

Education for All Fast Track Initiative

2009 ANNUAL REPORT

Fast Track Initiative
A global partnership to achieve Education For All

© 2009 The Education for All Fast Track Initiative Secretariat

Visitors' Address
900 19th Street, NW
Washington, DC 20006 USA

Postal Address
World Bank
MSN P5 - 500
1818 H Street, NW
Washington, DC 20433 USA

Web site: www.educationfasttrack.org
E-mail: info@educationfasttrack.org

All rights reserved

The Education for All Fast Track Initiative (EFA FTI) was launched in 2002 as a global partnership between donor and partner countries to ensure accelerated progress toward the Millennium Development Goal of universal primary education by 2015. All low-income countries that demonstrate commitment to achieving universal primary education can receive support from EFA FTI.

This volume is a product of the staff of the FTI Secretariat. The findings, interpretations, and conclusions expressed in this volume do not necessarily reflect the views of the EFA FTI partners or the governments or organizations they represent. The FTI Secretariat does not guarantee the accuracy of the data included in this work. The boundaries, colors, denominations, and other information shown on any map in this work do not imply any judgment on the part of the FTI Secretariat concerning the legal status of any territory or the endorsement or acceptance of such boundaries.

Design: Naylor Design, Inc.

Photo credits cover and front matter:
Cover: ©2010 iStockphoto
Title page: Central African Republic. Photo: © Giacomo Pirozzi, UNICEF



Education for All Fast Track Initiative

2009 ANNUAL REPORT

Fast Track Initiative
A global partnership to achieve Education For All

Table of Contents

	Foreword	5
	World Map	6
	EFA FTI Highlights 2009	8
Chapter 1:	**Getting More Children into School**	**10**
	Making Progress on the Education MDGs	10
	Enabling FTI Partner Countries to Reach All Children	13
Chapter 2:	**Working More Effectively**	**17**
	Evidence for Improvements in Aid Effectiveness	17
	Improved Country Support for Local Education Groups	18
	Responding to the Needs of Countries in Crisis or Transition Situations	19
	Prioritization	20
Chapter 3:	**Scaling Up**	**21**
	Leveraging Domestic Financing for Education	21
	Bilateral Aid to Education in Low-Income Countries	21
	EFA FTI Trust Funds	22
	Resource Mobilization and Replenishment	26
Chapter 4:	**Marking a Step Change**	**27**
	Building on Progress in 2009	27
	Learning from the Mid-Term Evaluation	27
Annexes		
Annex 1:	Status of Current FTI Partner Countries	30
Annex 2:	EPDF Donor Pledges and Receipts in US$ Millions, as of October 31, 2009	31
Annex 3:	FTI Task Teams Active in 2009	32
Annex 4:	FTI Board of Directors	33
Annex 5:	FTI Partner Countries	34
Annex 6:	FTI Partner Country Profiles	35
	Abbreviations and Acronyms	76

Figures

Figure 1: Total Primary Enrollment and Number of Out-of-School Children in FTI Partner Countries 10
Figure 2: How are FTI Countries Doing in Reaching a Primary School Completion of 95 percent? 10
Figure 3: Change in Primary School Completion Rate 11
Figure 4: Changes in the Gender Parity Index for Access in the First Grade of Primary Education 11
Figure 5: Transition Rates from Primary to Secondary Education 12
Figure 6: Trend of Catalytic Fund Modalities for Approved Allocations, 2003–2009 18
Figure 7: Catalytic Fund Support to Countries in Crisis or Transition Situations, 2003–2009 19
Figure 8: Bilateral Aid Commitments to Education in Low-Income Countries, 2000–2007 21
Figure 9: Aid Commitments to Basic Education in Low-Income Countries, by Donor, 2006–2007 22
Figure 10: Processing of Catalytic Fund Grants, January 2003–January 2010 23
Figure 11: 2009 Country Allocations (US$ million) 24

Boxes

Box 1: EFA FTI Contribution in Tajikistan 13
Box 2: Four Newly FTI-Endorsed Countries 14
Box 3: How Well Do Children Read in Timor-Leste? An Assessment of Oral Reading Fluency 15
Box 4: Piloting the Equity and Inclusion Tool in Three FTI Partner Countries 16
Box 5: EFA FTI Knowledge Products to Support Country Education Plans and Processes 18
Box 6: Rwanda—Forging Partnerships for Change 24
Box 7: Road Map for EFA FTI Replenishment 26



Mozambique. Photo: © Giacomo Pirozzi, UNICEF.



Rwanda. Congolese Refugee Camp. Photo: © Alberto Begue, FTI Secretariat

Foreword

As a long-time proponent of the right to education for all children, it gives me great pleasure to join the EFA FTI as Chair of the FTI Board of Directors. I am thrilled to be part of this extraordinary partnership. Over the years of my professional career, in both the public and private sectors, I have seen the transformative power of education and consider it a vital component of global peace and stability. It remains clear that education—particularly for girls—is one of the best investments a country can make to increase economic growth, improve public health, reduce violence, and break the cycle of poverty.

As demonstrated in this annual report, EFA FTI has achieved important results. In 2007, 19 million more children enrolled in primary school than in 2000; 12 FTI partner countries have achieved gender parity in the completion of primary education and another 15 are expected to do so by 2015.

This said, there is no room for complacency; 72 million children are still not in school and learning levels remain low in many developing countries.

Although EFA FTI has much to be proud of, it is at a crucial turning point. On the road ahead, the organization must respond to the recommendations of the independent mid-term evaluation that will be finalized and launched early in 2010. As the evaluation draft report points out, EFA FTI's achievements to date have fallen short of expectations. The overall model—building on country-owned education sector plans—remains relevant, but the organization could be, and should be, doing far more to support accelerated progress toward good quality schooling for all children. The report further states that EFA FTI is the best vehicle for achieving EFA goals, but only with significant reform. I welcome these recommendations and, together with the FTI Board of Directors, FTI Secretariat and other key partners, I am committed to pursuing the necessary transformation of EFA FTI, which will help us become the most effective, results-oriented, global multilateral instrument possible.

As we move into the New Year, I look forward to 2010 becoming the "Year of Education." It will be important to link the goals of EFA FTI with the 1-Goal Campaign organized around the World Cup in South Africa as a major advocacy exercise to showcase the need for financing Education for All. As all eyes turn toward the kick-off of the World Cup games in June 2010, the 1-Goal Campaign will serve as a global platform highlighting the need to provide all children a quality education and a prosperous future.

EFA FTI has come a long way, and I would like to take this opportunity to thank the previous Co-Chairs, Denmark and Italy, for their hard work and leadership over the past year and their commitment to the EFA FTI Partnership. There is still much work to do to achieve a reinvigorated and better performing EFA FTI. I am confident we can continue together to make great strides forward in fulfilling our promise to provide quality education for the most vulnerable children of this world. We look forward to charting a course for clear progress with your continued support to make EFA FTI better than it has ever been.



Carol Bellamy
Chair of the EFA FTI Board of Directors

World Map

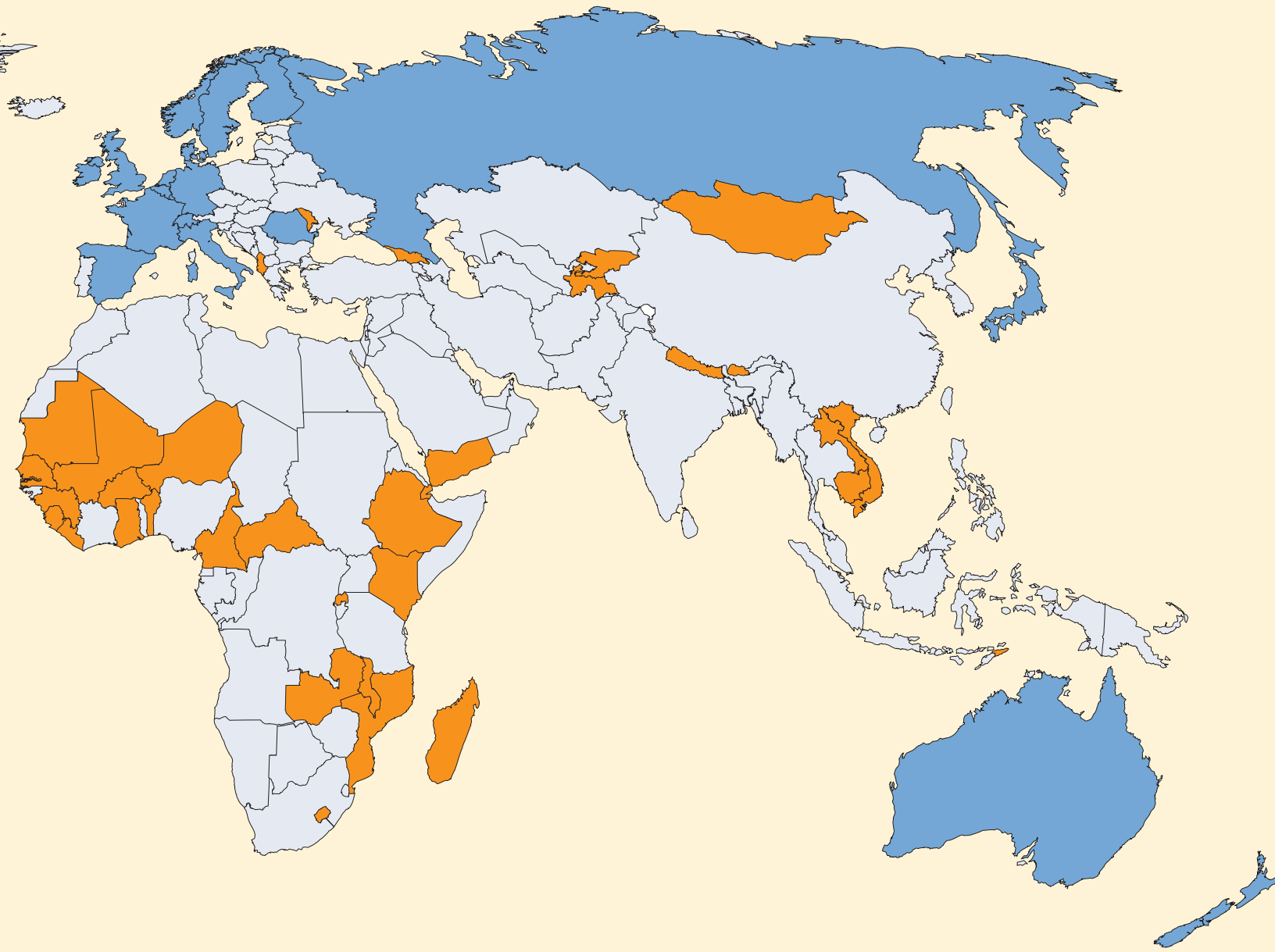
FTI donor countries (as of December 2009)

Australia
Belgium
Canada
Finland
France
Germany
Ireland
Italy
Japan
Netherlands
New Zealand
Norway
Romania
Spain
Switzerland
Sweden
Russia
United Kingdon
United States

Endorsed FTI countries (as of December 2009)

Albania
Benin
Bhutan
Burkina Faso
Cambodia
Cameroon
Central African Republic
Djibouti
Ethiopia
Gambia
Georgia
Ghana
Guinea
Guyana
Haiti
Honduras
Kenya
Kyrgyzstan
Lao PDR
Lesotho
Liberia
Madagascar
Malawi
Mali
Mauritania
Moldova
Mongolia
Mozambique
Nepal
Nicaragua
Niger
Rwanda
São Tomé and Príncipe
Senegal
Sierra Leone
Tajikistan
Timor-Leste
Vietnam
Yemen
Zambia





EFA FTI Highlights | 2009

JANUARY

Catalytic Fund Grant Agreement signed for US$4.9 million—Dili, Timor-Leste



FEBRUARY

Catalytic Fund Grant Agreement signed for US$10.0 million—Managua, Nicaragua

MARCH

Making Aid More Effective by 2010: Launch of the 2008 Survey Report on Monitoring the Paris Declaration Indicators in Selected FTI Countries, published by the FTI Secretariat—Washington, DC, FTI Secretariat

Strengthening Country Level Process Guide: Release of the EFA FTI guide which provides guidance for improvements in aid effectiveness. The guide is based on the core FTI principle that greater effectiveness can be achieved with support for education strategies through more aligned modalities that make greater use of country systems. —Washington, DC, FTI Secretariat

Release of the Governance Document which sets out the revised governance structure for the EFA FTI Partnership

Lao PDR joins the EFA FTI Partnership

Catalytic Fund Grant Agreement signed for US$20.5 million—Georgetown, Guyana

Nepal joins the EFA FTI Partnership



JULY

New EFA FTI Governance Structure in Effect, including a New Board of Directors

G8 Summit: G8 Heads of Government reaffirmed the need for financial support for EFA FTI endorsed low-income countries —L'Aquila, Italy

"No country seriously committed to EFA will be thwarted in the achievement of this goal by lack of resources […].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 $1.2 billion over the coming 18 months, and to close gaps in education data, policy, and capacity to accelerate action on Education For All."

Catalytic Fund Grant Agreement signed for US$81.5 million—Dakar, Senegal

AUGUST

Catalytic Fund Transfer Agreement signed for US$60.0 million—Lusaka, Zambia

The Netherlands agrees to act as Supervising Entity for the Catalytic Fund Grant—Zambia

Catalytic Fund Grant Agreement signed for US$28million—Banjul, The Gambia

Catalytic Fund Grant Agreement signed for US$17.1 million—Ulan Bator, Mongolia

Launch of the 1-GOAL Campaign: The Global Campaign for Education and the football federation FIFA advocate around the 2010 World Cup that all children around the world should receive an education.



SEPTEMBER

First FTI Board of Directors Meeting —Paris, France

Catalytic Fund Committee Meeting: Approval of a Catalytic Fund grant of US$22 million for Haiti

Catalytic Fund Grant Agreement signed for US$20 million—Sana'a, Yemen

"This global partnership has already achieved impressive results, and with your timely and generous help, it will achieve even more—and help millions of new school students to stretch their minds to achieve a better life than their parents".

Photo credits (top to bottom)
Timor-Leste. Photo: © EFA FTI project, Ministry of Education
Nepal. Photo: © Simone D. McCourtie, World Bank
Yemen. Photo: © Bill Lyons, World Bank

APRIL

Catalytic Fund Grant Agreement signed for US$14.2 million—Accra, Ghana

Catalytic Fund Grant Agreement signed for US$37.8 million—Bangui, Central African Republic

EFA FTI Steering Committee Meeting—Copenhagen, Denmark

Sounds From The Classroom: Launch of Success Stories from EFA FTI countries published by the FTI Secrectariat—Copenhagen, Denmark

Road to 2015: Biennial EFA FTI Partnership Meeting discussing hard-to-reach children, quality of learning, resource mobilization and aid effectiveness —Copenhagen, Denmark

Catalytic Fund Committee Meeting: A Catalytic Fund bridge funding grant of US$35 million is approved for Rwanda—Copenhagen, Denmark

EPDF Committee Meeting—Copenhagen, Denmark

EFA FTI Resource Mobilization and Replenishment Campaign: EFA FTI partners launched the FTI replenishment campaign at a ministerial meeting during the World Bank/ IMF Spring Meetings. The event was co-chaired by the Danish Minister for Development Cooperation, Ms. Ulla Tornaes, and World Bank Managing Director, Mr. Graeme Wheeler—Washington, DC, USA

"(…) 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, UK Secretary of State for International Development, April 2009)

The Big Read: Global Action Week organized by the Global Campaign for Education

MAY

Piloting the Equity and Inclusion Tool in the Kyrgyzstan Republic, Lesotho and Malawi



JUNE

Remarks of the UN Secretary-General, Ban Ki-moon, at the UN Conference on the World Financial and Economic Crisis and its Impact on Development

"Evidence shows us precisely where more resources can transform lives, increase possibilities and expand human potential. […] By filling the resource gaps left in the Education for All Fast Track Initiative and ensuring universal access to primary education."

Catalytic Fund Grant Agreement signed for US$22.0 million—Ouagadougou, Burkina Faso

OCTOBER

14 leading African Finance and Education Ministers address Donor Ministers in a letter in support of the EFA FTI Resource Mobilization & Replenishment Campaign

A Fast Track to 2015: Educating the World's Children for a Better Future: Launch of the publication summing up EFA FTI's main accomplishments and explaining its financing needs—Istanbul, Turkey and Washington, DC, USA

EFA FTI High-Level Roundtable: During the World Bank/IMF Annual Meetings in Istanbul, African Ministers acknowledged the success of EFA FTI and made a plea for more funding to help low-income countries achieve the MDGs on education. The meeting was co-chaired by the Danish Minister for Development Cooperation, Ms. Ulla Tørnæs, and Managing Director of the World Bank, Mr. Graeme Wheeler. Donor representatives such as Minister Bert Koenders from The Netherlands and UK Secretary of State Douglas Alexander emphasized the need for sustained and long-term support for EFA FTI from the broader donor community and the urgency to address the education needs of conflict-affected countries—Istanbul, Turkey

Indicative Framework updated with two new indicators on learning

Catalytic Fund Grant Agreement signed for US$8 million—Niamey, Niger

Catalytic Fund Grant Agreement signed for US$35 million—Kigali, Rwanda

Malawi joins the EFA FTI Partnership



NOVEMBER

Preliminary Draft of the Independent Mid-Term Evaluation discussed by FTI Board of Directors —Rome, Italy

Carol Bellamy is elected as the new independent Chair for the EFA FTI Partnership during the FTI Board of Directors Meeting—Rome, Italy

Catalytic Fund grants approved for Nepal (US$120 million), Lesotho (US$20 million) and Tajikistan (US$13.5 million)—Rome, Italy

DECEMBER

Carol Bellamy assumes her function as Chair of the FTI Board of Directors

Bhutan joins the EFA FTI Partnership

Stakeholder Consultation on the final draft of the EFA FTI Evaluation—Paris, France

EFA FTI Secretariat hosts Learning Session for UNICEF staff on EFA FTI operations—Washington, DC, USA

Bob Prouty selected as Head of the FTI Secretariat —Washington, DC, USA

Photo credits (top to bottom)
Kyrgyzstan. Photo: © Nick van Praag, World Bank
Rwanda. Photo: © Alberto Begue, FTI Secretariat

CHAPTER 1

Getting More Children into School

Making Progress on the Education MDGs

➤ 3 Million More Children Enrolled in Grade 1

Between 2000/2001 and 2007/2008, the number of new entrants in the first grade of primary school for all FTI partner countries increased by three million. Fifteen FTI partner countries made remarkable progress over this period. In Cameroon, Guinea, and Mali, enrollment rates increased by more than 70 percent. In Djibouti, Niger, Burkina Faso, Ethiopia and Sierra Leone, new enrollments in the first grade of primary school more than doubled.

➤ 19 Million More Children in School

As a result of increased access in the first grade of primary school, total primary enrollment in FTI partner countries grew by 19.3 million between 2000 and 2007 (figure 1). Since 2000/2001, 15 FTI partner countries have exceeded the FTI benchmark of 100 percent for the primary gross intake ratio. By 2007/2008, in nine of these countries, new enrollment in the first grade had stabilized, suggesting that more and more children are starting school at the right age.

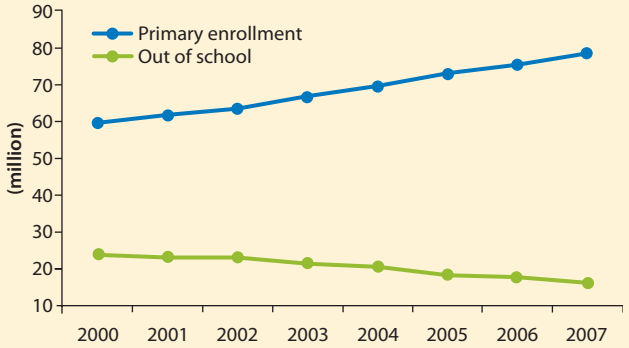
➤ Decline in Number of Out-of-School Children

In the current 40 FTI partner countries, the total number of out-of-school children decreased from 17.8 million in 2006 to 16.1 million in 2007. FTI partner countries accounted for 61 percent of the reduction in the world's out-of-school population—from 75 million to 72 million—during this period.

➤ More Children Complete Primary Education

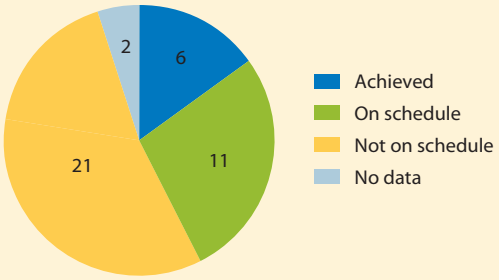
The primary completion rate (PCR) measures the proportion of children who complete a full cycle of primary education. Countries are considered to have achieved universal primary education (UPE) when they reach a PCR of 95 percent. Primary school completion rates in FTI partner countries increased from 58 percent to 68 percent between 2000 and 2007. Of the 40 FTI partner countries, 17 have achieved or are on schedule[1] to achieve a PCR of 95 percent. Unfortunately, 21 countries are not on schedule to achieve the goal by 2015 (figure 2). However, seven of those 21 countries have significantly improved their PCR: Cameroon, Guinea, Ethiopia, Mali, Niger, Rwanda, and Senegal.

Figure 1: Total Primary Enrollment and Number of Out-of-School Children in FTI Partner Countries



Source: FTI Secretariat using data from UNESCO Institute for Statistics.

Figure 2: How are FTI Countries Doing in Reaching a Primary School Completion of 95 percent?



Source: FTI Secretariat, 2009.

[1] In this Annual Report FTI partner countries that will not achieve the PCR level of 95 percent by 2015 despite their efforts are considered "not on schedule" rather than "off-track". "Off-track" was used in previous EFA FTI Annual Reports.

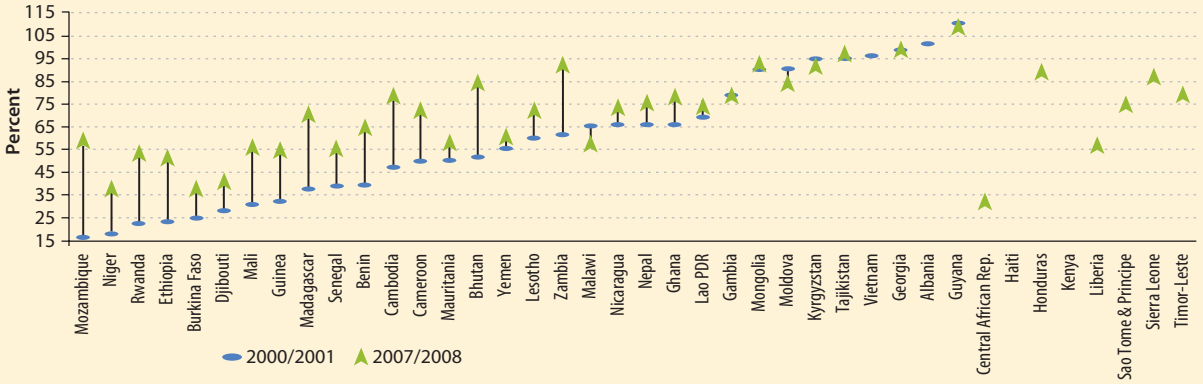


Nepal. Photo: © Simone D. McCourtie, World Bank

➤ Improvements in Girls' Education

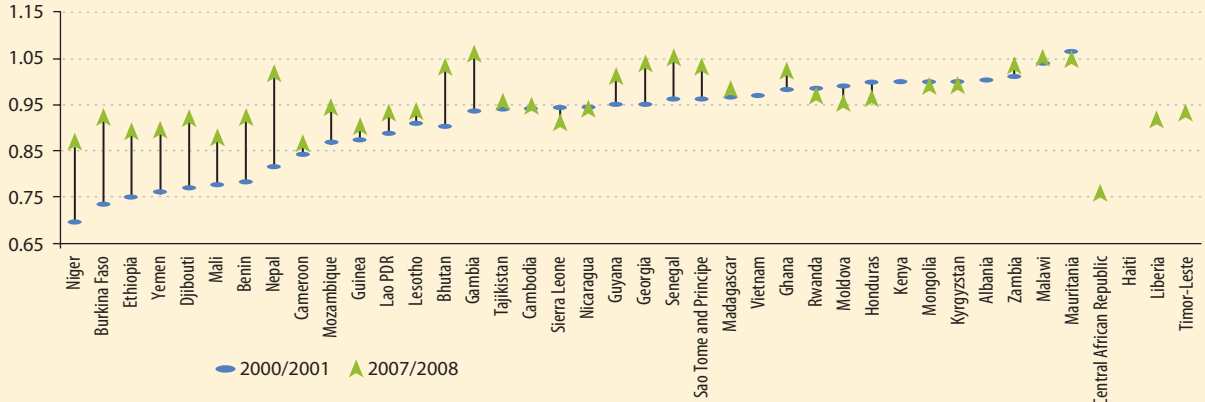
Increased access to primary school was accompanied by an overall reduction in gender disparity in FTI partner countries (figure 4). Eleven countries have achieved gender parity in initial access. Only one country (down from eight in 2000/2001) remains far from the gender parity goal. In the remaining FTI partner countries, gender parity is becoming more and more within reach, as evidenced by the increase

Figure 3: Change in Primary School Completion Rate



Source: FTI Secretariat using data from UNESCO Institute for Statistics.

Figure 4: Changes in the Gender Parity Index for Access in the First Grade of Primary Education



Source: FTI Secretariat using data from UNESCO Institute for Statistics.



Nicaragua. Photo: © Arne Hoel, World Bank.

in the gender parity index over time (figure 4). In Yemen, for example, access to primary education increased by one-third between 2000 and 2008, with girls accounting for about 60 percent of the increase.

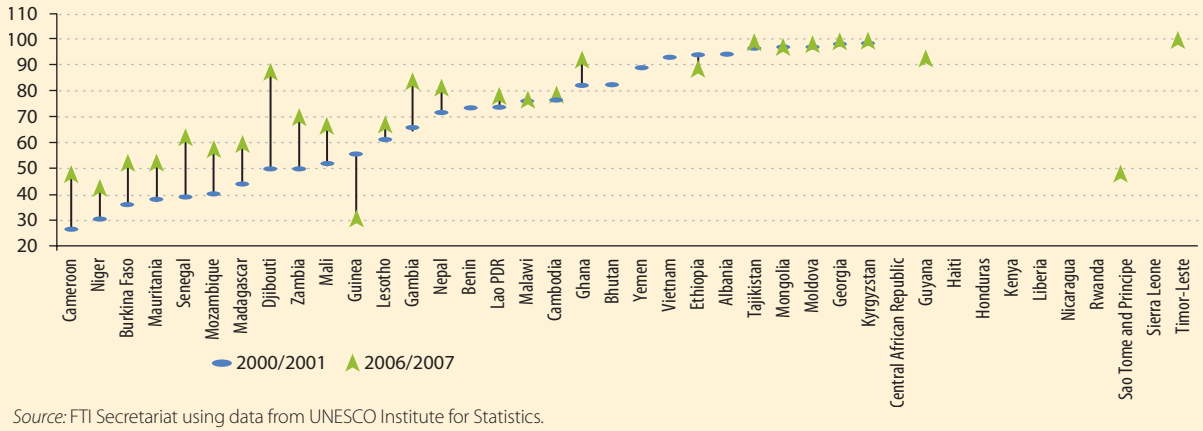
In 12 FTI partner countries, boys and girls now equally complete a full cycle of primary education, an increase from 5 countries in 2000/2001. The gender parity goal in PCR is within reach for 15 other countries; 10 others remained far from achieving it in 2007/2008, compared to 15 in 2000/2001.

➤ Improved Transition Rates from Primary to Secondary Education

Transition rates from primary to general secondary education have increased in many FTI partner countries (figure 5). The improvement has been particularly notable in Cameroon, Djibouti, and Senegal, where it exceeded 50 percent between 2000/2001 and 2006/2007. In Georgia, Kyrgyzstan, the Lao People's Democratic Republic (Lao PDR), Moldova, Mongolia, and Tajikistan, where primary school completion rates remain stable, transition rates to secondary education have also stabilized. By contrast, in Cambodia and Ethiopia, despite significant improvements in primary school completion, transition from primary to secondary has not increased.

In Guinea, where the PCR increased from 32 percent in 2000 to 62 percent in 2007, the children transitioning from primary to lower secondary dropped from 56 percent to 31 percent during the same period, with girls the most affected.

Figure 5: Transition Rates from Primary to Secondary Education



Source: FTI Secretariat using data from UNESCO Institute for Statistics.

BOX 1 | **EFA FTI contribution in Tajikistan**

The legacy of conflict and economic collapse are such that 80 percent of schools are still in need of major repair. Nearly half of the country's schools are without safe drinking water, one third does not have functioning latrines or toilets, and about one third of students do not have proper space at a desk. While primary enrollment rates have recovered, it seems that at least one in every four girls and one in every six boys do not complete basic education. Nonetheless, things are improving and EFA FTI has contributed to this progress, providing US$18.4 million during 2006–2009. EFA FTI funds were used to build or repair 47 schools benefiting 25,000 students, and to supply new furniture and equipment for 50,000 students. The funds financed the publication of 1.6 million copies of 27 textbooks, helping to eliminate the shortage of Tajik language textbooks in major subjects. The funds also supported the training of 3,700 teachers and over 400 school directors. "Now we have nice warm classes," explains Ruhshona Pulodi, a 14 year-old girl in grade 8, "Separate toilets for boys and girls have been constructed. I have textbooks on all subjects and can prepare my lessons on time." In all these areas, EFA FTI support has been coupled with improved standards, and these in turn are helping to improve the effectiveness of all education spending.

Enabling FTI Partner Countries to Reach All Children

As noted above, education indicators continue to show strength, both in terms of initial access to schooling and in primary school completion, with girls doing particularly well. However, many countries are still not on a trend line to achieve a primary school completion rate of 95 percent by 2015. As stressed in the Global Monitoring Report for 2009[2], there is significant unfinished business to address the problems of out-of-school children, great inequality in many countries and the abysmal lack of services in countries in crisis and transition situations. In 2009, EFA FTI has taken a number of measures to improve impact and results including the addition of new partner countries, introducing learning indicators to the EFA FTI Indicative Framework and providing an Equity and Inclusion Toolkit to improve the probability that all children will learn.

EFA FTI Welcomes Four New Partner Countries

Four countries joined the EFA FTI Partnership in 2009: Bhutan, Lao PDR, Malawi, and Nepal. EFA FTI now supports 40 low-income countries in a coordinated effort to achieve their MDG goals on education and gender parity. Twenty-three of these countries are in Sub-Saharan Africa.

[2] UNESCO. 2010. Education for All—Global Monitoring Report 2010. Reaching the marginalized, in: http://www.unesco.org/en/efareport/reports/2010-marginalization/

Benchmarks on Learning Outcomes

EFA FTI strongly encourages partner countries to measure student learning and the quality of teaching in order to make informed policy decisions. In 2009, the Partnership undertook extensive consensus-building consultations on learning and teaching matters with experts and stakeholders, and adopted two specific indicators of learning outcomes:

- The proportion of students who, after two years of schooling, demonstrate sufficient reading fluency and comprehension to "read to learn;"
- The proportion of students who are able to read with comprehension, according to their countries' curricular goals, by the end of primary school.

Tracking reading progress requires sound, simple, and affordable assessment tools. The Early Grade Reading Assessment (EGRA) is a useful instrument developed by USAID (United States Agency for International Development) and used in over 30 countries, including 20 FTI partner countries. Timor-Leste is among the countries that carried out an EGRA assessment in 2009 using EFA FTI funds (box 3). The results, which showed overall modest performance, significantly informed discussions on how to improve learning outcomes. Institutions such as UNESCO, the World Bank, the Hewlett Foundation, USAID, UK Department for International Development, and civil society partners (Pratham in India, for example) are experimenting with promising approaches to achieve and track improved learning outcomes.

BOX 2 | **Four newly FTI-endorsed countries**

LAO PDR: Lao PDR is a landlocked country with around 80 percent of the population still dependent on rural livelihoods. Poverty is widespread and is weakening the country's capacity to achieve universal primary education completion by 2015. The EFA FTI Partnership endorsed Lao PDR's 2009–2015 Education Sector Development Framework (ESDF) in March. The primary school net enrollment rate has risen to 89 percent, but repetition and dropout rates are high resulting in only 67 percent of students completing the full 5 years of primary schooling. The ESDF focuses on three key issues: equitable access, improved quality of educational services, and improved sector governance and performance management. Membership in EFA FTI will assist the Ministry of Education and local development partners to achieve the objectives of the ESDF.

NEPAL: The EFA FTI Partnership endorsed Nepal's School Sector Reform Plan (SSRP) in March. Nearly 8 percent of primary-school aged children do not go to school, and these numbers increase sharply for higher levels of schooling, with a 30 percent drop-out rate in primary grades. Support from EFA FTI through the implementation of the SSRP will help bring the hardest to reach children into schools with access to a good quality education and reduce the financial burden on communities. With an annual per capita income of about US$470 in 2008, Nepal is among the poorest countries in South Asia.

MALAWI: The EFA FTI Partnership endorsed the 2008–2017 National Education Sector Plan (NESP) in October. Malawi remains one of the poorest countries in the world. Malawi's education system suffers from a high drop-out rate, leaving only 35 percent of pupils entering the last grade of primary school. Other challenges affecting Malawi's education sector are the pressures from a large youth population and a high prevalence of HIV/AIDS among teachers. The NESP goals are: (a) expanded equitable access to education, (b) improved quality and relevant education, and (c) improved governance and management.

BHUTAN: In December 2009, the EFA FTI Partnership endorsed the Royal Government of Bhutan's 2002–2020 Education Sector Strategy. As a landlocked country with a predominantly rural population scattered across mountains, it has made remarkable strides toward achieving greater education development reaching 81% primary school net enrollment in 2008. Additional resources are needed to reach the remaining children that are out of school and to respond to the demand for secondary education as more students climb the school ladder. Local donors will help the country realize its *Vision 2020* and funds will be directed toward improving teacher training, ensuring equitable access to education, improving textbook content and providing education to children with special needs.

"It is simply not true that improving education quality takes 10 years. Community involvement, professional teacher training and the provision of textbooks will help children learn. These steps must go hand in hand with the introduction of learning assessments."

—**Luis Crouch,** Senior Vice-President, Research Triangle Institute, Research Triangle Park, North Carolina, USA.

