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UNICEF BANGLADESH EDUCATION PROGRAMME EVALUATION, 2017-2020

Inception Report – Third Draft

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INCEPTION REPORT – FIRST DRAFT

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LIST OF ACRONYMS

BANBEIS	Bangladesh Bureau of Educational Information Statistics
BBS	Bangladesh Bureau of Statistics
DC	Development Country
DO	Direct Observation
DPE	Directorate of Primary Education
DR	Document Review
ECD	Early Child Development
EM	Evaluation Manager
Em	Evaluation Matrix
EQ	Evaluation Question
EP	Education Programme
ET	Evaluation Team
FG	Focus Groups
FY	Fiscal Year
FYP	Fiscal Year Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GNI	Gross National Income
GoB	Government of Bangladesh
GPS	Government Primary Schools
HCR	Head Count Ratio
HDI	Human Development Index
HIES	Household Income and Expenditure Survey
IR	Inception Report
IRB	Institutional Review Board
LFA	Logical Framework Analysis
MoE	Ministry of Education
MoCHTA	Ministry of Chittagong Hill Tracts Affairs
MoDMR	Ministry of Disaster Management and Relief
MoH&FW	Ministry of Health and Family Welfare
MoMPE	Ministry of Primary and Mass Education
MoWCA	Ministry of Women and Children affairs
M&E	Monitoring & Evaluation
MTR	Mid Term Review
NER	Net Enrolment Rate
PEDP	Primary Education Development Programme
PTA	Parent Teacher Association
RBM	Results Based Management
ROSA	Regional Office for South Asia
SMC	School Management Committee
SWAP	Sector Wide Approach
ToC	Theory of Change
ToR	Terms of Reference
UEO	Upazila Education Office / Officer
UN	United Nations
URC	Upazila Resource Centre
WASH	Water Sanitation Hygiene

INTRODUCTION

UNICEF-Bangladesh works towards expanding opportunities for learning, focusing on three priorities: providing more opportunities for early learning, ensuring quality and continuity for primary education and raising education opportunities for adolescents.

In this context, UNICEF-Bangladesh has included the development of an integrated education intervention package in the country programme planned for 2017-2020, which is expected to be undertaken with the collaboration of other sectors and to achieve results on the following issues: early stimulation and learning, equitable access to quality inclusive education, out of school children and access to education for adolescents. Additionally, UNICEF-Bangladesh supports the Third Primary Education Development Programme (PEDP3) lead by the Government of Bangladesh.

UNICEF-Bangladesh has selected Econometría Consultores to conduct the evaluation of its on-going education programme 2017-2020, building on the three evaluations of the previous education programme PEDP3 that were carried out between 2016 and 2018. in order to determine:

- The relevance, appropriateness, and coherence of the UNICEF' programme
- The effectiveness and potential impact in relation to programme' objectives
- The efficiency in which the on-going programme's outputs and activities are being delivered and their connectedness to those produced by other actors
- The UNICEF programme' sustainability

The evaluation comprises four deliverables: i) an inception report, ii) a field work report, iii) a draft final report and iv) the final report. This document corresponds to the first deliverable of the project: the inception report and contains three chapters: the first chapter presents the context of the evaluation, the second chapter the subject of the evaluation and the third chapter the evaluation approach and methodology. This report is an adjusted version of the inception report submitted in January 16, 2019¹.

¹ Includes the response to the comments received from a previous version sent in December 17th, 2018, and the agreements achieved during the inception mission done during January 2019.

Chapter 1

CONTEXT

Bangladesh achieved the status of the lower-middle-income country category on 2015 with the aspiration to achieve the ranks of the middle-income countries by 2021. Accordingly, the 'Perspective Plan ' aims to raise the annual real Gross Domestic Product (GDP) growth rate to 10%, per capita annual income to \$2000, and headcount poverty dropping to only 13.5% by 2021, significantly improving population living standards by drastically reducing unemployment and poverty, driving significantly higher output and export growth while maintaining macroeconomic stability (Government of Bangladesh, 2010).

As a result of steady progress in the last decades, Bangladesh has achieved the highest-ever 7.86% GDP growth in the 2017-18 fiscal year and in the fiscal year 2017-18, the per capita income has increased to \$1,751 from \$1,610 in the previous fiscal year (BBS, 2018). Table 1.1 shows the recent progress in GDP and Gross National Income (GNI) of Bangladesh which is indicative towards the journey to middle-income country.

**Table 1.1 Per capita GDP and GNI, and GDP growth rate of Bangladesh
2013-14 to 2017-18**

	2013-14	2014-15	2015-16	2016-17	2017-18
Per capita GDP (In US \$)	1,110	1,236	1,385	1,544	1,675
Per capita GNI (In US \$)	1,184	1,316	1,465	1,610	1,751
GDP growth rate	6.06	6.55	7.11	7.28	7.86

Source: (BBS, 2018)

As a complement to the economic growth shown, World Bank data indicates a low unemployment rate of 4.3% in 2016 which was 4.4% constant in previous three years 2013 to 2015 (World Bank, 2017).

Bangladesh is the 7th most populous country in the world. It has a population of 164.7 million with 28% population of 0-14 years (UNFPA, 2017). Along with own population Bangladesh is facing another challenge of Rohingya Refugee crisis that began on August 2017. According to the UNHCR (2019)operational update 15-31 December 2018, an estimated total of 906,572 (among them 55% children of age below 18 years, 42% of age 18-59 and 3% are aged) refugees are living in Bangladesh, pressuring needs like education, health, and nutrition,

Among the major challenges are issues as the following:

- The child marriage rate in Bangladesh is one of the highest in the world. 59% of the girl child got married before their 18th birthday.
- The share of youth not in education, employment or training (NEET) is 32% in Bangladesh (UNFPA, 2017).
- Important urban/ rural gaps are still in place. For example, the national literacy rate (7 years and over) in Bangladesh, according to Sample Vital Statistics Report 2017, was 72.3% whereas the urban literacy rate was 79.5% and the rural literacy rate was 66.5% (BBS, 2018).

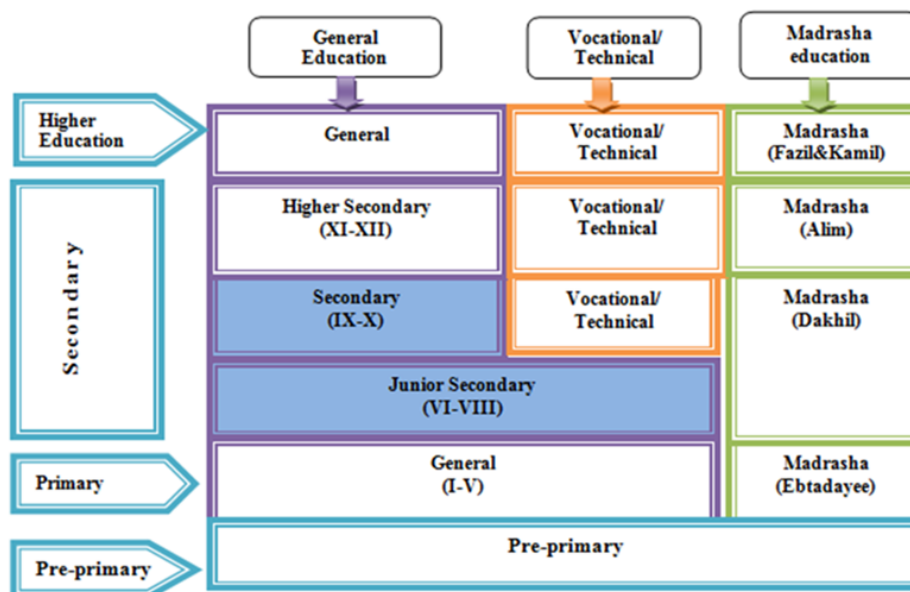
Transit to middle-income country: The objective of Vision 2021 is to make Bangladesh a middle-income country by 2021. The macroeconomic framework of the 'Perspective Plan' will support the development of vision, strategies and policy guidelines by ensuring macroeconomic stability in the long term (Government of Bangladesh, 2010). For Bangladesh, the transition to the country of middle income and a high Human Development Index (HDI) status requires sustained growth and fair and inclusive nature. The technical framework for growth and related macroeconomic dimensions shows that the economy needs to grow at a consistently high rate over the next three years in order to realize the vision.

1.1 EDUCATION IN BANGLADESH

1.1.1 Bangladesh's Educational System Structure:

Bangladesh's education system is mainly distributed in three-tier namely primary (including pre-primary), secondary (lower secondary, secondary and higher secondary), and tertiary education. The education system in Bangladesh is in general subsidized by the government in all levels. The government of Bangladesh runs numerous primary, secondary and higher secondary schools. It also subsidizes financing parts for many private schools. More than 15 state universities are also funded by the University Grants Commission in the tertiary education sector (Kader Khan, 2018). Figure 1.1 shows the education structure of the country, from pre-primary to higher education.

Figure 1.1 - The Education Structure of Bangladesh



Source: (Akhter & Alam, 2016)

The overall responsibility of the management of primary education lies with the Ministry of Primary and Mass Education (MoPME) & Directorate of Primary Education (DPE). The secondary level of education is controlled by the seven General Education Boards. Madrasa Education Board covers religious education in government-registered Madrasahs. At the tertiary level, universities are regulated by the University Grants Commission. The colleges providing tertiary education are under the National University. Universities in Bangladesh are autonomous bodies administered by legal bodies such as Syndicate, Senate, Academic Council, etc. in accordance with provisions laid down in their respective acts. On the other hand, the National Curriculum and Textbook Board (NCTB) is responsible for the development of curriculum, production, and publishing of standard textbooks (NCTB, 2018).

The public education system in Bangladesh is very large with 19 million primary students (grades 1–5) and 15 million secondary students (grades 6–12). About 59% of primary schools are managed and financed by the Ministry of Primary and Mass Education (MoPME). 41% is under the responsibility of other ministries and nongovernmental organizations. Almost 98% of secondary schools and madrasahs are operated by the private sector with public subsidies. This level is under the responsibility of the Ministry of Education (MoE).

Several challenges can be identified from the education and financial system structure in Bangladesh:

➤ Institutional Structure.

Several bodies are responsible for operating the educational system in Bangladesh in a complex institutional set up (National Academy for Primary Education [NAPE] National Curriculum and Textbook Board [NCTB] 24 agencies are involved in TVET, among others) There is limited coordination between the primary and secondary sub-sectors, which are administered by two different ministries, despite the fact that one builds upon the success of others and provision at one level has considerable implications for other levels. For example, the curriculum and the assessment reforms in primary education have important impacts on the secondary level.

➤ Budgets and Financial Sources

During the past decade, annual public expenditures on education have remained at about 2% of GDP and public education generally receives 14–16% of the total public budget. These proportions are low in comparison to most countries where annual public budget expenditures are 4% and the percentage of total public budget transferred to education is between 20-25% of the national budget. Most of the Government’s funding in the sector goes to teacher salaries.

The 2017-2018 budgets gave priority to the development of education, technology, transport, communication, and defense. Almost 15% of the annual budget (2.2% of GDP) is dedicated to education, although such spending is still below UNICEF recommendations of 20% of the annual budget and 6% of GDP. Tax collection improved significantly in 2017 while spending declined, which reduced the fiscal deficit. Table 1.2 indicates the trend of the share of the national budget in the education sector in recent years.

Table 1.2 - Share of National Budget in Education

YEAR	SHARE (%) OF GDP	SHARE (%) OF NATIONAL BUDGET			
		PRIMARY	POST-PRIMARY	TECHNICAL & MADRASAH	TOTAL
2011-12	1.9	5.47	6.63	-	12.11
2012-13	1.8	5.12	6.04	-	11.17
2013-14	1.9	5.36	5.92	-	11.28
2014-15	2.2	5.46	6.2	-	11.66
2015-16	2.0	4.91	5.8	-	10.71
2016-17	2.8	6.51	7.89	-	14.39
2017-18	2.2	5.50	5.78	1.32*	12.60

* Technical and Madrasa Education Division was established under the ministry of Education in 2017.

Source: (BANBEIS, 2018)& (World Bank, 2018)

➤ Institutional Capacity and Decentralization

Bangladesh has a highly centralized system for education service delivery, with fiscal and administrative powers largely concentrated in Dhaka. This stifles local initiative and contributes to weak management, lack of transparency, and little accountability. The grants allocated at the school and sub district (upazila) levels are small and uniform. Furthermore, the school management and social audit committees (SACs) often lack the needed capacities to carry out their functions. In general, the institutional capacity is very weak at all levels and the decisions are highly centralized.

- Inadequate career development opportunities and High turnover of personnel

There is a lack of career development opportunities, performance evaluation and capacity building of administrative and technical staff. The system does not offer sufficient incentives to avoid the high turnover of personal at the national and local levels. The managerial career path does not allow teachers, principals and ministry staff to reach senior management posts.

- Lack of continuity in policies over time.

Programmes and projects change often and finish without rigorous evaluations as a result of changes in the administrations. There is no evidence-based decision-making process. It would be important to strengthen the existing information systems and set up an adequately staffed evaluation unit.

- Cultural and Social Factors.

Some cultural and social factors affect children in Bangladesh, preventing them from going to school. First, low-income families do not value education as an investment to break the circle of poverty. Second, many parents, especially mothers, consider early marriage as a legitimate means of protecting their daughters (especially when they have to go to work and the girls are alone) and as a way to alleviate poverty. Finally, the same conditions of poverty explain why child labour is an accepted practice among parents to increase their income.

