dashboards will be developed, linked to backend databases managed by IMD, and operationalized. They will present on a single screen critical information that can be easily understood to monitor progress and guide decision-making.
18. The capacities at M&E Division will be strengthened, and it will manage or oversee critical evaluations and surveys including *inter alia* an education household survey in year 4 subject to the availability of BBS support. IMD will strengthen its data security and storage by doubling server capacity, replicating its server, strengthening its back-up protocols and capacities, and increasing storage. IMD will be led by a director.
19. **Sub-component 3.2: Institutional strengthening.** The objective of this component is to strengthen the DPE and field education offices to manage and administer the primary education system effectively and efficiently through decentralization. DPE will be restructured and streamlined to focus on strategic guidance, coordination and oversight of Divisional Offices. Decentralization will be functional in line with the DPE-updated ODCBG to be approved by MoPME subject to the readiness of the field offices.
20. NAPE will take the lead on designing the curriculum for teacher education and for building the capacities of teacher educators to deliver the national curriculum. Implementation of the NAPE Institutional Strengthening Plan is to be spread out over five years in line with the updated NSDP. The implementation will include approval of bye-laws and recruitment rules, creation of required number of posts, necessary infrastructure building and authority for DPED awarding.
21. **Sub-component 3.3: Strengthened UPEPs and SLIPs.** The objective of this component is to improve the quality of the learning experience for children through strengthened school- and Upazila-based management and accountability. The SLIP/UPEP block allocation will be provided on the basis of the number of students. DPE will update the SLIP/UPEP guidelines to be approved by MoPME for implementation. Effective measures would be developed for mobilising resources at school level from Alumni.
22. **Sub-component 3.4: Strengthened budgets.** The objective of this component is to ensure that primary education budgets and expenditures meet implementation targets, and are used more strategically and effectively. Primary education budgets and executions including authorization of expenditures will be strengthened through decentralization.
23. To enable this decentralization and delegation, a new chart of accounts may be adopted based on rationalized and updated DPE functional, organization and economic codes. Strengthening of the financial management system will be undertaken within the implementation framework and timelines for iBAS++ and e-Procurement.
24. **Sub-component 3.5: Procurement and financial management.** The objective of this component is to ensure maximum use of the country systems in place and strengthen existing fiduciary arrangements for system enhancement. Before its successor, iBAS++ is fully adopted, iBAS will be used for generating financial information supported by DPE web-based accounting information system (AIS). DPE AIS will be rolled out to all DDOs of PEDP 4 before the full adoption of iBAS++. Migration from iBAS and AIS to iBAS++

will be implemented subject to readiness. IBAS++ will facilitate real time online reconciliation of accounts through using the module of online billing, by MoPME DDOs for payment processing by CGA AOs.

Component 4: Transformation towards ICT enabled Primary Education System

The objective of this component is to introduce a ICT enabled Primary Education System aligning with the government's vision of transforming the nation into a society of physically and mentally healthy citizens with advanced technologies and possessing human qualities of global standard. In order to achieve these objective following activities will be implemented under this component:

- i) Schools: ICT enabled Schools will be established with access to Audio-visual Total Literacy Movement (TLM) (Digital Content) and Virtual classroom facilities;
- ii) Education Technology: Appropriate devices will be provided to all GPS by phases;
- iii) Students, teachers, officials and other stakeholders will be encouraged to acquire latest technology proficiency;
- iv) Curriculum & textbooks will be updated incorporating AI, 4IR, robotics, climate change issues etc. aligning with Smart Education initiative;
- v) Initiatives will be taken to prepare students, teachers, officials and other stakeholders for problem-solving mind-set and skills and more blended education delivery;
- vi) Research on different aspects of the primary education system will be conducted to find out weaknesses and a way-out for an effective system.

Component 5: School Feeding Program

The objective of this component is to provide support to the Primary School Children in achieving universal primary education through introducing School Feeding Programme; to increase enrolment, attendance, retention and the Primary School Completion rate of Children in GPS, to improve consumption of nutrient-dense foods and reduce micronutrient deficiency among school children and to reduce short-term hunger and increased concentration in classroom education.

Previous interventions have revealed that school feeding has positive impacts on primary education. It helps achieve the goals of primary education in multiple ways, especially in disadvantaged areas and communities. The provision of meals during school times serves as an incentive for poor families to send their children to the schools. Children are more likely to attend the schools regularly if they are assured at least one nutritious meal during school hours. This ultimately reduced drop out at schools. This benefit is more tangible in case of girls. Besides, for many children the school meal is their main or only nutritious meal of the day. These meals help in reducing malnutrition, micronutrient deficiencies and underweight issues among school children.

Nourished children are more likely to concentrate better, have improved cognitive development and perform better academically. Studies also show that better memory, attention spans and classroom participation is ensured. Midday meals provide a safety net for vulnerable families helping mitigate the impact of poverty to some extent. It has a direct impact on achieving gender parity.

Challenges: Many schools (madrasah) may not be included in school feeding programs and program quality may vary across the regions. Ensuring food safety, hygiene and nutritional balance remain a concern. Development of an appropriate model may be a solution to this issue. Lessons could be learned from the Madrasahs, as they have been providing meals to their pupils for years.

Considering all sides, provision of meals at school is recommended.

- i) Launching of School Feeding Program in all remaining Upazila and metropolitan Thanas which are excluded from the ongoing program.
- ii) All primary school students will be provided with midday meals on school days; an appropriate model for procurement and distribution of school meals would be developed at the beginning of the PEDP 5. Provision of hot meals would be a preferable option.
- iii) Sensitization workshops to involve the parents/guardians on school feeding program at division, district and Upazila level will be organized for school head teachers, SMC chairpersons, Upazila education committees' members and school feeding monitoring officials;
- iv) Training for service providers will be organized on warehouse management, safe food storage, handling, transportation and distribution;

Component 6: Management, Governance and Financing

The objective of this component is to ensure the strong governance, adequate and equitable financing, good management and efficient implementation of Smart Primary Education Development Programme and total primary education system. The activities to be implemented under this component are:

- i) **Accountability and Governance:** Involves the meticulous implementation of robust accountability measures, strategically designed to ensure transparency and efficiency in all educational processes.
- ii) **Financial Management:** Ensuring sound financial governance, the focus lies on the adept management of resources, optimizing budget allocations for educational programs, implementing robust financial monitoring systems for expenditure tracking, and conducting regular audits to uphold transparency and fiscal responsibility in financial processes.
- iii) **Procurement:** In the realm of procurement, the emphasis is on streamlining processes for the timely acquisition of resources, ensuring strict compliance with regulations to prevent irregularities and foster fair competition, and implementing strategic vendor management strategies to enhance the overall efficiency of procurement activities;

- iv) Coordination between MoPME and MoE in the areas of M&E, Assessment, Transition, Textbook/Curriculum;
- v) Stipends for students
- vi) Distribution of School Level Improvement Plan (SLIP) Fund
- vii) Recruitment and deployment of office associates (Daptry/Night guard) for every GPS.

25. **TA Support under PEDP-5:** A “Program Support Team (PST)” will be set up under the coordination of one Specialist having satisfactory academic background and professional experience in the area of education management to be titled as “Program Coordination Specialist (PCS)”. Under his coordination, 5 other Specialists having required level of academic backgrounds and professional competencies to be titled as “Program Support Specialist (PSS)” will be recruited and located at DPE. Despite being located at DPE, PCS will readily be available at MoPME to provide necessary implementation and policy support to MoPME Secretary and other relevant officers. The PST will dedicatedly assist DPE through a PCU under the leadership of ADG (PEDP4). PST will assess the need-based TA for specific deliverables.

26. The Audit Cell of DPE will be strengthened to timely dispose of audit observations.

2.2 Rationale of Conducting Feasibility Study

Under clause 4(1) of the circular (Paripattra) titled “Formulation, processing & approval of development projects in the public sector and procedure of its revision”, it is mandatory to conduct a feasibility study for any development project costing over 50 crore. It is assumed that the tentative cost for the proposed Fifth Primary Education Development Program (PEDP5) would be more than BDT 50 crore, in this context, the feasibility study is a prerequisite for processing the sector program.

2.3 Objective of the Feasibility Study

The primary objective of the feasibility study is to assess the viability, potential impacts, and strategic alignment of the proposed sector program in primary education. The study will provide a detailed analysis covering market/demand, technical/technological aspects, environmental sustainability, financial and economic viability, human resources, institutional and legal frameworks, risk assessments, and alternative options.

2.4 Approach and Methodology of the Feasibility Study

The approach and methodology are outlined based on information available about the proposed project and previous experience of the feasibility studies. The feasibility study and project design report has been prepared according to the Directorate of Primary Education (DPE) guidelines, related rules, and guidelines of Government of Bangladesh (GoB).

2.5 Technical Approach of the Feasibility Study

This Feasibility Study Report has been prepared based on the available information provided by DPE and other implementing agencies. BIAM undertook an integrated, interactive, participatory approach, including consultations and constructive engagement with DPE and related stakeholders. Both primary and secondary data have been used for project design and

feasibility study. Moreover, the primary study approach was designed using both quantitative and qualitative tools.

Study reports have been delivered phase-by-phase throughout the feasibility study period. The approach has ensured ownership assessment and general understanding of the processes, roles, relationships, and perceptions as a basis for improving coordination and achieving the objectives outlined in the ToR. This participatory and consultative approach ensured effective communication with all the stakeholders, especially the DPE (head office and division/district level offices).

2.6 Technical Methodology of the Feasibility Study

A number of literatures have been reviewed during the feasibility study. The literature mainly included research reports, research articles, project reports, thesis, books, reports from city corporations, Directorate of Primary Education (DPE), World Bank, and other different sources. Primary data has been collected from the stakeholders through consultation meetings, group discussions, sharing meetings, field visits, physical observations, photography, etc. The feasibility study consultant has conducted several stakeholder consultations, those interested in working with the PEDP-5 and providing their ideas or proposed project concept. The feasibility study consultants also conduct discussion meetings with the Directorate of Primary Education (DPE) regarding the baseline scenarios of various components of the PEDP-5. The collected information from the stakeholders has been analysed on the basis of multiple aspects like regulatory aspect, physical aspect, technical aspect, technological aspect, and financial aspects, etc.

2.7 Organization of the Feasibility Study Report

The Directorate of Primary Education (DPE) project aims to bring transformative improvements to educational management, governance, monitoring, and enforcement in Bangladesh by addressing critical issues. Building on this vision, the feasibility study and project design activities focused on identifying practical project ideas capable of delivering significant positive outcomes. The feasibility report adheres to the Bangladesh Planning Commission's guidelines, presenting its findings in a structured format.

The report begins with an overview in Section 2, covering the project background, objectives, approach, and methodology. Section 3 explores market or demand analysis for the selected project components, highlighting their strengths, weaknesses, opportunities, and threats (SWOT). Section 4 details the project locations, technical designs, cost estimates, and output plans for each executing agency. Environmental sustainability and disaster risk assessments are discussed in Section 5, followed by a cost-benefit analysis in Section 6. Section 7 examines the functional structure and institutional capacity of implementation agencies, while Section 8 outlines legal obligations and mandates associated with project execution. Section 9 focuses on risk analysis, including scenario simulations. Comparative assessments of project components are detailed in Section 10, and the report concludes in Section 11 with actionable recommendations to address potential challenges and ensure successful implementation.

Section 3: Market/Demand Analysis

3.1 Problem Statement

There have been significant advancements in primary education enrolment in Bangladesh. However, substantial issues persist in educational infrastructure, teacher quality, inclusiveness, disaster preparedness, Teacher-Student ratio (TSR), Student per Institution, Teacher-Student contact hour, double shift in schools, Teachers' training, functional teachers' training facilities, filling the vacant posts of schools and training institutes, effective pre-primary schooling, promotion of educators, integration of seniority and gradation list of educators, Effective school management committee, WASH, ICT, Solar panel installation, Internet connectivity, School Feeding are the pressing challenges. These challenges ultimately affect the teaching-learning environment for quality primary education.

3.2 Relevance of the Project Idea

The proposed Fifth Primary Education Development Program (PEDP-5) directly addresses these pressing challenges, aligning with national goals such as Vision 2041 and global commitments under SDG-4. PEDP-5 aims to build on previous programs' achievements by systematically addressing critical educational gaps and preparing the system for future challenges. The project's relevance is underpinned by its strategic alignment with modern educational trends, socio-economic transformations, and growing stakeholder expectations.

3.3 Proposed Project Interventions

The proposed interventions under PEDP-5 are strategically designed to address current and emerging educational needs. Key interventions include:

- Construction of additional classrooms to transform at least 50% of double shift schools to single-shift schools with the target to convert all double shift schools to single shift by next ten years.
- Construction of Divisional and District Primary Education Offices.
- Reconstruction and refurbishment of PTIs including all necessary facilities.
- Developing disaster-resilient infrastructure to ensure uninterrupted educational services during emergencies.
- Developing and implementing advanced teacher training and continuous professional development programs.
- Review and improvement of the primary education curriculum and teachers' training module.
- Introducing inclusive education practices targeting marginalized groups such as children with disabilities and remote communities.
- Incorporating modern educational practices such as digital education, competency-based curricula, problem-based learning, etc.
- Establishment of effective school management committees.
- Enhancing educational governance structures and ensuring accountability through improved monitoring and evaluation mechanisms.
- Timely distribution of textbooks.

3.4 Stakeholders

The project involves diverse stakeholders, categorized as follows:

- **Primary stakeholders:** Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE), educators and teaching professionals, local communities, students, marginalized groups (e.g., children with disabilities, remote communities, etc.).
- **Secondary stakeholders:** International development partners (World Bank, ADB, FCDO, JICA, EU, UNICEF, UNESCO, etc.), NGOs, private sector partners in education technology and infrastructure development, media, and advocacy groups.

Stakeholders are managed based on their influence and priority:

- **High Influence/Priority stakeholders** include government bodies and international partners, requiring close engagement.
- **Medium Influence/Priority stakeholders** include teacher unions and local NGOs, who require periodic updates and engagement.
- **Low Influence/Priority stakeholders** include media and advocacy groups monitored with minimal intervention.

3.5 Demand Analysis

There is substantial demand among stakeholders for PEDP-5 to address infrastructure inadequacies, teacher quality gaps, inclusiveness, and resilience. The study identifies increasing educational demand driven by demographic growth, socio-economic disparities, and frequent natural disasters. Stakeholders consistently highlight the need for improved infrastructure, modernized curricula, innovative teaching methodologies, and targeted support for marginalized and geographically challenged populations.

3.5.1 Current Demand

The current demand for PEDP-5 stems from the need to enhance access, quality, and resilience in Bangladesh's primary education system. Stakeholders seek disaster-resilient school infrastructure, improved teacher training, and inclusive curricula to address gaps in education delivery. Additionally, there is a strong demand for targeted interventions to support marginalized groups, such as children with disabilities and those in remote and geographically challenged areas, ensuring equitable learning opportunities and education continuity amidst socio-economic and environmental challenges.

3.5.2 Future Demand

The future demand of PEDP-5 will be driven by the need for a sustainable, inclusive, and disaster-resilient education system in Bangladesh. With a growing population and increasing frequency of natural disasters, there will be heightened demand for climate-resilient school infrastructure, advanced teacher training programs, and innovative, adaptive curriculum. Additionally, future needs will prioritize equitable access to education for marginalized groups, such as children in remote areas and those with disabilities.

3.5.3 Constraints

PEDP-5 must respond to growing demands for regulatory compliance and technological integration in Bangladesh's education sector. This includes aligning with national policies like Education Policy 2010 (Amended through 2016) and global frameworks such as the SDGs. Emphasis on e-learning tools, digital resources, and data-driven systems is essential for enhancing quality, inclusiveness, and resilience.

Demand Assessment for Educational Governance & Infrastructure

Demand for improved educational governance and infrastructure is particularly pronounced. Stakeholders emphasize the urgent need for robust governance models that enhance transparency, accountability, and decentralized decision-making processes. Additionally, significant demand exists for developing new school infrastructure and upgrading existing facilities, particularly to withstand climate-related challenges, ensuring education continuity during disasters. Governance improvements are required to enhance administrative efficiency, accountability, transparency, and responsiveness to regional educational needs.

3.6 SWOT Analysis

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate the competitive position and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential for project interventions/ideas. The PEDP-5 has multiple executing agencies. Therefore, it is important to look into the strengths, weaknesses, and threats that may be equipped for each project concept. It has been conceived that within the SWOT framework that strengths and weaknesses are frequently internal to each executive agency, while opportunities and threats are usually external. The following shows the SWOT analysis in brief for each of the project components. Conducting a feasibility study for the Fifth Primary Education Development Program (PEDP-5) involves a comprehensive SWOT analysis to ensure strategic alignment and effective implementation.

This SWOT analysis helps strategically position PEDP-5 to maximize its positive impacts, mitigate risks, and create a sustainable, inclusive, and resilient educational system in Bangladesh.

Strengths • Primary Schools (taking over) Act 1974 • Primary Education Compulsory Act 1990. • Education Policy 2010 (Amended through 2016) • Established national policy framework (Vision 2041, SDG-4). • Experience from implementation of prior PEDP initiatives. • Strong partnerships with international development partners and stakeholders.	Weakness • Limited and unequal infrastructure. • Inconsistent quality and capacity in teacher training. • Persistent regional and social disparities in educational access. • Cumbersome career path of the educators. • Different streams in primary education service provision.
Opportunities • Adoption of global educational innovations such as digital learning and competency-based education. • Static education facilities across the country and adequate administrative offices. • Growing public awareness and demand for quality education.	Threats • Financial constraints and resource allocation challenges. • Inadequate trained teachers. • Environmental vulnerabilities and increasing frequency of natural disasters. • Lack of functional parent participation in school governance. • Possible resistance to policy changes and socio-political instability. • Less male children are coming to formal primary education. • Inadequate land space for construction/expansion in many schools.

Section 4: Technical/Technological Engineering Analysis

4.1 Technical and Technological Context

The Fifth Primary Education Development Program (PEDP-5) aims to enhance the technical and technological capabilities of Bangladesh's primary education system. PEDP 5 has the provision of providing infrastructure in the primary schools with a hope to improve the quality of education by reducing overcrowding and by creating a good school environment. Building upon previous PEDP phases, PEDP-5 seeks to modernize the existing infrastructure, incorporate advanced educational technologies, and align with national digital transformation strategies to keep pace with the international education standards. This section critically analyses the technical and technological feasibility of these objectives, evaluating existing capacities, identifying gaps, and proposing measures to address these issues effectively.

4.1.1 Overview of Current Infrastructure & Technological Capacities

- **Institutional Infrastructure:** The Directorate of Primary Education (DPE) oversees an extensive institutional network across Bangladesh, comprising its central Head Office in Dhaka, and divisional offices strategically located in Barishal, Chattogram, Dhaka, Khulna, Rajshahi, Rangpur, Mymensingh, and Sylhet. These offices coordinate and manage primary education across various administrative levels, from divisional to upazila. With PEDP-5's goal to enhance education quality and operational efficiency, substantial investment in new institutional infrastructure, particularly district and divisional offices, is required.
- **ICT Infrastructure:** Under previous PEDP phases, significant investments have been made in establishing multimedia classrooms and ICT facilities. However, current capacity varies widely across regions.
- **Teacher Competencies:** Teachers and staff have gained basic digital competencies through targeted training programs. However, this capability remains uneven across different regions, particularly at the field level.
- **Data Management Systems:** Initial steps have been made in developing comprehensive education data systems, such as the Primary Education Property Management Information System (PEPMIS), though integration and usage across levels are still evolving.

4.2 Analysis of Infrastructure and Technological Needs

4.2.1 Physical Infrastructure Development

Given Bangladesh's geographic vulnerability to natural disasters, infrastructure must be robust and climate resilient. This program will prioritize:

- **Classroom Construction and Renovation:** Approximately additional 50,000 classrooms, along with multipurpose rooms, will be constructed or renovated. These

facilities will adhere strictly to Bangladesh National Building Code (BNBC) standards, incorporating disaster-resilient features.

- **Provision of Essential Facilities:** Ensuring all schools have functional boundary walls, gender-segregated WASH facilities, safe drinking water points, playgrounds, and disability-friendly structures.
- **District and divisional Education Complexes:** Construction of Primary Education Complexes at district and divisional levels to centralize administrative functions, enhance operational efficiency, and improve stakeholder coordination.

4.2.2 Identified Technical Gaps:

- Inadequate and uneven ICT infrastructure, especially in rural and disadvantaged areas.
- Limited broadband connectivity hampering widespread access to digital learning tools.
- Insufficient technical competencies among teachers and education officials in managing and utilizing advanced ICT tools effectively.
- Weak integration of multiple data management systems, limiting timely decision-making.

4.3 Needs Assessment for Institutional Buildings

To support effective education management, new office buildings at district and divisional levels are necessary to:

- **Centralize Administrative Functions:** Co-locating district and divisional education offices will improve operational efficiency, facilitate better communication and collaboration among education stakeholders, and streamline administrative procedures.
- **Improve Accessibility:** The new complexes need strategic placement to ensure optimal accessibility for staff, stakeholders, and the community, supporting efficient service delivery.
- **Provide Adequate Working Environments:** Modern, secure, and climate-resilient facilities are critical to ensuring sustained administrative effectiveness and staff productivity.

Guidelines for Infrastructure and Site Planning

Planning of Infrastructure

For effective use of existing land and infrastructure and to maintain a good school environment and to harmonize the construction work of various agencies working in the same school campus, the following guidelines should be followed while proposing new infrastructure in a school.

