



**FAST TRACK INITIATIVE  
EDUCATION PROGRAM DEVELOPMENT FUND**

**World Bank  
Annual Progress Report  
for 2010**

**Human Development Network Education**

**April 20, 2011**



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## Abbreviations

ALECSO	The Arab League Educational Cultural and Scientific Organization
APEIE	Africa Program for Education Impact Evaluation
AusAID	Australia Agency for International Development
AWEI	Arab World Education Performance Indicators
CCT	Conditional Cash Transfer
CD	Capacity Development
CEF	Commonwealth Education Fund
CF	Catalytic Fund
CSED	Consolidated Strategy for Education Development (Moldova)
CSEF	Civil Society Education Fund
CSO	civil society organization
CSR	Country Status Report
CW	Civil Works
DFID	Department for International Development (UK)
EAP	East Asia and Pacific Region, World Bank
ECA	Europe and Central Asia Region, World Bank
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
EGMA	Early Grade Math Assessment
GCE	Global Campaign for Education
GFR	Grant Funding Request
ICT	Information and Communication Technology
IE	Impact Evaluation
EDS	Education Development Strategy (Kyrgyz Republic)
EGMA	Early Grade Mathematic Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
INSET	In-Service Education and Training
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
LEG	Local Education Group
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa Region, World Bank
MLE	Multilingual Education
MOE	Ministry of Education
NCSEF	National Civil Society Education Fund
NEC	National Education Coalitions
NGO	Nongovernmental Organization
NSED	National Strategy for Education Development (Tajikistan)

OECD	Organization for Economic Co-operation and Development
PCF	Per Capita Financing
PIRLS	Progress in Reading Literacy Study
PISA	Programme for International Student Achievement, OECD
PCF	Per Capita Funding
PNG	Papua New Guinea
PRSP	Poverty Reduction Strategy Paper
RAAN/RAAS	North and South Atlantic Autonomous Regions, Nicaragua
RTI	Research Triangle Institute
SEAMEO	South East Asia Ministers of Education Organization
SHN	School Health and Nutrition
SWAp	Sector-wide Approach
TA	Technical Assistance
TEDS-M	Teacher Education and Development Study in Mathematics
TFM	Program Management, Africa Region
TIMSS	Trends in International Mathematics and Science Study
TOR	Terms of Reference
TTL	Task Team Leader
TVET	Technical and Vocational Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Science, and Cultural Organization
UNICEF	United Nations Children's Fund
WBI	World Bank Institute

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

## Introduction

This report is the World Bank's annual regional status updates to the Education for All-Fast Track Initiative (EFA-FTI) partnership. It documents operations financed through the Education Program Development Fund (EPDF) in 2010, for which the World Bank is the implementer or Supervising Entity. This report is produced following the Administrative Agreements between FTI donors and the World Bank. 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 in April 2010.

In future the new Education For All Fund will also cover activities that were previously funded through EPDF. Although the FTI Board is determined to change to this new funding structure, the EPDF and the FTI Board decided in November 2010 to seek approval of extension of the EPDF trust fund for one additional year (to December 2012). The purpose of the extension was to minimize disruption in key FTI portfolio activities and to enable continued implementation of the grant to the Global Campaign for Education, pending establishment, funding and launch of the new Education for All Fund. While the EPDF Committee expressed its desire to transition quickly to the Education for All Fund, it recognized that the move should not be at the expense of critical on-going EPDF-funded work necessary for continuation of FTI pipeline development and other time sensitive FTI priorities. The EPDF Committee agreed to extend the EPDF trust fund and the FTI Board has agreed to extend certain activities based on a list provided by the FTI Secretariat, but with no additional allocations added to the existing portfolio of activities – a time-only extension.

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. As of the end of 2010, \$100.59 million of this amount has been transferred to the regions and GCE. As of end 2010, about 78 percent of total transferred funds have been disbursed or committed (\$78.5 million). Total disbursements have increased by \$18.1 million since the previous update in April 2010 (see table 1 below for details).

**Table 1. Status of Financial Execution of the EPDF (\$ millions) as of December 31, 2010**

Region/ Partner	Approved funding proposals	Transfers to regions and GCE	Disbursements	Expenses incurred
Sub-Saharan Africa (SSA)	55.340	50.218	38.096	39.363
East Asia and Pacific (EAP)	8.100	8.513	5.612	6.384
Europe and Central Asia (ECA)	4.190	3.606	2.341	2.518
Latin America and Caribbean (LAC)	4.310	4.310	3.121	3.467
Middle East and North Africa (MENA)	5.050	4.166	2.777	2.993
South Asia (SA)	17.560	17.560	9.837	11.575
Global Campaign for Education (GCE)	17.600	12.220	12.220	12.220
<b>TOTAL</b>	<b>112.150</b>	<b>100.593</b>	<b>74.004</b>	<b>78.520</b>

Note: \* Funds expended or transferred to countries supported as of December 31, 2010.

# Africa 2010 Annual Progress Report

## Introduction

The Education for All Fast Track Initiative (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 achievement of the education Millennium Development Goals: i.e., 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 plays a critical role, by offering a source of funding for technical assistance to countries participating in this 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 the EPDF-Africa as of December 31, 2010. It sets these activities in context by highlighting the key challenges for the development of basic education in Sub-Saharan Africa. The report summarizes the Fund's financial situation from inception to date, and shows how the activities it supports are aligned with the strategic objectives as determined by the EPDF Committee. In areas where the Fund's resources are concentrated, the report provides additional details to illustrate its impact at the country level.

Below are details of the financial status of EPDF-Africa, as well as highlights of the Fund's accomplishments to date.

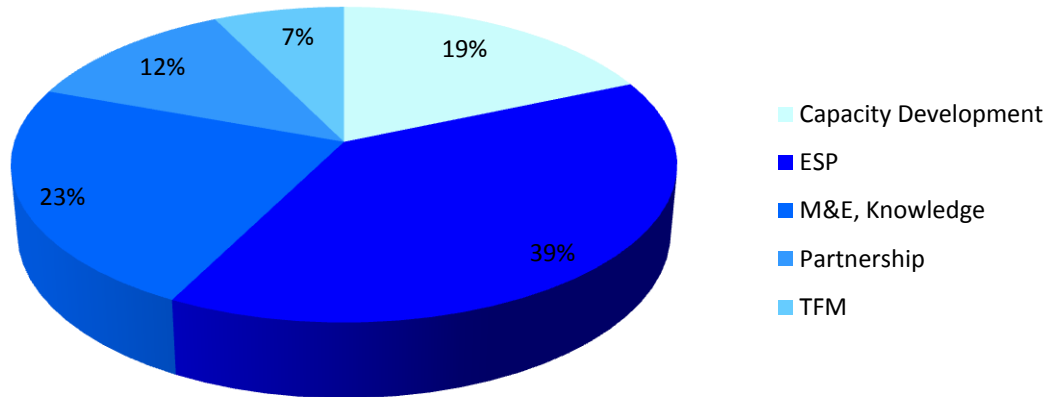
## Alignment of EPDF-Africa to its Strategic Objectives

**In the period 2006-2010, approximately 39% of EPDF-Africa allocations supported education sector plan development; 19% supported capacity development; 23% was devoted to monitoring, evaluation and knowledge sharing; 12% went to partnership activities; and the residual 7% was allotted for overall program management costs.** A breakdown of allocations per strategic objective and year are provided in Table 2 below.

**Table 2: EPDF-Africa Allocations and their Distribution by Strategic Objective, 2006-2010**

	2006	2007	2008	2009	2010	2006-2010
<b>Total amount allocated (millions of US\$)</b>	5.1	12.5	16.5	7.0	7.0	48.1
<b>Objective 1: Education Sector Plan Development (%)</b>	43.0	21.0	45.0	56.0	20.0	39.0
<b>Objective 2: Capacity Development (%)</b>	12.0	12.0	16.0	19.0	36.0	19.0
<b>Objective 3: M&amp;E and Knowledge Sharing (%)</b>	34.0	26.0	22.0	18.0	38.0	23.0
<b>Objective 4: Strengthen Partnerships (%)</b>	1.0	35.0	8.0	7.0	0.0	12.0
<b>Objective 5: EPDF-Africa Program Management (%)</b>	10.0	7.0	9.0	0.0	6.0	7.0
<b>Total</b>	100%	100%	100%	100%	100%	100%

**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 emphasis had shifted to the preparation of Catalytic Fund grant applications and grant agreements, a trend which continued in 2010. Experience indicates that all three types of work provide valuable analysis and inputs to guide the preparation of sector programs for endorsement, and eventual support by 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. A complete list of the countries benefiting from EPDF-Africa resources in their development of CSRs and ESPs is provided in Table 4. The second-most significant focus of resources under objective 1 is the Early Childhood Care and Development (ECCD) Initiative. The initiative works with Ministries of Education and other partners, through a consultative process, to design and implement strong early childhood components within their education sector programs. This analytical work helps countries prepare to scale up cost-effective ECCD interventions through the EFA Fast Track Initiative’s Catalytic Fund and other sources. A status update of the ECCD initiative is found in Table 6.

**Strategic Objective 2**

**Capacity Development is a significant area of activity under EPDF-Africa.** The largest share of financing for CD was for EFA FTI capacity development workshops. These events aimed to strengthen national capacity for education policy analysis and the design and implementation of education programs. They focused on basic education in a sector-wide framework and targeted countries that were either already benefiting from an FTI CF grant or would be soon. EPDF resources also have benefited capacity development through thematic technical assistance to national teams. Just slightly behind the EFA FTI workshops in terms of resource commitment were the education coursework offered by WBI. This program consisted of face-to-face courses for African policymakers on such subjects as “Strategic Choices for Education Reform” (in both English and French) and “Anti-

Corruption”, which focused on broad policy choices in the sector, and highlighted examples of successful reforms in select countries.

### **Strategic Objective 3**

**These activities represent the second-largest share of EPDF-Africa in terms of resources.** 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 this area. 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 in IEs for education programs across Africa, upon which all interested countries can draw, thereby enriching the evidence to inform policy decisions and program design throughout the region. An overview of APEIE activities supported by EPDF-Africa to date is provided in Table 7. The second-largest recipient of resources under objective 3 is the School Health, Nutrition and HIV/AIDS program. This initiative leverages existing technical knowledge, and applies that knowledge to ensure that education sector plans systematically include school health, nutrition and HIV/AIDS components, and that the design of these components is guided by global good practice. Further details on the status of the program are provided in Table 7.

### **Strategic Objective 4**

**The principal focus is on 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 participants 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 table.

### **Distribution of allocations by means of execution**

**During the period 2006-2010, approximately 36% of allocations supported country-specific work programs, while 53% supported regional activities executed by the World Bank, and 11% supported regional programs executed by external recipients.** The 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 plan development and execution, as well as on training and high-level policy dialogue. These activities are client-driven, and serve to provide knowledge services to African policy makers.

**Table 3: Distribution of EPDF-Africa Allocations by Channel of Resource Flow, 2006-2010**

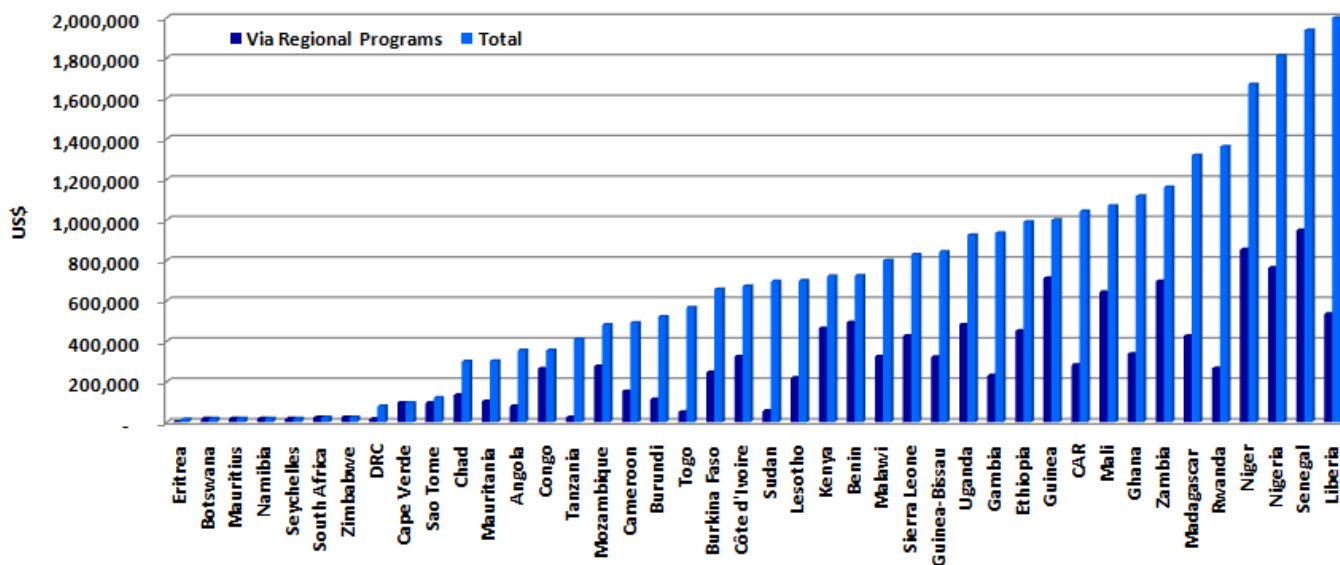
	2006-2010
<b>Total allocated</b> (millions of US\$)	48.9
<b>Distribution of allocations by means of execution (%)</b>	
Demand-driven country-specific programs	36.0
Regional programs executed by World Bank	53.0
Regional programs executed by EPDF-grant recipients <sup>a/</sup>	11.0
All channels	100%

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

### How EDPF-Africa benefits countries

During the period 2006-2010, EPDF-Africa has benefited 42 Sub-Saharan African countries, including all 23 that have received a CF grant. The level of support per 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 Bank TTL, as well as the country's share implied by its participation in the regional programs funded by EPDF-Africa. Figure 2 illustrates the total amount of EPDF-Africa resources allocated per country (light blue bar), as well as the amount of that total allocated via regional programs (dark blue bar).

**Figure 2: Cumulative EPDF-Africa Allocations by Country; 2006-2010**



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

As of end December 2010, some 25 countries had benefited from EPDF-Africa resources to prepare their sector plan for endorsement and application for a CF grant. The countries in Table 4 are divided into three categories, indicating their place within the FTI process: i.e., endorsement/application, implementation, and completion.

**Table 4: CSR and ESP Programs Supported by EPDF-Africa**

Country	Status of CSR (or other sector analysis)		Support for Prep of ESP or CF Operation	EFA FTI Status (as of September 2010)
	Completed 2009 or earlier	Completed or on-going 2010*	2006-10	
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				
Benin	2002		X	Implementing 1 <sup>st</sup> CF grant
Guinea	2005		X	Implementing 1 <sup>st</sup> CF grant
Liberia		X	X	Implementing 1 <sup>st</sup> CF grant
Mali	2006	X	X	Implementing 1 <sup>st</sup> CF grant
Malawi	2004	X	X	Implementing 1 <sup>st</sup> CF grant
Mozambique	2003		X	Implementing 1 <sup>st</sup> CF grant; Approved 2 <sup>nd</sup> CF grant
Sierra Leone	2006		X	Implementing 1 <sup>st</sup> CF grant
São Tome & Príncipe	2008		X	Implementing 1 <sup>st</sup> CF grant
Senegal		X	X	Implementing 1 <sup>st</sup> CF grant
Zambia	2005		X	Implementing 1 <sup>st</sup> CF grant; non-WB SE
CAR	2007		X	Implementing 1 <sup>st</sup> CF grant
Ethiopia	2005		X	Implementing 1 <sup>st</sup> CF grant; Implementing 2 <sup>nd</sup> CF grant
Togo	2003, 2007		X	Implementing 1 <sup>st</sup> CF grant
Niger	2000, 2004			Implementing 2 <sup>nd</sup> CF grant
Lesotho	2005		X	Implementing 2 <sup>nd</sup> CF grant; Implementing 3 <sup>rd</sup> CF grant
Kenya	2004		X	Completed 1 <sup>st</sup> CF grant
Burkina Faso	2008		X	Completed 1 <sup>st</sup> CF grant
Gambia			X	Completed 1 <sup>st</sup> CF grant; Implementing 2 <sup>nd</sup> CF grant
Mauritania	2001, 2006	X	X	Completed 1 <sup>st</sup> CF grant; Implementing 2 <sup>nd</sup> CF grant
Cameroon	2005		X	Completed 1 <sup>st</sup> CF grant; Implementing 2 <sup>nd</sup> CF grant

Madagascar	2001, 2008		X	Completed 1 <sup>st</sup> CF grant; Implementing 2 <sup>nd</sup> CF grant
Rwanda	2003	X	X	Completed 1 <sup>st</sup> , 2 <sup>nd</sup> CF grants; Approved 3 <sup>rd</sup> CF grant
Ghana	2001, 2008	X	X	Completed 1 <sup>st</sup> , 2 <sup>nd</sup> CF grants; Implementing 3 <sup>rd</sup> CF grant
<b>Number of countries</b>	-	<b>12</b>	<b>25</b>	

### Highlights of Support for Capacity Development at the Country Level

**EDPF resources supported multiple options to enhance governments' technical and institutional capacity to develop and implement sound education sector strategies and programs. A total of 67 groups from 33 countries benefited from one of the options offered during 2007-2010 (see table 4).**

The distance courses on sector planning offered by Pôle de Dakar and IIEP benefited nine francophone and six Anglophone countries, respectively, while the indicators training offered by UIS benefited five francophone countries. WBI's face-to-face courses on "Strategic Choices for Education Reform" and "Anti-Corruption" complemented the distance courses by focusing on broad policy choices in the sector, and highlighting examples of successful reforms in select countries. In addition, WBI began offering a series of on-line courses in education economics and statistics, to improve the knowledge base of its face-to-face course participants. The EFA FTI Capacity Development workshops –now concluded—specifically sought to provide hands-on technical support to countries that were either in the process of preparing or implementing their CF-funded education sector plans.

