



**EDUCATION PROGRAM DEVELOPMENT FUND  
(EPDF)**

**REGIONAL ANNEXES**

**DECEMBER 2007**

**Prepared by the World Bank Regional Teams and the FTI Secretariat**

## Abbreviations and Acronyms

AAA	Analytical and Advisory Activities
AAG	Africa Advisory Group
ADB	African Development Bank
ADEA	Association for the Development of Education in Africa
AED	Academy of Educational Development
AFD	French Development Agency
AU	African Union
AUBC	Autonomous University of Baja California
AUSAID	Australian Aid
BNPP	Bank Netherlands Partnership Program
CCT	Conditional Cash Transfer
CF	Catalytic Fund
CIDA	Canadian International Development Agency
DANIDA	Danish Agency for International Development
DfID	Department for International Development
EAP	East Asia & Pacific Region
ECA	Eastern Europe and Central Asia Region
ECD	Early Child Development
EFA	Education for All
EI	Education International
EMIS	Educational Management Information Systems
EPDF	Education Program Development Fund
ESSP	Education Sector Support Program
ESWG	Education Sector Working Group
ETS	Educational Testing Service
FRESH	Focusing Resources on Effective School Health
FTI	Fast Track Initiative
GTZ	German Agency for Technical Cooperation
HEC	Higher Education Commission
IATT	Inter-Agency Task Team
IDA	International Development Association
IDB	Inter-American Development Bank
IEA	International Association for the Evaluation of Educational Achievement
IPAD	Portuguese Institute of Assistance and Development
LCR	Latin American and Caribbean Region
LLECE	Latin American Laboratory for Assessment of the Quality of Education
MDG	Millennium Development Goal
MENA	Middle East and North Africa Region
MNSHD	Middle East and North Africa Region Human Development Group
MoE	Ministry of Education
MoEYS	Ministry of Education, Youth, and Sport
MOU	Memorandum of Understanding
MTBF	Medium Term Budget Framework
NETF	Norwegian Education Trust Fund
NGO	Non-governmental Organization
NIE	National Institute for Education (Mexico)
NORAD	Norwegian Agency for Development Cooperation

NZAID	New Zealand's International Aid & Development Agency
OECD	Organization for Economic Co-operation and Development
OREALC	Regional Bureau of Education for Latin America and the Caribbean
PESRP	Punjab Education Sector Reforms Programs
PETS	Public Expenditure Tracking Survey
PIC	Public Information Center
PRELAC	Model of the Regional Education Project for Latin America and the Caribbean
PRFTI	Pacific Region FTI Program
PRS	Poverty Reduction Strategies
RAG	Regional Advisory Group
REI	Regional Education Initiative
RGOB	Royal Government of Bhutan
SC	Strategy Committee
SEAMEO	Southeast Asian Ministers of Education Organization
SERCE	Second Regional Comparative and Explanatory Study
SIDA	Swedish International Development Cooperation Agency
SSA	<i>Sarva Shiksha Abhiyan</i>
SWAp	Sector-Wide Approach
TA	Technical Assistance
TIMSS	Third International Mathematics and Science Study
TOR	Terms of Reference
TTL	Task Team Leader
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USP	University of the South Pacific
VET	Vocational Education and Training
WFP	United Nations World Food Program
WGCOMED	Working Group on Communications for Education and Development
WGHE	Working Group on Higher Education
WGPPE	Working Group on Post-Primary Education

## **Table of Contents**

Annex 1: Africa	1
Annex 2: East Asia and Pacific	18
Annex 3: Europe and Central Asia	33
Annex 4: Latin America and the Caribbean	38
Annex 5: Middle East and North Africa	43
Annex 6: South Asia	49

**Annex 1**  
**Africa Region**  
**EPDF-Africa Progress Report (March 2006-October 2007)**

**SECTION I: Summary of Regional Activities and EPDF Processes**

*EPDF Africa Advisory Group*

1. *What is its role and how effective is it in your region — what works or needs improvement in ensuring that there is greater involvement of in-country donors, governments, and local partner agencies in EPDF funding decisions and implementation? If there is no Regional Advisory Group, then what equivalency mechanisms are in place to involve in-country donors, governments, and local partner agencies?*

2. In the interest of improving harmonization and ownership of technical assistance and promoting cross country lesson learning, the Africa region requested the formation of a regional advisory group to inform the planning and implementation of EPDF and dissemination of work that it supports. The EPDF Africa Advisory Group (AAG) was launched in September 2006 and consists of representatives from nine EFA FTI donor partners: France, Ireland, Luxembourg, Netherlands, Norway, Sweden, UK, UNESCO, and the World Bank.

**EPDF Africa Advisory Group Members**

<b>Name</b>	<b>Organization</b>
Jean-Claude Balmes	AFD, France
Roger Cunningham	DfID/EC
Maire Matthews	Ireland
Beatrice Kirsch (observing)	Luxembourg
Patrice Schmitz (observing)	Luxembourg
Rebekka Van Roemburg	Netherlands
Jeannette Vogelaar	Netherlands
Bente Nilson	NORAD
Kaviraj Appadu	SIDA
Abhimanyu Singh	UNESCO
Jee-Peng Tan	World Bank

3. Our approach continues to involve two complementary modalities: (i) consultations managed according to in-country procedures and processes for country-specific work supported by EPDF-Africa; and (ii) consultations at regional level with the relevant donor counterparts (who would be nominated by their agencies), for major elements of the regional program supported by EPDF-Africa. In both instances, feedback from the EPDF-AAG is solicited on large scale programs through an audio conference or email dialogue with the respective country or regional program Bank task team leader (TTL) or the institutional partner representatives who submitted the funding request. Based on feedback from the EPDF-AAG, task managers and partner institutions are asked to revise the funding requests prior to approval. This process is illustrated in the figure in the next section.

4. Several challenges have been identified with respect to the role and nature of the EPDF-AAG. First, it has proven to be a difficult task to call together the members for audio conferences or even to receive email feedback. This is understandable, given their time constraints. A possible solution is to

schedule the sessions on a semi-regular basis, possibly aligned with the timing of the EPDF progress report and funding proposal submissions.

5. Second, given the rolling application process, it is often difficult to group together large scale programs that would benefit from the members' comments so as to avoid scheduling too many consultations. A solution that is being piloted in 2007 is to encourage institutional partners to submit funding proposals at the end of each calendar or fiscal year so as to (i) ensure more predictability with respect to the timing of submissions and (ii) allow us to receive feedback from EPDF-AAG members on several funding proposals at once. The Africa region has requested an audio conference meeting with the EPDF-AAG members on November 13, 2007 to discuss the progress report and funding proposal, as well as receive feedback on large scale programs that are in the pipeline for 2008. They will have an opportunity to ask questions directly to those who submitted funding proposals and to provide feedback on both the progress report and the funding proposal prior to the EFA FTI meeting in Dakar, Senegal.

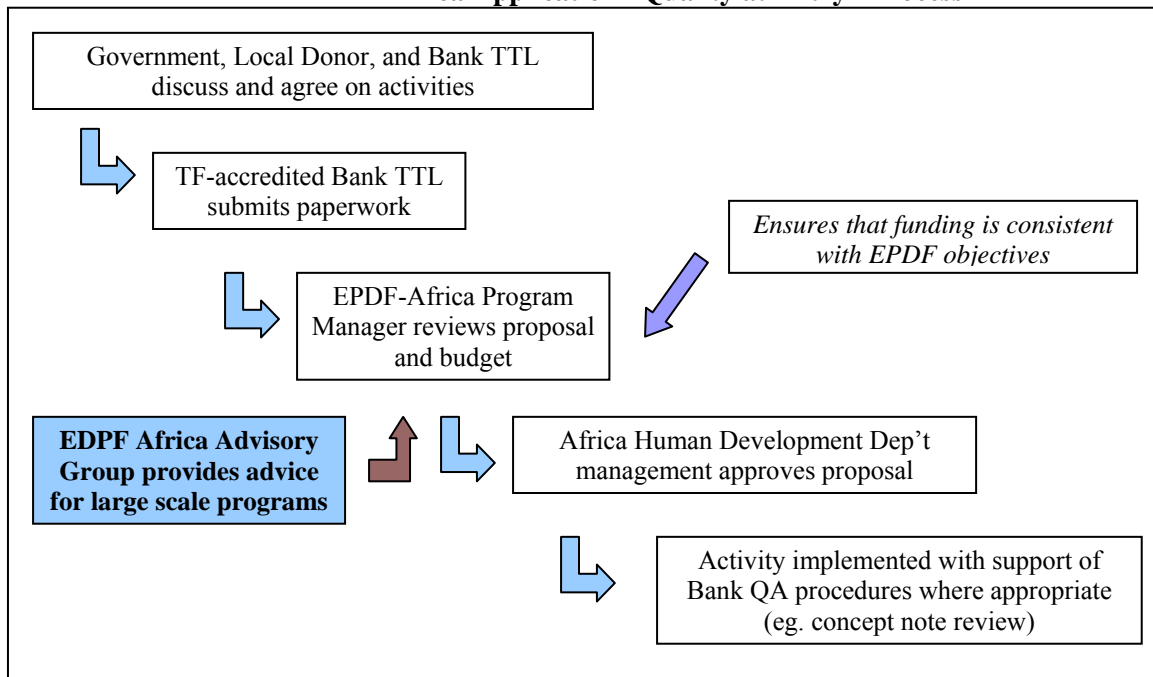
### EPDF-Africa Procedures

6. *What mechanisms are in place for your region to solicit and receive EPDF proposals? Please explain and describe those. What mechanisms are in place for you to judge EPDF applications in a fair and transparent manner? Please describe the process of accepting and denying a proposal. If you use a particular template or forms, please attach a copy to your submission.*

7. EPDF-Africa continues to be managed within the overall umbrella of the global EPDF. In the Africa region, the Human Development Department (AFTHD) is responsible for managing and monitoring activities financed by the Fund, including discharge of the Bank's fiduciary responsibilities for financial monitoring and reporting. A task team led by the Africa Region Education Advisor and comprising an operations officer and a cofinancing analyst manages the implementation of the fund. This team coordinates its activities with the FTI Secretariat and with the manager of the global EPDF in order to ensure that the objectives of the EPDF are achieved in the context of the Africa Region's broader work program in the education sector.

8. Applications to support country-specific activities may be submitted at any time during the year (see Appendix 1 for the application form). The procedure seeks to be flexible and responsive while encouraging in-country harmonization, consultation, and communication among all relevant parties. Because the World Bank is a trustee of the EPDF, funding requests are administered by Bank staff who are formally trust-fund (TF)-accredited by the Bank to manage and execute trust funded activities and who are individually held accountable for proper use of the funds. In the Africa Region, applications are received by the Africa Region Education Advisor (AFTHD), the designated manager of EPDF-Africa. They are reviewed for consistency with the objectives and provisions of the Fund and for the acceptability of the proposed budget and practical arrangements for implementation. Vetted applications are then recommended by the Education Advisor for final approval on a non-objection basis by the AFTHD management team comprising the Department Director and the Department's three Sector Managers. Work funded by the EPDF-Africa will benefit, where feasible and appropriate, from the World Bank's normal business processes for quality enhancement (i.e., concept note reviews and decision review meetings).

### EPDF-Africa Application “Quality at Entry” Process



Further details of the application process can be found in the EPDF-Africa application form in Appendix 1.

#### EPDF-Africa: General Issues

9. *Activities/mechanisms and steps taken (or for FTI to take on) to help: (i) improve your region's knowledge about how the EPDF works (ii) enhance both the flexibility and strategic impact of EPDF funding (iii) monitor and evaluate EPDF-funded activities.*

#### **Improving region's knowledge about how the EPDF works**

10. At the Africa education sector's mini-retreat in May 2007, a presentation on trust fund management and guidelines was delivered to staff since Bank task team leaders play a key role in engaging in a discussion with government teams and local donor counterparts in the process of developing an EPDF application. At the same meeting, the discussions and results of the Bonn meetings were shared with the staff and the new EPDF-Africa application template and budget were launched. In addition, an overview of the new e-TF system was presented in order to prepare the staff for upcoming changes to the Bank-wide trust fund management requirements. At the management level, a presentation in October 2007 to senior Africa Region managers included a discussion of the importance of the Education for All Fast Track Initiative and the role of the EPDF as an instrument for providing technical assistance to countries preparing their education sector programs, including aspects pertaining to the fiduciary and financing management arrangements for program implementation.

11. The EPDF-Africa management team provides detailed guidance and feedback on funding proposals from conception to approval to country and regional program teams, as well as institutional partners.

### *Enhance both the flexibility and strategic impact of EPDF funding*

12. The rolling deadline has been retained so as to enable teams to respond to emerging needs in a flexible and timely manner. At the same time, every effort is made to ensure that one or more of the core objectives of the EPDF are addressed through each supported program. The quality at entry process described section above seeks to ensure alignment of the activities supported by the EPDF with the fund's strategic objective and to clarify the arrangements for implementation of the proposed activities to achieve results and impact.

### *Monitor and evaluate EPDF-funded activities*

13. The Africa region recently entered into a partnership with the Bank's Africa Results and Learning Department to develop a results framework for the EPDF-Africa. The objective was to map current programs to the four core EPDF objectives and to identify desired outcomes and intermediary outcomes, and analyze the extent to which program outputs link to them. The first draft of the results framework is reflected in the progress report below. Beginning in 2008, the results framework is expected to be integrated into a new EPDF application form.

## **SECTION II: Breakdown of Activities by Strategic Objectives**

### *Summary of Allocation and Disbursement Status as of September 30, 2007*

14. The EPDF-Africa was established in March 2006 when the region received \$12.94 million from the global EPDF. Additional bridge funding was received in September 2007, bring the net receipt to \$19.34 million. As of September 30, 2007, the region has allocated a total of \$14.5 million and disbursed \$8.8 million (46% disbursement rate, of the net receipt including the recently received bridge funding). The current cash available for future allocations is \$4.8 million.

### **EPDF-Africa Financial Summary (Mar 2006-Sep 2007)**

	<b>Amount in US\$</b>	<b>% of Total</b>
<b>Net Receipts (includes \$6.4 million bridge funding approved in September 2007)</b>	<b>\$19,340,000</b>	
<b>Total Allocations</b>	<b>\$14,543,086</b>	100%
Objective 1: Develop Education Sector Plans	\$4,677,784	32%
Objective 2: Build Capacity	\$378,854	3%
Objective 3: Monitor, Evaluate, and Share Knowledge	\$4,341,168	30%
Objective 4: Strengthen EFA FTI Partnership	\$4,038,767	28%
Trust Fund Management	\$1,106,513	8%
<b>Total Disbursements</b>	<b>\$8,843,601</b>	100%
Objective 1: Develop Education Sector Plans	\$2,336,837	26%
Objective 2: Build Capacity	\$247,702	3%
Objective 3: Monitor, Evaluate, and Share Knowledge	\$2,415,166	27%
Objective 4: Strengthen EFA FTI Partnership	\$3,090,751	35%
Trust Fund Management	\$753,145	9%
<b>Total Disbursement Rate</b>	<b>46%</b>	
<b>Cash Available for Future Allocations</b>	<b>\$4,796,914</b>	

### ***Objective 1: Develop Education Sector Plans***

15. A total of \$4.7 million has been allocated to support 26 programs in 19 countries since March 2006. Programs with the primary objective of developing education sector plans strengthen upstream analytical work to enhance policy dialogue, both nationally and regionally, to put countries on the path towards fulfilling Education for All. The EPDF-funded programs are demand-driven and may address the education sector plan as a whole or in sections, including appraisal report, evaluation of sector plan components, budget preparation, cost analysis, and assessment of implementation capacity.

16. High quality analytical work is key to developing an effective and realistic education sector plan and EPDF-Africa provides funding for country status reports, policy or strategy notes, and impact evaluations to feed into a knowledge base that is then shared with national stakeholders through workshops or training sessions. The process follows the example and legacy of the highly successful model established by the Norwegian Education Trust Fund (NETF) which provided technical assistance to help African countries prepare credible plans for educational development, to foster dialogue among diverse stakeholders, and to build consensus for policy reform.

17. **Sierra Leone** demonstrates well the linkage between quality analytical work and EFA FTI endorsement. The country requested two allocations that fit under the first EPDF objective: financing of technical assistance to develop a **country status report**; and funding to prepare the country's education **sector plan**. The country status report provided a solid analytical platform to inform the design and strategic direction of the sector plan. In May 2007 the donor partners of EFA FTI endorsed the plan and awarded the country an EFA FTI Catalytic Fund grant to help finance its implementation.

18. A summary of the 26 programs related to the development of education sector plans is in Annex 2, including start date, allocation and disbursement amounts, status of the program (open or closed), secondary EPDF objective addressed, outputs/activities, and strategic impact. Activity completion reports are available for closed programs and some outputs are available upon request. All programs are Bank executed.

### **Objective 2: Build Capacity**

19. EPDF-Africa allocated close to \$400,000 for four programs whose primary objective is capacity development. However, it is important to note that capacity building is a cross-cutting objective that many of the EPDF-Africa programs foster by involving national teams in carrying out tasks that provide opportunities for learning-by-doing. Thus, of the 26 programs listed under the first EPDF objective to develop education sector plans, 22 have as a secondary objective to build capacity. Taking into consideration all EPDF-Africa programs whose secondary objective is to build capacity increases allocations under the second EPDF objective to approximately \$8.1 million.

20. To expand on the **Sierra Leone** example above, a key official who worked on the country status report and the education sector plan for EFA FTI endorsement is now being sought by the Liberian education team to provide advice and guidance as it prepares the country's analytical work and sector plan for endorsement by the EFA FTI donor partners. Such South-South collaboration is the ideal result of capacity development programs at the country level. In **Madagascar**, the national team has gained sufficient confidence from working on the first country status report that it is taking the lead in preparing an update of the document.

21. Two flagship programs emerged in the Africa region that provided support for strengthening the EFA FTI partnership, while also fostering capacity building and knowledge generation and sharing. The first is the highly successful **Capacity Development Workshop on "Country Leadership and**

**Implementation for Results in the EFA-FTI Partnership**” which was held in Cape Town, South Africa in July 2007. Six countries participated: Burundi, Madagascar, Lesotho, Sierra Leone, Uganda, and Zambia. The Central African Republic was to participate in the workshop, however, due to flight delays and transit difficulties, government representatives from CAR were unable to attend the workshop. The workshop was designed to encourage cross country interaction and active learning. The topics and content for the different workshop sessions were developed in a participatory manner with consistent and significant input from a variety of constituents. An evaluation report from the first workshop has been completed and provides input for the second workshop, to be held in Tunis in December 2007, preceding the UNESCO High Level Meeting in Dakar, Senegal. Benin, Mali, Mauritania, Cameroon, Chad, Ghana, Malawi, and Liberia have confirmed their participation.

22. The second flagship program is the workshop on **“Meeting the Challenges of Educational Development in PALOP (Portuguese as Official Language) Countries”**, which was held in Lisbon, Portugal in June 2007. The program benefited from co-financing from the Gulbenkian Foundation in Portugal and the participation of five PALOP countries: Angola, Cape Verde, Guinea Bissau, Mozambique, and Sao Tome and Principe. The workshop was well received and a CD-ROM with copies of the presentations, background paper, and report is available.

23. Two **World Bank Institute** courses were supported in 2007. The first allocation funded participation of country teams that included government officials, a local donor representative, and an academic researcher for the **“Strategic Choices for Educational Reform”** course. The aim of this course is to build participant capacity in the following areas: (a) An improved understanding of the rationale, objectives, and policy options for education reform, as well as of the conditions required to launch and sustain reform initiatives; (b) An expanded knowledge of a broad range of options to enhance quality, efficiency, equity, and sustainability of education; strengthen social cohesion; and develop the skills needed to assess which options are most likely to work within a given country or local setting; and (c) A solid conceptual approach to designing education strategies that focus on improving quality of basic education as an issue in itself and as a necessary condition for addressing quality at other levels of education.

24. The second course is titled **“Accountability, Governance, and Quality of Decentralized Education in Africa”** and country teams from Uganda, Kenya, and Ghana participated. This course builds on the Distance Learning course created by the WBI, British Council, and USAID by bringing together the experiences, lessons learned, instruments, research/studies, policy briefs, and materials for the course participants in a face-to-face setting.

25. A summary of the 26 programs with capacity development as a primary objective is in Annex 3, including start date, allocation and disbursement amounts, status of the program (open or closed), secondary EPDF objective addressed, outputs/activities, and strategic impact. Activity completion reports are available for closed programs and some outputs are available upon request. All programs are Bank executed.

### **Objective 3: Monitor, Evaluate, and Share Knowledge**

26. A total of \$4.3 million has been allocated to support 12 programs to enhance the monitoring, evaluating, and sharing of education knowledge in the Africa region. Of the 11 programs, 6 are country-specific programs in 5 counties (Madagascar, Uganda, Senegal, the Gambia, and Ethiopia), while the rest are regional programs.

27. Two of the 12 programs included under the third EPDF objective focus mainly on monitoring and evaluation. One is the **Madagascar AGEPA Impact Evaluation** program that seeks to enhance

education management in African countries. Initiated in October 2006, the program is expected to help inform the government's policies for better management of the EFA and provide results-based evidence for scaling up interventions that are proven effective.