- 1) Each school should have at least 3 classrooms in double shifts and 5 classrooms for single shifts for Grade I to V. One classroom would be considered for 30 students.

- 2) Each school must have a designated Pre-Primary classroom considering specific sitting arrangements' and it would be considered for 30 students.
- 3) At least one teachers' room should be considered for a school. The teachers' room should be the same size as the class room.
- 4) The need for additional room in the school would be calculated by summing up the requirement for class rooms and teacher's room considering double shifts.
- 5) In case of construction of additional rooms, the possibility of vertical extension of existing buildings should be given preference. In such cases, the capacity of the existing foundation must be carefully assessed for such extension.
- 6) If vertical extension is not possible, only then horizontal extension would be considered. Every possible effort should be made to effectively plan and utilize the available space for such horizontal expansion keeping in mind the future extension possibilities. For example, if a single room is to construct at present, a plan should be made considering the total available area and future possibility of extension (i.e., three or four rooms) so that even a single room would be constructed now, the school would have the flexibility to construct more classrooms as an extension of this single room.
- 7) In case of horizontal extension, usually a two storied foundation would be considered unless a higher foundation is justified considering high number of students and scarcity of land. South facing is preferable and cross ventilation needs to be ensured.
- 8) More than 50% of the school area should be kept as open space for playground, playing items, walkway, temporary shed, gardening and tree plantations etc.
- 9) In case of land scarcity, especially in the urban areas, the ground floor should be kept open, which would be used by the students as a playground.
- 10) WASH Block/Toilets should be located as close as possible to the main school building so that they can be accessed during rain. If necessary, shaded gangways can be constructed to help the children and teachers use the toilet during the rainy season.
- 11) The male and female WASH Block should be in separate places. If not possible, they should have an entry in the opposite face of the WASH Blocks.
- 12) For schools in urban areas/City Corporation areas or having three or more storied foundations, priority should be given for built-in/attached sanitation facilities in each floor of the school (multi-storied WASH Blocks).
- 13) In case of flood prone areas where the ground floor is kept open, attached toilets instead/in addition to separate WASH blocks outside the school building should be considered so that those can be accessible during flood time.
- 14) There must be provision for adequate space for Septic Tank/Leach pit, Master pit and Soak well adjacent to the Toilets/Wash Blocks but with a safe distance (10m) from drinking Water Sources.
- 15) The septic tank and soak well/leach pit top should be above the highest flood level.

- 16) Waste water from the septic tank should be properly drained out.
- 17) Sewerage and waste water lines should be connected to the Public Sewerage System (if available). There should be a provision for surface drain for draining out surface runoff to the roadside drain or nearby pond/reservoir.
- 18) Rainwater harvesting, Pond Sand Filter (PSF) and connection to WASA/Pourashava water supply system etc. may be considered as alternate water supply options if necessary.
- 19) If space is available, a separate play zone to install the playing accessories should be earmarked.
- 20) Inter connectivity among different school buildings and among the WASH Blocks should be considered to smoothen the operation of the school, to maintain a good school environment and to maximize the use and effectiveness of various components of the school. Such connectivity can be made by tin shed walkway or by any other means.
- 21) If a semi pucca school building can be repaired or refurbished, such activity should be undertaken on priority basis.
- 22) In case of erosion prone areas, no permanent structure should be built and shift-able semi pucca or kacha structures (makeshift school) should be constructed.
- 23) If the school is located close to national or regional high way or close to any other busy road having high volume of motorized traffic, railway line or junction, large water body or having proximity of land dispute or land encroachment etc., boundary wall should be considered on priority basis in such school to ensure safety of the children.

4.4 Detailed Site Analysis and GIS Mapping

4.4.1 Location

The project activities under the PEDP-5 project will cover different geographical areas of Bangladesh. **Under Component-1** Educational Governance and Infrastructure, DPE aims to establish district offices in 64 districts. It has been conferred that to avoid procedural complexities, it would be better to look for government (khas) land to establish DPE's district offices.

To address these needs, detailed geographic analyses should be conducted employing advanced technical tools, such as Geographic Information Systems (GIS), to:

- Map existing geographical features, natural hazards (e.g., flood zones, cyclone-prone areas), and infrastructural networks.
- Evaluate proximity to existing utility services such as roads, electricity, water supply, sewage, internet connectivity, and proximity to other educational institutions.
- Select sites that minimize environmental impacts, ensure sustainability, and foster resilience against natural disasters.



GIS-based terrain analysis provides clear mapping of elevation, flood risk, drainage patterns, and connectivity to local and regional infrastructure, helping planners select locations that maximize both practicality and disaster resilience.

4.4.2 Preparation of Site Plan

After determining the need of additional infrastructure in the school, a site plan of the school needs to be prepared jointly by local officers of the competent authority and DPHE, and the school authority (UEO/AUEO, SMC) where the existing buildings and proposed additional rooms/buildings/WASH Block(s)/ Water Source etc. to be shown. This preliminary site plan would be necessary for identifying the schools (through liveliest software) which required different NBI development. However, the following guidelines should be followed in preparing such a joint site plan.

- i. The plan should be prepared in scale on A4 or Legal-size paper so that it can be scanned easily.
- ii. Each side of the site/school area with measurement and North-South direction should be shown.

- iii. Existing infrastructure and facilities should be drawn in a firm line with brief name, type of structure, outside measurements and number of stores etc.
- iv. Proposed infrastructure and facilities should be drawn in dotted lines.
- v. Distance from the adjacent main road or access road, river/canal/water reservoir if available should be mentioned.
- vi. Location of adjacent public sewerage/drainage system if available should be shown.
- vii. Level of the land w.r.to adjacent road top should be shown.
- viii. Flood level for flood prone area should be mentioned.

4.5 Structural Design Considerations

The design of institutional buildings under PEDP-5 will prioritize resilience, sustainability, and functionality:

- **Climate-Resilient Designs:** The architectural and engineering designs will explicitly account for frequent hazards in Bangladesh, notably floods, erratic rainfall, flash floods, storms, cyclones, earthquakes, and heatwaves. Designs will adhere strictly to the Bangladesh National Building Code (BNBC), incorporating disaster-resistant measures such as raised structures, reinforced concrete framing, deep foundations, and elevated utilities.
- **Sustainable and Durable Materials:** Modern construction materials such as reinforced concrete, corrosion-resistant steel, and eco-friendly, energy-efficient materials will be selected. These materials ensure long-term structural integrity, minimize maintenance costs, and support environmental sustainability.

4.6 Engineering and Technological Recommendations

The following recommendations outline critical considerations for successful implementation:

a) Infrastructure and Construction

- **Site Selection**
 - Prioritize locations accessible by robust transportation networks and existing utilities to minimize infrastructure extension costs.
 - Select plots based on comprehensive GIS analyses, ensuring low environmental risk and proximity to other primary educational facilities to facilitate coordination.
- **Design and Construction**
 - Adherence to BNBC guidelines, prioritizing disaster-resilient designs, including elevated foundations, robust roofing, and reinforced structures.
 - Incorporate universal accessibility standards to accommodate people with disabilities.
 - Ensure designs promote energy efficiency through passive solar architecture and efficient ventilation systems.

- **Smart Classrooms:** Establishing smart classrooms equipped with advanced audiovisual teaching-learning materials, interactive multimedia equipment, and virtual classrooms to enhance teaching effectiveness and student engagement.

b) ICT and Digital Integration

- **Technological Integration**

- Equip buildings with ICT infrastructure including high-speed internet connectivity, video conferencing, digital communication facilities, and advanced computing infrastructure.
- Employ **Building Information Modelling (BIM)** to streamline project execution, management, and monitoring, ensuring timely and cost-efficient project completion.
- Accelerate deployment of smart devices, multimedia classrooms, and stable internet connectivity in all schools.

- **Implement Institutional ICT System and Database Management: Incorporate Student and Teacher Management Systems**

- **Student and Teacher Management Systems:** A comprehensive Education Management Information System (EMIS) integrated with unique student identification (Student ID) will be implemented. This system will track student progress, attendance, and school transfers, and facilitate accurate resource allocation.
- **A unified teacher management information system (Teacher MIS)** will streamline teacher recruitment, deployment, professional development tracking, and transfers, thus optimizing human resource management.
- **Data Security and Capacity:** Server capacities will be significantly expanded, with data security protocols strengthened. Regular training and capacity-building measures will be provided to personnel responsible for ICT and database management at DPE, district, and Upazila levels.

c) Capacity Building and Technical Training

- **Quality Improvement in Teaching**

- **Digital Content and Teaching Materials:** Development and dissemination of competency-based digital content, accessible offline, with periodic updates ensuring alignment with the revised curriculum.
- **Capacity Building in ICT:** Teachers, school administrators, and education officials will receive specialized, ongoing training on using smart classroom technology and digital learning platforms effectively, supported by technical assistance from organizations.

- Regular professional development programs for education officers, teachers, and administrators focused on effective use and maintenance of technological resources.
- Training for infrastructure management and emergency preparedness at the community and institutional levels.

d) Maintenance and Sustainability Plans

- a. Develop clear maintenance and operational protocols for school facilities, including detailed manuals and training at the Upazila and school levels.
- b. Provision of routine annual budget allocations for school infrastructure maintenance and major repairs at regular intervals.

4.7 Cost Estimates

The tentative cost estimates will be prepared based on the following major categories:

- Construction costs (including infrastructure, furniture, fittings, ICT equipment, and climate-resilient design elements).
- Training, capacity building, and consultancy services.
- Maintenance and repair.
- Detailed cost estimation to be completed upon finalization of engineering designs.
- WASH block constructions and maintenance
- Provision of school meals
- Maintenance of play grounds
- Supply of text books and learning materials
- Provision of para teachers
- Safe drinking water

4.8 Implementation Timeline

It has been conveyed and understood through several meetings and discussion sessions with the Directorate of Primary Education (DPE) team, implementing agencies, and stakeholders that civil works, wherever applicable, have to be completed within the first two years of project implementation. **Table** shows the implementation timeline for the components and subcomponents of the PEDP-5 project:

Sl. No.	Activity	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Constructions:					
	i. District Office	✓	✓			
	ii. Upazila Office	✓	✓	✓		

Sl. No.	Activity	Year 1	Year 2	Year 3	Year 4	Year 5
	iii. Additional Classrooms (Regular and pre-primary)	✓	✓	✓	✓	✓
	iv. Washrooms (separate for girls and boys)	✓	✓	✓	✓	
	v. Boundary Walls (with gate)	✓	✓	✓	✓	
	Total (Construction)	✓	✓	✓	✓	✓
2.	Furniture and Fixtures					
	i. For new classrooms	✓	✓	✓	✓	✓
	ii. For existing classrooms	✓	✓	✓	✓	✓
3.	Safe Water Supply:					
	i. Sinking of shallow tube wells	✓	✓	✓		
	ii. mini water treatment kit/ device for removing arsenic, iron, and chloride	✓	✓	✓		
4.	Repair and Maintenance:					
	i. Regular Maintenance	✓	✓	✓	✓	✓
	ii. Medium/ Minor Maintenance	✓	✓	✓	✓	✓
	iii. Major Maintenance	✓	✓	✓	✓	✓
	iv. Maintenance of PTIs (need-based)	✓	✓	✓	✓	✓
	v. Maintenance of Playgrounds (need-based)	✓	✓	✓	✓	✓
	vi. Maintenance of Wash block	✓	✓	✓	✓	✓
	Total (Maintenance)	✓	✓	✓	✓	✓
6.	Para/Supporting Teachers (need-based) Recruitment and Continuation	✓	✓	✓	✓	✓
7.	Curriculum Development and Upgrading	✓	✓			

Sl. No.	Activity	Year 1	Year 2	Year 3	Year 4	Year 5
8.	Teachers' Training:					
	i. Local (Leadership, subject-based, and induction)	✓	✓	✓	✓	✓
	ii. Foundation Training (PTI and NAPE)	✓	✓	✓	✓	✓
	iii. Overseas (Leadership, Project Management, M&E Training)	✓	✓	✓	✓	✓
9.	Learning Materials:	✓	✓	✓	✓	✓
10.	ICT equipment	✓	✓			
11.	Books and Periodicals	✓	✓	✓	✓	✓
12.	Extracurricular Activities	✓	✓	✓	✓	✓
13.	Observation of National/ International child right related events/ days	✓	✓	✓	✓	✓
14.	Consultants	✓	✓	✓	✓	✓
15.	Adhoc School Management Committee, Parents Meetings, Census, motivational meetings and Others	✓	✓	✓	✓	✓
16.	School Feeding Program			✓	✓	✓
17.	SLIP/Others	✓	✓	✓	✓	✓

Section-5: Environmental Sustainability, Climate Resilience and Disaster Risk Analysis

Tackling climate change, building climate and disaster resilience, and enhancing educational sustainability are interconnected agendas and are central to achieving the Sustainable Development Goals (SDGs). Thirteen of the 17 SDGs are relevant to or will be impacted by actions the feasibility study for the Fifth Primary Education Development Program (PEDP-5) will integrate environmental sustainability, climate resilience, and disaster risk analysis to ensure a robust and adaptive education system. The study assessed the vulnerability of school infrastructure to climate risks such as floods, cyclones, and rising temperatures, particularly in disaster-prone regions. It proposes sustainable construction practices, including eco-friendly materials and energy-efficient designs, to minimize environmental impact. Additionally, the feasibility of integrating disaster preparedness into the curriculum and developing contingency plans for maintaining education continuity during emergencies was evaluated. These measures aim to enhance resilience, reduce environmental risks, and ensure long-term sustainability.

Environmental safeguards

- **Comprehensive Environmental Impact Assessments (EIAs):** Detailed EIAs will be conducted prior to initiating any construction or infrastructural development. These assessments will identify potential environmental impacts and propose mitigation strategies to minimize adverse effects on ecosystems and surrounding communities.
- **Ensure Clean and Hygienic environment and WASH Facilities:** The PEDP-5 provides an opportunity to enhance systems to ensure provision of a safe, clean and hygienic environment for students while also providing an opportunity to improve measures regarding water supply sanitation and promotion of hygiene. Having properly maintained WASH facilities in schools can have a multitude of benefits including (a) reducing the disease burden associated with unsafe water supply and sanitation and improving the quality of life, (b) decreasing dropout and increasing academic performance. WASH promotion in school is a first step towards ensuring a healthy physical learning environment. Schools influence children's behaviour and childhood is the best time for children to learn hygiene behaviour.
- **Green School:** The PEDP-5 will promote the concept of Green School through construction of new infrastructure, hygiene promotion, and education awareness program. The program will support new classroom construction with environment-friendly features by making them well-lit and ventilated that ensures the maximum penetration of natural light and outside air into the classrooms. This improves indoor air quality of classrooms (decreases CO₂ levels, which can be a health hazard) and creates a comfortable environment for teaching-learning. In this way, investment in education is more productive.
- **Promotion of Sustainable Resource Use:** Initiatives such as rainwater harvesting, renewable energy installations (e.g., solar panels), and water-efficient fixtures will be integrated into school infrastructure to encourage the sustainable use of resources and reduce environmental footprints.
- **Environmentally Friendly Construction Materials and Practices:** The program will prioritize the use of sustainable, locally-sourced materials that minimize ecological impact.

Construction methods will emphasize resource efficiency, reduced waste generation, and energy-efficient practices.

- **Waste Management Protocols:** Robust protocols will be implemented for the proper collection, handling, disposal, and recycling of construction and operational waste. Schools will be equipped with waste segregation and recycling facilities to promote sustainable waste management practices.
- **Regular Environmental Monitoring:** Continuous monitoring and reporting will ensure compliance with environmental standards and early detection of potential issues, enabling timely interventions and continuous improvement in environmental performance.
- **Minimizing Ecological Disruption:** Specific measures will be employed to reduce impacts on local biodiversity, habitats, and natural resources. School designs will incorporate green spaces and natural landscaping to enhance biodiversity and promote ecological balance.
- **Environmental Management Framework (EMF):** In order to address the environmental related impacts as well as the occupational health and safety issues, an Environmental Management Framework (EMF) was developed by DPE for PEDP-5 and was agreed by all nine development partners. This EMF provides general policies, guidelines, and procedures to be integrated into the implementation of all “sub projects” under the PEDP-III. The purpose of this Environmental Management Framework (EMF) was to ensure that neither the infrastructure (both in terms of needs and quality) at primary schools nor the environment is compromised through the program intervention. The basic principles of EMF regarding small-scale infrastructure development are: i) harmonizing design of infrastructure with local surroundings, ii) preserving the natural ecosystems around school building (no hill-cutting, no invasive species plantation) and using locally available construction materials during construction of school in CHTs, iii) climate-proofing design in vulnerable coastal areas, iv) preference of students and teachers in designing infrastructure, v) strict adherence to environmental codes of practice during construction activities (i.e. additional classrooms). The basic principles of EMF regarding water supply and sanitation provisions include i) regular testing of water sources for contaminants, ii) adequate sanitation facilities and establishment of a mechanism for maintenance and iii) alternate sources for safe drinking water where tube wells are not feasible (due to water quality or quantity issues). During Additional financing the EMF was updated according to the lessons learnt from the original PEDP III. An operational manual was also developed to explain the general process of infrastructure planning, implementation, quality control and monitoring. A WASH block maintenance manual has also been prepared by DPHE to be circulated to all schools.
- The harmonized EMF developed by DPE for PEDP3 will be reviewed and updated to address environmental safeguard issues associated with small-scale civil works and water supply and sanitation provision for the proposed PEDP4.

5.1 Environmental, Climate Change, and Disaster Risk Analysis

The feasibility study for the Fifth Primary Education Development Program (PEDP-5) will prioritize environmental sustainability, climate resilience, and disaster risk analysis to ensure the long-term viability of Bangladesh's primary education sector amidst growing environmental challenges. Bangladesh is highly vulnerable to climate change, with frequent occurrences of floods, cyclones, and rising sea levels impacting infrastructure, livelihoods, and access to basic services, including education. The study will analyse how these climate risks affect school infrastructure, teacher availability, and student attendance, particularly in disaster-prone and marginalized regions. Special attention will be given to assessing the resilience of existing school facilities and the need for sustainable infrastructure development that can withstand extreme weather events. Recommendations will include the adoption of climate-resilient construction practices, such as elevated buildings in flood-prone areas, cyclone shelters that double as schools, and the use of environmentally friendly materials to reduce carbon footprints.

The analysis has identified schools, especially in rural and disaster-prone areas, facing heightened risks due to inadequate resilience measures and lack of preparedness. Climate vulnerability assessments conducted during this study revealed key threats:

- **Flooding:** Frequent inundation affects attendance, infrastructure integrity, and teaching-learning continuity.
- **Cyclones and Storm Surges:** Particularly severe in coastal regions, resulting in infrastructure damage, disruption of education, and potential loss of life.
- **Heatwaves:** Increasingly frequent, affecting the health and concentration levels of students and staff.
- **Environmental Degradation:** Issues related to water scarcity, sanitation, and hygiene are compounded by environmental degradation, affecting overall school health environments.

To address these vulnerabilities, the study emphasizes integrating climate-smart practices into all phases of PEDP-5 implementation, including planning, design, construction, and maintenance of school infrastructure.

The study will also explore integrating climate change education and disaster preparedness into the primary curriculum to enhance awareness and equip students and communities with skills to mitigate and adapt to climate impacts. It will evaluate current contingency plans for educational continuity during emergencies, such as the use of temporary learning centers, digital platforms, and community-based support systems. Furthermore, the analysis will consider environmental impacts, proposing strategies to promote green practices within schools, such as waste management, water conservation, and the use of renewable energy.

By addressing these issues, the feasibility study will ensure that PEDP-5 not only improves educational access and quality but also builds a sustainable, adaptive system capable of thriving in a changing climate. These efforts align with Bangladesh's national commitments to climate

resilience and global sustainability goals, reinforcing education's role as a cornerstone for a resilient and equitable society.

5.2 Assessment of Disaster Resilience of the Project

The feasibility study for PEDP-5 is vital in enhancing disaster resilience within Bangladesh's primary education system. Considering the country's vulnerability to natural disasters, it is essential to ensure the education system can withstand and recover from these events. The study focuses on evaluating schools' vulnerability, infrastructure gaps, and climate-resilient designs. It also examines the role of schools as community shelters and emphasizes integrating disaster risk management into curricula. Additionally, the study assesses policy alignment with national disaster frameworks and promotes collaboration among stakeholders to strengthen preparedness. Inclusivity ensures marginalized groups have equitable access to education.

5.2.1 Contingency Plan for emergency Disaster Management

The market demand for an effective contingency plan in emergency disaster management for the Fifth Primary Education Development Program (PEDP-5) is significant, given the increasing vulnerability of educational infrastructure to natural disasters. A well-designed contingency plan is essential to ensure the continuity of education during crises, minimizing disruption to learning. Stakeholders, including government bodies, NGOs, and local communities, require a structured, actionable response to safeguard children's education. This plan will enhance resilience and support the program's sustainability in disaster-prone areas.

5.2.2 Business Continuity Plan

The demand for a Business Continuity Plan (BCP) in the PEDP-5 is critical to maintaining uninterrupted educational services during emergencies. Given the program's scope and importance, a robust BCP ensures the resilience of infrastructure, resources, and operations. This plan will safeguard against potential disruptions, ensuring educational continuity for all stakeholders.