**Table 5: Country Participation in EPDF-Funded Capacity Development Activities, 2007-2010**

Country	Training Courses					EFA FTI Capacity Development Workshops			# of events
	Pôle de Dakar	IIEP	UIS	WBI		2007	2008	2009	
				Seminar	On-Line				
Angola				X					1
Benin	X		X			X	X		4
Burkina Faso	X		X					X	3
Burundi	X					X			2
Cameroon						X			1
CAR			X					X	2
Chad						X			1
Congo								X	1
Côte d'Ivoire	X				X				2
Ethiopia		X		X	X				3
Gabon	X								1
Gambia				X				X	2
Ghana		X		X		X	X		4
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			<b>2</b>
Mali			X			X	X		<b>3</b>
Mauritania	X					X			<b>2</b>
Mozambique				X	X				<b>2</b>
Niger								X	<b>1</b>
Nigeria				X	X				<b>2</b>
Rwanda							X		<b>1</b>
Senegal	X							X	<b>2</b>
Sierra Leone						X	X		<b>2</b>
Sudan				X				X	<b>2</b>
Tanzania		X		X					<b>2</b>
Togo	X		X						<b>2</b>
Uganda		X		X		X			<b>3</b>
Zambia				X		X			<b>2</b>
<b>Number of groups</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>13</b>	<b>4</b>	<b>14</b>	<b>8</b>	<b>8</b>	<b>67</b>

## Highlights of Support for the Early Childhood Care and Development Initiative

EDPF resources are supporting analytical work, technical assistance, and capacity-building, focusing on strengthening the development and implementation of ECCD components of national education sector programs and developing multi-sectoral strategies to scale-up cost-effective ECCD approaches in 10 target countries: **Guinea, Liberia, Malawi, Mali, Mozambique, Niger, Nigeria, Senegal, Tanzania/Zanzibar, and Zambia**. Table 6 below summarizes the nature and status of interventions in each of these countries, with the exception of **Malawi, Mozambique, and Senegal**, which have participated in the regional workshops, but not yet received a country-specific EPDF grant.

**Table 6: ECCD Programs Supported by EPDF-Africa**

Country	EPDF Supported ECD Activities within ESPs**	Status as of December 2010
<b>Guinea</b>	Conduct a financial and institutional analysis (1)	Completed
	Conduct a needs assessment of pre-service and in-service training (1)	Completed
	Develop and disseminate information and advocacy materials (2)	Completed
	Support the sustainability of community-based ECD through knowledge-sharing activities (2)	Re-engaging
	Support capacity for local implementation of the monitoring and evaluation framework (3)	Re-engaging
	Support dissemination and implementation of national ECD policy among key stakeholders (1)	Re-engaging
<b>Liberia</b>	Complete a situation analysis (1)	Completed
	Technical support and capacity-building to the ECD team on ESP development (1)	Completed
	Support the development of a National ECD Policy (1)	Launch planned March 2011
<b>Mali</b>	Critical review and analysis of ECD policies and programs (1)	Completed
	Technical support and capacity-building to the ECD team on ESP development (1)	Completed
	Baseline study of ECD in rural region as potential site for ECD pilot project (1)	Completed
<b>Niger</b>	Conduct a situation analysis, providing inputs to the Country Status Report (1)	Completed
	Develop a detailed, costed action plan for the national ECD policy (1)	Completed
	Conduct a feasibility study for an ECD training system within the Colleges of Education (1)	Completed
<b>Nigeria</b>	Assessment of ECD pre-service and in-service training capacity gaps (2)	Completed – Dissemination workshop held January 2011
<b>Tanzania</b>	Provide strategic planning guidance for pre-primary implementation (1)	On-going
	Develop a monitoring and evaluation framework (3)	On-going
	Provide institutional capacity-building for Tanzania ECD Network (2)	On-going
<b>Zambia</b>	Conduct a financial and institutional analysis, with recommendations for scale up (1)	Completed
	Finalize the ECD curriculum for ages 0-6 (1)	Completed
	Develop quality, child friendly ECD guidelines (1)	Completed

	Develop capacity to develop contextually-appropriate, low-cost materials (2)	Completed
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\*\* Numbers in parentheses refer to main EPDF objectives: (1) ESP; (2) CD; (3) M&E, Knowledge; (4) Partnerships

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

**EDPF resources are supporting 16 evaluations in 14 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 the local donor groups. Their participation not only ensures proper prioritization of the choice of interventions to evaluate, but also engages the national team in implementing the impact evaluation and learning from the process. This approach improves the probability the results of the impact evaluation will be used to inform scaling up of the most cost-effective interventions. As of this writing, **Niger, Madagascar**, (school management) **Gambia**, and **Sierra Leone** have completed the full schedule of IE field work. Among the remaining countries, **Senegal** has completed a first follow-up, while **Kenya, Rwanda, Nigeria** (Kano and Lagos), **Madagascar** (school feeding), and **Uganda** have completed collection of baseline data, and interventions have been rolled out. Baseline data collection is on-going in **Ghana** and **Malawi**, and is scheduled to commence in **Lesotho** in fall 2011. Finally, one new project is under preparation in **Tanzania**.

**Table 7: Impact Evaluation Programs Supported by EPDF-Africa**

Country	Team	Focus of Impact Evaluation	Status as of September 2010
<b>Niger</b>	MEN	School Grants + Monitoring+ Preparation School Visits	Intervention rolled out. One follow-up completed. Preparing for analysis. Data analysis is on-going.
<b>Kenya</b>	MOE	Secondary School bursaries	Report on Phase I completed; follow-up activities in planning stage. Baseline results presented at Annual Education Review. Due to a shift in policy, the planned intervention will not take place.
<b>The Gambia</b>	MOE, DFID	School Grants + School Management Training	Baseline and follow-up surveys completed; intervention rolling out. First and second follow-up data collections have been completed; results presented to Minister of Education; impact evaluation report is being disseminated.
<b>Sierra Leone</b>	MOE	Textbooks + Teacher Training	Baseline and follow-up surveys completed; intervention rolled out. Data analysis is being carried out. Impact evaluation is expected in March 2011.
<b>Ghana</b>	MOE	School Management Committees: Information + Capacity Training	Baseline on-going; baseline report expected in May 2011.
<b>Senegal</b>	MOE	School Grants	Baseline and first follow-up survey completed. Intervention rolled out; Second follow-up planned for June 2011.

<b>Rwanda</b>	MOE, DFID	Evaluation/Monitoring as Incentives for Teachers	Baseline survey completed in June 2009; results presented to Minister of Education; due to shift in policy, intervention will not be taking place.
<b>Madagascar</b>	MOE, WFP	School Feeding Programs	Baseline survey completed in February 2009; due to political situation, intervention will not be taking place; baseline data analysis is being carried out.
<b>Madagascar</b>	MOE	Improving Management of Teaching and Learning Processes at School and Classroom Levels	Impact evaluation completed and evaluation report is available in French and English.
<b>Uganda</b>	MOE	Post Primary Education - Double Shifting and Public/Private Partnership	Baseline survey completed; Baseline report expected in March 2011. Project implementation is ongoing.
<b>South Africa</b>	MOE	Science and Technology Investments in Secondary Schools	Report was peer reviewed internally and presented to Ministry of Education in August 2010 (funded primarily by South African government).
<b>Nigeria (Kano)</b>	TBD	Conditional Cash Transfers to Promote Girls' Education	Baseline data collection completed, baseline report expected in March 2011. First round of CCT payments ongoing.
<b>Nigeria (Lagos)</b>	TBD	Impact of eReaders on Student Outcomes	Baseline data collection completed, baseline report expected in March 2011. Project implementation will begin in May 2011.
<b>Lesotho</b>	MOET	Incentives to Attract and Retain Qualified Teachers in Remote Rural Schools	Baseline expected in August 2011; currently funded mostly by BNPP and EFA-FTI.
<b>Malawi</b>	MOES T	Open and Distance Learning for Teacher Training	Baseline on-going; Baseline report expected in May 2011; currently funded mostly by BNPP and EFA-FTI.

### Highlights of Support for the School Health, Nutrition, and HIV/AIDS Initiative

The overarching objective of the School Health, Nutrition, and HIV/AIDS work program is to ensure that every girl and boy of school age enjoys the good health and nutrition that allow them to complete an education of good quality. To this end, and in line with the objectives of EPDF-Africa, the program aims to ensure that high quality SHN, HIV/AIDS components are incorporated into the education sector plans of countries that have not yet benefited from EFA FTI financing. The table below presents the status of the initiatives undertaken for the period ending December 31, 2010.

**Table 8: School Health, Nutrition and HIV/AIDS Programs Supported by EPDF-Africa**

Output	Title	Short description	Status
Concept Note	Healthy Children Initiative	To ensure children are healthy and ready to learn, and that they acquire skills to promote good health and nutrition throughout their lives.	Decision meeting has been held and was chaired by the HD Director. Review of the concept note ongoing.
Publication	Rethinking School Health: A Key Component of Education for All	To recognize the importance of school health and nutrition and school feeding programs as contributors to educational achievement in low-income countries.	Final publication by EXTOP in February 2011. Publication launched at the 2011 EFA High Level meeting in March 2011. Dissemination was done at the 2011 HD week and at the meeting of the West African Network of Ministry of Education HIV and AIDS focal points in Bamako, Mali in March 2011.
	Rethinking school feeding: Social safety net, child development, and the education sector	French Translation of publication	EXTOP publishing the French version by April 2011. Dissemination of conference edition done at meeting of the West African Network of Ministry of Education HIV and AIDS focal points in Bamako, Mali in March 2011
	School-based deworming guideline	A planner's guide to proposal development for national school-based deworming programs.	Guidelines completed after presentation at the Global Child Nutrition Forum in Accra, Ghana. However, discussions ongoing about harmonizing with the WHO/AFRO school-based deworming guide

Output	Title	Short description	Status
Workshop	Proposal Development Meeting and Gambia Training Workshop	Pilot testing the guidance and developing national deworming plans for Sierra Leone, the Gambia and Liberia.	<p>As a result of the workshop held in Banjul, The Gambia, the countries have responded as follows:</p> <p><b>Gambia:</b> Country wide prevalence survey for worms and deworming took place. A strategic 5 year deworming treatment plan has been developed and sufficient drugs are in-country to carry this out. A school health survey is in progress to elucidate foci of Schistosomiasis thus allowing accurate targeting of the treatment.</p> <p><b>Liberia:</b> A program of the Ministry of Health is planning the mapping for worms in Liberia. As a result of the FTI workshop the participants from the Liberia Ministry of Education recognized the importance of deworming to education and the Ministry of Education is collaborating with the Ministry of Health to do the mapping.</p> <p><b>Sierra Leone:</b> Prompted by the FTI workshop a Memorandum of Understanding between Ministries of health and education in Sierra Leone has been drafted and is currently awaiting signing. Working with FTI Secretariat to assist other FTI countries interested in school health in general and national deworming program in particular.</p>

Output	Title	Short description	Status
Regional Home Grown School Feeding Program workshops	Kenya – March 2010, Ghana – June 2010 Cote D’Ivoire –July 2010	With partners organized a series of three regional meetings, with delegations from 7 countries (Cote D’Ivoire, Ghana, Kenya, Malawi, Mali, Mozambique, and Nigeria) to assist them in rethinking their school feeding programs. The first was held in: Nairobi, Kenya in March; the second in Accra, Ghana in June; and the last in Yamoussoukro, Cote D’Ivoire in July 2010.	Presently assisting countries in their transition from the traditional school feeding programs to the Home Grown School feeding programs, for example in Kenya, Nigeria, Cote D’Ivoire and Malawi.
Conference	2010 Global Child Nutrition Forum	To strengthen and support Home Grown School Feeding programs and the linkages between school feeding and agriculture and community development.	Conference held in June 2010 in Accra, Ghana. Networked with countries that were moving towards home grown school feeding programs like Nigeria, Kenya, Mozambique...etc.
Report	Improving educational achievement and anemia of school children in Kenya	Peer reviewed publication of a study that evaluated two interventions in Kenya: i) impact on malaria prevention and, ii) enhanced literacy instruction on the educational achievement of school children. (the study was funded by EPDF)	Peer reviewed and published ( <i>Trials</i> 2010, <b>11</b> :93 <a href="http://www.trialsjournal.com/content/11/1/93">http://www.trialsjournal.com/content/11/1/93</a> )
Report	Accelerating the Education Sector Response to HIV: Five Years of Experience from Sub-Saharan Africa	A review of 37 Sub-Saharan Africa Ministries of Education’s response to HIV/AIDS	Published and is being disseminated. Dissemination will continue at the March 2011 meeting of the West African Network of Ministry of Education HIV and AIDS focal points in Bamako, Mali

## 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 the sector program by the local education group, for possible support for program implementation under the FTI Catalytic Fund. This annual report on the progress of EPDF-Africa indicates 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, 2010, EPDF-Africa had received a cumulative total of \$50.9 million, allocated \$48.1 million, and disbursed \$37.8 million. The allocations supported 93 country-specific programs and 54 regional programs. Moreover, the total disbursement rate of 79% reflects a healthy pace of program implementation. By facilitating the preparation of sound sector programs that are undergirded by solid analytical work and guided

by evidence, EPDF-Africa is helping to ensure sustained donor support for the education sector programs of African countries.

## East Asia and Pacific 2010 Annual Progress Report

### Introduction

Over the past decade, countries in EAP have made significant progress toward achievement of EFA goals. EFA is the priority of every government in the region. Government's efforts in implementation of education reforms, coupled with increased public funding and assistance from international community to education have produced remarkable results.

Despite the achievements, countries in the region share some common issues in education such as: (1) access of education for the most disadvantaged groups; (2) student's learning achievement; (3) skills and employment; (4) education financing; and (5) efficiency and accountability of education sector.

### Objectives:

In accordance with the EPDF objectives, EAP in consultation with donors in each country has developed a series of projects/activities to address those issues. The fund provides technical assistance to support country-led processes. It reinforces this approach through support for capacity building, knowledge sharing and benchmarking. The progress report focuses on implementation of the projects/activities around the four main objectives of EPDF for 2010.

By March 2011, the EPDF has financed 24 activities executed by the Bank; in which 12 are active and 12 activities are completed. One project is executed by the Recipient<sup>1</sup>.

### Objective 1 – Support Education Sector Plan Development

In 2010, the EPDF supported several countries in the region to prepare project documents and get ready for FTI partnership endorsement. The allocation for this objective was 19 percent.

EPDF financed the preparation of education sector planning, operationalization of the National Education Strategic Plan focused on MDG achievements and increase in access of education for the most disadvantaged children. The projects provide a comprehensive package of interventions aim not only to attract children to schools but also to keep them in school and complete primary school with their best learning potential. Two applications for FTI CF were successfully completed and approved by the CF Committee in 2010; they are (a) for Lao PDR with an amount of \$30 million and co-financed by AusAID; and (b) Universal Basic Education for PNG with an amount of \$19.2 million.

The development of a proposal for FTI support in Timor-Leste is progressing. A Technical Advisor has been fully on board and is working with the government and with the Local Education Group on updating the education strategy and preparing a package for FTI funding.

In Vietnam the education sector strategic plan update has been completed, and a consultation process led by UNESCO has been conducted. Dialogue with the government and other key donors to formulate a CF request has started. However, further discussion between Government and donors is needed to reach agreement on the priorities for investment in the next few years to achieve learning for all.

