バンコク国際機関
実務者養成コース
国際教育開発・協力分野

アジア開発銀行
中央・西アジア局 社会開発課
首席教育担当官 田島 英介
Self-introduction
Overview of ADB’s Education Sector’s Operation
Education Sector Development in Asia and the Pacific Over 50 years

- Mean years of schooling in the Asia and Pacific region increased from around 3.5 years in 1960 to 8.9 years in 2010

- Enrollments have increased at all levels of education including with much better gender balance
  - Almost all countries have achieved universal or near universal primary education
  - Many countries have also achieved universal or near universal secondary education
  - Higher education and TVET have also expanded substantially but the achievements have been uneven due to demand linked to economic development

- Public sector investment has been the key driver of such growth, but the private sector is also vibrant in many countries, particularly more at the higher levels of education
Challenges

Learning Crisis

Large skills-mismatches in the region

Source: World Development Report 2018

Source: 2015 Talent Shortage Survey (Manpower Group, 2015)
Emerging trends

• Education sector solutions require ‘back to basics’ to strengthen foundational skills such as cognitive (literacy and numeracy), noncognitive (soft skills such as critical thinking, creativity, collaboration and communication) and occupational skills at higher levels: Extensive support needed for 21st century skills such as soft skills and digital skills

• Embracing technologies such as online learning across ADB’s portfolio to ensure that education content and delivery help to prepare students for future jobs

• Far greater attention is needed for lifelong learning for upskilling and reskilling

• Post-COVID: individual learning, online learning/training etc.
ADB Education Sector in Strategy 2030

K-12 Education
• Strong focus on teaching quality
• Foundational and 21st century skills
• Strengthen STEM education
• Improve capacities for student assessment
• Enhance school leadership, model schools to promote excellence

Post-secondary
• Demand-driven skills development with industry
• Apprenticeships / internships
• Centers of excellence for vocational and tertiary education
• Science and technology, innovation
• Entrepreneurship, incubation and start-up environment

Innovation, Knowledge, Partnerships
• Scale up knowledge and innovation partnerships
• Education in Regional Cooperation (mutual recognition, standards)
• Facilitate technology partnerships, particularly in big data for learning and assessment

Key priorities going forward
• Sharp focus on quality and relevance at all levels
• Scaling up teacher and trainer professional development
• Deployment of new technologies with parallel impact assessment
• Cross-sector collaborations (e.g. health, agriculture, infrastructure)
• Diverse partnerships for quality and relevance

INTERNAL. This information is accessible to ADB Management and staff. It may be shared outside ADB with appropriate permission.
## Education Sector and 7 OPs in Strategy 2030

<table>
<thead>
<tr>
<th>Operational Priority</th>
<th>Contributions of Education</th>
<th>Project examples</th>
</tr>
</thead>
</table>
| **1: Addressing remaining poverty and reducing inequalities**                        | • Target poorest households to increase consumption and the use of education and health services via CCT  
  • Improved quality of health workforce in the most vulnerable communities        | BAN: Supporting Education for Children with Special Needs  
  PHI: Expanded Social Assistance Project  
  VIE: Second Health Human Resources Development Project  
  MON: Support for Inclusive Education                                                |
| **2: Accelerating progress in gender equality**                                      | • Most education projects are GEN and EGM                                                   | BHU: Skills training and education pathways upgradation project  
  CAM: Second upper secondary education sector development program                   |
| **3: Tackling climate change, building climate and disaster resilience, and enhancing environmental sustainability** | • Earthquake resistance design of schools  
  • Training for infrastructure or preparing workforce for green skills             | INO: Emergency Assistance for Rehabilitation and Reconstruction  
  NEP: Disaster Resilience of Schools Project                                         |
| **4: Making cities more livable**                                                    | • Improved education services including entrepreneurship and innovation in cities and connected economic corridors | PRC: Chongqing Innovation Human Capital Development Project                      |
| **5: Promoting rural development and food security**                                 | • Skills development for agriculture modernization  
  • Improved service delivery                                                        | BAN: Innovations in Tertiary Education for Competitiveness in Advanced Agriculture |
| **6: Strengthening governance and institutional capacity**                           | • Improved talent of civil service  
  • Decentralized service delivery                                                   | INO: Talent Management and Human Capital Development for Civil Service            |
| **7: Fostering regional cooperation and integration**                                | • Regional cooperation in skills development  
  • Mutual recognition and internationalization                                         | PRC: Guangxi Modern TVET Development Program  
  TAJ: Skills and Employability Enhancement Project  
  REG: Higher Education in the Pacific Investment Program – Tranche 2               |
Education and Development