Leaving No Child Behind

Many groups of children are often overlooked when countries develop their education sector plans. These include children who are least likely to attend school, such as girls and children in rural communities; children affected by conflict, or from linguistic minorities; working children, and children infected with HIV/AIDS or children with special needs.

Reaching Out-of-School Children

In 2009, the FTI Secretariat commissioned a study, "Reaching Out to Out-of-School Children: Putting Inclusive Education on the Fast Track," to explore how the EFA FTI Partnership could develop a targeted outreach program. The study identified approaches countries could use to target out-of-school populations. Namely, they should: (a) tailor the approach to specific marginalized groups, (b)

reduce obstacles for children to go to school, (c) use an inclusive lens, and (d) use multisectoral approaches. The FTI Secretariat consulted a number of experts—from UNICEF, the International Labour Organisation (ILO), UNESCO, Inclusion International, Save the Children, World Vision, the UK Department for International Development (DFID), German Technical Cooperation (GTZ), the Swedish International Development Cooperation Agency (SIDA), USAID, and the Brookings Institution—for their views on this approach. From their review, it was recommended that EFA FTI focus on country-level and subnational regions, expand collaborative efforts at the global level, and ensure that inclusive education be integrated into overall EFA FTI structures and processes.

Piloting the Equity and Inclusion Tool in Three FTI Partner Countries

The EFA FTI's Equity and Inclusion Toolkit was developed by the UN Girls' Education Initiative; the UNAIDS Inter-Agency Task team (IATT) on Education; the Global Task Force on Child Labor and Education; the EFA Flagship on the Right to Education for Persons with Disabilities (convened by UNESCO); the FTI Secretariat; and civil society partners, including World Vision. It was designed primarily for ministries of education as they prepare and revise their education sector plans; for local education groups as they provide support to governments in plan preparation; and for development partners as they review plans for FTI endorsement in conjunction with the EFA FTI Indicative Framework and Appraisal Guidelines. The toolkit was developed to facilitate the gathering and analysis of data on equity and inclusion and promotes a more comprehensive approach to providing equitable education for all children.

The toolkit was piloted in 2009 in Kyrgyzstan, Lesotho, and Malawi (box 4). Overall, it was found to be effective for members of the local education group in assessing key issues of marginalized groups. In many cases, the toolkit shed light on areas that had never been explored or discussed before. The final toolkit, expected to be available in 2010, aims to be an adjunct to other tools available in the EFA FTI context with a special focus on the most disadvantaged children in society and their right to education.

BOX 3 | **How well do children read in Timor-Leste? An assessment of oral reading fluency**

In Timor-Leste, US$13 million from the EFA FTI Catalytic Fund helped finance an early grade reading assessment (EGRA) in July–August 2009. It sampled the reading skills in both official languages—Portuguese and Tetum, which is the local native language—of over 900 children in grades 1–3 in about 40 primary schools. The assessment included recognition of where a text starts and ends, recognition of letters and sounds, and pronunciation of common and invented words, as well as actual reading fluency and listening comprehension skills.

About one third of the students in grade 3 were able to read about 60 words per minute, a speed that should be sufficient in helping students understand simple text. However, more than 70 percent of students at the end of grade 1 could not read a single word of the simple text passage they were asked to read. Also, 40 percent of second graders and 20 percent of third graders scored zero. Low reading skills probably contribute to the high repetition and dropout rates. Furthermore, these worrisome results only captured the students who were in school. About 24–33 percent of primary-school children in Timor-Leste do not attend school and may be illiterate.

The children that scored better tended to receive reading help at school and at home, regularly attended school, and received regular homework assignments.



Timor-Leste. Photo: © EFA FTI project, Ministry of Education

BOX 4 | Piloting the Equity and Inclusion Tool in three FTI partner countries

In **Kyrgyzstan,** the pilot exercise was conducted by representatives of the Ministry of Education, development partners and national stakeholders working in the fields of girls' education, children with disabilities and other vulnerable children. The exercise helped raise the profile of the issues involved and facilitated cooperation between different agencies in the education sector as well as across sectors. The tool helped shape education policy and strategy and inform planning processes in addressing issues of equity and inclusion.

In **Lesotho,** the pilot exercise was conducted by representatives from the various departments of the Ministry of Education and Training and development partners like the World Food Program, Irish Aid, the World Bank, UNICEF and the Japanese International Cooperation Agency (JICA). The exercise clearly revealed that the government had not had a mechanism for undertaking such a crosscutting analysis before. Many participants asked why they did not have access to the tool earlier. The tool enabled dialogue on issues such as gender-based violence and sexual abuse at school and the adequacy of the HIV prevention education curriculum.

Malawi participated in the pilot exercise during the national process of preparing its National Education Sector Plan (NESP) for appraisal at the country level. The exercise took place in the context of a two-day workshop and was provided with consultancy assistance to pilot the equity and inclusion tool. The tool was well received by the Ministry of Education. Civil society organizations took part in the exercise and gave positive feedback on the use of the tool. Since Malawi had already finalized its NESP, the tool could not be integrated into the planning cycle early on and benefits were limited.



Kyrgyzstan. Photo: © Nick van Praag, World Bank

CHAPTER 2

Working More Effectively

Evidence for Improvements in Aid Effectiveness

The year 2009 provided evidence of EFA FTI's increased focus on ensuring aid harmonization and effectiveness at the country level: The US$102 million allocation to Burkina Faso was approved by the Catalytic Fund Committee as the Catalytic Fund's first grant to be disbursed as government general budget support. The general budget support modality ensures full use of government systems and alignment with the government's medium-term expenditure framework and its Poverty Reduction Strategy Paper. Key features of the Burkina Faso allocation are:

- Unearmarked budget support disbursed directly into the government's budget;
- Annual disbursements linked to the achievement of results and using performance assessments based on an agreed-upon three-year matrix of policy measures;
- Monitoring budget allocations to basic education in line with the country's mid-term evaluation framework 2009–2011.

In December 2008, the Catalytic Fund Committee approved for the first time a country allocation to be supervised by an organization other than the World Bank: The Netherlands was selected as the supervising entity of the Catalytic Fund allocation to Zambia. The Catalytic Funds' first transfer agreement between the Netherlands and the World Bank as Financial Administrator became effective in August 2009 after development and sign-off by the Catalytic Fund Committee on the terms of arrangement. This transfer agreement now serves as a model for future arrangements with supervising entities other than the World Bank, including an allocation to UNICEF in support of Madagascar's program, which became effective in December 2009.

In the five countries approved for Catalytic Fund support in 2009—Rwanda, Haiti, Lesotho, Tajikistan, and Nepal—three Catalytic Fund allocations will be implemented through modalities that are better aligned with government systems than are project-type approaches. This practice differs from the previous three years, when 19 of 27 new Catalytic Fund allocations chose project-type funding as the preferred modality.

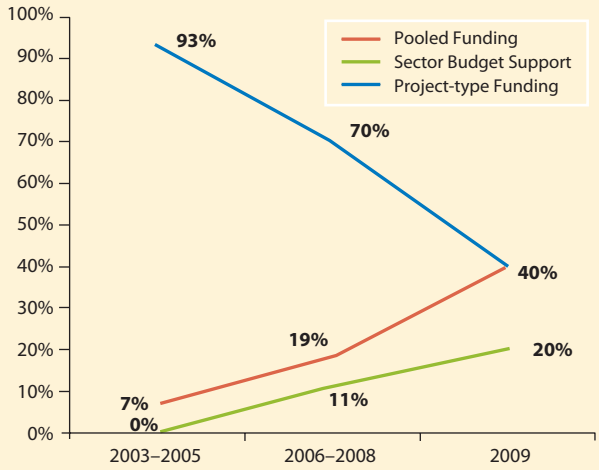
"In the framework of aid harmonization and effectiveness, I would like to say that FTI is one of the most appropriate instruments for donor coordination, and this has demonstrated good results."

—**James Musoni,** Minister of Finance, Rwanda.

In **Rwanda,** a Catalytic Fund grant of US$35 million is implemented through sector budget support. In **Lesotho,** a US$20 million Catalytic Fund grant will contribute toward a larger pooled fund with Irish Aid. A US$120 million Catalytic Fund grant for **Nepal** is pooled with resources from nine other development partners and the government, bringing funds for the sector up to nearly US$2.5 billion over a period of six years. Although the Catalytic Fund grant to **Tajikistan** will be delivered through a standalone project, the government of Tajikistan, UNICEF, and the World Bank have collaborated closely on a project design that focuses on strengthening government capacity to provide a better-aligned modality for future contributions. In both Lesotho and Tajikistan, existing project implementation units were dismantled in favor of implementation through government systems.

The EFA FTI draft mid-term evaluation confirms that *". . . by advocating for ownership, for using existing structures and processes, and for harmonization and alignment, the FTI has sought to ensure the application of the Paris Declaration principles to the education sector, both globally and at country level."* It goes on,

Figure 6: Trend of Catalytic Fund Modalities for Approved Allocations, 2003–2009



Sources: Country Program Appraisal Documents, Country Grant Agreements, FTI Secretariat, April 2008.

BOX 5 | EFA FTI knowledge products to support country education plans and processes

1. EFA FTI Strengthening Country-Level Process Guide
2. EFA FTI Indicative Framework
3. EFA FTI Capacity Development Guidelines
4. Equity and Inclusion Tool
5. Toolkit for Mainstreaming HIV and AIDS Prevention in the Education Sector
6. EFA FTI Appraisal Guidelines
7. EFA FTI Modalities Guide
8. Guidance on choosing a Supervising Entity (upcoming)
9. EFA FTI Working Paper 'Reaching Out to Out-of-School Children'
10. EFA FTI Working Paper 'Learning for All. An Educational Case for EFA FTI Replenishment'

Note: All EFA FTI knowledge products are available at **www.educationfasttrack.org**

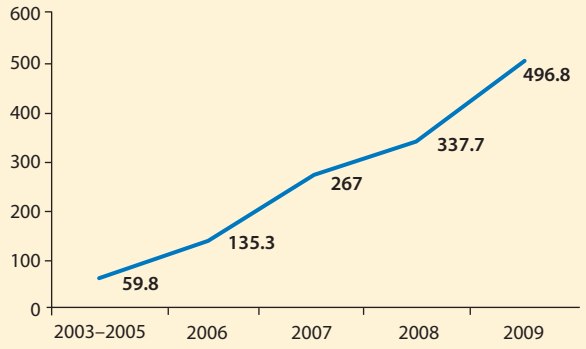
however, to challenge the EFA FTI Partnership to do more to galvanize changes to the "business as usual" aid model at a country level, and in particular to:

- Ensure Catalytic Fund allocations are delivered through the best-aligned modality available at country level. This implies that the donors will agree to use national public financial management and procurement systems to the extent possible, and agree to strengthen their quality and capacity as per the September 2008 Accra agreements.
- Adopt greater flexibility regarding the selection of supervising entities.
- Ensure that the "mutual accountability" principles on which EFA FTI is built are rigorously applied and effectively monitored.

Improved Country Support for Local Education Groups

EFA FTI's success in helping low-income countries accelerate progress toward the EFA and MDG education and gender goals requires continued improvements in support for country-level processes—and stronger communications with the coordinating agencies and local education groups. Therefore, in 2009, the FTI Secretariat improved its system to facilitate country-level collaboration, giving responsibility for partner countries communications and support to focal persons within the Secretariat. These focal persons will act as the first line of contact for all EFA FTI communications; provide support to ESP development and Education Program Development Fund (EPDF) and Catalytic Fund applications; and provide guidance on compliance with EFA FTI requirements. Also in 2009, FTI focal persons: (a) met with local education groups in Nigeria, Vietnam, and the Democratic Republic of Congo to support early FTI planning; (b) organized multiple videoconferences with new and existing FTI partner countries to discuss and resolve emerging issues; and (c) provided intense support to countries preparing a Catalytic Fund application. In addition, the FTI Secretariat has strongly encouraged coordinating agencies and governments in FTI partner countries to improve the predictability of countries' requests for EFA FTI endorsement and funding.

Figure 7: Catalytic Fund Support to Countries in Crisis or Transition Situations, 2003–2009



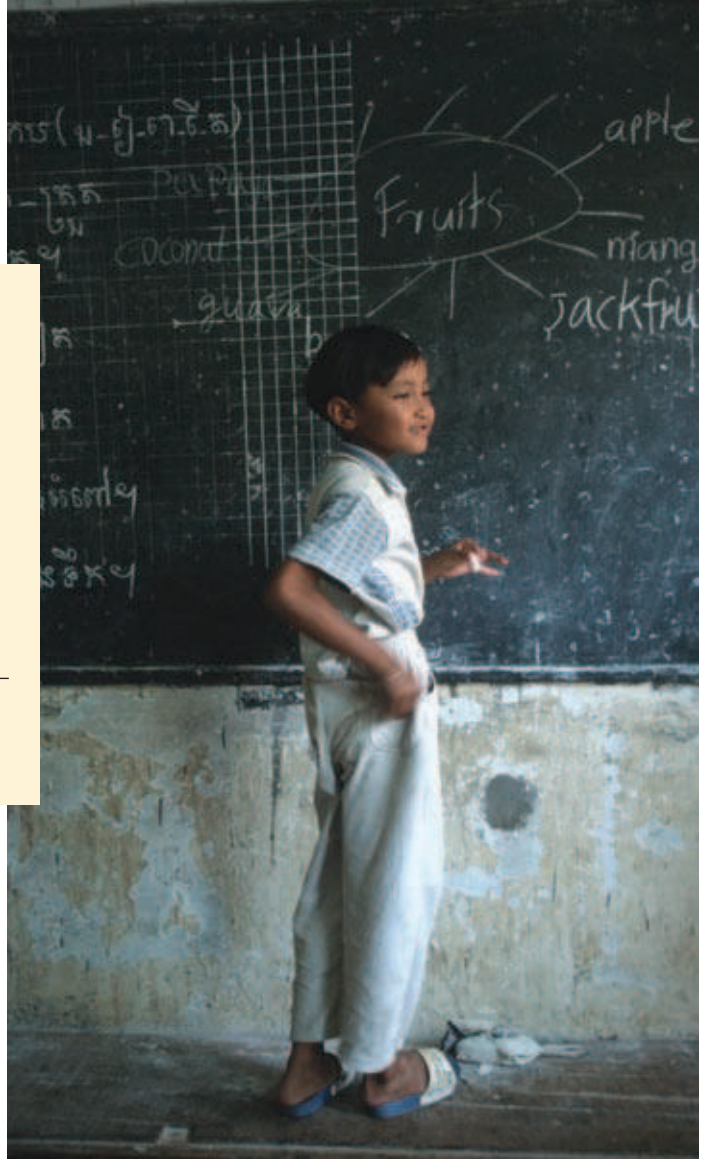
Source: FTI Secretariat, 2009.

Responding to the Needs of Countries in Crisis or Transition Situations

In 2009, 74 percent of Catalytic Fund allocations went to three post-crisis countries: Tajikistan, Nepal, and Haiti. To date, 12 countries in crisis and transition situations have received 31 percent of the total Catalytic Fund allocations.

Countries in crisis or transition situations lack a regular funding mechanism that can provide major assistance for education. This is due in part to the high-risk environment and its weak institutional capacities and governance, low accountability, and instability, which significantly limit policy-making and service delivery capabilities. In response, EFA FTI is creating a funding window that will help low-income countries that lack the capacity to develop and implement an education sector plan to join the Partnership and receive financial support. The EFA FTI Board of Directors has approved an interim approach that modifies the Partnership's country-level processes for countries with low institutional capacities. The FTI Secretariat is developing operational guidelines to help countries receive FTI endorsement and financial support.

Scaled-up efforts to assist countries and regions in crisis and transition situations, such as Liberia, the Democratic Republic of Congo, Afghanistan,



Cambodia. Photo: © Masaru Goto, World Bank

"With the attractive package for teachers introduced through the EFA FTI program, I'm certain that we will meet the target by 2015," stated Biran Saine, a teacher at the lower basic school in Chamoi-Bunda, The Gambia. "UNICEF was able to assist the government in mobilizing US$28 million from the FTI Catalytic Fund to help teachers and promote quality education. […] The program is instrumental in the retention of students, especially girls," Biran explained further. "It ensures that each child is provided with a personal textbook, free of charge, and other relevant learning resource materials, which has contributed to the increase in enrollment."

—**UNICEF,** The Gambia

Burundi, Chad, Cote d'Ivoire, Guinea-Bissau, and South Sudan are priorities for the EFA FTI's agenda in 2010. Indeed, half of the countries expected to apply for EFA FTI endorsement in 2010 are in crisis or transition. The Democratic Republic of Congo, for example, would greatly benefit from a transitional funding mechanism. In that war-torn country, some seven million children are out of school; there is a severe lack of trained teachers; parents who can little afford it have to pay school fees; and providing even basic education services in remote, inaccessible areas in the country is a tremendous challenge.

Prioritization

The Partnership developed a mechanism to help prioritize beneficiary countries for EFA FTI funding which will be rolled out in 2010. This process aims to ensure transparency and more predictable medium-term financing from EFA FTI. Decisions on the amount to be allocated to a given country will be made based on the following four factors:

1. **Eligibility:** All countries with an endorsed interim or full education sector plan in the two lowest categories of IDA[3] are eligible for financing from the Catalytic Fund. Small island countries in all three IDA categories are also eligible.
2. **Commitment:** A firm commitment from the local education group to finalize the funding application within a timeframe communicated to the FTI Secretariat.
3. **Needs and performance:** The amount of the allocation will be determined by a Needs and Performance Indicator and total available EFA FTI resources. The needs of a country are measured by the distance from the education MDGs, the number of school-age children, per capita income, and the amount of planned external aid. Education performance is derived from the World Bank`s Country Policy and Institutional Assessment (CPIA), and on progress in meeting MDG 2.
4. **Predictability of demand and availability of EFA FTI resources:** Total donor commitments will be divided among countries applying for EFA FTI fund support so that countries have an indicative planning figure in preparing their funding request. This calculated amount can be adjusted to provide incentives for countries making good progress.



Tajikistan. Photo: © Parviz Saidov, Project Management Unit for the World Bank funded education project and EFA FTI grant

[3] The International Development Agency (IDA) ranks eligible low-income countries in three categories based on their income per capita. Category I covers the poorest countries; category II covers countries in a middle range; and category III covers countries in the highest range. IDA revises its categories every year based on recent economic developments.

CHAPTER 3

Scaling Up

Leveraging Domestic Financing for Education

EFA FTI was established in 2002 as a "global compact" between low-income countries and donor partners. Donors commit to help mobilize resources and make them more predictable; beneficiaries demonstrate their commitment to UPE through adequate and sustainable domestic financing. It is suggested that partner governments commit 20 percent of their national budgets to education—of which 50 percent should go to primary education.

On average,[4] over the period 2000 to 2008, current FTI partner countries: (a) increased the share of domestic product to education by about 0.5 percent to 4.5 percent; (b) increased the share of education expenditures in the national budget by close to one percent, to approach the FTI benchmark of 20 percent; and (c) maintained the share of resources devoted to the primary/basic subsector at about 47 percent.

Close to 60 percent of partner countries are located in Sub-Saharan Africa. Africa is also the region where, on average, resource flow into the education sector increased the most during the period of analysis. In 2008, for instance, education expenditures claimed 4 percent of GDP in Africa and 20 percent of government budget, with 51.1 percent of those resources going to the primary/basic education subsector.

Bilateral Aid to Education in Low-Income Countries

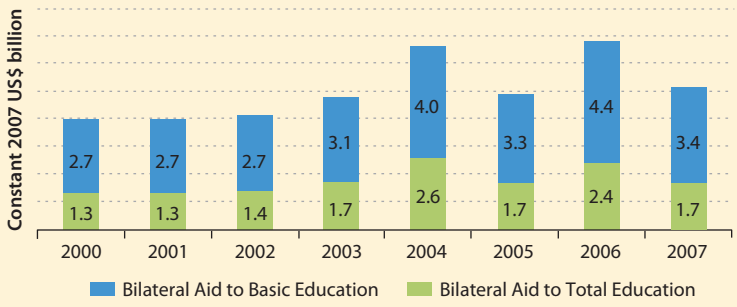
After stagnating at US$2.7 billion[5] in the two years that followed the 2000 World Education Forum in Dakar, bilateral aid to education in low-income countries increased to US$4 billion in 2004. However, this significant increase was scaled-back to US$3.3 billion in 2005. In 2006, aid increased by US$1.2 billion, with France, the Netherlands, and the United Kingdom contributing 98 percent of the increase (figure 9). Total 2007 bilateral aid commitments to education amounted to US$3.4 billion, a 22 percent decline from 2006. Again, however, France, the Netherlands, and the United Kingdom were responsible for US$1.3 billion of total commitments, nearly 40 percent.

Bilateral aid to basic education followed the same pattern as total aid commitment to education (figure 8).

In 2007, low-income countries received 62 percent of the total aid donors committed to basic education (US$2.6 billion). Despite the priority given to low-income countries, the level of aid committed to basic education in these countries remains low compared to the external financing needs, estimated at US$11 billion per year, to achieve the goals for all low-income countries for UPE, early childhood care and education, and literacy (UNESCO, 2007 and 2008).

The level of financing to basic education mobilized by donors varies across FTI partner countries. Overall, for the group of 19 countries endorsed between

Figure 8: Bilateral Aid Commitments to Education in Low-Income Countries, 2000–2007

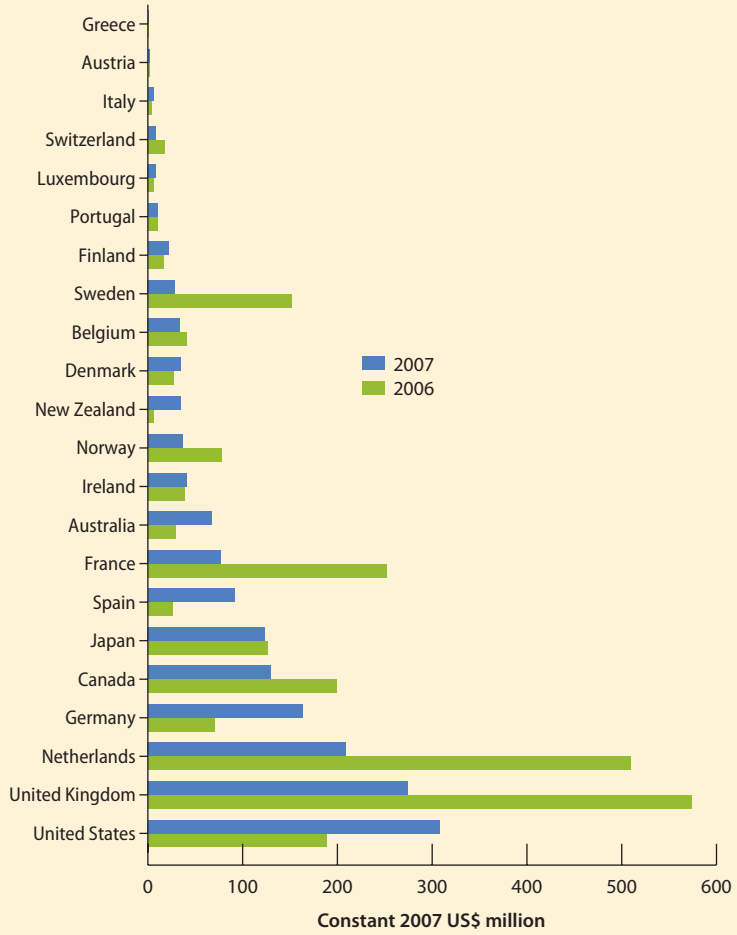


Source: FTI Secretariat using OECD/DAC CRS online database.

[4] The main sources of data are UNESCO's Institute of Statistics, the IMF's Article IV Consultations documents, and country-level data found in various World Bank databases and Country Information Forms. Caution should be exercised in the use and interpretation of these preliminary data, because of missing data and reference to different level of education (primary or basic education).

[5] In constant 2007 prices.

Figure 9: Aid Commitments to Basic Education in Low-Income Countries, by Donor, 2006–2007



Source: FTI Secretariat using OECD/DAC CRS online database.

2002 and 2005, total commitments to basic education increased from US$591 million in 1999/2000 to US$1 billion in 2006/2007.

In the same period, commitments increased in six countries—Burkina Faso, Ghana, Ethiopia, Kenya, Mozambique, and Timor-Leste—and remained at about the same level in Vietnam and Tajikistan. Four FTI partner countries experienced a significant reduction in aid commitments to basic education: Gambia (52 percent), Guinea (75 percent), Nicaragua (26 percent), and Yemen (21 percent).

In terms of disbursements, total aid to basic education in the same 19 FTI partner countries increased from US$314 million in 2002 to US$1 billion in 2007.

EFA FTI Trust Funds

Catalytic Fund Status

Donors have pledged US$1.6 billion to the Catalytic Fund, of which US$201 million represents financial pledges for the period 2010–2013. Disbursements for 2009 are US$220 million. Overall disbursements since the fund's inception amount to US$687 million.

Recent Performance in Processing of Catalytic Fund Grants

Since 2007, changes in procedures related to the Catalytic Fund process include:

- Preparation of documents and safeguard reviews prior to grant allocations;
- Adoption of more flexible grant modalities, when warranted;
- Closer collaboration among stakeholders of the Catalytic Fund portfolio.

These changes are producing positive results: the lag between allocation and grant signature dropped from 12.8 months for allocations made in 2007 to 5.6 months for those made in 2008.

The lag for Catalytic Fund disbursements has decreased considerably over the past two years. For allocations made before May 2007, only 12 percent were not disbursed by November 2009. The disbursement lag[6] for allocations made after May 2007 is 3.5 percent (excluding two countries under suspension—Guinea and Madagascar).

More FTI Partner Countries Receive Financial Support

Catalytic Fund allocations reached US$1.6 billion for 32 countries in 2009. Rwanda, Nepal, Lesotho, Tajikistan, and Haiti received Catalytic Fund allocations totaling US$210.5 million during the 2009 calendar year (figure 11). **Nepal** and **Haiti** received three-year grants from the Catalytic Fund for the first time. In Nepal, Catalytic Fund support enables strategic activities and investments to accelerate progress in education. For Haiti, Catalytic Fund support will be structured to respond flexibly

[6] The percentage difference between actual cumulative disbursements and the cumulative disbursement estimates.

to the effects on the education sector of the recent devastating earthquake. In **Tajikistan,** the Catalytic Fund grant will help: (a) build and rehabilitate schools and provide basic school materials to over 60,000 students, (b) provide supplementary reading materials to roughly one-quarter of the country's schools, and (c) provide extra training to 20,000 teachers every year. In **Lesotho,** the Catalytic Fund will provide an additional 1,000 gender- and disabled-friendly classrooms for existing primary and pre-primary schools, rehabilitate at least a further 400 classrooms, and provide furniture for at least 1,400 classrooms. It will also support operating costs for 150 additional classrooms for 6,000 children, providing schooling to 10 percent of the age-five population, and improve the quality of teaching and learning. In **Haiti,** coordination among agencies on the ground is ongoing to restructure the Catalytic Fund proposal with the objective of maximizing responsiveness and leveraging other resources and efforts in the education sector. Immediate support is proposed for school feeding and the provision of temporary school facilities.

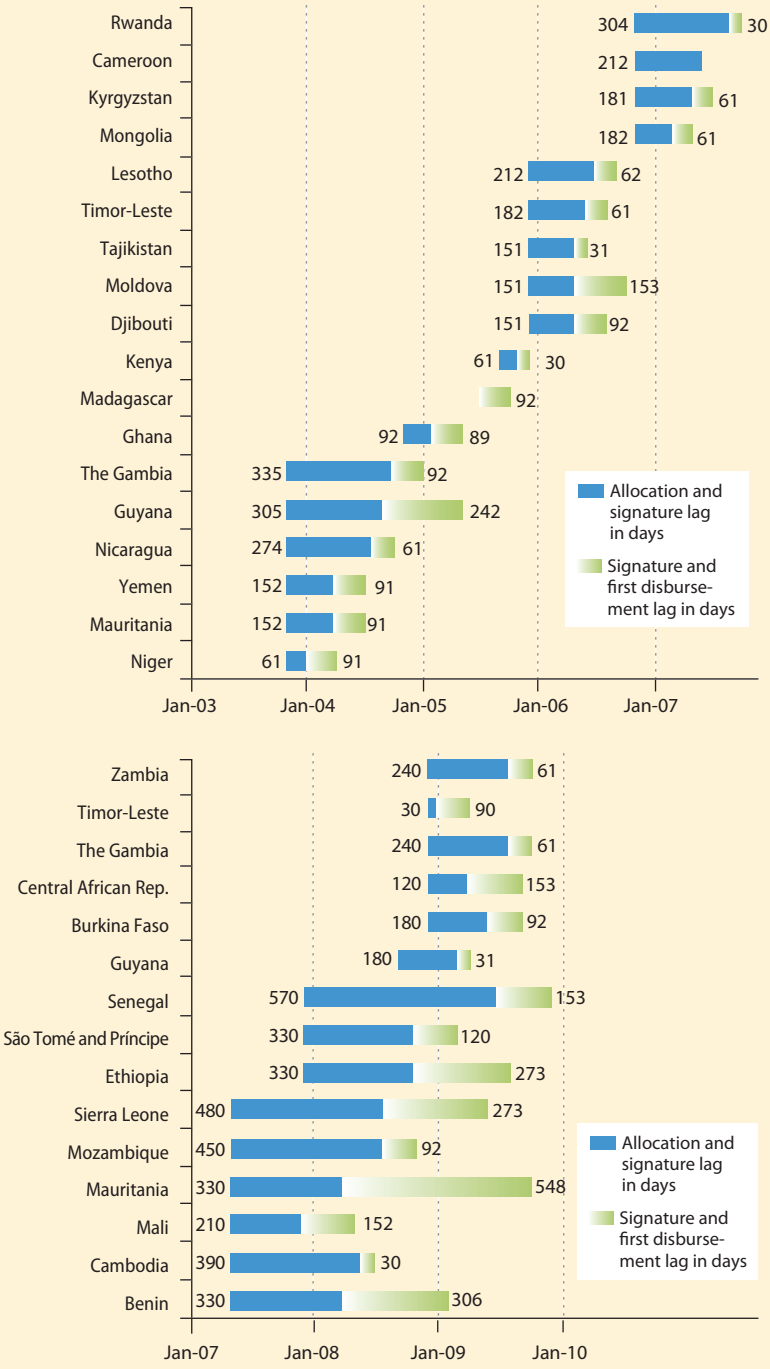
Country Programs Requesting Funding by the End of 2010

Some 20 countries[7] are projected to seek Catalytic Fund financing by the end of 2010. These include three categories of countries: (a) countries eligible for Catalytic Fund support and coming forward for EFA FTI endorsement in 2010, (b) countries that are currently Catalytic Fund beneficiaries returning for additional support, and (c) two countries with FTI-endorsed education sector plans that are not yet Catalytic Fund beneficiaries—Lao PDR and Liberia.

Providing Support for Education during Political Transition

In 2009, in Madagascar, Mauritania, and Guinea, the implementation of Catalytic Fund activities faced particular constraints due to political upheavals. The Catalytic Fund Committee sought solutions to prevent a reversal in education progress and to prevent

Figure 10: Processing of Catalytic Fund Grants, January 2003–January 2010



Source: FTI Secretariat, December 2009.

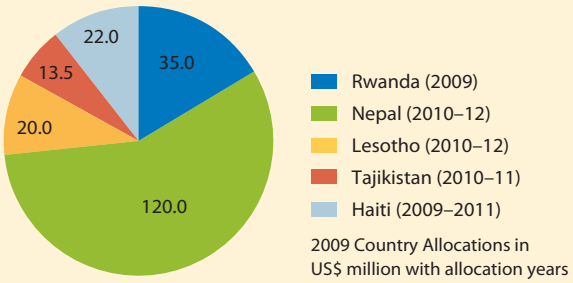
[7] This includes possible applications from provinces or federal states.

BOX 6 | **Rwanda—Forging partnerships for change**

In 2006, the EFA FTI Partnership endorsed the government's Education Sector Strategic Plan and Long-Term Strategy and Financial Framework 2006-2015 and Rwanda was allocated a US$70 million Catalytic Fund grant. This funding, alongside new and existing donor contributions, enables Rwanda to hire an extra 2,400 teachers, build 112,000 classrooms and supply textbooks in core subjects for all primary school children.

In April 2009, a US$35 million one-year Catalytic Fund bridging grant was allocated. Rwanda expects to submit a new application for Catalytic Fund support in 2010. The grant will help build 2,220 additional classrooms, procure and distribute 500,000 textbooks, top up capitation grants, and train 30,000 teachers in English. According to Rwanda's Minister for Finance and Economic Planning, Mr. James Musoni, "This adds value and commitment to the entire sector. This contribution is very important because it targets those key areas of basic education."

Figure 11: 2009 Country Allocations (US$ million)



Source: FTI Secretariat, 2009.

the children in these countries from suffering further from the crises.

For example, rather than suspend or cancel the US$85.1 million allocation made to Madagascar in 2008, following political turmoil in the country, the Catalytic Fund Committee agreed in 2009 to allocate US$15 million of it to UNICEF to support teachers' salaries and school construction for communities without schools over the period January–June 2010. The Catalytic Fund Committee further agreed to consider proposals made by the Madagascar Local Education Group for program activities from July 2010 for an amount up to US$49 million. The balance of the original allocation was made available for allocation to other country programs.

In Mauritania, following elections in July 2009, the Catalytic Fund allocation of US$14 million approved in May 2007 is again being implemented.

In Guinea, the Catalytic Fund grant of US$117.8 million was suspended in December 2008, following the death of President Conte and the seizure of power by the military. The ongoing crisis has had a notable impact on children: more than 100,000 primary school children may be deprived of an education and 1,200 schools are facing operational cost shortfalls. The local education group will submit a proposal for restructuring the program in spring 2010.

Education Program Development Fund

The Education Program Development Fund (EPDF) was created in November 2004 to enable more low-income countries to develop education sector plans, a key requirement for accessing EFA FTI support. As of the end of December 2009, donor commitments to the EPDF reached US$114 million (annex 2), of which US$112.1 million has been allocated. To date, US$94.5 million of that amount has been allocated to support country-specific and regional activities involving 60 partner countries worldwide; US$17.6 million has been allocated to the Global Campaign for Education to support its Civil Society Education Fund project. Its purpose is to build the capacity of national civil society coalitions in FTI partner countries in Asia, Africa, and Latin America so they can be more fully engaged with national governments and local donor groups in working toward EFA goals.