28. The second monitoring and evaluation program is regional in scope and involves 11 African countries. The **Africa Program on Education Impact Evaluation (APEIE)** held a successful launch workshop in June 2007 in Abuja, Nigeria. In partnership with the Jameel Poverty Action Lab (JPAL) of the Massachusetts Institute for Technology, over 60 participants comprising officials from ministries of education, national research institutions, and local donor representatives were trained on the basics of impact evaluation design and implementation. The national teams left the workshop with initial concept notes on potential impact evaluations that could help address high priority knowledge gaps in their own countries regarding the effectiveness of various interventions to improve schooling outcomes. Each team is refining its concept note in consultation with colleagues back home, and expects eventually to submit a funding proposal to implement its impact evaluation program. The process is designed to engender a high degree of participation and ownership by the national team working in collaboration with the local donor group.

29. To give a few examples of the APEIE country initiatives, the impact evaluation program in **Kenya** seeks to assess the impact of secondary school bursaries on school attendance. The program will address issues such as the optimal level of subsidy, the effective targeting of students, and a longer-term question of the impact of secondary school on later life outcomes. In **Sierra Leone**, a textbook distribution intervention will be assessed in conjunction with the delivery of teacher training on the use of teacher guides that accompany the textbooks. Regional local councils are on-board and data collection is expected to commence shortly. The countries will meet at a second capacity building workshop in summer 2008 to share experiences and plan the next steps for taking the evaluations forward.

30. A cornerstone knowledge sharing and generation program is the **HIV/AIDS, School Health, Malaria, Nutrition and Education for Vulnerable Children** program. The program supports two inter-agency partnerships that have emerged as a response to the challenges posed by poor health, malnutrition, and HIV/AIDS in low income countries: Focusing Resources on Effective School Health (FRESH) and a working group of the UNAIDS Inter-Agency Task Team (IATT) for Education and HIV/AIDS. An evaluation report titled "Accelerating Education's Response to HIV and AIDS" was recently published in English and French. In addition to hiring three consultants to generate analytical work and provide technical assistance to countries, the program funded by EPDF seeks to strengthen two new areas whose importance has emerged from expressed demand at the country level: school nutrition and school malaria.

31. A program that is more modest in scope but is expected to generate deep impact is the **Cross-Country Study on the Education Sector**. Since 2001, the World Bank has sponsored analytical work leading to the publication of education Country Status Reports for some 20 plus African countries. These reports provide a snapshot of key aspects of educational growth, operational characteristics of the systems, and financial and managerial constraints on future progress. To take advantage of this accumulation of sector knowledge, this program will consolidate and analyze the available data, and to prepare the concept note to formalize the study.

32. A summary of the 12 programs on monitoring, evaluating, and sharing knowledge is in Annex 4, including start date, allocation and disbursement amounts, status of the program (open or closed), secondary EPDF objective addressed, outputs/activities, and strategic impact. Activity completion reports are available for closed programs and some outputs are available upon request. All programs are Bank executed.

#### **Objective 4: Strengthen EFA FTI Partnership**

33. More than \$4.0 million has been allocated to support 10 programs that strengthen the EFA FTI partnership. Under this objective, there are three distinct types of activities: 1) recipient-executed programs where funding is transferred to an institutional partner through a grant agreement, 2) programs that are executed or hosted by a recipient through a vendor contract issued by the World Bank, and 3) Bank-executed programs whose primary objective is to build on the EFA FTI partnership within the Africa region.

34. Three recipient-executed programs have been funded by the EPDF-Africa since grant agreements became an eligible funding modality after the EPDF global trust fund agreement was revised in January 2007. The first grant agreement was signed with **Pole de Dakar** in March 2007 to support its work assisting countries with their country status reports in collaboration with World Bank staff, as well as related follow-up activities, including the construction of cost and finance simulation models to inform education sector plan preparation. This year, Pole de Dakar is collaborating on the preparation of country status reports programs in Benin, Burkina Faso, Central African Republic, Cote d'Ivoire, and Malawi. The EPDF grant is also supporting the Pole de Dakar's mixed modality training program (distance learning, on the job training, and face to face meetings) which was launched in September 2007 to provide training (with certification) to education ministry staff who wish to receive formal training in the analytical methods used to prepare education country status reports. The first batch of trainees comes from Mauritania, Chad, Benin, Burkina Faso, and Senegal.

35. A second grant agreement was signed with the **Association for Development of Education in Africa (ADEA)** in June 2007 to support its 2007 work program. The allocation continues an arrangement under the NETF whereby ADEA receives support for its operational costs as well as selected programs, including activities in the following areas: (i) policy dialogue (e.g. the flagship ADEA Biennials and pre- and post-Biennial activity), (ii) regional cooperation (collaboration with UNICEF and the World Bank on the School Fee Abolition Initiative and support for the action plan of the African Union for the Second Decade for Education); (iii) support to working groups on post-primary education, HIV/AIDS; and (iv) support to the ADEA Secretariat to carry out the strategic planning exercise and to fund program management support. ADEA has now produced a five year strategic plan to guide its activities during 2008-2012, so future EPDF support to this important African institution will be aligned accordingly.

36. The **UNESCO Institute for Lifelong Learning** received an EPDF-Africa grant to defray part of the cost of the September 2007 African Ministerial Forum on Literacy in Bamako, Mali. The participation of 82 government officials from 38 countries was funded through the grant, as well as the travel and accommodation for 25 African experts, NGO representatives, publishers, and writers. The EPDF-Africa also provided some funding for the logistical costs related to the Forum.

37. Five programs that were executed or hosted by institutional partners were funded since March 2007. A contract was issued to **Education International**, the umbrella organization for teacher unions, to support follow-up work to the November 2004 Bamako conference on "Professional Development of Non-Civil Servant Teachers". Country-level work in 13 countries is underway. The World Bank co-hosted the "**School Fee Abolition Initiative: Planning for Quality and for Financial Sustainability Conference**" with UNICEF, held in June 2007 in Bamako, Mali. EPDF-Africa funded the participation of 15 African country teams and is supporting the analytical work that will emerge from the meeting: Operational Guidance Paper, State of the Art Paper, and Lessons Learned from Ethiopia, Ghana, Kenya, Malawi, and Mozambique. EPDF-Africa also supported the **CONFEMEN Dynamique Parteniale Forum on "Reflections on the Practice of Partnerships in Francophone Countries"** in Dakar and the **EFA FTI Capacity Development Forum** hosted by GTZ in Bonn, both held in October 2007.

38. **The Capacity Development Workshop on “Country Leadership and Implementation for Results in the EFA-FTI Partnership” and “Meeting the Challenges of Educational Development in PALOP (Portuguese as Official Language) Countries”** programs are mentioned above under the Capacity Development objective section.

39. A summary of the 10 programs that have as their primary objective the strengthening of EFA FTI partnership is in Annex 5, including start date, allocation and disbursement amounts, status of the program (open or closed), secondary EPDF objective addressed, outputs/activities, and strategic impact. Activity completion reports are available for closed programs and some outputs are available upon request. Programs are identified as either recipient- or Bank-executed, as well as contracted or hosted by institutional partners.

### **SECTION III: Updated Allocation Plan for 2007 Cash Available**

40. As noted in Table 2 above, approximately \$4.8 million was available for future allocations as of September 30, 2007. The bridge funding request, which was discussed in Washington, DC in September 2007, outlined plans on how this funding is expected to be allocated. An updated plan below summarizes the programs that will be funded by the cash available in the coming months. Also as noted above in Table 3, staff costs associated with program management and implementation were allocated in July 2007 to cover the period through June 2008, thus this category comprises a small share of the total expected allocations for the remainder of the year.

#### **Updated Allocation Plan for 2007 Cash Available**

	<b>Amount (US\$)</b>	<b>% of Total</b>
<b>Cash Available for Future Allocations</b>	<b>\$4,796,914</b>	
<b>Objective 1: Develop Education Sector Plans</b>	<b>\$250,000</b>	<b>5%</b>
Uganda FTI Endorsement Support	\$250,000	
<b>Objective 2: Build Capacity</b>	<b>\$970,000</b>	<b>20%</b>
IIEP 2008 Work Program	\$520,000	
Post-CD Workshop Country-Specific Applications (3 countries)	\$450,000	
<b>Objective 3: Monitor, Evaluate, and Share Knowledge</b>	<b>\$1,500,000</b>	<b>31%</b>
APEIE Country-Specific Applications (6 countries)	\$1,500,000	
<b>Objective 4: Strengthen EFA FTI Partnership</b>	<b>\$2,000,000</b>	<b>42%</b>
UIS	\$220,000	
Pole de Dakar 2008 Work Program	\$700,000	
COMED 2007 Work Program	\$150,000	
EFA FTI Procurement/Legal Support	\$350,000	
EFA FTI CD Tunis Workshop	\$580,000	
<b>Program Management and Implementation Costs</b>	<b>\$60,000</b>	<b>1%</b>
<b>TOTAL REMAINING ALLOCATIONS FOR 2007</b>	<b>\$4,780,000</b>	<b>100%</b>

### **Objective 1: Develop Education Sector Plans**

41. **Uganda** is expected to apply for support for plan preparation for FTI endorsement in 2008. A proposal is being developed to provide technical expertise and support to the country team to this end (**\$250,000**). The support will include a document that includes the macroeconomic and demographic context of the education system, an analysis of education data, and a discussion of financing issues facing the sector. A simulation model that demonstrates the effects of different education policy scenarios will also be developed.

### **Objective 2: Build Capacity**

42. **The International Institute for Educational Planning (IIEP)** has submitted a concept note for a funding proposal that covers three programs: (i) distance education program on “Education Sector Planning” in Anglophone countries; (ii) research proposal to examine governance reforms in education in Eastern and Southern Africa and their conditions of implementation; and (iii) database on educational policy and reform (**\$520,000**).

43. Following the **Capacity Development Workshop on “Country Leadership and Implementation for Results in the EFA-FTI Partnership”** in Cape Town, all the participating countries identified financing gaps which would be addressed with funding from the EPDF-Africa. We expect to receive country-level proposals to implement plans developed at the workshop (estimated around \$150,000 for three countries, for a total estimation around **\$450,000**).

### **Objective 3: Monitor, Evaluate, and Share Knowledge**

44. Country level concept notes and EPDF-Africa applications stemming from the **Africa Program on Education Impact Evaluation (APEIE)** have been drafted by teams from Kenya, Niger, Sierra Leone, Ghana, and the Gambia. Each program is budgeted around \$250,000. In the coming months, drafts concept notes and EPDF applications are expected to be submitted by three more countries, Senegal, Rwanda, Madagascar, South Africa, and Uganda (estimated around \$250,000 for ten countries totaling \$2,500,000; current needs estimated around **\$1,500,000**).

### **Objective 4: Strengthen EFA FTI Partnership**

45. **UNESCO Institute for Statistics (UIS)** to support its initiative to build sustainable reporting systems for education finance (**\$220,000**). Specifically, the work program would provide statistical follow-up for education country status reports to build capacity within Ministries of Education to monitor, analyze, and utilize data for policymaking purposes. The program would also produce cross-national, comparable data that would be shared with the international community. A draft proposal has been received.

46. **Pole de Dakar** is expected to request funding to support its 2008 work program (**\$700,000**). Pole de Dakar will continue to provide analytical work related to the development of country status reports. Post-CSR programs in CAR, Chad, Congo, and Burkina Faso are expected in 2008. A new country status report for Gabon is currently being planned and two or three others are expected to follow. The mixed-modality program was launched in September 2007 and the second phase is expected to follow with Madagascar, Djibouti, Comoros, and Niger. Pole de Dakar is currently developing a concept note for its 2008 work program.

47. **The ADEA Working Group on Communication for Education and Development (COMED)** has submitted a draft funding proposal to support its 2007 work program (**\$150,000**). The 2007 work

program request was delayed due to a new coordinator coming onboard in July. The new coordinator has been developing a strategic plan for COMED that identifies a focused and realistic work program for the working group. COMED will request funding to cover two major education events in 2007: the UNESCO High Level Meeting in Dakar and the Capacity Development Workshop in Tunis, both in December. COMED is currently developing a concept note for its 2007 and 2008 work program. EPDF funding of COMED is a legacy of arrangements under the NETF whereby it receives earmarked funds. Going forward, it is hoped that such earmarking will be discontinued as the transition to the EPDF is completed and as the working groups within ADEA are rationalized and aligned to the Association's strategic plan.

48. The support for FTI appraisal and implementation processes will include funding to provide on-demand front-loading of **Procurement and Legal Review of EFA FTI Catalytic Fund Allocations (\$300,000)**. This would facilitate smooth and rapid implementation of Catalytic Fund allocations following approval by the EFA FTI Strategy Committee. In addition, this allocation would support the cost of **Quality Support Review Panels** that could be organized at the request of local donor groups to support their appraisal of sector plans (**\$50,000**).

49. Funding to support the **Capacity Development Workshop on "Country Leadership and Implementation for Results in the EFA-FTI Partnership"** in Tunis in December, 2007 will be allocated. The second workshop, which is a repeat of the successful program in Cape Town, will be allocated **\$580,000**. The following countries have confirmed their participation: Benin, Mali, Mauritania, Cameroon, Chad, Ghana, Malawi, and Liberia.

## **Appendix 1. EPDF-Africa Application Form**

### **BACKGROUND**

1. The Africa Region Education Program Development Fund (EPDF-Africa) is part of the global EPDF trust fund financed by donor partners of the Education for All Fast Track Initiative (EFA-FTI) and administered by the World Bank in its capacity as trustee. In the Africa Region, EPDF-Africa is modeled on the operating principles and experiences of the Norwegian Education Trust Fund (NETF) which it replaced as of January 2006. EPDF-Africa supports activities intended to: (a) deepen education sector knowledge in African countries; (b) foster in-country and cross-country dialogue, exchange and learning; and (c) strengthen institutional partnerships for education in Africa. These activities are expected to make strategic contributions to the design of high-quality, sector-wide national education sector programs that can attract domestic and external funding in sufficient volume for program implementation. The aim is to help advance the objectives of the EFA-FTI by achieving tangible educational results on the ground. Although EPDF-Africa emphasizes the Education for All components of sector programs, it does not exclude support for post-basic education.

2. EPDF-Africa's overall strategic direction is guided by the Fund's Africa Advisory Group whose members are drawn from among the representatives of the donor countries contributing to the EPDF.<sup>1</sup> It is consistent with the World Bank's Africa Action Plan<sup>2</sup> which seeks to accelerate attainment of the education MDGs; build skills to promote economic growth; strengthen partnerships; and expand partner countries' capacity to design, implement and monitor the impact of their own education sector development plans. Accordingly, the Fund supports work in the following areas:

3. **Preparation of country-specific education sector programs**

- Technical and analytical support to national teams for program preparation;
- Collaboration with national teams to prepare education country status reports and similar analytic or evaluative reports; and
- Support to national teams for the FTI appraisal and endorsement process.

4. **Regional collaboration, consensus building, and capacity development**

- Knowledge exchange through selected regional workshops and seminars; and
- Strategic partnerships with key institutional counterparts (e.g. ADEA, CONFEMEN, EI, UNICEF, UNESCO-BREDA, etc.).

5. **Knowledge generation through regional analytic work in selected thematic areas**

- Quality improvement in primary education, broadly defined;
- HIV/AIDS, school health, malaria, nutrition and education for vulnerable children;
- Adult basic education and literacy; and
- Secondary education.

### **APPLICATION GUIDELINES**

6. Applications to support country-specific activities may be submitted at any time during the year. The guidelines described below seek to be flexible and responsive while encouraging in-country

---

<sup>1</sup> EPDF Africa Advisory Group includes representatives from France, Ireland, Luxembourg, Netherlands, Norway, Sweden, UK, and UNESCO.

<sup>2</sup> A copy may be found at [http://siteresources.worldbank.org/DEVCOMMINT/Documentation/21289631/DC2007-0008\(E\)-AfricaActionPlan.pdf](http://siteresources.worldbank.org/DEVCOMMINT/Documentation/21289631/DC2007-0008(E)-AfricaActionPlan.pdf).

harmonization, consultation, and communication among all relevant parties. Support for partnerships and regional program are planned in advance with broad guidance from the EPDF-Africa Advisory Group and are included as part of the annual EPDF-Africa proposal submitted for approval and funding by the EPDF Steering Committee.

7. Because the World Bank is a trustee of the EPDF, funding requests are administered by Bank staff who are formally trust-fund (TF)-accredited by the Bank to manage and execute trust funded activities and who are individually held accountable for proper use of the funds. In the Africa Region, applications are received by the Education Advisor in the Africa Region's Human Development Department (AFTHD), the designated manager of EPDF-Africa. They are reviewed for consistency with the provisions of the Fund and for the acceptability of the proposed budget and practical arrangements for implementation. Applications are then presented for consideration and final approval on a non-objection basis by the AFTHD management team comprising the Department Director and the Department's three Sector Managers. Work funded by the EPDF-Africa will benefit, where feasible and appropriate, from the World Bank's normal business processes for quality enhancement (i.e., concept note reviews and decision review meetings).

8. The application process depends on the arrangements for program execution, as follows:

#### **Programs to be Executed by a TF-Accredited World Bank Task Team Leader (TTL)**

- 1) Ideas for EPDF-Africa support can be initiated by a government official, local donor, or World Bank staff. Subsequently, the Bank staff consolidates the ideas in the EPDF application form so as to facilitate discussion among the relevant parties, among them the following: (a) the Bank education task team leader/s for the country or countries to be involved<sup>3</sup>; (b) government counterparts; (c) the lead local donor representative and other members of the local donor group as appropriate; (d) the relevant Bank Sector Manager who must consider, among other things, the implication of the proposed task on the use of staff time; and (e) the Africa Region Education Advisor.
- 2) The Bank TTL submits the EPDF application to the Education Advisor via an email addressed to [AfrEducTF@worldbank.org](mailto:AfrEducTF@worldbank.org); for country-specific work this email should be copied to the relevant government counterpart and the lead local donor representative to ensure that they are in agreement with the final formulation of the request.
- 3) The Bank TTL responds to comments or queries on the application from the Education Advisor; and if necessary, revises and resubmits the application.
- 4) The Bank TTL submits the finalized EPDF application to the Education Advisor via an email addressed to [AfrEducTF@worldbank.org](mailto:AfrEducTF@worldbank.org) and submits a Grant Funding Request (GFR) in e-TF ([etrustfunds.worldbank.org](http://etrustfunds.worldbank.org)).
- 5) The Education Advisor seeks final approval of vetted applications from the Director of the Africa Region's Human Development Department and the Sector Managers; and informs the Bank TTL of the outcome.
- 6) Upon receipt of an approval email (which will confirm the major products and expected delivery dates), the Bank TTL begins implementing the proposed work or activities.

---

<sup>3</sup> For country-specific activities, the Bank TTL who will execute the program proposed for EPDF-Africa support is typically the Bank's education TTL for the country. For regional or thematic programs involving more than one country, the Bank TTL for the program proposed for EPDF-Africa support need not be the Bank's education TTL for any of the countries to be involved. However, he or she is expected to liaise with the relevant Bank education TTLs and through them, with the relevant government and local donor counterparts.

- 7) In accepting the allocation, the Bank TTL agrees to: (a) exercise due diligence and care to ensure proper use of the funds, including staying within the approved budget limit; (b) provide status reports on task implementation upon request by the Education Advisor, so as to inform the preparation of the EPDF-Africa annual implementation report; and (c) submit to the Education Advisor, a completion report within two months of completing the activities funded by the EPDF-Africa allocation.

### **Programs to be Executed by a Non-Bank Agency**

- 1) An appropriate official of the Agency discusses initial ideas for possible EPDF-Africa support with the Education Advisor in the Africa Region's Human Development Department (or a Bank staff designated by her or him); and with other relevant institutional partners, governments counterparts, and donor groups.
- 2) Following this initial discussion, the Education Advisor evaluates the consistency of the nascent proposal with the provision of the EPDF-Africa. S/he either invites submission of a formal proposal for EPDF-Africa support, or declines further development of the request. If the former, s/he determines if the proposal will be funded through a recipient-executed grant agreement or a sole source firm contract.
- 3) The Agency works with a designated World Bank staff to prepare and submit its formal EPDF application to the Education Advisor via email to [AfrEducTF@worldbank.org](mailto:AfrEducTF@worldbank.org).
- 4) The Agency responds to comments and queries on the application by the Education Advisor; revises the application as appropriate and resubmits the revised application.
- 5) *Grant Agreement*: If the support is to be channeled via a grant agreement, the document is drafted by the World Bank and shared with the Agency for comments. The Agency must supply a financial report format for reporting purposes and agree to follow the Bank's procurement guidelines. After the grant agreement has been counter-signed, the Agency submits authorized signatory letter and an application for withdrawal of funds. Disbursement is processed after the documents are cleared by the Bank's legal, loans, and TF accounting departments. Internal Bank clearance of grant agreements takes approximately four weeks.
- 6) *Firm Contract*: If the support is to be channeled via a firm contract, the Agency establishes a vendor registration number and works with the designated Bank staff to implement the contract in accordance with the Bank's procurement guidelines, including obtaining approval for sole source contracting. A terms of reference is submitted for clearance by the Bank's procurement department. Once cleared, the firm contract is issued for signature by the recipient. Internal Bank clearance of firm contracts takes approximately two weeks.
- 7) In accepting the allocation, the recipient Agency agrees to: (a) exercise due diligence and care to ensure proper use of the funds, including staying within the approved budget limit; (b) provide status reports on task implementation upon request by the Education Advisor, so as to inform the preparation of the EPDF-Africa annual implementation report; and (c) submit to the Education Advisor, a completion report within two months of completing the activities funded by the EPDF-Africa allocation.

