

Sector-wide  
Evaluation

# An Evaluation of ADB's Support for Education in Asia and the Pacific



Independent  
Evaluation **ADB**

*Raising development impact through evaluation*



**Sector-wide Evaluation**  
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## NOTE

In this report, "\$" refers to United States dollars.

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# Abbreviations

ADB	–	Asian Development Bank
ADF	–	Asian Development Fund
COVID-19	–	coronavirus disease
CPS	–	country partnership strategy
CRF	–	corporate results framework
CSO	–	civil society organization
DMC	–	developing member country
DMF	–	design and monitoring framework
DPO	–	Disabled People’s Organization of Bhutan
ESD	–	education sector development
ESDG	–	education sector directional guide
ESOP	–	education sector operational plan
FTE	–	full-time equivalent
GPE	–	Global Partnership for Education
ICT	–	information and communication technology
IED	–	Independent Evaluation Department
IFFEd	–	International Finance Facility for Education
MFF	–	multitranches financing facility
NEET	–	not in education, employment or training
NOM	–	new operating model
PBL	–	policy-based lending
PCR	–	project completion report
PVR	–	project completion report validation report
PNG	–	Papua New Guinea
PRC	–	People’s Republic of China
PSD	–	private sector development
RBL	–	results-based lending
SDG	–	Sustainable Development Goal
SDP	–	sector development program
SWAp	–	sector-wide approach
TA	–	technical assistance
TVET	–	technical and vocational education and training
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UNICEF	–	United Nations Children’s Fund



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# Foreword

Education is a cornerstone of human development and a catalyst for societal progress. As the Asia and the Pacific region continues its remarkable economic growth trajectory, ensuring equitable access to quality education becomes ever more critical. This evaluation of Asian Development Bank's (ADB) support for education in the region comes at a pivotal moment, as countries grapple with enduring challenges and emerging opportunities in their education systems.

The past decades have seen impressive strides in expanding access to education across Asia and the Pacific. However, significant hurdles remain. Learning poverty (the inability to read and understand simple text by age 10), skills mismatches, and inequitable access for marginalized groups continue to impede the full realization of education's transformative potential. The coronavirus disease (COVID-19) pandemic exacerbated these challenges and threatened to erode hard-won gains.

In this context, the role of multilateral development institutions such as ADB takes on renewed importance. This evaluation offers valuable insights into ADB's contributions and areas for improvement. It is heartening to see ADB's consistent focus on education quality and its efforts to align support with country-specific needs. At the same time, the evaluation calls for more attention to the need for strategic and systemic approaches in order to maximize the impact of ADB operations.

The recommendations in this report were designed to enhance ADB's support in the education sector for its developing member countries. By updating its policy framework, adopting a more systems-based approach, and investing in deepening its expertise, ADB can position itself to better address the complex challenges facing education systems in the region.

As we look to the future, education will continue to play a pivotal role in shaping inclusive and sustainable development across Asia and the Pacific. This evaluation should serve as a valuable tool for policymakers, development practitioners, and education stakeholders. It offers not only a retrospective assessment of ADB's work but also forward-looking guidance on how ADB can strengthen its support for this critical sector.

The insights and recommendations presented here have the potential to inform more effective interventions, foster greater collaboration among development partners, and ultimately contribute to improved educational outcomes for millions across the region. Providing quality education will help equip every child and young person in Asia and the Pacific to face the challenges and seize the opportunities of the 21st century.



**Emmanuel Jimenez**  
Director General  
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# Executive Summary

The Asia and Pacific region has made impressive strides in education over recent decades. Significant improvements have been observed in enrollment, retention, and completion rates at all levels of education. Countries have achieved, or are close to achieving, universal primary education. While more work remains to be done, there has been much progress in reducing the gender gap in education.

Despite these achievements, significant challenges remain. First, the number of out-of-school children remains particularly high among low-income families and is affected by geographical location, disabilities, ethnicity, and language. Second, accountability in education systems tends to focus on educational inputs rather than outcomes. Third, major gaps exist between the skills offered by education systems and the needs of the modern economy. As a result, many economies have a surplus of graduates while experiencing skills shortages.

The region's education landscape will continue to evolve. While technology and digitalization may improve education access and quality, they also risk exacerbating inequality. Younger generations have higher demands for education and aspirations to succeed in the job market. As labor markets evolve, workers are more mobile across countries, and modern jobs demand new skills. Education systems need to adapt to these rapidly evolving labor market demands. The challenge for the Asian Development Bank (ADB) is to stay relevant as a development partner in education in Asia and the Pacific, as it has been for more than 50 years.

## Evaluation Objective

The evaluation assesses ADB's contribution to education as a tool for poverty reduction and inclusive growth from 2011 to 2023. It identifies key findings and issues and provides recommendations to inform ADB's future support for education in Asia and the Pacific. The overarching evaluation question was:

*“How well positioned is ADB to deliver relevant and impactful support for education in Asia and the Pacific?”*

## ADB's Approach to Education

ADB's approach to education is guided by a set of broad policy principles set out in the Policy on Education approved by its Board of Directors in 2002. Management issued an education sector operational plan (ESOP) in 2010, and an education sector directional guide (ESDG) in 2022. There is general alignment between these policy principles and those of other development partners. The more recent guidance documents have tried to evolve ADB's understanding and approach.

Education support was framed in the context of ADB's commitment to poverty reduction (2002), inclusive growth (2010), and learning for all (2022). The shift in ADB's overall vision from poverty reduction to inclusive growth was followed by a stronger emphasis on the link between education and the labor market.

Key themes remain consistent. First, ADB's education policy has consistently focused on enhancing learning outcomes and education quality, beyond just improving access. Second, ADB has consistently supported system-wide development by strengthening national education policies and governance, in addition to providing physical outputs (e.g., buildings, classrooms, and equipment).

## ADB Education Portfolio

From 2011 to 2023, ADB approved 107 sovereign education projects worth \$10.7 billion across 26 developing member countries (DMCs). ADB also approved 129 technical assistance (TA) projects for the education sector valued at \$110.7 million. Nonsovereign projects accounted for less than 1% of the total education portfolio.

Education accounts for 5% of ADB's total lending, despite ADB's intention to expand the share of the sector to 6%–10% of the total portfolio by 2024. Three countries—Bangladesh, the Philippines, and Sri Lanka—together accounted for 48% of commitments.

Over the evaluation period (2011–2023), ADB allocated 33% of its education portfolio to technical and vocational education and training (TVET); 25% to secondary education; 17% to education sector development (ESD), which covers sector-wide reforms and policies, integrated education development, and education sector finance; 13% to pre-primary and primary education; and 11% to higher education. While investment projects dominate the portfolio, results-based lending (RBL) has become more prominent over the years.

### Key Findings and Issues

**The Education Policy and subsequent guidance documents provide sufficient breadth for ADB operations, but the overall framework needs to be updated.** Currently, the sector policy framework is contained in different documents: the 2002 Policy on Education, and the 2022 ESDG, which replaced the 2010 ESOP. The principles set out in the education policy and subsequent sector guides provide a broad platform to enable ADB to be flexible in responding to client demands.

However, gaps persist within and across the guiding documents. The 2002 Policy on Education mixed policy principles with prescriptive implementation guidance that has been only selectively applied. The policy's broad aspirations were not fully reflected in ADB operations, as the guidance on its key intentions was vague, not aligned with resources (e.g., with regard to preparing sector road maps for all DMCs), or limited (e.g., the exclusive focus on targeting girls in the gender context). The policy also emphasized learning from implementation and stated that a planned review should take place after 5 years which never occurred. More than 20 years later, the policy is outdated, particularly in its references to ADB and the sector priorities that have emerged in recent years. While some of these evolving priorities—such as the role of technology and private sector

involvement—were incorporated into the ESOP and, later, ESDG, details on how to implement such priorities remain insufficient.

**ADB has not had a consistent approach to ensuring robust country education sector diagnostics and knowledge work.** The 2002 policy and subsequent documents envisioned that ADB would develop a more strategic approach to country engagement, including preparing education sector road maps for each DMC, which did not materialize. Instead, ADB selectively conducted diagnostics and analyses of varying scope and depth. Assessments were often tied to specific investments rather than to broader strategic planning at the sector or country level. This narrow understanding of key constraints led projects to prioritize direct benefits, such as access to TVET and secondary education, over complex challenges such as improving learning quality or facilitating the transition to the labor force.

To complement its financing support, ADB produced knowledge products that were well received and cited by clients. However, they were limited in number and their utility for identifying barriers and shaping support, particularly for learning quality and employability, needs to be strengthened. ADB has developed potentially useful knowledge products in areas such as private sector engagement and digital technology, but they could be more effectively leveraged to inform its operations. However, despite producing notable knowledge works and organizing knowledge initiatives across the region, ADB has yet to be widely recognized as a leader in knowledge support.

**ADB has delivered successful education projects but the effectiveness and the quality of their design and monitoring frameworks (DMFs) can be improved.** ADB education projects have had high success rates. However, during the evaluation period, only two-thirds of ADB's education projects were rated effective, which is lower than the ADB average.

Despite ADB's ambition to improve the outcomes of its operations, its projects typically focused on lower-level outcomes such as the number of students or graduates, rather than on higher-level outcomes such as enhanced learning quality

or systemic changes to address structural problems in education systems. Increasing access to education has been a priority. While it is important to consider the clients' needs and capacity, there is an opportunity for ADB to move beyond access and to provide more projects with higher outcome aspirations.

**The broad aspirations to grow the education portfolio were not backed up by sufficient resources.** Education has remained around 5% of ADB's total portfolio, despite targets to expand it to 6%–10% by 2024. Staffing levels have not significantly increased, creating a gap between the aspirations of ADB's education policy and its actual portfolio. Structural and business process changes under the new operating model (NOM) have further affected efforts to grow ADB's presence in the sector, particularly in countries without an existing education portfolio. While ADB has built strong partnerships in a few countries, this has not been widely replicated to drive broader portfolio growth.

Although the corporate results framework (CRF) education lending target for 2019–2024 was not met, it served as a useful incentive for ADB to expand its education portfolio. With no explicit target in the CRF, 2025–2030, ADB must explore new ways to incentivize and refocus attention on the sector.

## Recommendations

To enhance ADB's support for education in the region, the evaluation offers the following recommendations for ADB.

**Recommendation 1. Update ADB's education policy framework to better clarify ADB's strategic approach and objectives and guide operations.** The policy architecture reform provides an opportunity for ADB to update its education sector policy framework to provide greater clarity, consistency and coherence between the strategic, operational, and guidance documents. There are several options for Management to consider. The 2002 Policy on Education can be updated or retired, consistent with the new policy architecture's intent. Accordingly, ADB should issue a new set of guidance documents to ensure greater clarity, consistency and coherence between the strategic,

operational, and other sector directives. At the highest level, ADB should establish the principles and parameters for its education support. A theory of change—outlining ADB's goals and priorities within the context of its strengths, the education challenges of DMCS, and sector best practices—could serve as a foundation for these principles. To complement the high-level principles and strategic directions, ADB needs to provide more detailed operational guidance for the sector, including on: (i) gender and equity, ensuring broader inclusion and equality, aligned with ADB's other policies on social issues, such as its new operational approach to sexual and gender minorities' inclusion and disability-inclusive development roadmaps; (ii) innovation and emerging challenges, leveraging technology and the private sector, addressing climate change's impact on education, and fostering digital and green skills; (iii) sectoral approaches, providing clearer strategies for different education subsectors; and (iv) targeted partnership, enhancing collaboration to improve education outcomes

**Recommendation 2. Enhance the effectiveness of sector diagnostic work and strategic planning for education at the country level.** The Strategy 2030 and the Strategy's mid-term review stressed the importance of being strategic and focusing on impact. This implies that ADB needs to further strengthen its country-level assessments, particularly regarding labor markets and education investment needs in the DMCS. Improved diagnostics at the sector and country level will enable ADB to identify policy and institutional constraints including governance, regulatory barriers, and political economy challenges that hinder progress. In some countries, ADB can leverage existing diagnostic and analytical work produced by the government or other development partners, allowing it to allocate resources accordingly and avoid duplication.

More effective sector diagnostics would enable ADB to become more strategic and differentiated in its approach at the country level by identifying where it can: (i) better use its available TA and lending instrument mix to support more integrated and sequenced sector interventions; and (ii) tailor solutions for specific challenges across country. ADB support should be well

targeted so it can deliver influential outcomes, leverage its impact, support innovation and transformation, and identify where demand for further support could be built.

**Recommendation 3. Strengthen outcome framework; indicators; and monitoring and evaluation for greater institutional learning.**

Stronger emphasis on quality review of design and monitoring frameworks upfront would help ensure a greater focus on outcomes which are adequately underpinned by outputs and indicators. The adoption of such an outcome-focused approach would align with Recommendation 2, where ADB will strengthen its diagnostic works to identify key sector constraints and address them through differentiated approaches. ADB should capitalize on existing findings, lessons, and recommendations provided by project completion reports and other sources to inform projects design. Advances in technology have made gathering, extracting, and synthesizing such information more efficient.

Enhanced sector diagnostics will help ADB in fine-tuning and improving the overall quality of the design and monitoring framework (DMF) in its education projects. Improving project DMF

would also provide a useful starting point to support monitoring and evaluation, achieve project outcomes, and learning. At the same time, project teams should work with DMCs to enhance systems to monitor progress and evaluate outcomes.

**Recommendation 4. Better align ADB's human resources and skills with its strategic positioning in the education sector.** Given the direction of the updated policy framework and guided by the sector diagnostics and country road maps, ADB needs to step up its efforts to provide knowledge support, engage in policy dialogue, and develop strategic partnerships, while ensuring strong project implementation, monitoring, and evaluation.

ADB will need to ensure that staff have the necessary resources and support to perform these functions. ADB needs to invest in staff skills so that they align with its strategic positioning and focus in the education sector. Such skills might include expertise in core education interventions, such as curriculum development, teacher training, and skills in emerging areas, such as climate-responsive education planning, infrastructure, and education technology.

### Links between Findings and Recommendations

Recommendations	Supporting Findings
<p><b>Recommendation 1.</b> Update Asian Development Bank's (ADB) education policy framework to better clarify ADB's strategic approach and objectives and guide operations.</p>	<p><b>The Education Policy and subsequent guidance documents provided sufficient breadth for ADB operations, but the overall framework needs to be updated.</b> Currently, the sector policy framework is contained in different documents: the 2002 Policy on Education, and the 2022 education sector directional guide (ESDG), which replaced the 2010 education sector operational plan (ESOP) (paras. 17-18). The principles set out in the education policy and subsequent sector guides provide a broad platform to enable ADB to be flexible in responding to client demands</p> <p>However, gaps and inconsistencies persist within and across the guiding documents. The 2002 Policy on Education mixed policy principles with prescriptive implementation guidance which has only been selectively implemented. It is also dated in terms of its references to ADB and the sector priorities that have emerged in recent years, e.g., the role of technology and the involvement of the private sector (paras. 98 and 103). The exclusive focus on girls in ADB's sector policy and strategy lacks nuance and guidance to address broader inclusivity, including the "reverse gender gap" issue in education (paras. 86 and 89).</p>
<p><b>Recommendation 2.</b> Enhance the effectiveness of sector diagnostic work and strategic planning for education at the country level</p>	<p><b>ADB has not had a consistent approach to country education sector diagnostics and knowledge work.</b> The 2002 policy envisioned a more strategic approach to country engagement, including education sector road maps for each developing member country, which did not materialize. Instead, ADB selectively conducted diagnostics and analyses, with varying scope and depth (paras. 46-47). This narrow diagnostics and understanding of key constraints led projects to prioritize direct benefits, such as access to technical and vocational education and training and secondary education, over complex challenges like learning quality or labor force transition (paras. 82-84).</p> <p>ADB produced knowledge products covering a wide range of topics, which was well-received and cited by clients. However, they are limited in number and their utility for identifying barriers and shaping support, particularly for learning quality and employability, could be strengthened. ADB has developed valuable knowledge products in areas such as private sector engagement and digital technology, but they could be more effectively leveraged to inform operations. Despite producing notable knowledge works and organizing knowledge initiatives across the region, ADB has yet to be widely recognized as a leader in knowledge support (para. 62).</p>
<p><b>Recommendation 3.</b> Strengthen outcome framework; indicators; and monitoring and evaluation for greater institutional learning.</p>	<p><b>ADB has delivered successful education projects, but the quality of the design and monitoring framework (DMF) can be improved.</b> ADB education projects have had high success rates. However, during the evaluation period, only two-thirds of ADB's education projects were rated effective, which is lower than the ADB average (para. 74). At the same time, education projects typically focused on modest ambitions in terms of outcome such as number of students or graduates (para. 77), rather than higher level objectives such as learning quality and labor market transitions.</p> <p>The main emphasis of ADB's education support has been on improving access (para. 80). ADB has effectively targeted improving educational opportunities for girls; however, projects targeting other groups that face barriers in accessing education have been less common (paras. 85-89). Support for innovation and private sector development has remained limited (paras. 97 and 102).</p>
<p><b>Recommendation 4.</b> Better align ADB's human resources and skills with its strategic positioning in the education sector.</p>	<p><b>ADB's broad aspirations to grow the portfolio were not supported by sufficient resources.</b> Education has remained around 5% of ADB's total portfolio, despite targets to expand it to 6%-10% by 2024 (para. 21). Such targets have not been followed by a significant increase in the number of staff working in the sector (para. 67). As the evaluation shows, this led to a mismatch between ADB's aspirations (as laid out in the policy framework) and what ADB did on the ground (as reflected in the portfolio).</p>



CHAPTER 1:

# **Education in Asia and the Pacific: Impressive Progress but Challenges Remain**

# Chapter 1

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## Education in Asia and the Pacific: Impressive Progress but Challenges Remain

1. Education is a basic element for well-being. It lays the foundation for personal growth and provides the building blocks for the skills needed for individual livelihoods. Education has the potential to mitigate inequality and provide new opportunities for marginalized and underserved groups, including girls, students from poor households, and people with disabilities. Globally, the private rate of return for investments in an extra year of schooling is about 9% and it is often higher in poorer countries: 18% for primary education and 12% for secondary and tertiary education. For many, education is transformational, opening doors and creating new opportunities.<sup>1</sup>

2. Education is essential for social and economic development. It helps create and sustain economic growth and competitiveness as countries' income status improves. Higher levels of education, especially for the most marginalized groups, can improve health outcomes and increase the impacts of social protection initiatives.<sup>2</sup> In a world that is increasingly characterized by globalization and labor mobility, investments in education contribute to global sustainable development. Education also serves as a cornerstone for civic engagement, helping to shape an engaged and informed citizenry.<sup>3</sup>

### A. Asia Made Notable Strides in Improving Access to Education, but More Work is Needed

3. The Asia and the Pacific region has achieved impressive progress in education over recent decades. The region is home to more than half the world's population under 18 years of age and has achieved increased rates of enrollment, retention, and completion at all levels of education. Many countries have nearly achieved universal primary education, and access to secondary education has significantly improved.

4. The youth population (20–24 years old) with less than primary education has at least halved in many countries, with increasing numbers of youth having secondary or higher education. Mean years of schooling for the population 24 years and over have increased dramatically and are projected to continue to increase in all countries. Girls and women have benefited from improvements in access to education. Gender gaps have narrowed, and in some countries, women outnumber men in tertiary education enrollment rates.<sup>4</sup>

5. Despite overall progress, many education systems in the region still face three significant challenges: (i) lack of equitable access, particularly for marginalized and underserved groups; (ii) poor learning outcomes across all levels of education; and (iii) a skills mismatch with the needs of labor markets. Regarding the first challenge, according to a 2017 estimate, about 35 million children including those from remote areas, children with disabilities, and children from ethnic minority backgrounds are still out-of-school.<sup>5</sup> Due to religious, cultural, or societal norms in some Asian Development Bank (ADB)

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<sup>1</sup> G. Psacharopoulos and H. Patrinos. 2018. [Returns to Investment in Education: A Decennial Review of the Global Literature](#). Policy Research Working Paper No. 8402. World Bank, Washington, DC.

<sup>2</sup> Studies have shown that policies which increase educational attainment could have significant health benefits. See, for example D.M. Cutler and A. Lleras-Muney. 2006. [Education and Health: Evaluating Theories and Evidence](#). Working Paper Series, No. 12352, National Bureau of Economic Research

<sup>3</sup> D. Runde., et al. 2023. [Investing in Quality Education for Economic Development, Peace, and Stability](#). Center for Strategic and International Studies. Washington, DC.

<sup>4</sup> World Economic Forum. 2023. [Global Gender Gap Report](#). Geneva.

<sup>5</sup> UNICEF. 2019. [Learning against the Odds: Evidence and Policies to Support All Out-of-School Children and Adolescents in East Asia and Pacific](#).

developing member countries (DMCs), girls continue to face restrictions in their access to education and/or in their ability to remain in education. For low-income families, particularly at secondary and tertiary levels, education poses not only high financial costs but also opportunity costs. Finally, children who are from displaced communities due to conflict or crisis are often denied access to education.

6. A second, more complex challenge relates to learning. Improvements in access have not yet been translated into improvements in the associated learning outcomes for millions of children facing learning poverty, defined as the inability to read and understand simple text by age 10. In 2019, learning poverty was 60% in South Asia; 58% in Southeast Asia; 21% in Central and West Asia; and 18% in East Asia.<sup>6</sup> Most ADB DMCs participating in the Program for International Student Assessment (PISA) are in the bottom quintiles, with Viet Nam being an exception.<sup>7</sup> The literature suggests that, as most children have access to primary school, officials may be prioritizing increasing participation in secondary education over improving learning outcomes at the primary level.<sup>8</sup>

7. Finally, there is often a mismatch between the skills taught in the education system and the demands of the labor market. The effectiveness of education systems depends largely on whether they are producing skills relevant to labor market needs. In 2023, youth unemployment stood at 15% in South Asia; 14% in East Asia; and 10% in Southeast Asia and the Pacific; yet many employers say they find it difficult to fill vacancies.<sup>9</sup> Overall, 22% of youth in Asia and the Pacific were not employed or not in education and training (NEET). The high proportion of youth who are NEET indicates a disconnect between education and training systems and labor markets in many countries. There are still significant gender gaps in school-to-work transition and overall labor market participation.

8. Governments in ADB DMCs spent an average of 3.9% of their gross domestic product (GDP) on education in 2021, an increase from about 3.3% in 2011. Average government spending on education in ADB DMCs was 12.8% of total government expenditure in 2021. However, these levels of expenditure are still far from those envisaged by the World Education Forum's Framework for Action, which recommended that countries allocate at least 4%–6% of GDP to education, and/or allocate at least 15%–20% of public expenditure to education.<sup>10</sup>

9. The coronavirus disease (COVID-19) pandemic exacerbated all these challenges. School closures and the inability of education systems to provide remote classes during the pandemic deprived millions of school children of learning opportunities (Box 1). Mobility restrictions also badly affected the transition of young people from school and training to work. The COVID-19 crisis particularly hit young workers in the region who were employed in the four sectors hit hardest: wholesale and retail trade and repair, manufacturing, rental and business services, and accommodation and food services.<sup>11</sup> Young workers in these sectors represented nearly half of the total number of people affected by the crisis. The crisis resulted in a major setback for the development gains in education that had been achieved over decades, requiring significant attention and investment from governments and the development community.

<sup>6</sup> The learning poverty indicator was jointly developed by the World Bank and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The indicator joins school deprivation (out-of-school) with learning deprivation (low level foundational skills despite being in school) in a single measure. Learning deprivation is based on the level of reading proficiency expected to be accomplished by the end of primary education (a proxy for other foundational learning giving the core role that literacy plays in all learning). Children unable to read and understand a simple text by the age of 10 are described as "learning poor." In rural India, for example, only half of fifth-grade students could fluently read text at the level of the second-grade curriculum in 2016, which included sentences (in the local language) such as "It was the month of rains" and "There were black clouds in the sky." See World Bank. 2022. [The State of Global Learning Poverty: 2022 Update \(a joint report with UNESCO and UNICEF\)](#).

<sup>7</sup> Organisation for Economic Co-operation and Development. 2022. [PISA 2022 results](#) (accessed 10 January 2024).

<sup>8</sup> N. Yarrow, et al. 2023. [What I Really Want: Policy Maker Views on Education in East Asia Pacific](#). Policy Research Working Paper 10591. World Bank, Washington, DC.

<sup>9</sup> ILO. 2024. [Global Employment Trends for Youth 2024: Asia and the Pacific \(ILO Brief\)](#). The [Philippine Statistics Authority](#) estimated that 51.5% of the total number of job vacancies were "hard to fill." A 2023 [Global Talent Survey](#) found that around half of executives in Asia and the Pacific reported difficulty in finding the skilled talents needed.

<sup>10</sup> UNESCO. 2015. [Education 2030: Incheon Declaration and Framework for Action: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All](#).

<sup>11</sup> ILO and ADB. 2020. [Tackling the COVID-19 Youth Employment Crisis in Asia and the Pacific](#).

**Box 1: Learning Poverty and Learning Loss**

The coronavirus disease (COVID-19) pandemic exacerbated learning poverty, which is estimated to have risen to about 78% in South Asia (the second highest regional rate globally) and to about 44.6% in East Asia and the Pacific.<sup>a</sup> In addition to the increase in absolute learning poverty from the effects of the pandemic, millions of students experienced “learning losses” (the loss of knowledge and skills or reversal of academic progress) due to school closures and the lack of capacity in education systems to provide remote learning for all, coupled with the inability of many children to access available resources (e.g., due to lack of information, no computers, lack of connectivity, or other constraints).<sup>a</sup> The United Nations Children’s Fund (UNICEF) has estimated that at least 80 million children in the region were unable to participate in remote learning offered during COVID-19, mainly due to lack of equipment.<sup>b</sup>

A United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNICEF study of 14 countries in Asia in 2021 concluded that school closures caused by the pandemic threatened to put earlier development progress in education at risk.<sup>c</sup> The study added that 24 million students from all education levels (1.4% of all students) might not return once schools reopened. The risk was higher for students from the most vulnerable groups. Learning losses were unequally distributed and particularly affected girls, students from poor families, and students from rural and remote areas. This educational disruption triggered a cascade of social consequences, including increased school dropouts, early marriages, and teenage pregnancies.

<sup>a</sup> World Bank. 2022. *The State of Global Learning Poverty: 2022 Update* (a joint report with UNESCO and UNICEF).

<sup>b</sup> UNICEF. *Education: Every Child has the Right to Go to School and Learn*.

<sup>c</sup> UNESCO and UNICEF. 2021. *Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia: A Synthesis Report*.

Source: Independent evaluation team.

**B. Evaluation Approach and Report Outline**

10. In its Strategy 2030, ADB said it would increase its support for social sectors, including education. Recent changes in the landscape have required governments and their development partners, including ADB, to recalibrate their approaches to education. Given this context, the Independent Evaluation Department (IED) conducted this evaluation of ADB’s support for education to identify lessons and good practices, and to make recommendations to guide ADB’s future work in the sector.<sup>12</sup>

11. The evaluation focused on ADB’s support for education from 2011 to 2023, which was guided by ADB’s Policy on Education (2002), as approved by its Board of Directors and by ADB’s corporate strategies during the period, the 2010 education sector operational plan (ESOP) 2010 and the 2022 education sector directional guide (ESDG). Over the course of the evaluation period, ADB was active in the education and training sectors of 21 of its 41 DMCs. IED produced an approach paper that elaborated the methodology for the evaluation, including a theory of change to guide the overall evaluation and its scope.<sup>13</sup>

12. The overarching evaluation question was: How well-positioned is ADB to deliver relevant and impactful support for education in Asia and the Pacific? In order to respond to this question, the evaluation addressed four subquestions:

<sup>12</sup> The work of the Independent Evaluation Department (IED) in the education sector has been limited. In addition to two project-level evaluations, IED conducted its last comprehensive review of the sector in 2008, a sector synthesis report: IED. 2008. *Sector Synthesis of Evaluation Findings: Education Sector*. Manila: ADB. IED also conducted an evaluation of the education sector in Bangladesh (*Education Sector in Bangladesh: What Worked Well and Why under the Sector-Wide Approach?*).

<sup>13</sup> IED. 2024. *Evaluation Approach Paper: An Evaluation of ADB’s Support for Education in Asia and the Pacific*. To triangulate the evaluation’s findings from key informant interviews and document analysis, the evaluation gathered additional information and perspectives from ADB staff through an online survey. Forty-one staff who are currently working on, or have previously worked on, an education project responded to the survey. A summary of the survey result is presented as Appendix 1, Linked Document A to this evaluation.

- (i) To what extent is ADB support for education relevant to the needs and challenges of its DMCs?
- (ii) How coherent is ADB's approach through its investments; technical assistance (TA), policy dialogue, and knowledge support; and its partnerships with other development partners, DMCs, and nongovernment actors in the region to leverage its value addition, influence, and impact?
- (iii) To what extent has ADB achieved its education sector goals and objectives?
- (iv) To what extent does ADB have adequate resources, processes, and structure to deliver its goals in the education sector?

13. This report is structured as follows. Chapter 2 provides an overview of ADB's approach to education, as outlined in its Policy on Education, subsequent guidelines, and the current portfolio. Chapter 3 discusses how ADB engages with clients and other development partners in the sector at the country level. Chapter 4 assesses the extent to which ADB support for education at the project level reflects the intention of the Policy on Education. Chapter 5 concludes the report and provides recommendations based on the findings of the evaluation.