1.1.2 Bangladesh's Educational Delivery Services:

Bangladesh has made impressive progress in ensuring equitable access to education. Gender parity has been achieved in both primary and secondary education. In terms of improvement of education quality there are important achievements such as the introduction of a competency-based curriculum at the primary level, timely delivery of textbooks and a new national assessment system, Close to 24,000 new classrooms were built during the past years. However, several challenges can be identified from the education delivery service perspective. In the following section the actual situation and main challenges in each level of education are described.

➤ Early childhood development (ECD)

Enrollment in early childhood development is quite low. By 2013 only 13.4% of children aged 3-5 years were attending Early Childhood Education (UNICEF, 2016). Private sector and NGOs have been the principal providers of these services and there is no evidence of the quality of this service. The inequities in Bangladesh seem to start at this level.

In 2013 the Government of Bangladesh under the Ministry of Women and Children Affairs prepared “The Comprehensive Policy for Early Childhood Care and Development” ECCD document base and align with the different policies already in place (the Operational Framework for Pre-primary Education 2008, National Education Policy 2010, National Child Labour Elimination Policy 2010 and National Children Policy 2011). The Ministry of Women and Children Affairs made with this document, early childhood care and development a policy priority. It also designed strategies to coordinate public and private organizations involved in ECCD interventions.

Challenges of early child development: Increase access to a quality early child development is the main challenge that Bangladesh face today. ECD has shown the benefits in terms of improving learning outcomes; increasing enrollment, retention, and cognitive development among children from different socio-economic background. The learning gains have been highest for children from the poorest backgrounds. A special effort has to be done to coordinate with NGO and private sector in order to expand and qualify the provision of this service in collaboration with them.

➤ Pre-primary Education:

The provision of pre-primary education (PPE) or baby classes expanded in Bangladesh since 2011, although it was functioning in different forms for a long time. More than 3 million pre-primary children were enrolled in 2016, three times more than the year 2010. Almost 100% of government primary schools (GPS) now provide pre-primary education

and the percentage of grade 1 students with PPE rose from 50% in 2012 to 87% in 2016 (DPE, 2017a).

Regarding the pre-primary education in Bangladesh, the Education Watch Report 2013 showed that ‘at age five; the gross enrolment ratio (GER) was 161.6%, indicating a wide variation in the enrolment age. The net registration rate (NRR) was 52.6%. Gross and net ratios in urban areas were higher than in rural areas. No difference in gender was observed. As expected, socially and economically well-off registration rates were higher’ (Campaign for Popular Education, 2014).

Challenges of pre-primary education: Pre-primary schools, in most cases, are not well suited to provide quality education due to inadequate physical facilities. Classroom size and other available spaces are also not appropriate for movement of the students. All schools have a specific teacher to teach at pre-primary level but not exclusively for it. There are inadequate number of books and no or very few play and learning materials in the classrooms. The assignment of properly trained teachers in preprimary classes is a big concern. There is a lack of supervision of pre-primary activities in the schools and provision of feedback for improvement (Education Watch, 2013).

➤ Primary Education:

In Bangladesh, primary education has many streams. According to Annual Primary School Census (APSC) 2017 by Directorate of Primary Education (DPE), there are 25 types of primary schools in total of 133,901 and total number of students are 209,19,201 (50.53% girls) where the Ministry of Primary and Mass Education (MoPME), the main primary education provider, accounted for 57.46% of schools (DPE, 2017). Others include commercial private schools, NGO schools, Madrashas, and others. The APSC 2017 also explored that in 2017, the total of enrolled children was 1, 72, 51,350 (in all type of schools), and 50.7% are girl students. The Annual Sector Performance Report 2017 indicates that in 2016 the number of students in MoPME managed schools comprised 74.8% and the number of teachers was 65.3%. The total number of working teachers in primary schools was 548,201 (all types of schools). Of these teachers, female teachers were 60.3% (DPE, 2017a).

Both the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) increased in over the past years. The GER was 112.1% (boys 109.3% and girls 115%) in 2016 up from 109.2% in 2015. The NER was calculated to be 97.96% (boys 97.1% and girls 98.8%) in 2016 up from 97.94% in 2015. The gender parity index was 1.05 for the GER and 1.02 for the NER in 2016, indicated that a higher percentage of girls than boys were attending primary school. Table 1.3 shows the progression of GER and NER over the years from

2010 to 2017, where the dropout rate reduced even more than 50% from 2010 by 2016. The same was true for boys and girls. The completion rate for grade I-V increased from 60.1% point in 2010 to 80.8% point in 2016.

Table 1.3 - Enrolment Rate in Primary Education 2005-2017

YEAR	GER (%)			NER (%)			DROPOUT (%)		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
2010	107.7	103.2	112.4	94.8	92.2	97.6	39.8	40.3	39.3
2011	101.5	97.5	105.6	94.9	92.7	97.3	29.7	32.4	27.0
2012	104.4	101.3	107.6	96.7	95.4	98.1	26.2	28.3	24.2
2013	108.6	106.8	110.5	97.3	96.2	98.4	21.4	24.9	17.9
2014	108.4	104.6	112.3	97.7	96.6	98.8	20.9	24.3	17.5
2015	109.2	105.0	113.4	97.4	97.1	98.8	20.4	23.9	17.0
2016	112.1	109.3	115.0	98.0	97.1	98.8	19.2	22.3	16.1
2017	108.10	115.40	111.70	97.66	98.29	97.97	n.d	n.d	n.d.

Source: Annual Primary School Census (APSC) 2017

The dropout rate has been declining since 2010 where it was approximately 40% in 2010 and 19.2% in 2016. This is a remarkable achievement and DPE has taken special efforts to reduce the dropout rate gradually. Besides this, the completion rate has been increasing year by year. In 2010, it was 60.2% for all students and increased to 80.8 % in 2016. The increasing rate of completion is also true for both boys and girls (DPE, 2017). This is a significant achievement in the primary education sector of Bangladesh. Table 1.4 shows the progress in dropout rate in the primary cycle from 2010 to 2017.

Table 1.4 - Trend of Cycle Dropout Rate (both Boys and Girls together) 2010-2017

DROPOUT RATE (%)	2010	2011	2012	2013	2014	2015	2016	2017
Total	39.8	29.7	26.2	21.4	20.9	20.4	19.2	18.85
Boys	40.3	32.4	28.3	24.9	23.9	22.3	22.3	21.72
Girls	39.3	27	24.2	17.9	17.5	17	16.1	15.92

Source: (BANBEIS, 2018)& (DPE, 2017)

Water and Sanitation Condition in Primary Schools: Primary students are facing lack of water and sanitation facilities although the government is trying to improve the situation. In 2016, about 81.7% of government primary schools were with a functioning toilet. But the proportion of GPS with separate toilets specifically for girls was only 32.6% and 84% of GPS reported positively with safe water sources like functioning tube wells and other sources, compared with 97.3% of GPS in 2012 which indicates the decrease of safe water sources in schools (DPE, 2017a). This indicates that the schools with safe water sources are declining.

Challenges of Primary Education: Although primary enrolment is at 98%, only 67% qualify for secondary education and even less, 22%, reach higher secondary level. Along with quantitative issues the quality is also a major concern. The National Student Assessment (2013) indicates that only one in four children in fifth grade have required skills in mathematics and Bangla. Students generally have poor reading skills and curricula, teaching approaches and examination systems at all levels that focus more on rote learning than on skills, critical thinking and analytical skills (World Bank, 2016).

Equitable access is another challenge for the primary education in Bangladesh. About 4.6 million Bangladeshi children between the ages of 6 and 13 remain out of school, mainly from poor families, urban slums and hard-to-reach regions (UNICEF, 2018). There are also challenges in terms of large classes and inadequate infrastructure, low teacher's attendance, poor quality of teaching, about 44% of the primary teachers do not have a bachelor's degree. Not rigorous evidence and stakeholders perceptions suggest that teachers are not innovative in their pedagogical practices and only use lecturing and repetition, with little room for interactive learning, independent work, and problem-solving. The use of new information and communication technologies (ICT) is almost absent in schools and classrooms. There are also concerns that many teachers do not master the area they teach.

The use of double shifts affects almost 80 % of schools and this results in fewer lesson hours than international norms (595 hours Vs. 900-1000 hours). Additionally there is high teacher absenteeism and many others administrative responsibilities for teachers.

➤ Secondary education:

In the general stream, secondary education is divided in two levels. The first level is the secondary education that includes two types of secondary schools: junior secondary with grades 6 to 8 and secondary schools with grades 6 to 10. The second level is the higher secondary schools known as Intermediate colleges for grades 11 and 12 (Islam, 2014). In terms of ownership and management of secondary schools, there are two major types: the General Education System with the Government secondary schools and the Madrasa Education System, in which post-primary level madrasas with grades from 6 to 10 are known as Dakhil madrasa, and those with grades 11 and 12 are known as Alim madrasas. In total, there are 20.4 thousand post-primary (secondary and higher secondary) institutions, from them, 15.9 hundred schools are privately managed and receive subsidies from the government (BANBEIS, 2018). In total, in secondary schools are 243,880 teachers (25.63% female) and 10,330,695 (54.02%) students (BANBEIS, 2018).

The dropout rate in the secondary level is 37.21%, and the GER and NER is 60.45% and 54.68% respectively. Table 1.5 illustrates the gender wise GER, NER, and dropout rate in secondary level.

Table 1.5 - GER, NER, and Dropout rate by gender in Secondary Schools 2017

INDICATORS	SECONDARY LEVEL		
	BOTH	BOYS	GIRLS
Gross Enrolment Rate	60.45	54.15	67.10
Net Enrolment Rate	54.68	48.94	60.75
Dropout rate	37.21	36.02	38.44

Source: (BANBEIS, 2018)

In order to increase the girl’s enrolment, retention and delay the early marriage and early motherhood, Bangladesh government introduced the financial assistance for the girls in secondary schools in 1993. At present, the assistance is given all over the country through three projects illustrated in Table 1.6.

Table 1.6 - Ongoing Stipend Programme for Girls’ Students in Secondary Schools.

	NAME OF PROJECT & FUNDED BY	FUNDED BY	NO. OF UPAZILA	YEAR	NO. OF INSTITUTION
1	Secondary Education	Go Band	250	2016-2017	11,849
2	Secondary Education	GoB	183	2016-2017	11,842
3	Secondary EducationSector	GoB	54	2016- 2017	2,897

Source: (BANBEIS, 2018)

Challenges in secondary education High dropout rate is a major challenge in secondary education, despite incentives as stipends, school meals and free textbooks. Only 59.7% of the students complete the secondary education full cycle (BANBEIS, 2018). Complementing the socio-economic causes, the system needs to improve classrooms overcrowding, unskilled teachers, low infrastructure quality, and issues as: “secondary education fails to equip students with the knowledge or skills the economy needs. Linkages between the curriculum and the needs of the economy are insufficient. Outdated teaching methods and examinations that test rote memory do not equip students with the analytical skills or creative thinking the country so direly requires. The quality and relevance of secondary education is low” (Rahaman, 2017). The use of new information and communication technologies (TICs) is almost absent in schools and classrooms

➤ Higher education:

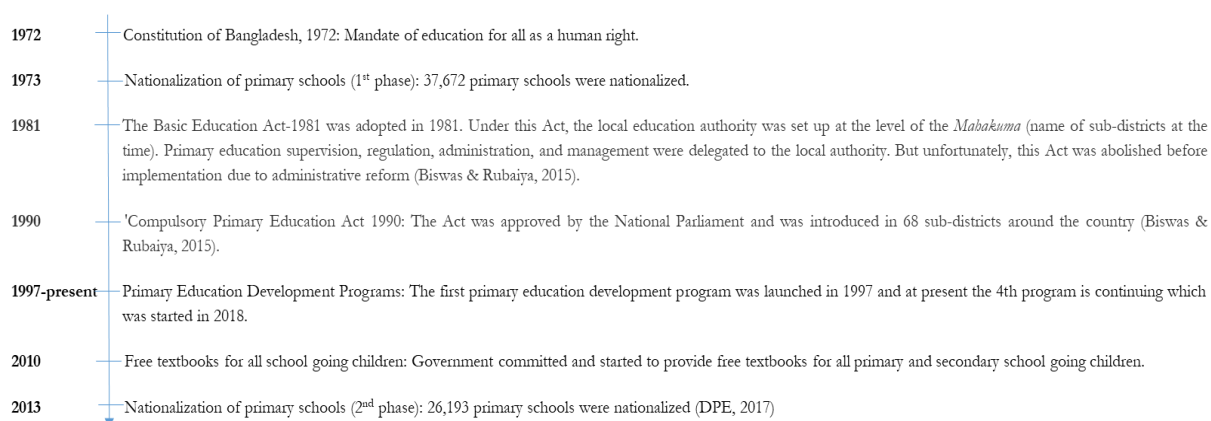
The minimum requirement for admission to higher education is the higher secondary certificate (H.S.C). HSC holders are qualified to enroll in 3-year degree pass courses while for honors, they may enroll in 4-year bachelors' degree honors courses in degree level colleges or in the universities. After successful completion of a pass/honors bachelors' degree course, one can enroll in the master's degree course. After Masters, they can go for PhD & other staffs. There are 151 universities in Bangladesh. Out of these, 37 universities are in the public sector, while the other 114 are in the private sector.

