

FAST TRACK INITIATIVE
CATALYTIC FUND

World Bank
Annual Progress Report
for 2010

Human Development Network Education
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Abbreviations

ADB	Asian Development Bank
AECID	Spanish Agency for international development cooperation
AFD	Agence Française de Développement
AfDB	African Development Bank
AKF	Aga Khan Foundation
ALP	Accelerated Learning Program
AusAID	Australian Agency for International Development
BADEA	Banque arabe pour le développement économique en Afrique
BEDP	Basic Education Development Project, Yemen
CAR	Central African Republic
CDB	Caribbean Development Bank
CDD	community driven development
CF	Catalytic Fund
CIDA	Canadian International Development Agency
CSO	civil society organizations
DAAD	German Academic Exchange Service
DANIDA	Danish International Development Agency
DFID	Department for International Development, UK
DP	development partners
DVV	Deutscher Volkshochschul-Verband, Germany
EAP	Education Action Plan, Djibouti
ECD	early childhood development
EDCM	Education Donors' Consultative Mechanism, Mongolia
EDS	Education Development Strategy, Kyrgyz Republic
EFA-FTI	Education For All-Fast Track Initiative
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EPDF	Education Program Development Fund
ESDP	Education Sector Development Program, Mauritania and Ethiopia
ESIP	Education Sector Investment Program, Mali
ESP	Education Sector Plan
ETP	Education and Training Policy, Ethiopia
EU	European Union
FASE	Education Sector Support Fund, Mozambique
FAWE	Forum for African Women Educationalists
GDP	gross domestic product
GEQIP	General Education Quality Improvement Program, Ethiopia
GER	gross enrollment rate
GNI	gross national income
GPI	Gender Parity Index
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit, Germany
HDNED	Human Development Network Education, World Bank
IBRD	International Bank for Reconstruction and Development, World Bank
IDA	International Development Association, World Bank

IDB	Inter-American Development Bank
ILO	International Labor Organization
INSET	In-Service Education and Training
IsDB	Islamic Development Bank
ISR	Implementation Status and Results Report
JICA	Japan International Cooperation Agency
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Program
KfW	Kreditanstalt für Wiederaufbau (German Investment Bank) Germany
LEG	local education group
LDG	local donor group
LPERP	Liberia Primary Education Recovery Program
LRC	Learning Resource Center, Guyana
MEST	Ministry of Education, Science and Technology, Sierra Leone
MDG	Millennium Development Goals
MDTF	Multi-Donor Trust Fund
MOE	Ministry of Education
MTEF	medium-term expenditure framework
MTP	Medium-Term Plan
M&E	monitoring and evaluation
NBEDS	National Basic Education Development Strategy, Yemen
NER	Net Enrollment Rate
NGO	nongovernmental organization
NPSE	Examen national de fin d'études primaries, Sierra Leone
NSED	National Education Sector Strategy, Tajikistan
NSDP	National Strategic Development Plan, Cambodia
ODA	official development assistance
OECD	Organisation for Economic Co-operation and Development
OSI	Open Society Institute
PAM	Programme alimentaire mondial
PCF	Per Capita Financing
PCR	primary completion rate
PCU	Project Coordination Unit
PDDE	*Programme Décennal de Développement de l'Education, Burkina Faso and Niger*
PDDSE	*Plan Decennal de Developpement du Secteur de L'Education, Benin*
PDEF	*Programme Décennal de l'Éducation et de la Formation*, Senegal
PDO	project development objective
PISE	Mali Education Sector Investment Program
PIRLS	Progress in International Reading Literacy Study
PIU	project implementation unit
PRODEC	Mali Decennial Education Program
PRSP	Poverty Reduction Strategy Paper
PTR	pupil-teacher ratio
RTI	Research Triangle Institute
SE	Supervising Entity
SIDA	Swedish International Development Agency
SIL	Investment lending instrument, World Bank

SIP	school improvement plans and projects
SNA/EPT	*La Stratégie Nationale d'Action pour l'Education pour Tous, Haiti*
SNV	Netherlands Development Organization
SPEC	Strategic Plan for Education and Culture, Mongolia
SSRP	School Sector Reform Plan
SWAp	Sector Wide Approach
TA	technical assistance
TIMSS	Trends in International Mathematics and Science Study
TTL	task team leader, World Bank
TVET	technical and vocational education
USAID	United States Agency for International Development
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population Fund
VVOB	Flemish Development Cooperation
VSO	Voluntary Service Overseas, UK
WFP	World Food Programme
WHO	World Health Organization

All dollar amounts are in U.S. dollars unless otherwise indicated.

Introduction

This report is the World Bank's third annual country status report to the Education for All-Fast Track Initiative (EFA-FTI) partners. It documents operations financed through FTI's Catalytic Fund (CF), for which the World Bank is the Supervising Entity. This report is produced following the Administrative Agreements between FTI donors and the World Bank. The Country Summaries presented in the report was fed by existing data sources by the World Bank task team leaders for each CF country program.

The CF Country Summaries provide a general overview of the status of the education sector in each country, as well as the status and progress of the specific operation(s) supported by the CF. Although a basic structure is maintained throughout the report for the sake of brevity and readability, the individual summaries have a certain flexibility so that different approaches to data collection and reporting can be effectively presented.

The Bank is the supervising entity for most allocations of the Catalytic Fund. However, UNICEF is responsible for reporting on the implementation of their portion of support to Guinea and Madagascar. The Netherlands will report on progress in Zambia, and UK on Rwanda.

The 2010 report does not include updates on a few of the countries that have recently received allocations, but where implementation has not yet started in earnest. That includes Lao PDR, Malawi, and Papua New Guinea.

To provide a complete picture, Table 3 on page 4 provides an overview of **all** allocations made from the Catalytic Fund. Active Bank supervised operations are assessed in 20 countries. Operations were rated as follows for progress in implementation (IP) and the likelihood of achieving the development objectives (PDO):

Table 1.

Rating	PDO rating	IP rating
Highly satisfactory	1	0
Satisfactory	13	11
Moderately satisfactory	4	4
Moderately unsatisfactory	2	3
Unsatisfactory	0	2

The country chapters provide more details on the issues some operations are facing and what is being done to solve those problems. The Bank has mainstreamed the management of the so-called "recipient-executed trust funds", under which the Catalytic Fund operations fall. Portfolio monitoring at the country level, regional sector level, and global sector level also cover the Catalytic Fund operations. In general, the Catalytic Fund portfolio is performing in line with the IDA portfolio.

In two cases, grant agreements were not yet signed for portions of their respective projects, (Burkina Faso's second tranche and the Kyrgyz Republic's FTI-3 grant). Both grants have now been signed,

although recent events in Burkina Faso (April 2011) will delay the disbursement of the second tranche. At the time of reporting only four countries had un-signed portions of allocations:

Table 2.

Country	Amount in million US$	Status
Burkina Faso	35.0	3rd tranche – expected end of 2011
Madagascar	27.1	Possibly transferred to UNICEF later in 2011 if the "de-facto government" continues
Mozambique	90.0	Additional IDA of US$71 million negotiated in late March. Planned presentation to the World Bank Board in late April 2011
Rwanda	70.0	DFID

A special effort to look at "low-performing" grants was initiated by the FTI Board in December 2010/January 2011 and covered 13 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Mauritania, Niger, Senegal, Sierra Leone, and the Gambia in the Bank's Africa region; Cambodia in East Asia; Nepal in South Asia; Yemen in the Middle East; and Kyrgyz Republic in Central Asia. The reporting on individual country circumstances was done in collaboration with local education groups and a follow-up by the FTI Secretariat has been promised in mid-2011. The increased involvement of other development partners and higher awareness of the capacity issues constraining some countries will help improve portfolio performance. The FTI reform will also assist in making collaboration among all stakeholders even better at the country level.

The Bank's implementation support to operations and the reporting required by all task team leaders cover a wide area of issues to ensure a successful implementation of allocations. This support serves to ensure that operations will meet their development objectives and make sufficient progress on the indicators agreed with recipient governments. Although the issue of disbursement speed continues to be very important for FTI, it is not possible (or desirable) for the Bank to by-pass the thorough set of measures, including those related to fiduciary areas, that has been set-up for IDA/IBRD by its shareholders. These measures will sometimes slow the implementation process, but are in place to ensure funds are used to achieve the purposes intended. At the same time, all task team leaders are fully aware of the demand for speedy implementation and are investing all resources available to make this happen, including through discussion in the good practice group established in the Bank for task teams working on FTI.

The finalization of the FTI reform will, if rolled-out as planned and without further delays, provide a platform for true dialogue on development effectiveness in the education sector. The Bank has in general conveyed its willingness to act as supervising entity in countries where it is asked to do so. Although there are a few examples of other agencies' willingness to serve as supervising entity, recent examples from Ghana and Afghanistan indicate that the Bank is still asked to play substantial roles in most cases. At the same time, the issue of predictability for both country envelopes and the availability of resources to prepare programs and sector plans, has not yet been resolved putting a strain on the Bank's ability to manage resources. This also likely makes it more difficult for other agencies to commit their institutions to perform additional FTI roles, both at the country and global level. Hopefully this will be resolved very soon.

The development of a comprehensive results framework for FTI will in the future provide for comparable indicators across FTI countries and will substitute the country level analysis provided in this report. Better donor alignment and engagement of all stakeholders in the education sector will be aided by the establishment of the mutual accountability framework at the country level, the transparent sharing of results using comparable indicators from the FTI results framework, clearer rules on support from the new Education For All Fund, improved predictability in allocations to countries, enhanced External Quality Reviews, and a strengthened Secretariat. This would hopefully allow the FTI funding (as well as all other education sector funding) to be looked at through the framework of overall improvements in the education systems in FTI countries. The full roll-out of the FTI reform is therefore urgent.

HDNED
April 2011

Table 3. Overview of Allocations, Disbursements, and Ratings for the Catalytic Fund (as of end of March 2011)

Country	*Allocation ($ millions)*	*Disbursed ($ millions)*	*PDO rating*[a]	*IP rating*[b]	*Linked to IDA*[c]	*Pooled or DPO*[d]	*SE & status*
Benin	76.1	43.3	MU	MU		Pool	
Burkina Faso	102.0	22.0	S	S		DPO	
Cambodia	57.4	20.9	MS	MS			
Cameroon	47.3	22.5	NA	NA	Initially		
CAR	37.8	13.7	S	S			
Djibouti	12.0	8.0	NA	NA			
Ethiopia	168.0	67.1	MS	U	Linked	Pool	
Gambia	41.4	27.5	S	S			
Ghana	33.2	27.6	MS	U			
Guinea	40.0	0.0	MU	MU		Pool	Suspended
Guinea	24.0	24.0	NA	NA			UNICEF
Guyana	32.5	24.4	HS	S			
Haiti	22.0	11.8	S	MS			
Kenya	121.0	121.0	S	MU	Linked	Pool	Closed
Kyrgyz	15.0	8.9	S	S			
Lao PDR	30.0	2.0	NA	NA			
Lesotho	31.9	13.1	NA	NA	Initially	Pool	
Liberia	40.0	0.0	S	S			
Madagascar	87.1	60.0	NA	NA			Suspended
Madagascar	37.0	37.0	NA	NA			UNICEF
Malawi	90.0	0.0	NA	NA		Pool	
Mali	8.7	7.0	MS	MS	Linked		Closed
Mauritania	23.0	18.2	S	S	Initially		
Moldova	8.8	8.8	S	S	Linked		Closed
Mongolia	29.4	29.4	S	MS			
Mozambique	169.0	79.0	NA	NA		Pool	
Nepal	120.0	0.0	MU	MU	Linked	Pool	
Nicaragua	24.0	24.0	MS	MS	Linked		Closed
Niger	21.0	17.2	S	S	Initially		
PNG	19.2	0.0	NA	NA			
Rwanda	105.0	105.0	S	S	Initially	DPO	
Rwanda	70.0	0.0	NA	NA		SBS	DFID
Sao Tomé	3.6	2.9	S	S			
Senegal	81.5	21.2	S	S			
Sierra Leone	13.9	5.3	MU	MU		Pool	
Tajikistan	31.9	19.3	S	S			
Timor-Leste	13.1	13.0	S	S			Closed
Togo	45.0	8.3	NA	NA			
Yemen	40.0	38.8	S	MS			
Zambia[e]	60.0	30.0	NA	NA	NA	SBS/Pool	Netherlands
Total	**2.032.8**	**982.2**					

Notes: [a] Rating for achieving project development objective (PDO): HS=highly satisfactory, S=satisfactory, MS=moderately satisfactory, MU=moderately unsatisfactory, U=unsatisfactory, NA=not available.