5.2.3 Time of Recovery

The time of recovery is a crucial factor in the feasibility of the PEDP-5, particularly in the context of disasters or disruptions. A clear understanding of recovery timelines will enable stakeholders to plan for swift restoration of educational services. This analysis is vital to ensure that learning interruptions are minimized, helping students return to a stable educational environment quickly and efficiently, thereby reducing the long-term impact on their development.

5.2.4 Reporting of residual risks

Reporting residual risks is essential for the PEDP-5 to ensure informed decision-making and effective risk management. Identifying and communicating residual risks allows stakeholders to understand potential vulnerabilities even after mitigation efforts. This transparency strengthens accountability and supports the design of contingency measures to address these risks. With education being a critical sector, clear reporting of residual risks ensures preparedness and resilience, safeguarding students' learning environments against unforeseen challenges during program implementation.

5.3. Recommendation for Increasing Disaster Resilience of the Project

The resilience assessment highlighted several crucial elements necessary for enhancing disaster resilience within PEDP-5.

5.3.1 Climate-Resilient Infrastructure

School buildings will be designed following updated, climate-resilient construction guidelines, including elevated structures, reinforced foundations, wind-resistant roofs, and disaster-resistant materials.

5.3.2 Integrated Disaster Risk Management Plans

Each school will develop and implement disaster risk management plans integrated within the School Level Improvement Plans (SLIP), including regular disaster simulation drills and clear evacuation protocols.

5.3.3 Capacity Building and Training

Regular training programs on disaster risk reduction and climate adaptation strategies for students, teachers, school management committees, and local education authorities will be implemented to ensure comprehensive preparedness and rapid response capabilities.

5.3.4 Sustainable Environmental Management

The program will incorporate renewable energy sources, energy-efficient designs, and sustainable water and sanitation systems, enhancing the overall resilience of the educational facilities.

5.3.5 Disaster Risk Reduction Education

The school curriculum will integrate comprehensive disaster risk reduction and climate change education, equipping students with practical knowledge and skills to respond effectively during emergencies and contribute to community resilience.

Through these strategic interventions, PEDP-5 aims to substantially increase the disaster resilience of Bangladesh's primary education sector, ensuring educational continuity, reducing vulnerability, and protecting the wellbeing of students and communities across the country.

The PEDP-5 feasibility study is vital for enhancing disaster resilience in Bangladesh's primary education system. It evaluates schools' vulnerabilities, infrastructure gaps, and climate-resilient designs, explores schools as community shelters, integrates disaster risk management, aligns policies, fosters collaboration, and ensures equitable access for marginalized groups during crises.

Section 6: Cost-Benefit Analysis

6.1 Economic Analysis

6.1.1 Economic Rationale

Investment into improving the quality of education is expected to generate a wide range of economic and social benefits that far outweigh the costs. Economic benefits can include resource cost savings through system improvement, higher employment, better labour force performance and wage rates, ultimately improved lifetime earnings opportunities. Reduced primary school repetition rates will contribute to saving public and private expenditure. Improved water and sanitary hygiene facilities will lead to health benefits, such as lower health costs, reduced sick days and higher labour productivity. Intangible social benefits can include a quality lifestyle, greater gender equity and social mobility, and more tolerant cultural attitudes. However, these social benefits often cannot be adequately measured and valued at project level.

6.1.2 Cost Benefit Analysis

The economic analysis was conducted to assess the economic viability of the project. This study presents an analysis of the costs and benefits of investing in one year of pre-primary education (for five to six-year-olds) and in five years of primary education. The projected economic benefit and cost flows were estimated for with (basic education) and without (no education)-project situations and projected over a child's working life to 2081. A social discounting factor of 12% is applied in the analysis. The incremental economic benefit and cost flows provided the basis for calculating the economic NPV and economic internal rate of return (EIRR).

6.1.3 Economic costs

The economic costs include additional program costs (from GoB and DP sources) from new and enhanced interventions and private costs that include both direct household expenditures and the opportunity costs of going to school.

The total programme costs (from GoB and DP sources) of Tk. 60000/- crore is split into 5 years as 30%, 20%, 20%, 20%, and 10%.

The monthly average household expenditure on all education per student is Tk. 1,745 (Source: HIES,2022). However, generally students from poor households get enrolled into the public primary school. We do not have disintegrated data about how much on average a household spends per month per student for public primary school. We assume that it will be much less Tk. 1745/-. On average we assume that the households spend about Tk. 8000/- per student annually on private tutoring and coaching, transportation, uniforms, footwear, exercise books, stationary, tiffin costs, etc.

The opportunity cost of going to school, that is the alternative use of school timings will also remain constant to 2029 at Tk. 2000 per month.

6.1.4 Economic benefits

Increased employment and earnings potential of students have been considered for determining economic benefits of the programme.

Increased income and employment potential of students

Investments in primary education have a strong, positive return on investment with potential benefits like increased labour market participation and higher earnings. The estimated economic benefits may be measured by the employment and the earnings potential of students having basic education through the program, as compared with the employment and earnings with no education in the without project case. Income and employment are expected to rise because of project-interventions. These benefits would be felt over a long-time horizon, as children grow up, develop, and reach their full potential.

The data for some key indicators such as total enrolment, primary cycle dropout rates of Annual Primary School Census-2023, MOPME is used as base year data for the year 2025 due to non-availability of data after 2023.

The total number of enrolled students in base year 2023 is 19713685 with primary cycle dropout rate 13.15%. (Source: Annual Primary School Census (APSC), 2023, MoPME). Considering this data, we presume that the total number of enrolled students in base year 2025 is 19713685 with primary cycle dropout rate 13.15%. We also assume with the PEDP-5 interventions until 2029 dropout rate will be reduced to 8.0%. As a result, a total of $19713685 \times 92.0\% = 18136590$ students will complete the primary education cycle by 2029.

At the national level, the per capita average income of households with no class passed is Tk. 4770. The per capita average income of households which passed class I-V is Tk. 6192 (Household Income and Expenditure Survey, 2022, BBS). We assume that the average earnings of households with primary education passed will increase 8% each year while it is 5% with no class passed. These incomes would fall throughout a child's working lifetime. For a child in the first cohort of pre-primary education (in 2025/6), their working life is assumed to begin in 2031 and last until 2081. We consider the crude death rate: 0.49 per 100 persons, Bangladesh Statistics 2020, BBS.

Considering a discount rate of 12 percent, the economic analysis resulted in a positive NPV of BDT 385188/- and EIRR of 16.76%. *For details, see Annexure-C: Economic Analysis.*

6.1.5 Economic Viability Tests

Economic viability of a project is determined by comparing EIRR with the social discount rate. A project can be justified economically if the economic internal rate of return (EIRR) is above the social discount rate. Basically, **Net Present Value (NPV) and Internal Rate of Return (IRR) have been used** for determining economic viability of PEDP-5 project.

6.1.6 Net Present Value (NPV)

NPV is the present value of all benefits, discounted at the appropriate discount rate, minus the present value of all costs discounted at the same rate. A project is deemed as “economically feasible” if $NPV > 0$ (i.e. benefits exceed costs.)

6.1.7 Internal Rate of Return (IRR)

Internal Rate of Return (IRR) is the discount rate that makes the NPV of the project zero. A project is considered economically viable if this IRR exceeds social discount rate.

6.1.8 Economic Sensitivity Analysis

Sensitivity Analysis is conducted to determine the effect that a change in major parameters (e.g. time, cost or benefit) has on the outcome of a project. It is important to conduct a sensitivity analysis to determine which variables appear to have the most influence on the EIRR. PEDP-5 examined what happens if there is a (a) 10% increase in programme investment, household expenditure, opportunity cost of going to school (b) 10% decrease in benefits and (d) 10% increase in costs and 10% simultaneous decrease in benefits.

Economic analysis also examined the implications in terms of the EIRR of the programme if programme implementation is delayed by 2 years.

6.1.9 Summary of the Economic Viability Analysis

BDT in crore

Summary of the Economic Viability Analysis	NPV	IRR
Base Case	385,188	16.76%
Case 1: Costs: +10%	359,291	16.17%
Case 2: Benefits: -10%	320,772	16.11%
Case 3: Costs: +10% and benefits: -10%	294,876	15.56%
Case 4: Programme delayed by 2 years	209,715	14.40%

6.1.10 Conclusion

The economic analysis yielded a positive NPV of BDT 385,188/- crore and EIRR of 16.76%. In this case the programme is considered economically feasible. The economic benefits outweigh the economic costs of the programme. Sensitivity tests show that the ENPV figures remain positive and EIRR values are still higher than the social discount rate of 12% when (a) the programme investment, household expenditure, opportunity cost of going to school were increased by 10%; (b) the economic benefits were reduced by 10%; (c) a 10% simultaneous increase in costs with 10% decrease in benefits and (d) implementation of programme is delayed by 2 years.

Section-7: Human Resources and Administrative Support Analysis

7.1 Introduction

The consultants have reviewed the relevant available documents with the MOPME and DPE. They also conduct comprehensive field visits to 22 districts, 30 upazila, primary schools, National Academy for Primary Education (NAPE), Primary Teachers Training Institutes (PTI), Upazila resource centres. The consultants met with the School Management Committees and other stakeholders. FGDs and KIIs are also conducted. The feasibility study for the Fifth Primary Education Development Program (PEDP-5) comprises six main components:

1. Quality Improvement in Learning, Governance, and Infrastructure
2. Improve Equitable Participation in Schools
3. Effective and Efficient Service Delivery
4. Transformation towards a Smart Primary Education System
5. Implementation of a School Feeding Programme
6. Strengthening Management, Governance, and Financing

The interim government formed after the historic student-people's revolution in July 2024 convened a consultative committee to provide recommendations for the development of primary and mass education. The committee provided nearly a hundred recommendations on primary and non-formal education. These will be implemented on the short-, medium- and long-term basis. The consultative group has taken into consideration two main factors in the review process and proposed recommendations. The main factors, considered are:

- Overcome the stagnation in the quality learning despite various interventions.
- Placing the children's learning, wellbeing and safety at the center of all activities.

The recommendations of the committee are identified and made upon considering the following eight main issues

- Teaching, Learning and Assessment.
- Teachers and educators.
- Access, inclusiveness and removal of disparity.
- Pre Primary education and child development.
- Non formal education and out of school children.
- Education governance and management
- Cross cutting issues regardless of fields.
- Reform implementation and next steps

The Directorate of Primary Education (DPE) is the principal stakeholder responsible for implementing PEDP-5, with students, teachers, and educational institutions as critical stakeholders. All the development activities for primary education are organized and implemented by the Education Offices at division, district and upazila level and the primary schools, under the overall leadership of MOPME through DPE. The administrative structure of

primary education across the country is excellent and supportive to the development of the sector. The development of primary education is possible by utilizing the existing nationwide administrative structure for the development of primary education. However, still some intervention is needed for ensuring quality education, inclusiveness, and improvement of teaching-learning environment. The interventions mainly include: teachers' training, career path of the educators, infrastructure, learning materials, number of teachers, pre-primary education, midday meal for the students, ICT, etc.

7.2 Administrative Structure and Stakeholders

The administrative framework for primary education in Bangladesh spans from central offices in the capital to local village-level institutions. The Ministry of Primary and Mass Education (MoPME) oversee and administers the Directorate of Primary Education (DPE), which directly administers primary education providers and the training institutes as well. The hierarchical status of the institutions and offices of the Primary Education Sector is as follows:

Ministry of Primary and Mass Education (MOPME)

Bangladesh has a centralized Education system where Primary Education is administered by the Ministry of Primary and Mass Education (MOPME). The MOPME and DPE are responsible for planning and management of primary, mass and pre-primary education. There are offices under the MOPME as well as the DPE in each division, district and upazila.

Divisional Primary Education office

Divisional primary offices, under the Ministry of Primary and Mass Education, focus on supervising primary education, ensuring quality, and promoting access to education within their respective divisions, including teacher training, school inspections, and overseeing various education programs. Detailed activities include:

➤ Supervision and Monitoring

Divisional primary offices play a crucial role in overseeing the functioning of primary schools within their jurisdiction, ensuring that schools are operating effectively and adhering to government policies and regulations.

➤ Teacher Training and Development

They organize and facilitate teacher training programs, including subject-based and ICT training, to enhance the skills and knowledge of primary school teachers.

➤ School Inspections

Divisional offices conduct regular inspections of primary schools to assess their performance, identify areas for improvement, and ensure that schools meet the required standards.

➤ **Program Implementation**

They are responsible for implementing various government programs aimed at promoting primary education, such as stipend programs for students and literacy programs for adults.

➤ **Data Collection and Analysis**

Divisional offices collect and analyse data related to primary education, such as student enrolment, teacher attendance, and school performance, to inform policy decisions and resource allocation.

➤ **Coordination with Subordinate Offices**

They coordinate with district and upazila (sub-district) primary education offices to ensure smooth functioning of the primary education system at all levels.

➤ **Promoting Literacy and Education**

They play a key role in promoting literacy and access to education, particularly for marginalized and disadvantaged communities.

➤ **National Integrity Strategy:**

They are involved in implementing the National Integrity Strategy, focusing on ethics, awards, and action plans.

District Primary Education Offices

District Primary Education Offices in Bangladesh, under the Directorate of Primary Education (DPE), focus on improving quality and access to primary education through various activities, including infrastructure development, teacher recruitment, transfer, all administrative and financial activities, teacher training, and promoting equitable access to education. Here's a breakdown of their key activities:

➤ **Quality Education**

▪ **Teacher Skill Development**

Implementing programs to enhance teacher skills and improve the quality of education, aiming for a 1:30 teacher-student ratio (currently 1:34).

▪ **Curriculum Development and Implementation**

Ensuring the proper implementation of the primary education curriculum and providing necessary resources to teachers.

▪ **Monitoring and Evaluation**

Regularly monitoring the performance of schools and teachers to identify areas for improvement.

➤ **Equitable Access and Inclusive Participation**

▪ **Infrastructure Development**

Focusing on building and maintaining school infrastructure, including classrooms, libraries, and sanitation facilities.

- **School Feeding Program**
Implementing school feeding programs to address malnutrition and improve school attendance, particularly among marginalized communities.
- **Stipend/Education Allowance**
Providing stipends and education allowances to poor students to encourage school attendance and completion of primary education.
- **Pre-Primary Education**
Promoting pre-primary education in every primary school to address disparities in education quality between rural and urban areas.
- **Addressing Disparities**
Taking measures to ensure equitable access to education for all children, including those from marginalized and disadvantaged communities.
- **Management, Governance, and Financing**
- **Coordination with other Agencies**
Coordinating with other government agencies, such as the Local Government Engineering Department (LGED) and the Department of Public Health Engineering (DPHE), for infrastructure development and water, sanitation, and hygiene initiatives.
- **Fund Management**
Ensuring the effective and efficient management of funds allocated for primary education.
- **Monitoring and Evaluation**
Regularly monitoring the implementation of programs and projects to ensure that they are achieving their intended outcomes.
- **Data Collection and Analysis**
Collecting and analysing data on primary education to inform decision-making and improve the quality of education.
- **Public Awareness**
Raising public awareness about the importance of primary education and the role of the District Primary Education Office

Upazila Primary Education office

Upazila Primary Offices in Bangladesh, overseen by the Upazila Education Officer, focus on improving educational quality, supervising schools, and implementing government programs related to education at the upazila level. Here's a more detailed breakdown of their activities:

- **Supervision and Inspection**
Upazila Primary Offices regularly inspect and supervise educational institutions, including primary schools, to ensure quality and standards are maintained.

- **Program Implementation**
They implement government programs and policies related to primary education, such as curriculum development, teacher training, and resource allocation.
- **Coordination**
They coordinate the activities of different government departments and NGOs involved in primary education within the upazila.
- **Development Planning**
They contribute to the development of five-year and other term-based plans for the upazila, focusing on educational development.
- **Secretarial Assistance**
They provide secretarial assistance to the Upazila Parishad, which is the local governing body.
- **Representation**

Primary Schools

In Bangladesh, primary school teachers engage in various activities, including teaching diverse subjects, creating lesson plans, observing and evaluating students, and providing support to struggling learners, all while aiming to foster a positive and engaging learning environment. Here's a more detailed look at their activities:

- **Teaching and Instruction**
Teachers are responsible for teaching a range of subjects, including reading, science, math, and potentially other subjects depending on the curriculum.
- **Lesson Planning**
They create and implement lesson plans to effectively deliver the curriculum and engage students.
- **Classroom Management**
Teachers manage the classroom environment to ensure a conducive learning atmosphere, addressing student behaviour and promoting participation.
- **Instructional Methods**
They employ various teaching methods, including direct instruction, discussions, group activities, and potentially incorporating technology and visual aids.
- **Student Engagement**
Teachers strive to make lessons interesting and relevant to students, using techniques like storytelling, games, and real-world examples.
- **Differentiated Instruction**
They adapt their teaching to meet the diverse needs of students, providing extra support to those who struggle and challenging advanced learners.

- **Assessment and Evaluation**
- **Formative Assessment**
Teachers regularly assess student learning through observations, questions, and informal activities to monitor progress and provide feedback.
- **Summative Assessment**
They conduct written evaluations, exams, and other assessments to evaluate student achievement.
- **Feedback and Support**
Teachers provide individual and group feedback to students, offering guidance and support to improve their learning.
- **Professional Development and Community Involvement**
- **Continuous Learning**
Teachers participate in professional development activities, such as workshops, training programs, and conferences, to enhance their skills and knowledge.
- **Collaboration**
Teachers collaborate with colleagues, school administrators, and parents to improve teaching and learning.
- **Community Engagement**
Some teachers may be involved in community outreach activities, such as parent-teacher conferences and school events.
- **Supervision and Mentoring**
Head teachers and experienced teachers may supervise and mentor new teachers, providing guidance and support.

In a summarized form it can be concluded that the primary education development is organized in the field level mainly keeping the district primary education offices at the center. The human resources at the District Primary Education Office in Bangladesh include a wide range of personnel responsible for managing and supporting primary education. This structure ensures that the educational system is effectively implemented at the grassroots level, with individuals who oversee administration, teaching, community engagement, data collection, and teacher training. Each role plays a vital part in the delivery of quality education to students in the district. Distribution of human resources engaged in providing, managing, administering and facilitating primary education in the country.

Training Institutes for continuous professional development (CPD) for HR of the sector

- **National Academy for Primary Education (NAPE):** Provides foundational training, short courses, and refresher training to education managers, administrators, officers, and instructors from Primary Teacher Training Institutes (PTIs).
- **Primary Teachers Training Institutes (PTIs):** Offer foundational training, short courses, and refresher programs for primary school teachers.

- **Upazila Resource Centres (URCs):** Organize local training and support professional development activities at the upazila level.

Number of students and teachers

The primary education sector currently comprises approximately 20 million students enrolled across 118,607 schools¹, of which 65,566 are government primary schools (GPS). The total number of primary teachers is approximately 383,624². Despite significant improvement in teachers' educational qualifications with most new entrants holding bachelor's or master's degrees the professional environment has challenges. Teachers' career progression opportunities remain limited, often resulting in frustration among educators. Promotion opportunities are constrained, affecting motivation and retention.

Key Challenges in the sector

Primary School Teachers

- About 50% of the posts of head teachers have been vacant for a long time. However, the teachers have been deprived of promotion for more than 10 years.
- After the head teacher, the scope of promotion of primary school teachers is very limited or non-existent.
- The teachers have been appointed in various ways. As a result, their seniority and gradation list are not being finalized.
- There are some teachers who were appointed following the quota system. In this case the quality has been compromised sometimes. The competency gap between non-quota and quota teachers is huge, the teachers appointed under quota lack professional skills of teaching the children.
- After upgrading the post of head teacher to the second grade, it has become necessary to present their promotion case to the Public Service Commission. In previous times, all the promotion of teachers was done at the upazila level.
- The seniority and gradation list of the URC officers are very ambiguous.
- Almost all of the schools run double shifts. It creates more pressure on the teachers and reduces teacher-student contact hours.
- Primary schools have successfully introduced the 5+ years pre-primary schooling. 4+ pre-primary schooling is being piloted in some selected primary schools. This has also created problems in terms of extra burden upon teachers as well as class space in schools. It may be mentioned that the curriculum and teaching methods for pre-primary children are different from those for primary education. Teaching pre-primary children requires different skills.
- There are some poverty-stricken areas in the country where children are suffering from malnutrition. These children could not adequately follow regular classroom lessons.
- Absenteeism in schools in some areas of the country specially in haor, riverine islands and other poverty-stricken areas are observed. Male children remain more absent compared to girl children.

Commented [SP12]: Why rephrasing is necessary

¹ & ² Annul Primary School Survey-2024

- In some areas teachers have to spend money out of their pocket, particularly in the riverine island areas, to reach the schools.
- The children have to stay in school for around 4 hours. If they don't take food for such a long time, they would become hungry and tired and they would not be able to follow the lesson properly.
- There are some schools where the number of students is very low. With due consideration of access, space and communication such schools would be merged with nearby schools.

District and Upazila Level Offices

- The promotion scope of the officers is very limited. They aspire more scope of vertical movements that ultimately enable them to reach the post of Director General of Primary education.

Training Institutes

i) National Academy for Primary Education

NAPE runs courses that are not affiliated to any university. Though the institute has the infrastructural facilities of running graduation courses, none of the courses are recognized by any reputed organization except the DPE due to lack of appropriate human resources.

