

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Focus Areas and Key Activities

1. The Government of Bangladesh has implemented several national programs in primary education since the 1990s. The Ministry of Primary and Mass Education (MOPME) has been the executing agency. The Third Primary Education Development Project (FY2012–FY2018) was completed in June 2018.¹ It built upon the earlier reforms in the education sector and sought to improve access, equity, and quality of primary education (pre-primary to grade 5). It also was jointly supported by the government and development partners using a sector-wide approach (SWAp), as initiated during the Second Primary Education Development Program (FY2004–FY2011), and adopting results-based management and financing through a joint financing arrangement (JFA) and a common disbursement-linked indicator (DLI) matrix.² Development partners involved in joint financing for the Fourth Primary Education Development Program (FY2019–FY2023) will continue the SWAp, and results-based management and financing, using a single common DLI matrix. The Asian Development Bank (ADB) will use results-based lending, and the World Bank its program-for-results modality. The table below shows the focus areas and programs of the major development partners in Bangladesh's education sector, including the primary education subsector.

Major Development Partners			
Development Partner	Name of Operations	Duration (fiscal year)	Amount (million)
ADB	Fourth Primary Education Development Program (SWAp)	2019–2023	\$500.0
	Skills for Employment Investment Program (MFF)	2015–2024	\$350.0
	Secondary Education Sector Investment Program (MFF) ^a	2014–2023	\$500.0
	Second Teaching Quality Improvement Project	2013–2018	\$70.0
	Third Primary Education Development Project (SWAp)	2012–2018	\$440.0
	Skills Development Project	2009–2014	\$50.0
Australia	Third Primary Education Development Project (SWAp)	2012–2018	A\$49.0
Canada	Bangladesh Skills Employment and Productivity	2015–2018	Can\$19.5
	Third Primary Education Development Project (SWAp)	2012–2018	Can\$64.0
DFID	Skills and Training Enhancement Project	2010–2019	Can\$17.3
	Skills and Employment Programme in Bangladesh	2016–2021	£15.5
	Third Primary Education Development Project (SWAp)	2012–2018	£110.0
EU	English in Action	2012–2018	£18.8
	Fourth Primary Education Development Program (SWAp)	2019–2023	€150.0
	Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth	2018–2022	€19.5
	Third Primary Education Development Project (SWAp)	2012–2018	€100.5
	Support to Hardest to Reach through Non-Formal Primary Education	2010–2019	€51.0
IDB	Primary School Feeding	2009–2015	€14.5
	Strengthening Basic Education in CHT (Primary Education)	2009–2015	€6.6
IDB	Primary Education Development Project	2012–2017	\$20.0
JICA	Grant Aide for the Poverty Reduction Efforts ^b	2012–2018	¥2,500.0
	Strengthening Primary Teacher Training on Science and Mathematics (II)	2019–2023	¥500.0
SIDA	Third Primary Education Development Project (SWAp)	2012–2016	SKr310.0
UNESCO	SDG4 Strategic Framework and National Strategy for Developing Education Statistics including National Indicators Framework	2016–2019	NA
	Support to Multilingual Education Forum for Developing a Mother Tongue	By 2019	NA

¹ ADB. 2011. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Third Primary Education Development Project*. Manila; ADB. 2015. *Additional Financing: Third Primary Education Development Project in the People's Republic of Bangladesh*. Manila.

² ADB. 2003. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Secondary Primary Education Development Program*. Manila.

Development Partner	Name of Operations	Duration (fiscal year)	Amount (million)
UNICEF	Based Pre-primary Teacher Trainer Pool		
	Support to the Review of ICT in Education Master Plan (2012–2021)	Ongoing	NA
	Fourth Primary Education Development Program (SWAp)	2018–2023	\$40.5 ^c
	Secondary Education Development Program (SWAp)	2018–2023	\$10.0
WFP	Third Primary Education Development Project (SWAp)	2011–2018	\$9.5 ^d
	School Feeding Program	2011–2020	\$15.0
World Bank	Quality Learning for All Program ^e	2019–2023	\$700.0
	Transforming Secondary Education for Results Program ^f	2018–2023	\$510.0
	College Education Development Project	2016–2021	\$100.0
	Reaching Out of School Children Project	2012–2017	\$130.0
	Third Primary Education Development Project (SWAp)	2011–2017	\$700.0
	Skills and Training Enhancement Project	2010–2019	\$179.0
	Higher Education Quality Enhancement Project	2009–2018	\$206.0
	Secondary Education Quality and Access Enhancement Project	2008–2017	\$395.7

¥ = Japanese yen, € = euro, A\$ = Australian dollar, ADB = Asian Development Bank, Can\$ = Canadian dollar, CHT = Chittagong Hills Tracts; DFID = Department for International Development of the United Kingdom; EU = European Union; ICT = information and communication technology; JICA = Japan International Cooperation Agency; IDB = Islamic Development Bank; MFF = multitranchise financing facility; NA = not available; SDG = Sustainable Development Goal; SKr = Swedish krona; SIDA = Swedish International Development Cooperation Agency; SWAp = sector-wide approach; UNESCO = United Nations Educational, Scientific and Cultural Organization; UNICEF = United Nations Children's Fund; WFP = World Food Programme.