[b] Rating for implementation progress (IP) using the same scale as for the PDO.

[c] *Linked* to an IDA operation or i*nitially* linked to IDA, but now free standing.

[d] Indicates that the CF operation is *pooling* funds with other donors, a Development Policy Operation (*DPO*) of the Bank, or Sector Budget Support (*SBS*, so far only in Zambia and Rwanda).
[e]The Dutch is the Supervising Entity– the amount indicated transferred from the Bank to the Dutch government.

Benin

Coordinating Agency: Danish International Development Agency (DANIDA)

Other Members of the Local Donor Group: French Development Agency (AFD), Spain, UNICEF, UNDP, WFP, UNESCO, European Commission, World Bank, Japan, The Netherlands, USAID, Swiss Cooperation , Germany (Kreditanstalt für Wiederaufbau, or KfW)

Date of ESP endorsement: December 2006
Current Sector Plan Period: 2006–2015

CF Award Received

Year	Amount ($ millions)	Financing modality
2007	76.1	Investment project with joint financing agreement with financial partners, using a pooled fund.

Summary of Disbursements – CF ($ millions)

Total disbursements	To date
	43.3

Main Indicators (Primary Education Sector)

	2005–06	2008–09	2009–10
Primary completion rate (%)	65	65	63
Percentage of female students (%)	44.4	46.0	46.4
Student/teacher ratio	47.0	48.3	50.9
Textbook/student ratio (reading and math)	1.6	1.8	1.9
Share of education current budget as a % of GDP	4.2	4.6	4.4

Background

In 2006 the government endorsed a Ten-year Education Plan *(Plan Decennal de Developpement du Secteur de L'Education, PDDSE)* that provides the framework for achieving agreed education outcomes, using a common set of measurable benchmarks to track progress and harmonize donors' commitment to providing predictable long-term financing. The main objectives of the government's strategy include: (i) improving service delivery to increase access, equality, retention, and learning achievement in basic education, the promotion of girls' education, and the training and recruitment of qualified teachers; (ii) strengthening the governance and efficiency of the education system through better management and redeployment of teaching staff, more efficient financing and management of schools, and better academic and administrative support; and (iii) re-orienting post-primary education and training to better respond to the skills required by a more diversified economy.

Despite substantial progress in enrollments and retention, Benin continues to face difficulties in equitable access and quality of education with poor sector management. In March 2007, the government made an application under the EFA-FTI Catalytic Fund and received $ 76.1 million for the

period 2007–2009. During the endorsement process, some members of the donor group (DANIDA, AFD, The Netherlands and KfW) expressed interest in pooling their funds with those of the Catalytic Fund and moving toward sector budget support. The rationale behind this decision was that it would improve the efficiency of their support for the PDDSE, while also reducing transaction costs for the government, in line with the Paris Declaration of 2005.

Summary of Plans for Next Years

The Ten-year Education Plan (2006–2015) will be reviewed in the light of achievements made in the education sector. Since March 2010, after the World Bank supervision mission having judged the performance of the FTI Grant non-satisfactory the government has recognized the urgency to improve implementation performance and an agreement has been reached with the donors in the pooled funding to find the necessary solutions very quickly. There was a restructuring of the project and extension of the closing date to December 30, 2011. The PDO and components of the project remains unchanged. The program has been refocused on the activities which contribute significantly to the achievement of the PDO and can be realistically achieved by the new closing date in order to reduce complexity and facilitate implementation. While some activities have been newly introduced, other activities will no longer receive financing under EFA-FTI, but will be financed through the national budget. The activities consist of: (i) a direct support to public schools for operating costs and the purchase of teaching materials instead of school books (which are financed through the national resources); and (ii) support to daily nutrition assistance program for pre-primary and primary schools instead of the construction of additional school canteens. The Government finances: (i) the purchase of textbooks; (ii) a national program for the education of girls and children with special needs; (iii) an experimental program for alternative accelerated education for overage children; (iv) the extension of multigrade teaching and the use of subcycles; and (v) the introduction, on an experimental basis, of national languages into the education system.

These changes will allow the project to concentrate its interventions where it can have the biggest impact within the remaining life of the project while ensuring a more harmonized approach between donors and the government. The outcome indicators have been slightly revised to reflect these changes.

Domestic Financing Trends

	2006	2007	2008	2009	2010
Education budget as % of GDP	4.2	4.2	4.9	4.6	4.4
Share of education budget in the total public expenditure (%)	22.5	23.6	19.9	19.3	19.3
Primary education share of. current education sector budget	46.5	51.5	53.5	54.8	52.8

Status of Catalytic Fund Operation

Approval date: 05/23/2007
Closing date: 12/30/2011 (extension will be needed)

Project Development Objective (PDO): The grant contributes to expanding equitable access to pre-school and primary education and to supporting the development of literacy programs, while improving quality and retention at the primary level and management of the sector as a whole.

Progress toward Achieving PDO:
In primary education, considering the available provisional data, there is a slight decrease in the key indicators trend during the period under review. However, expansion of enrollment remains strong and access is progressing at post primary and higher education. The gross enrollment rate (GER) in primary education decrease from 109% in 2009 to 106% in 2010, below the target of 110%. Girls' participation also decrease since gross enrollment rate lessens from 104% in 2009 to 102% in 2010, against a target of 106%; but there is no change in gender parity since girls representing 46% of total enrollment as in 2009. However, it is important to point out that the decrease of the GER doesn't necessarily mean a decline in students' enrollment. The reason of this decrease of the GER will be explained later when the definitive data will be available. On the other hand, enrollment growth in secondary education is outpacing the ten-year action plan objectives as well as in higher education where the demand is fueled by the decision of the Government to provide gratuity (60,600 students in 2009 against 45,000 planned by 2015). Despite this strong progress in access, the Primary Completion Rate (PCR) decreased from 65 percent in 2008-10 to 63 percent in 2009-10, lagging behind the target of 69 percent planned in the FTI project (although this is in part due to the sudden increase in the schooling population) and the increase in the repetition rate and continued high number of children dropping out.

Efforts are being made to improve the learning conditions: the number of books per primary education student improved from 1.82 in 2009 to 1.90 in 2010 and teacher qualification from 46.6% in 2009 to 50.1% in 2010. The government has just recruited and redeployed about 3,350 teachers for the school year 2010-2011 in order to improve the student teacher ratio (public) which deteriorated from 48.3 in 2008/2009 to 50.9 in 2009/2010.

Regarding the sector budget, the government continued to allocate an increasing share of its budget to the sector, particularly to primary education. The key challenges remain in: (i) the allocation of resources within the sector (notably the low level of budgetary resources allocated to secondary and higher education considering the sharp increase in the enrollment at these levels), (ii) the low execution rate (69% for recurrent expenditure in 2009 and less than 8% for capital expenditure for the ministry of primary education) of these resources, and (iii) the weak management and institutional capacity.

With regard to the FTI program, since the restructuring of the project some actions have been taken to improve implementation performance. The first was to reduce administrative bottlenecks. Indeed, on the initiative of the donors, it was agreed with the Ministry of Finance (MoF) to accelerate the processes of signing procurement documents and executing payment. A quarterly meeting has been instituted since March 2010 to monitor this agreement. The last two meetings with the MoF showed that results are satisfactory. The second action was to reinforce the capacity of the main staff of the ministries of education involved in procurement.

As result, the above actions enable by the end November 2010, application for the disbursement of USD 14.3 million for the FTI project. A part of this application was disbursed in December 2010. The grant rate execution will increase to 56% with the effective disbursement of the second part.

Therefore the program has come back on track since early second semester 2010 and is recuperating momentum.

Due to operational issues, both the ratings for achieving the development objective of the grant and overall implementation progress are moderately unsatisfactory. The restructuring should address this situation.

Status of agreed indicators: Output indicators (selected)	**Progress**	**Target**
Classrooms built and/or rehabilitated	2399 classrooms built of which 644 financed by FTI program 49 rehabilitated (November 2010)	1926 classrooms
Number of latrines constructed	89 blocks of 4 latrines	324 blocks of 4 latrines
Number of girls and women literate in national language	26 712 (financed by the Government)	28,940
Additional qualified primary teachers (number)	1 807	8 000
Teachers trained in service	6713[1]	16 000
Canteens receiving food supply financed by the program (number)	501 (from January 2011)	501

[1] This number doesn't include 10041 community teachers benefiting from training to obtain a CEAP (first grade of teachers 'qualification)

Burkina Faso

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: EU, Netherlands, African Development Bank (AfDB), Sweden, France, Denmark, Switzerland, World Bank, Canada

Date of ESP endorsement: 2003
Current Sector Plan Period: 2008–2015

CF Award Received

Year	$ (millions)	Financing modality
2008	102	Development policy lending consisting of three programmatic development policy operations of $22 million, $45 million, and $35 million.

Summary of CF Disbursements ($ millions)

Total disbursements	2009	2011[2]
	22.0	45.0

Main Indicators

	2009–10	2010–11	2011–12
Primary completion rate (%)	45.9	52	55
Girls share of primary school enrollments (%)	46.8	47	45
Annual number of instructional hours for students	650	750	800
Pupil/teacher ratio	54.2	54.3	51
Share of primary education as a % of GDP in national budget	2.6	3.1	3.2

Background

Burkina Faso joined the FTI Partnership in 2003 when the local donor group (LDG) endorsed the Ten-year Basic Education Sector Development Program (acronym, PDDEB). With its relatively large number of donors in education, the country did not qualify for CF support at that time, based on "Donor Orphan" criterion. In partnership with donors in the sector, the government started implementing the first phase of the PDDEB in 2002, with substantial success. The intake rate in primary education doubled in seven years and the gross enrollment rate increased from 42.7 percent in 2002 to 72.9 percent in 2010. However, serious disparities continue to exist, such as low enrollment rates in the Sahel. The quality of education also improved, but did not reach the targets set in the sector plan. Management of the system improved, especially with regard to a more balanced allocation of resources among education subsectors. However, utilization of resources, such as teachers, and an over-centralized management system that constrains efficient use of resources continues to be of concern.

[2] The disbursement scheduled in 2010 will be made in 2011

In light of these achievements and challenges, the government updated its Education Sector Program, which was approved by the Council of Ministers in June 2008 and re-endorsed by members of the LDG in September 2008. With changes in CF eligibility criteria that allow for greater predictability in allocation of resources and inclusiveness ("FTI Expanded Catalytic Fund"), the country now qualifies for CF support. Burkina Faso submitted a funding request at the FTI meeting in Oslo in December 2008 and received an allocation of $102 million.

Summary of Plans for Next Two Years

The three operations will support the main policy areas of the government's Education Sector Reform Program as follows: (a) "Improving Access and Equity" through free public primary education, reduction in access disparities, and improvements in internal efficiency; (b) "Quality Improvement and Relevance" through improvements in the use of teaching-learning time for teachers and students, diversification of technical and vocational training; and (c) "Strengthening of Capacity for Administrative and Pedagogical Management" through increased equity in teacher distribution and intensification of decentralization and de-concentration of education management.

