



**FAST TRACK INITIATIVE
EDUCATION PROGRAM DEVELOPMENT FUND**

**World Bank
Annual Progress Report
for 2009**

Human Development Network Education

April 2010

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Abbreviations

ADEA/COMED	Association for the Development of Education in Africa/Communication for Education and Development (a working group of ADEA)
AGFUND	Arab Gulf Program for Development
ALERT	Africa Alliance for Learning and Education Results
ALECSO	The Arab League Educational Cultural and Scientific Organization
APEIE	Africa Program for Education Impact Evaluation
AusAID	Australia Agency for International Development
CD	capacity development
CF	Catalytic Fund
CIDA	Canadian International Development Agency
CSEF	Civil Society Education Funds
CSO	civil society organization
CSR	Country Status Report
DP	development partner
EAP	East Asia and Pacific Region, World Bank
EASHD	East Asia and Pacific Human Development Unit, World Bank
ECA	Europe and Central Asia Region, World Bank
ECCD	early childhood care and development
EDC	early childhood development
GCE	Global Campaign for Education
GFR	Grant Funding Request
ICT	information and communication technology
IDB	Inter-American Development Bank
IE	impact evaluation
IIEP	International Institute for Educational Planning, UNESCO
ILO	International Labour Organization
ISESCO	Islamic Educational, Scientific and Cultural Organization
EGRA	Early Grade Reading Assessment
EMIS	education management information system
EPDF	Education Program Development Fund
EFA-FTI	Education For All-Fast Track Initiative
ESP	Education Sector Plan
GDP	gross domestic product
HDNED	Human Development Network Education Anchor, World Bank
LAC	Latin America and Caribbean Region, World Bank
Lao PDR	Lao People's Democratic Republic
LLECE	Latin American Laboratory for Assessment of the Quality of Education
M&E	monitoring and evaluation
MENA	Middle East and North Africa Region, World Bank
MLE	multilingual education
MOE	Ministry of Education
NEC	National Education Coalitions
NGSES	National General Education Strategy, Yemen
NGO	nongovernmental organization

NORAD	Norwegian Agency for Development Cooperation
OEI	Organización de Estados Iberoamericanos
OREALC	Regional Bureau of Education for Latin America and the Caribbean, UNESCO
PISA	Programme for International Student Achievement, OECD
PCF	per capita funding
PNG	Papua New Guinea
PROHECO	Community-based Education Program, Honduras
PRSP	Poverty Reduction Strategy Paper
RAAN/RAAS	North and South Atlantic Autonomous Regions, Nicaragua
RTI	Research Triangle Institute
SA	South Asia Region, World Bank
SEAMEO	South East Asia Ministers of Education Organization
SERCE	Second Regional Comparative and Explanatory Study, LAC
SSA	Sub-Saharan Africa Region, World Bank
SWAp	sector-wide approach
TA	technical assistance
TIMSS	Trends in International Mathematics and Science Study
TTL	task team leader
TVET	technical and vocational training
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Science, and Cultural Organization
USAID	U.S. Agency for International Development
WBI	World Bank Institute

Note: All dollar amounts in U.S. dollars unless otherwise noted.

Introduction

This report presents regional status updates to the Education for All-Fast Track Initiative (EFA-FTI) partnership for operations financed by the Education Program Development Fund (EPDF) in 2009. The report is an obligation of the Administrative Agreements for the EPDF. The data presented here was collected from existing data sources by regional coordinators of the EPDF and by the task team leaders (TTL) for each of the supported activities.

The regional reports should be read as a continuation of the report submitted to the Oslo FTI meeting in December 2008, together with the funding requests submitted to the EPDF Committee in Rome in November 2009. Flexibility was allowed within the individual regional reports so that the different nature of the programs could be effectively presented.

Since the inception of the EPDF, \$94.55 million has been approved for the six World Bank regions and \$17.6 million for the Global Campaign for Education (GCE), for a total of \$112.15 million. To date, \$77.07 million of this amount has been transferred to the regions and GCE, with contracts signed for 77 percent (\$59.6 million) of the funds transferred (see "Expenses Incurred" in table 1). As of February 23, 2010, about 73 percent of total transferred funds have been disbursed (\$55.9 million). Total disbursements have increased by \$5 million since the previous update in November 2009 (see table 1 below for details).

Table 1. Status of Financial Execution of the EPDF (\$ millions)

Region/ Partner	Approved funding proposals	Transfers to regions and GCE	Disbursements	Expenses incurred
Sub-Saharan Africa (SSA)	55.590	42.218	31.901	33.067
East Asia and Pacific (EAP)	8.100	8.513	4.087	4.343
Europe and Central Asia (ECA)	4.190	3.201	1.556	1.760
Latin America and Caribbean (LAC)	4.310	4.178	2.436	2.715
Middle East and North Africa (MENA)	5.050	2.692	2.014	2.229
South Asia (SA)	17.310	9.768	7.440	9.031
Global Campaign for Education (GCE)	17.600	6.500	6.500	2.584*
TOTAL	112.150	77.070	55.934	55.729

Note: * Funds expended or transferred to countries supported as of December 31, 2009.

HDNED
April 2010

Africa Annual Progress Report 2009

1. Introduction

EFA-FTI is a compact between developing countries and their development partners. It commits developing countries to prepare sound education sector plans designed to accelerate the achievement of the education Millennium Development Goals, that is, universal primary school completion and gender parity in primary and secondary education. In addition, it commits donor countries to support the implementation of such plans by mobilizing the external funding required to complement national resources. In this context, EPDF-Africa offers a critical source of funding for technical assistance to countries participating in the EFA-FTI compact. In the Africa Region, all low-income countries are eligible participants and most have benefited in various ways from EPDF-Africa assistance. Indeed, many have moved to the next stage of receiving support from the FTI Catalytic Fund (CF) to implement their education programs.

This report focuses on the activities of EPDF-Africa as of December 31, 2009. It sets these activities in context by highlighting key challenges to the development of basic education in Sub-Saharan Africa. The report summarizes the Fund's financial situation from inception to the present and shows how the activities it supports are aligned with the strategic objectives determined by the EPDF Committee. In areas where the Fund's resources are concentrated, the report provides additional details to illustrate the impact of funding at the country level.

2. Overview of Challenges to Education in Sub-Saharan Africa

Over the past decade the countries of Sub-Saharan Africa have made significant progress toward achievement of the EFA goals of 2015. Implementation of much-needed education reforms, coupled with increased public funding and external development assistance, has produced remarkable results. The region's impressive growth in gross domestic product (GDP), which averaged more than 6 percent annually for the period 2002–2007, has further undergirded these developments. This growth had the positive effect of strengthening balance sheets and freeing up funds for social programs. These facts notwithstanding, the onset of the global financial crisis of 2008 put these hard-won gains at risk. Today governments throughout Sub-Saharan Africa are being squeezed by falling tax revenues and increased demand for social spending. Donors, too, are encountering budgetary constraints, thereby complicating the situation. Without a concerted effort to proceed with the education reform agenda, the progress of Sub-Saharan Africa towards EFA goals may be placed in jeopardy.

Despite the growth of the pre-crisis period, economic progress in Sub-Saharan Africa remains uneven and in most countries, fragile. For its part, education can exert a positive influence on the speed, durability, and resilience of future growth, as well as the social distribution of the benefits of growth and the way in which people adapt to rapid social change. The contribution of education on economic growth is shaped by key conditions that most countries in the region share, including:

- an increasingly competitive and volatile global trading environment in which knowledge, skills, technology, and innovation have emerged as critical drivers of economic performance;
- continued government commitment to expand the economy, combat poverty, and improve the condition of society's most disadvantaged;

- favorable trends in governance, with more democracies taking hold, greater and multiple inroads against corruption, and more decentralization of state power and decision making; and
- rapidly growing, youthful populations that face many challenges, including a heavy burden of preventable diseases and rising aspirations for education and diverse pathways to gainful employment, particularly in emerging economic sectors.

These trends offer an opportunity for countries to prioritize actions in the education sector so as to maximize the sector's contribution to resolving their respective national challenges. The Africa Region is using the EPDF to encourage Sub-Saharan African countries to determine, through a consultative process that engages all relevant stakeholders, the direction of their education strategies and the content of their national education sector programs. The Fund provides technical assistance to support locally-driven processes. It reinforces this approach through complementary support for capacity building, knowledge generation, cross-country knowledge exchange, and stronger partnerships. While countries in the region differ widely in terms of the status of their education sector and associated needs, EPDF-Africa highlights key issues that the Africa region believes are important for assisting countries to develop sound national education programs. These issues include:

- **Enrolling the 33 million African children who are still out of school.** Between 40 and 50 percent of these children have never enrolled, while between 50 and 60 percent are not in school because they dropped out prematurely. Ensuring that this population receives a full cycle of primary schooling of adequate quality is critical for meeting the MDGs. The approach will require a flexible combination of supply- and demand-side interventions to remove the binding constraints in each local context (e.g., incomplete instructional cycles; long distances to school; curricula that are poorly adapted to local cultures; difficulty of reaching orphans and children from remote areas and those with other disadvantaged backgrounds; poor readiness for school due to lack of early childhood care and development; and poor health because of malnutrition, malaria, and other health problems).
- **Improving teaching and learning.** In all Sub-Saharan African countries low levels of student achievement are hampering the development of knowledge-driven economies. Currently available data suggest that at the end of five years of primary schooling, the average African child acquires only half of what he or she should have learned. To achieve better outcomes, African countries will need to consider a range of potential options, including reducing overcrowded classrooms; increasing the availability of textbooks and learning materials; and rationalizing the policy frameworks for teacher recruitment, compensation, employment status, deployment, training, professional development, and evaluation.
- **Strengthening education management and implementation capacity.** Weak management of an education system manifests itself in many ways, including highly random patterns of teacher deployment across schools of similar size and weak links between resources and learning outcomes. Better governance arrangements, including the empowerment of decentralized levels of government and greater involvement of communities and parents in school management, are part of the answer. In addition, ministries of education can foster greater flows of information through such means as periodic student assessments and annual collection and publication of school statistics through education management information systems (EMIS). Supporting these ministries to expand in-country capacity for education policy analysis, educational planning, and systematic program evaluation is also important, the goal being to encourage evidence-based approaches to policy and program design. By keeping the focus on

results, this approach also helps uncover major implementation bottlenecks for management attention, including constraints to financial management and procurement.

- **Fostering sustainable financing of education.** Public spending on education averages about 4 percent of GDP across Sub-Saharan African countries. The range varies widely, however—from 1.6 to 9 percent. There is also great diversity in the distribution of spending across subsectors. Among the key challenges are supporting countries to identify sustainable options for expanding education opportunities throughout the system, ensuring that funds reach their intended targets, and using funds effectively to achieve learning outcomes. Going forward, many countries will also need to grapple with diversifying sources of funding, including the use of innovative partnerships with the private sector.

EPDF-Africa funding provides technical assistance to countries seeking solutions to their particular bottlenecks. The assistance helps inform the development, review, and updating of national education sector programs and takes many forms, including technical support, learning and knowledge exchange events, South-South cooperation, and capacity development. Since the Fund's inception in 2006, EPDF-Africa has benefited 35 Sub-Saharan African countries through 85 country-specific activities and 48 regional activities, including numerous multicountry workshops. As of December 2009, 17 countries in the Africa region were implementing their endorsed education sector plans with support from the FTI Catalytic Fund, thanks in part to support for sector plan preparation made possible by EPDF-Africa. (Three additional countries received support from other sources.)

3. Summary of EPDF-Africa Receipts, Allocations, and Disbursements

As of December 31, 2009, net receipts totaled \$42.2 million, of which \$40.8 million has been allocated in response to specific requests. Over \$30.5 million has been disbursed, a disbursement rate of 72 percent. The current cash available for future allocations is \$1.4 million. When EPDF-Africa was established in March 2006, it received \$12.9 million from the global EPDF. Bridge funding in the amount of \$6.4 million was received in September 2007, and an additional \$14.9 million was received in response to a request for funding submitted at the Dakar EFA FTI meeting in December 2007. Following the Tokyo meeting in April 2008, EPDF-Africa received \$500,000 to support the CF grant application process of the Central African Republic. As a result of the December 2008 meetings in Oslo, EPDF-Africa received a further \$6.5 million. Finally, following the November 2009 meetings in Rome, an additional \$14.4 million was approved for the Fund, of which \$1.0 million has been transferred to date. Table 2 below provides the key current financial status of the Fund.

Table 2. EPDF-Africa Financial Summary
(as of December 31, 2009)

	Amount (\$ millions)
Net receipts	42.2
Total allocations to date ^a	40.8
Cash available for allocations	1.4
<u>Memo items:</u>	
Amount allocated in 2009	6.7
Cumulative disbursement to date	31.9
Overall disbursement rate since inception (%)	78%

Note: ^a Includes allocations for administration, technical support for program implementation, and cost of staff time.

4. Alignment of EPDF-Africa with its Strategic Objectives

EPDF-Africa shares the same four strategic objectives with the global EPDF, namely:

- **Objective 1: Education Sector Plan Development**
Support African countries in the preparation of sound and sustainable national education sector programs through a broad-based consultative process.
- **Objective 2: Capacity Development**
Strengthen government technical and institutional capacity to develop and implement policies and programs to enable all children to complete a full cycle of primary schooling of good quality.
- **Objective 3: Monitoring, Evaluation, and Knowledge Sharing**
Improve understanding of conditions for successful policies and programs through better monitoring, evaluation, and knowledge sharing across countries.
- **Objective 4: Strengthen Partnerships**
Strengthen donor partnerships at the country level in support of the government's national education plan.

