Fast Track Initiative
A global partnership to achieve Education For All





OCTOBER 2009

A FAST TRACK TO 2015

Educating the world's children for a better future





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Photo courtesy of Arne Hoel, World Bank (Burkina Faso)

"Filling the resource gaps left in the Education for All – Fast Track Initiative and ensuring universal access to primary education […] is not a luxury. It is a development imperative. And it is a central ingredient to a coordinated global recovery plan."

— UN Secretary-General Ban Ki-moon, June 24, 2009

EXECUTIVE SUMMARY

Education: An Essential Investment for Development

WHEN 189 countries, including 147 Heads of State and Government, committed to the 2015 Millennium Development Goals, two of their top priorities were to give all children around the world the opportunity to complete primary education, and to ensure all girls had the same opportunities to attend school as boys. Why? Because education is one of the most powerful ways to reduce poverty and inequality, by empowering people to provide for themselves and their families, promoting peace and laying the foundation for broad-based, sustained economic growth. The evidence speaks for itself: Each year of schooling translates to a 10% increase in potential income. Education results in dramatically fewer maternal and child deaths, reduces the spread of HIV/ AIDS and other infectious diseases, leads to better child nutrition and a healthier, more productive population.

More Education for the Money: Results through FTI

THE Education for All - Fast Track Initiative (EFA FTI) was established in 2002 as a "global compact" between low-income countries and donor nations, to help poor countries achieve the Millennium Development Goals on education. This effective global partnership is helping countries with strong education sector plans to get millions more children into school and provide them with a quality education. EFA FTI has already delivered impressive results:

- **Getting all boys and girls into school**
  From 2000–2007, 20 million more children in FTI countries enrolled in primary school in Sub-Saharan Africa alone. The number of children enrolled in school in FTI countries in Africa went up 64%, which is double the increase in non-FTI countries.

- **Improving school completion rates**
  15 of 38 FTI countries are on track to reach the goal of 95% of all children completing primary school by 2015. Another 11 countries are close behind and should reach this goal soon after 2015.

- **Leaving no girl behind**
  Girls account for a remarkable 60% of new enrolments in FTI countries. 16 FTI countries already have achieved the goal of gender parity in school enrolment, up from only 10 countries in 2000 / 2001, and another 16 FTI countries are on track to reach this goal before 2015.

- **Promoting harmonization and aid effectiveness**
  EFA FTI puts countries in the driver's seat, bringing together the government, donors, civil society organizations and other partners in Local Education Groups. These groups in turn agree on the national education strategy, ensure there is sufficient political support for implementation, coordinate financing, and monitor progress. EFA FTI has been praised by the OECD and the United Nations as an excellent model for donor coordination and collaboration. A survey on the Paris Declaration on Aid Effectiveness among 10 FTI countries in 2008 showed that the education sector surpassed all other sectors in efforts to enhance aid effectiveness.

The Challenge

Despite this exceptional progress, an estimated 72 million children around the world—about half in Sub-Saharan Africa—remain out of school. In addition, too many children are forced to drop out of school before they reach the last grade, whether to help supplement their family income, because their families do not value their education, or due to other barriers such as school fees.

In 2010 and beyond, the EFA FTI Partnership aims to substantially reduce the number of children out of school and help them to complete their primary schooling. At least 20 million out-of-school children, mostly in Sub-Saharan Africa, live in countries seeking support from FTI. EFA FTI is also working towards establishing a new, flexible financing mechanism to assist the estimated 40 million out-of-school children living in countries affected by conflict.

Of course it is not enough to get children into school; they need to learn the basic cognitive skills that will help them seize future opportunities and make a real difference in their lives. That's why EFA FTI will continue to expand its efforts to improve education quality, supporting reforms in countries that improve teaching, curriculum and instructional materials and student assessments.

Photo courtesy of Eric Miller, World Bank (Mozambique)



More Money for Education

To achieve these goals, EFA FTI needs more money. UNESCO estimates that US$11 billion per year—US$8.3 billion in Sub-Saharan Africa alone—in external aid will be needed to help low income countries achieve basic education for all children (UNESCO, 2008).

In the short run, 25 to 30 low-income countries are expected to apply for financial support from the FTI trust funds before the end of 2010. However, EFA FTI faces an immediate funding shortfall of US$1.2 billion through the end of 2010—and billions more will be required after that to help FTI countries sustain progress and reach their education goals by 2015.

In their 2009 Summit communiqué, G8 leaders singled out the replenishment of EFA FTI as a priority investment for sustainable development and economic growth.

EFA FTI is constantly striving to improve its way of doing business to ensure that donors and developing countries get more education for the money. Recent organizational and management changes have sped up disbursements and delivery of financial and technical support to countries, and have improved oversight of financial management.

Currently 18 donors provide financial support for EFA FTI, but just a handful of these provide three-quarters of the financing of the main FTI trust fund, the Catalytic Fund. EFA FTI offers an unparalleled opportunity for all donors to leverage their aid dollars and scale up efforts to get more children in school.

Achieving Education for All before 2015 is an attainable goal—but this requires that more, and more predictable funding be provided now. Time is running out—and the children of the world are waiting for their leaders to fulfill their promise.

