The fundamental aim of Second Primary Education Development Program (PEDP-II) is to ensure the quality of primary education for all children in Bangladesh.

The program has been designed by the Ministry of Primary and Mass Education (MOPME). It is based on a coordinated, integrated and holistic sub-sector wide approach.

Important features of PEDP-II include Government led Planning and Implementation, and joint Financing and Monitoring by the Government and Development Partners. A Program Performance Management System under PEDP-II will contribute to strengthen the Primary Education Management in Bangladesh.

"PEDP-II is based on a coordinated, integrated and holistic sub-sector wide approach"

Key Objectives:

◆ Increase primary school access, participation and completion in accordance with the Government's 'Education For All' (EFA), Poverty Reduction Strategy, Millennium Development Goals (MDGs) and other policy commitments

◆ Improve the quality of student learning and achievement outcomes to Primary School Quality Levels (PSQL) standard.

Aims of Educational Reforms:

◆ Defining and implementing a minimum standard of educational services through Primary School Quality Levels (PSQL)

◆ The proposed PSQL would focus on access to educational services and the quality of education provided

◆ Designating and forming a Primary Education Cadre to provide an appropriate career and promotion structure for permanently recruited officials, including primary school teachers

◆ The cadre would consist of officials having expertise and experience in primary education

◆ Building organizational capacity and systemic change, consistent with a policy of increased devolution of authority and responsibility

◆ Ensure improved management, monitoring and the institutionalization and sustainability of interventions of PEDP-II, and those made under PEDP-I.

Improve the quality of student learning and achievement outcomes to PSQL.

PEDP II

2

Program Objectives and Components

Component 1
Quality Improvement through Organizational Development and Capacity Building

Objectives:

◆ To enhance the capacity of the MOPME and DPE (Directorate of Primary Education) to ensure a quality and equitable provision of primary education

◆ To enhance the capacity of EMIS to support all DPE monitoring and evaluation functions

◆ To enhance field-level capacity at Division, District and Upazila levels to meet the developmental needs of PEDP II and the increasing demands of the formal primary education sector at school and community levels

◆ To enhance and improve the capacity of school organization and management at the local level.

Interventions:

◆ Strengthening MOPME and DPE through organizational analysis and review

◆ Capacity building through need based training

◆ Establishing career planning for primary teachers and officials

◆ Establishment of Education Management Information System (EMIS) and Finance and Procurement Division (FPD) at DPE with appropriate staffing

◆ Devolution of authority to School, Upazila and District levels

◆ School Level Improvement Plans (SLIPs) through Head Teachers, School Management Committees (SMCs) and Communities

◆ Strengthening the Upazila Resource Centres (URCs)

◆ Expanding Capacity for Special Needs Education

◆ Supportive Inspection System and Academic Supervision

◆ Networking to use GIS data base as part of the EMIS

◆ Introducing Upazila Primary Education Planning (UPEP)

◆ Enhancing the management and planning capacity of the SMCs

◆ National training programs and improved procedures for SMCs

◆ Strengthening the role of Parent Teachers' Associations (PTAs)

◆ 1000 additional Assistant Upazila Education Officer (AUEO).

School Level Improvement Plans (SLIPs) through Head Teachers, School Management Committees (SMCs) and Communities

Component 2
Quality Improvement in Schools and Classrooms

Sub-component 2.1:
The Environment for Learning

Objectives:
◆ To improve the physical environment for schooling

◆ To strengthen the Primary Curriculum Wing of the National Curriculum and Text Book Board (NCTB) through organizational capacity building

◆ To ensure that sufficient textbooks, curriculum guides and materials are provided to all Bangladesh primary schools to enhance quality teaching and learning.

Interventions:
◆ Develop Primary School Quality Standard (PSQL) to ensure physical and qualitative facilities of education

◆ Establish a Quality Improvement Cell

◆ Increase the proportion of female teachers to 60% of all primary school teachers by 2009

◆ Reduce teacher-student ratio up to 1:46 with 750 contact hours per annum

◆ Resources to satellite schools for longer term viability and PSQL standard

◆ Capacity building of the primary curriculum wing of NCTB as a fully resourced and semi-autonomous unit

◆ Improve textbook and supplementary reading materials, reading and teaching learning materials including teachers guide

◆ Proper distribution system of textbooks

◆ Annual Research Grant to encourage teachers

◆ Develop a network of quality teaching practice schools associated with Primary Training Institute (PTI)

◆ Introduce district specialist team for training courses in education management and newly appointed head teachers under PTI.