^a Tranche 3 supports the Secondary Education Development Program (FY2019–FY2023) with \$225 million.

^b Budgetary support for the Third Primary Development Project in SWAp.

^c \$500,000 will be provided as a grant to the government's budget for the Fourth Primary Education Development Program, while \$40 million will be administered by UNICEF through its technical support.

^d \$500,000 was provided as a grant to the government's budget for the Third Primary Education Development Project, while \$9 million was administered by UNICEF through its technical support.

^e It supports the Fourth Primary Education Development Program (FY2019–FY2023) in SWAp.

^f It supports the Secondary Education Development Program (FY2019–FY2023).

Source: Asian Development Bank estimates.

B. Institutional Arrangements and Processes for Development Coordination

2. Development partners jointly supporting the primary education development program in the country have formed the development partners' consortium (DPC) since 2003. The chair and vice-chair positions in the DPC are usually occupied by development partners in rotation. In the previous project, the government and the development partners signed a JFA that set forth the agreed terms and procedures for development partners' support. The DPC has met regularly to discuss and decide on key policy and program issues to be communicated to the government. It takes decisions on a consensual basis, especially regarding the status of DLI achievement. Joint consultation and joint annual reviews were undertaken as part of the implementation arrangements, and reflected in the JFA, although more meetings took place if required. Similar arrangements through the JFA will continue under the proposed program with the DPC.

3. To ease communication during implementation, four thematic working groups were established under the previous project, their focus cutting across quality, disparities, administration and monitoring, and procurement and financial management. The working groups were chaired by the line division directors of the Directorate of Primary Education, and co-chaired by development partners, with representatives from the implementing agencies, consultants, civil society, and development partners as members. These working groups provided forums to support the implementation of the previous project by discussing all technical issues related to implementation (including DLI verification and assessment) and jointly seeking practical solutions.

4. However, based on the lessons from the previous project, particularly high turnover of government officials and lack of adequate staff resources of some development partners, the government and the DPC agreed to replace the working groups with monthly meetings under the proposed program. These will be organized by the additional director general of the Directorate of Primary Education—head of the program coordination unit—with participants from government and development partners. Joint annual review missions and semiannual consultation missions will continue. The DLI verification will be done by an independent verification agency to be commissioned by the MOPME for the program, with the detailed verification arrangements and schedule jointly agreed on between the MOPME and the DPC in line with the jointly agreed DLI verification protocols.

5. The education subgroup of the Local Consultative Group (LCG) brings up a wider forum that includes civil society representatives, all development partners active in education (including skills development), and representatives from all ministries active in education and skills development. The subgroup organizes regular meetings to discuss key policy issues and different initiatives in the education sector. It also has been active in consolidating development partners' feedback on the formulation of key government policy documents such as the National Education Policy (2010), and the commitment to Sustainable Development Goal 4. The DPC for the proposed program will continue serving in the LCG education subgroup as an active group on primary education.

C. Achievements and Issues

6. The SWAp for primary education development has increased government ownership and leadership in the subsector through more effective development partner coordination. By using the DLI approach for financing, the previous project better aligned with the government system through use of the treasury system for fund flow, budget execution, and financial management. The implementing agencies were largely familiarized with results-based management and with linking finance to results achievement. A common DLI matrix harmonized the joint efforts and synergies by development partners under the SWAp. Building on the achievements of the previous project, the proposed program will further enhance the use of country systems through the government's adoption of ADB's results-based lending and the World Bank's program-for-results modality for financing. However, given the current level of concentration at the central level, the government's capacity for coordinating the planning and management of various subcomponent activities will need to be strengthened both centrally and locally, including on fiduciary management, monitoring, and reporting for an efficient transformation from inputs to results using the government's institutions.

D. Summary and Recommendations

7. Building on previous programs' experiences, the proposed program is geared toward further strengthening the government's leadership in program management and coordination. With institutional arrangements and an updated coordination mechanism, it aims to further sharpen the MOPME's focus on accountability for achieving key results. The DPC also focuses on a more coordinated approach to targeted oversight functions, such as monitoring and evaluation and fiduciary risk management, through delegated cooperation and harmonized procedures. The government and development partners will sign a JFA that sets forth the agreed terms and procedures for development partners' support to the proposed program. It is recommended that the government and development partners closely monitor and reflect on the progress made on harmonization and alignment of initiatives envisaged under the proposed program as part of the joint annual and periodic reviews and consultations.