



Australian Government
AusAID

**Quality at Entry Report and
Next Steps to Complete Design for
Government of Bangladesh's Third Primary Education Development Programme (PEDPIII)**

A: AidWorks details <i>completed by Activity Manager</i>			
Initiative Name:	Government of Bangladesh's Third Primary Education Development Programme (PEDPIII)		
AidWorks ID:	INJ957	Total Amount:	AUD\$79 million
Start Date:	01 September 2011	End Date:	30 June 2016

B: Appraisal Peer Review meeting details <i>completed by Activity Manager</i>	
Initial ratings prepared by:	
Meeting date:	13 July 2011
Chair:	Paul Nichols, ADG NSA
Peer reviewers providing formal comment & ratings:	<ul style="list-style-type: none"> – Fabia Shah – Graham Rady – Catherine Herron
Independent Appraiser:	– Exempted from an Independent Appraisal, QAE report completed by independent consultant, Fabia Shah.

B: Appraisal Peer Review meeting details *completed by Activity Manager*

Other peer review participants:	Rachel Payne, A/g Counsellor, Dhaka James E Jennings, South Asia Regional Education Adviser Ameena Chowdhury, SPM, Dhaka Jacqui Powell, Bangladesh Manager, South Asia Section David Coleman, Education Thematic Group Gina De Pretto, Gender focal point, NSA Matthew Fehre, Working in Partner System Section Than Tun, South Asia Section Marielin Mridha, APO, Dhaka
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C: Safeguards and Commitments *completed by Activity Manager*

Answer the following questions relevant to potential impacts of the activity.

1. Environment	Have the environmental marker questions been answered and adequately addressed by the design document in line with legal requirements under the <i>Environmental Protection and Biodiversity Conservation Act</i> ?	Yes
2. Child Protection	Does the design meet the requirements of AusAID's Child Protection Policy?	Yes
3. Imprest Account	Does the business case and risk assessment support the use of an imprest account as the most efficient, effective and ethical use of Commonwealth funds in accordance with the Commonwealth Financial Framework and AusAID policy?	N/a

D: Initiative/Activity description <i>completed by Activity Manager (no more than 300 words per cell)</i>	
4. Description	<p>What is it? The Third Primary Education Development Programme (PEDPIII) is a five year, sector wide program covering Grades I through V and one year of pre-primary education. PEDPIII has six results areas: learning outcomes, participation, reducing disparities, decentralization, effective use of budget allocations, and programme planning and management. PEDPIII incorporates additional features of a sector-wide approach in matters of financial management, donor harmonization, and programme scope. PEDPIII continues many of the quality improvement, institutional, and systemic reforms introduced under PEDP II with an increased focus on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary school completion rates.</p> <p>The programme's total cost is USD\$8.3 billion out of which USD\$1.055 billion is financed by nine development partners (Asian Development Bank, AusAID, CIDA, DFID, European Union, JICA, Sida, UNICEF, and the World Bank). PEDPIII is managed and financed through a model which uses Government systems for financial management, procurement, monitoring and reporting. External funding will be governed by a Joint Financing Arrangement (JFA) signed by DPs and the GoB. The DPs contribute through a GoB Consolidated Fund under the Treasury. All payments to GoB are on a reimbursable basis.</p>
5. Objectives Summary	<p>What are we doing? The goal of PEDPIII is quality education for all children. The specific objective is to establish "an efficient, inclusive, and equitable primary education system that delivers effective learning to all Bangladesh's children from pre-primary through Grade V." PEDPIII will focus on five strategic results areas:</p> <ol style="list-style-type: none"> 1) improved learning environment and learning outcomes; 2) increased participation of children in primary education; 3) decreased disparities in access and learning; 4) increased decentralisation of management and governance at the local and school levels; 5) increased effectiveness of use of budget resources. <p>Most PEDPIII activities affect all primary schools in Bangladesh. Some activities reach out to all primary school age children whether they participate in formal or non-formal education.</p> <p>The objectives for AusAID's engagement in this program are: (1) to deepen Australia's relationship with GoB; and (2) to build on and leverage off Australia's existing engagement and previous achievements in the sector.</p>

E: Quality Assessment and Rating (*no more than 300 words per cell*)*completed by Activity Manager after agreement at the Appraisal Peer Review meeting*

Criteria	Assessment	Rating (1-6) *	Required Action (if needed)
6. Relevance	<p>It is agreed by the participants that supporting the PEDPIII and other education activities in Bangladesh is in line with the new strategic direction of the aid program for the following reasons:</p> <p>(1) Education is the flagship for Australia's aid program</p> <p>(2) Working through SWAps is in line with Australia working effectively with multilateral organisations and other development partners.</p>	6	

E: Quality Assessment and Rating (<i>no more than 300 words per cell</i>) <i>completed by Activity Manager after agreement at the Appraisal Peer Review meeting</i>			
7. Analysis and Learning	<p>World Bank assessment shows that the Bangladesh economy is likely to meet the financial requirement for GoB to meet its commitment.</p> <p>Australia's contribution of the DLI-tied payments is 50% of its total annual contribution. The first disbursement will take place towards the start of the financial year. This payment will predominantly be based on the achievement of DLIs for the preceding financial year. For the second payment in January, disbursement would be a mix of: (1) fixed tranche which is based on upon GoB's submission of: (a) annual sector performance report; (b) compliance monitoring reports which are PFM Action Plan, Annual Audit Report, Safeguards Frameworks, Annual Procurement Plan and Gender Action Plan; and (c) evidence of program financing and of expenditure through IFRs and approved budget; as well as (2) the delayed achievement of DLIs previously unmet.</p> <p>AusAID Dhaka Post is confident that the DLI payments will be disbursed annually and that the process will enable partners to work throughout the year to ensure the DLIs are achieved.</p> <p>The introduction of the DLI system risks drawing GOB attention towards the 9 DLIs at the expense of the other results-frame indicators.</p>	6	<p>(1) In the DSID, include further information on GOB's financing capacity, including assumptions/modelling of the GOB financing commitments as well as information on the World Bank's assessment of the GOB's capacity to fund PEDP III (page 10).</p> <p>(2) In the DSID, clarify the description of the financing mechanism and DLI system.</p> <p>(3) Ongoing monitoring of the DLI system and the impact of the program on other priorities within the broader education portfolio.</p>