- The number of trainers is low and their promotion scope is very limited.
- Many of the posts have been vacant for a long time.

ii) Primary School Teachers Training Institute (PTI)

- Physical facilities are not adequate, which do not offer a favourable Teaching –Learning environment.
- Support manpower is inadequate. Especially in the trainee dormitories, there is an extreme shortage of manpower. The trainees have to bear all costs, necessary for maintaining their stay in the dormitories, from the meager allowances they received from the institutes.
- The trainees are entitled to receive BDT 3000.00 per month, which is not sufficient to meet the expenditure for food and stay. In fact, each trainee has to spend at least BDT 70000 during a ten months training period out of their own pocket. This discourages the teachers taking part in the foundation training.
- There are some teachers who were appointed following the quota system. In this case the quality has been compromised sometimes. The competency gap between non-quota and quota teachers is huge. The teachers recruited through quota face challenges to follow the regular lessons during training in PTI.
- Initiatives can be taken so that the courses conducted by PTIs could get recognition by some affiliating bodies. So, these certificates could be used in other institutions besides DPE.
- The number of trainers is not sufficient. Many of the posts have been vacant for years. In fact, all of the posts have never been fully filled.

Section 8: Institutional and Legal Analysis

8.1 Institutional Analysis

Current Institutional Context

The Directorate of Primary Education (DPE), under the Ministry of Primary and Mass Education (MoPME), plays a pivotal role in implementing primary education programs in Bangladesh. PEDP-5 builds upon the institutional foundations established through previous education programs. The Directorate has developed an institutional structure that supports large-scale program implementation, policy development, monitoring, and evaluation. This feasibility study recognizes the Directorate's existing capacities while also highlighting areas requiring institutional strengthening and reform.

Strengths of the Institutional Framework

Established Governance Structure

The Directorate of Primary Education (DPE) has an established hierarchical administrative structure, which facilitates systematic policy dissemination, execution, monitoring, and accountability from the central to grassroots levels (Divisions, Districts, and Upazilas).

Experience from PEDP3 and PEDP4

Lessons learned from PEDP3 and PEDP4 have provided substantial insights, allowing DPE to build upon established practices and implement evidence-based educational policies, including the successful implementation of continuous professional development (CPD), curriculum revision, and infrastructure development.

Institutional Support and Commitment

Strong commitment and policy support from the Ministry of Primary and Mass Education (MoPME) and key stakeholders like the National Curriculum and Textbook Board (NCTB), National Academy for Primary Education (NAPE), and Local Government Engineering Department (LGED) create favourable conditions for institutional enhancements.

Weaknesses of the Institutional Framework

Centralization and Limited Decentralization

Despite policy-level recognition of decentralization, authority and decision-making processes remain predominantly centralized at the Directorate and Ministry levels, limiting the responsiveness of field offices. This impacts local-level decision-making, timely implementation, and effective resource utilization.

Capacity Constraints at Field Level

Institutional capacities at District Education Offices (DEOs) and Upazila Education Offices (UEOs) are inadequate to manage extensive responsibilities, including monitoring,

supervision, and maintenance activities. Insufficient human resources, inadequate training, and limited logistical support impede effective operationalization of education initiatives.

Underutilized Specialized Units (CPEIMU)

The existing Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU) remains underutilized, reducing effectiveness in conducting educational assessments, curriculum support, and examinations. Its transformation into a fully functional Primary Education Board is required.

Opportunities

- The feasibility study identifies substantial potential for adopting smart education systems aligned with the government's Vision 2041. Enhancing technological infrastructure and capacity building in ICT can significantly improve institutional effectiveness and education quality.
- Proposed capacity-building measures, including specialized training for education officers, head teachers, and teachers, could substantially increase institutional effectiveness.
- Decentralization efforts, if executed effectively, could foster more responsive local education management and better resource utilization.

Threats

- Financial constraints and delayed disbursements can undermine program implementation, especially affecting decentralized institutions where resource management capacity is limited.
- Institutional inertia or bureaucratic delays in approving new structures (such as transforming the Compulsory Primary Education Implementation and Monitoring Unit into a fully operational Primary Education Board) could hinder timely program execution.

Institutional Recommendations

• Enhanced Decentralization

Accelerate the decentralization of primary education management through legal, structural, and financial delegation of authority. Clear delineation of roles and responsibilities should be provided to DEOs, UEOs, and School Management Committees (SMCs), supported by continuous capacity-building and resource allocation.

• Establishment of Primary Education Board

Prioritize the establishment of a Primary Education Board by restructuring CPEIMU. Clearly define its mandate, staffing, authority, and operational framework. Expedite the required regulatory and legislative processes for this transition to ensure timely and effective implementation of assessments and examinations.

- **Capacity Development and Training**

Implement systematic and continuous professional training programs for education officials, teachers, head teachers, and field-level supervisors, focusing on administrative management, financial oversight, pedagogical leadership, ICT competencies, and disaster management

- **Institutional System Implementation Plan**

The PEDP-5 project/program consists of four components and will be implemented under the oversight of the Project Steering Committee (PSC), headed by Secretary/Senior Secretary of MoPME. At the directorate, project/program will be directly supervised and monitored by the Project Implementation Committee (PIC) The composition and ToR of the PSC and PIC are attached as Annex-D & E.

Each implementing agency will establish its own Project Implementation Unit (PIU), headed by a Project Director and supported by specialists in Monitoring and Evaluation (M&E), Environmental and Social (E&S) Safeguards, Financial Management (FM), and Procurement. Each PIU will appoint a Project Director and Deputy Project Director from within its respective organization, with sector-specific experts recruited as needed.

Under the PEDP-5 project, various infrastructure developments will be undertaken, including the construction of DPE office buildings, non-fired brick manufacturing facilities, and vehicle inspection centers. The procurement of materials will be conducted both locally and internationally, and skilled as well as semi-skilled personnel will be engaged. Under Component 1, DPE will expand its workforce in accordance with the existing organogram.

8.2 Legal Framework Analysis

This feasibility study assesses the existing legal environment impacting primary education, identifying strengths, potential gaps, and areas requiring reform or strengthening to ensure successful implementation of PEDP5.

Strengths of the Legal Framework

Solid Legislative Backing

- The legal framework governing primary education in Bangladesh, particularly the Compulsory Primary Education Act (1990), National Education Policy (2010), and National Curriculum and Textbook Board (NCTB) guidelines, National SEND Framework 2025, CPD Framework under PEDP-4 provides a robust foundation for education sector interventions. This legal backing supports initiatives like mandatory primary education, teacher recruitment standards, curriculum development, and infrastructure guidelines.

Alignment with National and International Goals

- Bangladesh's education sector aligns strongly with national development frameworks and international commitments including Sustainable Development Goal (SDG) 4. Such alignment provides substantial legal and policy support to PEDP5.
- Clear legal provisions exist for special education needs and disability (SEND), providing an inclusive framework for marginalized children, ensuring alignment with international standards and Bangladesh's constitutional guarantees of equality.

Weaknesses in the Legal Framework

Absence of Specific Legal Guidelines for ICT and Smart Education

- The existing legal framework lacks explicit regulatory standards and guidelines necessary for implementing digital education technologies, including digital safety, data privacy, and online learning standards, critical for realizing Smart Bangladesh.

Limited Enforcement of Existing Laws

- Despite solid legislative frameworks, enforcement of existing education policies remains inconsistent, impacting aspects like compulsory enrolment, teacher quality, school infrastructure, accountability, and governance.

Insufficient Legal Framework for Climate-Resilient Infrastructure

- The current legal framework lacks clear guidelines or binding standards related to climate resilience, disaster preparedness, and emergency response within educational infrastructure, which poses risks in emergency situations.

Threats

- Legal and policy changes proposed within the feasibility study might face delays or resistance from various stakeholders. For instance, significant policy shifts such as the transition from double-shift to single-shift schooling could face pushback or require prolonged consultations and legislative adjustments.

- The absence of comprehensive legislative backing for decentralization could hinder the empowerment of district and upazila education offices, limiting effectiveness in local management and responsiveness.

Legal Recommendations

- **Introduce Comprehensive Legislation for ICT Integration**

Enact specific laws and regulations detailing standards for ICT in education, addressing data protection, cybersecurity, safe and equitable access, e-learning modalities, and maintenance of technological infrastructure in schools.

- **Legal Reinforcement of Decentralization**

Strengthen laws and regulations related to decentralization and delegation of authority to empower district and Upazila education offices. Provide clear mandates for decentralized budget management, procurement processes, teacher recruitment, and infrastructure development at the local level.

- **Develop Guidelines for Disaster Resilience**

Formulate and enact clear legal guidelines and mandatory standards for infrastructure construction and retrofitting to ensure schools are climate-resilient and equipped for emergency preparedness and response.

- **Ensure Enforcement of Accountability Mechanisms**

Strengthen existing legislation to include binding measures for governance, transparency, accountability, and quality assurance. Establish clear responsibilities, accountability frameworks, and mechanisms for enforcing compliance through regular audits, monitoring, and reporting.

Section 9: Risk (uncertainty) and Sensitivity Analysis

9.1 Risk (uncertainty) Analysis

The feasibility study for PEDP-5 acknowledges potential uncertainties and risks that may significantly impact the successful implementation and effectiveness of the program. A detailed risk analysis systematically identifies and examines these uncertainties, categorizing them into distinct domains:

- **Socio-Political Risks:** Reflect risks associated with policy changes, political instability, changes in governance, and potential resistance from communities and local stakeholders. A shift in political priorities or insufficient coordination could delay decision-making and hinder progress. These risks could disrupt ongoing activities or alter priorities, affecting stakeholder buy-in and overall program support.
- **Financial Risks:** Include uncertainties related to the availability and timing of funding from the government and development partners. Risks here could result from economic fluctuations, budgetary constraints, or delayed disbursements, which could affect the continuity and timely execution of planned activities.
- **Operational Risks:** Cover challenges related to project management, implementation delays, procurement bottlenecks, and ineffective coordination among various stakeholders. Delays in infrastructure development or challenges in teacher recruitment and retention, can undermine the program's objectives. For example, failing to meet the demand for qualified teachers may compromise the quality of education. These risks also encompass administrative inefficiencies and logistical issues that could lead to project delays and cost overruns.
- **Technical Risks:** Arise from the capacity constraints of implementing agencies, inadequate training, technology adoption challenges, or possible technical failures. Insufficient expertise to execute innovative educational methodologies or manage new technological platforms can significantly hinder the program's objectives.
- **Technological risks:** Emerge from the increasing reliance on digital tools for education. Limited IT infrastructure, particularly in rural areas, and the lack of teacher preparedness for technology integration are potential barriers.
- **Environmental Risks:** Highlight the vulnerabilities of primary education infrastructure and communities to climate-induced events such as floods, cyclones, earthquakes, and other natural disasters. Health crises like pandemics can disrupt student attendance, which can be mitigated by distant learning process. Given Bangladesh's susceptibility to climate impacts, these risks require particular attention to ensure educational continuity and student safety.

- **Socio-cultural factors:** Includes gender disparities and traditional norms that restrict girls' education. Resistance to changes in teaching methods or curriculum might limit the program's acceptance in certain communities.

The risk analysis emphasizes a comprehensive approach by identifying and evaluating each risk type based on their potential impact and likelihood of occurrence. This rigorous assessment provides the foundation for tailored risk mitigation measures.

To manage these risks effectively, a structured framework is vital. This involves identifying and assessing risks based on their likelihood and impact, prioritizing them using tools like risk matrices, and developing robust mitigation strategies. Additionally, regular monitoring, scenario planning, and stakeholder communication ensure the risk management process remains adaptive and aligned with the program's goals. Addressing these uncertainties proactively will enhance the feasibility study's reliability and contribute to PEDP-5's success in delivering equitable and quality primary education in Bangladesh.

9.1.1 Risk Management Approach

A comprehensive risk management approach is critical to ensuring the successful execution of the Fifth Primary Education Development Program (PEDP-5). This process involves systematically identifying, assessing, prioritizing, mitigating, and monitoring risks across various domains, such as policy, financial, operational, socio-cultural, technological, and environmental factors. By addressing these risks proactively, the study can remain on track, deliver credible outcomes, and provide a solid foundation for PEDP-5's implementation.

A comprehensive risk management framework has been developed to address identified uncertainties systematically and proactively. This framework incorporates the following elements:

- **Risk Identification:** Establishing mechanisms for continuous monitoring and early identification of potential and emerging risks, which entails recognizing potential challenges that could disrupt the study.
- **Risk Assessment and Prioritization:** Involves evaluating each risk based on its likelihood and potential impact. This can be achieved using a risk matrix to categorize risks into low, medium, or high priority. Followed by prioritization based on their potential impact, likelihood, and urgency.
- **Risk Mitigation Strategies:** Developing and implementing specific preventive actions and mitigation measures, including financial contingency planning, diversified funding channels, robust project management frameworks, streamlined procurement processes, and efficient logistics management.
- **Capacity Building:** Strengthening both institutional and individual capacities within implementing organizations through targeted training programs, knowledge sharing, and technical support to enhance readiness and responsiveness to potential risks.
- **Stakeholder Engagement:** Conducting regular consultations and communications with stakeholders to build consensus, clearly align expectations, address community concerns proactively, and reduce resistance, thereby fostering robust support and commitment to the program's objectives.

- **Monitoring and Review:** Establishing a dynamic and responsive monitoring and review system to continuously evaluate the effectiveness of implemented risk mitigation measures, adapt strategies based on lessons learned, and swiftly respond to unforeseen circumstances.

This structured risk management approach aims to ensure resilience and adaptability within the program, allowing for continuous progress toward educational objectives despite potential disruptions.

9.2 Sensitivity Analysis

Sensitivity analysis assesses how variations in key assumptions and parameters might impact the feasibility and effectiveness of PEDP-5. Critical variables identified for sensitivity analysis include funding availability, enrolment projections, infrastructure costs, technology adoption rates, and teacher recruitment and retention rates.

The analysis reveals:

- **Funding Availability:** Significant sensitivity to fluctuations in funding, indicating that even minor shortfalls could considerably delay program milestones.
- **Enrolment Projections:** Enrolment rates higher than projected would necessitate additional infrastructure and resources, potentially straining budgets and timelines.
- **Infrastructure Costs:** Increases in material and labor costs could escalate overall expenses, emphasizing the need for precise budgeting and contingency planning.
- **Technology Adoption:** Slow or limited adoption of educational technology could diminish expected learning outcomes, underscoring the importance of robust training programs and infrastructure investments.
- **Teacher Recruitment and Retention:** Difficulty in recruiting qualified teachers or high turnover rates could directly affect education quality and student outcomes.

Consequently, PEDP-5 incorporates contingency measures and flexible budgeting to adapt effectively to varying conditions, maintaining program efficacy despite changing external and internal dynamics.

This analysis strengthens the PEDP-5 study by ensuring it accounts for uncertainties, paving the way for effective implementation of equitable and quality education.

Section 10: Alternative/Option Analysis

This chapter presents alternative analysis of the project components in terms of location, technology options, and a comparison with 'no' Project scenario.

10.1 Without Project Alternative

The "without project" alternative assesses the potential consequences of not implementing PEDP-5. In the absence of this initiative, persistent challenges in primary education, such as low enrolment rates, inadequate infrastructure, teacher shortages, and gender disparities, would likely remain unresolved. The lack of targeted interventions could exacerbate educational inequities, particularly for marginalized groups like girls and children in remote areas.

Additionally, the quality of education would deteriorate due to the absence of systematic teacher training, curriculum development, and adequate resource allocation. Without PEDP-5, Bangladesh's progress toward achieving national and international education goals, such as Sustainable Development Goal 4 (SDG 4), could be significantly hindered.

Quality of education would suffer as critical components like teacher training, curriculum development, and resource allocation would remain unaddressed. This scenario highlights the urgent need for PEDP-5 to enhance access, equity, and quality in primary education. The feasibility study, therefore, is crucial in justifying the program's necessity and ensuring effective strategies for its implementation.

10.2 With Project Alternative

Implementing PEDP-5 would bring substantial improvements in access, equity, and quality of primary education. The project encompasses infrastructural enhancements, policy reforms, capacity-building initiatives, and the integration of technology in education management. With this approach, key gaps in educational infrastructure and governance can be systematically addressed, fostering a more inclusive and efficient education system.

10.2.1 Location Alternatives for Proposed Office Buildings of DPE

Currently, the Directorate of Primary Education (DPE) operates 64 district offices across Bangladesh. Under PEDP-5, DPE plans to construct new divisional and district office buildings to enhance administrative efficiency. While some locations have already been identified, others are still under consideration.

The primary criteria for site selection include:

- **Availability of Government Land:** To minimize land acquisition costs, priority is given to government-owned (khas) land.
- **Accessibility:** Locations should be easily accessible by road and public transportation to facilitate smooth operations.

- **Proximity to Educational Hubs:** The selected sites should be near existing educational institutions to enhance coordination and supervision.
- **Environmental and Disaster Resilience:** Sites prone to flooding or natural disasters are avoided to ensure sustainability.

The selection process involves collaboration with respective district commissioners to acquire suitable land while minimizing displacement and environmental impact.

DPE will construct divisional office building and 64 districts office building at Barguna, Barishal, Bhola, Jhalokati, Patuakhali, Pirojpur, Bandarban, Brahmanbaria, Chandpur, Chattogram, Cox's Bazar, Cumilla, Feni, Khagrachhari, Lakshmipur, Noakhali, Rangamati, Dhaka, Faridpur, Gazipur, Gopalganj, Kishoreganj, Madaripur, Manikganj, Munshiganj, Narayanganj, Narsingdi, Rajbari, Shariatpur, Tangail, Bagerhat, Chuadanga, Jashore, Jhenaidah, Khulna, Kushtia, Magura, Meherpur, Narail, Satkhira, Jamalpur, Mymensingh, Netrokona, Sherpur, Bogura, Joypurhat, Naogaon, Natore, Chapai Nawabganj, Pabna, Rajshahi, Sirajganj, Dinajpur, Gaibandha, Kurigram, Lalmonirhat, Nilphamari, Panchagarh, Rangpur, Thakurgaon, Habiganj, Moulvibazar, Sunamganj, Sylhet (All Districts) under the PEDP-5 project. Only 8 locations have been identified, and rest of the locations are yet to be identified. All required land will be acquired through respective district commissioners.

10.2.2 Technology Alternatives

PEDP-5 integrates various technological solutions to enhance education management and sustainability. Key technological alternatives evaluated include:

a) ICT Enabled Classrooms and Digital Learning

- Use of interactive multimedia materials for primary education.
- Expansion of ICT-based learning tools to remote areas.
- Cloud-based data storage for student performance tracking.

b) Construction and Infrastructure Technology

- Climate-resilient school designs, including solar-powered classrooms.
- Use of eco-friendly construction materials for new education offices.
- Implementation of Building Information Modelling (BIM) for project management efficiency.

The selection of these technologies is guided by factors such as cost-effectiveness, environmental sustainability, ease of maintenance, and long-term feasibility.

Section 11: Recommendation and Conclusion

11.1 Recommendations

Based on the comprehensive analysis of institutional, technical, environmental, financial, and socioeconomic aspects of the Fifth Primary Education Development Program (PEDP-5), the following detailed recommendations are proposed:

i. Institutional Capacity Building

- Strengthen the Directorate of Primary Education (DPE) and Ministry of Primary and Mass Education (MoPME) through targeted training and skills development programs. Special emphasis should be placed on capacity building at the Upazila and District Education Offices to enhance localized education management.
- Clearly define roles, responsibilities, and authority in newly created institutional units, including the Primary Education Board, to ensure smooth operation and effective policy implementation.

ii. Legislative and Policy Framework Enhancements

- Review and revise existing policies and regulations to improve the efficiency and transparency of teacher recruitment, deployment, and transfers. Establish comprehensive regulations specifically aimed at addressing modern educational demands, including smart education, digital learning technologies, and data privacy.
- Formulate and adopt specific regulations that address climate-resilient school infrastructure, disaster preparedness, and inclusive education for special education needs and disabilities (SEND).

iii. Infrastructure Development

- Prioritize construction and upgrading of educational infrastructure, particularly in disaster-prone, rural, and underserved areas. Adopt climate-resilient construction practices, including elevated school buildings, multi-purpose cyclone shelters, and energy-efficient designs.
- Ensure timely and efficient maintenance of educational facilities through consistent allocation and proper utilization of maintenance funds, coupled with regular training for local management teams.

iv. Quality Education and Equitable Access

- Expand universal pre-primary education to two years, ensuring adequate infrastructure, qualified teachers, and appropriate teaching-learning materials for improved early childhood education outcomes.
- Implement robust mechanisms for identifying and enrolling out-of-school children, providing flexible learning programs, and integrating them into formal education.