CHAPTER 2:

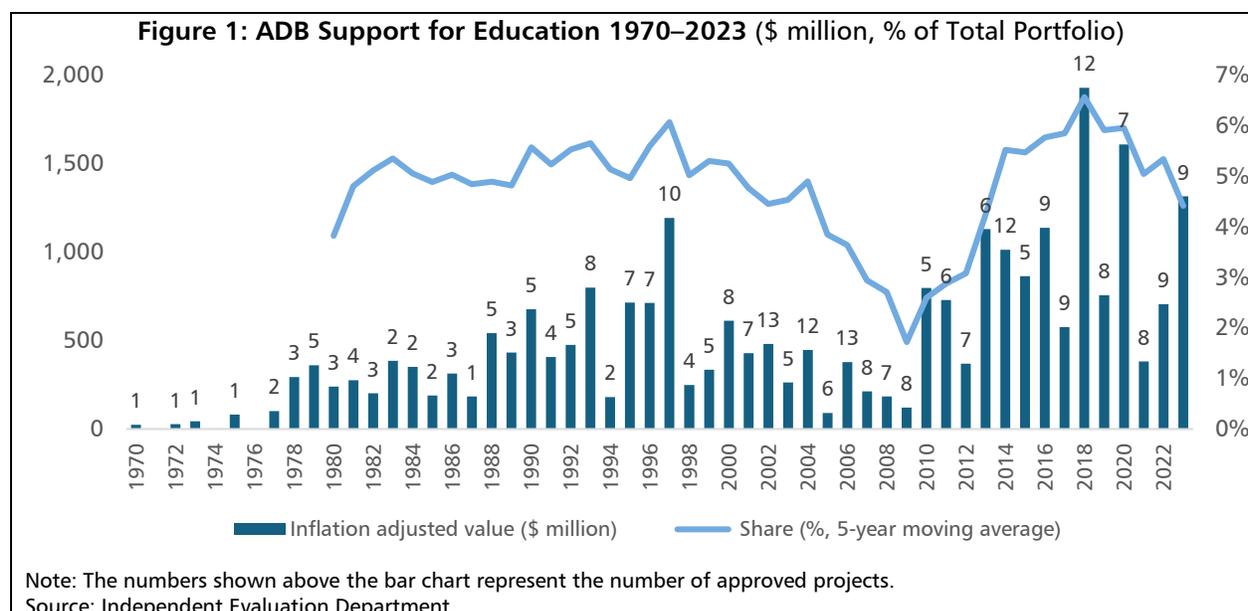
## **ADB's Education Sector: High-reaching Policy with Expectation to Expand the Portfolio**

## Chapter 2

# ADB's Education Sector: High-reaching Policy with Expectation to Expand the Portfolio

14. Soon after ADB was founded, it began supporting education in Asia and the Pacific. The earliest borrowers in the sector included the Republic of Korea and Singapore, countries that have since “graduated” from DMC status.<sup>14</sup> ADB started to lend to the education sector in 1970 and its first education sector policy paper was published in 1988.<sup>15</sup> A formal Policy on Education was approved by the Board of Directors in 2002.<sup>16</sup> The education sector operational plan (ESOP) in 2010 and the education sector directional guide (ESDG) in 2022 provided more recent guidance for operations.<sup>17</sup>

15. From its first loan in 1970 until 2023, ADB has provided 298 projects in the education sector for a total value of \$18.4 billion, an average of \$350 million a year. In 2010, ADB tripled its capital base, resulting in a general increase in its lending portfolio. This also translated into an increase in ADB's education sector lending during the evaluation period. From 2011 to 2023, ADB committed 107 projects totaling \$10.7 billion in the sector. However, education as a share of ADB's overall portfolio has rarely exceeded 6% (Figure 1). The volume of education support reached its peak before the pandemic, declined thereafter, and started to take off again in 2023.



16. This chapter provides an overview of ADB's approach to education and its portfolio. It starts with a discussion of what ADB intended to do in the sector as outlined in its policy and sector strategies. The discussion continues with descriptive analyses of the ADB education portfolio from 2011 to 2023.<sup>18</sup>

<sup>14</sup> ADB's first education project was support for vocational education at Ngee Ann Technological College, Singapore, in 1970. ADB. 1970. *Ngee Ann Technical College Expansion Project*.

<sup>15</sup> ADB. 1998. *Education and Development in Asia and the Pacific*. Manila.

<sup>16</sup> ADB. 2002. [Policy on Education](#).

<sup>17</sup> ADB. 2008. [Education and Skills: Strategies for Accelerated Development in Asia and the Pacific](#); ADB. 2010. [Education by 2020: A Sector Operations Plan](#); and ADB. 2022. [Strategy 2030 Education Sector Directional Guide: Learning for All](#).

<sup>18</sup> The full list of ADB loans and grants is in Appendix 2 while Appendix 3 contains the list of TA projects. The chapter draws on the ADB portfolio database, an analysis of secondary data from various sources, including [UNESCO](#) and [World Bank](#), country missions, and a review of relevant literature.

## A. ADB's Support for Education is Guided by Broad Sector-Level Policy Principles and Guidelines

17. ADB's high-level response to challenges in the education sector in Asia and the Pacific is set out in the Policy on Education approved by the Board in 2002. The basic principle underlying ADB's Policy on Education was "to maximize leverage and impact by orienting ADB support increasingly to education sector policy development and reform, particularly reform linked to poverty reduction". That basic principle was supported by what were referred to as "corollary principles." These included: (i) taking a longer-term view with multiple, sequenced interventions; (ii) increasing the amount and quality of sector and policy work; (iii) using a greater variety of lending modalities; and (iv) increasing cross-sectoral coordination to better address poverty. The policy's general priorities included reducing poverty, enhancing the status of women, and facilitating economic growth.<sup>19</sup>

18. The Policy on Education stipulated that ADB should conduct a comprehensive review of its implementation by 2007 and produce a revised policy to reflect changing needs and circumstances (paras. 77–79). In 2008, ADB conducted a review but did not update the policy.<sup>20</sup> Instead, Management issued the ESOP in 2010 and the ESDG in 2022, and these have served as guidelines for ADB operations.<sup>21</sup> Each built on, updated, and evolved the guidance and priorities for education sector operations. However, such approach has also led to unclarity over the hierarchy of authority across documents, which ADB is addressing under the new policy architecture reform.<sup>22</sup>

19. The evolution of ADB's overall vision for education and the key areas covered by each document are presented in Table 1.<sup>23</sup> Education support was framed in the context of ADB's overall approaches to poverty reduction (2002), inclusive growth (2010), and learning for all (2022). The shift from poverty reduction to inclusive growth was followed by a more pronounced narrative regarding the link between education and the labor market. Some themes have been consistently emphasized. First, ADB's education policy has consistently focused on enhancing learning outcomes and education quality, beyond just improving access. The objective of improved learning outcomes has been framed in slightly different ways across time, although the core intention has always been clear. The objective of learning outcomes was further elevated in the overall vision of the 2022 education sector guidance ("learning for all").

20. Second, ADB has consistently expressed its intention to support system-wide development through strengthening national education policies and governance, in addition to providing physical outputs (e.g., buildings, classrooms, and equipment). Implicit in this is the need for ADB to invest in solid analytical work and longer-term operational planning if it is to provide such support. The 2002 policy recommended that ADB prepare an education sector strategy and sector road map for each DMC followed by annual monitoring. It also expected ADB to undertake public expenditure reviews and stated that ADB should act as an education advocate for DMCs so they would allocate an appropriate share of spending on basic education. The ESOP reemphasized this by envisioning an "ecosystem approach" and by stressing the need for a 10-year education reform road map to guide planning and implementation in DMCs. The road map should articulate DMC strategic priorities and choices and draw on global best practices, prioritizing reforms, and aligning them with other policies to optimize synergies in each country.

<sup>19</sup> Subsidiary priorities include: (i) increasing equity, access, and retention, especially for the poor, women, and other marginalized groups; (ii) improving the quality of education; (iii) strengthening management, governance, and efficiency, and emphasizing greater stakeholder participation; (iv) mobilizing resources for sustainable education delivery, in particular facilitating the role of the private sector, while protecting access by the poor to affordable basic education; (v) strengthening collaboration with partners and beneficiaries; and (vi) emphasizing more experimentation with, and dissemination of, innovative strategies and technologies.

<sup>20</sup> ADB. 2008. [Education and Skills: Strategies for Accelerated Development in Asia and the Pacific](#).

<sup>21</sup> Footnote 21; ADB. 2010. [Education by 2020: A Sector Operations Plan](#); and ADB. 2022. [Strategy 2030 Education Sector Directional Guide: Learning for All](#).

<sup>22</sup> ADB. 2024. [Asian Development Bank's Policy Architecture](#). Manila

<sup>23</sup> Another document published in 2010 included guidelines on identifying and managing risks that could reduce development effectiveness in the education sector. ADB. 2010. [Guidance Note: Education Sector Risk Assessment](#). Manila.

**Table 1: Key Areas of ADB's Education Support**

Area	Subsector	Policy on Education (2002) Poverty Reduction	ESOP (2010) Inclusive Growth	ESDG (2022) Learning for All
Access	Pre-primary, primary, and secondary	(i) Nonformal education and early childhood development; (ii) targeted support for girls and poor children; (iii) equitable access; (iv) private sector provision	More accessible basic and secondary education	(i) More financing and better spending; (ii) more effective role of the private sector
	TVET	Encourage private sector provision		(i) Address structural challenges; (ii) mobilize the private sector; (iii) design municipal interventions
	Tertiary	Increase equity of access to higher education	Improve equity	Scholarships and income-based loans
Learning	Pre-primary, primary, and secondary	(i) Improve primary and secondary education quality; (ii) improve literacy	(i) Support high-quality basic and secondary education; (ii) adopt a decentralized approach and innovative partnership with communities	(i) Improve school governance and accountability; (ii) strengthen teacher quality and pedagogical practices to target lagging students; (iii) carry out formative assessments; (iv) simplify curricula; (v) employ digital learning; (vi) improve foundational learning
	TVET	Improve TVET governance	Improve TVET quality	(i) Support digital readiness; (ii) support adult education
	Tertiary		Raise the quality of selected fields in tertiary education	(i) Improve good governance, accountability, and efficiency; (ii) promote partnership; (iii) prioritize STEM
Employment	TVET		(i) Support capacity, policy, regulations, and qualification standards; (ii) strengthen the TVET-job market link; (iii) provide multiple routes for skills acquisition	Help DMCs get started on the Fourth Industrial Revolution
	Tertiary		Strengthen partnership with the private sector and industry	Remove skill gaps between the labor market and university education

DMC = developing member country; ESDG = Education Sector Directional Guide: Learning for All; ESOP = Education by 2020: A Sector Operations Plan; ESS = Education and Skills: Strategies for Accelerated Development in Asia and the Pacific; STEM = science, technology, engineering, and mathematics; TVET = technical and vocational education and training.  
Source: Asian Development Bank.

21. Third, ADB identified a need to expand its education operations. Like other social sectors, education is less capital intensive than infrastructure sectors. This translates into a smaller share in the overall lending portfolio. The share of ADB's education sector in the total portfolio is comparable to the share at other multilateral development banks.<sup>24</sup> The 2002 policy recommended that ADB increase its education assistance, concentrating on countries with low primary and secondary enrollment and

<sup>24</sup> During the same period, the World Bank provided \$17.5 billion or 6.3% of its total operations. A recent evaluation by the World Bank's Independent Evaluation Group found that the distribution of World Bank support for basic education (defined as primary and lower secondary education) was similar to that of ADB's. In fiscal year 2012–2022, there was significant support for basic education in a small number of countries—there were five or more projects in 12 countries (13%). Elsewhere, support was thinly spread there was one project in 38 countries (42%) and two projects in another 22 countries (24%). IEG. 2024. [Confronting the Learning Crisis: Lessons from World Bank Support for Basic Education, 2012–22](#). Washington, DC.

completion rates, and high gender disparities. The ESOP envisaged that ADB's education portfolio would rise from about 2% of ADB's total loans and grants in 2010 to 4% by 2012. To achieve this target, the ESOP recommended that ADB recruit additional staff with diverse expertise. It proposed that ADB should maintain its previous approach of supporting all levels of education. The current ESDG also called for an expansion of ADB education operations, citing the 2019–2024 corporate results framework (CRF) target of 6%–10% of ADB lending to be to education by 2024, although this target was not achieved.<sup>25</sup>

22. There is strong alignment between ADB's policy principles as outlined in the 2002 policy and those of other development partners. The approach to education of bilateral, multilateral and United Nations agencies has evolved from a focus on access to a concentration on learning. Today, the Sustainable Development Goals (SDGs), and especially SDG 4 on "inclusive and equitable quality education and promote lifelong learning opportunities for all," provide the anchor for development partners to frame their education sector policies and strategies.

### B. Three Countries Account for Half of ADB's Education Portfolio

23. ADB approved 107 sovereign education projects during 2011–2023 with a total commitment of \$10.7 billion (Figure 2), an average of about 8 projects and \$826 million approved per year. As of August 2024, 56 projects were active, 49 were closed, and 2 projects were not yet effective. Over the period, ADB approved only five nonsovereign education projects with a total commitment of \$24.3 million.

#### Box 2: Education Support in Projects Listed Under Other Sectors

From 2011 to 2023, the Asian Development Bank (ADB) approved 23 projects in which education was the secondary or tertiary sector, with a total value of \$1.1 billion. These projects were distributed across six sectors: public sector management (8 projects); health (5), water and other urban infrastructure and services (4); industry and trade (3); agriculture and natural resources (2); and energy (1). Technical and vocational education and training (TVET) was covered in 10 of the 23 projects, followed by education sector development (8), tertiary education (2), primary and pre-primary education (2), and secondary education (1). Eleven of the 23 projects were closed; 5 have been validated by the Independent Evaluation Department and rated *successful*.

The eight PSM projects were policy-based lending or grants supporting reforms in the education and health sectors in Armenia, investment climate and economic productivity in the Kyrgyz Republic, human capital and labor productivity in Indonesia, social protection in Pakistan, and the school-to-work transition in the Philippines. The projects provided support for training and skills development systems, policy, and issuance or amendments to national laws or regulations in the respective countries.

Skills development and workers' training were the focus of education components in the three industry and trade projects. A trade facilitation project in the Lao People's Democratic Republic included skills training on sanitary and physio-sanitary processes for handling agriculture products. Two projects in Uzbekistan provided skills training for micro, small and medium-sized enterprises. Other areas of education support in multisector projects ranged from training of health workers in Viet Nam; training of elderly care providers in the People's Republic of China; infrastructure rehabilitation in Armenia, Indonesia, and Tonga; and improved basic services in Afghanistan.

Some projects which have significant education components were excluded from the evaluation because education was not listed in any of the project sectors. Two projects in India, Early Childhood Development in Meghalaya Project and Maharashtra Tertiary Care and Medical Education Sector Development Program—both with a total of \$542 million—were listed under the health sector. Some loans, grants, or TA projects on promoting financial literacy and inclusion had financial education components but were listed exclusively under the finance sector.

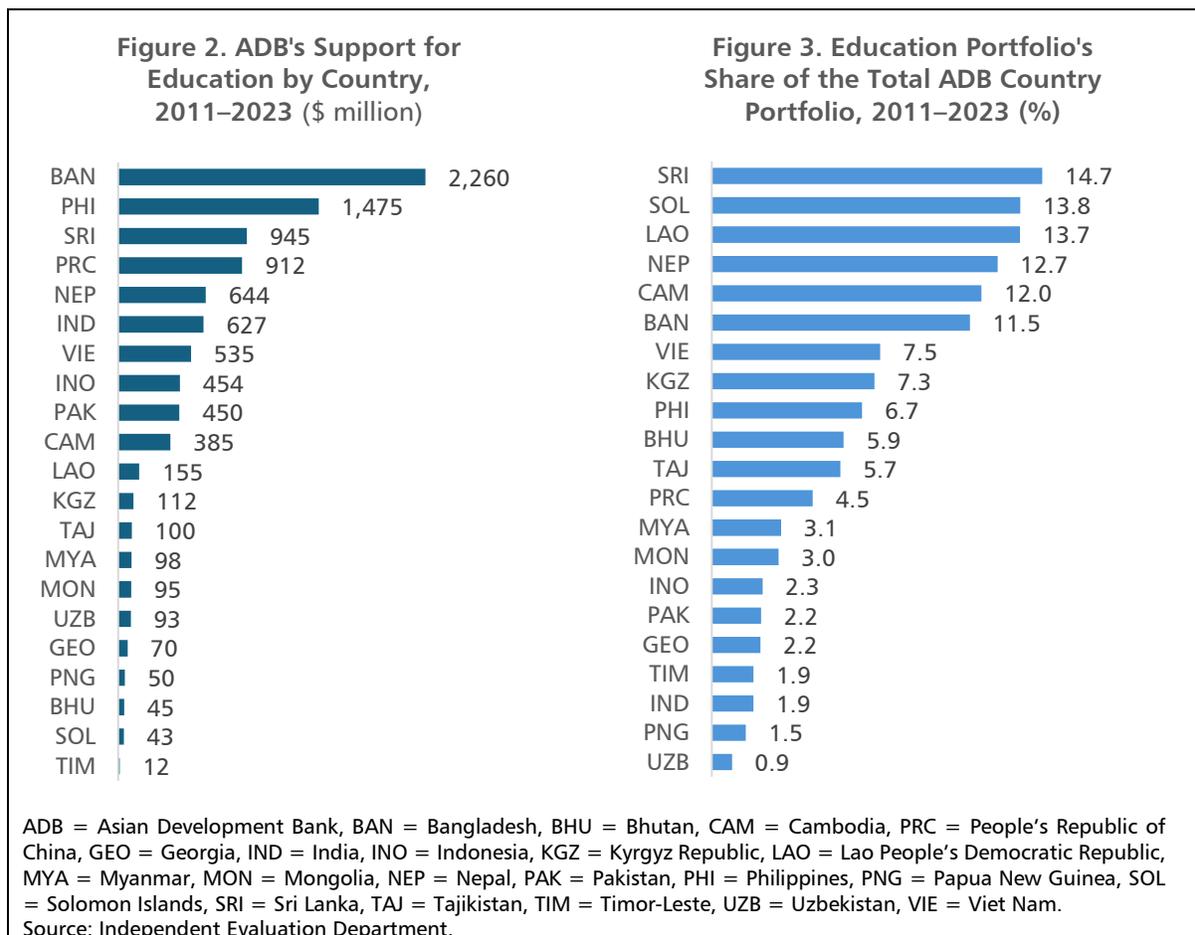
Source: Independent Evaluation Department.

24. Of the 107 education projects, 84 (75%) were "core" education projects, i.e., education was the main sector, with a total value of \$9.6 billion. The remaining 23 projects were multisector projects, with

<sup>25</sup> ADB. 2019. [ADB Corporate Results Framework, 2019–2024: Policy Paper](#). Manila. The subsequent [Corporate Results Framework, 2025-2030](#) no longer includes the education target.

education being the secondary or tertiary sector for coding purposes (Box 2). Unless stated otherwise, the remainder of the analysis in this report focuses on the core education projects.

25. ADB's core education support was distributed across 21 DMCs during 2011–2023 (Figure 2). Three countries accounted for 48% of the value of the ADB education portfolio of \$5.6 billion: Bangladesh (11 projects, 24%), the Philippines (6 projects, 15%), and Sri Lanka (4 projects, 10%).<sup>26</sup> When combined with the portfolio in the People's Republic of China (PRC) (8 projects, 10%), Nepal (6 projects, 7%), India (6 projects, 7%), Viet Nam (5 projects, 6%), Indonesia (4 projects, 5%), Pakistan (2 projects, 5%), and Cambodia (7 projects, 4%), these 10 countries accounted for 91% of education support (\$8.7 billion). The other 11 countries accounted for the remaining 9% (\$905 million) of the education portfolio. Three regional projects involve several countries in the Pacific: a multitranche financing facility (MFF) supported the University of the South Pacific, which has campuses located in 12 countries, and a project supported basic education in the Federated States of Micronesia and the Republic of the Marshall Islands.<sup>27</sup>



26. Despite the small overall amount, in some countries the education portfolio took up a large share of ADB's country portfolio (Figure 3). For example, in Sri Lanka, education made up 14.7% of the total ADB country portfolio over the evaluation period. Both the Lao People's Democratic Republic (Lao PDR) and Solomon Islands had small portfolios overall and, as a result, education represented 14% of ADB's

<sup>26</sup> Two regions accounted for the majority of both projects and approvals in the education sector. The South Asia Department (SARD) had 29 projects (35% of the total) and 47% of total commitments. The Southeast Asia Department (SERD) had 27 projects (32% and 32% of commitments). The Central and West Asia Department (CWRD) had 11 projects (13%) representing 9% of commitments. The East Asia Department (EARD) also had 11 projects (13%) representing 10% of commitments. The Pacific Department (PARD) had six projects (7%), representing 1% of commitments. Of the portfolio, 47% went to ADB Category B countries, 36% to Category C, and 17% to Category A countries.

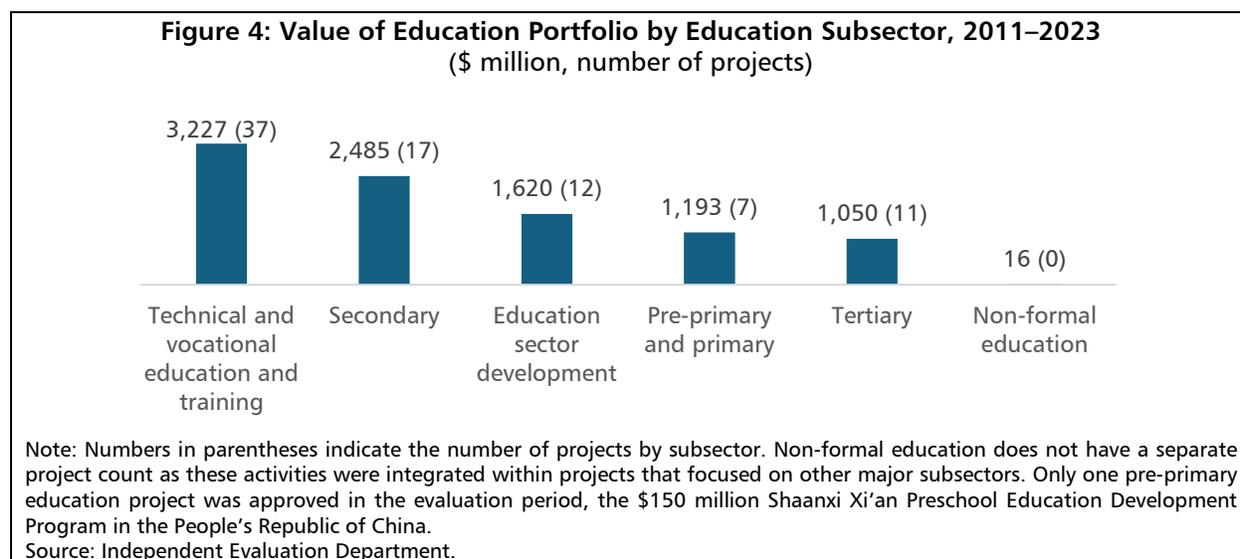
<sup>27</sup> ADB. 2017. [Improving the Quality of Basic Education in the North Pacific](#).

total country support. By contrast, education accounted for only a minor proportion of ADB support overall in the PRC (5%), Indonesia (3%), and India (2%), although these countries absorbed a large share of ADB's education portfolio in terms of volume.

27. The analysis also found that the number of education projects were distributed almost equally across Group A, B, and C countries.<sup>28</sup> Of the 84 core education projects, 28 were allocated to Group A countries, 29 to Group B, and 24 to Group C. However, in terms of volume, Group A countries received the smallest share of the allocation (16% of the ADB education portfolio). The largest share of commitments (45%) went to Group B countries, which at some level, were eligible for concessional lending. Group C countries, which borrow on a non-concessional basis, received 39% of all commitments. Group A countries were eligible for Asian Development Fund (ADF) grants. From 2011 to 2023, ADB provided \$9.4 billion of ADF grants to 18 countries in Group A. Education received \$438.5 million (4%) of ADF grants allocated during the period.

### C. ADB Supported All Education Subsectors, with TVET and Secondary Education Receiving the Largest Share

28. ADB was active in all education subsectors (Figure 4), although its presence in non-formal education was very small. ADB allocated the largest share of its education portfolio to technical and vocational education and training (TVET), with \$3.2 billion (33% of the portfolio) spread over 37 TVET projects, distributed across 20 countries.<sup>29</sup> Support for secondary education accounted for \$2.5 billion (25%) to 17 projects, the second largest share of the total.<sup>30</sup> In addition, ADB allocated \$1.6 billion (17%) to 12 projects to support education sector development (ESD), which covered sector-wide reforms and policies, integrated education development, and education sector finance. Only \$1.2 billion (13%) was allocated to pre-primary and primary education, and \$1.1 billion (11%) to tertiary education.



<sup>28</sup> Group A consists of countries that lack access to international credit; all ADB support is on a concessional basis. Group B countries have limited access to international credit and are eligible for some concessional assistance. Group C countries have broad access to credit and are only eligible for non-concessional assistance.

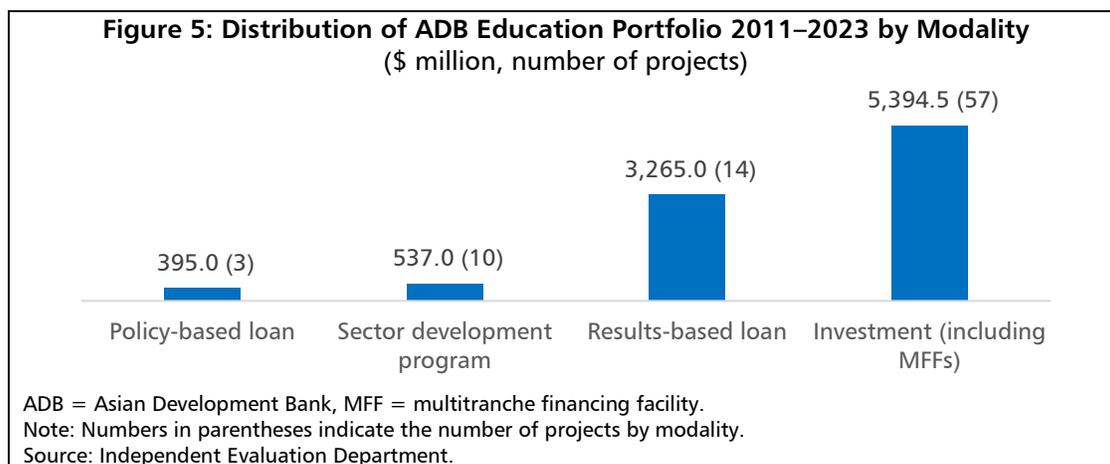
<sup>29</sup> The DMCs with the largest TVET portfolios were the PRC (\$666.6 million for 6 projects), Bangladesh (\$570 million for 4 projects), and India (\$525 million for 5 projects).

<sup>30</sup> The DMCs with the largest secondary education portfolios were the Philippines (\$600 million for 2 projects), Sri Lanka (\$500 million for 2 projects), and Pakistan (\$405 million for 1 project).

#### D. ADB Used a Range of Modalities, with Investment the Principal Means of Support

29. Investment projects made up much of the education portfolio. ADB implemented 57 investment projects totalling \$5.4 billion (56% of the total education portfolio) over 2011–2023 (Figure 5). Of these 57, eight were MFFs (\$869 million). ADB provided two MFFs to Bangladesh—one for secondary education with three tranches so far, and another for TVET, also with three tranches—with a total of \$850 million to date, and two higher education projects to support the University of the South Pacific (\$19 million).

30. Results-based lending (RBL) was used in 14 education projects (\$3.3 billion, 34% of the total education portfolio). The RBL projects covered all subsectors except for higher education, with two-thirds of the RBL portfolio (\$2 billion) allocated to secondary education and TVET. ADB introduced RBL in 2013, and the first RBL deployed by ADB was in education.<sup>31</sup> Since then, the education sector has been the most frequent and largest user of the RBL modality, accounting for 37% of all RBL commitments over the evaluation period.



31. The core education portfolio contained only three policy-based lending (PBL) loans valued at \$395 million (4%) in the evaluation period, although it should be noted that ADB rarely provides single-sector PBLs. In addition to the core education projects, ADB also approved 10 non-core PBL loans with education components for \$607 million. For example, two PBLs for the Kyrgyz Republic to strengthen the investment climate and economic diversification also supported TVET reforms and competency-based training.<sup>32</sup> In addition, ADB supported 10 sector development programs (SDPs) valued at \$537 million in Cambodia (4), the Kyrgyz Republic (3), Georgia (1), the Lao PDR (1), and Viet Nam (1). SDPs combine the investment and PBL modalities, with a view to meeting sector needs in a comprehensive and integrated manner.<sup>33</sup> Investment in physical components is complemented by policy reforms under the PBL modality.

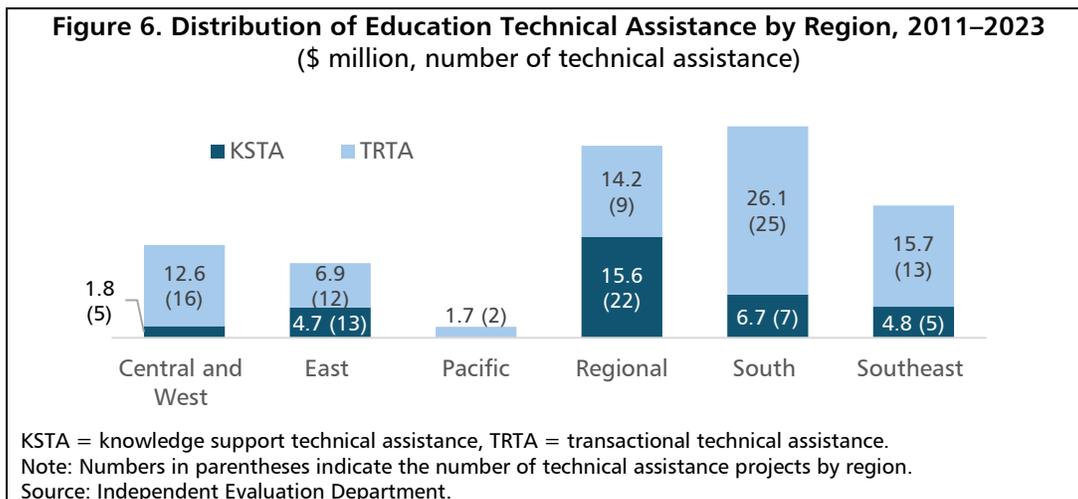
32. A total of 129 TA projects were approved for the education sector from 2011–2023, valued at \$110.7 million, or an average of 10 TA projects of \$8.5 million per year (Figure 6). Most of the TA funding was provided as transactional TA (TRTA), which was tied to loans and grants and supported different components of projects (e.g., project preparation or capacity building). TRTA accounted for 70% of total TA support (\$77.1 million). The other TA category, knowledge support TA, comprised the remaining 30% (\$33.6 million). These TA projects typically funded studies or other knowledge-related activities. TA funding was predominantly directed at ESD (37% of the total TA portfolio) and TVET (35%). Secondary

<sup>31</sup> ADB. 2013. [Sri Lanka: Education Sector Development Program](#). This was ADB's first RBL, linking loan payments to the achievement of results, such as increases in the number of schools offering advanced level science and commerce education, and increases in pass rates among secondary education graduates.