Distribution of allocations by strategic objective

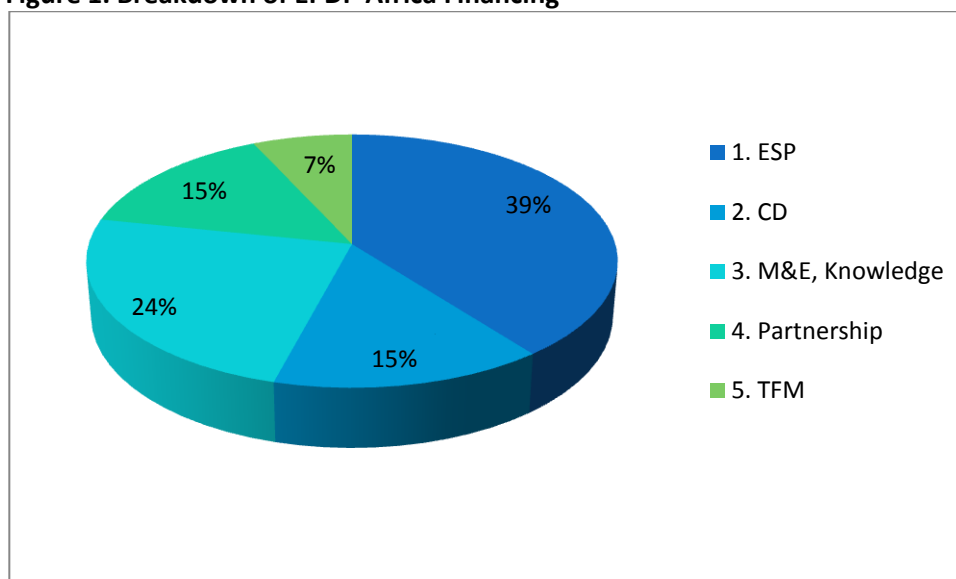
In the period 2006–2009, approximately 39 percent of EPDF-Africa allocations supported education sector plan development; 15 percent supported capacity development; 24 percent went to monitoring, evaluation, and knowledge sharing; 15 percent went to partnership activities; and the residual 7 percent was allotted to overall program management costs. A breakdown of allocations per strategic objective and year are provided in table 3 below.

Table 3. EPDF-Africa Allocations and their Distribution by Strategic Objective, 2006–2009

	2006	2007	2008	2009	2006–2009
Total amount allocated (\$ millions)*	5.1	12.5	16.5	6.7	40.8
Objective 1: Education Sector Plan Development (%)	43.0	21.0	45.0	57.0	39.0
Objective 2: Capacity Development (%)	12.0	12.0	16.0	19.0	15.0
Objective 3: Monitoring, Evaluation, and Knowledge Sharing (%)	34.0	26.0	22.0	18.0	24.0
Objective 4: Strengthen Partnerships (%)	01.0	35.0	17.0	07.0	15.0
Objective 5: EPDF-Africa Program Management (%)	10.0	07.0	09.0	0.0	07.0
Total	100%	100%	100%	100%	100%

Note: * Amounts include sums for EPDF-Africa program management equivalent to 7 percent of total allocations.

Figure 1. Breakdown of EPDF-Africa Financing



Strategic Objective 1

Initially, EPDF-Africa resources focused on support for upstream analytical work and sector program preparation. However, by 2008 the emphasis had shifted to the preparation of Catalytic Fund grant applications and grant agreements, a trend that continued in 2009. Experience indicates that all three types of work provide valuable analysis and inputs to guide the preparation of sector programs for eventual endorsement, with the aim of obtaining support from the FTI Catalytic Fund. In practice, the work frequently occurs in parallel, with early results from the upstream work used to inform the preparation of sector programs and CF operations. In 2009, the countries that received Africa-EPDF assistance to either develop an ESP, apply for CF grant financing, or facilitate implementation of their CF grant included Ethiopia, Ghana, Lesotho, Liberia, Mauritania, and Uganda. A complete list of the countries that have benefited or are benefiting from EPDF-Africa resources to develop Country Status Reports (CSRs) and ESPs is provided in table 4.

Strategic Objective 2

Capacity development is a significant and growing area of activity funded by EPDF-Africa. Thus far the largest share of financing for capacity development (CD) has been spent on EFA-FTI capacity development workshops. These events aim to strengthen national capacity for education policy analysis and the design and implementation of education programs. They focus on basic education in a sector-wide framework and target countries that are either already benefiting or will soon benefit from a CF grant.

EPDF resources have also provided capacity development through thematic technical assistance to national teams. To date the effort has focused on three key themes: School Health and HIV/AIDS, the Africa Early Childhood Care and Development (ECCD) Initiative, and the Africa Alliance for Learning and Education Results (ALERT) Program. The first two initiatives aim to leverage and apply existing technical knowledge on these topics to ensure that education sector plans systematically include school health and HIV/AIDS and ECCD components, and that the design of these components is guided by global good practice. The objective of the Africa ALERT program is to assist EFA-FTI countries to develop their capacity to monitor the learning outcomes of their education systems. The resulting data will provide a basis for evidence-based policy making that produces meaningful improvement in the quality of student learning.

Strategic Objective 3

These activities represent the second-largest share of EPDF resources and consist principally of impact evaluation work. Foremost among these initiatives is the Africa Program for Education Impact Evaluation (APEIE). APEIE is a well-established program that helps African countries move to evidence-based decision making in education and thereby improve policy effectiveness in the sector. The program builds country capacity to undertake rigorous impact evaluations (IEs) and helps generate knowledge about which approaches to improving learning outcomes work across a diverse set of African countries. As an umbrella initiative, APEIE is a source of technical expertise and logistical support for IEs of education programs across Africa. All interested countries can draw upon this support, thereby enriching the evidence to inform policy decisions and program design throughout the region.

Strategic Objective 4

The principal focus is funding events that convene key stakeholders to engage in dialogue on priorities, options, and challenges in the education sector. These meetings may involve participants within a single country or from several countries. Given that in-country meetings are often included as part of country-specific work, the share of strategic Objective 4 may be understated in the tables shown in section 5 below.

Distribution of allocations by means of execution

During the period 2006–2009, approximately 37 percent of allocations supported country-specific work programs, while 47 percent supported regional activities executed by the World Bank and 16 percent supported regional programs executed by external recipients. Country-specific programs are demand driven and typically finance technical assistance to aid countries with the preparation of high-quality sector programs that can attract the funding required for implementation. Regional programs tend to focus on generating and sharing thematic knowledge relevant to planning,

development, and execution, as well as knowledge on training and high-level policy dialogue. These activities are client driven and serve to provide knowledge services to African policy makers.

Table 4. Distribution of EPDF-Africa Allocations, 2006–2009 (\$ millions)

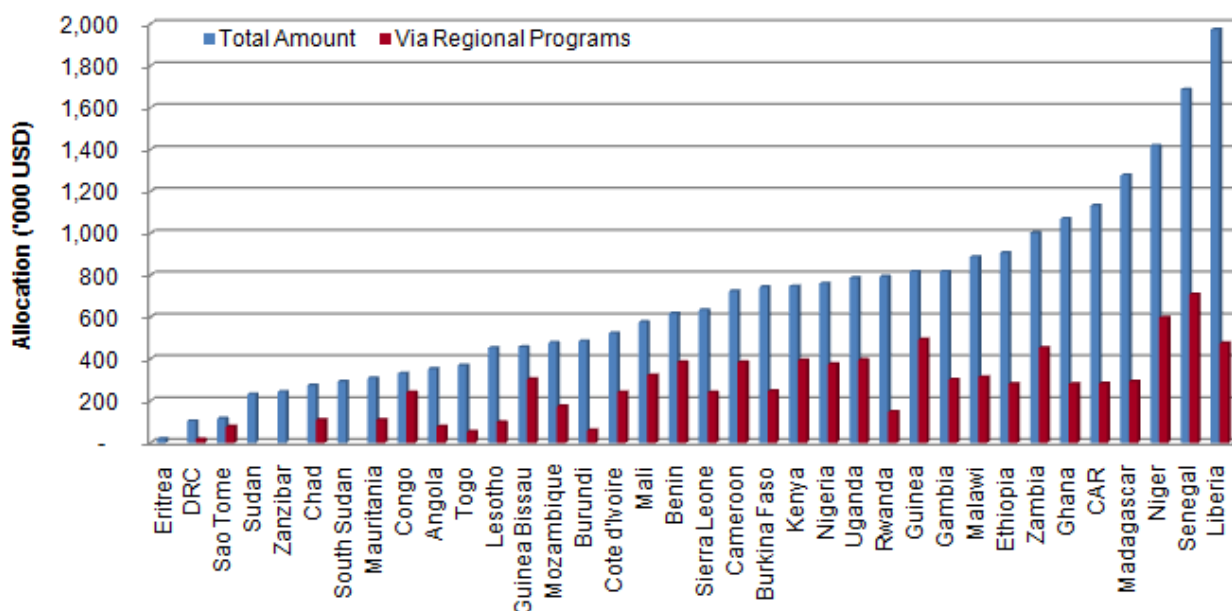
	2006-2009
Total allocated	40.8
Distribution of allocations by means of execution (%)	
Demand-driven country-specific programs	37.0
Regional programs executed by World Bank	47.0
Regional programs executed by EPDF grant recipients ^a	16.0
All channels	100%
Distribution of allocations by expenditure category (%):	
Trust fund administration and management	7.4
Time of World Bank staff involved in FTI-related work	9.4
Technical support for EPDF program implementation	6.6
Consultant services, travel, workshop services, publications, etc.	76.6
All expenditure categories	100%

Note: ^a Recipients of EPDF grants include UNESCO, UIS, IIEP, UIL, Pôle de Dakar, and ADEA/COMED.

5. How EPDF-Africa Benefits Countries

During the period 2006–2009, EPDF-Africa has benefited 35 Sub-Saharan African countries, including all 20 that have received a CF grant. The level of support by country is illustrated in figure 2 (see below). For each country, the amount consists of allocations for country-specific activities, for which an application is submitted by the World Bank team task leader (TTL), together with the country share associated with participation in regional programs funded by EPDF-Africa. Figure 2 illustrates the total amount of EPDF-Africa resources allocated per country (blue bar), as well as the amount of that funding which has been allocated via regional programs (red bar).

Figure 2: Cumulative EPDF-Africa Allocations by Country, 2006-2009



Highlights of Support for Education Sector Plan Development at the Country Level

As of year-end 2009, some 25 countries have benefited from EPDF-Africa resources to prepare their education sector plans for endorsement and their applications for a CF grant. The countries in table 4 are divided into three categories, indicating their place within the FTI process: i.e., endorsement and/or application, implementation, and completion. It should be noted that in May 2010, Liberia, Malawi, and Togo plan to apply for their first CF grant, while Ethiopia intends to apply for its second, and Rwanda, its third.

Highlights of Support for Capacity Development at the Country Level

EPDF resources have supported multiple approaches to enhancing the technical and institutional capacity of governments to develop and implement sound education sector strategies and programs. A total of 57 groups from 32 countries benefited from such support during 2007–2009 (see table 6).

The distance courses on sector planning offered by Pôle de Dakar and the International Institute for Educational Planning (IIEP) benefited nine Francophone and six Anglophone countries, respectively, with no overlap between them. The World Bank Institute course on “Strategic Choices for Education Reform” complements the distance courses by focusing on broad policy choices in the sector and highlighting examples of successful reforms in select countries. The EFA-FTI capacity development workshops have an explicit agenda of providing hands-on technical support to countries that are either in the process of preparing or implementing their CF-funded education sector plans.

Table 5. Status of EFA-FTI Programs by Country; as of December 2009

Country	Status of CSR (or other sector analysis)		EPDF support for preparation of ESP or CF Operation		EFA FTI status
	Completed 2008 or earlier	Completed or ongoing 2009*	2006- 8	2009	
Liberia		X		X	Preparing for ESP endorsement & CF request
Malawi	2004	X	X		Preparing for ESP endorsement & CF request
Togo	2003, 2007		X		Preparing for ESP endorsement & CF request
Congo, Rep. of	2009	X			Preparing for ESP endorsement & CF request
Burundi	2006		X		Preparing for ESP endorsement & CF request
Côte d'Ivoire	2004				Preparing for ESP endorsement & CF request
DRC	2005				Preparing for ESP endorsement & CF request
Guinea-Bissau	2009	X	X		Preparing for ESP endorsement & CF request
Sudan North		X			Preparing for ESP endorsement & CF request
Sudan South		X			Preparing for ESP endorsement & CF request
Tanzania					Preparing for ESP endorsement & CF request
Angola		X			Preparing for ESP endorsement
Chad	2005		X		Preparing for ESP endorsement (unclear CF need)
Uganda				X	
Benin	2002		X		Implementing 1 st CF grant
Guinea	2005		X		Implementing 1 st CF grant
Mali	2006	X	X		Implementing 1 st CF grant
Mozambique	2003		X		Implementing 1 st CF grant
Sierra Leone	2006		X		Implementing 1 st CF grant
São Tome & Príncipe	2008		X		Implementing 1 st CF grant
Senegal		X	X		Implementing 1 st CF grant
Zambia	2005		X		Implementing 1 st CF grant; non-WB Supervising Entity
CAR	2007		X		Implementing 1 st CF grant
Ethiopia	2005		X	X	Implementing 1 st CF grant; applying for 2 nd CF grant
Madagascar	2001, 2008		X		Implementing 2 nd CF grant
Gambia			X		Implementing 2 nd CF grant
Ghana		X		X	Implementing 2 nd CF grant
Niger	2000, 2004				Implementing 2 nd CF grant
Mauritania	2001, 2006	X		X	Implementing 2 nd CF grant
Lesotho	2005		X	X	Implementing 2 nd CF grant; 3 rd CF grant approved Nov-09
Rwanda	2003	X			Implementing 2 nd CF grant; applying for 3 rd CF grant
Kenya	2004		X		Completed 1 st CF grant
Burkina Faso	2008		X		Completed 1 st CF grant
Cameroon	2005		X		Completed 1 st CF grant; applying for 2 nd CF grant
Number of countries	-	12	21	6	

Note: * Includes countries preparing updates to prior CSRs.