Future CF Commitments and Planned Disbursements ($ millions)

	2010/2011	2011
CF disbursements	45	35

Status of Catalytic Fund Operation

Approval date: 03/29/2011
Closing date: 12/15/2011

Project Development Objective (PDO): The second part of the operation supports the Basic Education Sector Program, which aims to: (i) improve access, equity, and expand coverage of basic education; (ii) improve quality, efficiency, and relevance of basic education; and (iii) strengthen sector management.

Progress toward Achieving PDO: Progress is satisfactory. The nine triggers conditioning the disbursement of the second operation have been met and the grant agreement signed in March 2011. The Government is working to fulfill the effectiveness conditions which is planned to be completed during April 2011 and this will trigger the disbursement. The 9 triggers are:

1. Budget Management – Contracting out of the 2009 School Construction program and transfer of funds to the contracted agencies to allow uninterrupted implementation of the reform program.

2. Biennial School Intake and Multi-Grade Teaching - Government has started to consistently implement its policy on prohibition of biennial school intake and introduction of multi-grade teaching.

3. Decentralization of School Management including Construction - The Government has expanded the scope and coverage of the decentralization of school management to communes to increase the pace of establishing new and quality school places at affordable costs.

4. Improving Teacher Quality and Increasing Efficiency in the Use of Secondary School Teachers - The Government plans to improve teacher quality by expanding the output and increasing hiring of university graduates in Math and Sciences. It also plans to improve management of the actual hours executed by teachers in secondary education to reduce the use and cost of part-time teachers (*heures de vacation*).

5. Teacher Support and Internal Efficiency - The Government has put in place a system for increasing internal efficiency through implementing the policy on no repetition within cycles and limited repetition between cycles.

6. Better Management of Teaching Time - The Government has improved the management of time spent in the classroom to help improve learning achievement.

7. Assessment of Student Learning - The Government has established a coherent system for assessment of student earning in both primary and secondary education.

8. Improvement of technical and vocational education training and the financial sustainability of training institutions - the Government has revised the training programs for key skills, established individual budget lines for each training institution and adopted new regulations.

9. School Health and HIV/AIDS - A policy and program has been put in place to deal with school health, nutrition and HIV/AIDS.

Both the ratings for achieving the grant's development objective and overall implementation progress are satisfactory.

Cambodia

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: Asian Development Bank (ADB), European Union (EU), Japan International Cooperation Agency (JICA), Swiss International Development Association (SIDA), World Food Programme (WFP), UNESCO, and World Bank

Members of the Local Education Group Not Listed Above: UNFPA, UNDP, USAID, Education Partnership (NGO), Japan Embassy, French Embassy, EDUCAM, and ILO

Date of ESP Endorsement: December 2006
Current Sector Plan Period: 2009–2013

Total CF Awards Received

Year	$ (millions)	Financing modality
2008	57.4	Traditional investment project

Summary of Disbursements - CF and Other Donors (rounded to $ millions)

Total disbursements	2006	2007	2008	2009	2010
CF disbursements	--	--	1.0	4.13	16.37
Other donors:					
UNESCO	.2	.23	.23	.79	N/A
UNICEF/SIDA	7.66	6.89	3.62	4.63	N/A
UNFPA	.16	.28	.32	.39	N/A
WFP	3.89	9.86	9.86	13.53	N/A
USAID	4.10	.95	1.0	2.00	N/A
ADB	13.14	15.0	12.0	9.35	N/A
World Bank	5.55	3.13	2.6	14.82	N/A
EU	13.0	7.0	7.0	6.53	N/A
JICA	5.55	3.13	2.6	8.70	N/A
Belgium	3.15	3.74	2.83	3.10	N/A
Total	56.4	50.21	43.06	63.84	N/A

(Data on other donors' disbursement will be available after the annual sector review in late March 2011)

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08	2008–09	2009-2010
Primary completion rate* (%)	76 %	83 %	90 %	86.25 %	85.58 %	83.6%
Students to teacher ratio	55	54	51	49.3	49.7	49.2
Percentage of repeaters	11 %	14 %	13 %	10.6 %	10.1 %	8.9
Student population (millions)	2.74	2.68	2.55	2.31	2.26	2.24
Number of out-of-school children**	181,428	179,442	158,414	126,979	104,778	N/A

Notes: *Gross Intake Rate – Grade 6.
** EMIS 2004–2005, 2005–2006, 2006–2007, 2007–2008, 2008-2009 (primary school-going age: 6–11.).

Background

The National Strategic Development Plan (NSDP) 2006–10 and the Education Strategic Plan 2006–10 (ESP) emphasize the achievement of universal access to nine years of high-quality basic education by 2015 and promote equity in educational opportunities as an enabling factor for income generation and job creation. To align with NSDP 2009-2013, update the progress made, and achieve sector objectives, the Ministry of Education, Youth, and Sports has merged a rolling Education Sector Support Program and Education Strategic Plan into one plan namely Education Strategic Plan 2009-2013, which identifies specific action areas. The program is reviewed annually by all education partners (the government, non-governmental organizations (NGOs), and international organizations), thus ensuring a sense of commitment to and ownership of educational change.

There have been significant improvements in the education sector in Cambodia during the past five years, particularly in terms of primary net enrollment gains, the introduction of program-based budgeting, the improvement of student learning outcome on Khmer language, and the development of a sound pro-poor policy framework. But several challenges remain. The key issues are (i) **equitable access to education services**–the primary net enrollment rate has increased to the level of 94.6 percent and the dropout rate has dropped to 7.9 percent across all primary grades; the lower secondary completion rate remains about 49 percent, and the upper secondary completion rate has remained around 26 percent. To address the issue, the Ministry is conducting the out-of-school and children with disabilities screening and will define specific programmes to help those hard to reach population; (ii) **quality and efficiency of education services**–a system for standardized learning assessment has been implemented in grades 3, 6, and 9 in mathematics and the Khmer language. Results have been publicly disclosed. Grade 6 students answered 60 percent of the test items, correctly compared to 40 percent of grade 3 students. The second round of the standardized learning assessment for Grade 9 has be conducted; Early Grade Reading Assessment (EGRA) has been conducted for baseline, Early Grade Reading Programme in being piloted, and a second EGRA will be conducted to compare the progress with the baseline EGRA data; (iii) **institutional development and capacity building for decentralization**–using revised performance indicators, the ESP 2009–2013, should provide an improved monitoring framework that enables more rigorous and regular assessment of individual, organizational, and institutional capacity within the education sector; The Bank is conducting financial management assessment and public expenditure review with financial support from SIDA; and (iv) **external aid for education continues to be somewhat fragmented**–to address the issue the Government and Development Partners are reviewing the functions of the sector coordination, operational guideline for the development of new projects, missions calendar, and capacity development protocol.

Summary of Plans for Next Three Years

The ESP 2009–2013 is being developed with the projection of targets through 2015. The Ministry of Education is leading the process; development partners are actively involved in the process. The three policy objectives in ESP 2006–2010 remain the same, but strategies, indicators, and targets will be adjusted to respond to the current education context. The three objectives are: (i) equitable access to education services, (ii) quality and efficiency of education services, and (iii) institutional development and capacity building for decentralization. The main sector outcomes that will strongly be emphasized include: (i) increasing promotion rates and reducing dropout rates in basic education, expanding early childhood education programs, and providing access to education for the hard-to-reach 10 percent of the population, (ii) improving the quality of education through early-grade reading, upgrading the qualification of teachers, improving the management competency of school principals, promoting school management/planning/budgeting, filling the gap of textbooks, and

continuing the implementation of a national assessment system, and (iii) strengthening financial management systems; improving sector planning, monitoring and review; providing incentives for improved education services in remote and rural areas; and strengthening decentralization and school-community accountability.

Domestic Financing Trends
Over the last decade, the Royal Government of Cambodia has steadily pursued a policy of reallocating public finances away from defense and security toward priority sectors. Significant progress has been made in securing increased and predictable resources for education. The education share of the government budget is now in accordance with the targets agreed between the sector, the Ministry of Economy and Finance, and donor partners. As a result, the government plans to increase the education budget from 1.60 to 2.09 percent of gross domestic product (GDP). The share ascribed to education in the recurrent budget in 2008 was 13.9 percent and will be kept between 17 and 20 percent through 2012. The government's past commitment to education as a priority sector provides assurance that the education budget can be maintained at this level or higher in the years ahead.

Future Donor Commitments and Planned Disbursements
The total amount provided by donors to education in Cambodia during 2009 was in excess of $73million, including the CF grant.

Status of Catalytic Fund Operation

Approval Date: 06/25/2007
Closing Date: 06/30/2010. The extension of project closing date to June 30, 2012, has been approved.

Project Development Objective(s): The objectives are to: (i) expand preschool and primary education services so as to reach the most vulnerable groups of children through both demand- and supply-side interventions; and (ii) enhance professional and administrative institutional capacity for education service delivery at central, provincial, district, and school levels.

Progress toward Achieving Development Objective(s): The project is performing well, although it has been behind schedule because official support of project implementation was cleared only around November 2008 (following the general elections of July 2008). Transparency and accountability continue to feature strongly in all activities, legal covenants are fully complied with, and a good governance framework is in place. The construction of the first civil works packages of 152 school buildings has been completed; the second International Competitive Bidding of 168 school buildings is being constructed, the bidding documents of the third civil work package of 158 school buildings is being reviewed by the Bank, and the bidding document for the final package of 80 school is being prepared. Quality-related subcomponents are also moving along effectively in ways that will help meet overall project development objectives.

Project disbursements were significantly below design expectations up to late 2009, but the pace of disbursement was faster in 2010 compared to previous years, which lead to 35.71% disbursed up to January 2011. The extended project closing date to June 30, 2012 allows sufficient time to complete project activities and meet development objectives. The Early Grade Reading Program will be expanded for all Grade 1 students nationwide and continue the program for this year Grade 1

students under the pilot 100 schools who will be promoted to Grade 2 in academic year 2011-2012 under the FTI project.

The Merit Based Pay Initiative has been cancelled. Priority Operating Cost has been formally adopted as a framework for providing incentive to civil servants and the FTI project is included in the POC scheme.

Good progress has been made with respect to: (i) attainment of most intermediate Project Development Objective targets are on track, 152 schools have been completed, 168 schools are under construction, 158 schools are under procurement process, and 345 school grants have been awarded, (ii) all planned training and workshops are being implemented at full speed and catch up with the project action plan, 9,535 teachers trained, 2,687 officers trained, (iii) 5,161 cash scholarships were provided to grade 4 and 5 students in all three target provinces, and (iv) the Ministry of Education has recruited an independent engineering team to monitor the quality of school construction.

Due to delays, both the ratings for achieving the project development objectives and for overall implementation progress are still rated at moderately satisfactory in the Implementation Status Report (ISR) of January 2011, but expect to be improved in the next ISR.

Status of Agreed Indicators

Output indicators (selected)	Progress	Target
Classrooms built and/or rehabilitated	760 classrooms	3,500 classrooms
Number of completed "incomplete" primary schools	152 completed and 168 started	650
Number of scholarships	5,161	24,000
Number of teachers trained	9,535	15,000
Number of government officers receiving capacity building	2,687	300
Number of school improvement grants provided	345	650

Cameroon

Coordinating Agency: AFD

Other Members of the Local Donor Group: AFD, UNICEF, UNDP, Arab Bank for Economic Development in Africa (BADEA), JICA

Date of ESP Endorsement: October 2006
Current Sector Plan Period: 2005–2015

Total CF Awards Received

Year	$ (millions)	Financing modality
2007	22.5	Quick-disbursing operation
2011	24.8	SIL

Summary of Disbursements – CF and Other Donors* ($ millions)

Total disbursements	2006	2007	2008	2009	2010
CF disbursements	--	11.25	11.25	0	0
Other donors					
AFD (conversion 1€=$1.30)	.48	16.25	14.04		
World Bank	1.6	1.5	1.7	1.9	0.4
UNICEF	*	*	*		
Japan	*	*	*		
UNDP					
BADEA			15		
Total	.48	16.25	48.09		

Note: * At least the equivalent of $68 million has been allocated by the donor community since 2005, however, actual disbursements are not fully known.