<sup>32</sup> ADB. 2014. [Kyrgyz Republic: Investment Climate Improvement Program - Subprogram 3](#); and ADB. 2022. [Kyrgyz Republic: Promoting Economic Diversification Program - Subprogram 3](#).

<sup>33</sup> An SDP is a combination of an investment (project loan, sector loan, or financial intermediation loan) component and a PBL as well as an attached TA, where appropriate, with a view to meeting sector needs in a comprehensive and integrated manner. An SDP is not a separate lending modality but a combination of policy and investment-based assistance.

education attracted just over 12% (\$13.3 million) of the value of all TA, with smaller amounts going to pre-primary and primary education and tertiary education.



33. ADB supported only four nonsovereign projects in the education sector from 2011 to 2023, valued at \$24.3 million (less than 1% of the total ADB education portfolio). These projects were: an equity investment in pre-school and after-school programs in rural India; support for an investment fund in Viet Nam providing growth capital to privately-owned companies operating in education and other sectors; and two regional investments in profitable education businesses.

**E. Summary**

34. ADB’s approach and intention in the education sector was clearly stated in the 2002 policy and sector guideline documents. The policy and its subsequent documents provided a set of principles which reflected the challenges that countries were facing and were consistent with the approaches of other development partners active in the sector.

35. Although the 2002 policy and subsequent documents envisioned that ADB would expand its operations, the share of education in ADB’s total lending portfolio has rarely exceeded 6%, which was the lower bound of its corporate results framework target by 2024. Almost half of the education loans and grants portfolio was allocated to three countries, with the other half distributed across 18 countries. ADB allocates most of its education portfolio to TVET and secondary education, which might reflect its comparative advantage. In the following chapters, the evaluation discusses the extent to which ADB has added value and met its objectives in the education sector, as well as responding to the needs of clients.



CHAPTER 3:

## **ADB was Responsive to Country Demands but Could Have Been More Strategic**

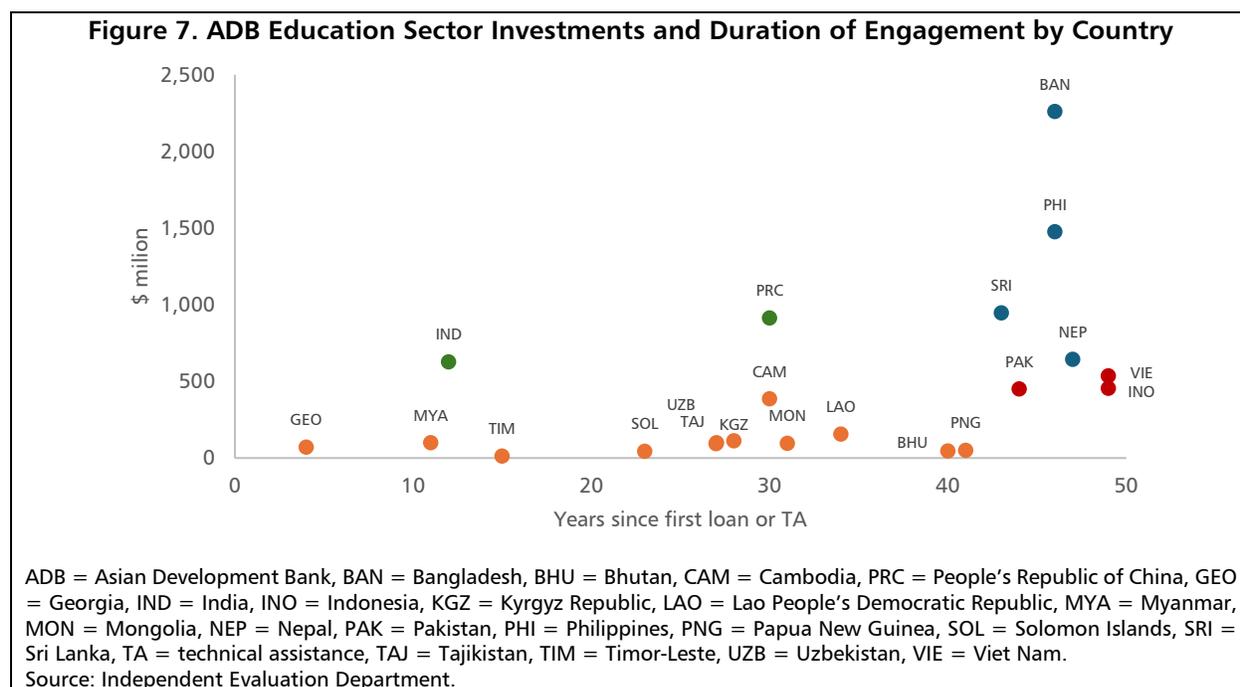
## Chapter 3

# ADB was Responsive to Country Demands but Could Have Been More Strategic

36. To assess the relevance and coherence of ADB support for education, this chapter analyzes how ADB has positioned itself as a partner in the education sector at the country level. It looks at the different approaches ADB has adopted in its engagement with DMCs and at how ADB has leveraged its support through development partner coordination and knowledge provision. The chapter draws on an analysis of ADB's Policy on Education and the approach taken by country partnership strategies (CPSs) during the evaluation period. Additional data gathered from case studies, interviews, and staff survey were used to triangulate results.

### A. ADB Demonstrated Many Ways of Engaging with DMCs

37. To analyze the different approaches adopted by ADB in its engagement with DMCs, the evaluation classified countries where ADB is currently active in the education sector based on the value of the education portfolio and the years since ADB's first loan, grant, or TA project in the sector. The distribution of the countries is shown in Figure 7. In some countries, ADB has had long-term engagement, and this is reflected in large portfolios in Bangladesh, Nepal, the Philippines, and Sri Lanka with smaller portfolios in Indonesia, Pakistan, and Viet Nam. In 12 countries, ADB has had small, often single-project engagement.



38. A deeper look at each cluster prompted some general observations on ADB's engagement strategies (Box 3). In countries where ADB has had a long presence in the sector, it leveraged long-standing relationships with clients to expand its portfolio and build its support encompassing a wide range of subsectors and lending modalities. In India and the PRC, the governments want ADB to work at subnational levels. In Indonesia, Pakistan, and Viet Nam, given the changes in the clients' development constraints and priorities, ADB has reduced its portfolio accordingly.

### Box 3: How ADB has Engaged with Developing Member Countries

The interactions between the Asian Development Bank (ADB) and its clients have shaped ADB's support for education in different countries. The evaluation grouped ADB client countries into four clusters, based on the size of the ADB education portfolio and the length of ADB's engagement in the country.

#### Long-Term Clients with Large and often Integrated Portfolios

Bangladesh, Nepal, and the Philippines have been receiving support since the late 1970s, and Sri Lanka received its first technical assistance (TA) in 1980. In these countries ADB has translated its long-standing engagement into large and often integrated portfolios; accounting for 58% of the total education portfolio from 2011 to 2023.

In these countries, ADB built support across many subsectors, utilizing different modalities. In Bangladesh, support covered pre-primary, non-formal, and continuing education, in addition to school and vocational education levels. In Sri Lanka, ADB has provided support up to tertiary education. In the Philippines, ADB support has focused on the government's flagship reforms in social protection and senior high school initiatives. In Nepal, ADB has focused on supporting sector-wide reform and institutional capacity.

#### Large Clients with Focused Support

In two large countries, India and the People's Republic of China (PRC), ADB support assumed a different shape. The PRC was the fourth largest borrower in education, accounting for 10% of the ADB portfolio in the sector, while India was the sixth largest with 7% of ADB's education portfolio. In these countries, ADB works almost exclusively on technical and vocational education and training (TVET)—84% of the portfolio in India and 73% in the PRC—because that is what clients requested. As with ADB's portfolio in other sectors, ADB provided support for various state-level projects, working in seven Indian states and six provinces in the PRC.

#### Long-Term Clients with Medium-Sized Portfolios

This cluster consists of three countries where ADB has maintained long-standing engagement, but the portfolios are smaller than in the past: Indonesia, Pakistan, and Viet Nam. Indonesia used to be among ADB's largest clients in the education sector. However, a 2003 National Education Law mandated government to allocate 20% of its spending on education. As a result, education now accounts for only 3% of the ADB portfolio in Indonesia and consists of tertiary education and education sector development projects. Viet Nam also used to be one of ADB's largest borrowers in education. However, since Viet Nam's external debt reached the statutory limit of 65% of gross domestic product, the government decided to limit its borrowing for education. ADB's last education project in Viet Nam was approved in 2018. Similarly, from 2004 to 2018 ADB did not approve any new education projects in Pakistan. ADB decided to reduce its focus on the education and health sectors due to the unsatisfactory performance of previous operations, and the availability of large-scale grant funding from other development partners such as the Department for International Development of the United Kingdom.

#### Clients with Smaller Portfolios

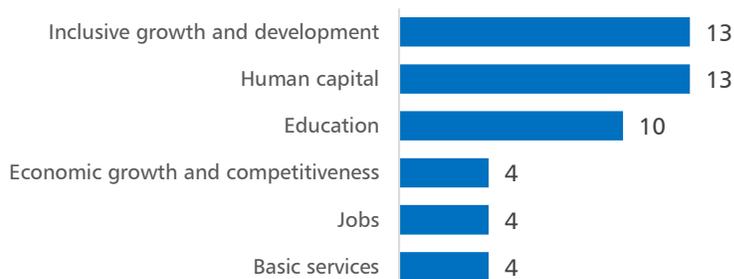
This cluster contains a group of 12 countries where ADB has small portfolios. Although these countries are similar in terms of their portfolio size, the composition of the portfolio and the history of ADB engagement are diverse. In three of the 12 countries (Cambodia, Lao People's Democratic Republic, and Mongolia), ADB developed integrated and programmatic support, providing support to many subsectors and combining infrastructure investments with curriculum reforms, teacher training, policy development, and institutional capacity building. The strategic blending of loans with grants and TA was used to incentivize the implementation of crucial reforms as well as to support institutional capacity development.

In the other nine countries, ADB support was less integrated and programmatic. TVET accounted for 80% of the portfolio, with other subsectors each receiving less than 10%. Three-quarters of ADB commitments in these nine countries were investments, with the remaining 24% being sector development programs.

Source: Independent Evaluation Department.

39. As in other sectors, ADB's first entry point is to align the operational priorities as reflected in its CPS with the government's development strategy. Across the evaluation period, ADB approved 73 CPSs and three Pacific approaches in countries receiving education support.<sup>34</sup> Education was a priority sector in 52 of these CPSs covering 21 countries (70% of all CPSs), and in two out of three Pacific approaches. In the 52 CPSs where the sector was prioritized, education was listed under different "strategic pillars," which reflected how ADB and governments viewed ADB support in the sector. In 26 of these CPSs, education was part of efforts to promote inclusive growth or human capital development (Figure 8). Ten CPSs treated education as a specific area, following the Strategy 2020 five core areas. In 12 CPSs, education was seen as a means to achieve economic objectives such as economic growth or competitiveness, employment or jobs, and service delivery.<sup>35</sup>

**Figure 8. Focus of ADB Support in the Education Sector in Country Partnership Strategies, 2011-2023 (number country partnership strategies)**



ADB = Asian Development Bank, CPS = country partnership strategy.

Note: Data were taken from 52 country partnership strategies and three Pacific approaches in countries receiving education support from ADB (2011–2023).

Source: Independent Evaluation Department.

40. In the other 24 CPSs from 14 DMCs, ADB did not list education as a priority sector for reasons associated with sector selectivity and donor complementarity. On sector selectivity, the historical legacy of ADB support for infrastructure continued to shape the countries' demand. From the clients' perspectives, based on interviews with multiple stakeholders, ADB was mainly perceived to be an infrastructure bank, and infrastructure sectors were the priority. In 14 CPSs from 11 countries and one Pacific approach active from 2011 to 2023, maintaining sector selectivity was explicitly cited as the reason why ADB did not provide support for education, or for non-infrastructure sectors in general. Sector selectivity also explains why, over an extended period, there were no new education sector projects in Bhutan, Papua New Guinea (PNG), and Uzbekistan until ADB later re-engaged in the sector.

41. Existing support from other development partners was mentioned as part of the reason for ADB's decision not to support the education sector for periods of time in Bhutan, Pakistan, PNG, and Uzbekistan.<sup>36</sup> ADB has provided very few education projects in most Pacific countries because Australia and New Zealand are the main development partners in the region, providing 64% of overseas

<sup>34</sup> A total of 73 CPSs and three Pacific approaches were identified during the evaluation period (the Pacific approach provides strategic guidance to ADB's operations across the 12 small Pacific Island countries, comprising the Cook Islands, Kiribati, the Marshall Islands, the Federated States of Micronesia, Nauru, Niue, Palau, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu). The list of CPSs is in Appendix 1, Linked Document B of this evaluation.

<sup>35</sup> In the CPSs for the Kyrgyz Republic, 2023–2027; Mongolia, 2017–2020; the Philippines, 2011–2016; and Sri Lanka, 2018–2022, education was part of the pillar on promoting economic growth or competitiveness. Education was part of the job creation strategic pillars in the CPS for Georgia, 2019–2023; India, 2018–2022; Tajikistan, 2016–2020; and Viet Nam, 2016–2020.

<sup>36</sup> For example, the CPS for Uzbekistan, 2019–2023 pointed out that "Strategic selectivity is motivated by prioritizing government demands, establishing clear divisions of labor across sectors and subsectors, and ... current comparative advantage. For example, the World Bank, the United Nations Development Programme, the United Nations Children's Fund, and ILO are supporting the social sectors" (para. 44). In the latest CPS for Uzbekistan (2024–2028), however, education sector is one of the priority sectors.

development assistance, with an emphasis on support for primary education.<sup>37</sup> Donor complementarity may also have determined how development partners divided their work in respective countries across subsectors (see further discussion in Section C).

42. At the same time, there have been instances where ADB looked for opportunities to initiate new engagements, or to reengage with countries where it had provided no education support for long periods. ADB re-engaged with Pakistan in 2019 when the demand for secondary and tertiary education projects increased—the last prior standalone education project for Pakistan was approved in 2008. Similarly, ADB re-engaged with Bhutan (2018), Uzbekistan (2020), and PNG (2022) after their governments indicated that economic diversification and job creation would require more investments in TVET.<sup>38</sup>

43. Between 2011 and 2023, ADB started its first education projects in the PRC, Georgia, India, and Timor-Leste. ADB engagement in India started in 2011. The government had little space for additional borrowing for primary and secondary education, given its long-term engagement with the World Bank. However, ADB found an opportunity to engage in the sector after the government indicated a financing need for TVET projects. Since then, ADB has become the largest lender for TVET over the past 10 years in the country, providing value addition in terms of knowledge and capacity development. Similarly, ADB's education portfolio in the PRC has expanded since its first loan in 2013. The PRC is now the fourth largest borrower in the sector.<sup>39</sup> Georgia provides another example where ADB's recent engagement could lead to more sustained support. ADB started engaging in Georgia in 2019 with a series of TA projects, which led to an SDP loan. However, in some countries, ADB has not been able to follow up and expand its support. For example, in Myanmar, ADB's portfolio still consists of some TA projects and a single investment project. Similarly, in Timor-Leste, ADB has not built on its single grant project and two TA projects.<sup>40</sup>

44. The discussion above suggests that ADB's approach in engaging with DMCs has been mainly driven by demand and opportunities. This has helped ADB build a reputation as a trusted and committed partner that understands how things work in the region and "gets things done" (i.e., it effectively manages project design and implementation). Clients appreciate ADB's broad support, both through loans and TA.

45. Nonetheless, the 2002 policy and subsequent documents envisioned that ADB would develop a more strategic engagement with countries. In the language of the 2002 policy, ADB needs to "take a policy-oriented approach" and "prepare an education sector strategy and sector road map for each DMC with annual monitoring." This was intended to focus ADB's investments on sector development and reform to maximize ADB's leverage and impact. The ESDG also outlined the need for "10-year education reform road maps for interested DMCs, to articulate DMC strategic priorities and choices and draw on global best practices." The message resonates with the Strategy 2030 mid-term review, which called for more strategic country engagement and planning, supported by refined diagnostic and analytical work.<sup>41</sup> As the mid-term review suggested, ADB does not necessarily need to produce such work in-house; in some cases, it can use the diagnostic work produced by other development partners.

<sup>37</sup> Lowy Institute. [Pacific Aid Map](#). Two TVET projects were recently approved in 2024; one for the Republic of the Marshall Islands, and another for Vanuatu, indicating that ADB may increase its operations in the region.

<sup>38</sup> The last education projects for those countries were approved in 2001 (PNG), 2008 (Uzbekistan), and 2010 (Bhutan).

<sup>39</sup> Given the country's economic status and development priorities, such as low carbon and green economy development, the PRC may not continue borrowing in the sector. The [PRC CPS, 2021–2025](#) no longer includes education among its strategic priorities. The last standalone sovereign education sector project was the [early childhood care education program in Shaanxi](#), which was approved in 2021. The PRC case could highlight the change in demand for education support when a country becomes an upper middle-income country, which might affect ADB's portfolio in the sector.

<sup>40</sup> The CPS final review validation assessed ADB support for education in Timor-Leste *less than successful*. The project did not achieve most of its outcomes and was delayed. The government did not provide adequate counterpart funding and has yet to provide clear guidance and direction on its investments in general secondary education. IED. 2021. [Timor-Leste: Validation of the Country Partnership Strategy Final Review, 2016–2020](#).

<sup>41</sup> ADB. 2024. [Strategy 2030 Midterm Review: An Evolution Approach for the Asian Development Bank](#). Manila.

46. To assess the scope and depth of analytical work underpinning ADB's engagement with countries, the evaluation took a close look at the same set of CPSs approved during the evaluation period. Among the 52 CPSs in which education was a priority sector, all but four were accompanied by an education or skills-related assessment.<sup>42</sup> The 19 CPSs that were approved before 2014 were accompanied by education sector assessments, which analyzed current situations and binding constraints in order to explain ADB's interventions in the sector. In the 29 CPSs approved in more recent years, assessments of the education sector were integrated with assessments of other sectors as part of the "inclusive and sustainable growth assessment." This provided a broader context but, in doing so, reduced the depth of the sector analysis. In many cases, assessments related to education and skills development were made in only a few paragraphs. The evaluation found that the education or inclusive growth assessments in eight CPSs were based on, or made references to, stand-alone diagnostic work or sector roadmaps, produced either solely by ADB or in collaboration with other development partners.<sup>43</sup> In addition, the evaluation also found stand-alone ADB publications on education and skills assessments for Fiji, Nepal, Pakistan, Sri Lanka, and Uzbekistan, which were not directly cited in the CPS.

47. Three observations emerged from the above analysis. First, to support its engagement with countries, ADB often prepared some level of analytical work, which was reflected in the CPS. Second, this analytical work had varying formats and depth of analysis. Third, there was no clear pattern between the availability of stand-alone, in-depth diagnostic studies and the nature of ADB's country engagement. These observations confirm the view that ADB approaches its engagement with countries on a case-by-case basis. While this approach has enabled ADB to establish its reputation as a key development partner in the sector in some countries, it was not in line with the policy intention that ADB should engage more strategically with DMCs.

## B. ADB has Taken Various Approaches as a Development Partner

48. Working with other development partners is another way for ADB to leverage its financing support. This section discusses ADB's engagement in financing partnerships and donor coordination forums at the country level.

### 1. Cofinancing has been an Important Contributor to ADB's Support for Education

49. Between 2011 and 2023, ADB leveraged \$6.5 billion in 37 cofinanced loan and grant projects (Appendix 4), equivalent to 70% of its total support in the education sector. The value of education cofinancing represented about 9% of all ADB cofinancing in the period, making education the fourth largest sector in terms of attracting cofinancing.<sup>44</sup> The amount of education cofinancing dropped during 2019–2022, but increased again in 2023 (Figure 9).

50. There are three types of cofinancing arrangements. First, parallel financing—i.e., cofinancing projects that are not administered by ADB accounted for a total of \$6.3 billion (95% of all cofinancing). Second, ADB-administered cofinancing accounted for \$272 million (4%). Third, partially administered cofinancing covered an arrangement between ADB and Agence Française de Développement for three TVET projects in Cambodia with a total value of \$60 million (1%).

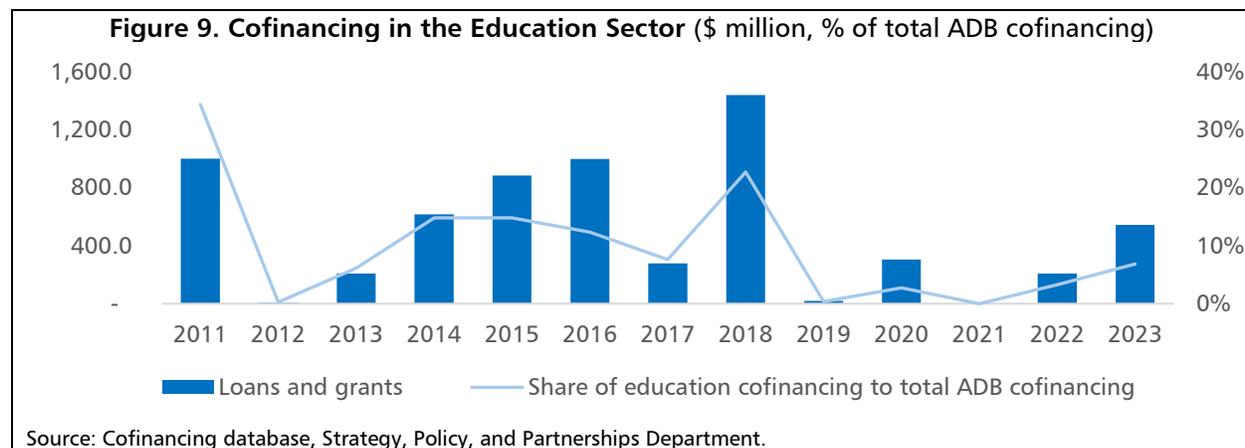
51. The 37 cofinanced projects were distributed across 23 countries and 18 regional projects. The amount of the ADB cofinancing portfolio was skewed by one partner, the World Bank Group, which

<sup>42</sup> The CPSs for Armenia, 2019–2023; Myanmar, 2015–2016; Sri Lanka, 2009–2011; and Viet Nam, 2023–2026 were not accompanied by either education or inclusive growth assessments.

<sup>43</sup> The education sector assessment in the CPS for Azerbaijan, 2019–2023 was based on the ADB's 2020 country diagnostic study. The assessment in the CPSs for Cambodia, 2011–2013 and 2014–2018; Kyrgyz Republic, 2013–2017; Tajikistan, 2016–2020; and Viet Nam, 2012–2015 were based on ADB's general education or subsector assessments for each country. The CPS for Bangladesh, 2016–2020 was based on a 2016 joint employment and skills assessment by ADB and ILO, as well as by the government's 5-year development plan. The CPS for Georgia, 2014–2018 referred to a 2018 IMF publication on the country's labor market and education. In addition to these documents, ADB has also published education sector or skills development assessments for Fiji, Indonesia, Nepal, Pakistan, Sri Lanka, and Uzbekistan.

<sup>44</sup> Three sectors took up 73% of all ADB cofinanced projects: public sector management (26%), transport (24%), and energy (23%).

contributed \$4.2 billion, 65% of total cofinancing. About half of World Bank cofinancing (\$2.2 billion) went to two projects in Bangladesh, with a total of \$1.2 billion, approved in 2018. ADB's reliance on one large cofinancing partner with a few large projects in one country explains the fluctuation in the cofinancing amounts over the years. ADB has several other cofinancing partners, but the amount of cofinancing is still low. ADB's main cofinancing partners apart from the World Bank Group were the Export-Import Bank of Korea (\$504.6 million, 8%), the Asian Infrastructure Investment Bank (\$500 million, 8%), Germany's Kreditanstalt für Wiederaufbau (\$200 million, 3%), and the Department for International Development of the United Kingdom (\$194 million, 3%). In addition, ADB also engaged with various partners in 71 cofinanced TA projects valued at \$168.4 million.



## 2. Different Forms and Depth of Development Partner Coordination

52. The nature of ADB's engagement with other development partners at the country level varied and was usually subject to the level of direct government coordination of the overall donor community. For example, an active development partner-led, multi-donor sector-wide approach was followed in Nepal. There was also an active development partner forum in the education and skills development sector in Cambodia, which partners used as a platform for policy and strategic program coordination and information sharing (Box 4).

53. In addition to interacting with development partners at the country level, ADB was also active in multi-country forums. Since 2017, ADB has served as a grant agent for Global Partnership for Education (GPE) funds in Asia and the Pacific. This partnership began in 2015 when ADB received GPE cofinancing of \$100 million for the additional financing of Bangladesh's Third Primary Education Development Program, which was administered by the World Bank.<sup>45</sup> Using subsequent grants from GPE, ADB supported the Pacific Regional Education Framework, approved at a Forum Education Ministers' Meeting in Nauru in May 2018. ADB was also a founding partner of the International Finance Facility for Education (IFFEd). In April 2023, ADB established the IFFEd Financing Partnership Facility to house the IFFEd Trust Fund for financing grant components of projects and TA activities.

54. ADB staff who responded to the IED survey for this evaluation painted a relatively positive view of ADB's engagement with other development partners. Similarly, ADB international and national staff working on the education sector at the country level were well regarded by government counterparts and development partners. Sector-wide approach (SWAp) arrangements in Nepal and Cambodia mentioned in Box 4—as well as in Bangladesh, where ADB has had a long engagement in the sector—provide examples of good collaborations among development partners, although engagement among partners at this level may not be possible in all countries. For example, in the Philippines there was less agency interaction, as the government chose to work separately with individual development partners.

<sup>45</sup> The collaboration with the Global Partnership for Education (GPE) expanded in 2016 through a \$26.6 million contribution to Nepal's Supporting School Sector Development Plan, followed by four regional projects on education planning and management (2016–2018, \$0.93 million), and strengthening education in the Pacific (2020–2024, \$15.39 million).

In some countries, ADB may be one of several development partners working in each education subsector, whereas in others it may be the only actor (e.g., working with state governments in India on TVET).<sup>46</sup>

55. While engagement was evident, the overall depth of ADB's partnerships could be strengthened. There was an awareness among development partners of the need to improve their collaboration in areas where they have worked together (e.g., basic education), or in areas where collaboration is lacking (e.g., TVET). Staff from other agencies said that, collectively, development partners could play a more proactive and strategic role in jointly addressing key sector issues and harmonizing approaches. However, both ADB staff and other informants noted that achieving greater depth in partnership arrangements would require dedicated personnel and additional resources.

#### **Box 4: Donor Coordination in Nepal and Cambodia**

Nepal provides a good example of how development partner coordination under a sector-wide approach (SWAp) arrangement can work. The SWAp arrangement was organized by the Local Education Group (LEG), consisting of the government, development partners, and civil society organizations. LEG provided a platform for both the government and development partners to coordinate their efforts, divide tasks, and minimize duplication of effort. The SWAp arrangement in Nepal has evolved over time and its focus has shifted to the provision of quality education (given the virtual achievement of universal participation in basic education). The Asian Development Bank (ADB) and other partners have gradually shifted their support from a policy-based approach to a results-based modality that provides more direct engagement with supported initiatives and reforms.

The level of coordination was demonstrated by how different development partners worked together to achieve specific disbursement-linked indicators of the government's School Sector Development Plan. ADB, the Global Partnership for Education, the United Nations Children's Fund (UNICEF), the World Bank, and bilateral partners supported the plan through budget support and joint financial arrangements. The United States Agency for International Development, the UN World Food Programme, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) provided off-budget support.

In Cambodia, there is an active joint government and development partner working group for education and skills development. While the education working group serves as a platform for policy and strategic programs, including sector investments addressing sector challenges, the skills working group mainly focuses on information sharing. ADB coordinates closely with its major partners to align priorities and avoid duplication. There is a clear division of responsibilities: ADB focuses mainly on upper secondary education and technical and vocational education and training (TVET). The World Bank covers higher education and early childhood education but is also active in lower secondary education. UNESCO and UNICEF focus on primary education, and the Japan International Cooperation Agency specializes in science, technology, engineering, and mathematics education (which ADB is also involved in). An active education sector working group (ESWG) enables development partners to share information. The Ministry of Education, Youth and Sports facilitates coordination through the ESWG and the joint technical working groups.

Source: Independent Evaluation Department.

### **3. Important but Limited Partnerships with Subnational Governments and Civil Society**

56. The level of ADB's engagement with subnational governments varied across countries and was mostly determined by how much authority subnational governments had in the education sector. In India and the PRC, ADB primarily worked with state or provincial governments. In contrast, the education sector in the Philippines is highly centralized, so ADB's engagement was limited to the central government. In other countries, ADB needs to increase its presence at the subnational and community levels. Nepal, for example, has been moving towards more decentralized systems where most of the education functions will be delegated to the provincial and district governments.

<sup>46</sup>ADB typically engages with ministries of finance as well as line ministries, a level of reach that some other development partners do not have. This means that it can also transmit collective perspectives on education reform to high-level decision makers within administrations.

57. ADB has involved civil society organizations (CSOs) in education projects. Based on the past three Highlights of ADB's Engagement with Civil Society Organizations reports (2021–2023), 17 of 22 completed education projects (77%) reflected plans for meaningful engagement with CSOs, and 16 of the 17 projects (94%) delivered such engagement. The shares of projects planning for meaningful engagement with CSOs, and the share of projects that delivered such plans, are on par with ADB averages across sectors.

58. ADB engages with CSOs in different ways at the project level. Projects are required to involve CSOs in the information sharing and consultation process, which all projects have complied with. A more extensive form of engagement is collaboration, which means that CSOs and ADB work jointly, but CSOs have limited control over decision making and resources. In India, ADB collaborated with 20 local NGOs in 11 districts of Meghalaya to organize a series of public consultations on stakeholders' awareness of girls' education.<sup>47</sup> In Indonesia, ADB reinforced collaboration between polytechnics and professional associations, leading to the development of training curricula.<sup>48</sup>

59. The most advanced form of engagement is partnership, in which CSOs participate in decision-making process or exert control over resources, through a formal or informal agreement. Since partnership involves a more complex process, the examples are few. As part of ADB's partnership with the Disabled People's Organization of Bhutan (DPO), DPO advised the government on suitable courses for youth with disabilities and advised private training providers on selecting participants and other aspects of training delivery. DPO actively encourages youths with disabilities to participate in the training, as well as providing mentoring and counseling support.<sup>49</sup>

60. Despite these positive examples of ADB's partnership activities, the staff survey highlighted that ADB needs to work more with subnational governments and CSOs. The evaluation supports this finding. As the challenges in the education sector become more complex, the role of communities, the private sector, and subnational governments will become more important. To maximize the impact of its support, ADB needs to deepen its partnership with such actors.