Section 1: TASK IDENTIFICATION DATA	
<p>a. <b>Proposed arrangement for task execution</b> (choose only one)</p> <p>i. Bank-executed</p> <p>ii. Recipient-executed through Grant Agreement or Firm Contract</p> <ul style="list-style-type: none"> <li>• What is the legal name of recipient institution?</li> <li>• Can the above institution enter into a Grant Agreement or Firm Contract with the World Bank?</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<p>b. <b>Task identification</b></p> <p>i. Task name</p> <p>ii. SAP code for the task (if Bank-executed)</p> <p>iii. Is the TTL of the charge code trust fund accredited?</p> <p>iv. Country or countries involved</p>	YES / NO
<p>c. <b>Task management</b></p> <p>i. Name of World Bank task team leader</p> <p>ii. Has the above person been trust fund accredited?</p> <p>iii. Sector Manager (approval required)</p> <p>iv. Bank group managing unit</p>	YES / NO
<p>d. <b>Key dates</b></p> <p>i. Expected start date</p> <p>ii. Expected completion date</p> <p>iii. Expected submission date of Activity Completion Report (ACR) (An ACR must be submitted <u>two months after all major activities funded by the EPDF-Africa allocation have been completed</u>, to the attention of the Education Advisor via email to <a href="mailto:AfrEduTF@worldbank.org">AfrEduTF@worldbank.org</a>)</p>	
<p>e. <b>Consultation with Government, Local Donor Partners, and Institutional Partners</b></p> <p>Please summarize the status of consultation with the relevant stakeholders, including where appropriate, government counterparts and the local donor group, regarding the proposed work. Does the government support the proposed work? Has the local donor group been informed about the work and its inputs taken into account? Who are the institutional partners who might be involved and have they been approached to participate in specific capacities?</p>	
<p>f. <b>Task classification</b> (please indicate one primary choice with a “X”)</p> <p>i. <b>Preparation of country-specific education sector programs</b></p> <ul style="list-style-type: none"> <li>• Preparation of national education sector plans</li> <li>• Strengthen gov’t technical and institutional capacity</li> <li>• Improve M&amp;E and knowledge generation</li> <li>• Strengthen donor partnerships at country level</li> </ul> <p>ii. <b>Regional consensus building and capacity development</b></p> <ul style="list-style-type: none"> <li>• Regional workshop or fora for knowledge exchange</li> <li>• Institutional partnership (e.g., ADEA, UNESCO, etc.)</li> </ul> <p>iii. <b>Regional analytic work</b> Specify thematic area: _____</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>g. <b>For in-country or regional workshops, please indicate the following:</b></p> <ul style="list-style-type: none"> <li>• Workshop title</li> <li>• Venue and date</li> <li>• Expected participating countries</li> <li>• Expected institutional partners</li> <li>• Expected number of participants</li> </ul>	

**Section 2. BACKGROUND, OBJECTIVES AND OUTPUTS**

**a. Background**

Briefly provide the context for the proposed task(s). For country-specific tasks, include information on the status of the country's education sector program and how the proposed activity will help advance the goals of the EFA FTI?

**b. Task Description**

Briefly describe the specific task(s) for which EPDF-Africa support is requested.

**c. Task Objective(s)**

Indicate the key objectives to be achieved by the task(s) for which funding is requested. For country-specific tasks, explain how the task(s) will help the country prepare and implement its education sector program with a focus on the primary education component. For regional analytic work or partnerships, explain how the proposed task(s) will inform policy dialogue, foster exchange and learning, and motivate reform to accelerate education sector progress in Sub-Saharan Africa.

**d. Expected Outputs, Delivery Dates and Dissemination Plan**

List the key expected outputs and their delivery dates in the table below. These outputs may include: (a) written products such as analytic reports, back-to-office mission reports, aide-memoirs, workshop reports; (b) videos or other recordings; or (c) events such as workshops, forums, seminars, etc. Please explain how the written and recorded outputs will be disseminated (e.g., via publications, CD-ROMs, website postings etc.).

Key Outputs	Delivery Date (month/year)	Dissemination Plan (for written or recorded output)
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		
<b>5.</b>		
<b>etc.</b>		

**e. Arrangements for Task Implementation**

Please identify the main actors, including the World Bank TTL named in Section 1 (c. i) above, who will be involved in implementing the proposed program/project to be supported by the EPDF-Africa allocation, and explain their role of responsibility. Note that a priority under the EPDF-Africa is to help build capacity by involving national consultants and institutions in task execution. For analytic reports, please indicate the quality assurance arrangements that will be followed (e.g. concept note review, formal review of the final report with input from peer reviewers).

**Additional Remarks (if any):**

**Section 3. BUDGET**

**a. Amount and Composition of Financing Requested**

Please provide the budget details in an annex and summarize the information in the table below.

	<i>EPDF Amount in US\$</i>	<i>Co-Finance Amount in US\$</i> (please indicate source)
Consultant fees		
Travel		
Contractual Services for Workshops		
Workshop Travel Costs for Country Participants		
Other (specify)		
<b>TOTAL</b>		

**b. Expected Disbursement Schedule**

Indicate the expected disbursements in 6 months intervals. This information will be used to inform financial planning of EPDF-Africa.

Jan-June __	July- Dec. __	Jan-June __	July- Dec. __

**Annex 2**  
**East Asia & Pacific Region**  
**EPDF- East Asia & Pacific Progress Report (September 2006-October 2007)**

**SECTION I: Summary of Regional Activities and EPDF Processes**

**I. Summary of Regional Activities and EPDF Processes**

- **Regional Advisory Group:**

1. The FTI/EPDF Regional Advisory Group (RAG) in East Asia and Pacific (EAP) consists of six members representing different development agencies in the region: Anouk van Neck of EC (Vietnam), Bridget Crumpton of DFID (Vietnam), Cliff Meyers of UNICEF (Bangkok), Sheldon Shaeffer of UNESCO (Bangkok), Arnold van der Zanden of the Embassy of the Netherlands (Indonesia), and Chris Thomas of EAP at the World Bank. Over the course of past ten months, both DFID and the Dutch Embassy replaced their representatives due to their internal assignment rotation.

2. EPDF RAG is intended to provide a mechanism within the FTI partnership that facilitates dialogue and coordination on a range of issues relating to education program development and implementation. This helps to ensure that activities supported by EPDF are beneficial and appropriate to meet country needs. The RAG in EAP provides advice and consultation on major issues/challenges facing education development in the region or specific countries that EPDF should address and points out strategic directions for the use of the fund. Given the trustee role of the World Bank, to maintain the flexibility and efficiency of EPDF and reduce unnecessary bureaucratic layers in decision-making and transactions, it was agreed among the members that the RAG provides strategic direction and plays the check-and-balance role while leaves EPDF routine to the Bank team to manage, including deciding and managing activities. Communications of the RAG are generally through emails and teleconferences with occasional face-to-face meetings, coordinated by the EPDF coordinator in the Bank team.

3. The Rag members met during an EPDF-sponsored regional conference in Bangkok last September and discussed strategic issues, including how the group should function. It was agreed that, under the FTI guidelines, the EPDF program in EAP should help address four major issues confronting most countries in the region: reaching the hard-to-reach children, improving teaching and learning, strengthening M&E and student assessment, and exploring innovative financing options for system expansion. Besides communication via email, the Bank team should send a quarterly EPDF update newsletter to the RAG members. For specific topics, if needed, teleconferences can be organized.

4. So far, four update newsletters have been sent to the RAG members on a quarterly basis. In general, the letter contains an update on EPDF activities, news on FTI and EPDF, what is being worked on, what challenges facing us, upcoming regional events, and solicitation of advice and suggestions from the members on specific topics. The response from the members has been positive. They provided input and advice for EPDF activities, e.g., the regional workshops on M&E and teachers. The RAG members were always invited to the regional activities. Some of them did participate. The RAG members have a general sense of how EPDF works and what is funded in countries through donor coordination and partnership programs in the countries they work with.

5. After a year practice, some challenging issues emerged in handling RAG: 1) balancing between the desire of getting more involved in decision-making on EPDF activities from a couple of RAG members and not adding an extra layer of administrative decision-making to maintain the flexibility and efficiency of the fund from the Bank team; 2) pushing the use of the fund for activities under an

organization which a RAG member works for; and 3) not active or responsive to advice/input sought due to the nature of loosely-structured RAG and the lack of incentives. We do not have answers to these questions yet but have been thinking about improvement. We welcome suggestions from the EPDF Committee and the FTI Secretariat.

- **EPDF Procedures:**

6. The EPDF objectives, eligibility, procedures, and priorities are communicated with the local donors and governments through Bank TTLs. The idea of an EPDF activity in general comes from dialogues with country counterparts, local donors, local NGOs, RAG members, and Bank staff field trips, covering from technical assistance to help the country meet the FTI partnership endorsement requirements and project preparation to capacity development and knowledge sharing in a particular area at both country and regional levels. To maintain the EPDF flexibility, there is no particular format or timeline for the solicitation of EPDF proposals. It has been very much need-based. The information could come from multiple channels and in most cases it is collected through Bank TTLs. Communications between TTLs and the EPDF regional coordinator take place often to ensure the proposed activity meets the EPDF objectives, eligibility and priorities.

7. Once the idea is formulated, TTLs are required to submit a proposal using a standard EPDF application form which requires information on the purpose of the proposed activity, the activity description, the expected outputs, the timetable, the requested finance, etc (please see the attached). The proposal is then reviewed and discussed by the EPDF regional coordinator and the EAP Education Sector Manager. Besides against the above criteria, questions on other possible funding channels in the current portfolio and operational feasibility are asked, along with some clarifications about the proposed activity (if necessary, the revision of the proposal is required). The EAP Education Sector Manager has the final approval of any EPDF activity. This process takes about a week usually. Once approved, the TTL is given the charge code and gets the activity started right away.

8. For the EPDF regional proposal, it is consulted with the RAG and Bank TTLs.

- **EPDF in General:**

9. We have provided the info package and made presentations to all the Education Team members at EAP on FTI and EPDF and explained how FTI and EPDF work. We have encouraged TTLs to share that info with local donors and counterparts in their countries (*from the experience, we would like to see a standard info package from the FTI Secretariat be made available for different groups of audience – TTLs, donors, government counterparts – in order to keep the message consistent and the rules transparent*). At periodical team meetings via either face-to-face or teleconferencing, each time, we emphasized the objectives of EPDF and provided updates on EPDF activities with the team. During missions, if appropriate, we mentioned EPDF to the counterparts and let them know this available resource which can be used to support their technical work and capacity development. In all the EPDF-sponsored regional and country meetings and workshops, we used the opportunity to publicize EPDF. We have done such promotion with caution as our EPDF funding is very limited. We try to balance the expectation and the fund availability.

10. Though improvement can still be made, the current EPDF arrangement works fine in terms of flexibility and accountability (EPDF activities are part of the TTLs' work programs). To enhance the strategic impact of EPDF, we have been putting our emphasis on supporting FTI upstream activities (TA for ESP development and donor coordination) and capacity development based on the identified regional priorities such as reaching the hard-to-reach children and M&E. In our regular contact with the TTLs, we often ask about the progress of EPDF supported activities, what issues are (if any), and whether additional

support is needed to complete the activities. For the recipient executed EPDF activities, we require them to provide us update periodically. This is the way we monitor the progress of EPDF activities and identify problems. We particularly ask the TTLs to share stories of the impact of EPDF supported activities. Due to the limited resources (e.g., manpower and time), we are unable to evaluate all the EPDF activities. However, we have intentionally collected feedback from the parties involved in those activities, e.g., the government or donor's feedback on consultants and their work outputs, peer review of studies, participants' feedback on the EPDF sponsored workshops, etc. So far, the feedback has been positive.

11. Going forward, we plan to review our EPDF operation and put some standards around it, learn good practices from other regions to improve the process, and strengthen the monitoring and evaluation of EPDF activities.

- **EPDF Allocation and Disbursement:**

12. EAP received total \$2.4m allocation from the FTI/EPDF Committee by June 2007. About \$2,384,816 has been allocated to different activities and staff costs (99%). Among the committed allocations, \$176,516 went to the activities that were completed prior to this reporting period; \$1,858,300 went to the activities that are included in this report; and about \$350,000 went to the staff costs associated with those activities. About \$1,233,446 has been actually disbursed which is about 52% of the total allocation.

13. EAP received additional \$500,000 Bridge Funding in early October 2007. About \$230,000 has been committed to activities and associated staff costs. The activities are included in the EPDF new funding proposal as part of EPDF work program for 2008 (marked in gray color to indicate no new funding requested for those activities).

## **SECTION II: Breakdown of Activities by Specific Theme/Strategic objective**

### **1. Education Sector Plan Development**

- **Summary of Activities Under this Objective:**

14. In the past, EPDF successfully supported the ESP development in Mongolia and Timor Leste. During this reporting period, EPDF continued the support to Cambodia throughout its ESP development and endorsement process. Cambodia not only produced a plan incorporated with defined capacity development needs but also established an effective donor coordination and harmonization mechanism – both are considered good practices by the FTI committees (see the description in No. 4 at the end of this report for donor coordination in Cambodia). In collaboration with UNESCO and UNICEF, EPDF has contributed to the completion of the ESP draft in Lao PDR and the draft plan is being reviewed by the donors. Currently, EPDF is supporting the full-day schooling study in Vietnam which will contribute to its new strategic planning. Though EPDF helped PNG complete the information shortfall assessment as a base for its sector planning, we have had difficulties to get off the ground the planned EPDF support for the Pacific Island Countries. The political, institutional and future donor aid architecture uncertainties have forced us to alter the original plan which was to use a local institution as a base to facilitate the FTI preparation activities among six IDA countries in this sub-region. The revised plan is to work directly with each individual country and help them to become FTI partners. This is under way now.

Activity (Recipient or Bank Executed)	Secondary objective (if any)	Allocated Amount	Status of Activity (completed, on-going, and/or problems)	Strategic Impact	Output*
<p>EFA assessment for education sector planning in <b>Lao PDR</b> (it was intended to incorporate UNESCO's EFA MDA exercise with the system assessment that was needed for the ESP development to support the country's application for FTI partnership)</p> <p><i>[Bank executed]</i></p>	Donor coordination	40,000	Completed	<p>The activity financed the development of the financial chapters of the EFA MDA and FTI Report, while UNICEF financed the development of much of the rest of the report (draft ESP). The resulting draft has been discussed and reworked with the Lao MOE team. The revised draft is being circulated for donor input and will be discussed through the upcoming consultation workshop at the end of October. The government has acknowledged that this report is "a vital component of the education sector reform process".</p>	Financial chapters of the EFA MDA and FTI Report (draft)
<p>Support <b>Pacific Island Countries (PICs)</b> in developing education sector plans (it was intended to create a regional mechanism to support the six IDA-eligible Pacific countries for their preparation for FTI partnership application, using the University of South Pacific (USP) as a facilitator via the mechanism of the existing regional PRIDE project which is financed by donors and under USP management)</p> <p><i>[Mixed modality]</i></p>	Donor coordination	620,000	On-going but with problems	<p>This activity was postponed due to difficulties in working in Fiji immediately after the coup last December. However, recent concerns over the medium term future of the PRIDE project have caused us to reconsider our initial intention to use PRIDE to introduce and support EFA-FTI in the Pacific region. In order to progress PICs' participation in FTI, we will work directly with the countries rather than through USP. Due to the strong presence of regional donors in these countries, EPDF is expected to be used mainly for capacity development and especially in the areas of planning and M&amp;E.</p> <p><b>PNG</b> - DoE have set up a UBE Task Force to develop a costed ESP for FTI partnership application in 2008. EPDF supported an information shortfall assessment for DoE's planning exercise this summer. It was disseminated by the government to its consultative groups to discuss the gaps. More support will be given to (i) validation of school census data; (ii) developing a framework for ESP; (iii) the drafting of ESP; (iv) fiduciary assessments; and needed capacity development.</p> <p><b>Vanuatu</b> - MoE recently completed its Education Sector Strategy (VESS) and had it approved by Cabinet. But the plan does not include an adequate program costing. Local donors are financing a TA to help the government in this area. By early 2008, MoE will have the costed plan ready for donor endorsement and for FTI application.</p> <p><b>Tonga</b> - MEWAC will update its Education Policy Framework and draft a new Corporate Plan (3-Year Plan) by February 2008. It plans to submit for FTI endorsement in mid-2008.</p>	Report: "An Information Shortfall Assessment in PNG"
<p>Extension of full-day schooling (FDS) in <b>Vietnam</b> (it is intended to assist the preparation of the new school education quality assurance project in Vietnam which is for improving the quality of primary education in the country with a particular focus on disadvantaged populations)</p> <p><i>[Bank executed]</i></p>	Capacity development	55,000	On-going	<p>Chile has gone through the same process in the FDS area as Vietnam is about to embrace. EPDF brought an expert from Chile to share the Chilean FDS experience and provide initial insights on pros and cons of this strategy and how it can be effectively designed and implemented. Besides presenting the Chilean case, the consultant provided recommendations on setting up a policy framework for full-day schooling (policy framework matrix) and other activities and studies need to be undertaken for the FDS policy transition.</p>	Presentation on the Chilean experience in FDS transition
	<b>Sub-total</b>	<b>715,000</b>			

## 2. Capacity Development

- **Summary of Activities Under this Objective**

15. EPDF supported the downstream work for the endorsed countries like Mongolia and Cambodia. To the former, EPDF provided the needed technical assistance and facilitated the working-together of the government and the donors in the process of developing technical proposal and grant agreement for FTI/CF. To the latter, EPDF is helping the country to undertake the assessments of its fiduciary system for its FTI/CF implementation.

16. In addition to the downstream work, EPDF support in capacity development has mainly focused on the four priority areas identified by the region: reaching the hard-to-reach children, improving teaching and learning, strengthening M&E and student assessment, and exploring innovative financing options for system expansion. Built on the work done in the past, this year EAP took on disability and language of instruction two areas to address the “reaching the hard-to-reach” issue. In collaboration with OECD, we have been piloting a series of activities in helping address educational issues facing children with disability in Cambodia while developing a sustainable country capacity-building model, starting from an awareness workshop, policy dialogues, material development to training and mainstreaming with civil society involvement. As language of instruction is a politically sensitive issue in many countries, we learned lesson from our experience in Lao PDR and took a different approach to tackle the issue. EPDF is supporting a regional influential network (SEAMEO) to conduct country policy and case studies in this area and make policy recommendations which will be presented to the ministers of its member countries through its network. By doing this work, the capacity of this regional network will be strengthened.

17. As quality issues become more important to EAP countries, in working with the MOE of China, EPDF sponsored a regional workshop to address the issue of how to improve teacher development and management for better education outcomes. Participants from 12 countries listened to expert presentations, exchanged good practices among themselves, discussed policy issues related to teacher standards, development, management and incentives, and walked away with an action plan for improvement. Currently, EPDF is supporting Vietnam to look into its teacher profiling and career development system as part of the government’s primary education quality assurance effort.

18. During this reporting period, EPDF completed its support to building a local research network in China to study educational issues related to rural and disadvantaged children for better policies. It produced seven studies with decent quality to inform decision-making in the areas of education for girls, minorities, and migrants in the poor parts of China. The country would like to see the expansion of this program in the coming year and we would like to see the country to take ownership on it.