Learning for all as a foundation for sustainable development

- Demand & Supply Side Incentives
- Cross-Sectoral Collaboration
- PartnershipsEdSG Capacity

- Human Capital Development
- Whole of Government to enhance synergy
- Lifecycle Approach

- Quality, Relevance & Equity
- Future of skills and jobs
- Municipalities & local governments
- Education Technology

Global & Regional Drivers of Change: Technology, Urbanization, Labor Mobility, Demographics

Scale up operations
Support economic development
Innovate
Overview of education operations

By Subsector

2014-2016
$2.61 billion

2017-2019
$3.36 billion

2020-2022
$5.64 billion

By Region

2014-2016
$2.61 billion

2017-2019
$3.36 billion

2020-2022
$5.64 billion

Updated as of 25 February 2020

Education Sector Development refers to loans that support more than one subsector.

6-10% of total ADB 2020 lending
ADB Operations: upward trend

Education Approval
2011-2022

Way Forward

Potential to expand to contribute more

1. Education is also a cross-cutting sector: promote cross-sector collaboration more aggressively (e.g. operational priority 1, training for infrastructure, health sector development)

2. Education sector needs to do a lot to adopt emerging technology: promote education technology for teaching, learning, career counseling and labor market intelligence (EdTech specialist has joined from expert pool and is working on this)

3. Diverse partnerships are key to ADB’s value-addition: mobilize more and selective partnerships to promote ICT, PPP, RCI and research and development for 21st century skills and quality jobs
Result Based Lending
Result Based Lending

**Key Features**

1. Effective instruments in areas where government would like to enhance focus on results in new or existing programs.

2. Helps leverage development assistance by fostering the alignment of development partners around the same program.

3. Useful in areas where government wants to enhance efficiency, effectiveness, and impact of its program.

4. Can be used in any sector and at national or sub-national levels.

5. Certain high-risk activities (environmental/social) or large contracts are excluded.
• Finances and supports governments’ programs of expenditures

• Disburses upon achievement of program results, not inputs

• Includes support to institutional capacity building to assist government to achieve results

• Builds on government’s own financial management, procurement, and environmental and social management systems (with possibility to strengthen these)
## Comparison of financing modality

<table>
<thead>
<tr>
<th></th>
<th>Plain Vanilla (Project)</th>
<th>RBL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financing</strong></td>
<td>Ring faced financing to the item/activities</td>
<td>Based on the results</td>
</tr>
<tr>
<td><strong>Account</strong></td>
<td>Project’s Advance/Imprest Account</td>
<td>Mostly Treasury Account</td>
</tr>
<tr>
<td><strong>Disbursement</strong></td>
<td>Disbursed on each/group of contracts/activities</td>
<td>Disbursed based on the achievement of DLIs</td>
</tr>
<tr>
<td><strong>Finance Management</strong></td>
<td>ADB’s Procedures</td>
<td>The government’s system and regulations</td>
</tr>
<tr>
<td><strong>Procurement</strong></td>
<td>ADB’s Procedures</td>
<td>The government’s system and regulations</td>
</tr>
<tr>
<td><strong>Safeguards</strong></td>
<td>ADB’s Procedures</td>
<td>The government’s system and regulations</td>
</tr>
<tr>
<td></td>
<td>(Environment, Resettlement, Social)</td>
<td></td>
</tr>
</tbody>
</table>
Advantage of the RBL for the Government

1. Use of the country system on procurement, financial management and safeguards
   - No ADB’s procedures
   - No Imprest Account
   - Lower transaction costs

2. Implementation of the single Government sector program
   - No adhoc and fragmented programs
   - Easier for coordination with development partners