### C. ADB Can Further Leverage its Position Through Stronger Knowledge Support

61. From 2011 to 2024, ADB produced 312 documents categorized as education knowledge products (Box 5).<sup>50</sup> In addition to publishing knowledge products, ADB also regularly organizes knowledge-sharing events such as the annual International Skills Forum, which started in 2011 to bring together policy makers and experts in emerging skills, or a series of Professional Development Program in which ADB staff and DMC officials exchange ideas for better education service delivery.

62. A systematic assessment of the education knowledge products or the extent to which they had informed policymakers or shaped public discourse in education is beyond the scope of this evaluation. Instead, the evaluation gathered insights into perceptions of ADB's standing as a producer of knowledge in education through interviews with external and internal informants. ADB knowledge products were generally well-received by clients.<sup>51</sup> However, the general consensus is that ADB was not yet regarded as

<sup>47</sup> ADB. 2022. *Completion Report: Supporting Human Capital Development in Meghalaya in India*. Manila.

<sup>48</sup> ADB. 2012. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the Republic of Indonesia for the Polytechnic Education Development Project*. Manila.

<sup>49</sup> ADB. 2018. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to Bhutan for the Skills Training and Education Pathways Upgradation Project*. Manila.

<sup>50</sup> Based on the list of education knowledge products published on the ADB website. The list of education-related knowledge products is presented as Appendix 1, Linked Document C of this evaluation. ADB also maintains a repository called K-Nexus as a tool for planning, finding, and monitoring future and completed knowledge products. Excluded from this list of knowledge products are blogs, audiovisual products, speeches, guidelines, toolkits, and other products listed in K-Nexus. The classification of knowledge products and services was based on an ADB memo dated 18 December 2019 on [Revisions to the Categorization of Knowledge Products and Services](#).

<sup>51</sup> For example, recent work such as [Powering a Learning Society During an Age of Disruption](#) (2021), and [Learning Loss and Recovery from the COVID-19 Pandemic](#) (2024).

a leader in providing knowledge.<sup>52</sup> This was confirmed through case studies where counterparts were unable to identify any specific ADB knowledge products that they had used as key inputs for sector development.

#### Box 5: What Did ADB Knowledge Products Discuss?

The Asian Development Bank (ADB) corporate strategy, Strategy 2020, introduced the finance++ approach, which meant combining financing with knowledge and partnerships to maximize ADB's development impact. Strategy 2030 reaffirmed the continued relevance of ADB's finance++ approach by placing greater focus on integrated knowledge solutions. The 2010 education sector operational plan (ESOP), derived from Strategy 2020, stipulated that ADB would increase the timely production of knowledge products in education. This was echoed by the 2022 education sector directional guide (ESDG), which mentioned knowledge provision as part of ADB's value addition to developing member countries (DMCs).

ADB categorizes its knowledge products and services as follows: (i) special reports (knowledge work produced upon demand from DMCs, development partners, the ADB Board of Directors or a felt need that targets a particular theme); (ii) technical reports (typically books and reports, that present knowledge acquired through ADB's operational and non-operational experience, or policy or advisory support to DMCs); (iii) working papers (preliminary papers circulated to encourage discussion, that may later be published in journals or as book chapters); and (iv) policy briefs (short position papers to inform, stimulate debate, persuade policy makers, or generate a quick response to policy issues).

Of the 312 education knowledge documents produced by ADB between 2011 and 2023, 135 (43%) were special reports, technical reports, or books; 90 (29%) were working papers; 78 (25%) were policy briefs; and 9 (3%) were other types of knowledge products. The ADB Institute (ADBI) contributed 65 (21%) of the knowledge products, most of which were working papers.

More than half of the knowledge products (170) did not have a specific country or regional focus. Of the region-specific publications, most covered Southeast Asia (53), followed by South Asia (40), Central and West Asia (21), East Asia (24), and the Pacific (4). Higher education was discussed in 55 documents, more than any other subsector. In terms of key education outcomes, learning was discussed in 201 documents, access in 190, and employability in 162. Other popular topics covered in ADB knowledge products included the interaction between technology and education and the role of the private sector. One-third of the documents discussed education in a wider context (e.g., the relationship between knowledge and economic growth), or as a cross-cutting topic (e.g., financial education, the health–nutrition–education nexus, urbanization, or international trade in the education sector). The relationship between climate and education was discussed in 22 documents, including a recent publication launched at the COP29 meeting in Azerbaijan.<sup>a</sup>

ADB produced an average of 23 knowledge products on education every year. This compares with finance (73), social development and protection (42), energy (38), transport (35), health (32), and water and other urban services (27). However, compared to the level of financing provided, the number of education knowledge products is not too far behind those produced by infrastructure sectors.

<sup>a</sup> ADB. 2024. [Climate Change and Education Playbook: Investing in Education and Skills for Climate Resilience in Asia and the Pacific](#). Manila.

Sources: Independent Evaluation Department.

63. Knowledge output is not limited to publications and other products. Education staff have also generated knowledge from their experience working in the sector. This knowledge may be transferred, both externally and internally, through internal project documents, policy memos, or verbal exchanges with the clients. However, internal incentives to transfer this tacit knowledge into published or explicit knowledge were limited. Operations staff reported that the production of knowledge products was not

<sup>52</sup> Only 41% of staff in the survey agreed that ADB provided adequate knowledge support in the sector; and 27% agreed that ADB knowledge products were being utilized by clients to improve their education policies or practices. This may reflect the overall situation in ADB. A 2020 IED evaluation of ADB knowledge solutions found that countries in Asia and the Pacific were demanding support to enable them to develop more sophisticated solutions to address more complex challenges, putting pressure on ADB to balance its primary role as a bank lending funds with providing knowledge solutions. Echoing a finding from the 2020 evaluation, interviewees from other development institutions commented that ADB was limited in the extent to which it actively shared the knowledge it produced. IED. 2020. *Knowledge Solutions for Development: An Evaluation of ADB's Readiness for Strategy 2030*. Manila.

incentivized. The limited opportunities for national staff at resident missions to engage in cross-country or regional education projects may also have contributed to less than desired knowledge generation. Performance assessment and associated recognition, such as promotion, were still heavily based on the number and scale of projects that staff brought to the Board for approved, with little regard for the knowledge agenda.<sup>53</sup>

#### D. Continued Challenge for a Small Sector to Align its Staff and Skills Mix with the Broader Institutional Goals

64. The evaluation found that while ADB has established itself as an important partner in the education sector in the region, it has not yet maximized its added value beyond providing financing. This could be achieved through stronger analytical work and knowledge products. ADB also needs to push for deeper partnerships with other development partners, subnational governments, civil society organizations and the private sector. All of these would require an adequate staff and skills mix, with incentives that are aligned with the goals of the organization.

65. In 2002, when the Policy on Education was formulated, ADB had 15 staff working in education. At that time, this was considered adequate, although the policy noted that staffing needs would have to be carefully assessed if demand for investment increased (para. 67). According to the 2010 ESOP, there were 17 professional staff working in the education sector (3% of professional staff), and the ESOP stated that ADB needed to hire more education specialists and improve the staff skills mix (pp. 17 and 19). The 2022 ESDG identified a major weakness in ADB education operations: “the number of ADB staff and their skill mix have not kept pace with changing needs in DMCs—in particular with growing demand for digital learning, public-private partnerships, interdisciplinary approaches, entrepreneurship, and innovation—so ADB relies heavily on consultants for technical analyses” (para. 50 [ii]).

66. Given how human resources are organized at ADB, calculating the number of staff working on education is not straightforward.<sup>54</sup> Staff in the social sector divisions have different designations. Some are education specialists or officers, who are fully dedicated to education projects. Others are social sector specialists or officers who dedicate part of their time to education.<sup>55</sup>

67. Between 2011 and 2023, the number of staff allocated to the education sector increased modestly. The full-time equivalent (FTE) of education sector staff increased from 17.1 in 2011 to 20.4 in 2023 (Figure 10).<sup>56</sup> The increase was driven by the number of field-based education sector staff, and by headquarters-based social sector staff who also covered education. The ratio of project and TA approval count to the number of FTE staff showed an increasing trend from 2011 to 2018, but the trend returned toward the average thereafter. Although there has been an increase in staffing, FTE staff working on the education sector represent only 16% of the Human and Social Development Sector Office (SG–HSD), or 3% of all Sectors Department staff.<sup>57</sup>

68. ADB's new operating model (NOM) is still in the early stages of implementation and is evolving. Its intention is to make ADB operations more efficient.<sup>58</sup> However, education sector staff have cautious

<sup>53</sup> Footnote 52.

<sup>54</sup> Before 2023, staff and expertise from the sectors, themes, and other specializations in which ADB operates were distributed across its five regional departments—Central and West Asia, East Asia, the Pacific, South Asia, and Southeast Asia—and the Sustainable Development and Climate Change Department (SDCC). After implementation of the new operating model (NOM), individual sectors and themes in all regional departments and SDCC were consolidated in the Sectors Department, including, among others, the Human and Social Development Sector Office (SG–HSD). This is where all social sector staff at headquarters who were previously under the regional departments and the previous education sector group are currently assigned. The SG–HSD is divided into six teams, each led by a director. Of these, three are practice teams (i.e., education, health, and social protection) while three are operations teams, organized by regions.

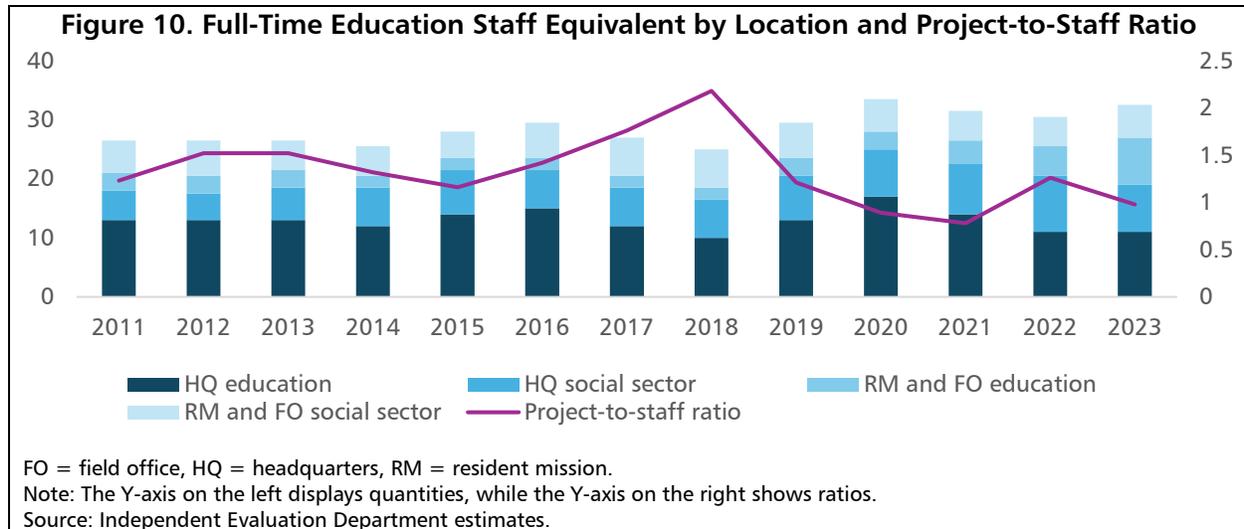
<sup>55</sup> There are also health, social protection, and social development specialists.

<sup>56</sup> Full-time equivalent = number of education specialists and officers + 0.5 x number of social sector specialists or officers.

<sup>57</sup> Only 15% of staff respondents to the survey indicated that ADB had adequate staff working in the sector, and 45% agreed that ADB staff skills were adequate to ensure high-quality design of education projects. Furthermore, 71% agreed that ADB should increase the number of staff to support preparation and implementation of operations.

<sup>58</sup> A forthcoming IED evaluation of the NOM (2025) may provide insights in this regard.

views on the NOM and noted that, during its transitional period, the NOM may have complicated business processes rather than improving efficiency or providing incentives to deliver high-quality solutions (e.g., customized policy advice, knowledge products, digital platforms, innovative financing modalities, or multisectoral approaches).



**E. Summary**

69. Since the Policy on Education was relatively broad, staff have been given the flexibility to look for opportunities and respond to new demands at the country level. This approach has helped ADB to position itself as an important financier in education, particularly for selected countries in the region. Nevertheless, the Policy on Education envisaged that ADB would become more strategic in its engagement with countries; it wanted ADB to shape demands—rather than just be driven by them—and to leverage ADB’s financial support. Shaping demands requires having a more strategic approach in country engagement, supported by strong country-level analytical work. ADB has made efforts to prepare such analytical work to inform CPSs, with varying scope and depth.

70. ADB has not used its financial strength to establish deep collaborations with other actors and stakeholders in the education sector. It has forged good relationships with other development partners at the country level through engagement in coordination and cofinancing arrangements. It has also involved CSOs in delivering some of its support. However, there is room for ADB to enhance its partnerships and to be more influential. Staff at ADB and other development partners have expressed interest in deeper collaborations to address critical challenges. This would require ADB to be more present at the subnational level, and to be more engaged with CSOs and communities. ADB has produced a considerable body of knowledge products, but it needs to step up its efforts if it is to be perceived as a leading source of knowledge in the sector. As part of this effort, ADB needs to improve the alignment of its human resources allocation and skills mix with its broader institutional goals.



CHAPTER 4:

## **High Project Success Rates but Their Effectiveness Can Be Enhanced**

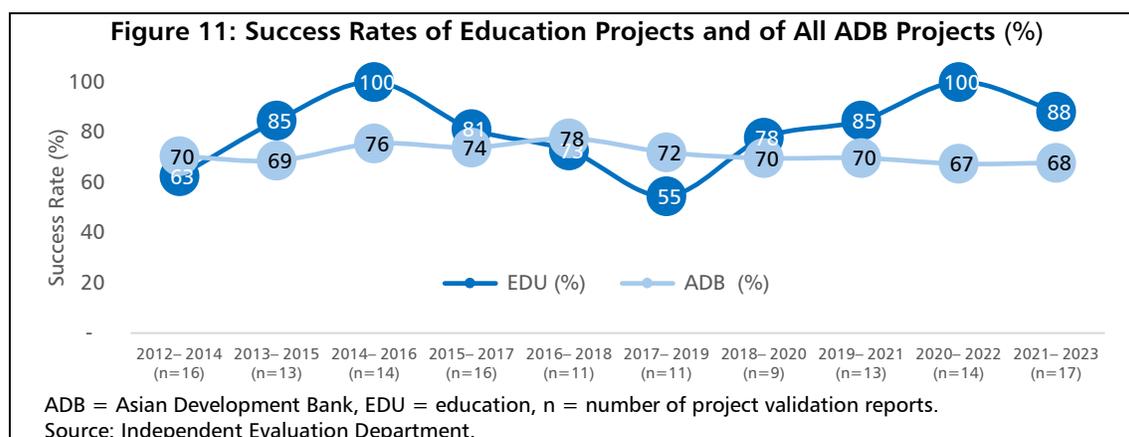
## Chapter 4

# High Project Success Rates but Their Effectiveness Can Be Enhanced

71. This chapter analyzes the extent to which the aspirations of ADB's education policy have been translated into support at the project and program level. The chapter starts by assessing the success rates of ADB education sector projects based on evaluation and validation data. It then offers an analysis of project designs, with specific reference to the level of ambition evident in the objectives of education projects, as well as the adequacy of the indicators used to support these project objectives. The chapter then discusses the extent to which ADB projects targeted the three key education outcomes highlighted in policy documents (access, learning, and employability) as well as other priorities (e.g., gender equity and broader inclusivity). In addition, the chapter briefly discusses how the following areas of support were reflected in ADB projects: (i) education sector policy; (ii) capacity development; (iii) innovation; and (iv) private sector development (PSD).

### A. Education Projects Have Been Successful Overall

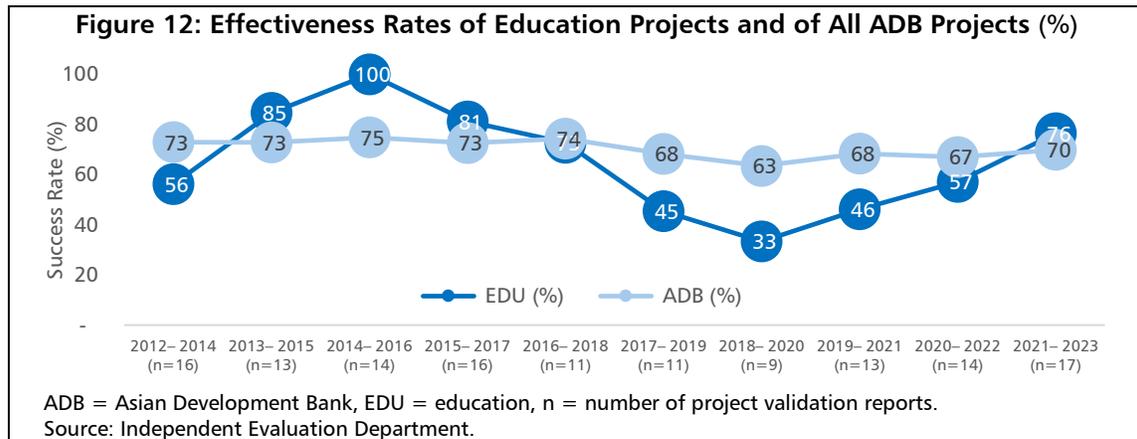
72. Of the 780 project completion reports (PCRs) from all sectors that were validated by IED during the evaluation period, 546 (70%) were rated *successful*. The education sector projects outperformed the percentage for all sectors as 45 of 58 education projects over the same period (78%) were *successful*. The success rate of ADB projects is determined by a non-weighted average of scores using four evaluation criteria: relevance, effectiveness, efficiency, and sustainability.<sup>59</sup> Figure 11 shows the moving averages of success rates in the education sector compared with the success rates for all sectors. Between 2020 and 2023 success rates for education projects, calculated using a 3-year moving average, were consistently above ADB's overall average. Before 2020, there was greater variability in the relative success rates but, most of the time, education projects were more successful than ADB projects in general.



73. The high overall success rates of the education projects were driven by their relevance, efficiency, and sustainability criteria ratings, which were consistently higher than ADB averages. This shows how ADB brings added value to DMCs: it delivers projects that are aligned with government priorities, implemented in a timely manner with high economic rates of return, and financially and institutionally sustainable after project completion.

<sup>59</sup> ADB. 2016. [Guidelines for the Evaluation of Public Sector Operations](#). The criteria refer to the Organisation for Economic Co-operation and Development Assistance Committee (OECD-DAC) evaluation criteria. OECD. 2011. [Quality Standards for Development Evaluation](#). Paris

74. While education projects had high overall success rates, their ratings for effectiveness were lower than those for the other three evaluation criteria. The effectiveness rate of education projects during the evaluation period was 66%, lower than the ADB average of 70%. There were some periods when education projects had a higher effectiveness rate than the ADB average, but the effectiveness rate for education sector projects was lower than the overall ADB portfolio from 2019 to 2022 (Figure 12). However, the effectiveness rate of education projects shows an increasing trend, surpassing the ADB average for 2021–2023, which is an encouraging sign.



## B. Room to Improve Effectiveness

75. Projects were assessed less than effective if they did not: (i) meet their targets, in terms of outcomes and outputs, as contained in the project's report and recommendation of the President (RRP), or (ii) provide sufficient evidence that the targets had been met.<sup>60</sup> An analysis of project completion report validation reports (PVRs) revealed the factors behind the less than effective ratings for each project (Box 6). Both external and internal factors prevented projects from achieving their targets. This raises the question of whether the targets of these projects had a solid, analytical basis when they were set. Admittedly, not all the external factors—e.g., changes in government policy or the political landscape or the global pandemic—could have been anticipated at appraisal. However, improving the quality of upfront work during project preparation should help projects to set more reasonable targets that are supported by relevant and available indicators. Some projects failed to meet their targets due to particular national developments, e.g., lower demand for specific courses in Sri Lanka or teacher certification in Bangladesh (Box 6). In some other cases the quality of implementation and weak monitoring contributed to projects that were rated *less than effective*.

76. Box 6 also provides an example of a project that was rated *less than effective* because it set unrealistic or overly ambitious targets (the Second Teaching Quality Improvement in Secondary Education Project in Bangladesh). The evaluation considered whether this was a common problem—i.e., were unrealistic ambitions the main reason for the low overall effectiveness rates of education projects?—but it did not find this to be the case. An analysis of the outcome statements of 21 PCR reports revealed that most projects had low-level outcomes (e.g., outputs such as textbooks or buildings) or modest intermediate outcomes (e.g., teacher training or higher course completion rates). Only four projects (19%) had higher-level outcomes such as enhanced learning, greater employability, or system-wide change (Box 7).<sup>61</sup>

<sup>60</sup> In line with the OECD-DAC criteria, ADB defines effectiveness as the extent to which an intervention achieved, or is expected to achieve, its objectives. The objectives of a project are outlined in its outcomes and outputs. According to the project evaluation guidelines, a project is less than effective if it achieves less than 70% of its intended outcomes.

<sup>61</sup> A detailed explanation of the methodology is presented as Appendix 1, Linked Document D of this evaluation.

### Box 6. Education Projects Rated *Less than Effective*

To understand why the effectiveness ratings for education projects were lower than ratings for the other three evaluation criteria, the evaluation examined 21 project completion report validation reports (PVRs) of completed projects during the evaluation period. These PVRs rated one project *highly effective* (5%), 13 (62%) *effective*, and seven (33%) *less than effective*. The *less than effective* projects were: three investment projects in Bangladesh, India, and Viet Nam; two policy-based loans (PBL) in Armenia and Nepal; a results-based loan in Sri Lanka; and an emergency assistance loan in Nepal.

Projects rated *less than effective* did not meet their intended outcomes for several reasons. Some set very high targets that the validation report considered unrealistic. For example, the Second Teaching Quality Improvement in Secondary Education Project in Bangladesh aimed to improve teaching quality and set a target of 100% of new teacher recruits to meet the qualification requirements; only around half of the recruits did so.<sup>a</sup>

Other projects set realistic targets but, for various reasons, were not able to meet them. In the Bangladesh project, another target was for 5,000 teachers who did not have teaching degrees to complete a certificate to qualify for a Bachelor of Education program. However, only 2,146 teachers completed the certificate. The project completion report (PCR) stated that the project overestimated the demand for certification, because many teachers opted for another degree program, Bachelor of Madrasa Education, which did not require certificates. An unexpected external factor, the coronavirus disease (COVID-19) pandemic, delayed the implementation of key reforms in Armenia, hence most of the targets of ADB's PBL were not met.<sup>b</sup>

The Education Sector Development Program in Sri Lanka, a results-based loan, aimed at improving youth employability and targeted an increase in science and commerce enrollment at the secondary school level. This target was not achieved because the project's introduction of a new technology stream attracted many students, reducing enrollment in other streams, including science and commerce.<sup>c</sup>

A lack of sufficient or relevant evidence was another reason for less than effective ratings. The PCR of the Supporting Human Capital Development Project in Meghalaya, India claimed that "71% of the trainees were employed within a year." However, the PVR argued that "the PCR did not provide adequate details on the training program, making it hard to discern if the project activities contributed to improved employment."<sup>d</sup> The Second Upper Secondary Education Development Project in Viet Nam reported an increase in national university entrance exam pass rates; however, it was not able to demonstrate that this was due to the project.<sup>e</sup>

<sup>a</sup> IED. 2021. [Validation Report: Second Teaching Quality Improvement in Secondary Education Project in Bangladesh.](#)

<sup>b</sup> IED. 2022. [Validation Report: Human Development Enhancement Program in Armenia.](#)

<sup>c</sup> IED. 2020. [Validation Report: Education Sector Development Program in Sri Lanka.](#)

<sup>d</sup> IED. 2024. [Validation Report: Supporting Human Capital Development in Meghalaya in India.](#)

<sup>e</sup> IED. 2022. [Validation Report: Second Upper Secondary Education Development Project in Viet Nam.](#)

Sources: Independent Evaluation Department.

## C. Aiming for Higher Outcomes

77. Should ADB aim to deliver more projects that target higher outcomes? Currently, only one in five education projects aim for higher-level outcomes so there is room for ADB to aim for a higher share of such projects. ADB needs to maximize the impact and value added of its financial support by delivering projects that aim for enhanced learning, greater employability, or reforms to the education system.<sup>62</sup> To understand how a project's level of ambition might influence the assessment of its effectiveness, the evaluation analyzed the outcome statements of the 21 projects completed during the evaluation period that were validated by IED (Box 7).

<sup>62</sup> The delineation of ambition in this manner is not a reflection of the quality of work undertaken or the necessity of the inputs that were delivered. The level of ambition concerns the degree of complexity addressed and the challenges involved, and ADB's internal guidelines. ADB defines project outcome as "goods, services, or products delivered by the project, while outcomes are the immediate and direct benefits of the use or application of outputs," which is oriented towards short-term and direct benefit. See ADB. 2020. [Guidelines for Preparing and Using a DMF.](#)

**Box 7. Assessing Project Ambitions**

In this analysis, “ambition” is defined as the reach of the outcomes that a project intends to deliver. The analysis classified the outcome statements of 21 validated projects during the evaluation period into four categories: low (outputs such as textbooks and buildings); modest (achievements that might contribute to improved education quality, such as teacher training or higher course completion rates); high (enhanced learning outcomes, greater employability, system-wide changes); and very high (systemic effects with national or multisector impacts that would contribute to general well-being).

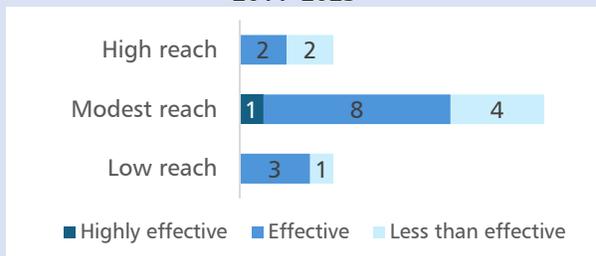
No projects were considered as having had very high levels of outcome. Of the 21 validated projects, four (19%) had outcome statements in the “high” category. Two of these were the Education Sector Development Program in Sri Lanka, a results-based lending project which targeted “development of a modernized secondary education school system” and a higher education project in Mongolia that aimed for an “improved, well-managed, and equitable higher education.”<sup>a</sup> Both targeted system-wide changes at the secondary and tertiary levels.

Thirteen completed projects (59%) had outcome statements that targeted “modest” levels of outcomes. An example is the Secondary Education Sector Development Program in the Lao PDR, which targeted increases in secondary school enrollment, survival rates, and number of qualified teachers.<sup>b</sup> These relevant and important objectives which are commonly used in education projects to improve education quality and potentially lead to enhanced learning outcomes. However, they deal with specific constraints rather than addressing systemic issues.

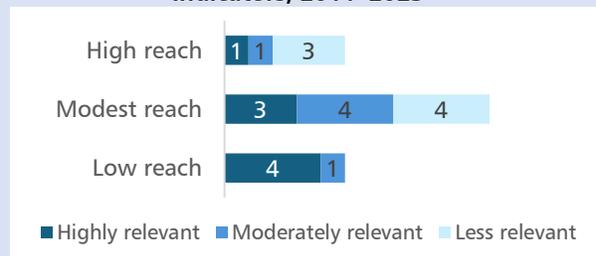
Projects with high outcome levels will set targets that are harder to achieve. Demonstrating that outcomes have been achieved may also be difficult. The figures below show the distribution of project outcome reach and the ratings provided for project effectiveness. The left-hand figure shows that two out of the four projects (50%) with high outcomes were rated *effective*. Nine out of 13 projects (70%) with modest outcomes and three out of four projects (75%) with low outcomes were rated *effective*. However, given the small sample size, these findings should be interpreted cautiously. Particular factors during implementation unrelated to the projects’ level of ambition may have affected their effectiveness.

Four projects (21%) were in the “low” category, i.e., their outcome statements were outputs featuring the delivery of infrastructure such as disaster-related projects in Nepal and Tonga, which supported reconstruction of physical assets.<sup>c</sup> Two higher education projects, one supporting polytechnic education in Indonesia and another supporting a regional university in the South Pacific, focused heavily on providing infrastructure to increase enrollments.<sup>d</sup>

**Outcome Level and Rating of Completed Projects, 2011–2023**



**Outcome Level and Relevance of Outcome Indicators, 2011–2023**



Furthermore, projects with high ambitions require more complex indicators, and as a result, it may be more difficult to present data supporting and attributing their achievements. To investigate this, the evaluation assessed the outcome indicators based on how well they supported the outcome statements (for example, if an outcome referred to “increased rate of employment among graduates,” the indicator should measure employment rates among graduates and, ideally, employment rates among graduates in the discipline in which they were trained). Each project was assessed according to the relevance of its outcome indicators using a three-point scale: highly relevant, moderately relevant, and lowly relevant.

The right-hand graph shows that most completed projects had appropriate outcome indicators, or indicators that adequately substantiated the stated outcome. Of the 21 completed projects, eight (38%) had highly relevant indicators, six (29%) had moderately relevant indicators, and seven (34%) had indicators of limited relevance. Almost all projects with outcomes classified as low reach contained highly relevant indicators, (four out of five or

80%), supporting the argument that it is easier to identify relatively simple indicators to support low outcomes. The analysis also shows that the higher the level of reach in the outcome statements, the more difficult it is to identify relevant indicators.

<sup>a</sup> IED. 2020. *Validation Report: Education Sector Development Program in Sri Lanka*; and IED. 2023. *Validation Report: Higher Education Sector Reform Project in Mongolia*.

<sup>b</sup> IED. 2022. *Validation Report: Secondary Education Sector Development Program in Lao People's Democratic Republic*.

<sup>c</sup> IED. 2022. *Validation Report: Earthquake Emergency Assistance Project in Nepal*; and IED. 2020. *Validation Report: Cyclone Ian Recovery Project in Tonga*.