Challenges of higher education: Poverty is a big threat to higher education. Limited resources and insufficient facilities are the major challenges for quality higher education in Bangladesh. There are some key elements which have been influencing the quality of higher education in Bangladesh. Those elements are modern teaching aids, library facilities, availability of books and journals in the library, laboratory facilities, research facilities, quality of course curricula, etc. (Sarkar SH, Rana S & Zitu RA, 2013). In most cases, high tuition fees in higher education, especially for private universities, are making fear to the learners and the guardians as well. Dropout is a common event in all stages of higher education mainly for poverty, low performance and marriage of female students. Dependence on notes, guidelines and reference books is also remarkable (Md. Saiful Islam Azad, 2016)

1.2 GOVERNMENT POLICIES AND PRIORITIES CONCERNING EDUCATION:

Although the elementary education belongs from the ancient period in this geographical region as a greater part of Indian subcontinent the independence of Bangladesh in 1971 brings the call to development of education as well as another sector of Bangladesh. At the time of independence, the literacy rate in the country was 16.8% (MoPME, 2014). The new government of independent Bangladesh focused on education as part of the rebuilding of the nation. Since the independence government initiated different policies, plans, and programmes to improve the situation. Followings are some major initiatives regarding the policies and priorities:

Figure 1.2 - Government policies in education: Time line



Sources: (Biswas & Rubaiya, 2015) & (DPE, 2017)

Education in the Constitution of Bangladesh: The Constitution of the People's Republic of Bangladesh, adopted in 1972, recognized education as a fundamental right of the people and urged the State to ensure that all children receive universal and compulsory free primary education, relate education to the needs of society and eliminate illiteracy. Bangladesh has a constitutional duty to the right to education in accordance with Article 8(2) of the Constitution, the constitutional provisions of the 'equality clause' laid down in Article 27, "equality of opportunity in public employment" provided for in Article 29 and "protection of right to life and personal liberty" provided for in Article 32. In its three clauses, Article 17 calls for a) establishing uniform, mass-oriented universal education, free and compulsory, as determined by law, b) relating education to needs of society and producing trained and motivated citizens to meet the needs, and c) removing illiteracy within such time as determined by law.

1.2.1 Compulsory Primary Education Act (1990):

The constitution of Bangladesh mentioned the universal, free and compulsory education as determined by the law, but until 1990 there was no such law. Primary education was free of charge and made mandatory under the Primary Education (Compulsory) Act of 1990, initially implemented in 68 sub-districts in 1992 and extended to the rest of the country in 1993 (MoPME, 2014).

Education for All (EFA): Focused initiatives were taken in the 1990s following the World Conference on Education for All (EFA) in Jomtien, Thailand led to remarkable progress in basic education, both in formal free and compulsory primary education (FCPE) and in literacy and non-formal education (NFE) (MoPME, 2014).

National education policy (2010): The Bangladesh government authorized the “National Education Policy 2010” under the Ministry of Education in the year 2010. The National Education Policy 2010 has been put in place to further development of the education sector of Bangladesh. This education policy has been the first since Bangladesh's independence. The National Education Policy 2010, filled with reform and progress commitments, became the new shape of the nation's principles and conscience. The National Education Policy (2010) emphasizes morality, creativity, and production-oriented education; equity regarding gender, religion, and ethnicity; ICT and math-science education; and environmental issues. It focuses on Pre-primary education for 5+ year's children and to expand primary education from five to eight years with ensuring the teacher-student ratio as 1:30. Secondary education will be from grade 9 to grade 12. The education policy also focuses on madrassa education for steps to increase the quality, adult and non-formal education, evaluation and assessment, and environmental education.

It was mentioned in the education policy that primary education will be expanded to grade 8 and government will take initiative to implement it. Although the government tried several attempts for this, till now Bangladesh could not experience the primary education up to grade 8.

Education and technology in 7th Five-year plan (FY 2016-FY 2020): In the 7th FYP, greater emphasis is being placed on secondary and higher education, as well as vocational and technical education, skill development training for employment and life skills training programme (Government of Bangladesh, 2015). To promote inclusive development, special attention will be given to the disadvantaged groups, women, children, and persons with disabilities. Enhancing the quality of education at all levels, including madrasa, through expanding the capacity of the teachers, use of ICT and better infrastructure is also the core of the Plan. The strong progress made during the Sixth Plan in implementing the Digital Bangladesh Initiative provides a solid basis on which the Seventh Plan can build. The plan focuses on improving the quality of education, facilitating empowerment of young people and making the provision of public services efficient and transparent by using ICT. The plan emphasizes the creation of a legal environment with effective rules and regulations for the greater use of ICT in all spheres of life.

Recent Primary Education Sector Programmes: Bangladesh has had four Primary Education Development Programmes (PEDP), each with a distinct set of components or outcome areas. The Programmes are:

- PEDP 1: 1997–2003: The First Programme for Primary Education Development focused on 10 specific objectives, including improving enrolment, completion,

providing better inputs and strengthening monitoring. PEDP 1 consisted of several projects managed and financed separately by eight development partners (DPs). However, since this type of project-based approach did not necessarily lead to long-term institutionalization of achievements, the Government and the DPs agreed jointly to adopt the principle of a sector-wide approach (SWAp) to achieve high-quality elementary education.

- PEDP 2: 2004–2011: The second primary education development programme, which focused on quality improvement, institutional capacity building, and systemic reform, was a coordinated and integrated sectoral programme within the DPE. PEDP II was the first education sector Programme to include many components of the SWAp principle in its design. PEDP 2 was coordinated by a lead agency and funded by the government and ten DPs through a management and funding structure.
- PEDP 3: 2011–2017: The third programme for primary education includes additional features of the SWAp approach in financial management, donor harmonization and the scope of the programme. PEDP3 has completed many of the quality improvements, institutional and systemic reforms introduced under PEDP II, with a much stronger focus on how inputs are used at the school level to improve the achievement of learning outcomes, the teaching environment, the enrolment rate and the graduation rate for primary schools, etc. The six results areas of PEDP 3 were Learning Outcomes; Universal Access and Participation; Reducing Disparities; Decentralization; Effectiveness; and Programme Planning and Management.

Decentralization of Primary Education: A key dimension of the PEDP3 is the expansion of decentralized planning, management, and monitoring at the district, upazila and school levels. The preparation and implementation of the School Level Improvement Plans (SLIP) and Upazila Primary Education Plans (UPEP) play a role in reducing disparities and increasing participation within schools and upazilas

PEDP 4: 2018-2022: PEDP4 was officially launched by DPE on July 01, 2018. The Government of Bangladesh has implemented the Fourth Primary Education Development Programme (PEDP4) under the sector-wide approach with the joint support of nine DPs. The overall objective of PEDP4 is to provide quality primary education for all children of the country from pre-primary up to grade 5 through an inclusive and equitable education system. The executing agency is the MoPME, and the main implementing agency is the DPE. PEDP4 is clustered around three results areas or components: (a) quality, (b) equitable access and participation, and (c) management, governance, and financing.

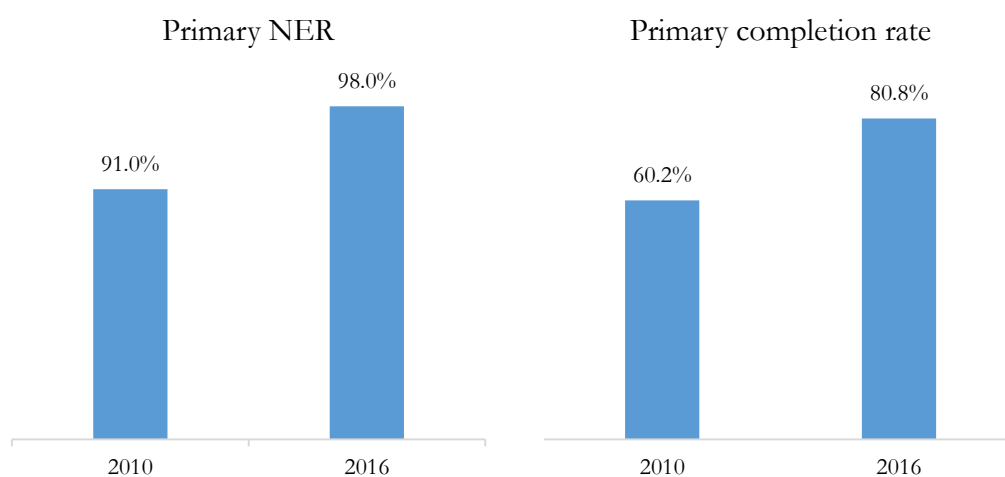
1.2.2 Results and lessons learned from the PEDP3

The Third Primary Education Development Programme (PEDP3) was the third in a series of large investments in education over the past thirteen years, supported by significant contributions from the Development Partners² (DP). The PEDP3's scope was the entire primary education sector (including pre-primary and non-formal education) and encompassed all interventions funded by the government and external partners for the development and operation of the pre- and primary education system.

PEDP3's overall objective was to provide quality education for all children. This was to be achieved through the establishment of “an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary.”

The PEDP3 mainly achieved outputs rather than outcomes, in the sense that the changes made were not enough to be sustained over time (Bernard, 2016). However, the results of some of the Key Performance Indicators (KPIs)³ suggest important progress. As can be seen in the following graphs, completion and net enrolment rates⁴ improved when compared to the baseline year. Likewise, drop-out rates show an important reduction.

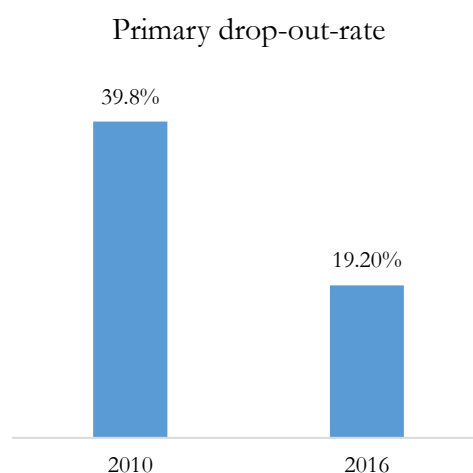
Figure 1.3 – Primary level completion, net enrolment and drop-out rates



² ADB, WB, DFID, EU, AusAid, SIDA, CIDA, JICA, UNICEF, GPE

³ Program implementation was carried out through a results-based-management (RBM) model, composed by 4 components and 29 sub-components. Outcomes were monitored through 15 Key Performance Indicators (KPI) under six result areas.

⁴ Both of these indicators are KPIs of the PEDP3.



Source: Econometria. Based on the 7th Five Year Plan (GED, 2015).

Attendance rates reached 87,5% in 2016, 0,4 percentage points above 2010 rates. Moreover, as survival rates improved, repetition rates decreased. Besides, the production and distribution of textbooks, teacher training, the decentralization of school management and governance, and classrooms' size improved with the Programme (DPE, 2017a).

However, when analyzing other KPIs of the Programme, the percentage of out-of-school children increased from the baseline year to 2014⁵. During the years of the PEDP3, the percentage of students in grade 3 and 5 achieving competencies in Bangla and math fell down. Additionally, indicators like the enrolment of children with disability dropped from 2010 to 2016.

According to the Joint Rapid Assessment Report⁶ there are 4 main lessons from the implementation experience of the PEDP3. The first one is the importance of a wider vision. PEDP3 was not framed within the 7th Five Year Plan or aligned with other ministries agendas. Therefore, its narrow focus blocked the possibility of a whole-system intervention (Bernard, 2016).

Second, generating system capacity remains a challenge. The under estimation of the importance of a design that enforces networks and strengthens the capacity for the application and consolidation of new learning was a problem. In fact, the establishment of clear lines of responsibilities and coordination among institutions is still pending.

⁵ Last available information from the HIES and the ECH.

⁶ This information will be updated when the Completion Report and the Mid-Term Review of the Programme are submitted to Econometria.

Third, the minimal application of the Results-based Management model (RBM) harmed the achievement of some results. Without a logic model, the ones responsible for day-to-day implementation weren't able to act in a more efficient and effective way.

Finally, utility of indicators was limited. Although the information on what was being done is available, the incapability to note the impact of the interventions restricts the analysis.

1.3 FEATURES OF INTERNATIONAL ASSISTANCE IN THE AREA

According to Aid Information Management System (AIMS) from 2000 to 2018 Bangladesh's total of development disbursement amount was USD14.9 billion. World Bank leads the list with 29% of total aid, followed by ADB with 18% and JICA with 17%. WFP contributes with 1.28% and other UN Agencies like UNICEF, FAO, UNDP, UNFPA and WHO represents 3.5%. Between 2000 and 2018, 14% of the disbursed amount goes to education and religious affairs, 8.6% to health, nutrition, population and family welfare and 4.87% to social welfare, women affairs and youth development (Aid Information Management System (AIMS), 2018).

In the budget for FY 2018-19, there is USD 55.47 billion as the national budget. A total USD 21.45 billion will be used for the nationwide development, which is 38.7% of the total budget. As the foreign assistance, the total amount is USD 7.72 billion which is 13.9% of the national budget. Out of this foreign assistance (USD 7.72 billion), loans amount is USD 7.23 billion which is 93.7% and the grants amount is USD 483.7 million which is 6.3%. The net foreign borrowing is USD 5.97 billion which is 10.8% of the national budget (Ministry of Finance, 2018).

UNICEF in Bangladesh: UNICEF has been working in Bangladesh since 1952. Since the beginning, UNICEF has focused on children, providing support to youth, facing challenges in this developing but densely-populated nation. It reaches out to communities in all 64 districts, through its field offices covering eight administrative divisions of the country.

