

# Enhancing Project Management and Coordination for the Education Sector of Bangladesh: A Path Towards Achieving SDG4

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**Abstract:-** The education sector in Bangladesh faces significant challenges in aligning with the Sustainable Development Goals (SDGs), particularly SDG4, which aims to ensure inclusive and equitable quality education. This article explores the current state of project management and coordination in the education sector, analyzing various initiatives aimed at enhancing educational facilities and outcomes. Through a comparative analysis of key projects, the study identifies successes, challenges, and recommendations for improving project management practices to achieve SDG4.

## I. INTRODUCTION

Bangladesh has made substantial progress in education over the past few decades. However, despite these advancements, gaps remain in access, quality, and equity. The government's commitment to achieving SDG4 necessitates a focused approach towards project management and coordination among various stakeholders. This article aims to evaluate ongoing educational projects and their impact on the sector's alignment with SDG4.

## II. LITERATURE REVIEW

Research indicates that effective project management is critical for the successful implementation of educational initiatives (Meyer & Dalal, 2008). Studies emphasize the importance of stakeholder coordination and the adoption of modern project management tools and methodologies to enhance project outcomes (Kerzner, 2017). In Bangladesh, challenges such as bureaucratic inefficiencies, inadequate infrastructure, and limited stakeholder engagement have hindered progress (Rahman, 2019). This literature provides a foundation for understanding the complexities of project management in the Bangladeshi education sector.

### ➤ Objectives of the Study

- To assess the effectiveness of current project management practices in the education sector of Bangladesh.
- To evaluate the coordination among stakeholders involved in educational projects.

- To identify the key challenges and successes of major educational initiatives to SDG4.

## III. METHODOLOGY AND COMPARATIVE ANALYSIS

The study employs a mixed-methods approach, utilizing both quantitative and qualitative data. A comparative analysis of eight major educational projects was conducted, focusing on components such as infrastructure development, ICT integration, and teacher training. Data was collected through project reports, stakeholder interviews, and surveys to gain insights into project effectiveness and stakeholder coordination.

### A. Major Findings

#### ➤ Fostering Opportunities for Science Education in Public College Project (FOSEP)

- **Components:** Academic building and hostel, expanding institutional facilities, reinforcing ICT and equipment support, post creation, opening of 10 new subjects.
- **Findings:** Successful implementation of infrastructure projects led to increased enrollment and improved science education outcomes.

#### ➤ Nine Schools Project

- **Components:** Land acquisition, academic building, expanding institutional facilities, post creation.
- **Findings:** Challenges in land acquisition delayed project timelines, affecting overall effectiveness.

#### ➤ Ten Schools Project

- **Components:** Land acquisition, academic building, expanding institutional facilities, post creation.
- **Findings:** Similar to the Nine Schools Project, land acquisition issues impeded timely completion.

➤ *Three Hundred Twenty-Three Schools Project*

- **Components:** Academic building and hostel, expanding institutional facilities, reinforcing ICT and equipment support, post creation.
- **Findings:** Significant infrastructure improvements resulted in better student retention rates.

➤ *Colleges Project*

- **Components:** Academic building and hostel, expanding institutional and hostel facilities, reinforcing ICT and equipment support, strengthening teacher capacity.
- **Findings:** Strong focus on teacher capacity building enhanced educational quality.

➤ *1500 Colleges Project*

- **Components:** Academic building, supply of furniture, supply of computers and accessories, teachers training.
- **Findings:** Successful integration of ICT improved learning outcomes in non-government colleges.

➤ *ICT Project*

- **Components:** Setting up multimedia classrooms, and training.
- **Findings:** The project demonstrated significant potential for improving teaching methods through technology.

➤ *National Academy for Autism and Neurodevelopmental Disabilities (NAAND)*

- **Components:** Setting up NAAND Academy, selecting consulting firm, post creation, training.
- **Findings:** The establishment of specialized training programs addressed gaps in support for neurodevelopmental disabilities.

#### IV. RESULT AND DISCUSSION

The analysis of the various educational projects in Bangladesh provides significant insights into the current state of project management and stakeholder coordination in the education sector. This section discusses the findings, highlighting both successes and challenges and their implications for achieving SDG4. The key findings are as follows:

- **Project Implementation and Infrastructure Development** The projects analyzed demonstrated substantial progress in infrastructure development, with initiatives like FOSEP and the 323 Schools Project successfully increasing the number of educational facilities. The establishment of academic buildings and hostels has directly contributed to increased enrollment rates and improved student retention. However, delays in land acquisition for the Nine Schools and Ten Schools Projects illustrate persistent bureaucratic challenges that hinder timely project execution.