<sup>c</sup> IED. 2022. *Validation Report: Polytechnic Education Development Project in Indonesia*; and IED. 2019. *Validation Report: Higher Education in the Pacific Investment Program - Tranche 1*.

Source: Independent Evaluation Department.

#### D. Most Project Outcomes Targeted Access; More Focus on Learning and Employment is Needed

78. Chapter 1 noted that ADB DMCs had achieved high rates of access to, participation in, and completion of both primary and lower secondary education. Yet countries still faced significant challenges associated with learning poverty, employability, and high youth unemployment. ADB can add value to its support by paying more attention to learning and employability outcomes.

79. To understand the orientation of projects in the portfolio as well as what they supported to achieve their ends, the evaluation analyzed the DMFs in all 84 core education projects. A detailed explanation of the methodology is presented as Appendix 1, Linked Document E of this evaluation). Project outcome statements were assigned codes. The first three codes represented the key education outcomes: access, learning, and employability.

80. The analysis showed that ADB projects sought to support improvements in all three key areas, although access remained the predominant focus across the portfolio (Figure 13). Of the 84 core education projects, 55 (65%) had access to education as their focus. Employment-related outcomes were the focus in 42 projects (50%), while learning-related outcomes were included in 41 projects (49%).

81. Figure 13 shows the specific interventions associated with each of the outcome statements under the access, learning, and employment categories. Under access, enrollment was the most targeted intervention (targeted by 35 projects), followed by school completion (21), attendance and survival (19), provision of education facilities (4), and financial and other support (2).

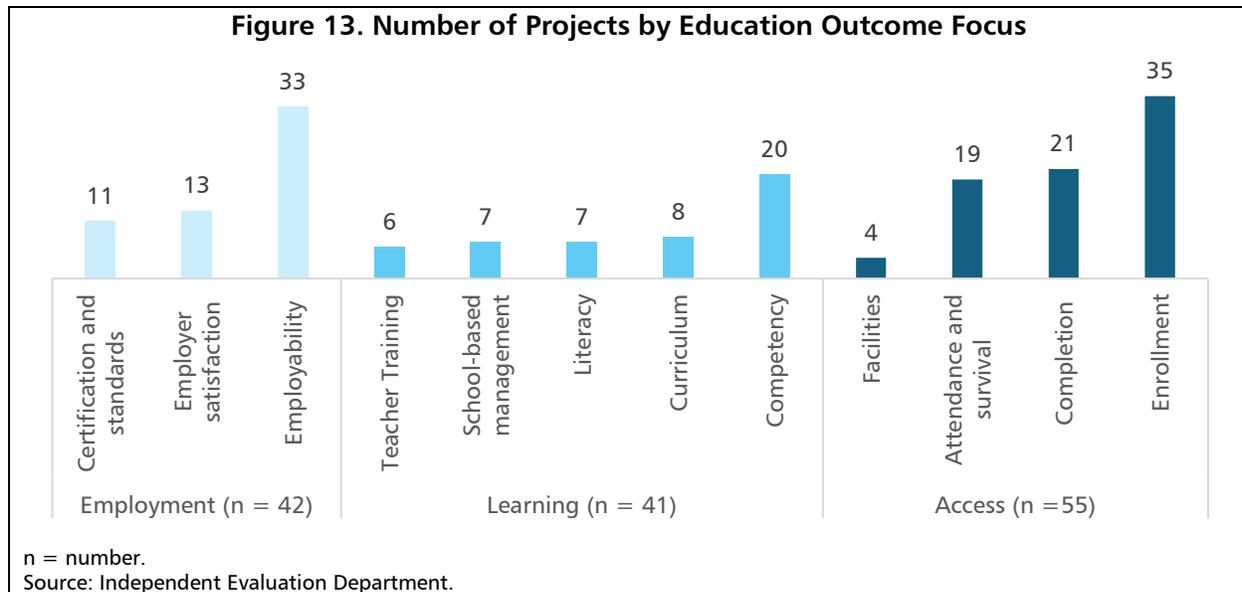
82. To improve learning outcomes, ADB projects supported DMCs to improve competence, as measured by the pass rates of national exams or similar assessments (20 projects).<sup>63</sup> ADB also supported improvements to school governance, management, and leadership (7). Only seven projects targeted literacy and numeracy, although absence of literacy is fundamental to learning poverty. Literacy and numeracy are core indicators of enhanced learning.<sup>64</sup> Projects also covered outcomes related to improving the curriculum (8), and teachers' capacity (6).<sup>65</sup>

<sup>63</sup> For example, the Senior High School Program in the Philippines targeted "improvements in mathematics and science mean percentage score on the national achievement test." The Secondary Education Sector Investment Program in Bangladesh targeted an "increase in the percentage of secondary school certificate students passing with A and A+."

<sup>64</sup> The evaluation notes that supporting measures to increase the pass rates of national exams—the majority focus among ADB projects is on "learning"—can have relatively limited developmental impact because these exams can often be aligned with local standards and may incentivize teaching geared toward passing a test, potentially neglecting broader learning outcomes. In contrast, supporting the measurement of literacy or numeracy skills that are internationally comparable enables benchmarking against global standards. This can incentivize systemic improvements and ensure learners acquire foundational skills critical for long-term personal and economic development.

<sup>65</sup> The Senior Secondary Education Improvement Project in Solomon Islands targeted "85% of senior secondary schools implemented a curriculum that integrates climate and disaster resilience, sustainable development, and gender equality." The Secondary Education Sector Development Program in the Lao PDR targeted "75% teachers were qualified" defined as having a diploma, bachelor's or master's degree."

83. Most projects targeting the employability of graduates aimed to provide specific skills training (33). Typically, the outcome targets were framed in terms of the percentage of the project's target group who were employed post-training.<sup>66</sup> Other outcomes included employers' satisfaction, a measure of the quality of graduates (13) and the improvement or development of skills competency standards (11).



84. Given that the key issues in education have shifted from access to learning outcomes and employability, ADB needs to increase its focus on learning-related outcomes. Staff survey results confirmed that learning outcomes had received less attention than access and employability (ADB's focus on employability reflects the large number of TVET projects during the evaluation period). Only 46% of staff reported that ADB gave "a lot of focus" or "some focus" to learning outcomes in its current education operations, compared to access (61%) and employability (71%).<sup>67</sup>

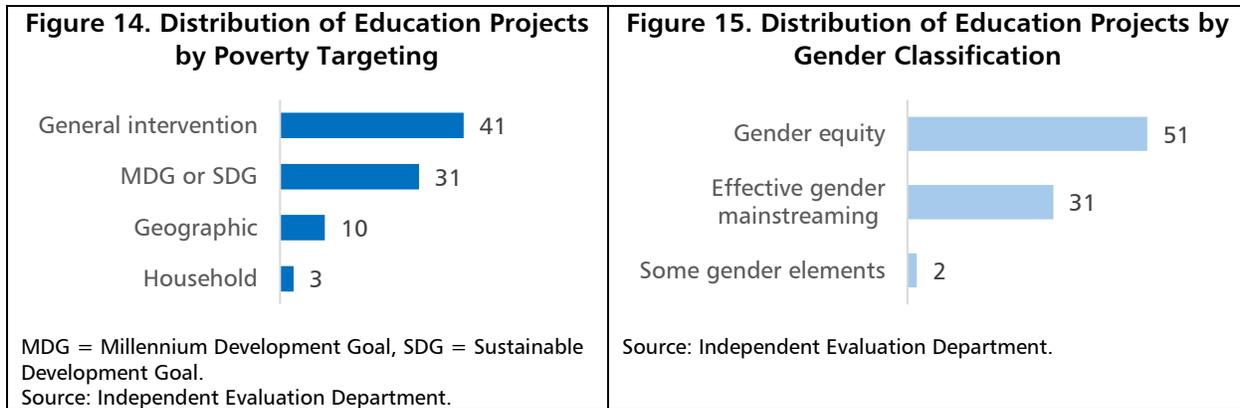
#### E. ADB Projects Targeted Girls but They Need to Support Broader Inclusivity

85. While Asia and the Pacific has seen significant improvements in access to education, significant population groups still face barriers to education. More efforts are needed to reach marginalized and disadvantaged populations.

86. Most ADB education projects targeted the general population. Of the 84 core education projects, 41 were classified as general interventions that indirectly supported poverty reduction (49%), e.g., through infrastructure investments designed to improve the enabling environment for pro-poor growth (Figure 14). Another 31 projects (37%) were targeted interventions with a direct impact on the non-income dimensions of poverty, as represented in the Millennium Development Goals and Sustainable Development Goals (SDGs). Additionally, 10 projects (12%) were geographically targeted at areas with high poverty incidence. Only two projects (2%) targeted households and beneficiaries.

<sup>66</sup> The Mid-Level Skills Training Project in Timor-Leste aimed to increase the percentage of "TVET graduates with mid-level training who find employment within 3 months of graduation." Similarly, the Skills Training and Education Pathways Upgradation Project in Bhutan targeted an increase in "graduates of technical training institutes [who are] employed or self-employed within 6 months of completing their course."

<sup>67</sup> Learning outcomes seldom featured in the 23 non-core education projects. Only two projects, a trade project in the Lao PDR and a PBL on productivity and human capital in Indonesia, targeted learning in one of their outcomes. By contrast, employability of graduates was covered in 17 projects, and employment in 11 projects.



87. An analysis of the project outputs in the DMFs of the 84 core education projects found that 36 (43%) included some provisions for poor or economically disadvantaged groups, such as financial support or quotas for enrollment or participation in a training program. Other types of inclusion were less pronounced: 11 (13%) had outputs targeting people with disabilities; 11 (13%) targeted rural, remote, or lagging areas; and 8 (4%) targeted ethnic minorities, while 34 projects (41%) had no outputs targeting specific disadvantaged groups. ADB's 2022 disability-inclusive development roadmap and operational approach to sexual and gender minorities' inclusion offers further guidance on enhancing efforts to provide support for broader inclusion in ADB education projects.<sup>68</sup>

88. On gender, a significant majority of core education projects, 51 projects (61%) were categorized as "gender equity", indicating that these interventions directly addressed gender disparities and promoted equal opportunities in education (Figure 15) while 37% (31 projects) fell under the "effective gender mainstreaming" category, suggesting that, while gender equality may not have been the primary focus, these projects incorporated substantial elements designed to advance gender equality and women's empowerment. Only two projects (2%) were classified as having "some gender elements," implying that gender considerations were present but may have played a less prominent role in these initiatives.

89. During the period, gender in education projects still meant specifically targeting girls, an explicit recommendation of the 2002 Policy on Education. The 2010 ESOP and 2022 ESDG also referred to "measures that help girls and disadvantaged students to attend school." The evaluation found that, although in many countries girls still face obstacles in accessing and benefitting from education, the exclusive focus on girls in ADB's education policy did not take account of the fact that in some countries boys underperform girls in terms of enrollment, grades, and completion rates. For example, in Mongolia, retaining boys in school is a significant issue and in Nepal, many boys and young men aspire to migrate to look for better jobs instead of continuing their education. While this is mentioned as background in some projects, ADB education projects have not systematically addressed these issues. Two RBLs in the Philippines are exceptions in that they recognized that boys were at higher risk of dropping out of school or obtaining a failing grade, and noted that more should be done when boys are falling behind.<sup>69</sup> An updated approach was recommended by IED's recent evaluation of ADB's gender policy, which recommended that it be updated to address broader gender and inclusivity issues.<sup>70</sup>

<sup>68</sup> ADB. 2022. [Strengthening Disability-Inclusive Development: 2021–2025 Road Map](#). Manila; and ADB. 2025. [ADB's Operational Approach to Sexual and Gender Minorities' Inclusion: a Road Map for 2025-2030](#). Manila

<sup>69</sup> ADB. 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to Senior High School Support Program (formerly Education Improvement Sector Development Program)*. Manila; and ADB. 2019. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to Secondary Education Support Program*. Manila.

<sup>70</sup> IED. 2024. *Thematic Evaluation: ADB Support for Accelerating Progress in Gender Equality*. Manila: ADB.

## F. ADB Supported Capacity Development and Education Policy

90. ADB's support for capacity development is apparent in the portfolio: 78 projects (93%) included capacity development elements in their intended outputs. Typically, these projects supported institutional capacity building, management and governance reforms, accreditation and alignment with international standards, the development of management information systems, and staff training (Box 8).<sup>71</sup>

### Box 8. Capacity Development in Action

The Senior High School Support Program in the Philippines, a results-based loan, demonstrated how projects can add value through capacity development. The loan supported government reforms to introduce years 11 and 12 into high schools.<sup>a</sup> The Department of Education's staff interviewed for a country case study noted that the Asian Development Bank (ADB) had provided technical support for curriculum development, teacher training, and infrastructure planning, and that it had offered valuable insights and fresh perspectives. ADB also helped to develop institutional capacity to implement these reforms, which included extending basic education from 10 to 12 years, developing new academic tracks and specializations, establishing partnerships with industry, and monitoring progress. While the ADB loan was helpful in supporting the reforms, the associated technical assistance helped the Department of Education to achieve the disbursement-linked indicators, streamline the procurement process for goods and services, and ensure that the reforms continued across administrations.

<sup>a</sup> ADB. 2023. *Completion Report: Senior High School Support Program in the Philippines*. Manila. Source: Independent Evaluation Department.

91. ADB support for policy reforms has typically been provided as loans or grants for education sector development (ESD). As discussed in Chapter 2, from 2011 to 2023 ADB approved only 12 ESD projects (17% of the total ADB education portfolio). A third of ESD support was allocated to Group A countries (concessional assistance only); however, only three Group A countries—Cambodia, Nepal, and the Kyrgyz Republic—received ESD support. This suggests that the demand for ESD support from Group A countries despite their potential benefits from education sector reforms—remains limited. In addition, 37% of TA support was allocated to ESD. Activities under the TA projects included supporting DMC education sector planning and assessments.

92. The program component of SDP loans and grants also enabled ADB to support policy and capacity development. While SDPs represented only a small share of ADB's education portfolio, ADB also approved 10 non-core PBLs that contained education components. These amounted to \$607 million. For example, two PBLs for the Kyrgyz Republic that supported strengthening the investment climate and economic diversification also supported TVET reforms and competency-based training.<sup>72</sup> RBL projects, which supported existing government programs, also contained components on policy and capacity development support.

## G. Innovation is Needed but So Far Specificity Has Been Limited

93. The Policy on Education and other documents recommended that ADB provide support for innovations, which was described in both general and specific ways.<sup>73</sup> The policy referred to innovation

<sup>71</sup> A smaller number of projects with a capacity development component focused on the provision of learning resources such as books and learning materials (10% of projects), and policy reform (3% of projects).

<sup>72</sup> ADB. 2014. [Kyrgyz Republic: Investment Climate Improvement Program. Subprogram 3](#); and ADB. 2022. [Kyrgyz Republic: Promoting Economic Diversification Program. Subprogram 3](#).

<sup>73</sup> The definition of innovation used here is based on a combination of ADB operational guidance and the United Nations Development Programme (UNDP) definition. ADB operations consider innovation to be the introduction of approaches, designs, components, or features (e.g., the development or application of advanced technology) and/or use of preparation or implementation processes that are new for the DMC (ADB. 2019. *Tracking Indicator Definitions*). UNDP defines innovation as using the most up-to-date concepts and tools available to achieve change, finding better ways to create impact for people and the planet, strengthening resilience, and building more inclusive societies. These involve 21st century solutions: getting societies ready for the future of work, ensuring digital inclusion and accelerating a low-carbon transition, pioneering innovative technologies, bringing new solutions and approaches to accelerate sustainable development (i.e., advances in clean energy or digital platforms providing services)

as “practices that will improve access and quality of education for the poor” (para. 46) and cited two specific examples of innovations: (i) curriculum reform, including curricula that meet local needs (para. 46); and (ii) greater use of information and communication technology (ICT, para. 50).<sup>74</sup>

94. Subsequent documents have continued to mention innovation, but ADB has offered limited operational level guidance or recognition of the resources needed to test, adapt, evaluate and learn in order to mainstream and upscale innovations to specific contexts. This applies both to introducing technological innovations and to using new approaches to education. The 2010 ESOP said that ADB would “utilize new and innovative models of service delivery and financing,” including the use of ICT in education service delivery and public–private partnerships. According to the 2022 ESDG, innovation also encompasses working with dynamic municipal mayors, using technology for learning, promoting collaboration with industry, and pursuing innovative funding modalities.

95. The evaluation’s review of ADB education project documents found 12 projects that targeted wider use of ICT, including integrating ICT-based learning in the curriculum and building ICT-ready classrooms. Regarding financing, projects in the education sector have pioneered the use of results-based lending (RBL) in ADB. In Chapter 2, the evaluation shows that education is the largest user of the RBL modality (para. 30). RBL is intended to support existing government programs. Since implementation relies on the government’s own systems (e.g., procurement and safeguards), a defining component of RBL is the institutional and capacity development of the borrower. An IED evaluation on RBL support found that “RBL programs appeared in tune with a government-led approach and well-suited to drive the difficult, system-wide changes necessary for meaningful education reform.”<sup>75</sup>

96. Some PCRs considered that the introduction of new approaches, designs, components, or features represented innovative approaches. This view was also expressed by staff during interviews. In Indonesia, for example, ADB funded university incubators and start-ups, leading to successful companies generating significant revenues and employment.<sup>76</sup> The Higher Education Reform Project in Mongolia introduced competitive grants to encourage higher education institutes to form partnerships with industry and global universities.<sup>77</sup> Two TVET projects in Bangladesh and Cambodia established skills development funds, while two projects in India supported small entrepreneurship components to help graduates start their own businesses.<sup>78</sup>

97. The evaluation found it difficult to assess the extent to which ADB education projects had promoted innovation due to the lack of clarity about what ADB means by being innovative. The meaning of the term “innovation” appears to depend on the specific project context. It should be noted that staff responding to the survey indicated that supporting innovation was not a focus of education projects. More than half of the respondents cited “not enough knowledge and expertise in ADB” as the main challenge for integrating innovative solutions in projects.

#### **H. Private Sector Development Components in Projects Need More Depth**

98. In supporting the education sector, ADB operates almost exclusively in the public domain. However, ADB recognizes that the private sector can be a key player in education. ADB’s education policy and guideline documents have identified areas where ADB can promote PSD and participation and mobilize private resources.

<sup>74</sup> In a departure from the approach taken by the 2002 policy, this evaluation does not regard curriculum reform as an innovation, as it should be part of mainstream education interventions.

<sup>75</sup> IED. 2017. [Results-Based Lending at the Asian Development Bank: An Early Assessment](#).

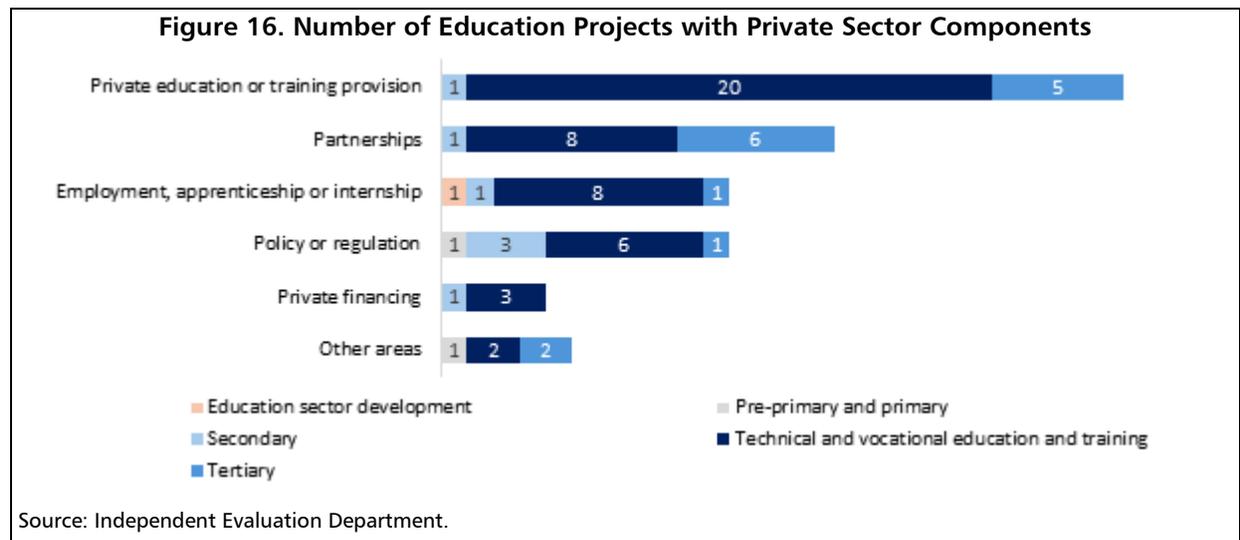
<sup>76</sup> ADB. 2022. [Indonesia: Promoting Research and Innovation through Modern and Efficient Science and Technology Parks Project](#).

<sup>77</sup> ADB. 2011. [Mongolia: Higher Education Reform Project](#).

<sup>78</sup> ADB. 2018. [India: Madhya Pradesh Skills Development Project](#); and ADB. 2013. [Supporting Human Capital Development in Meghalaya](#).

99. The specific ways in which ADB worked with the private sector during the period varied across subsectors and through time. For pre-primary and primary education, ADB considers that basic education should be free of charge, and specific financial assistance should be targeted at disadvantaged groups who are more likely to drop out of school and less likely to enroll at all to ensure that all children are able to complete primary school. For secondary education, the Policy on Education opened the door for more private sector provision by stating that ADB will “provide technical assistance to help governments formulate policies and programs to enhance cost-sharing and cost recovery to lessen the burden on government.” ADB acknowledged that upper income groups tended to be disproportionately enrolled at the secondary level and argued that “private sector provision is encouraged through an appropriate policy environment.” Most ADB DMCs offer compulsory education up to and including Grade 8 with no fees, although parents often have to contribute toward facilities, extracurricular activities, and other items. Many countries offer non-compulsory education with no fees up to and including Grade 10. For higher education and TVET, ADB has recognized the need to have a closer partnership with the private sector in providing education services.

100. Of the 84 core education sector projects examined by the evaluation, 42 with a total value of \$4.4 billion (41% by value) listed PSD as one of the drivers of change.<sup>79</sup> Of these 42 projects, 26 (62%) were in TVET, eight (12%) in tertiary education, six (14%) in secondary education, one (2%) in primary education, and one (2%) in ESD. To understand how ADB promotes private sector involvement in the education sector, the evaluation classified private-sector-related components in ADB education projects into five activities: (i) direct involvement of the private sector in education or training provision; (ii) formal partnerships with industry in education, training, or research activities; (iii) agreements with industry on employing graduates; (iv) issuance of policies or regulations with regard to the private sector’s role in education or training; and (v) private financing of education or training (Figure 16). The most common private sector component in an education project was delivering TVET or higher education (e.g., engaging private training providers in the program, or having industry representatives in the skills council). Formal partnerships between training or higher education providers, or agreements with the private sector to carry out the internship or apprenticeship programs, were also common.



101. The evaluation found some good examples of how ADB projects have integrated private sector elements into project designs. For example, a TVET project in Cambodia had a specific set of outcomes and outputs, including the establishment of a skills development fund, while projects in Bangladesh the

<sup>79</sup> Under Strategy 2020, ADB identified five “drivers of change” or cross-cutting areas that ADB would emphasize; PSD is one of the five drivers of change. Every project approved after Strategy 2020 was supposed to identify one or more drivers of change in its documentation. The inclusion of PSD, as well as other “drivers of change” in the project document, is mainly left to the project team.

Kyrgyz Republic supported broader private participation in skills training provision and governance.<sup>80</sup> Most projects are still at the early stages of private sector involvement and are targeting activities such as “partnership or collaboration agreements with industries.”

102. In general, ADB operations still focused primarily on public sector clients, and only 29% of the staff responding to the survey said that ADB was actively engaging with the private sector in DMCs on education-related interventions. While ADB's NOM envisages a greater focus on the private sector, only about a third of ADB staff believed that ADB would enhance its engagement with private sector clients. Similarly, only 32% of staff believed that ADB's private sector investments in education would increase. ADB still finds it difficult to find sizeable markets that justify nonsovereign financing, despite the growing role of the private sector in the education sector in Asia and the Pacific. This may be because in many countries the education sector is still not fully open to foreign investment, and education institutions can only operate as non-profit organizations. Given these constraints, ADB's private sector operations in education seem likely to remain small.

103. While ADB has stated that it intends to support private sector involvement in the education sector and to have more partnerships with the private sector, its policy documents do not provide sufficient clarity on what ADB intends to achieve with regard to involving the private sector in education operations. The 2022 ESDG highlighted areas for collaborating with the private sector to deliver high-quality education at all levels, mobilizing private sector participation, establishing partnerships in TVET, and developing and adopting new education technology, but it did not provide guidance on the potential risks or on the mitigation measures needed to adapt the enabling environment to ensure more effective and equitable outcomes from such engagement.

## I. Summary

104. Education projects have had high success rates, but their effectiveness ratings have been significantly lower than their relevance, efficiency, and sustainability. The effectiveness of education projects has improved since the COVID-19 pandemic, which is encouraging. Education sector projects typically targeted modest outcomes in their outcome statements. ADB has a big opportunity to maximize the value added of its financial support by delivering more projects that target higher outcomes, such as enhanced learning, employability, and system-wide changes, although delivering such outcomes would require high-quality preparatory work.

105. ADB can also increase the value added of its support by focusing more on learning and employability outcomes. At the project level, the ADB portfolio still emphasizes support for access (in particular, increasing overall enrollment), even though learning and improving the transition to the labor market have been central to ADB education policy since 2002. These have become more serious issues for countries in Asia and the Pacific and ADB needs to address them.

106. ADB should take a more balanced approach to gender and address wider inclusiveness issues. Most education projects have successfully provided interventions to address gender disparity by targeting girls, but ADB also needs to address the high barriers facing other marginal or vulnerable groups in accessing education and in deriving benefits from education once they are in school. ADB needs to clarify what it means by educational innovation. It needs to provide more guidance on how ADB projects can become more innovative and how they can involve the private sector. ADB needs to provide greater support for reform and capacity development to countries eligible for concessional assistance.

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<sup>80</sup> ADB. 2019. [Cambodia: Skills for Competitiveness Project](#); ADB. 2014. [Skills for Employment Investment Program](#); and ADB. 2017. [Kyrgyz Republic: Skills for Inclusive Growth Sector Development Program](#).



CHAPTER 5:

## **Key Findings, Issues, and Recommendations**

# Chapter 5

## Key Findings, Issues, and Recommendations

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107. ADB has been an active development partner in education in the Asia and Pacific region for more than 50 years. During this period, significant improvements have been made in school enrollment, retention, and completion across the region, as well as in reducing gender gaps. However, significant challenges remain.

108. First, the high percentage of children not in school remains an issue for many low-income families, and is influenced by geographical location, disability, ethnicity, and language. Second, learning outcomes are not focused enough on improving education systems where accountability often focuses on educational inputs. Third, there are major gaps between the skills provided by education systems and the needs of the modern economy. As a result, many economies suffer from a surplus of graduates while experiencing skills shortages.

109. Countries in the Asia and Pacific region are richer than they used to be, and their populations are wealthier. Compared with their parents and grandparents, younger generations have higher demands for education, and greater aspirations in the job market. There is a risk that, while countries are getting richer, inequality will widen, making it more important than ever to ensure equitable access to education. Job markets are also changing, with labor becoming more mobile across countries. Modern jobs demand different types of skills, and education systems constantly need to adapt so they can meet changing demands for skills. Finally, technology offers greater access to knowledge and information, as well as different ways of delivering education. At the same time, information technology can create a “digital divide” that exacerbates inequality.

110. Although the education sector remains small as a share of ADB’s total portfolio, the size of its loans and grants portfolio has increased over the last 10 years. This has allowed ADB to make important contributions to the sector, particularly in some countries, where it has combined TA, policy dialogue, partnerships, and lending. ADB can become more transformational by combining and leveraging its resources to add value. The evaluation identified four key findings four recommendations to enhance ADB’s support for education in the region.

### A. Key Findings and Issues

#### 1. **The Education Policy and subsequent guidance documents provide sufficient breadth for ADB operations, but the overall framework needs to be updated**

111. Currently, the sector policy framework is contained in different documents: the 2002 Policy on Education, and the 2022 ESDG, which replaced the 2010 ESOP. The principles set out in the education policy and subsequent sector guides provide a broad platform for ADB to be flexible in responding to client demands. However, gaps persist within and across the guiding documents. The 2002 Policy on Education mixed policy principles with prescriptive implementation guidance which has only selectively been implemented. The Policy’s broad aspirations were not fully translated into the portfolio, as guidance was vague and not aligned with resources (e.g., on preparing sector road maps for all DMCs), or limited (the exclusive focus on targeting girls in the gender context). Further, the policy recognized the importance of learning from its implementation to refine and improve its guidance. ADB was to review and update the policy after 5 years. A sector study was conducted in 2008 but did not lead to a policy update. As such, after more than 20 years the policy is also dated in terms of its references to ADB and the sector priorities that have emerged in recent years. To an extent, these evolving sector priorities (e.g., the role of technology and the involvement of the private sector) and persisting issue (e.g., adapting and mainstreaming innovation into local context) were picked up and reflected in the ESOP and, later, ESDG.

However, operational guidance remains insufficient. Similarly, greater nuance and guidance to address wider inclusiveness challenges, including the access to education among the marginalized groups, and the “reverse gender gap” issue in education, will be useful.

## **2. ADB has not had a consistent approach to ensuring robust country education sector diagnostics and knowledge work**

112. The 2002 policy and subsequent documents envisioned that ADB would develop a more strategic approach to country engagement, focusing on sector development and reform to maximize ADB's impact. The policy assumed ADB would prepare an education sector road map for each DMC to guide its country-level portfolio, which has not occurred. The evaluation found that ADB selectively prepared diagnostic and analytical works to inform its projects and CPSs; however, their shape and depth varied. The decision to prepare more thorough assessments was made on a case-by-case basis, depending on the country context and the amount of resources available. Diagnostics were often undertaken with the intent of informing specific investments rather than being a more strategic assessment identifying constraints and opportunities to be addressed at the sector or country level. As a result of the more limited diagnostics and understanding of key constraints, projects often prioritized direct benefits, such as access to TVET and secondary education, over more complex challenges like improving learning quality or facilitating transitioning to the labor force.