CONTEXT

Guiding Principles and Goals

EDUCATION FOR ALL GOALS, DAKAR FRAMEWORK FOR ACTION (2000)

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50 per cent
- Achieve gender parity by 2005 and gender equality by 2015
- Improve the quality of education

EDUCATION MILLENNIUM DEVELOPMENT GOALS (2000)

- MDG 2: Achieve Universal Primary Education
- Target 2a: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling
- MDG 3: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015
- Target 3a: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

EDUCATION FOR ALL – FAST TRACK INITIATIVE COMPACT (2002)

Partner Countries

- Develop sound education sector programs through broad based consultation
- Show commitment to education through strong domestic support
- Demonstrate results on key performance indicators
- Exercise leadership in developing and implementing the program and coordinating donor support

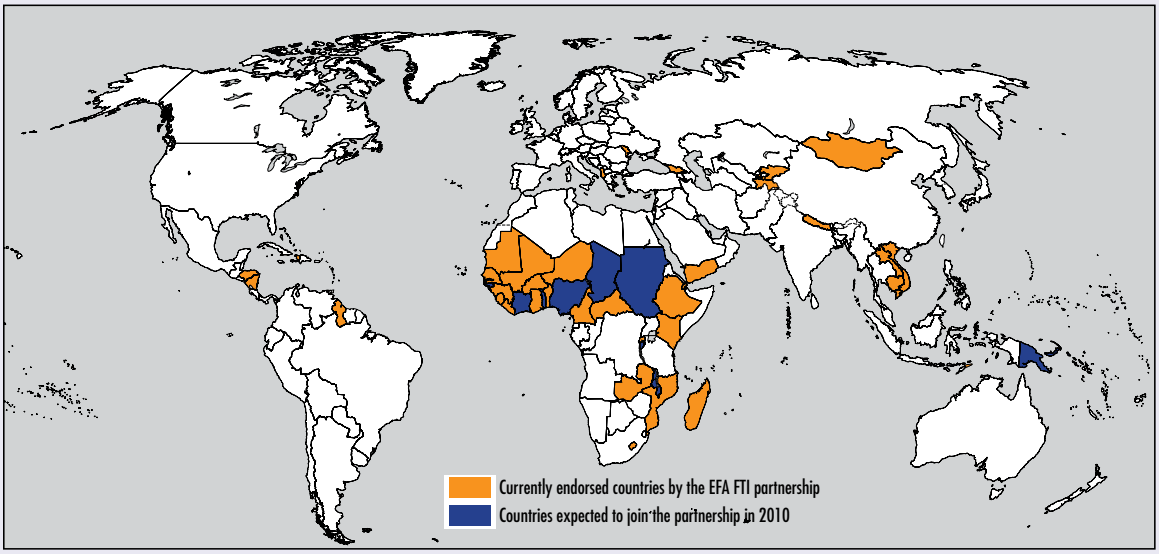
MUTUAL ↕ ACCOUNTABILITY

Donors

- Help mobilize resources and make them more predictable
- Align with country development priorities
- Coordinate support around one education plan
- Harmonize procedures as much as possible

PARIS DECLARATION ON AID EFFECTIVENESS (2005)

- Country Ownership: Developing countries set their own development strategies, improve their institutions and tackle corruption.
- Alignment: Donor countries bring their support in line with these objectives and use national systems.
- Harmonization: Donor countries co-ordinate their action, simplify procedures and share information to avoid duplication.
- Managing for Results: Developing countries and donors focus on producing—and measuring—results.
- Mutual Accountability: Donors and developing country partners are accountable for development results.



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“We reiterate our support to the Education for All—Fast Track Initiative as a good practice for aid effectiveness…”

— G8 Final Communiqué, L’Aquila, Italy, July 2009

Photo courtesy of Simone D. McCourtie, World Bank (Vietnam)

1 | EDUCATION FOR ALL: A GLOBAL COMPACT

The Education for All – Fast Track Initiative (EFA FTI) was established in 2002 as a 'global compact' between low-income countries and donors to ensure that all children receive a quality primary school education. Donor countries committed to ensuring that no country with a "credible education plan" for achieving Education for All would fall short of meeting the 2015 Millennium Development Goals for a lack of external financing. This commitment was recently confirmed by Heads of States of the G8:

> ***"We reiterate our support to the Education for All – Fast Track Initiative as a good practice for aid effectiveness…We, along with other donors, are committed to a unified approach, mobilizing predictable bilateral and multilateral resources in order to fulfill the financial shortfall estimated by the FTI at US$1.2 billion over the coming 18 months, and to close gaps in education data, policy and capacity to accelerate action on EFA. We welcome the report submitted by our experts concerning progress on our support to FTI, which shows how education contributes to the whole MDG Agenda and is a key factor in poverty reduction."*** – G8 Final Communiqué, L'Aquila, Italy, July 2009

Since its creation in 2002, EFA FTI has grown steadily to become a dynamic global partnership endorsing the education sector plans of 38 countries—22 in Sub-Saharan Africa—as of September 2009. An additional 10 low-income countries are expected to join the FTI partnership by the end of 2010. To date, EFA FTI has allocated approximately US$1.5 billion from its multi-donor trust fund, the Catalytic Fund, to support the national education plans of 31 low-income countries.