Table 6. Country Participation in EPDF-Africa-funded Capacity Development Activities, 2007–2009

Country	Training courses			EFA-FTI capacity development workshops				No. of Events
	Pôle de Dakar, 2007 (Distance)	IIEP, 2007 (Distance)	WBI 2007 & 2008 (Face to Face)	Jul-07	Dec-07	Dec-08	May-09	
Angola			X					1
Benin	X				X	X		3
Burkina Faso	X						X	1
Burundi	X			X				2
Cameroon					X			1
CAR							X	1
Chad					X			1
Congo							X	1
Côte d'Ivoire	X							1
Ethiopia		X	X					2
Gabon	X							1
Gambia			X				X	2
Ghana			X		X	X		3
Guinea						X		1
Guinea-Bissau	X						X	2
Kenya		X	X					2
Lesotho				X		X		2
Liberia			X		X			2
Madagascar			X	X		X		3
Malawi		X			X			2
Mali					X	X		2
Mauritania	X				X			2
Niger							X	1
Nigeria			X					1
Rwanda						X		1
Senegal	X						X	2
Sierra Leone				X		X		2
Sudan			X				X	2
Tanzania		X	X					2
Togo	X							1
Uganda		X	X	X				3
Zambia		X	X	X				3
Number of groups	9	6	12	6	8	8	8	57

Note: EPDF funding for the courses offered by Pôle de Dakar and IIEP (which lead to formal certification) began in 2007; funding for the World Bank Institute (WBI) covered the cost of travel and course fees for participants in the “Strategic Choices for Education Reform” courses offered in 2007 and 2008.

Highlights of Support for Monitoring, Evaluation, and Knowledge Sharing at the Country Level

EPDF resources are supporting 12 evaluations in 11 countries, focusing on the impact of a range of interventions to improve schooling outcomes and student learning (see table 7).

One hallmark of the impact evaluations is the systematic involvement of ministry of education teams and representatives of local donor groups. Their participation not only ensures proper prioritization of the interventions to be evaluated, but also engages the national team in implementing the impact evaluation and learning from the process. This approach improves the probability that the results of the impact evaluation will be used to inform the scaling up of the most cost-effective interventions. As of this writing, only **Niger** has completed the full schedule of IE fieldwork. Among the other countries, **Kenya, The Gambia, Sierra Leone, Senegal, and Rwanda** have completed the collection of baseline data and interventions have been rolled out. Baseline data collection is scheduled to commence in **Uganda** and **Nigeria** in 2010.

Table 7. Impact Evaluation Programs Supported by EPDF-Africa

Country	Team	Focus of impact evaluation	Status as of December 2009
Niger	MEN	School grants + monitoring+ preparation school visits	Intervention rolled out. One follow-up completed. Preparing for analysis.
Kenya	MOE	Secondary school bursaries	Report on Phase I completed; follow-up activities in planning stage. Baseline results presented at Annual Education Review.
The Gambia	MOE, DFID	School grants + school management training	Baseline survey completed; intervention rolling out. One follow-up completed; results presented to Minister of Education.
Sierra Leone	MOE	Textbooks + teacher training	Baseline survey completed; intervention rolling out; end line collected end 2009.
Ghana	MOE	School management committees: information + capacity training	Pre-test of baseline survey completed; baseline survey to roll out shortly.
Senegal	MOE	School grants	Baseline survey completed January 2010.
Rwanda	MOE, DFID	Contract teachers	Baseline survey completed June 2009; current discussion of intervention roll-out.
Madagascar	MOE, WFP	School feeding programs	Baseline survey completed February 2009.
Madagascar	MOE	Improving management of teaching and learning processes at school and classroom levels	Impact evaluation completed; evaluation report available in French.
Uganda	MOE	Teacher incentives to reduce absenteeism	Ongoing design of intervention; baseline planned for April 2010
South Africa	MOE	Science and technology investments in secondary schools	Data analysis underway; funded mostly by South African government.
Nigeria	TBD	Scholarships for girls	Planning intervention and evaluation; baseline planned for June 2010.

6. Conclusion

EPDF-Africa was established in 2006 to provide technical assistance to Sub-Saharan African countries preparing sound education sector programs to advance progress toward the education Millennium Development Goals. Within the FTI framework, the process now involves endorsement of a country's education sector program by the local education group for possible implementation support from the FTI Catalytic Fund. This annual report on the progress of EPDF-Africa indicates that the Fund continues to support the full range of activities envisaged by the EPDF donor partners under the four strategic objectives, namely: education sector plan development; capacity development; monitoring, evaluation, and knowledge sharing; and strengthening partnerships.

As of December 31, 2009, EPDF-Africa had received a cumulative total of \$42.2 million, allocated \$40.8 million, and disbursed \$30.5 million. The allocations supported 85 country-specific programs and 48 regional programs. Moreover, the total disbursement rate of 72 percent reflects a healthy pace of program implementation. By facilitating the preparation of sound sector programs that are underpinned by solid analytical work and guided by evidence, EPDF-Africa is helping ensure sustained donor support for the education sector programs of African countries.

To download the reports published with the support of the EPDF, go to: <http://www.educationfasttrack.org/financing/epdf/activity-search>. To download older Education Country Status Reports, go to: <http://go.worldbank.org/T2XJ1TORW0>

East Asia and Pacific Annual Progress Report 2009

1. Strategic Objectives

This strategic report focuses on the four main objectives of the EPDF for East Asia and Pacific (EPDF-EAP). As of February 2010, EPDF-EAP was financing 18 activities, of which 11 were active and 7 were completed and closed.

2. Education Sector Plan Development

EPDF-EAP is supporting several countries in the region to develop project documents and prepare for FTI partnership endorsement. The allocation for this objective is 16 percent. Currently, in the Lao People's Democratic Republic (PDR), the World Bank is working closely with the government and the co-chairs of the local donor group, Australia Agency for International Development (AusAID) and UNICEF, to prepare documentation for a CF request. Financial management, procurement, and other assessments either have or are being conducted to meet endorsement requirements. The package is scheduled to be ready in March 2010.

Preparation work for the Pacific island countries is progressing well and the World Bank is working with local donors to complete documents for a number of these countries. A Universal Basic Education Costing Report has been completed for Papua New Guinea (PNG), for which a fiduciary assessment (covering procurement and financial management) is also in preparation.

Recently, Vietnam's application to EPDF-EAP was approved. The objectives of the proposed program are to update its education sector strategic plan, since its original FTI partnership endorsement was in 2003, and prepare project documents for a FTI CF request. Dialogue with the government and other key donors to formulate a CF request has started. An identification mission is scheduled for March 2010. After the mission, it is expected that a Grant Funding Request (GFR) will be created and activities implemented.

3. Capacity Development

Capacity development has been a priority of the EPDF-EAP, given the real demand from countries in the region; it represents 49 percent of EPDF-EAP funds. Guided by EPDF objectives, EAP will continue to focus its capacity development activities around four priority areas identified through regional consultation with governments, donors, and other stakeholders. These areas are: serving hard-to-reach children, improving teaching and learning, strengthening both monitoring and evaluation (M&E) and student assessment, and exploring innovative financing options for system expansion.

EPDF-EAP has also provided support to countries to address educational issues faced by hard-to-reach children. A regional workshop took place in Cebu, Philippines on February 9–12, 2009, to promote policy dialogue and debate on rural education issues faced by many countries in the region. It aimed to: (a) identify major challenges in education for children living in rural and isolated areas; (b) share international experiences and good practices in education services in rural and isolated areas; (c) discuss policy and strategy recommendations for reaching the last unreached groups in order to accelerate progress in meeting EFA goals by 2015; and (d) agree on follow-up activities for countries in the region. The workshop was jointly organized by the East Asia and Pacific Human Development (EASHD) Unit of the World Bank and the World Bank Institute (WBI) and co-hosted by the Government of the Philippines (National Department of Education). About 120 participants,

mostly from EAP countries, participated in the workshop, including high-level policy makers, parliamentarians, and implementers from government agencies (e.g., ministers, vice-ministers, directors of departments, local education authorities, etc.), researchers, and representatives from donor agencies, partner institutions, civil society, and the business community. The results of a standard evaluation by WBI found that overall, 95 percent of participants were satisfied with the workshop outcomes. Another 95 percent found that the workshop content was relevant; 87 percent believed that the information shared at the workshop was useful; and 89 percent found that the information and content matched their objectives

A three-day regional workshop on innovative financing was organized in Hanoi, Vietnam, on April 1–3, 2009. The main purpose of the workshop was to promote policy dialogue and debate on the financing issues facing many countries in the region. Countries must decide on the volume of resources that will be allocated to education activities; identify ways to generate those resources; and consider methods to maximize cost effectiveness in educational investments. At the same time, they must ensure that financial difficulty is not a barrier to learning for any student. Specifically, the workshop aimed to answer four main questions: (a) who should alternatively pay for education? (b) what are the roles of the government in budget preparation and determination, unit cost analysis, performance-based budgeting, and longer-term planning? (c) what are the roles of the private sector in financing the education sector and what are the regulatory barriers to private sector growth from both the educational and financial perspectives? and (d) what options can be used to finance education and lifelong learning?

The workshop was co-organized by EASHD and WBI and co-hosted by the Ministry of Education and Training of the Government of Vietnam. About 100 participants from most EAP countries participated, including high-level policy makers and practitioners from government agencies, researchers, and representatives of donor agencies. The results of a standard Client Level-1 Evaluation by the WBI found that overall, 92 percent of participants were satisfied with the workshop outcomes. Another 85 percent found that the workshop content was relevant; 90 percent believed that the information shared at the workshop was useful; and 84 percent found that the information and content matched their objectives.

EPDF-EAP has been used intentionally to develop the capacity of regional education networks. Through SEAMEO (South East Asia Ministers of Education Organization), EPDF supported policy case studies on mother tongues as the bridge language of instruction in the region. The project involved the 11 SEAMEO member countries and explored how Southeast Asian countries can achieve EFA goals through appropriate language policies and thus widens access, reduce repetitions and dropouts, and improve learning outcomes. The exercise was expected to strengthen SEAMEO capacity, so that it can become more effective in facilitating policy dialogue among education ministers in the region.

The major output of the project is a compendium of policies and case studies in the use of mother tongues as the bridge language of instruction. The publication is entitled, “Mother Tongue as Bridge Language of Instruction: Policies and Experiences in Southeast Asia.” The project identified ten “good-functioning” models of using the mother tongue as the bridge language of instruction in Southeast Asia. The success of this first stage of the project led to approval of the second phase, which will be to assist SEAMEO member countries in establishing mother-tongue–based multilingual education (MLE) programs. This second phase will provide opportunities for further knowledge sharing, skills training, and exposure to actual program implementation in the region.

In the spirit of promoting South-South exchanges, EPDF-EAC facilitated a study tour for government practitioners and decision makers. In particular, a visit was organized to the successfully implemented FTI project in Mongolia. The visit provided good practical experience in the implementation of an FTI operation. It was considered useful by participants for potential new FTI countries, such as Lao PDR, PNG, and Vietnam, as well as for CF recipients like Timor-Leste.

In addition to these capacity development activities, EPDF-EAC will continue to meet capacity development needs not covered by CF implementation plans in certain FTI partner countries in the region. For example, Cambodia will need assistance to develop its fiduciary capacity to ensure the quality of CF implementation. The Mongolia Ministry of Education needs technical support to improve the country's system for tracking student learning outcomes. EPDF-EAC will also continue to improve the data analysis capacity of MOE staff in Lao, which is critical for designing the impact evaluation of individual components of the CF and the Second Education Development Project–Additional Financing (EDP II AF) program.

4. Monitoring, Evaluation, and Knowledge Sharing

The strategic emphasis on M&E will continue, as it is a weak area in most EAP countries due to a lack of history and culture of monitoring and evaluation in the public sector. Allocation for this strategic objective is 15 percent of EPDF-EAP. Cambodia has benefited from the impact evaluation of its scholarship program at the secondary level. To build momentum and local capacity, EPDF-EAP provides technical assistance on evaluating the CF-supported scholarship program for primary education and early childhood development. In the future, greater focus on countries' systematic approach to an overall M&E system for the basic education sector is planned, starting with Mongolia.

Using the Programme for International Student Assessment (PISA) to understand learning outcomes in Indonesia and Thailand has also been a valuable exercise for other countries in the region, to which preliminary results were presented at the Global HR Forum in Seoul, Korea in November 2009. (This activity was sponsored by the Korean Trust Fund). As requested by the countries in the EAP region, EPDF will support a regional meeting to share experiences and lessons learned from neighboring high-performing countries. The first of these meeting is scheduled to take place in March 2010 in Bangkok and will be co-sponsored by the Government of Thailand.

Acknowledging the fundamental importance of reading for all, EFA-FTI has made the assessment of reading achievement in the early grades a key element of its development agenda. EPDF-EAP supports Early Grade Reading Assessment (EGRA) programs in five countries in the Pacific Region: Timor-Leste, Tonga, Vanuatu, Papua New Guinea, and the Solomon Islands. The development objectives are the same in all countries: (a) to make the case for the importance of measuring reading in the early grades and introduce the EGRA protocol, (b) to produce a baseline of early grade reading performance in each country during the 2009 and 2010 school years, (c) to build local capacity to replicate EGRA in each country, and (d) to work with each country and all donor partners to interpret EGRA findings and analyze their policy and investment implications. Implementation of this activity is being conducted as planned. Laos and Cambodia also expressed interest and received initial technical assistance in this area early in 2010.