113. To complement its financing support, ADB has actively produced knowledge products, covering a wide range of topics that are well received and cited by clients. In addition, staff also generated tacit knowledge from their experience working in the sector. However, ADB has not yet fully leveraged its knowledge works to identify barriers and constraints in DMCs' education systems, particularly in improving learning quality and employability. ADB has developed potentially useful knowledge products in areas such as private sector engagement and digital technology, but they could be more effectively leveraged to inform its operations. Despite producing notable knowledge works and organizing knowledge initiatives across the region, ADB has yet to be widely recognized as a leader in knowledge support.

## **3. ADB has delivered successful education projects but effectiveness and the quality of DMFs can be improved**

114. ADB's education projects have had high success rates. This has largely been driven by the relevance and efficiency ratings. Governments view ADB as a partner who supports projects addressing important needs that are implemented on time and within budget, with long-lasting benefit. Technical assistance associated with projects has also been recognized as an important benefit. However, education sector projects have challenges in meeting their objectives. During the evaluation period, only two-thirds of ADB's education projects were rated effective, which is lower than the ADB average, although the trend is improving. This means that a significant share of education projects did not achieve the specific outputs and outcomes they intended to deliver.

115. Despite ADB's ambitions to improve outcomes, education sector projects typically targeted lower-level outcomes such as number of students or graduates, rather than higher-level outcomes like enhanced learning quality or systemic changes that address structural problems in education systems. This reflects, among other things, clients' demand for such support and the support provided by other development partners. At the same time, ADB's emphasis on projects with modest ambitions has limited its ability to address the critical challenges identified in its Policy on Education. While considering clients' needs and capacity is important, there is an opportunity for ADB to provide more projects with higher outcome aspirations.

#### **4. The broad aspirations to grow the education portfolio were not backed up by sufficient resources**

116. The share of education in ADB's total portfolio has hovered around 5%, despite targets to expand it to 6%–10% by 2024 as stated in the CRF, 2019–2024. Such targets have not been accompanied by a commensurate increase in the number of staff working in the sector. Additionally, changes under NOM affect the Sector Group's efforts to support and grow the portfolio, especially in countries without an existing education portfolio. The level of partnerships and collaboration with other development partners, private sectors and CSOs vary across countries. While ADB has achieved strong levels of partnerships, those were limited to a few countries and was not widely replicated to drive broader portfolio growth. As a result, there was a mismatch in the sector between ADB's aspirations as laid out in the policy framework and what ADB did on the ground (as reflected in the portfolio).

117. Although the CRF, 2019–2024 target of ADB to lending in education was not met, it served as a useful incentive for ADB to expand its education sector portfolio. Going forward, without such an explicit target in the latest CRF, 2025–2030, ADB needs to look for different approaches to provide incentives and focus attention on the sector.

### **B. Recommendations**

#### **1. Update ADB's education policy framework to better clarify ADB's strategic approach, objectives, and operational guidance**

118. The policy architecture reform provides an opportunity for ADB to update its education sector policy framework to provide greater clarity, consistency and coherence between the strategic, operational, and guidance documents. There are several options for Management to consider. The 2002 Policy on Education can be updated or retired, consistent with the new policy architecture's intent. Accordingly, ADB should issue a new set of guidance documents to ensure greater clarity, consistency and coherence between the strategic, operational, and other sector directives. At the highest level, ADB should establish the principles and parameters for its education support. A theory of change—outlining ADB's goals and priorities within the context of its strengths, the education challenges of DMCS, and sector best practices—could serve as a foundation for these principles. To complement the high-level principles and strategic directions, ADB needs to provide more detailed operational guidance for the sector on: (i) gender and equity, ensuring broader inclusion and equality, aligned with ADB's other policies on social issues, such as its new operational approach to sexual and gender minorities' inclusion and disability-inclusive development roadmaps; (ii) innovation and emerging challenges, leveraging technology and the private sector, addressing climate change's impact on education, and fostering digital and green skills; (iii) sectoral approaches, providing clearer strategies for different education subsectors; and (iv) targeted partnership, enhancing collaboration to improve education outcomes.

#### **2. Enhance the effectiveness of sector diagnostic work and strategic planning for education at the country level**

119. Strategy 2030 and the Strategy's mid-term review stressed the importance of being strategic and focusing on impact. This implies that ADB needs to further strengthen its country knowledge base, in particular its assessment of DMC labor market analysis and education investment needs. Improved diagnostics at the sector and country level would enable ADB to identify policy and institutional constraints including governance, regulatory barriers, and political economy challenges that often hinder progress at the project level. In some countries, ADB can leverage existing diagnostic and analytical work produced by the government or other development partners, allowing it to allocate resources accordingly and avoid duplication.

120. More effective sector diagnostics at the country level would enable ADB to become more strategic and differentiated in its approach by identifying where it can: (i) better use its available TA and lending instrument mix to support more integrated, sequenced, and multiple sector interventions; and (ii) tailor solutions for specific challenges across country. In both cases, ADB support should be well targeted so it can deliver influential outcomes, leverage its impact, support innovation and transformation, and identify where demand for further support could be built. This would allow ADB to expand the number of countries where it can be more systemic and integrated in its support to delivering development outcomes. Furthermore, ADB could utilize the existing knowledge products to improve its current education support, particularly regarding learning quality, employability, in areas such as engaging with the private sector and digital technology where there have been limited operations.

### **3. Strengthen outcome framework; indicators; and monitoring and evaluation for greater institutional learning**

121. Stronger emphasis on quality review of design and monitoring frameworks upfront would help ensure a greater focus on outcomes which are adequately underpinned by outputs and indicators. The adoption of such an outcome-focused approach would align with Recommendation 2, where ADB will strengthen its diagnostic works to identify key sector constraints and address them through differentiated approaches. ADB should better capitalize on existing findings, lessons, and recommendations provided by project completion reports and other sources to inform projects design. Advances in technology have made gathering, extracting, and synthesizing such information more efficient.

122. Enhanced sector diagnostics will help ADB in fine-tune and improve the overall quality of the DMF in its education projects, leading to more ambitious but realistic outcome targets, and indicators. Improving project DMF would also provide a useful starting point to support monitoring and evaluation, achieve project outcomes, and learning. At the same time, project teams should ensure that strong project monitoring systems are in place, and relevant data required to show achievements are collected. Additionally, to strengthen project implementation and monitoring, ADB should enhance collaboration with public and private partners, especially those focused on innovating and improving education delivery, considering the diverse challenges within and among DMC.

### **4. Better align ADB's human resources and skills with its strategic positioning in the education sector**

123. Given the direction of the new policy framework and guided by the sector diagnostics, ADB needs to step up its efforts to provide knowledge support, engage in policy dialogue, and develop strategic partnerships, to ensure strong project design, implementation, monitoring, and evaluation. Such efforts will require sufficient staff and resources. ADB needs to invest in staff skills so that they align with ADB's strategic objectives in the education sector both at the corporate and country levels. Staff should be able to provide the level and depth of expertise required to engage more robustly with the magnitude and complexity of challenges in the sector and to design interventions that drive changes at the systems level. Such skills might include expertise in core education interventions, such as curriculum development, teacher training, and skills in emerging areas, such as climate-responsive education planning, infrastructure, and education technology. Further, enhanced staff skills are needed to leverage ADB's wide range of lending instruments, including policy-based loans, results-based lending, and sector development programs, in addition to investment lending. Internal collaboration and staff mobility (e.g., between the Sectors Department and other departments), as envisioned by the NOM, would create greater opportunities to optimize ADB's resources.

## APPENDIXES



## APPENDIX 1: LIST OF LINKED DOCUMENTS

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- A. Results of Staff Perception Survey  
[https://www.adb.org/sites/default/files/linked-documents/se-education\\_LD-A-Staff%20Survey\\_0.pdf](https://www.adb.org/sites/default/files/linked-documents/se-education_LD-A-Staff%20Survey_0.pdf)
- B. Active Country Partnership Strategies, 2011–2023  
[https://www.adb.org/sites/default/files/linked-documents/se-education\\_LD-B-Active%20CPS\\_0.pdf](https://www.adb.org/sites/default/files/linked-documents/se-education_LD-B-Active%20CPS_0.pdf)
- C. List of Education-Related Knowledge Products, 2011–2023  
[https://www.adb.org/sites/default/files/linked-documents/se-education\\_LD-C-Knowledge\\_Products\\_2011\\_2023\\_0.pdf](https://www.adb.org/sites/default/files/linked-documents/se-education_LD-C-Knowledge_Products_2011_2023_0.pdf)
- D. Assessing Outcome Statements and Outcome Indicators in Support of Effectiveness  
[https://www.adb.org/sites/default/files/linked-documents/se-education\\_LD-D-Outcome\\_Classification\\_Methodology\\_0.pdf](https://www.adb.org/sites/default/files/linked-documents/se-education_LD-D-Outcome_Classification_Methodology_0.pdf)
- E. Analysis of Design and Monitoring Frameworks  
[https://www.adb.org/sites/default/files/linked-documents/se-education\\_LD-E-DMF\\_0.pdf](https://www.adb.org/sites/default/files/linked-documents/se-education_LD-E-DMF_0.pdf)

## APPENDIX 2: ADB'S EDUCATION PORTFOLIO, 2011–2023

**Table A2.1: Sovereign Education Loans and Grants, 2011–2023**

Project Count	Country	Project Number	Project Name	Approval Date	Product Type	Status	Primary Sector	Subsector	Approval (\$ million)
1	AFG	55343-001	Sustaining Essential Services Delivery Project (Support for Afghan People)	25-Jan-22	Grant	Active	ANR	ESD	101.0
2	ARM	49078-001	Seismic Safety Improvement Program	22-Sep-15	Loan	Active	WUS	ESD	17.7
		49078-004	Seismic Safety Improvement Program – Additional Financing	29-Sep-23	Loan	NYE		ESD	14.5
3	ARM	51129-002	Human Development Enhancement Program	15-Nov-19	Loan	Closed	HLT	ESD	5.0
4	AZE	55073-001	COVID-19 Active Response and Expenditure Support Program	07-Jul-21	Loan	Closed	PSM	ESD	45.0
5	BAN	42122-013	Third Primary Education Development Project	05-Jul-11	Loan	Closed	EDU	ESD	98.6
								PPP	221.4
		42122-016	Third Primary Education Development Project-Additional Financing	20-May-15	Loan	Active		PPP	120.0
6	BAN	40448-013	Second Teaching Quality Improvement in Secondary Education Project	30-Mar-12	Loan	Closed	EDU	SEC	70.0
7	BAN	44213-016	Secondary Education Sector Investment Program - Tranche 1	21-Oct-13	Loan	Closed	EDU	ESD	32.9
								SEC	57.1
8	BAN	42466-015	Skills for Employment Investment Program - Tranche 1	03-Jun-14	Loan	Closed	EDU	TVET	100.0
9	BAN	44213-017	Secondary Education Sector Investment Program - Tranche 2	20-Nov-15	Loan	Closed	EDU	ESD	185.0
10	BAN	42466-016	Skills for Employment Investment Program - Tranche 2	24-Nov-16	Loan	Active	EDU	TVET	100.0
11	BAN	44213-018	Secondary Education Sector Investment Program - Tranche 3	26-Mar-18	Loan	Closed	EDU	SEC	225.0
12	BAN	50192-002	Supporting Fourth Primary Education Development Program	27-Sep-18	Loan	Active	EDU	PPP	500.0
13	BAN	42466-017	Skills for Employment Investment Program - Tranche 3	10-Oct-19	Loan	Active	EDU	TVET	150.0
14	BAN	55148-001	Skills for Industry Competitiveness and Innovation Program	31-Jul-23	Loan	Active	EDU	TVET	220.0
								TER	80.0
15	BAN	50140-002	Improving Computer and Software Engineering Tertiary Education Project	21-Sep-23	Loan	Active	EDU	TER	100.0
16	BHU	50296-002	Skills Training and Education Pathways Upgradation Project	30-Aug-18	Grant	Active	EDU	ESD	3.0
								TVET	12.0
17	BHU	54464-001	Pathways for Emerging Skills and Jobs Project	29-Aug-23	Loan	Active	EDU	TVET	30.0
18	CAM	43260-013	Education Sector Development Program III	13-Sep-12	Loan	Closed	EDU	ESD	17.7
								SEC	12.3
19	CAM	46064-002	Technical and Vocational Education and Training Sector Development Program	26-Sep-14	Loan	Closed	EDU	ESD	7.0
								TVET	23.0
20	CAM	47136-003	Upper Secondary Education Sector Development Program (formerly Strengthening Secondary Education and Teaching of Math and Science)	23-Sep-16	Loan	Closed	EDU	ESD	15.0
								SEC	30.0
21	CAM	47136-006	Second Upper Secondary Education Sector Development Program	28-Sep-18	Loan	Closed	EDU	ESD	25.0
								SEC	25.0
22	CAM	50394-002	Skills for Competitiveness Project	24-Jun-19	Loan	Active	EDU	TVET	60.0

Project Count	Country	Project Number	Project Name	Approval Date	Product Type	Status	Primary Sector	Subsector	Approval (\$ million)
23	CAM	55134-001	Science and Technology Project in Upper Secondary Education (CAM STeP Up)	04-Nov-22	Loan	Active	EDU	SEC	70.0
24	CAM	55360-001	Skills for Future Economy Sector Development Program (Subprogram 1)	31-Jul-23	Loan	Active	EDU	TVET	100.0
25	GEO	52339-001	Modern Skills for Better Jobs Sector Development Program, Subprogram 1	08-Dec-20	Loan	Closed	EDU	SEC TVET	35.0 35.0
26	IND	46166-001	Supporting Human Capital Development in Meghalaya	27-Sep-13	Loan	Closed	EDU	SEC TVET	30.3 69.7
27	IND	47334-002	Supporting Kerala's Additional Skill Acquisition Program in Post-Basic Education	19-Nov-14	Loan	Closed	EDU	TVET	100.0
28	IND	46462-003	Odisha Skill Development Project	21-Jun-17	Loan	Active	EDU	TVET	85.0
29	IND	49108-002	Himachal Pradesh Skills Development Project	27-Sep-17	Loan	Active	EDU	TVET	80.0
30	IND	48493-002	Madhya Pradesh Skills Development Project	26-Sep-18	Loan	Active	EDU	TVET	150.0
31	IND	53277-002	Assam Skill University Project	13-Dec-21	Loan	Active	EDU	TVET TER	40.3 71.7
32	INO	42099-013	Polytechnic Education Development Project	31-Oct-12	Loan	Closed	EDU	TVET	75.0
33	INO	50395-006	Advanced Knowledge and Skills for Sustainable Growth Investment Project	29-Nov-18	Loan	Active	EDU	TER	200.0
34	INO	52316-001	Emergency Assistance for Rehabilitation and Reconstruction	26-Jun-19	Loan	Active	ANR	ESD	10.0
35	INO	52332-001	Higher Education for Technology and Innovation Project	20-Sep-21	Loan	Active	EDU	TER	40.0
36	INO	55063-001	Promoting Research and Innovation through Modern and Efficient Science and Technology Parks Project	08-Dec-22	Loan	Active	EDU	TER	138.5
37	INO	54461-002	Boosting Productivity Through Human Capital Development Program, Subprogram 2	14-Nov-23	Loan	NYE	PSM	ESD	125.0
38	KGZ	38298-023	Second Vocational Education Skills and Development Project	28-Sep-12	Grant Loan	Closed Closed	EDU	TVET TVET	10.0 10.0
39	KGZ	41544-084	Investment Climate Improvement Program - Subprogram 3	19-Jun-14	Grant	Closed	PSM	TVET	2.8
40	KGZ	46537-002	Strengthening Education System Sector Development Program	29-Sep-14	Grant	Closed	EDU	ESD	22.0
41	KGZ	50024-002	Skills for Inclusive Growth Sector Development Program	20-Nov-17	Grant	Closed	EDU	TVET	30.0
42	KGZ	52225-004	Promoting Economic Diversification Program - Subprogram 3	23-Sep-22	Grant Loan	Closed Closed	PSM	TVET TVET	5.0 5.0
43	KGZ	52337-001	School Education Reform Sector Development Program	23-Sep-22	Grant Loan Grant Loan	NYE	EDU	ESD ESD SEC SEC	10.0 10.0 10.0 10.0
44	LAO	43120-013	Trade Facilitation: Improved Sanitary and Phytosanitary Handling in Greater Mekong Subregion Trade Project	26-Jun-12	Grant Loan	Closed Closed	INT	TER TER	2.2 2.8
45	LAO	40368-022	Secondary Education Sector Development Program (formerly Basic Education Sector Development Program II)	20-Sep-11	Grant Loan Grant	Closed Closed	EDU	ESD ESD SEC	7.5 2.5 22.5

Project Count	Country	Project Number	Project Name	Approval Date	Product Type	Status	Primary Sector	Subsector	Approval (\$ million)
					Loan	Closed		SEC	7.5
46	LAO	48127-002	Second Strengthening Higher Education Project	29-Sep-16	Grant	Active	EDU	TER	23.5
				29-Sep-16	Loan	Active		TER	16.5
47	LAO	42278-024	Second Strengthening Technical and Vocational Education and Training Project	18-Oct-16	Grant	Closed	EDU	TVET	25.0
48	LAO	50399-003	Education for Employment Sector Development Program	24-Sep-19	Loan	Closed	EDU	ESD	10.0
								SEC	40.0
49	MON	43007-023	Higher Education Reform Project	28-Jul-11	Loan	Closed	EDU	TER	20.0
50	MON	45010-002	Skills for Employment	16-Dec-14	Loan	Closed	EDU	SEC	6.6
								TVET	18.4
51	MON	50091-002	Sustaining Access to and Quality of Education during Economic Difficulties	20-Nov-17	Loan	Active	EDU	PPP	27.0
								SEC	23.0
52	MON	48076-002	Ensuring Inclusiveness and Service Delivery for Persons with Disabilities	28-Nov-17	Loan	Active	HLT	PPP	7.5
53	MYA	48431-003	Equipping Youth for Employment Project	28-Nov-16	Loan	Active	EDU	ESD	6.0
								SEC	65.5
								TVET	27.0
54	NEP	35174-082	School Sector Program	22-Nov-11	Grant	Closed	EDU	ESD	16.3
								NFE	16.3
								PPP	16.3
								SEC	16.3
55	NEP	38176-015	Skills Development Project	25-Jun-13	Grant	Closed	EDU	TVET	20.0
56	NEP	49215-001	Earthquake Emergency Assistance Project	24-Jun-15	Loan	Closed	EDU	PPP	50.0
								SEC	30.0
57	NEP	49424-001	Supporting School Sector Development Plan	02-Nov-16	Loan	Closed	EDU	ESD	36.0
								SEC	84.0
58	NEP	51190-001	Disaster Resilience of Schools Project	10-Sep-18	Grant	Active	EDU	ESD	10.0
					Loan	Active		ESD	148.9
59	NEP	49424-002	Supporting the School Education Sector Plan	06-Dec-22	Loan	Active	EDU	ESD	200.0
60	PAK	51126-002	Sindh Secondary Education Improvement Project	25-Oct-19	Loan	Active	EDU	SEC	75.0
		51126-004	Sindh Secondary Education Improvement Project, Additional Financing	05-Dec-23	Loan	NYE		ESD	75.0
								SEC	200.0
61	PAK	45233-007	Integrated Social Protection Development Program	08-Dec-21	Grant	Active	PSM	NFE	10.0
								PPP	120.0
								SEC	130.0
62	PAK	52069-001	Improving Workforce Readiness in Punjab	12-Dec-22	Loan	Active	EDU	TVET	100.0
63	PHI	45089-002	Senior High School Support Program (formerly Education Improvement Sector Development Program)	15-Dec-14	Loan	Closed	EDU	SEC	300.0
64	PHI	43407-014	Social Protection Support Project (Additional Financing)	09-Feb-16	Loan	Active	EDU	ESD	225.0
65	PHI	49117-002	Facilitating Youth School-to-Work Transition Program (Subprogram 1)	23-May-17	Loan	Closed	PSM	TVET	100.0
66	PHI	45089-004	Secondary Education Support Program	23-May-19	Loan	Active	EDU	SEC	300.0
67	PHI	49117-003	Facilitating Youth School-to-Work Transition Program (Subprogram 2)	03-Dec-19	Loan	Closed	PSM	TVET	150.0

Project Count	Country	Project Number	Project Name	Approval Date	Product Type	Status	Primary Sector	Subsector	Approval (\$ million)
68	PHI	52257-001	Expanded Social Assistance Project	10-Jun-20	Loan	Active	EDU	ESD	250.0
69	PHI	49117-004	Facilitating Youth School-to-Work Transition Program (Subprogram 3)	26-Jul-21	Loan	Closed	PSM	TVET	150.0
70	PHI	54332-001	Supporting Innovation in Philippine Technical and Vocational Education Training System	05-Dec-22	Loan	Active	EDU	TVET	100.0
71	PHI	55300-001	Post-COVID-19 Business and Employment Recovery Program - Subprogram 1	26-Jan-23	Loan	Active	EDU	TVET	300.0
72	PNG	53083-001	Improved Technical and Vocational Education and Training for Employment	29-Nov-22	Loan	Active	EDU	TVET	50.0
73	PRC	45511-006	Hunan Technical and Vocational Education and Training Demonstration Project	28-Jun-13	Loan	Closed	EDU	TVET	50.0
74	PRC	46047-002	Guangxi Nanning Vocational Education Demonstration Project	13-Dec-13	Loan	Closed	EDU	PPP TVET	0.1 49.6
75	PRC	46062-002	Gansu Baiyin Integrated Urban Development Project	28-Nov-14	Loan	Closed	WUS	TVET	2.6
76	PRC	47009-002	Guangxi Baise Vocational Education Development	08-Dec-14	Loan	Closed	EDU	TVET	50.0
77	PRC	48101-003	Guizhou Vocational Education Development Program	08-Dec-15	Loan	Closed	EDU	TVET	150.0
78	PRC	49028-002	Hebei Elderly Care Development Project	06-Jun-17	Loan	Active	HLT	ESD	20.0
79	PRC	49308-002	Guangxi Modern Technical and Vocational Education and Training Development Demonstration	20-Sep-17	Loan	Active	EDU	TVET	250.0
80	PRC	49310-002	Yunnan Lincang Border Economic Cooperation Zone Development Project	10-Dec-18	Loan	Active	WUS	PPP	25.0
81	PRC	51189-001	Sichuan Ziyang Inclusive Green Development Project	13-Dec-18	Loan	Active	WUS	TVET	24.1
82	PRC	50222-002	Chongqing Innovation and Human Capital Development Project	19-Mar-20	Loan	Active	EDU	TVET	117.0
83	PRC	51434-001	Jiangxi Shangrao Early Childhood Education Demonstration Program	13-Oct-20	Loan	Active	EDU	PPP	95.0
84	PRC	53060-001	Shaanxi Xi'an Preschool Education Development Program	04-Jun-21	Loan	Active	EDU	PPP	150.0
85	PRC	51384-001	Guangxi Hezhou Environment Restoration and Sustainable Development Project	12-Nov-21 12-Nov-21	Loan	Active	HLT	NFE TVET	2.2 2.2
86	REG	42291-025	Higher Education in the Pacific Investment Program - Tranche 1	15-Jun-12	Loan	Closed	EDU	TER	2.6
		42291-028	Higher Education in the Pacific Investment Program - Tranche 1 (Additional Financing)	14-May-14	Loan	NYE		TER	1.0
87	REG	42291-026	Higher Education in the Pacific Investment Program - Tranche 2	21-Oct-16	Loan	Active	EDU	TER	15.4
88	REG	49456-002	Improving the Quality of Basic Education in the North Pacific	03-Jul-17	Grant	Active	EDU	PPP	13.0
89	SOL	55050-002	Senior Secondary Education Improvement Project	01-Dec-23	Grant Loan	NYE NYE	EDU	SEC SEC	35.0 8.0
90	SRI	39293-037	Education Sector Development Program	27-Jun-13	Loan	Closed	EDU	ESD ESD SEC SEC	50.0 50.0 50.0 50.0
91	SRI	42251-018	Skills Sector Enhancement Program	28-Mar-14 28-Mar-18	Loan Loan	Closed Active	EDU	TVET TVET	50.0 50.0

Project Count	Country	Project Number	Project Name	Approval Date	Product Type	Status	Primary Sector	Subsector	Approval (\$ million)
			Skills Sector Enhancement Program - Additional Financing					TVET	60.0
								TVET	40.0
92	SRI	50275-002	Science and Technology Human Resource Development Project	30-Aug-18	Loan	Active	EDU	TER	62.0
								TER	83.0
93	SRI	52203-001	Secondary Education Sector Improvement Program	01-Dec-20	Loan	Active	EDU	SEC	400.0
94	TAJ	46535-001	Strengthening Technical and Vocational Education and Training	09-Nov-15	Grant	Closed	EDU	TVET	15.0
					Loan	Closed		TVET	15.0
95	TAJ	51011-003	Skills and Employability Enhancement Project	30-Jun-20	Grant	Active	EDU	TVET	30.0
96	TAJ	54299-001	Improving Science, Technology, Engineering and Mathematics Secondary Education Project	07-Dec-23	Grant	NYE	EDU	ESD	7.0
								SEC	27.2
								TER	5.8
97	TIM	45139-001	Mid-Level Skills Training Project	07-Dec-11	Grant	Closed	EDU	TVET	12.0
98	TON	48192-001	Cyclone Ian Recovery Project	16-May-14	Grant	Closed	ENE	ESD	2.2
99	UZB	51012-003	Skills Development for a Modern Economy Project	11-Dec-20	Loan	Active	EDU	TVET	93.0
100	UZB	42007-020	Small and Medium-Sized Enterprises Development Program (Subprogram 1)	09-Dec-21	Loan	Closed	INT	TVET	10.0
101	UZB	42007-021	Small and Medium-Sized Enterprises Development Program (Subprogram 2)	06-Dec-23	Loan	Active	INT	TVET	10.0
102	VIE	42079-013	University of Science and Technology of Hanoi Development (New Model University) Project	25-Apr-11	Loan	Active	EDU	TER	20.0
								TER	170.0
103	VIE	42275-013	Second Upper Secondary Education Development Project	31-Oct-12	Loan	Closed	EDU	SEC	90.0
104	VIE	46066-002	Second Lower Secondary Education for the Most Disadvantaged Areas Project	27-Nov-14	Loan	Active	EDU	SEC	80.0
105	VIE	47140-002	Second Secondary Education Sector Development Program	08-Dec-16	Loan	Closed	EDU	ESD	100.0
106	VIE	49122-004	Skills and Knowledge for Inclusive Economic Growth Project	11-Dec-18	Loan	Active	EDU	TVET	75.0
107	VIE	40354-017	Second Health Human Resource Development Project (SHHRDP)	12-Dec-18	Loan	NYE	HLT	TER	40.0

ANR = agriculture and natural resources, ARM = Armenia, AZE = Azerbaijan, BAN = Bangladesh, BHU = Bhutan, CAM = Cambodia, CDTA = capacity development technical assistance, EDU = education, ENE = energy, ESD = education sector development, GEO = Georgia, HLT = health, IND = India, INO = Indonesia, INT = industry and trade, JSF = Japan Special Fund, KAZ = Kazakhstan, KGZ = Kyrgyz Republic, KSTA = knowledge support technical assistance, LAO = Lao People's Democratic Republic, MON = Mongolia, MYA = Myanmar, NEP = Nepal, NFE = non-formal education, NYE = not yet effective, PAK = Pakistan, PATA = policy advisory technical assistance, PHI = Philippines, PNG = Papua New Guinea, PPP = pre=primary and primary education, PPTA = project preparatory technical assistance, PRC = People's Republic of China, PSM = public sector management, RDTA = research and development technical assistance, REG = regional, RMI = Republic of the Marshall Islands, SEC = secondary education, SRI = Sri Lanka, TAJ = Tajikistan, TASF = technical assistance special fund, TER = tertiary education, TIM = Timor-Leste, TON = Tonga, TRTA = transaction technical assistance, TVET = technical and vocational education and training, UZB = Uzbekistan, VAN = Vanuatu, VIE = Viet Nam, WUS = water and other urban infrastructure and services.

Source: Education Dashboard. Asian Development Bank.

**Table A2.2: Nonsovereign Education Projects, 2011–2023**

Project Count	Country	Project No.	Project Name	Approval Year	Status	Product Modality	Fund Source	Project amount (\$ million)	Sub sector	Amount (\$ million)
1	India	47922-014	Rural Education Project	2014	Signed	Equity	OCR	2.0	NFE	1.0
									PPP	1.0
2	Regional	52301-001	Tertiary Education Project	2019	Signed	Direct Investment	OCR	10.0	TER	10.0
3	Regional	53230-001	Kaizen Private Equity II Pte. Ltd.	2019	Signed	Investment Fund	OCR	5.0	ESD	2.5
4	India	51346-001	Supporting Private Education Ecosystem, including Affordable Private Schools	2019	Approved	Direct Investment	OCR	9.6	ESD	4.8
5	Viet Nam	54044-001	Mekong Enterprise Fund IV L.P.	2020	Signed	Investment Fund	OCR	20.0	TER	5.0

ESD = education sector development, NFE = non-formal education, OCR = ordinary capital resources, PPP = pre=primary and primary education, SEC = secondary education, TER = tertiary education, TVET = technical and vocational education and training.

Source: Education Dashboard. Asian Development Bank.

