



ASIAN DEVELOPMENT BANK

## Bangladesh: Third Primary Education Development Project

Project Name	Third Primary Education Development Project	
Project Number	42122-013	
Country	Bangladesh	
Project Status	Approved	
Project Type / Modality of Assistance	Loan	
Source of Funding / Amount	<b>Loan 2761-BAN: Third Primary Education Development Project</b>	
	Asian Development Fund	US\$ 320.00 million
	<b>Loan: Third Primary Education Development Project</b>	
	European Union	US\$ 70.00 million
	Swedish International Dev. Cooperation Agency	US\$ 45.00 million
	United Nations Children's Fund	US\$ 500,000.00
	World Bank	US\$ 300.00 million
	Department for International Development	US\$ 190.00 million
	Australian Agency for International Development	US\$ 35.00 million
	Canadian International Development Agency	US\$ 65.00 million
	Japan International Cooperation Agency	US\$ 30.00 million
Strategic Agendas	Inclusive economic growth	
Drivers of Change	Governance and capacity development Partnerships	
Sector / Subsector	Education - Education sector development - Pre-primary and primary - Pre-primary and primary - social protection initiatives	
Gender Equity and Mainstreaming	Gender equity	
Description	<p>The Third Primary Education Development Project (PEDP III) is a follow-on to the ongoing Second Primary Education Development Program (PEDP II), the first sub-sector wide approach (SWAp) in the education sector in Bangladesh. The Project will contribute to the Government of Bangladesh (government) five year (FY2012-FY2016) Third Primary Education Development Program (the government's program or the Program) covering one year preprimary education to five year primary education. Together with eight other development partners (DPs), the Project will support the government's priorities of improving student learning outcomes and completion rates, and reducing disparities across all regions. The Government's program will focus on achieving key outputs level results and other implementation steps to policy and institutional changes that are essential to meet the Government's objective of providing quality education for all children</p>	

Project Rationale and Linkage to Country/Regional Strategy

Bangladesh has one of the largest primary school systems in the world, with over 16 million children enrolled in over 80,000 primary schools. Considerable progress has been made in improving access to free and compulsory formal and nonformal primary education. Gross and net enrollment rates in primary education improved from 93.7% and 87.2% in 2005 to 103.5% and 93.9% respectively in 2009. Bangladesh was one of the few countries to achieve gender parity up to the secondary level by 2005. Despite significant progress in access, high internal inefficiencies persist - high student dropout and repetition rates, low completion and high student and teacher absenteeism. Two rounds of national student assessment indicate low student achievements of students in grades 3 and 5, although the results are improving. The Education for All: National Plan of Action II (NPA II), 2007 notes major weaknesses in indicators of classroom achievement and a growing quality divide between rural and urban schools. The Government's National Education Policy (NEP) envisages to address the above systemic issues. It plans to (i) achieve education for all (EFA) by 2015; and (ii) ensure that every child is able to start primary school by 2011. NEP will help to enhance primary school education by reducing disparities between different types of schools, which will help to upgrade the workforce to meet national economic goals. There is an urgent need to reduce targeted rural and urban poverty by supporting the expansion and improvement of primary school education in disadvantaged locations in rural communities and urban slums, thus generating enhanced employment possibilities. The major internal benefits foreseen are: reduced repetition and dropout, improved completion rates of primary schooling, enhanced net enrolment rates from inclusive interventions for out-of-school children, and improved transition rates to secondary level education, all as a result of improved quality and relevance of education in schools with initial input deficits.