- **ICT Integration** the ICT Project and the 1500 Colleges Project showcased the positive impact of technology in education. Setting up multimedia classrooms and providing ICT equipment has transformed teaching methodologies, fostering interactive learning environments. The training provided for teachers has also been a critical factor in effectively integrating technology into the curriculum. However, the lower cumulative progress in the ICT for Education project indicates that while initial investments are crucial, ongoing support and training are essential for sustained success.
- **Stakeholder Coordination** Effective coordination among stakeholders emerged as a crucial factor influencing project outcomes. Successful projects benefited from strong partnerships between government agencies, educational institutions, and NGOs. For example, the NAAND project demonstrated how targeted collaboration could address specific educational needs, such as supporting students with neurodevelopmental disabilities. In contrast, projects facing challenges in coordination often struggled with communication and resource allocation, leading to inefficiencies and unmet objectives.
- **Teacher Capacity Building** The focus on strengthening teacher capacity in the 70 Colleges Project has yielded positive results, with enhanced teaching quality directly linked to improved student performance. Nevertheless, the overall growth rate of this project suggests that further investment in continuous professional development for educators is needed to sustain these gains. There is a pressing need to adopt a more systematic approach to teacher training across all projects.

##### A. Challenges Identified

➤ *Despite the Notable Achievements, Several Challenges Persist:*

- **Bureaucratic Inefficiencies:** Delays in land acquisition and project approvals reflect systemic issues within the bureaucratic framework that can stall progress and affect timelines.
- **Resource Allocation:** Disparities in funding and resource allocation across different projects were evident. The 1500 Colleges Project received a significant budget, resulting in higher cumulative progress, while others lagged due to inadequate funding.
- **Awareness of SDG4:** While most stakeholders acknowledged the importance of SDG4, there is a gap in understanding how to align projects effectively with these goals. Increased awareness and training are necessary to bridge this gap.

##### B. Implications for Future Projects

The findings highlight the need for an integrated approach to project management in the education sector. To enhance effectiveness and alignment with SDG4, the following strategies are recommended:

- **Strengthening Project Management Frameworks:** Adopting modern project management methodologies can enhance efficiency and accountability in project execution. Training for project managers in these methodologies will be crucial.
- **Improving Stakeholder Engagement:** Establishing clear communication channels and collaborative platforms among all stakeholders can mitigate challenges related to coordination. Regular stakeholder meetings and feedback mechanisms will foster a culture of collaboration.
- **Continuous Monitoring and Evaluation:** Implementing robust monitoring and evaluation frameworks will provide ongoing insights into project performance, enabling timely adjustments and ensuring alignment with educational goals.
- **Investment in Professional Development:** A sustained commitment to teacher training and capacity building will be essential for improving educational quality and outcomes across all projects.

## V. CONCLUSION

The analysis underscores that while Bangladesh has made commendable strides in improving its education sector, significant challenges remain. By enhancing project management practices, fostering better stakeholder coordination, and aligning initiatives with SDG4, the country can continue to build on its successes and work towards a more inclusive and equitable educational system. The lessons learned from the examined projects provide a valuable foundation for future initiatives, ensuring that all students receive the quality education they deserve.

## REFERENCES

- [1]. Bangladesh Planning Commission. (2020). Sustainable Development Goals: Bangladesh Progress Report 2020.
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**APPENDIX**  
**A Short Overview of the Project Activities**

Table 1: Development Project Proposal (DPP)