- Develop targeted interventions and flexible teaching methodologies to accommodate children with special educational needs and disabilities within mainstream educational settings.

v. ICT Integration and Smart Education

- Ensure phased establishment of "Smart Schools" equipped with audiovisual teaching-learning materials, digital resources, and virtual classrooms. Encourage and support teacher proficiency in ICT through training and affordable technology access schemes.
- Regularly evaluate ICT initiatives and scale up successful digital education models, ensuring broad-based access and integration into the primary education curriculum.

vi. Financial Sustainability and Strategic Management

- Optimize budget allocation through decentralized financial management and strengthened accountability measures. Enhance transparency through regular financial audits, transparent reporting, and streamlined procurement processes.
- Foster public-private partnerships (PPPs) for resource mobilization, innovation, and sustainable investment in education.

vii. Community Engagement and Social Mobilization

- Engage parents, communities, and local stakeholders through systematic social mobilization and communication campaigns aimed at raising awareness and fostering positive attitudes towards education, especially for marginalized and disadvantaged groups.
- Build institutional capacity at community and school levels to effectively implement and monitor School Level Improvement Plans (SLIPs) and Upazila Primary Education Plans (UPEPs).

viii. Monitoring, Evaluation, and Reporting

- Strengthen and integrate disparate data systems into comprehensive dashboards accessible to all management levels, facilitating timely, evidence-based decision-making.
- Develop a robust performance-based management system linked to clear indicators and outcomes, ensuring continuous monitoring, responsive feedback, and accountable implementation.

ix. Teacher Training and Professional Development

- Teacher training programs should be expanded with a focus on modern, inclusive pedagogical methods.
- Teachers should be equipped to address the diverse needs of students, including those with disabilities, and to integrate digital tools into teaching.

- Ongoing professional development should be prioritized to ensure educators are aligned with evolving best practices and curriculum standards.

11.2 Specific Recommendations

Strong governance, robust management practices, and sustainable financing will be emphasized. Analysis will propose clear organizational structures with well-defined roles and responsibilities to enhance decision-making efficiency. Policies will be refined to improve transparency and accountability, and active stakeholders' engagement.

A. Quality Education

- Basic skills in Bangla and Mathematics should be achieved. At least 60-70 minutes to be allocated each day for teaching-learning of Bangla and Mathematics.

B. Institutional

B. (i): General

- Number of double shift schools to be reduced by at least 50% during the PEDP-5 implementation period and by ten years 100% schools would be converted into single shift schools.
- Teacher-Student ratio should be 1:30.
- Students per institution should be 140.
- Remedial support should be provided inside and outside the classroom for comparatively slower children. For this, para teachers (educational assistants) should be appointed locally. Retired teachers would get preference.
- The learning progress of each child should be evaluated through continuous and annual evaluation. A nationwide evaluation process may be introduced following the National Standard Assessment (NSA) system. This would help assessing the learning capacity/environment of the institutions without influencing the grading of the students.

(ii) Teachers Development and their career path

- The title of assistant teacher will be abolished. After beginning the career as a teacher, the next promotion post would be senior teacher, assistant head teacher and then Head Teacher. In the long run, primary teachers will have a distinct status and higher salaries.
- At present “teachers” are in the 13th grade and head teachers are in the 11th grade. However, 13th grade for teachers is yet to be implemented. Necessary steps should be taken to implement the salary in the 13th grade for the teachers.
- All vacant posts need to be filled immediately. Promotion posts are also to be filled as well.

- Number of primary school teachers should be increased through recruitment of new teachers.
- 100% of upazila primary education officers should be filled from head teachers of primary schools.
- An integrated seniority and gradation list for all educators in the primary education services to be prepared to retain the meritorious entrants in the primary school service.

(iii) Supportive activities to quality education

- Curriculum, training modules, infrastructure and human resources of NAPE, PTIs and Resource Centers should be modernized and aligned to transform these institutions into cutting edge training institutions.
- To improve governance, service quality, decentralization effectiveness and administrative capabilities, existing governance structures will be critically assessed. The assessment will identify critical gaps, particularly emphasizing underserved and disaster-prone regions.
- The need for infrastructure development will be assessed and prioritized meticulously with a critical focus on underserved and disaster-prone areas.
- Focus will be given on enhancing governance transparency, administrative efficiency, and infrastructural development to support inclusive, equitable, and quality primary education.
- Specific strategies will address teachers' capacity gaps by revising recruitment policies, enhancing professional development accessibility, and improving career progression pathways to attract and retain qualified educators
- Adequate funds for learning materials will be allocated.

(iv) School Feeding for the students

All students will be provided a meal on school days, an appropriate model for arrangement and distribution of meals would be developed.

C. Development of Physical Infrastructure

- For conversion of double shift schools, an additional 50,000 classrooms are planned to be constructed under the program.
- 45,000 GPS, 10,000 GPS and 10,000 GPS would receive funds for regular, medium and major maintenance.
- Divisional primary education offices need to be constructed in each division.
- Office buildings at district and upazila level will be constructed where needed. Construction of the upazila education office should be accommodated in the upazila parishad complex.
- Repair, Renovation and modernisation of 35 PTIs to transform those into excellent training institutions.

- The amount of land acquisition would be kept at the minimum level for construction of new buildings.

D. Environment, climate resilient and social safeguard

- There will be no human displacement during the construction under the scope of the project.
- During construction, the Bangladesh National Building Code (BNBC) will be followed diligently. All new construction should be climate smart.
- For all constructions, clearance from the Department of Environment of Bangladesh will be collected.

E. Improve Equitable Participation in Schools

Improving equitable participation involves addressing barriers faced by marginalized groups, including gender, disability, and socio-economic disparities. Strategies will include targeted interventions for marginalized groups, such as enhancing accessibility, reducing socio-economic disparities, and promoting inclusive educational practices.

F. Effective and Efficient Service Delivery

Effective implementation of the upcoming program requires strong governance frameworks and streamlined administrative processes. Roles and responsibilities of all concerned will be clearly identified to prevent duplication and overlapping of activities. Regular training and performance assessments for staff are recommended. Efficient procurement, resource allocation, and budget management practices will be established to ensure timely, cost-effective delivery of services within budgetary provision.

G. Transformation towards ICT-enabled Primary Education System

This component emphasizes developing human resources by implementing merit-based recruitment policies, fostering diversity, and aligning practices with national and international educational standards. Strengthening performance management systems through regular evaluations and clear performance indicators will ensure accountability. Administrative support will be enhanced through improved processes in budget management, procurement, and resource allocation, ensuring effective, responsive, and sustainable educational service delivery.

H. Implementation of School Feeding Program

The school feeding program aims to increase school attendance and reduce malnutrition among students, especially in marginalized and remote areas. Evaluating current human resources frameworks will ensure adequate staffing for meal distribution, quality monitoring, and hygiene maintenance. An appropriate model for food selection and distribution will be developed to maintain the nutritional status and food hygiene. Training programs will prepare concerned persons for efficient management, food distribution, and hygiene standards enforcement.

I. Financing of the program

- Financing strategies will include efficient budget management and strategic financial planning.
- The program will be financed through GOB and potential development partners. The mode of financing will be on a grant basis from GOB and DPs.
- The School Level Investment Program (SLIP) through mobilizing resources from alumni will be strengthened.

J. Implementation Arrangement

Implementation of the program/project will be overseen by the Project Steering Committee (PSC) with Secretary MoPME in the chair. The composition of the committee is:

Sl. No	Project Steering Committee	Position
1.	Secretary MOPME	Chair
2.	DG, DPE	Member
3.	Planning/Development Wing Chief, MOPME	Member
4.	Representative of Finance Division	Member
5.	Representative of ERD	Member
6.	Representative of IMED	Member
7.	Representative of SEI Division, Planning Commission	Member
8.	Representative of Programming Division, Planning Commission	Member
9.	Representative of GED, Planning Commission	Member
10.	Representative of NEC-ECNEC and Coordination, Planning Commission	Member
11.	Representative of Planning Wing of MOPME	Member
12.	Representative of Planning Wing of DPE	Member
13.	Project Director	Member
14.	Representative of Others Relevant Agencies	Member
15.	Desk Officer, Planning Wing, MOPME	Member Secretary

* TOR as per Planning circular (Annex-D)

There will be a Project Implementation Committee (PIC), headed by the Director General of DPE. The composition of PIC is:

Sl. No	Project Implementation Committee	Position
1.	Director General, DPE	Chair
2.	Representative of Finance Division	Member
3.	Representative of ERD	Member
4.	Representative of IMED	Member
5.	Representative of SEI Division, Planning Commission	Member
6.	Representative of Programming Division, Planning Commission	Member
7.	Representative of GED, Planning Commission	Member
8.	Representative of NEC-ECNEC and Coordination, Planning Commission	Member
9.	Representative of Planning Wing of MOPME	Member
10.	Representative of Planning Wing of DPE	Member
11.	Project Director	Member
12.	Representative of Others Relevant Agencies	Member
13.	Desk Officer, Planning Wing, DPE	Member Secretary

* TOR as per Planning circular (Annex-E)

There will be a Project Implementation Unit (PIU) in the DPE which will be responsible for overall implementation of program activities. The PIU will be headed by a Program Director, appointed by MoPME. A group of professionals including Monitoring and Evaluation Experts, Financial and Procurement Experts, Environmental and Social Safeguard Experts, Gender Experts, Engineers, and other administrative and supporting staffs will support program implementation throughout the program tenure. They will be hired either by direct recruitment or deputed from the concerned departments.

K. Major Components of the program

Sl. No.	Items	Physical Quantity	Estimated Cost (Tk. in crore)	Remarks
1.	Constructions:			
	i. District Office	3000 <u>sq.ft</u> x 20= 60,000 <u>sq.ft</u> x 4000 tk/sq.ft	24.00	PWD/LGED rate schedule should be followed.
	ii. Upazila Office	2000 <u>sq.ft</u> x 100= 2,00,000 <u>sq.ft</u> x 3500 tk/sq.ft	70.00	PWD/LGED rate schedule should be followed.
	iii. Additional Classrooms (Regular and pre- primary)	50,000 additional classrooms (need- based) x 600 sq.ft= 3,00,00,000 <u>sq.ft</u> x 2500 tk/sq.ft	7500.00	PWD/LGED rate schedule should be followed.
	iv. Washrooms (separate for girls and boys)	10,000 washroom (need-based) x 15,00,000 tk=	1500.00	
	v. Boundary Walls (with gate)	5,000 school x 10,00,000 tk (per unit) =	500.00	
	Total (Construction)		9594.00	
2.	Furniture and Fixtures			
	i. For new classrooms	25,000 schools x 1,00,000 (per unit) tk	250.00	
	ii. For existing classrooms	65,000 schools x 20,000 tk	130.00	

Sl. No.	Items	Physical Quantity	Estimated Cost (Tk. in crore)	Remarks
3.	Safe Water Supply:			
	i. Sinking of shallow tube wells	30000 tubewell x 40000 tk	120.00	
	ii. mini water treatment kit/ device for removing arsenic, iron, and chloride	10000 x 50000 tk	50.00	
4.	Repair and Maintenance:			
	i. Regular Maintenance	45,000 school x 1,00,000 tk x 5 years	2250.00	
	ii. Medium/ Minor Maintenance	10,000 schools x up to 3,00,000 tk	300.00	
	iii. Major Maintenance	10,000 schools x 7,00,000 tk	700.00	
	iv. Maintenance of PTIs (need-based)	35 PTI x 5,00,00,000 tk	175.00	
	v. Maintenance of Playgrounds (need-based)	65,566 school x 50,000 tk	328.00	
	vi. Maintenance of Wash block	65,566 school x 1,50,000 (sweepers/cleaner, washing detergent, broom, brush, handwash, etc.) x 5 years	4918.00	
	Total (Maintenance)		8671.00	
6.	Para/Supporting Teachers (need-based)	30,000 school x 2 teacher/school x 500 tk/day x 180 days x 5 years	540.00	Retired local teachers, physically fit. Decided at District level. Hard to reach/ remote areas.

Sl. No.	Items	Physical Quantity	Estimated Cost (Tk. in crore)	Remarks
7.	Curriculum Development and Upgrading		100.00	
8.	Teachers' Training			
	i. Local (Leadership, subject-based, and induction)	3,84,573 teacher x 7 days x 1000 tk/day x 5 years	1346.00	
	ii. Foundation Training (PTI and NAPE)	67 PTIs x 100 teacher x 5 years x 10000 tk x 10 months	335.00	At present, 3000 tk/month is being provided, which is certainly insufficient to maintain the cost of staying at PTI. Initially 10 thousand tk/month is suggested. However, in future, all the training expenses should be provided from the government exchequer.
	iii. Overseas (Leadership, Project Management, M&E Training)		100.00	
9.	Learning Materials:	65,569 school x 5 years	1996.00	
10.	ICT equipment		1000.00	
11.	Books and Periodicals		750.00	
12.	Extracurricular Activities		500.00	
13.	Observation of National/ International child right related events/ days		500.00	

Sl. No.	Items	Physical Quantity	Estimated Cost (Tk. in crore)	Remarks
14.	Consultants		500.00	
15.	Adhoc School Management Committee, Parents Meetings, Census, motivational meetings and Others		1000.00	
16.	School Feeding Program	98,00,000 student x 52 tk/meal x 180 days x 3 years	27518.00	Under a standalone project 165 upazilla are covered. The remaining 371 upazilla will be covered under PEDP-5.
17.	SLIP/Others		5000.00	Primary schools are the oldest static educational institutions of the country. Well-established Alumni of these schools have the capacity to contribute to the SLIP program. Efforts should be made to establish functional alumni in each school.
	Total program cost		60000.00	

11.3 Conclusion

The comprehensive feasibility study demonstrates that the Fifth Primary Education Development Program (PEDP-5) possesses significant potential to transform Bangladesh's primary education sector. By addressing existing challenges, leveraging institutional strengths, and integrating global educational best practices, PEDP-5 can substantially enhance the quality, inclusiveness, and resilience of primary education in Bangladesh.

Strategic investment in institutional and legal frameworks, robust infrastructure development, targeted inclusion initiatives, extensive community involvement, and innovative ICT integration will play pivotal roles in achieving sustainable educational improvements. Effective

implementation of these recommendations will not only ensure improved educational outcomes but also contribute significantly to achieving Sustainable Development Goals (SDG-4).

Equally important is the emphasis on strengthening human resources and administrative support. Ensuring adequate staffing, capacity-building, and streamlined workflows enhances the program's ability to deliver on its ambitious goals. PEDP-5's holistic approach addresses educational inequities and fosters an enabling environment for students, teachers, and administrators alike.

This feasibility study not only identifies challenges but also provides actionable solutions tailored to Bangladesh's unique socio-economic and geographical context. Its findings and recommendations serve as a blueprint for efficient resource utilization, sustainable infrastructure development, and effective program management. Ultimately, PEDP-5 aims to transform the primary education landscape by fostering inclusivity, accessibility, and quality, thus contributing significantly to national development and the empowerment of future generations.

Through meticulous planning and stakeholder engagement, PEDP-5 embodies a commitment to excellence in primary education, ensuring that the foundational needs of children across the country are met and that Bangladesh progresses toward its vision of a more educated and equitable society.

In conclusion, PEDP-5 represents a critical step forward in Bangladesh's educational development, promising long-term benefits for social equity, human capital development, and national economic growth.

Annexures

Annexure-A: List of Field Visit Sites

Cumilla	:	(i) District Primary Office (ii) Shaktala Government Primary School, Sadar Upazila
Feni	:	(i) Primary Teacher's Training Institute (PTI) (ii) District Primary Education Office
Chattogram	:	(i) Patia Upazila Primary Education Office, (ii) Lohagara Upazila Primary Education office
Cox's Bazar	:	(i) Cox's Bazar PTI, Cox's Bazar (ii) Sabrang Government Primary School, Teknaf (iii) Kutupalang Government Primary School, Ukhia
Bandarban	:	(i) District Primary Education Office (ii) Government Primary School at Sadar Upazila (iii) Government Primary School at Sadar Upazila
Rangamati	:	(i) Monoghar Primary School (Trust managed) (ii) Asham Basti government primary School, Sadar Upazila
Jhenaidah	:	(i) District Primary Education office
Jessore	:	(i) Primary Teacher's Training Institute
Khulna	:	(i) Upzila Primary Education Office, Koira (ii) Government Primary School a Koira Upazila
Pirojpur	:	(i) District Primary Education Office (ii) Primary School at Sadar Upazila
Barishal	:	(i) Upazila Primary Education Office, Babuganj
Madaripur	:	(i) District Primary Education Office
Mymensingh	:	(i) National Academy for Primary Education (ii) Primary Teacher's Training College (iii) Upazila Primary Education Office, Bhaluka (iv) Government Primary Schools at Bhaluka Upazila
Netrokona	:	(i) Upazila Primary Education Office, Mohongonj (ii) Government Primary School at Mohongonj
Sunamgonj	:	(i) Upazila Primary Education Office, Dharmapasha (ii) Government Primary School at Dharmapasha
Tangail	:	(i) District Primary Education Office (ii) Government Primary School at Sadar Upazila
Natore	:	(i) District Primary Education Office (ii) Government Primary School, Baraigram
Naogaon	:	(i) Upazila Primary Education office, Badalgach (ii) Government Primary School at Badalgachi
Joypurhat	:	(i) District Primary Education Office (ii) Government Model Primary School, Sadar Upazila
Panchagar	:	(i) District Primary Education Office

		(ii) Tetulia Upazila Primary Education Office (iii) Government Primary School at Tetulia Upazila (iv) Government Primary School at Tetulia Upazila
Kurigram	:	(i) District Primary Education Office (ii) Upazila Primary Education Office, Chilmari
Laksmipur	:	(i) Upazila Primary Education Office, Ramgati (ii) Upazila Resource Center, Ramgati
Dhaka City		(i) Department of Non-Formal Education
		(ii) Department of Public Health Engineering
		(iii) Divisional Office of DPE
		(iv) District Primary Education Office
		(v) Primary Teachers' Training Institute
Dhaka District	:	(vi) Upazila Primary Education Office, Dohar (vii) Upazila Resource Center, Dohar (viii) Dohar Model Primary School
Munshigonj	:	(i) Upazila Primary Education Office, Sreenagar
Gazipur	:	(i) Upazila Primary Education Office, Kapasia (ii) Upazila Resource Center, Kapasia (iii) Kapasia Model Primary School
Narayagonj	:	(i) Upazila Primary Education Office, Rupgonj

**Primary Education Offices at District & Upazila,
Training Institutions and School's Visits Program**

Sl. No.	Date	District	Office	Meeting/visit School	Remark
01	02/02/2025	Cumilla	District Primary Education Office	DPEO and other officials	FGD
				Shaktala Govt. Primary School	
				Paduabazar Model GPS	FGD
02	02/02/2025	Feni	Primary Teacher's Training Institute (PTI)	Super and Instructors of PTI	FGD
03	03/02/2025	Chattogram	Upazila Primary Education Officer, Patia	UPEO	KII
			Upazila Primary Education Officer, Lohagara	UPEO	FGD
04	04/02/2025	Cox's Bazar	District Primary Education Office	DPEO	KII
			Sabrang GPS, Teknaf	Teachers and Students	FGD
			Kutupalong GPS, Ukhiya	Teachers and Students	FGD
			Primary Teacher's Training Institute (PTI)	Super and Instructors of PTI	FGD
05	05/02/2025	Bandarban	District Primary Education Office	DPEO	KII
			Raisathali GPS	Teachers and Students	FGD
			Meghla GPS	Teachers and Students	FGD
06	06/02/2025	Rangamati	Moanooghar Children's Home	Teachers and Students	FGD
			Assambasti GPS	Teachers and Students	FGD
07	11/02/2025	Jhenaidah	District Primary Education Office	DPEO	KII
			Primary Teacher's Training Institute (PTI)	Superintendent	KII
08	11/02/2025	Jessore	Primary Teacher's Training Institute (PTI)	Superintendent	KII
09	12/02/2025	Khulna	Upazila Primary Education Officer, Koyra	UPEO and other officials	FGD
			Shaheed M A Gafur GPS	Teachers and Students	FGD
			Koyra GPS	Headmaster	KII

Sl. No.	Date	District	Office	Meeting/visit School	Remark
10	13/02/2025	Pirojpur	Primary Teacher's Training Institute	Super and Instructors of PTI	FGD
			Upazila Primary Education Officer, Pirojpur Sadar	UPEO	KII
11	13/02/2025	Barishal	Upazila Primary Education Officer, Babuganj	UPEO	KII
12	13/02/2025	Madaripur	District Primary Education Office	ADPEO	KII
13	19/02/2025	Mymensingh	Upazila Primary Education Officer, Bhaluka	UPEO	KII
			East Bhaluka GPS	Teachers and Students	FGD
			National Academy of Primary Education (NAPE)	Director and Instructors	FGD
			Primary Teacher's Training Institute	Super and Instructors of PTI	FGD
14	20/02/2025	Netrokona	Upazila Primary Education Officer, Mohongonj	UPEO	KII
			Mohongonj Model GPS	Teachers and Students	FGD
15	20/02/2025	Sunamgonj	Upazila Primary Education Officer, Dharmapasha	UPEO	KII
			Dharmapasha GPS	Teachers and Students	FGD
16	23/02/2025	Tangail	District Primary Education Office	ADPEO	KII
			Rasulpur GPS	Teachers and Students	FGD
17	23/02/2025	Natore	District Primary Education Office	DPEO	KII
			Kalikapur GPS, Baraigram	Teachers and Students	FGD
18	24/02/2025	Naogaon	Upazila Primary Education Officer, Manda	UPEO	KII
			Manda GPS	Teachers and Students	FGD
			Upazila Primary Education Officer, Badalgachi	UPEO	KII
			Paharpur GPS, Badalgachi	Teachers and Students	FGD

Sl. No.	Date	District	Office	Meeting/visit School	Remark
19	24/02/2025	Jopurhat	District Primary Education Office	DPEO	KII
			Joypurhat Sadar Model GPS	Headmaster	KII
20	25/02/2025	Panchagar	District Primary Education Office	DPEO	KII
			Upazila Primary Education Officer, Tetulia	UPEO	KII
			Banglabandha GPS, Tetulia	Teachers and Students	FGD
			Sipaipara GPS, Tetulia	Teachers and Students	FGD
21	26/02/2025	Kurigram	District Primary Education Office	DPEO	KII
			Upazila Primary Education Officer, Chilmari	UPEO, SMC members and other officials	FGD
22	11/02/2025	Dhaka	LGED	Additional Chief Engineer and other officials	FGD
23	13/02/2025	Laksmipur	Upazila Primary Education Officer, Ramgati	UPEO, SMC members and other officials	FGD
			Upazila Resource Center, Ramgati	Instructors and School Teachers	FGD
24	19/05/2025	Dhaka City	Department of Non-Formal Education, Tejgaon, Dhaka	Director General and other officials	FGD
			Department of Public Health Engineering, Dhaka	Additional Chief Engineers and other officials	FGD
			Divisional Director of DPE, Mirpur, Dhaka	Deputy Director, Dhaka Division	KII
			District Primary Education Office, Dhaka	District Primary Education Officer	KII
			Primary Teachers' Training Institute	Instructors	FGD
25	20/05/2025	Dhaka District	Upazila Primary Education Officer, Dohar	UPEO, SMC members and other officials	FGD
			Upazila Resource Center, Dohar	Instructors and School Teachers	FGD
			Dohar Model Govt. Primary School	Teachers and Students	FGD
		Munshigonj	Upazila Primary Education Officer, Sreenagar	UPEO	KII

Sl. No.	Date	District	Office	Meeting/visit School	Remark
26	21/05/2025	Gazipur	Upazila Primary Education Officer, Kapasia	UPEO, SMC members and other officials	FGD
			Upazila Resource Center, Kapasia	Instructors and School Teachers	FGD
			Kapasia Model Govt. Primary School	Teachers and Students	FGD
		Narayangonj	Upazila Primary Education Officer, Rupgonj	UPEO, SMC members and other officials	FGD

Annexure-B: List of Field Visit Site Photos

			
Upazilla Resource Center, Ramgoti, Laksmipur.		Primary Teacher's Training Institute, Pirozpur.	
			