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<sup>1</sup> See the project on Mongolia's participation in international assessment below.

In Mongolia, a concept note for the FTI Graduation Grant has been developed in consultation with the Government. Details of project preparation and the Bank's safeguard policy regarding resettlement, social and environmental assessment, and Financial Management assessment and Procurement assessment are being prepared with assistance from the Bank's Procurement and FM team. The critical issue is whether the Graduation Grant will be \$5 million or \$10 million (to be determined at the next FTI Board Meeting in mid-May). If it is a \$5 million grant, the process will be streamlined for two reasons. First, the Bank does not require the preparation of a full Project Appraisal Document. Second, with only half of the Grant, the Project will likely only finance kindergartens. Therefore, the safeguard issues of land acquisition and resettlement will not be triggered. The Team recommends that project preparation begins only after the FTI Board meeting has taken a decision on the amount allocated.

## **Objective 2 - Capacity Development**

Align with the EPDF objectives, EAP continued to focus its capacity development activities around priority areas identified through the regional consultation with the governments, the donors, and other institutions. These priorities include:

- a) Focusing on achieving students' learning;
- b) Strengthening M&E and student assessment and benchmarking; and
- c) Strengthening teacher and school accountability.

Capacity development has been a priority of the EPDF program in EAP. Weak management of education system manifests itself in different ways and will lead to low performance of education and learning outcomes. We believe that, once the foundation is built, capacity will remain and grow in the country. Better capacity for governance of education system, decentralization, greater autonomy, and increased accountability of teachers, schools, and managers for better learning outcomes.

This objective holds 46 percent of EPDF for the region.

EPDF has been used strategically in building the capacity of regional networks. The first phase of the project on multilingual education led by SEAMEO (South East Asia Ministers of Education Organization), starting in 2007, promoted the practice of mother tongue-based multilingual education in the region. The Project involved the 11 SEAMEO Member Countries, aimed at providing opportunity to explore how Southeast Asian countries, through appropriate language policies, can achieve learning for all and improve learning outcomes.

Through implementation SEAMEO has played a critical role and has been effective in facilitating policy dialogue among education ministers in the region. The End-of-Project Conference under the Second Phase of the Collaboration between the EPDF/World Bank and the SEAMEO Secretariat on Enhancing Awareness and Building the Capacity of SEAMEO in Establishing Mother Tongue-based Multilingual Education (MLE) Programs on 23-25 February 2011 in Bangkok, Thailand has confirmed the valuable technical assistance to participating countries in the field.

In Lao PDR, three major activities have taken place with the use of the EPDF Funds: First, the MOE has begun to set up an impact evaluation design for a community grant program that would provide capitation based grants to primary schools. The EPDF funds have been used to provide training to MOE officials including a week long Impact Evaluation workshop in Seoul, South Korea in December 2010, supported by the task team from the Bank. The terms of reference and logistical arrangements for the impact evaluation are being worked out. Second, the EPDF has been used for the continued development of the EMIS database and updating of the Annual Educational Statistics yearbook that

provides to Government and development partners a comprehensive set of educational statistics for improved planning and program budgeting on the basis of timely and accurate information. Third, in preparation for the implementation of the EFA-FTI CF program, the revised EMIS data has been used to update the targeting information for village selection for various project information and the same have been disseminated to the local levels for cross-check and verification before the actual initiation of program activities.

EPDF will continue to meet capacity development needs; Cambodia still needs assistance to further strengthen its fiduciary capacity to ensure the quality of FTI/CF implementation. The Mongolia Ministry of Education needs technical support to improve the country's system on student learning outcomes. EPDF will continue to improve the data analysis capacity for MOE staff in Lao which is critical for designing the impact evaluation of individual components of the FTI/CF and the Second Education Development Project - Additional Financing program.

Mongolia's participation in International Assessment, financed by the EPDF (\$1 million), had been implemented well until after the results of the field test was made known to the Ministry. The Project completed the field test and produced an initial analysis of results. However, the Minister has been very concerned that in the field test, sampled 4th graders, on average, scored below 50 percent correct in mathematics, science and reading, and 8th graders scored below 30 percent in these subjects. Currently, \$606,000 of the \$1 million of the EPDF Grant has been disbursed. \$394,000 has to be spent between now and June 30, 2011. If the Project is implemented satisfactorily, there is a prospect of extending it by two months to enable completion of data analysis and report writing by August 31, 2011. The planned activities from now to the end of August 2011 are as follows:

- March 6-12 – workshop in Bangkok to for score training
- April 19-23 – Administering the full-scale survey in the field
- May-June – Data entry and data cleaning.
- July and August – Data analysis and report writing.

### **Objective 3 - Monitoring Evaluation and Knowledge sharing**

Student learning achievement has become a high priority to all governments in the region. Therefore, the need for strengthening M&E system is in strong demand. Our strategic emphasis on M&E will continue as this is a weak area in most EAP countries due to the lack of M&E history and culture in the public sector. Allocation for this strategic objective is 19 percent of EPDF for the region (15 percent in 2009).

Impact Evaluation. In Cambodia, two impact evaluations (IE) are being carried out. First, for the IE of the primary scholarship program is funding household data collection and effort are currently underway (firm contracted; questionnaire finalization in process; with fieldwork to being in early April 2011). The work was somewhat delayed in order to align the data collection with the end of the school year for the cohort of scholarship recipients. Counterpart school data collection activities (carried out by government) have been substantially delayed due to the procurement process. Once the household data collection has been carried out, those data will be analyzed and preliminary results compiled. A draft report is expected to be available by the end calendar year (2011). Once the school data is collected, the results will be analyzed in successive rounds (exact dates for school visits are still being negotiated).

Second, for the IE of ECD programs, data collection has been on-going and is being entered into a database for cleaning and analysis. There is a delay in formal preschool data collection because of the

delay in the construction of the schools in which the new preschool classes need to be established. Most of those new preschool classes were build during this academic year (2010-11). Data collection will be completed at the end of this academic year (i.e. July 2011). Data will be completely entered and cleaned within a few months and report writing will be started at the end of this calendar year.

Benchmarking. The use of PISA to understand learning outcomes in Indonesia and Thailand has been considered as a valuable exercise by other countries in the region after preliminary results were presented at the Global HR Forum in Seoul, Korea in November 2009 and 2010 (sponsored by a Korean Trust Fund). As requested by the countries in the region, EPDF supports a regional meeting to share experience and lesson learned from the neighbor high performing countries. The first was in March 2010 in Bangkok and co-sponsored by government of Thailand.

The objective of the East Asia Pilot of Benchmarking Education Systems for Results is to help provide East Asia policy makers guidance by *benchmarking* their education systems: comparing their policies and practices with that of high performing countries and presenting the latest empirical evidence on how these policies and practices relate to learning. The main deliverable for this activity is the East Asia Pilot Report which will contain: (1) indicators describing key policy areas to allow clients to easily compare their policies and practices to that of high performers, (2) a summary of the empirical research on the link between these indicators and education quality, and (3) detailed case studies of best practices in these policy areas. 12 education systems are included in this exercise: Cambodia, China, Hong Kong, Indonesia, Japan, Republic of Korea, Malaysia, Mongolia, Philippines, Thailand, Singapore, and Shanghai. Eight topics, chosen in consultation with Bank clients at a workshop in Seoul, Korea in November 2009 include: assessment systems, tertiary education, teacher policies, vocational training, school autonomy and accountability, engaging the non-public sector, education management information systems, ICT. To disseminate the findings of the report, a benchmarking workshop will be organized at the beginning of June 2011 in Indonesia.

Early grade reading assessment. Acknowledging the fundamental importance of reading for learning for all, EFA-FTI has made the assessment of reading achievement in the early grades a key element of its development agenda. EPDF 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. Survey results have been widely discussed with relevant stakeholders including government officials, Local Education Groups, and NGOs. In 2010, two independent EGRA surveys - English and French - were completed in Vanuatu. Preparations for baseline assessments in two provinces in Papua New Guinea continue. A regional EGRA conference has been planned for April 12-14, 2011. The conference will bring together representatives from 10 countries in the region, as well as development partner organizations and academic institutions. Further technical support to countries is critical for successful implementation of EGRA and thus improves student learning achievement.

In Laos PDR, requested by the government, the region has started to provide technical assistance to implement EGRA. EPDF is financing TA to carry out an EGRA assessment in a national sample of 2nd and 3rd graders in early January, 2012. Results from the Laos EGRA are expected to inform a national reading development program for the early grades. Preliminary mission has been conducted and Government engagement is positive. There is capacity at the implementing unit to design and administer the assessment.

In Cambodia, the government decided to take measures that would improve reading fluency among students. The national language (Khmer) script is one of the most complex in the world; for this applying EGRA requires more careful planning. Starting in early 2010, TA was provided in assisting the Ministry in implementing a “reduced” EGRA instrument. The first test was done in March, 2010 but unfortunately, due to procurement issues, the data still is not available. The government applied the

same instrument in a piloted again. Textbooks and methods were developed by the government and two NGOs (Save the Children - Norway and Room to Read) to help teachers improve student learning. Next year the government will generalize the method to all schools.

**Objective 4 - Strengthen Donor Partnerships**

We continue to pay close attention to fostering and strengthening donor partnerships in both FTI and non-FTI supported countries. Besides working with and support in-country donor on FTI endorsement activities, we continue to try to improve and expand collaboration with donors in the capacity development and knowledge sharing area. Donor coordination and partnership is actually embedded in each activity supported by EPDF for the region. This activity contains 16 percent of EPDF allocation for the region.

Figure 3: EPDF-EAP Allocations by Objective as of March, 2011

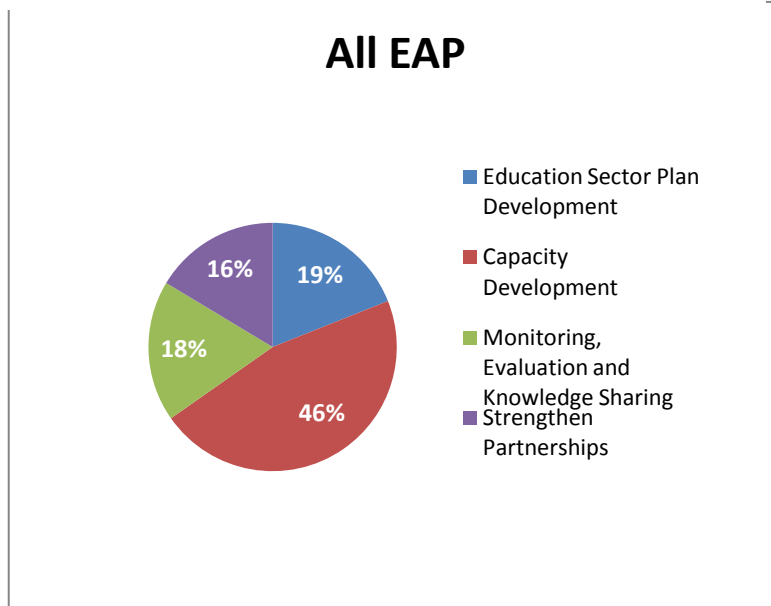
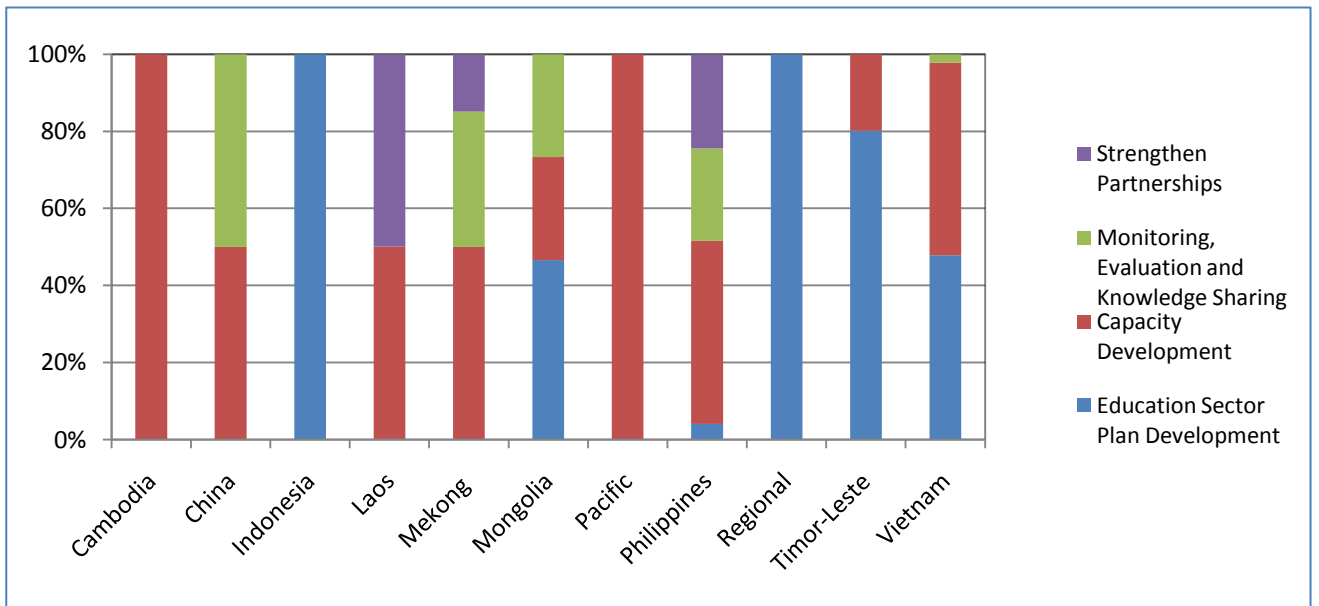


Figure 4: Breakdown of EPDF-EAP Allocations by Country and Objective



## Europe and Central Asia 2010 Annual Progress Report

In 2010, EPDF-ECA funds were used to support a variety of education-related activities in **Georgia**, **Kyrgyz Republic**, **Moldova**, and **Tajikistan**. This report provides an overview of progress achieved by country and objective, details a list of specific deliverables financed by EPDF funds, and gives a summary of EPDF-ECA finances.

### Summary of Progress in 2010

The EPDF resources allocated for **Georgia** in 2010 were applied towards Georgia's participation fees for activities necessary to prepare for and carry out Progress in Reading Literacy Study (PIRLS) and Trends in Mathematics and Sciences Study (TIMSS), and to finalize the national report for Teacher Education and Development Study in Mathematics (TEDS-M) 2008. Georgia joined the international assessments of student learning achievement for the first time in 2006 and took part in PIRLS (2006), TIMSS (2007), and TEDS-M (2008). However, due to the budget constraints following the conflict with Russia in 2008, the government was not able to provide adequate resources for the subsequent 2011 cycle of these studies and requested the Bank's financial support. Considering the scope of reforms introduced in Georgia since 2003, the above assessments provide valuable inputs for policymakers to evaluate the initial impact of the ongoing changes and innovations in the system, to refine the reform strategies and to improve the quality of education. In spring 2010, as part of the EPDF support, the National Examination Center in Georgia carried out a pilot survey of PIRLS 2011 and TIMSS 2011 in 42 schools across the country. As part of the pilot preparation, the Center translated and adapted research instruments for both assessments, as well as questionnaires for students, teachers, parents and school principals. The actual testing was undertaken by teachers in the selected schools. For this purpose, the National Examination Center has translated and adapted testing guidelines developed by IEA, namely "School Coordinator and Test Administrator Manual." Moreover, the Center has hosted a workshop for the participating schools to provide them with adequate capacity for the test administration. Workshops were also hosted for the test markers. The national database of marked student tests was submitted to Germany for the purposes of developing international database for all participating countries and statistical analysis. At present, the National Examination Center is actively preparing for the main test administration for both assessments.

Despite a volatile political environment with tough and persistent challenges, EPDF funding has been and continues to be an essential resource in **Kyrgyz Republic** to catalyze the policy dialogue and to enable key technical assistance in shaping up the sector strategy, charting the course for reforms and enhancing the sector capacity for managing reforms. The dramatic events of April 2010 resulted in the overthrow of the last administration and subsequent violence in the Southern region of the country that caused considerable damage to local schools. As the situation stabilized later in the year, parliamentary elections were held in October, which led to a new constitution and a new parliamentary governance structure with a new coalition government formed in December 2010. While the new government is still at its early dates of governing, education has been considered one of the top priorities together with economic recovery, fiscal stabilization and social reconciliation.