Activity (Recipient or Bank Executed)	Secondary objective (if any)	Allocated Amount	Status of Activity (completed, on-going, and/or problems)	Strategic Impact	Output*
FM and procurement system assessments for <b>Cambodia</b> to assist its implementation of FTI/CF  <i>[Bank executed]</i>		80,000	Just started	Cambodia was endorsed by FTI and will receive \$57.4m CF. To ensure the country has acceptable financial management, procurement and other fiduciary capacity to implement the endorsed ESP at both central and provincial levels, necessary assessments of those systems need to be conducted prior to the implementation. This EPDF activity covers those assessments.	Not available yet
Preparation for FTI Grant Agreement in <b>Mongolia</b>  <i>[Bank executed]</i>	Donor coordination	80,000	Completed	The fund was used to assist the government in preparing the FTI technical proposal, coordinate dialogues with donors, and prepare the Grant Agreement. The outcomes are: 1) the government and the donors agreed on the process to access FTI/CF; 2) the technical proposal was completed, reviewed and endorsed by the donors through the Education Donor Group in December 2006. This proposal also contained details on implementation arrangements, including the use of the existing ADB PMU as the PMU for implementing of FTI activities; 3) the proposal formed the basis of the Grant Agreement signed in March 2007.	a) Technical Proposal for ESP implementation; b) Grant Agreement for FTI/CF
Supporting policy dialogue on education for children with disability in <b>Cambodia</b> (it is a collaboration with OECD to raise awareness of education issues facing children with disability, develop inclusion education materials, and conduct initial survey and data collection of children with disability in the country)  <i>[Mixed modality]</i>	Knowledge sharing	100,000	On-going	The first awareness workshop was delivered in Phnom Penh in May which brought together all the players including different government sectors, donors, NGOs to discuss and agree on a government policy document that provides a framework for all the disability-related activities and integrate them for better synergy in the country. The government now supports further work in this area in the FTI/CF implementation. The materials have been developed by people from government sectors, NGOs and media organizations. The pilot and testing are under way. EPDF supported the national coordination body Disability Action Council (DAC) to organize and facilitate this work.	a) The awareness workshop b) The materials for inclusion education (draft)
Development of methodology and adaptation of assessment instruments in preparation for implementation of disability screening of children in <b>Cambodia</b>  <i>[Mixed modality]</i>	Knowledge sharing	90,000	New	Following up the awareness activities mentioned above, the Cambodian government has agreed with a joint effort with WB and OECD to address issues of early identification of children with disabilities for policy planning. This activity will develop and adapt methodology and instruments to collect data and calculate prevalence rates for both out-of-school children and children with disabilities. The outputs of this pilot will help the government make good policies to address educational issues for these two groups of disadvantaged children. They will also inform the ECD project funded by FTI/CF. As a pilot, it will also serve as a case study/ model for regional training and sharing of best practices in reaching the unreached children. The tested methodology is expected to be piloted in other countries in the EAP region. Developing local capacities in this area is another objective of this activity.	Not available yet

Publication of Lao translation of the Education Chapter of The <b>Lao PDR</b> Poverty Assessment  <i>[Bank executed]</i>	ESP development	7,500	New	This activity is meant to build understanding of fundamental education sectoral issues in the context of poverty reduction in Lao constituency and have a constructive and well-informed consultation in preparing the country's ESP for FTI endorsement.	Not available yet
Teacher profiling and career development in <b>Vietnam</b> (this is to help identify an effective and sustainable strategy for implementation and improved relevance of the teachers' profiles as part of the government's primary education quality assurance effort.)  <i>[Bank executed]</i>	Capacity development	40,000	On-going	The intention is to support the development of a plan for phased adoption of the profiles nationwide, the development of parallel standards for teachers at other levels by extrapolating from the format and experience of the primary teacher profile, and strategies to include levels of performance as well as qualifications in the definition of titles linked to career development. However, the preparation of the government quality assurance project (SEQAP) has proceeded much slower than expected. The government is setting up the project team and the planned work is expected to enter a more active stage before the end of the year.	Not available yet
Mother-tongue as bridge language of instruction ( <b>SEAMEO</b> ) (it is intended to use this <b>regional network</b> to develop capacities in language of instruction in its member countries by starting with a stocktaking exercise of policies and cases from the countries for future policy dialogues at the minister and other levels.)  <i>[Recipient executed]</i>	Knowledge sharing	100,000	On-going	SEAMEO has invited its member countries, except Timor Leste to participate in the project. Out of 10 countries, 6 have identified their people to work on policy review and case study for the project (Brunei, Thailand, Cambodia, Lao PDR, Philippines, Singapore) and 4 are still working on it (Indonesia, Malaysia, Myanmar and Vietnam). The TORs for consultants are being finalized and the hiring will be completed in November. The guidelines for policy review and case study have been developed and sent to the countries.	So far: a) "Guidelines for Country Reports/Studies on Language and Language-in-Education Policies and Their Implementation" b) "Guidelines for compilation of case studies on selected mother tongue based multilingual education programs of the region"
Education research network in <b>China</b> (it supports young and promising university faculty to study issues in rural education and education of girls, minorities, and other disadvantaged groups for policy and practice improvement at both central and local levels in the country.)  <i>[Recipient executed]</i>	Knowledge sharing	70,000	Completed	Seven promising education researchers were selected by an expert panel. The majority of them came from universities in relatively poor and minority-concentrated provinces. They completed studies on issues related to rural and minority quality education and finance. They presented the results to an expert panel (including a DG from basic education unit of MOE) for evaluation at the wrap-up meeting in March and finalized the study reports. MOE felt such specialized studies very useful to informing policymaking at the central level and would like to see its expansion. All the researchers are consultants to either central or local governments on specific policy issues.	a) Project summary report b) Seven research reports
<b>Regional workshop:</b> "Developing and Managing Teachers for Better Education Outcomes", Beijing, China, July 9-13, 2007	Knowledge sharing	100,000	Completed	The workshop was co-hosted with the MOE of China and was a response to the demand for providing quality education through improving teaching force from the countries in the region. Over 90 representatives from 12 countries and 5 international development and donor agencies participated in this event, including minister- and DG-level	A workshop CD with presentations and reference materials

<p><i>[MOE of China and Bank executed]</i></p>				<p>policymakers. With the facilitation of 11 international and regional experts, the workshop focused its discussion and debate in four areas: teacher standards &amp; assessment, professional development, incentives, and deployment. Country teams from China, Vietnam, the Philippines, Thailand, Mongolia, Korea and Indonesia presented innovative programs related to teachers in their countries. OECD and WB brought their global perspectives on those issues. A half-day visit to a Beijing teacher training institute gave participants first-hand experience to know how in-service teacher training is done in China. At the end of the workshop, each country team presented its brief action plan with prioritized areas for improving teachers in their countries. The workshop received very positive feedback from the participants who felt that it's a very timely event and that they learned a lot from the international experiences and from each other. We have been following up with the countries to see if further assistance is needed from EPDF.</p>	
	<p><b>Sub-total</b></p>	<p><b>667,500</b></p>			

### **3. Monitoring Evaluation and Knowledge sharing**

- **Summary of Activities Under this Objective**

19. As mentioned above, M&E is one of the four priority areas identified for EAP. EPDF has given its emphasis to this area as well during this reporting period. It supported a successful stocktaking and diagnostic exercise of EMIS in Lao PDR which provided the MOE a current state picture of EMIS in the country, pointed out where the problems are and recommended how to fix them. Along the way, new data collection instruments were developed and local staff were trained. In the Philippines, EPDF is being used to pilot an evaluation which looks into the impact of school-based management on student learning achievement. The Bank staff has teamed up with DoE and local university researchers to build capacity in conducting such evaluation in the country. The results will help to develop an M&E framework for the government's initiative in this area. At the regional level, in working with the MOE of Indonesia, EPDF sponsored a regional workshop on M&E for better education policy, planning and results. Over 110 participants from 11 countries had the opportunity to understand better what M&E means to education quality and outcome, learn new methods and innovative approaches from experts and other countries, discuss related policy issues, and present their improvement action plans. The special sessions for high-level policymakers generated big impact on the government's thinking about M&E and its investment. Some country-specific follow-up actions are under way.

20. In the knowledge sharing front, EPDF sponsored the ministers from Mongolia and Timor Leste to participate in the FTI meeting in Cairo which gave them the opportunity to exchange with counterparts and learn good practices from other countries as well as interact with the donor community at the global level. EPDF also facilitated knowledge exchange between China and the rest of the world by 1) helping finalize a study on education resources and schooling in rural China and 2) helping the organization of an Indonesia government-sponsored study-tour in China on teacher matters. The latter has generated direct impact on the country's new reform initiative on teacher quality improvement. At the regional level, with the demand from the countries, EPDF sponsored a regional conference to discuss critically how education can meet emerging challenges in East Asia. The conference brought people together from the government, the research, the NGO, and the donor communities and focused discussion on macro approaches to improving education quality and on interventions to improving education services to low-income and marginalized groups. As a product, an informal regional network was formed to promote constructive policy dialogues in the region for the future.

21. Due to the priority shift in the country, the EPDF support to institutionalizing student assessment in Vietnam was dropped.

Activity (Recipient or Bank Executed)	Secondary objective (if any)	Allocated Amount	Status of Activity (completed, on-going, and/or problems)	Strategic Impact	Output*
<b>M&amp;E:</b> (Sub-total: 278,000)					
Stocktaking and diagnostics of education management information system (EMIS) in <b>Lao PDR</b> (it provided TA to support the MOE Taskforce in analyzing the present functioning, available resources, and needs of EMIS at the different levels in the system and recommending improvement options.)  <i>[Bank executed]</i>	Capacity development	40,000	Completed	This activity was completed with a dissemination workshop held in April with a full satisfaction from MOE. In addition to a multi-layer survey, in the process of this study, the international consultant teamed up with local consultants worked closely with the taskforce and trained local staff at different levels, designed new instruments to improve data collection accuracy, quality, and usefulness for decision-making. The results of the study have received high attention at MOE and its recommendations have been adopted by the government. As a result, a new independent Center for Statistics and Information Technology has been established directly under the minister for future M&E in education in the country.	Report: "Stocktaking and Diagnostics of Education Management Information System in Lao PDR"
Evaluation of the impact of school based management (SBM) reform on learning outcomes in <b>the Philippines</b> (it is intended to help the government to analyze the existing student achievement data to see the impact of SBM and develop local capacity in the process.)  <i>[Bank executed]</i>	Capacity development	98,000	On-going	The discussions were held with the DoE and the Univ. of Philippines researchers regarding the analysis of the SBM data from the previous project (TEEP). The team is awaiting the TEEP data (expected in Nov.) to begin the data analysis work. The analytic report is expected to be completed at the end of March, 2008, and disseminated in April/May. The result of this study will be used as input to the new National Program Support for Basic Education (NPSBE).	Not available yet
Institutionalizing student assessment in <b>Vietnam</b> (it was intended to study student assessment strategies and provide strategic options to the government in this area.)		40,000	Dropped	The government new project will focus on teacher quality and full-day schooling (FDS). Though student assessment will still be important as the country plans to move to FDS which needs to determine new standards of learning, it requires less EPDF support than initially we envisaged in this area (some tasks are undertaken by other donors). The funding is now being used to provide more TA to FDS.	Not applicable
<b>Regional workshop:</b> "Using M&E for Better Education Policy, Planning, and Results", Bali, Indonesia, April 16-20, 2007	Knowledge sharing / Capacity development	100,000 <i>(co-financed with the Dutch TF in Indonesia)</i>	Completed	The workshop was co-hosted with the MOE of Indonesia. Over 110 representatives from 11 countries and 9 international development and donor agencies participated in this event, including minister- and DG-level policymakers. A special one-day session was given to senior policymakers on the importance of M&E to impact policies in the participating countries (35 people attended this special session). Along with this, four topics were broadly discussed during the week: evidence-based policymaking, impact evaluation, student assessment and EMIS. The discussion focused on the effective use of these instruments for better education outcomes. Good practices and lessons learned from North America, Europe, Latin America and Asia were shared. Feedback from the participants was quite positive. They felt this workshop was timely and helped them to understand and	a) A summary report; b) A workshop CD with presentations and reference materials

<i>[MOE of Indonesia and Bank executed]</i>				think more critically about important M&E challenges and instruments in their own countries and pursue their effort in quality/results improvement at home. Each country team presented its plan with prioritized areas for strengthening its M&E system and solicited comments from international experts and other participants. Some follow-up activities have been discussed with countries.	
<b>Knowledge sharing:</b> (Sub-total: 147,800)					
Basic education in Gansu: implications for education policy and further research in <b>China</b> (it was intended to help addressing the objectives of EFA by focusing on rural and hard-to-reach children and informing on the potential design of national and provincial education policies for improvement in the country.)  <i>[Bank Executed]</i>		8,300	Completed	Three policy notes and the final report were completed. The findings were shared with the government for its policymaking reference. The report has been published and posted on the WB website for broader sharing. The report was also distributed to some donor agencies in the country.	The ministers participated in the FTI meetings.
Support <b>Mongolia</b> and <b>Timor Leste</b> to participate in the FTI meetings in Cairo  <i>[Bank executed]</i>	Capacity development	30,000	Completed	Enabled four ministers from these two FTI partner countries to participate in the Cairo meeting. The ministers had chance to exchange directly with the donors and counterparts from other FTI partner countries on common issues related to FTI. They learned experiences from other FTI partner countries and discussed their concerns with the FTI Secretariat and the donors directly.	The ministers participated in the FTI meetings.
Organization of <b>Indonesia</b> teacher policy study tour to China (it was for helping the organization of the Indonesian government sponsored study tour to China to build capacity of key Indonesian stakeholders who work in the area of teacher management.)  <i>[Recipient executed]</i>	Capacity development	9,500	Completed	This study tour to three places in China was well organized by a local education exchange center, which gave the delegation of 20 Indonesian central and district government officials a unique opportunity to be exposed first-hand to international good practices on key teacher policy issues that are applicable to supporting Indonesia's new teacher reform program. The delegation acknowledged it was a very valuable learning experience as they realized what they plan to do in the teacher reform project China has gone through them and can provide useful lessons. Back home, the delegation worked on an action plan and provided constructive suggestions to revising some of the original designs of the project.	Summary report: "Comparison Study to Several Educational Institutions in China"
<b>Regional conference:</b> "Critical Discussions on Education: Meeting Emerging Challenges in East Asia", Bangkok, Thailand, Sep 14-15, 2006  <i>[Stanford University and Bank executed]</i>	Capacity development	100,000	Completed	The conference was organized specifically to expand the discussion of current educational policies by bringing together several different networks involved in educational research and policymaking to challenge each other on key educational issues. More than 40 invitees from 10 countries participated in the meeting. The meeting focused on four main themes: 1) intervention approaches to improving educational quality for low-income and marginalized groups; 2) macro approaches to improving the quality of education; 3) the role of higher education in economic competitiveness and social equity; and 4) improving the quality of the labor force – the educational quantity/quality relation. The meeting maximized interchange among participants on key issues, cross-fertilized new ideas, and developed new, broader networks among educational policy actors in the region, contributing to the regional capacity development in education policymaking.	
	<b>Sub-total</b>	<b>425,800</b>			

#### **4. Strengthen Donor Partnerships**

- **Summary of Activities Under this Objective**

22. EPDF has supported as much as possible to foster and strengthen in-country donor partnerships through its activities in EAP countries. It has fully supported in-country donor coordination throughout the FTI endorsement process in countries like Cambodia. Donor harmonization in Cambodia is acknowledged a good practice example. Additionally, we collaborate with and engage donors in many of capacity development and knowledge sharing activities. Many of these are embedded in the above mentioned capacity development activities. Although it is not always easy and smooth, collaboration with donors has increased and expanded at all levels in our EPDF activities.

Activity (Recipient or Bank Executed)	Secondary objective (if any)	Allocated Amount	Status of Activity (completed, on-going, and/or problems)	Strategic Impact	Output*
<p>Donor coordination advisor to support ESP development in <b>Cambodia</b></p> <p><i>[Bank executed]</i></p>	ESP development	50,000	Completed	<p>Coordination mechanisms were established at several levels to support the ESP process in Cambodia. A Joint Technical Working Group for education (including MoEYS, principal donors, NGOs and others) chaired by the minister met every other month and the education donors met every month to discuss education development policy and implementation issues in the country. The EPDF financed donor coordination advisor helped compile information and facilitate exchange between the government and the donor community. The coordination provided a excellent input to the FTI assessment and build capacity of the team in the planning department of MoEYS throughout the process of system performance review. It was a real change from the traditional sector annual congress.</p>	Cambodia ESP was endorsed by the donors and the FTI Committee.
	<b>Sub-total</b>	<b>50,000</b>			

## Annex 3

### Europe & Central Asia Region

### EPDF- Europe & Central Asia Progress Report

#### **SECTION I: Summary of Regional Activities and EPDF Processes**

- **Summary of Activities Under this Objective**

1. Albania, Georgia, Kyrgyzstan, Moldova and Tajikistan did not have a well developed national education strategy when the EPDF implementation started. With support from EPDF, all these countries prepared national education strategies and EFA-FTI action plans that were endorsed by the respective country's donor community. Kyrgyzstan, Moldova and Tajikistan received further endorsement from the donor community in the form of Catalytic Fund to help close the gap to implement their FTI strategy. The three countries that received Catalytic Fund money are making significant progress in the implementation of their national strategies using the money provided by the Fund.

2. In addition to providing technical assistance for the preparation of the strategy, EPDF funds have been used to conduct stakeholder consultation, data collection and simulation modeling to help evaluate alternative courses of action and to set priorities.

<b>Activity (Recipient or Bank Executed)</b>	<b>Status of Activity</b>	<b>Strategic Impact</b>	<b>Link for document or report</b>
1.- Albania Preparation of Sector Strategy	Completed	Helped define medium term vision and strategic objectives for the education sector	Document available in IRIS
2.- Albania: Preparation of EFA-FTI Action Plan	Completed	Helped define priority areas and interventions to advance mid term EFA related objectives.	Document available in IRIS
3.- Georgia: Preparation of Sector Strategy	Completed	Helped define medium term vision and strategic objectives for the education sector	Document available in IRIS
4.- Georgia Preparation of EFA-FTI Action Plan	Completed	Helped define priority areas and interventions to advance mid term EFA related objectives	Document available in IRIS
5.- Kyrgyz Rep: Preparation of Sector Strategy	Completed	Helped define medium term vision and strategic objectives for the education sector	Document available in IRIS
6.- Kyrgyz Rep: Preparation of EFA-FTI Action Plan	Completed	Helped define priority areas and interventions to advance mid term EFA related objectives	Document available in IRIS
7.- Tajikistan: Preparation of Sector Strategy	Completed	Helped define medium term vision and strategic objectives for the education sector	Document available in IRIS
8.- Tajikistan: Preparation of EFA-FTI Action Plan	Completed	Helped define priority areas and interventions to advance mid term EFA related objectives	Document available in IRIS
9.- Moldova: preparation of a technical proposal for Year 2 of EFA FTI Catalytic fund	Underway	Evaluation of progress in achieving year one objectives; identification of implementation bottlenecks; redefinition of priority areas and activities	Not yet available
10.- Tajikistan: preparation for Year 2 of EFA FTI Catalytic fund	Completed	Evaluation of progress in achieving year one objectives; identification of implementation bottlenecks; redefinition of priority areas and activities	Document available in IRIS
11.- Moldova: Assistance to establish a pilot rehabilitation center for disabled children	Completed	Increased capacity to address pre-school children with special needs.	Report available on project files.

## **SECTION II: Capacity Development**

- **Summary of Activities Under this Objective**

3. By the time of the sector strategy endorsement some donors in the countries that received Catalytic Funds expressed concerns regarding a perceived weak implementation capacity of the Ministries of Education in area such as monitoring and evaluation; implementation of targeted civil work interventions; development and implementation of early childhood programs; design and implementation of school based teacher training programs; and fiduciary responsibilities.

4. EPDF funds have been used to help strengthen and upgrade the capacities of Ministries of Education (MoE) areas such as civil works planning and implementation, curriculum development; teachers' training; data collection; monitoring and evaluation; and student assessment. This work has been done with the support of international as well as local consultants. The World Bank has been actively involved in the preparation of fiduciary assessments and action plans that have been discussed with the MoE and donors.

5. Also, EPDF funds have been used to help increase the capacity of MoE staff and school directors to prepare projects; to make use of education management information system; revise the project operational manuals; to design pilot intervention; and to upgrade teaching and learning standards to guide the reform of curriculum and the elaboration of new textbook.

6. Finally, EPDF funds have been used to promote horizontal learning among FTI countries by funding exchange programs and technical support between the project implementation units of Tajikistan and Kyrgyzstan.

<b>Activity (Recipient or Bank Executed)</b>	<b>Status of Activity</b>	<b>Strategic Impact</b>	<b>Link for document or report</b>
1.- Tajikistan and Kyrgyzstan. Exchange of experiences and technical assistance between project implementation units	Completed	Capacity building to help the MoE of Kyrgyzstan expedite implementation of EFA-FTI	Implementation arrangements of Kyrgyzstan school rehabilitation component.
2.- Kyrgyzstan: Technical assistance to design contracting and supervision procedures for the rehabilitation of school infrastructure	Completed	Improve MoE's capacity to manage school rehabilitation in remote areas.	Strategic plan and design of procedures to guide selection of firms and supervision of civil works.
3.- Tajikistan: Technical assistance for the implementation of school census	Completed	Assist MoE and donors in making better informed decisions	School survey instrument.
4.- Tajikistan: Technical assistance for design of data collection instruments for education expenditure tracking system	Completed	Improved information and data collection system on resource allocation and utilization to help increase system efficiency.	Data collection instrument designed and pilot tested.
5.- Moldova: Rapid social and technical assessment of the condition of preschool facilities	Completed	Increased MoE capacity to assess the situation of pre-school units and prioritize rehabilitation interventions.	Report available in project files.
6.- Moldova: Rapid social and	Completed	Increased MoE capacity to assess the situation	Report available in project

Activity (Recipient or Bank Executed)	Status of Activity	Strategic Impact	Link for document or report
technical assessment of rural localities with no preschool facilities		of pre-school situation in rural areas.	files.
7.- Moldova: Development of physical models for kindergartens and alternative educational centers	Completed	Increased Ed. Sector capacity to use modern physical models for pre-school units	Report available on project files
8.- Moldova: Identification of training and learning equipment for pre-school units	Completed	Increased Ed. Sector capacity to create functional environment at international standards.	Report available on project files
9.- Moldova: Elaboration of pre-school teaching and learning standards	Completed	Increased MoE,s capacity to support successful implementation of ECD	Report available on project files
10.- On-the-job training to the MOE and PMU engineers on supervision of civil works and state standards	Ongoing	Increased MoE’s capacity for quality control of school rehabilitation and for planning and monitoring of civil work activities	Reports available on project files
11.- Tajikistan: Technical assistance to MOE and Republican Institute for In-service Teacher Training (RIITT) in revision teacher retraining modules.	Completed	Improved quality of inservice teacher training. Introduction of staff development standards and practical assessment tools teachers.	Report available on project files and IRIS.
12.- Tajikistan: Technical assistance to MoE to plan introduction of standardized student assessment	Completed	Improve education sector capacity for impact evaluation and for improvement of teaching practices.	Plan of activities available on project files.

### **SECTION III: Monitoring, Evaluation and Knowledge sharing**

- **Summary of Activities Under this Objective**

7. EPDF funds have been used to conduct background studies to help identify effective education programs for minority and disadvantage groups, such as Roma children, and for early childhood interventions such as alternative community based program; The results of these studies have been used to prepare action plans for scaling-up the most promising programs. Also, EPDF funds have been used to conduct social assessments for expanding the scope and coverage of school rehabilitation programs; and to assess on-going teachers’ education and professional development programs to assist the MoEs design and implement school based teachers’ development programs. Special attention has been given to data collection aimed at increasing the education sector capacity to evaluate the impact of current interventions in the areas of teacher training, curriculum and textbook development.