Sub-component 2.2:
Teachers & Teaching

Objectives:
◆ To enhance the capacity of the National Academy for Primary Education (NAPE) to effectively undertake its role in providing academic and technical support for the improvement of primary education in Bangladesh

◆ To enhance the quality of teaching in primary schools
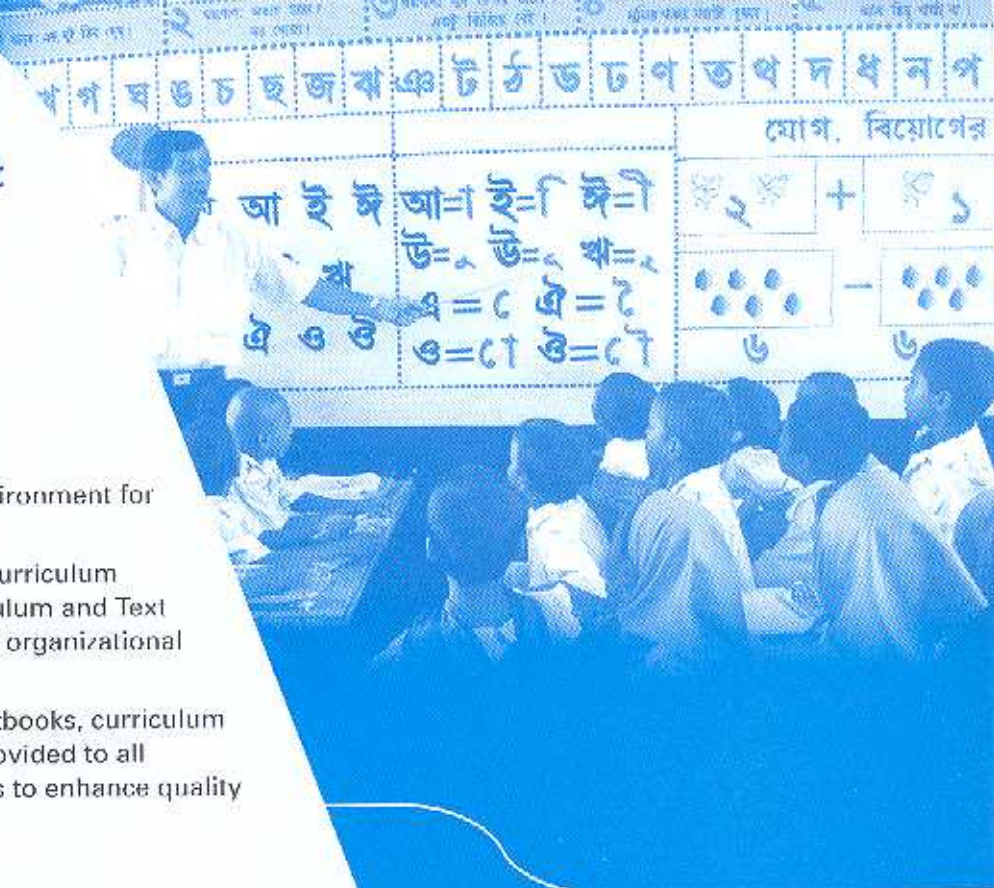
> **Increase the proportion of female teachers to 60% of all primary school teachers by 2009**

- To enhance the quality of teaching in primary schools through improving the support provided to teachers for career development and enhancement
- To improve the physical and professional quality of Primary Training Institutes (PTIs) to enable them to deliver quality primary teacher training
- To improve the quality and delivery of in-service primary teacher training as an extension to the initial teacher training program, through a sequence of career development modules
- To improve the quality of Head Teachers as a key element in achieving quality teaching and learning in primary schools
- To develop URCs to provide and facilitate the delivery of in-service teacher training and professional support in each Upazila.