5. Strengthen Donor Partnerships

Fostering and strengthening donor partnerships in both EPDF- and non-EPDF supported activities continues to be a priority. Besides working with and supporting in-country donors in both upstream and downstream FTI endorsement activities, EPDF-EAP is trying to increase collaboration among donors in capacity development and knowledge sharing. All these areas are embedded in the abovementioned planned activities and are not reflected in the tables below as strengthening donor partnerships is seen as a means of achieving EFA FTI objectives, not an end in itself. EPDF will provide further support to facilitate local donor coordination and partnerships. This activity represents 20 percent of the EPDF allocation for the region.

An update on the financial status of EPDF-EAP (as of February 2, 2010) is presented in tables 8–11 below.

Table 8. Overview of EPDF-EAP as of February 2, 2010 (\$ millions)

Fiscal year	Amount
Total received	8.513
Total allocated	6.055
Disbursed	4.087
Disbursement rate	67%

Table 9. Actual EPDF-EAP Allocations and Disbursements, FY 2005–2010 (\$)

Fiscal Year	2005	2006	2007	2008	2009	2010	Grand Total	%
Breakdown								
Net receipt	25,721	244,047	733,097	1,187,270	3,040,270	1,706,000	6,936,405	
Program implementation	9,316	196,144	582,077	932,786	1,124,393	501,933	3,346,648	48%
TF management	16,405	47,904	151,021	228,535	308,482	94,784	847,130	12%
Grand total	25,721	244,047	733,097	1,161,321	1,432,874	596,717	4,193,777	60%

Table 10. Actual EPDF-EAC Allocations and Disbursements by Objective and Fiscal Year (\$)

Fiscal Year	2005	2006	2007	2008	2009	2010*	Sub-Total
Objective	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	
Objective 1: Education Sector Plan Development	0	0	82,467	113,262	329,741	134,725	660,195
Objective 2: Capacity Development	12,860	150,363	335,578	591,831	621,718	345,761	2,058,111
Objective 3: Monitoring, Evaluation, and Knowledge Sharing	0	12,471	80,161	135,307	355,385	50,374	633,698
Objective 4: Strengthen Partnerships	12,860	81,213	234,892	320,920	126,030	65,857	841,773
Total	25,721	244,047	733,097	1,161,321	1,432,874	596,717	4,193,777

Table 11. Actual EPDF-EAP Disbursements by Country and Objective (\$)

Country	Objective 1	Objective 2	Objective 3	Objective 4	Subtotal
Cambodia	720	720	-	0	1,440
China	0	309,826	0	0	309,826
Indonesia	0	38,778	38,778	0	77,555
Laos	199,977	0	0	0	199,977
Mekong	923	245,290	0	245,290	491,503
Mongolia	20,592	112,249	77,704	34,545	245,090
Pacific	353,867	47,208	47,208	0	448,283
Philippines	0	209,103	0	0	209,103
Regional	0	1,094,937	399,749	561,938	2,056,624
Timor-Leste	17,233	0	70,260	0	87,492
Vietnam	66,884	0	0	0	66,884
Grand Total	660,195	2,058,111	633,698	841,773	4,193,777

Figure 3. EPDF-EAP Allocations by Objective, as of February 2, 2010

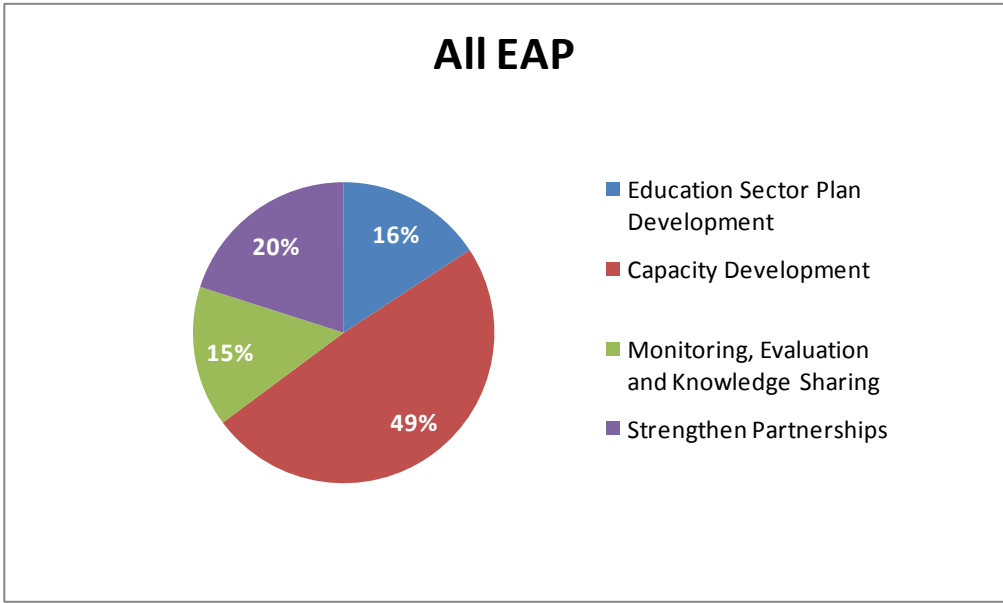
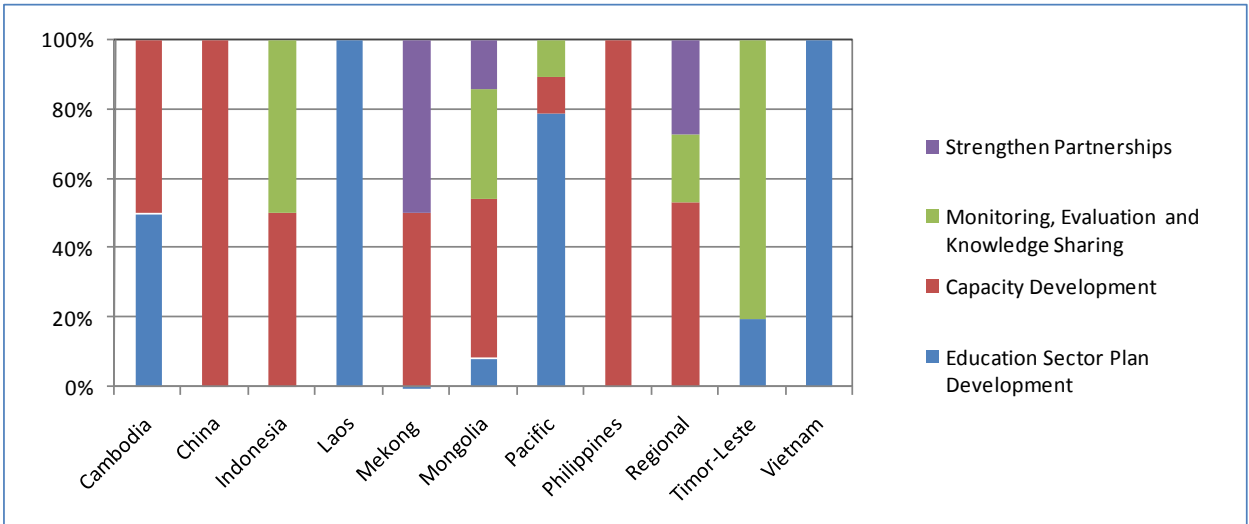


Figure 4. Breakdown of EPDF-EAP Allocations by Country and EPDF Objective, as of February 2, 2010 (%)



Europe and Central Asia Annual Progress Report 2009

1. Summary of Receipts, Allocations, and Disbursements as of February 28, 2010

The EPDF for Europe and Central Asia (EPDF-ECA) was established in 2006 when the region received \$1.06 million from the global EPDF. At that time, Albania, Georgia, Kyrgyzstan, Moldova, and Tajikistan did not have well-developed national education strategies. With support from EPDF, all of these countries successfully prepared national education strategies and EFA-FTI action plans that were endorsed by the respective countries’ donor groups. Kyrgyzstan, Moldova, and Tajikistan received further endorsements from their respective in-country donor group in the form of Catalytic Fund grants to implement their FTI strategy. EPDF funds were essential in helping Kyrgyzstan, Moldova, and Tajikistan develop strategies that in turn helped them receive EFA-FTI funding.

In 2008, Moldova, Tajikistan, and Kyrgyzstan received a further \$2.782 million; these monies are trust funds linked to EFA-FTI projects in each respective country. It took the ECA unit about three months to secure funding for 2008; therefore the unit did not seek additional funding until October 2009. The EPDF-ECA program proposed a budget of \$1 million to support activities in Georgia, the Kyrgyz Republic, and Tajikistan. The 2009–10 indicative budget prioritized the EPDF strategic objectives (i.e., assisting client countries to meet their education goals through education sector development, capacity building, and monitoring and evaluation). Moreover, regional initiatives in cross-country learning and a conference were planned to support knowledge sharing and capacity building.

Implementation of ongoing activities has been satisfactory, albeit slower than envisaged by the region due to *force majeure* factors: economic crisis and changes in leadership.

The tables below provide an overview of EPDF-ECA allocations and disbursements.

Table 12. EPDF-ECA Financial Summary February 2010

	Amount (\$)
Net receipts	3,201,000
Total allocations	2,708,000
Amount disbursed	1,556,000
<u>Memo item:</u>	
Disbursement rate	57%

Table 12. Distribution of EPDF-ECA Allocations by Country (%)

	2006–2008
Total allocated (\$ millions)	1.06
Distribution of allocation by ECA country (%)	
Albania	9 %
Georgia	9 %
Kyrgyz	22 %
Moldova	24 %
Tajikistan	36 %
	100 %

Note: Funds spent in 2006–07 are not clearly discernible under each activity, only as indicated above by country. This problem was rectified starting 2008; the ECA FTI unit now has a clear accounting of how funds are allocated and disbursed according to activity, as can be seen below in table 13.

Table 13. Distribution of EPDF-ECA Allocations by Objective

	2008–10
Total allocated (\$ millions)	2.15
Distribution of allocation by EPDF objective (%)	
<u>Objective 1</u> : Education Sector Plan Development	10 %
<u>Objective 2</u> : Capacity Development	20 %
<u>Objective 3</u> : Monitoring, Evaluation and Knowledge Sharing	24 %
<u>Objective 4</u> : Strengthening Partnerships	26 %
<u>Objective 5</u> : Regional Initiatives	20 %
All objectives	100 %

Table 14. Cumulative EPDF-ECA Allocations by Country, 2006–10 (\$)

Country	2006–2010	% of total allocations to all countries
Albania	75,000	3
Georgia	99,000	4
Kyrgyz	943,000	33
Moldova	665,000	24
Tajikistan	999,400	36

Note: These amounts exclude regional funds that the ECA unit has yet to allocate by country.

Table 15. EPDF-ECA Disbursements by Country, FY2006–10 (\$)

Country	Total allocation	Total disbursement (FY-06-10)					
		FY06	FY07	FY08	FY09	FY10	Total
Albania	75,000	-	63,180	2822	-	-	66,002
Georgia	99,000	23.69	70,293	25,117	-	-	95,433
Kyrgyz Rep.	943,000	178	137,201	53,372	124,361	50,845	365,957
Moldova	665,600	-	140,270	120,168	5,085	119,191	384,714
Tajikistan	999,400	35,802	170,204	123,686	175,284	83,782	588,758

2. Summary of Progress in 2008

EPDF-ECA funds allocated to Georgia, Albania, Moldova, Tajikistan, and the Kyrgyz Republic since 2006 have assisted the development of education strategies and EFA-FTI action plans that were endorsed by in-country donors and other stakeholders in each of these countries. The EPDF has been instrumental in securing further tranches of Catalytic Fund grants for Moldova, Tajikistan, and the Kyrgyz Republic at all stages. The funds have also assisted these countries in developing policy on school construction design and supervision, as well as strengthening monitoring and evaluation systems (which are traditionally weak in these countries).

In Moldova, EPDF funds in 2008 supported a series of important activities that complemented EFA-FTI Year II initiatives that were entirely focused on Early Childhood Development (ECD). Relevant activities related to the EPDF-ECA capacity development objective included support for the preparation of a study on ECD knowledge, attitudes, and practices at the institutional level. This study was conducted to inform the development of curricula and guidelines for pre-service and in-service ECD staff training, the preparation of early learning and development standards and their validation, as well as methodological guidelines on ECD funding for local authorities. At the same time, donor partnerships were strengthened through a successful International Conference on ECD and EFA-FTI in Moldova, which was held in Chisinau (October 12–13, 2009) and jointly supported by UNICEF and EPDF-ECA.

In November 2009, Tajikistan applied and received a third allocation of CF funds—making for a total of \$31.9 million since the end of 2005. EPDF-ECA funds provided important support to education strategy monitoring and updating, third-party verification of FTI grant outcomes by the in-country donor group, and principally, preparation work needed to secure the third allocation. The EPDF-funded technical assistance (TA) has also been an essential aspect of the Ministry of Education’s work in improving the quality of civil works for school construction. EPDF-funded TA activities continue to support Tajikistan and include bringing third-party international experience to support the MOE to develop a site supervision mechanism, revise technical specifications, and further develop bidding documents. Moreover, the funds continue to assist in establishing and strengthening M&E by the MOE, a process that has included further work on the national EMIS and analysis of the national school census data for 2009. EPDF-ECA is an instrumental source for assisting recipients and the in-country donor community in evaluating ongoing reforms (e.g., textbooks, education financing) to support the upcoming revision of the national education strategy.

The Kyrgyz Republic had a productive year in implementing EPDF-ECA funding, resulting in a number of concrete outputs. Approved EPDF funding is aligned so as to support two strategic objectives of the World Bank and donor engagement: (a) development of the education sector plan and strategy and (b) capacity building to improve policy analysis, financing mechanisms, and sector governance.

EPDF-ECA funding also contributed to leveraging additional resources by securing CF grants. With the support of the EPDF, a draft sector strategy (Education Development Strategy 2020) is presently being reviewed and refined by stakeholders for adoption in 2010. A major sector review jointly undertaken by the World Bank and the OECD has produced major policy recommendations. These recommendations are informing the refinement of sector strategy and the development of a sector-wide approach (SWAp) by the World Bank and the EC.