3. Improvement of the Government System for output based
RBL involves the following steps:

1. Identification of Government program (national or subnational, sectoral or cross-sectoral, existing or new)
2. Definition of the Program supported by the operation
3. There is flexibility in defining the Program to be supported by the operation. This will depend on Government priority, added value, geographic considerations, size and risk.
4. Identification of key results and Disbursement Linked indicators
5. Assessment of the program in terms of technical, fiduciary and social and environmental impacts
6. Identification of opportunities for building capacity and enhancing system performance
7. Strong focus on implementation support and achievement of results
Government’s Program = RBL Program (2022 – 2026)
Government’s Broader Program (2023 – 2027)

Result Based Lending Program (2022 – 2026)

ADB’s financing
• A range of DLIs depending on the Program

• DLIs include service delivery indicators, outputs and/or outcomes and verification protocol

• DLIs also include institutional indicators including on fiduciary and environmental and social issues

• DLIs have a number of options to help them respond to program needs

• Design of DLIs (i.e., allocation of funding, scalability, and timing) can help align the flow of funds with government budget cycles

• Credible verification protocols for DLIs. Verification bodies may include government agencies, NGOs or private sector firms.

• Verification is typically handled by government (usually in charge of conducting audits) or by private firms contracted by the government
<table>
<thead>
<tr>
<th>DLI</th>
<th>DLI Baseline</th>
<th>Disbursement Linked Results (DLRs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (July 2017-June 2018)</td>
<td>Year 2 (July 2018-June 2019)</td>
</tr>
<tr>
<td>DLI 1</td>
<td><strong>Effective and relevant curriculum is in place (4DLRs)</strong></td>
<td>Secondary Education Curriculum (2012) does not adequately serve the needs of diverse student population</td>
</tr>
<tr>
<td>DLI 2</td>
<td><strong>Assessment and examination system reforms implemented to improve teaching learning (4DLRs)</strong></td>
<td>Activities underway to support examination reforms but no National Examination Policy</td>
</tr>
<tr>
<td>DLI</td>
<td>DLI Baseline</td>
<td>Disbursement Linked Results (DLRs)</td>
</tr>
<tr>
<td>-----</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>DLI 3</td>
<td>Improved teaching-learning in Bangla, English, Mathematics and Science (5DLRs)</td>
<td>Unavailability of qualified subject teachers</td>
</tr>
<tr>
<td>DLI 4</td>
<td>Improved teacher management and accountability (5DLRs)</td>
<td>Limited teacher accountability</td>
</tr>
<tr>
<td>DLI</td>
<td>DLI Baseline</td>
<td>Year 1 (July 2017-June 2018)</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>DLI 5</td>
<td>Improved School management and accountability (2DLRs)</td>
<td>Schools have low accountability standards</td>
</tr>
<tr>
<td>DLI 6</td>
<td>Improved grade retention and cycle completion (6 DLRs)</td>
<td>Grade 10 retention rate All: 69 Girls: 66 Stipend Beneficiary: Disadvantaged Upazilas: Adolescent girls’ program, AGP (that includes among others separate girls’ toilets, counseling/awareness) including action plan approved by MOE</td>
</tr>
<tr>
<td>DLI 7</td>
<td>Institutional Capacity Strengthened (4 DLRs)</td>
<td>DLI Baseline</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Fragmented institutional structure and need for enhanced implementation capacity for results based program</td>
<td>MOE’s secondary education budget FY18/19 allocation consistent with SEDP program expenditure framework</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLI 8</th>
<th>Enhanced Fiduciary Management and Data Systems (5DLRs)</th>
<th>DLI Baseline</th>
<th>Year 1 (July 2017-June 2018)</th>
<th>Year 2 (July 2018-June 2019)</th>
<th>Year 3 (July 2019-June 2020)</th>
<th>Year 4 (July 2020-June 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fiduciary system needs to be enhanced; MoE as a pilot ministry for iBAS++</td>
<td>Enhanced fiduciary system is in place, including qualified and adequate FM &amp; Procurement staff/posts at P&amp;F wing; at least 60% of goods &amp; works packages included in the Annual Procurement Plan are processed through eGP portal</td>
<td>Agreed actions (e.g. regularization of P&amp;F Wing in DSHE) included in the updated PFM action plan based on the recommendations of previous year periodic fiduciary review are implemented</td>
<td>Agreed actions (e.g. IBAS++ rolled-out nationally to all DDOs &amp; 100% non-ICB contracts initiated and completed through eGP) included in the updated PFM action plan</td>
<td>Enhanced EMIS system, including School grant management system (GMS), MPO management and M&amp;E reporting, fully operational</td>
<td></td>
</tr>
</tbody>
</table>