Interventions:

- Initial primary school teacher training
- Capacity building of the National Academy for Primary Education
- Primary Teacher Registration Board for registering primary teachers
- Recruit and deploy 35,000 qualified primary school teachers
- Upgrade entry qualifications of primary teachers and improve Certificate in Education training
- Introduce 'Excellent teachers award'
- Introduce record of professional development for every primary school teacher
- URC training and sub-cluster training for every teacher.

Sub-component 2.3:
Community Awareness And Support

Objectives:

- To facilitate greater community participation in, and support for, educational improvement in Bangladesh primary schools.

Interventions:

- Empowering SMCs to assist in overcoming the problem of teacher absenteeism and local issues
- Public awareness campaign at the community level for their participation in schools, education and child health
- School support fund to SMCs
- Establish appropriate interfaces between SMCs and Parent Teachers' Associations (PTAs).

Recruit and deploy 35,000 qualified primary school teachers

Component 3
Quality Improvement through Infrastructure Development

Objectives:

◆ To ensure a level and quality of infrastructure, facilities and equipment that will encourage and facilitate improved and equitable access for all children, and higher levels of performance from all in the education system.

Interventions:

◆ Provide 30,000 new and larger classrooms

◆ Rebuild, renovate, expand, upgrade and refurbish the 53 existing PTIs

◆ Construction of additional office space within the Upazila Primary Education Complex

◆ Additional and new classrooms for ethnic minority groups' area in Chittagong Hill Tracts (CHT) and other parts of Bangladesh

◆ Provide toilet facilities at schools

◆ Provide tube wells at school campus for safe drinking water

◆ Improve school furniture better suited to learning needs.

◆ Provide permanent classroom facilities for 4000 satellite schools.

Component 4:
Improving and Supporting Equitable Access to Quality Schooling

Objectives:

◆ To enhance the institutional capacity of DPE at central and other levels to meet the needs of children with special requirements to access, engage, enjoy and complete primary education through the formal sector

◆ To alleviate the demand-side and supply-side constraints that prevent millions of children from accessing and participating fully and successfully in formal primary education.

Interventions:

◆ Special Needs Education to overcome all the barriers that prevent children from accessing and completing schools

◆ Develop gender related materials

◆ Continue stipend program for financial support to the poorest families

◆ Provide grants for working children living in poverty and children living with disabilities due to social, economic, intellectual and physical barriers

◆ Introduce a 'better health for better education program' by providing grants

◆ Provide specialized training to staff at DPE, PTI and Upazila levels

◆ Pedagogical support for 'special needs' children at school level

◆ Provide innovation grants to support practical and creative interventions.

> Provide grants for working children living in poverty and children living with disabilities due to social, economic, intellectual and physical barriers

PEDP-II Financing Plan

Source	Total Cost (US $ Million)	Percentage of total cost
Asian Development Bank (ADB)	100	5.5
International Development Agency (IDA), The World Bank	150	8.3
Department for International Development (DFID)	150	8.3
European Commission	100	5.5
Netherlands	50	2.8
Norwegian Agency for Development (NORAD)	40	2.2
Swedish International Development Authority (SIDA)	29	1.6
Canadian International Development Agency (CIDA)	20	1.1
Government of Japan (JICA)	3	0.2
United Nations Children's Fund (UNICEF)/Australian Government	12	0.7
Government of Bangladesh (GOB)	1,161	63.9
Total	**1,815**	**100.0**

PEDP II

Taking the Program Forward

> The PCU will ensure the effective delivery and implementation of PEDP-II inputs through well-coordinated and transparent management practices ...

The Program Organization, Management, Implementation and Monitoring & Evaluation activities would be undertaken by:

Executing Agency

The Directorate of Primary Education (DPE), acting under the overall guidance of the Ministry of Primary and Mass Education (MOPME), is the Executing Agency (EA) for PEDP-II and will integrate all of the activities within its administrative structure.

Program Steering Committee (PSC)

A Program Steering Committee (PSC), headed by the Secretary, MOPME, will oversee the work of the DPE, the Program Coordination Unit (PCU) and the implementation of PEDP-II. The PSC will approve the annual progress reports, annual operational plans and budgets. The Director General (DG) of the DPE will act as the PEDP-II Program Director and Member Secretary of the PSC.