Despite the limited opportunities of the new reform-minded Government of **Moldova** to tackle fundamental reforms in-between a series of repeated Parliamentary elections in 2010<sup>2</sup>, it has moved ahead with its education agenda especially in the area of early childhood development (ECD), recognizing its significant returns on investment and the essential role of education for poverty reduction and social inclusion. This was possible given the support for ECD granted to Moldova through Catalytic Fund resources, as well as through EPDF funds. The EPDF funding represents a key resource that is complementing and expediting the implementation of the ECD agenda in Moldova.

Resources provided by the EPDF have been instrumental in supporting the local education group in **Tajikistan** to ensure quality and sustainability of the FTI-related activities and to conduct policy dialogue with key stakeholders.

In 2010, EPDF **Regional Funds** were used for the preparation of the Central and South Asia Conference on Assessments, which was later merged into the ECA Education Conference to be held in Vilnius, Lithuania in October 2011.

## **Summary of Achievements by Objective**

### **Objective 1: Education Sector Plan Development**

**Kyrgyz Republic.** Before the April 2010 events, the Bank engaged the earlier government stakeholders and donors in refining the draft Education Development Strategy 2020. Following the events, the Bank seized the opportunity to reengage the new government to re-launch a process to finalize the Education Development Strategy 2020 by developing a medium term Action Plan that prioritizes key reform actions with a supporting Spending Plan aligned to the government budgeting cycles for implementation. This work is led by the newly appointed Minister of Education and Science and allows for the participation of a broader range of policymakers, practitioners, stakeholders and donors. This process is expected to be completed with the action plan and an accompanying spending plan by mid 2011. The updated Strategy 2020 with the action plan and accompanying spending plan will serve as a roadmap for the new government in undertaking key reforms systemically and for the donor group to coordinate their assistance through a sector wide approach. The Bank has also launched the preparation of the proposed SWAp operation in parallel to the strategy update.

**Moldova.** In 2010, Moldova embarked on updating its Consolidated Strategy for Education Development and action plan for implementation and financial simulation models with technical assistance support from UNICEF and EPDF resources (local and international consultants). As a result, an updated strategy for the period 2010-2015 has been recently approved (Minister's Order November 29, 2010). The document is structured around seven priority directions, one of them being "Expanded access to quality early education." The policy objectives for ECD in the 2010-2015 strategy scale up the activities successfully implemented under the EFA FTI Grants I & II, placing a special focus on three specific objectives: 1) expand services for early child education and development; 2) further improve the quality of early education and development services; and 3) ensure methodological, teaching and technical

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<sup>2</sup> Moldova had two parliamentary elections held in April and in September 2010, but both Parliaments failed to elect a President with the necessary 60 percent majority of members. A referendum on amending the Constitution to allow a President to be elected on a simple majority failed in September 2010 and Parliament was dissolved on September 29. Another set of elections was held on November 28, 2010, which put in place a new coalition and formed a new Government in January 2011.

material supplies for the institutions of early childhood education and development. The updated strategy will serve as a key document for Moldova's request for an EFA/FTI Year III grant.

**Tajikistan.** The EPDF supported analytical activities of EMIS data and the National School Census to foster policy dialogue among key stakeholders in the country. The results of the analytical work were published and broadly discussed with key stakeholders at the workshops, resulting in Education Sector Strategy and Sector Plan revision and costing. EPDF funded international TA to support the national experts and the Ministry of Education in the National Education Sector Strategy revision, co-funded two workshops to discuss the new Strategy directions. The first draft of the strategy was developed, translated and discussed by key parties. Based on the feedback provided, the second draft is being finalized and will be sent for comments by end February 2011. Although the strategy is not finalized yet its strategic directions are already clear: (i) to change education content so it serves better the country economy's needs and poverty reduction; (ii) to restructure education system to increase its efficiency and effectiveness; and (iii) to reduce regional and social inequity in access to quality education. The next step will be developing long term and mid- term Sector Plans. The revised strategy and the plans, if endorsed by the local education group, will be the basis for the next FTI application by Tajikistan.

## **Objective 2: Capacity Development**

**Kyrgyz Republic.** This subcomponent provides technical assistance to the government in policy analysis and in piloting innovations in governance and financing. In addition to the earlier progress in developing the Per Capita Financing (PCF) Model, continued assistance was provided to refining the PCF model for expanded pilot in more regions and working to simulate the returns of the PCF reform on the sector financing and develop scenarios for possible sector wide introduction. A functional analysis was also carried out for the Ministry of Education and Science to develop plans for future realignment of the sector structure. The functional analysis has been completed. The PCF simulation exercise is expected to be completed by mid 2011.

**Moldova.** Under this component, the EPDF funds supported the education sector in Moldova with local and international technical assistance to undertake the process of validation of the new early learning and standards for children according to international practice, to subsequently review and introduce them into the system (formally approved in August 2010). At the same time, EPDF funds were used to enhance the capacity of pre-school teachers to apply child-centered teaching methodologies, the curriculum and new teaching and learning standards through the development of a Guide for Teachers (1001 Ideas for Teachers); the guide complemented teacher training interventions under the EFA/FTI Year I & II Grant and was developed in response to beneficiaries' demand.

**Tajikistan.** In 2010, the EPDF continued providing support to strengthen management, fiduciary and technical capacity of the Ministry of Education, Ministry of Finance, and local authorities; to establish a data collection system in the education sector and analyze data for policy making; to manage externally-funded operations without international technical assistance; and to introduce a new funding mechanism (per capita financing). The EPDF provides essential resources for the Education Sector Strategy Fiduciary Strengthening Action Plan, the Ministry of Education capacity-building plan and introduction of per capita financing, thus mitigating sustainability risk of the ongoing activities. For example, EPDF funded on-the-job training for the Ministry of Education staff on the external operations management, FM and procurement as per the international standards and practices. EPDF supported the Ministry's Functional Review follow-up work providing funds for the department TORs elaboration and training needs assessment. EPDF funded international TA to strengthen the Ministry's capacity to

draft TORs and contracts for technical assignments (like for reading materials TA, in-service education and training review, Civil Works design etc.), to design surveys and survey's instruments, to conduct technical review of the products of the TA hired by the Ministry, etc. As a result, technical and management capacity in the Ministry of Education is being strengthened as demonstrated by improved quality of the TORs and reports submitted to the LEG and WB for review.

### **Objective 3: Monitoring, Evaluation and Knowledge Sharing**

**Kyrgyz Republic.** This subcomponent is designed to enhance the sector capacity in M&E, which is the weakest link with a fragmented system of data collection and processing, poor coordination between Ministry of Education and Science and National Statistical Office regarding education statistics and little use of data for decision making. The earlier assistance provided has not led to any significant breakthrough due to the lack of commitment and continuity in addressing these systemic issues in a volatile environment and the preoccupation with the handling of urgent crisis and conflict related issues. However, the new leadership in Ministry of Education and Science has now signaled clearly the importance to enhance the M&E for effective sector monitoring and performance. To make the assistance more strategic and effective, the Bank has thus created closer linkages between the continued technical assistance in M&E and the above-mentioned strategy development to ensure M&E is now a key pillar in EDS 2020 and in the Bank's upcoming SWAp operation. Additional assistance will be provided under this subcomponent to evaluate the key reform pilots such as PCF, and performance based incentives for teachers etc. This assistance is also aligned to form an integral part of the process and output of EDS and to provide evidence to inform planned scaling up of the reforms system wide.

**Moldova.** The EPDF resources were essential for developing a final evaluation study of the FTI activities in Moldova. More specifically, the study assessed the performance and results of the EFA/FTI Grant Year I and Year II, their contribution to the implementation of the "Education and Early Development" component of the Consolidated Strategy and Action Plan for the Education Sector and attainment of the MDGs for early childhood development in Moldova. Best practices, lessons learned, constraints, challenges and opportunities presented in this study are very relevant for the preparation of the FTI Year III project, and more generally, for advancing the ECD agenda in Moldova.

**Tajikistan.** EPDF funds were used to support the Ministry of Education and the Ministry of Finance to monitor, assess and evaluate ongoing reforms and operations, to establish an M&E system in the Ministry of Education, to further support its Education Management Information System, and to conduct a survey of textbook quality. Funds were also used for TA to consult the LEG on the quality of the activities undertaken by the Government in key areas like education planning and management, school infrastructure, teacher and director training, etc. For example, EPDF supported design of the evaluation of the results of the different trainings conducted in FTI Grants. As a result, the directors training on pedagogical leadership and financial management in FTI-3 was suspended until the training modules and monitoring instruments were revised as per the evaluation recommendations. Also, the EPDF is funding international TA to strengthen FTI CF monitoring system in the Ministry of Education, as well as local and international TA to improve the Ministry of Education's internal supervision and quality check system, to advise LEG on the Civil Works quality. Lastly, EPDF supported the Ministries of Education and Finance in designing and establishing a per capita financing monitoring system and database.

#### **Objective 4: Strengthening Partnerships**

**Kyrgyz Republic.** This subcomponent has produced a significant output in policy analysis to assist in shaping up the country's sector development strategy and the Bank's future support to the sector. A joint report by the Bank and OECD titled "Lessons from PISA" was published in December 2010. The report documented the process and findings of a comprehensive review of the education sector from early childhood development to tertiary education. The review identified and analyzed the key issues, their underlying causes with recommendations on key reforms to be undertaken in improving the system performance and in tackling key issues of quality, equity and efficiency, governance and financing. With the publication of the report, the remaining work is focused on dissemination of the key findings and the recommendations to inform the policy formulation, strategy development and implementation. A joint book launch is planned to be carried out in 2011 by the Bank and OECD.

**Moldova.** In 2010, the EPDF funds were used to support – together with UNICEF – a National Conference on Access to Quality Early Childhood Education: Achievements, Lessons Learned, and Perspectives under the EFA FTI Grant (October 25, 2010). This was an additional opportunity to reinforce the good cooperation with UNICEF (lead donor agency in Moldova), but also to disseminate the results of successful interventions under EFA/FTI Year I and II, and to discuss sustainability challenges and the remaining agenda for ECD in Moldova.

#### **SECTION 3. Key Outputs Financed by EPDF in 2010**

<b>GEORGIA</b>	
<b><i>Georgia's participation in international assessments</i></b>	Pilot survey of PIRLS 2011 and TIMSS 2011 in 42 schools across the country Test administration workshops for the participating schools and workshops for the test markers
<b>KYRGYZ REPUBLIC</b>	
<b><i>Sector strategy updating</i></b>	Action Plan: priority reform agenda Spending Plan: medium term expenditures
<b><i>Technical assistance in financing and governance</i></b>	Refined PCF model, PCF simulation results and functional analysis of the MOES
<b><i>Technical assistance in improving the M&amp;E system and use</i></b>	Review of M&E functions and systems in MOES, training and analysis and evaluation of selected policy interventions
<b><i>Joint OECD and World Bank Sector Review of Education</i></b>	Findings of the review – OECD/WB publication – Lessons from PISA
<b>MOLDOVA</b>	
<b><i>Sector strategy updating (co-financed by UNICEF)</i></b>	Revised Consolidated Strategy for Education Development Education Strategy (2011-2015), Action Plan, and Financial Simulation Models (approved by MOE in November 2010)
<b><i>Technical assistance for the validation of the new early learning and development</i></b>	Final Early Learning and Development Standards (formally approved August 2010)

*standards*

***Final evaluation of the***

***EFA FTI Grant***

***Cooperation with***

***Government and***

***UNICEF for the***

***organization of project***

***closing conference at***

***national level***

EFA-FTI Year I and II – Impact Study (October 2010)

National Conference on Access to Quality Early Childhood Education: Achievements, Lessons Learned, and Perspectives under the EFA FTI Grant (October 25, 2010)

## **TAJKISTAN**

***National School Census***

***analysis report***

***EMIS analysis***

Data cleaning and data analysis

Report publication and discussion at the series of the round tables

Data cleaning and data analysis

Reports publication and discussion at the round tables

***National Education***

***Sector Strategy***

***development***

International TA to assist the MOE in the process coordination

To contribute to the policy and technical discussion including production of the policy papers and presentations.

Technical papers / notes for the LEDG on the move to 10/12 years of general education

The 1<sup>st</sup> draft of the strategy and response to the comments

***Fiduciary capacity***

***development***

***Management capacity***

***development***

On-job training by international TA on contract management, FM and procurement for the MOE's staff and local consultants

On-job training by international TA on data analysis and utilization for the MOE managerial and technical staff.

MOE's managerial staff training needs assessment

TORs for the main departments in the MOE under the new MOE's structure.

***Technical capacity***

***development***

Assistance to the MOE and RIITT staff in designing surveys, drafting TORs for local and international TA hired by the MOE, reviewing and commenting products of the TA hired by the MOE under FTI CF grants (quality check), e.g. for the CWs (design, drawings, technical specifications), INSET review, mentoring program, reading materials, per capita financing, EMIS etc.

***M&E capacity***

***development***

***Trainings***

On-job training and support to the MOE on designing M&E methodology and instruments for the FTI CF components (e.g. teacher training etc.)

Design of the teachers, directors and mentors training results evaluation; the evaluation results analysis, report, and presentation at the two workshops; follow up work with local experts

***FTI CF M&E system***

***Civil Works supervision***

***and quality check***

***system***

***Financing Reforms***

Assistance to the MOE by international TA in designing FTI CF M&E system

Assistance for the MOE in designing proper Civil Works supervision and quality assurance system

Support to the regional workshop on per capita financing – assistance in presentations preparation

Support in the PCF monitoring Data Base establishment and data analysis

***Textbooks quality***

***survey***

Training for the textbooks evaluators

Survey design

Survey conduction (focus group discussions in three regions of the country)

**REGIONAL FUNDS**

***Planning for regional conferences***

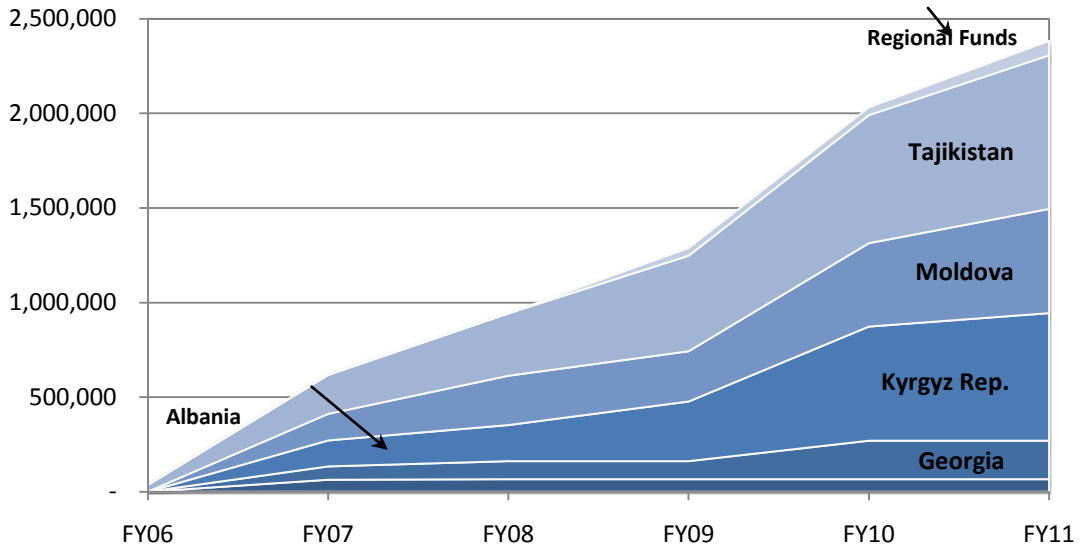
Concept note and agenda for the Central and South Asia Conference on Assessments  
 Concept note and agenda for the ECA Regional Education Conference.