Its programme for Bangladesh follows a life-cycle approach that addresses children's needs as they pass from infancy to adolescence. The method relies on separate arms that unite for action, which are: education, health, nutrition, child protection, water, sanitation and hygiene, community for development, communication, advocacy, and partnerships and emergency response.

UNICEF plans are aligned with the Government of Bangladesh plans and policies. GoB is UNICEF's biggest partner, as it advances the 2030 Agenda for sustainable development.

Its success in attaining equitable results for children relies heavily on collaborations with partners, donors, civil society organizations and local people (UNICEF, 2018).

Chapter 2

THE EVALUATION

This chapter has three sections distributed as follows: the first one develops the subject of the evaluation, the second section deals with the theory of change of UNICEF Bangladesh - Country Education Programme 2017-2020, and finally the third section talks about UNICEF EP's stakeholders and partnerships.

2.1 SUBJECT OF THE EVALUATION

The subject of the evaluation corresponds to the UNICEF Bangladesh - Education Programme 2017-2020 building on the three evaluations of the previous education programme PEDP3 that were carried out during the previous years, and UNICEF's contribution in critical areas of that programme, in order to determine:

- The relevance, appropriateness, and coherence of the Unicef programme
- The effectiveness and potential impact in relation to programme objectives
- The efficiency in which the on-going programme's outputs and activities are being delivered and their connectedness to those produced by other actors
- The Unicef programme' sustainability

UNICEF's Bangladesh Education Programme for the years 2017 to 2020 supports the Government of Bangladesh's Seventh development plan (2016- 2020). A results-based Monitoring and Evaluation (M&E) strategy under a Development Results Framework (DRF) was established (for the plan), and seeks to accelerate inclusive economic growth, focusing on a pro-poor approach that is progressively enforced by urban productivity and environmental sustainability. Therefore, the plan targets the education, health, and nutrition sectors, as well as the accomplishment of an adequate access to safe water and sanitation, and gender equality strategies and children's rights.

Bangladesh's progress on several Millennium Development Goals (MDG), including reducing the number of underweight children, fighting hunger, improving gender parity in primary and secondary education, reducing child and maternal mortality, and improving access to improved drinking water and sanitation is recognized by UNICEF. However, the country must now face the challenges of the Sustainable Development Goals (SDG).

The key approach of the UNICEF supported programme 2017-2020 is that it introduces a life-cycle approach in order to attain its goal. The main objective is to address educational deprivations throughout the different stages in life. Therefore, the Programme aims to promote the well-being and proper realization of children's rights under 4 outcomes: (i) Young children and their mothers, (ii) Girls and boys of primary-school age, (iii) adolescents as agents of change, and (iv) Social inclusion and increased awareness of children's rights.

- Young children and their mothers: Expanding and increasing opportunities for early stimulation and learning

Although significant progress has been made, indicators relative to early learning and school preparedness, and protection for infants and young children and their mothers point out major challenges.

For example, despite Bangladesh's notable progress in the last decade, Early Child Development (ECD) still remains a challenge. According to the Multiple Indicator Cluster Survey (MICS) by 2013 only 13.4% of 3-5 years age children were attending early childhood education. Moreover, The Education Watch study (2014) reported that only 40 % of 5-6 year olds were attending pre-school. Furthermore, quality is a big concern and huge disparities exist in terms of geographical location and diversity.

Taking this into account, UNICEF will assist the GoB in the allocation of more resources to reach the most deprived children and areas. Besides, the organization will support the Early Childhood Care and Development Programme, as well as the Ministry of Health strategies such as the ones to increase on time interventions for mothers and newborns.

UNICEF's interventions regarding this outcome are wide and go beyond the education sector. The improvement of sanitary conditions and health coverage, among many others, must be addressed in order to accomplish the life-cycle approach of the Programme.

- Girls and boys of primary school age: Improving Equitable Access to Quality Inclusive Education and Reducing the Number of Out-of-School Children

According to UNICEF (UNICEF & GoB, 2017), only one in four children in grade 5 have the required competencies in math and Bangla, while 4.6 million children of primary-school age are still out of school, most of which locate at slums, disaster-prone and hard to reach areas.

UNICEF will concentrate on primary education to strengthen the system's capacity to reduce the number of out-of-school children and increase learning outcomes. UNICEF's contribution to the sector-wide programme aims to create equitable learning opportunities

for all children; offer second chance and alternative education, particularly for the primary-aged children outside the system, like those located in hard to reach areas; strengthen the professional development of teachers; reform the curriculum and assessment system; and enhance early-grade literacy and numeracy skills.

In this case, UNICEF's inputs will be technical assistance for planning and system strengthening, capacity building and policy advocacy. In some specific cases, UNICEF will help build an intervention model and pilot approaches to generate evidence for ongoing advocacy for mainstreaming and scaling-up of interventions. To universalize primary education, priority will be given to systematic improvement of evidence-based planning, from school-level to ministry level.

➤ Adolescents as agents of change: Access to education for adolescents

Currently there are more than 32 million adolescents in Bangladesh, comprising 21% of the population. The challenges facing Bangladeshi adolescents are multi-sectoral and inter-linked and they require urgent attention. A large number of adolescents are out of school and many of them risk getting trapped in low skilled and low paid jobs.

Moreover, only 46 per cent of children attend secondary school, the lowest proportion in South Asia. For adolescent girls and boys, a wide set of deprivations remain unaddressed. In fact, child marriage remains widely accepted with 52% of girls (20 to 24 years) married before they reached the 18 years.

UNICEF aims to remove some of the critical bottlenecks to promote progression to secondary education and beyond by addressing harmful social norms and practices (child marriage, child labor).

➤ Social inclusion and increased awareness of children's rights

This component is horizontal to the programme. It enforces the accomplishment of the previous three and is key to improve the well-being of Bangladeshi children and adolescents, especially for those directly affected by climate change and at risk of disaster, the ones living at urban slums and hard to reach areas, refugee children, and the disabled ones. All of the above, under a gender inclusive approach.

Under this, policies that address the structural causes of inequities should be developed. The idea is to increase investments in children, as social protection is strengthened, with a special focus on gender, disabilities, urbanization and environmental sustainability.

In 2015 child-focused budgeting was established in Bangladesh. However, the allocation of the resources has been affected by corruption and poor monitoring and evaluation systems. Therefore, UNICEF advocates to ensure a sustained allocation towards the priorities of children, which includes strengthening the data collection system, besides fiscal discipline and guidelines, and coordinating with the sub-national level structures.

There have been formulated three strategies in order to achieve the outcomes and activities in UNICEF’s Strategic Programme 2017-2020, which are: (i) Evidence Generation, Policy Dialogue and Advocacy; (ii) Partnership and Participation and (iii) Equity-Responsive and Resilient Service Delivery. Collaboration between the Government and non-governmental organizations (NGOs) will be essential to implement the Programme.

Table 2.1 shows the relation between Bangladesh most important challenges both at the system and delivery service of education and the outcomes and strategic interventions of UNICEF programme 2017-2020.

Table 2.1 - Bangladesh Education Challenges and UNICEF Programme 2017-2020

BANGLADESH EDUCATION CHALLENGES	UNICEF EDUCATION OUTCOMES	UNICEF STRATEGIC INTERVENTIONS
Institutional Capacity	Expanding opportunities for early stimulation and learning	Strengthening capacity to operationalize ECCD policy
Quality of Education		Support to setting standards and increase quality of ECCD services
		Implement and document model daycare services
Social and Cultural Factors		Advocacy, Social Mobilization and Media Campaign for ECCD
Quality of Education	Equitable access to quality inclusive education	Developing/revising PPE standards
		Revision of pre-primary and primary curriculum
		Strengthening of teaching practices
		Assess and document application of School and Classroom Based Assessment (SCBA)
		Data for decision making (monitoring and governance)
Institutional Capacity and Decentralization		SLIP/UPEP and School Effectiveness Grants
Access and Equity	Reducing numbers of out-of-school children	Support to Out-of-School Children
Social and Cultural Factors		Communication, Social Mobilization and Behavior Change

Acces, Equity and Quality	Access to education for adolescents	Modeling life & citizenship skills based education in secondary schools
		Strengthening adolescent's participation to remove barriers that lead them to drop out and not complete their studies
		Education, life & livelihood skill training (Alternative
Strategies: Evidence Generation, Policy Dialogue & Advocacy, Partnership & Participation and Equity Responsive and Resilient Service Delivery		

Source: Econometria, Based on Inception mission

2.2 THEORY OF CHANGE OF THE UNICEF BANGLADESH EDUCATION PROGRAMME 2017-2020.

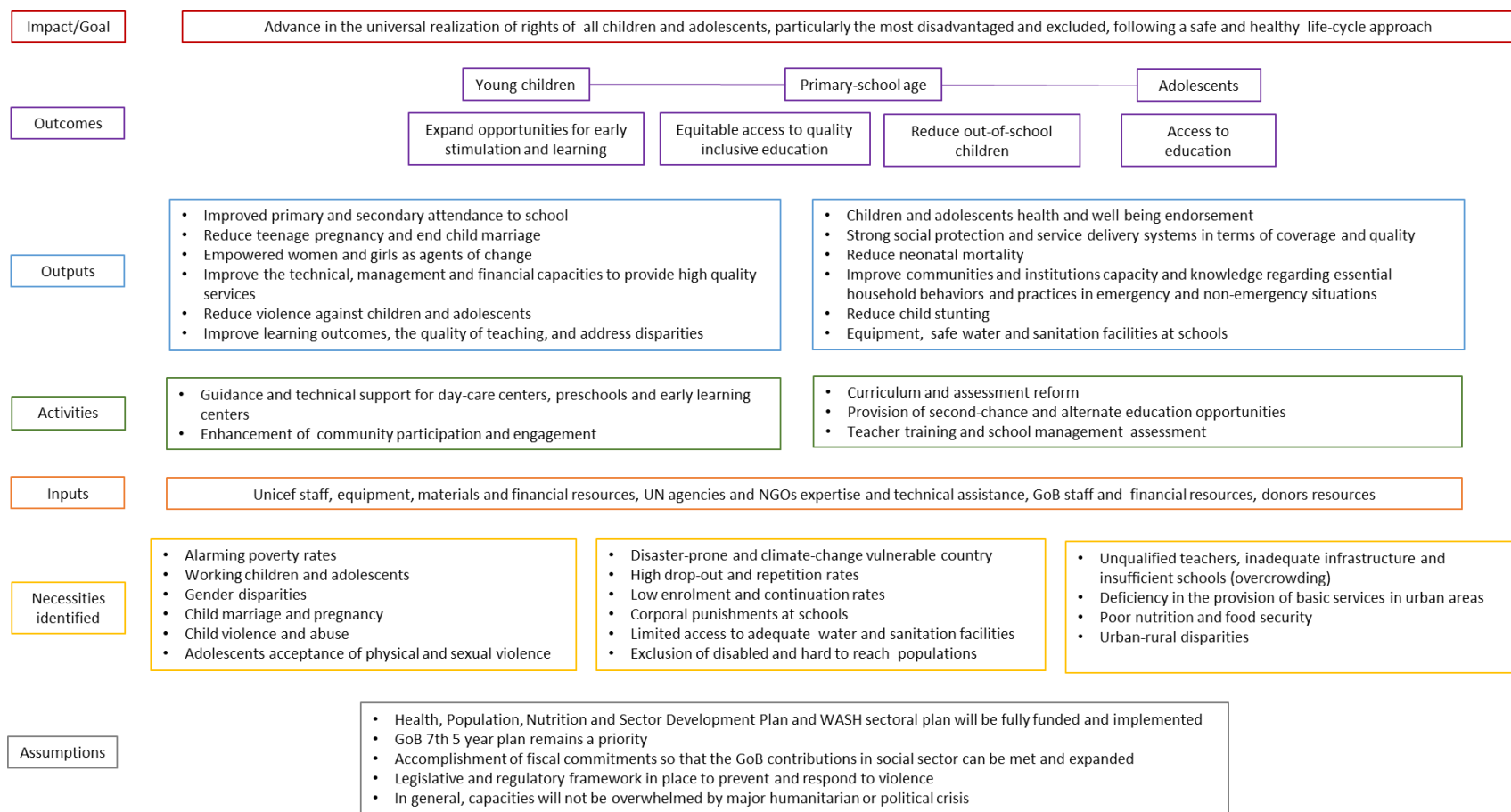
As the main purpose of this evaluation is to determine the relevance, appropriateness, coherence, effectiveness, efficiency, impact and connectedness of the Bangladesh UNICEF’s Education Programme (EP) 2017-2020, the team’s understanding of the theory of change is a key input for the evaluation.

When the Programme began its operations, Bangladesh had a high poverty rate, gender inequality issues, child and adolescent violence, exclusion of those disabled and hard to reach, and deep problems with the education system, besides a migration situation affecting in particular the Cox Bazar district. Therefore, the country was in need to improve not only the access but also the quality of its education system.

In this line, the main goal of the EP 2017-2020 is to advance in the universalization of rights of all children and adolescents, particularly the most disadvantaged and excluded, following a safe and healthy life-cycle approach. To do so, the adequate use of the inputs delivered by UNICEF, other UN agencies and NGOs, and the GoB itself is a key element to accomplish the necessary activities (see Figure 2.1)

If the activities mentioned above are applied properly, and the assumptions presented in Figure 2.1 are respected, the outputs and outcomes of the Programme should be delivered.