Education is an Essential Investment for Development

Education is one of the most powerful investments to reduce poverty and inequality and improve people's quality of life. Education is key to achieve all of the Millennium Development Goals. The evidence is compelling:



Photo courtesy of Emmanuel Tumanjong (Cameroon)

- **Education reduces poverty.** Education empowers people to provide for themselves and their families, promotes stability and peace, and lays the foundation for broad-based, sustained economic growth. Returns to education investments tend to be higher for low income individuals. Good quality education equips people with the knowledge and skills they need to gain employment and increase their incomes. Each year of schooling translates to a 10% increase in potential income. (Hanushek and Wössmann, 2007.)

- **Education saves lives and reduces the spread of HIV/AIDS.** A mother's education has a strong impact on her own and her children's health, helping to reduce maternal and infant mortality rates. Education also reduces the spread of HIV/AIDS and other infectious diseases—evidence shows that young women with a primary education are twice as likely to protect themselves from HIV/AIDS (World Bank, 2008). Education also leads to lower fertility rates, better child nutrition, and a healthier, more productive citizenry.

- **Education is a right, and a civic responsibility.** The right to education was proclaimed by the global community in the Universal Declaration on Human Rights in 1948, and reaffirmed in 1989 in the UN Convention on the Rights of the Child. Education is a critical vehicle to claim and assume other rights. It empowers human beings to participate in civic life, enables them to voice their interests and concerns, and to make informed choices about their lives and the environment in which they live.

2 | MORE EDUCATION FOR THE MONEY: RESULTS THROUGH EFA FTI



Photo courtesy of Mohammed Al-Asaadi (Yemen)

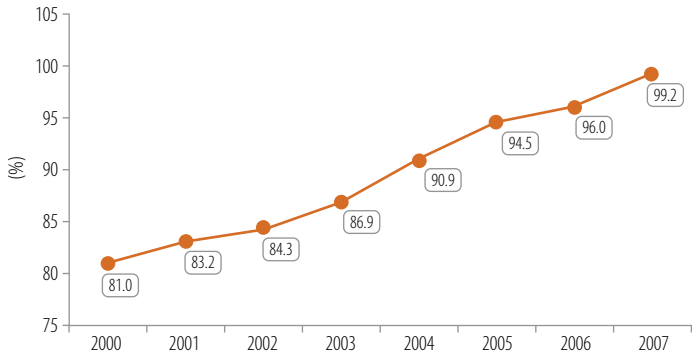
Getting all girls and boys into school. The education accomplishments of FTI countries are almost without historical precedent. From 2000–2007, 20 million more children enrolled in primary school in FTI countries in sub-Saharan Africa alone. This is an increase of 64%—double the rate of increase in non-FTI countries—and a rate of increase not seen since the immediate post-independence period.

Leaving no girl behind. Girls account for a remarkable 60% of new enrolments in FTI countries. Sixteen FTI countries already achieved the goal of gender parity in school enrolment in 2006 / 2007, up from only 10 countries in 2000 / 2001. Another 16 FTI countries are on track to reach this goal before 2015. Eleven FTI countries had an equal number of girls and boys completing primary school in 2006 / 2007, compared to only 5 FTI countries in 2000 / 2001.



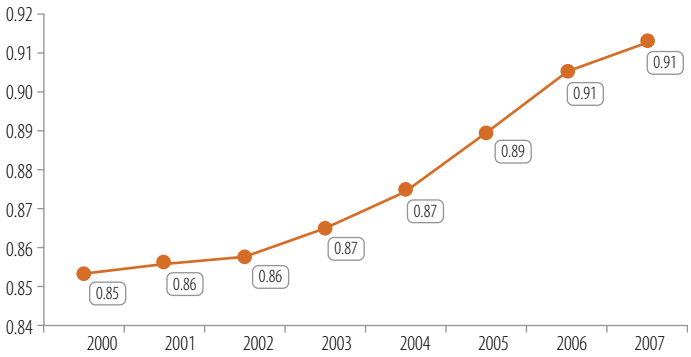
Photo courtesy of Giacomo Pirozzi, UNICEF (Djibouti)

Figure 1:
Primary Gross Enrolment Ratio (GER) in FTI countries



Source: EFA FTI Secretariat and UNESCO/ UIS data (2009)

Figure 2:
Gender Parity Index (GER) in FTI Countries (2000–2007)



Source: EFA FTI Secretariat and UNESCO/ UIS data (2009)

MONGOLIA

Mobile Schools Brought to Rural Children

School has come to the herding families of rural Mongolia and it is housed in a large, white tent—the so-called 'ger'. The tent allows for school mobility and is part of Mongolia's effort to reach a subset of children in the countryside who may otherwise not have regular and continual access to educational services. Outreach to these rural communities is part of multi-donor financed program through EFA FTI. Flexibility is often needed to integrate otherwise hard-to-reach children into the national school system, and Mongolia's case is an innovative example of how it can be done.