**Summary of Financial Activity as of February 2011**

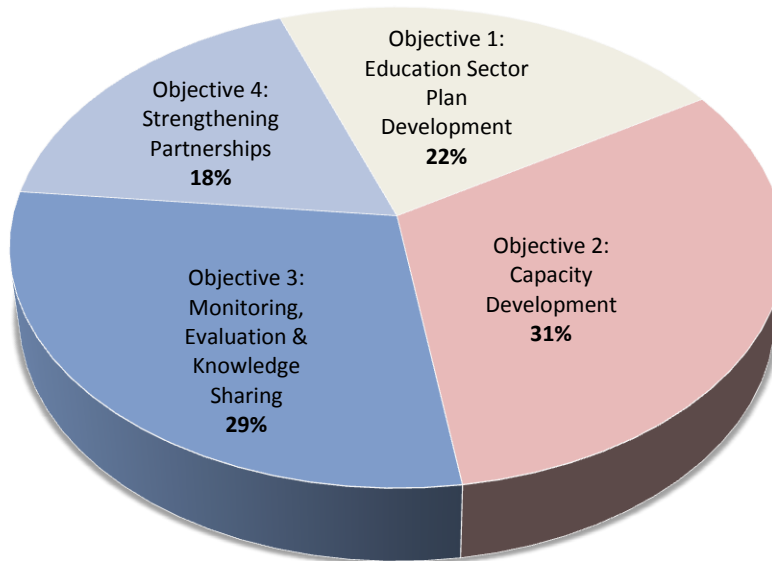
**Table 9. EPDF-ECA Disbursements by Country, FY2006–11 (\$)**

Country	Total allocation	Total disbursement (FY06-FY11)						TOTAL
		FY06	FY07	FY08	FY09	FY10	FY11	
Albania	75,000	-	63,181	2,822	-	-	-	66,003
Georgia	206,500	24	70,293	25,117	-	108,000	-	203,433
Kyrgyz Rep.	943,000	178	137,201	53,372	124,360	287,976	70,957	674,044
Moldova	666,100	-	140,270	120,168	5,085	175,074	110,260	550,857
Tajikistan	1,099,400	35,802	170,204	123,686	175,284	171,603	135,289	811,868
Regional Funds	224,000	-	-	-	40,766	-	35,194	75,960
<b>TOTAL</b>	<b>3,214,000</b>	<b>36,004</b>	<b>581,149</b>	<b>325,165</b>	<b>345,495</b>	<b>742,653</b>	<b>351,700</b>	<b>2,382,165</b>

**Figure 5. Cumulative Disbursements by Country, FY2006–11 (\$)**



**Figure 6. Breakdown of EPDF-ECA Disbursements by Objective, FY2009–11**

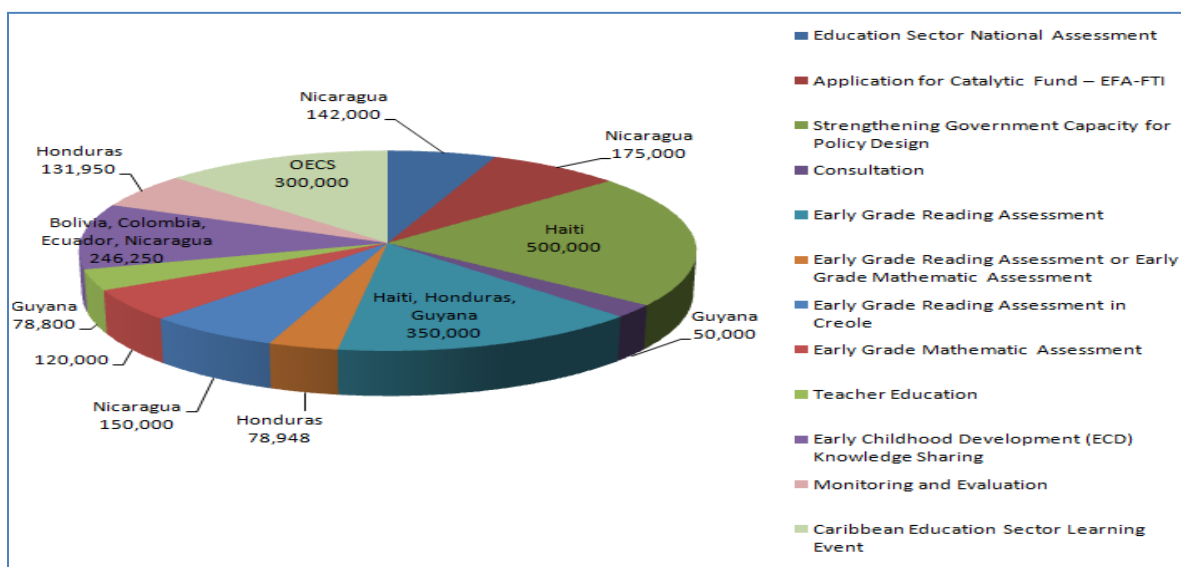


## Latin America & Caribbean 2010 Annual Progress Report

### Summary of EPDF-LAC Strategy and Achievements

The strategy of EPDF-LAC is to accelerate the achievement of the education Millennium Development Goals through EPDF-eligible activities that focus on IDA-eligible priority countries. During the period from January 2010 to December 2010, the amounts and titles of the 12 EPDF activities disbursing or in the pipeline in the Latin America and the Caribbean Region are presented in Figure 6.

**Figure 7. EPDF-LAC by Activity (in US\$ dollars)**



All of these activities are Bank-executed. The activities of the EPDF-LAC have been developed through discussions and consultations with stakeholders and their respective governments, in particular Ministries of Education in the region, and implemented in collaboration with other relevant partners. All EPDF-LAC activities disbursing in 2010 are based on the global EPDF's Objective 1: Education Sector Plan Development; Objective 2: Capacity Building; or Objective 3: Monitoring Evaluation and Knowledge Sharing.

#### **Objective 1 – Education Sector Plan Development (ESPD) (US\$867,000 allocated, US\$473,882 disbursed)**

##### ***Nicaragua: Education Sector National Assessment, and Application to the EFA-FTI Catalytic Fund***

The EPDF fund plays a critical role in the preparation of Nicaragua's Education Sector Plan through the Nicaragua Education Sector Assessment and the Application to the EFA-FTI Catalytic Fund. Resources from these two EPDF activities were used to finance technical assistance in the preparation of the new Education Sector Plan to support Nicaragua's application to the EFA-FTI Catalytic Fund. Some of the examples of analytical work carried out include: (i) a study on education quality in basic education assessing Government and donors interventions aimed at improving academic performance, internal

efficiency and access to pre and primary education; (ii) an assessment of early childhood education (ECD) reviewing policies governing ECD and best practices; (iii) an assessment of teacher policies reviewing pre- and in-service training, financing of the teachers, teacher career management, quality assurance and governance issues. EPDF funds were also specifically used for the elaboration of a costing and simulation model to serve for the Education Sector Plan and application to the EFA-FTI Catalytic Fund. Finally, consultants have been mobilized to assist the national team in charge of the elaboration of the Education Sector Plan. The final Education Sector Plan will be presented to all the stakeholders in February 2011. A formal application to the EFA-FTI Catalytic Fund will be prepared following the endorsement of the Plan by the donor group. Finally the designated Supervising Entity will begin the elaboration of the Project document that will be part of Nicaragua's application to FTI. It is expected that this work will take most of 2011.

### ***Haiti: Strengthening Government Capacity for Policy Design***

Thanks to support provided by EPDF-LAC, the Government of Haiti's request for joining the FTI partnership was successful, including a US\$22 million contribution from the Catalytic Fund in support of the Government's EFA program. Since the devastating earthquake in January of 2010, the EPDF resources have been instrumental in helping the government to reorient its priorities to respond to the new paradigm. In the context of the first component of the project (inputs for the finalization of the education action plan), the additional activities that were undertaken include the preparation and design around the technical plans for education infrastructure, both in terms of creating short-term classrooms spaces, and adjusting the standardized plans for the longer-term. With respect to the second component, finalizing the ECD policy became an increased priority. However, continuing the analytical assessment as previously conceptualized is no longer relevant, given the emergency situation. Instead, it was agreed to take an operational approach to determining the right ECD/nutrition policy, especially around questions of protocols for responding to chronic malnutrition. A firm was recruited to develop and test the new protocol for Ready-to-use Supplemental Food and pilot 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 complements the 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.

In 2010 the EPDF also supported a social assessment to understand better how activities implemented under the education sector strategy can be formulated to take into account the needs of minorities and females/males. Guyana's efforts to raise student learning outcomes includes, improving teacher effectiveness and the quality of teacher education. The social assessment paid special attention to identifying measures to attract and retain well-qualified recruits to the teaching profession, especially males and minorities.

## **Objective 2 - Capacity Development (CD) (US\$777,748 allocated, US\$454,681 disbursed)**

### ***Guyana, Haiti, Honduras: Early Grade Reading Assessment (EGRA)***

EPDF-LAC has supported Early Grade Reading Assessment (EGRA)—an assessment designed to measure basic literacy skills in the early grades—in Guyana, Haiti, Honduras, and Nicaragua. Assessments for more than 250 schools have been completed in all four countries for grades 1-4. The 2009 EPDF Progress report presented the findings and achievements in 2009. 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 students in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades in 60 schools from over six regions of the country. A report on the EGRA results was presented by Research Triangle Institute (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.

In July 2010, the LAC team organized with the RTI a seminar to share knowledge about the EGRA instrument Bank wide and disseminate the results and experience of the three LAC countries participating in EGRA – Haiti, Honduras, and Guyana. A consultant was hired to pull together the results, work with country contacts to prepare presentations, and finalized the EGRA studies that were publically posted on RTI’s website.

### ***Nicaragua: Early Grade Reading Assessment in Creole (EGRA)***

As a result of the previous EGRA assessments (2007-2009) in Nicaragua, a revision of the national curriculum and reading instructions in teacher professional training was conducted. In 2010, the Ministry of Education with the support of the Research Triangle Institute (RTI) completed the elaboration of Panamahka- and Creole-language EGRA tools in support of the government’s Intercultural Bilingual Education Program. A Spanish-language EGRA and a Miskitu-language EGRA were administered across a sample of around 40 primary schools in the North and South Atlantic Autonomous Regions (RAAN/RAAS). The final report was issued and results were disseminated among key stakeholders. The Ministry of Education is now planning to extend EGRA to all primary schools using resources from the national budget.

A summary table is presented below to reflect the EGRAs conducted in all 4 countries since this grant was approved in 2007:

Country	Students	Primary Schools	Grades
Guyana	2,699	60	2 <sup>nd</sup> – 4 <sup>th</sup>
Nicaragua	1,692	40	1 <sup>st.</sup> – 3 <sup>rd</sup>
Haiti	2,515	84	1 <sup>st.</sup> – 3 <sup>rd</sup>
Honduras	1,738	72	2 <sup>nd</sup> – 4 <sup>th</sup>
Total: 4	<b>8,644</b>	<b>256</b>	

### ***Honduras: Early Grade Reading and Math Assessments***

An additional EPDF-LAC trust fund might be set up in 2011 to conduct further work for the EGRA in Honduras and to implement the results of the Nicaragua pilot program for EGMA.

### ***Nicaragua: Early Grade Math Assessment (EGMA)***

Similar to EGRA, the Early Grade Math Assessment assesses mathematic learning of children between the first and third grades of primary education. A contract was awarded to Research Triangle Institute in order to adapt and validate for the first time in a Spanish speaking country the Early Grade Mathematics Assessment (EGMA) instrument which will serve to assess Mathematics proficiency in first, second and third grades of primary schools in Nicaragua. The adopted and validated instrument will be used for an EGMA application at the national level in the future. In particular, EPDF resources will be used to: (i) revise the EGMA instrument and sampling/testing protocols translated in Spanish to ensure their technical quality; (ii) train assessors in the use of the EGMA instrument to carry out assessments; (iii) conduct a field test of the EGMA instrument to validate; (iv) carry out a pilot EGMA which covers urban and rural schools in 7 departments of the Pacific Region; (v) produce a report which analyzes the results of the pilot EGMA and proposes follow-up activities; and (vi) present the final report to the Ministry of Education and other stakeholders. Work will be completed by the end of June 2011.

### ***Guyana: Teacher Education***

EPDF has supported the further development of the section of the Strategic Plan focusing on the reform of delivery of teacher education to improve teacher performance and raise learning achievement in the classroom. In particular, consultancies to assist the MoE to design a sound strategy for improving the effectiveness and efficiency of teacher education in the country and its alignment to the Regional Organization for Standards and Quality standards are underway.

Consultancies have been supporting the MoE to conduct a sound review of the current teacher education programs to re-design and improve their standards and curricula. A review was carried out simultaneously at both, the Cyril Potter College of Education and the University of Guyana's Faculty of Humanities and Education. The purpose was to: i) eliminate curricular overlaps; ii) ensure that teacher education programs are adequately articulated/linked; and iii) revise the standards and curriculum at both initial teacher training programs to ensure they are of good quality and provide a framework for the new programs. A draft program for an Associate's Degree and Bachelor's in Education has been developed and the EPDF is supporting completion of this work.

EPDF funds have also supported a consultancy for facilitating and building capacity at the MOE to develop an implementation plan and drafting of an operational manual for executing the new Associate's Degree, the Bachelor's Degree in Education, and the Program for Continuous Professional Development of Trained Teachers. The consultancy provided support in arranging the participation of stakeholders and ensuring that relevant information and reports are compiled and well coordinated. Based on the outputs of the working groups, the consultant assisted in preparing an operational manual which includes the articulation of the roles and responsibilities of all stakeholders, an implementation plan, and execution procedures.

### **Objective 3 - Monitoring & Evaluation, and Knowledge Sharing (M&E, KS)**

#### ***Honduras: Monitoring and Evaluation (M&E).***

The objective of this activity is to monitor key indicators for the achievement of the EFA Initiative at disaggregated levels. Key indicators include late enrollment, overage students, and drop outs. During 2010, international consultants were selected to undertake the design and implementation of the Monitoring and Evaluation system. As background, during 2009 the selected consultants developed a

common regional framework for education statistics to monitor and evaluate educational progress in the Central American region. This work was under the request of the Central American Council of Ministries of Education and Culture. Due to the political events that happened in Honduras during 2009, the country did not participate in this regional initiative. The work is underway and the M&E system, Operational Manual, the review of education policies and implementation, and knowledge forum activities are expected to be completed by early July 2011. From January 31 to February 11, 2011 consultants will be conducting their first visit to Honduras to present and discuss proposals for: (i) monitoring and following-up learning outcomes and progress in the school schedule as an input for the design and evaluation of educational policies; (ii) generating information in a timely manner on the effects of policies and programs based on the trends of the proposed indicators; and (iii) integrating information about the factors that affect such trends, addressing aspects of the design, implementation and context conditions. Meetings are planned with officials from the Ministry of Education, at both National and Departmental levels, and with donor representatives to discuss the proposals and to present data related to school failure and late schooling at various levels in the educational system. The team is making all efforts to ensure that: (i) all system design and implementation issues are dealt with properly to leave in place an up and running tool; (ii) the users of the M&E tool at the national as well as departmental level get properly trained in the tool; and (iii) the results of the activity are properly disseminated among key stakeholders in the education system. The use of EPDF funds for these activities support the implementation of a comprehensive M&E system in the sector and foster Capacity Building and mutual learning within actors and stakeholders, enhancing knowledge sharing and dissemination of results across the country.

#### ***Bolivia, Nicaragua, Ecuador, Colombia: ECD Knowledge Sharing***

Activities for the regional Early Childhood Development learning community are well underway. Community members number more than 800, consisting of a mix of governmental officials from 17 countries throughout the region (under-secretaries, directors, technical specialists), and representatives of civil society (NGOs, women's organizations, human rights groups, private service providers), with all their contact information available among members. Members generate, disseminate and have access to state of the art ECD information with more than 40 publications, instruments, web links and news. The Community provides a space to address real time challenges through 10 discussion groups developed by members' interest themes, blogs, and monthly Webinars. It sets the ECD agenda in the region making international ECD meetings available with live transmissions and contributing to the design, operation and evaluation of interventions by reviewing practices of interest and promoting south-to-south exchanges. Specific products include the development of the ECD Policy and Programs Roadmap, a benchmarking exercise allowing countries to be catalogued and map out options for having their ECD systems evolve toward a more comprehensive approach, and rapid assessment instruments to inform the education policy development work. Policy development work at the country level is focusing on Bolivia, Nicaragua, Colombia and Ecuador. Members proposed four actions to promote substantial and frequent participation: (1) identify one focal point per country to align and coordinate initiatives and expand the Community among key actors, (2) provide accreditation for participation in the ECD webinar series, (3) start a bi-weekly Op/Ed series identifying experts and interested practitioners to discuss relevant ECD themes to the Community, and (4) promote south-to-south exchange and study-tours among governments once explicit topics of interest have been identified.

#### ***OECS: Caribbean Education Sector Learning Event.***

EPDF-LAC resources will support a regional learning event in Education for English-speaking Caribbean countries. The main objectives of this grant activity are (i) to prepare and organize a regional learning

event on Learning Outcome with ICT as a cross-cutting theme for English-speaking Caribbean countries, and (ii) to provide follow-up support to a few of the participant countries after the learning event. The two sub themes will be Effective Teaching and Curriculum Rationalization. The learning event will be held on the week of April 11, 2011 in Barbados. In collaboration with other international and regional organizations, it will provide participating countries with opportunities to learn international experience in these sub-topics and to exchange knowledge and experience already existing in the region. It also provides countries that are in the process of developing education sector plans to discuss and review draft sector plans for finalization.

## Middle East and North Africa 2010 Annual Progress Report

### Summary of Receipts, Allocations, and Disbursements, as of February 2011

For the current round of EPDF-MENA (2009 – 2011), MENA was granted a total of US\$2.6 million. As of February 9, 2011 the disbursement stands at 64.4 percent. All activities were on track until recently when the region was hit by unprecedented social unrest and political instability. Detail of activities impacted by the event and proposed recovery plan are described in Section IV.

