



QUALITY LEARNING FOR ALL PROGRAM

FULFILLING EDUCATION'S PROMISE

BASIC INFORMATION

APPROVAL DATE:

**June 14
2018**

END DATE:

**June 30
2023**

IDA COMMITMENT:

\$700 million

IMPLEMENTING AGENCIES:

**Directorate of Primary Education, Ministry of Primary
and Mass Education**

OVERVIEW

Education develops children's latent capabilities, contributes to a skilled workforce and acts as a powerful tool for reducing poverty, increasing shared prosperity and boosting economic growth. Accordingly, enhancing the coverage and quality of basic education is a high priority for the Government of Bangladesh. The **Quality Learning for All Program (QLEAP)** is supporting the government's Fourth Primary Education Development Programme (PEDP4: 2018-23), which is a sector-wide program covering grades 1 through 5 and one year of pre-primary education. QLEAP aims to help improve the education quality and ensure equitable access to primary education.



CHALLENGE

Bangladesh has a net enrolment rate of around 98 percent and achieved gender parity in enrolment in primary education. It has also improved system efficiency. For example, the primary education cycle completion rate increased to 81.2 percent in 2017 from 60.2 percent in 2010. But, quality of education still remains an issue.

National student assessments show low learning outcomes in grades 3 and 5. School readiness of children at primary school entry remains a challenge. Many schools are overcrowded and operate double-shifts resulting in inadequate contact hours. Teacher qualifications and motivation remain low and classroom teaching has much room for improvement. Despite the progress bringing almost all children to primary schools, around 2.5 million children aged 6-14 years remain out-of-school. Apart from service delivery challenges at the school level, the sector also faces system issues such as inadequate financing, constraints to management decentralization and weak local capacity.

APPROACH

Building on the success of predecessor PEDP3 in using results-based financing within the investment project financing framework, QLEAP uses the Program for Results (PforR) financing instrument, which means 100 percent of World Bank financing under QLEAP is linked with results achieved on the ground and disbursed after program targets associated with a set of key indicators have been met. The indicators cover three broad results areas: quality; equitable access and participation; and management, governance and financing.

The Project will help improve learning by developing a stronger curriculum, improvements in textbooks and exam system, creating a well-trained teacher pool, using ICT in education and regular systematic assessment. In all government schools, the project will help improving recently introduced one-year pre-primary education to better prepare the young children. The project will bring out-of-school children in learning centers to ensure that disadvantaged children are not left out. It will also build quality school infrastructures. Other donor agencies involved in PEDP4 are: ADB, EU, JICA, UNICEF, Canada, DFID, UNESCO, and USAID.

TOWARDS THE FUTURE

QLEAP will contribute to Bangladesh's long-term objective of human capital development for poverty reduction and economic growth. The objectives of QLEAP align with the SDG goals of providing free, equitable and quality primary education for all and ensuring universal access to quality early childhood development, care and pre-primary education.

The Bangladesh government has recently indicated that it will extend pre-primary education to 2 years – a reform that is likely to have a significant positive impact on the school readiness of young children.

EXPECTED RESULTS

74% and 45%, respectively students of grade 3 with grade-level competencies in Bangla and math

90% Primary cycle completion rate

1 million out-of-school children enrolled in learning centers

80% Schools display key school data in public area

In **25%** schools double shift schools converted to single shift

100% Primary education completion exam items are competency-based

55,000 Schools annually receive School Level Improvement Plan funds