Primary Teacher's Training Institute, Mymensingh.	25 No. Manda Government Primary School, Manda, Naogaon.		
			
4 No. Shaheed MA Gafur Government Primary School, Koira, Khulna.	Reisha Thali Para Government Primary School, Bandarban Hill District.		
			
Assambasti Government Primary School, Rangamati Sadar, Rangamati Hill District.	Sipaipara Private Primary School, Tetulia, Panchagarh.		
			
1 No. Banglabandha Government Primary School, Tetulia, Panchagarh.	discussion meeting during photo session: URC, Kapasia, Gazipur.		

			
Dharmapasha 2 No. Government Primary School, Dharmapasha, Sunamganj.		Banglabandha Government Primary School, Tetulia, Panchagarh	
			
Manda Government Primary School, Manda, Naogaon	School visit and discussion meeting during photo session Shaktola Govt. Primary School, Comilla Sadar, Comilla.		
			
10 No. Kalikapur Government Primary School, Baraigram, Natore		Office visit and discussion meeting during photo session District Primary Officer's Office Cumilla Sadar, Cumilla.	
			
School visit and discussion meeting during photo session Sabrang Government Primary School, Teknaf, Cox's Bazar		Office visit and discussion meeting during photo session Feni Primary Training Institute (PTI), Feni.	
			
School visit and discussion meeting during photo session Kutupalang Government Primary School, Ukhia, Cox's Bazar		School visit and discussion meeting during photo session Government Primary School, Ukhia, Cox's Bazar	

			
Office visit and discussion meeting during photo session District Primary Education office, Jhenaidah	Office visit and discussion meeting during photo session PTI office, Jhenaidah		
			
School visit and discussion meeting during photo session 4 No. Koira Government Primary School, Khulna.	Shipaipara Government Primary School		
			
Office visit and discussion meeting during photo session Koira Upzila Primary Education office, Khulna.	Office visit and discussion meeting during photo session Madaripur Upzila Primary Education office, Madaripur.		
			
Office visit and discussion meeting during photo session Upazila Education Officer's Office Pirojpur Sadar, Pirojpur.	School visit and discussion meeting during photo session 16 th No. Mandal Para Government Primary School Pirojpur Sadar, Pirojpur.		
			
Paharpur Government Primary School, Badalgachi, Naogaon	Office visit and discussion meeting during photo session District Education office, Barishal		

School visit and discussion meeting during photo session Primary Schools at Bhaluka Upazila, Mymensingh.	Office visit and discussion meeting during photo session Paharpur Govt. Primary School, Naogaon.
DPE, FS discussion meeting during photo session Dhaka Sub office	Office visit and discussion meeting during photo session Lohagara Upazila Primary Education Office, Chittagong.
1 no. Banglabanda Government Primary School, Tatulia, Panchagar	Office visit and discussion meeting during photo session Moanoghar Primary School (Trust managed), Rangamati of the Chittagong Hill Tracts (CHT).
Manda Government Primary School, Demra, Dhaka	Kapasia Model Govt. Primary School visit and discussion meeting during photo session Kapasia, Gazipur.
School visit and discussion meeting during photo session: Meghla Government Primary School, Rangamati, of the Chittagong Hill Tracts (CHT).	Reisha Thali Para Government Primary School, Bandharban, of the Chittagong Hill Tracts (CHT).

Annexure-C: Economic Analysis

Primary Education Development Programme-5 (PEDP-5) Economic Analysis

Economic Analysis

EA Table 1 - Cashflow and EIRR calculation

	Year	Incremental Costs				Incremental Benefits			Net Cashflow
		Programme Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
1	2025	18,000	15,771	43528	77,299	0	0	0	(77,299)
2	2026	12,000	15,771	43528	71,299	0	0	0	(71,299)
3	2027	12,000	15,771	43528	71,299	0	0	0	(71,299)
4	2028	12,000	15,771	43528	71,299	0	0	0	(71,299)
5	2029	6,000	15,771	43528	65,299	0	0	0	(65,299)
6	2030	0	0	0	0	0	0	0	0
7	2031	0	0	0	0	134762	103814	30948	30,948
8	2032	0	0	0	0	144830	108470	36360	36,360
9	2033	0	0	0	0	155650	113336	42314	42,314
10	2034	0	0	0	0	167278	118420	48859	48,859
11	2035	0	0	0	0	179775	123731	56044	56,044
12	2036	0	0	0	0	193206	129281	63925	63,925
13	2037	0	0	0	0	207640	135080	72560	72,560
14	2038	0	0	0	0	223152	141139	82013	82,013
15	2039	0	0	0	0	239823	147470	92354	92,354
16	2040	0	0	0	0	257740	154085	103656	103,656
17	2041	0	0	0	0	276995	160996	115999	115,999
18	2042	0	0	0	0	297689	168218	129472	129,472
19	2043	0	0	0	0	319929	175763	144166	144,166
20	2044	0	0	0	0	343830	183647	160183	160,183
21	2045	0	0	0	0	369517	191884	177633	177,633
22	2046	0	0	0	0	397123	200491	196632	196,632
23	2047	0	0	0	0	426791	209484	217307	217,307
24	2048	0	0	0	0	458676	218881	239795	239,795
25	2049	0	0	0	0	492943	228699	264244	264,244
26	2050	0	0	0	0	529770	238957	290813	290,813
27	2051	0	0	0	0	569348	249675	319672	319,672
28	2052	0	0	0	0	611882	260875	351008	351,008
29	2053	0	0	0	0	657595	272576	385019	385,019
30	2054	0	0	0	0	706722	284803	421920	421,920
31	2055	0	0	0	0	759520	297577	461943	461,943
32	2056	0	0	0	0	816263	310925	505337	505,337

	Year	Incremental Costs				Incremental Benefits			Net Cashflow
		Programme Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
33	2057	0	0	0	0	877244	324872	552372	552,372
34	2058	0	0	0	0	942781	339444	603337	603,337
35	2059	0	0	0	0	1013214	354670	658545	658,545
36	2060	0	0	0	0	1088910	370578	718331	718,331
37	2061	0	0	0	0	1170260	387201	783059	783,059
38	2062	0	0	0	0	1257688	404568	853119	853,119
39	2063	0	0	0	0	1351647	422715	928931	928,931
40	2064	0	0	0	0	1452626	441676	1010949	1,010,949
41	2065	0	0	0	0	1561148	461488	1099661	1,099,661
42	2066	0	0	0	0	1677779	482188	1195591	1,195,591
43	2067	0	0	0	0	1803122	503816	1299306	1,299,306
44	2068	0	0	0	0	1937830	526415	1411415	1,411,415
45	2069	0	0	0	0	2082601	550027	1532574	1,532,574
46	2070	0	0	0	0	2238188	574699	1663490	1,663,490
47	2071	0	0	0	0	2405399	600477	1804922	1,804,922
48	2072	0	0	0	0	2585101	627411	1957690	1,957,690
49	2073	0	0	0	0	2778229	655554	2122675	2,122,675
50	2074	0	0	0	0	2985785	684959	2300826	2,300,826
51	2075	0	0	0	0	3208847	715682	2493165	2,493,165
52	2076	0	0	0	0	3448574	747784	2700789	2,700,789
53	2077	0	0	0	0	3706210	781326	2924883	2,924,883
54	2078	0	0	0	0	3983093	816373	3166721	3,166,721
55	2079	0	0	0	0	4280662	852991	3427671	3,427,671
56	2080	0	0	0	0	4600462	891252	3709210	3,709,210
57	2081	0	0	0	0	4944153	931229	4012924	4,012,924
								NPV	385,188
								IRR	16.76%

Comments/Assumptions:

1	The data for some key indicators such as total enrolment, primary cycle dropout rates, repetition rates of Annual Primary School Census-2023, MOPME is used for the year 2025 due to non-availability of data after 2023.	
2	The total number of enrolled students in base year 2025 is 19713685 (constant)	19713685
3	In 2025 primary cycle dropout rates 13.15%.	13.15%
4	We assume with the PEDP-5 interventions until 2029 dropout rates will be reduced to 8%.	8%
5	Survival rate to grade 5 (%) by 2029 is 92%	92%
6	By 2029 total number of students	18136590
7	<i>The total programme costs (GoB and DPs) Tk. In Crore</i>	<i>60000</i>
8	On average we assume that the households spend about Tk. 8000 annually per student	8000
9	<i>Capital cost is split into 5 years as 30%, 20%, 20%, 20% and 10%</i>	
12	<i>Opportunity cost of going to school per student is Tk.2000 per month(average)</i>	<i>2000</i>
13	The per capita average income of households which passed class I-V is Tk. 6192, Source: HIES 2022, p-100	6192
14	The per capita average income of households with no class passed is Tk. 4770. Source: HIES 2022, p-100	4770
15	Average earnings of households with primary education passed will increase 8% each year	8%
16	Average earnings of households with no education will increase 5% each year	5%
17	Crude death rate: 0.49 per 100 persons, Bangladesh Statistics 2020, BBS	0.49%

Conducting Sensitivity Analysis
CASE 1: Increase in costs 10%
Economic Analysis

EA Table 2 - Cashflow and EIRR calculation

Tk in Crore

	Year	Incremental Costs				Incremental Benefits			Net Cashflow
		Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
1	2025	19,800	17,348	47,881	85,029	0	0	0	(85,029)
2	2026	13,200	17,348	47,881	78,429	0	0	0	(78,429)
3	2027	13,200	17,348	47,881	78,429	0	0	0	(78,429)
4	2028	13,200	17,348	47,881	78,429	0	0	0	(78,429)
5	2029	6,600	17,348	47,881	71,829	0	0	0	(71,829)
6	2030	0	0	0	0	0	0	0	0
7	2031	0	0	0	0	134762	103814	30948	30,948
8	2032	0	0	0	0	144830	108470	36360	36,360
9	2033	0	0	0	0	155650	113336	42314	42,314
10	2034	0	0	0	0	167278	118420	48859	48,859
11	2035	0	0	0	0	179775	123731	56044	56,044
12	2036	0	0	0	0	193206	129281	63925	63,925
13	2037	0	0	0	0	207640	135080	72560	72,560
14	2038	0	0	0	0	223152	141139	82013	82,013
15	2039	0	0	0	0	239823	147470	92354	92,354
16	2040	0	0	0	0	257740	154085	103656	103,656
17	2041	0	0	0	0	276995	160996	115999	115,999
18	2042	0	0	0	0	297689	168218	129472	129,472
19	2043	0	0	0	0	319929	175763	144166	144,166
20	2044	0	0	0	0	343830	183647	160183	160,183
21	2045	0	0	0	0	369517	191884	177633	177,633
22	2046	0	0	0	0	397123	200491	196632	196,632
23	2047	0	0	0	0	426791	209484	217307	217,307
24	2048	0	0	0	0	458676	218881	239795	239,795
25	2049	0	0	0	0	492943	228699	264244	264,244
26	2050	0	0	0	0	529770	238957	290813	290,813
27	2051	0	0	0	0	569348	249675	319672	319,672
28	2052	0	0	0	0	611882	260875	351008	351,008
29	2053	0	0	0	0	657595	272576	385019	385,019
30	2054	0	0	0	0	706722	284803	421920	421,920

		Incremental Costs				Incremental Benefits			Net Cashflow
		Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
31	2055	0	0	0	0	759520	297577	461943	461,943
32	2056	0	0	0	0	816263	310925	505337	505,337
33	2057	0	0	0	0	877244	324872	552372	552,372
34	2058	0	0	0	0	942781	339444	603337	603,337
35	2059	0	0	0	0	1013214	354670	658545	658,545
36	2060	0	0	0	0	1088910	370578	718331	718,331
37	2061	0	0	0	0	1170260	387201	783059	783,059
38	2062	0	0	0	0	1257688	404568	853119	853,119
39	2063	0	0	0	0	1351647	422715	928931	928,931
40	2064	0	0	0	0	1452626	441676	1010949	1,010,949
41	2065	0	0	0	0	1561148	461488	1099661	1,099,661
42	2066	0	0	0	0	1677779	482188	1195591	1,195,591
43	2067	0	0	0	0	1803122	503816	1299306	1,299,306
44	2068	0	0	0	0	1937830	526415	1411415	1,411,415
45	2069	0	0	0	0	2082601	550027	1532574	1,532,574
46	2070	0	0	0	0	2238188	574699	1663490	1,663,490
47	2071	0	0	0	0	2405399	600477	1804922	1,804,922
48	2072	0	0	0	0	2585101	627411	1957690	1,957,690
49	2073	0	0	0	0	2778229	655554	2122675	2,122,675
50	2074	0	0	0	0	2985785	684959	2300826	2,300,826
51	2075	0	0	0	0	3208847	715682	2493165	2,493,165
52	2076	0	0	0	0	3448574	747784	2700789	2,700,789
53	2077	0	0	0	0	3706210	781326	2924883	2,924,883
54	2078	0	0	0	0	3983093	816373	3166721	3,166,721
55	2079	0	0	0	0	4280662	852991	3427671	3,427,671
56	2080	0	0	0	0	4600462	891252	3709210	3,709,210
57	2081	0	0	0	0	4944153	931229	4012924	4,012,924
								NPV	359,291
								IRR	16.17%

Conducting Sensitivity Analysis
CASE 2: Decrease in benefits 10%

Economic Analysis

EA Table 3 - Cashflow and EIRR calculation

Tk in Crore

	Year	Incremental Costs				Incremental Benefits			Net Cashflow
		Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
1	2025	18,000	15,771	43,528	77,299	0	0	0	(77,299)
2	2026	12,000	15,771	43,528	71,299	0	0	0	(71,299)
3	2027	12,000	15,771	43,528	71,299	0	0	0	(71,299)
4	2028	12,000	15,771	43,528	71,299	0	0	0	(71,299)
5	2029	6,000	15,771	43,528	65,299	0	0	0	(65,299)
6	2030	0	0	0	0	0	0	0	0
7	2031	0	0	0	0	121286	93432	27853	27,853
8	2032	0	0	0	0	130347	97623	32724	32,724
9	2033	0	0	0	0	140085	102002	38083	38,083
10	2034	0	0	0	0	150550	106578	43973	43,973
11	2035	0	0	0	0	161798	111358	50440	50,440
12	2036	0	0	0	0	173885	116353	57532	57,532
13	2037	0	0	0	0	186876	121572	65304	65,304
14	2038	0	0	0	0	200837	127025	73812	73,812
15	2039	0	0	0	0	215841	132723	83118	83,118
16	2040	0	0	0	0	231966	138676	93290	93,290
17	2041	0	0	0	0	249296	144897	104399	104,399
18	2042	0	0	0	0	267920	151396	116524	116,524
19	2043	0	0	0	0	287936	158187	129749	129,749
20	2044	0	0	0	0	309447	165282	144165	144,165
21	2045	0	0	0	0	332565	172696	159869	159,869
22	2046	0	0	0	0	357411	180442	176968	176,968
23	2047	0	0	0	0	384112	188536	195576	195,576
24	2048	0	0	0	0	412808	196993	215816	215,816
25	2049	0	0	0	0	443648	205829	237820	237,820
26	2050	0	0	0	0	476793	215061	261731	261,731
27	2051	0	0	0	0	512413	224708	287705	287,705
28	2052	0	0	0	0	550694	234787	315907	315,907
29	2053	0	0	0	0	591835	245319	346517	346,517
30	2054	0	0	0	0	636050	256322	379728	379,728
31	2055	0	0	0	0	683568	267820	415749	415,749
32	2056	0	0	0	0	734636	279833	454804	454,804
33	2057	0	0	0	0	789520	292385	497135	497,135
34	2058	0	0	0	0	848503	305499	543003	543,003
35	2059	0	0	0	0	911893	319203	592690	592,690
36	2060	0	0	0	0	980019	333520	646498	646,498
37	2061	0	0	0	0	1053234	348481	704753	704,753

		Incremental Costs				Incremental Benefits			Net Cashflow
	Year	Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
38	2062	0	0	0	0	1131919	364112	767807	767,807
39	2063	0	0	0	0	1216482	380444	836038	836,038
40	2064	0	0	0	0	1307363	397509	909854	909,854
41	2065	0	0	0	0	1405034	415339	989695	989,695
42	2066	0	0	0	0	1510001	433969	1076032	1,076,032
43	2067	0	0	0	0	1622810	453435	1169375	1,169,375
44	2068	0	0	0	0	1744047	473773	1270273	1,270,273
45	2069	0	0	0	0	1874341	495025	1379317	1,379,317
46	2070	0	0	0	0	2014369	517229	1497141	1,497,141
47	2071	0	0	0	0	2164859	540429	1624430	1,624,430
48	2072	0	0	0	0	2326591	564670	1761921	1,761,921
49	2073	0	0	0	0	2500406	589998	1910408	1,910,408
50	2074	0	0	0	0	2687207	616463	2070744	2,070,744
51	2075	0	0	0	0	2887962	644114	2243848	2,243,848
52	2076	0	0	0	0	3103716	673006	2430710	2,430,710
53	2077	0	0	0	0	3335589	703194	2632395	2,632,395
54	2078	0	0	0	0	3584784	734735	2850049	2,850,049
55	2079	0	0	0	0	3852596	767692	3084904	3,084,904
56	2080	0	0	0	0	4140416	802127	3338289	3,338,289
57	2081	0	0	0	0	4449738	838106	3611632	3,611,632
								NPV	320,772
								IRR	16.11%

Conducting Sensitivity Analysis

CASE 3: Increase in costs and decrease in benefits

10%

Economic Analysis

EA Table 4 - Cashflow and EIRR calculation

Tk in Crore

	Year	Incremental Costs				Incremental Benefits			Net Cashflow
		Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
1	2025	19,800	17,348	47,881	85,029	0	0	0	(85,029)
2	2026	13,200	17,348	47,881	78,429	0	0	0	(78,429)
3	2027	13,200	17,348	47,881	78,429	0	0	0	(78,429)
4	2028	13,200	17,348	47,881	78,429	0	0	0	(78,429)
5	2029	6,600	17,348	47,881	71,829	0	0	0	(71,829)
6	2030	0	0	0	0	0	0	0	0
7	2031	0	0	0	0	121286	93432	27853	27,853
8	2032	0	0	0	0	130347	97623	32724	32,724
9	2033	0	0	0	0	140085	102002	38083	38,083
10	2034	0	0	0	0	150550	106578	43973	43,973
11	2035	0	0	0	0	161798	111358	50440	50,440
12	2036	0	0	0	0	173885	116353	57532	57,532
13	2037	0	0	0	0	186876	121572	65304	65,304
14	2038	0	0	0	0	200837	127025	73812	73,812
15	2039	0	0	0	0	215841	132723	83118	83,118
16	2040	0	0	0	0	231966	138676	93290	93,290
17	2041	0	0	0	0	249296	144897	104399	104,399
18	2042	0	0	0	0	267920	151396	116524	116,524
19	2043	0	0	0	0	287936	158187	129749	129,749
20	2044	0	0	0	0	309447	165282	144165	144,165
21	2045	0	0	0	0	332565	172696	159869	159,869
22	2046	0	0	0	0	357411	180442	176968	176,968
23	2047	0	0	0	0	384112	188536	195576	195,576
24	2048	0	0	0	0	412808	196993	215816	215,816
25	2049	0	0	0	0	443648	205829	237820	237,820
26	2050	0	0	0	0	476793	215061	261731	261,731
27	2051	0	0	0	0	512413	224708	287705	287,705
28	2052	0	0	0	0	550694	234787	315907	315,907
29	2053	0	0	0	0	591835	245319	346517	346,517
30	2054	0	0	0	0	636050	256322	379728	379,728
31	2055	0	0	0	0	683568	267820	415749	415,749
32	2056	0	0	0	0	734636	279833	454804	454,804
33	2057	0	0	0	0	789520	292385	497135	497,135
34	2058	0	0	0	0	848503	305499	543003	543,003
35	2059	0	0	0	0	911893	319203	592690	592,690
36	2060	0	0	0	0	980019	333520	646498	646,498
37	2061	0	0	0	0	1053234	348481	704753	704,753
38	2062	0	0	0	0	1131919	364112	767807	767,807
39	2063	0	0	0	0	1216482	380444	836038	836,038
40	2064	0	0	0	0	1307363	397509	909854	909,854