Technical assistance aimed at improving the inter-governmental transfer system through a pilot of per capita funding (PCF) has contributed to refinement of the PCF model. The pilot was subsequently expanded into more regions and underpins the government's decision to roll out such an effort countrywide. These accomplishments have created concrete building blocks for future reform of the education sector; they also provide a critical underpinning for coordinated assistance from the donor community in the Kyrgyz Republic.

Latin America & Caribbean Annual Progress Report 2009

1. Summary of Receipts, Allocations, and Disbursements

The EPDF for Latin America and Caribbean (EPDF-LAC) was established in May 2005. To date, \$4,307,000 has been approved for activities in the region, of which \$4,175,020 has been received from the global EPDF.¹ Approximately 64 percent of this amount has been disbursed or committed (see table 16).

Table 16. EPDF-LAC Financial Summary (as of February 2010)

	Amount (\$)
Net receipts	4,310,000
Total allocation	4,307,000
Amount disbursed	2,436,000
Memo item:	
Disbursement rate	57%

The strategy of EPDF-LAC is to accelerate the achievement of the education Millennium Development Goals, based on two main pillars: (a) education sector plan development (Objective 1) and capacity building (Objective 2) of governments, with a focus on IDA-eligible priority countries; and (b) regional knowledge sharing (Objective 3) in the areas critical for improving the quality of education. Each pillar accounted for about one-half of total allocations and disbursements. The breakdown of cumulative EPDF-LAC funding by country and objective is shown in table 17.

Table 17. EPDF-LAC Allocations and Disbursement by Country and Objective

Country	Original Allocation FY05-10	Disbursement				Sub-Total
		Objective 1	Objective 2	Objective 3	Objective 4	
Guyana	128,800	89,823	60,220			150,043
Nicaragua	467,000		-			-
Honduras	131,950	25,475				25,475
Haiti	650,000	181,277	157,056			338,333
Chile	**			62,410		62,410
Colombia	**			20,000		20,000
Others*	850,000		665,340			665,340
Region	2,079,250			1,155,889		1,155,889
Grand Total	4,307,000	296,575	882,617	1,238,299	-	2,417,490

Notes: * "Other" includes: El Salvador, Guatemala, Honduras, Mexico, Panama, Peru, Guyana (in the Multigrade Project); Haiti, Honduras, and Guyana (in the Early Grade Reading Assessment Project).

** As part of M&E and knowledge sharing in the region, the impact evaluation of the ECD program and the workshop on public-private partnerships were conducted in Chile and Colombia, respectively.

¹ Note that \$325,050 has been received to date for FY2009–10, out of the \$457,000 approved for the region.

2. Progress of Activities (November 2008–January 2010)

During the period from November 2008 to January 2010, six activities have been implemented in the Latin America and the Caribbean region. Two regional activities have been completed in the area of monitoring and evaluation and knowledge sharing. Four country-specific activities to build capacity for improved service delivery are also ongoing in IDA-eligible priority countries.

Six additional activities, including four country-specific and two regional activities, are currently being prepared. These activities are expected to further develop policy making, implementation, and the monitoring and evaluation capacities of the governments of Nicaragua, Guyana, and Honduras, as well as facilitate knowledge sharing in two critical areas for improving education quality: information and communication technology (ICT) and early childhood development.

All of these activities are Bank-executed, except for the Second Regional Comparative Study, which was implemented by UNESCO. These activities have been developed through discussions and consultations with stakeholders and their respective governments, and implemented in collaboration with them. The activities during this reporting period are summarized in table 18, followed by the progress of each activity.

Table 18. EPDF-LAC Project Summary (Nov 2008–Jan 2010)

Project Name	Country	Allocated	Disbursed	Status	Closing date	Year Approved	EPDF Objective
UNESCO: Support for the Second Regional Comparative Study	Region	483,000	483,000	Completed	6/30/09	2006	M&E/KS
Fe y Alegria Workshop	Region	50,000	23,000	Completed	6/30/10*	2005–0/6	M&E/KS
Early Grade Reading Assessment	Haiti, Honduras, Guyana	350,000	156,546	Active	6/30/10	2007	CD
Consultation	Guyana	50,000	10,220	Active	12/31/10	2007	CD
Strengthening Government Capacity for Policy Design	Haiti	500,000	139,739	Active	8/31/11	2008	CD
Early Grade Reading Assessment	Nicaragua	150,000	0	Active	8/31/11	2008	CD
National Assessment	Nicaragua	147,000	0	Pipeline		2008	CD
Application for Catalytic Fund	Nicaragua	175,000	0	Pipeline		2008	CD
ICT and Education Conference	Region	300,000	0	Pipeline		2008	M&E/KS
ECD Knowledge Sharing	Region	246,250	0	Pipeline		2009	M&E/KS
Teacher Education	Guyana	78,800	0	Pipeline		2009	CD
Monitoring and Evaluation	Honduras	131,950**	0	Pipeline		2009	CD

Notes: * The Fe y Alegria workshop was implemented using savings from South-South knowledge exchange approved in 2005 and 2006.

** The amount had yet to be received as of January 31, 2010.

3. Monitoring, Evaluation, and Knowledge Sharing

Second Regional Comparative and Explanatory Study (SERCE): UNESCO

The member countries of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), led by UNESCO’s Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO), launched SERCE in 2002, drawing on experiences and lessons of the first study in 1998. The main objective of SERCE was to gather valid, accurate, and reliable data to investigate how much students learn, and to analyze the factors that influence learning—with an emphasis on what takes place in classrooms and schools. SERCE evaluated the performance of 3rd graders in mathematics and language (reading/writing) and of 6th graders in mathematics, language, and natural sciences.

EPDF-LAC assisted LLECE to implement the final phase of the study: analysis of results and compilation and dissemination of the study through workshops, technical training, and production of materials. The first report on SERCE results was published in June 2008 and shared with the region. The final report is available online: <http://www.educationfasttrack.org/financing/epdf/activity-search>. The results are presently being further discussed and integrated into educational and social policies for enhancing and strengthening the quality of public education in 16 participating countries in the region, as well as providing insights to non-participating countries.

Fe y Alegría Workshop

Fé y Alegría is a nongovernmental organization (NGO) that provides, in partnership with governments and civil society organizations, formal as well as informal learning opportunities to poor children; teacher training; and services that promote community development. It has a large network of schools, radio stations, and distance-learning centers, and reached more than 1.3 million beneficiaries in 2006 alone. The NGO is playing a critical role in the region's EFA initiatives.

As part of a strategy to strengthen South-South collaboration, EPDF-LAC co-financed the regional workshop "Fe y Alegría: Expanding the educational opportunities of quality in Latin America" held in Lima, Peru, from October 19 to 21, 2009. The main objective of the workshop was to share the educational experience of the International Federation of Fe y Alegría, which has been working with low-income children in 17 countries in the region. The workshop was attended by about 80 participants from 20 countries, including delegations from the ministries of education of Bolivia, Chile, Colombia, Honduras, Nicaragua, Panama, and Peru, as well as staff from the World Bank, the Inter-American Development Bank (IDB), International Labour Organization (ILO), UNESCO, OEI, and representatives of several NGOs.

The October workshop sessions focused on analysis of the outcomes of the Fe y Alegría schools; school management, classroom management, teacher selection and training, and the financing of education. They also examined case studies to draw key lessons. The workshop provided an effective forum for cross-country exchanges and drew the interest of participants from governments and schools to implement good practices.

4. Capacity Development

Early Grade Reading Assessment (EGRA)

EPDF-LAC has supported EGRA—an assessment designed to measure basic literacy skills in the early grades—in Haiti, Guyana, Honduras, and Nicaragua. The Research Triangle Institute (RTI), which developed EGRA in collaboration with the U.S. Agency for International Development (USAID), was hired to provide technical assistance to the respective governments. Assessments have been completed in Haiti, Guyana, and Honduras, and one is currently underway in Nicaragua.

Haiti. French- and Haitian Creole-language EGRAs were developed and adapted to the local context. These language-specific EGRAs were pretested in schools on the outskirts of Port-au-Prince and further modified, based on thorough analysis of the pretest. The final sample of 1st to 3rd graders comprised 2,515 students from 84 schools. The final report, expected in early 2010, will present a baseline study on early-grade reading for Haitian students in the administrative districts of Artibonite and Nippes and assess the impact of the FTI educational program on students' reading competency.

Honduras. A total of 1,738 students from grades 2–4 from 72 schools in the Community-based Education Program (PROHECO) were assessed. The work was completed in January 2009 and the final report on EGRA results was discussed with the government in a workshop in February 2009. The report provided valuable inputs to the government’s education policies. In addition, the government agreed to define national reading standards, expand EGRA to further compare the results, promote community and parental involvement, and review certain educational strategies.

Guyana. From 2008 to 2009, RTI worked with the Ministry of Education to adapt the EGRA instrument to the local context, pretested it for reliability and validity, trained local enumerators and supervisors, supported data collection, and analyzed the results. The random sample consisted of 2,699 2nd, 3rd, and 4th grade students in 60 schools from over six regions of the country. A report on the EGRA results was presented by RTI, the World Bank, and MOE in September 2009. The results informed the government of particular areas where children are grasping early literacy concepts and where they need more instruction. It also provided information on contributing factors to the acquisition of reading skills, including school and community characteristics.

Nicaragua. The EGRA program in Nicaragua was designed to assist the MOE to: (a) complete and expand the Spanish- and Miskitu-language EGRA conducted in 2007 with USAID and (b) develop Panamahka- and Creole-language EGRA tools in support of the government’s Intercultural Bilingual Education Program. A **Spanish-language EGRA** was administered across a sample of around 20 primary schools in the North and South Atlantic Autonomous Regions (RAAN/RAAS). The **Miskitu-language EGRA** tool was revised and is currently being used in the same sample of primary schools in RAAN/RAAS. Both data sets are being processed and analyzed. The final report will be prepared in early 2010 and disseminated in collaboration with USAID before the start of the next school year in 2010. In addition, **Panamahka- and Creole-language EGRA** tools have been designed and validated in pretesting of a small sample of students in RAAS/RAAN.

Haiti: Strengthening Government Capacity for Policy Design

EPDF-LAC has been supporting the Government of Haiti to finalize policy work subsequent to its request for membership in the EFA-FTI partnership. The first component of the project has been completed (inputs for the finalization of the education action plan). With respect to the second component, the objective of finalizing ECD policy remains valid. However, continuing the analytical assessment as previously conceptualized is no longer relevant, given the emergency situation. Instead, it has been agreed that an operational approach to determining the policy was more appropriate; therefore, the services of a firm will be retained to assist the government in developing a protocol for Ready-to-use Supplemental Food and piloting a service delivery model. These activities will inform the eventual policy and strategy choices of the government from an operational perspective and will include collection of data on food consumption patterns in young children. This data will complement analytical work under the nutrition cluster, so as to better plan corresponding education activities under the policy.

Guyana: Consultation

EPDF-LAC has supported the costing of the Government’s Education Sector Plan for 2008–2013. This task included technical assistance to train key Ministry of Education staff in the Planning Unit and Finance Department to use software for planning, estimating, and forecasting education programs. The initial training and delivery of the costed Education Sector Plan took place in 2008. Follow-up training took place in May 2009.

Middle East and North Africa Annual Progress Report 2009

1. Summary of Receipts, Allocations, and Disbursements, as of February 2010

The Middle East and North Africa (MENA) region received a total of \$2,685,000 in EPDF funding over the 2006–2008 period. As shown in table 19, as of February 20, 2010, the region has disbursed \$2,217,500; the remaining \$467,492 will continue to be used to support ongoing activities. For the new EPDF-MENA, the region has proposed to implement various activities that are closely aligned with EPDF objectives. The request was approved in November 2009, with a new allocation of \$2,358,000. Combined with the remaining available balance from the previous allocation, the region has a total of \$2,825,492. Of this total amount, the region has disbursed \$826,535, or 29 percent of the total available balance (see table 20).

Table 19. Financial Summary of EPDF-MENA 2008, as of February 20, 2010

	Amount (\$)
Net receipts (2006–2008)	\$2,685,000
Total disbursements	\$2,217,500
Memo item	
Disbursement rate	83%

Table 20. Financial Summary of EPDF-MENA, 2008 and 2009, as of February 20, 2010

	Amount (\$)
Cash available from EPDF 2008	\$467,492
Approved new allocation EPDF 2009	\$2,358,000
Total available	\$2,825,492
Disbursements	\$826,535
Memo item:	
Disbursement rate	29%

The MENA region has three accounts (two accounts for country-specific activities, one for region-wide activities) to separately account for and report on disbursements and implementation progress. Aligned with the EDPF framework, two IDA countries (Djibouti and Yemen) that place high priorities on the achievement of the education MDGs (e.g. universal primary education and gender equity in basic and secondary education) are directly supported by country-specific funding. Other region-wide activities aim to support achievement of the MDGs and other development goals by knowledge sharing and strengthened partnerships, given that reform issues are mutually relevant and interwoven across countries.

Promoting a region-wide approach is thus a critical element for effective social and economic growth. Considering the size and nature of the project portfolio, the allocation for Djibouti was 23 percent of the total allocation, and that for Yemen, 43 percent. Some 34 percent of total EPDF-MENA funds were allocated to regional activities. As shown in table 21, Yemen has fully disbursed its funding, Djibouti plans to fully utilize its funding to complete ongoing activities, and implementation is progressing well for all regional activities. All teams plan to complete disbursement of EPDF-MENA

2008 funds in the coming few months. Summary of implementation progress, achievements, and lessons are provided in the following sections.