Consistent with the EPDF framework, two IDA countries (Djibouti and Yemen) that place high priority on the achievement of the education MDGs (universal primary education and gender equity in basic and secondary education) are directly supported by country-specific funding. Region-wide activities aim to support the achievement of the MDGs and other development goals by promoting knowledge sharing and strengthening partnerships, given that issues and related reforms are relevant across countries. All activities are being implemented in close coordination and collaboration with Local Education Groups (LEGs).

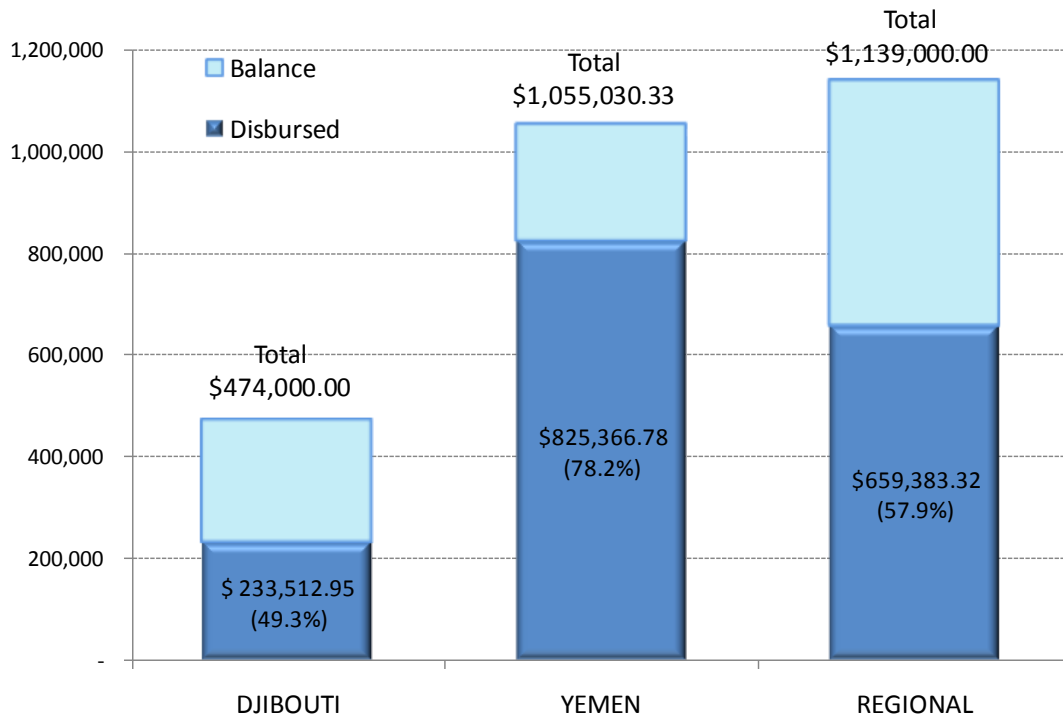
The allocation for Djibouti was 17.8 percent of the total allocation, for Yemen, 39.5 percent and the rest of the total EPDF-MENA funds were for the regional activities. As shown in Table 2, as of February 2011, Yemen has disbursed 78.2 percent of its allocation, followed by Djibouti 49.3 percent, and regional activities 57.9 percent. All plan to fully utilize their allocation.

**Table 10. Actual EPDF-MENA Allocations and Disbursements by Country (EPDF 2009 - 2011)**

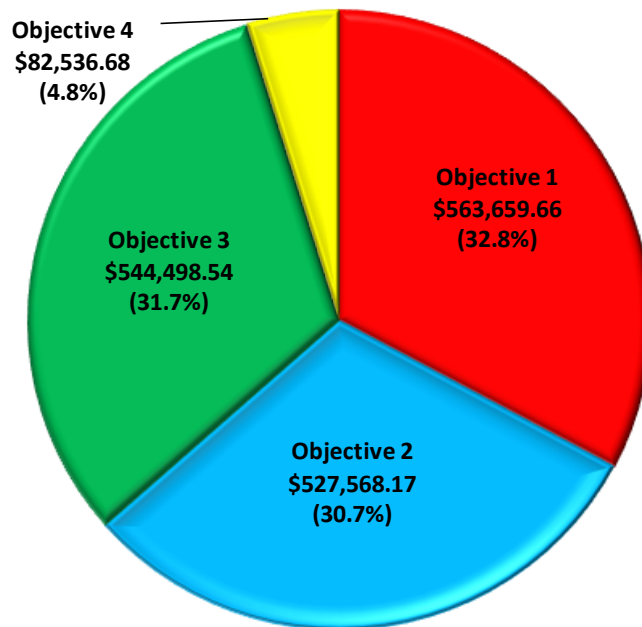
Country	Receipts (\$)	Allocation share (%)	Disbursements (\$)	Disbursement rate (%)
Djibouti	\$474,000.00	17.8%	\$233,512.95	49.3%
Yemen	\$1,055,030.33	39.5%	\$825,366.78	78.2%
Regional	\$1,139,000.00	42.7%	\$659,383.32	57.9%
Total	\$2,668,030.33	100.0%	\$1,718,263.05	64.4%

Figure 8 shows the allocation and disbursement status by country under EPDF-MENA 2009 and Figure 9 shows the amount of disbursement by EPDF Objectives. Disbursement under Objective 1, 2 and 3 share around 30 percent respectively, and that under Objective 4 shares around 5 percent of total disbursement as of February, 2011.

**Figure 8. EPDF-MENA 2009 – 2011, Allocation and Disbursement by Country (Total \$2,668,030.33)**



**Figure 9. EPDF-MENA 2009 – 2011, Disbursement by Objective (Total \$1,718,263.05)**



## Summary of Achievements by Objective

Overall, EPDF support has been crucial in improving capacity promoting knowledge generation and sharing, and strengthening engagement with the LEGs. This section provides a narrative summary of specific achievements by EPDF objective.

### Objective 1: Education Sector Plan Development

**Djibouti.** The update of the Technical and Vocational Training (TVET) National Strategy is supported by the EPDF, and the outputs will be integrated into the third Education Sector Plan (PAE-III). The Plan is expected to serve as an action plan for the entire education sector, from Early Childhood Development to higher education, including informal and formal education. The updated National Strategy on TVET is expected to play an important role in strengthening and enriching the sector plan and to provide technical inputs for the next IDA support operation, scheduled for approval in early 2012.

**Yemen.** The dissemination of key findings of the Country Status Report (CSR), which had been completed with support from the previous EPDF allocation, has been successfully completed and generated rich policy discussions among various stakeholders. It also contributed to hold an intensive dialogue with a wide range of development partners, including NGOs and civil society groups. Building on the successful completion of the CSR, the development of “Integrated Education Vision for Yemen” is currently underway. The team has been facilitating effective communication among relevant line ministries to form a common vision and to effectively guide a holistic and large scale education reform. National TVET strategy has also been updated to feed into the “Integrated Education Vision for Yemen”. Given the skill-mismatch and severe shortage of highly skilled labor force that hinders economic and social development, the updated National TVET strategy is considered crucial for the development of a competitive labor force. To this end, all EPDF-supported activities have been producing tangible outputs and playing large roles in the formation of the national education sector plans.

### Objective 2: Capacity Development

**Djibouti.** Initially, Djibouti’s participation in TIMSS was proposed, but the LEG decided that this activity will not be pursued, given the country’s insufficient readiness as well as other constraints. Based on the agreement with the FTI secretariat, this funding has been reallocated to support other activities for Djibouti.

**Yemen.** Diverse training workshops have been delivered to improve the MoE’s capacity in project management, monitoring and supervision, and knowledge and skills to promote broader structural reforms. As a result, foundational capacity for carrying out education reforms has been gradually upgraded.

**Region.** EPDF funded TIMSS 2011 participation fees for four countries: Lebanon, Morocco, West Bank and Gaza, and Yemen. The fees include the TIMSS international standard service package (subscription of TIMSS instruments, and participation to all mandatory preparatory workshops). National teams in these countries have been benefitting from the participation to the International Association for the Evaluation of Educational Achievement (IEA) workshops to build essential capacity for the implementation of student learning assessment. All beneficiary countries are acquiring the data

collection and analysis skills needed to effectively analyze learning outcomes in order to inform policy making. An ECD regional study has been prepared jointly with the Brookings Institution. Four countries (Lebanon, Morocco, Syria, and Yemen) have been selected for this study and outcomes (report) will be completed before August 2011. The study involved various LEGs in these countries and this EPDF support has been useful in fostering research capacity at local levels.

### **Objective 3: Monitoring, Evaluation, and Knowledge Sharing**

**Yemen.** In partnership with the UNESCO Institute for Statistics (UIS), technical assistance has been provided to support the design and implementation of both Comprehensive School Survey and Annual Education Survey. Close supervision to the on-going EMIS development has been provided. Support in these areas has been essential to strengthen M&E in education sector and to promote evidence-based policy development. Making the most of EPDF support, the MoE has been absorbing and using the acquired knowledge and skills.

**Region.** In December 2009, “Tunis high level conference on Knowledge Economy for job creation, increased competitions and balanced development” was held and successfully generated active policy discussions in the region on the quality and relevance of education in response to the need of the emerging knowledge-based economy. It produced useful policy recommendations for beneficiary countries. Building on the successful regional conference, a major regional partnership was launched with the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Qatar Foundation, which further evolved into a larger scale Regional Alliance that aims at enhancing quality of education in the region. Therefore EPDF support served as a catalyst to lay the foundations for the regional partnership and to provide a forum for wider knowledge generation and sharing. In collaboration with ALECSO, Arab World Education Performance Indicators (AWEI) benchmarking tools are being finalized. The product was already launched within the World Bank, and will be launched externally in mid February 2011, which is the very first of its kind in the education sector. Another activity is “Regional Studies of Teacher Incentives,” for which seven countries’ data was collected during the first phase in 2010. Six country Reports were drafted and preliminary findings were presented at a regional conference in Doha in September 2010. A seminar focusing on the study framework and some survey findings was held in collaboration with the Bank’s Human Development Network in January 2011. Such a comprehensive review on teacher policies is also a first of its kind, and should be considered as a significant achievement. LEGs were consulted at each stage, and the second phase will be completed before August 2011.

### **Objective 4: Strengthening Partnership**

**Yemen.** A Development Partnership Forum (Joint Annual Sector Review) was held in May 2010 to convene a large number of stakeholders and practitioners from local and central level. It successfully reaffirmed donor harmonization and mutual support for the country’s education reforms. Lessons learned from project implementation were shared and donors and local education partners managed to rebuild 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.

## Key Outputs and Expected Activity Completion Dates

Table 11 shows key outputs of activities as of February 2011, and the expected end activity dates for each activity. A summary of fully completed activities was provided in Section II; therefore, Table 3 covers the remaining on-going activities only.

**Table 11. Key Outputs and Expected End Activity Dates**

Activities	Key Outputs	Expected End Activity Date
<b>DJIBOUTI</b>		
Development of TVET National Strategy	- Preliminary work was produced	June 2011
Social Evaluation Study	- Consultancy was commenced	June 2011
ECD Studies	- Consultancy was commenced	June 2011
Secondary Education Reform Study	- Consultancy was commenced	June 2011
EFTP (TVET) Study	- Consultancy was commenced	June 2011
<b>YEMEN</b>		
Update of TVET strategy and training program for the Gulf Cooperation Council (GCC)	- Preliminary work for the update of National TVET strategy has been produced.	August 2011
Capacity building on key education sector reforms	- Training workshops were delivered to support the MoE structural reform - Rural female teacher contracting was completed	August 2011
TA to support data collection and management in partnership with UIS	- Technical assistances were delivered to support the design and implementation of Comprehensive School Survey and Annual Education Survey. - The UIS delivered workshops in November 2010 - February and April 2011 workshops are being planned - EMIS development is at semi-final stage.	April 2011
Support for the Conditional Cash Transfer (CCT) Impact Evaluation	- Technical support on CCT Baseline Survey was delivered in 2009-2010. Capacity improved at CCT local team. - A local firm is being contracted to conduct the Impact Evaluation Survey.	December 2011
Support to Government of Yemen and Development Partnerships Forums	- Development Partnership Forums (Joint Annual Review: JAR) was held in May in 2010.	May 2011
Integrated Education Vision for Yemen	- Country Status Report (CSR) dissemination workshops were delivered in early 2010. - The preparatory work and initial consultations with stakeholders for the Vision were conducted.	December 2011
<b>REGIONAL</b>		
ECD Regional Studies	Consultancy commenced for the selected countries	August 2011
TIMSS 2011	- National TIMSS teams participated in initial mandatory workshops in September, November 2010 - Participation fees were provided to IEA	December 2011

ICT conference	- Conference program was developed and all preparation were done, however, it was postponed due to the unstable situation in Tunisia	February 2011 (Postponed)
AWEI and collaboration with ALECSO	- MoU was signed between the Bank and ALECSO - Consultation processes completed - AWEI benchmarking tools (website) was launched externally	August 2011
Regional Studies on Teacher Incentives	- The first round of surveys was conducted in seven countries and Six countries reports were drafted. - Preliminary findings were presented in Doha in September 2010; A seminar was held in Washington D.C. in January 2011.	December 2011

### Summary

Overall, MENA EDPF support has been extremely useful in carrying education reforms forward, and the implementation has been successful in meeting EDPF objectives. It significantly contributed to deepen the Bank's engagement with diverse stakeholders, and the collaboration with LEGs has been fruitful. Upon approval of the new EDPF allocation in November 2009, detailed Concept Notes for each activity were prepared and thoroughly reviewed to ensure clear planning and swift implementation. Currently, the majority of tasks are on track. However, a number of activities have been impacted by the recent eruption of social and political unrest in several countries in the region, and political changes in other countries to preempt similar reactions. For instance, regional activities such as AWEI development; ICT & Education conference; dissemination of Teacher Policy Study, and country-specific capacity building trainings are being postponed or reprogrammed due to suspension of missions and inability of government to organize or to commit to the events. Nevertheless, the teams plan to resume activities and remain in contact with respective counterparts with the view to finalize the activities as soon as possible. For those impacted activities, given the extent of the changes, the advent of interim governments and the organization of elections in many countries, a one-year extension of the fund would be required to support the full achievement of EDPF objectives. All postponed activities are critical to the advancement of education reforms and to support the countries in their efforts to achieve the MDGs as well as other development goals. While this delay is unfortunate, the recent events also present new and unforeseen opportunities for reforms that make the EDPF support even more appreciated.

# South Asia Region 2010 Annual Progress Report

## Background

All countries in the South Asia region are committed to meeting the challenges facing them in education system development, and have committed to attaining the education-related targets of the Millennium Declaration of 2015.

## Recent Regional Achievements

**Increased access to education.** Progress towards the achievement of MDGs on access has been strong and sustained in most countries. The number of out-of-school children has decreased steadily in the region from some 43 million in 2002 to 18 million in 2008 and the proportion of children aged 15-19 who have completed at least 5 years of schooling now range from about 50/60 percent in Bhutan and Pakistan to around 75 percent in India and Bangladesh, and reaches practically 100 percent in the Maldives and Sri Lanka. Except for Sri Lanka which has achieved universal primary education much earlier, the most rapid advances took place over the last three/four decades.

**Progress towards achieving gender parity at the primary level has also been substantial.** At the primary level, gender parity has been achieved in the Maldives, Sri Lanka, Bhutan, Bangladesh and India, and rapid progress is being made in Afghanistan and Pakistan. While enrollment rates at the secondary level are significantly lower, they have also shown a substantial increase, and pressure to expand secondary education is growing as a result of expansion of primary education.

**Partnerships with non-government providers for the delivery of education.** In some countries, partnerships with non-government providers – NGOs, communities, and the private sector – play an important role in expanding education opportunities. For example, in Nepal, 18% of schools have been transferred from government to communities for day-to-day management. In Bangladesh, NGOs play an important role in the provision of primary education, and Government subsidizes an almost fully privately-managed secondary education system. In Balochistan, Government is using NGOs to mobilize communities and help them establish new schools. Recognizing that governments are financially constrained, many countries have encouraged the private sector to take a lead in the expansion of educational opportunities at the tertiary level.

**Demand-side initiatives.** Demand-side interventions to promote education for the poor and girls are increasingly being used to enhance access. Bangladesh continues to rely on conditional cash transfer programs at the primary and secondary levels, and is now introducing pro-poor targeting to improve efficiency. In Punjab, the recent introduction of stipends for girls over the past two years has had a clear impact on both girls' and boys' enrollment in targeted districts: girls' enrollment has increased by 33 percent in one year, compared to 20 percent in non-stipend districts. Other provinces of Pakistan such as Sindh have made the implementation of such programs more effective.