		Incremental Costs				Incremental Benefits			Net Cashflow
	Year	Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
41	2065	0	0	0	0	1405034	415339	989695	989,695
42	2066	0	0	0	0	1510001	433969	1076032	1,076,032
43	2067	0	0	0	0	1622810	453435	1169375	1,169,375
44	2068	0	0	0	0	1744047	473773	1270273	1,270,273
45	2069	0	0	0	0	1874341	495025	1379317	1,379,317
46	2070	0	0	0	0	2014369	517229	1497141	1,497,141
47	2071	0	0	0	0	2164859	540429	1624430	1,624,430
48	2072	0	0	0	0	2326591	564670	1761921	1,761,921
49	2073	0	0	0	0	2500406	589998	1910408	1,910,408
50	2074	0	0	0	0	2687207	616463	2070744	2,070,744
51	2075	0	0	0	0	2887962	644114	2243848	2,243,848
52	2076	0	0	0	0	3103716	673006	2430710	2,430,710
53	2077	0	0	0	0	3335589	703194	2632395	2,632,395
54	2078	0	0	0	0	3584784	734735	2850049	2,850,049
55	2079	0	0	0	0	3852596	767692	3084904	3,084,904
56	2080	0	0	0	0	4140416	802127	3338289	3,338,289
57	2081	0	0	0	0	4449738	838106	3611632	3,611,632
								NPV	294,876
								IRR	15.56%

Conducting Sensitivity Analysis

CASE 4: Program delayed by 2 years

Economic Analysis

EA Table 5 - Cashflow and EIRR calculation

Tk in Crore

	Year	Incremental Costs				Incremental Benefits			Net Cashflow
		Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
1	2025	3,000	15,771	43528	62,299	0	0	0	(62,299)
2	2026	6,000	15,771	43528	65,299	0	0	0	(65,299)
3	2027	12,000	15,771	43528	71,299	0	0	0	(71,299)
4	2028	12,000	15,771	43528	71,299	0	0	0	(71,299)
5	2029	12,000	15,771	43528	71,299	0	0	0	(71,299)
6	2030	9,000	20,546	34024	63,570	0	0	0	(63,570)
7	2031	6,000	20,546	34024	60,570	0	0	0	(60,570)
8	2032	0	0	0	0	0	0	0	0
9	2033	0	0	0	0	134762	103814	30948	30,948
10	2034	0	0	0	0	144830	108470	36360	36,360
11	2035	0	0	0	0	155650	113336	42314	42,314
12	2036	0	0	0	0	167278	118420	48859	48,859
13	2037	0	0	0	0	179775	123731	56044	56,044
14	2038	0	0	0	0	193206	129281	63925	63,925
15	2039	0	0	0	0	207640	135080	72560	72,560
16	2040	0	0	0	0	223152	141139	82013	82,013
17	2041	0	0	0	0	239823	147470	92354	92,354
18	2042	0	0	0	0	257740	154085	103656	103,656
19	2043	0	0	0	0	276995	160996	115999	115,999
20	2044	0	0	0	0	297689	168218	129472	129,472
21	2045	0	0	0	0	319929	175763	144166	144,166
22	2046	0	0	0	0	343830	183647	160183	160,183
23	2047	0	0	0	0	369517	191884	177633	177,633
24	2048	0	0	0	0	397123	200491	196632	196,632
25	2049	0	0	0	0	426791	209484	217307	217,307
26	2050	0	0	0	0	458676	218881	239795	239,795
27	2051	0	0	0	0	492943	228699	264244	264,244
28	2052	0	0	0	0	529770	238957	290813	290,813
29	2053	0	0	0	0	569348	249675	319672	319,672
30	2054	0	0	0	0	611882	260875	351008	351,008
31	2055	0	0	0	0	657595	272576	385019	385,019
32	2056	0	0	0	0	706722	284803	421920	421,920
33	2057	0	0	0	0	759520	297577	461943	461,943

	Year	Incremental Costs				Incremental Benefits			Net Cashflow
		Capital Investment	Household Expenditure	Opportunity cost of going to school	Total Cost	Income and employment (with basic education)	Income and employment (with no education)	(i) Increased income and employment (with basic education)	
34	2058	0	0	0	0	816263	310925	505337	505,337
35	2059	0	0	0	0	877244	324872	552372	552,372
36	2060	0	0	0	0	942781	339444	603337	603,337
37	2061	0	0	0	0	1013214	354670	658545	658,545
38	2062	0	0	0	0	1088910	370578	718331	718,331
39	2063	0	0	0	0	1170260	387201	783059	783,059
40	2064	0	0	0	0	1257688	404568	853119	853,119
41	2065	0	0	0	0	1351647	422715	928931	928,931
42	2066	0	0	0	0	1452626	441676	1010949	1,010,949
43	2067	0	0	0	0	1561148	461488	1099661	1,099,661
44	2068	0	0	0	0	1677779	482188	1195591	1,195,591
45	2069	0	0	0	0	1803122	503816	1299306	1,299,306
46	2070	0	0	0	0	1937830	526415	1411415	1,411,415
47	2071	0	0	0	0	2082601	550027	1532574	1,532,574
48	2072	0	0	0	0	2238188	574699	1663490	1,663,490
49	2073	0	0	0	0	2405399	600477	1804922	1,804,922
50	2074	0	0	0	0	2585101	627411	1957690	1,957,690
51	2075	0	0	0	0	2778229	655554	2122675	2,122,675
52	2076	0	0	0	0	2985785	684959	2300826	2,300,826
53	2077	0	0	0	0	3208847	715682	2493165	2,493,165
54	2078	0	0	0	0	3448574	747784	2700789	2,700,789
55	2079	0	0	0	0	3706210	781326	2924883	2,924,883
56	2080	0	0	0	0	3983093	816373	3166721	3,166,721
57	2081	0	0	0	0	4280662	852991	3427671	3,427,671
58	2082	0	0	0	0	4600462	891252	3709210	3,709,210
59	2083	0	0	0	0	4944153	931229	4012924	4,012,924
								NPV	209,715
								IRR	14.40%

EA Table 6 - Summary of the Economic Viability Analysis

Tk in Crore

Summary of the Economic Viability Analysis					
				NPV	IRR
Base Case				385,188	16.76%
Case 1: Costs: +10%				359291	16.17%
Case 2: Benefits: -10%				320,772	16.11%
Case 3: Costs: +10% and benefits: -10%				294876	15.56%
Case 4: Programme delayed by 2 years				209,715	14.40%

সংযোজনী ড

প্রকল্প স্টিয়ারিং কমিটি (পিএসসি)

১. উদ্যোগী মন্ত্রণালয়/বিভাগের সিনিয়র সচিব/সচিব	সভাপতি
২. প্রকল্প বাস্তবায়নকারি সংস্থা প্রধান	সদস্য
৩. উদ্যোগী মন্ত্রণালয়/বিভাগের পরিকল্পনা/উন্নয়ন অনুবিভাগের প্রধান	সদস্য
৪. অর্থ বিভাগের প্রতিনিধি	সদস্য
৫. অর্থনৈতিক সম্পর্ক বিভাগের প্রতিনিধি (বৈদেশিক অর্থায়ন সংশ্লিষ্ট প্রকল্পের ক্ষেত্রে প্রযোজ্য)	সদস্য
৬. বাস্তবায়ন, পরিবীক্ষণ ও মূল্যায়ন বিভাগের প্রতিনিধি	সদস্য
৭. পরিকল্পনা কমিশনের সংশ্লিষ্ট সেক্টর-বিভাগের প্রতিনিধি	সদস্য
৮. পরিকল্পনা কমিশনের কার্যক্রম বিভাগের প্রতিনিধি	সদস্য
৯. পরিকল্পনা কমিশনের সাধারণ অর্থনীতি বিভাগের প্রতিনিধি	সদস্য
১০. পরিকল্পনা বিভাগের এনইসি-একনেক ও সমন্বয় অনুবিভাগের প্রতিনিধি	সদস্য
১১. উদ্যোগী মন্ত্রণালয়/বিভাগের পরিকল্পনা/উন্নয়ন অনুবিভাগের প্রতিনিধি	সদস্য
১২. বাস্তবায়নকারি সংস্থার পরিকল্পনা ইউনিট/উইংয়ের প্রতিনিধি	সদস্য
১৩. প্রকল্প পরিচালক	সদস্য
১৪. * অন্যান্য	সদস্য
১৫. উদ্যোগী মন্ত্রণালয়/বিভাগের পরিকল্পনা অনুবিভাগের সংশ্লিষ্ট শাখার কর্মকর্তা	সদস্য সচিব

* প্রকল্পের আওতায় নির্মাণধর্মী কার্যক্রম থাকলে এবং তা গণপূর্ত অধিদপ্তর কর্তৃক বাস্তবায়নাধীন থাকলে প্রকল্প স্টিয়ারিং কমিটিতে (পিএসসি) গণপূর্ত অধিদপ্তর এবং স্থাপত্য অধিদপ্তরের প্রতিনিধি সদস্য হিসেবে অন্তর্ভুক্ত হবে।

* দক্ষতা উন্নয়নের জন্য গৃহীত প্রকল্পে কিংবা প্রকল্পের আওতায় দক্ষতা উন্নয়ন সংশ্লিষ্ট কার্যক্রম থাকলে প্রকল্প স্টিয়ারিং কমিটিতে (পিএসসি) জাতীয় দক্ষতা উন্নয়ন কর্তৃপক্ষের প্রতিনিধি সদস্য হিসেবে অন্তর্ভুক্ত হবে।

প্রকল্প স্টিয়ারিং কমিটির (পিএসসি) কার্যপরিধি

- প্রকল্পের সামগ্রিক বাস্তবায়ন অগ্রগতি (আর্থিক ও বাস্তব) পর্যালোচনা এবং বাস্তবায়ন সুরাধিত করার জন্য প্রয়োজনীয় দিক-নির্দেশনা প্রদান;
- প্রকল্প বাস্তবায়ন পর্যায়ে উদ্ভূত সমস্যা/চ্যালেঞ্জ উত্তরণের জন্য নীতিগত দিক-নির্দেশনা প্রদান;
- ৩(তিন) মাসে অন্যান্য একবার প্রকল্প স্টিয়ারিং কমিটির (পিএসসি) সভা অনুষ্ঠিত হবে;
- প্রকল্প বাস্তবায়ন পর্যায়ে কোন বিষয়ে কোন মন্ত্রণালয়/বিভাগ/সংস্থার সম্পৃক্ততা প্রয়োজন হলে পিএসসি'র সভায় সংশ্লিষ্ট মন্ত্রণালয়/বিভাগ/সংস্থার উপযুক্ত প্রতিনিধিকে বিশেষভাবে আমন্ত্রণ জানানো যেতে পারে; এবং
- কমিটি প্রয়োজনে কোন মন্ত্রণালয়/বিভাগ/সংস্থার উপযুক্ত প্রতিনিধি সদস্য হিসেবে কো-অপ্ট করতে পারবে।

সংযোজনী ব

প্রকল্প বাস্তবায়ন কমিটি (পিআইসি)

১. প্রকল্প বাস্তবায়নকারি সংস্থা প্রধান অথবা উদ্যোগী মন্ত্রণালয়/বিভাগের পরিবক্ষনা/উন্নয়ন অনুবিভাগের প্রধান	সভাপতি
২. অর্থ বিভাগের প্রতিনিধি	সদস্য
৩. অর্থনৈতিক সম্পর্ক বিভাগের প্রতিনিধি (বৈদেশিক অর্থায়ন সংশ্লিষ্ট প্রকল্পের ক্ষেত্রে প্রযোজ্য)	সদস্য
৪. বাস্তবায়ন, পরিবক্ষণ ও মূল্যায়ন বিভাগের প্রতিনিধি	সদস্য
৫. পরিবক্ষনা কমিশনের সংশ্লিষ্ট সেক্টর-বিভাগের প্রতিনিধি	সদস্য
৬. পরিবক্ষনা কমিশনের কার্যক্রম বিভাগের প্রতিনিধি	সদস্য
৭. পরিবক্ষনা কমিশনের সাধারণ অর্থনীতি বিভাগের প্রতিনিধি	সদস্য
৮. পরিবক্ষনা বিভাগের এনইসি-একনেক ও সমন্বয় অনুবিভাগের প্রতিনিধি	সদস্য
৯. উদ্যোগী মন্ত্রণালয়/বিভাগের পরিবক্ষনা/উন্নয়ন অনুবিভাগের প্রতিনিধি	সদস্য
১০. বাস্তবায়নকারি সংস্থার পরিবক্ষনা ইউনিট/উইংয়ের প্রতিনিধি	সদস্য
১১. প্রকল্প পরিচালক	সদস্য
১২. * অন্যান্য	সদস্য
১৩. প্রকল্প বাস্তবায়নকারি সংস্থার পরিবক্ষনা ইউনিট/উইংয়ের সংশ্লিষ্ট কর্মকর্তা অথবা উদ্যোগী মন্ত্রণালয়/বিভাগের পরিবক্ষনা অনুবিভাগের সংশ্লিষ্ট শাখার কর্মকর্তা	সদস্য সচিব

* প্রকল্পের আওতায় নির্মাণধর্মী কার্যক্রম থাকলে এবং তা গণপূর্ত অধিদপ্তর কর্তৃক বাস্তবায়নাধীন থাকলে প্রকল্প বাস্তবায়ন কমিটিতে (পিআইসি) গণপূর্ত অধিদপ্তর এবং স্থাপত্য অধিদপ্তরের প্রতিনিধি সদস্য হিসেবে অন্তর্ভুক্ত হবে।

* দক্ষতা উন্নয়নের জন্য গৃহীত প্রকল্পে কিংবা প্রকল্পের আওতায় দক্ষতা উন্নয়ন সংশ্লিষ্ট কার্যক্রম থাকলে প্রকল্প বাস্তবায়ন কমিটিতে (পিআইসি) জাতীয় দক্ষতা উন্নয়ন কর্তৃপক্ষের প্রতিনিধি সদস্য হিসেবে অন্তর্ভুক্ত হবে।

প্রকল্প বাস্তবায়ন কমিটির (পিআইসি) কার্যপরিধি

- প্রকল্পের অঙ্গাভিত্তিক বাস্তবায়ন অগ্রগতি (আর্থিক ও বাস্তব) বিস্তারিত পর্যালোচনা;
- প্রকল্প বাস্তবায়নে সমস্যা/চ্যালেঞ্জ থাকলে তা উত্তরণের উপায় সম্পর্কে পরামর্শ/সুপারিশ প্রদান;
- নিয়মিতভাবে ৩(তিন) মাস অন্তর প্রকল্প বাস্তবায়ন কমিটির (পিআইসি) সভা অনুষ্ঠিত হবে;
- প্রকল্প বাস্তবায়ন পর্যায়ে কোন বিষয়ে কোন মন্ত্রণালয়/বিভাগ/সংস্থার সম্পৃক্ততা প্রয়োজন হলে পিআইসি'র সভায় সংশ্লিষ্ট মন্ত্রণালয়/বিভাগ/সংস্থার উপযুক্ত প্রতিনিধিকে বিশেষভাবে আমন্ত্রণ জানানো যেতে পারে; এবং
- কমিটি প্রয়োজনে কোন মন্ত্রণালয়/বিভাগ/সংস্থার উপযুক্ত প্রতিনিধি সদস্য হিসেবে কো-অপ্ট করতে পারবে।

Annexure-F

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গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের
প্রাথমিক শিক্ষা অধিদপ্তর

“পঞ্চম প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির (পিইডিপি-৫)” গ্রহণের নিমিত্ত সম্ভাব্যতা সমীক্ষার” ফোকাস গ্রুপ আলোচনা (এফজিডি)
প্রশ্নমালা

ফোকাস গ্রুপ আলোচনা (এফজিডি)

ক-বিভাগ: অংশগ্রহণকারীদের তথ্য

১. নাম :
২. লিঙ্গা :
৩. প্রতিষ্ঠানের নাম :
৪. পদবী :
৫. প্রাতিষ্ঠানিক অভিজ্ঞতা :
৬. শিক্ষাগত যোগ্যতা :

খ-বিভাগ: শিক্ষার প্রক্রিয়া, চ্যালেঞ্জ এবং সমাধান

১. প্রাথমিক শিক্ষকদের শিক্ষার মান উন্নত করার জন্য প্রশিক্ষণের সাথে আপনি কি পরিচিত? যদি হ্যাঁ, তাহলে আপনি কি এটি সংক্ষেপে ব্যাখ্যা করতে পারবেন? শিক্ষার মান বৃদ্ধির জন্য, আপনার কি মনে হয় প্রশিক্ষণ কোর্স অফার করা প্রয়োজন?
২. আপনি কি আগে থেকে পাঠ পরিকল্পনা প্রস্তুত করেন? যদি হ্যাঁ হয়, তাহলে ক্লাস নেয়ার আগে আপনি কীভাবে এটি প্রস্তুত করেন এবং শিক্ষার্থীদের অবহিত করেন? (শিক্ষক)
৩. প্রাথমিক বিদ্যালয়ের গুণমান (শিক্ষার ফলাফল উন্নত করা), বিদ্যালয়ে ন্যায়সঙ্গত প্রবেশাধিকার এবং অংশগ্রহণ উন্নত করা, কার্যকর এবং দক্ষ পরিষেবা প্রদান, আধুনিক প্রাথমিক শিক্ষা ব্যবস্থার দিকে রূপান্তর, স্কুল ফিডিং প্রোগ্রাম, ব্যবস্থাপনা, শাসন এবং অর্থায়ন ইত্যাদির কোনটি বেশি সুবিধা/অসুবিধার মুখোমুখি হয়েছেন? দয়া করে ব্যাখ্যা করবেন।
৪. প্রাথমিক শিক্ষকদের শিক্ষার মান উন্নত করার জন্য কোন ধরনের শিক্ষকের প্রয়োজন মনে করেন? শিক্ষক/শিক্ষিকা যথাসময়ে উপস্থিতি থাকেন কিনা? না থাকলে কি ব্যবস্থা করার প্রয়োজন মনে করেন?
৫. প্রাথমিক বিদ্যালয়ে অভর্তিকৃত এবং বিভিন্ন শ্রেণিতে ভর্তি হয়ে ঝরে পড়া শিশু, পানীয় জলের, স্যানিটেশন, আসবাবপত্রের, ওয়াশরুম তথ্য, জলবায়ু পরিবর্তন ও দুর্যোগ ব্যবস্থাপনা সংক্রান্ত তথ্য/বিদ্যালয়টি কোন ধরনের দুর্যোগ প্রবন এলাকায় অবস্থিত, উপকরণ ও সরঞ্জামাদি ইত্যাদি বিষয়ে কোন চ্যালেঞ্জের মুখোমুখি হয়েছেন কি? যদি হয়ে থাকেন, তাহলে দয়া করে ব্যাখ্যা করবেন। (শিক্ষক)
৬. আপনি কি আপনার শিক্ষার্থীদের কাছে পাঠের লক্ষ্য এবং কোর্সের কার্যকলাপ সম্পর্কে শেখার উদ্দেশ্য ব্যাখ্যা করেন? এটি শিক্ষার্থীদের দ্রুত শিখতে সাহায্য করে কী? (শিক্ষক)