8. In addition the EPDF has funded data collection to help set up data bases to help evaluate utilization of school funds and school rehabilitation needs. These data has also been used to provide technical assistance to the Tajikistan MoE to introduce the Medium Term Expenditure Framework which should in turn help improve efficiency in the allocation of funds across sub-sectors within education and to the regions.

<b>Activity (Recipient or Bank Executed)</b>	<b>Status of Activity</b>	<b>Strategic Impact</b>	<b>Link for document or report</b>
1.- Albania: Inclusive education for disadvantage children	Completed	Strategy to help incorporate marginalized children onto mainstream education	Report filed in IRIS
2.- Kyrgyzstan: Background notes for preparation of EFA-FTI action plan	Completed	Support expedite implementation of EFA-FTI	Reports available in project files
3.- Moldova: Development of alternative models to increase access to pre-school programs.	Completed	Exploration of community based alternatives to increase access to pre-school education	Report available through IRIS and in project files.
4.- Moldova: evaluation of the EFA FTI Year I interventions	Underway	Fine tune Government strategy and provide critical information to donors to set priorities	Not yet available
5.- Georgia: Education Policy Note to help identify outstanding policy issues and options for addressing them.	Completed	Assist MoE set priorities and provide rationale for deepening some aspect of the current reform and take corrective actions where needed.	Report available through IRIS and in project files.
6.- Tajikistan: Data collection for expenditure tracking system.	Completed	Assist MoE increase efficiency of resource allocation and utilization. and donors in making better informed decisions	Report available through IRIS and in project files.
7.- Georgia: Non-attendance survey among ethnic minority groups	Completed	Help identify needed interventions to address school attendance issues of children from disadvantage groups and localities	Report available through IRIS and in project files.
8.- Moldova: Setting up/design a performance management system for the pre-school education.	Completed	Increased capacity to collect data, monitor and evaluate the pre-school education sector.	System in place. Progress and final reports available of project files
9.- Moldova: Development of the EMIS - Preschool education Module	Ongoing	Increased capacity for informed decision making.	EMIS preschool education module, guidelines and training for users will be available at the MoE and in project files
10.- Tajikistan: Evaluation of pre-service teacher training	Ongoing	Inform future investment aimed at reforming pre-service teacher training	Report will be available through IRIS
11.- Tajikistan: Assessment of monitoring and evaluation capacity of the education sector and preparation of action plan for capacity development	Completed	Assist MoE and donors to make better informed decisions based on empirical evidence of project results.	Reports available through IRIS.

## **SECTION IV: Strengthen Donor Partnerships**

- **Summary of Activities Under this Objective**

9. Most activities under this sub-heading have been oriented to: raise awareness on strategic goals related to EFA-FTI; and coordinate donors' efforts to provide assistance and supervise the implementation of the Catalytic Fund.

<b>Activity (Recipient or Bank Executed)</b>	<b>Status of Activity</b>	<b>Strategic Impact</b>	<b>Link for document or report</b>
1.- Kyrgyzstan: Consultation with stakeholders.	Completed	Enhance information and communication capacity and increase awareness of the importance of EFA among policy makers and at community level	Report filed in IRIS
2.- Moldova: Community based pre-school and kindergarten. UNICEF/UNESCO separately hired international expert to work in a team with local experts hired under the EPDF	Ongoing	Development of framework for coordinating donors technical support and advice to the National and Local Governments	Once completed report will be available in project files and through IRIS.
3.- Moldova: Support for the development of concepts of printed and video materials under the MoE's communication campaign	Completed	Increased awareness of how donors are supporting increase access to preschool education programs, and how much they value investment on early child development and school readiness.	Campaign brand, behavioral messages, design of campaign materials, posters, video spots available in project files.
4.- Tajikistan: Support to join mid-term review of Catalytic Fund implementation	Completed	Donors provide unified technical advice and support to the MoE for an improved implementation of the EFA-FTI action plan.	Mid-term evaluation report available in project files

### **ECA Region: Utilization of EPDF Resources by Country**

<b>Cnty</b>	<b>WBS Element</b>	<b>Total Notional Allocation</b>	<b>FY06 Disbursed</b>	<b>FY07 Disbursed</b>	<b>FY08 Disbursed</b>	<b>FY08 Committed</b>	<b>Total Comm + Disb</b>	<b>Balance Available</b>
Albania	PE-P078933-SPN	75,000	-	63,181.00	2,822.00	-	66,003.00	8,997.00
Georgia	PE-P055173-SPN	99,000	23.69	70,293.00	17,300.63	5,750.00	93,367.32	5,632.68
Kyrgyz	PE-P078976-SPN	235,000	178.00	137,201.00	17,787.00	20,598.60	175,764.60	59,235.40
Moldova	PE-P090340-SPN	260,000	-	140,270.00	63,667.61	21,364.75	225,302.36	34,697.64
Tajikistan	PE-P069055-SPN	391,000	35,802.00	170,204.00	33,146.30	87,211.00	326,363.30	64,636.70
<b>TOTAL</b>		<b>1,060,000</b>	<b>36,003.69</b>	<b>581,149.00</b>	<b>134,723.54</b>	<b>134,924.35</b>	<b>886,800.58</b>	<b>173,199.42</b>

**Annex 4**  
**Latin America & Caribbean Region**  
**EPDF- Latin America & Caribbean Progress Report**

**SECTION I: Summary of Regional Activities and EPDF Processes**

1. **Regional Advisory Group:** So far the role of the RAG has been the definition of the specific tasks to be included in the program. The original members of the RAG were IDB and WB and this year we added UNESCO (Santiago Office). Informally we also consult with different stakeholders bringing the private as well as the governments' views into the final decisions. So far we have not involved in-country donors in the definition of the work program, but many have participated in the actions supported by the EPDF. The way we have involved governments and local stakeholders is through our normal sectoral dialogue. We would like to keep it that way.

2. **EPDF Procedures:** The mechanism to solicit ideas and tasks to be included in the EPDF proposal is by informal consultations with governments and local stakeholders. Some governments, especially Brazil, have been very clear in recommending South-South exchanges since the time of EFA-FTI meeting in Beijing in November 2005, and the E9 Meeting in Monterrey in February 2006. In fact, it was one of the recommendations included in the Monterrey Declaration. Specifically the declaration indicate that this exchange should focus on the following topics: planning and program design institutional development, capacity building, financing education, teaching-learning process, assessment and evaluation systems, and management and educational administration. Similarly the topic for the OAS Fifth Inter-American Ministerial Meeting on Education focuses on Early Childhood Education (ECD), so around this consensus we have included for this next round a strong program on ECD. Ministers have expressed a particular interest in learning about what are successful lessons, based on impact evaluation of programs. IDB also has the Annual Meeting of Vice-Ministers of Education from LAC, where current issues are discussed and regional priorities established.

3. During implementation of the Multi-grade TA we have found problems with some of the countries that were originally included, and we have decided to make changes in consultation with other stakeholders and attending specific demands from countries. For example, when Ecuador was not interested in the program we added Guyana attending a specific request from the Government. The same happens when Bolivia decided not to participate: we included Costa Rica and El Salvador as they had expressed interest in the program. Among the original countries, Mexico, Guatemala, Peru, Nicaragua, and Honduras have remained. In Guatemala, the Escuela Nueva Foundation is working closely with local NGOs and international agencies (UNICEF, Save the Children, Plan International, CIDA, etc.) to deliver the program. In Nicaragua we found that AED (with support from USAID) are implementing, in a successful way, a similar program and it makes no sense to add our TA, so we decided to work together. In Peru we are also changing the modality of our intervention as AED (with support from the USAID) is implementing a successful program, and we are exploring the possibility to provide TA to improve what is already a good program.

4. **EPDF in General:** All activities supported by the EPDF are the results of consultation with stakeholders or direct requests from Governments. Haiti, for example, requested support to finalize the education Development Program during the second year) and now has requested support for the implementation of same, including activities related to ECD. Honduras requested support to make sure that the implementation arrangements of the EFA-Pooled Fund and the new World Bank financed project will be performed by the same Coordination Unit (the one that was originally decided to be used by the Pooled-Fund). The goals are to promote an efficient use of all existing (and expected) funds from

international donors in a complementary manner, ensure a common strategic vision, guarantee frequent sharing of information in a transparent way, and discuss issues that are of interest for all donors involved.

5. All seminars that we have delivered have been evaluated, in the case of the Cartagena Conference on Latin American Lessons in Promoting Education for All we use the methodology designed by the WBI. All of the studies and/or presentations that have been commissioned with EPDF have been reviewed by the Education Sector Manager WB, and some by the Head of the Education Unit, IDB.

## **SECTION II: Breakdown of Activities by Specific Theme/Strategic objective**

### **A. Education Sector Plan Development**

- Summary of Activities Under this Objective:**

<b>Activity (Recipient or Bank Executed)</b>	<b>Secondary objective (if any)</b>	<b>Allocated Amount</b>	<b>Status of Activity (completed, on-going, and/or problems)</b>	<b>Strategic Impact</b>	<b>Output*</b>
1. Haiti		150,000**	Completed	Strategy under implementation	Final Education strategy
2. Honduras		25,000	On-going	Elimination of external Project Implementation Unit	Operation Manual
3. Guyana (see below)		30,000	On-going	Fiscal impact of secondary education policy	Will be an integral part of a new Education Strategy

\*\* Final amount for Haiti was \$147,321. Up to day we have spent \$15,025 in Honduras. All background documents are available upon request (see section on references).

- The activity in Haiti, implemented closely with UNESCO and other donors, is reflected in several documents, mainly in the Education Sector Development Strategy, including a social assessment of the program.
- The Honduras support although still on-going, is reflected in the attached Operational Manual:
- Guyana. In addition we submitted a request to the EFA-FTI to finance the costing of policy issues for secondary education in Guyana. This is an integral part of the overall Education strategy for the country. This will inform the Government about the various policy options and their fiscal implications to achieving the identified goals for secondary education. Ultimately, the results of the study would allow the Ministry to define the secondary education strategy for inclusion in the overall Education Sector Strategy 2008-2012. This will be around \$30,000.

## B. Capacity Development

- **Summary of Activities Under this Objective**

Activity (Recipient or Bank Executed)	Secondary objective (if any)	Allocated Amount	Status of Activity (completed, on-going, and/or problems)	Strategic Impact	Output*
1.Multigrade		500,000**	On-going		
2.UNESCO-SERCE		483,000	On-going	Development of assessment system capacity	LAC comparative study

\*\* We have paid \$250,000 to the consultant for the Multigrade TA. We expect to disburse the UNESCO amount in the next days or weeks. We have charged to the EPDF budget \$1,787.10 to cover for some of the time that our staff has invested in reaching an agreement with UNESCO and processing the legal documentation. This is the only staff time that we have charged to the EPDF budget. We may hire support to help the Sector Manager to manage the EPDF.

- **Multigrade.** The TA continues. The attached report updates the specific activities carried out by the consultant in these past 9 months in Guyana, Mexico, Guatemala, Costa Rica and Honduras. The Rural Multigrade Regional Project is strengthening national capacity for educational reforms in this theme, reinforce teacher trainer capacity, initiate demonstration schools and a network of teacher circles or microcenters as a sustainable resource, and address curriculum development needs in each country.

### Second Regional Comparative and Explanatory Study – SERCE

- The grant for UNESCO to support the SERCE, to conduct the Latin American Laboratory for Assessment of the Quality of Education – LLECE, has been signed. The Disbursement Letter has been signed, so disbursements will take place in a matter of days.

## C. Monitoring Evaluation and Knowledge sharing

- **Summary of Activities Under this Objective**

Activity (Recipient or Bank Executed)	Secondary objective (if any)	Allocated Amount	Status of Activity (completed, on-going, and/or problems)	Strategic Impact	Output*
1.Cartagena Conference		400,000**	Completed	Effective way for South-South cross-fertilization	See below
2.Network to Exchange Educational Experiences		650,000	On-going	Effective way for South-South cross-fertilization	See below

\*\* Final amount for Cartagena was \$242,961. We have paid \$152,500 to the consultant for the Network to Exchange Educational Experiences

\* Attach or provide link for document if available. If not, please describe the final product.

- **Cartagena Conference to share successful experiences.** The Conference (Latin American Lessons in Promoting Education for All) was delivered in October 2006 in Cartagena, Colombia with participation of more than 140 representatives of 20 countries from LAC and Africa. Information about the Conference can be found in the following link:

<http://www.worldbank.org/wbi/education/EFAconference>.

- **Network to Exchange Educational Experiences in LAC.** The consultants (*Centro de Estudios en Políticas Públicas*, CEPP) have already started the implementation of the network. A series of studies have been conducted and disseminated across the region. A regional workshop took place in Costa Rica on Communication Strategies for the Education Sector. Participants analyzed and discussed different communication strategies for education policies using successful experiences that have been developed in some countries in the Region. At the same time, other communication models that enhance policy effectiveness were analyzed. The main document discussed in the seminar:
  - Participants from eight countries and OEI discussed the communication strategies for each country. The final report, including agenda, summary of the discussions and final recommendations, is included in the list of reference documents available upon request.
- **Case studies.** Several case studies focusing on good practices have been produced and disseminated: (i) Chile case on Association of Professors; (ii) Colombia Teachers' Statute (labor regulation for teachers); (iii) Colombia teacher training policies; (iv) Education Reform in Paraguay; and (vi) Mexico's National Institute for Education Evaluation, INEE.
- On October 18 and 19, 2007 we are having another workshop, this time on Governance in Education. A topic that is of great relevance and 11 countries have confirmed participation. The agenda is attached in reference section.
- Finally a newsletter is being published to share information on projects, and studies in the sector in the Region. Three have been distributed by the CEPP: The web link to all the relevant documents is <http://www.fundacioncepp.org.ar>. In addition, there have been some savings from the Knowledge Sharing, with approval from the EFA-FTI Secretariat we have financed the following activities:
  - i) Publication of a book on quality of education in Mexico that we consider is a good mechanism to disseminate the positive lessons learned from Mexico, among others from the Compensatory Programs in basic education (\$2,383.82). The book "Mejora de la Calidad de la Educación en México. Posiciones y Propuestas" was published in cooperation with FLACSO;
  - ii) An international seminar in Manizales, Colombia, where the PPP in the education sector in Colombia between the National Federation of Coffee Growers and the Ministry of Education, and new programs to improve competitiveness were discussed with presentations from UNESCO, DELL, Microsoft, FAO, CGIAR (Kenya programs), and the World Bank. (\$20,000); and
  - iii) For the next round of the EPDF we would submit a proposal to conduct impact evaluations of ECD programs in the region that would eventually provide information on lessons learned that will benefit all countries in the Region identify cost-effective programs, but specially IDA countries. At this time we decided to support, an impact evaluation in Chile of a randomized evaluation of a pilot program to raise the quality of early childhood education services. It will be conducted by a Harvard Team and in coordination with UNICEF. The Government of Chile has established early Childhood development policy as a key priority. Shortly after taking office, President Bachelet named an

advisory council to come up with a proposal for establishing a comprehensive program of early childhood development for Chile (\$86,410).

**List of documents and references available upon request:**

- i. Haiti: Draft Education Sector Plan dated April 2007;
- ii. Honduras: FTI Operational Manual
- iii. Guyana: FTI Evaluation of Multigrade Experience
- iv. LAC Region: Network of Education Experience Sharing – Seminar proceedings
- v. LAC Region: Recommendations on Education Policies – Seminar proceedings
- vi. Chile: Education Policies Seminar
- vii. Columbia: Study on Teachers’ Statute and Labor Regulations
- viii. Columbia: Teacher Training and Policies: Seminar proceedings
- ix. Paraguay: Education Policies and Reforms – Seminar proceedings
- x. Mexico: National Institute for Education Evaluation, INEE
- xi. Argentina: Education Policies and Governance
- xii. Columbia: Education Experience and Knowledge Sharing Seminar

## Annex 5

### Middle East & North Africa Region

### EPDF- Middle East & North Africa Progress Report

#### **SECTION I: Introduction and Objectives**

1. The Middle East and North Africa Region (MENA) Education Program Development Fund (EPDF) seeks to support MENA Governments' priorities for education, which are to ensure universal access to basic education, with an emphasis on girls schooling, and to significantly upgrade the quality of education at all levels so that students can obtain the skills needed to contribute to the development of their countries and compete in the global economy. More specifically, the EPDF has supported activities in Yemen and Djibouti, the two IDA countries in the MENA region. These activities have aimed at deepening knowledge and building the analytical and technical capacity in the education sector. They have strengthened the foundation for growth and poverty reduction by consolidating progress toward meeting the education Millennium Development Goals. The main objectives of the EPDF are to:

1. Prepare and develop a national education sector strategies and operational plans;
2. Develop and deepen knowledge and knowledge sharing;
3. Strengthen institutional capacity and donor partnerships at the country level.

2. The EPDF has been used to strengthen government technical and institutional capacity to develop operational strategies, carry out research, and improve evidence-based policy-making in both Djibouti and Yemen. The process of preparing and implementing the EPDF has promoted collaboration and reduced duplication in donor financing, and in itself has contributed to improving donor coordination.

#### **SECTION II: Donor Pledges and Receipts**

<i>Total receipts as of 10/15/2007</i>	
FY05	US\$500,000
FY06	US\$500,000
FY08	US\$416,000
<b>Total MENA Region</b>	<b>US\$1,416,000</b>

#### **SECTION III: Implementation Progress: Overview and Achievements**

3. **Overview** The Middle East and North Africa Region (MENA) received a total of US\$1,000,000 allocation for the Education Program Development Fund (EPDF) since the inception of the fund (US\$700,000 for Yemen and US\$300,000 for Djibouti). In addition, bridge-funding totaling US\$416,000 was approved in September 2007 (US\$365,000 for Yemen and US\$51,000 for Djibouti) in order to ensure coverage of key activities in both countries during the transition period before FY08 funding decisions were expected to be made. As of today, the region has committed US\$935,964 in EPDF activities, out of which about US\$678,910 is actually disbursed. Funding has helped both countries to strengthen their technical and institutional capacity to implement key sectoral reforms, focus more on targeted demand-side interventions needed to improve the benefits to poorer and disadvantaged groups and enhance donor coordination mechanisms.

4. In *Yemen*, the EPDF funded six key activities during 2006-2007: (i) assisting the Government of Yemen to finalize the National General Secondary Education Strategy; (ii) supporting the joint-work

between the Ministry of Finance, Ministry of Education to reform budget management for the education sector and improve service delivery; (iii) conducting two surveys to assess the demand and supply-side impact of the abolition of school fees; (iv) developing a pilot Conditional Cash Transfer scheme to support the retention of girls in grades 4-9 and to set in motion a rigorous randomized impact evaluation; (v) financing the participation of Ministry of Education staff in regional IEA TIMSS International Assessment training, followed with national level workshops; and (vi) conducting a secondary graduate tracer study to fill in a critical knowledge gap as regards the linkage of secondary education to labor market outcomes.

5. In *Djibouti*, the EPDF supported: (i) the development of a strategy for children with special needs; (ii) strengthened government technical and institutional capacity for better management of the reform process; (ii) finalized an evaluation of the competency-based curricula approach and an assessment of in-service teacher training program; and (iii) a workshop to improve strategies to improve the implementation of curricula reform and in-service teacher training. These activities were crucial for developing specific strategies (in-service training and children with special needs) and improving the ability of the government to monitor and analyze sector development and to prepare for next phase of the Government's program.

#### **SECTION IV: Achievements: Republic of Yemen**

##### **6. Education Sector Strategy and Plan**

- **Finalization of the Government of Yemen's National General Secondary Education Strategy (NGSES).** This strategy was approved by the Cabinet after a wide ranging consultation process in July 2007. This strategy served as a basis for the preparation of a new investment operation co-financed by the Netherlands, Britain and Germany. The strategic goals of the NGSES include: (i) enhancing equity of access, particularly for girls'; (ii) developing tailor-made interventions to reduce repetition and dropout; (iii) diversification of academic streams which are relevant to student and labor market needs; and (iv) strengthen capacity and enhance efficiency of the secondary education system at all levels;
- **Yemen education budget reform:** The Ministries of Education and Finance (MOE and MOF) are cooperating for the first time in Yemen to jointly reform and restructure the education budget at the central and local levels to improve resource allocations, budget implementation and service delivery. The EPDF financed a consultancy to support this process, which is critical for implementing sector-wide reforms in education, such as the cash pilot and school grants and linking educational expenditures with educational service delivery. The results of the consultancy were disseminated to MoF and MoE teams.

##### **7. Development of knowledge and dissemination on reform options for priority areas**

- **School Fee Abolition:** The MoE abolished school fees/voluntary contributions for all girls attending grades 1-6 and all boys attending grades 1-3, beginning at the start of the school year September 2006. The EPDF financed two surveys to assess the impact of the school fee abolition on the supply and demand for schooling and to inform policy makers on ways to render this policy effective in ensuring EFA without compromising education quality. One of the surveys collected supply side data from school headmasters in 200 schools nationwide, and the other one collected household data from approximately 1,000 households living around the 200 school zones that were part of the school survey. Preliminary results of these surveys were presented at a national workshop on April 9-10, 2007 jointly organized by the Ministry of Education, UNICEF and the World Bank.