Main Indicators

	2005	2009	2010
Primary completion rate (%)	56	73	not available
Female-to-male enrollment rates in target areas	0.58	0.9	not available
Degree of randomness in teacher allocation	45	-	35

Background

The government of Cameroon expressed its interest in joining the EFA-FTI partnership in 2004. The Cameroon Education Sector Plan was endorsed by local partners in July 2006. When the sector plan was endorsed, the indicators for basic education reflected a need for improvement—the primary completion rate was 58 percent and the repetition rate, about 26 percent. In the process of plan endorsement, donor partners underlined a series of strategies that were critical to the successful implementation of the sector plan. Significant among these strategies was: (i) the consistent generation of data related to educational outcomes; (ii) the development of a transparent teacher recruitment and management system in the country; (iii) a decrease in repetition rates and a reduction in the cost of school construction; and (iv) establishment of a sound management and

communication policy. The plan also identified a financing gap in implementing the above objectives, which sanctioned the FTI Year 1 ($22.5 million) and Year 2 CF Grant ($24.8 million) allocations to Cameroon.

The CF Grant Agreement for Year 1 was signed June 6, 2007. The grant, together with French (AFD) support for education, provided budget support to bridge the financing gap identified in the Education Sector Strategy, caused mainly by the increased recruitment of contract teachers. The government indicated that the CF grant would be used to support the salaries of contract teachers, of which 13,275 were hired in 2007, 5,500 in 2008, and 5,325 in 2009. The result has been a significant reduction in previously high pupil-teacher ratios (PTRs). Budget support from AFD helped pilot a program to standardize the different types of contract teachers in the system. In addition to regular civil servants, two kinds of contract teachers coexisted: (i) contract teachers recruited by the government (to compensate for limited teacher recruitment during the 1990s), who are paid less than twice the per capita GDP; and (ii) a significant number of teachers hired by parents who receive an average salary less than per capita GDP. Cameroon has put in place a uniform cadre of contract teachers supported through the CF Grant (with AFD support). The Year 2 CF Grant will provide continuous support to the implementation of the Education Sector Strategy and will contribute to financing contract teachers' salary in primary education. The total number of contract teachers in primary education reached 37,200 in 2010 which translated in a reduction in PTRs as well as in the degree of randomness in teachers' allocation.

Summary of Plans for Next Three Years

The implementation of the sector strategy seeks to achieve: (i) universal primary education by 2015 by reducing repetition, increasing teacher recruitment, and reducing teacher-pupil ratios, significantly increasing pedagogical resources and improving the system of education governance; (ii) expansion of preschool coverage; (iii) implementing reforms in higher, technical, and secondary education; and (iv) instituting regulation of access to post-primary education.

Domestic Financing Trends (%)

	2004	2005	2006	2007	2008
Education share of budget	16.3	16.3	13.4	14.9	13.1
Primary education share of education budget	36.0	36.8	32.5	30.2	--

Future Donor Commitments and Planned Disbursements ($ millions)

	2009	2010	2011
CF disbursements			24.8
AFD (conversion 1€=$1.30)	20.02	36.92	32.63
Totals	20.02	49.32	45.03

Status of Catalytic Fund Operation

Approval date: 8/25/2010
Closing date: 12/31/2011

Project Development Objective (PDO): The project will contribute to the payment of the salaries of 37,200 primary public school contract teachers recruited during FY07, FY08, FY09 and FY10 during (a) the period from January 2010 through the date which is four months after the Effective Date, and (b) part of the remainder of the 2010 and 2011 school year.

Progress toward Achieving PDO: No disbursements have been made so far

Status of Agreed Outcome Indicators: The indicators for this project will be the reduction in pupil-teacher ratios (PTR) and reduction in the variation of PTR across regions. PTRs are measured by dividing the number of teachers by the number of students within regions and for the nation. The variation of PTR is calculated by regressing the size of specific schools against the number of teachers in each specific school.

No disbursements have been made so far so it is not possible to assess the status of outcomes indicators.

Central African Republic (CAR)

Coordinating Agency: AFD

Other Members of the Local Donor Group: UNESCO, UNICEF, French Embassy, PAM, European Union, World Bank, Morocco

Date of ESP Endorsement: February 18, 2008
Current Sector Plan Period: 2008–2011 (Phase One of the Government's education sector program)

CF Award Received

Year	$ (millions)	Financing modality
2008	37.8	SIL

Summary of CF Disbursements ($ millions)

Total disbursements	To date
	13.7

Main Indicators

	2007–08	2008-09	2009–10	2010–11	2011–12
GER in primary education (%)	73.4	84	91	79.5*	81.7*
Pupil-teacher ratio	91	95	77	84.2*	80.0*
Pupils/classroom	111	91	83	115*	111*

*projected targets set at beginning of operation

Background
The long period of political and economic instability in the CAR left deep scars on the education system, reversing sector gains achieved in the period from the 1960s through the 1980s. Despite this legacy, the government adopted a sound National Strategy for the Education Sector (2008–2020) that aims to reach the MDGs by 2020. The strategy, which was developed with the support of local education sector development partners, covers all levels of education, from pre-school to higher education. It seeks to increase access, improve the quality of education, and improve the management of the education system. In the area of primary education, the aim is to reach universal primary education by 2020. On the basis of this strategy, which was endorsed by the local partner group in 2008, the Central African Republic was awarded a Catalytic Fund grant of $37.8 million.

Summary of Plans for Next Three Years
The current operation will close end June 2012. A review of the current sector plan is under discussion and will serve as the basis for the preparation of the subsequent phase of the National Education Strategy. The Government had put forward its wish to have additional financing to support its Education Strategy.

Domestic Financing Trends (%)

	2002	2003	2004	2005
Education expenditures as a % of GDP	1.5 %	1.5 %	1.6%	1.5 %
Share of education in recurrent public expenditures (%)	18.3 %	17.6 %	17.2%	14.0 %

Future CF Commitments and Planned Disbursements (cumulative in $ millions)

	2010	2011	2012
CF disbursements	12	15.5	37.8

Status of Catalytic Fund Operation

Approval date: 04/06/2009
Closing date: 06/30/2012

Project Development Objective (PDO): The project contributes to the implementation of Phase 1 of the Government National Education Strategy (2008–2011) and aims at improving access to better-quality primary education.

Progress toward Achieving PDO: Progress is rated satisfactory. The majority of planned activities, that form the basis to increase access to a better quality education at the primary level, are under implementation. Annual statistics for 2009-2010, recently available, show good improvement in the sector. GER reached 91%, surpassing its target of 77.4%. New entrants in the first grade were 113,513 compared to a target of 106,149 students. For the second grade, the number of new entrants is slightly under the target – 39,614 compared to 41,298 –. Students/teacher ratio was 77, compared to its target of 88. Students/textbook ratio was lower than expected, 5/1 compared to the target of 1.8/1; nevertheless, with the distribution of textbooks acquired under the project, it is expected that this ratio will improve significantly during the current school year 2010-11.

Specifically under the project, the main results are as follows:

Component 1: Access
Implementation is rated moderately satisfactory. Contract management of the program of school infrastructure has been delegated to two specialized international entities (AGETIP and ACTED). The initial process of contracting the civil engineering and construction firms has been slow, mainly due to weak procurement capacity and a lack of solid construction firms in the private sector. Therefore, the infrastructure program has just begun its implementation. Pressure has been put on AGETIP and ACTED to complete the delivery of classrooms before the 2011-2012 school year (or at least the majority of the classrooms). Under the project, 284 new classrooms will be built and equipped, and 209 rehabilitated and equipped.

Component 2: Quality
Implementation is rated satisfactory. Curricula for pre-service and in-service teachers training have been developed, in close collaboration with UNESCO. Using these curricula, the program of teachers training is advancing as planned. 365 community teachers have completed their training program (taken place during the period of 2 summers). 750 teachers have completed their 1st year of training and are now continuing the 2nd year. To provide a proper training environment, 5 regional training

centers have been rehabilitated and equipped, and 5 others have been constructed and equipped. A total of 1,338,818 mathematics and French textbooks were procured and their distribution started in September-October 2010. Four missions (undertaken by the Project Unit) were deployed in the regions to verify the status of distribution and most importantly that the textbooks have reached the schools. Findings are mixed (as expected). Schools that are close to the main axis of access have received the books. Difficulties lay with those schools that are under conflict areas. There were reported cases of insufficient quantity as well as cases of excess of books. The Project Unit has been asked to strengthen the findings by qualifying the different incidences.

At present, the Bank is assisting the ministry of education in the formulation of a national training strategy from which policies of training for the primary level will be derived. In parallel, the Bank is also providing assistance in the development of curricula for the trainers of trainers at the primary level.

Component 3: System Management and Efficiency

Implementation is rated satisfactory. In general, contractual teachers whose salaries are financed by the project have received their salaries on a more regular basis. The banking system is being used to deliver salaries to 77% of the teachers. For the north-eastern and south-eastern parts of the country, where banks are inexistent, the delivery of salaries are done through a private transportation company and through the related academic inspection (not ideal approaches). Telephone companies and gas stations have not been used. Direct dialogue by the Project Unit has encountered a variety of hurdles due mainly to a lack of trust of those entities. Nevertheless, the Bank is encouraging the Project Unit to pursue the dialogue; with the developments in the private sector, there may be potential of new opportunities. At present, the Project Unit is processing the salaries of over 1,000 contractual teachers. By the end of the project, 2,767 contractual teachers will have been paid by the project.

Project management capacity of the Project Unit has strengthened significantly. Budget planning, execution and reporting have been done efficiently. Overall reporting of project implementation is very encouraging. The Project Unit was able to produce a comprehensive mid-term review report, providing relevant information that was very useful. The Project Unit is making good use of the on-demand international technical assistance, contracted under the project, calling upon the consultant for complex issues.

Coordination at the sector level and partnership remain challenging. The Education Steering Committee has not been very dynamic, which is not very motivating for the Project Unit (a member of the Committee) to take leadership in stimulating the partnership with the Local Education Group (led by AFD). Furthermore, the partnership environment in CAR is also weak but is improving with a recent distinct arrangement for the leadership role of the Local Education Group. The Bank has been asked to remain the Supervising Entity in the future.

Status of Agreed Indicators

Output indicators (selected)	Progress	Target end of project
Number of new primary classrooms constructed and furnished	None	284
Number of primary classrooms rehabilitated and furnished	None	209

Total number of teachers embarking on 1st-year training	365 community teachers have completed their training program. 450 contractual teachers have embarked on 1st year training and are undergoing the 2nd year	2,465
Number of textbooks delivered	None	1,338,818
Number of teacher guides delivered	None	14,092

Djibouti

Coordinating Agency: France

Members of the Local Donor Group: AFD, JICA, UNESCO, UNICEF, USAID, World Bank, World Food Programme
Other Members of the Local Education Group: AfDB, IsDB, Arab Fund for Economic and Social Development, Dubai Care

Date of ESP Endorsement: December 2005
Current Sector Plan Period: National Education Strategy 2010–2011, Education Action Plan 2010-2011.