A US$29.4 million grant from the FTI Catalytic Fund (CF) allowed for expansion of basic education programs into Mongolia's more remote regions during 2007–2009. The CF grant contributed to the financing of 100 mobile ger schools spread out over 21 provinces. Tent schools first appeared in Mongolia in 1995 as an initiative supported by Save the Children. The initiative was taken up by other donors including UNICEF, UNESCO, the World Bank and the Asian Development Bank. It is a testament to collaboration that the intervention was shared as a best practice among donors and has since seen wider implementation and success.

Continuing the partnership, FTI donors are now working together to address remaining challenges. Early childhood education, teacher training, and extended school year schedules are key measures helping to improve the quality, reach, and completion rates of schools.

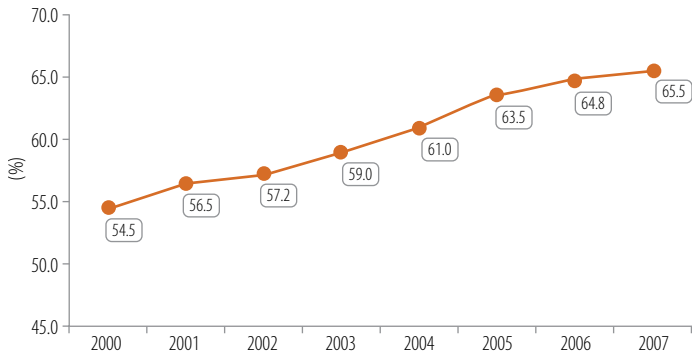


Photo courtesy of the Asian Development Bank (Mongolia)

Support for innovative solutions to accelerate access. EFA FTI supports innovative solutions to get children into school and to keep them there. Examples include: programs to eliminate school fees and provide a daily meal to 600,000 pupils in Ghana; education for nomadic communities in the remote steppes of Mongolia; grants to 18,000 Kenyan schools for school supplies; and support for rural provinces in Yemen to build girl-friendly schools and hire hundreds of female teachers to keep girls in the classrooms.

Improving school completion rates. Fifteen FTI countries are on track to reach the goal of 95% of all children completing primary school by 2015. Another 11 countries are close behind and should reach this goal soon after 2015. A recent study shows that transition rates from primary to lower secondary school improved significantly amongst the poorest groups in FTI countries as compared to non-FTI countries (EFA FTI Secretariat and UNESCO/ UIS data 2009).

Figure 3:
Primary School Completion Rate in FTI Countries (2000–2008)



Source: EFA FTI Secretariat and UNESCO/ UIS data (2009)

YEMEN

Leaving No Girl Behind

In many of Yemen's rural provinces the attendance of girls in school is still an issue. While the overall primary enrolment ratio—for boys and girl combined—in Yemen is around 86% (2006), in some rural areas only 30% of girls are enrolled and half of these girls drop out before reaching grade 6.

The Government of Yemen recognizes this problem and for the past five years has been working with its FTI partners to boost girls' education. Supported by a total grant of US$ 40 million from the FTI's Catalytic Fund, much funding has been channeled to the training and recruitment of more female teachers. Many development experts believe that the key to attract and keep girls in school is the female teacher. With FTI's support, 214 new girl-friendly schools with proper toilet facilities were built in four remote provinces. School kits were provided to 350,000 children. As a result, enrolments increased 23% in grades 1 to 6 in the target provinces. The newly enrolled female students outnumber the boys.



Photo courtesy of Olivier Asselin, UNICEF (Senegal)

Hiring more primary school teachers. EFA FTI has helped low-income countries to hire more than 300,000 additional primary school teachers, nearly a 30% increase. For the 22 FTI countries in sub-Saharan Africa, the total number of primary school teachers increased by 51%. This dramatic expansion in the teacher workforce has proved critical to fuel the increases in primary school enrolment and completion.

Leveraging domestic financing for education and better aid effectiveness. EFA FTI uses an internationally endorsed policy framework which focuses on results, local ownership and burden sharing. These goals include: ensuring all children are in school, achieving gender parity, and committing 20% of a government's national budget to education—of which 50% should be allocated to primary education. EFA FTI has been praised by the OECD and the United Nations as an excellent model of donor coordination and collaboration. A recent survey among 10 FTI countries on the implementation of the Paris Declaration on Aid Effectiveness showed that the education sector surpassed all other sectors on efforts to enhance aid effectiveness (EFA FTI Secretariat, 2008).



Photo courtesy of Bill Lyons, World Bank (Yemen)

3 | THE CHALLENGE: WHAT EFA FTI WILL DO

Despite this exceptional progress, an estimated 72 million children around the world remain out of school (UNESCO, 2009). Four out of five of these children live in rural areas, mostly in South and West Asia and sub-Saharan Africa. Sub-Saharan Africa, with 19% of the world's school-aged population, has nearly half of the world's out-of-school children. The countries seeking support from EFA FTI before the end of 2010, are home to 20 million out-of-school children.

> ***"We've made huge strides with 40 million more kids in school since 2000. Those children will benefit permanently from the work the FTI has achieved. But if we're going to get the other 75 million children, who on Monday morning will have no classroom to attend and no teacher to teach them, then the replenishment effort is going to be absolutely fundamental."***
>
> Douglas Alexander, Secretary of State for International Development, United Kingdom, April 2009.