Uganda. Photo: © Alberto Begue, FTI Secretariat

Policy and Capacity for Education: EPDF Successor

Since December 2008, a task team has been working on restructuring the Education Program Development Fund. In November 2009, the FTI Board of Directors approved the task team's proposal to develop the Policy and Capacity for Education (PACE) program, the successor program to the EPDF, beginning in July 2010. PACE is intended to contribute significantly to strengthening both local education groups and the capacity of governments to implement their education sector plans. Program participants recognize that capacity building goes beyond support to include the preparation of education sector plans; strengthening policy implementation and financing; and monitoring results achieved.

PACE's objectives are to:

- Strengthen the capacity of low-income countries, including countries in crisis and transition situations, to shape and achieve their education goals;
- Improve the capacity at the country level to prepare and endorse education sector plans or interim plans; and
- Facilitate better coordinated support, knowledge development and sharing, and stakeholder engagement.

New Trust Fund Architecture: the EFA Fund

At the November 2009 meeting in Rome, at the request of the FTI Board of Directors, the FTI Secretariat presented a proposal for a single EFA Fund to replace the existing multiple EFA FTI trust fund arrangements. Currently, each EFA FTI trust fund operates with its own rules, procedures, and decision-making structure. The resulting "fund fragmentation" is seen as weakening the linkages between the FTI Board of Directors' decision making and country-allocation decisions, blunting the impact of recent governance reforms intended to give voice to FTI partner countries, and increasing the cost of doing EFA FTI business. More than simply addressing the complexity of funds administration, the single EFA Fund approach would aim to reestablish the centrality of the partner country in the EFA FTI process; create a unified dialogue with the EFA FTI Partnership, connecting EFA FTI policy with funding; and provide a focus for the political leadership needed to support a successful replenishment of EFA FTI.

Resource Mobilization and Replenishment

The EFA FTI Partnership has repeatedly stressed the importance of more sustainable and predictable financing for basic education in low-income countries. In their 2009 summit communiqué, G8 leaders singled out the replenishment of EFA FTI as a priority investment for sustainable development and economic growth. The task team on EFA FTI replenishment emphasized the need to establish more long-term and additional financing for endorsed FTI partner countries. In its report, the task team defined two phases of a resource mobilization effort:

- The first phase is intended to meet the financing needs for the EFA FTI trust funds, covering the 18-month period from June 2009 to December 2010;
- The second phase is intended to meet the financing needs of FTI-endorsed and candidate countries beyond 2011.

The resource mobilization effort for EFA FTI was announced at the EFA FTI Steering Committee meeting in Copenhagen in April 2009. This was followed by a formal launch at a ministerial breakfast meeting, hosted by Danish Minister of Development, Ms. Ulla Tørnaes, and World Bank Managing Director, Mr. Graeme Wheeler, in Washington, DC on April 25, 2009.

BOX 7 | Road map for EFA FTI replenishment

Filling the immediate US$1.2 billion financing shortfall for the EFA FTI trust funds

PHASE I: June 2009–December 2010

- Carol Bellamy visits various capitals to meet with high-level donor representatives
- Mapping of a strategic action plan for the resource mobilization effort
- Production of communications material in support of the resource mobilization effort
- Outreach to civil society organizations and foundations in Europe and North America
- 14 leading African Ministers address financing needs for EFA in letter to counterparts in OECD donor countries
- High-Level Roundtable on Financing EFA at the World Bank Annual Meetings in Istanbul in October 2009
- Existing donors to the EFA FTI trust funds requested to fill the short-term financing gap in November 2009
- Donor pledges by existing EFA FTI donors amounted to US$1.66 billion by the end of 2009

Covering financing needs until 2015

PHASE II: 2011–2015

- Determining overall financing needs with EFA FTI Needs and Performance Framework
- Financing gap would reach a minimum of US$2 billion per year or US$6 billion for 3-year financing cycles from 2011 onwards[1]
- Road show and intermediate events will accompany strategic and political resource mobilization effort
- A conference organized around the World Cup in South Africa in June 2010 will benefit from the momentum and public awareness built up by the 1-Goal Campaign
- EFA FTI replenishment can gain from the agenda of the G8-G20 under the leadership of Canada, which is an FTI Board member

[1] The EFA FTI Secretariat estimated in 2008 that the financing gap would reach a minimum of US$2 billion per year or US$6 billion for a 3-year period based on the needs of low-income countries.

CHAPTER 4

Marking a Step Change

Building on Progress in 2009

New Board of Directors

Based on the reformed governance structure of the EFA FTI Partnership, an expanded, more inclusive 17-member Board of Directors came into effect on July 1, 2009. Members represent the various EFA FTI constituencies (annex 4)—including the private sector, new donors, partner countries, and civil society organizations. The Board of Directors serves as the governing body of EFA FTI and is responsible for setting policies and strategies, as well as reviewing and approving objectives for the EFA FTI Partnership.

The Board of Directors represents the EFA FTI Partnership and provides overall policy guidance and coordination. Plans call for the redesign in 2010 of the EFA FTI funding instruments; this would give the Board authority to make funding decisions now made by the trust fund committees. Among other benefits, this will provide a clearer focus for decision making and ensure partner country and civil society participation in these financial decisions.

Independent Chair Appointed

At the November 4, 2009 meeting of the Board of Directors, following a competitive process and consistent with EFA FTI's reformed governance structure, Ms. Carol Bellamy was unanimously selected to be the first independent chair of the FTI Board of Directors. Ms. Bellamy is a well-known international advocate for children's education and children's rights. She served as UNICEF Executive Director from 1995 to 2005 and Director of the U.S. Peace Corps from 1993 to 1995. More recently, she was President and CEO of World Learning, a U.S.-based international organization that promotes international learning and development in over 75 countries. Her appointment is for three years beginning in December 2009.

"One of the high-priority areas for the FTI Board of Directors in 2010 is to lead efforts to build on and expand successes of the EFA FTI to ensure millions of children can go to school."

—**Carol Bellamy,** Chair of the EFA FTI Board of Directors.

Head of the FTI Secretariat Appointed

The selection of Mr. Robert Prouty as the head of the FTI Secretariat was announced by the new chair in mid–December 2009. The search for the head of the FTI Secretariat was led by a committee of the Board chaired by Italy co-chair, Mr. Renzo Rosso, and consisting of representation from Denmark, Burkina Faso, the UK, UNESCO, and the Global Campaign for Education. Over 70 candidates were considered for this position. Mr. Prouty is well known to the FTI community having served as acting head of the Secretariat since November 2008. He holds a Ph.D. in Educational Administration with an emphasis on African studies and specializes in classroom issues and learning outcomes. He has extensive development experience in education.

Learning from the Mid-Term Evaluation

The EFA FTI Board of Directors received the draft mid-term evaluation in November 2009. This important report allows the EFA FTI Partnership to take stock of its initial years and to consider new directions and the relevance of its operational and institutional goals. The evaluation identifies opportunities for the advancement of the EFA FTI agenda at a global level. It affirms the importance of the EFA FTI Partnership for the development of education in low-income countries. It concludes that the EFA FTI's goals remain important and relevant but that the Partnership has not had the impact to date that it could and should have had. It suggests three critical



Sudan. Photo: © Alberto Begue, FTI Secretariat

areas where the Partnership can significantly ramp up its efforts:

1. **Catalyzing an increase in aid for education at the country level.** There has been little growth in aid commitments to education in recent years and EFA FTI must take greater responsibility as a global advocate for increasing all education funding.

2. **Driving progress on the Paris Declaration agenda.** There is considerable scope for EFA FTI to better communicate its aims for improving and influencing progress toward aid effectiveness at the country level and, importantly, to ensure that EFA FTI-funded activities are better linked to this objective.

3. **Strengthening policy and planning for better education outcomes at the country level.** Evidence from the country case studies strongly suggests that EFA FTI must provide more effective support to countries as they develop and implement education sector plans and, through this, to promote accelerated progress toward EFA.

Embracing the challenges identified by the evaluation and building on the partnership's existing strengths presents an exciting opportunity for reform in 2010 and beyond. The EFA FTI Partnership has already started to use the evaluation to develop a comprehensive roadmap to reform. It will realign the Partnership to meet the new and emerging challenges outlined in the evaluation and subsequent directions from the FTI Board of Directors.

Annexes

ANNEX 1

Status of Current FTI Partner Countries on Reaching a PCR of 95%, 2000 and 2008

		Primary School Completion Rate		
Country	**Endorsement year**	**2000**	**2008**	**Overall progress (2008)**
Albania	2006	102	95[-4]	Achieved
Georgia	2007	99	100	Achieved
Guyana	2002	111	110	Achieved
Kyrgyzstan	2006	95	92	Achieved
Mongolia	2006	90	93	Achieved
Tajikistan	2005	95	98	Achieved
Benin	2007	39	65	On Schedule
Bhutan	2009	52	84	On Schedule
Cambodia	2006	47	79	On Schedule
Honduras	2002	—	90	On Schedule
Kenya	2005	—	90[-3]	On Schedule
Lesotho	2005	60	73[-1]	On Schedule
Madagascar	2005	38	71	On Schedule
Mozambique	2003	16	59	On Schedule
Vietnam	2003	96	—	On Schedule
Zambia	2008	61	93	On Schedule
Sao Tome and Principe	2008	—	76	On Schedule
Cameroon	2006	50	73	Not on Schedule
Ethiopia	2004	23	52	Not on Schedule
Ghana	2004	66[+1]	79	Not on Schedule
Guinea	2002	32	55	Not on Schedule
Lao PDR	2009	69	75	Not on Schedule
Liberia	2007	—	58	Not on Schedule
Mali	2006	31	57	Not on Schedule
Nepal	2009	66	77	Not on Schedule
Nicaragua	2002	66	75	Not on Schedule
Niger	2002	18	38	Not on Schedule
Rwanda	2006	22	54	Not on Schedule
Mauritania	2002	51	58[-1]	Not on Schedule
Senegal	2006	39	56	Not on Schedule
Sierra Leone	2007	—	88[-1]	Not on Schedule
Burkina Faso	2002	25	38	Not on Schedule
Central African Republic	2008	—	33	Not on Schedule
Djibouti	2006	28	41	Not on Schedule
Gambia, The	2003	79	79	Not on Schedule
Malawi	2009	65	58	Not on Schedule
Moldova	2005	90	84	Not on Schedule
Yemen, Rep.	2003	55	61	Not on Schedule
Haiti	2008	—	—	No Data
Timor-Leste	2005	—	80	No Data

x-n value for year (2008-n)
x+n value for year (2008+n)

ANNEX 2

EPDF Donor Pledges and Receipts in US$ Million,

as of October 31, 2009

Country	2005	2006	2007	2008	2009	2010–2013	Total 2005–2013	Received
Australia				1.06	0.66		1.72	1.72
Canada	—	3.5	—	—	1.65	7.4	12.55	5.12
France		1.74	2.00	2.11	1.93	—	7.78	5.85
Ireland		0.94	1.07	1.32	—		3.33	3.3
Japan	—	—	1.2	—	—	—	1.20	1.20
Luxembourg		1.30	0.92	1.2	1.1	—	4.53	4.53
Netherlands		1.5	6.8	5.2	—	—	13.50	8.3
Norway	4.87	30.0	6.5	1.4	—	—	42.77	42.77
Russia	—		1.2	2.0			3.20	3.20
Spain					1.4		1.41	1.41
Sweden		2.6	—	3.8	1.4	2.8	10.6	6.37
UK	0.94	4.98	4.96	0.7	—	—	11.57	11.57
TOTAL	5.81	46.56	24.65	18.79	8.14	10.2	114.15	95.34

ANNEX 3 FTI Task Teams Active in 2009

EFA FTI task teams are created to complete a specific task needed to fulfill the EFA FTI Partnership's work program. The FTI Board of Directors commissions task teams as appropriate and provides oversight to ensure delivery of agreed terms of reference and timeframe. FTI task teams report to the FTI Board of Directors until their mandates are completed. FTI task teams are open to all partners on a voluntary basis, unless the purpose of the task team concerns specific constituencies.

➤ Replenishment Mechanism Task Team

United Kingdom, *Chair*

MEMBERS

United Kingdom, Denmark, World Bank, Spain, UNESCO, European Commission, FTI Secretariat

DESCRIPTION

The task team was commissioned in Oslo in December 2008 to recommend a detailed replenishment mechanism to the FTI Board of Directors. The task team presented several recommendations which were approved by the Steering Committee in Copenhagen in April 2009. Having completed its mandate and submitted its final summary report, the task team was disbanded.

➤ Governance Task Team

Denmark, *Chair*

MEMBERS

Canada, European Commission, Ghana, Global Campaign for Education, World Bank, UNICEF, FTI Secretariat

DESCRIPTION

The task team's mandate was to finalize the Governance Document, following consultations across the various constituencies. Having completed its mandate by finalizing the governance document in March 2009, the task team was disbanded.

➤ Prioritization Task Team

Sweden, *Chair*

MEMBERS

Canada, European Commission, Germany, the Netherlands, Norway, Spain, UNESCO, UNICEF, World Bank, FTI Secretariat

DESCRIPTION

The task team was created in December 2008 to develop a proposal for a mechanism to assist in determining the prioritization of beneficiary countries. The task team held a final meeting on June 2009 in Stockholm, where it produced its final proposal.

➤ EPDF II Task Team

Australia, *Chair*

MEMBERS

Canada, Ireland, France, Norway, World Bank, UNICEF, FTI Secretariat

DESCRIPTION

The task team was commissioned in December 2008 to lead the redesign of the EPDF. The EPDF II Task Team met in July 2009 to develop a design draft for the new EPDF. It presented its design draft and recommendations at the Board of Directors and EPDF Committee meetings in November 2009 in Rome.

➤ Transition Fund Task Team

The Netherlands, *Chair*

MEMBERS

The Netherlands, United Kingdom, Global Campaign for Education represented by the Brookings Institution, European Commission, Canada, FTI Secretariat

DESCRIPTION

The task team was created in Paris in September 2009. The objective of the task team is to explore alternative options for financing countries with low institutional capacities and countries that do not meet the current Catalytic Fund criteria. Until alternate options have been explored and a new decision taken, the Catalytic Fund Committee will be asked to accommodate new requests from post-crisis and transition countries.

ANNEX 4 FTI Board of Directors

Representatives from Partner Countries

BURKINA FASO
Ministry for Basic Education and Literacy
Ms. Marie Odile Bonkoungou
Minister of Basic Education and Literacy

Ms. Ibrahima Kaboré
Permanent Secretary of the Ten Year Plan for Basic Education

GUYANA
Ministry of Education
Mr. Shaik Baksh
Minister of Education

MOLDOVA
Ministry of Education
Ms. Galina Bulat
Deputy Minister of Education and Youth Education for All—Fast Track Initiative Project

MOZAMBIQUE
Ministry of Education
H. E. Mrs. Albertina Bila
Permanent Secretary

Mr. Manuel Rego
Director of Planning and Cooperation

Representatives from Donor Countries

AUSTRALIA
Australian Agency for International Development
Mr. Peter Versegi
Assistant Director General, Governance and Service Delivery Branch

Mr. Steve Passingham
Principal Education Adviser Education Thematic Group

DENMARK
Ministry of Foreign Affairs
Mr. John Nielsen
Head of Department

Mr. Steen Sonne Andersen
Senior Technical Adviser

ITALY
Ministry of Foreign Affairs
Mr. Renzo Rosso
Coordinator, Activities with Multilateral Organizations, Directorate General for Development Cooperation

Ms. Teresa Savanella
Adviser, Multilateral Cooperation, Directorate General for Development Cooperation

THE NETHERLANDS
Ministry of Foreign Affairs
Mr. Bram van Ojik
Director of the Department of Social Development

Mr. Vincent Snijders
Senior Education Adviser

SPAIN
Ministry of Foreign Affairs and Cooperation
Mr. Juan López-Dóriga
Director General of Planning and Evaluation of Development Policies

UNITED KINGDOM
Department for International Development
Mr. Gavin McGillivray
Head of Global Funds Department

Mr. Peter Colenso
Head of Human Development

Mr. Phil Rose
Head of Education Policy Team

Mr. Carlton Evans
Global Funds Program Manager

Representatives from Multilateral Agencies

EUROPEAN COMMISSION
Mr. Lluis Riera
Director, DG Development and Relations with African, Caribbean and Pacific States

Ms. Marja Karjalainen
Deputy Head of Unit, DG Development and Relations with African, Caribbean and Pacific States

UNESCO
Mr. Olav Seim
Director, Education for All—International Coordination Team

UNICEF
Ms. Dina Craissati
Senior Adviser, Education

WORLD BANK
Ms. Elizabeth King
Sector Director, Human Development Network

Mr. Robin Horn
Sector Manager, Education Human Development Network

Civil Society Organizations

GLOBAL CAMPAIGN FOR EDUCATION
Mr. Kailash Satyarthi
Chairperson, Global March Against Child Labour. President, Global Campaign for Education

Ms. Lucia Fry
Policy Adviser

EDUCATION FOR ALL CAMPAIGN NETWORK GAMBIA
Mr. Matarr Suraa K. Baldeh
National Coordinator

WORLD ECONOMIC FORUM
Mr. Alex Wong
Senior Director, Head of Centre for Global Industries (Geneva), Head of Global Education Initiative

Ms. Ana Karinna Sepulveda
Associate Director Global Education Initiative Global Leadership Fellow

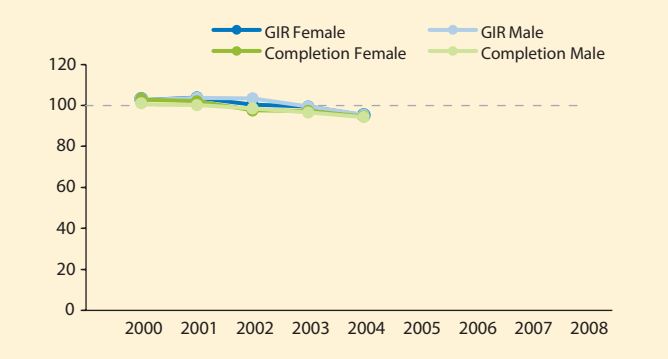
ANNEX 5 FTI Partner Countries

Country	Endorsement Year	Coordinating Agency	Allocation Date (Month. Year)	Funding Period	Total Allocation in US$ millions	Grant Agreement(s) Signing Date	Total Disbursed in US$ millions
Countries with an endorsed ESP but not receiving Catalytic Fund support							
Albania	2006	UNICEF					
Bhutan	2009	UNICEF and World Bank					
Georgia	2007	UNICEF					
Honduras	2002	UNICEF/ GTZ					
Lao PDR	2009	AusAid					
Liberia	2007	UNICEF					
Malawi	2009	GTZ (Germany)					
Vietnam	2002	UNESCO					
Countries with an endorsed ESP and Catalytic Fund recipients							
Benin	2007	Swiss Development Cooperation	May–07	2007–2009	76.1	Apr–08	21.3
Burkina Faso	2002	World Bank	Dec–08	2009–11	102.0	Jun–09	22.0
Cambodia	2006	UNICEF (rotating CA)	May–07	2007–2009	57.4	Jun–08	3.6
Cameroon	2006	UNESCO	Nov–06	2007–2009	47.3	Jun–07	22.5
Central African Republic	2008	France	Dec–08	2009–11	37.8	Apr–09	2.9
Djibouti	2006	Agence Française de Développement (AFD)	Dec–05	2006–2007	8.0	May–06	8.0
Ethiopia	2004	UK Department for International Development (DFID)	Dec–07	2008–2010	70.0	Nov–08	36.5
Gambia, The	2003	UNICEF	Nov–03 , Dec–08,	2004–2006; 2009–2011	41.4	Oct–04, Aug–09	19.0
Ghana	2004	World Bank/ UNICEF	Nov–04	2005–2007	33.2	Feb–05	27.6
Guinea	2002	KfW & GTZ (Germany)	Dec–07	2008–2010	117.8	Aug–08	
Guyana	2002	World Bank	Nov–03, Sep–08	2004–2006, 2009–2011	32.5	Oct–04, Mar–09	16.4
Haiti	2008	UNESCO	Sep–09	2009–2012	22.0		
Kenya	2005	Canadian International Development Agency (CIDA)	Sep–05	2005–2007	121.0	Nov–05	121.0
Kyrgyzstan	2006	UNICEF	Nov–06	2007–2009	15.0	May–07	8.5
Lesotho	2005	Irish Aid	Dec– 05, Nov–09	2006–2007; 2010–2012	31.9	Jul–06	9.2
Madagascar	2005	World Bank and UNICEF	Jul– 05, Apr–08	2005–2007, 2008–2010	124.1	July–05, Dec–09	60.0
Mali	2006	Agence Française de Développement (AFD)	May–07	2007–2008	8.7	Dec–07	4.7
Mauritania	2002	World Bank	Nov–03, May –07	2003–2005, 2007–2008	23.0	Apr–04, Apr–08	11.5
Moldova	2005	UNICEF	Dec–05	2006–2007	8.8	May–06	7.3
Mongolia	2006	Asian Development Bank	Nov–06	2007–2009	29.4	Mar–07	25.1
Mozambique	2003	UNICEF	May–07	2008–2009	79.0	Aug–08	58.0
Nepal	2009	Danish Embassy	Nov–09	2010–2012	120.0		
Nicaragua	2002	European Commission	Nov–03	2004–2006	24.0	Aug–04	24.0
Niger	2002	World Bank	Nov–03	2003–2005	21.0	Jan–04	13.0
Rwanda	2006	UK Department for International Development (DFID)	Nov–06	2007–2009	105.0	Sep–07	70.0
São Tomé and Príncipe	2007	UNDP	Dec–07	2008–2010	3.6	Nov–08	0.9
Senegal	2006	ACDI/ Canada	Dec–07	2008–2010	81.5	Jul–09	9.3
Sierra Leone	2007	UNICEF	May–07	2007–2009	13.9	Sep–08	3.0
Tajikistan	2005	UNICEF/ World Bank	Dec–05, Nov–09	2006–2007, 2010–2011	31.9	May–06	19.6
Timor–Leste	2005	World Bank	Dec–05, Dec–08	2006–2007, 2009	13.1	Jun–06, Jan–09	10.6
Yemen	2003	USAID	Nov–03	2004–2006	40.0	Apr–04	20.0
Zambia	2008	IrishAid/ Netherlands	Dec–08	2009–2010	60.0	Aug–09	30.0

ANNEX 6

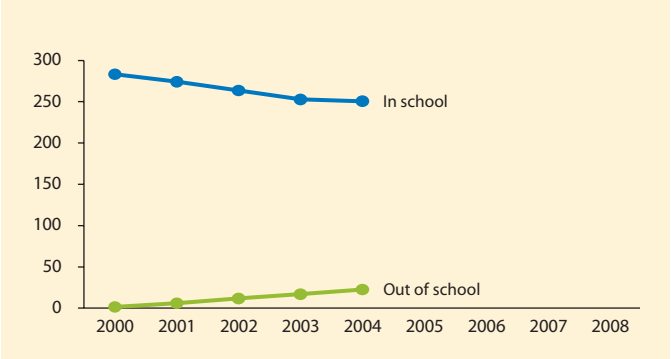
FTI Partner Country Profiles

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

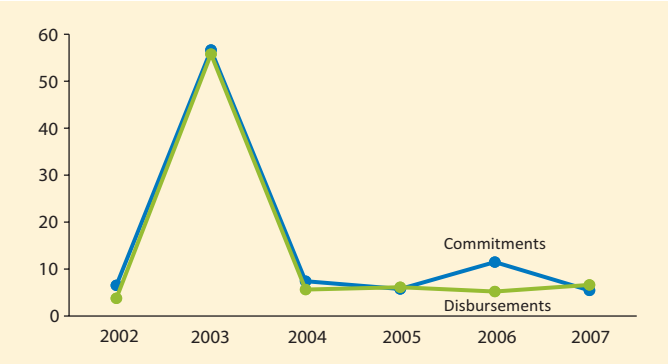


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	**11**	**11**	**11**	**11**	—	—
Public education expenditure as a % of GDP	**2.7**	**2.8**	2.9	**2.9**	**3.5**	**3.6**	—	—	—
Share of primary education in recurrent education budget (%)	—	**63**	**61**	**66**	**65**	**64**	—	—	—
Primary net enrollment rate	36	37	36	38	41	45	48	54	60
Primary pupil teacher ratio	23	22	21	21	21	—	—	—	—
Percentage of repeaters in primary (female)	3	3	3	2	2	—	—	—	—
Percentage of repeaters in primary (male)	5	5	5	3	3	—	—	—	—
Primary dropout rate (female)	3	5	3	3	—	—	—	—	—
Primary dropout rate (male)	5	2	4	4	—	—	—	—	—
Transition rate from primary to secondary (male)	95	93	100	99	—	—	—	—	—
Transition rate from primary to secondary (female)	93	93	98	100	—	—	—	—	—

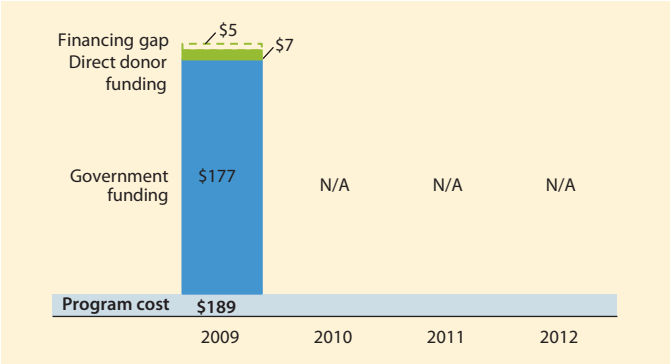
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



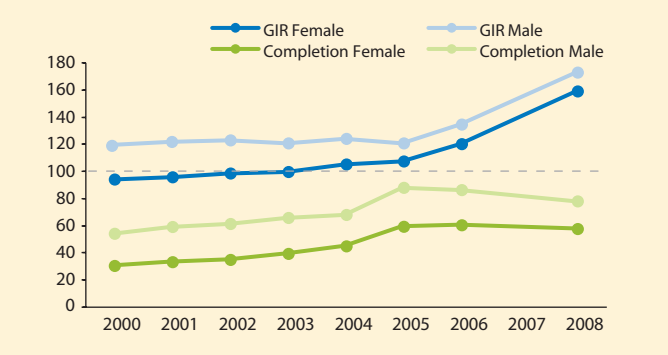
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	25.2	120.0	43.6	29.2	47.9	48.4	16.6	118.2	32.9	33.4	32.1	53.6
— Basic education	6.5	56.7	7.4	5.8	11.5	5.5	3.8	55.8	5.6	6.1	5.2	6.6
— Secondary education	3.5	46.0	12.2	1.9	15.5	7.3	7.3	47.5	8.2	5.5	9.0	9.2
— Post-secondary education	15.2	17.4	24.0	21.6	20.8	35.6	11.3	18.7	25.1	25.1	22.4	42.4
Education ODA per capita (US$)	8.1	38.7	14.0	9.3	15.2	15.3	5.4	38.1	10.6	10.7	10.2	16.9
Basic ed. ODA per primary-aged child (US$)	25.9	227.8	30.2	24.0	49.3	24.5	14.5	217.9	22.4	24.7	21.3	27.6

Source: OECD/DAC CRS Online database and World Bank

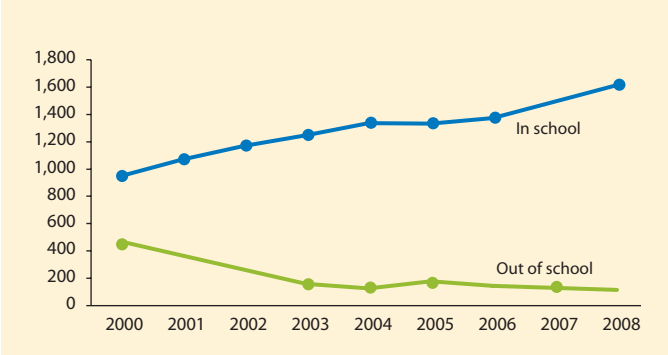
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

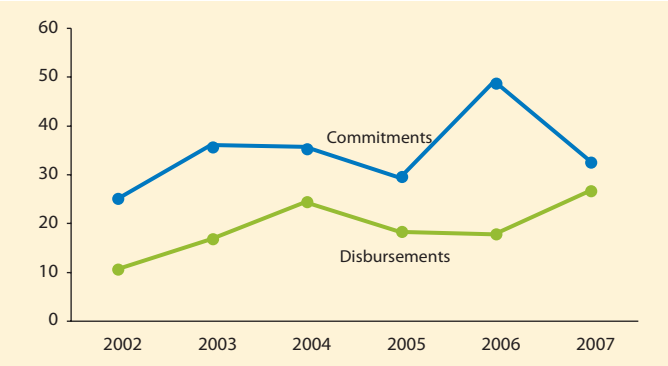


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	21	—	25	22	—
Public education expenditure as a % of GDP	3.1	3.2	—	—	4.4	—	3.9	3.6	—
Share of primary education in recurrent education budget (%)	53	55	—	—	50	—	54	58	—
Primary net enrollment rate	78	78	78	78	76	75	72	73	—
Primary pupil teacher ratio	53	54	53	62	52	47	44	—	45
Percentage of repeaters in primary (female)	20	20	23	20	23	17	8	—	14
Percentage of repeaters in primary (male)	20	20	21	20	23	17	8	—	14
Primary dropout rate (female)	6	7	9	7	13	8	—	—	—
Primary dropout rate (male)	4	5	7	6	12	7	—	—	—
Transition rate from primary to secondary (male)	75	—	51	—	—	70	—	—	—
Transition rate from primary to secondary (female)	73	—	51	—	—	72	—	—	—

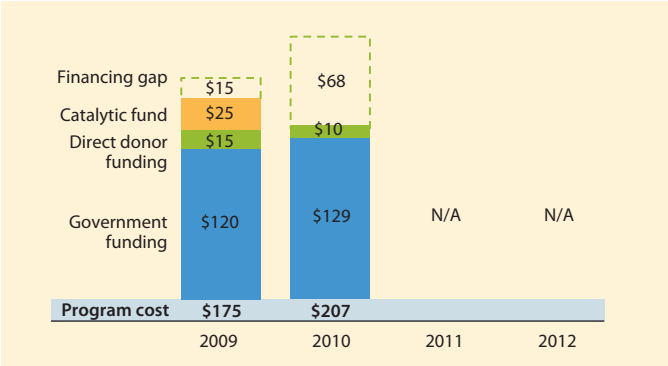
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



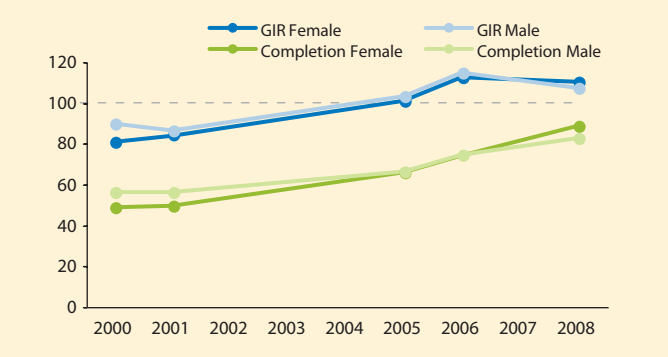
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	59.7	71.6	66.6	79.3	88.7	76.1	32.4	42.9	50.7	52.0	53.3	67.8
—Basic education	24.4	35.6	35.2	28.9	48.6	32.5	10.1	16.4	23.9	17.8	17.3	26.2
—Secondary education	7.3	9.2	5.0	16.5	7.4	10.5	6.5	5.4	5.6	7.0	7.3	11.9
—Post-secondary education	28.0	26.7	26.3	33.9	32.7	33.1	18.1	23.7	25.4	29.3	31.9	32.8
Education ODA per capita (US$)	8.4	9.7	8.7	10.0	10.9	9.0	4.5	5.8	6.6	6.6	6.5	8.0
Basic ed. ODA per primary-aged child (US$)	21.1	29.9	28.7	22.9	37.4	24.3	9.3	14.6	20.7	15.0	14.1	20.7

Source: OECD/DAC CRS Online database and World Bank

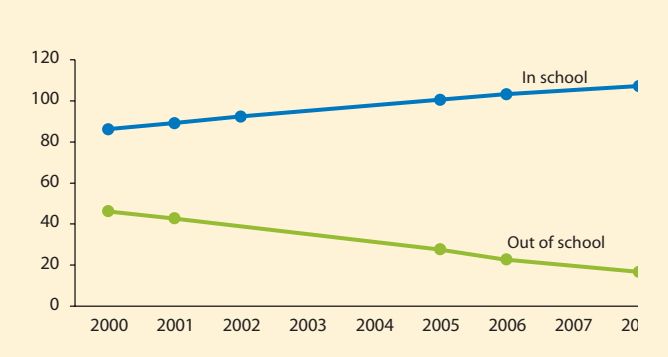
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts)..