Total CF Awards Received

Year	$ (millions)	Financing modality
2006	3.0	Quick disbursing operation
2007–2008	3.0	Quick disbursing operation
2009	2.0	Quick disbursing operation
2010-2011	4.0	SIL

Summary of Disbursements – CF and Other Donors ($ millions)

Total disbursements	2006	2007	2008	2009	2010	2011
CF disbursements	3.0	3.0	0	1.0	1.0	0**
Other donors*	3.3	n/a	n/a	.26	0	n/a
Totals	6.3	3.0	3.0	1.26	1.0	0

Note: *AFD and Dubai Care.
** First disbursement of $400,000 is expected by end February 2011.

Background
Djibouti suffers from severe and pervasive poverty. The country has very high levels of poverty (42% absolute and 75% relative) and some of the poorest social indicators in the world. Djibouti ranked 149th out of 177 countries in terms of human development. On the other hand, it is well known that inadequate education is one of the most powerful determinants of poverty, and unequal access to education opportunity is a strong correlate of income inequality. Furthermore, failure to provide basic education seriously compromises a country's efforts to reduce poverty.

Key development issues in the education sector are: (i) insufficient and inequitable access to basic education; (ii) low quality and relevance of education and training; and (iii) weak management capacity of the education system.

The Government's education strategy is outlined in the "Schéma directeur" for Education for 2010-2019, which is being implemented via shorter-term Education Action Plans (EAP) financed by the

Government and its external partners. The first EAP of the new strategy covers the period 2010-1011 and is currently under implementation (see objectives below).

Main Indicators (Primary Education Sector)

Indicateurs de performance

Indicateurs clés	Valeur de référence		Valeur cible	
	Période	Valeur	Période	Valeur
Taux brut de scolarisation des enfants âgés de 5 ans	2010	5 %	2015	17,5 %
Taux brut de scolarisation dans le primaire	2010	74 %	2015	100 %
Ratio filles/garçons dans le primaire	2010	0,9	2015	1
Taux de scolarisation dans le secondaire	2010	25 %	2015	41 %
Effectifs dans l'enseignement supérieur	2010	4 500	2015	7 000
Taux d'acquisition des connaissances et compétences de base	2010	40 %	2015	80 %
Effectifs de l'enseignement technique	2010	1 861	2015	4 140
Coût unitaire dans le cycle primaire (USD)	2010	430	2015	365

Summary of Plans for Next Three Years

The Government has put education (particularly primary education) as a central issue in its development agenda. Good progress is being made in addressing sector constraints. Steady progress has been made in improving gross enrollment rate from 51% in 2005 to 73% in 2008/2009; (ii) gross enrollment rates in basic education for girls increased from 42.9% in 2002/2003 to 46.1% in 2007/2008; (iii) transition rates to middle school increased from 64.6% of students in 2005 to 69% in 2007; (iv) the efficiency of the sector has improved as repetition rates have declined from 10.4% in 2006/2007 to 5.4% in 2008/2009. Student-teacher ratio at the primary level has remained relatively unchanged since 2005, with schools in the Djibouti region having a ratio of 33 students per class, while in many of the rural provinces; ratios are as low as 13 students per teacher. The student-teacher ratio at the middle and secondary levels is 31:1. In 2008, the number of teaching hours for middle school teachers was increased by 2 hours a week. Efforts to improve quality continue; all teachers received in-service training in 2008 and the percentage of teachers with a teaching certificate has increased from 82% in 2002 to 89.5% in 2006. The quality of monitoring and evaluation is being strengthened with the development of an improved education management information system (EMIS), continued implementation of standardized testing for grades 2 and 5 (including in school year 2008/2009); (vi) a revised curriculum has been introduced in middle school and an improved system of continuous training and follow-up by pedagogic advisors and

inspectors continues to be implemented; (vii) efforts to revise the curricula of all academic subjects at the secondary level began in late 2010 through technical assistance. The Ministry of Education introduced standardized testing in Grades 2 and 5 to compare student learning and the effectiveness of teaching and school management. Significant improvements have also been registered in getting communities and parents involved in schooling - approximately 98% of schools have parents associations as of 2008, up from less than 5% in 2000.

The third EAP (2010–2011) will focus on the same six pillars as the previous two plans: (i) strengthening access to and participation in education; (ii) reducing disparities in education and training; (iii) improving the quality and relevance of teaching and learning; (iv) strengthening the professional development of teachers; (v) building planning, management, and guidance capacities at all levels; and (vi) supporting and improving financial sustainability.

Inequities still exist in access to educations services. In some outlying regions only 40% of girls are enrolled in primary schools, compared to 47.1% in the Djibouti region. In some areas only 20% of girls are in school by the 4th grade and drop-out rates are much higher for girls.

The Technical and Vocation Education and Training (TVET) subsector is underdeveloped. A new TA program began in 2010. The program aims to conduct studies of two subsectors (tourism and shipping ports) to identify the types of training programs that would be required for TVET and to create partnerships with the private sector in these two areas for education-to-work training programs and internships.

Early Childhood Development (ECD) opportunities are for the most part limited to families that can afford to pay private sector providers. An assessment of the ECD sector will begin in March 2011. The study aims to review the ECD situation in the country, identify the main actors/providers/users in the country and make recommendations for expanding opportunities for care and education for pre-school aged children.

Domestic Financing Trends (Recent and Future)

Education expenditures as a percentage of GDP are quite high by international standards, registering 8.4 percent of GDP in 2009. This volume has declined since 2005, when education expenditures were at 9.5 percent, primarily because Djibouti has registered significant growth. Education as a percentage of total government expenditures has fluctuated between 27 and 23 percent, generally decreasing since 2005.

The outlook for the sector is challenging. As primary completion rates and transition rates to secondary school increase, there will be growing demand for lower secondary education, where unit costs are much higher than for primary education. There will be a need to further reduce unit costs by creating greater efficiencies at the inspector level, in teacher training, and in the use of multi-grade teaching in rural areas for primary school and multi-subject teachers for middle schools.

Average per student unit costs ranges from $584 (95,000 DJF) for primary level to $1,400 (232,000 DJF) for secondary education. Djiboutian families spend about 5.5% (for extremely poor families), 6.8% (non poor) and 7.1% (poor families) of their household incomes on educating their children. Only 14% of primary level students are enrolled in private schools, while 23% and 22% of students are in private schools at the secondary general and technical levels, respectively.

Cadrage macro-économique : Réalisations 2004-2008 et Prévisions 2009-2012

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
PIB										
PIB Nominal	**110 550**	**117 380**	**125 976**	**136 645**	**151 033**	**170 611**	**195 826**	**218 958**	**244 472**	**271 129**
Déflateur du PIB	104	108	111	115	121	128	138	144	149	153
PIB Réel (Prix 2000)	105 831	108 991	113 455	118 902	125 164	132 549	141 694	152 038	164 049	176 681
Croissance du PIB	3,0 %	3,0 %	4,1 %	4,8 %	5,3 %	5,9 %	6,9 %	7,3 %	7,9 %	7,7 %
Recettes publiques	**37 967**	**42 156**	**46 714**	**47 742**	**53 002**	**56 964**	**68 100**	**72 312**	**80 874**	**87 101**
Fiscales	22 931	23 640	25 133	27 690	30 901	31 769	36 452	41 764	49 432	53 238
Non-Fiscales	2 711	2 921	8 246	10 926	10 999	11 305	11 331	11 376	11 437	12 318
Accords militaires	5 583	7 502	7 783	5 277	7 469	10 266	16 260	16 326	16 856	18 154
Dons	6 742	8 093	5 552	3 849	3 633	3 624	4 057	2 846	3 149	3 391
Dépenses publiques	**40 490**	**46 993**	**44 864**	**50 982**	**50 192**	**52 412**	**57 882**	**59 864**	**67 031**	**72 192**
Dépenses courantes	**33 054**	**35 282**	**34 698**	**40 816**	**40 026**	**42 246**	**47 716**	**49 698**	**56 865**	**61 244**
Salaires et traitement	15 819	16 291	18 607	19 926	20 801	22 124	23 809	25 663	27 851	29 996
Matériel	7 992	9 354	7 653	12 359	10 542	11 110	11 687	11 703	14 058	15 140
Entretien	480	695	640	660	1 043	660	900	995	1 100	1 185
Transferts	4 903	5 000	3 294	4 470	4 754	5 263	6 657	7 432	9 849	10 607
Intérêts	389	403	543	612	614	734	998	1 258	1 376	1 482
Dépenses courantes sur RE*	3 471	3 539	3 961	2 789	2 272	2 355	3 665	2 647	2 631	2 834
Dépenses d'investissement	**7 436**	**11 711**	**10 166**	**10 166**	**10 166**	**10 166**	**10 166**	**10 166**	**10 166**	**10 949**
Financement intérieur	2 224	3 504	2 600	2 600	2 600	2 600	2 600	2 600	2 600	2 800
Financement extérieur	5 212	8 207	7 566	7 566	7 566	7 566	7 566	7 566	7 566	8 149
Total financement intérieur	31 807	35 247	33 337	40 627	40 354	42 491	46 651	49 651	56 834	61 210
Total financement extérieur	8 683	11 746	11 527	10 355	9 838	9 921	11 231	10 213	10 197	10 982

(*) Dépenses courantes sur ressources extérieures

Source : Ministère des Finances et FMI (Staff Report for the 2008 Article IV Consultation and Request for a Three-Year Arrangement Underthe Poverty Reduction and Growth Facility, July 2009)

Future Donor Commitments and Planned Disbursements

Several donors in the education sector are involved in school construction and rehabilitation. Despite the number of active donors, the financial and technical needs of the sector remain great and Djibouti will need greater resources from development partners in the future. The medium-term expenditure framework (ongoing) is reviewing and will report on current and future investments in the sector. A final report is available from the World Bank education team for Djibouti.

The World Bank´s support to the education sector includes programmatic lending composed of three projects. The first project, the School Access and Improvement Project, was implemented between 2001 and 2005. The Second School Access and Improvement Project is currently under implementation and

will close in December 2011. The third project, programmed for Bank approval in early FY12, will include a greater focus on post-primary education and technical and vocational education (TVET).

Status of Catalytic Fund Operation

Approval date: 05/05/2010
Closing date: 09/30/2011

The project development objectives are: to support Djibouti's Education Action Plan for 2010-2011, namely, to increase equitable access to basic education and improve the quality and effectiveness of the education system. This financing will allow for the construction and furnishing of three new schools in rural communities, as well as school supplies for all children in rural schools.

The following are the main activities financed under the operation:

i. **Access:** school construction, rehabilitation, and provision of pedagogic materials.

ii. **Equity:** equipping classrooms and sensitizing parents to the integration of blind students, training teachers to detect learning disabilities, and supplying dorms and canteens for middle schools.

iii. **Quality:** providing schools and students with needed supplies, printing textbooks, training teachers, and administering national student assessments.

iv. **System supervision and management:** training on school management, restructuring the school supervision system, equipping the planning and M&E departments of the Ministry of Education, and supporting education project management.

Progress toward Achieving PDO: It is too early to measure progress toward the PDO since project implementation has just begun. Procurement for school construction and furnishings is underway.

Status of outcome indicators (Primary Education Sector)
The last column of the following table below shows the target indicators for the operation. An update of these indicators will be requested during the next supervision mission of the operation, scheduled to be held in June 2011.