E: Quality Assessment and Rating (<i>no more than 300 words per cell</i>) <i>completed by Activity Manager after agreement at the Appraisal Peer Review meeting</i>			
8. Effectiveness	<p>Technical assistance will form an important complementary component of AusAID's support for PEDPIII. Options include support through the World Bank for fiduciary oversight and system strengthening; and support through UNICEF for the areas of quality improvement for raising learning achievement, inclusive education and urban education.</p> <p>Challenges and risk to effectiveness include: slow disbursement of funds; emphasis on the DLIs at the expense of other KPIs; lack of attention on inclusive education; weaknesses of teacher training; and that DLIs are linked to policy reform indicators but not the quality challenges.</p>	5	<p>(1) In the DSID, outline the concept for technical assistance for PEDPIII for: (i) systems strengthening and safeguards; and (ii) improving quality and access. Bangladesh program will present a short supplement on proposed TA support to PEDPIII will be presented for appraisal peer review as soon as possible.</p> <p>(2) In the DSID, detail mechanisms through which Australia will add value and engage in ongoing dialogue, such as the annual joint review, thematic working group and the TA mechanism.</p> <p>(3) In the DSID, detail the strategic intent of AusAID's support to PEDPIII- i.e. to deepen our relationship with the GoB and leverage off our previous engagement in the sector.</p> <p>(4) Ongoing monitoring of risks to effectiveness, including through AusAID annual quality processes.</p>
9. Efficiency	There are risks associated with this support due to the complexity of this engagement, the GoB's capacity and the lack of clarity around our capacity to engage in this complex program.	4	In the DSID, convey that as a GOB led program working with 8 other development partners, this program brings with it a level of uncertainty and management complexity. Make very clear the current level of AusAID resources available to engage with and manage the program.
10. Monitoring and Evaluation	<p>There is a need to monitor and evaluate the quality of education services in PEDPIII and ensure downward accountability is integrated.</p> <p>AusAID will engage with the PEDPIII M&E system through (1) the annual review process (2) thematic working group and (3) the TA mechanism.</p>	5	In the DSID, include how AusAID will engage with PEDP III's M& E System and how PEDP III is addressing downward accountability.
11. Sustainability	PEDPIII is GOB led and donor financing is through Treasury rather than parallel to GOB system. Assessment of sustainability however is hard to conceptualise for a program of this size.	5	Peer review group comments will contribute to internal policy discussion and the Bangladesh Program's ongoing monitoring of the likely sustainability of this program, with aim of monitoring and enhancing sustainability as the program progresses.

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12. Gender Equality	PEDPIII includes strong qualitative and quantitative gender indicators in the M&E framework and a Gender Action Plan. Bangladesh's primary education sector has made some good progress in addressing the gender challenge, such as over 50% of teachers at government schools are female.	6	AusAID actively monitors the implementation of the Gender and Inclusive Education Plan.

* Definitions of the Rating Scale:			
Satisfactory (4, 5 and 6)		Less than satisfactory (1, 2 and 3)	
6	Very high quality; needs ongoing management & monitoring only	3	Less than adequate quality; needs to be improved in core areas
5	Good quality; needs minor work to improve in some areas	2	Poor quality; needs major work to improve
4	Adequate quality; needs some work to improve	1	Very poor quality; needs major overhaul

E: Next Steps <i>completed by Activity Manager after agreement at the Appraisal Peer Review meeting</i>		
Provide information on all steps required to finalise the design based on <i>Required Actions</i> in "C" above, and additional actions identified in the peer review meeting	Who is responsible	Date to be done
1. Redraft the DSID in accordance with the comments of the Appraisal Peer Review decisions	Dhaka Post (James Jennings and Ameena Chowdhury)	05 August 2011
2. The proposed concept for TA support to PEDPIII in principle is agreed. Dhaka Post will draft a short supplement to this DSID on proposed TA support to PEDPIII for appraisal peer review.	Dhaka Post Dhaka Post (James Jennings and Ameena Chowdhury)	March 2012

E: Next Steps *completed by Activity Manager after agreement at the Appraisal Peer Review meeting*

3. Proceed to implement the support to the PEDP III

Dhaka Post and
South Asia Section
(Rachel Payne,
Ameena Chowdhury
and Jacqui Powell)

November 2011

F: Other comments or issues *completed by Activity Manager after agreement at the APR meeting*

- In order to ensure effective risk management, Dhaka post should be supported in assessing and managing the risks identified above (comment by Matthew Fehre).

F: Approval - completed by ADO or Minister-Counselor who chaired the peer review meeting

On the basis of the final agreed Quality Rating assessment (C) and Next Steps (D) above:

☒ **QAE REPORT IS APPROVED**, and authorization given to proceed to:

☒ **FINALISE** the design incorporating actions above, and proceed to implementation

or: ☐ **REDESIGN** and resubmit for appraisal peer review

☐ **NOT APPROVED** for the following reason(s):

Paul Nichols

signed:

Paul Nichols

8/8

/August/2011

When complete:

- Copy and paste the approved ratings, narrative assessment and required actions (if any) (table D) into AidWorks
- The original signed report must be placed on a registered file