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

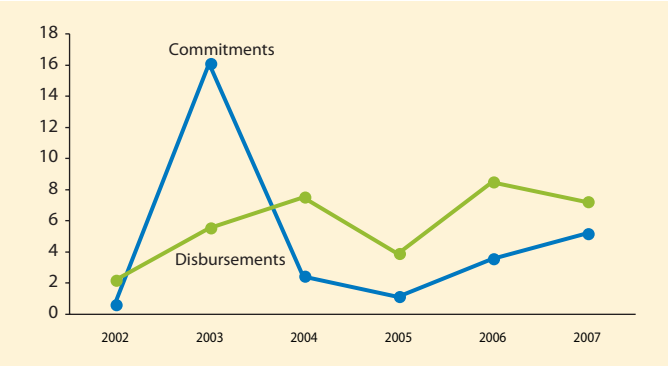


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	18	17	—	—	—	22	—	—	—
Public education expenditure as a % of GDP	5.8	5.9	—	—	—	7.3	—	—	5.1
Share of primary education in recurrent education budget (%)	27	—	—	—	—	27	—	—	27
Primary net enrollment rate	87	86	86	85	88	85	85	83	84
Primary pupil teacher ratio	41	39	38	—	—	31	29	—	30
Percentage of repeaters in primary (female)	13	12	12	—	—	9	6	—	6
Percentage of repeaters in primary (male)	14	14	14	—	—	10	8	—	7
Primary dropout rate (female)	2	—	—	—	—	2	—	—	—
Primary dropout rate (male)	3	—	—	—	—	4	—	—	—
Transition rate from primary to secondary (male)	83	—	—	—	—	94	—	—	—
Transition rate from primary to secondary (female)	82	—	—	—	—	92	—	—	—

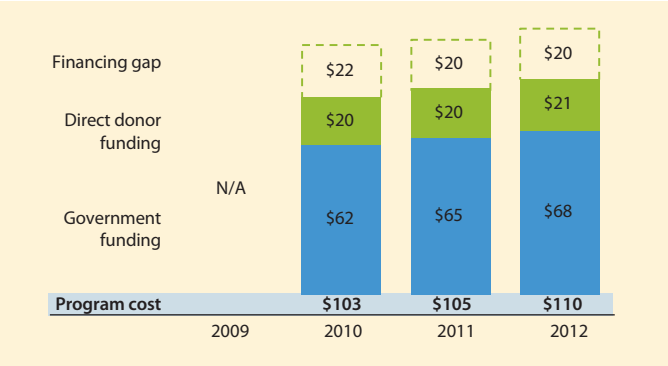
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

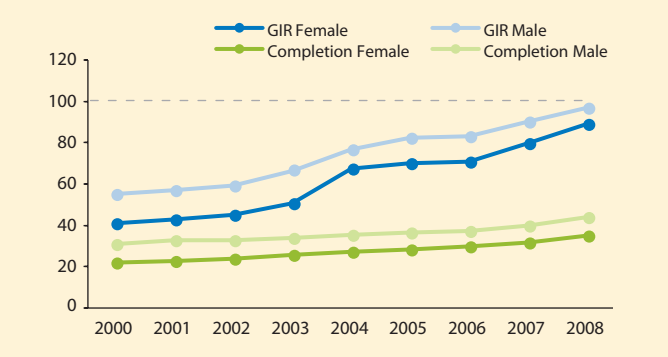
Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	7.6	65.7	3.6	7.1	9.5	15.5	4.6	9.7	14.3	10.8	21.9	19.7
—Basic education	0.4	16.0	2.3	1.0	3.4	5.1	2.0	5.4	7.4	3.7	8.3	7.1
—Secondary education	6.8	43.9	0.4	4.4	2.0	5.9	1.3	2.9	4.2	3.9	9.9	10.1
—Post-secondary education	0.4	5.9	1.0	1.8	4.1	4.5	1.8	2.1	3.7	4.1	6.3	4.6
Education ODA per capita (US$)	12.7	106.4	5.7	10.9	14.2	22.8	7.7	15.7	22.5	16.6	32.8	28.9
Basic ed. ODA per primary-aged child (US$)	4.1	149.7	21.5	9.4	33.3	50.0	18.3	49.2	68.0	34.9	79.6	68.4

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

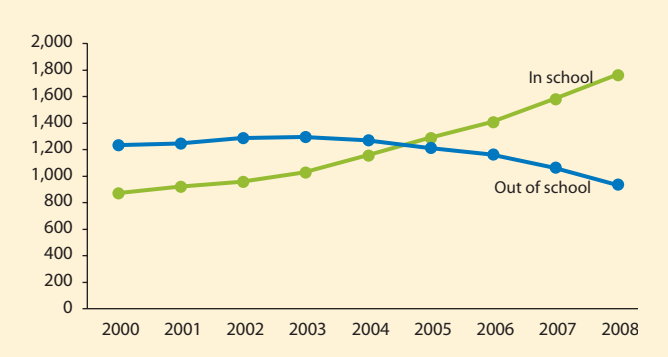
Burkina Faso | ENDORSEMENT YEAR: 2002

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

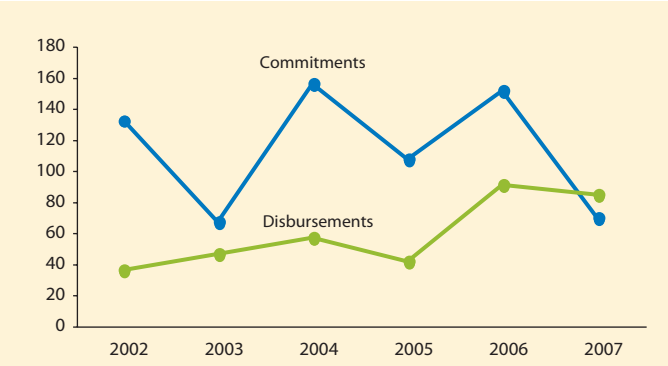


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	**14**	—	**15**	41	—
Public education expenditure as a % of GDP	—	—	—	—	—	4.5	4.5	3.7	—
Share of primary education in recurrent education budget (%)	—	—	—	**70**	**66**	71	66	57	—
Primary net enrollment rate	75	—	—	—	—	—	—	—	—
Primary pupil teacher ratio	49	47	45	45	49	47	46	48	49
Percentage of repeaters in primary (female)	17	18	18	15	13	12	12	12	10
Percentage of repeaters in primary (male)	17	18	17	15	13	12	12	12	11
Primary dropout rate (female)	7	8	6	6	6	7	5	6	—
Primary dropout rate (male)	8	9	7	7	7	8	6	7	—
Transition rate from primary to secondary (male)	35	36	39	43	44	43	44	50	—
Transition rate from primary to secondary (female)	37	38	41	46	47	45	47	54	—

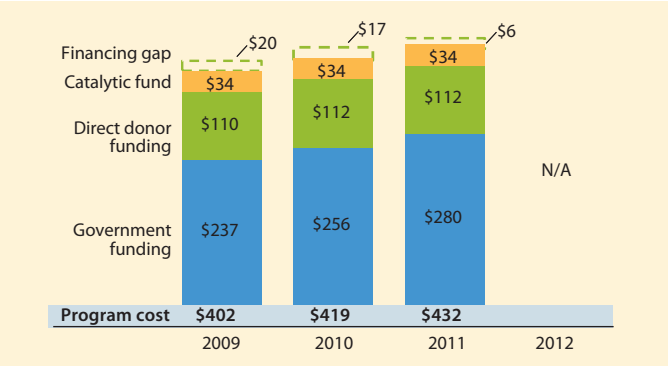
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

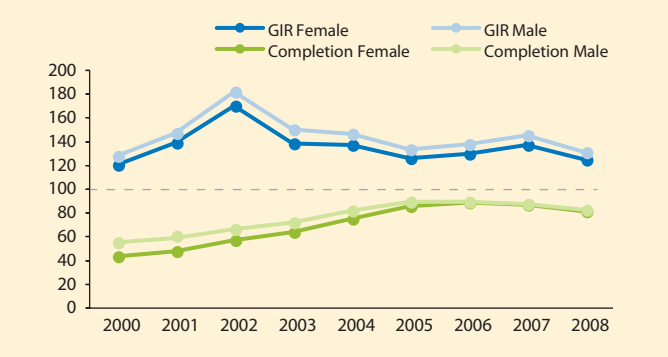
Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	181.1	104.7	183.6	180.5	213.3	112.0	58.7	73.4	86.3	86.8	127.8	128.7
—Basic education	132.1	66.2	155.1	106.6	150.5	68.7	35.1	45.6	56.1	40.7	90.1	83.7
—Secondary education	23.7	19.9	12.0	26.4	34.6	13.9	12.9	17.2	19.4	18.3	20.3	26.5
—Post-secondary education	25.3	18.6	16.5	47.5	28.1	29.4	17.5	21.4	24.1	35.9	32.5	34.8
Education ODA per capita (US$)	14.5	8.1	13.8	13.1	14.9	7.6	4.7	5.7	6.5	6.3	9.0	8.7
Basic ed. ODA per primary-aged child (US$)	65.4	31.9	72.6	48.5	66.7	29.7	18.4	23.2	27.8	19.6	42.1	38.1

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

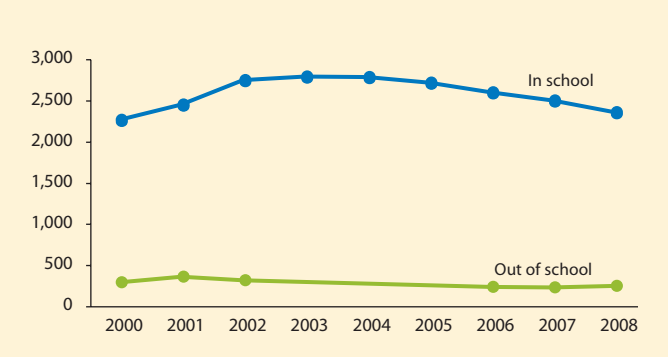
Cambodia | ENDORSEMENT YEAR: 2006

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

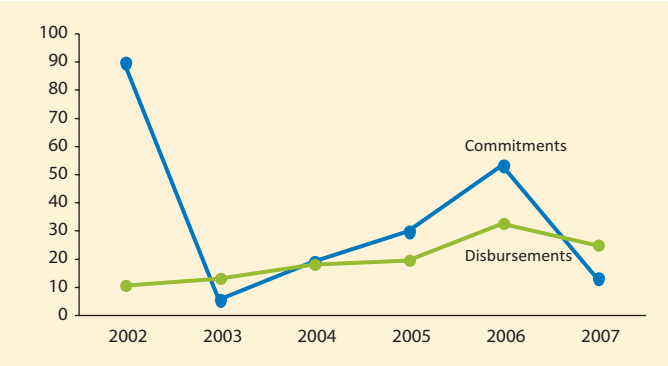


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	**14**	**15**	**20**	**17**	**19**	**19**	19	—
Public education expenditure as a % of GDP	1.7	1.7	1.7	—	1.7	**2.0**	**2.1**	1.6	—
Share of primary education in recurrent education budget (%)	62	73	—	—	**62**	**72**	**68**	**70**	—
Primary net enrollment rate	—	—	—	—	91	91	93	94	99
Primary pupil teacher ratio	50	53	56	56	55	53	50	51	49
Percentage of repeaters in primary (female)	21	16	9	9	9	12	11	10	10
Percentage of repeaters in primary (male)	23	17	10	11	12	15	14	13	12
Primary dropout rate (female)	10	8	10	10	9	9	10	9	—
Primary dropout rate (male)	9	7	10	11	9	10	10	11	—
Transition rate from primary to secondary (male)	70	78	79	80	80	80	78	79	—
Transition rate from primary to secondary (female)	81	86	86	85	84	83	81	80	—

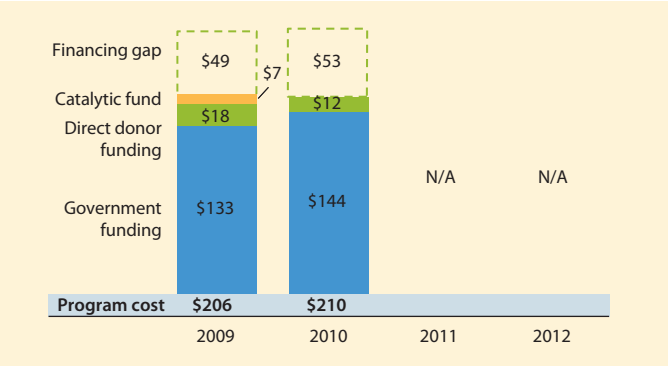
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

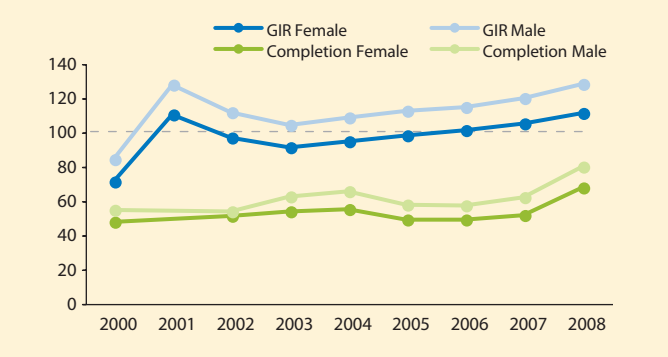
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	135.6	22.4	45.2	59.5	67.9	31.5	33.6	39.6	38.5	42.3	49.6	44.0
—Basic education	89.0	4.8	18.3	29.0	52.5	12.4	9.7	12.3	17.3	18.7	31.8	24.0
—Secondary education	15.7	2.6	4.3	10.0	1.9	5.2	8.3	8.8	6.2	6.0	5.4	8.4
—Post-secondary education	30.9	15.0	22.6	20.5	13.5	13.8	18.6	23.0	18.3	20.8	14.8	15.9
Education ODA per capita (US$)	10.2	1.7	3.3	4.3	4.8	2.2	2.5	2.9	2.8	3.0	3.5	3.1
Basic ed. ODA per primary-aged child (US$)	40.4	2.2	8.4	13.5	24.8	6.0	4.4	5.6	7.8	8.5	14.6	11.1

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

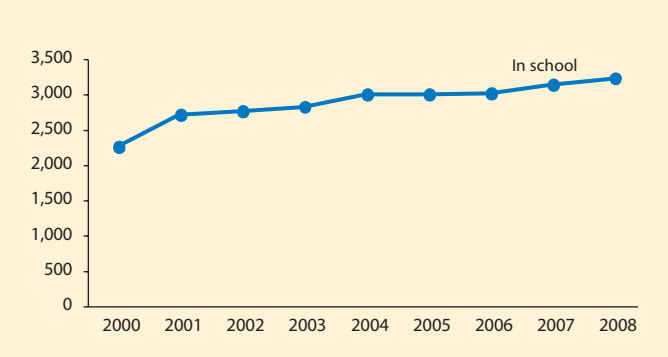
Cameroon | ENDORSEMENT YEAR: 2006

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

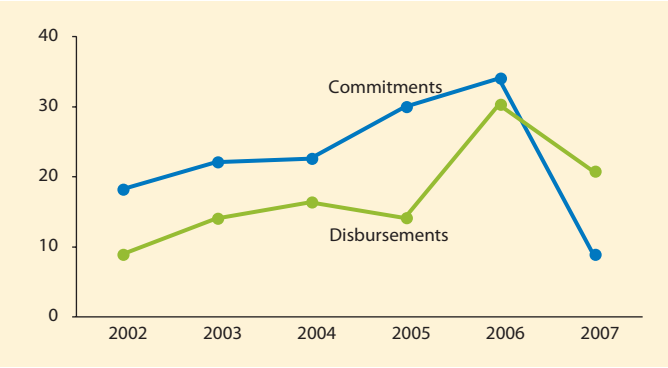


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	11	—	—	**16**	**16**	**16**	**13**	—	—
Public education expenditure as a % of GDP	1.9	2.6	3.0	3.3	3.3	3.1	3.3	3.9	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	35	34	38	—
Primary net enrollment rate	—	—	—	—	—	—	—	—	—
Primary pupil teacher ratio	52	63	61	57	54	48	45	44	46
Percentage of repeaters in primary (female)	26	—	24	25	24	26	23	20	16
Percentage of repeaters in primary (male)	27	—	26	26	26	26	27	20	17
Primary dropout rate (female)	—	11	7	8	—	12	7	9	—
Primary dropout rate (male)	—	11	6	6	—	9	3	8	—
Transition rate from primary to secondary (male)	25	—	—	—	—	34	—	50	—
Transition rate from primary to secondary (female)	28	—	—	—	—	32	—	46	—

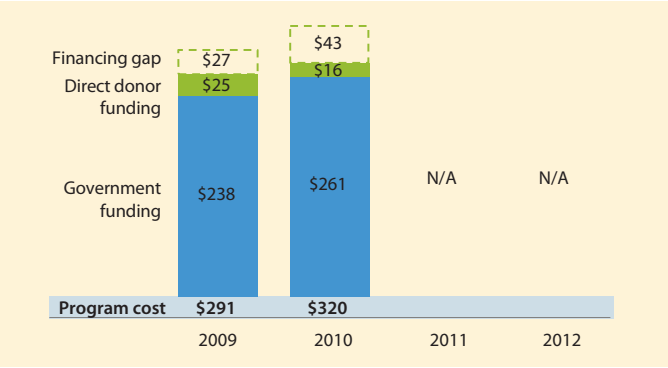
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

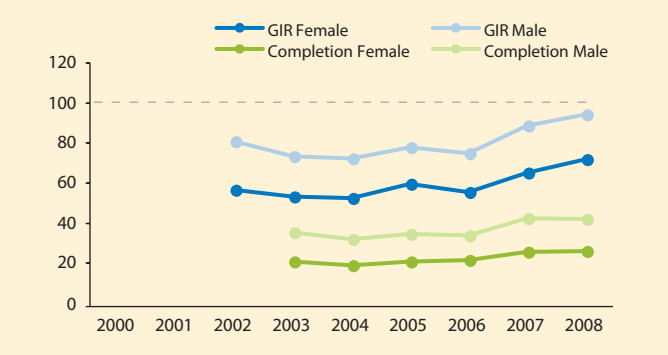
Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	121.1	153.8	156.0	132.6	168.7	120.2	46.2	115.3	121.7	115.7	159.2	132.9
—Basic education	17.8	21.7	22.2	29.6	33.7	8.5	8.6	13.7	16.0	13.8	30.0	20.4
—Secondary education	11.6	34.4	31.6	5.7	13.7	3.6	4.0	4.9	9.2	5.8	13.3	5.0
—Post-secondary education	91.6	97.7	102.2	97.3	121.4	108.1	38.7	100.4	107.2	98.9	121.7	110.1
Education ODA per capita (US$)	7.3	9.0	8.9	7.4	9.2	6.4	2.8	6.7	7.0	6.5	8.7	7.1
Basic ed. ODA per primary-aged child (US$)	6.7	8.0	8.2	10.7	12.1	3.0	3.3	5.2	6.0	5.1	11.0	7.4

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

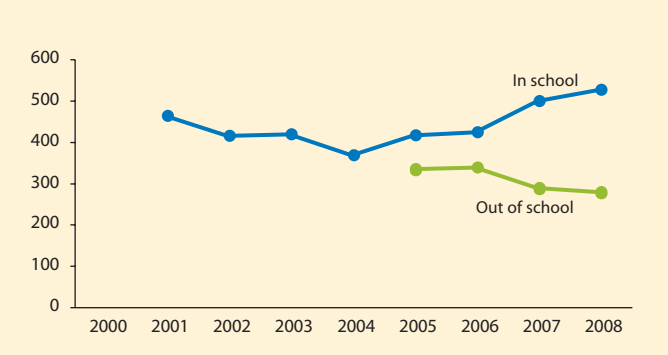
Central African Republic | ENDORSEMENT YEAR: 2008

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

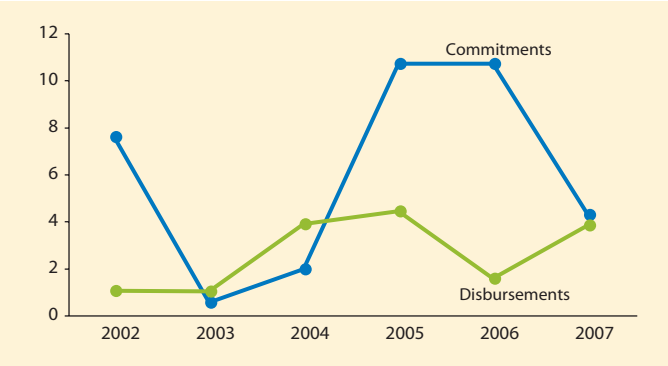


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	—	14	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	1.4	1.3	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	52	48	—
Primary net enrollment rate	68	69	70	80	93	97	100	98	—
Primary pupil teacher ratio	—	—	—	—	—	89	83	91	90
Percentage of repeaters in primary (female)	—	—	—	31	31	30	28	27	27
Percentage of repeaters in primary (male)	—	—	—	30	30	29	28	27	26
Primary dropout rate (female)	—	—	—	24	—	13	—	11	—
Primary dropout rate (male)	—	—	—	19	—	11	—	11	—
Transition rate from primary to secondary (male)	—	—	—	—	52	51	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	46	44	—	—	—

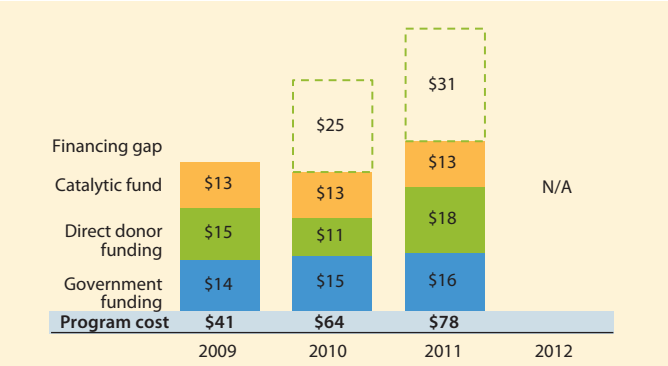
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



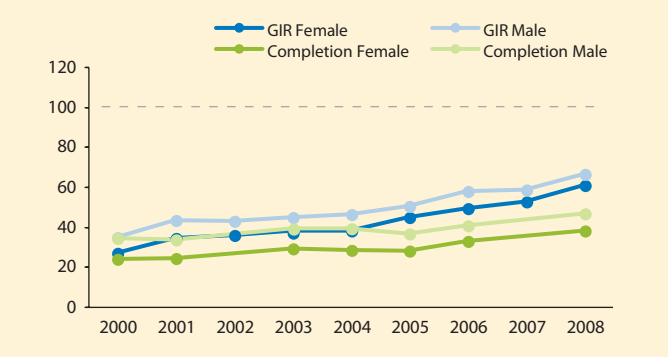
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	19.3	9.8	14.0	17.9	26.7	13.7	8.8	8.8	14.4	13.5	8.8	12.9
—Basic education	7.5	0.5	1.9	10.6	10.6	4.2	1.0	1.0	3.8	4.4	1.5	3.8
—Secondary education	2.6	1.9	4.6	0.4	5.4	2.2	0.8	0.7	2.2	0.5	4.8	2.3
—Post-secondary education	9.2	7.4	7.6	6.8	10.7	7.3	7.1	7.1	8.3	8.7	10.4	7.5
Education ODA per capita (US$)	4.9	2.5	3.5	4.3	6.4	3.2	2.2	2.2	3.6	3.3	2.1	3.0
Basic ed. ODA per primary-aged child (US$)	12.6	0.8	3.0	16.7	16.4	6.4	1.7	1.6	6.3	7.1	2.4	5.9

Source: OECD/DAC CRS Online database and World Bank

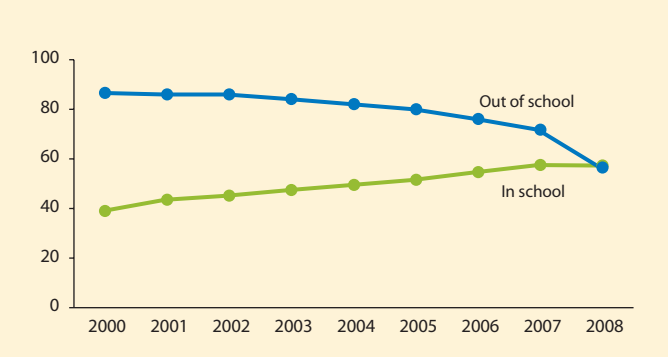
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

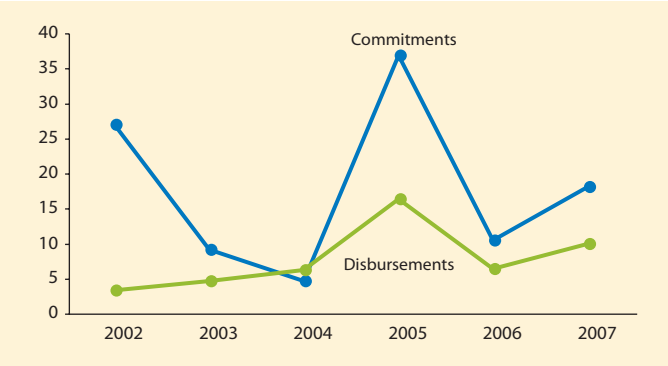


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	**19**	**19**	**21**	—	—
Public education expenditure as a % of GDP	9.7	7.8	8.4	8.9	9.3	8.4	8.4	8.7	—
Share of primary education in recurrent education budget (%)	—	—	—	—	**41**	—	**41**	—	—
Primary net enrollment rate	99	98	95	93	91	—	—	—	—
Primary pupil teacher ratio	32	36	—	35	35	35	34	35	34
Percentage of repeaters in primary (female)	14	14	11	11	9	9	7	9	10
Percentage of repeaters in primary (male)	15	14	11	11	9	9	8	9	11
Primary dropout rate (female)	—	—	—	—	3	3	2	—	—
Primary dropout rate (male)	—	—	—	—	3	2	4	—	—
Transition rate from primary to secondary (male)	48	45	—	55	67	70	85	—	—
Transition rate from primary to secondary (female)	50	51	—	57	74	75	90	—	—

Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

Source: Education for All Fast Track Initiative Secretariat; based on country documents.

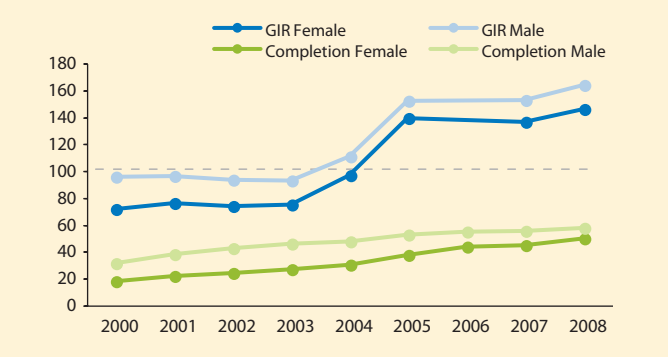
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	69.8	40.4	50.1	60.7	38.7	33.2	24.1	24.3	25.4	38.3	30.1	26.0
—Basic education	26.7	8.9	4.4	36.6	10.2	17.8	3.1	4.4	6.0	16.1	6.1	9.7
—Secondary education	28.0	17.6	28.5	4.8	2.0	2.0	7.9	7.2	5.2	0.6	1.5	3.2
—Post-secondary education	15.1	13.9	17.2	19.4	26.5	13.4	14.9	15.3	15.4	22.5	23.6	14.2
Education ODA per capita (US$)	91.1	51.8	63.1	75.1	47.0	39.7	31.5	31.1	32.0	47.3	36.6	31.1
Basic ed. ODA per primary-aged child (US$)	219.9	72.7	36.2	299.9	83.9	146.4	26.4	36.4	49.2	131.6	50.3	79.7

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

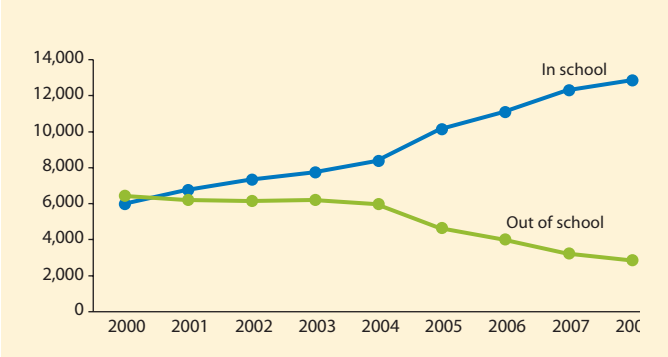
Ethiopia | ENDORSEMENT YEAR: 2004

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

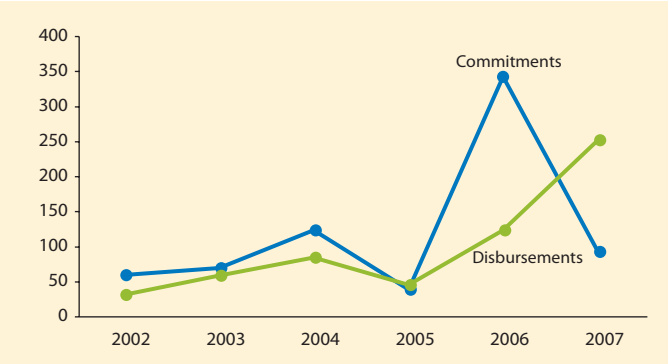


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	10	13	14	—	—	—	19	28	—
Public education expenditure as a % of GDP	3.9	3.7	3.7	**4.8**	**5.0**	**5.0**	5.5	5.5	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	51	51	—
Primary net enrollment rate	—	—	—	—	92	91	89	85	91
Primary pupil teacher ratio	67	—	—	**64**	**65**	**66**	**62**	—	59
Percentage of repeaters in primary (female)	13	13	14	15	11	6	6	5	5
Percentage of repeaters in primary (male)	13	13	14	14	12	8	7	7	5
Primary dropout rate (female)	7	10	12	14	8	5	9	15	—
Primary dropout rate (male)	8	9	10	14	8	7	10	16	—
Transition rate from primary to secondary (male)	—	—	—	100	91	—	87	89	—
Transition rate from primary to secondary (female)	—	—	—	93	91	—	90	88	—

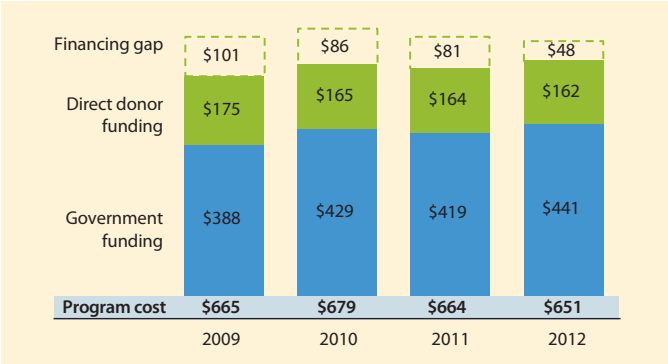
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



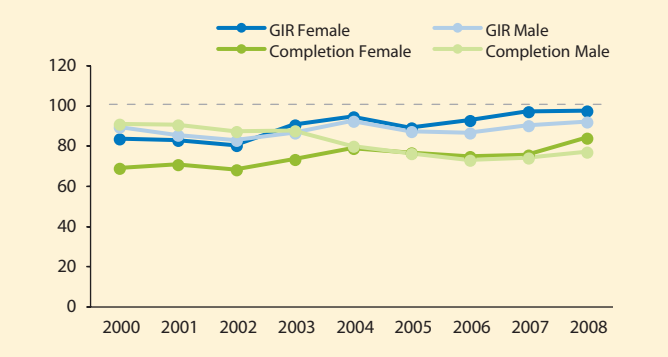
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	122.8	137.6	250.5	72.2	444.7	186.4	57.1	101.4	144.9	98.7	220.7	338.8
—Basic education	56.6	66.3	120.5	36.0	339.4	89.4	28.0	55.5	81.3	42.2	120.3	249.0
—Secondary education	27.4	41.1	41.0	11.4	44.2	42.4	34.1	27.8	46.8	31.7	45.3	45.4
—Post-secondary education	38.8	30.1	89.0	24.8	61.1	54.6	40.0	40.7	57.0	46.6	60.5	53.0
Education ODA per capita (US$)	1.8	1.9	3.4	1.0	5.8	2.4	0.8	1.4	2.0	1.3	2.9	4.3
Basic ed. ODA per primary-aged child (US$)	5.0	5.7	10.1	2.9	27.0	7.0	2.6	5.1	7.2	3.6	10.0	20.3

Source: OECD/DAC CRS Online database and World Bank

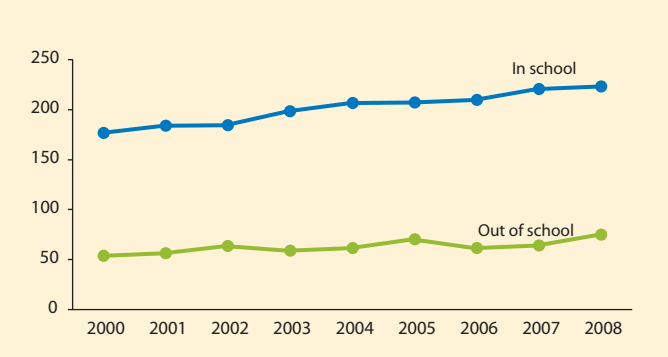
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

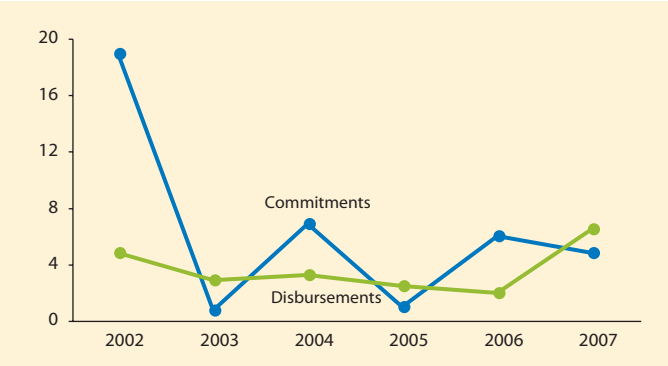


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	14	—	14	**12**	**12**	**10**	**16**	—	—
Public education expenditure as a % of GDP	2.7	—	2.8	2.2	2.0	—	—	—	—
Share of primary education in recurrent education budget (%)	—	**52**	—	**69**	**70**	**71**	**73**	—	—
Primary net enrollment rate	—	—	53	54	55	61	63	66	78
Primary pupil teacher ratio	37	39	38	39	39	37	38	35	34
Percentage of repeaters in primary (female)	8	9	9	6	5	7	5	6	5
Percentage of repeaters in primary (male)	9	8	8	6	5	6	5	6	6
Primary dropout rate (female)	—	6	—	—	5	5	8	7	—
Primary dropout rate (male)	—	2	—	—	7	6	4	7	—
Transition rate from primary to secondary (male)	65	64	87	85	80	—	83	84	—
Transition rate from primary to secondary (female)	66	65	82	82	87	—	87	84	—

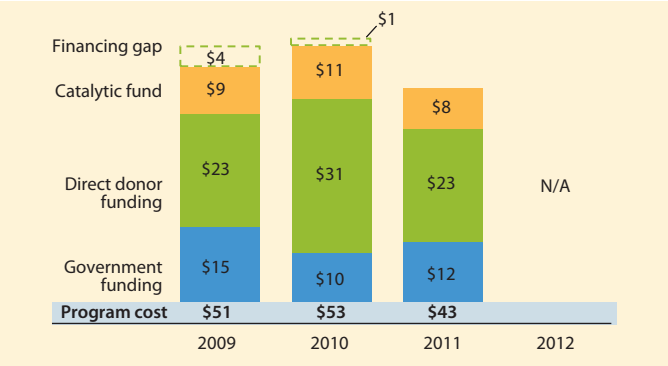
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