Table 1: Out-of-School Children in Current and Potential FTI Countries that are expected to request CF support

Country	Latest year available (2006–2008) in US$	Country	Latest year available (2006–2008) in US$
1. Burundi	243,897	16. Nepal	714,397
2. Cameroon	—	17. Nicaragua	23,507
3. Chad	612,937[a]	18. Niger	1,262,360
4. Cote d'Ivoire	869,000[b]	19. Nigeria	8,220,519
5. Djibouti	55,556	20. Papua New Guinea	—
6. Ethiopia	3,721,405	21. Rwanda	87,596
7. Ghana	930,141	22. Sudan	—
8. Guinea Bissau	—	23. Tajikistan	16,774
9. Kenya	769,141	24. Togo	221,545
10. Kyrgyz Republic	32,378	25. Yemen, Republic	906,419
11. Lao PDR	103,636		
12. Lesotho	101,489		
13. Liberia	446,891		
14. Malawi	314,389		
15. Mali	763,489		
TOTAL			**20,417,466**

Source: UIS database 2009

[a] Latest year available is 2003

[b] Data from the World Bank Country Status Report on Education in Cote d'Ivoire 2009

One-third of children starting school in sub-Saharan Africa and one quarter in South Asia drop out before completing primary school. Completion rates are lowest for children from poor households, especially girls, who are often required to work or do not have the sufficient means to go to school. EFA FTI will expand support for country strategies to increase student attendance and completion rates of the poorest students, by eliminating school fees, furnishing classrooms, providing school meals, textbooks, uniforms and health and early childhood programs, initiating cash transfers conditional on attendance and promoting management of operational expenditures at the school level.

Expanding support to conflict-affected states. An estimated 40 million out-of-school children are living in countries affected by conflict (Save The Children, April 2009). The FTI Catalytic Fund has already supported education initiatives in a number of post-conflict countries and others facing specific capacity constraints including Cambodia, Mozambique, Rwanda, Central African Republic, Timor Leste, Haiti and Sierra Leone, with a total allocation of US$ 223 million as of early September 2009. EFA FTI plans to expand opportunities for children in conflict-affected countries by opening a new, more flexible funding mechanism in 2010.

Improving learning outcomes. While some low-income countries have been able to raise learning outcomes in the short term, improving quality remains an enormous challenge in most FTI countries, especially for the latest generation of children entering school, who come from the poorest and most marginalized groups in society. Policy reforms focused on quality—such as ensuring regular teacher attendance, increasing instructional time, emphasizing reading and basic cognitive skills development in early grades—all have been shown to produce results in a relatively short time. EFA FTI will help countries scale up efforts to improve quality of learning and learning achievements through targeted investments and reforms in several areas:

- Investing in enabling inputs including teacher training, school infrastructure, quality learning materials, early child development programs, child health and school feeding programs.

- Improving teaching and learning processes by introducing mother-tongue curriculum in the early years and ensuring sufficient instructional time and regular student assessments.

- Providing incentives to make schools work better, with greater parental involvement in school governance, increased local autonomy, strong school-based management and making schools accountable for student performance. In order to ensure that all children acquire basic cognitive skills by the end of primary school, EFA FTI has adopted a new Indicative Framework indicator to assess the percentage of children at grade 2 and at the end of the primary cycle who can read at grade level. The Indicative Framework, which continues to be improved by international experts, is a key guide for the international community to monitor progress and ensure that all children receive a quality education that makes a real difference in their lives.

MAURITANIA

School Feeding

EFA FTI supported school feeding programs in Mauritania assisted 136,000 children in 2007 and 2008. The gross enrolment ratio for primary education increased from 88.7% in 2001–2002 to 98% in 2007–2008; the share of girls in the overall school population has increased to 50.3 %, and grade repetition levels have dropped drastically, from 15.9% in 2002–2003 to 3.4% in 2007–2008. Mauritania was allocated a total CF grant US$ 23 million over 2004–2008.

School feeding programs contribute to educational growth in vulnerable communities. Larger schools have led to higher levels of school recruitment, and teacher absenteeism has decreased as student enrolment has increased. The influx of students is great for teacher morale, and school meals make a noticeable difference. School canteen programs also play an invaluable role in connecting parents, teachers, and communities. They reinforce communication between parents and the school and allow increased parental involvement in their children's school activities. In some cases, school feeding programs offer financial opportunities for local communities as families are often recruited in the process—fathers and mothers support teachers as substitutes and mothers rotate cooking roles for the school meals in some villages.



Photo courtesy of Sandra Hart, World Food Program (Mauritania)

Photo courtesy of Giacomo Pirozzi, UNICEF (Mozambique)