Table 21. Actual EPDF-MENA Allocations and Disbursements by Country (EPDF 2008)

Country	Receipts (\$)	Allocation share (%)	Disbursements (\$)	Disbursement rate
Djibouti	\$300,000	23%	\$134,169	45%
Yemen	\$555,030	43%	\$554,656	100%
Regional	\$439,000	34%	\$137,710	31%
EPDF 2008 total	\$1,294,030	100%	\$826,535	64%

2. Summary of Achievements

This section provides a narrative summary of achievements for each EPDF objective.

Objective 1: Education Sector Development

Yemen. Supported by EPDF-MENA 2006–2008, the Government of Yemen successfully produced a National General Education Strategy (NGSES), which contributes to shaping various reform agendas. For instance, the strategy helped the design of a project that targets school-based reform efforts. Similarly, another activity under Objective 1 aimed at restructuring the MOE budget system; this activity has been completed. Another major product was a Country Status Report, the very first comprehensive examination of the entire education sector. Production of the report was completed and dissemination of key findings is being organized under the new EPDF.

Djibouti. A comprehensive sector analysis was conducted with in-depth economic analysis. Completed in December 2009, it is being shared and utilized by the government and development partners to guide current and future reforms. Building on the successful completion of this analysis, the EFA-FTI team has started a new activity to develop a National Strategy on Technical and Vocational Training (TVET), as the analysis pointed out the need to strengthen this subsector in order to achieve holistic growth of the education system. This new activity is described under the subsection below entitled “Status of Newly Approved Activities.”

Objective 2: Capacity Development

Djibouti. Workshops were held to conduct a comprehensive sector analysis. A needs analysis was completed in December 2009, with a clear consensus and understanding of the intended study. Initial activities to design and implement the study are underway.

Region. A regional study of Early Childhood Development (ECD) is being prepared jointly with the Wolfenson Center at Brookings Institution. Four countries (Lebanon, Morocco, Syria, and Yemen) have been selected for this study and the work is planned to be completed in April 2010. Utilizing both quantitative and qualitative data, the study seeks to take stock of ECD development status in the region and provide policy recommendations. Local researchers will conduct stakeholder interviews to collect in-depth data. Dissemination of major findings is planned as part of capacity building and knowledge sharing among regional partners, such as ISESCO and AGFUND to be organized in early 2011.

Objective 3: Monitoring, Evaluation, and Knowledge Sharing

Yemen. Several studies and surveys were successfully completed with support from EPDF-MENA. These studies include a baseline survey for a pilot of a Conditional Cash Transfer program; an assessment of the impact of school fee abolition; a study of the education status of marginalized groups; and a tracer study of secondary education graduates. Findings from these studies are being utilized for the design and implementation of other activities directly linked to ongoing operational projects.

Djibouti. An education monitoring and information system (EMIS) was established and has begun collecting data and statistics. This is a major achievement, given that many countries in the region, regardless of the size of their national economy (or GDP), are still struggling to create an operational EMIS. This progress illustrates the country's commitment to effectively using EPDF funding to deliver useful tools that can inform policy making.

Region. EPDF 2008 supported a Rabat skills and competitiveness workshop that was completed successfully and led to several follow-up activities. One such activity was a high-level Knowledge Economy and Education Conference in Tunis. In collaboration with a regional partner (ISESCO) and the Government of Tunisia, the conference was held in December 2009 with clear outcomes, including: (a) deepened knowledge on policy and practice with respect to the knowledge economy, from both a regional and global perspective; (b) confirmation of a high-level consensus that the knowledge economy plays a critical part in education and social reforms; (c) agreement to implement further follow-up activities to maintain momentum and produce tangible work. The conference also contributed significantly to strengthening regional partnerships; and the World Bank is working closely with these partners to implement follow-up activities.

Objective 4: Strengthening Partnerships

Yemen. Partnership Forums were held to ensure donor harmonization and strengthen mutual support for the country's education reforms. Lessons learned from project implementation were shared and donors and local education partners had lively discussions, rebuilding their commitment to minimizing both duplication of efforts and the reporting burden on the government, as well as reconfirming the importance of inclusive, orchestrated efforts to promote a sector-wide approach.

3. Status of Newly Approved Activities

The MENA proposal for EPDF 2009 funding was approved on November 6, 2009, and the region had received a total of \$2,358,000 in financing as of February 20, 2010. The planned internal allocation of this new funding is described in figures 5 and 6. Since the November approval of the new allocation, country teams have been closely working with their counterparts to initiate activities and all implementations are currently on track. Detailed Concept Notes were prepared and reviewed to ensure clear planning and swift implementation.

Figure 5. Planned Allocation of EPDF-MENA Funding by Country

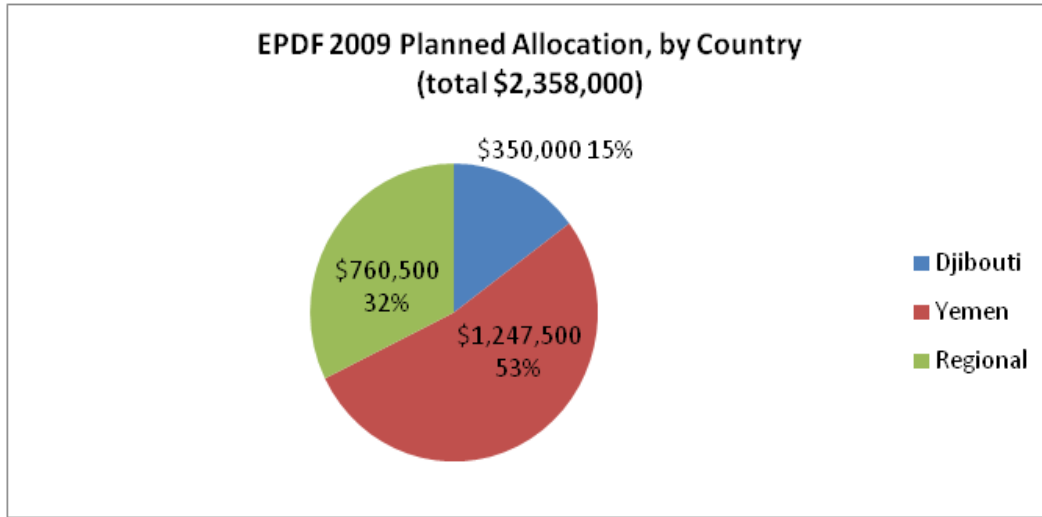
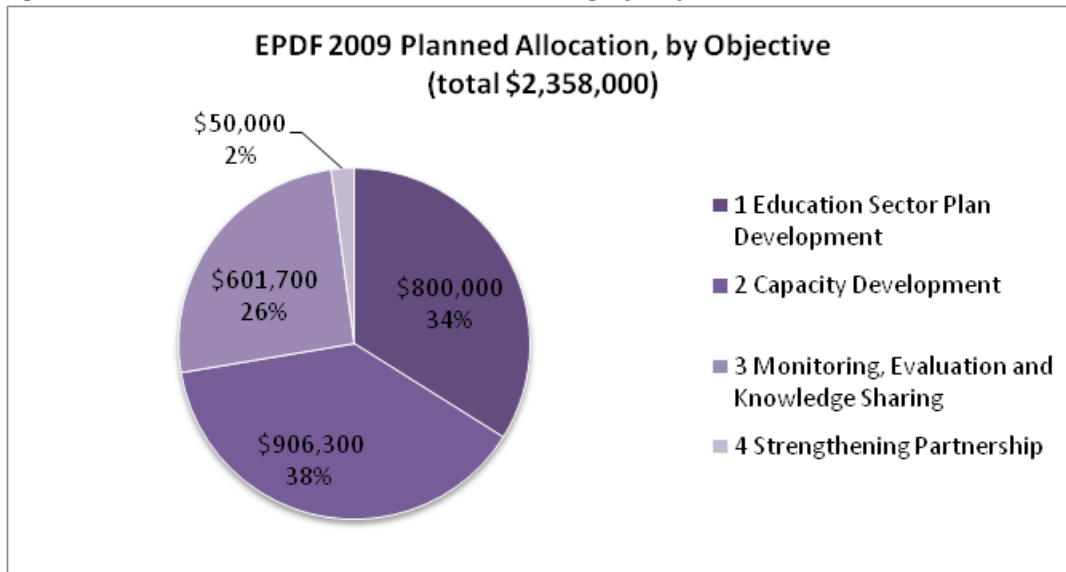


Figure 6. Planned Allocation EPDF-MENA Funding by Objective



Yemen. Given that it has a large portfolio that covers all EPDF objectives, EPDF-MENA plans to allocate 53 percent of its total allocation (\$1, 2475, 000) to Yemen. With respect to Objective 1, the team is working on the printing and dissemination of the first comprehensive Country Status Report (CSR) in Yemen, which was successfully produced with the support of previous EPDF funding. The key report findings will be disseminated to support reforms going forward. The report also leads to another activity—development of a National Vision for Education. Based on a recommendation by the CSR, development of a Technical and Vocational Education Training (TVET) strategy will be also part of the activities under Objective 1, as this subsector closely relates to the development of a holistic national education vision. For Objective 2, the team places special emphasis on capacity building for MOE staff to effectively promote various areas of education service delivery. Relevant training workshops are being planned.

Further, building the M&E capacity of the Government of Yemen will involve (a) a diagnostic study of education data production in the country and (b) an impact evaluation of conditional cash transfers. Initial preparation is underway for timely implementation and the Bank team is closely monitoring progress on the two studies. Participation in the Trends in International Mathematics and Science Study (TIMSS) will also be included as part of capacity building in education data collection, analysis, and strategic policy formation. Yemen participated in a first workshop and has laid out a plan for subsequent activities. The World Bank is in close communication with a team responsible for other countries' participation in TIMSS to ensure that the proper technical and logistical intervention is made in a timely fashion. The country has accordingly been participating in introductory sessions and workshops on TIMSS.

Djibouti. The planned allocation for Djibouti is \$350,000, which represents 15 percent of the total allocation to EPDF-MENA, and will support EPDF Objective 1: development of the country's third Education Sector Plan (PAE-III). The PAE-III is expected to serve as an action plan for the entire education sector, from ECD to higher education, including informal and formal education. The team is ensuring that the first steps (e.g., identification of consultants, development of terms of reference, etc.) are being completed in close collaboration with their country counterparts. Initially Djibouti's participation in TIMSS was proposed, but it has been decided that this activity will not be pursued, based on a joint decision by the government and the World Bank team, one that recognizes the country's readiness and other constraints.

Regional activities. The planned allocation for regional activities is \$760,500, which will cover mainly Objectives 2 and 3 of the EPDF framework. As mentioned above, a regional ECD study is underway in four selected countries. Another large-scale regional study is being prepared to examine national-level teacher policies in 10 countries: Djibouti, Yemen, Egypt, Jordan, Lebanon, Tunisia, Syria, Morocco, Kuwait, and the West Bank and Gaza. This study will enable both regional and global comparisons of national teacher policies. The first round of surveys will be conducted in March–April 2010 and preliminary findings will be shared directly with policymakers and education stakeholders and regional conferences (e.g., the May 2010 Education Summit in Qatar). This will be the very first comprehensive study in the region to holistically examine teacher policies and their linkages to incentives and the state of governance in the education sector.

Another major activity under Objective 2 is supporting the participation of four countries in TIMSS. Morocco, Syria, Lebanon, and West Bank and Gaza will benefit from participation in regional and international workshops to acquire the data collection and analysis skills needed to effectively analyze student outcomes and inform policy making. All four countries participated in initial mandatory workshops and are on track to prepare for TIMSS 2011 implementation.

Under Objective 3, a major regional event to promote knowledge sharing on ICT and education is planned as part of the Qatar Education Summit in May 2010. The conference will have a thematic session on contemporary ICT issues at which regional and global experience will be discussed and disseminated. Given that ICT has increasingly become part of the top agenda in education reform in many countries in the region, the conference is expected to produce meaningful outcomes for high-level policymakers. Another activity that aims to promote Objective 3 is the development of benchmarking tools to examine the performance of the education sector in Arab countries. Tool development will be carried out in collaboration with regional partners, such as ALECSO, and is expected to generate tangible outcomes (e.g., an interactive online benchmarking tool). This activity

will build also develop capacity in Arab member states in the monitoring and evaluation of education sector performance, supporting them with data collection and management. The regional partner will lead regional consultation and dissemination events in close communication with the World Bank team. The product is expected to be completed before June 2010.

South Asia Progress Report 2009

1. Summary of EPDF-SA Receipts, Allocations and Disbursements

Table 22. EPDF-SA – Financial Summary (as of February 28, 2010)

	Amount (\$)
Net receipts	9,768,000
Total allocation	9,768,000
Disbursements	7,440,000
<u>Memo item:</u> Disbursement rate	76%

2. Regional EPDF Highlights, Achievements, and Lessons Learned

All countries in the South Asia region are committed to meeting the challenges of education system development and have committed to achieving the education-related targets of the Millennium Declaration of 2015. The EPDF for South Asia (EPDF-SA) supports countries in the region to improve the following crucial areas of the education system:

- development of country programs;
- capacity development and just-in-time advice to facilitate the sharing of global experience; and
- evaluations to generate knowledge and inform policy.

A key challenge in the latest round of EPDF-SA funding has been getting funding activities started on time, given that the resources for the latest round only started flowing in April 2009 (and these were only partial resources). This lag has delayed several activities owing to the unavailability of consultants. This problem is now being addressed: most teams have begun to start utilizing their resources, while others are in the process of doing so. Funded activities are described below.

Support for country sector program development

Over the past year, EPDF support has assisted in the development of country sector programs. EPDF resources have ensured that country programs are developed in an expeditious manner, with the assistance of the World Bank and other development partners. Support has been used to:

- support the Government of Bangladesh to develop a primary education program focused on issues of access, equity, and quality;
- support the Government of Nepal to develop a school sector reform program aimed at enhancing access to and improving the quality of primary and secondary education;
- develop a basic education program in Sindh province, Pakistan;
- strengthen reform programs to improve the assessment system in Pakistan;

- work with the Government of Pakistan to develop a reform plan for higher education that complements and reinforces activities at the basic and secondary levels; and
- assist the Government of India to develop a strategic plan for the expansion of good-quality secondary education.