Figure 2.1 - Theory of Change 2017-2020 Bangladesh's UNICEF Education Programme



Source: Econometría Based on Terms of Reference

2.3 STAKEHOLDERS AND PARTNERS

This evaluation is of direct interest to UNICEF Bangladesh Office and the Government of Bangladesh (GoB). In this line, the main stakeholders are the MoE (Ministry of Education), MoMPE (Ministry of Mass and Primary Education), the United Nations Country Team (UNCT), NGOs, and other actors such as school administrators and local communities.

UNICEF will partner with the Bangladesh Government (GoB) and NGOs, such as BRAC and Save the Children. Particularly, the last two are important operative partners in the project. Within GoB, the main allies are the MoPME, particularly the Directorate of Primary Education (DPE), and the MoE because of their direct responsibility on the programme. Additionally, important partners in terms of support and cooperation within the government are the Ministry of Women and Children Affairs (MoWCA), the Ministry of Disaster Management and Relief, and the Ministry of Finance (MoF).

Besides, among UNCT, key partners regarding the accomplishment of effective operations are the following: The World Bank (WB), the United Nations Development Programme (UNDP), the World Health Organization (WHO), the United Nations High Commissioner for Refugees (UNHCR), and the United Nations Fund for Population Activities (UNFPA).

Chapter 3

EVALUATION METHODOLOGY

The purpose of the evaluation is to determine, the relevance, appropriateness and coherence, the effectiveness and impact, the efficiency and connectedness and the sustainability of the UNICEF Bangladesh Education Programme (EP). The evaluation will serve for accountability and learning, and to focus on the logics, strategies and partnerships of the EP as a whole where its projects and subprojects might contribute to achieve the overarching objectives.

3.1 METHODOLOGICAL APPROACH

A mix-method approach will be used to evaluate the Education Programmes (EP) combining desk review, quantitative and qualitative techniques. The use of quantitative, qualitative and desk review methods over the same topic allows cross-examination or crosschecking of it, giving more confidence to the results. Areas of agreement and divergence, as well as conclusions can be obtained through the triangulation of results.

Table 3.1 - Mix-methods approach description

	QUANTITATIVE	QUALITATIVE
Desk review	For effectiveness and impact, secondary data from the Annual Education Surveys, data collected by UNICEF (surveys) and others, UNICEF M&E and implementation partners' reports will be reviewed and used. Main education indicators will be selected and tracked over time, comparing schools ⁷ intervened by the EP (2012-2018) and not intervened.	Systematic desk review of key documents will be done to answer all evaluation questions. The programme's documentations, policy framework and GoB strategies, children's necessities reports and diagnosis, UNICEF policies, plans and strategies, will be reviewed for relevance, appropriateness and coherence. For efficiency, effectiveness and impact relevant M&E documents ⁸ , previews evaluations and assessments ⁹ . For sustainability, relevant policies in construction and GoB strengthening documentation will be reviewed. Also, UNICEF and implementation partner's reports will be reviewed. Desk review will also be the foundation for the analysis of UNICEF's role in PEDP3, primarily through the study of previous evaluations of the named programme: rapid assessment, mid-term, and completion report.
Primary data collection	For all criteria assessment, Likert scales will be used to qualify perceptions in the self-administered surveys of education service providers and administrators, and GoB officials also in interviews and focus groups.	For all criteria assessment, perceptions (open questions) will be collected with all relevant stakeholders through the interviews and focus groups, about the concluded programme and the programme in place. Direct observation of services provided will be done during

⁷Depends on the data availability. It would be preferable to have data at school level.

⁸ For example, all UNICEF Annual Reports (COAR) 2012-2017.

⁹ For example, mid-term review of the Strategic Plan 2014-201 and Evaluation of UNICEF Strategic Positioning in Bangladesh.

	QUANTITATIVE	QUALITATIVE
		fieldwork, for all criteria assessment, but especially for sustainability. Few open questions will be included in the self-administered surveys of education service providers and administrators, and GoB officials.

Source: Technical Proposal.

3.2 THEORETICAL APPROACHES

Formative approach: UNICEF Education Programme 2017-2020 evaluation will have a formative approach, consequently efficiency, effectiveness and impact criteria are going to be seen by their potentiality. The evaluation will focus on identifying current obstacles, limitations, opportunities, and advances. It provides learnings for ongoing feedback. Questions to be made are over the actual situation, opportunities, risks, future perspectives and potentiality.

On both cases, participatory assessment, human rights-based, gender mainstreaming and especial focus over capacity building will be the evaluation approach.

Evaluation users: The evaluation will be used by for learning from up to date experience and accountability of the programme, as the UNCT might incorporate the findings of the evaluation to adjust the articulation among agencies. Besides, GoB, will benefit from this evaluation results, lessons learned, and recommendations, for adjusting its actual operation. Both UNICEF-CO and GoB may use this evaluation to adjust joint activities for future projects design and implementation. On the other hand, NGOs will use the evaluation to inform current activities and future project designs.

3.3 DATA COLLECTION METHODS AND TOOLS

Data collection methods proposed are both quantitative and qualitative. During the analysis phase, it will be possible to triangulate different views and sources increasing the validity of the results and resolving potential difficulties associated with the bias in the evaluation design. Five types of data collection methods will be used:

- Document review / secondary data review (DR). All ET members will read all relevant documents. As documents are reviewed, ET will identify and classify essential information that responds to each EQ. The analysis of these documents will provide inputs for a more in-depth understanding, also for formulating new questions, provide data and should allow identifying areas that need further explanation and more in-depth analysis. Desk review will also be the foundation for the analysis of UNICEF’s role in PEDP3, primarily through the study of previous

evaluations of the named programme: rapid assessment, mid-term, and completion report.

- Interviews (Int). Semi-structured interviews will be done with the relevant stakeholders at the national and field levels. UNICEF staff from HQ, ROSA, Dhaka country office and some of the field offices, MoE, and MoPME. Also, as part of the formative evaluation of EP 2017-2020, ET will interview selected head teachers (at schools to be visited) and upazila education authorities (early childhood development centers, primary and secondary schools).
- Focus groups (FG). Group discussions will be done with teachers, parents, SMCs&PTAs and students from different levels (4 FG in each school to be visited). Additionally, at the selected tea garden, enclave and at the city corporation locations, there will be a focus group with parents and with children (boys and girls).
- Survey (S). Self-administered surveys will be done to relevant officials from MoE, MoPME, UNICEF staff and NGOs.
- Direct observation (DO). During the fieldwork, direct observation will be done following a guideline developed during the inception phase as part of the collection tools. This observation includes the non-verbal language used during the interviews and focus groups, observation of the management information system, management processes and selected schools' classrooms, wash blocks, administration spaces, general infrastructure and public utilities, adaptation for disabled children, teaching materials and the observation of some of the teachings during classrooms.

Table 3.2 - Data collection method by source of information

DATA COLLECTION METHOD	SOURCE OF INFORMATION
Document review / secondary data review (DR).	All relevant documents PEDP3 evaluations
Interviews (Int)	National level: UNICEF HQ, UNICEF ROSA, UNICEF CO MoE, MoPME MoSW World Bank ADB JICA SUROVI Ministry of Finance Bangladesh ECD Network Upazila level: Head teachers Education authorities
Focus Groups (FG)	At each school visited: Teachers

DATA COLLECTION METHOD	SOURCE OF INFORMATION
	Parents SCMs & PTAs Students (boys and girls) At tea gardens and city corporations: Parents Children
Survey (S)	MoE MoPME UNICEF staff NGOs.
Direct observation (DO)	Each school visited (school and classroom level) Pre-Primary classroom Early Childhood Development Centres

Source: Econometría

3.4 EVALUATION MATRIX

Following the ToR, Econometría presents the evaluation matrix in Annex 2 including, for each evaluation question (EQ) the indicators / measures and sources of information.

As can be seen in Annex 2 the desk review, the analysis of existing data (information) and interviews with different stakeholders, and with external experts will provide information for all EQ.

Focus groups are planned to be done with teachers – parents – students (EQ20, 22). Self-administered surveys will be done with education service providers and administrators, GoB officials, UNICEF officials, NGO and implementation partners (EQ1-5, 8, 9, 12-32). Direct observation will be mostly used to assess effectiveness (EQ17, 19, 21), impact (EQ 22, 23), efficiency (EQ25, 26), and sustainability (EQ31).

Assumptions: The ET assumes that (1) the education data will be available, hopefully at school level (GoB will share the available education data). (2) Different stakeholders will receive the ET and respond to the interviews and survey (they will have access to internet) and attend the focus groups. (3) UNICEF officials will collaborate with the ET in the fieldwork planning, UNICEF field offices staff will support the ET during the fieldwork and provide local transportation.

3.5 SAMPLE SELECTION

Dhaka is a central point for data collection from the UNICEF sub-office staff, the GoB officials from the Ministries (MoE, MoPME, MoSW, MoH&FW, MoF, MoWCA), other UN agencies staff, other international development agencies (WB, ADB, JICA), and some of the implementation partner’s offices (BRAC, SUROVI, BEN). Based on the information

provided by UNICEF, the ET constructed the list of the relevant stakeholders to be interviewed (Annex 3). Once the information is collected, ET will put together the list of officials (with emails and phone numbers) to include in the self-administered survey.

The fieldwork will include:

- Dhaka national stakeholders (UNICEF, GoB, implementation partners, other UN agencies, other international development agencies).
- 4 out of the 7 UNICEF field offices will be visited.
- From each division, 2 upazilas will be visited, for a total of 8 upazilas. Education authorities will be interviewed (Early Child Development Centers, Secondary & Primary offices).
- In each one of the 8 upazilas to be visited, 1 early childhood center and 1 school (with pre-primary, primary and secondary¹⁰) covered by EP 2017-2020 will be selected to be visited¹¹. In every school, the head teacher will be interviewed, also from the primary level there will be FG with parents, SMC and teachers, and from the secondary level there will be FG with parents, SMC, teachers and students (separate groups by gender); for a total of 64 FG and 8 interviews with Head-Teachers. Also, direct observations will be done in each school, for a total of 8 direct observations. In the early childhood centers the direct observation guide will be applied (which includes interview with the director), for a total of 8 direct observations (with interviews).

Table 3.3 ECD centers and schools gathering tools

EDUCATION LEVEL	GATHERING TOOL	TOTAL
ECD centers	Direct observation	8 (1 per upazila)
Pre-primary	Direct observation	8 (1 per upazila)
Primary	Direct Observation	8 (1 per upazila)
	FG parents	8 (1 per upazila)
	FG SMC/PTA	8 (1 per upazila)
	FG teachers	8 (1 per upazila)
Secondary	FG parents	8 (1 per upazila)
	FG SMC/PTA	8 (1 per upazila)
	FG teachers	8 (1 per upazila)
	FG students boys	8 (1 per upazila)
	FG students girls	8 (1 per upazila)

¹⁰ It is possible that in some areas there is no schools with these characteristics, in those cases the ET will select a pre-primary & primary school and a secondary school separately.

¹¹ Since the evaluation emphasis will be the EP2017-2020, there is a modification in the units to visit as ECD centers are included.

Source: Econometria based on inception mission

- For the 2017-2020 EP, ET will ensure to visit 1 enclave, 1 tea garden and 3 city corporations. In each there will be 2 FG (parents and children), for a total of 10 FG.

Regional sampling selection: The selection of the regional sample departs from the selection of UNICEF field office (4/7). The team used the following criteria for selecting it:

- Those with higher concentration of 2017-2020 EP activities: Cox’s Bazar, Barisal, Khulna, Mymensingh, and Sylhet.

Table 3.4 – UNICEF field offices sorted by 2017-2020 EP activities

	ECCD ACTIVITIES	PRIMARY ACTIVITIES	ADOLESCENTS ACTIVITIES	TOTAL
Cox’s Bazar	8	10	16	34
Barisal	8	9	13	30
Khulna	8	9	13	30
Mymensingh	8	9	13	30
Sylhet	8	9	13	30
Rangpur	8	9	12	29
Dhaka/Urban	8	9	10	27
Chattogram	8	9	12	29

Source: UNICEF EP 2017-2020, RWP Education Section

- Those with special activities as SLIP/UPEP and School Effectiveness Grants (Sylhet, Khulna, Mymensingh, Cox’s Bazar), and support to Cox’s Bazar district host communities to mitigate the effects of the humanitarian crisis on the district (Cox’s Bazar).
- Those with the lowest literacy rate: According to the data presented by Khonder and Mahzab (2015) districts of Sylhet, Chattogram, and Mymensingh have the lowest literacy rate.
- Tea gardens: Tea producing districts include Maulvi Bazar, Habiganj, Sylhet, Chattogram, Panchagarh, Brahmanbaria and Rangamati (Teaboard GoB, 2015).
- City corporations: Bangladesh’s city corporations are Dhaka North, Dhaka South, Gazipur, Narayanganj, Barisal, Khulna, Mymensingh, Rajshahi, Rangpur, Cumilla, Chattogram and Sylhet.

The next table summarizes the criteria presented for the five divisions (field-office) with higher concentration of 2017-2020 EP activities:

Table 3.5 – Division selected sorted by sampling criteria

	EP - TOTAL ACTIVITIES	EP HUMANITARIAN CRISIS ACTIVITIES	EP- SLIP/UP EP ACTIVIT IES	LOW LITERACY RATE	TEA GAR DENS	CITY CORPOR ATIONS	SC OR E
Chattogram (Cox's Bazar)	XX	X	X				4
Barisal	X					X	2
Khulna	X		X				2
Mymensingh	X		X	X			3
Sylhet	X		X	X	X		4

Source: Econometría based on UNICEF EP 2017-2020, RWP Education Section.