- Preliminary results showed that there was a significant increase in enrollment in grade 1 as a result of the abolishment of school fee in September 2006. Many parents indicated that they sent additional children to schools and retained older children in schools because of the elimination of the fee. However, the household survey implied that the fee abolition did not alter the schooling decision of the most disadvantaged children from low income families, especially girls in rural areas. Because the school fee abolition was not planned and because schools were not compensated for the loss of resources and possible larger enrollment of students, many schools charged parents additional hidden charges to cope.
- The results of these surveys and the workshop were further discussed at in the preparations leading to the Joint Annual Review (JAR) of the Basic Education Development Strategy (BEDS) and key agreements presented at the third JAR of the BEDS in May 2007. The MoE has committed in its Annual Work Plan to providing schools with grants to help cope with the larger number of students and is currently planning a study visit to Kenya to learn about implementation risks and challenges.
- **Development of a pilot Conditional Cash Transfer scheme and support the retention of girls in grades 4-9:** The EPDF supported the development of an operational pilot Conditional Cash Transfer (CCT) Scheme. A CCT mechanism has been finalized, including operational arrangements and capacity to implement those arrangements for the CCT. Because of the low capacity in Yemen, an operational pilot of the CCT scheme was started in 8 schools in Lahej governorate in February 2007. The purpose of the operational pilot (Feb - June 2007) is not to assess the impact of the CCT but to test all the operational and monitoring arrangements and to develop a firm operations manual for the CCT. The operational pilot proved successful in retaining girls in school and the low-income families noted that cash was by far the most desirable of all incentives to support girls' enrollment.
- The EPDF also financed a survey to facilitate undertaking a larger household survey to develop the baseline to be able to undertake a randomized impact evaluation of the CCT and measure its effectiveness in a unique country and socioeconomic setting. A follow-up survey will be conducted in 2008 to determine the impact of the scheme on the enrollment and retention of girls.
- Another activity financed by the EPDF is a household screening survey for these pilot 8 school zones. The survey is now at the data entry stage. It will show what percentage of children are already enrolled in school and used to see the impact of CCT on enrollments after the registration for the new school year. Thus the impact assessment team will be able to analyze students' migratory behavior from non-CCT schools to CCT-schools.
- **IEA TIMSS training and follow-up workshop to build national capacity in student assessment:** The EPDF financed the participation of six nominees from the Ministry of Education (MoE) to attend the IAE - TIMSS International Assessment Training of the Arab region, which was held in Tunis in February 2007. The national team that received this training led the implementation of the TIMSS 2007, and undertook a national training in analyzing TIMSS data in Arabic once TIMSS tests were completed.
- **The consultancy for secondary graduate tracer study** was launched in June and is currently being redesigned as a result of the Presidential decision to draft all secondary graduates in the army for two years. The objective of this study is to collect standardized information from carefully sample of 12<sup>th</sup> Grade graduates of public secondary and vocational training in urban and rural areas in Yemen. This study, which expected to fill a significant information gap to develop an integrated education strategy in Yemen, was launched in June.

## 8. **Capacity building and partnership**

- Donor harmonization is a major activity at the Ministry of Planning and International Cooperation (MOPIC) in Yemen, and the education sector is leading in the implementation this initiative. Twelve Partners, including the Governments of Yemen (represented by the Ministry of Planning and International Cooperation (MOPIC) and the Ministry of Education (MoE)), Germany (through the Gesellschaft für Technische Zusammenarbeit – GTZ – and the Credit Institute for Reconstruction – KfW), Kingdom of the Netherlands, United Kingdom (through the Department for International Development, DFID), France, the Social Fund for Development, the Public Works Project, UNICEF, World Bank, World Food Programme (WFP), and the International Labour Organization (ILO) signed the Partnership Declaration in 2004. In 2007, all of these partners (excluding France and the ILO), signed the update to this Declaration and the United States Agency for International Development (USAID) joined as an additional partner.

## **SECTION V: Achievements: Republic of Djibouti**

### 9. **Education sector strategy update**

- **Finalization of a strategy for children with special needs.** A strategy for integrating children with special needs was developed with a consultancy financed under the EPDF. This includes developing training modules for teachers on integrating children with special needs into classes, training of trainers and teacher training. Follow-up activities, such as training and the purchase of special equipment such as hearing aids are being financed under the Bank project and the Fast Track Catalytic Trust Fund.

### 10. **Development of knowledge and dissemination**

- **Evaluation of the competency-based curricula reforms and assessment of in-service teacher training :** Two in-depth assessments were carried out by an international expert and completed in December 2006. A workshop giving feedback and the results of the studies were organized. The reports and recommendations were validated by the Government during a workshop held in Djibouti in April 2007. These workshops brought all actors together involved in curricula reform and teacher training to discuss the identified weaknesses and to design a strategy to improve reform implementation. Working groups were established and detailed action plan has been prepared which will be discussed by donors during the next Annual Review. This activity has been instrumental in building the capacity to diagnose reform implementation, build consensus on weakness and collaborate across different departments to revise strategies aimed at improving quality.

### 11. **Capacity building and partnerships**

- **Development of an education information management system and strengthening the monitoring and evaluation capacity of the Ministry:** The EPDF supported the development of a website for the University of Djibouti. This website is now completed and being used. The EPDF is also co-finances the development of an integrated management information system. The Government has been working with UNESCO over the past year to undertake a diagnosis of the management information system, develop the terms of reference to improve the system including the design of better questionnaires for data collecting, workshops, training and technical assistance. The activity is expected to be launched in November. This effort will improve the Ministry's capacity to monitor its reform program.

- **Strengthening donor partnership to build a foundation for a SWAp framework as a mechanism for coordinated donor support to Djibouti's education system:** The donors have regular monitoring meetings to monitor the implementation of the government's education program and the Catalytic Fund. To facilitate these discussions there two management tools have been developed which permit continuous monitoring and updating: (i) a comprehensive program budget for primary education which provides an overall matrix of all activities by program objective and source of financing; and (ii) activity briefs which provide complete activity objectives, financing and implementation. These are updated quarterly to ensure that information and progress will be shared by all and provide a detailed overview of the program implementation by the Government, donors and the FTI.

#### **Allocations and Disbursements (in US\$)**

<b>Country</b>	<b>Date Approved</b>	<b>Allocation</b>	<b>Bridge funding (approved in October)</b>	<b>Total Allocation</b>	<b>Current Disbursement (including outstanding commitments)</b>
Djibouti	Apr-06	300,000	51,000	351,000	175,626
Yemen	Apr-06	700,000	365,000	1,065,000	503,284
<b>Total</b>		<b>1,000,000</b>	<b>416,000</b>	<b>1,416,000</b>	<b>678,910</b>

(\*) including bridge funding of US\$365,000 for Yemen and US\$51,000 for Djibouti

### **SECTION VI: Issues for Discussion and Options for Decision-Making**

12. The studies carried out under the EPDF for Djibouti and Yemen have contributed to building the capacity for policy-analysis and improved decision-making by policy makers. In Yemen, sophisticated surveys and impact analysis are being used to fine-tune strategies. In Djibouti, assessing the implementation of quality reforms strengthened the ability of staff to be self-critical and collaborate to improve reform implementation. Systematically strengthening the capacity to carry-out policy analysis and the evaluation of policy reforms and programs will continue to be an-ongoing and essential aspect of improve education sector outcomes.

13. The process of preparing and implementing the EPDF has promoted collaboration and probably reduced duplication in donor financing. In Djibouti initially a program of studies to be financed under the EPDF was designed taking into consideration knowledge gaps. The TORS were reviewed by all donors and studies shared and discussed. This is a much better approach than discrete studies designed by individual donors and knowledge sharing was improved. In Yemen, progress reports and workshops to disseminate findings has built consensus on problems and solutions and increased dialogue. The approach used to develop the NGSES successfully led to multi-donor support for the Government's strategy in secondary educations.

14. From the country perspective, the growing demand for post-basic education and the concomitant need for more teachers will require greater capacity to analyze sector financing needs and strategies to improve the relevance of programs and learning outcomes at all levels. Given the high cost-structure of secondary and higher education, expansion at these levels could have implications for the financing of primary and basic education. Pedagogic reforms in basic education need also to be linked to reforms in secondary and higher education. Priorities in the future will need to focus greater attention on developing sector wide perspectives on education reform and involving more stakeholders (unions, parents, firms and communities) in the design of reforms to improve the cost-efficiency of education.

## **SECTION VII: Regional funding requests for 2008**

15. The region's funding proposal for 2008 will continue to support both countries' sector efforts in: developing an integrated vision for education; strengthening the education sector performance, enhancing the capacity of governments in implementing key ongoing reforms, and ensuring that vulnerable groups benefit from sector programs:

- The proposal for *Yemen* has been endorsed by an Inter-Ministerial Technical Committee set up for the preparation of the integrated education vision diagnostic and policy note. The proposal has also been discussed and received overwhelming support from members of Yemen's local Development Partner community. This proposal includes activities to enable the Government of Yemen to develop a diagnostic report for the integrated education sector in a participatory manner including representation from key stakeholders and all related Ministries and Yemen's Development Partners, undertake capacity building training to assess issues of post basic education, develop an integrated education sector vision as well as to undertake capacity building for key on going reforms in education provision including incentives to enhance participation of disadvantaged communities, teacher and curriculum development and enhanced service delivery.
- For *Djibouti*, a full proposal for the next cycle of EPDF funding has been prepared and was discussed by development partners. The Education Action Plan for 2006-2008 is the second phase of the government's long-term education strategy. One main activity over the next year will be to assess past progress in implementing policy reforms and developing a clear operational strategy for the next phase of the Government's strategy. Activities to be financed will focus on three key elements: (i) developing the national capacity to assess progress in implementing the Government's Education Action plan and develop the next phase operational strategy; (ii) building capacity to develop a national vision for education, including post-basic education and training; and (iii) improving collaboration with stakeholders such as: teachers, parents and community leaders.

## **SECTION VIII: Conclusions and Looking Ahead**

16. In the MENA region, EPDF support to Yemen and Djibouti has contributed to increased knowledge about education systems, reform implementation and methodologies to assess and evaluate. The process of designing EPDF support has improved collaboration and the quality and usefulness of studies. Yemen and Djibouti are eager to move towards an integrated vision for education, covering all education sectors, from pre-primary to tertiary. Both countries will undertake to complete a Country Status Report (CSR), which would provide the GOY with a solid diagnostic tool and an analytical platform which could then be used to build a comprehensive vision for the education sector as a whole.

## Annex 6

### South Asia Region

# EPDF- South Asia Progress Report

### **SECTION I: Introduction**

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

- ➔ Development of country programs
- ➔ Progress monitoring
- ➔ evaluations to generate knowledge and inform policy
- ➔ Just-in-time advice to share global experience

2. The challenges which EPDF financing in South Asia target are:

- lack of access for the poorest and most marginalized
- gender disparities
- ineffective governance
- low quality of teaching
- lack of linkages to the labor market



3. To develop programs for growth and poverty reduction in South Asia, three key thematic areas of engagement have been financed through EPDF:

- Development of sustainable sector-wide strategies
- Strengthening of governments' technical and institutional capacities
- Deepening understanding of key constraints and the impact of interventions and dissemination of knowledge and learning

4. The first two years of EPDF financing for South Asia have put into place the essential elements for scaling-up and bringing to maturity a number of activities which, by the very nature of education system development, require longer-term engagement. As can be seen, some of these activities are already showing positive impacts on the ground. This report describes the progress of EPDF-financed activities either commenced since the last reporting period<sup>4</sup>, or commenced during this reporting period. Some are a continuation of those financed under the first two rounds of EPDF financing for South Asia and detailed in the last progress report (March 2007).

---

<sup>4</sup> March 2006-February 2007

## SECTION II: EPDF-financed activities

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
<p><b>Theme 1: Support for development of strategies and sustainable education sector programs conducive to growth and poverty reduction in South Asia.</b> Progress towards achieving the MDGs continues to be strong in the region. Available data show that the number of out-of-school children has decreased by around 20 million children since 2000, and that gender parity has already been achieved at the primary level in several countries (Sri Lanka, Maldives, Bangladesh, and almost in India). However, several challenges – the most important being raising quality - remain and EPDF has been used extensively to improve our understanding of the levels and determinants of learning outcomes, as well as to define strategies to address this challenge. At the same time, while reaching EFA goals remains the highest priority, many countries are requesting support to broaden their sector plan and include other levels of education. Rising enrollments at primary level are putting pressure on governments to increase capacity at the secondary level. Concerns about employability of graduates and opportunities for drop outs are leading to increased interest in improving relevance and expanding vocational education and training programs. Activities supported under EPDF are described below.</p>		
<b>AFGHANISTAN</b>		
<p><b>Elementary Education: Additional Support to the Education Quality Improvement Project</b></p>	<p>Technical advice has been provided to strengthen capacity at the level of elementary education in general and, in particular, for periodic reviews of Government’s multi-donor Teacher Education Program at the basic education level.</p> <p>EPDF supported the evaluation of the community/school level grants disbursement system. This is a unique feature Afghanistan’s primary education system which involves communities in education system development at the local level from the start.</p> <p>With strong leadership in the Ministry of Education, the demand for assistance has increased.</p> <p>The EPDF funds will continue to be used for a wide range of evaluations in school education to be carried out over the next three years. This will include the following:</p> <ul style="list-style-type: none"> <li>(i) an annual, dipstick measure, learning assessment for children in Grades 3 and 5,</li> <li>(ii) evaluations of community implemented infrastructure grants, (iii) drop out and completion analysis through cohort surveys, conduct surveys of teacher and student attendance, and (iv) evaluations of project specific interventions such as teacher training and girls stipend program.</li> </ul>	<p><b>Outcomes:</b> EPDF financing has supporting the development and implementation of an education sector strategy, and strengthened institutional and technical capacities, in support of the Government of Afghanistan’s Strategic Plan for the education sector.</p> <p>It has helped the government prioritizing and sequencing implementation of programs in the Government’s strategic plan and is contributing to the development of a program (EQUIP II) which is going to be IDA and multi donor supported through the Afghanistan Reconstruction Trust Fund (ARTF).</p> <p>The evaluation of the quality grants component has found that there was 100% compliance with grant criteria amongst communities who were eligible to receive the grant. This modality is now being implemented nation wide.</p> <p><b>Impact:</b> Improved education system planning through better prioritization and strategies to address Afghanistan’s comparatively low level of education system development. Move towards donor harmonization of support to the sector Possible multi-donor swap under preparation</p> <p><b>DP collaboration</b> is strong: Significant efforts to support the same objectives are being made by other donors (e.g. Denmark, Netherlands, Norway, USAID and UNESCO) given EQUIP’s recognition as the flagship development program for primary education in Afghanistan. They all have been consulted and concurred on the usefulness of EPDF funding for this purpose. This has also led to increased support for EQUIP through donor contributions to the ARTF.</p>
<p><b>Vocational Education and Training Strategy</b></p>	<p>Afghanistan has identified the training of its work-force as an important national priority and an important pathway out of poverty for adolescents who only have a few years of schooling. As part of meeting this objective, the GOA aims to develop strategies for the development of the vocational education and training sector, and for the development</p>	<p><b>Outcomes:</b> EPDF funds are being used to build institutional capacities for monitoring and evaluation of programs in the TVET sub-sector and its links with general education. Previously, it has supported the development of strategies for the VET sector, and enhanced government’s capacity to plan and strategize using a holistic approach to development of the VET sub-sector.</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	<p>of key institutions for this purpose, including the establishment of an independent training authority and development of a national qualifications framework. EPDF support assists in building government capacities to administer, manage and disseminate information regarding this process.</p> <p>The EPDF will specifically support a series of tracer studies in vocational schools under the MOE, and in centers associated with MOLSAMD. Similar tracer studies will also be employed graduates of training programs being facilitated through NGOs under the overall guidance of the NSDP. The EPDF will also support impact evaluations of the training programs to be implemented through the project.</p>	<p><b>Impact:</b> Improved planning and identification of strategies to development Afghanistan's VET sub-sector for the more effective use of resources. The availability of VET to a larger segment of the population increases employment opportunities and income generation. An IDA grant is expected to support implementation of these strategies in FY08</p> <p><b>DP collaboration:</b> Japan active in this sub-sector sector.</p>
<b>BANGLADESH</b>		
<b>Vocational Education and Training Strategy</b>	<p>EPDF has supported sector work to identify key features and shortcomings of the Bangladesh VET system. It examines policy reforms and interventions currently in place, or those to be instituted toward making the VET system more demand-driven.</p>	<p><b>Outcomes:</b> A report has been completed and is being disseminated widely. GoB has now requested IDA support for implementation of the report's recommendations.</p> <p><b>Expected Impact:</b> Improved functioning of the VET system in Bangladesh through policy decision-making based on analytical work. Increased employment opportunities and income generation.</p> <p><b>DP collaboration:</b> EU and ADB have indicated the possibility of using the report's findings to develop a coordinated approach to the sub-sector.</p>
<b>BHUTAN</b>		
<b>Fast Track Initiative (FTI) Endorsement</b>	<p>Technical assistance has been provided to the Ministry of Education (MOE), Royal Government of Bhutan (RGOB) to review the overall education sector plan under the current 9th Five-Year Plan, and make preliminary estimates for financing human resource and material requirements under the 10th Five-Year Plan. RGOB finalized its documentation for FTI appraisal in June 2006.</p>	<p><b>Outcomes:</b> A draft appraisal report has been prepared. Consensus among development partners is to wait for the issuance of the 10<sup>th</sup> Five-Year Plan for completeness of the appraisal report. Bhutan's endorsement will be sought for December 17, 2007, with consideration for Catalytic Fund support in April/May 2008.</p> <p><b>Impact:</b> There has been increased cohesion among development partners on sector priorities, and regularity of dialogue. MOE has demonstrated increased willingness to engage in joint reviews.</p> <p><b>DP collaboration:</b> DPs active in the education sector in Bhutan, including Canada, Denmark, Japan, Switzerland and the UN (UNICEF, UNDP, WFP), have been consulted on Bhutan's possible FTI endorsement since the start of the process.</p>
<b>Fast Track Initiative II</b>	<p>Additional EPDF support is being provided to assist the World Bank, as lead donor for Bhutan's FTI endorsement, in the preparation of an appraisal report to be</p>	<p><b>Outcomes:</b> A draft appraisal report has been prepared. Consensus among development partners is to wait for the issuance of the 10<sup>th</sup> Five-Year Plan for completeness of the appraisal report. Bhutan's endorsement will be sought for</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	<p>reviewed by DPs for Bhutan's possible FTI endorsement.</p> <p>MOE submitted documentation for FTI endorsement in July 2006. Discussions with other development partners were held in Autumn 2006. Some issues were raised regarding the completeness of the government's documentation, specifically pertaining to issues of access. The FTI Secretariat noted that these could be documented in the appraisal report pending resolution.</p>	<p>December 17, 2007, with consideration for Catalytic Fund support in April/May 2008.</p> <p><b>Expected impact:</b> There has been increased cohesion among development partners on sector priorities, and regularity of dialogue. MOE has demonstrated increased willingness to engage in joint reviews. Bhutan has made huge progress towards UPC over the past twenty years starting from a very low base. The support from EPDF and later on from the catalytic fund will help Bhutan catching up with the more advanced countries in the region.</p> <p><b>Donor involvement:</b> Key development partners noted above.</p>
<b>INDIA</b>		
<b>Vocational Education and Training Strategy</b>	<p>EPDF has contributed to the completion of a review that identifies key challenges in this sub-sector. The report outlines policy reforms to make the system more responsive to market needs and provide income support to children out of the general education stream or who are unable to reach higher levels of education.</p>	<p><b>Outcomes:</b> A key outcome of the discussion of the review with the Government is that the study has laid the foundation for reforms which are being supported by a project approved by IDA's Board in June 2007.</p> <p><b>Impact:</b> Improved functioning of the VET system in India through policy decision-making based on rigorous analytical work and evaluation of interventions. Increased employment opportunities and income generation.</p> <p><b>DP collaboration:</b> Other DPs supporting this sub-sector in India will be able to benefit from the findings of this review.</p>
<b>Elementary Education Sarva Shiksha Abhiyan (SSA I &amp; II)</b>	<p>In 2002, GoI launched <i>Sarva Shiksha Abhiyan</i> (SSA), or 'Education for All', to provide quality elementary education to all children by 2010. SSA involves the design and implementation of GoI's strategy for primary education. Over a period of 5 years, the number of out-of-school children declined by about 12 million and social disparities were reduced. However, quality remains low and the main challenge for the second phase of the SSA program is to develop appropriate strategies to address this issue. Just in-time policy advice is provided to GoI to improve capacities to better measure student learning at the primary level and establish a system of regular assessments.</p>	<p><b>Outcomes:</b> Several technical notes and policy advice have provided the background for the design of a Technical Cooperation Fund for SSA aimed at building capacity for a system of regular assessments of learning achievements and feedback into policy decision. This Fund is expected to become effective early 2008.</p> <p><b>Expected impact:</b> This will enhance implementation of the program toward it achieving its objectives of improved delivery of primary education in India.</p> <p><b>DP collaboration:</b> SSA is supported by IDA, DFID and the EU. Partners collaborate closely.</p>
<b>PAKISTAN</b>		
<b>Sindh Education Sector Program</b>	<p>The Bank is supporting a three-year reform program through a programmatic development policy credit series for the Government of Sindh. The first credit was presented to the Bank's Board in June. Technical advice is being provided for shaping the reform program in the areas of:</p>	<p><b>Outcomes:</b> The development of a vision for comprehensive reforms to improve quality, access and equity in education over the medium- to long-term in Sindh Province. Increased commitment on the part of government to implement and finance the strategy, with clear outcome targets to be monitored. The implementation of major reforms in the first year, including improved use of stipends, improved</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	(i) teacher quality, education and development; (ii) education management; and (iii) public/private partnerships in underserved areas; and (iv) differential policy interventions for girls. EPDF-financed technical assistance has supported the integration of these components into a comprehensive education sector reform strategy and associated medium-term financing plan and is now supporting the steps in implementing the reform program.	textbook supply, participation and commitment of district governments and civil society, and merit-based teacher recruitment. Initial design of reforms in the areas of teacher education and development, district management restructuring, school management strengthening, increased public funding of private provision, differential policy for girls, and reformed institutional structures.  <i>Expected impact:</i> A more thoroughly-elaborated and carefully implemented reform program for improved education system functioning in Sindh Province toward achievement of MDG and EFA targets  <i>DP collaboration:</i> The EU is providing parallel budget support and technical assistance in support of the same reform program. The reform program builds on the experience of earlier projects financed by other DPs (e.g. UNICEF, USAID).
<b>School Survey in Rural Sindh</b>	A school survey has been carried out in rural Sindh and results have been shared with the Sindh Education Reform Support Unit within the Ministry of Education for development policy lending. Results show the importance of recruiting local teachers to decrease teacher absenteeism as well as the importance of female teachers to reduce female drop out.	<i>Outcomes:</i> The study has been carried out, and results analyzed and disseminated. Its impact has been on the reform agenda and triggers for the Development Policy Credit.  <i>Expected impact:</i> Better designed policy and institutional reform measures to be supported through development policy lending toward achievement of MDG and EFA goals in Sindh Province.  <i>DP collaboration:</i> Technical assistance is being provided by the EU, which is also proposing co-financing through budget support. The Netherlands may also provide budget support in future. The reform program builds on the experience of earlier projects financed by other DPs (e.g., UNICEF, USAID).
<b>Theme 2: Strengthen government's technical and institutional capacities.</b> For several countries (India, Bangladesh, Nepal and Sri Lanka), sector plans have already been established and are under implementation with multi-donor support. As we move towards mid-term reviews or preparation of a second phase support, EPDF funds have been used to raise awareness about key quality issues, build institutional and technical capacities for monitoring and evaluation, and strengthen management of the sector. .		
<b>BANGLADESH</b>		
<b>Reaching Out of School Children</b>	Provide technical assistance and just-in-time policy and implementation advice in order to enhance the design of demand and supply side interventions aimed at providing quality primary education through community-managed schools.	<i>Outcomes:</i> International experience has been brought to bear on improving the design and effectiveness of the program.  <i>Expected Impact:</i> Over 500,000 children will be provided good quality primary education by FY2010.
<b>Primary Education Development Program II</b>	PEDP II is a multi-donor supported program aimed at reaching MDG and EFA goals for Bangladesh. EPDF financing supports assessment of different aspects of the overall program, i.e: (i) review of and technical assistance for primary education textbooks; (ii) review of and technical assistance for the system of	<i>Outcomes:</i> The textbook review, completed in April 2007, provided a detailed overall assessment of key areas of education system functioning, and proposed issues for reform and recommendations. The national assessment review, completed in June 2007, provided recommendations for adjusting the ongoing program. GoB has requested IDA for assistance to implement the recommendations.