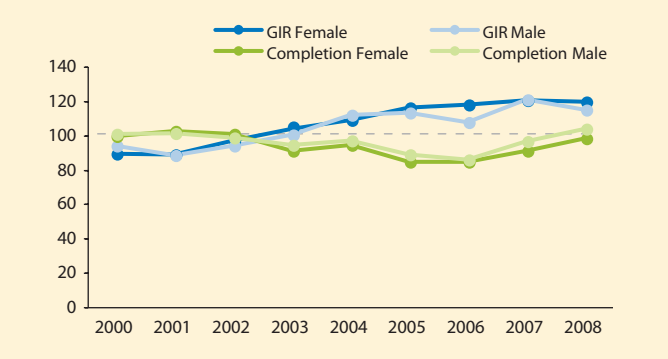
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	19.3	1.1	7.2	1.5	9.9	5.8	7.7	5.0	6.1	4.0	3.7	9.2
—Basic education	18.8	0.6	6.7	0.9	5.9	4.7	4.7	2.8	3.1	2.3	1.9	6.4
—Secondary education	0.1	0.0	0.1	0.2	2.8	0.4	1.7	1.3	1.8	1.4	0.9	1.7
—Post-secondary education	0.4	0.5	0.4	0.4	1.2	0.7	2.5	1.9	2.4	1.7	1.6	1.4
Education ODA per capita (US$)	13.8	0.8	4.9	0.9	6.3	3.6	5.5	3.4	4.1	2.6	2.3	5.7
Basic ed. ODA per primary-aged child (US$)	90.4	2.9	30.0	3.7	24.4	18.8	24.5	13.9	15.1	10.8	8.3	27.5

Source: OECD/DAC CRS Online database and World Bank

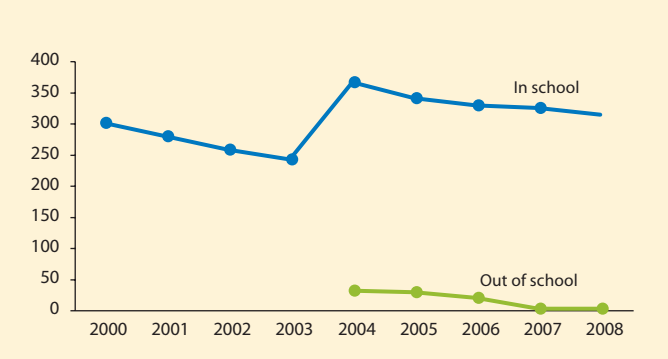
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

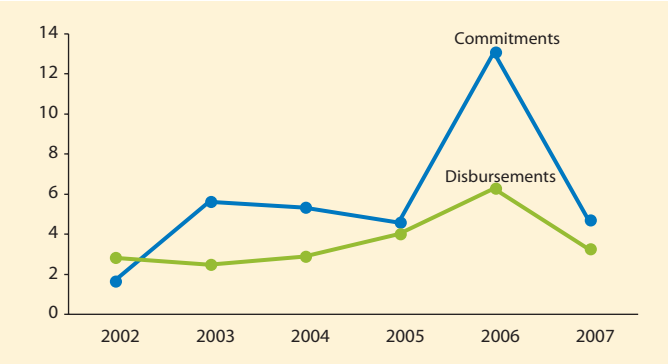


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	14	—	—	**11**	—
Public education expenditure as a % of GDP	2.2	2.1	2.2	2.1	2.9	2.5	3.0	2.7	2.9
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—
Primary net enrollment rate	—	—	—	—	—	48	48	57	59
Primary pupil teacher ratio	17	16	14	15	15	**9**	—	—	9
Percentage of repeaters in primary (female)	0	0	0	0	0	0	0	0	0
Percentage of repeaters in primary (male)	0	0	0	0	0	0	0	0	0
Primary dropout rate (female)	—	2	2	3	2	—	—	1	—
Primary dropout rate (male)	3	2	—	1	4	—	—	2	—
Transition rate from primary to secondary (male)	98	96	97	—	96	100	—	100	—
Transition rate from primary to secondary (female)	98	100	99	—	99	98	—	99	—

Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

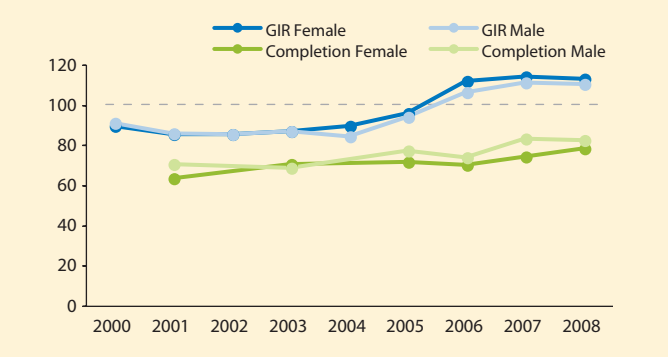
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	20.1	33.2	36.1	27.0	50.3	29.9	7.5	25.2	28.4	32.0	39.4	29.8
—Basic education	1.5	5.5	5.2	4.5	13.0	4.6	2.7	2.4	2.8	3.9	6.2	3.1
—Secondary education	1.2	3.4	2.5	1.6	7.7	2.2	4.4	4.4	4.8	5.5	7.6	5.6
—Post-secondary education	17.4	24.3	28.4	20.9	29.7	23.2	6.5	22.7	27.2	27.4	32.7	28.0
Education ODA per capita (US$)	4.3	7.2	7.9	6.0	11.3	6.8	1.6	5.4	6.2	7.1	8.8	6.8
Basic ed. ODA per primary-aged child (US$)	5.6	21.7	13.8	12.8	39.8	14.9	8.8	8.1	10.1	15.3	16.4	9.0

Source: OECD/DAC CRS Online database and World Bank

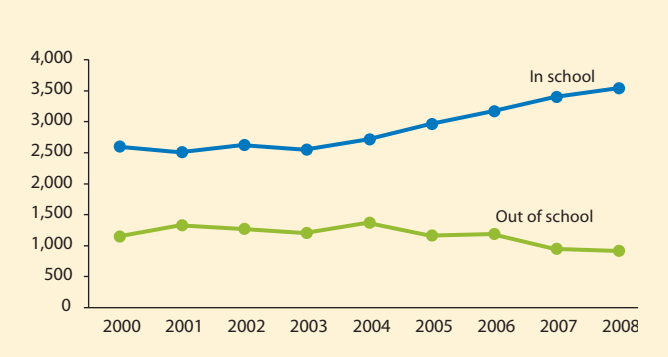
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

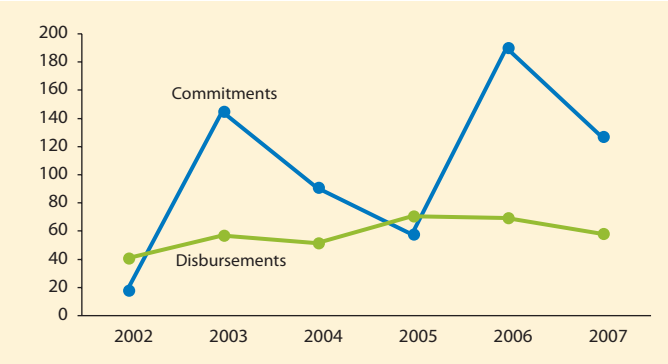


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	**21**	**27**	**27**	**23**	—	—
Public education expenditure as a % of GDP	—	—	—	**5.6**	**5.6**	5.4	**5.6**	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	34	—	—	—
Primary net enrollment rate	63	66	68	69	77	76	78	80	—
Primary pupil teacher ratio	34	33	32	31	32	33	35	32	31
Percentage of repeaters in primary (female)	5	5	—	6	6	6	6	6	6
Percentage of repeaters in primary (male)	5	5	—	6	7	6	6	7	7
Primary dropout rate (female)	10	—	10	—	—	1	10	5	—
Primary dropout rate (male)	9	—	10	—	—	0	9	5	—
Transition rate from primary to secondary (male)	83	91	87	—	—	—	100	96	—
Transition rate from primary to secondary (female)	81	89	87	—	—	—	100	90	—

Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

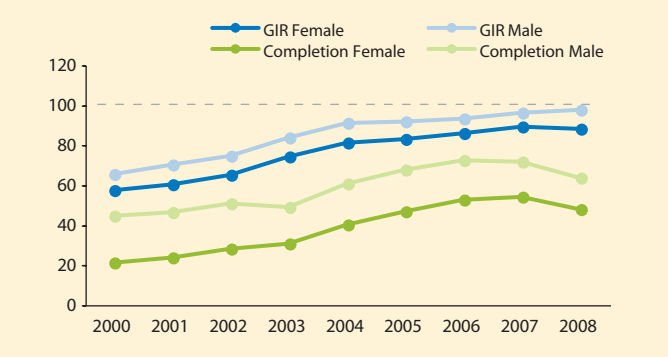
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	31.3	275.8	216.1	107.8	370.7	188.3	53.0	117.7	112.8	118.8	118.2	117.1
—Basic education	16.0	143.0	89.2	56.2	188.4	125.5	39.0	55.1	49.6	69.0	67.5	56.2
—Secondary education	4.2	29.1	63.4	20.1	85.2	29.9	11.0	31.1	32.7	27.5	32.2	34.5
—Post-secondary education	11.1	103.6	63.4	31.6	97.0	32.9	12.9	43.2	47.3	54.7	45.5	42.0
Education ODA per capita (US$)	1.5	13.1	10.1	4.9	16.5	8.2	2.6	5.6	5.2	5.4	5.3	5.1
Basic ed. ODA per primary-aged child (US$)	5.1	44.4	27.3	17.0	56.2	36.9	12.7	17.6	15.6	21.4	20.6	17.0

Source: OECD/DAC CRS Online database and World Bank

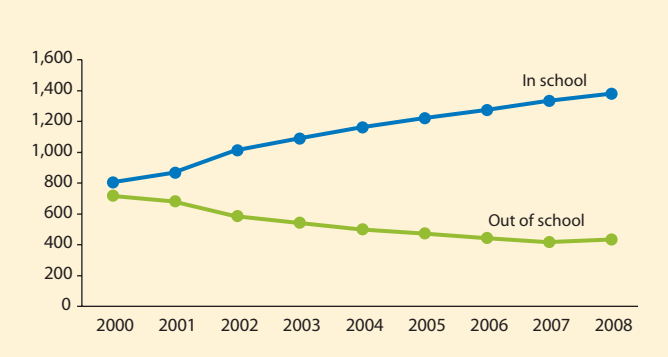
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

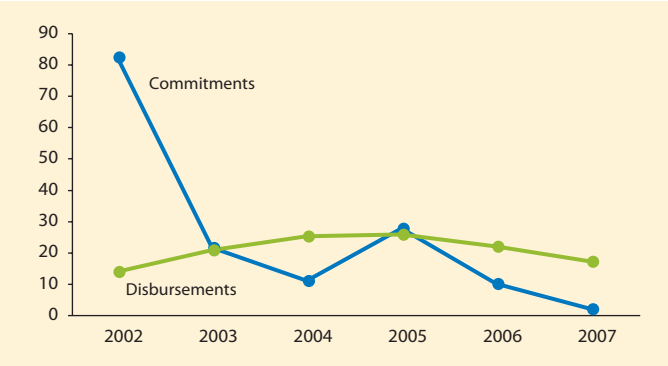


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	**16**	**18**	**19**	**15**	—	—	—	—
Public education expenditure as a % of GDP	1.8	—	—	—	2.0	1.7	—	—	1.7
Share of primary education in recurrent education budget (%)	—	**41**	—	—	—	—	—	—	—
Primary net enrollment rate	94	93	89	81	85	86	90	87	89
Primary pupil teacher ratio	46	44	47	45	45	45	44	45	44
Percentage of repeaters in primary (female)	24	21	22	21	11	9	9	10	16
Percentage of repeaters in primary (male)	23	20	20	20	10	8	8	9	15
Primary dropout rate (female)	—	—	—	6	7	7	6	11	—
Primary dropout rate (male)	—	—	—	4	7	6	5	9	—
Transition rate from primary to secondary (male)	54	—	45	60	58	66	59	26	—
Transition rate from primary to secondary (female)	56	—	49	73	68	75	69	34	—

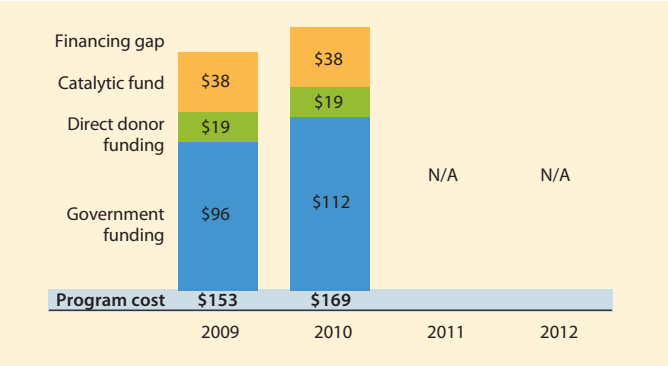
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



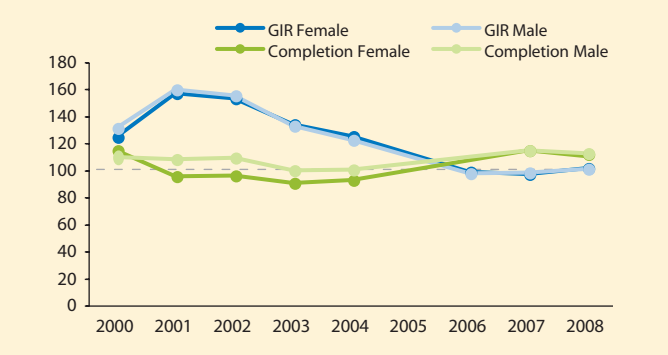
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	96.4	31.8	23.0	52.4	36.4	24.2	27.0	38.7	45.7	50.4	56.3	47.9
—Basic education	81.8	20.8	10.3	27.0	9.4	1.3	13.2	20.1	24.6	25.1	21.3	16.5
—Secondary education	3.9	0.3	0.4	5.9	0.7	0.5	4.6	6.0	5.3	6.6	5.6	4.3
—Post-secondary education	10.8	10.7	12.3	19.5	26.3	22.3	12.0	15.6	19.0	21.3	31.4	28.8
Education ODA per capita (US$)	11.0	3.6	2.5	5.7	3.8	2.5	3.1	4.3	5.0	5.4	6.0	5.0
Basic ed. ODA per primary-aged child (US$)	59.5	14.9	7.2	18.8	6.4	0.9	10.0	14.9	17.9	18.0	15.0	11.4

Source: OECD/DAC CRS Online database and World Bank

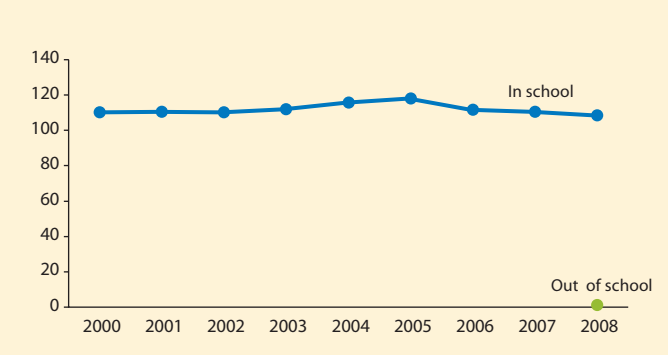
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

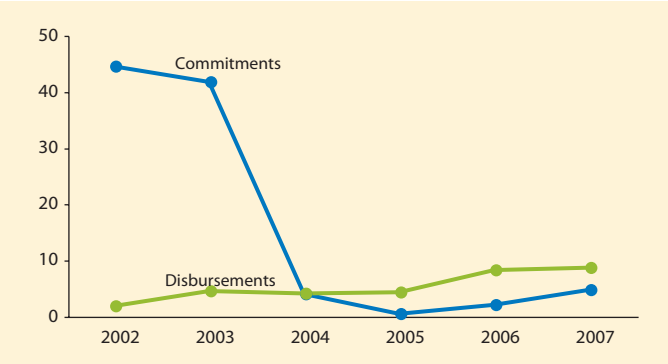


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	22	—	14	21	25	19	—
Public education expenditure as a % of GDP	8.5	8.6	8.4	7.0	5.5	8.5	8.1	6.1	—
Share of primary education in recurrent education budget (%)	—	—	42	—	34	34	27	33	—
Primary net enrollment rate	—	—	—	—	—	—	—	—	95
Primary pupil teacher ratio	26	26	26	27	27	28	**27**	26	26
Percentage of repeaters in primary (female)	2	1	1	1	1	1	1	1	1
Percentage of repeaters in primary (male)	3	2	2	2	2	1	2	2	1
Primary dropout rate (female)	7	11	18	—	—	—	—	—	—
Primary dropout rate (male)	9	9	21	—	—	—	—	—	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	91	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	95	—

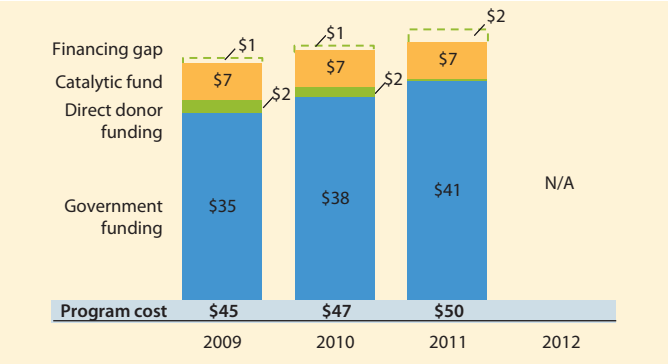
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	46.9	43.3	8.6	0.6	3.9	7.6	11.2	14.9	9.3	8.3	10.5	9.8
—Basic education	44.2	41.4	3.7	0.2	1.8	4.5	1.6	4.3	3.8	4.1	8.0	8.4
—Secondary education	0.9	0.6	2.7	0.0	0.9	1.4	8.4	8.4	4.2	2.9	2.0	0.6
—Post-secondary education	1.8	1.2	2.2	0.4	1.3	1.7	1.8	2.9	2.0	1.5	1.5	1.0
Education ODA per capita (US$)	61.4	56.4	11.3	0.7	5.1	9.8	14.6	19.4	12.2	10.8	13.6	12.7
Basic ed. ODA per primary-aged child (US$)	491.0	450.1	38.9	1.7	18.1	45.4	17.9	47.7	42.5	44.5	84.5	86.7

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)

Data not available

Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

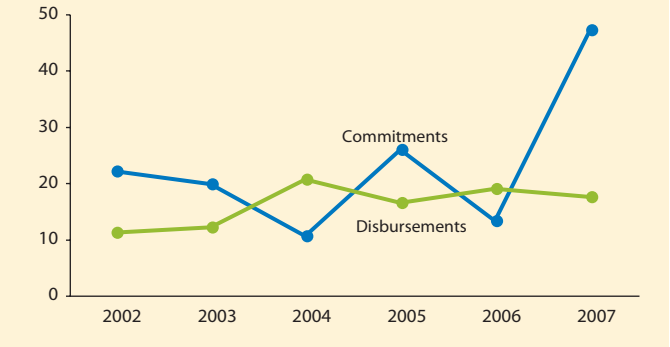
Data not available

Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—
Primary net enrollment rate	—	—	—	—	—	—	—	—	—
Primary pupil teacher ratio	—	—	—	—	—	—	—	—	—
Percentage of repeaters in primary (female)	—	—	—	—	—	—	—	—	—
Percentage of repeaters in primary (male)	—	—	—	—	—	—	—	—	—
Primary dropout rate (female)	—	—	—	—	—	—	—	—	—
Primary dropout rate (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	—	—

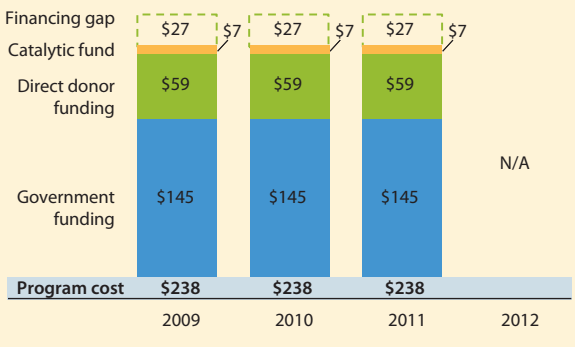
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

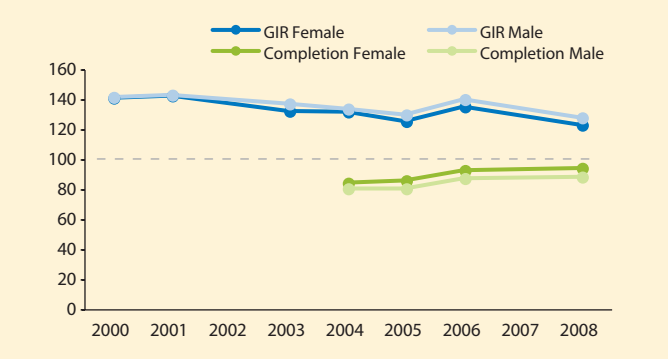
Education Official Development Assistance† (US$ millions)	Commitments 2002	2003	2004	2005	2006	2007	Disbursements 2002	2003	2004	2005	2006	2007
Education (total)	33.7	38.9	23.4	74.6	58.1	81.0	20.0	24.1	36.6	32.2	43.2	49.1
—Basic education	21.8	19.5	10.3	25.6	12.9	46.9	10.9	11.9	20.3	16.2	18.7	17.2
—Secondary education	4.7	7.5	3.2	32.6	12.4	10.7	2.1	3.0	3.8	6.2	7.2	11.6
—Post-secondary education	7.1	11.9	9.9	16.3	32.8	23.4	7.1	9.2	12.5	14.6	19.2	22.5
Education ODA per capita (US$)	3.7	4.2	2.5	7.9	6.0	8.3	2.2	2.6	3.9	3.4	4.5	5.0
Basic ed. ODA per primary-aged child (US$)	15.8	14.0	7.3	18.1	9.1	32.9	8.0	8.7	14.8	11.7	13.3	12.2

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

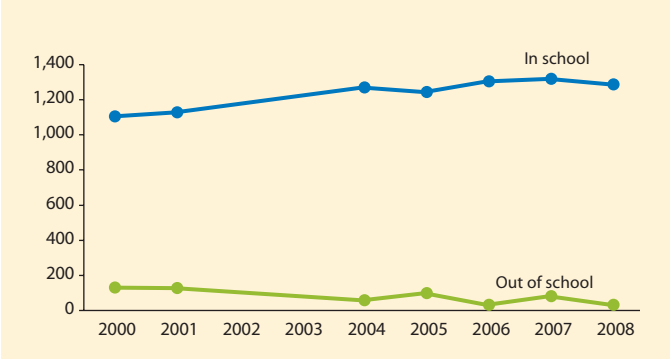
Honduras | ENDORSEMENT YEAR: 2002

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

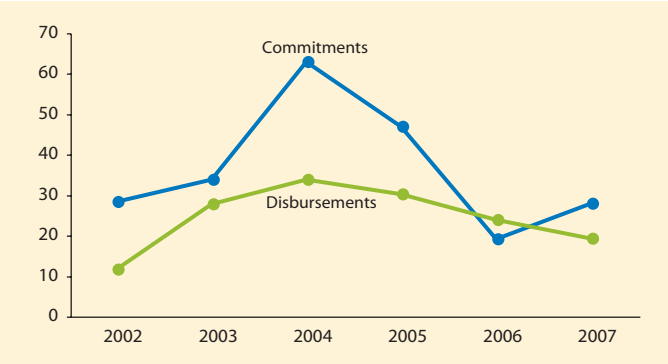


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	**23**	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—
Primary net enrollment rate	88	89	—	—	93	92	96	93	97
Primary pupil teacher ratio	34	34	—	—	33	—	28	—	33
Percentage of repeaters in primary (female)	—	—	—	—	7	8	6	7	5
Percentage of repeaters in primary (male)	—	—	—	—	9	10	8	7	6
Primary dropout rate (female)	—	—	—	—	10	3	—	4	—
Primary dropout rate (male)	—	—	—	—	11	4	—	5	—
Transition rate from primary to secondary (male)	—	—	—	—	76	74	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	70	68	—	—	—

Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

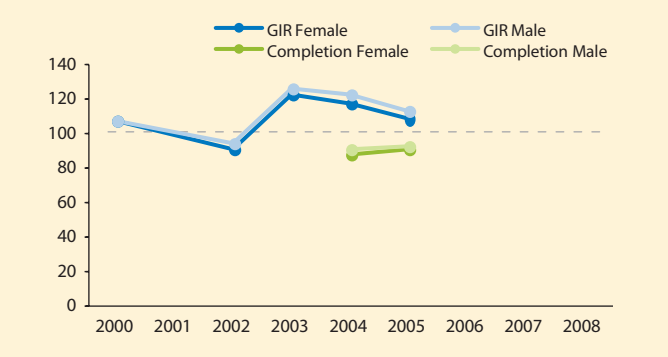
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	44.2	79.3	99.7	68.9	23.9	42.9	21.4	35.2	52.6	51.9	46.6	33.1
—Basic education	27.9	33.5	62.5	46.6	18.8	27.5	11.2	27.4	33.5	29.8	23.5	18.8
—Secondary education	8.4	42.8	17.0	10.0	2.4	7.4	7.1	4.7	12.7	16.8	22.2	13.6
—Post-secondary education	7.9	3.1	20.1	12.3	2.7	8.1	6.2	6.8	13.3	15.6	6.7	5.4
Education ODA per capita (US$)	6.8	11.9	14.7	9.9	3.4	5.9	3.3	5.3	7.7	7.5	6.6	4.6
Basic ed. ODA per primary-aged child (US$)	26.5	31.0	57.4	42.6	17.1	25.0	10.9	26.3	31.8	27.5	21.6	17.2

Source: OECD/DAC CRS Online database and World Bank

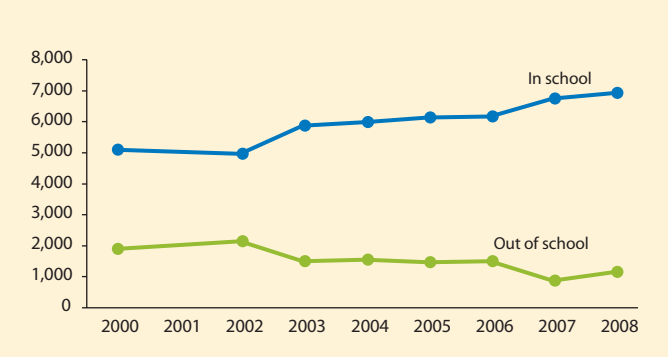
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

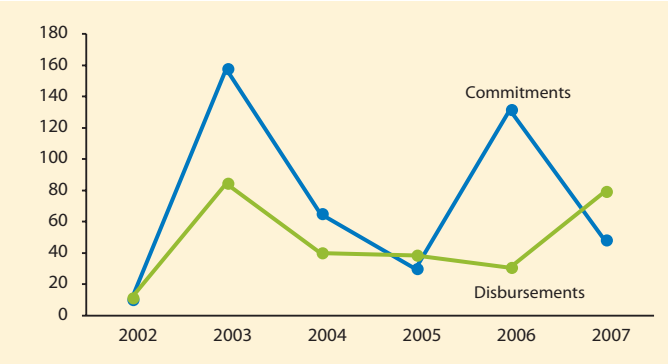


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	28	26	—	23	35	—	—	—	—
Public education expenditure as a % of GDP	5.2	5.2	6.2	6.5	6.8	7.3	7.0	—	—
Share of primary education in recurrent education budget (%)	68	67	—	64	63	—	55	—	—
Primary net enrollment rate	71	—	—	78	79	—	—	75	78
Primary pupil teacher ratio	34	—	34	38	40	45	44	**44**	47
Percentage of repeaters in primary (female)	—	—	—	—	6	6	—	—	—
Percentage of repeaters in primary (male)	—	—	—	—	6	6	—	—	—
Primary dropout rate (female)	—	—	—	6	6	—	—	—	—
Primary dropout rate (male)	—	—	—	5	7	—	—	—	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	—	—

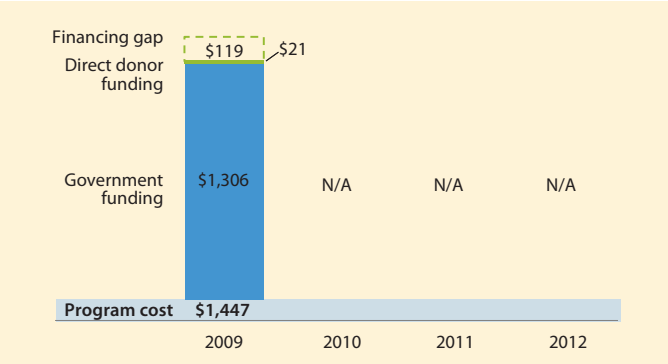
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



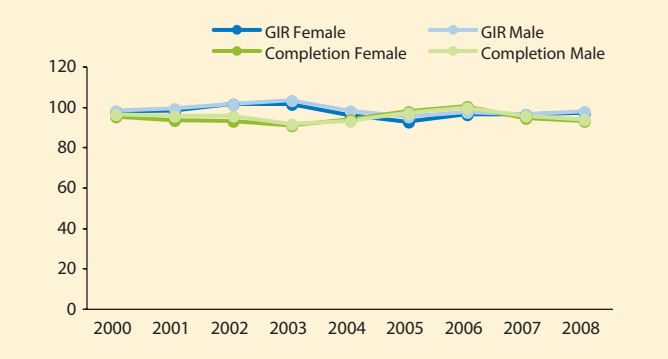
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	18.4	176.7	123.6	47.7	234.9	69.3	28.1	110.8	60.9	64.6	64.4	129.9
—Basic education	8.5	156.2	63.6	28.3	130.1	46.8	9.8	82.8	38.5	37.0	29.1	77.7
—Secondary education	1.5	8.8	26.8	6.9	56.4	7.4	5.6	14.8	12.9	13.2	16.1	27.7
—Post-secondary education	8.4	11.6	33.2	12.6	48.4	15.1	19.2	25.5	19.3	18.0	24.3	36.9
Education ODA per capita (US$)	0.6	5.2	3.5	1.3	6.4	1.8	0.8	3.2	1.7	1.8	1.7	3.4
Basic ed. ODA per primary-aged child (US$)	1.6	28.4	11.4	5.0	22.3	7.8	1.9	15.4	7.1	6.7	5.2	13.6

Source: OECD/DAC CRS Online database and World Bank

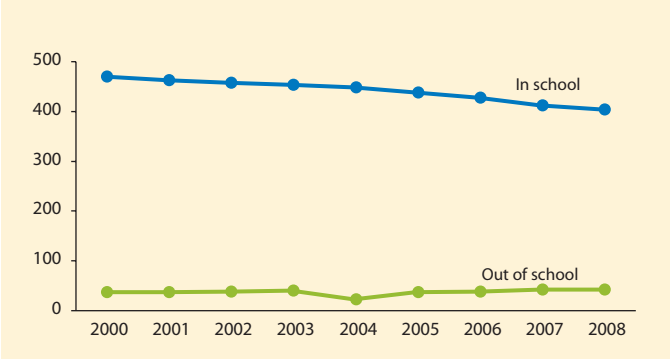
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

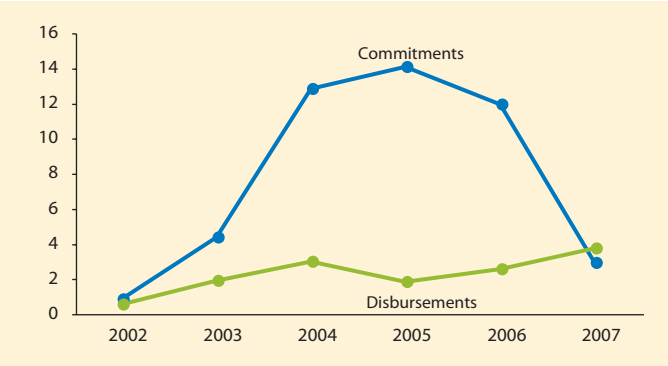


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	19	22	24	23	24	25	26	27	—
Public education expenditure as a % of GDP	3.5	3.9	4.4	4.5	4.6	4.9	5.5	6.6	—
Share of primary education in recurrent education budget (%)	—	—	**16**	**47**	**45**	**42**	**46**	—	—
Primary net enrollment rate	27	29	30	31	33	34	38	40	45
Primary pupil teacher ratio	24	24	24	24	24	24	24	24	24
Percentage of repeaters in primary (female)	0	0	0	0	0	0	0	0	0
Percentage of repeaters in primary (male)	0	0	0	0	0	0	0	0	0
Primary dropout rate (female)	3	3	2	1	1	0	1	1	—
Primary dropout rate (male)	2	3	3	2	1	1	1	1	—
Transition rate from primary to secondary (male)	97	99	100	100	100	100	99	100	—
Transition rate from primary to secondary (female)	100	100	97	98	98	100	99	100	—

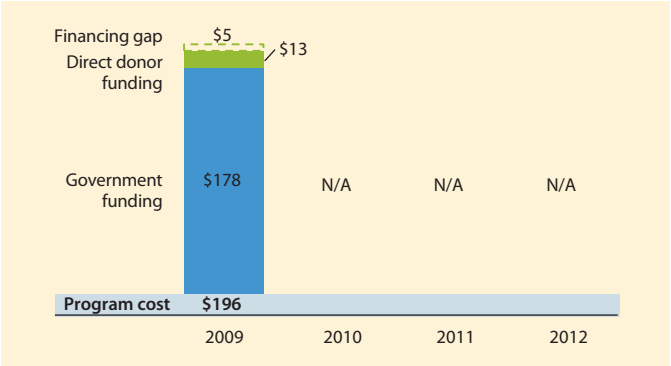
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