The government's Program will build on PEDP II, which is jointly funded by the Government and 11 development partners (DPs), including ADB as the lead DP. PEDP II established a strong foundation for a SWAp by bringing the government and DPs for the first time under one program from the previously 27 projects including 8 funded by different DPs in primary education. PEDP II has achieved the following: (i) mainstreaming minimum service standards across government administered primary schools through the introduction of primary school quality level (PSQL) standards; (ii) fair, transparent, and efficient teacher recruitment system for government primary schools which was also commended by Transparency International; (iii) introduction of results based management (RBM) which has led to the publication of the Annual Sector Performance Report covering progress on key performance indicators (KPIs) and PSQL indicators; (iv) initiation of the school level improvement plans (SLIPs) including school grants to support decentralized planning to address needs of participating schools; and (v) introduction of the terminal examination at the end of Grade 5, and implementation of the national student assessment every alternate year to assess progress on student achievements in grades 3 and 5.

Lessons identified from PEDP II including those from the Sector Assistance Performance Evaluation (SAPE) done in December 2008 are applied in the government's Program design: (i) carefully analyze the trade-offs between improvements in access and quality since quality improvement is a slower process that requires more direct support to schools and classrooms; (ii) mainstream core activities with built-in flexibility and provision to pilot and upscale implementation to ensure more sustainability; (iii) build on the improvements in governance under PEDP II (improved teacher recruitment, introduction of RBM, introduction of school improvement planning) with a funding modality more closely aligned with the government system, and greater focus on results; (iv) broaden and deepen the government implementation capacity by nurturing leadership at all levels, strengthening coordination at the Ministry of Primary and Mass Education (MoPME) level, and targeting high quality technical assistance (TA); (v) further reduce transaction costs through more stringent partnership arrangements; and (vi) provide adequate flexibility and time for preparation, transitional arrangements, and sequencing of reforms.

The proposed government's program which will be supported by the Project will build on PEDP II achievement and experience. It will (i) broaden the scope to include one year pre-primary and non-formal and second chance primary education; (ii) deepen quality improvement through improved teaching and learning practices in the classroom including improved assessment; (iii) enhance school governance, accountability and community mobilization; (iv) provide targeted support to disadvantaged groups and locations; (v) institutionalize human resource development (HRD) to incentivize the system and enhance capacity; (vi) deepen and institutionalize RBM and monitoring and evaluation mechanism at all levels; (vii) target and ensure effective utilization of TA and capacity support at all levels within an emerging decentralization framework; and (viii) enhance sub-sector management, coordination and greater alignment with the country system.

PEDP III will support the government's program using a project lending modality. This is best suited as: (i) interventions are more of investment nature and incremental steps toward reforms, rather than structural policy reforms, and (ii) the fiduciary environment requires close oversight by ADB, and therefore is not suitable for the use of program lending. However, to align with the salient features of the government's Program under a SWAp, PEDP III has incorporated the following innovative features.

Impact	Quality education for all Bangladeshi children
<b>Project Outcome</b>	
Description of Outcome	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

Progress Toward Outcome	<p>During the Mid Term Review it was assessed that progress in improving access and retention in primary education is satisfactory. Net enrolment rate increased from 94.8% in 2010 to 97.3% in 2013, and completion rate from 60.2% to 78.6% in the same period. Reforms to support quality education are successfully implemented.</p> <p>The focus on results, using the treasury model, and donor harmonization, are all yielding results.</p> <p>Despite the above progress, actual improvement of learning outcomes remains a major challenge, especially for disadvantaged children.</p>
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Implementation Progress	
Description of Project Outputs	<p>Improved teaching and learning for all.</p> <p>Reduced disparities and universal access and participation</p> <p>Decentralized and effective organization of the primary education system</p> <p>Improved program planning and management</p>
Status of Implementation Progress (Outputs, Activities, and Issues)	Progress towards outputs has been satisfactory. The Disbursement Linked Indicators (DLIs) and the output targets are aligned. As of March 2015, 31 of the 36 DLIs expected to be met are met.
Geographical Location	All over the country.