Program Coordination Unit (PCU)

The PCU will ensure the effective delivery and implementation of PEDP-II inputs through well-coordinated and transparent management practices, supported by good governance and ongoing monitoring and evaluation. It will coordinate support for the PEDP-II from the Government of Bangladesh (GOB) and the Development Partners (DPs) and will be responsible for the day-to-day coordination of the program, and the monitoring and evaluation of progress in implementing PEDP-II through the DPE line divisions.
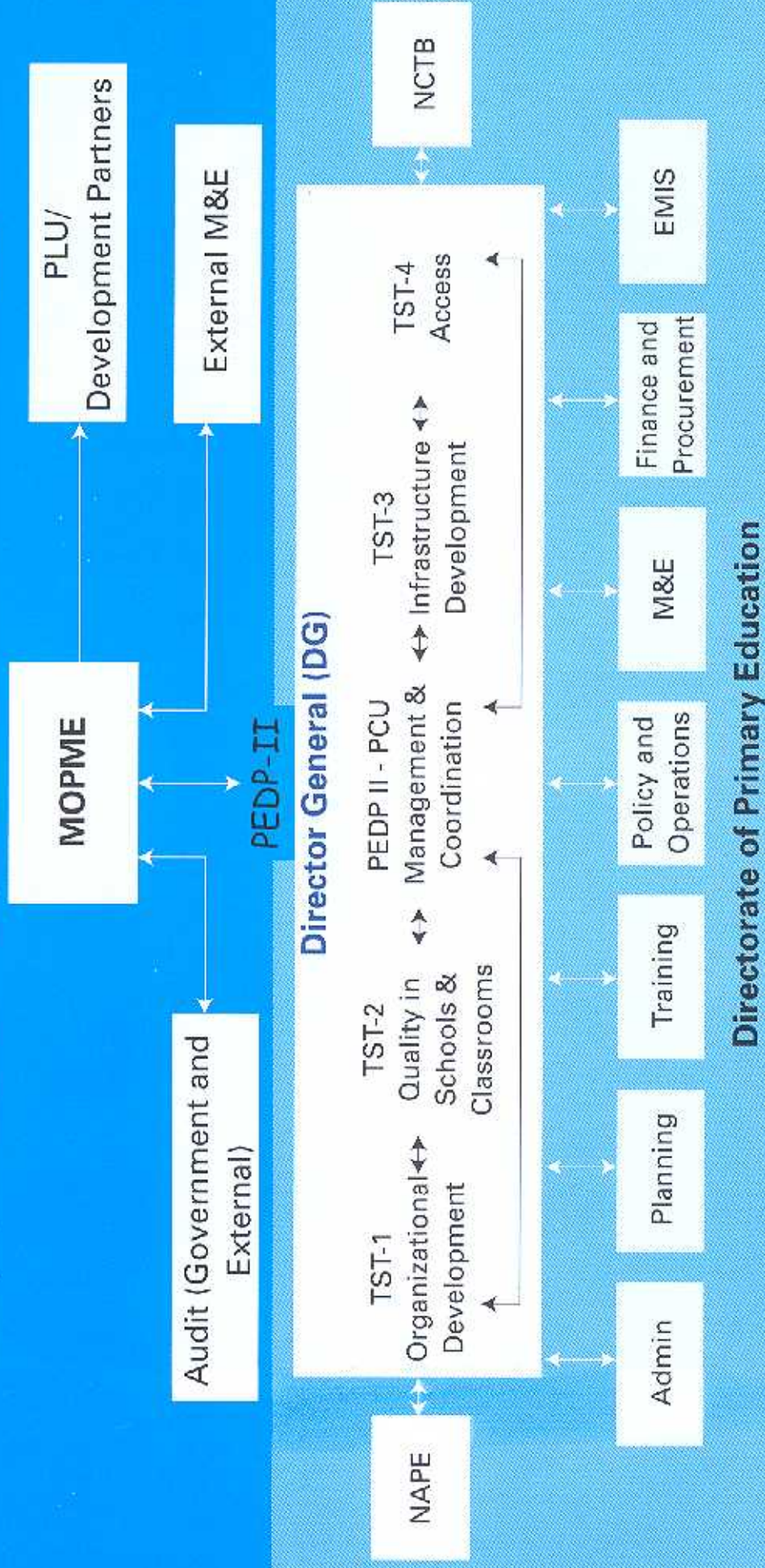
Program Liaison Unit (PLU)

The PLU established by the lead agency, the Asian Development Bank, will oversee program implementation, implement external monitoring and evaluation, and facilitate liaison between the EA and its PCU, and the Development Partners.