**Piloting interventions.** In their drive to increase access and quality, many countries continue to pilot innovative interventions. These include information campaigns to mobilize communities, community management of schools, partnerships with NGOs and the private sector for the provision of education at all levels, and block grants to schools to give them greater control over administration and financing and to increase accountability overall. These interventions are often introduced at the same time as fiscal decentralization and devolution of responsibilities to local governments are being implemented.

**Development of Sector Plans and Collaboration with Development Partners.** All countries now have sector plans under implementation aimed at promoting universal coverage of primary education and have requested assistance from the Bank and other development partners to support the development of those plans and build capacity to implement their programs. Most of those countries benefit from coordinated multi-donor support through a SWAP. This is the case of India, Bangladesh and Nepal. Others have initially benefited from parallel support from donors but gradually, greater coordination and harmonization are being achieved. This is for example, the case of Afghanistan in which all donors have now rallied behind the National Education strategy in a coordinated way. A key focus of these country-led programs has been on strengthening government ownership and building capacity.

**Greater awareness of the issue of low quality of education.** Periodic surveys and greater availability of data on test scores made public by researchers and/or NGOs have increased awareness that levels of academic achievement in the region are very low on average, with huge variation across schools and social groups, and that a large number of children do not master basic competencies even after 5 years of schooling. For example, the report in the Indian press that 67 percent of children in grades 3 and 5 cannot read a simple text has had a powerful impact on policy makers who have now put quality as the main objective of their sector plan.

## **Challenges**

**A large number of poor and marginalized still lacks access to schooling.** While the region has made impressive progress in enhancing access, a significant number of children (estimated at approximately 26 million) still remain out of school or drop out at an early stage. Many of these children come from disadvantaged backgrounds and/or regions. A significant proportion of them, estimated at approximately 10 percent, are children with disabilities. The access strategy now has to focus on those hard to reach with innovative and carefully designed interventions.

**Gender disparities are decreasing but still prevail.** While many countries in the region (Sri Lanka, Maldives, Bangladesh) have now reached gender parity at the primary level, a few still lag behind and security issues in some countries make this goal particularly difficult to achieve. For example, in Afghanistan, girls only account for 34 percent of total enrollment. In addition, wide regional disparities persist with girls representing less than 15 percent of total enrollment in the southern provinces of the country. Furthermore, as the goal of reaching gender parity in primary education becomes achievable, it remains a challenge at higher levels of education across the region.

**Improving quality remains a daunting task.** The growing body of evidence on achievement tests has made governments increasingly aware that quality of education is low and that attending school does not necessarily translate into learning. Governments are paying increased attention to issues of governance and accountability, trying to increase community participation in school management, putting in place incentives and/or supervision mechanisms to improve teachers' presence and efforts in classrooms, decentralizing decision powers to local authorities and school committees, reviewing their recruitment policies. All these policy decisions seem to be steps in the right direction but still little is known of their impact and it is quite possible and plausible that it takes time before learning gains can materialize.

**Internal inefficiency within and across levels of education.** Owing to high dropout and repetition rates, a large number of children still do not complete primary school or take more than 5 years to do so. Transition to secondary level is equally affected by dropout rates and the low quality of primary education. For example, in India, out of 100 students from the lowest income quintile that enter the primary education cycle, less than 30 will reach secondary education and less than 10 will graduate. Low quality at primary level affects quality at higher levels and lowers the probability to increase school attainment.

**The pressing and rising demand from the labor market is largely unmet.** Most countries in South Asia have been growing at a rapid pace over recent years and are gradually becoming more integrated in the world economy. The demand for skills is high and rising – as demonstrated by very high returns to investments in education. The supply, however, is lagging behind because of poor quality at all levels of education which reduces the chances to reach higher levels of education, programs run with little bearing to the needs of the labor market, failure to give opportunities to or rescue those who drop out of the school system, and overall a lack of a comprehensive strategy linking the various levels of education.

**Financing constraints.** Public education expenditures remain currently around 2.3 percent of GDP in the region (with the exception of India where they now reach 3.4 percent). These expenditures are the lowest among all regions. Furthermore, a significant share of the expenditures is directed at teachers' salaries, leaving little resources to be spent on teaching and learning materials. In some of the countries, fiscal constraints may inhibit increased public investment in the sector. The recent global economic crisis is likely to increase further those constraints.

#### **Activities Funded Using EPDF**

EPDF supports countries in South Asia to improve the following crucial areas of education system functioning.

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

The activities carried out under the EPDF program have paid special attention to the girl's and marginalized children (e.g. children with disabilities, those who are hard to reach). Realizing that these groups have frequently faced significant obstacles to access to educational opportunities as well as being provided with quality education, the EPDF resources have worked to remove these constraints to education and include participation in the general schooling system, and ensuring that families and schools have the support and tools/instruments needed to ensure their participation.

The issue of learning is central to the agenda of the South Asia region. The availability and use of timely data and information is important for policymakers to make informed decisions. EPDF 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 of 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 quality strategy. EPDF resources have been used to develop and pilot learning assessments in most of the countries of the region and begin building capacity efforts in improving learning assessment systems including instruments, analysis, reporting and dissemination. Activities financed include short and medium term international technical expertise, and skills development of staff responsible for research and impact evaluation of quality initiatives including through short term technical training courses, collaborative research/evaluation and participation in international/ national workshops and seminars on evaluation of quality initiatives.

### **Support for Country Sector Program Development**

Over the past year, the 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 Bank and other development partners. Support has been used in:

- Supporting the Government of Bangladesh to develop a primary education development program focusing on issues of access, equity and quality;
- supporting the provincial governments of Sindh and Punjab, Pakistan to develop a basic education reform program aimed at enhancing access to and improving the quality of primary and secondary education;
- strengthening reform programs to improve the assessment system in Pakistan, India and Nepal; and
- assisting the Government of India to develop a strategic plan for the expansion of good quality secondary education, including the development of effective public private partnerships.
- assisting the Government of Sri Lanka to update its strategic plan on basic education – especially focusing on enhancing education quality and English, Math and Science skills.

### **Build In-country Technical and Institutional Capacity**

Work is being undertaken in areas which are critical for countries as they develop their strategies and programs. Some of them cover several countries and allow for a comparative analysis, and strengthen the knowledge base which would allow for a more informed policy dialogue and sow the “seeds” for future reforms. The work being undertaken here is helping build capacity in countries as it largely draws on local expertise (local research institutes, universities and consultants). The analysis is drawing on several sources of financing, including Bank budget and co-financing from other development partners. Work underway includes:

- building state government capacity to integrate approaches to child development in Madhya Pradesh, India;
- supporting a forum on teacher education, incentives and development in India focusing on improving teacher governance and accountability;
- workshop on strategic choices for Education Reform in South Asia;
- develop a collection of policy briefs providing guidelines, alternative implementation strategies, and examples on teacher issues relevant to the South Asian region; and
- providing on-demand, just-in time technical support and expertise to governments in areas where they can benefit from international expertise and good practice.

## Monitoring and Evaluation to Strengthen Knowledge Base

Support has been provided for strengthening monitoring systems, and evaluating 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 girls, the poor and other disadvantaged groups. As evaluating the impact of interventions is a long-term process, many of these activities are ongoing. In all cases, the activities are drawing on several sources of financing, and governments, development partners and local research institutions are closely involved in this exercise (along with staff time which will be covered by Bank budget). There has been significant cross-country sharing of experience and knowledge sharing. Activities supported include:

- assisting the government of Pakistan in the development of an effective education monitoring system which provides feedback into policymaking and evaluating the impact of stipend and public-private partnership programs, social accountability, teacher recruitment and school management committees in Punjab and Sindh (Box 1);
- evaluate the long-term impact of contracting of teachers in India to assess whether this is an effective means of expanding the supply of education without compromising quality, and whether these are less effective than regular teachers; and evaluate the impact of school inputs and teachers incentives on learning outcomes;
- assess the impact of programs that deliver stipends through proxy means testing methods at the secondary level in Bangladesh to examine the effectiveness of these programs in enhancing access to girls and the poor and improving the quality of education, and
- track education expenditures at the primary level in Bangladesh to explore the effectiveness of the financial systems which are typically used for funds disbursement, and study the ability of governments to monitor compliance of programs.

### **Box 1: Private Sector Service Delivery and Reaching the Unserved**

There are many communities in Sindh where service delivery, either by the government or the market, is completely absent. Under SERP, a public-private partnership program was designed to address this dual failure. Today, around 300 new private coeducational primary schools are in operation in underserved rural communities supported by public per-student cash subsidies of US\$4–6 per student per month conditional on free schooling and stipulated school quality standards. These schools have over 26,000 students in attendance as independently verified. Experimental evidence from a study supported by World Bank EPDF Trust Fund resources suggests that the school participation rate has increased from 30% to 80% on average in these communities, and that gender disparity in school participation has been eliminated. The evidence also suggests that this is one of the most cost-effective interventions for raising participation among all rigorously-evaluated programs in the developing the world. The initiative is being scaled up to reach more underserved rural communities.

**Table 12: EPDF SAR Financing Summary**

<b>TF #</b>	<b>Total Amount Requested</b>	<b>Total Amount Received</b>	<b>Total Amount Allocated</b>	<b>Disbursed</b>	<b>Committed</b>	<b>Spent &amp; Committed</b>	<b>Balance</b>
TF054642	\$5,280,000.00	\$5,280,000.00	\$5,280,000.00	\$5,203,685.84	\$20,492.07	\$5,224,177.91	\$55,822.09
TF091923	\$2,711,400.00	\$2,711,400.00	\$2,711,400.00	\$2,249,336.35	\$10,500.00	\$2,259,836.35	\$451,563.65
TF093987	\$4,504,500.00	\$3,833,300.00	\$3,833,300.00	\$1,701,782.76	\$549,879.10	\$2,251,661.86	\$1,581,638.14
TF096294	\$7,542,000.00	\$5,500,000.00	\$5,500,000.00	\$1,418,762.90	\$1,100,191.10	\$2,518,954.00	\$2,981,046.00
TF099237	250,000.00	250,000.00	0	0	0	\$0.00	\$0.00
<b>TOTAL</b>	<b>\$20,287,900.00</b>	<b>\$17,574,700.00</b>	<b>\$17,324,700.00</b>	<b>\$10,573,567.85</b>	<b>\$1,681,062.27</b>	<b>\$12,254,630.12</b>	<b>\$5,070,069.88</b>

## Global Campaign for Education EPDF Grant Update on the Civil Society Education Fund (CSEF)

Period: May 2010 to March 2011

### PROJECT DATA

**Table 13: Project Data**

Name of activity	Supporting Civil Society Participation in Improving Education Sector Results	
Recipient	Global Campaign for Education	
EPDF Committee Approval Date	December 4, 2008 and November 6, 2009	
Grant Agreement Signed	July 7, 2009	
Total Grant Amount	\$17,607,930	Undisbursed funds <sup>a</sup> : \$5,387,937
Total Disbursed to CSEF	\$12,219,993	
Total Expenditures (as of 12/31/2010)	\$8,190,412	Total cash available <sup>(a+b)</sup> : \$9,417,518
Total Cash Balance <sup>b</sup> (as of 12/31/2010)	\$4,029,581	
Starting Date	July 1, 2009	
Closing Date	June 30, 2012	
Progress reporting by GCE	<ul style="list-style-type: none"> <li>✓ 1<sup>st</sup> Progress Report and Interim Financial Statement (06-12/2009)</li> <li>✓ 2<sup>nd</sup> Progress Report and Interim Financial Statement (01-06/2010)</li> <li>✓ 3<sup>rd</sup> Progress Report and Interim Financial Statement (07-12/2010)</li> </ul>	

### Background

The CSEF was approved in December 2008 as a stand-alone project funded by the Education Program Development Fund (EPDF). It is implemented by the Global Campaign for Education (GCE) and supervised by the World Bank with main efforts provided by the FTI Secretariat. Implementation started in July 2009 and will run until June 2012.<sup>3</sup> The Project supports the establishment of Regional and National Civil Society Education Funds (CSEFs) in selected countries in Africa, Asia and Latin America. Regional CSEFs support a competitive process whereby national civil society education coalitions submit proposals applying for funds up to US\$250,000 which will enable them to assume an active role in EFA FTI and other in-country education policy processes.

<sup>3</sup> The project was approved by the EPDF Committee, the authority that made funding allocation decisions for the EPDF. That authority was transferred to the EFA FTI Board of Directors in January 2011. In April 2011, the EFA FTI Board of Directors approved an extension of the Closing Date for this project to June 30, 2012.

**Project Development Objective.** The objective of the CSEF is to assist civil society organizations (CSOs) to execute their roles according to the Dakar Framework for Action<sup>4</sup>; and specifically with respect to EFA FTI country level processes. It aims at providing support to the core work of national education civil society coalitions over a period of one year so that they can participate in the development of education sector plans with governments and other partners, and help track the progress made towards the Education for All goals.

### **The CSEF**

- Helps CSOs become more effective and knowledgeable advocates for Education for All.
- Builds the capacity of CSOs in developing, monitoring and evaluating education sector plans, engaging in policy discussion, and strengthening the consensus building process around national education sector plans (ESPs).
- Provides resources for training in project development, financial management, policy-oriented research, budget work, and campaign design.

**Expected Project Output.** The expected outcome of this multi-year support to national education civil society coalitions is the establishment of functional National Civil Society Education Funds (NCSEFs), as they build their capacity to monitor ESPs, track education sector budgets and spending, conduct policy-oriented research and other such activities.

**Project Progress Indicators.** With the launch of the CSEF project, five progress indicators were agreed for the first semester of implementation. These indicators were specifically agreed for the set up of the program structures at global and regional levels. In June 2010, a new Results Framework (Annex 3) with goal, purpose and objectives was agreed including 22 specific progress indicators with baseline data, milestones and targets. This Results Framework will be up-dated according to the extension of the project for one year to June 30, 2012. Progress by indicators is illustrated in Annex 3: Results Framework.

**Progress on the likelihood of achieving the development objectives is rated satisfactory while the progress on implementation is rated moderately satisfactory.** Progress has been made over the past 12 months for all indicators. The design and scope of the CSEF as a multi-stakeholder program requires strong capacity for management, supervision and communication from the GCE, regional CSEF Secretariats, coordinators and fund managers.

In the previous progress report (dated April 2010), concern was expressed with regard to the strong capacity needs at the country level, as well as the project's short period of implementation (the original Closing Date was June 30, 2011). These factors were likely to undermine or jeopardize the program's expected achievements. In response, FTI has now approved a no-cost extension of CSEF for one year to June 30, 2012.

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<sup>4</sup> "The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by co-operation with regional and international agencies and institutions." (p.8), in: <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

The capacity needs are being addressed with a specific capacity support plan carried out by the GCE Secretariat and the regional Secretariats and Fund Managers. GCE has addressed important issues such as better communication and improved supervision. It has also demonstrated accountability and commitment for the success and sustainability of the CSEF through: (a) submission of quality documentation; and (b) approval of GCE's new Strategic Plan in February 2011 by its General Assembly. That Strategic Plan clarifies how capacity building and institutional strengthening of national coalitions is the basis of GCE's work.

### **Project Implementation Progress**

**Project Management.** GCE has demonstrated the ability to: (a) build on the achievements of the first year of CSEF implementation (July 2009 to June 2010); (b) respond to requests for capacity support from national coalitions with different needs and status; (c) roll out the program globally for better integration with GCE's work; and (d) add value to the EFA FTI country level processes and governance. GCE has also demonstrated ability to help countries with accountability, reporting and financial management issues: Angola, Lesotho, Liberia, Sri Lanka, India, Guinea Bissau, Mozambique, Ethiopia, Ghana, Burundi, Vietnam, Nigeria, Pakistan, Cameroon, Indonesia, Vanuatu, Benin, The Gambia, Kenya and Togo.

In 2011, the GCE will support up to 48 NECs (Annex 2: List of national education coalitions by country). At the GCE Secretariat, additional staff was hired in the areas of financial management and support to NEC regarding the establishment of National Civil Society Education Funds (NCSEFs). The GCE Secretariat implemented a capacity support plan to address the various capacity needs and levels of NECs. GCE launched a webpage for the CSEF -- <http://www.campaignforeducation.org/csef> -- and is about to launch the web-based Knowledge and Resource Locator 'KARL' for improved knowledge sharing among CSEF coalitions and partners.

The GCE organized back to back with its General Assembly a Global CSEF Coalitions Meeting on February 26 to 27, 2011. During the meeting the new tools for advocacy priorities, CSEF priorities, monitoring and evaluation, and communication were discussed.