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	national assessment of student learning; (iii) review of and technical assistance for monitoring and evaluation of the program, and its organizational development and management; and (iv). Just-in-time advice aims to enhance policy dialogue within GoB and facilitate reforms agreed between government and DPs.	<p>Inputs to assist GoB establish a monitoring and evaluation system for the program have been ongoing</p> <p><b>Expected impact:</b> improved delivery and monitoring of primary education in Bangladesh.</p> <p><b>DP collaboration:</b> PEDP-2 involves a consortium of eleven DPs active in the education sector in Bangladesh.</p>
<b>BHUTAN</b>		
<b>National Assessment Workshop</b>	Over the past four years the World Bank has sponsored two major training programs in Asia and Africa on how to carry out national assessments of students' learning achievement. This training program covers the rationale for carrying out national assessments, specifically targeting policy makers, and builds capacity for test development and questionnaire design, the running of large-scale assessments, data management and cleaning, ability to use statistical information related to tests, report writing for informing policy, and the use of national assessment results to improve educational quality.	<p><b>Outcomes:</b> EPDF support financed three Bhutanese participants in a two-week residential training workshop in Kuwait City in March 2007. Bhutan's work to develop its system of national assessment is on-going through carrying out statistical analysis of test item data, enhancing capacities for carrying out national assessments of educational achievement. The newly-established National Education Council will rely heavily on the National Assessment system in its work to evaluate learning achievements.</p> <p><b>Expected impact:</b> Improved development of national assessment tools for obtaining information for more informed policy formulation and the development of strategies to address problems pertaining to student achievement.</p> <p><b>DP collaboration:</b> A number of donors are supporting global and regional initiatives to improve systems of national assessment, including the UN (UNICEF, UNESCO), Japan, the UK and ADB.</p>
<b>INDIA</b>		
<b>Learning Achievement studies at the Primary Level</b>	Levels of achievement at the primary level are low on average, and private unaided schools perform better than private aided and government schools. A set of surveys were conducted in Orissa and Rajasthan in early 2006 to provide information on achievement levels in grades 4 and 5, and measure the impact of school, teacher and household characteristics on learning achievements.	<p><b>Outcomes:</b> EPDF has supported carrying out the surveys to understand determinants of learning achievements. The surveys have been completed, and two state reports on findings have been written. Findings from the surveys have been shared with both state governments. Final results will be shared with GoI and inform SSA II project preparation.</p> <p><b>Expected impact:</b> To inform future discussion on improving quality and reduce gender and caste differences, and to lead to improvement in the quality of teaching-learning.</p> <p><b>DP collaboration:</b> DFID and EC are partners for the preparation of SSA II and fully involved in the design/review of those studies</p>
<b>Learning Achievements at the Secondary Level</b>	A set of surveys were conducted in two India states to provide information on achievement levels in grades 9 and 11. These studies differentiate between public and private schools and aim to measure the impact of school, teacher and household characteristics on learning achievements.	<p><b>Outcomes:</b> Findings are being incorporated in a review of the secondary education sector to be completed by the end of the fiscal year. They will provide inputs into the preparation of the 11th plan of the GoI and strategy for expansion of secondary education.</p> <p><b>Expected impact:</b> To inform future discussion on</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
		improving quality and reduce gender and caste differences, and to lead to improvement in the quality of teaching-learning.
<b>Teachers' Time-on-Task Study</b>	While the SSA is already reporting significant gains in expanding access to elementary education and increasing enrolments, there is a simultaneous focus on ensuring quality in the classrooms and improvement of learning levels. As a result of widespread concerns about teacher absenteeism and quality of teaching in classrooms and its impact on student achievement, the study ventures beyond the quantitative dimensions of teacher attendance to look at the 'time-on-task' (TOT) and nature of task, that is, the quantity and quality of teacher presence and interaction in class rooms which are essential conditions for learning. The study will also assess the impact on learning achievement and explore the technical efficiency in utilization of resource inputs in primary education in the context of outcomes. The study is based on actual classroom observations for which the Stalling Observation System developed by Jane Stalling has been adapted for India, in addition to other tools for compiling information on teacher, school and student characteristics, student achievement and focus group discussions with children and community.	<p><b>Outcomes:</b> Detailed information on: (i) estimated time on task, and nature of tasks of teachers and students in primary classrooms; (ii) relationship of 'time on task' and 'nature of task' with teacher and school characteristics; (iii) relationship between teacher tasks and students' time on tasks; and (iv) impact of time-on-task and nature of task on learning achievements. The study was conducted in three states and the preliminary report is finalized.</p> <p><b>Expected impact:</b> Improved and expanded knowledge base to inform policy making and the design of teacher training program leading to improved classroom practices and teaching-learning.</p> <p><b>DP collaboration:</b> The study is co-financed by DFID.</p>
<b>Public Expenditure Tracking Surveys</b>	Considering the size and importance of the SSA program in India, surveys have been conducted in two states – Orissa and Rajasthan – to follow the flow of funds from central to state governments, and from the state to the district, village and school levels. Surveys assess the extent to which funds reach intended beneficiaries and are properly used.	<p><b>Outcomes:</b> Reports for Orissa and Rajasthan have been completed. The reports have been shared with the respective state governments. The findings have fed into the preparation of SSA II. Based on the findings and recommendations of the survey, the Government of Orissa and Rajasthan have taken actions to make the funds flow more efficiently.</p> <p><b>Expected impact:</b> To help the Governments of Orissa and Rajasthan to improve funds flow, and also the findings to feed into the preparation of the second phase of support to SSA.</p>
<b>PAKISTAN</b>		
<b>Education Census Analysis</b>	The activity supports the federal Ministry of Education to make use of data. Specifically, it aims to: (a) reinforce statistical capacity of the ministry to conduct simple sector analysis in the future; and (b) provide policy makers at the federal, provincial, and district levels with better sector knowledge to increase effectiveness of public education spending. Training and analysis will focus	<b>Outcomes:</b> (i) Build the capacity of the Ministry of Education to carry out analysis of policy issues of relevance and interest to the Federal Government and provinces, and other stakeholders on a regular and demand basis; (ii) In the short term, help the ministry produce descriptive statistics as required by provinces, districts, and teshils; (iii) Deliver a note on the key issues described for the use of policy makers. Training and analysis started in April 2007.

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	<p>on the recent census data. The training in data analysis is about to be completed and preliminary results of the analysis of the census are available. The analysis has focused on two areas: (i) the supply side, and (ii) the growth of the private sector.</p>	<p><b>Expected impact:</b> Analysis of census data will help policy makers make well-informed decisions for the sector toward Education For All. The analysis will shed light on issues such as skewed pupil-teacher ratios, misplacement of schools, conditions for private sector to emerge, and effectiveness of conditional cash transfers.</p>
<p><b>School Council Capacity Building Program (Punjab Education Sector Reform Program)</b></p>	<p>To induce school councils (SC) to become more active in school management, the Punjab Government developed a draft action plan for SC capacity building that includes options for phasing and types of models. There is an internal policy debate within Government on moving toward school-based budgets and giving authority to schools over decisions relating to expenditures and human resources e.g. teacher recruitment. EPDF is supporting an important policy debate that has started, as it is helping policy makers and stakeholders strategize on how to make schools effective and independent and give SCs more responsibility over teacher accountability, management and supervision functions.</p>	<p><b>Outcomes:</b> Technical assistance was provided to: (i) phase and cost options to initiate the program in nine districts in year one, and expand coverage to 35 districts over three years; (ii) prepare a timeline to roll out the program in year one, (iii) analyze the model of the Punjab SC pilot in partnership with Rural Support Programs and experiences of others;. This activity achieved development of an action plan and timeline for SC capacity building and a review of global good practice. A workshop was held to assess emerging lessons from implementation and explore other options. This workshop held in June 2007 brought together policy makers and practitioners from across Pakistan, and experiences of school management committee and overall community/parental participation in schooling was shared and debated. In particular, a stronger role and accountability responsibility of the head teacher of schools has been identified as a key feature that had been missing in the previous efforts.</p> <p>As an outcome of these activities, the Punjab Government has now prepared a Request for Proposals which it will be advertising in October 2007 to seek engagement with NGOs for capacity building of School Councils in two districts (first phase), and will then roll this out to other districts. The Department has now realized that a strong partnership with NGOs for mobilization of communities, coupled with a stronger set of interventions for motivating and making the head teacher responsible for better school functions are essential ingredients for implementing a school council capacity building program.</p> <p><b>Expected impact:</b> Enhanced capacities of school councils, together with a stronger and well-defined accountability role (with specific interventions) of the head teacher, expected to yield better management and operation of schools for improved teaching-learning and a greater school and classroom focus.</p> <p><b>DP collaboration:</b> Discussions are underway with DFID on longer-term analytical work in Punjab. SC mobilization is not on the immediate agenda, but there could be room for collaboration with DFID on this. There is a request to support an evaluation of the earlier pilot with RSPs, and DFID may be a potential collaborator in this evaluation.</p>

*Theme 3: Improve the understanding of key constraints and the impact of interventions and dissemination of knowledge and learning.*

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
<b>BANGLADESH</b>		
<b>Evaluation of Reaching Out-of-School Children</b>	A sector plan focusing on primary education has been endorsed and is supported by a large group of donors. A program for non-formal education aimed at the most marginalized is being implemented through the Reaching-Out-of-School Children project. EPDF funds are used to assist Government set up a monitoring and evaluation system to evaluate the impact of demand and supply side interventions in enhancing access to primary education for the most disadvantaged.	<p><b>Outcomes:</b> The project is being piloted in 60 upazilas and evaluated in 20 upazilas. The impact evaluation has been conducted and results show that the intervention is having an impact on enhancing access and providing good quality education to children.</p> <p><b>Expected impact:</b> Establishment of an improved monitoring and evaluation system to evaluate the impact of demand and supply side interventions and enhance access to primary education for the most disadvantaged.</p> <p><b>DP collaboration:</b> This activity is supported by funds (BNPP) from the Netherlands. The project is co-financed with SDC.</p>
<b>Evaluation of the Pro-Poor Targeted Secondary School Quality and Stipend Project</b>	A follow-up to the Female Secondary School Assistance Project II is being prepared to build upon the success of Government in bringing about gender equality in secondary schooling by focusing on quality of learning and increasing access to the poor (both girls and boys) through poverty-targeted stipends. EPDF funding will play a critical role in experimenting and learning from different poverty targeting schemes.	<p><b>Outcomes:</b> Establishment of a baseline before IDA-funded project activities are underway; and conducting a rigorous impact evaluation of the new project. It has already played an important role in helping to hire a poverty targeting and impact evaluation consultant to work on the initial stage of this new project.</p> <p><b>Expected impact:</b> Detailed information on the most effective poverty-targeting schemes for improved policy making leading to more access by the most disadvantaged to schooling.</p>
<b>Madrassah Education</b>	Examine the quality of education in madrassah's at the primary and secondary levels. The study will also compare the quality of education in madrassah's with the general education system.	<p><b>Outcome:</b> The study has been initiated and is expected to be completed by early FY09.</p> <p><b>Expected Impact:</b> Inform policy dialogue on reforms of the madrassah education system.</p>
<b>BHUTAN</b>		
<b>Quality Survey and Determinants of Learning Achievements</b>	Surveys on education quality have been carried out in other parts of South Asia and are proving to be a useful tool for raising awareness about the importance of the quality agenda, making comparisons and identify commonalities as countries in the region address pressing issues of surrounding education quality. As carried out elsewhere, the survey planned for Bhutan will collect data on school, teacher and student characteristics, and use random student testing. EPDF financing will support technical assistance for carrying out the survey in Bhutan.	<p><b>Outcomes:</b> The survey's data collection was completed in August 2007. Initial analysis of the survey's results have been presented to the Ministry of Education and some development partners. A final report will be prepared and shared with the Education Review Commission by November, for whom the survey was commissioned.</p> <p><b>Expected impact:</b> Results of the survey are expected to inform policy formulation toward more effective strategies and planning for Bhutan's achievement of MDG and EFA targets.</p> <p><b>DP collaboration:</b> The Royal Government of Bhutan effectively coordinates the inputs of the limited number of development partners supporting the education sector in Bhutan (Canada, Denmark, Japan, Switzerland and the UN). The results of the survey will be disseminated to DPs to inform decision-making on their programs of support and establish a common understanding of education quality issues in Bhutan.</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
<b>INDIA</b>		
<b>Impacts of strengthening teacher accountability on school outcomes</b>	India has begun decentralizing control over public services to local communities to increase service providers' accountability to local communities. This study aims to assess whether information campaigns could improve control of communities and quality of service delivery. A randomized impact evaluation of such campaigns is being carried out in three states. The information campaign aims to inform parents and communities of the control given to them by the state over schools and their entitlements.	<p><b>Outcomes:</b> A baseline survey of schools to assess quality has been completed in two states, with the third to be completed by end-November. If the results show a positive impact of the campaign on teacher attendance, test scores, and other school quality outcomes, next would be to examine if scaling-up at the state level could lead to longer-term impact. The baseline surveys and the intervention are complete in all three study states. Findings from the baseline have been shared with the states and GoI. The end line survey has been completed in two states and is underway in the third state. A report on the findings of the impact evaluation in the two states where the end line is complete is being written. Findings from this report will be shared with both state governments and GOI.</p> <p><b>Expected impact:</b> To inform future discussion on improving quality and the policy environment, and to lead to improvement in the quality of teaching-learning.</p> <p><b>DP collaboration:</b> This study is co-financed with Netherlands (BNPP).</p>
<b>Teacher contract terms and their impact on student learning</b>	Facing rising student populations and budgetary constraints, GoI has increasingly relied on poorly-paid, temporary-tenure para-teachers to deliver services, but their use has become contentious because of quality and equity concerns. To inform this policy debate, the surveys described above and conducted in three states are being used to assess the relative effectiveness of teachers hired under different contractual terms. Preliminary results from the baseline surveys in UP and MP show that para-teachers are more likely to be present and engaged in teaching activity compared to regular civil service teachers. Measured on four unannounced visits, teacher attendance is quite low in UP and MP. And of those who are present, the fraction engaged in teaching activities is also low. Para teachers are significantly more likely to be engaged in teaching activity in both states, controlling for observed differences in characteristics of teachers.	<p><b>Outcomes:</b> Results also show that test scores of students tend to be higher in schools with a greater proportion of teachers found engaged in teaching activities on survey visits. There are some systemic differences that appear across states. Karnataka has no para-teachers and only regular teachers. Attendance and engagement in teaching is much higher for teachers in Karnataka than for teachers in UP and MP.</p> <p>Findings from the baseline surveys have been written in a report and shared with the states as well as GoI.</p> <p><b>Expected impact:</b> The results are being analyzed in more detail to understand why such huge differences appear across states that dwarf the differences in behavior between para-teachers and regular teachers within the states of UP and MP. This can impact policies on teacher recruitment, teacher career management and in-service training.</p> <p><b>DP collaboration:</b> This study is co-financed with Netherlands (BNPP).</p>
<b>MP Child Development Pilot</b>	This three-year multi-sectoral action research, started in 2005-06 follows analytical work "Reaching out to the child" which showed the reinforcing effects on children's ability to learn of interventions including nutrition, early childhood education and reproductive health. The objective of the action research is to pilot a decentralised, convergent and outcome-	<p><b>Outcomes:</b> The first year's output was development of 220 village plans for children through a participatory mode. These plans were shared with block level officials to devise mechanisms for village plans to feed into block plans for health and education. To some extent this "bottom up planning" is getting reflected in the Block/ District Level Plans for Centrally Sponsored Schemes of GoI in Health &amp; Education.</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	<p>focused model for more effective service delivery of centrally sponsored schemes for children from pre natal to 11+ years. The focal point of the model is the preparation of convergent Village Plans for children in a participatory mode which will promote child development and early education in a holistic manner. The main areas of activities include resource mapping, capacity building of community and service providers, community mobilization and forging convergence across government departments at block level. The project relates to all the four EPDF objectives since it focuses on improving service delivery through capacity building and promoting a convergent approach to implementation of children's programs with a view to optimize educational outcomes. The pilot is process-based to identify impediments in convergence and participatory planning and try out solutions which will have relevance for all centrally sponsored schemes for children, which are moving into a decentralised mode. The project is being carried out in Bajna Block in Madhya Pradesh. The pilot has a rigorous monitoring and impact evaluation component. The Baseline survey results show poor child development indicators, little community awareness and poor service delivery.</p>	<p>Social capital has been created through active involvement of local youth (“<i>Jan Mitra</i>”). Initial steps show benefits in terms of significant mobilization of educated unemployed youth and local talent to make the community aware of the needs of young children, services available for young children, and their own role in ensuring better service delivery.</p> <p>A short film titled “BACHPAN” has been produced on the program and is being used to disseminate the project experience and initiate dialogue/ discussion on decentralization and service delivery improvements.</p> <p><b>Expected Impact:</b> Informing policy-makers (a) how to efficiently use resources allocated to three different government programs (early child development, reproductive health and nutrition) and foster synergies between them can yield improvements in the delivery of these programs and gains in child welfare and readiness for later learning (b) the key importance of providing for a catalyst role through NGOs/Community or Youth Volunteers in making the community aware and mobilizing it for its envisaged role in service delivery management.</p> <p>The reforms underway in the Integrated Child Development Services (ICDS) have already started to reflect the impact with inclusion of the concept of convergent village plans for children for health, education and nutrition.</p>
<b>NEPAL</b>		
<p><b>Evaluation of the Impact of Community-Managed Schools</b></p>	<p>In 2002, as part of its effort to reach EFA goals, the Government of Nepal initiated a radical policy reform to devolve school management responsibilities to the community level to improve school management, teaching quality and educational outcomes. More than 3,000 schools have completed the process. Community ownership empowers the school management committee, consisting of parents and influential local citizens, with various staffing and fiscal decisions. In the course of implementation, a number of bottlenecks have been identified: (i) the lack of awareness of the program by communities in poor and marginalized areas; (ii) the absence of a monitoring and evaluation system that can inform about the reach of the program and its impact on quality and learning outcomes; (iii) an insufficient understanding of the factors that</p>	<p><b>Outcomes:</b> Lessons learnt from the pilot have been used to scale up the evaluation. EPDF is currently being used to fund i) completion of follow-up survey in 80 pilot school communities (Aug 2007-Feb 2008), ii) baseline survey in expanded sample of 220 school communities from 16 additional districts (Aug 2007-Feb 2008), iii) advocacy intervention in 155 of the 220 expanded sample (Sep 2007-December 2008). Follow-up survey in expanded sample of 220 school communities will take place in June 2009-Dec 2009,</p> <p><b>Expected impact:</b> Lessons learnt from these evaluation efforts will address knowledge gaps in the impact of such a sweeping reform (community management of schools) on schooling access, equity, quality and governance. This is of interest to the national government as well as international policy-makers and researchers alike. This, in turn, is expected to lead to improvement in the community management of schools and better quality teaching-learning. This EPDF funded initiative will produce the first systematic internationally comparable student learning</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	<p>would build the capacity of communities to take on and manage schools. To address these, a comprehensive database on monitoring for performance indicators is being developed and rigorous evaluation on the impacts of this community-based management initiative is being conducted to inform policy-makers. EPDF is funding key AAA and monitoring activities which are not financed under the IDA supported project. EPDF has been used to design the evaluation, supervise field activities, data analysis and report preparation. A pilot baseline survey of 80 randomly selected school communities was conducted in December 2005- February 2006. The pilot intervention using advocacy and community outreach carried out by NGOs in half of those school communities was completed in September 2006.</p>	<p>assessment in the country and this help to anchor the policy debate on school quality.</p> <p><b>DP collaboration:</b> Pilot phase of the evaluation was co-funded by BNPP (Netherlands). Scaling-up of the evaluation will be financed by EPDF and Japan</p>
<b>PAKISTAN</b>		
<p><b>Evaluation of Girls Stipend Program in Punjab and Sindh</b></p>	<p>To estimate the impact of the Girls Stipend Program on school enrolments and learning outcomes. The Girls' Stipend Program, a component of the larger Punjab Education Sector Reforms Programs (PERSP), was first implemented in early 2004 in fifteen lowest literacy districts. Under the program a girl receives a stipend of Rs 200/month conditional on her being enrolled in grade 6-8 in a government school in the target district. EPDF is funding key AAA activities which are not financed under this IDA supported program. EPDF has supported the design of an evaluation strategy, for sampling and questionnaires, to hire a survey firm to conduct baseline survey, to supervise the survey and to analyze data. The field survey began in October 2006 and the cleaned data was made available in July 2007. Data analysis is underway to look at the impact on access (enrolments), equity (poverty and gender targeting) and quality (test scores).</p> <p>A similar analysis is being undertaken in Sindh.</p>	<p><b>Outcomes.</b> Analysis of the relevant data from provincial EMIS school census for 2003-2005 and nationally representative household surveys for 2002 and 2005 has shown that the impact of the stipends on female enrolments range from 10 to 15 percent net increase. The evidence also indicates that stipend helps children from poorer households to attend schools, thereby making the benefit incidence of these public subsidy transfers pro-poor. Findings are reported in a paper included in the World Bank's Impact Evaluation series published by the office of the Chief Economist and senior VP of the World Bank (DECVP). Findings from the primary survey data analysis will help corroborate the findings from the administrative data.</p> <p><b>Expected impact:</b> A first paper documenting initial results has been shared with Government in view of a possible scaling up of the program. This will inform the policy dialogue toward more effective implementation of stipend schemes to help keep more girls in school, and provide them with increased opportunities for further study and income generation.</p> <p><b>DP collaboration:</b> This study is co-financed with Netherlands (BNPP).</p>
<p><b>Sindh School Surveys and MIS Data</b></p>	<p>The activity supports the Department of Education of Sindh to design its education program. Data preparation provided the base for in-depth analytical work for which the Department had expressed considerable interest. The Department was keen to follow the lead of Punjab and begin its reform</p>	<p><b>Outcomes:</b> EPDF supported a school survey in 150 villages to collect data on schools, teachers and students characteristics. This included testing randomly selected students and visiting a member of the Parent-Teacher Assoc. The second component was to create a database where administrative data collected by the Ministry (SEMIS department) were merged with the village</p>