Indicator	Baseline as of 04/05	**Target as of 08/09***	Achieved as of 08/09	*Change made to Target with AF*	**New Target after AF for 11/12**
Sector indicators					
Gross admission rate into primary school (GAR)	56.7%	69.50%	79.1%	*14.10%*	83.60%
Parity index (GAR)	0.87	0.90	0.86	*0.06*	0.96
Gross enrollment rate in primary school (GER)	51.5%	65.7%	67.9%	*14.9%*	80.6%
Parity index (GER)	0.81	.89	0.88	*0.03*	0.94
Primary completion rate	39.0%	62.0%	51.0%	*9.4%*	71.4%
# of primary school students	50,651	51,000	55,500	*10,200*	61,200
of which girls	22,500	25,900	26,100	*4,100*	30,000
# of students in rural schools	5,143	6,845	7,458	*1,362*	8,207
Retention rate for rural students admitted to Grade 6		90.0%	85.0%	*0.0%*	90.00%
Ratio of French, Arabic, and Mathematics textbooks for all primary levels	1:4	1:1	1:1	-	3:2**
Project output indicators					
Construction (and facilities) for new schools	0	6 schools	6 schools	*3 schools*	9 schools
Rehabilitation of existing schools		7 schools	7 schools	*4 schools*	11 schools
School kits acquired and distributed to all rural students	0	6,845	7,467	*1,362*	8,207
# schools with solar panels	0	23	29	*11*	34

**Original target from 04/05 was revised in Dec. 2008 for the $2m tranche*

*** 3 textbooks (1 each for Arabic, French, Math) for 2 students to share*

Ethiopia

Coordinating Agency: Finland
Members of the Local Donor Group: British Council, Belgium, DFID, DVV International, EU,, Finland, GTZ, Italy, JICA, KfW, Netherlands, USAID, UNDP, UNESCO, UNICEF, WFP, World Bank
Donor partners: Belgium, EU, Finland, Germany, Italy, Japan, Netherlands, UK, UNESCO, UNICEF, USA, WFP, World Bank

Date of ESP endorsement: 2010
Current Sector Plan Period: 2010/11-2014/15

CF Award Received

Year	$ (millions)	Financing modality
2008	70	CF channeled through the financing pool of the first phase of an IDA-Credit (Adaptable Program Loan) supporting the government's General Education Quality Improvement Program (GEQIP).
2010	98	Same as above

Summary of CF Disbursements ($ millions)

Total disbursements	To date
CF Grant 1	63.2
CF Grant 2	3.8

Main Indicators

Program Indicators	2006–07	2016-17
Completion rate – Grade 5 (%)	62.7	72.0
Completion rate – Grade 8 (%)	41.7	50.0
GER in 1st cycle of secondary education	37.3	44.0
GER in 2nd cycle of secondary education	5.5	7.0

Project Indicators	2008 –09	2009–10 (Target/ Achievement)	2010 –11	2011– 12
Pupil : new textbook for primary core subjects	NA	NA	2:1	1:1
Pupil : new textbook for secondary math and science	NA	1:1/NA[3]	1:1	1:1
Pupil : new textbook for secondary core subjects	NA	NA	2:1	1:1
% of teachers with appropriate qualifications in grades 1–4	3.4	3.4/15.5[4]	3.4	15.7
% of teachers with appropriate qualifications in grades 5–8	53.4	54.0/77.8[2]	55.0	56.0
% of teachers with appropriate qualifications in grades 9–12	49.8	56.5/77.4[2]	63.0	70.0
Education expenditure as % of total gov't budget	15.3	14.5/23.2[2]	14.5	14.5
General education expenditures as % of total education budget	66.6	66.6/55.4[2]	66.6	66.6

Background

The government prepared the national Education and Training Policy (ETP) in 1994. Within the framework of the ETP, it launched the first five-year Education Sector Development Program (ESDP I) in 1997 as part of a 20-year education sector plan. Significant results have been achieved in enrollments and retention, both for primary and secondary education. Nevertheless, the education system still faces tremendous challenges in terms of equity of educational opportunities, quality, sector management, and financing.

Over the last five years, the government laid out its vision for education development in its Plan for Accelerated and Sustained Development to End Poverty, within the overarching framework of the Education Sector Development Program (ESDP) III, which gave high priority to quality improvements at all levels.

Within the framework of the ESDP III, the Ministry of Education developed the General Education Quality Improvement Program (GEQIP) as a vehicle to improve learning outcomes. A key recommendation of the annual review of the education sector in 2007 was that the Ministry of Education and its development partners should work together to implement GEQIP through a pooled funding mechanism. The GEQIP has six pillars: Teacher Development; Curriculum, Textbooks and Assessment; Management and Administration; School Improvement; Civics and Ethical Education; and Information Communications Technology. The Government also prepared the preliminary cost estimates and financing plan of the proposed program, suggesting a funding gap of over US$800 million over the next 8 years. In 2009, the Government, World Bank and a number of bilateral developments partners designed a program to support the implementation of the GEQIP, financed through a pooled funding mechanism, financed by IDA, EFA-FTI CF, DFID, Finland, Italy, The Netherlands, and Government.

[3] The textbooks were supposed to be available only in 2010/11 according to the revised schedule.
[4] The baseline data seem to be erroneous. It will be reviewed during the MTR, and indicators will be adjusted as required.

With regard to EFA-FTI CF, on December 10, 2007, Ethiopia was granted an initial Catalytic Fund grant of $70 million for the period 2008–2010, with the arrangement that Ethiopia could return to the Catalytic Fund Committee within this period for an additional allocation based on a satisfactory implementation of the initial allocation. Accordingly, on July 26, 2010, Ethiopia was granted an additional Catalytic Fund of US$98 million.

Summary of Plans for Next Five Years

For the next five years (2010/11-2014/15), the government has prepared the ESDP 4 (which forms a part of the Growth and Transformation Plan), focusing on improving quality at all levels, ensuring equity in access, particularly reaching the marginalized and unreached, increasing functional adult literacy, strengthening the focus on sciences and TVE, and improving the capacity of educational management at all levels. To implement the ESDP 4, the government has projected an estimated cost of 140.6 billion Birr, with a funding gap of 29.9 billion Birr.

Results achieved under the current EFA-FTI operation will be consolidated and based on these results Phase 2 of GEQIP will be prepared. In that context, the ESDP 4 will be reviewed and the sector financing needs adjusted.

Domestic Financing Trends

The table below presents the domestic financing trends.

Table 1: Government Education Expenditure, 2003/04 - 2007/08 (Mln Birr at cur.pr)

Description	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Actual
General Govt Current Expenditure	11,965	13,228	15,234	17,165	22,794
General Govt Capital Expenditure	8,543	11,567	14,091	18,442	24,121
General Govt Expenditure	20,509	24,795	29,325	35,607	46,915
Recurrent Education	2,525	2,915	3,806	4,683	6,761
Capital Education	1,823	1,605	2,271	2,950	3,121
Total Education	4,348	4,519	6,077	7,633	9,882
% Education in Current Expenditure	21.1%	22.0%	25.0%	27.3%	29.7%
% Education in Capital Expenditure	21.3%	13.9%	16.1%	16.0%	12.9%
% Education in Total Expenditure	21.2%	18.2%	20.7%	21.4%	21.1%
% of GDP	5.0%	4.2%	4.6%	4.4%	4.0%
% Education in Federal Expenditure	20.6%	15.1%	18.3%	19.6%	19.1%
% Education in Regional Expenditure	29.7%	28.8%	29.7%	30.9%	28.9%
GDP at market prices	86,661	106,473	131,641	171,834	245,585
General Govt Expenditure / GDP	23.7%	23.3%	22.3%	20.7%	19.1%

Source: Ethiopia: Education Public Expenditure Review, December 2010. The table has been updated based on this report, which was not available at the time of the application for the second grant.

Donor Commitments and Disbursements – Actual and Planned (US$ millions)

	2009/10	2010/11	2011/12	2012/13	Total
Government					84.5
Ongoing CF grant	37.0	33.0	-		70.0
Additional CF grant		30.0	58.0	10.0	98.0
IDA	13.3	21.3	10.0	5.4	50.0
MDTF	19.8	65.0	30.5	20.0	135.3

Finland					20.4
Italy					20.4
Netherlands					26.4
DFID					68.0

Note: Yearly disbursements for MDTF by donor are not available, as the funding is pooled.

Status of Catalytic Fund Operation

CF Grant 1
CF Grant signature: 11/21/2008
Closing date of GEQIP: 07/07/2013
CF closing date: 06/30/2011

CF Grant 2
CF Grant signature: 07/26/2010
Closing date of GEQIP: 07/07/2013
CF closing date: 06/30/2013

Program Development Objective: The program aims to improve the quality of general education (grades 1–12) throughout the country. Phase 1 of the program (2009–2013) aims to: (i) improve teaching and learning conditions in primary and secondary education; and (ii) strengthen the management planning and budget capacity of the Ministry of Education, as well as of the regional bureaus of education.

Progress toward Achieving PDO: A joint government and development partners implementation support mission, undertaken in December 2010, concluded that despite some challenges, the development objective is still achievable.

To this end, the Ministry of Education has succeeded in the challenging task of getting to students the first quality books procured through International Competitive Bidding. According to the Project Appraisal Document, only 4.2 million copies of secondary mathematics and science textbooks were to be delivered by September 2011. However, the government put an ambitious target of getting all new textbooks to schools by September 2010, which was not accomplished. The implementation progress with respect to the Teacher Development Program Component has been slow - the key activity of module development for three-year diploma for primary school teachers and one-year post-graduate diploma for secondary teachers is yet to start. But the response to the program for upgrading primary school teachers from certificate to diploma has been overwhelming. The experience with the implementation of the School Improvement Program (SIP) Component has been very positive with about 25,000 schools getting school grants.

The program is facing the following key challenges that need to be addressed during the mid-term review in May 2011 in order to achieve the project development objectives:

- significant delays in textbook procurement, and disputes with textbook publishers which remain a serious threat to successful completion of textbook procurement;
- serious delays in the development of modules for teacher education, and implementation of English Language Teacher Improvement Program;
- the delay in the revision of school improvement guidelines;

- delays in monitoring and evaluation surveys – annual evaluation of school grants, independent procurement audit and comprehensive evaluation; and
- significant delays in the implementation and documenting expenditures, and submission of IFRs.

The rating for the development objective is moderately satisfactory achievement, while the rating for overall implementation progress is unsatisfactory[5].

Status of Agreed Outcome Indicators: The MOE has been reporting regularly on the key performance indicators. The main indicators are provided above.

[5] The ratings are the World Bank ratings not agreed with the donors and Government.

The Gambia

Coordinating Agency: World Food Program

Other Members of the Local Donor Group: DFID, World Bank, AfDB, , BADEA, OPEC Fund, UN funds and programs (in particular, WFP) as well as several NGOs, including VSO, ActionAid, Future in Our Hands

Date of ESP endorsement: 2003
Date of ESP Re-endorsement: August 2008 by local donor group; submitted to FTI in September 2008
Current Sector Plan Period: 2009–2011

Total CF Awards Received

Year	$ (millions)	Financing Modality
2004	4.0	Quick disbursing operation
2005	4.0	Quick disbursing operation
2006	5.4	Quick disbursing operation
2009	28.0	SIL

Summary of CF Disbursements

	2005	2006	2007	2008	2009	2010
	4.0	4.0	5.4	--	6.3	7.8

Main Indicators

	2008–09	2011–12
Gross enrollment rate (lower basic) (%)	91.4	101.9
Completion rate (lower basic)	65	80
% of qualified teachers	70	80
Gender parity (lower basic)	1.03	1.03
Teacher-pupil ratio (lower basic)	1:39	1:45
Pupil-textbook ratio (lower basic)	1:1	1:1

Background

The Gambia National Education Plan was endorsed by the EFA-FTI partnership in 2003 and received its first allocation from the Catalytic Fund in 2004 in support of activities to accelerate progress towards meeting the education-related Millennium Development Goals. The first allocation of $4.0 million was provided under a grant agreement signed in 2004. Following successful implementation of the first allocation, The Gambia was granted another US$4.0 million at the end of 2005. A third allocation of $5.4 million was subsequently approved by the EFA-FTI donors, bringing the total FTI allocation for The Gambia to $13.4 million. This amount was fully disbursed each year within 12 months after each respective grant agreement was signed. An additional $28 million was granted to The Gambia in December 2008; of which 14.1 million has been disbursed by end 2010.