Enhanced EMIS system, including School grant management system (GMS), MPO management and M&E reporting, fully operational
<table>
<thead>
<tr>
<th>DLI 1</th>
<th>Effective and relevant curriculum is in place</th>
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<tbody>
<tr>
<td><strong>DLI Baseline</strong></td>
<td>Secondary Education Curriculum (2012) does not adequately serve the needs of diverse student population</td>
</tr>
<tr>
<td><strong>Disbursement Linked Results (DLRs)</strong></td>
<td>NCPF for grades from pre-primary to 12 approved by MOE</td>
</tr>
<tr>
<td>Year 1 (July 2017-June 2018)</td>
<td>NCTB strengthened with adequate staffing with appropriate qualifications and specialization</td>
</tr>
<tr>
<td>Year 2 (July 2018-June 2019)</td>
<td>Revised national curriculum for grades 6-12 developed based on the NCPF</td>
</tr>
<tr>
<td>Year 3 (July 2019-June 2020)</td>
<td>E-learning and digital universal content of curriculum available at all institutions</td>
</tr>
<tr>
<td>Year 4 (July 2020-June 2021)</td>
<td></td>
</tr>
<tr>
<td>Year 5 (July 2021-June 2022)</td>
<td></td>
</tr>
</tbody>
</table>

**DLI Protocol / Description of Achievement**

Year 1: NCPF for pre-primary to grade 12 approved by MOE

NCPF provides policy and technical guidance for a systematic curriculum revision, and includes inter alia the following elements: (i) vertical and horizontal grade-wise and subject-wise learning outcomes and competencies, (ii) diversification of curriculum, (iii) availability of relevant subject choices, (iv) role & responsibilities of teachers towards effective curriculum implementation (v) role and responsibilities of NCTB and other relevant agencies, and (v) curriculum review and revision cycle and dissemination. This DLR is considered achieved when NCPF is approved by MOE, based on the following processes: (i) NCTB mobilizes specialists to prepare the NCPF based on the approved concept paper, (ii) MOE approves the NCPF as recommended by NCTB, and disseminates to concerned stakeholders.
<table>
<thead>
<tr>
<th>DLI</th>
<th>Effective and relevant curriculum is in place</th>
<th>Year 1 2018</th>
<th>Year 2 2019</th>
<th>Year 3 2020</th>
<th>Year 4 2021</th>
<th>Year 5 2022</th>
<th>Total Financing Allocated to the DLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLI 1</td>
<td></td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>DLI 2</td>
<td>Assessment and examination system reforms implemented to improve teaching-learning</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>DLI 3</td>
<td>Improved teaching-learning in Bangla, English, mathematics and, science</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>DLI 4</td>
<td>Improved teacher management and accountability</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>DLI 5</td>
<td>Improved school management and accountability</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>DLI 6</td>
<td>Improved grade retention and cycle completion</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>DLI 7</td>
<td>Institutional capacity strengthened</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>DLI 8</td>
<td>Enhanced fiduciary management and data systems</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>45</td>
</tr>
</tbody>
</table>
DLIs achievement requires many!

DLI: Practical science teaching implemented at least 3,000 schools and 2,000 rural schools including madrasah (example)

1. Curriculum dev and syllabus dev (workshops and govt’s approval process)
2. Materials dev: teacher ref materials and learning materials (consultants recruitment, workshop)
3. Selection of schools and madrasah (Admin process in MOE)
4. Teacher Training: Master Training and cascade trainings for science teachers (program dev, approval, workshops)
5. Head teachers training (workshops)
6. Introduction in classrooms
7. Verification (dev of methodology, plan and data validation)
8. Preparation of DLI achievement report

Procurement and installment of science equipment in schools and madrasah
Lessons learnt

• Gradual change of mindset of government officials from input based to output/outcome based

• Effective for system improvement with selected reform initiatives

• Sector Wide Approach