Box 1. Education Sector Development Program in Sindh Province, Pakistan

The objectives of the Sindh Education Sector Development Program are to improve low participation, retention, and transition rates; high gender and regional disparities; and poor-quality elementary education. EPDF resources have been used to both develop and implement a strategic framework for education in the Indian province, as well as evaluate key interventions that were previously implemented to improve access and enhance quality. These resources have been supplemented by funding from the World Bank and the EC.

Key areas where assistance has been delivered include:

- improving education sector management through reforms to strengthen the functioning, capacity, and accountability of provincial and district education management in line with devolution objectives;
- providing incentives to district governments to improve service delivery;
- strengthening the role of school management committees in school development and monitoring;
- improving access to quality schooling, with a particular focus on rural areas and girls, through reforms that improve the quality and utilization of physical infrastructure in schools);
- addressing implementation bottlenecks and improving the effectiveness of incentive programs (e.g., free textbooks and girls' stipends);
- launching partnerships with the nongovernmental and/or private sector to increase access and quality;
- improving the quality of teaching and learning through the institution of merit-based teacher recruitment, together with improved accountability of teachers;
- establishing a competency-based system for teacher education and continuous teacher professional development; and
- strengthening the assessment of student achievement in the provincial education system.

Building in-country technical and institutional capacity

Capacity building is being undertaken in critical areas for developing national education strategies and programs (see list below). Some of these activities involve several countries, allow for comparative analysis, and strengthen the knowledge base—thus allowing for more informed policy dialogue and sowing the seeds of future reforms. This work is helping build capacity in various countries in the region, as it relies largely on local expertise (i.e., local research institutes, universities, and consultants). Analytical work is, moreover, drawing on several sources of financing, including World Bank’s own budget and co-financing provided by other development partners. Work underway includes:

- building state government capacity to integrate approaches to child development in Madhya Pradesh, India (see box 2);
- a forum on teacher education and development in India that focuses on improving the governance and accountability of teachers;
- a workshop on strategic choices for higher education reform in South Asia;
- development of a collection of policy briefs that provide guidelines, alternative implementation strategies, and examples of teacher issues relevant to the South Asian region; and

- provision of on-demand, just-in time technical support and expertise in areas where governments can benefit from international expertise and good practice.

Box 2. Pilot on Integrated Child Development in Madhya Pradesh, India

This EPDF-funded activity is a three-year multisectoral action research project that will pilot a decentralized, outcome-focused planning model. The project seeks to achieve: (a) more effective service delivery of centrally sponsored schemes for children of pre-natal ages to 11+ years and (b) behavioral changes among communities related to health, education, and nutrition. The pilot focuses on the preparation of convergent village plans for children using a participatory approach and will promote child development and early education in a holistic manner. The project seeks to improve service delivery through capacity building, improved monitoring, and promoting a convergent approach to the planning and implementation of children's programs, with a view toward optimizing educational outcomes.

The pilot is process-based, enabling the team to identify impediments in convergence and participatory planning, as well as try out solutions that have relevance for all centrally sponsored childrens' schemes, given that these schemes are moving into a decentralized mode. The project is being carried out in Bajna Block in Madhya Pradesh. The pilot has a rigorous monitoring and impact evaluation component. Baseline survey results show poor child development indicators, little community awareness, and poor service delivery. While an endline survey is being planned that will measure improvements in outcomes as a result of the intervention, focus discussions show that the pilot has already had an impact on improving service delivery.

Monitoring and evaluation to strengthen the knowledge base

EPDF-SA funds are being utilized to support the strengthening of monitoring systems to provide up-to-date and high-quality data and reports on key outcome indicators. Detailed monitoring data, enhanced institutional monitoring capacity, and lessons learned from rigorous impact evaluations have helped improve implementation knowledge, such as how to target specific services to poor children and children from indigenous and remote households.

Improving learning outcomes has a significant role in the region's educational quality strategy. EPDF-SA resources have been used to develop and pilot learning assessments in most countries of the region and have begun supporting capacity-building efforts to improve learning assessment systems, including the development of instruments, analysis, reporting, and dissemination. Activities financed include the provision of short- and medium-term international technical expertise, as well as skills development of staff responsible for research and impact evaluation of quality initiatives. Skills development has encompassed short-term technical training courses, collaborative research and evaluation, and participation in international and national workshops and seminars on the evaluation of education quality initiatives.

EPDF support is also being provided to strengthen monitoring systems and evaluate the impact of specific types of reforms in primary and secondary education, especially to examine whether these interventions have been successful in enhancing access to education on the part of girls, the poor, and other disadvantaged groups. As evaluating the impact of interventions is a long-term process, many of these activities, which draw on several sources of financing, are ongoing. Governments, development partners, and local research institutions are closely involved in the M&E exercise, which also benefits from World Bank

staff time covered by the Bank budget. There has been significant cross-country sharing of experience and knowledge sharing on the topic of M&E. Supported activities include:

- assisting the Government of Pakistan in developing an effective education monitoring system that provides feedback for policy making, as well as evaluating the impact of stipend and public-private partnership programs in the Punjab and Sindh provinces of Pakistan;
- evaluating the long-term impact of contract teachers in India to assess whether they are an effective means of expanding the supply of education without compromising quality, including whether they are less effective than regular teachers and the impact of school inputs and teacher incentives on learning outcomes;
- assessing the impact of conditional cash transfer programs at the secondary level in Bangladesh to determine their effectiveness in (a) enhancing the educational access of girls and poor students and (b) improving the quality of education, and
- tracking education expenditures at the primary level in Bangladesh to explore the effectiveness of financial systems typically used for funds disbursement, in addition to studying the ability of local governments to monitor compliance of programs.

3. Mechanisms and Grant Procedures

A specific format has been developed for each proposal submitted to EPDF-SA. The proposal is reviewed by the World Bank Sector Manager (and relevant staff, depending on the nature of the proposal) and is either accepted, comments are given for strengthening the proposal for resubmission, or it is rejected. In addition, the concept notes and final products produced by funded activities are subject to a rigorous review process.

3. How the Local Education Group Contributes to Grant Execution

Most countries in the region have a very active in-country development partner group and discuss EFA-FTI activities at bi-weekly or monthly meetings. In addition, a Regional Advisory EPDF Committee is comprised of the education sector manager for the region, plus six people representing a mix of education sector development partners and the South Asian countries. Members of the committee are representatives of such key partners as DFID, EU, CIDA, NORAD, UNICEF, and UNESCO.

In addition to communicating proposals and requesting comments from each of the committee members, donor groups at the country level have held intense consultations. For example, in India, the main development partners are DFID and EU; the DFID education specialist is also a member of the Advisory Committee. Not only have all EPDF activities been discussed with in-country donors, they have also been viewed as inputs into the first and second phases of India's elementary education program. Several of these activities are co-financed by DFID.

The local donor group vetted all proposals in the latest round submissions to EPDF and those approved by them were submitted to the EPDF Committee.

Inclusion. The local donor group also examines how well a proposed activity deals with gender equity, HIV, disabled children, marginalized groups, orphans, and children who live in remote areas, among other disadvantaged groups.

The activities carried out under EPDF-SA have paid special attention to the educational inclusion of girls and marginalized children (e.g., children with disabilities and those who are hard to reach). Realizing that these groups have frequently faced significant obstacles to accessing educational opportunities and receiving a quality education, the World Bank has used EPDF-SA resources to work closely with governments to remove constraints to education and expand participation in the general schooling system, ensuring that families and schools have the support and tools needed to ensure their participation.

Table 23. Summary of EPDF Activities in South Asia Region by Objective

Activity	Level	Coverage	Allocated Amount (\$)
Objective 1. EDUCATION SECTOR PLAN DEVELOPMENT			
AFGHANISTAN			
Education sector strategy in support of basic education development to strengthen professional development of teachers	Post-basic education linked to primary and secondary education support	Afghanistan	\$120,000
BANGLADESH			
Education sector review to support next generation of reforms and prepare for donor endorsement	All, but with special emphasis on primary and secondary education	Bangladesh	\$565,000
Strengthen Directorate of Primary Education (DPE) capacity to make more strategic reform choices and then implement a sound strategy for the next phase of the primary education program	Primary	Bangladesh	\$755,000
Establishment of performance standards and assessment of teachers' qualifications in the primary education subsector	Primary	Bangladesh	\$90,000
BHUTAN			
Education sector plan to complete support for FTI endorsement Technical support to expand strategy at higher levels of education	Basic and post- basic education	Bhutan	\$170,000
INDIA			
Improving opportunities of low-income and disadvantaged graduates for transition from primary to secondary and higher levels of education	Primary and secondary	India	\$150,000
Strategic plan for expansion of secondary education	Secondary education	India	\$60,000
MALDIVES			
Education sector analysis and strategy development	Primary	Maldives	\$100,000
NEPAL			
School sector reform program	Primary and secondary	Nepal	\$50,000
PAKISTAN			
Higher education reforms	Higher	Pakistan	\$80,000
Quality improvement strategy development	Basic	Pakistan	\$115,000
Sindh education sector strategy	Primary and secondary	Sindh	\$135,000
Sindh education sector reform to support preparation and donor endorsement of a 3- year education sector program aimed at increasing school participation, retention, completion and learning, particularly among disadvantaged population groups and underserved localities	Primary and secondary education	Sindh	\$550,000
SRI LANKA			
Education sector development framework and program to support preparation of an education sector plan aimed at strengthening decentralized delivery of education services and improving learning outcomes of students from disadvantaged and underdeveloped areas	Primary and Basic	Sri Lanka	\$150,000
Higher education strategy	Higher	Sri Lanka	\$90,000

Objective 2. CAPACITY DEVELOPMENT

Objective 2. CAPACITY DEVELOPMENT			
AFGHANISTAN			
Strengthen MOE capacity for donor coordination and aid effectiveness in the education sector	Basic education (primary and secondary education)	Afghanistan	\$120,000
School-based management and community mobilization to improve quality of service delivery and girls safe participation	Primary and secondary education	Afghanistan	\$150,000
BANGLADESH			
Improving monitoring and evaluation capacity of the Directorate of Primary Education (DPE)	Primary	Bangladesh	\$100,000
Primary education sector development to strengthen Directorate of Primary Education capacity to implement a sound strategy for the next phase of implementation of the primary education program	Primary	Bangladesh	\$160,000
Improving teacher quality for the disadvantaged in support of the government's EFA goals	Primary	Bangladesh	\$60,000
Inclusive education to ensure social and academic participation of children with mild to moderate disabilities in primary schools	Primary (classes 1–5)	Bangladesh	\$190,000
Quality Improvement and strategic policy development (This request complements the "College Sector Strategy," and the implementation of the activities under the two requests will be closely synchronized)	Post-Basic	Bangladesh	\$220,000
Support to build capacity for administration, monitoring, and evaluation of a pro-poor stipend program	Secondary, with potential replication at primary level	Bangladesh	\$60,000
Skills development program to help women, street children, and school dropouts to access further education and training opportunities and improve their productivity and employability	Secondary, and post-basic	Bangladesh	\$140,000
BHUTAN			
To assess the capacity of the Royal University of Bhutan's (RUB) teacher training colleges and institutes and in-service teacher training programs to deliver quality and relevant programs efficiently and – in the context of a planned expansion which will double the intake over the next five years – sustainably.	Post-Basic Education linked to Primary and Secondary Education Support	Bhutan	\$35,000
Teacher Classroom Participation	Basic	Bhutan	\$50,000
INDIA			
India: MP integrated child development capacity building	Early childhood development and preschool (early childhood education), which influence primary education outcomes and primary education	220 villages in Bajna C.D Block, Madhya Pradesh, India	\$473,560
India: Capacity building on governance of education	Primary and secondary education	India	\$40,000
Conference on Strategic Choices for Higher Education Reform		South Asia	\$40,000
Teacher development and management resource	Basic	South Asia	\$76,400
MALDIVES			
Strengthen post-basic education capacity to produce higher quality primary teachers and principals	Higher education (intended to produce quality primary school teachers)	Maldives	\$100,000

NEPAL			
To support MOE in institutional capacity strengthening component of the School Sector Reform Program in general, and in particular, establish a systematic learning assessment system and pilot various approaches to capturing school-level data in support of further strengthening the EMIS system	Basic (grades 1–8)	Nepal	\$400,000
Secondary school stipend program to strengthen local capacity to implement a targeted school stipend program	Secondary	Nepal	\$40,000
PAKISTAN			
North West Frontier Province education program to ensure universal completion of adequate-quality primary education	Primary	Pakistan, NWFP	\$150,000
Strengthen capacity of key provincial education reform stakeholders in the design and implementation of education reforms to improve school participation, reduce gender and rural-urban disparities in school participation, and improve student learning	Primary and secondary	Sindh	\$120,000
SRI LANKA			
Institutional strengthening of the national and provincial education agencies to achieve EFA goals for children from disadvantaged regions	Primary and basic	Sri Lanka	\$150,000
Strengthen post-basic education capacity to produce better quality primary teachers	Higher education (aimed at producing quality primary school teachers)	Sri Lanka	\$250,000
Strengthen post-basic education capacity to undertake research into issues of access, quality and equity of primary education	Higher education (aimed at research to improve primary education coverage, equity, and learning outcomes)	Sri Lanka	\$150,000
Strengthen capacity of MOE and provincial authorities to achieve EFA goals for children from marginalized groups	Basic	Sri Lanka	\$100,000
Objective 3. MONITORING, EVALUATION, AND KNOWLEDGE SHARING			
BANGLADESH			
Secondary education quality and access enhancement project impact evaluation	Secondary	Bangladesh	\$550,000
Public expenditure tracking of demand and supply intervention at primary level	Basic	Bangladesh	\$150,000
BHUTAN			
Teacher professional development evaluation	Basic	Bhutan	\$50,000
INDIA			
Teacher accountability and school outcomes	Primary	Madhya Pradesh, Uttar Pradesh and Karnataka	\$550,000
International conference aimed at improving quality of post-basic education, grades 9–12	Secondary education, particularly grades 9 and 10, and links to elementary education learning outcomes	India	\$250,000
Improving learning outcomes and completion rates of elementary education	Elementary (grades 1–8)	India	\$300,000