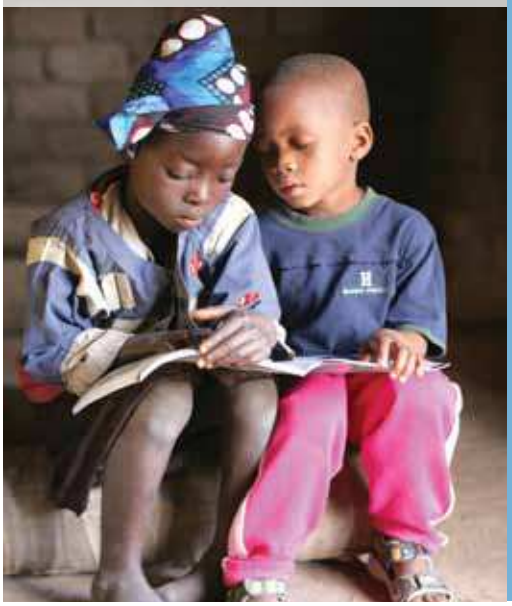


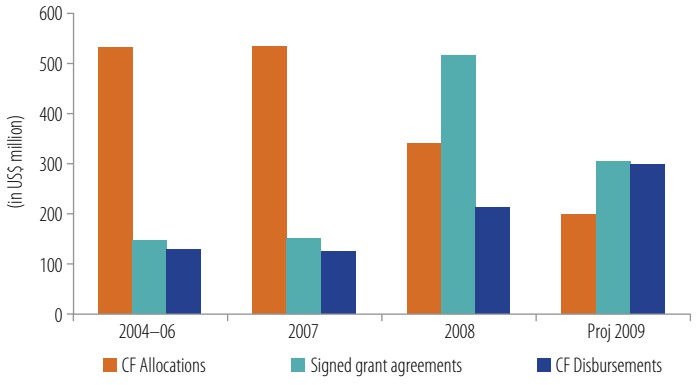


Photo courtesy of Jonathan Shadid, UNICEF (Burkina Faso)

Steadily improving FTI's performance. EFA FTI is constantly striving to improve its way of doing business. EFA FTI has played an essential role in boosting countries' commitments to education, encouraging development of national education sector plans and strengthening donor coordination. Recent FTI organizational and management improvements include:

- **Doubling disbursements and reducing time** needed to move from decisions on allocations to signing grant agreements, down from 12–18 months to an average of just 4 months
- **Developing guidelines for Local Education Groups** to help ensure stronger decision-making processes at the country level
- **Enabling mechanisms for budget support** in Rwanda and Burkina Faso, to provide faster and more flexible financing
- **Reforming FTI's Education Program Development Fund,** which provides technical support, to provide stronger country-level support for implementation
- **Strengthening FTI's governance structure and decision-making processes** by replacing the Steering Committee with a new Board of Directors and recruiting an independent chairperson.

Figure 4:
FTI Catalytic Fund – Disbursement Performance 2004–2009



Source: EFA FTI Secretariat and World Bank (2009)



Photo courtesy of Roger LeMoyne, UNICEF (Haiti)

4 | MORE MONEY FOR EDUCATION

In order to meet the remaining challenges and achieve the education MDGs, more money is urgently needed. The total external financing needs for achieving universal basic education are estimated at US$11 billion per annum (UNESCO, 2008). Only 30% of that amount is currently provided and Official Development Assistance (ODA) for basic education decreased between 2006 and 2007 (see Annex 3). Direct support through the FTI trust funds could be an increasingly significant part of the overall aid architecture, particularly in countries with minimal donor presence.

The need to provide long-term predictable financing. Since teacher salaries account for an estimated 80% of education budgets (and approximately 60% of the total financing gap for primary education), it is clear that donors need to support recurrent financing with sufficient long-term assurances so that Ministries of Finance will agree to hire the large numbers of the needed teachers.

EFA FTI faces an immediate funding shortfall of US$1.2 billion through the end of 2010. 25 to 30 low-income countries—both current and new FTI countries—will apply for financial support from FTI trust funds before the end of 2010 (see table 2). By responding to these requests, **EFA FTI is poised to help 20 million more children in these countries to attend school for the first time**.

Scaling up aid to basic education. EFA FTI offers donors an unparalleled opportunity to leverage their aid dollars and scale up efforts to get more children into school—without having to expand bilateral aid delivery operations. This makes good economic sense. EFA FTI offers a cost-efficient way of doing more (aid) with less (staff, operations). EFA FTI allows donors to support education in countries where they have a minimal presence—or even no presence at all. Pooling donor resources and reducing aid overhead through EFA FTI will result in more support for children, teachers and schools in low-income countries.

New financing modalities to improve aid effectiveness and improved disbursement. Rwanda and Burkina Faso are examples of countries recently receiving direct budget support from the FTI Catalytic Fund. Along with pooled funds, EFA FTI is better poised to provide more flexible support to education sectors.

Protecting education budgets. Faced with competing development priorities, national and local education budgets are at perpetual risk of being cut—particularly in

Table 2: Projected Demand for the Catalytic Fund over the Period October 2009–End of 2010

Country	Amount in US$ million
A. One-Year Bridge Funding	
1. Cameroon	20.0
2. Djibouti	4.0
3. Ethiopia	98.0
4. Kyrgyz Republic	12.0
5. Tajikistan	13.5
B. Three Year Funding: Existing Catalytic Fund Recipients	
1. Ghana	105.0
2. Kenya	103.0
3. Lesotho	24.0
4. Mali	72.0
5. Nicaragua	23.0
6. Niger	92.0
7. Rwanda	68.0
8. Yemen	72.0
C. Three-Year Funding: New Catalytic Fund Recipients	
1. Burundi	58.0
2. Chad	49.0
3. Cote d'Ivoire	49.0
4. Guinea-Bissau	40.0
5. Lao PDR	29.0
6. Liberia	40.0
7. Malawi	78.0
8. Nepal	90.0
9. Nigeria (3 states)	38.0
10. Papua New Guinea	28.0
11. Sudan (North and South)	96.0
12. Togo	45.0
TOTAL	**1346.5***