The government's Medium-term Plan (MTP) for the education sector was discussed with in country donors, which recommended it for re-endorsement in August 2008. The MTP, which covers the

period 2008–2011, is the outcome of a critical review of existing policies that aimed to bring a more practical and operational approach to decision-making and prioritization processes in the education sector. The priorities include improved access, especially for girls, children in remote areas, and children with disabilities. It also maintains a primary focus on quality challenges, with a strong emphasis on improving early grade reading.

Summary of Plans for Next Three Years
The Medium-term Plan continues to be implemented in order to achieve universal access to relevant, high-quality education by 2015. The plan focuses on critical challenges, notably, reaching children who are still out of school, sustaining improvements in the quality of education, and providing a solid foundation for sector management. The Gambia has recently completed an education status report which will allow government to update its Medium Term Plan as well as National Education Policy.

Domestic Financing Trends
Domestic allocations to the sector have fluctuated in the past few years. Following a period of low allocations (roughly 11 percent) between 2002 and 2004, the share of domestic financing allocated to education rose from 9.7 percent in 2004 to 16 percent in 2005. However, this increase was followed by a decline to 15.5 percent in 2006 and 14 percent in 2007. The situation began to reverse in 2008, when allocations increased to 14.4 percent; they then rose to 16.7 percent in 2009. Since 2009, the share has been increased (18% in 2010) indicating a continuous strong commitment to the sector especially given the country's high level of debt service.

Future Commitments and Planned Disbursements from Donors
Education sector projects funded by key traditional donor partners will close over the medium term, with projects funded by the AfDB and DFID closing in 2011 and 2010, respectively. Current commitments over the medium term (2008–2011) are from the IDA ($8.0 million), with additional IDA financing of $5.5 million, a grant financed by Japan ($3.0 million); ongoing BADEA and IDB projects are due to be closed by year-end 2009. Other partners include the World Food Programme and UNICEF. Expected contributions from donors that are currently engaged in discussions include OPEC ($10.0 million), Islamic Development Bank ($10.0 million), and BADEA ($10.0 million). While the amounts are tentative, these donors will most likely support higher education raising concerns as to the continuing external financing needs for basic education to ensure that the gains made over the past 7 years are being sustained.

Status of CF Operation

Approval date: 127/14/2008
Closing date: 12/31/2012

Project Development Objective: The overall PDO is to improve teaching and learning conditions in basic education, including early childhood development.

Progress toward Achieving PDO:
The ratings for the PDO and Implementation Progress are both satisfactory. As of February 2011, 50% of the grant was disbursed.

Expansion at primary level has mainly been in private schools and Madrassas, while enrollment in government and grant aided schools declined marginally. Concerns around quality, equity and cost of education (with household contributing 46% percent of education costs at lower basic) have been reflected in the recent Joint Aide-Memoire and sector analysis. The Government has already started to take action of the above-mentioned sector issues and has also developed a detailed action and implementation plan to closely track progress in project execution.

A Mid Term Review for the EFA FTI CF is planned for April 11-25, 2011. It is expected that the project will remain realistic and implemented according to schedule. The team foresees a possible restructuring of the Results Framework to adjust it to the recent sector analysis and better capture those indicators that are relevant to measure project performance.

Status of Agreed Indicators: The main indicators are provided above.

Ghana

Coordinating Agency: DFID and UNICEF

Other Members of the Local Donor Group: DFID, World Bank, EU, The Netherlands, USAID, JICA, AfDB, UNICEF, BADEA, WFP, French Embassy, and recently, the Embassy of Israel.

Date of ESP endorsement: 2004
Current Sector Plan Period: 2010–2020

Total CF Awards Received

Year	$ (millions)	Financing modality
2006	8.0	Quick disbursing operation
2007	11.0	Quick disbursing operation
2009	14.2	SIL

Summary of CF Disbursements ($ millions)

Total disbursements	2006	2007	2009
CF grants	8.0	11.0	8.6

Note: No disbursements were made in 2008.

Main Indicators

	2003–04	2008–09	2010–11[6]
Primary gross enrollment rate (%)	86.5	94.9	96.0
Primary gender parity index	0.93	0.96	0.96
Primary completion rate (%)	77.9	86.3	88.5
Textbook – Pupil Ratio	--	0.9:1	1.6:1

Background

Ghana received its first grant from the EFA-FTI Catalytic Fund in 2004 in support of its Education Strategic Plan (ESP 2003–2015). The ESP was prepared over a period of about two years. The national plan was developed in consultation with numerous stakeholders and facilitated by an education sector group made up of in-country development partners. The ESP was also informed by various education sector reports, for example, previous sector plans, the Education Sector Policy Review of August 2002, the Education Sector Review of October 2002, and the Presidential Report on Education Reforms in Ghana of October 2002. Other national documents that inform national education policy include the Ghana Poverty Reduction Strategy of 2003 and the Medium-term Expenditure Framework for 2002–2004. Documents of regional partnerships that have also informed national education policy include the New Partnership for Africa's Development (2001) and the Education for All Report (2000). In December 2010, the DP group supported the education sector in reviewing its sector strategy. The DP group is currently co-led by DFID and UNICEF.

[6] Projected. Data for 2010-2011 will be available in June, 2011

The funding gap for achieving universal completion of primary education was estimated at $99.2 million in 2003. The gap for achieving universal basic education was expected to increase to $275.8 million in 2005 and stabilize at $132.9 million and $132.5 million in 2010 and 2015, respectively.

Since 2004, the FTI Committee has approved an allocation of $33.2 million from the FTI Catalytic Fund (CF) for Ghana. This allocation was processed as three separate grants. Ghana received and disbursed the first two grants totaling $19.0 million, comprising $8.0 million and $11 million, respectively, between 2005 and 2007.

Summary of Plans for Next Three Years
Following lessons learned from implementation of the current grant, education sector Development Partners (DPs) are currently assisting the GoG in preparing the next EFA FTI application which will likely be Ghana's last as the country has announced its transition to IBRD in the next 3-5 years. The local development partners have indicated their support for a fourth application to the EFA FTI secretariat and are assisting the GoG with the appraisal and full application to the EFA FTI Secretariat. Discussions are ongoing to select a Supervising Entity (SE) for the next EFA FTI application. The discussions will extend to the determination of an instrument and modality for disbursing funds and agreement is expected to be reached before the next allocation by the EFA FTI secretariat at the end of 2011.

Domestic Financing Trends
The table below provides data on domestic financing trends between 2001 and 2009.

Domestic Financing

	2002	2003	2004	2005	2006	2007	2008	2009
Actual Education expenditures as % of GDP	3.8	6.2	7.3	7.5	8.2	9.1	10.1	9.0
% of current national budget allocated to education	19.4	22.4	24.1	26.7	23.1	23.1	27.6	25.8
% of education sector budget allocated to basic education		62.0	47.6	47.7	44.4	46.4	54.8*	48.9*

Source: Government of Ghana, Preliminary Education Sector Performance Report, 2008 and 2010
- *Expenditure not budget allocation*

Future Donor Commitments and Planned Disbursements
The ongoing IDA Education Sector Project (EdSeP-P050620) was restructured in August 2009 with a revised closing date of October 31, 2011. In 2007, ODA was 6 percent of total education expenditure. The highest source of ODA was by DFID (38%) followed by the World Bank (13.6%), European Commission (10%), The Netherlands (9.3%), USAID (8.6%), JICA (7.9%) and AfDB (5.7%). Other DPs were UNICEF (2.6%), BADEA (1.8%), WFP (1.5%) and French Embassy (0.9%).

Status of Catalytic Fund Operation

Signing date: 04/01/2009
Closing date: 06/30/2011

Project Development Objective: The CF grant contributes to the overall objective of the ongoing IDA-financed education project. Specifically, the objective is to improve the quality of basic education in

Ghana. The Project, which is part of the Recipient's Program, consists of the following parts: (a) provision of core textbooks and other teaching and learning materials in line with the revised curriculum under the Recipient's education reform program; (b) provision of incentives to attract and retain teachers in deprived areas through construction and rehabilitation of teacher accommodations, provision of motorbikes, and carrying out of pre-service training for teachers; and (c) provision of technical assistance for updating the environmental [and social] arrangements for the Project referred to in Section 2.03 and for carrying out technical and financial audits of the Project.

Progress toward Achieving PDO: The Ghana EFA-FTI grant for $14.2 was signed on April 1, 2009. An extension was approved in January, 2011 with a new closing date on June 30, 2011

Shortly after signing, a withdrawal application to draw down $8.6 million out of the total $14.2 million was submitted to the World Bank in May 2009 for the procurement of core textbooks and other teaching and learning materials and rehabilitation/construction of teacher accommodations to attract and retain teachers in deprived districts. The expenditures of US$8.6 m made from the grant were however considered ineligible by the World Bank Financial Management because the implementation team failed after repeated requests from the Bank team to submit complete supporting documentation, including related justifications, and because the project implementation team did not request the prior review i.e. "no objection" of the World Bank on the textbook expenditures. With no supporting documentation to support the expenditures, the Bank could not advance the remaining US$5.6 m which was subsequently cancelled when the project originally closed on February 27, 2010.

The implementation of the grant is rated unsatisfactory because it is likely that key performance indicator targets will not have been met by the end of the project in June 2011. Although some textbooks were procured and some teacher accommodation was constructed, the remaining activities including motorbikes, teacher training, technical audit, and TA for environmental and social arrangements were not implemented. The staffing changes resulting from the change in administration in 2009 contributed to the unsatisfactory implementation process under the new EFA-FTI CF grant rules and procedures as did limited reporting by the implementing agency combined with the short project implementation period, (less than one year). The Government's unwillingness to request an extension before the project closed exacerbated the challenges and forced the team to request a retroactive extension of the project through June 2011. The extension would allow for the reimbursement of ineligible expenditures which is expected shortly.

Some progress was made according to improvements in key performance indicators although direct attribution to the grant is difficult to prove. The core textbooks - pupil ratio at primary level improved from less than one textbook per pupil in 2008 to 1.6 textbooks per pupil in 2010. The core textbook - pupil ratio at junior secondary level also improved from less than one textbook per pupil in 2008 to 1.5 textbooks per pupil in 2010.

Guyana

Coordinating Agency: World Bank
Other Members of the Local Donor Group: Caribbean Development Bank (CDB), UNESCO, UNICEF, EU

Date of ESP endorsement: November 2002
Date of **ESP Re-endorsement:** September 2008
Current Sector Plan Period: 2008–2013

Total CF Awards Received

Year	$ (millions)	Financing modality
2004–2005	4.0	Traditional investment project
2005–2006	4.0	Traditional investment project
2006–2008	4.0	Traditional investment project
2009–2012	20.5	Traditional investment project

Summary of Disbursements – CF and Other Donors ($ millions)

Total disbursements	2005	2006	2007	2008	2009	2010
CF disbursements	4.0	4.0	3.0	1.0	7.0	5.4
Disbursements - Other donors	*	*	*	*	*	
Total	4.0	4.0	3.0	1.0	7.0	5.4

Note: * Data not available.

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08	2008–09	2009-10
Primary completion rate* (%)	103 %	105 %	104 %	100.5 %	103 %	N/A
Student-teacher ratio	28.0	27.0	26.0	26.0	24	25
Percentage of repeaters (%)	0.9 %	1.2 %	1.4 %	1.0 %	0.8 %	0.5%
Student population (actual values)	113,971 (public) + 2562 (private)	110,828 + 2415	106,720 + 2040	104,440 + 2668	98,013 +2777	94,544 + 2,373
Number of out-of-school children (with previous calculation)	4,017	4,851	4,922	3,604	N/A	N/A
Number of out-of-school children (revised calculation)*	5,241	8,820	13,032	15,703	21,518	25,087

*We revised the calculation of number of out-of-school children. The revision has resulted in a dramatic rise in the number of children out-of-school, ages 6-11. The last census data was released in 2002 and projections may not be in line with what has happened in reality. The source of population data may be affecting the results of this indicator.