India skills development program to help women, school dropouts, and other students to access further education and training opportunities and improve their productivity and employability	Post-basic, secondary, and post-secondary	India	\$125,000
India: improving quality of primary education Sharing knowledge on impact of an experiment with teacher incentives on children's learning in rural India	Primary (grades 1–5)	India	\$100,000
Impact evaluation of the Bachpan project Sharing knowledge on the impact of decentralized and convergent planning of health, nutrition, and early childhood education interventions (targeted to pre-natal to 11+ age group) on children's learning (3-year project implemented in Madhya Pradesh)	Early childhood (pre-school) education, primary education	Survey of 4,500 households, 300 service delivery centers in 2 blocks of Ratlam district, Madhya Pradesh, India	\$90,000
India: participation in the Programme for International Student Achievement (PISA) Provide the first objective, internationally comparable evaluation of the quality of basic education in India	Elementary and secondary education. PISA measures quality of learning at both levels of schooling and thus provides a key link between them as one level impacts the other	India	\$300,000
Andhra Pradesh randomized evaluation study	Primary	India	\$100,000
Teacher TRAINING in Himachal	Basic	Himachal	\$65,000
NEPAL			
School sector reform to improve capacity for monitoring and evaluation as part of the preparation of a multidonor-supported School Reform Program (2009–2014) currently under preparation	Primary	Nepal	\$300,000
PAKISTAN			
Sindh: survey of teacher/ student absenteeism	Primary and secondary.	Sindh	\$75,000
Sindh: differential stipend program impact evaluation	Secondary	Sindh	\$150,000
Sindh: public-private partnership impact evaluation	Primary	Sindh	\$210,000
Punjab: public-private partnership impact evaluation	Primary and secondary	Punjab	\$100,000
Improve the efficiency, accountability, and effectiveness of public resources	Primary and secondary	Sindh	\$1,050,000
SRI LANKA			
Evaluation of school-based management	Basic	Sri Lanka	\$100,000
One laptop per child	Primary	Sri Lanka	\$225,000
REGIONAL			
Conferences, study tours, and training programs	Primary through tertiary	Regional/ international	\$400,000
Quality of education (Review of regional and international evidence on what and what does not work to improve the quality of education)	Primary through tertiary	South Asia as well as drawing on international experience	\$470,000

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1. Project Data: Regional and National Civil Society Education Funds Grant

Table 24. Summary of GCE Grant, as of February 2010

Recipient	Global Campaign for Education, for the benefit of national education coalitions
Approval date	December 4, 2008
Grant agreement signed	July 7, 2009
Grant amount (July 2009)	\$6,500,000
Grant amendment (February 2010) – additional funds	\$11,107,930
Total amount	\$17,607,930
Countries supported	32 FTI-eligible countries, of which 21 are FTI partners ^a
Committed to countries	\$3,473,947 ^b
Disbursed to regions	\$1,369,99
Progress reporting	1 st Progress Report received February 8, 2010 for the period June 1–December 31, 2009
Project starting date	June 1, 2009
Project closing date	June 30, 2011
Task team leader	Ms. Linda English

Notes: ^a See annex 1 for the current list of 32 approved national CSEFs.

^b Figures as of December 31, 2009.

Project development objective. The objective of the project is to ensure that civil society organizations (CSOs) can fully assume the roles that they are expected to play according to the Dakar Framework for Action, specifically with respect to FTI country-level education processes.

Project aim. The project's main aim is to support the core work of national education coalitions over a period of one year so that they can more fully engage in the development of education sector programs with their respective governments and in-country donors, as well as track the progress of national governments and local donor groups in working towards EFA goals.

The project will:

- help civil society become more effective and knowledgeable advocates for EFA;
- build the capacity of CSOs to develop, monitor, and evaluate education sector plans; engage in policy discussion; and strengthen the consensus-building process around education sector plans;
- provide resources for training in project development, financial management, policy-oriented research, budgeting, and campaign design.

The project supports the establishment of national and regional Civil Society Education Funds (CSEFs) in Africa, Asia, and Latin America. Regional CSEFs will support a competitive process whereby national civil society coalitions submit proposals for grants of up to US\$250,000, which will enable them to assume an active role in FTI and other education policy processes.

Expected project outputs. National CSEFs are the output expected from support extended to national education coalitions, the result of multiyear work on building their capacity to monitor national education plans, track education sector budgets and spending, conduct policy-oriented research, and other such activities. While funding is available to support this work for one year, funding for work in subsequent years (up to three years) is possible, subject to approval by the EPDF Committee, continuation of the EPDF Trust Fund arrangement, and availability of funds.

Within the structure of the project, national CSEFs will be able to advocate for better education systems and better accountability mechanisms for education sector results in their respective countries. With deeper knowledge and experience gained from the project, national CSEFs will be able to participate in developing, monitoring, and evaluating education sector plans. The proposed activities are thus aligned with the goals of the EPDF.

Project progress indicators. With the launch of the CSEF project, five progress indicators were agreed for the first semester of implementation (see box 3 below).

Box 3. Progress Indicators for EPDF for Civil Society Education Funds Project
1. Staff recruitment and office set-up in Africa, Latin America, and Asia Pacific regions
2. Regional secretariats to assist national coalitions in developing robust funding proposals for submission to funding committees, organizing meetings for funding committees, and assisting committees in determining eligibility of proposals
3. Regional funding committees: hold meetings, agree on a schedule for proposal submissions and decisions, and approve at least five project proposals in Africa and Asia, and two in Latin America
4. Inventory of national coalitions that are legally registered and those that are in the process of registering
5. Production of evaluation reports on each product and comprehensive audits of CSEF work

Progress is satisfactory. The project is expected to efficiently achieve almost all of its major outputs for the first semester (June–December 2009), with minor shortcomings concerning the first disbursement of the \$6.5 million grant. Progress is being made on indicators 1–4. Results for Indicator 5 will be available over time.

On February 25, 2010, the World Bank and the Global Campaign for Education signed an amendment to the Letter Agreement that added the allocated \$11,107,930 to the \$6.5 million, making total available funds US\$17,607,930. The withdrawal request for the 2nd tranche is being prepared by GCE staff, based on satisfactory financial reporting. With regard to key areas of attention—the absorptive capacity of national CSEFs and their managerial capacity to implement national CSEF plans—GCE is preparing a proposal suggesting the reallocation of funds toward capacity development.

With regard to the high level of capacity needs at the country level and the short period of project implementation (the closing date is June 30, 2011), there is concern that achievement of program outputs will be limited or jeopardized. GCE is developing a proposal to find

resolutions to these challenges. However, overall, expected outputs for the project period might be too ambitious and therefore need revision based on experience and lessons learned over the past ten months.

2. Progress by Indicator

Staff recruitment and office set-up in Africa, Latin America, and Asia Pacific regions (see annex 1)

- 3 staff recruited: Acting Project Manager, CSEF Global Coordinator, Head of Projects & Planning for GCE
- new staff to be recruited: Global Accountant-Civil Society Education Fund
- 3 regional CSEF coordinators, regional accountants, capacity development and advocacy support officers, documentation and monitoring officer, finance and administration support staff, project officers, campaigns and communications officer recruited in the various regions
- set-up of financial systems for grants management has been completed
- regional secretariats and fund managers organized several staff orientation and induction events
- Asia Pacific Regional Secretariat developed a set of baseline capacity assessment tools to enable coalitions to take stock of their existing knowledge and skill levels, as well as help measure progress in the second and third years of the project

Regional secretariats assisting national coalitions in developing robust funding proposals for submission to funding committees, organizing meetings for funding committees, and assisting committees in determining eligibility of the proposals.

- 32 applications from national education coalitions approved
- waiting for applications and/or approval in 2010: Cape Verde, Zimbabwe, Vanuatu, Vietnam, East Timor, Nepal, Indonesia, Dominican Republic, Haiti, Honduras, Guyana
- a total of 16 technical support visits, 3 exploratory meetings, 4 capacity-building missions, and 4 regional technical capacity support workshops
- processing disbursements of funding requests represented the bulk of work during the period June–December 2009
- 32 grant agreements signed by 32 national education coalitions and regional secretariats
- financial management assessments conducted in all regions

Regional funding committees holding meetings, agreeing a schedule for proposal submissions and decisions, and approving at least five project proposals in Africa and Asia, and two in Latin America.

- By July 2009, all three Regional Funding Committees were fully operational. Since then, each regional funding committee has met twice.
- Three Regional Coordination Committees were constituted, which consist of the head of the respective Regional Secretariat, a representative of the fund manager, the regional coordinator, and the CSEF Global Coordinator, representing the Global Campaign for Education (GCE).

Inventory of national coalitions that are legally registered and those that are in the process of registering.

- Of the 32 national coalitions approved for funding in the first round, 25 are legally registered—21 in Africa and 5 in the Asia Pacific.
- During the application process, legal registration was a desirable but not necessary condition for national coalitions to received CSEF approval.

Production of evaluation reports on each product and comprehensive audits of CSEF work.

- The production of evaluation and audit reports will take place at a later stage in the project. It is a vital part of CSEF operations to keep continuous records of all activities and processes, as well as documenting outcomes, achievements, and learning.

3. Project Implementation Performance

Project management is carried out by GCE. During the first semester of project implementation, regional structures were set up to implement CSEFs at the country level. The regional structures each encompass a regional coordinator, a regional coordination committee, a regional CSEF secretariat, a funding board, and a financial management agency (see annex 2).

Project supervision of the CSEFs is a continuing and flexible process, specific to the needs of each CSEF project and is intended to foster a close partnership among the EFA-FTI Secretariat, the World Bank, the GCE, and regional CSEF structures (regional CSEF secretariats and financial management agencies). A sequence of audioconferences will be part of the supervision process. Supervision will include also monitoring, support, and collaboration. Specific issues to be discussed include progress indicators, financial management issues, capacity development, procedures, and procurement rules.

Significant supervision objectives are to (a) ensure that all processes and procedures are accurately followed and adhered to, in order to ensure a smooth and successful implementation process, and (b) facilitate the process to ensure gradual progress towards meeting the agreed development objectives.

4. Overall Progress Reporting

GCE and CSEF global staff have worked closely with the regional initiatives and national coalitions to set up the CSEF framework, develop guidelines and templates, and provide information and support as needed. A communications system is being put into place, including a Web site and production of information materials, such as a CSEF brochure.

A great deal of focus has been given to close coordination with the regional secretariats and fund managers to create efficient technical support, as well as supervision and a monitoring and evaluation system to support the national CSEFs. This work is ongoing. Much attention has also been given to the sustainability aspect of CSEF, particularly of the national CSEFs, which is one main aim of the project.

There were unavoidable delays in disbursement related to the processing of payments from the World Bank to GCE. These delays led to a late start in the actual project start date. Processing the disbursement of funding requests was, however, the bulk of work done during the period June–December 2009.

Key issues needing attention

Communication challenges at the country level and between regional and national levels are related to a number of constraints; including the low organizational capacity of National Education Coalitions (NECs)—particularly NECs that are newly established—and the lack of communication protocols and/or documentation (especially among NECs and members that work in decentralized areas). Communication is a particular challenge in African countries in terms of connectivity of member CSOs that work throughout a given country, making it difficult to get timely information from these organizations. The global CSEF Global Secretariat is preparing a communication strategy, including communication guidelines and tools for the NECs. This plan will be based on identified gaps, based on a survey.

Supervision and guidance on financial management and procurement procedures at both the regional and country level is necessary. This supervision will be conducted by the implementing agent (i.e., GCE, the regional CSEF financial management agents, and the regional secretariats), as well as the EFA-FTI Secretariat and the World Bank, particularly with regard to financial reports and withdrawal requests.

Strengthening governance and management capacity at the regional and country level is the main focus of the GCE and the regional secretariats. The focus will be on staffing, communication, structures, membership, and NEC oversight boards.

There is a need to **clarify the purpose of national CSEFs**, since many different interpretations exist. In addition, there is a sense that the exploratory process needs to be fast-tracked in order to inquire what would be the best national CSEF model and mechanisms for each country context.

The **enabling political environment** for NECs to develop and be active varies across countries and regions, but also within countries.

The **absorptive capacity** of national CSEFs is also being increased in terms of human resources, management, materials, coordination, and technical capacity. GCE is developing a capacity development strategy to support individual countries. This activity will include the development and submission of a new proposal for the reallocation of EPDF/ CSEF funds toward capacity building.

Annex 1: List of National CSEFs by Region

AFRICA	ASIA	LATIN AMERICA
1. Cameroon	1. Bangladesh	1. Bolivia
2. The Gambia	2. Cambodia	2. Nicaragua
3. Senegal	3. India	
4. Kenya	4. Nepal	
5. Liberia	5. Pakistan	
6. Mozambique	6. Papua New Guinea (PNG)	
7. Burundi	7. Solomon Islands	
8. Guinea Bissau	8. Sri Lanka	
9. Sierra Leone		
10. Uganda		
11. Nigeria		
12. Benin		
13. Togo		
14. Ghana		
15. Lesotho		
16. Malawi		
17. Burkina Faso		
18. Democratic Rep Congo		
19. Angola		
20. Zambia		
21. Niger		
22. Djibouti		

Annex 2: CSEF Regional Structure