Source: EFA FTI Secretariat 2009; based on country-level information and the EFA FTI Needs and Performance Framework

*Note: Based on expected slippage, the projected total is given as US$ 1.2 billion in this document.

times of economic crisis. EFA FTI provides donors with the opportunity to set aside resources for education that cannot be subsumed by other emerging priorities. EFA FTI also offers donors an established mechanism for financial and technical support to drive a single, consistent message: only developing country governments themselves can truly reform their education systems.

Currently 18 donors provide financial support for EFA FTI, but just a handful of these provide three-quarters of the financing of the main FTI trust fund, the Catalytic Fund (see Table 3). For this short-term replenishment and beyond, the aim is to broaden the number of FTI donor partners and encourage greater sharing of responsibilities across the EFA FTI Partnership.

Achieving Education for All by 2015 is an attainable goal—but this requires that more, and more predictable, funding be provided now. Time is running out—and the children of the world are waiting for their leaders to fulfill their promise.

Table 3: Donor Pledges to the Catalytic Fund 2003–2010

Donors to the Catalytic Fund	Total Pledges to the Catalytic Fund 2003–2010 in US$ million
1. Netherlands	475.5
2. Spain	311.0
3. UK	273.7
4. EC	122.9
5. Norway	69.7
6. Sweden*	57.8
7. Canada*	57.0
8. Ireland	40.2
9. Australia*	32.0
10. Italy	27.6
11. France	21.8
12. Denmark	19.3
13. Belgium*	11.5
14. Russia*	10.0
15. Germany	9.9
16. Switzerland	2.6
17. Japan	2.4
18. Romania	0.5
TOTAL	**1,545.4**

Source: EFA FTI Secretariat, September 2009
*Countries who committed funding beyond 2010

ETHIOPIA

The EFA Partnership Streamlines Aid for Better Education Outcomes

The Ethiopian government's vision for education development gives high priority to quality improvement at all education levels to complement achievements in access. Since 1999 primary school enrolments have increased substantially. The net enrolment rate (NER) for the 2006–2007 school year was 76 percent for girls and 83 percent for boys. The General Education Quality Improvement Program (GEQIP) recognizes the need for key quality interventions. The GEQIP is a unique partnership with an IDA commitment of US$50 million, an Education for All Fast Track Initiative (EFA FTI) initial commitment of US$70 million and contributions from bilateral development partners including the United Kingdom, The Netherlands, Finland and Italy, totaling US$100 million. Ethiopia will seek in 2010 for a second grant in support of its program to raise the quality of basic education in Ethiopia.

The donor contributions reflect a joint effort with the Ethiopian government to address quality through curriculum reform, textbook development, teacher training, strengthened management and administration within the education sector and improvements at the school level. The GEQIP partnership has allowed for a streamlining of both financial and human resources. Coordinated partnership support, single program reporting mechanisms and synchronized meetings with the Ethiopian government enable greater time spent on program implementation. In addition, donor harmonization and collaboration have fostered a community of practice, sharing lessons learned during previous programs in Ethiopia and other countries that can inform and strengthen the GEQIP.

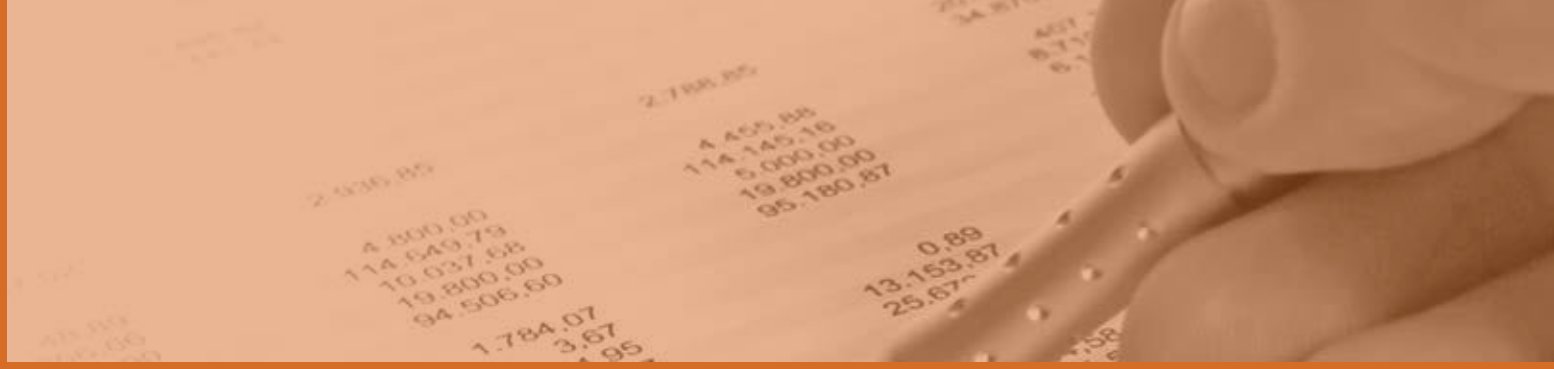


Photo courtesy of Indrias Getachew, UNICEF (Ethiopia)