Safeguard Categories	
Environment	B
Involuntary Resettlement	B
Indigenous Peoples	B

Summary of Environmental and Social Aspects	
Environmental Aspects	The project is environment category B. A common harmonized environmental management framework has been prepared. The PEDP III, based on needs assessment and agreed criteria, will support construction of new schools and dormitories; repair and maintenance of existing schools; and provision of safe drinking water, sanitation and drainage facilities. With adequate arrangements for site selection, design, construction, and operation and maintenance, the PEDP III is not expected to create any significant or long-term adverse environmental impact. Consistent with government and ADB policy, the Local Government and Engineering Department will monitor implementation of the environment management framework semiannually. The department has the capacity to implement the framework. It will prepare and disclose periodic monitoring reports that describe progress on implementation of the framework, and compliance issues and corrective actions, if any.
Involuntary Resettlement	The project is category B for involuntary resettlement. Social safeguard issues may arise from the extension of existing and creation of new physical facilities. Bangladesh's schools are generally established on designated government-owned land, free from other temporary or permanent use. The PEDP II did not trigger the Involuntary Resettlement Policy (1995) because beneficiary communities provided lands, where needed. Under the PEDP III, local communities are expected to continue to contribute land. Consistent with government and ADB policy, a harmonized resettlement framework has been prepared covering school selection guidelines; guidelines for obtaining different types of land; compensation principles and standards; monitoring and reporting; and consultation, participation, and disclosure.
Indigenous Peoples	The project is category B for indigenous people. Three districts Bandarban, Rangamati, and Khagrachari of Chittagong Hill Tracts are home to the largest proportion of the country's small indigenous population. The rest are dispersed in the plains districts of greater Sylhet, Mymensingh, and the north and southwest regions, where they generally live in isolated settlements among the mainstream population. Under the PEDP II, a plan for expanding education of tribal children was developed for extension and rehabilitation of existing government schools for out-of-school children; capacity building of indigenous/tribal institutions; social mobilization to motivate parents to send children to school; supplementary reading materials development in indigenous language; and recruitment and training of teachers in the hill tracts. Building on this experience, a harmonized indigenous peoples plan consistent with government and ADB policies has been prepared, to ensure that program activities in general and physical works in particular do not adversely affect indigenous

Stakeholder Communication, Participation, and Consultation	
During Project Design	
During Project Implementation	
Responsible ADB Officer	Rudi Louis Hendrikus Van Dael
Responsible ADB Department	South Asia Department

Responsible ADB Division	Bangladesh Resident Mission
Executing Agencies	Ministry of Primary and Mass EducationJSADMN@MOPME.GOV.BDMirpur-2, Dhaka, Bangladesh

Timetable	
Concept Clearance	05 Jun 2008
Fact Finding	20 Jan 2011 to 05 Feb 2011
MRM	26 Apr 2011
Approval	05 Jul 2011
Last Review Mission	-
PDS Creation Date	15 Jan 2009
Last PDS Update	29 Mar 2015

## Loan

Financing Plan		Loan Utilization			
	Total (Amount in US\$ million)	Date	ADB	Others	Net Percentage
Project Cost	8,035.50	Cumulative Contract Awards			
ADB	0.00	-	0.00	0.00	%
Counterpart	7,300.00	Cumulative Disbursements			
Cofinancing	735.50	-	0.00	0.00	%

## Loan 2761-BAN

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
05 Jul 2011	15 Sep 2011	05 Dec 2011	31 Dec 2016	-	-

Financing Plan		Loan Utilization			
	Total (Amount in US\$ million)	Date	ADB	Others	Net Percentage
Project Cost	8,355.50	Cumulative Contract Awards			
ADB	320.00	05 Jul 2011	257.46	0.00	85%
Counterpart	7,300.00	Cumulative Disbursements			
Cofinancing	735.50	05 Jul 2011	257.46	0.00	85%

Project Page	<a href="http://www.adb.org/projects/42122-013/main">http://www.adb.org/projects/42122-013/main</a>
Request for Information	<a href="http://www.adb.org/forms/request-information-form?subject=42122-013">http://www.adb.org/forms/request-information-form?subject=42122-013</a>
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