## APPENDIX 3: ADB'S TECHNICAL ASSISTANCE PORTFOLIO, 2011–2023

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
1	43114-012	7780	National Integrated Water Resources Management Support Project	SERD	LAO	16-Feb-2011	CDTA	Closed	WUS	0.10
2	45132-001	7818	Promotion of Good Practices in ICT for Education in Central and West Asia Region	CWRD	REG	3-Jun-2011	PATA	Closed	EDU	0.11
3	45193-001	7872	Learning from e-Learning: Testing Intelligent Learning Systems in South Asian Countries	SARD	REG	6-Sep-2011	RDTA	Closed	EDU	0.22
4	45103-001	7879	Education and Skills for Inclusive Growth and Green Jobs	SDCC/SG	REG	3-Oct-2011	RDTA	Closed	EDU	0.96
5	35174-082	7935	Capacity Development for School Sector Program Implementation	SARD	NEP	22-Nov-2011	CDTA	Closed	EDU	0.50
6	45181-001	7960	Public Private Partnership in Higher Education	SARD	BAN	6-Dec-2011	CDTA	Closed	EDU	0.23
7	45379-001	7957	Support for ASEAN Leaders Forum on Human Resource Development Towards an Integrated ASEAN Community	SERD	REG	7-Dec-2011	PATA	Closed	EDU	0.23
8	45375-001	7951	Improving Employment Outcomes	ERDI	REG	8-Dec-2011	RDTA	Closed	EDU	0.81
9	45160-001	7972	Establishing Global Research Alliances (Phase 2)	ERDI	REG	8-Dec-2011	RDTA	Closed	EDU	0.17
10	45089-001	7955	Education Improvement Sector Development Program	SERD	PHI	9-Dec-2011	PPTA	Closed	EDU	1.50
11	45511-001	7978	Technical and Vocational Education and Training Demonstration Project	EARD	PRC	9-Dec-2011	PPTA	Closed	EDU	1.10
12	44265-012	7953	Second Health Care in the Central Highlands	SERD	VIE	9-Dec-2011	PPTA	Closed	HLT	0.20
13	45192-001	7973	Strengthening Higher Engineering Education	SARD	NEP	13-Dec-2011	CDTA	Closed	EDU	0.55
14	45282-001	7997	Strengthening Knowledge-Driven Development in South Asia	SARD	REG	14-Dec-2011	CDTA	Closed	ANR	0.23
15	45179-001	8010	Skill Development for Inclusive Growth	SARD	IND	19-Dec-2011	CDTA	Closed	EDU	1.10
16	42478-023	8084	Supporting Implementation of the Bangladesh Climate Change Strategy and Action Plan (Subproject 2)	SARD	BAN	16-May-2012	CDTA	Closed	ANR	0.74
17	46166-002	8087	Supporting Human Capital Development in Meghalaya	SARD	IND	30-May-2012	PPTA	Closed	EDU	0.23
18	45069-001	8092	Strengthening Technical and Vocational Education and Training for Development of Priority Sectors in Shaanxi Province	EARD	PRC	20-Jun-2012	PATA	Closed	EDU	0.50
19	46913-012	8097	TeleTaleem Project	PSOD	PAK	21-Jun-2012	PPTA	Closed	PSO	0.55
20	43120-013	8096	Improving Sanitary and Phytosanitary (SPS) Handling in Greater Mekong Subregion Trade	SERD	LAO	26-Jun-2012	CDTA	Closed	INT	0.15
21	39293-032	8098	Education Sector Development Project	SARD	SRI	28-Jun-2012	PPTA	Closed	EDU	0.55
22	46199-001	8106	Enhancing Social Protection through Community-Driven Development Approach (formerly Convergent Social Protection and Community Driven Development) (formerly Support for Social Protection II)	SERD	PHI	4-Jul-2012	PATA	Closed	ANR	0.36

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
23	46306-001	8131	Strengthening Gender Capacity in SERD DMCs	SERD	REG	14-Aug-2012	CDTA	Closed	PSM	0.02
24	46247-001	8140	Asia's Knowledge Economies: Next Policy Agenda	SDCC/SG	REG	27-Aug-2012	RDTA	Closed	PSM	0.43
25	44213-012	8145	Secondary Education Sector Investment Program	SARD	BAN	28-Aug-2012	PPTA	Closed	EDU	0.78
26	46047-001	8158	Guangxi Nanning Vocational Education Development Project	EARD	PRC	10-Sep-2012	PPTA	Closed	EDU	0.75
27	46369-001	8187	Support for Education Sector Planning	SERD	MYA	10-Oct-2012	CDTA	Closed	EDU	0.20
28	46066-001	8207	Second Lower Secondary Education for the Most Disadvantaged Areas Project	SERD	VIE	6-Nov-2012	PPTA	Closed	EDU	0.80
29	39293-035	8235	Human Capital Development Capacity and Implementation Support	SARD	SRI	3-Dec-2012	CDTA	Closed	EDU	2.35
30	46478-001	8289	Strengthening Civil Society Participation in ADB-Financed Operations	SERD	MYA	11-Dec-2012	PATA	Closed	PSM	0.03
31	46068-001	8277	Support for the Human Resource Development Strategy	SERD	LAO	12-Dec-2012	PATA	Closed	EDU	0.91
32	46366-001	8257	Results Based Strategy and Sector Planning in the Pacific	PARD	REG	12-Dec-2012	CDTA	Closed	PSM	0.15
33	46470-002	8292	Preparing for Climate Action South Asia	SARD	REG	14-Dec-2012	CDTA	Closed	EDU	0.03
34	46064-001	8281	Strengthening Technical and Vocational Education and Training Project II	SERD	CAM	17-Dec-2012	PPTA	Closed	EDU	0.90
35	46484-001	8288	Support to the Preparation and Dissemination of the Myanmar Gender Situational Analysis	SERD	MYA	17-Dec-2012	PATA	Closed	HLT	0.01
36	46420-001	8319	Support for National Community-Driven Development Program	SERD	PHI	17-Jan-2013	PPTA	Closed	EDU	0.08
37	46062-001	8381	Gansu Baiyin Urban Development II Project	EARD	PRC	17-Jun-2013	PPTA	Closed	WUS	0.14
38	47177-001	8385	Support for Post-Primary Education Development	SERD	MYA	19-Jun-2013	PATA	Closed	EDU	1.70
39	46537-001	8395	Strengthening the Education System Sector Development Program	CWRD	KGZ	1-Jul-2013	PPTA	Closed	EDU	0.75
40	47158-001	8398	Design of e-Governance Master Plan and Review of Information and Communication Technology Capacity in Academic Institutions	SDCC/SG	MYA	4-Jul-2013	PATA	Closed	ICT	0.10
41	47029-001	8399	Shanxi Technical and Vocational Education and Training Development Project	EARD	PRC	4-Jul-2013	PPTA	Closed	EDU	0.75
42	47009-001	8448	Guangxi Baise Vocational Education Development Project	EARD	PRC	4-Sep-2013	PPTA	Closed	EDU	0.50
43	47032-001	8462	Technical and Vocational Education and Training Management Capacity Building in Hunan	EARD	PRC	26-Sep-2013	CDTA	Closed	EDU	0.35
44	47211-001	8503	Partnership for Innovation in Education in Asia and the Pacific	SDCC/SG	REG	11-Nov-2013	PATA	Closed	EDU	0.40
45	47308-001	8511	Higher Education Assessment	PARD	REG	15-Nov-2013	CDTA	Closed	EDU	0.23
46	46433-001	8521	Supporting Education and Skills Development	SARD	NEP	2-Dec-2013	CDTA	Closed	EDU	1.00
47	46456-002	8523	Supporting Education and Skills Development Investment Programs	SARD	BAN	4-Dec-2013	CDTA	Closed	EDU	1.00

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
48	46071-001	8549	Implementing the Greater Mekong Subregion Human Resource Development Strategic Framework and Action Plan (Phase 2)	SERD	REG	9-Dec-2013	PATA	Closed	EDU	1.26
49	46240-001	8550	Inclusive Business Support	SDCC/SG	REG	10-Dec-2013	CDTA	Closed	ANR	0.04
50	47121-002	8562	Capacity Development for Project Implementation	SARD	SRI	10-Dec-2013	CDTA	Closed	WUS	0.03
51	47334-003	8571	Supporting Additional Skill Acquisition Program in Kerala	SARD	IND	12-Dec-2013	PPTA	Closed	EDU	0.23
52	46505-001	8552	National Education Planning and Management	PARD	REG	12-Dec-2013	CDTA	Closed	EDU	0.70
53	47136-002	8573	Strengthening Secondary Education and Teaching of Math and Science	SERD	CAM	16-Dec-2013	PPTA	Closed	EDU	0.80
54	47156-001	8589	Supporting the Operationalization of Community-Driven Development in Developing Member Countries	SDCC/SG	REG	16-Dec-2013	CDTA	Closed	ANR	0.02
55	46462-002	8593	Odisha Skills Development Project	SARD	IND	17-Dec-2013	PPTA	Closed	EDU	0.73
56	47035-001	8646	Chongqing Vocational Training Information Management Platform Development	EARD	PRC	12-May-2014	CDTA	Closed	EDU	0.40
57	48103-001	8675	Policies for Promoting Employment of University Graduates	EARD	PRC	27-Jun-2014	PATA	Closed	EDU	0.50
58	48101-001	8696	Guizhou Vocational Education Development Program	EARD	PRC	11-Aug-2014	PPTA	Closed	EDU	0.60
59	48201-001	8779	Key Indicators for Asia and the Pacific 2016	ERDI	REG	5-Dec-2014	RDTA	Closed	INT	0.10
60	48242-004	8831	Knowledge for Solutions - South-South Knowledge Sharing Program (Subproject 2)	SDCC/SG	REG	8-Dec-2014	CDTA	Closed	WUS	0.08
61	48242-006	8827	Knowledge for Solutions - Partnerships-Centers of Excellence (Subproject 1)	SDCC/SG	REG	8-Dec-2014	CDTA	Closed	WUS	0.11
62	46154-001	8794	Improving the Performance of Labor Markets in the Pacific	PARD	REG	12-Dec-2014	PATA	Closed	EDU	0.37
63	48230-001	8799	Supporting Public-Private Partnerships for Infrastructure Development	SARD	IND	15-Dec-2014	CDTA	Closed	WUS	0.15
64	48909-001	8809	Enhancing Development Effectiveness of Private Sector Operations	PSOD	REG	15-Dec-2014	CDTA	Active	PSO	0.24
65	48345-001	8819	Sector and Thematic Analyses in Policy Development	PARD	REG	16-Dec-2014	KSTA	Closed	PSM	0.13
66	48127-001	8837	Second Strengthening Higher Education Project	SERD	LAO	18-Dec-2014	PPTA	Closed	EDU	1.45
67	49003-001	8903	Social Work Services Policy and Delivery Modes for the Elderly with Special Difficulties	EARD	PRC	3-Jun-2015	PATA	Closed	HLT	0.10
68	48431-002	8915	Preparing Youth for the Workplace Sector Development Program	SERD	MYA	19-Jun-2015	PPTA	Closed	EDU	2.00
69	49215-001	8910	Support for Project Implementation of the Nepal Earthquake Rehabilitation and Reconstruction Program	SARD	NEP	24-Jun-2015	TRTA	Closed	EDU	2.80
70	49029-001	8922	Xinjiang Changji Integrated Urban-Rural Infrastructure Demonstration	EARD	PRC	6-Jul-2015	PPTA	Closed	WUS	0.10
71	49078-001	8958	Seismic Safety Improvement Program	CWRD	ARM	22-Sep-2015	CDTA	Closed	WUS	0.16

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
72	42278-023	8964	Second Technical and Vocational Education Development Project	SERD	LAO	25-Sep-2015	PPTA	Closed	EDU	0.50
73	49150-001	8977	Knowledge Development Support for Southeast Asia	SERD	REG	22-Oct-2015	PATA	Closed	PSM	0.45
74	49396-001	8991	Enhancing Gender Equality Results in the Southeast Asian DMCs	SERD	REG	30-Oct-2015	CDTA	Closed	PSM	0.11
75	49028-001	8996	Hebei Elderly Care Development Project	EARD	PRC	20-Nov-2015	PPTA	Closed	HLT	0.15
76	49178-001	9006	Policy and Planning for Skills Development in Secondary Education	SERD	TIM	3-Dec-2015	CDTA	Closed	EDU	1.00
77	48101-003	9014	Guizhou Vocational Education Development Program	EARD	PRC	8-Dec-2015	CDTA	Closed	EDU	0.60
78	49242-001	9017	Unlocking Innovation for Development	SDCC/SG	REG	9-Dec-2015	RDTA	Closed	TRA	0.50
79	49218-001	9023	Key Indicators for Asia and the Pacific 2017	ERDI	REG	11-Dec-2015	RDTA	Closed	INT	0.12
80	49108-001	9060	Supporting Skill Development in Himachal Pradesh	SARD	IND	16-Dec-2015	PPTA	Closed	EDU	0.88
81	45192-003	9053	Strengthening Higher Engineering Education	SARD	NEP	16-Dec-2015	PPTA	Closed	EDU	0.80
82	45089-003	9071	Secondary Education Support Program	SERD	PHI	28-Jan-2016	PPTA	Active	EDU	3.78
83	43407-016	9079	Strengthening Social Protection Reforms	SERD	PHI	9-Feb-2016	TRTA	Active	EDU	1.40
84	49444-001	9086	Building Project Implementation Capacities in the Pacific	PARD	REG	18-Mar-2016	CDTA	Closed	PSM	0.21
85	49308-001	9096	Guangxi Modern Technical and Vocational Education and Training Development Program	EARD	PRC	18-Apr-2016	PPTA	Closed	PSM	0.50
86	49456-001	9097	Improving the Quality of Basic Education in the North Pacific	PARD	REG	18-Apr-2016	PPTA	Closed	EDU	0.50
87	50140-001	9160	Human Resource Development for Information Technology Engineers	SARD	BAN	24-Aug-2016	TRTA	Closed	EDU	0.33
88	47136-003	9178	Accelerating Policy Reforms in Secondary Education	SERD	CAM	23-Sep-2016	PATA	Closed	EDU	1.00
89	50311-001	9207	Education Sector Assessment	CWRD	PAK	14-Oct-2016	PATA	Closed	EDU	0.23
90	50024-001	9212	Skilling and Entrepreneurship for Inclusive Growth Sector Development Program	CWRD	KGZ	22-Oct-2016	PPTA	Closed	EDU	0.75
91	49424-001	9215	Supporting Policies and Implementation in the School Sector	SARD	NEP	2-Nov-2016	TRTA	Closed	EDU	0.50
92	50034-001	9228	Vocational Education-Enterprise Collaboration for Student Employment-based Poverty Reduction in Gansu	EARD	PRC	14-Nov-2016	PATA	Closed	EDU	0.40
93	50250-001	9231	Regional Project Development Support for the South Asia Subregional Economic Cooperation Operational Plan, 2016-2025	SARD	REG	15-Nov-2016	CDTA	Closed	INT	0.50
94	49309-001	9237	Hubei Yichang Comprehensive Elderly Care Demonstration Project	EARD	PRC	23-Nov-2016	PPTA	Closed	HLT	0.09
95	50160-002	9244	Key Indicators for Asia and the Pacific 2018-2020 – Key Indicators for Asia and the Pacific 2018 (Subproject 1)	ERDI	REG	25-Nov-2016	RDTA	Closed	INT	0.12
96	48493-001	9253	Madhya Pradesh Skills Development Project	SARD	IND	1-Dec-2016	PPTA	Closed	EDU	0.98
97	42122-015	9276	Support to Primary Education Development	SARD	BAN	13-Dec-2016	TRTA	Closed	EDU	0.80
98	50296-001	9281	Education and Skills Development Project	SARD	BHU	15-Dec-2016	PPTA	Closed	EDU	0.93

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
99	46186-005	9325	Country Diagnostic Studies in Selected Developing Member Countries (Subproject 3)	ERDI	REG	5-Jun-2017	KSTA	Closed	PSM	0.15
100	50375-001	9341	Strategies for Financing Social Protection to Achieve Sustainable Development Goals in DMCs	SDCC/SG	REG	12-Jul-2017	KSTA	Active	PSM	0.40
101	50042-001	9348	Strengthening Women's Resilience to Climate Change and Disaster Risk in Asia and the Pacific	SDCC/SG	REG	28-Jul-2017	KSTA	Closed	PSM	0.42
102	50354-001	9360	Policy and Social Work Services for Vulnerable Children	EARD	PRC	23-Aug-2017	KSTA	Closed	PSM	0.08
103	51123-001	9375	Strengthening Systems for Promoting Science, Technology, and Innovation	EARD	MON	15-Sep-2017	KSTA	Closed	EDU	0.25
104	49308-002	9381	Support for the Guangxi Modern Technical and Vocational Education and Training Development	EARD	PRC	20-Sep-2017	TRTA	Closed	EDU	0.60
105	50367-001	9388	Sharing Development Knowledge Solutions in Asia and the Pacific	SDCC/SG	REG	26-Sep-2017	KSTA	Closed	ENE	0.07
106	47136-005	9397	Supporting Education and Health Sector Programs Facility	SERD	REG	3-Oct-2017	TRTA	Active	EDU	4.00
107	51020-001	9373	Preparing Regional Cooperation and Integration Projects	EARD	PRC	6-Oct-2017	TRTA	Closed	INT	0.40
108	50395-001	9406	Preparing the Advanced Knowledge and Skills for Sustainable Growth Project	SERD	INO	23-Oct-2017	TRTA	Closed	EDU	0.80
109	50160-006	9409	Key Indicators for Asia and the Pacific 2018-2020 – Key Indicators for Asia and the Pacific 2019 (Subproject 2)	ERDI	REG	25-Oct-2017	KSTA	Closed	INT	0.12
110	51126-001	9410	Sindh Secondary Education Improvement Project	CWRD	PAK	27-Oct-2017	TRTA	Closed	EDU	1.00
111	51178-001	9416	Sustaining the Gains of Regional Cooperation in the Greater Mekong Subregion	SERD	REG	30-Oct-2017	KSTA	Closed	PSM	0.13
112	50121-001	9414	Supporting Adaptation Decision Making for Climate Resilient Investments	SDCC/SG	REG	2-Nov-2017	KSTA	Active	WUS	0.17
113	50361-001	9415	Innovation in Education Sector Development in Asia and the Pacific	SDCC/SG	REG	2-Nov-2017	KSTA	Active	EDU	4.05
114	50394-001	9423	Skills for Competitiveness Project	SERD	CAM	18-Nov-2017	TRTA	Closed	EDU	1.20
115	51129-001	9456	Social Sectors Reform Program	CWRD	ARM	7-Dec-2017	TRTA	Active	EDU	0.70
116	44213-019	9452	Improving Secondary Education Sector Management	SARD	BAN	7-Dec-2017	TRTA	Closed	EDU	1.00
117	51254-001	9487	Almaty-Bishkek Economic Corridor Support	CWRD	REG	15-Dec-2017	KSTA	Closed	ANR	0.20
118	51303-001	9468	Supporting Policy Research and Knowledge Exchange	EARD	REG	15-Dec-2017	KSTA	Closed	PSM	0.06
119	51063-002	9495	Policy and Planning Development for Public Investments, Subproject 1	SERD	TIM	21-Dec-2017	TRTA	Active	TRA	0.10
120	46186-006	9508	Country Diagnostic Studies in Selected Developing Member Countries (Subproject 4)	ERDI	REG	19-Mar-2018	KSTA	Closed	PSM	0.15

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
121	50357-001	9526	Accelerating the Reform of Application-Oriented Undergraduate Programs at Local Universities in Yunnan Province	EARD	PRC	14-May-2018	KSTA	Closed	EDU	0.40
122	52012-001	9534	Enhancing ADB's Support for Social Protection to Achieve the Sustainable Development Goals	SDCC/SG	REG	19-Jun-2018	KSTA	Active	PSM	0.50
123	51382-002	9550	Shanxi Technical and Vocational Education and Training Development Demonstration Project	EARD	PRC	19-Jul-2018	TRTA	Closed	EDU	0.25
124	51332-001	9557	Demonstrating Innovative Employment Solutions through Regional Knowledge-Sharing Partnerships with Youth Organizations	SDCC/SG	REG	3-Aug-2018	KSTA	Closed	EDU	0.08
125	52102-001	9560	Capacity Building for Improving Portfolio Performance	SARD	BAN	9-Aug-2018	TRTA	Active	PSM	0.55
126	52184-001	9562	Infrastructure and Public Financial Management Support Facility	PARD	VAN	14-Aug-2018	TRTA	Active	TRA	0.06
127	51434-002	9589	Jiangxi Shangrao Early Childhood Education Demonstration Project	EARD	PRC	15-Sep-2018	TRTA	Closed	EDU	0.35
128	52299-001	9619	Demonstrating Future Thinking and Foresight in Developing Member Countries	SDCC/SG	REG	19-Oct-2018	KSTA	Active	EDU	0.10
129	43459-013	9635	Capacity Building for Project Design, Implementation and Evaluation	SARD	IND	6-Nov-2018	TRTA	Active	TRA	0.45
130	51011-001	9639	Skills and Competitiveness Sector Development Program	CWRD	TAJ	12-Nov-2018	TRTA	Closed	EDU	0.80
131	52059-001	9647	Strengthening Safeguards Management in Southeast Asia	SERD	REG	19-Nov-2018	KSTA	Active	TRA	0.27
132	50160-007	9659	Key Indicators for Asia and the Pacific 2018-2020 - Key Indicators for Asia and the Pacific 2020 (Subproject 3)	ERDI	REG	22-Nov-2018	KSTA	Closed	INT	0.13
133	52183-001	9645	Strengthening Education in the Pacific Region	PARD	REG	29-Nov-2018	KSTA	Active	EDU	0.75
134	52214-001	9660	Promoting Transformative Gender Equality Agenda in Asia and the Pacific	SDCC/SG	REG	29-Nov-2018	KSTA	Active	PSM	0.50
135	52013-001	9663	Research University Sector Development Program	EARD	MON	3-Dec-2018	TRTA	Closed	EDU	0.55
136	52140-001	9665	Strategic Interventions for Economic Transformation – Strengthening Knowledge for Enhancing Development Outcomes	SARD	IND	6-Dec-2018	KSTA	Active	TRA	1.00
137	52307-002	9691	Support for Innovation and Technology Partnerships in Asia and the Pacific - Capturing and Sharing Technology Innovation Knowledge (Subproject 1)	SDCC/SG	REG	18-Dec-2018	KSTA	Closed	EDU	0.07
138	46470-003	9700	Sustaining Climate and Disaster Risk Resilient and Low Carbon Development in South Asia	SARD	REG	24-Dec-2018	TRTA	Active	ENE	0.15
139	52335-001	9723	Support for Human and Social Development in Southeast Asia	SERD	REG	3-Apr-2019	TRTA	Active	EDU	1.87
140	51301-001	9725	Strengthening Human Resources and Leadership for Education	SDCC/SG	REG	5-Apr-2019	KSTA	Closed	EDU	0.75

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
141	51012-004	9727	Preparing the Skills Development for a Modern Economy Project	CWRD	UZB	12-Apr-2019	TRTA	Closed	EDU	0.72
142	52069-002	9730	Improving Workforce Readiness in Punjab	CWRD	PAK	17-Apr-2019	TRTA	Closed	EDU	0.84
143	53031-001	9732	Preparing Urban and Social Development Projects	EARD	PRC	8-May-2019	TRTA	Active	EDU	0.50
144	52237-001	9747	Developing Students' Core Competencies and Reducing Rural-Urban Disparities in Primary Education through the Use of Information and Communication Technology	EARD	PRC	11-Jun-2019	KSTA	Closed	EDU	0.30
145	46290-001	8956	Capacity Building of Management in Education and Skills Programs (Supplementary)	SARD	BAN	12-Jul-2019	TRTA	Closed	EDU	0.30
146	52339-002	9790	Modern Skills for Better Jobs Sector Development Program	CWRD	GEO	21-Aug-2019	TRTA	Active	EDU	1.20
147	53116-001	9794	Digital Development Facility for Asia and the Pacific	SDCC/SG	REG	30-Aug-2019	KSTA	Active	ICT	0.05
148	53083-002	9807	Preparing the Improved Technical Vocational Education and Training for Employment	PARD	PNG	19-Sep-2019	TRTA	Active	EDU	1.15
149	53320-001	9821	Support to Tertiary Education Development	SARD	BAN	9-Oct-2019	TRTA	Active	EDU	1.00
150	53277-001	9844	Supporting Education and Skills Development Facility	SARD	IND	4-Nov-2019	TRTA	Active	EDU	3.12
151	53136-001	9852	Improving Safeguard Implementation in South Asia	SARD	REG	6-Nov-2019	TRTA	Active	ENE	0.21
152	52337-002	9854	Preparing the School Education Reform Sector Development Program	CWRD	KGZ	11-Nov-2019	TRTA	Closed	EDU	0.76
153	53101-001	9889	Sharing ADB's Operational Knowledge in Technical and Vocational Education and Training in the PRC with CAREC Member Countries	EARD	PRC	27-Nov-2019	KSTA	Closed	EDU	0.20
154	53343-002	9940	Mainstreaming Impact Evaluation Methodologies, Approaches, and Capacities in Selected Developing Member Countries - Subproject 1	ERDI	REG	19-Dec-2019	KSTA	Active	PSM	0.25
155	54061-001	9956	Support for Human Capital Development Initiative	SARD	SRI	9-Mar-2020	TRTA	Active	EDU	2.30
156	42466-018	9966	Supporting Technical Education and Skills Development Facility	SARD	BAN	27-Apr-2020	TRTA	Active	EDU	2.75
157	54201-001	9982	Support to Address Outbreak of COVID-19 and Strengthen Preparedness for Communicable Diseases in South Asia	SARD	REG	20-May-2020	TRTA	Active	HLT	0.30
158	54100-001	6533	Quality Jobs and the Future of Work	SDCC/SG	REG	30-Jun-2020	KSTA	Active	EDU	0.50
159	54329-001	6550	Distance Education for Resilience Project in Armenia	CWRD	ARM	6-Aug-2020	KSTA	Active	EDU	0.60
160	54305-001	6557	Enhancing Gender Equality and Social Inclusion Results in South Asia Developing Member Countries	SARD	REG	4-Sep-2020	TRTA	Active	ENE	0.25

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
161	54146-001	6596	Knowledge Solutions and Institutional Strengthening for Sustainable Development	SARD	NEP	6-Nov-2020	KSTA	Active	PSM	0.05
162	48374-002	6599	Improving Project Readiness and Portfolio Management - Phase II	SARD	SRI	18-Nov-2020	TRTA	Active	TRA	0.29
163	54349-001	6606	Enhancing Skills Development System to Cultivate New Generation Farmers to Promote Rural Revitalization in Gansu Province	EARD	PRC	19-Nov-2020	KSTA	Active	EDU	0.25
164	54265-001	6676	COVID-19 Solidarity Fund for Kazakhstan	CWRD	KAZ	11-Dec-2020	KSTA	Active	EDU	0.54
165	45233-004	6678	Integrated Social Protection Development Program	CWRD	PAK	11-Dec-2020	TRTA	Active	PSM	0.44
166	54153-001	9974	Supporting for Human Capital Development Initiative (Supplementary)	SARD	NEP	7-Jun-2021	TRTA	Active	EDU	1.50
167	55125-001	6737	Advancing the Transformative Gender Equality Agenda in a Post-COVID-19 Asia and the Pacific	SDCC/SG	REG	23-Jun-2021	KSTA	Active	INT	0.28
168	54464-002	6778	Support to Skills Development Reform	SARD	BHU	21-Sep-2021	TRTA	Active	EDU	0.50
169	55312-001	6784	Georgia: Support for General Education Reforms (Secondary Education)	CWRD	GEO	29-Sep-2021	KSTA	Closed	EDU	0.23
170	54031-002	6789	Preparing the Science, Technology, Engineering and Mathematics in Secondary Education Project	CWRD	UZB	29-Sep-2021	TRTA	Active	EDU	1.00
171	55050-001	6805	Preparing Pacific Education Sector Projects	PARD	REG	13-Oct-2021	TRTA	Active	EDU	3.40
172	46186-008	6811	Subproject 1: Economic Diagnostic Studies in Asia and the Pacific	ERDI	REG	26-Oct-2021	KSTA	Active	PSM	0.10
173	55047-001	6828	Supporting the Implementation of Education Sector Medium-Term Development Plan	EARD	MON	15-Nov-2021	KSTA	Active	EDU	0.05
174	55289-001	6860	Enabling Asset Leasing as a Financing Approach for Schools	CWRD	PAK	8-Dec-2021	KSTA	Closed	EDU	0.20
175	55047-002	6869	Supporting Post-COVID-19 Recovery in Education Sector	EARD	MON	10-Dec-2021	KSTA	Active	EDU	0.50
176	53277-002	6875	Supporting the Development of Higher-Level Skills and Entrepreneurship	SARD	IND	13-Dec-2021	TRTA	Active	EDU	0.15
177	51126-005	6892	Development of a Program Implementation Plan for the Sindh Education Impact Bond (SEIB)	CWRD	PAK	17-Dec-2021	TRTA	Active	EDU	0.23
178	55336-001	6905	Supporting New Infrastructure Development through Public Private Partnerships and Implementation Monitoring of National Infrastructure Pipeline	SARD	IND	2-Feb-2022	KSTA	Active	HLT	0.32
179	56126-001	6915	Research on Reducing Learning Loss in Asia-Pacific	ERDI	REG	16-May-2022	KSTA	Active	EDU	2.23
180	54295-002	6919	Preparing the Modernizing Vocational Education and Training for Economic Diversification Sector Development Program	CWRD	AZE	25-May-2022	TRTA	Active	EDU	0.75
181	52048-001	9556	Implementing the Central Asia Regional Economic Cooperation 2030 Strategy for Sustainable Regional Development	CWRD	REG	27-Jun-2022	KSTA	Active	TRA	0.43