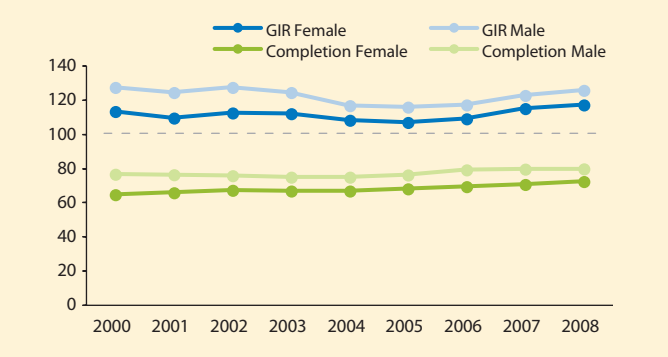
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	3.6	12.1	30.7	22.5	22.3	10.2	1.5	8.2	9.5	8.0	12.1	16.0
—Basic education	0.8	4.3	12.7	14.0	11.8	2.8	0.5	1.8	2.9	1.8	2.5	3.7
—Secondary education	0.5	2.2	9.4	1.0	2.8	1.4	2.3	3.4	2.8	3.1	3.4	6.8
—Post-secondary education	2.4	5.6	8.6	7.5	7.6	5.9	2.1	6.1	6.4	7.1	9.7	8.9
Education ODA per capita (US$)	0.7	2.3	5.9	4.3	4.2	1.9	0.3	1.6	1.8	1.5	2.3	3.0
Basic ed. ODA per primary-aged child (US$)	1.6	9.2	27.6	30.9	26.7	6.5	1.0	3.8	6.1	3.7	5.4	8.1

Source: OECD/DAC CRS Online database and World Bank

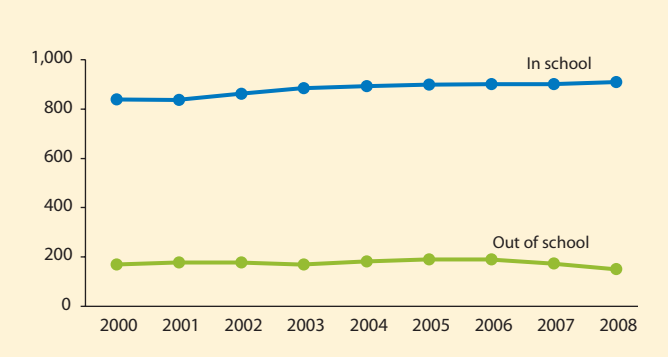
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

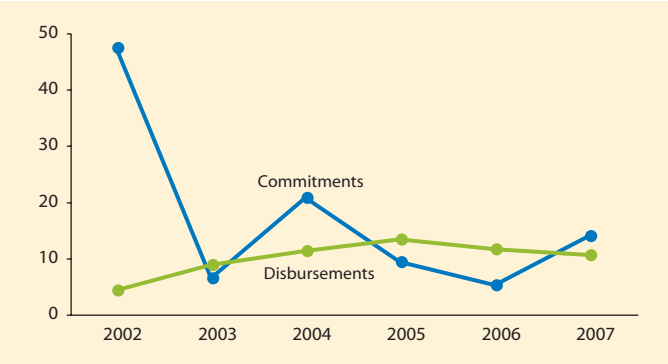


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	21	11	10	—	13	9	10	10	—
Public education expenditure as a % of GDP	1.5	2.0	2.7	—	2.3	2.4	2.9	3.0	—
Share of primary education in recurrent education budget (%)	—	—	54	—	—	46	—	—	—
Primary net enrollment rate	63	58	60	63	58	65	65	73	74
Primary pupil teacher ratio	30	30	30	31	31	31	31	30	30
Percentage of repeaters in primary (female)	18	18	19	18	18	18	17	16	16
Percentage of repeaters in primary (male)	21	21	21	21	21	20	19	18	18
Primary dropout rate (female)	11	8	8	8	9	9	9	7	—
Primary dropout rate (male)	11	8	8	8	8	8	9	8	—
Transition rate from primary to secondary (male)	71	74	76	76	75	75	76	77	—
Transition rate from primary to secondary (female)	76	80	81	80	80	79	79	80	—

Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

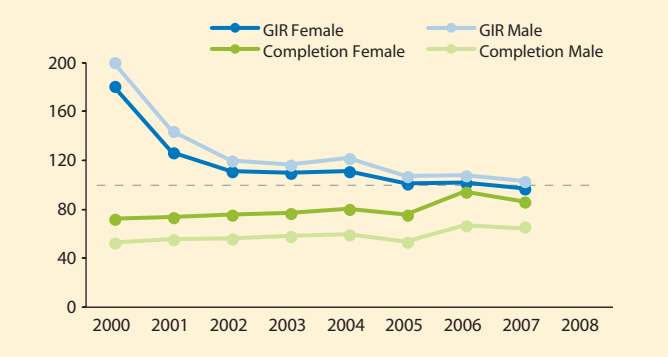
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	63.3	16.8	69.1	23.0	20.7	26.0	17.6	28.8	31.5	30.7	23.5	23.7
—Basic education	47.1	6.2	20.5	9.0	5.0	13.6	4.0	8.5	11.0	13.1	11.3	10.3
—Secondary education	4.1	1.5	29.9	4.3	9.8	3.6	4.0	5.8	7.6	7.2	7.0	7.5
—Post-secondary education	12.1	9.2	18.7	9.7	5.8	8.8	12.8	19.1	16.5	14.3	8.9	9.3
Education ODA per capita (US$)	11.2	2.9	11.9	3.9	3.4	4.2	3.1	5.0	5.4	5.2	3.9	3.9
Basic ed. ODA per primary-aged child (US$)	60.1	7.7	25.1	10.9	6.0	16.7	5.3	11.1	14.0	16.3	13.8	12.5

Source: OECD/DAC CRS Online database and World Bank

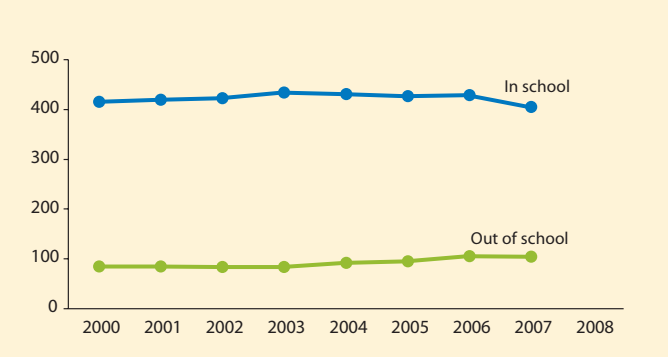
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

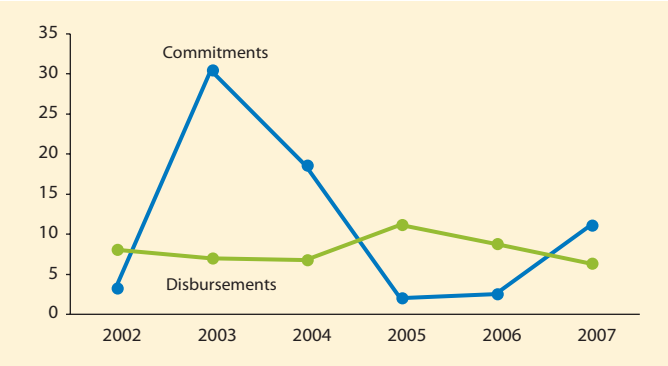


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	21	—	—	—	—	31	—	—	—
Public education expenditure as a % of GDP	11.4	10.6	—	—	—	14.2	13.8	—	12.4
Share of primary education in recurrent education budget (%)	47	51	—	**40**	**39**	39	38	—	36
Primary net enrollment rate	79	81	86	86	87	87	90	96	92
Primary pupil teacher ratio	48	47	47	46	44	42	40	37	—
Percentage of repeaters in primary (female)	16	17	19	19	16	17	18	18	—
Percentage of repeaters in primary (male)	20	22	24	25	21	24	24	24	—
Primary dropout rate (female)	6	8	4	6	4	4	8	—	—
Primary dropout rate (male)	9	8	6	9	9	7	11	—	—
Transition rate from primary to secondary (male)	60	67	62	62	65	68	66	—	—
Transition rate from primary to secondary (female)	62	67	65	64	67	68	68	—	—

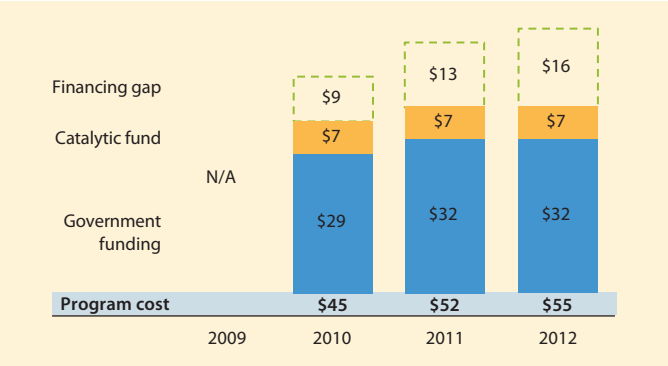
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



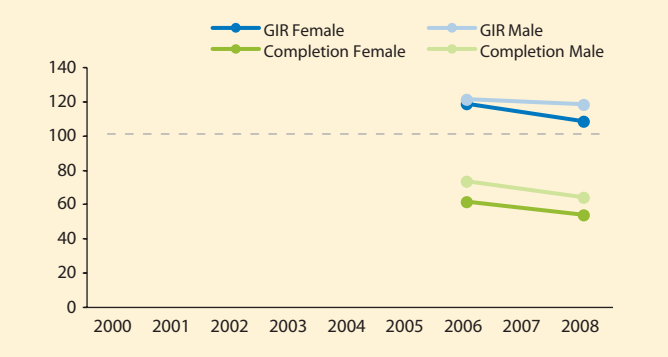
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	4.0	31.8	21.2	3.0	2.4	18.5	15.7	11.4	11.0	13.9	10.5	7.4
—Basic education	3.0	30.2	18.3	1.7	2.2	10.8	7.8	6.7	6.5	10.9	8.5	6.1
—Secondary education	0.4	0.6	1.6	0.7	0.0	4.0	5.9	4.3	4.0	2.8	2.1	1.8
—Post-secondary education	0.6	1.0	1.3	0.7	0.2	3.7	4.1	2.0	2.0	1.6	1.1	1.3
Education ODA per capita (US$)	2.1	16.2	10.7	1.5	1.2	9.1	8.1	5.8	5.5	6.9	5.2	3.6
Basic ed. ODA per primary-aged child (US$)	8.1	82.2	49.5	4.6	5.9	29.0	21.6	18.4	17.7	29.6	23.0	16.4

Source: OECD/DAC CRS Online database and World Bank

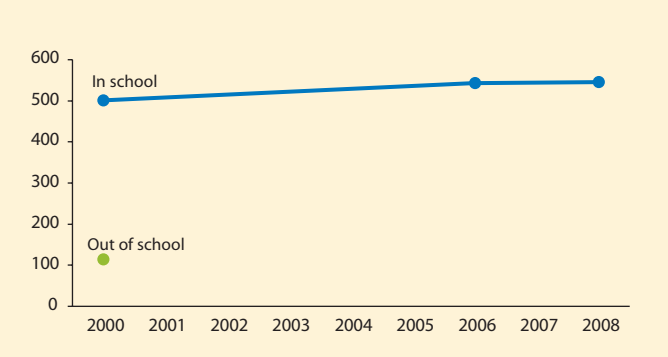
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

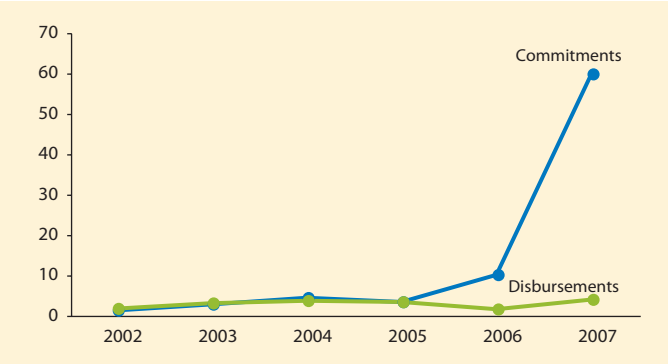


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—
Primary net enrollment rate	27	30	34	38	41	42	43	45	49
Primary pupil teacher ratio	38	—	—	—	—	—	19	—	24
Percentage of repeaters in primary (female)	—	—	—	—	—	—	6	—	7
Percentage of repeaters in primary (male)	—	—	—	—	—	—	6	—	6
Primary dropout rate (female)	—	—	—	—	—	—	—	—	—
Primary dropout rate (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	—	—

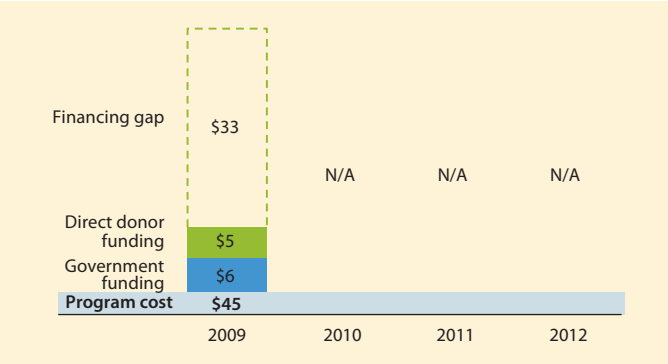
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

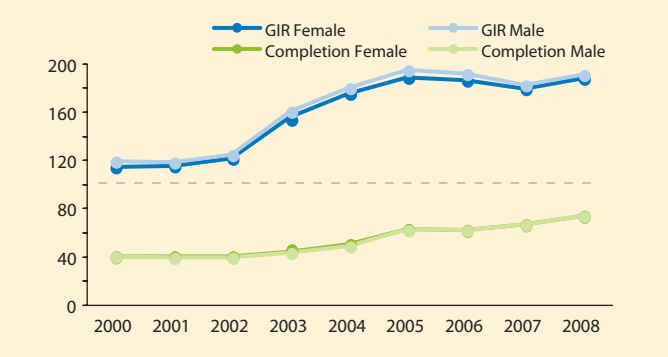
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	1.9	2.8	4.5	3.7	19.1	107.8	2.3	3.4	4.1	3.5	1.8	7.4
—Basic education	0.9	2.4	4.0	3.0	9.7	59.3	1.3	2.7	3.3	3.0	1.2	3.5
—Secondary education	0.7	0.2	0.2	0.6	4.8	24.6	0.7	0.4	0.5	0.3	0.5	25.3
—Post-secondary education	0.3	0.2	0.4	0.2	4.5	23.8	0.3	0.3	0.4	0.2	0.3	22.8
Education ODA per capita (US$)	0.6	0.9	1.4	1.1	5.5	29.6	0.8	1.1	1.3	1.0	0.5	2.0
Basic ed. ODA per primary-aged child (US$)	1.9	4.7	7.8	5.5	17.6	103.8	3.1	5.7	6.7	5.9	2.2	6.7

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

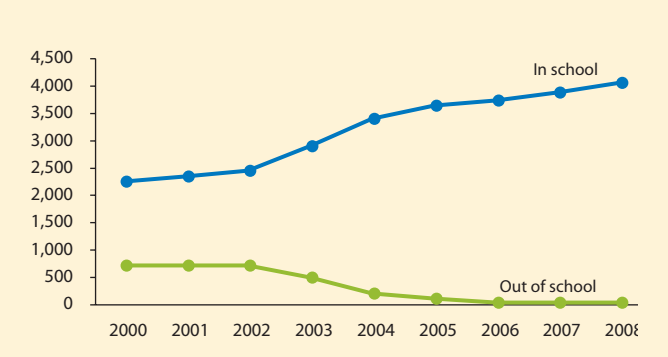
Madagascar | ENDORSEMENT YEAR: 2005

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

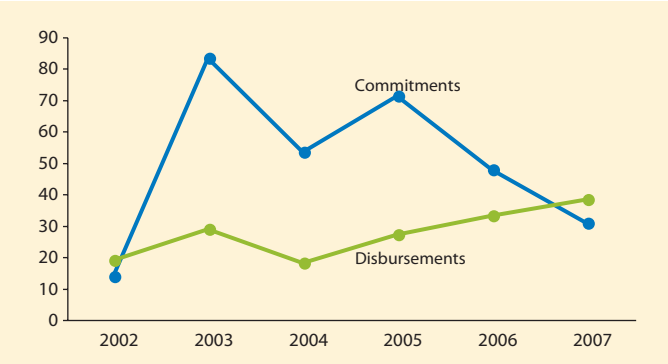


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	29	24	30	24
Public education expenditure as a % of GDP	3.2	2.9	—	—	3.3	3.2	3.1	3.4	2.9
Share of primary education in recurrent education budget (%)	—	35	—	—	54	47	46	52	52
Primary net enrollment rate	89	89	88	88	86	86	83	84	83
Primary pupil teacher ratio	48	47	47	52	52	54	48	49	47
Percentage of repeaters in primary (female)	27	29	29	28	29	18	19	18	19
Percentage of repeaters in primary (male)	29	31	31	30	31	19	20	20	21
Primary dropout rate (female)	16	16	9	8	16	18	16	15	—
Primary dropout rate (male)	16	16	9	8	15	18	16	16	—
Transition rate from primary to secondary (male)	46	55	44	55	53	54	60	59	—
Transition rate from primary to secondary (female)	47	55	46	56	56	56	61	61	—

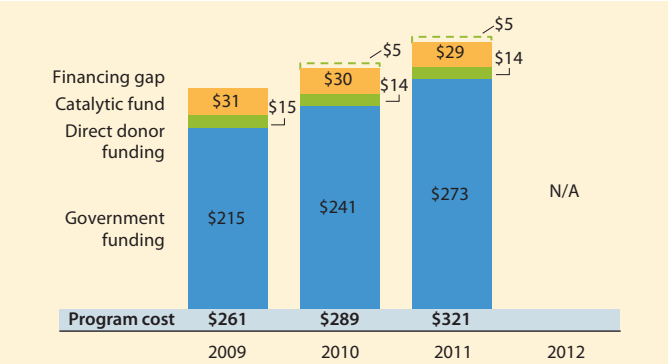
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



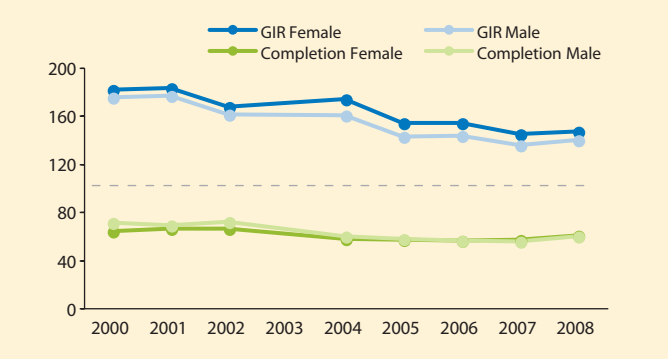
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	53.0	117.3	113.4	134.9	95.9	81.6	57.0	78.4	98.1	89.1	86.5	90.0
—Basic education	13.2	82.8	52.8	70.5	47.1	30.2	18.4	28.2	17.5	26.5	32.5	37.8
—Secondary education	6.2	3.6	16.0	17.0	10.3	11.2	14.3	18.1	30.8	20.3	20.6	21.8
—Post-secondary education	33.6	30.9	44.6	47.4	38.6	40.3	38.9	46.0	59.3	54.8	48.3	47.6
Education ODA per capita (US$)	3.3	7.0	6.6	7.6	5.3	4.4	3.5	4.7	5.7	5.0	4.7	4.8
Basic ed. ODA per primary-aged child (US$)	5.8	35.2	21.8	28.4	18.5	11.6	8.6	12.8	7.7	11.3	13.4	15.2

Source: OECD/DAC CRS Online database and World Bank

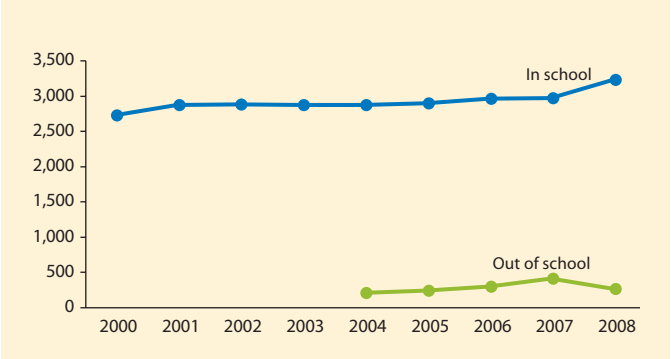
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

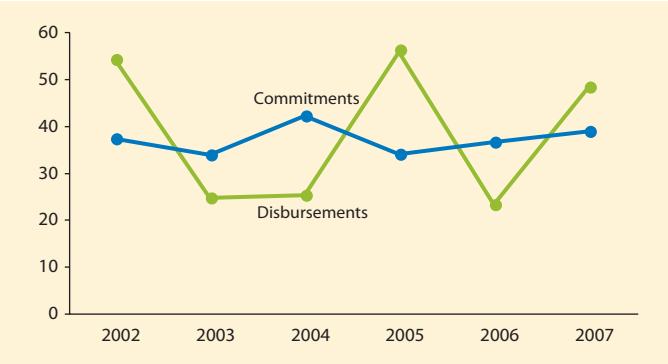


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	4.1	—	—	4.2	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	63	—	—	—	—	—
Primary net enrollment rate	—	75	78	83	78	84	96	97	96
Primary pupil teacher ratio	75	81	83	—	—	85	91	89	93
Percentage of repeaters in primary (female)	15	16	15	—	18	20	20	20	20
Percentage of repeaters in primary (male)	16	17	16	—	18	21	21	21	21
Primary dropout rate (female)	15	18	—	—	16	14	15	10	—
Primary dropout rate (male)	14	16	—	—	15	14	14	9	—
Transition rate from primary to secondary (male)	74	73	—	—	71	71	71	75	—
Transition rate from primary to secondary (female)	78	78	—	—	73	74	76	79	—

Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

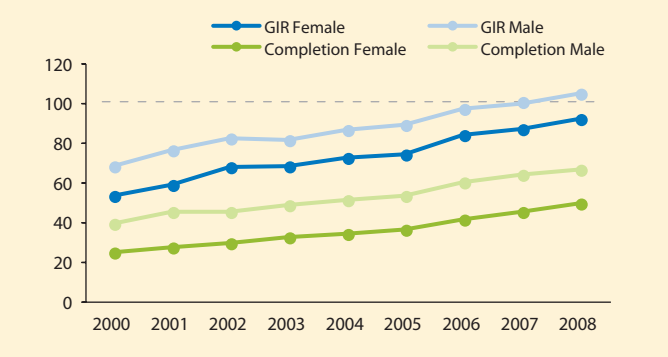
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	58.0	39.8	42.1	107.3	60.8	67.2	53.4	65.0	65.8	65.7	54.3	56.2
—Basic education	53.7	24.2	24.8	55.2	22.8	47.8	36.8	33.4	41.7	33.5	36.0	38.3
—Secondary education	1.8	7.0	11.1	22.3	31.3	7.0	15.4	22.6	19.3	27.5	14.1	11.5
—Post-secondary education	2.5	8.6	6.2	29.8	6.6	12.4	6.1	13.7	11.0	16.3	11.8	14.1
Education ODA per capita (US$)	4.6	3.1	3.2	7.8	4.3	4.6	4.2	5.0	4.9	4.8	3.9	3.9
Basic ed. ODA per primary-aged child (US$)	24.7	10.6	10.5	22.6	9.0	18.4	18.4	16.0	19.1	14.7	15.3	15.7

Source: OECD/DAC CRS Online database and World Bank

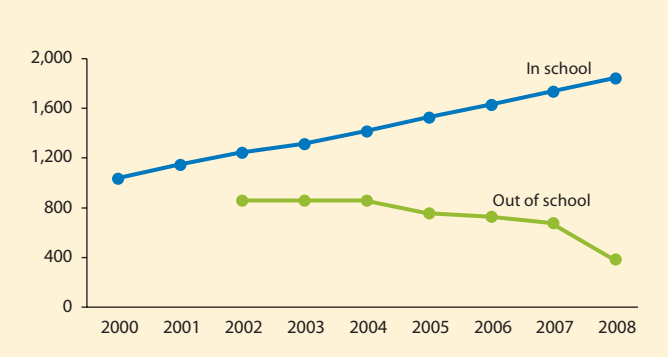
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

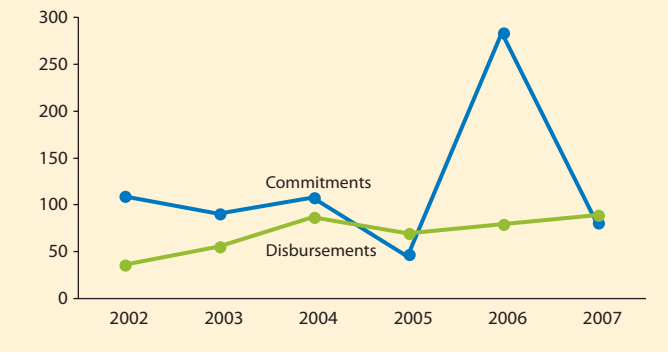


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	**23**	**24**	**23**	**24**	—	—
Public education expenditure as a % of GDP	—	—	3.4	4.1	4.3	4.1	4.6	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	60	—	—
Primary net enrollment rate	—	—	97	99	98	96	96	97	97
Primary pupil teacher ratio	65	63	56	57	52	54	53	52	51
Percentage of repeaters in primary (female)	18	18	20	20	19	19	17	17	14
Percentage of repeaters in primary (male)	17	17	19	20	19	18	17	17	14
Primary dropout rate (female)	—	5	7	4	4	5	—	5	—
Primary dropout rate (male)	—	3	5	4	3	4	—	4	—
Transition rate from primary to secondary (male)	47	49	51	57	48	52	—	64	—
Transition rate from primary to secondary (female)	54	50	57	62	63	65	—	68	—

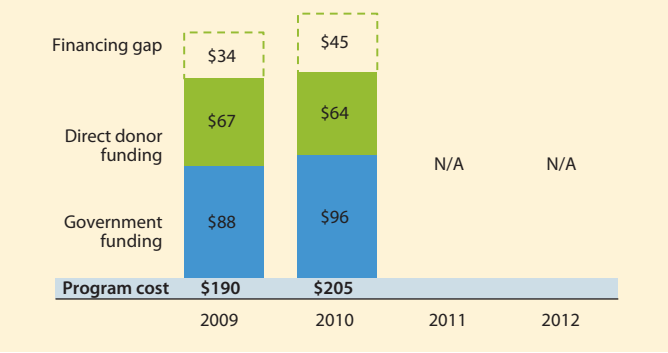
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



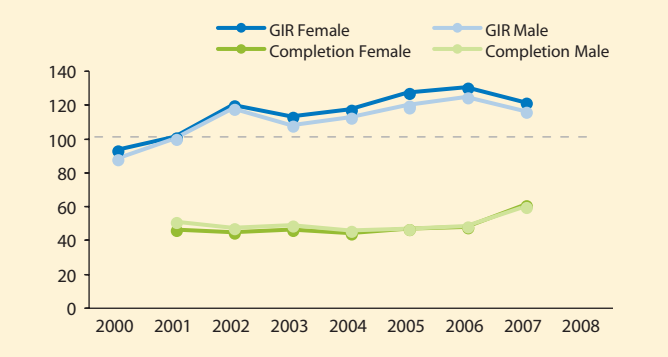
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	159.7	150.1	130.8	83.5	338.8	135.9	64.8	96.6	129.8	116.4	116.7	132.2
—Basic education	106.1	87.4	104.9	41.6	280.9	77.5	33.1	52.3	83.5	66.3	76.2	86.0
—Secondary education	23.1	25.9	9.0	13.8	21.3	24.4	14.7	21.1	20.4	23.5	17.4	22.4
—Post-secondary education	30.5	36.8	16.9	28.1	36.6	34.0	23.8	33.1	33.5	38.3	34.0	38.1
Education ODA per capita (US$)	14.5	13.3	11.3	7.0	27.9	10.9	5.9	8.6	11.2	9.8	9.6	10.6
Basic ed. ODA per primary-aged child (US$)	59.0	47.8	56.4	22.0	145.9	39.5	19.1	29.6	46.5	36.3	41.0	45.4

Source: OECD/DAC CRS Online database and World Bank

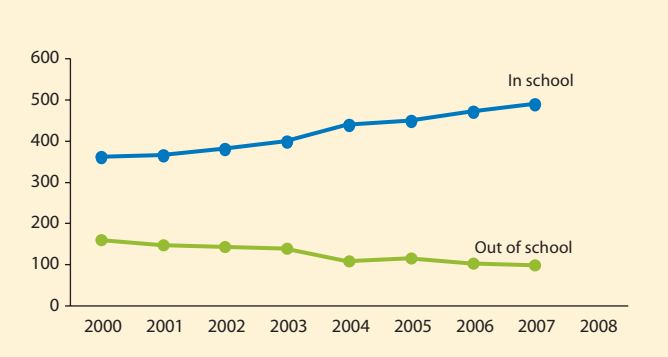
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

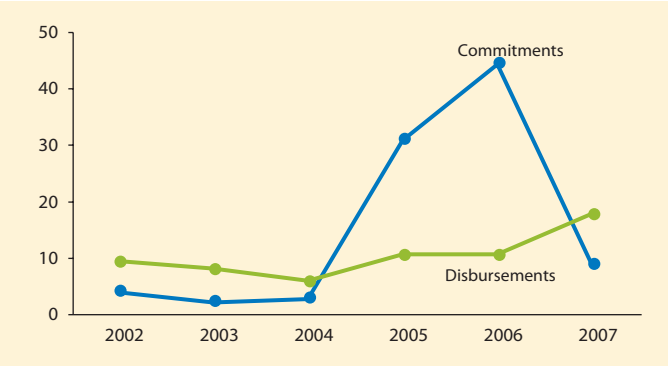


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	13	13	—	—
Public education expenditure as a % of GDP	—	3.3	3.5	3.8	3.1	2.3	2.9	—	—
Share of primary education in recurrent education budget (%)	—	—	—	46	54	62	—	—	—
Primary net enrollment rate	58	—	—	87	88	85	87	—	93
Primary pupil teacher ratio	45	42	39	41	41	40	41	43	—
Percentage of repeaters in primary (female)	15	15	14	16	15	10	10	3	—
Percentage of repeaters in primary (male)	15	15	14	15	14	10	10	3	—
Primary dropout rate (female)	13	14	12	7	14	14	11	—	—
Primary dropout rate (male)	11	15	11	8	16	13	11	—	—
Transition rate from primary to secondary (male)	36	36	44	44	43	45	47	—	—
Transition rate from primary to secondary (female)	40	41	50	47	48	51	57	—	—

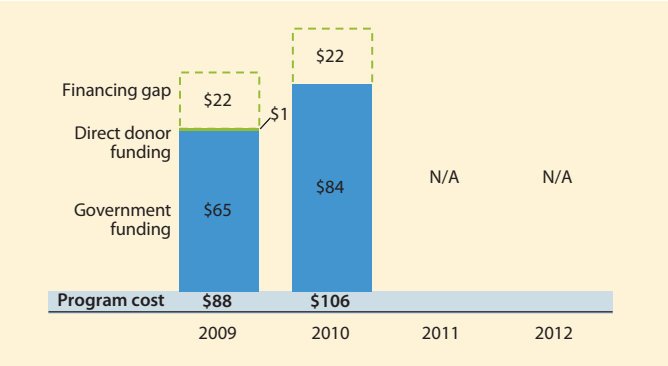
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



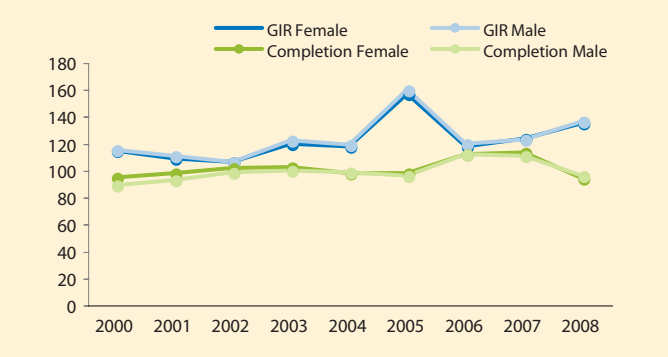
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	15.4	15.6	31.4	40.6	100.5	22.1	23.1	26.3	23.6	28.4	33.7	45.9
—Basic education	3.5	1.7	2.3	30.4	43.9	8.3	9.0	7.7	5.5	10.2	10.3	17.4
—Secondary education	2.1	1.2	0.8	0.2	27.1	1.5	4.9	4.7	4.4	3.2	5.0	11.9
—Post-secondary education	9.8	12.7	28.3	10.0	29.4	12.3	12.9	17.4	16.5	18.1	21.3	21.1
Education ODA per capita (US$)	5.6	5.5	10.8	13.5	32.7	7.0	8.4	9.2	8.1	9.5	11.0	14.6
Basic ed. ODA per primary-aged child (US$)	8.1	3.8	5.1	66.8	94.6	17.5	22.0	18.3	12.9	23.3	23.0	38.3

Source: OECD/DAC CRS Online database and World Bank

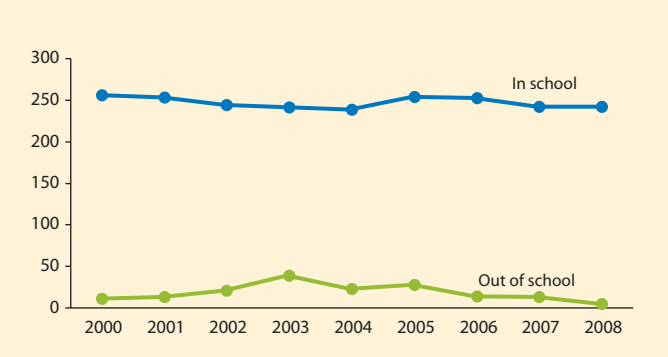
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