| SL | Projects Name  | The Main Component of the Projects   |
|----|--|--|
| 1  | Fostering Opportunities of Science Education in Public College Project (FOSEP)   | <ul style="list-style-type: none"> <li>Academic Building and Hostel</li> <li>Expanding Institutional Facilities</li> <li>Reinforcing ICT and Equipment Support</li> <li>Post Creation</li> <li>Opening 10 New Subjects</li> </ul>        |
| 2  | Establishment of Nine Government Secondary Schools Project (9 Schools Project)   | <ul style="list-style-type: none"> <li>Land Acquisition</li> <li>Academic Building</li> <li>Expanding Institutional Facilities</li> <li>Post Creation</li> </ul>   |
| 3  | Establishment of Ten Secondary Schools (Government) at the Peripheral Areas of Dhaka City Project (10 Schools Project)                             | <ul style="list-style-type: none"> <li>Land Acquisition</li> <li>Academic Building</li> <li>Expanding Institutional Facilities</li> <li>Post Creation</li> </ul>   |
| 4  | Development of Government Secondary Schools Project (323 Schools Project)  | <ul style="list-style-type: none"> <li>Academic Building and Hostel</li> <li>Expanding Institutional Facilities</li> <li>Reinforcing ICT and Equipment Support</li> <li>Post Creation</li> </ul>   |
| 5  | Development of Post Graduate Government Colleges at the district headquarters for the Improving Quality of Education Project (70 Colleges Project) | <ul style="list-style-type: none"> <li>Academic Building and Hostel</li> <li>Expanding Institutional and Hostel Facilities</li> <li>Reinforcing ICT and Equipment Support</li> <li>Strengthening the Capacity of the Teachers</li> </ul> |
| 6  | Development of Selected Non-Government Colleges Along with ICT facilities for improving quality of Education Project (1500 Colleges Project)       | <ul style="list-style-type: none"> <li>Academic Building</li> <li>Supply of Furniture</li> <li>Supply of Computer and Accessories</li> <li>Teachers Training</li> </ul>  |
| 7  | ICT for Education in Secondary and Higher Secondary Level Project (Phase 2) (ICT Project)  | <ul style="list-style-type: none"> <li>Setting up Multimedia Classroom</li> <li>Training</li> </ul>  |
| 8  | National Academy for Autism and Neurodevelopment Disabilities (NAAND)  | <ul style="list-style-type: none"> <li>Setting up NAAND Academy</li> <li>Selecting the Consulting firm</li> <li>Post Creation</li> <li>Training</li> </ul>   |

Table 2: The Cost Allocation of the Projects

| SL | Projects Name  | Amount in Lack Taka |
|----|--|---------------------|
| 1  | Fostering Opportunities of Science Education in Public College Project (FOSEP)   | 251151.34           |
| 2  | Establishment of Nine Government Secondary Schools Project (9 Schools Project)   | 46400.00            |
| 3  | Establishment of Ten Secondary Schools (Government) at the Peripheral Areas of Dhaka City Project (10 Schools Project)                         | 67346.46            |
| 4  | Development of Government Secondary Schools Project (323 Schools Project)  | 328400.00           |
| 5  | Development of Post Graduate Government Colleges at the district headquarters for Improving Quality of Education Project (70 Colleges Project) | 169044.69           |
| 6  | Development of Selected Non-Government Colleges Along with ICT facilities for improving quality of Education Project (1500 Colleges Project)   | 556860.85           |
| 7  | ICT for Education in Secondary and Higher Secondary Level Project (Phase 2) (ICT Project)  | 135300.00           |
| 8  | National Academy for Autism and Neurodevelopment Disabilities (NAAND)  | 42233.68            |
|    | Total  | 1596737.02          |

Table 3: The Present Time Duration of the Projects When Approved by the DPP First

| SL | Projects Name  | Duration Range                      | Duration           |
|----|--|-------------------------------------|--------------------|
| 1  | Fostering Opportunities of Science Education in Public College Project (FOSEP)   | 01 July 2018 to 30 June 2022        | 4 Years            |
| 2  | Establishment of Nine Government Secondary Schools Project (9 Schools Project)   | 01 October 2018 to 30 June 2023     | 4 Years 9 Months   |
| 3  | Establishment of Ten Secondary Schools (Government) at the Peripheral Areas of Dhaka City Project (10 Schools Project)                         | 01 July 2017 to 30 June 2022        | 5 Years            |
| 4  | Development of Government Secondary Schools Project (323 Schools Project)  | 01 January 2017 to 30 June 2022     | 5 Years 6 Months   |
| 5  | Development of Post Graduate Government Colleges at the district headquarters for Improving Quality of Education Project (70 Colleges Project) | 01 August 2010 to 30 June 2022      | 11 Years 11 Months |
| 6  | Development of Selected Non-Government Colleges Along with ICT facilities for improving quality of Education Project (1500 Colleges Project)   | 01 July 2012 to 31 December 2022    | 9 Years 6 Months   |
| 7  | ICT for Education in Secondary and Higher Secondary Level Project (Phase 2) (ICT Project)  | 01 July 2016 to 30 June 2022        | 6 Years            |
| 8  | National Academy for Autism and Neurodevelopment Disabilities (NAAND)  | 01 January 2014 to 31 December 2023 | 10 Years           |