As a result, Sylhet, Cox’s Bazar (Chittagong), Mymensingh and Khulna meet most criteria. Additionally, they represent geographical diversity as they are located respectively in the North-East, South East, North and South-West.

Figure 3.1 – Division selection for fieldwork



Source: Econometría

Selection of divisions: Within the four divisions selected before, the team will select districts, with exception of the district of Cox’s Bazar which has already selected. The criteria to select them are the following:

- Those with highest concentration of 2017-2020 EP activities.
- Those with special activities (i.e. Operational research districts on keeping girls in schools).

- Those with early childhood centers and schools with pre-primary, primary and secondary.
- Those with SLIP/UPEP activities
- Geographical diversity

Selection of the upazilas: Two upazilas will be selected in Khulna, in Mymensingh, in Sylhet (where one of them is a tea garden), and in Chittagong (where one of them will be within the Cox’s Bazar district). The criteria to select them are the following:

- Those with higher concentration of 2017-2020 EP activities.
- Special activities (i.e. Operational research districts on keeping girls in schools).
- Those with early childhood centers and schools with pre-primary, primary and secondary.
- Those with SLIP/UPEP activities
- Geographical diversity

Selection of the schools: Based on the EP universe (early childhood centers and schools), the ET will identify those schools with pre-primary, primary and secondary, and from them will apply a probabilistic stratified sampling. There will be an over-sample selection in cases where some schools need to be replaced due to extreme difficult accessibility conditions or closure.

This selection can be done based on the information that UNICEF share with the ET. For that purpose, the team needs the universe of schools and early childhood centers included in 2017-2020 EP, with the division-district and upazila information. The data need to include basic characteristics of the schools, in particular whether they have pre-primary, primary and secondary.

3.6 QUALITY CONTROL AND ETHICAL CONCERNS

Ensuring quality: UNEG Quality for evaluation report (UNEG, 2010) and UNICEF quality standards for evaluations will be applied (UNICEF, 2017). Results based management principles and logical framework analysis will be applied. All conclusions will be clearly evidence-based and that they will follow logically from the analysis that was made of the evaluators’ findings. Recommendations should also be derived logically from the main conclusions of the evaluation and be useful to the users of this evaluation. Internal quality measures also will be applied:

The usual mechanisms of Econometría are based on forms of interaction and coordination between the team of consultants and the client, in this case, UNICEF. These mechanisms aim at impartiality, independence, credibility, and utility.

The interaction between the Econometría and UNICEF counterpart (Evaluation Manager-EM and Reference group) seeks to achieve an efficient and effective information flow and decisions, allowing to solve the various obstacles rapidly.

All ET members will read all the relevant documents, will receive a team leader’s debriefing, and will be adequately trained for the fieldwork activities. The team leader will coordinate and follow closely all the activities. The team leader will review and ensure quality of all the intermediate internal inputs that ET members will deliver.

The evaluation team leader is responsible for managing commitments to deliver the required quality levels established in the ToR and the contract. Econometría will evaluate each report internally before submitting it to UNICEF to ensure that all the expected components are included, and the report accomplishes quality criteria in form and content. Econometría has an Advisory Committee with members of high technical and academic qualities.

Limitations and risks: Limitations of methods and approaches, and proposed mitigation measures of the evaluation are the following:

Table 3.6 - Risks and proposed mitigation measures

RISKS	PROPOSED MITIGATION MEASURES
Interviewees may, in some cases, not speak English sufficiently well or not at all	National ET member and expert are Bengladsh as fieldwork staff in charge of the interviews and focus groups. ET leader will be supported by an interpreter
Too many stakeholders to be met and interviewed, so there is not enough time to see them all	1. Prioritize strictly, and 2. Divide the meetings and interviews among the individual ET members and staff of support
ET will work separately during the collection of information	Team leader will assure that all the evaluation members that collect information are well trained. Every day, during fieldwork ET members will share the experience and learning. The team leader will follow closely all the fieldwork process and ensure high and standard quality
The number of schools that will be visited is insufficient to constitute a statistically valid sample	These visits to the schools will focus on qualitative analysis primarily. This will be complementary to a quantitative analysis of the available data from the M&E monitoring systems (UNICEF and GoB)
Data limitations: School information not available or not complete. M&E information not complete	Identification of topics that require further deepening and use alternative sources
Delay in the approval of Inception report, particular evaluation matrix and data collection tools	Follow up meetings (UNICEF-ET) sharing and discussing evaluation matrix and data collection tools
School calendar limitation	Fieldwork out of Dhaka will be developed during last week of Nov/2018 and first of Dec/2018; and during the third week of Jan/2019
Security or environmental problems	Replace visit locations in case of any highly risk situation (floods for example)

Source: Technical proposal

Ethical concerns: This evaluation will be conducted following the UNEG Ethical Guidelines for Evaluation (2008), which provide professional standards and ethical and moral principles. Human rights-based and gender perspective will be the evaluation’s approach. Additionally, Econometría will ask for an Institutional Review Board (IRB) ethical concept on the evaluation. Moreover, Econometría has its own guidelines and Ethics Committee, which is in charge of the supervision of every evaluation Econometría conducts, some of the procedures are:

- Design the activity to get valid information: develop protocols that clarify objectives and procedures; apply community definitions; all instruments for data collection will be reviewed and discussed with experts.
- Anticipate adverse consequences: Interviewers would have experience working with children; if the safety of children and adolescents is compromised, the evaluation team will not proceed.
- Conduct consent and interviewing procedures with sensitivity to children’s specific needs: kids must give their agreement to participate, parents must be aware of their children participation in the focus groups and teachers must approve their participation; make sure that children know they can stop or withdraw at any time; consent forms and informational tools would be developed.
- Confirm that all stakeholders are well informed and understand the evaluation purpose, their role in it, limits to the activity and next steps.
- Consent from all stakeholders may be requested.

Full confidentiality will be applied so that any statement may not be attributed to a named individual or cannot be traced to its source.

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ANNEX 1: EVALUATION MATRIX

Eval Categories	Eval Question	Indicators / measures	Sources of information											
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs		
A. Relevance and appropriateness	1. How closely aligned is the EP, its interventions and plans, with relevant planning and policy framework of the GoB?	Level of alignment of EP with GoB planning and policy framework	X	X	X							X		
	2. How aligned are the Education Programme Interventions with the outcomes and results the programme expect to achieve?	Internal level of alignment of EP (within). EP Outputs and outcomes indicators baselines vs. targets	X	X	X							X		
	3. Is there TOC being followed? Does it include all the factors necessary for the TOC to be relevant? Does it need to be adjusted in any way?	TOC level of relevance	X											
	4. How closely linked are the specific interventions chosen with the full scope and scale of beneficiaries' need in Bangladesh, both in an emergency and a development setting?	Level of appropriateness toward beneficiaries' needs EP Outputs and outcomes indicators baselines – targets vs. needs.	X	X	X	X								
	5. How well is the program preparing for changing needs as Bangladesh transits to a middle income country (MIC)?	UNICEF intervention 2017-2020 appropriateness as Bangladesh transits to a MIC (2021).	X	X	X								X	
	6. Has the Education Strategy 2017-2020 appropriately reflected and contextualized UNICEF common principles such as UNICEF Strategic Plan, SDGs, Convention on the Rights of the Child, the Core Commitments for Children in Emergencies?	Level of alignment with UNICEF SP, SDG, etc.	X	X										

Eval Categories	Eval Question	Indicators / measures	Sources of information										
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs	
	7. How appropriate is UNICEF's current approach for education systems building focusing on education system strengthening in light of Bangladesh' s context of lower middle income country?	Appropriateness of EP approach vs. Bangladesh context of LMIC	X	X	X								
	8. Where within the Education Sector has the UNICEF Education Programme been established as a critical actor that must remain present? Where has UNICEF not achieved critical status and needs to either become better or to consider exiting in favour of a better equipped stakeholder?	UNICEF achievement of critical status	X	X	X							X	
B. Coherence	9. How clearly are the programme's objectives, and the means to achieving them, understood by key stakeholders	Level of understanding by key stakeholders of EP objectives and means.		X								X	
	10. How comprehensive are the projects chosen as a necessary and sufficient suite of interventions to support high-quality education services and robust education system, and in particular those that are most likely to: a. Improve the quality of education services and access to them for all children b. Expand opportunities for early stimulation and learning. c. Increase equitable access to quality inclusive education.	Level of coherence of the projects vs high-quality education and robust education system goals	X	X		X							

Eval Categories	Eval Question	Indicators / measures	Sources of information										
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs	
	d. Reduce out of school children and e. Increase access to education for adolescents.												
	11. Talking as a starting point the Bangladesh Situation Analysis, did UNICEF select priority program elements with due consideration for its comparative strengths, government expectations and the capacities of other sector actors?	Coherence of priority program elements with stakeholders capacities and expectations	X	X	X								
C. Effectiveness	12. How effective has been the programme and which changes need to happen in terms of development and implementation of education and multisector policies, strategies and costed action plans?	Effectiveness (planned targets vs. performance) of development and implementation of education and multisector policies, strategies and costed action plans.	X	X	X							X	
	13. How effective has been the programme and which changes need to happen in terms of strengthening sector coordination and governance?	Effectiveness (planned targets vs. performance) of strengthening sector coordination and governance	X	X	X							X	
	14. How effective has been the programme and which changes need to happen in terms of creating and evidence base and building capacity at national and sub-national level for evidence and equity based planning and budgeting?	Effectiveness (planned targets vs. performance) creating and evidence base and building capacity at national and sub-national level for evidence and equity based planning and budgeting	X	X	X							X	

Eval Categories	Eval Question	Indicators / measures	Sources of information									
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs
	15. How effective has been the programme and which changes need to happen in terms of identifying successful interventions for scale up and scaling them up through government systems?	Effectiveness (planned targets vs. performance) identifying successful interventions for scale up and scaling them up through government systems	X	X	X	X					X	
	16. How effective has been the programme and which changes need to happen in terms of strengthening management information systems and institutionalizing quality improvements?	Effectiveness (planned targets vs. performance) strengthening management information systems and institutionalizing quality improvements	X	X	X						X	
	17. How effective has been the programme and which changes need to happen in terms of delivering quality education services that are inclusive, equitable, sustainable, cost-effective, gender responsive and climate-resilient?	Effectiveness (planned targets vs. performance) in delivering quality education services that are inclusive, equitable, sustainable, cost-effective, gender responsive and climate-resilient	X	X	X						X	X
	18. How effective has been the programme and which changes need to happen in terms of adopting an education system strengthening approach for achieving effective coverage of education services?	Effectiveness (planned targets vs. performance) in adopting an education system strengthening approach for achieving effective coverage of education services	X	X	X	X					X	
	19. How effective has been the programme and which changes	Effectiveness (planned targets vs. performance)	X	X	X	X					X	X

Eval Categories	Eval Question	Indicators / measures	Sources of information										
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs	
	need to happen in terms of mobilizing and engaging families, communities, local government bodies and key influencers through C4D strategies to address socio-cultural barriers and bottlenecks, increase demand for utilization of education services and promote practice of desired behaviours?	in terms of mobilizing and engaging families, communities, local government bodies and key influencers through C4D strategies to address socio-cultural barriers and bottlenecks, increase demand for utilization of education services and promote practice of desired behaviours											
	20. How effective has been the programme and which changes need to happen in terms of what intended outcomes, positive as well as negative, have resulted from the programme?	Effectiveness (planned targets vs. performance) of intended outcomes (positive and negative).	X	X	X	X	X	X	X	X	X	X	
	21. How effective can be in the new country programme structure of a life cycle approach where different sections work jointly within outcomes (life phase) conducive to achieving the results of the education programme?	Potential effectiveness in the new country programme structure of a life cycle approach	X	X								X	X
D. Impact	22. How successful has the programme been to date in, and are there signs of (early) impacts of: a. Expanding opportunities for early stimulation and learning. b. Increasing equitable access to quality inclusive education.	Impact (data from 2010-2018); (planned vs. performance) of: • Enrolment • Attendance • Drop-outs • Completion (primary &	X	X	X		X	X	X	X	X	X	X

Eval Categories	Eval Question	Indicators / measures	Sources of information										
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs	
	c. Reducing out of school children d. Increasing access to education for adolescents e. Ensuring education in emergencies	secondary) • Literacy rate • Contact hours By gender / disability Education in emergencies. Complementary indicators: -teacher:student ratio, -classroom:student ratio, -Toilets: student ratio -School feeding Impact perceptions – Likert scales											
	23. To what extent are these gains directly attributable to the programme's intervention?	UNICEF level of inherence over impact results	X	X	X							X	X
E. Efficiency	24. How efficiently has UNICEF used the resources dedicated to the programme to deliver high-quality outputs in a timely fashion, and to achieve targeted objectives (i.e. is UNICEF expending the least amount of resources to achieve programme effects)?	Level of efficiency in the use of resourced: cost vs. outputs (coverage). Planned time-line accomplishments.	X	X									
	25. How successfully has UNICEF coordinated with other key actors (e.g. implementation partners, Ministry of Primary and Mass Education, Ministry of Education and other line ministries, other entities conducting complementary	Level of efficiency in coordination – join efforts – non-duplications	X	X	X							X	X