**Strengthening Capacity.** Progress was made at the country level to strengthen institutional capacity of national coalitions to act as national advocacy platforms where CSOs interact with national stakeholders. The CSEF has assisted civil society in developing a new set of competencies. It is helping national coalitions: (a) engage in multi-stakeholder dialogue; (b) play a lead role in building consensus on education across partners; and (c) contribute more effectively to policy reforms.

**Participation.** National education coalitions (NECs) have become prominent players in 31 Local Education Groups (LEGs), participating actively in joint technical working committees of the Ministry of Education, working on specific policy inputs, and providing inputs in sector policies.

**Policy dialogue.** With the recognition of NECs in 31 countries (up from 18 in 2009), new forms of partnership, dialogue and relations with other partners are being built and strengthened, leading to the redefinition of the role of NECs in national education policy issues. In 42 countries, advocacy for education has been streamlined for better coordination. The CSEF has funded successful campaigns to

challenge both amounts and effectiveness of public expenditure in education. The CSEF also supports work that has led to policy reforms in the education sector, including the introduction of pro-poor policies (free school uniforms, textbook policy, and free education for persons with disability) or the enactment of regular teacher census.

**Development of National Civil Society Education Funds.** Senegal, The Gambia, Ghana, Kenya, Mozambique and Cambodia are the pilot countries where consultations are ongoing to establish National Civil Society Education Funds (NCSEFs). Other countries are exploring the possibility of doing the same, including Malawi, with a range of alternative funding mechanisms. A NCSEF is an independent national fund, run by an interagency board that channels multi-donor funding from in-country donors to the NEC and to members of that coalition. The idea of this fund was born out of the Commonwealth Education Fund's (CEF)<sup>5</sup> closing research that was conducted in collaboration of CEF, Oxfam, Save the Children UK and Action Aid in 2007.

### **Overall Progress Reporting**

GCE provided documentation on CSEF implementation progress and interim financial statements in February 2009, September 2010 and February 2011. Documents are available on GCE developed core program documents including a results framework, a work plan and a capacity support plan. Progress reporting is done against the agreed results framework for the project. In January 2011 GCE provided information on the commitment and accountability of GCE's Board to the success of the CSEF, a draft communication and resource mobilization plan, a matrix with the roles and responsibilities at global, regional and country level, a work plan for the first half of 2011 and a list with CSEF supported coalitions. The quality of the documents is good. These documents were prepared in response to concerns expressed by the Bank and the EFA FTI Secretariat on ownership, communication, reporting results and execution of the work plan at different levels in December 2010.

### **Key Issues for Attention**

**Allocation, disbursement and management of funds.** GCE and its regional partners are working with national coalitions to ensure effective use of funds, suspend funds when necessary, execute audits, and conduct supervision missions. However, there is a need to improve timely and regular financial reporting from the NECs, agree on standards of work among the three regional fund managers, and make timely submissions of financial reports by GCE to the Bank.

**Improve communication** among GCE, CSEF partners and EFA FTI partners, particularly at the regional and country level to promote better understanding of EFA FTI process. Improved communication about the progress, value-added and impact of CSEF will be critical to ensure additional funding from other sources beyond June 2012.

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<sup>5</sup> <http://www.commonwealtheducationfund.org/resources.html>

**Ensure sustainability.** It is estimated that a minimum of 2-3 years will be needed for further consolidation of achievements. The GCE and its partners will need more time for the program to reach its full potential and realize its intended results, especially because some NECs are constrained by lack of capacity and limited civil liberties.

**Invest further in capacity development.** The CSEF remains a major source of support for national and grass root level advocacy for education. However, a number of newly established NECs with young and limited experience in advocacy require long-term support beyond the current funding arrangement. Capacity levels vary across countries and coalitions; and GCE's assistance should focus on financial management, reporting, planning and participation in multi-stakeholder partnerships.

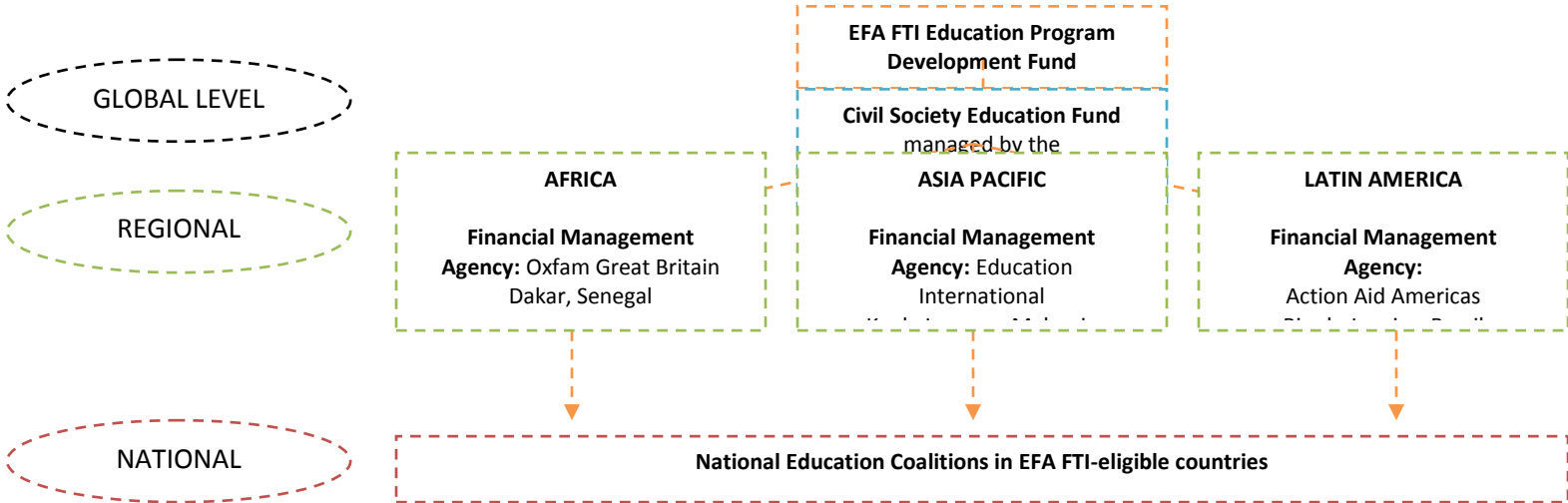
**Challenges regarding the enabling environment.** The rules of engagement of CSOs in political processes depend upon decisions made by governments and their partners in education. In a number of countries, CSO engagement is constrained by the concern that its participation in decision making could undermine government policies, actions and processes. The challenge for CSOs is to build consensus with other partners towards a more positive agenda for collaboration and effectiveness without political backlash. Membership of NECs includes a wide range of actors including parliamentarians, teachers unions, religious and youth organizations, women groups, and human rights organizations.

**The diversity in membership implies diversity in culture and practice from one country to another.** This means that the way in which NECs interact with and influence national governance varies. Different regions of the world emphasize different strategies. The challenge is to define rules underpinning a common framework of operation for participation in intergovernmental and international processes. NECs have historically relied on externally generated resources, most of which have come from development aid. In recent years, a large proportion of this aid has been channeled through governments. As a result, contributions from external development aid to NECs are stagnant or declining. This is a major concern for many NECs that rely heavily on external funds.

**Clarify the purpose of national CSEFs** since there are many different interpretations. GCE has agreed to share existing documentation on research and findings on the pilot studies in six countries. National education coalitions will be informed about the "best" NCSEF model and mechanisms in each country context. GCE reported recently that it "will need 3-4 years after the closing of the CSEF to develop a full vision of NCSEFs. The continuation of a fully funded CSEF beyond 2012 appears necessary to provide a reasonable timeframe to scale up and consolidate further gains achieved by country level pilot projects. GCE will explore a more targeted CSEF during its second *phase 2010/12.*" Realistic targets for the establishment of NCSEFs within the project period should be discussed as a matter of urgency.

**Supervision and guidance on financial management and procurement procedures** at the regional and country level is necessary through the GCE and the regional CSEF financial management agents and the regional secretariats.

**Annex 1: Flow of Funds**



## Annex 2: List of CSEF National Education Coalitions by Country

Country	Coalition Name	CSEF Year I (07/2009 to 06/2010)* Grant amount in USD	CSEF Year II (07/2010 to 06/2011) Grant amount in USD**
1. Angola	Angolan EFA Network (AAEA)	\$81,400	under consideration
2. Benin	Coalition Béninoise des Organisations pour l'EPT (CBO-EPT)	\$81,374	\$90,000
3. Burkina Faso	Coalition Nationale EPT du Burkina Faso (CCEB)	\$81,400	\$90,000
4. Burundi	Coalition Burundaise pour l'Education Pour Tous (CBEPT)	\$81,393	under consideration
5. Cameroon	Cameroon Education for All Network (CEFAN)	\$75,580	\$100,000
6. Cape Verde	Rede Nacional da Campanha de Educacao Para Todos (RNCEPT)	\$42,000	under consideration
7. Cote D'Ivoire	Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIP-EPT)	-	under consideration
8. Djibouti	FADE Network	\$81,400	under consideration
9. DRC	Coalition Nationale de l'Education Pour Tous en RDC (CONEPT/ RDC) / SY.E.CO	\$73,660	under consideration
10. Ethiopia	Basic Education Association in Ethiopia	\$111,400	\$115,000
11. Gambia	EFA Campaign Network, (EFANET)	\$111,397	\$123,000
12. Ghana	Ghana National Education Campaign Coalition (GNECC)	\$136,350	\$176,000
13. Guinea Bissau	Réseau de la campagne de l'éducation pour tous Guinée-Bissau (RECEPT-GB)	\$81,400	under consideration
14. Kenya	Elimu Yetu Coalition (EYC)	\$111,400	\$160,000
15. Lesotho	Campaign for Education Forum (CEF)	\$81,400	under consideration
16. Liberia	Liberia Technical Committee on EFA (LETCOM)	\$111,400	under consideration
17. Malawi	Civil Society Coalition for Quality Basic Education (CSCQBE)	\$136,400	\$144,470
18. Mali	Coalition des Organisations de la Société Civile pour l'Education Pour Tous (COSCEPT)	-	\$85,000
19. Mauritania	Coalition des Organisations Mauritanienne pour l'Education		
20. Mozambique	Movimento de Educacao para Todos (MEPT)	\$81,400	under consideration
21. Niger	Coordination Nationale des Associations, Syndicats et ONGS pour la campagne EPT (ASO EPT)	\$111,400	under consideration
22. Nigeria	Civil Society Action Coalition for Education for All (CSACEFA)	\$136,400	\$150,000
23. Rwanda	Syndicat du Personnel de l'Education Au Rwanda (SYPERWA)	-	under consideration
24. Senegal	Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualité (COSYDEP)	\$111,400	\$187,000
25. Sierra Leone	Education for All Sierra Leone (EFASL)	\$110,932	\$113,000
26. Somaliland	Somaliland Network on Education for All (SONELFA)	-	under consideration
27. Tanzania	Tanzania Education Network (TEN/MET)	-	\$85,000
28. Togo	Coalition Nationale EPT	\$111,276	\$115,000
29. Uganda	Forum for Education NGOs in Uganda (FENU)	\$111,400	\$110,000
30. Zambia	Zambia National Education Coalition (ZANEC)	\$111,400	\$117,000
31. Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	\$50,000	\$105,000
32. Bangladesh	Campaign for Popular Education (CAMPE)	\$178,652.30	\$179,983.45
33. Cambodia	NGO Education Partnership (NEP)	\$99,999	\$107,140.03
34. India	National Coalition for Education NCE	\$248,333.40	under consideration
35. Indonesia	EFA (CSOiEFA)	-	\$113,366.67
36. Mongolia	National Core Group for the establishment of a Mongolian National Education Coalition	\$49,467	\$119,800
37. Nepal	NCE Nepal	\$103,026.30	\$85,823.05

38. Pakistan	Pakistan Coalition for Education (PCE)	\$150,674.20	under consideration
39. PNG	Education Advocacy Network (PEAN)	\$99,851.10	under consideration
40. Solomon Islands	Coalition for Education Solomon Islands	\$99,851.20	under consideration
41. Sri Lanka	Coalition for Educational Development	\$99,998.10	under consideration
42. Timor Leste	Timor- Leste Coalition for Education (TLCE)	-	under consideration
43. Vanuatu	Vanuatu Education Policy Coalition (VEPAC)	\$51,090	under consideration
44. Vietnam	Vietnam Coalition of Education for All (VCEFA)	\$50,000	\$124,681.59
45. Bolivia	Campana Boliviana por el Derecho a la Educacion	\$91,000	\$122,061.82
46. Dominican Republic	Foro Socioeducativo	\$91,000	\$98,513.00
47. Haiti	Regroupement Edution Pour Toutes (REPT)	\$24,414	under consideration
48. Nicaragua	Foro de Educacion y Desarrollo Humano De La Iniciativa Por Nicaragua	\$91,000	\$117,815.00

Notes:

\*: In most cases the first funding year (CSEF year I) has been adjusted according to the start of the funding period and the use of funds by June 2010. CSEF year I was extended in most cases into second semester of 2011 using the remaining fund balances from first grant.

\*\* : Because of the EPDF extension request the grants for year II have not been disbursed yet and a restructuring will take place for the year July 2011 to June 2012. The data for year II is based on information provided on January 10, 2011. Support has been approved in a number of countries where applications were under consideration previously. An up-date will be available shortly.

### Annex 3: Results Framework

INDICATOR	BASELINE 2009	MILESTONE June 2010	MILESTONE Dec. 2010	TARGET June 2011 <sup>1</sup>
<b>GOAL: Support the core work of National Education Coalitions for CSOs to fully engage with and track the progress of national governments and donors in working toward EFA goals</b>				
1. Number of NECs fully recognized as partners in Local Education Groups	18	31	31	40
2. Number of NECs that take part in development, endorsement, appraisal, and monitoring of the education sector plan	14	28	29	40
3. Number of NECs that actively take part in annual Joint Sector Reviews	14	29	29	40
<b>PURPOSE: Establish broad-based, democratically run, and effectively working National Education Coalitions</b>				
4. Number of new NECs formed	0	4	6	10
5. Number of new districts/provincial networks/branches established	68	292	531	400
6. Number of CSOs recognized as NEC members (expansion of national CSO network)	1,129	2,664	2,907	3,200
7. Number of NECs with established districts/provincial networks/ branches all over the country	13	28	32	30
8. Number of NECs that have credible Boards and governance structures in place	18	28	31	40
8.1 Number of NECs that held at least one annual assembly meeting	14	17	24	45
8.2 Number of NECs that elected new Board members in the past year	11	20	22	46

<b>8.3</b> Number of women elected to NEC Boards	20	89	97	170
<b>9.</b> Number of NECs that increased their understanding of the national budget by producing budget analysis reports	11	19	20	30
<b>10.</b> Number of studies, policy-research, and surveys conducted and produced by NECs or CSOs	19	36	56	80
<b>11.</b> Number of NECs with clearly defined policy agendas and campaign plans	15	23	25	35
<b>OBJECTIVE 1: Strengthen the capacity of National Education Coalitions</b>				
<b>12.</b> Number of NECs that report full access to the education sector plan and policy documents	14	24	24	40
<b>13.</b> Number of NECs that are legally registered	13	29	30	35
<b>14.</b> Percentage of NECs with timely and satisfactory financial and narrative progress reports	0	60	78	80
<b>15.</b> Number of NECs participating and using the CSEF Knowledge and Resource Locator (KARL)	0	0	0	45
<b>OBJECTIVE 2: Strengthen support and coordination from regional and global levels</b>				
<b>16.</b> Number of NECs whose financial management system has been reviewed	0	4	32	30
<b>17.</b> Percentage of total CSEF country grants allocated to NECs <sup>2</sup>				
<b>18.</b> Percentage of total CSEF country grants disbursed to NECs <sup>3</sup>				
<b>19.</b> Number of support visits made to NECs (regional and global secretariats)	36	73	43	150
<b>20.</b> Number of countries where mentorship program is initiated	0	0	18	(10)
<b>OBJECTIVE 3: Support countries to start setting up credible and independent National Civil Society Education Funds (NCSEFs)</b>				
<b>21.</b> Number of NECs with a NCSEF plan in place	0	0	23	(10)
<b>22.</b> Number of NECs that have secured at least one additional donor funding for their activities	7	17	18	25

Notes:

<sup>1</sup>The targets were agreed for June 2011 as the end of project. With the approved extension till June 2012 the targets will be revisited.

<sup>2</sup>No information was submitted in the 3<sup>rd</sup> progress report.

<sup>3</sup>No information was submitted in the 3<sup>rd</sup> progress report.