৭. পিইডিপি-১, পিইডিপি-২, পিইডিপি-৩, পিইডিপি-৪ ইত্যাদি কোনটির সম্পর্কে আপনি বেশি জানেন এবং ও ফলপ্রসূ হয়েছে বলে আপনি মনে করেন? কোনটিতে চ্যালেঞ্জের মুখোমুখি হয়েছেন? যদি হয়ে থাকেন, তাহলে দয়া করে ব্যাখ্যা করবেন।
৮. আপনার মতে, শিক্ষার্থীদের মধ্যে সহযোগিতা বিকাশ, দ্রুত প্রতিক্রিয়া প্রদান, কাজে সময় দেয়ার জন্য উৎসাহিত করা এবং বিভিন্ন ধরনের শেখার পদ্ধতি শেখার প্রক্রিয়ায় মৌলিক গুরুত্ব বহন করে কী?
৯. অডিও-ভিজুয়াল বক্তৃতা, তথ্য প্রযুক্তি, মাল্টিমিডিয়া, মোট বক্তৃতার সংখ্যা, বিষয় এবং বক্তৃতার সময় কি শিক্ষার্থীদের শেখার প্রক্রিয়ায় গুরুত্বপূর্ণ ভূমিকা পালন করে? যদি হ্যাঁ হয়ে থাকে, তাহলে ব্যাখ্যা করেন? (শিক্ষক)
১০. আপনি কি কোন নির্দিষ্ট মূল্যায়ন ব্যবস্থা ব্যবহার করে আপনার শিক্ষার্থীদের মূল্যায়ন করেন? অনুগ্রহ করে এটি সংক্ষেপে ব্যাখ্যা করুন। (শিক্ষক)
১১. আপনি শিক্ষক/শিক্ষিকা/ছাত্র-ছাত্রী ও অভিভাবক/বিদ্যালয় ব্যবস্থাপনা কমিটির সদস্যদের দ্বারা কোনও চ্যালেঞ্জের মুখোমুখি হন? যদি হ্যাঁ হয়, তাহলে দয়া করে ব্যাখ্যা করবেন।
১২. প্রাথমিক শিক্ষার বর্তমান পরীক্ষার ধরণ, গ্রেড পদ্ধতি এবং মানসম্মত প্রশ্নাবলী নিয়ে আপনি কি কোনও চ্যালেঞ্জের মুখোমুখি হন? যদি হ্যাঁ হয়, তাহলে দয়া করে ব্যাখ্যা করবেন। (শিক্ষক)
১৩. বর্তমান প্রাথমিক পাঠক্রম সংশোধন/পরিবর্তনের কোন প্রয়োজন আছে কি? যদি হ্যাঁ হয়, তাহলে কেন?
১৪. আপনার মতে, শিক্ষক মূল্যায়ন কি শিক্ষকদের পেশাগত উন্নয়ন বা শিক্ষাদানের মান বৃদ্ধি করে এবং শিক্ষার্থীদের সাফল্য উন্নত করে? (শিক্ষক)
১৫. আপনার মতে, প্রাথমিক শিক্ষা ব্যবস্থায় শিক্ষাদানের মান উন্নয়নের সুযোগ এবং চ্যালেঞ্জগুলি কী কী? (শিক্ষক)

Annexure-G

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়
প্রাথমিক শিক্ষা অধিদপ্তর

“পঞ্চম প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির (পিইডিপি-৫)” গ্রহণের নিমিত্ত সম্ভাব্যতা সমীক্ষার প্রশ্নমালা

১। পরিচিতি ও “পঞ্চম প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির (পিইডিপি-৫) সম্ভাব্যতা সমীক্ষা কাজের উদ্দেশ্য ও বর্ণনা

আসসালামুআলাইকুম																													
আমি..... বাংলাদেশ ইনস্টিটিউট অফ অ্যাডমিনিস্ট্রেশন অ্যান্ড ম্যানেজমেন্ট (BIAM) থেকে এসেছি। BIAM সরকারের বিভিন্ন মন্ত্রণালয়/বিভাগ/দপ্তরের জন্য দেশের আর্থ-সামাজিক অবস্থার উন্নয়নে বিভিন্ন রকম সমীক্ষা/কর্মসূচি বাস্তবায়ন করে আসছে। বর্তমানে আমরা “পঞ্চম প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির (পিইডিপি-৫)” জন্য একটি সম্ভাব্যতা সমীক্ষার জন্য প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের অন্তর্ভুক্ত প্রাথমিক শিক্ষা অধিদপ্তর এর পক্ষ হতে জরিপ কাজের তথ্য সংগ্রহ করতে এসেছি। আপনাদের নিকট থেকে প্রাপ্ত তথ্য এই জরিপ ছাড়া অন্য কোথাও ব্যবহার করা হবে না। আমি আপনাকে সম্পূর্ণ নিশ্চিত করছি যে, আপনি যা বলবেন অবশ্যই তা গোপন রাখা হবে। আশা করবো আপনি সঠিক তথ্য দিয়ে সহায়তা করবেন। আপনার সঠিক তথ্যের উপর নির্ভর করছে আমাদের কাজের সফলতা। এই সাক্ষাতে আনুমানিক ৩০ মিনিট সময় ব্যয় হবে। আপনার সম্মতি থাকলে আমরা শুরু করতে পারি।																													
সাক্ষাৎ গ্রহণকারীর স্বাক্ষর					মোবাইল নং-																								
সাক্ষাৎকার গ্রহণের তারিখ					<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>দিন</td><td>মাস</td><td colspan="8">বছর</td> </tr> </table>															দিন	মাস	বছর							
দিন	মাস	বছর																											
১.	উত্তরদাতার নামঃ-																												
২.	উত্তরদাতার লিঙ্গঃ-			পুরুষ	মহিলা	অন্যান্য	পিতা/স্বামীর নামঃ-																						
৩.	উত্তরদাতার পদবিঃ-						প্রতিষ্ঠানের নামঃ-																						
৪.	ওয়ার্ড/ইউনিয়নঃ-						থানা/উপজেলাঃ-																						
৫.	জেলাঃ-						বিভাগঃ-																						
৬.	সাক্ষাৎকার গ্রহণকারীর নামঃ-						তদারককারীর নামঃ-																						
৭.	স্বাক্ষরঃ-						স্বাক্ষরঃ-																						
প্রশ্নমালাসমূহ																													
প্রকল্পের বর্তমান ও ভবিষ্যৎ সম্পর্কে আপনার মতামত ব্যক্ত করুন:																													
.....																													
.....																													
.....																													

২। বিদ্যালয়ের তথ্য

বিদ্যালয়ের নাম ও ঠিকানা

বিদ্যালয়ের নাম (পেজেন্ট অনুযায়ী) বাংলায়	:	
বিদ্যালয়ের নাম (পেজেন্ট অনুযায়ী) ইংরেজীতে	:	
বিদ্যালয়ের কোড	:	
বিভাগ	:	বিদ্যালয়ের ধরণ
উপজেলা/থানা	:	জেলা
ক্রাস্টার	:	ইউনিয়ন/ওয়ার্ড

৩। বিদ্যালয়ের সাধারণ তথ্যাবলি: (মৌলিক তথ্য)

প্রতিষ্ঠার সন			সহশিক্ষা কার্যক্রম	হ্যাঁ/না
রেজিস্ট্রেশন/নিবন্ধনের সন			একাডেমির কার্যক্রম চালু আছে কি?	হ্যাঁ/না
ভৌগোলিক অবস্থান				
বিদ্যালয়ের অবস্থান	শিল্প এলাকায়		পাঠদানের মাধ্যম	বাংলা মিডিয়াম
	গ্রামাঞ্চলে			ইংরেজি ভাষায়
	শহরে			ইংরেজি মিডিয়াম
	এলাকায়			বাংলা মিডিয়াম ও ইংরেজি ভাষায়
যোগাযোগ ব্যবস্থা	অতি দুর্গম		একই ক্যাম্পাসে/ভবনে একাধিক স্কুল পরিচালিত হয়	হ্যাঁ/না
	সহজ পথ			
	কঠিন পথ			
উপজেলা সদর থেকে দূরত্ব (কি.মি.)			খেলার মাঠ আছে কি?	হ্যাঁ/না
আশ্রয় কেন্দ্র কাম বিদ্যালয়		হ্যাঁ/না	সীমানা মাঠ আছে কি?	হ্যাঁ/না
বিদ্যালয়টি মডেল স্কুল কি?		হ্যাঁ/না	বিদ্যালয়ের গেট আছে কি?	হ্যাঁ/না
বিদ্যালয়ের গ্রেড			নাম ফলক আছে কি	হ্যাঁ/না
শিফট সংখ্যা			প্রধান সড়কে দিক নির্দেশক ফলক আছে কি	হ্যাঁ/না

৪। বিদ্যালয়ের উপকরণ ও সরঞ্জামাদি

বিদ্যুৎ সংযোগ আছে কি	হ্যাঁ/না			
শ্রেণিকক্ষে বিদ্যুৎ সংযোগ আছে কি	হ্যাঁ/না		গ্রেড ১, গ্রেড ৩ তে অনুমোদিত (এসআরএম) সামগ্রী আছে কি	হ্যাঁ/না
ওয়াশরুমকে বিদ্যুৎ সংযোগ আছে কি	হ্যাঁ/না		খেলাধুলার সরঞ্জামাদি আছে কি	হ্যাঁ/না
টয়লেটে বিদ্যুৎ সংযোগ আছে কি	হ্যাঁ/না		খেলাধুলার সরঞ্জামাদি আছে কি	হ্যাঁ/না
প্রাক-প্রাথমিক ক্লাসরুম কমপক্ষে ২৫০ বর্গ ফুট	হ্যাঁ/না		স্কাউট/কাব কার্যক্রম আছে কি	হ্যাঁ/না
প্রাক-প্রাথমিক ক্লাসরুম ০৪ টি কর্ণারসহ ডেকোরেটেড	হ্যাঁ/না		কোভিড-১৯ প্রতিরোধক উপকরণ ক্রয় আছে কি	হ্যাঁ/না
নিরাপদ পানীয় জলের ব্যবস্থা	হ্যাঁ/না		কোভিড-১৯ কালিনি বিদ্যালয় খোলার পূর্ব প্রস্তুতি আছে কি	হ্যাঁ/না
বিদ্যালয়ে টয়লেট (ওয়াশ রুম ব্যতীত) আছে কি	হ্যাঁ/না		জীবানুনাশকের ব্যবস্থা আছে কি	হ্যাঁ/না
ওয়াশ রুম নির্মিত আছে কি	হ্যাঁ/না		বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য র‍্যাম্প আছে কি	হ্যাঁ/না
স্লীপ কার্যক্রম আছে কি	হ্যাঁ/না		ওয়াশরুম শিক্ষার্থীর কর্তৃক ব্যবহৃত আছে কি	হ্যাঁ/না
শিক্ষার্থী কল্যাণ কার্যক্রম আছে কি	হ্যাঁ/না			হ্যাঁ/না

৫। বিদ্যালয় কোন কোন শ্রেণিতে পাঠদান করানো হয়

প্রাক-প্রাথমিক	হ্যাঁ/না		পঞ্চম শ্রেণি	হ্যাঁ/না
প্রথম শ্রেণি	হ্যাঁ/না		ষষ্ঠ শ্রেণি	হ্যাঁ/না
দ্বিতীয় শ্রেণি	হ্যাঁ/না		সপ্তম শ্রেণি	হ্যাঁ/না
তৃতীয় শ্রেণি	হ্যাঁ/না		অষ্টম শ্রেণি	হ্যাঁ/না
চতুর্থ শ্রেণি	হ্যাঁ/না			

৬। জলবায়ু পরিবর্তন ও দুর্যোগ ব্যবস্থাপনা সংক্রান্ত তথ্য/বিদ্যালয়টি কোন ধরনের দুর্যোগ প্রবন এলাকায় অবস্থিত

জলোচ্ছাস		খরাপ্রবণ	
সাইক্লোন	হ্যাঁ/না	ভূমিকম্প	হ্যাঁ/না
বন্যা	হ্যাঁ/না	পাহাড় ধস	হ্যাঁ/না
জলাবদ্ধতা	হ্যাঁ/না	জোয়ার-ভাটা	হ্যাঁ/না
লবনাক্ততা	হ্যাঁ/না	নদী ভাঙন	হ্যাঁ/না
অন্যান্য	হ্যাঁ/না		

৭। বিদ্যালয়ের ভবনের তথ্য

ক্রমিক নং	মালিকানার ধরণ নিচের যে কোন একটি	কততলা বিশিষ্ট	নির্মাণের সন	কত তলার ভিত্তি বিশিষ্ট	কক্ষ সং খ্যা	ভবনের বর্তমান অবস্থা নিচের যে কোন একটি	নির্মাণের ধরণ নিচের যেকোন একটি	নির্মাণের প্রকল্প/প্রোগ্রাম নিচের যে কোন একটি	বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য রাস্প
	নিজস্ব ভাড়া					- নতুন/ভালো - ব্যবহারযোগ্য - নির্মাণাধীন - পুরোনো - জরাজীর্ণ - ঝুঁকিপূর্ণ - পরিত্যক্ত - অজানা	- পাকা - আধাপাকা - কীচা - টিনসেট	- পিইডিপি-১ - পিইডিপি-২ - পিইডিপি-৩ - পিইডিপি-৪ - পুনর্নির্মাণ - অন্যান্য - প্রকল্প নয়	হ্যাঁ/না

৮। বিদ্যালয়ের কক্ষের তথ্য

ক্রমিক নং	ভবনের নম্বর	কক্ষ নম্বর	কক্ষের ব্যবহার নিচের যেকোন একটি	কক্ষের দৈর্ঘ্য (ফুট)	কক্ষের প্রস্থ (ফুট)	নির্মাণের ধরণ নিচের যেকোন একটি	নির্মাণের সন	ভবনের বর্তমান অবস্থা নিচের যেকোন একটি
			- ক্লাস - অফিস - শিক্ষক			- পাকা - সেমি পাকা - কীচা - টিন সেড		- ব্যবহারযোগ্য - মেরামতযোগ্য - নির্মাণাধীন - পুরোনো - জরাজীর্ণ - ঝুঁকিপূর্ণ - পরিত্যক্ত - অজানা

৯। বিদ্যালয়ের ওয়াশরুম তথ্য

ক্রমিক নং	ভবনের নম্বর	ব্যবহারকারীর ধরণ নিচের যেকোন একটি	বর্তমান অবস্থা নিচের যেকোন একটি:	ওয়াশরুম ব্যবহৃত	পরিস্কারক দ্রব্যাদি	পানি সরবরাহ	হ্যান্ডওয়াশ/সাবান
		- বালক - বালিকা	- নতুন/ভালো - ব্যবহারযোগ্য	হ্যাঁ/না	হ্যাঁ/না	হ্যাঁ/না	হ্যাঁ/না

		• বালক ও বালিকা • শিক্ষক • শিক্ষিকা • পুরুষ ও মহিলা শিক্ষক • সার্বজনীন	• মেরামতযোগ্য • নির্মাণাধীন • পুরোনো • জরাজীর্ণ • ঝুঁকিপূর্ণ • পরিত্যক্ত • অজানা				
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১০। বিদ্যালয়ের পানীয় জলের ব্যবস্থার তথ্য

ক্রমিক নং	নিরাপদ পানির উৎস নিচের যেকোন একটি	বর্তমান অবস্থা নিচের যেকোন একটি:	আর্সেনিক মুক্ত	নির্মানের প্রকল্প/প্রোগ্রাম	ইকোলাই টেস্ট	লবনাক্ততা/আয়রন	স্থাপনের বছর
	• টিউবওয়েল • সাপ্লাইওয়াটার • ডিপটিউবওয়েল • কুয়া • পুকুর/নদী • সংগৃহীত বৃষ্টির পানি • টারা পাম্প • অন্যান্য	• নতুন/ভালো • ব্যবহারযোগ্য • মেরামতযোগ্য • নির্মাণাধীন • পুরোনো • জরাজীর্ণ • ঝুঁকিপূর্ণ • পরিত্যক্ত • অজানা	হ্যাঁ/না	হ্যাঁ/না	হ্যাঁ/না	হ্যাঁ/না	

১১। বিদ্যালয়ের স্যানিটেশন ব্যবস্থার তথ্য (ওয়াশব্লক ব্যতীত)

ক্রমিক নং	ব্যবহারকারীর ধরণ নিচের যেকোন একটি	বর্তমান অবস্থা নিচের যেকোন একটি	পরিস্কার দ্রব্যাদি	হ্যাডওয়াশ/সাবান ব্যবহার	পানির সরবরাহ	নির্মাণের প্রকল্প/প্রোগ্রাম যে কোন একটি
	■ বালক ■ বালিকা ■ বালক ও বালিকা ■ শিক্ষক ■ শিক্ষিকা ■ পুরুষ ও মহিলা শিক্ষক ■ সার্বজনীন	■ নতুন/ভালো ■ ব্যবহারযোগ্য ■ নির্মাণাধীন ■ পুরোনো ■ জরাজীর্ণ ■ ঝুঁকিপূর্ণ ■ পরিত্যক্ত ■ অজানা	হ্যাঁ/না		হ্যাঁ/না	• পিইডিপি-১ • পিইডিপি-২ • পিইডিপি-৩ • পিইডিপি-৪ • পুনর্নির্মাণ • অন্যান্য প্রকল্প • প্রযোজ্য নয়

১২। বিদ্যালয়ের আসবাবপত্রের তথ্য

বিঃদ্র: আসবাবপত্রের ধরণ অনুযায়ী কতটি আসবাবপত্র আছে তার সংখ্যা উল্লেখ্য করতে হবে।

আসবাবপত্রের ধরণ	ব্যবহার উপযোগী	মেরামত যোগ্য	ব্যবহার অনুপযোগী
নিম্ন বেঞ্চ			
উচ্চ বেঞ্চ			
চেয়ার			
টেবিল			
টি-টেবিল			

আলমারি			
ফাইল ক্যাবিনেট			
ব্ল্যাক/চকবোর্ড			
হোয়াইট/মার্কারবোর্ড			
পুশপিন বোর্ড			
ফ্যান (টেবিল ও সিলিংসহ)			
বুক শেলফ			
অন্যান্য সরঞ্জাম (হারমোনিয়াম, তবলা, পিয়ানো ইত্যাদি)			
বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর জন্য আসবাবপত্র			

১৩। বিদ্যালয়ের তথ্য প্রযুক্তি, মাল্টিমিডিয়া ও অন্যান্য তথ্য

বিদ্যালয়ের জন্য কম্পিউটার/ডেস্কটপ	হ্যাঁ/না	বিদ্যালয়ের জন্য ল্যাপটপ	হ্যাঁ/না
কম্পিউটার/ডেস্কটপ প্রাপ্ত সংখ্যা মোট সংখ্যা		ল্যাপটপ প্রাপ্ত মোট সংখ্যা	
কম্পিউটার/ডেস্কটপ প্রাথমিক শিক্ষা অধিদপ্তর ব্যতীত অন্যান্য উৎস থেকে প্রাপ্ত সংখ্যা		ল্যাপটপ প্রাথমিক শিক্ষা অধিদপ্তর ব্যতীত অন্যান্য উৎস থেকে প্রাপ্ত	
কম্পিউটার/ডেস্কটপ অচল সংখ্যা		ল্যাপটপ অচল সংখ্যা	

১৪। বিদ্যালয় ব্যবস্থাপনা কমিটি (এসএমসি)

বিদ্যালয়ে এসএমসি গঠিত	হ্যাঁ/না		
এসএমসি সভাপতির নাম			
এসএমসি সভাপতির যোগ্যতা		বর্তমান এসএমসির মহিলা সদস্য সংখ্যা	
বর্তমান এসএমসির পুরুষ সদস্য সংখ্যা		২০২১ সালে এসএমসির সভা সংখ্যা	

১৫। বিদ্যালয় ক্যাচমেন্ট এলাকার প্রাথমিক বিদ্যালয়ে অভ্যর্থনাকৃত এবং বিভিন্ন শ্রেণিতে ভর্তি হয়ে করে পড়া শিশু সংখ্যা

বয়স কাঠামো	অ- ভর্তিকৃত শিশু সংখ্যা	প্রা- প্রাথমিক	প্রথম শ্রেণি	দ্বিতীয় শ্রেণি	তৃতীয় শ্রেণি	চতুর্থ শ্রেণি	পঞ্চম শ্রেণি	ষষ্ঠ শ্রেণি	সপ্তম শ্রেণি	অষ্টম শ্রেণি
১										
২										
৩										
৪										
৫										
৬										
৭										
৮										
৯										
১০										
১১										
১২										
১৩										
১৪										

১৬। শিক্ষা সংক্রান্ত তথ্য: প্রাক-প্রাথমিক শ্রেণি

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২৪-২০২৫ সালের ডিসেম্বর ও ২০২৫ সালের ৩১ জানুয়ারী পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন) জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২৪ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে।					ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
					উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরণ	বালক	বালিকা	মোট
					চাকমা			
					মারমা			
					ত্রিপুরা			
					গোরা			
					সাঁওতাল			
					মনিপুরি			
					অন্যান্য			
শ্রেণিভিত্তিক (সেকশন ভিত্তিক) শাখার তথ্য								
শাখা	বালক	বালিকা	মোট					
শাখার (সেকশন) সংখ্যা					সাদরি (ওরাও)			

১৭। জন্মসালভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থী (২০২৪-২০২৫ সালের ডিসেম্বর ও ২০২৫ সালের ৩১ জানুয়ারী পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন) জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২৪ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে। নির্ধারিত বয়সের (০ বাইরে কোন শিক্ষার্থী থাকলে এই ঘরে লিখুন।			
জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থী	বালক	বালিকা	মোট
নির্ধারিত বয়সের বাইরে			
সর্বমোট			

১৮। শিক্ষক/শিক্ষিকার তথ্য

(১) মোট অনুমোদিত শিক্ষক সংখ্যার সাথে প্রধান শিক্ষক, সহকারী শিক্ষক, প্রাক-প্রাথমিক শিক্ষকের মোট সংখ্যা কত?

ধরণ	প্রধান শিক্ষক	সহকারী শিক্ষক	প্রাক-প্রাথমিক শিক্ষক	দপ্তরী কাম প্রহরী	মন্তব্য
অনুমোদিত পদ					
সংযুক্ত (ইন)					
সংযুক্ত (আউট)					
কর্মরত					
অবসর/পিআরএল					
মৃত/হস্তফা					

স্বাক্ষরকার গ্রহণকারী:-

প্রশ্ন-পত্রটি পুনরায় পরীক্ষা করুন। কোন প্রশ্নের উত্তর বাদ গিয়ে থাকলে উত্তরদাতাকে আবার জিজ্ঞাসা করুন এবং উত্তরসমূহ সঠিকভাবে এসেছে কিনা সে ব্যাপারে নিশ্চিত হোন।

Annexure-H

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