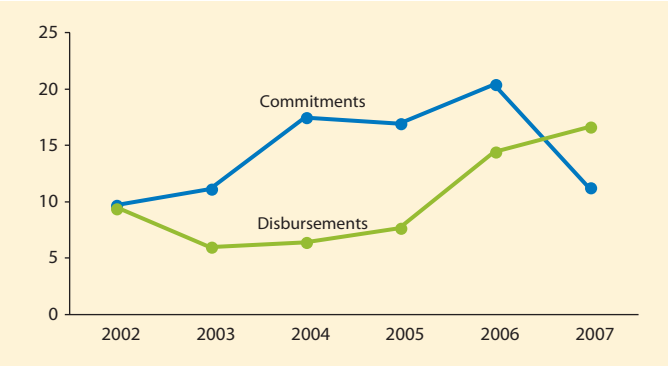


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	**18**	**20**	**18**	**18**	**19**	**17**	—	—
Public education expenditure as a % of GDP	5.8	—	7.9	—	4.7	—	—	5.1	—
Share of primary education in recurrent education budget (%)	—	—	39	—	24	—	—	27	—
Primary net enrollment rate	40	44	46	47	50	62	68	75	78
Primary pupil teacher ratio	33	32	32	31	33	34	33	32	31
Percentage of repeaters in primary (female)	1	0	1	1	1	0	0	0	0
Percentage of repeaters in primary (male)	1	1	1	1	1	0	0	1	0
Primary dropout rate (female)	3	3	3	3	—	—	—	2	—
Primary dropout rate (male)	5	4	3	3	—	—	—	2	—
Transition rate from primary to secondary (male)	98	98	100	99	99	99	97	98	—
Transition rate from primary to secondary (female)	95	96	98	99	96	95	95	96	—

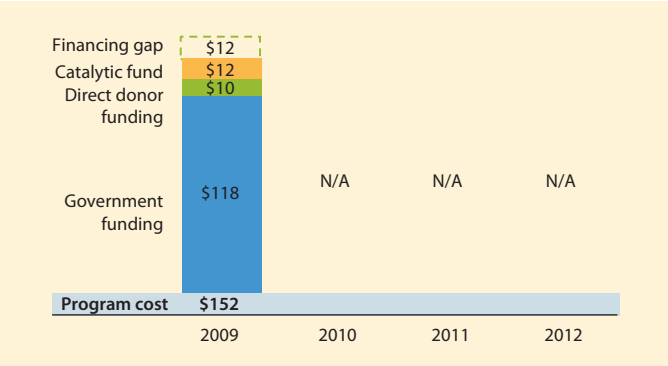
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

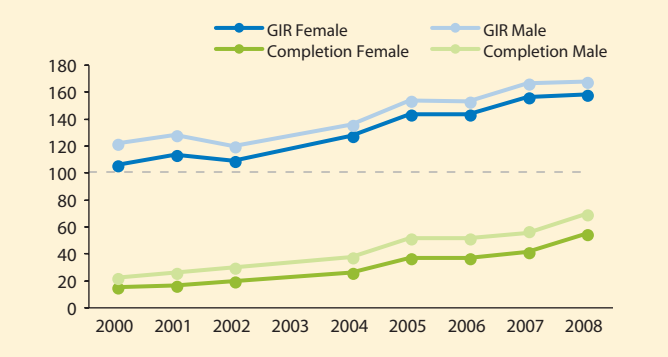
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	48.2	41.0	45.1	35.2	45.9	29.8	16.2	31.9	30.6	30.6	33.3	33.4
—Basic education	9.5	10.9	17.2	16.7	20.1	11.0	9.3	5.7	6.2	7.4	14.2	16.4
—Secondary education	20.2	1.0	1.0	1.5	4.8	1.7	1.4	2.7	3.5	1.8	1.8	2.3
—Post-secondary education	18.6	29.0	26.9	17.0	21.0	17.1	6.9	26.3	25.8	22.8	18.7	17.2
Education ODA per capita (US$)	19.6	16.4	17.8	13.7	17.6	11.3	6.6	12.8	12.1	11.9	12.8	12.7
Basic ed. ODA per primary-aged child (US$)	39.7	47.2	77.6	63.7	79.7	45.1	37.9	23.5	25.9	32.1	63.8	62.4

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

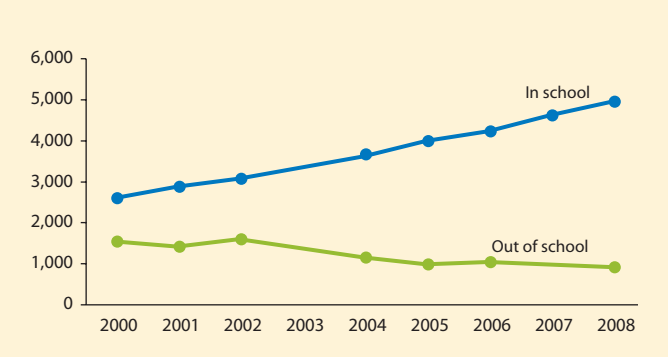
Mozambique | ENDORSEMENT YEAR: 2003

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

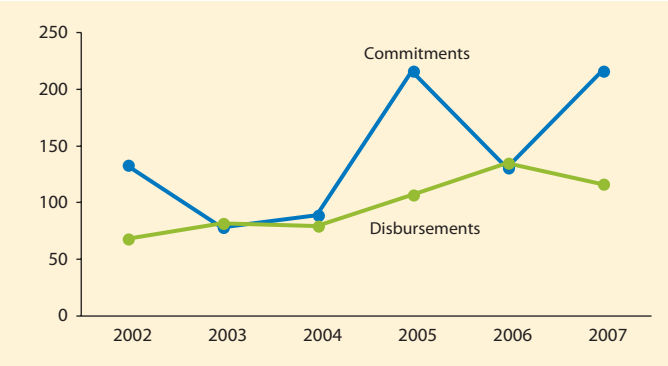


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	26	—	26	—	—
Public education expenditure as a % of GDP	—	—	—	—	4.5	5.2	5.0	**6.0**	—
Share of primary education in recurrent education budget (%)	—	—	—	—	70	—	56	51	—
Primary net enrollment rate	57	59	54	63	67	69	70	71	73
Primary pupil teacher ratio	64	66	67	—	65	66	67	65	64
Percentage of repeaters in primary (female)	24	23	24	—	21	10	5	6	5
Percentage of repeaters in primary (male)	23	22	23	—	21	11	5	6	6
Primary dropout rate (female)	13	14	—	—	12	14	13	13	—
Primary dropout rate (male)	12	13	—	—	10	13	11	11	—
Transition rate from primary to secondary (male)	40	46	—	—	56	56	61	60	—
Transition rate from primary to secondary (female)	40	43	—	—	51	52	56	56	—

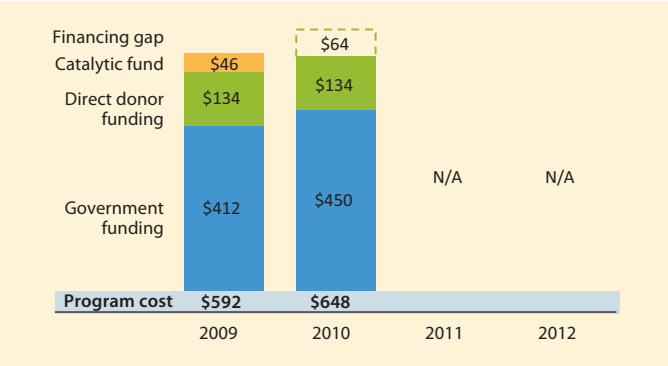
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



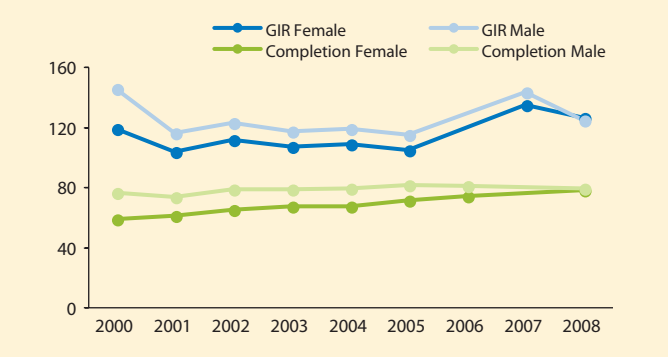
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	318.9	128.2	152.7	317.4	209.7	384.1	114.3	139.1	141.4	174.9	216.2	202.4
—Basic education	130.5	75.5	86.4	213.7	128.2	213.4	65.5	79.1	76.8	104.3	132.3	114.2
—Secondary education	50.6	23.1	30.3	49.1	47.4	78.7	33.9	29.1	31.7	39.9	51.0	54.6
—Post-secondary education	137.9	29.6	36.0	54.6	34.1	91.9	44.7	46.9	49.8	53.3	56.1	54.4
Education ODA per capita (US$)	16.5	6.5	7.5	15.2	9.8	17.5	5.9	7.0	6.9	8.4	10.1	9.2
Basic ed. ODA per primary-aged child (US$)	36.5	20.6	22.9	54.9	31.9	51.4	19.3	22.7	21.5	28.4	35.1	29.4

Source: OECD/DAC CRS Online database and World Bank

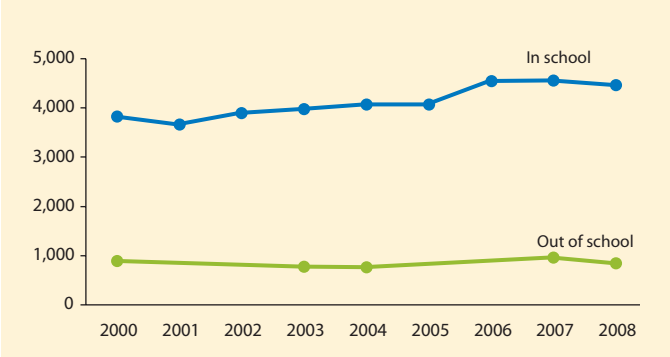
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

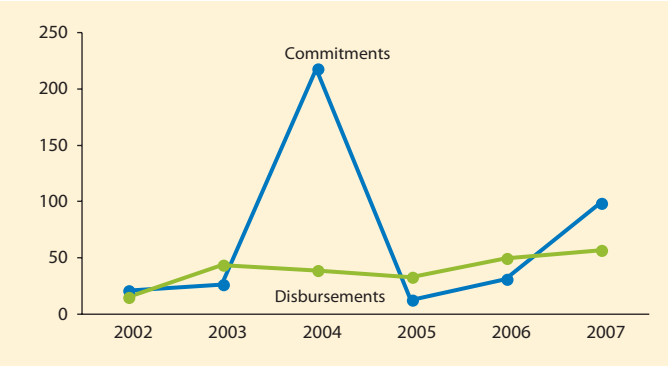


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	21	19	—	—	—	—	—
Public education expenditure as a % of GDP	3.0	3.7	3.4	3.1	—	—	—	—	3.8
Share of primary education in recurrent education budget (%)	52	53	53	49	—	—	—	—	63
Primary net enrollment rate	79	78	78	80	79	78	78	80	82
Primary pupil teacher ratio	43	37	40	36	36	40	40	40	38
Percentage of repeaters in primary (female)	25	24	21	22	22	23	20	20	17
Percentage of repeaters in primary (male)	25	24	22	22	22	23	21	21	17
Primary dropout rate (female)	11	4	6	8	7	—	—	8	—
Primary dropout rate (male)	14	4	7	6	10	—	—	10	—
Transition rate from primary to secondary (male)	73	80	76	74	—	—	—	81	—
Transition rate from primary to secondary (female)	71	83	80	79	—	—	—	81	—

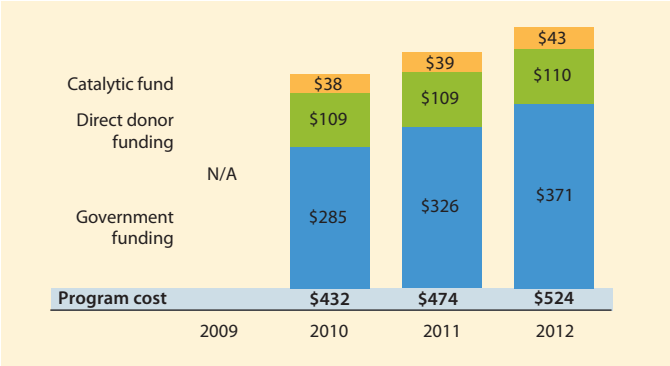
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



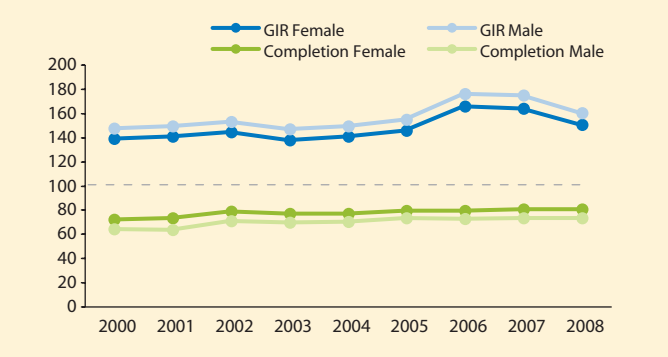
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	41.6	89.0	224.9	21.2	60.4	174.6	21.7	63.0	54.3	44.2	63.0	73.2
—Basic education	18.5	23.9	215.1	10.0	28.8	96.3	12.5	41.2	36.5	30.3	46.9	54.0
—Secondary education	11.6	52.3	1.5	1.8	10.1	18.9	4.6	13.3	7.9	5.4	6.1	7.0
—Post-secondary education	11.5	12.8	8.2	9.4	21.5	59.4	8.0	18.6	16.5	12.9	15.9	18.8
Education ODA per capita (US$)	1.6	3.4	8.4	0.8	2.2	6.1	0.8	2.4	2.0	1.6	2.3	2.6
Basic ed. ODA per primary-aged child (US$)	5.5	6.8	60.6	2.8	7.9	26.4	3.9	12.5	10.9	8.7	13.2	15.0

Source: OECD/DAC CRS Online database and World Bank

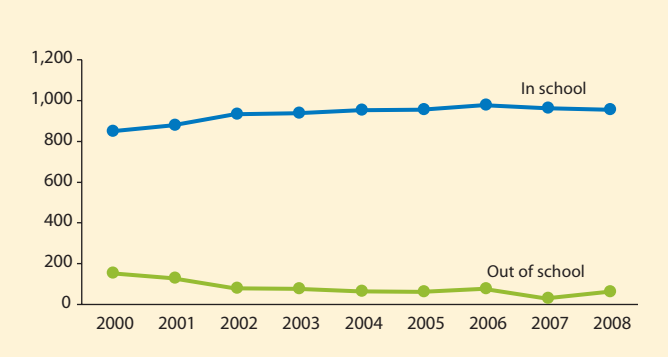
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)



Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	**14**	—	**12**	**12**	**14**	**14**	—	—
Public education expenditure as a % of GDP	3.9	—	3.1	3.1	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	**14**	—	**12**	**12**	**14**	**14**	—	—
Primary net enrollment rate	65	—	61	73	73	75	75	86	82
Primary pupil teacher ratio	36	37	35	34	35	34	33	31	29
Percentage of repeaters in primary (female)	4	6	8	9	9	9	8	8	9
Percentage of repeaters in primary (male)	6	8	10	12	12	11	11	10	13
Primary dropout rate (female)	10	7	10	9	10	10	12	11	—
Primary dropout rate (male)	12	8	11	11	12	12	14	13	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	—	—

Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

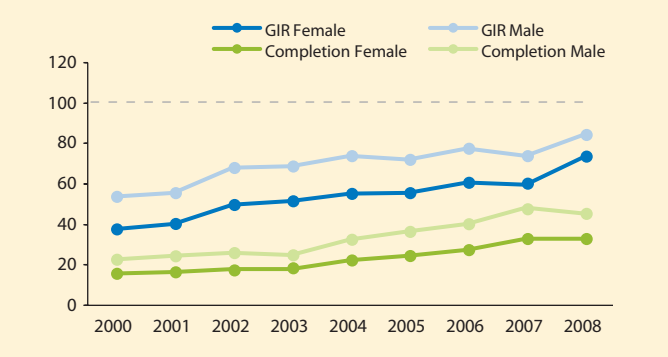
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	25.6	61.2	128.1	52.2	115.5	45.1	35.1	46.3	40.1	63.3	76.7	68.0
—Basic education	6.1	32.8	66.2	37.2	80.9	20.6	16.7	20.9	18.4	25.9	46.8	40.5
—Secondary education	6.3	13.4	37.6	9.7	20.3	16.7	9.0	11.9	13.5	22.2	21.2	18.1
—Post-secondary education	13.2	14.9	24.4	5.4	14.3	7.8	15.2	20.0	16.2	19.1	14.8	13.4
Education ODA per capita (US$)	4.9	11.4	23.6	9.5	20.7	8.0	6.7	8.6	7.4	11.5	13.7	12.0
Basic ed. ODA per primary-aged child (US$)	7.3	38.8	78.2	44.1	97.5	25.1	20.1	25.0	21.9	30.6	55.3	48.0

Source: OECD/DAC CRS Online database and World Bank

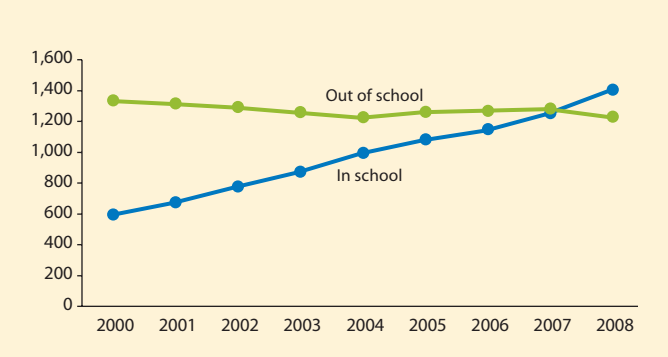
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

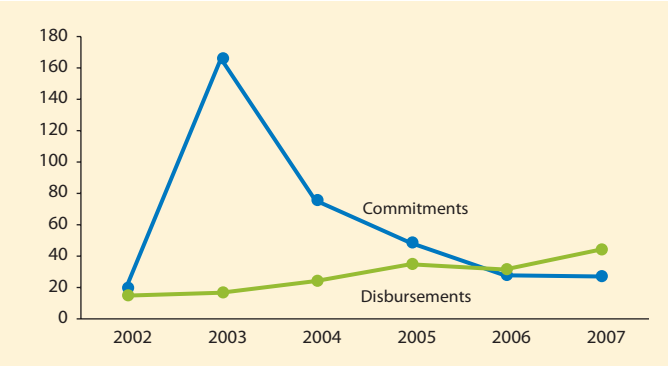


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	**30**	**29**	**28**	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	2.3	—	2.4	—	—	3.3	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	64	—	—
Primary net enrollment rate	—	—	—	—	—	—	—	—	—
Primary pupil teacher ratio	41	42	41	42	44	44	40	40	41
Percentage of repeaters in primary (female)	12	10	9	8	5	6	5	5	6
Percentage of repeaters in primary (male)	12	10	9	7	5	5	5	5	7
Primary dropout rate (female)	7	8	8	7	10	12	7	6	—
Primary dropout rate (male)	6	7	7	6	9	11	6	6	—
Transition rate from primary to secondary (male)	30	38	41	48	53	58	37	40	—
Transition rate from primary to secondary (female)	31	39	43	51	63	61	42	45	—

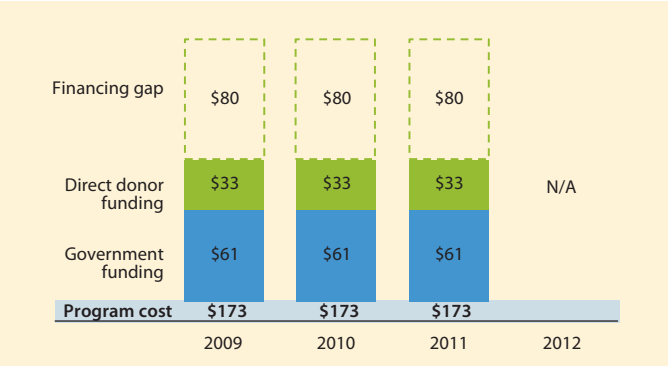
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

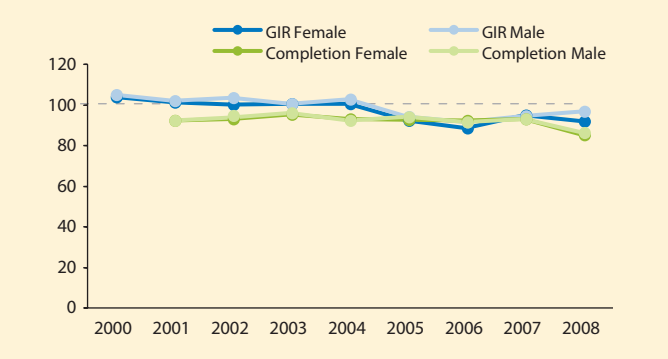
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	28.6	207.2	82.3	84.1	52.0	46.1	36.6	37.4	44.0	55.4	49.1	61.8
—Basic education	18.0	164.4	74.0	47.1	26.2	25.5	13.2	15.2	22.4	33.3	30.2	42.7
—Secondary education	3.6	20.6	1.6	19.3	9.2	8.6	13.4	12.1	11.6	11.7	9.9	11.5
—Post-secondary education	7.0	22.3	6.7	17.7	16.6	12.1	12.3	13.6	14.3	17.1	15.9	15.1
Education ODA per capita (US$)	2.4	16.9	6.5	6.4	3.8	3.3	3.1	3.1	3.5	4.2	3.6	4.4
Basic ed. ODA per primary-aged child (US$)	9.3	82.0	35.6	21.9	11.7	11.0	7.3	8.2	11.6	16.6	14.5	19.8

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

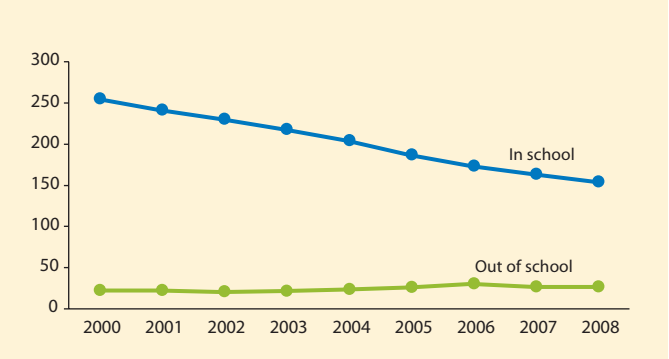
Republic of Moldova | ENDORSEMENT YEAR: 2005

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

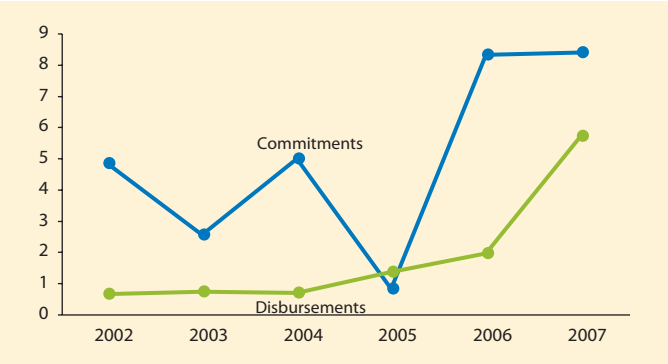


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	23	22	21
Public education expenditure as a % of GDP	4.5	4.8	5.5	5.4	6.8	7.2	7.5	8.3	8.2
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	17	18
Primary net enrollment rate	87	84	86	—	—	—	90	90	89
Primary pupil teacher ratio	21	20	20	19	19	18	17	16	16
Percentage of repeaters in primary (female)	—	1	1	0	0	0	0	0	0
Percentage of repeaters in primary (male)	—	1	1	0	0	0	0	0	0
Primary dropout rate (female)	3	3	3	3	3	1	1	1	—
Primary dropout rate (male)	4	3	3	4	3	1	1	2	—
Transition rate from primary to secondary (male)	97	97	99	99	98	99	99	98	—
Transition rate from primary to secondary (female)	97	98	97	97	99	98	99	99	—

Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

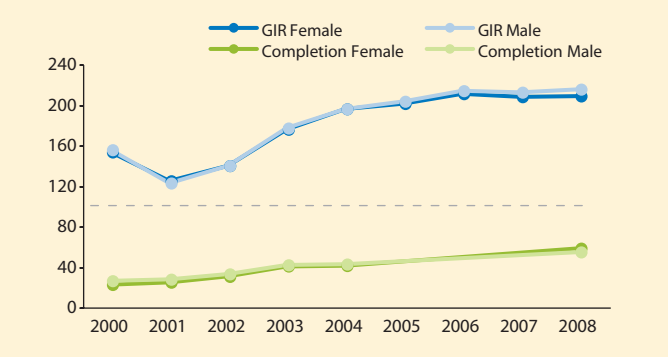
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	15.4	13.7	13.1	12.8	28.4	28.9	4.6	8.7	9.0	10.5	17.5	24.9
—Basic education	4.8	2.5	4.9	0.8	8.3	8.3	0.6	0.7	0.6	1.3	1.9	5.7
—Secondary education	3.1	1.5	0.4	0.2	7.7	5.1	1.7	1.7	1.4	1.5	3.2	6.4
—Post-secondary education	7.5	9.7	7.8	11.9	12.5	15.4	4.1	7.6	8.7	10.1	14.9	17.1
Education ODA per capita (US$)	3.8	3.5	3.4	3.4	7.5	7.8	1.1	2.2	2.3	2.8	4.6	6.7
Basic ed. ODA per primary-aged child (US$)	20.2	11.0	23.0	3.8	43.9	47.1	2.2	2.7	2.7	5.8	8.9	28.4

Source: OECD/DAC CRS Online database and World Bank

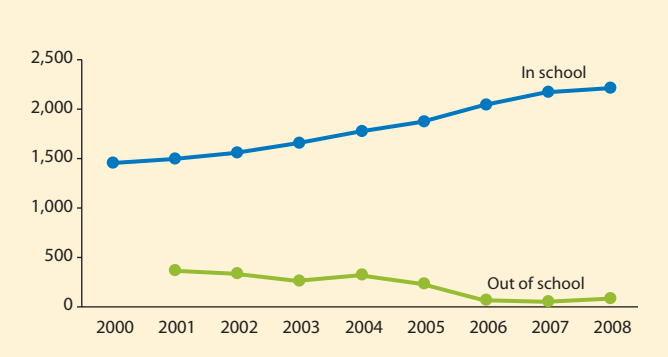
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

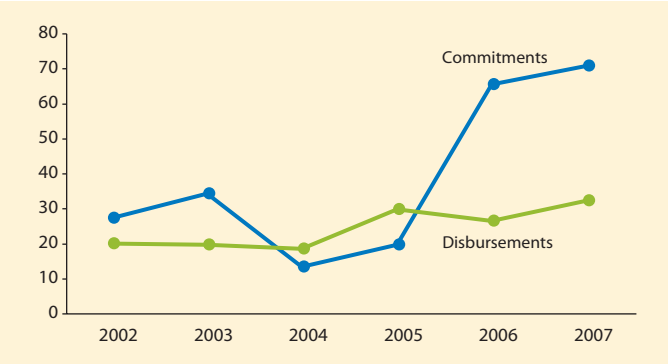


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	16	—	30	—
Public education expenditure as a % of GDP	2.9	—	—	—	—	3.4	—	4.8	4.1
Share of primary education in recurrent education budget (%)	—	—	—	—	—	54	—	45	—
Primary net enrollment rate	96	95	97	96	97	97	97	97	97
Primary pupil teacher ratio	54	51	59	60	62	66	66	69	68
Percentage of repeaters in primary (female)	34	36	36	16	19	15	15	15	18
Percentage of repeaters in primary (male)	31	36	36	17	19	15	15	15	18
Primary dropout rate (female)	13	14	15	15	—	—	—	18	—
Primary dropout rate (male)	13	15	15	17	—	—	—	19	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	—	—

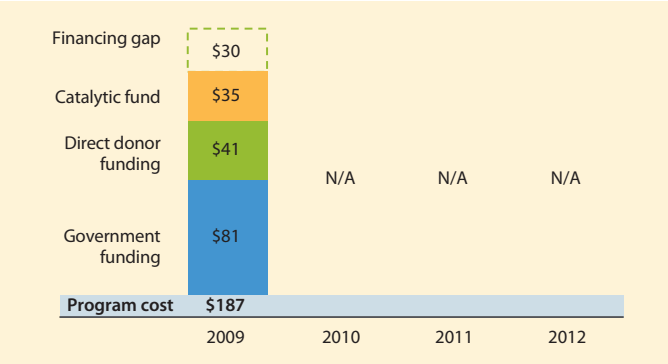
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

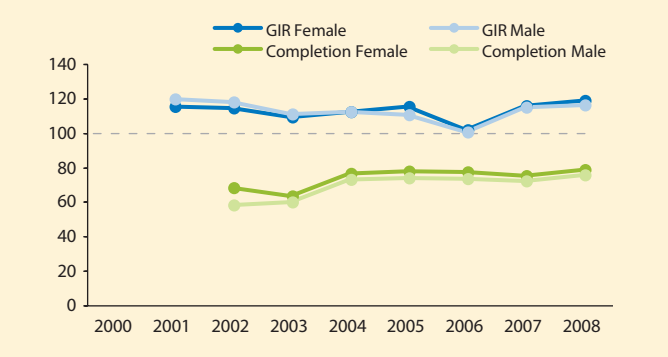
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	55.9	70.7	30.8	46.9	134.0	98.2	52.7	44.1	69.3	60.9	60.3	71.4
—Basic education	26.7	33.7	12.8	19.1	64.9	70.3	19.3	19.1	18.0	29.1	25.9	31.6
—Secondary education	15.0	14.8	6.0	8.6	27.0	12.3	16.4	11.2	23.0	17.4	14.0	19.8
—Post-secondary education	14.2	22.2	12.1	19.1	42.1	15.6	19.6	16.3	31.1	25.7	25.9	23.6
Education ODA per capita (US$)	6.5	8.1	3.5	5.2	14.5	10.3	6.1	5.1	7.8	6.7	6.5	7.5
Basic ed. ODA per primary-aged child (US$)	18.8	24.0	9.2	14.1	47.4	50.0	14.2	13.6	12.7	20.7	18.8	23.4

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

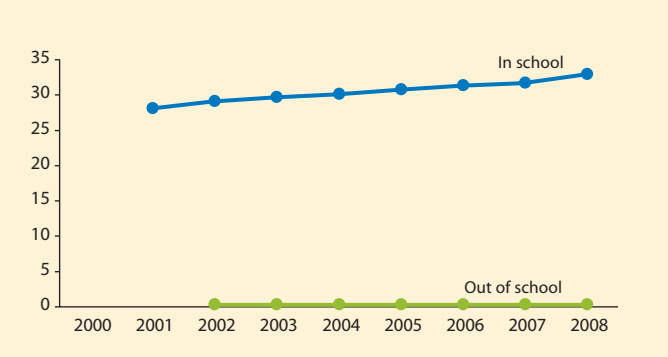
São Tomé and Príncipe | ENDORSEMENT YEAR: 2008

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

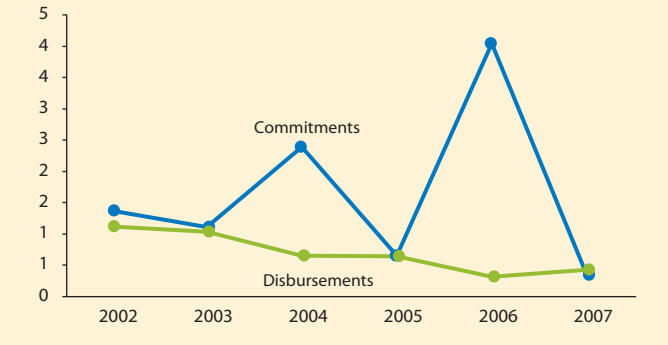


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—
Primary net enrollment rate	—	—	—	—	—	69	—	65	76
Primary pupil teacher ratio	—	34	33	32	32	31	31	—	—
Percentage of repeaters in primary (female)	—	—	24	28	24	22	22	24	23
Percentage of repeaters in primary (male)	—	—	27	29	25	24	24	27	26
Primary dropout rate (female)	—	8	9	7	6	—	3	5	—
Primary dropout rate (male)	—	9	9	8	5	—	5	4	—
Transition rate from primary to secondary (male)	—	63	52	53	55	—	56	52	—
Transition rate from primary to secondary (female)	—	66	42	57	57	—	53	44	—

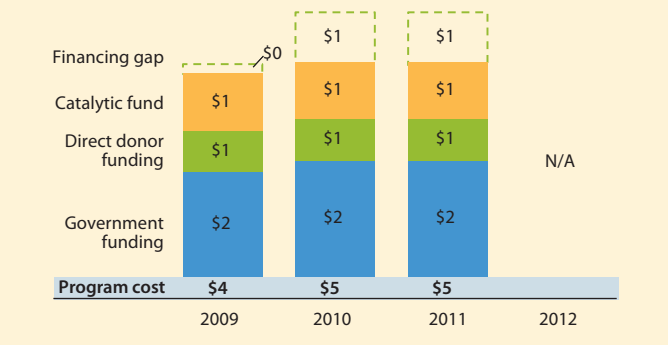
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



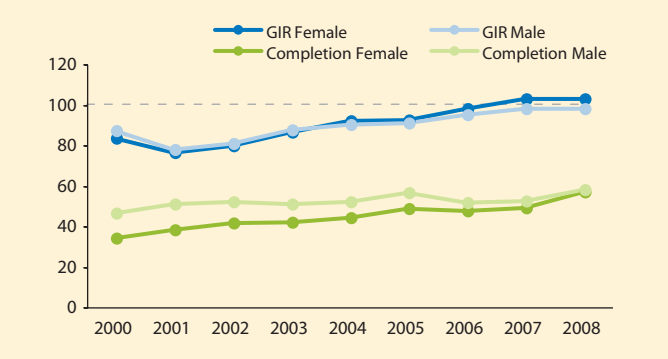
Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	7.6	7.5	11.5	5.2	13.8	6.5	5.3	6.1	5.6	6.7	7.0	7.6
—Basic education	1.3	1.1	2.4	0.6	4.0	0.3	1.1	1.0	0.6	0.6	0.3	0.4
—Secondary education	3.6	2.0	4.2	0.5	3.2	1.2	1.8	0.8	1.1	0.8	1.6	1.6
—Post-secondary education	2.7	4.4	4.9	4.1	6.7	5.0	2.5	4.4	4.2	5.3	5.1	5.4
Education ODA per capita (US$)	52.5	50.6	75.9	33.7	88.7	40.9	36.5	41.4	37.2	43.3	44.7	47.7
Basic ed. ODA per primary-aged child (US$)	59.5	46.9	101.0	25.8	165.4	12.4	49.0	45.0	27.5	26.7	11.9	16.3