Photo courtesy of GTZ, German Technical Cooperation Agency (Guinea)

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ANNEX

ANNEX 1

Pledges and Receipts (as of September 15, 2009)

(US$ million)

	Donor Countries	Total 2004–2007	Calendar Years						Total 2003–2013	Receipts from Donors
			2008	2009	2010	2011	2012	2013		
1	Australia	—	1.4	10.6	10.0	10.0	—	—	32.0	1.4
2	Belgium	6.5	1.4	1.3	1.4	1.4	—	—	12.0	9.2
3	Canada	17.4	—	8.2	8.4	8.4	8.4	8.4	59.2	25.6
4	Denmark	5.0	14.4	26.6	—	—	—	—	46.0	46.0
5	EC (ACP) Part 1	40.3	24.7	18.8	—	—	—	—	83.8	65.0
6	EC part 2	13.7	13.7	5.5	6.6	—	—	—	39.5	20.2
7	France	—	14.6	8.6	—	—	—	—	23.2	14.5
8	Germany	—	6.2	3.7		—	—	—	9.9	6.2
9	Ireland	19.2	21.9	—	—	—	—	—	41.1	29.1
10	Italy	10.4	4.4	12.6	—	—	—	—	27.4	27.4
11	Japan	—	1.2	1.2	—	—	—	—	2.4	2.4
12	Netherlands	430.5	45.0	—	—	—	—	—	475.5	430.5
13	Norway	61.5	8.6	—	—	—	—	—	70.1	70.1
14	Romania	0.5	—	—	—	—	—	—	0.5	0.5
15	Russia	3.0	1.0	2.0	2.0	2.0	—	—	10.0	4.0
16	Spain	80.3	76.9	80.0	80.0		—	—	317.2	157.2
17	Sweden	15.7	14.6	6.0	11.0	12.5	—	—	59.8	30.3
18	Switzerland	—	2.5	—	—	—	—	—	2.5	2.5
19	UK	129.1	132.0	12.6	—	—	—	—	273.7	273.7
TOTAL		**833.1**	**384.5**	**197.6**	**119.4**	**34.3**	**8.4**	**8.4**	**1,585.7**	**1,215.8**

ANNEX 2

Country Allocations and Disbursements (as of September 15, 2009)

	Recipeint Countries	Total Allocations (in US$ million)	Total Disbursement (in US$ million)	Disbursements Rate (%)
1	Benin	76.1	21.3	28%
2	Burkina Faso	102.0	22.0	22%
3	Cambodia	57.4	3.4	6%
4	Central Af. Republic	37.8	—	0%
5	Cameroon	47.3	22.5	48%
6	Djibouti	8.0	8.0	100%
7	Ethiopia	70.0	36.5	52%
8	Ghana	33.2	27.6	83%
9	Guinea	117.8	—	0%
10	Guyana	32.5	16.4	50%
11	Haiti	22.0	—	0%
12	Kenya	121.0	121.0	100%
13	Kyrgyz Republic	15.0	8.5	57%
14	Lesotho	11.9	8.0	67%
15	Madagascar	145.1	60.0	41%
16	Mali	8.7	4.3	49%
17	Mauritania	23.0	9.0	39%
18	Moldova	8.8	6.0	67%
19	Mongolia	29.4	17.1	58%
20	Mozambique	79.0	58.0	73%
21	Nicaragua	24.0	24.0	100%
22	Niger	21.0	13.0	62%
23	Rwanda	105.0	70.0	67%
24	Tajikistan	18.4	16.6	90%
25	Sao Tome & Princ.	3.6	0.7	19%
26	Senegal	81.5	—	0%
27	Sierra Leone	13.9	3.0	22%
28	The Gambia	41.4	13.4	32%
29	Timor Leste	13.1	10.6	81%
30	Yemen	40.0	20.0	50%
31	Zambia	60.0	—	0%
TOTAL		**1,468**	**620.9**	**42%**

ANNEX 3

Total ODA Commitments to Basic Education, 2006 and 2007

Country	2006 in US$ million	2007 in US$ million
United States	413.8	682.4
EC	336.9	366.2
United Kingdom	936.0	310.9
Netherlands	1248.6	293.1
France	342.4	292.9
Japan	238.5	257.5
Germany	172.2	208.3
Spain	99.1	189.7
Canada	245.1	179.3
Norway	150.5	136.6
Australia	85.2	127.3
Ireland	50.5	61.3
New Zealand	23.5	51.4
Belgium	46.4	41.9
Denmark	29.9	38.3
Sweden	172.1	35.2
Finland	20.9	26.5
Switzerland	29.3	14.2
Italy	14.6	13.1
Luxembourg	11.9	10.7
Portugal	10.4	10.4
Austria	6.0	6.9
Greece	3.3	2.1
TOTAL	**4687.0**	**3356.3**

SOURCE: OECD/DAC CRS ONLINE DATABASE

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Fast Track Initiative
A global partnership to achieve Education For All

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