Eval Categories	Eval Question	Indicators / measures	Sources of information										
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs	
	interventions) to ensure non-duplication of efforts, a clear delineation of roles and responsibilities within joint programmes, and the overall success of the programme's implementation?												
	26. How has the focus on 22 districts, tea gardens, city corporations and enclaves and their type (i.e. poor performing, child marriage, climate change) affected efficiency in service delivery interventions?	Level of efficiency on the delivery of outputs related to geographical coverage	X	X	X							X	X
F. Connectedness	27. How effectively has the Education Programme coordinated with other UNICEF sections (e.g. C4D, Health, Nutrition, WASH, SPEAR) to ensure that further building blocks that lie outside the scope of the present programme are in place?	Level of internal connectedness	X	X								X	
	28. What is the perception of the partners of the UNICEF education programme in terms of technical salience, comparative advantage, cooperativeness, and sectoral alignment with other stakeholders?	Level of UNICEF-partners connectedness	X	X	X							X	
	29. How successful has the programme been in setting up and strengthening key and innovative partnerships and Government-NGO-private sector partnerships for	Level of UNICEF-GoB-NGO-private connectedness	X	X	X							X	

Eval Categories	Eval Question	Indicators / measures	Sources of information										
			Desk Review	Intvw Nat Stkh	Intvw Educ Auth	Intvw Head Teacher	FG Student	FG Parent	FG Teacher	FG SMC/PTA	Survey	Dir Obs	
	promoting quality of education services?												
	30. How well is the Bangladesh Country Office Education Programme supported by and effectively draws from UNICEF HQ Education team and staff? Are the benefits of being in a multi-tiered organization being maximized?	Level of UNICEF Bangladesh-UNICEF HQ Education connectedness	X	X								X	
G. Sustainability	31. How successful has, the programme been in equipping the government and strengthening government systems to scale-up and sustain the successfully proven interventions once UNICEF support comes to an end?	Level of sustainability	X	X	X	X						X	X

ANNEX 2: INFORMATION GATHERING TOOLS

Table A2.1 - Online Survey Instrument

EQ NO.	PLEASE ANSWER IN A SCALE FROM 1 TO 5. MARK 1 IF YOU TOTALLY DISAGREE AND 5 IF YOU TOTALLY AGREE. NOTE: IF YOU FEEL YOUR JOB POSITION DOESN'T ALLOW YOU TO ANSWER DE QUESTION PLEASE MARK DOESN'T APPLY.	1	2	3	4	5	DOESN'T APPLY
0.1	PEDP4 is well prepared for changing needs, as Bangladesh transits to a middle-income country (MIC)						
0.2	UNICEF has achieved a critical status within the Education Sector that must remain present						
1.	It is expected that by 2020, women, infants and young children in Bangladesh, especially the disabled and the most disadvantaged living in urban, remote and disaster-prone areas, utilize quality and sustainable social services in a safe environment, and their families are empowered to practice positive behaviour. In this respect, please answer these questions:						
1.1	There is a rise in the number of boys and girls age 3-5 years who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional and learning (MICS)						
1.1.1	There is an effective early learning policy with clear budget allocation in place						
1.1.2	This early learning policy and early learning programme include quality early learning curriculum and standards						
1.2	There is a rise in the number of young children enrolled in grade I with Pre-Primary exposure						
1.2.1	The early learning policy and early learning programme include safe and protective ECCE facilities.						
1.2.2	There are ECD Centres that provide Integrated ECD services based on national standards						
2.	It is expected that by 2020, boys and girls of primary school age, especially from hard-to-reach and vulnerable areas, are learning equitably in an environment that is inclusive, healthy, safe and resilient. In this respect please answer these questions:						
2.1	There has been an improvement in the primary school attendance ratio for boys and girls.						
2.1.1	There is a national education strategy/plan that promote equity in terms of access and learning						
2.2.1	There is availability of strong evidence of successful and cost-effective innovations to improve access and learning for the most disadvantaged children						
2.2.2	There exists a physical environment in schools that is appropriate for children with disabilities						
2.2.3	Learning outcomes are measured in all schools with Child Friendly Schools/education or similar models						
2.2.4	The number of Out of school children in the reporting year accessing formal or non-formal education have risen.						
2.3.1	There is community (including students') participation in school management committees at primary and secondary levels.						

EQ NO.	PLEASE ANSWER IN A SCALE FROM 1 TO 5. MARK 1 IF YOU TOTALLY DISAGREE AND 5 IF YOU TOTALLY AGREE. NOTE: IF YOU FEEL YOUR JOB POSITION DOESN'T ALLOW YOU TO ANSWER DE QUESTION PLEASE MARK DOESN'T APPLY.	1	2	3	4	5	DOESN'T APPLY
3.	It is expected that by 2020, adolescent girls and boys in Bangladesh, especially the most disadvantaged in urban poor, remote and disaster-prone areas, utilize quality basic social services in a safe and protected environment, and are empowered and resilient as active agents of change. In this respect please answer these questions:						
3.1	There has been an improvement in the secondary school attendance ratio for adolescent boys and girls.						
3.1.1	The life skills and citizenship education are embedded in the policy and curriculum frameworks						
3.1.2	The life skills and citizenship education are embedded in teacher training with substantive guidance for implementation in schools						
3.2.1	There exists a supportive learning environment for girls' secondary education						
3.3.1	There is an active involvement of school management committees at primary and secondary levels in the development of school improvement plans and monitoring of schools						
3.3.2	There is a strong engagement of local communities in life skills and citizenship education						
4.	It is expected that by 2020, an enhanced policy environment and national/sub-national systems are in place for the realization of child rights, with a focus on equity, guided by knowledge and evidence. In this respect please answer this question:						
4.1.1	There has been an improvement in the engagement of adolescent boys and girls from selected communities in developing desired behaviors and facilitate action to eliminate harmful social norms and practices, with a focus on ending child marriage.						

Table A2.2 – Head Teachers Interviews Instrument

INTERVIEWER. This questionnaire is designed to be applied with the *head teachers at the selected schools* and should be used as a flexible guide to generate a conversation with the interviewee. It is divided into five sections that must be treated in the order that the interviewer considers being most in line with the conversation.

EDUCATION SECTOR INSTITUTIONAL CAPACITY	
<p>Interviewee perception.</p> <p>From your experience what are the biggest challenges in managing your school?</p>	<p><i>INTERVIEWER: Please always ask the interviewees to explain their answer</i></p> <p><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>Recommendation:</p> <p>What do you need to improve the way you are managing the school and have excellent results?</p>	<p><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
Education sector financing	
<p>Interviewee perception.</p> <p>What kind of resources do you have to manage the school? Are these resources sufficient?</p> <p>What do you spend them on? How do you spend them?</p> <p>How do you account for these resources? Who supervises you?</p>	<p><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p> <p><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>Recommendation:</p> <p><u>In your opinion</u>, What remains to be done to achieve sufficient funding for schools in Bangladesh?</p>	

	<p style="text-align: right;">SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Staff turnover</p>	
<p>Interviewee perception.</p> <p>From 1 to 5 (being 1 the lowest score and 5 the highest), please rate how stable the staff (teachers and administrative people) in this school?</p> <p>Explain your answer: why did you give that grade?</p> <p>What do you think are the causes of staff turnover?</p> <p>What consequences do you think staff turnover brings?</p> <p>As the school head teacher, what do you do to guarantee the stability of your staff?</p>	<p><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p> <p style="text-align: right;">SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>

<p>Recommendation:</p> <p><u>In your opinion</u>, what remains to be done to guarantee stable staff?</p>	<p style="text-align: right;"><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
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Career development opportunities

<p>Interviewee perception.</p> <p>What kind of training have teachers from this school received?</p> <p>Do you consider this training useful? Why?</p> <p>What type of incentives do teachers receive to participate in the training process? Do these incentives contribute to the development of their careers? Do this contribute to increase salary?</p> <p>Do you perceive any difference between the career development opportunities for women compared to those opportunities for men?</p>	<p style="text-align: center;"><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p> <p style="text-align: right;"><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
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<p>Recommendation:</p> <p><u>In your opinion</u>, what remains to be done to achieve career development opportunities?</p>	<p style="text-align: right;"><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
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Social and cultural factors

<p>Interviewee perception.</p> <p>From your experience which social and cultural factors affect children and adolescents to access to education?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Recommendation:</p> <p><u>In your opinion</u>, what remains to be done to overcome the adverse effects of social and cultural factors to achieve a more equitable education system?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>

Table A2.3 Upazila Authorities Interview Instrument

INTERVIEWER. This questionnaire is designed to be applied with the *authorities of the education sector at the upazila level* and should be used as a flexible guide to generate a conversation with the interviewee. It is divided into five sections that must be treated in the order that the interviewer considers being most in line with the conversation.

EDUCATION SECTOR INSTITUTIONAL CAPACITY	
<p>Interviewee perception.</p> <p>From your experience what are the biggest challenges in managing the education sector in this upazila?</p>	<p><i>INTERVIEWER: Please always ask the interviewees to explain their answer</i></p> <p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Recommendation:</p> <p><u>In your opinion</u>, what remains to be done in terms of education sector management?</p>	

	SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION
Education sector financing	
<p>Interviewee perception.</p> <p>What kind of resources do you have to manage the education sector at this upazila? Are these resources sufficient?</p> <p>In What do you spend them? How do you spend them? Creo que esto conduce a la misma respuesta.</p> <p>Do these resources respond to the needs of the education sector of this upazila?</p> <p>How do you account for these resources? Who supervises you?</p>	<p style="text-align: center;"><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p> <p style="text-align: center;">SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Recommendation:</p> <p><u>In your opinion</u>, What remains to be done to achieve sufficient funding for Bangladesh's education sector?</p>	<p style="text-align: center;">SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
Staff turnover	
<p>Interviewee perception.</p> <p>From 1 to 5 (being 1 the lowest score and 5 the highest), please rate how stable is the education staff in your schools?</p> <p>Explain your answer: why did you give that grade?</p> <p>What do you think are the causes of staff turnover?</p>	<p style="text-align: center;"><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p>

<p>What consequences do you think staff turnover brings?</p> <p>What do you do to guarantee the stability of your staff?</p>	<p style="text-align: right;"><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>Recommendation:</p> <p><u>In your opinion</u>, what remains to be done to stabilized staff turnover?</p>	<p style="text-align: right;"><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>Career development opportunities</p>	
<p>Interviewee perception.</p> <p>What kind of training have teachers of this upazila received?</p> <p>Do you consider this training useful? Why?</p>	<p style="text-align: center;"><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p>

<p>What type of incentives do teachers receive to participate in the training process? Do these incentives contribute to the development of their careers?</p> <p>Do you perceive any difference between the career development opportunities for women compared to those opportunities for men?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Recommendation:</p> <p><u>In your opinion</u>, what remains to be done to achieve career development opportunities?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Social and cultural factors</p>	
<p>Interviewee perception.</p> <p>From your experience which social and cultural factors affect the most the equitable Access to education for both children and adolescents?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Recommendation:</p> <p><u>In your opinion</u>, What remains to be done to overcome the effects of social and cultural factors on education?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>

Table A2.4 National Interviews Instrument

INTERVIEWER. This questionnaire is designed to be applied with *stakeholders at the national level* and should be used as a flexible guide to generate a conversation with the interviewee. It is divided into six sections that must be treated in the order that the interviewer considers being most in line with the conversation.

	<i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i>
Education sector financing	
<p>Interviewee perception.</p> <p>From 1 to 5 (being 1 the lowest score and 5 the highest), please rate how sufficiently is the education sector financed in Bangladesh?</p> <p>Explain your answer: why did you give that grade?</p>	<p><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p> <p style="text-align: center;"><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>Recommendation. <u>In your opinion,</u> what remains to be done to achieve sufficient funding?</p>	<i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i>
<p>UNICEF's role. <u>Related to your answer,</u> what could UNICEF's role be?</p>	<i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i>
Staff turnover	
<p>Interviewee perception.</p> <p>From 1 to 5 (being 1 the lowest score and 5 the highest), please rate how stable the education staff turnover at the regional level, meaning districts and upazilas?</p> <p>Explain your answer: why did you give that grade?</p> <p>From 1 to 5 (being 1 the lowest score and 5 the highest), please rate how stable is the education staff at the national level?</p> <p>Explain your answer: why did you give that grade?</p>	<p><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p>

	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Recommendation:</p> <p><u>In your opinion</u>, what remains to be done to stabilized staff turnover?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>UNICEF's role:</p> <p><u>Related to your answer</u> What could UNICEF's role be?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Career development opportunities</p>	
<p>Interviewee perception.</p> <p>From 1 to 5 (being 1 the lowest score and 5 the highest), please rate the development of the policy for career progression of the teachers, head teachers, and DPE officials?</p> <p>Explain your answer: why did you give that grade?</p>	<p><i>INTERVIEWER: Please always ask the interviewee to explain their answer</i></p> <p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>

<p>Do you perceive any difference between the career development opportunities for women compared to those opportunities for men?</p>	
<p>Recommendation: <u>In your opinion</u>, what remains to be done to achieve career development opportunities?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>UNICEF's role <u>Related to your answer</u>, what could UNICEF's role be?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Social and cultural factors</p>	
<p>Interviewee perception. From your experience which social and cultural factors affect children and adolescents to access to education?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>Recommendation: <u>In your opinion</u>, what remains to be done to overcome the adverse effects of social and cultural factors to achieve a more equitable education system?</p>	<p>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</p>
<p>UNICEF's role: <u>Related to your answer</u>, what could UNICEF's role be?</p>	

	<p><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>About PEDP4</p>	
<p>Interviewee perception of the role of international aid.</p> <p><u>In terms of the role of international aid</u> What are in your opinion the most important achievements of the PEDP4 until now</p> <p>What are the biggest challenges faced until now?</p>	<p><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>Cost-effectiveness:</p> <p>What actions could be implemented to achieve better outcomes from the financial investment made by the PEDP4?</p>	<p><i>SPACE TO TAKE NOTES AND SYSTEMATIZE INFORMATION</i></p>
<p>Institutional Coordination</p> <p>How do you coordinate strategies with order donors to support the education sector in Bangladesh? How is this coordination specifically with UNICEF?</p> <p>How is the role of the government in the coordination of the different stakeholders?</p>	<p>ONLY FOR INTERNATIONAL DEVELOPMENT AGENCIES</p>

<p>Institutional Coordination</p> <p>How do you coordinate the support from all international development agencies to the education sector in the country?</p> <p>How do you coordinate the actions of the different agencies?</p>	<p>ONLY FOR GOVERNMENT</p>
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Table A2.5 - Observation Guideline Instruments

SCHOOL AND CLASSROOM OBSERVATION GUIDELINE INSTRUMENT.