Table 4: Cumulative Progress up to June 2022

| SL | Projects Name  | Amount    | Percentage |
|----|--|-----------|------------|
| 1  | Fostering Opportunities of Science Education in Public College Project (FOSEP)   | 54544.02  | 21.72%     |
| 2  | Establishment of Nine Government Secondary Schools Project (9 Schools Project)   | 16178.29  | 34.87%     |
| 3  | Establishment of Ten Secondary Schools (Government) at the Peripheral Areas of Dhaka City Project (10 Schools Project)                           | 18222.42  | 27.06%     |
| 4  | Development of Government Secondary Schools Project (323 Schools Project)  | 50123.58  | 15.26%     |
| 5  | Development of Post Graduate Government Colleges at the district headquarters for Improving Quality of Education Project (70 Colleges Project)   | 125248.48 | 74.09%     |
| 6  | Development of Selected Non-Government Colleges Along with ICT facilities for improving the quality of Education Project (1500 Colleges Project) | 419333.47 | 75.30%     |
| 7  | ICT for Education in Secondary and Higher Secondary Level Project (Phase 2) (ICT Project)  | 11597.20  | 8.57%      |
| 8  | National Academy for Autism and Neurodevelopment Disabilities (NAAND)  | 7523.61   | 17.81%     |

Table 5: Comparison between the Released Amount and Expenditure for 2021-2022

| SL | Projects Name  | Released Amount | Expenditure | Percentage |
|----|--|-----------------|-------------|------------|
| 1  | Fostering Opportunities of Science Education in Public College Project (FOSEP)   | 28051.00        | 25742.92    | 91.77%     |
| 2  | Establishment of Nine Government Secondary Schools Project (9 Schools Project)   | 6954.00         | 6310.99     | 90.75%     |
| 3  | Establishment of Ten Secondary Schools (Government) at the Peripheral Areas of Dhaka City Project (10 Schools Project)                           | 13500.00        | 11335.32    | 83.97%     |
| 4  | Development of Government Secondary Schools Project (323 Schools Project)  | 35158.00        | 21590.64    | 61.41%     |
| 5  | Development of Post Graduate Government Colleges at the district headquarters for Improving Quality of Education Project (70 Colleges Project)   | 18316.00        | 10322.92    | 56.36%     |
| 6  | Development of Selected Non-Government Colleges Along with ICT facilities for improving the quality of Education Project (1500 Colleges Project) | 18700.00        | 17265.35    | 92.33%     |
| 7  | ICT for Education in Secondary and Higher Secondary Level Project (Phase 2) (ICT Project)  | 204.00          | 133.22      | 65.30%     |
| 8  | National Academy for Autism and Neurodevelopment Disabilities (NAAND)  | 1203.00         | 1006.16     | 83.64%     |



➤ *Calculation of the Growth Rate and Percentage Change of the Projects*

It is seen that the scenario of the time duration of the projects, cumulative progress up to June 2022, released amount, and expenditure of 2021-2022 is in the above. However, it is not enough for the actual scenario of the projects. The time duration and the budget allocation are not the same as the projects. That's why to find the actual picture of the projects it is needed to calculate the Growth Rate of the projects. With the time duration, the formula for the Growth Rate is given below:

$$\text{Growth Rate} = \frac{(PV - CV)}{PV} \times 100 \div N$$

Here, PV means Previous Value/ the cost allocation of the project, CV means Current Value/ the amount of cumulative progress up to June 2022, and N means Number of years/ the present time duration of the project in years.

The above formula shows that the actual growth rate of the stated projects is below.

Table 6: Calculation of the Growth Rate and Percentage Change of the Projects

| SL | Projects Name  | Growth rate<br>$\frac{(PV - CV)}{PV} \times 100 \div N$ |
|----|--|---|
| 1  | Fostering Opportunities of Science Education in Public College Project (FOSEP)   | 19.57%  |
| 2  | Establishment of Nine Government Secondary Schools Project (9 Schools Project)   | 13.71%  |
| 3  | Establishment of Ten Secondary Schools (Government) at the Peripheral Areas of Dhaka City Project (10 Schools Project)                         | 14.59%  |
| 4  | Development of Government Secondary Schools Project (323 Schools Project)  | 15.41%  |
| 5  | Development of Post Graduate Government Colleges at the district headquarters for Improving Quality of Education Project (70 Colleges Project) | 2.17%   |
| 6  | Development of Selected Non-Government Colleges Along with ICT facilities for improving quality of Education Project (1500 Colleges Project)   | 2.60%   |
| 7  | ICT for Education in Secondary and Higher Secondary Level Project (Phase 2) (ICT Project)  | 15.24%  |
| 8  | National Academy for Autism and Neurodevelopment Disabilities (NAAND)  | 8.22%   |