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
182	56083-001	6927	Promoting Learning and Innovation in Education to Future Proof Workforce	SDCC/SG	REG	9-Jul-2022	KSTA	Active	EDU	1.90
183	56025-001	6932	Delivering a Climate Change Strategy for Central and West Asia	CWRD	REG	26-Jul-2022	KSTA	Active	ANR	0.48
184	54299-002	6944	Preparing Improving Science, Technology, Engineering and Mathematics Secondary Education Project	CWRD	TAJ	12-Aug-2022	TRTA	Active	EDU	1.00
185	54449-001	6952	Policy Advice for COVID-19 Economic Recovery in Southeast Asia (Phase 2)	SERD	REG	22-Aug-2022	KSTA	Active	PSM	0.45
186	56088-001	6950	Supporting Education Sector Projects	SARD	BAN	6-Sep-2022	TRTA	Active	EDU	1.50
187	50192-003	9883	Support to Quality Enhancement in Primary Education (Supplementary)	SARD	BAN	29-Sep-2022	TRTA	Active	EDU	0.50
188	54296-002	6974	Preparing the Improving Learning Outcomes in Secondary Education Sector Development Program	CWRD	GEO	21-Oct-2022	TRTA	Active	EDU	0.78
189	56192-002	10022	Preparing the Youth Skills Development and Employment Project	PARD	RMI	5-Dec-2022	TRTA	Active	EDU	0.50
190	49424-002	10012	Enhanced Policy and Program Implementation in School Education	SARD	NEP	6-Dec-2022	TRTA	Active	EDU	1.00
191	56280-001	10070	Youth Employment Studies	ERDI	REG	11-Dec-2022	KSTA	Active	EDU	0.23
192	56167-002	10043	Preparing the Education Sector Results-Based Lending Program	EARD	MON	12-Dec-2022	TRTA	Active	EDU	0.80
193	56366-001	10051	Improving Safeguard Planning and Implementation in Mongolia	EARD	MON	15-Dec-2022	TRTA	Active	ANR	0.05
194	56089-001	10058	Strengthening Vocational High Schools in South Asia	SARD	REG	19-Dec-2022	KSTA	Active	EDU	0.27
195	52335-002	6770	Support for Human and Social Development in Southeast Asia - Phase 2	SERD	REG	23-Dec-2022	TRTA	Active	EDU	2.18
196	49308-004	10102	Supporting the Implementation and Knowledge Sharing of the Guangxi Modern Technical and Vocational Education and Training Development Demonstration Program	EARD	PRC	27-Apr-2023	TRTA	Active	EDU	0.11
197	57054-001	10112	Private Sector Data for Development	ERDI	REG	12-Jun-2023	KSTA	Active	EDU	0.38
198	56362-001	10114	Advancing Gender Equality and Social Inclusion in South Asia Operations	SARD	REG	16-Jun-2023	TRTA	Active	EDU	0.50
199	57064-001	10119	Developing Inclusive and Resilient Social Protection Systems in Asia and the Pacific	SDCC/SG	REG	23-Jun-2023	KSTA	Active	PSM	0.20
200	53343-004	10165	Mainstreaming Impact Evaluation Methodologies, Approaches, and Capacities in Selected Developing Member Countries	ERDI	REG	24-Oct-2023	KSTA	Active	PSM	0.30
201	57279-002	10177	Supporting Integrity Due Diligence for Private Sector Projects (Subproject 1)	PSOD	REG	10-Nov-2023	TRTA	Active	PSO	0.04
202	56228-002	10194	Support for Human and Social Development in Pakistan	SDCC/SG	PAK	24-Nov-2023	TRTA	Active	EDU	0.50
203	51063-003	10217	Project Preparation I - Workforce and Skills Development Project	SDCC/SG	TIM	27-Nov-2023	TRTA	Active	TRA	0.40

TA Count	Project Number	Approval Number	Technical Assistance Name	Department	Country	Approval Date	Type/Modality	Status	Primary Sector	Amount (\$ million)
204	57205-001	10252	Strengthening Country Program Development and Delivery	SERD	INO	5-Dec-2023	KSTA	Active	ENE	0.13
205	51126-004	10212	Supporting Reconstruction of Flood-Affected Schools in Sindh	SDCC/SG	PAK	5-Dec-2023	TRTA	Active	EDU	0.80
206	57102-001	10215	Improving Home- and Community-Based Elder Care Service Practice Standards and Training in Guangxi Zhuang Autonomous Region	SDCC/SG	PRC	6-Dec-2023	KSTA	Active	HLT	0.10
207	57174-002	10231	Project Preparation - Secondary Education for Human Capital Competitiveness Program	SDCC/SG	CAM	7-Dec-2023	TRTA	Active	EDU	0.50
208	52335-003	10257	Supporting Human and Social Development in Southeast Asia	SDCC/SG	REG	19-Dec-2023	TRTA	Active	EDU	0.60

ADB = Asian Development Bank, ADBI = Asian Development Bank Institute, ANR = agriculture and natural resources, ASEAN = Association of Southeast Asian Nations, BAN = Bangladesh, BRM = Bangladesh Resident Mission, CAM = Cambodia, CAREC = Central Asia Regional Economic Cooperation, CCSD = Climate Change and Sustainable Development Department, CDTA = capacity development technical assistance, COVID-19 = coronavirus disease, CWRD = Central and West Asia Department, DOCK = Department of Communications and Knowledge Management, EARD = East Asia Department, EDU = education, ENE = energy, ERDI = Economic Research and Development Impact Department, GEO = Georgia, HLT = health, ICT = information and communication technology, IND = India, INO = Indonesia, INT = industry and trade, IRM = Indonesia Resident Mission, KGZ = Kyrgyz Republic, KSTA = knowledge support technical assistance, KYRM = Kyrgyz Resident Mission, LAO = Lao People's Democratic Republic, MDG = Millennium Development Goals, MON = Mongolia, MYA = Myanmar, NRM = Nepal Resident Mission, OAI = Office of Anticorruption and Integrity, OREI = Office of Regional Economic Integration, PAK = Pakistan, PARD = Pacific Department, PATA = policy and advisory technical assistance, PHI = Philippines, PPTA = project preparatory technical assistance, PRC = People's Republic of China, PRM = Pakistan Resident Mission, PSM = public sector management, PSO = private sector operations, PSOD = Private Sector Operations Department, RDTA = research and development technical assistance, REG = regional, RMI = Republic of the Marshall Islands, SARD = South Asia Department, SDCC = Sustainable Development and Climate Change Department, SERD = Southeast Asia Department, SG = Sectors Group, SRI = Sri Lanka, STG = Sector and Thematic Groups, TA = technical assistance, TIM = Timor-Leste, TRA = transport, TRTA = transactional technical assistance, VIE = Viet Nam, VRM = Viet Nam Resident Mission, WUS = water and other urban infrastructure and services.

Source: Independent Evaluation Department.

## APPENDIX 4: TABLE ON COFINANCING ON EDUCATION PROJECTS, 2011–2023

Approval Date	Approval Number	Country	Project or Technical Assistance Name	Product	Cofinancier	Cofinancing Classification	Arrangement	Amount (\$ million)
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Loan	World Bank (WB)	Official	Collaborative	300.00
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Grant	Swedish International Development and Cooperation Agency (Sida)	Official	Collaborative	45.00
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Grant	United Nations Children's Fund (UNICEF)	Official	Collaborative	0.50
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Grant	Canadian International Development Agency (CIDA)	Official	Collaborative	65.00
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Grant	Department for International Development of the United Kingdom (DFID)	Official	Collaborative	190.00
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Grant	Japan International Cooperation Agency (JICA)	Official	Collaborative	30.00
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Grant	European Union (EU)	Official	Collaborative	70.00
05-Jul-2011	2761/3256	BAN	Third Primary Education Development	Grant	Australia (AUS)	Official	Collaborative	35.00
21-Sep-2011	7760	NEP	Support for the Implementation of School Sector Reform Program (Supplementary)	TA	Denmark (DEN)	Official	Full Administration	0.19
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	United Nations Children's Fund (UNICEF)	Official	Collaborative	1.00
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	Denmark (DEN)	Official	Collaborative	17.90
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	Finland (FIN)	Official	Collaborative	13.20
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	Norway (NOR)	Official	Collaborative	22.40
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	Australia (AUS)	Official	Collaborative	15.60
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	Department for International Development of the United Kingdom (DFID)	Official	Collaborative	4.00
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	World Bank (WB)	Official	Collaborative	72.50
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	Education for All - Fast Track Initiative (FTI)	Official	Collaborative	70.00
22-Nov-2011	0272/0289	NEP	School Sector Program	Grant	European Union (EU)	Official	Collaborative	47.90
09-Dec-2011	7992	NEP	Skills Development	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.50
14-Dec-2011	7989	BAN	Skills for Employment	TA	Japan Fund for Prosperous and Resilient	Official	Full Administration	0.70

Approval Date	Approval Number	Country	Project or Technical Assistance Name	Product	Cofinancier	Cofinancing Classification	Arrangement	Amount (\$ million)
					Asia and the Pacific (JFPR)			
20-Feb-2012	9161	PHI	Enhancing Access to Quality Early Childhood Education Services for Children in Poor Communities	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.50
28-Mar-2012	0272/0289	NEP	School Sector Program (Supplementary)	Grant	Australia (AUS)	Official	Full Administration	3.47
28-Mar-2012	7453	INO	Polytechnic Development (Supplementary)	TA	Canada (CAN)	Official	Full Administration	0.10
29-Mar-2012	8066	REG	Quality Primary Education in the North Pacific	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.35
30-Apr-2012	7935	NEP	Capacity Development for School Sector Program Implementation (Supplementary)	TA	Australia (AUS)	Official	Full Administration	0.53
14-May-2012	7955	PHI	Education Improvement Sector Development Program (Supplementary)	TA	Australia (AUS)	Official	Full Administration	0.31
14-Sep-2012	8164	PHI	Strengthening Knowledge-based Economic and Social Development	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
10-Oct-2012	8187	MYA	Support for Education Sector Planning	TA	Australia (AUS)	Official	Full Administration	0.37
27-Nov-2012	7872	REG	Learning from e-learning: Testing Intelligent Learning Systems in South Asian Countries (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
13-Dec-2012	8085	BAN	Support for the Third Primary Education Development Project	TA	Sweden (SWE)	Official	Full Administration	0.70
19-Dec-2012	8299	MON	Reforms in Technical and Vocational Education and Training in Mongolia	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.00
12-Apr-2013	2928/0343	INO	Polytechnic Education Development	Grant	Canadian International Development Agency (CIDA)	Official	Full Administration	4.95
24-Apr-2013	8358	INO	Minimum Service Standards Capacity Development Program	TA	European Union (EU)	Official	Full Administration	47.03
19-Jun-2013	8385	MYA	Support for Post-Primary Education Development	TA	Australia (AUS)	Official	Full Administration	0.50
21-Jun-2013	8389	REG	Support for a Regional Platform on Innovations in Education and Human Resources Development for Competitiveness towards an Integrated ASEAN Community	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.40

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27-Jun-2013	3008/3009	SRI	Education Sector Development Program	Loan	World Bank (WB)	Official	Collaborative	100.00
27-Sep-2013	8468	IND	Capacity Building for Supporting Human Capital Development in Meghalaya	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
21-Oct-2013	3047	BAN	Secondary Education Sector Investment Program - Tranche 1	Loan	World Bank (WB)	Official	Collaborative	100.00
21-Oct-2013	8487	SOL	Information and Communication Technology for Better Education Services	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
11-Nov-2013	8503	REG	Partnership for Innovation in Education in Asia and the Pacific	TA	Finland (FIN)	Official	Full Administration	1.30
09-Dec-2013	8549	REG	Implementing the Greater Mekong Subregion Human Resource Development Strategic Framework and Action Plan (Phase 2)	TA	People's Republic of China Poverty Reduction and Regional Cooperation Fund (PRCF)	Official	Full Administration	0.50
10-Dec-2013	8546	TAJ	Strengthening Private Sector Participation in Technical and Vocational Education and Training	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.70
13-Dec-2013	8085	BAN	Support for the Third Primary Education Development Project (2nd Supplementary)	TA	Canada (CAN)	Official	Full Administration	1.15
16-Dec-2013	3047	BAN	Secondary Education Sector Investment Program - Tranche 1 (Supplementary)	Grant	Korea International Cooperation Agency (KOICA)	Official	Collaborative	3.50
18-Dec-2013	8590	PHI	Enhancing Capacities for the KALAHI-CIDSS National Community-Driven Development	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.50
07-Mar-2014	8626	IND	Capacity Building of the National Skill Development Agency	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.50
28-Mar-2014	3119/3120/3650/3651/9193	SRI	Skills Sector Enhancement Program	Loan	Export-Import Bank of Korea (KEXIM)	Official	Collaborative	26.00
28-Mar-2014	3119/3120/3650/3651/9193	SRI	Skills Sector Enhancement Program	Loan	World Bank (WB)	Official	Collaborative	101.50
02-Apr-2014	8634	MYA	Skills Development for Inclusive Growth	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00

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03-Jun-2014	3131/0391	BAN	Skills for Employment Investment Program – Tranche 1	Grant	Swiss Agency for Development and Cooperation (SDC)	Official	Full Administration	10.00
23-Jun-2014	3100/0472	PHI	KALAHI-CIDSS National Community-Driven Development	Loan	World Bank (WB)	Official	Collaborative	479.00
07-Aug-2014	8695	PHI	Teach for the Philippines	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
13-Aug-2014	8698	VIE	Second Secondary Education Sector Development Program	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.00
01-Sep-2014	8085	BAN	Support for the Third Primary Education Development Project (3rd Supplementary)	TA	Sweden (SWE)	Official	Full Administration	0.10
01-Sep-2014	8712	BHU	Institutional Strengthening for Skills Development	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.75
19-Nov-2014	8760	IND	Capacity Building for the Additional Skill Acquisition Program	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.50
03-Dec-2014	8774	REG	Education and Skills for Employment in Central and West Asia	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.00
20-May-2015	2761/3256	BAN	Third Primary Education Development—Additional Financing	Grant	European Union (EU)	Official	Collaborative	55.48
20-May-2015	2761/3256	BAN	Third Primary Education Development—Additional Financing	Loan	World Bank (WB)	Official	Collaborative	400.00
20-May-2015	2761/3256	BAN	Third Primary Education Development—Additional Financing	Grant	United Nations Children's Fund (UNICEF)	Official	Collaborative	0.10
20-May-2015	2761/3256	BAN	Third Primary Education Development—Additional Financing	Grant	Global Partnership for Education Fund (GPE)	Official	Collaborative	100.00
16-Jul-2015	8931	MON	Education Sector Development	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.00
20-Jul-2015	3047	BAN	Secondary Education Sector Investment Program—Tranche 1 (Supplementary)	Loan	Export-Import Bank of Korea (KEXIM)	Official	Collaborative	39.00
13-Aug-2015	8942	CAM	Strengthening Capacity Development for National Skills Development	TA	Japan Fund for Prosperous and Resilient	Official	Full Administration	1.00

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					Asia and the Pacific (JFPR)			
18-Sep-2015	8956	BAN	Capacity Building of Management in Education and Skills Programs	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.50
07-Oct-2015	9180	NEP	Disaster Risk Reduction and Livelihood Restoration for Earthquake-Affected Communities	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	15.00
09-Nov-2015	3309/0452/0453	TAJ	Strengthening Technical and Vocational Education and Training	Grant	Clean Energy Fund (CEFPF-CEF)	Official	Full Administration	2.00
16-Nov-2015	9181	VAN	Cyclone Pam School Reconstruction	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	5.00
20-Nov-2015	3320	BAN	Secondary Education Sector Investment Program—Tranche 2	Loan	World Bank (WB)	Official	Collaborative	265.00
26-Nov-2015	9182	MON	Improving School Dormitory Environment for Primary Students in Western Region	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	3.00
03-Dec-2015	9004	PHI	Implementing the Senior High School Support Program	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.50
02-Feb-2016	3260/0529	NEP	Earthquake Emergency Assistance	Loan	Japan International Cooperation Agency (JICA)	Official	Collaborative	115.30
09-Feb-2016	2662/3369	PHI	Social Protection Support—Additional Financing	Loan	World Bank (WB)	Official	Collaborative	450.00
29-Feb-2016	3166/3167/8305	CAM	Technical and Vocational Education and Training Sector Development Program—Additional Cofinancing	Loan	Agence Française de Développement (AFD)	Official	Partial Administration	15.00
04-Mar-2016	3100/0472	PHI	KALAHI-CIDSS National Community-Driven Development—Additional Cofinancing	Grant	Typhoon Yolanda Multi-Donor Trust Fund (TYMTF)	Official	Full Administration	5.00
04-Mar-2016	8910	NEP	Support for Project Implementation of the Nepal Earthquake Rehabilitation and Reconstruction Program—Supplementary	TA	People's Republic of China Poverty Reduction and Regional Cooperation Fund (PRCF)	Official	Full Administration	0.60
13-May-2016	9115	LAO	Strengthening Capacity to Develop the Employment Service System	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.50

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20-May-2016	8552	REG	National Education Planning and Management (Supplementary)	TA	Global Partnership for Education Fund (GPE)	Official	Full Administration	0.44
01-Sep-2016	3131/0391	BAN	Skills for Employment Investment Program—Tranche 1	Grant	Chevron USA (Chevron)	Other concessional	Collaborative	1.00
21-Oct-2016	3445/0505	REG	Higher Education in the Pacific Investment Program—Tranche 2	Grant	Clean Energy Fund (CEFPF-CEF)	Official	Full Administration	1.50
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	Australia (AUS)	Official	Collaborative	9.00
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	Japan International Cooperation Agency (JICA)	Official	Collaborative	3.00
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	Norway (NOR)	Official	Collaborative	39.46
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	European Union (EU)	Official	Collaborative	63.10
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	Finland (FIN)	Official	Collaborative	22.34
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Loan	World Bank (WB)	Official	Collaborative	150.00
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	United States Agency for International Development (USAID)	Official	Collaborative	5.50
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	Global Partnership for Education Fund (GPE)	Official	Collaborative	26.60
02-Nov-2016	3452	NEP	Supporting School Sector Development Plan	Grant	United Nations Children's Fund (UNICEF)	Official	Collaborative	2.50
03-Nov-2016	9216	MON	Sustaining Access to and Quality of Education during Economic Difficulties	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.80
24-Nov-2016	3131/0391	BAN	Skills for Employment Investment Program—Tranche 1	Loan	World Bank (WB)	Official	Collaborative	79.00
05-Dec-2016	9256	UZB	Skills Strategies for Industrial Modernization and Inclusive Growth	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.90
12-Dec-2016	3260/0529	NEP	Earthquake Emergency Assistance	Grant	United States Agency for International Development (USAID)	Official	Full Administration	10.00
13-Dec-2016	9275	BAN	Supporting Fourth Primary Education Development Program	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.80
12-May-2017	3320	BAN	Secondary Education Sector Investment Program—Tranche 2—Additional Cofinancing	Loan	Export-Import Bank of Korea (KEXIM)	Official	Collaborative	76.02

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21-Jun-2017	9330	IND	Odisha Skill Development	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
03-Jul-2017	0535/0536/0537	FSM	Improving the Quality of Basic Education in the North Pacific	Grant	Australia (AUS)	Official	Full Administration	1.80
25-Jul-2017	9160	BAN	Human Resource Development for Information Technology Engineers (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
15-Sep-2017	9376	MON	Supporting the Development of an Education Sector Master Plan	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.60
20-Sep-2017	3565	PRC	Guangxi Modern Technical and Vocational Education and Training Development Program	Loan	Kreditanstalt für Wiederaufbau (KfW)	Official	Collaborative	200.00
26-Mar-2018	3649	BAN	Secondary Education Sector Investment Program—Tranche 3	Grant	World Bank (WB)	Official	Collaborative	20.00
26-Mar-2018	3649	BAN	Secondary Education Sector Investment Program—Tranche 3	Loan	World Bank (WB)	Official	Collaborative	500.00
28-Mar-2018	3119/3120/3650/3651/9193	SRI	Skills Sector Enhancement Program—Additional Financing	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	3.00
28-Mar-2018	9276	BAN	Support to Primary Education Development (Supplementary)	TA	Canada (CAN)	Official	Full Administration	1.17
03-Apr-2018	9215	NEP	Supporting Policies and Implementation in the School Sector (Supplementary)	TA	European Union (EU)	Official	Full Administration	4.72
03-Apr-2018	9215	NEP	Supporting Policies and Implementation in the School Sector (Supplementary)	TA	Norway (NOR)	Official	Full Administration	0.59
02-Aug-2018	8552	REG	National Education Planning and Management (Supplementary)	TA	Global Partnership for Education Fund (GPE)	Official	Full Administration	0.49
10-Sep-2018	3702/0601/0602	NEP	Disaster Resilience of Schools	Grant	Clean Energy Fund (CEFPF-CEF)	Official	Full Administration	5.00
26-Sep-2018	9595	IND	Madhya Pradesh Skills Development	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
27-Sep-2018	3714/0891	BAN	Supporting Fourth Primary Education Development Program	Loan	World Bank (WB)	Official	Collaborative	700.00
27-Sep-2018	3714/0891	BAN	Supporting Fourth Primary Education Development Program	Grant	European Union (EU)	Official	Collaborative	175.00

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27-Sep-2018	3714/0891	BAN	Supporting Fourth Primary Education Development Program	Grant	Japan International Cooperation Agency (JICA)	Official	Collaborative	23.75
27-Sep-2018	3714/0891	BAN	Supporting Fourth Primary Education Development Program	Grant	United Nations Children's Fund (UNICEF)	Official	Collaborative	0.50
11-Dec-2018	3761/9199	VIE	Skills and Knowledge for Inclusive Economic Growth	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	3.00
11-Dec-2018	9678	INO	Supporting the Advanced Knowledge and Skills for Sustainable Growth	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.15
18-Dec-2018	9415	REG	Innovation in Education Sector Development in Asia and the Pacific (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
18-Dec-2018	9557	REG	Demonstrating Innovative Employment Solutions through Regional Knowledge-Sharing Partnerships with Youth Organizations (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
26-Dec-2018	3468	BAN	Skills for Employment Investment Program—Tranche 2	Grant	Korea International Cooperation Agency (KOICA)	Official	Collaborative	8.50
07-Feb-2019	9215	NEP	Supporting Policies and Implementation in the School Sector (Supplementary)	TA	Norway (NOR)	Official	Full Administration	0.39
08-Apr-2019	7589	PHI	Tertiary Education	Equity	Leading Asia's Private Infrastructure Fund (LEAP)	Official	Full Administration	10.00
12-Apr-2019	9423	CAM	Skills for Competitiveness (Supplementary)	TA	Cooperation Fund for Project Preparation in the Greater Mekong Subregion and in Other Specific Asian Countries (AFD GMS)	Official	Full Administration	0.25
24-Jun-2019	3791/8365	CAM	Skills for Competitiveness	Loan	Agence Française de Développement (AFD)	Official	Partial Administration	19.92
12-Sep-2019	9645	REG	Strengthening Education in the Pacific Region (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
12-Sep-2019	9645	REG	Strengthening Education in the Pacific Region (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	0.50

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19-Sep-2019	9807	PNG	Preparing the Improved Technical and Vocational Education and Training for Employment	TA	Australia (AUS)	Official	Full Administration	0.29
04-Oct-2019	9732	PRC	Preparing Urban and Social Development Projects (Supplementary)	TA	Urban Environmental Infrastructure Fund (UPEIF)	Official	Full Administration	0.10
02-Dec-2019	9891	MYA	Support to Enhance Education and Skills Base in Myanmar	TA	European Union (EU)	Official	Full Administration	26.00
04-Dec-2019	9883	BAN	Support to Quality Enhancement in Primary Education	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.20
18-Dec-2019	9723	REG	Support for Human and Social Development in Southeast Asia (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	0.50
14-Jan-2020	9732	PRC	Preparing Urban and Social Development Projects (Supplementary)	TA	Sanitation Financing Partnership Trust Fund (WFPP-SFPTF)	Other concessional	Full Administration	0.10
10-Feb-2020	9645	REG	Strengthening Education in the Pacific Region (Supplementary)	TA	Global Partnership for Education Fund (GPE)	Official	Full Administration	0.39
13-Mar-2020	9678	INO	Supporting the Advanced Knowledge and Skills for Sustainable Growth Project (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	0.50
10-Jun-2020	3930	PHI	Expanded Social Assistance	Loan	World Bank (WB)	Official	Collaborative	300.00
30-Jun-2020	0714/9207	TAJ	Skills and Employability Enhancement	Grant	Japan Fund for Information and Communication Technology (JFICT)	Official	Full Administration	1.50
03-Jul-2020	9208	MON	Support for Inclusive Education	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
10-Jul-2020	9079	PHI	Strengthening Social Protection, Education, and Health Reforms Facility (Supplementary)	TA	Australia (AUS)	Official	Full Administration	1.10
10-Jul-2020	9079	PHI	Strengthening Social Protection, Education, and Health Reforms Facility (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	1.00
04-Dec-2020	9456	ARM	Social Sectors Reform Program (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	0.55
11-Dec-2020	6670	PHI	EdTech Solutions for Last Mile Schools in COVID-19	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
11-Dec-2020	6671	REG	Technology-Enabled Innovation in Education in Southeast Asia	TA	Japan Fund for Prosperous and Resilient	Official	Full Administration	2.00

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					Asia and the Pacific (JFPR)			
15-Jan-2021	6713	SRI	Supporting Secondary Education Sector Improvement Program	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
31-May-2021	9645	REG	Strengthening Education in the Pacific Region (Supplementary)	TA	New Zealand (NZL)	Official	Full Administration	2.35
31-May-2021	9645	REG	Strengthening Education in the Pacific Region (Supplementary)	TA	Global Partnership for Education Fund (GPE)	Official	Full Administration	15.00
30-Jun-2021	9415	REG	Innovation in Education Sector Development in Asia and the Pacific (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.75
29-Jul-2021	9557	REG	Demonstrating Innovative Employment Solutions through Regional Knowledge-Sharing Partnerships with Youth Organizations (Supplementary)	TA	Ireland Trust Fund for Building Climate Change and Disaster Resilience in Small Island Developing States (BCCDR)	Official	Full Administration	0.40
14-Oct-2021	6806	REG	Strengthening Regional Cooperation on Skills Development under the CAREC Program	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
03-Nov-2021	9725	REG	Strengthening Human Resources and Leadership for Education (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
15-Nov-2021	6828	MON	Supporting the Implementation of Education Sector Medium-Term Development Plan	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
13-Dec-2021	6875	IND	Supporting the Development of Higher-Level Skills and Entrepreneurship	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	1.00
06-Apr-2022	6789	UZB	Preparing the Science, Technology, Engineering and Mathematics in Secondary Education (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	0.50
06-May-2022	9415	REG	Innovation in Education Sector Development in Asia and the Pacific (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	0.45
10-Jun-2022	9079	PHI	Strengthening Social Protection, Education, and Health Reforms Facility (Supplementary)	TA	High-Level Technology Fund (HLTF)	Official	Full Administration	0.72

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29-Jun-2022	9966	BAN	Supporting Technical Education and Skills Development Facility (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50
09-Aug-2022	6941	IND	Strengthening State Education Capacity to Improve Results	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
29-Nov-2022	4263/0866	PNG	Improved Technical and Vocational Education and Training for Employment	Grant	Australia (AUS)	Official	Full Administration	10.69
06-Dec-2022	10012	NEP	Enhanced Policy and Program Implementation in School Education	TA	Norway (NOR)	Official	Full Administration	0.60
06-Dec-2022	4269	NEP	Supporting the School Education Sector Plan	Grant	European Union (EU)	Official	Collaborative	15.39
06-Dec-2022	4269	NEP	Supporting the School Education Sector Plan	Grant	United Nations Children's Fund (UNICEF)	Official	Collaborative	0.94
06-Dec-2022	4269	NEP	Supporting the School Education Sector Plan	Grant	Finland (FIN)	Official	Collaborative	7.51
06-Dec-2022	4269	NEP	Supporting the School Education Sector Plan	Grant	United States Agency for International Development (USAID)	Official	Collaborative	6.38
06-Dec-2022	4269	NEP	Supporting the School Education Sector Plan	Loan	World Bank (WB)	Official	Collaborative	160.00
06-Dec-2022	4269	NEP	Supporting the School Education Sector Plan	Grant	Norway (NOR)	Official	Collaborative	6.76
12-Dec-2022	10035	PAK	Strengthening the Capacity of the Government of Punjab to Deliver Quality and Inclusive Technical and Vocational Education and Training	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
19-Dec-2022	10058	REG	Strengthening Vocational High Schools in South Asia	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.75
26-Jan-2023	4289	PHI	Post-COVID-19 Business and Employment Recovery Program – Subprogram 1	Loan	Asian Infrastructure Investment Bank (AIIB)	Official	Collaborative	500.00
07-Apr-2023	6919	AZE	Preparing the Modernizing Vocational Education and Training for Economic Diversification Sector Development Program (Supplementary)	TA	Project Preparation and Implementation Support Trust Fund (PISTF)	Official	Full Administration	0.60
24-Apr-2023	3714/0891	BAN	Supporting Fourth Primary Education Development Program – Additional Financing	Grant	Education Above All Foundation (EAA)	Other concessional	Full Administration	12.40
16-Jun-2023	10114	REG	Advancing Gender Equality and Social Inclusion in South Asia Operations	TA	Clean Energy Fund (CEPF-CEF)	Official	Full Administration	1.25

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21-Jun-2023	9397	REG	Supporting Education and Health Sector Programs Facility (Supplementary)	TA	Cooperation Fund for Project Preparation in the Greater Mekong Subregion and in Other Specific Asian Countries (AFD GMS)	Official	Full Administration	0.75
31-Jul-2023	4331/4332/8452	CAM	Skills for Future Economy Sector Development Program – Subprogram 1	Loan	Agence Française de Développement (AFD)	Official	Partial Administration	25.00
29-Aug-2023	4340/9236	BHU	Pathways for Emerging Skills and Jobs	Grant	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	2.00
29-Aug-2023	4340/9236	BHU	Pathways for Emerging Skills and Jobs	Grant	Canada (CAN)	Official	Collaborative	3.53
20-Sep-2023	10012	NEP	Enhanced Policy and Program Implementation in School Education (Supplementary)	TA	Japan Fund for Prosperous and Resilient Asia and the Pacific (JFPR)	Official	Full Administration	0.75
23-Oct-2023	10012	NEP	Enhanced Policy and Program Implementation in School Education (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.75
01-Dec-2023	4403/0919/0920	SOL	Senior Secondary Education Improvement	Grant	Ireland Trust Fund for Building Climate Change and Disaster Resilience in Small Island Developing States (BCCDR)	Official	Full Administration	0.70
19-Dec-2023	9966	BAN	Supporting Technical Education and Skills Development Facility (Supplementary)	TA	Republic of Korea e-Asia and Knowledge Partnership Fund (EAKPF)	Official	Full Administration	0.50

ARM = Armenia, AZE = Azerbaijan, BAN = Bangladesh, BHU = Bhutan, CAM = Cambodia, DMC = developing member country, FSM = Federated States of Micronesia, IND = India, INO = Indonesia, KGZ = Kyrgyz Republic, LAO = Lao People's Democratic Republic, MON = Mongolia, MYA = Myanmar, NEP = Nepal, PAK = Pakistan, PHI = Philippines, PNG = Papua New Guinea, PRC = People's Republic of China, REG = regional, RMI = Republic of the Marshall Islands, SOL = Solomon Islands, SRI = Sri Lanka, TA = technical assistance, TAJ = Tajikistan, UZB = Uzbekistan, VIE = Viet Nam.

Source: Official and Other Concessional Cofinancing Database. Asian Development Bank.