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	process, and expressed the need for new data similar to the data recently collected in Punjab and NWFP through the Teacher Management Surveys.	census.  <i>Expected impact:</i> The activity proposed is to improve knowledge of the education sector by increasing the availability of data.
<b>SRI LANKA</b>		
<b>Evaluation of School-Based Management</b>	The Government of Sri Lanka has introduced a new model of school-based management to strengthen governance and service delivery. The following models will be evaluated: (i) government-operated schools (Benchmark model); (ii) government-operated schools with feedback of school performance indicators (School Report Cards); (iii) Balanced Control Model schools (responsibility and accountability shared between school principal, teachers and the local community); and (iv) Balanced Control Model schools with feedback from different aspects of school management. The program was introduced in eight pilot zones in 2006. EPDF will support a comparative evaluation of the effectiveness of different models. Implementation of the most effective model(s) will take place within the framework of the Education Sector Development Project.	<i>Outcomes:</i> A baseline survey of the Program for School Improvement has been completed, and data entered and shared with the Bank. The quality of data entry and cleaning is being verified, and data analysis will commence shortly.  <i>Expected impact:</i> Information on the determinants that affect school-based management are expected to strengthen the policy dialogue towards more effective decision-making on the appropriate model(s) for strengthening governance and service delivery at the school level, as well as improve the quality of teaching and learning.
<b>Teacher Development and Management Resource Package</b>	As part of the development of sector wide education programs in South Asia, there are frequent requests for information to deal with various teacher related problems that tend to be at the core of constraining educational quality e.g., teacher absenteeism, limited monitoring and supervision, poor teacher motivation, untrained teachers etc. More recently, new areas also warrant greater attention e.g. teacher performance standards, teacher accreditation, certification and licensing, and professional support networks.  This activity is creating a teacher development and teacher management resource that provides information on a range of alternative strategies to deal with these issues that frequently arise in the region.	<i>Expected Outcome:</i> A resource report which provides information about various teacher related issues in the South Asia region. Key guidelines, and implementation strategies are being reviewed and drawn from both the larger international literature as well as country experience in South Asia.  <i>Expected Impact:</i> Providing a range of alternative strategies to deal with the issues that frequently arise in the region, will enhance the policy dialogue within governments, and also with their development partners. Such a resource would also facilitate and inform the implementation of education reforms, especially drawing the link more closely of teacher improvement within overall school improvement/educational quality. <i>DP collaboration:</i> Significant efforts to support the same objectives are being made by other donors.
<b>SOUTH ASIA REGION</b>		
<b>Skills Development and the Knowledge Economy</b>	Although the South Asia region as a whole has made progress in improving workforce education, it is not yet clear whether such policy responses have been adequate for meeting the education and skill needs of the	<i>Outcomes:</i> The main findings of the regional study are: (i) with the possible exception of Pakistan and Afghanistan, all countries in the South Asia region are likely to reach (or get close to reaching) universal enrolment in primary education by 2015; (ii): despite continuous progress on education, the

Activity	Description of Activity/ Linkages to EPDF Objectives	Progress to date Impact/Results on the Ground
	<p>labor market, and the challenges of rapid growth, globalization and poverty reduction. A year-long regional study was undertaken to document trends in the education and training of the workforce in different South Asia countries over the 1990– 2005 period, to assess progress compared to other parts of the world (in particular East Asia) and analyze patterns of changing relative earnings over time across education and demographic groups. This aims to understand what these trends mean for skills supply and demand in the region.</p>	<p>stock of human capital in SAR is still low compared to other parts of the world and progress is not fast enough to catch up with them; (iii) the gender gap has been reduced , even eliminated at the primary level in many countries; however, it is still substantial at secondary and higher levels of education; (iii) investments in vocational education and training facilitate school-to-work transition and yield wage returns of roughly comparable or greater magnitude as education; and (iv) SAR countries rank low globally on their investments in post-school training, despite large wage and productivity gains from doing so. The findings were presented at a regional conference in New Delhi in September 2006, and generated a lot of interest from policymakers in the region, and expressions of interest in further research from India, Pakistan and Bangladesh. This study has formed the basis for policy dialogue with regional governments, and for Bank technical assistance to India and Pakistan on sector-wide reforms. The study has been expanded and has been published in 2007 for wider dissemination.</p> <p><i>Expected impact:</i> Create awareness of the importance of education for growth. Promote policy dialogue, consensus building, and capacity in the region on developing education and skills development policies responsive to the challenges of growth and poverty reduction in the South Asia Region.</p> <p><i>DP collaboration:</i> The study was partly supported by EPDF. The conference had support from DfID.</p>
<p><b>South Asia Education Quality for All Conference</b></p>	<p>A regional conference from October 24-27, 2007 in New Delhi, India , with expected participation of approximately 150 (including 35 speakers, 60-75 external participants from CARE, UNICEF, DfID, UNESCO, teachers, university faculty members, other private organizations, independent education consultants, members of the governments of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka, and GoI officials, World Bank and DfID staff members) is being organized to: (i) share knowledge of the impact of reforms that aim at greater educational outcomes; (ii) review evidence of what works or does not work, and (iii) discuss options for replicating successful experiments. One of the main discussion themes will be lead by a panel of State Secretaries and Ministers on: “Improving quality – The perspective from policymakers.”</p>	<p><i>Outcomes:</i> Detailed information for wide dissemination on the impact of reforms that aim at greater educational outcomes, types of reforms work or do not work and the options for replicating successful experiments.</p> <p><i>Expected impact:</i> The conference is expected to enhance policy dialogue with government counterparts, and share knowledge and build consensus among development partners toward improving the quality of education throughout the region.</p> <p><i>DP collaboration:</i> The conference will be jointly funded by EPDF and the United Kingdom Dev. Fund for International Dev (DFID)</p>

### **SECTION III: Major challenges**

5. While considerable progress is being made throughout the region, particularly with regard to the development of sector plans having multi-donor support for their implementation, an increase in knowledge-sharing both within and between countries in the region, and the strengthening of institutional capacities for both policy formulation and monitoring and evaluation, many challenges remain.

6. Despite enrollment increases throughout the region and a decline of approximately 20m in the estimated number of out-of-school children from 2002 to 2006, the target of achieving universal literacy and a numeracy and the provision of basic education for all remains unmet. The quality of education which children receive is of major concern, and available evidence indicates that low learning achievement remains pervasive throughout the region.



7. There is also considerable pressure on governments in the region to expand access to quality higher secondary and tertiary education as larger numbers of youth have completed the full cycle of primary and lower/middle secondary school. Given the heavy financial requirements at the tertiary level, and the historical dearth of public policy and political commitment to this sub-sector, there is much to be done in terms of infrastructure, capacity building and program development to bring out desired outcomes of increased access, equity and quality.

8. Governance and accountability issues, particularly at the primary level, remain a major impediment to achieving quality gains. Although governments are attempting to put in place mechanisms to improve teachers' presence in schools, little is still known about the impact of these initiatives. .

9. In Bangladesh, political upheaval and uncertainty over the formation of the next government at the beginning of the year created delays in the smooth implementation of most development activities as key decisions were put on hold pending resolution of the situation. The new Care Taker Government that came to power in January changed the political scenario and moved decisively to carry forward the reform program. Sustainability will be ultimately linked to the smoothness of the return to democracy.



10. In India, progress at the primary level and success in raising quality and completion rates at this level will largely determine the pace at which India can expand access to secondary and high levels of education. At the same time, India's high growth rates since 1991 and integration in the global economy are rapidly changing the country's economic structure and demand for skills. The pressure for acting at all levels of education is increasing and there is growing evidence that the supply of skills is lagging behind the demand

11. A similar situation persists in Pakistan where community mobilization for strengthening the role of school councils is hampered by a lack of long-term and sustained community consultation and dialogue. Pakistan requires technical assistance and just-in-time policy advice for integrating many of the reforms it seeks to institute, particularly at the state level given the broad nature of the reform agendas. There are also impediments to reform from vested interests at the local level which stand to lose authority as the restructuring of district and local management of schools gets underway.

12. In Bhutan, capacity constraints are paramount given the very small size of the civil service and a limited range of skills, expertise and experience in some areas of education system functioning and

reform. The remote location of many villages and difficulties in accessing some parts of the country make service delivery problematic for reaching the remaining underserved populations

13. In Nepal, the turbulent political situation has led to serious disruptions in the implementation of many development activities, particularly in rural areas where the Maoist insurgency impacted the daily lives of the populace for most of the last several years. The mountainous terrain makes access to many parts of the country difficult, and remote communities and schools are often unable to benefit from on-going support from district and central authorities, particularly for support for improved teaching-learning practices and monitoring and evaluation.

14. Afghanistan continues to address problems of political instability and Taliban insurgency in some parts of the country which impede development progress. In the education sector, it faces the long-term and daunting challenge of rising from very low baselines for access and participation, particularly for girls, which are further compounded by cultural norms governing the role of women and girls in society.



15. An overarching challenge is to keep momentum across countries for the achievement of the education-related MDGs in the face of political uncertainty, financial and capacity constraints and, importantly, the limited time remaining before 2015 for advancement toward these goals to be made.

#### **SECTION IV: Strategies for moving forward**

16. Education reforms will continue to focus on: (i) expanding access and quality at all levels of education; (ii) support for systematic reforms on governance and accountability for the effective use of public resources; (iii) the use of targeted demand-side interventions for girls and the most marginalized groups in society; (iv) the fostering of public-private partnerships; (v) monitoring and evaluation to measure the quality and impact of program to inform and shape policy formulation, as necessary.



17. There is increasing momentum to work with other development partners to support governments in the development and implementation of education sector plans. In Bhutan, EPDF support for Bhutan's entry in the Education Fast Track Initiative is providing the impetus for development partners to initiate dialogue on conducting joint sector reviews and monitoring of progress. Similarly, EPDF support in Sindh Province in Pakistan for its ambitious reform agenda helps sustain intensive dialogue on innovation with the participation of a wide range of stakeholders, including other development partners.

18. Pilot activities and studies supported by EPDF which produce recommendations for either scaling-up of innovations and/or modifying existing programs aim to assist policy-makers to improve implementation of programs of a means of helping ensure the more effective use of scarce public resources. For example, the MP Child Development pilot in India aims to provide guidance to policy makers on the use of resources across three government programs targeting improved reproductive health, nutrition and early child development. Similarly, the EPDF-supported evaluation of the Bangladesh Reaching Out-of-School Children program aims to fine tune and improve program design in order to expand the provision of basic education (literacy and numeracy) for some of the most marginalized people in the country.

19. The majority of EPDF-financed activities provide a high level of complementarity to existing Bank-financed operations as a means of maximizing their impact and to ensure regional knowledge sharing. For

example, EPDF support in Afghanistan for the provision of technical assistance to improve the government's teacher education program works to reinforce the measures already in place under the Bank's existing support program. Similarly, the quality survey in Bhutan is expected to provide valuable insight into the extent to which existing inputs under the on-going 'Education Development Project' are supporting overall improvement in teaching-learning. To that end, EPDF support helps to ensure the future success of existing operations.

20. The multi-donor nature of EPDF allows for increased consensus among development partners around governments' planning and strategies in key areas of education system functioning. The efforts of governments in South Asia to develop viable plans for improving education systems are best served when there is agreement among development partners on the status of progress and clear understanding of unmet needs and, more importantly, the opportunities to fill them. EPDF's timely and high responsive support from a multi-donor perspective is invaluable in allowing these to happen.

### **SECTION V: Role of the Regional Advisory Group**

21. The regional advisory Committee continues to comprise the education sector manager and six people representing a mix of education sector development partners and the South Asian countries. Members of the Committee are representatives of key partners such as DFID, EU, CIDA, NORAD, UNICEF and UNESCO.

22. Besides communication of last year proposal and request for comments to each of the Committee members, intense consultation has taken place within donor groups at country level. For example, in Afghanistan, since the Ministry of Education has requested better donor coordination and declared the EQUIP, the national education program, all proposals for utilization of EPDF funds have been shared with the donors interested in joining IDA in supporting the Government's education reform program. As a consequence, the next phase of support will most likely evolve into a multi-donor swap. Similarly, in India, the main partners are DFID and EU and the DFID education specialist is member of the advisory committee. Not only all EPDF activities have been discussed with the DPs but also have been viewed as inputs into the preparation of support to the first phase and development of the second phase of India's elementary education program (SSA). Several of these activities are co-financed by DFID.

23. In addition, a key EPDF activity is the Regional Conference on Education Quality for All (October 24-26, October 2007) which is being jointly financed with DFID (the DFID advisory group member is a co-organizer of the conference). The full advisory group has also been invited to the conference. This will give an opportunity for the advisory group to meet and discuss further the EPDF workprogram.

### **SECTION VI: EPDF procedures**

24. A specific format has been developed for each EPDF proposal that is submitted (the template is attached). This proposal is then reviewed by the Sector Manager (and relevant staff depending on the nature of the proposal) and the proposal is either accepted, or comments are given for strengthening the proposal for resubmitting, or the proposal is rejected.

## SECTION VII: Financial data by theme

<b>Total Funds received: USD 5.28 million</b>						
<b>Cycle I = USD 2.60 m</b>						
<b>Cycle II = USD 2.68 m</b>						
<b>Expenditures as of October 17, 2007</b>						
	<b>Theme</b>	<b>Allocation</b>	<b>Disbursed since inception</b>	<b>Committed</b>	<b>Total Disbursed + Committed</b>	<b>Balance</b>
	<b>Theme 1:</b> Support for development of strategies and sustainable education sector programs conducive to growth and poverty reduction in South Asia.	1,697,817.00	1,052,700.00	133,879.00	1,186,579.00	511,238.00
	<b>Theme 2:</b> Strengthen government's technical and institutional capacities.	983,280.00	587,675.00	206,138.00	793,813.00	189,467.00
	<b>Theme 3:</b> Improve the understanding of key constraints and the impact of interventions and Dissemination of Knowledge and Learning.	2,346,560.00	1,125,619.00	711,954.00	1,837,573.00	508,987.00
	<b>Total by Theme</b>	<b>5,027,657.00</b>	<b>2,765,994.00</b>	<b>1,051,971.00</b>	<b>3,817,965.00</b>	<b>1,209,692.00</b>
	<b>Country</b>	<b>Allocation</b>	<b>Disbursed since inception</b>	<b>Committed</b>	<b>Total Disbursed + Committed</b>	<b>Balance</b>
	Afghanistan	374,500.00	123,183.00	44,190.00	167,373.00	207,127.00
	Bangladesh	743,249.00	491,139.00	98,326.00	589,465.00	153,784.00
	Bhutan	171,256.00	143,069.00	28,187.00	171,256.00	0.00
	India	1,429,083.00	1,136,212.00	187,053.00	1,323,265.00	105,818.00
	Nepal	618,396.00	146,153.00	372,243.00	518,396.00	100,000.00
	Pakistan	1,038,949.00	455,185.00	132,119.00	587,304.00	451,645.00
	Sri Lanka	170,000.00	9,952.00	26,159.00	36,111.00	133,889.00
	South Asia Region	482,224.00	261,101.00	163,694.00	424,795.00	57,429.00
	<b>Total by Country</b>	<b>5,027,657.00</b>	<b>2,765,994.00</b>	<b>1,051,971.00</b>	<b>3,817,965.00</b>	<b>1,209,692.00</b>
	<b>Unallocated</b>	<b>252,343.00</b>				

Note: Staff costs from inception to date amounts to \$477,955, about 9% of the total funds received (\$5.28 million).

**SECTION VIII: SASHD regional proposal template**

**REQUEST FOR FINANCING UNDER THE  
EDUCATION PROGRAM DEVELOPMENT FUND (EPDF) FOR SOUTH ASIA  
(TF054642)**

Date request received by SASHD: \_\_\_\_\_  
Date approved by Sector Manager: \_\_\_\_\_

**TASK TEAM LEADER:**

**INDICATE WHETHER ACTIVITY TO BE FUNDED IS REGIONAL OR COUNTRY-SPECIFIC:**

Regional (including sub-regional)   
Country-specific

**AREA OF ACTIVITY TO BE FUNDED:** (Please check one or more as appropriate.)

- 1. Analytical Studies
  - 1.a. Education Sector Reviews
  - 1.b. Assessment of student achievements
  - 1.c. Specific topics:
  - Specify:
- 2. Impact evaluations
- 3. Country Sector Program Development
  - 3.a. Early Child Development
  - 3.b. Basic Education
  - 3.c. Secondary, VET and Higher Education
- 4. Knowledge Sharing and Capacity Building
  - Workshops
  - Study Tours
  - Just-in-time policy advice

**TASK/PROJECT CODE:**

*(for country-specific project activities only; for others, a charge code will be provided by SASHD to the TTL upon approval of funding request)*

**DESCRIPTION OF ACTIVITY**

**RATIONALE AND OBJECTIVES, including how this activity fits in the preparation of an education sector program:**

**RATIONALE for financing this activity under the EPDF:**

**OUTPUTS EXPECTED:**

**ACTIVITY TIMETABLE:**

**AMOUNT OF FINANCING REQUESTED FROM THE EPDF: (Also attach details on cost and financing plan for activity – including funding from sources other than the EPDF)**

US\$

**Consultant Fee**  
**Consultant Travel**  
**Contractual Services**  
**(workshop/conference)**  
**Travel costs for country**  
**participants (for workshops)**  
**Others (specify)**

**Total (estimates only - details to be worked out)**

**APPROVED BY:**

\_\_\_\_\_  
Michelle Riboud, Sector Manager

Date: \_\_\_\_\_

**Accountability and Submission of Completion Report**

As task team leader for the above activity approved for funding, I will exercise due diligence and care with respect to the proper use of the funds as approved. I understand that I am expected to expend the funds within the approved budget limit.

I undertake to submit to the EPDF Manager a completion report within one month after accomplishment of the activity/activities financed by the EPDF.

(Name and signature of TTL)

Date: \_\_\_\_\_