Source: OECD/DAC CRS Online database and World Bank

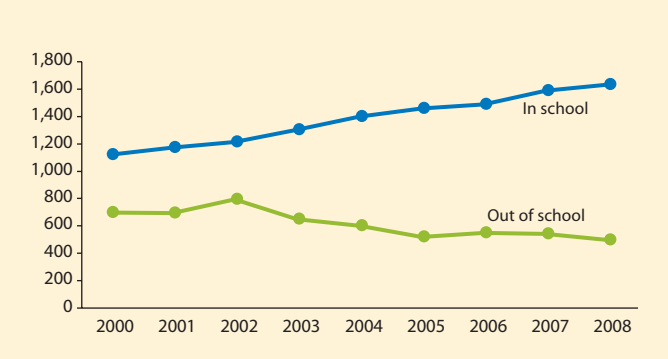
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

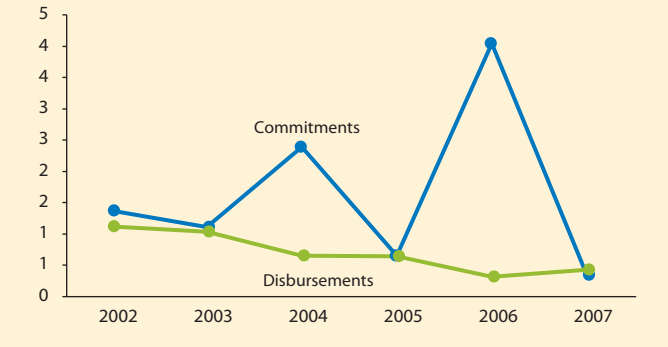


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	39	—	—
Public education expenditure as a % of GDP	3.2	3.3	3.4	3.5	3.9	5.1	4.8	—	—
Share of primary education in recurrent education budget (%)	—	38	—	—	44	46	—	—	—
Primary net enrollment rate	80	81	84	81	83	83	86	83	—
Primary pupil teacher ratio	51	51	49	46	43	42	39	34	36
Percentage of repeaters in primary (female)	13	14	14	14	13	12	10	10	8
Percentage of repeaters in primary (male)	14	14	14	14	13	12	11	11	8
Primary dropout rate (female)	9	10	6	6	8	11	—	9	—
Primary dropout rate (male)	7	8	5	5	7	10	—	10	—
Transition rate from primary to secondary (male)	37	37	38	45	46	48	57	58	—
Transition rate from primary to secondary (female)	40	41	41	49	52	52	62	65	—

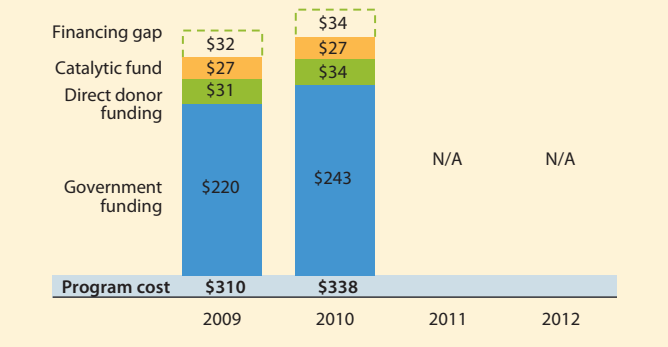
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

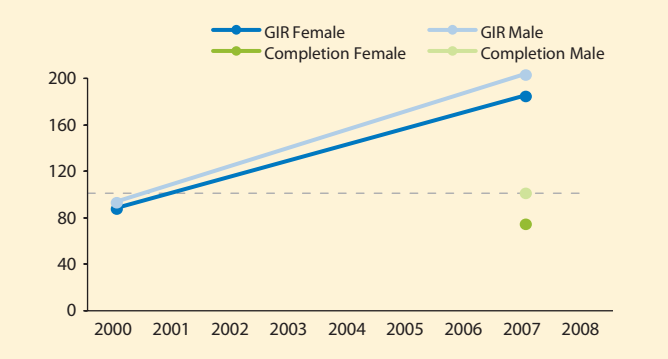
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	146.5	156.9	161.7	274.8	340.8	153.3	87.2	110.2	137.5	127.2	118.0	153.1
—Basic education	71.0	37.8	67.0	28.9	141.2	49.5	16.9	26.7	38.4	27.8	19.4	43.7
—Secondary education	15.2	50.0	20.2	174.0	71.0	18.4	14.1	14.7	29.5	26.3	24.7	29.9
—Post-secondary education	60.3	69.1	74.5	71.9	128.6	85.4	62.9	73.4	82.4	86.7	86.8	92.3
Education ODA per capita (US$)	14.0	14.6	14.7	24.3	29.3	12.8	8.3	10.3	12.5	11.3	10.2	12.8
Basic ed. ODA per primary-aged child (US$)	41.6	21.6	37.5	15.8	75.6	26.0	10.4	16.0	22.5	15.9	10.9	23.9

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

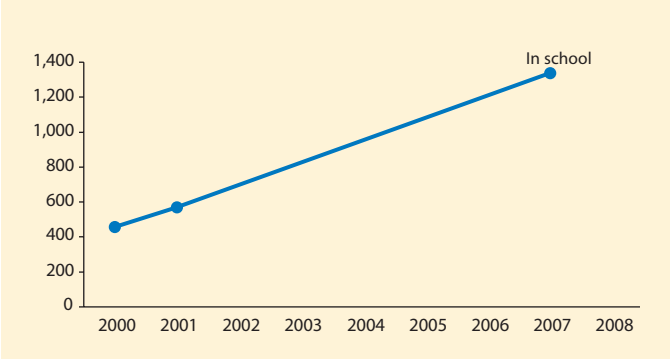
Sierra Leone | ENDORSEMENT YEAR: 2007

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

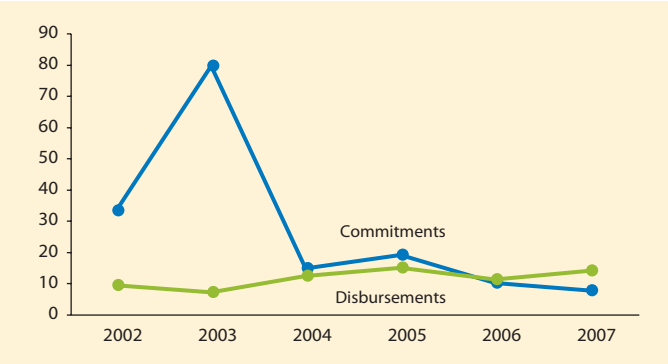


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	**20**	**18**	**19**	—	—
Public education expenditure as a % of GDP	4.9	4.6	4.7	4.6	4.2	3.8	—	—	—
Share of primary education in recurrent education budget (%)	—	—	—	52	**49**	**51**	**49**	—	—
Primary net enrollment rate	95	94	92	—	—	—	—	—	—
Primary pupil teacher ratio	—	37	—	—	—	**61**	**60**	44	—
Percentage of repeaters in primary (female)	—	—	—	—	—	—	—	10	—
Percentage of repeaters in primary (male)	—	—	—	—	—	—	—	10	—
Primary dropout rate (female)	—	—	—	—	—	—	—	—	—
Primary dropout rate (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	—	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	—	—

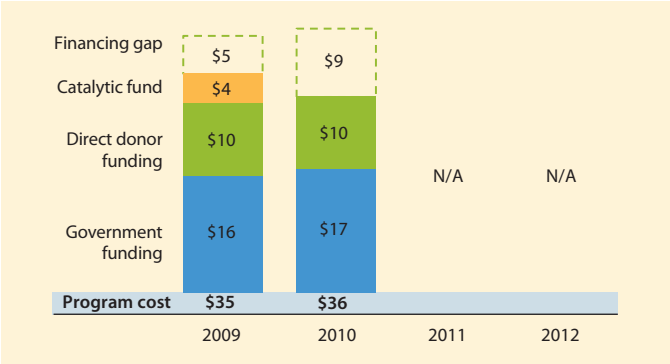
Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

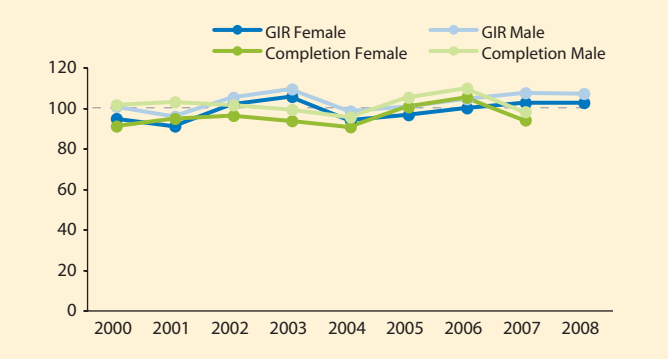
	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	34.7	87.6	23.0	34.7	14.6	16.8	11.7	11.5	20.5	24.9	19.7	24.9
—Basic education	32.7	79.0	14.2	18.5	9.4	7.2	8.8	6.5	11.8	14.4	10.7	13.5
—Secondary education	0.7	3.6	4.4	7.7	2.1	7.1	3.5	3.5	6.7	8.5	7.7	8.9
—Post-secondary education	1.4	5.0	4.4	8.5	3.1	2.5	3.7	4.1	5.7	7.1	5.9	5.7
Education ODA per capita (US$)	7.6	18.4	4.6	6.8	2.8	3.1	2.6	2.4	4.1	4.9	3.7	4.6
Basic ed. ODA per primary-aged child (US$)	48.5	112.8	19.4	24.1	11.7	8.6	13.8	10.1	17.6	20.6	14.6	17.5

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

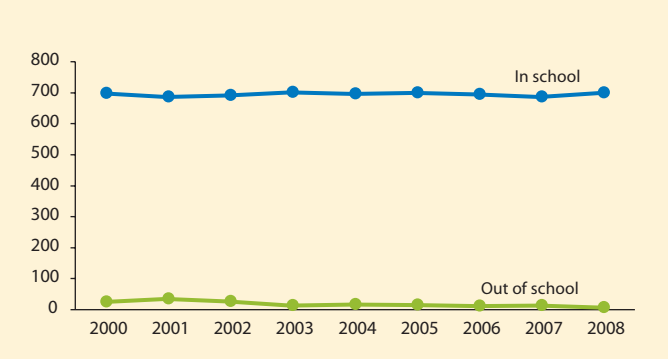
Tajikistan | ENDORSEMENT YEAR: 2005

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

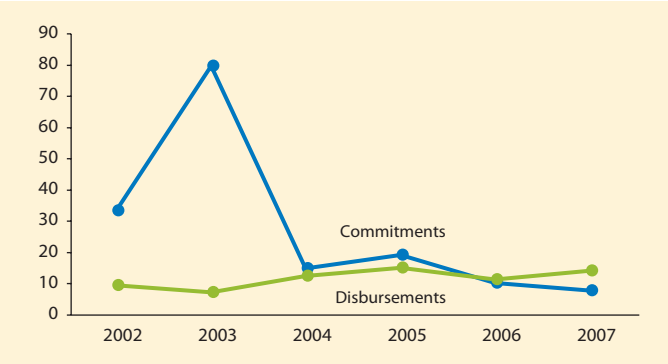


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	20	22	—	—	—	—
Public education expenditure as a % of GDP	2.3	2.4	2.8	2.4	2.8	3.5	3.4	3.4	—
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—
Primary net enrollment rate	72	72	69	72	72	69	74	72	69
Primary pupil teacher ratio	22	22	22	22	22	21	22	22	23
Percentage of repeaters in primary (female)	0	0	0	0	0	0	0	0	—
Percentage of repeaters in primary (male)	0	0	0	0	0	0	0	0	—
Primary dropout rate (female)	2	—	1	1	0	1	—	—	—
Primary dropout rate (male)	1	2	1	1	1	—	—	—	—
Transition rate from primary to secondary (male)	97	98	97	97	97	96	98	—	—
Transition rate from primary to secondary (female)	97	99	100	98	98	100	98	—	—

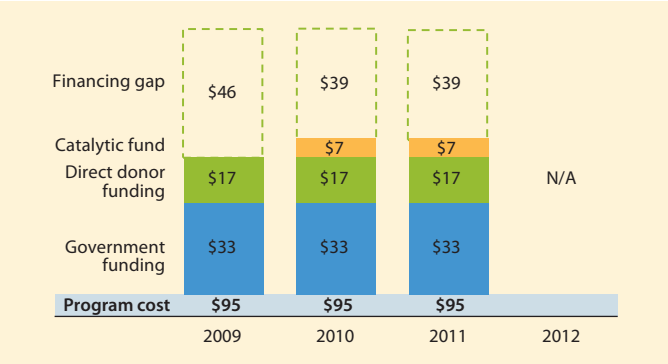
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

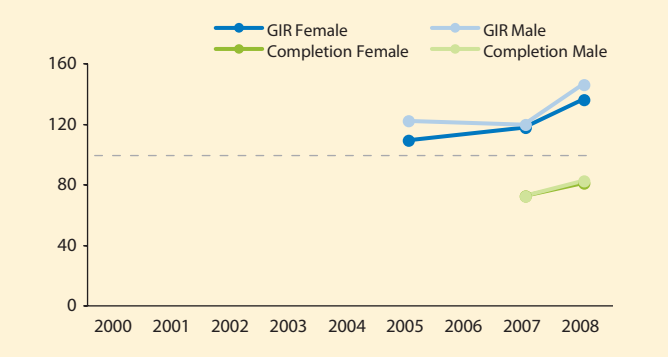
Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	4.8	32.8	20.2	16.9	10.0	8.2	6.1	2.6	6.0	9.3	11.3	11.9
—Basic education	2.1	29.1	14.0	10.3	3.3	5.7	3.3	1.2	3.0	5.3	6.4	7.6
—Secondary education	0.8	1.9	2.0	2.3	5.0	1.1	2.0	1.3	4.1	4.1	3.6	3.4
—Post-secondary education	1.9	1.8	4.2	4.3	1.7	1.4	1.8	1.5	4.4	3.6	4.7	3.9
Education ODA per capita (US$)	0.8	5.1	3.1	2.6	1.5	1.2	1.0	0.4	0.9	1.4	1.7	1.8
Basic ed. ODA per primary-aged child (US$)	3.0	41.6	20.1	14.9	4.8	8.3	4.7	1.8	4.2	7.6	9.2	11.0

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

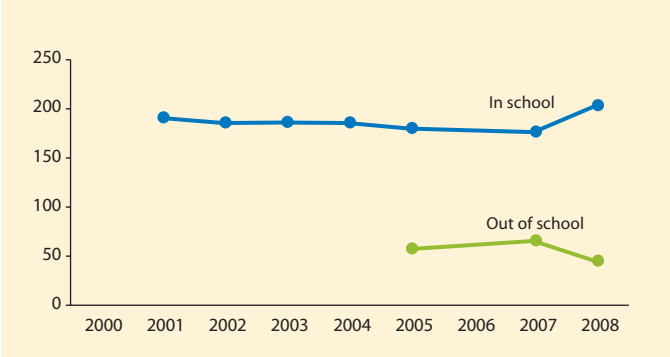
Timor-Leste | ENDORSEMENT YEAR: 2005

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

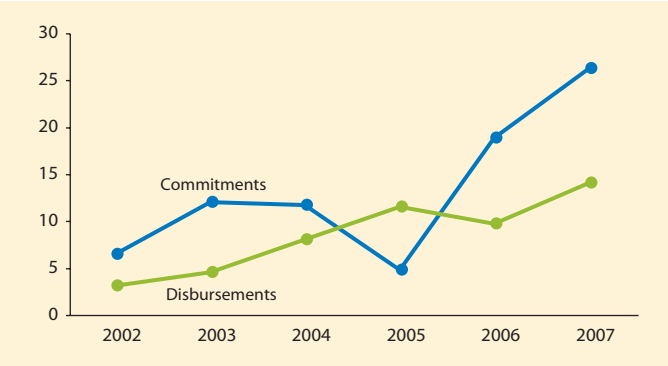


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	—	—	—	—	7
Public education expenditure as a % of GDP	—	—	—	—	—	—	—	—	7.1
Share of primary education in recurrent education budget (%)	—	—	—	—	—	—	—	—	—
Primary net enrollment rate	47	50	58	62	65	67	70	72	71
Primary pupil teacher ratio	—	51	51	47	51	34	—	31	41
Percentage of repeaters in primary (female)	—	—	—	—	—	—	—	14	12
Percentage of repeaters in primary (male)	—	—	—	—	—	—	—	15	13
Primary dropout rate (female)	—	—	—	—	—	—	—	8	—
Primary dropout rate (male)	—	—	—	—	—	—	—	8	—
Transition rate from primary to secondary (male)	—	—	—	—	—	—	—	100	—
Transition rate from primary to secondary (female)	—	—	—	—	—	—	—	100	—

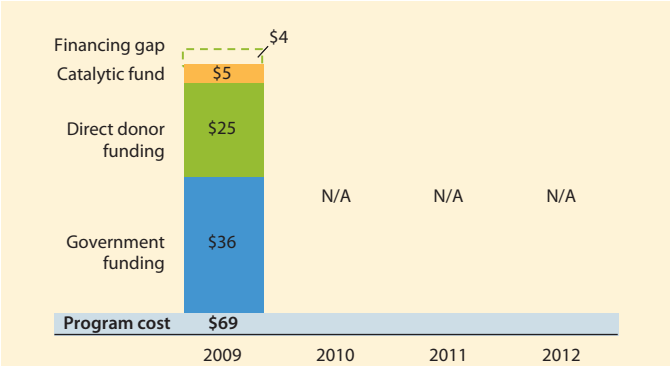
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



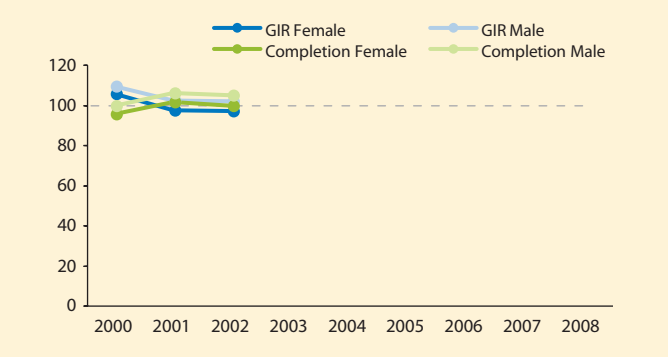
Source: Education for All Fast Track Initiative Secretariat; based on country documents. N/A: Data not available.

Education Official Development Assistance† (US$ millions)	Commitments						Disbursements					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	27.3	21.7	21.7	17.4	30.6	45.7	22.0	14.6	17.9	25.4	18.5	25.8
—Basic education	6.3	11.8	11.5	4.6	18.7	26.1	2.9	4.4	7.9	11.4	9.5	13.9
—Secondary education	12.4	2.1	2.4	5.9	3.6	8.6	11.6	2.1	2.8	6.4	2.1	4.4
—Post-secondary education	8.7	7.7	7.7	6.9	8.4	11.0	7.6	8.2	7.3	8.2	7.0	7.7
Education ODA per capita (US$)	31.4	23.8	22.7	17.5	29.6	42.7	25.4	16.0	18.8	25.5	17.9	24.1
Basic ed. ODA per primary-aged child (US$)	40.4	72.6	67.5	25.9	101.8	139.5	20.3	29.2	50.5	69.6	55.6	78.2

Source: OECD/DAC CRS Online database and World Bank

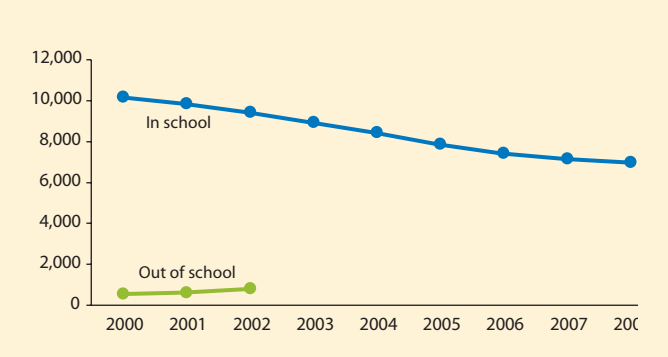
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

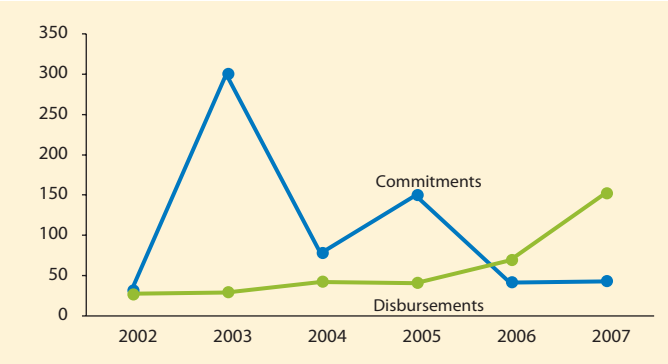


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	**20**	—	—	—	—	—	—
Public education expenditure as a % of GDP	—	—	**24.1**	—	**7.1**	**7.2**	—	—	5.3
Share of primary education in recurrent education budget (%)	—	—	**32**	—	—	—	—	—	—
Primary net enrollment rate	52	52	—	—	—	—	—	—	—
Primary pupil teacher ratio	30	28	26	25	23	22	21	20	20
Percentage of repeaters in primary (female)	3	2	2	2	—	—	—	—	—
Percentage of repeaters in primary (male)	4	3	3	3	—	—	—	—	—
Primary dropout rate (female)	4	3	5	—	—	—	—	—	—
Primary dropout rate (male)	4	3	5	—	—	—	—	—	—
Transition rate from primary to secondary (male)	92	94	—	—	—	—	—	—	—
Transition rate from primary to secondary (female)	94	95	—	—	—	—	—	—	—

Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

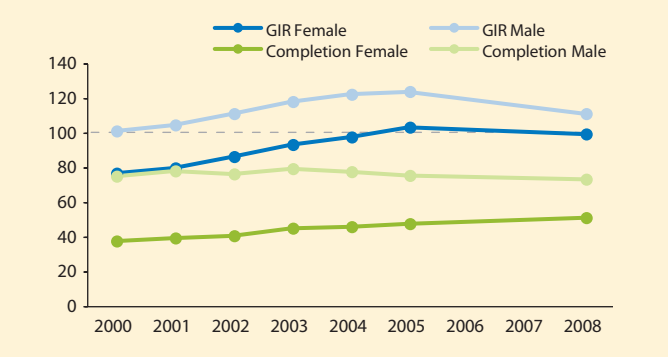
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	77.7	450.5	264.1	336.4	236.8	295.3	78.9	130.7	160.4	162.5	233.8	316.3
—Basic education	28.1	296.7	74.9	146.4	38.3	39.6	24.3	25.8	39.0	37.8	65.9	149.2
—Secondary education	6.8	16.6	96.6	95.1	24.6	62.7	4.9	13.1	12.1	8.0	6.3	6.7
—Post-secondary education	42.8	137.2	92.5	94.9	173.9	193.0	42.9	63.8	82.4	84.8	128.5	112.6
Education ODA per capita (US$)	1.0	5.5	3.2	4.0	2.8	3.4	1.0	1.6	1.9	1.9	2.7	3.6
Basic ed. ODA per primary-aged child (US$)	3.1	34.5	9.0	18.2	4.9	5.2	2.6	2.8	4.3	4.4	7.9	18.5

Source: OECD/DAC CRS Online database and World Bank

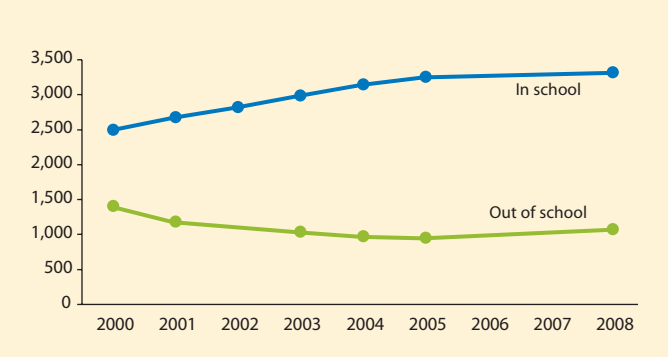
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

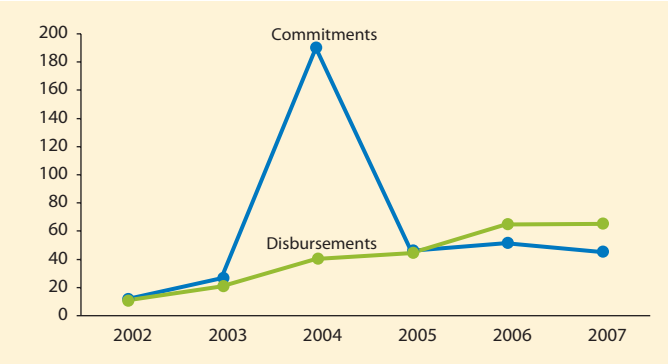


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	**22**	—	**21**	**17**	**17**	**14**	—	—
Public education expenditure as a % of GDP	9.9	9.6	—	**6.8**	**6.4**	**6.2**	**5.4**	—	—
Share of primary education in recurrent education budget (%)	—	**48**	—	**70**	**65**	**69**	**67**	—	—
Primary net enrollment rate	58	61	—	—	—	74	78	—	83
Primary pupil teacher ratio	22	25	—	**26**	**27**	**27**	**25**	—	—
Percentage of repeaters in primary (female)	6	6	6	4	4	4	—	—	5
Percentage of repeaters in primary (male)	8	8	8	5	5	5	—	—	6
Primary dropout rate (female)	10	8	8	9	10	—	—	—	—
Primary dropout rate (male)	4	6	6	6	9	—	—	—	—
Transition rate from primary to secondary (male)	86	—	—	—	82	—	—	—	—
Transition rate from primary to secondary (female)	90	—	—	—	83	—	—	—	—

Source: UNESCO Institute for Statistics (normal font) and FTI Country Reports (bold). — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)

Data not available

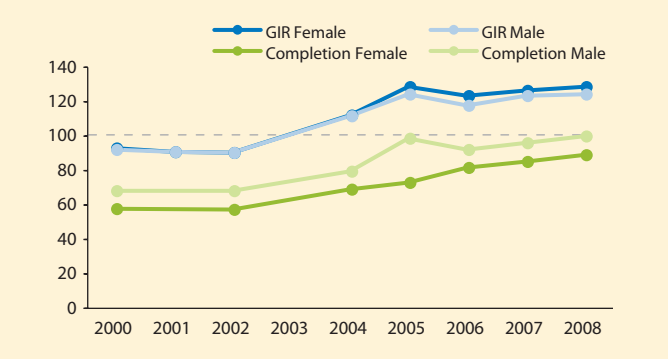
Source: Education for All Fast Track Initiative Secretariat; based on country documents.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Education (total)	27.5	32.0	203.6	50.8	59.5	78.0	25.2	38.8	61.6	60.8	79.4	81.0
—Basic education	9.8	25.0	188.5	44.4	50.0	43.4	9.2	19.1	38.7	42.9	63.0	63.6
—Secondary education	4.2	0.8	5.6	1.5	1.1	20.3	4.2	0.8	5.6	1.5	1.1	20.3
—Post-secondary education	13.5	6.3	9.4	5.0	8.3	14.3	13.5	6.3	9.4	5.0	8.3	14.3
Education ODA per capita (US$)	1.4	1.6	9.9	2.4	2.7	3.5	1.3	1.9	3.0	2.9	3.6	3.6
Basic ed. ODA per primary-aged child (US$)	2.8	7.0	51.9	12.0	13.3	11.4	2.8	5.6	11.1	12.1	17.4	17.2

Source: OECD/DAC CRS Online database and World Bank

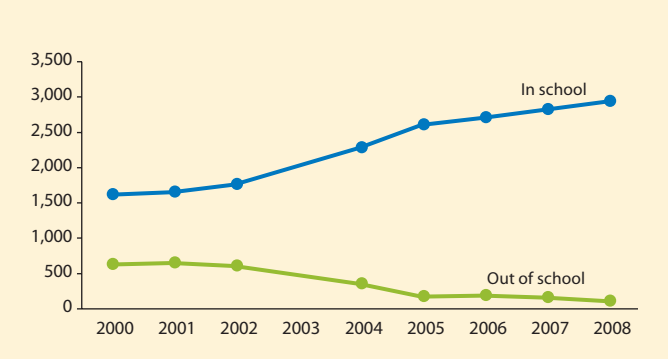
† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Primary Gross Intake and Completion Rates (percentage)



Source: UNESCO Institute for Statistics

Total Primary Enrollment and Children Out of School (thousands)

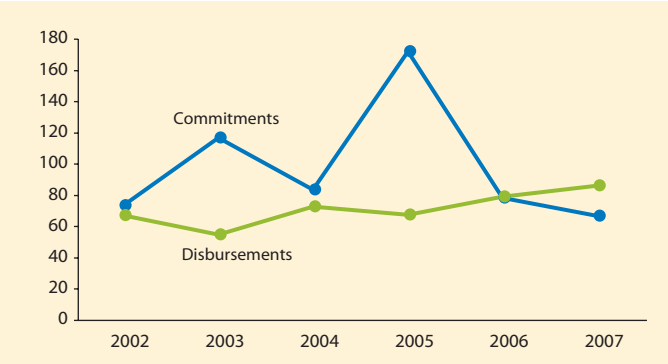


Source: UNESCO Institute for Statistics

Education Indicators	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education share of recurrent budget (%)	—	—	—	—	17	—	—	—	—
Public education expenditure as a % of GDP	2.0	2.0	—	—	2.8	2.0	—	1.5	1.4
Share of primary education in recurrent education budget (%)	—	—	—	—	64	59	—	—	—
Primary net enrollment rate	69	68	70	—	84	92	92	93	95
Primary pupil teacher ratio	58	55	55	—	62	66	66	63	61
Percentage of repeaters in primary (female)	6	—	7	—	7	6	6	6	6
Percentage of repeaters in primary (male)	6	—	8	—	7	7	7	7	6
Primary dropout rate (female)	—	2	—	—	—	6	6	6	—
Primary dropout rate (male)	—	—	—	—	—	5	3	4	—
Transition rate from primary to secondary (male)	50	59	—	—	57	60	64	72	—
Transition rate from primary to secondary (female)	50	52	—	—	54	49	54	69	—

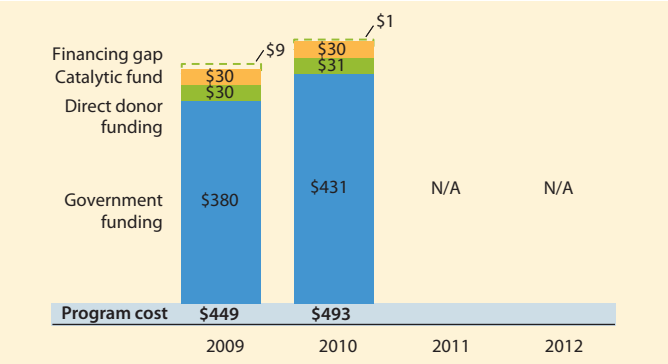
Source: UNESCO Institute for Statistics. — : Data not available

External Financing for Basic Education (US$ millions)



Source: OECD/DAC CRS online database

Projected Program Cost and Financing Gap for Primary/ Basic Education (US$ millions)



Source: Education for All Fast Track Initiative Secretariat; based on country documents.
N/A: Data not available.

	Commitments						Disbursements					
Education Official Development Assistance† (US$ millions)	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Education (total)	103.2	238.4	115.8	212.3	100.1	119.0	89.0	94.5	123.5	112.9	121.1	127.8
…..Basic education	71.9	115.4	82.1	170.6	77.0	65.5	65.9	53.4	71.4	66.0	77.8	84.8
…..Secondary education	14.2	59.6	16.8	20.6	8.6	28.7	14.2	59.6	16.8	20.6	8.6	28.7
…..Post-secondary education	17.0	63.5	16.9	21.1	14.5	24.9	17.0	63.5	16.9	21.1	14.5	24.9
Education ODA per capita (US$)	9.4	21.2	10.1	18.0	8.3	9.6	8.1	8.4	10.7	9.6	10.1	10.4
Basic ed. ODA per primary-aged child (US$)	35.1	54.7	37.9	76.5	33.5	27.6	33.9	26.8	34.8	31.3	35.9	38.0

Source: OECD/DAC CRS Online database and World Bank

† All values given in constant 2007 US$ millions unless single dollars specified. Disbursement data for Finland in 2004 and 2005 and for Luxembourg in 2002 and 2003 are not available. Basic education ODA includes 50% of Education ODA amounts not allocated by level and 10% of amounts allocated to general budget support. Secondary and Post-secondary education ODA each includes 25% of the amounts not allocated by level and 5% of amounts allocated to general budget support. Total Education ODA figures include the amounts for the three levels above and a notional 20% of general budget support received by the country (therefore amounts by levels don't add up to total education amounts).

Abbreviations and Acronyms

CF	Catalytic Fund
CPIA	Country Policy and Institutional Assessment
CRS	Creditor Reporting System
DAC	Development Assistance Committee
DIFD	UK Department for International Development
EGRA	Early Grade Reading Assessment
EFA	Education for All
EPDF	Education Program Development Fund
ESP	Education Sector Plan
FTI	Fast Track Initiative
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GTZ	Gesellschaft für Technische Zusammenarbeit
IDA	International Development Association
ILO	International Labor Organization
MDG	Millennium Development Goal
ODA	Official Development Assistance
OECD	Organization for Economic Co-operation and Development
PACE	Policy and Capacity for Education
PCR	Primary Completion Rate
PRSP	Poverty Reduction Strategy Paper
SIDA	Swedish International Development Cooperation Agency
SWAp	Sector-wide Approach
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Aid for International Development



Fast Track Initiative
A global partnership to achieve Education For All

EFA FTI Secretariat

World Bank
MSN P5 - 500
1818 H Street, NW
Washington, DC 20433, USA

Web site: www.educationfasttrack.org
E-mail: info@educationfasttrack.org