SCHOOL LEVEL

DIMENSION	CRITERIA	COMMENTS
School Management	Is the Principal in the school when your visits	
	Is there a useful information in relation to the school management (for example publications on the walls, organization charts, educational programs etc.)	
	Do you observe any space where students' work is displayed?	
	Does the school have a library?	
	Does the school have a sport space?	
	Does the school have a multiple classroom and/or auditorium?	
	What kind of communication media does the school have?	
	The school provides services such as: vocational guidance, school reinforcement, prevention of psychosocial risks, sports classes, arts and cultural activities.	
	Do the school management comities at primary and secondary levels are active involved?	
Infrastructure: Describe the physical conditions of the school in the following spaces	Classrooms	
	Recreation/ Play spaces	
	Laboratory/ Workshops	
	Sanitary batteries	
	Cafeteria or Restaurant	
	Teacher's room	
	Computer room	
	Principal Office	
	Disabled installation	

Classroom Level

DIMENSION	AREA & CRITERIA FOR EFFECTIVE TEACHING	COMMENTS
Classroom Management	Teacher sets objectives	
	The educator and students possess course outline and learning material.	
	The classroom environment is inviting and conducive to quality teaching, learning and assessment.	
	The educator ensures that all students have the relevant resources (learning materials).	
	Good order and discipline support quality teaching and learning in the classroom.	
Content and presentation	Content and instructions are explained clearly at the correct pace, level, breadth, depth, length, and in a logical order	
	Presentation is lively and interesting	
	Subject knowledge of the educator is sound	
	Voice is clear and easily heard	
	Understanding is checked e.g. by question and answer	
Instructional Support and Resources	Teacher links to prior learning	
	Teacher gives students the change to problem-solve	
	Teacher prompts students through feedback	
	Students discuss Content	
	Adequacy: Resources are adequate, appropriate, effective and up to date	
	Handouts are clear, well designed, fit for purpose, and well produced. Extensive writing of notes unnecessary.	
	A variety of media and methods are used	
	Teacher acknowledges student contributions to discussion, helping students extend their responses.	
	Safety of the equipment and its use are ensured	
	Accommodation is appropriate and well managed	

DIMENSION	AREA & CRITERIA FOR EFFECTIVE TEACHING	COMMENTS
	Room layout is appropriate and effective	
Emotional Atmosphere relationships	Teacher praises students	
	Teacher uses student names	
	Teacher walks around the classroom and checks in with students	
	Teacher encourages students to work in groups	
	Atmosphere is positive, enthusiastic, purposeful, and warm.	
	Inclusivity: Efforts are made to value and include all students	
	Rapport: Efforts are made to achieve mutual respect	
	Student – student relationships are good or developed	
	Dignity: Learners are treated with respect and dignity	

PRE-PRIMARY CLASSROOM OBSERVATION GUIDELINE CENTRE EL TITULO

DIMENSION	CRITERIA	COMMENTS
GENERAL CONDITIONS	The classroom has enough space, with good maintenance, light and adequate ventilation: There is space for children, educators and furniture.	
	The classroom offers different scenarios or learning spaces: <ul style="list-style-type: none"> ▪ There are 4 or more scenarios ▪ Children can reach them ▪ They are well organized 	
	The classroom has enough learning materials (books, colors, papers, stories, toys, puzzles, blocks, pencils, colors, billboards etc.) and available to children	
	The classroom has materials that represent different cultures and promote the identity of the local culture: photographs, stories, songs, images, artistic objects, clothing, food, language	

TEACHERS	<p>Educators have the proper training to perform their daily functions.</p> <ul style="list-style-type: none"> ▪ Educators have experience ▪ Educators have some type of study certification ▪ Educators took at least one refresher course last year related to child development or management and pedagogical practices. 	
	<p>The educator uses a process of identification of the child's interests. Both the general interest of the group and the individual interest of each child.</p>	
	<p>The planning of classroom activities is done according to the curriculum and interests of the child</p>	
	<p>The working day has a balanced use of activities: individual, collective and small groups</p> <ul style="list-style-type: none"> ▪ The day includes various types of activities ▪ Sometimes the same type of activity is used twice ▪ The day balances the activities proposed for children and adults. 	
LEARNING ENVIRONMENT	<p>It is seen that adults and children are always involved in some learning experience and the transitions between activities are fluid</p>	
	<p>The activities allow children interact with reality, touching, exploring, examining, experimenting. (Active Learning)</p>	
	<p>The educator uses strategies to observe, ask, repeat and expand in his conversation with children</p>	
	<p>The educator maintains a perspective of the entire classroom, even when working with a child individually or with small groups</p>	
	<p>The educator approaches the conflict with naturalness, firmness, and patience.</p> <ul style="list-style-type: none"> ▪ Listen to the parties involved ▪ Ask the children to offer realistic solutions ▪ Proposal of the final solution of the children. 	
	<p>The environment of the classroom promotes that children have a positive and collaborative relationship between them</p> <ul style="list-style-type: none"> ▪ Children interact with each other ▪ Quiet interaction is observed 	

	<ul style="list-style-type: none"> ▪ Courtesy predominates (Children ask for things, treat them with respect) 	
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ECD CENTER

DIRECT OBSERVATION GUIDELINE

DIMENSION	CRITERIA	COMMENTS
PHYSICAL SPACE:	The classrooms are enough to provide the service to the number of children in the center	
	<p>There are outdoor spaces for safe play, with good maintenance and that promotes body activity (Climb, jump, hang, swing, pull, push, run):</p> <ul style="list-style-type: none"> ▪ It has a wide area ▪ Devices are in good condition ▪ Suitable for the size of children ▪ Children can be easily observed ▪ There are various materials that promote body activity: hoops, balls, objects to pull 	
	<p>The center has a functional sanitary service and in good condition</p> <ul style="list-style-type: none"> ▪ There are toilets adapted to the size of children ▪ They have toilet paper ▪ They have running water ▪ They are clean ▪ They have soap ▪ They clean towels 	
EDUCATIONAL PROGRAM	The curriculum has a comprehensive vision of development (physical, cognitive, emotional and social perspective)	
	The curriculum promotes health and care practices	
	There are complete children's dossiers that include aspects of health, nutrition and development (they have perinatal data, medical histories, diseases, treatments, allergies, vaccination, disability)	
	The center uses a child's skill detection process that include academic skills (language, calculation) motor skills, artistic skill. There are complete records that contemplate the various types of skills.	
	The center has a process of planning academic activities based on a program, needs and interests of children	

DIMENSION	CRITERIA	COMMENTS
CENTER MANAGEMENT	<ul style="list-style-type: none"> ▪ The center prepares an annual work plan based on its curriculum ▪ The needs of children are taken into account 	
	<p>The center has a collegiate process of planning academic activities</p> <ul style="list-style-type: none"> ▪ The center prepares a work plan working together ▪ The adjustments are also worked together ▪ Teachers help each other to improve their plans 	
	<p>The center has a process of continuous monitoring and evaluation of the development and skills of children</p> <ul style="list-style-type: none"> ▪ Children are evaluated through various procedures that ensure a comprehensive evaluation ▪ There are complete files that cover various aspects of the child's development ▪ They are updated at least twice a year The evaluation is carried out at least twice a year 	
	<p>The center has a written formulation of the philosophy or mission of the center and it is disseminated among the center community</p> <ul style="list-style-type: none"> ▪ The center has a written formulation ▪ It is disseminated among educators ▪ It is given to the parents 	
	<p>The center has a general and comprehensive diagnosis</p> <ul style="list-style-type: none"> ▪ The center prepares a comprehensive diagnosis ▪ Developed by the center staff or by an external agent 	
RELATIONSHIP WITH THE ENVIRONMENT: FAMILY AND COMMUNITY	<p>The center uses a process to identify family expectations and group meetings, interviews, questionnaires are used</p>	
	<p>The center has a process of permanent communication with the family</p> <ul style="list-style-type: none"> ▪ Parents receive regular information ▪ Workshops are offered to parents on a regular basis ▪ Parents can participate in activities in the classroom 	
	<p>The center has a process to evaluate the degree of satisfaction of the service</p>	

DIMENSION	CRITERIA	COMMENTS
	<p>The center and the community participate in joint activities</p> <ul style="list-style-type: none"> ▪ The center includes some local celebrations in its projects ▪ Prepare activities in its community. ▪ Invites prominent people (leaders) from the community to do activities with the children 	

Table A2.6 - Focus Group Discussions Instruments

Teachers and SMC/PTA (Primary)

NO.	QUESTION	ANSWERS
1	What are you doing to guarantee access and inclusion to education?	
2	In your opinion, what are the reasons why children dropout from school?	
3	What strategies do you use to keep your students in school?	
4	Over the past 5 years, do you perceive any progress around this issue?	
5	<p>According to the results of the state tests, in Bangladesh 1 of every 4 children understand what they read. What kind of strategies do you use to guarantee that your students learn better?</p> <ul style="list-style-type: none"> • What kind of materials do you use? • What pedagogies do you apply? 	
6	Of everything we have talked about, what do you think needs to improve?	

Parents (Primary)

NO.	QUESTION	ANSWER
1	What do you know is being done to guarantee access and inclusion to education/schools?	
2	In your opinion, what are the reasons why children dropout from school?	
3	How much time do you spend sharing activities with your children?	
4	What kind of activities and experiences do you share?	
5	Do you spend time with your children doing homework?	
6	Of everything we have talked about, what do you think needs to improve?	

Teacher SMC/PTA (Secondary)

NO.	QUESTION	ANSWER
1	From your experience, how much do the teenagers are motivated to attend school? <ul style="list-style-type: none"> • What are the reasons why teenagers do not attend school? 	
2	From your experience, what is the school doing to encourage teenage students to attend school?	
3	In your opinion, what are the reasons for teenagers to drop-out of school?	
4	How do you perceive the commitment of families with the education of their adolescent children?	
5	What do you know about job training programs and vocational training for the adolescents?	
6	Do these programs work to keep teenagers in the educational system? Explain your answers	
7	Of everything we have talked about, what do you think needs to improve?	

Students (Secondary)

NO.	QUESTION	ANSWER
1	How do you see yourself in 10 years? <ul style="list-style-type: none"> • What would you like to study? • Where would you like to study? 	
2	How is your relationship with your parents?	
3	How is your relationship with your teachers?	
4	How is your relationship with others of the same age and with your friends?	
5	Have you had an opportunity to learn about emotion management? Moreover, how about teamwork? <ul style="list-style-type: none"> • Do you consider this training useful? Why? 	
6	Have you learned anything about technical and vocational training? <ul style="list-style-type: none"> • Do you consider this training useful? Why? 	

ANNEX 4: LIST OF NATIONAL STAKEHOLDERS

Table A3.1 List of national stakeholders to be interviewed.

ORGANIZATION	NAME	POSITION/EM	KEY TOPIC
MoSW			ECD
MOE			SECUNDARIA
MoPME		Director of Primary Education. Pre-Primary Coordination	PRIMARY PRE-RIMARY
World Bank	Saurav Dev Bhatta and Syed Rashed Al Zayed Josh Shiro Nakata	Task Team Leaders. Saurav: sbhatta@worldbank.org Josh: salzayed@worldbank.org Senior Education Economist Education Global Practice, South Asia snakata@worldbank.org	PRIMARY, SECONDARY, GOVERNANCE, DECENTRALIZATION
ADB			
JICA	Ms. Akiko Hanaya	Education Manager hanaya.akiko@friends.jica.go.jp	JICA support in the Education Program in Bangladesh and coordination with Unicef.
EX - MoPME	Chowdhury Mufad Ahmed.	Mufad was Director Program during the planning of PEDP3 consultant for UNICEF. s cmahmed@gmail.com and his mobile number is 01712540422.	GOVERNANCE/ CAPACITY BUILDING
SUROVI	Mr. Abu Taher,	Executive Director,	PROGRAM IMPLEMENTATION PROCESS/ GOVERNANCE/ PARTNER COORDINATION
Ministry of Finance		The ERD (Economic Relation Department),	RELATION GOVERNMENT PLAN AND UNICEF PROGRAM

Bangladesh ECD Network (BEN)			ECD Pre-Primary
Others to be agreed with UNICEF			

ANNEX 4: WORK PLAN