Implementation Period

PEDP-II will be implemented for a period of 6 (six) years from 2004 to 2009.

PEDP II

Organization Structure of
Second Primary Education Development Program (PEDP II)

PLU/ Development Partners

External M&E

MOPME

Audit (Government and External)

PEDP-II

Director General (DG)

PEDP II - PCU Management & Coordination

NCTB

TST-1 Organizational Development

TST-2 Quality in Schools & Classrooms

TST-3 Infrastructure Development

TST-4 Access

NAPE

Admin

Planning

Training

Policy and Operations

M&E

Finance and Procurement

EMIS

Directorate of Primary Education

DG: Director General **EMIS:** Education Management Information System **M&E:** Monitoring and Evaluation
MOPME: Ministry of Primary and Mass Education **NAPE:** National Academy for Primary Education
NCTB: National Curriculum and Textbook Board **PCU:** Program Coordination Unit
PEDP II: Second Primary Education Development Program
PLU: PEDP II Liaison Unit **TST:** Technical Support Team
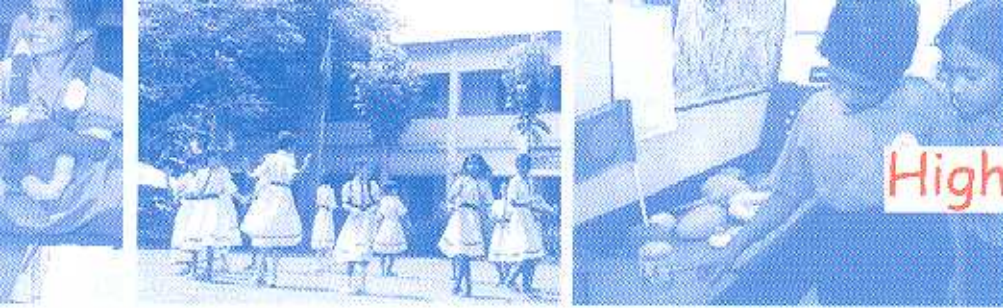
PEDP II

- 35,000 new teachers
- No more untrained teachers
- Improved initial training
- Increased in-service teacher training
- Increased capacity in Primary Teachers Training Institute (PTI)
- Support pools of specialist educationalists in each district

- 30,000 new and larger classrooms
- New Primary Teacher Training Institute (PTI)
- PTIs renovated and given extended teaching and accomodation space
- New Upazilla Resource Centres (URCs)
- Satellite Schools Support
- Additional space at DPE, district and upazila offices
- Renovation of model schools
- Additional model schools

- Establish Primary Education Cadre
- School Level Improvement Plan (SLIP)
- Upazila Primary Education Plan (UPEP)
- Excellent Teachers Awards
- Provision of Funds to SMC's
- Community Awareness and Participation
- Innovation Grants
- Primary Teachers Registration
- Strengthening and Capacity Building of NAPE
- Establish National Assesment Cell
- Increased Female Teachers

- Text books on time to all students
- Curriculum Support Packages
- Supplementary reading materials for all schools
- Gender sensitive materials

- Toilet facilities and safe drinking water
- Child appropriate chairs and tables
- Increased school contact hours
- Reduced class sizes

- 1000 Assistant Upazila Education Officers (AUEOs)
- Teachers Research Grant
- Continued Stipend for Students

- Capacity building of DPE divisions
- Expanded EMIS and GIS network
- Specialist support at district level
- School Management Committees (SMCs) strengthened
- Training of School Management Committees (SMCs)

- Early identification of special needs and building system and school capacity to meet those needs
- Special support for disadvantaged communities
- Support to ethnic minority groups