Background

Guyana was one of the first countries to apply for funding from EFA-FTI. Its education strategy for the period 2003–2015 was endorsed by the donor partnership in November 2002 and re-endorsed in September 2008. Guyana has been the recipient of grant funds provided by the Catalytic Fund since October 2004, with the signing of a grant agreement for the first tranche of $4.0 million. The grant

agreement has been amended to reflect additional funding, which now totals $32.5 million. To date, about $24.4 million has been successfully disbursed. Guyana's efficiency and effectiveness in utilizing the funds has been noted by the government and the donor community. The country took a practical approach to determining the amount of the request, which was linked to the funding gap in the education sector and based on the reality of the country's absorptive capacity. The MOE has also built partnerships across sectors with other donor projects and, most importantly, with the school communities benefiting from EFA-FTI activities. The EFA-FTI program supported by the CF grant has enabled the MOE to reach communities in the hinterland[7], many of which had not been visited regularly by an education officer (in some cases, for over a year) due to the expense of accessing these remote locations, even from the region's headquarters. A level of trust in the MOE, community pride, and commitment to education has been bolstered through Guyana's EFA-FTI program.

Summary of Plans

The latest Education Sector Plan (ESP) covering the period 2008 to 2013 was developed over a 20 month period that included an evaluation of the previous plan (2003–2007), a wide consultation process, and formulation of the underpinnings and policies of the new plan. The Education Thematic Group, made up of Ministry of Education officials and donor representatives, met several times to discuss the plan and provide input. The local donor group completed the appraisal and endorsed the plan in a signed statement. Donor endorsement of the new ESP extends to the CF program.

Domestic Financing Trends (Recent and Future)

The overall estimated resources required for the five-year Education Strategic Plan are $557.4 million, of which 26 percent represents investment and/or capital costs and 74 percent represents recurrent cost. A financing gap of about 12 percent ($65.7 million) will be mobilized to support implementation of the plan. The estimated resources required for the subsector of primary education over the five years are $244.6 million, with a financing gap of $38.7 million.

Future Donor Commitments and Planned Disbursements

The implementation period for EFA-FTI–supported activities requires $38.3 million. Of that total, the government and other donors will cover $18.41 million; CF financing was requested for the remaining gap of $20.5 million. A CF grant of $20.5 million was accordingly allocated in Paris in September 2008. The activities proposed for EFA-FTI support are a subset of the ESP's primary education section.

Donor Commitments 2009-2013 ($ millions)

Donor	2009	2010	2011	2012	2013
EFA-FTI (CF)	6.70	6.80	4.00	3.00	0
Other donors					
World Bank	0	0.00	0.50	2.00	1.00
CDB	0.10	4.00	0	0	0
CIDA	0.68	0.34	0	0	0
IDB	2.50	0	0	0	0
UNICEF	0.15	0.15	0.15	0.15	0.15
Others	0.15	0.15	0.15	0.15	0.15
Total	**10.28**	**11.45**	**4.80**	**5.30**	**1.30**

[7] Remote, interior regions of Guyana.

Status of Catalytic Fund Operation

Approval date: 09/17/2008
Closing date: 10/01/2012

Project Development Objective (PDO): The grant supports the Ministry of Education in attaining the goal of universal primary school completion for boys and girls by 2015, with an emphasis on improving the quality of education and increasing literacy and numeracy.

Progress toward Achieving PDO: A full supervision mission was carried out in October 2010. The program is actively continuing to implement its activities.

The quality of the teaching force in the hinterland has been improved with technical assistance from the World Bank team, and Guyana's National Center for Education Resource Development has drafted the Continuous Professional Development for Trained Teachers Policy. It was approved by the professional arm of the Ministry of Education in December 2010 and vetted with stakeholders including the Teachers' Union. Next steps for implementing the policy were defined and work has begun on a detailed operational manual, development of course offerings, and monitoring and evaluation.

Progress has been made in management and monitoring of the Learning Resource Centers (LRCs) by the central Ministry of Education and regional authorities. The regions are working towards filling four vacancies, and they need to take more responsibility for maintenance of equipment. To address these issues the Hinterland Coordinator will follow up on a weekly basis with the regions where vacancies exist; the Procurement Officer will locate the materials and assure they get to their destination, and EFA-FTI will provide one-off repairs for equipment, if regions take on future responsibility by signing an annual maintenance contract with a service provider.

All primary teachers in the hinterland continue to receive their Remote Area Incentive allowance. To ensure sustainability, the Government agreed to take on a percentage of the allowance payment until it fully takes over responsibility.

To enhance the Teaching & Learning Environment at Primary EFA-FTI has built 11 teacher houses which provide apartments for 44 teachers in the hinterland, and it has provided utility upgrading to 51 primary schools country-wide. Most Year 4 civil works have been completed. Only one teacher house and one school receiving utilities upgrading are pending final completion. The civil works team has already surveyed the next batch of civil works projects. They have completed physical facilities surveys for five more teachers' houses in the hinterland and 15 primary schools in Regions 1, 2, 3, 9, and 10 that will receive utilities upgrading. Bidding and contracting have been completed and all projects are now underway.

Spot checks on delivery of textbooks nationwide by EFA-FTI have revealed uneven distribution and for some subject areas a significant percentage of missing books. This was brought to the attention of the Minister who ordered an investigation and renewed commitment to strengthening the Book Distribution Unit. The Minister has supported the procurement officer to lead capacity building at the unit and more systematized distribution of materials with accountability. It was agreed that

additional procurement of learning materials will be put on hold until distribution problems can be sorted out. The team will continue monitoring visits and the Procurement Officer has already started following-up with regions on textbook distribution practices and record keeping. An independent audit is also underway.

The Learning guides for multigrade schools in the core subject areas for Grades 3-6 to be developed by Escuela Nueva International is awaiting Cabinet approval.

School feeding and School Improvement Plans continue to perform well. The Community-based School Feeding Program benefits 93 out of 138 hinterland schools which amount to over 14,625 children. Results of a three year impact evaluation show significantly positive results on school attendance, academic performance, classroom behavior, nutritional status and parent and community participation, especially for the poorest. A sustainability survey was also carried out to highlight the return on investment and opportunities for communities to contribute to sustainability of the program and offset costs. The results of both studies will be disseminated shortly in Guyana and Washington to highlight cost-effectiveness, return on investment and sustainability of the School Feeding Program.

School improvement plans and projects (SIP) have been completed in 120 primary schools nationwide. SIP grants supported by EFA-FTI have benefitted over 10,000 Guyanese students. In addition, SIPs have built school-based management capacity through training opportunities for head teachers and the formal involvement of other stakeholders in school decision making. SIPs have also increased community participation and fundraising capabilities. Most schools have used SIP grants to improve their physical learning environment, health and safety conditions, and information and communication technology.

The rating for achieving the development objective is highly satisfactory; for overall implementation progress, the rating is satisfactory.

Status of Agreed Indicators

Output indicators (selected)	Progress	Target
1. Primary completion rate (PCR) reaches 100%	National PCR = 103.0% Coastland PCR = 101.8% Hinterland PCR = 106.9% (2008-09)	National PCR = 100%; Coastland PCR = 100%; Hinterland PCR = 100%
2. Improving the quality of the teaching force (primary level)	Trained teachers = 64% (2008-09) [Hinterland = 40%, Coast = 68%]	Trained teachers = 70% by 2013

Guinea

Coordinating Agency: KfW and GTZ

Other Members of the Local Donor Group: UNICEF, AFD, AfDB, World Bank, USAID, UNESCO, Plan International

Date of ESP endorsement: October 2007
Current Sector Plan Period: 2008–2018

Total CF Awards Received

Year	$ (millions)	Financing modality
2008	117.8 reduced to 64 million in May 2010 (US$24 million under the supervision of UNICEF and US$40 million with the World Bank)	SIL with pooled funding

Background
EFA-FTI CF funding ($117.8 million approved, with the legal agreement signed) is planned to be pooled with contributions from Agence Française de Développement (AFD) and the German Development Bank (KfW), for a total amount of $160 million in educational assistance. The pooled fund follows procedures acceptable to the World Bank in terms of procurement and financial management. The conditions for EFA-FTI CF grant effectiveness were fulfilled in early January 2009. Under normal circumstances, the FTI program would have gone forward. However, since the coup d'état late 2008, the World Bank has stopped all disbursements ("Dealings with De-facto Governments") under its existing portfolio. The Bank has also ceased all formal communication with the government. Therefore, no disbursement of the CF grant has taken place.

Guinea's economy has witnessed important shocks after the coup d' Etat in 2008. The drastic suspension of donor aid has contributed to a significant debt burden. Inflation is estimated at 20.9% and is adversely affecting people's purchasing power. Poverty rates have increased during the crisis impacting more severely vulnerable groups who have limited access to basic services. In the education sector, the current outcomes are far behind their intended targets as was laid out in the Government's education strategy. The number of students enrolled in primary education increased from 1,31 million in 2007 to 1,38 million in 2009, only a minimal increase, vis-a-vis the projections of 1,5 million in that same year. The gross enrollment rate (GER) remained stable over the past six years (at 77%) less than the goal of 86 percent by 2009; for girls, the GER stabilized at 70%. In the rural areas especially, the GER decreased from 59% in 2007 to 53% in 2009; the dropout rate increased from 5.9 percent in 2007 to 11.6 percent in 2009 due to the high direct costs of schooling facing the poorest families. The primary completion rate has stabilized at 59% at a national level and significant disparities are observed in the rural areas where the completion rate stands at 43%. Lastly, unscheduled and frequent school closings negatively influence the time for learning. The impact of these trends on learning outcomes is not yet known as national assessments have not taken place since 2007.

The reactivation of the Bank's portfolio is conditional upon the clearance of Guinea's arrears to IDA. Disbursement on the Bank's portfolio was stopped following the December 2008 coup and the triggering of OP 7.30, on Dealing with de facto Governments. Disbursements were then formally

suspended in November 2009, when Guinea fell into arrears with IDA. Although OP 7.30 was formally lifted in January 2010, disbursements under the EFA FTI Catalytic Fund cannot resume until Guinea has cleared its arrears vis-a-vis IDA and its suspension is lifted. The arrears clearance is expected by end of April 2011 with program implementation starting soon thereafter.

The donor partnership is strong in Guinea. Within the pooled fund setting, AFD continued to disburse during the crisis–about Euro 4 million was disbursed since 2009 to cover some immediate needs. Moreover, after the CF committee made the decision to reduce the EFA FTI allocation from 117.8 million to 64 million, UNICEF was readily available to take over the management of 24 million (with 40 million remaining with the World Bank as the supervising entity within the pooled fund setting with AFD and KfW) and has since been able to provide some immediate support to schools and deconcentrated levels in the form of subventions as well as starting with the school construction program.

A joint review mission took place in Guinea in January 2011. Given the reduction in the EFA FTI CF. the project is being restructured as follows: a) revision of the Project Development Objective to make it compatible with the reduced grant amount and scope; b) reduction of activities by adapting them to existing capacity and implementation mechanisms; c) redistribution of civil works activities amongst different actors with comparative advantages in a specific area; d) more emphasis on improvement of human resource management (in aligned with IDA support); and e) introduction of innovative approaches for the nine prefectures with low gross enrollment rates.

Additional household survey analysis is needed to obtain a better assessment of the level of household spending and identify potential barriers for delivering quality education services to the poorest families in Guinea. The Program Coordination Team in place is well versed in World Bank procedures, and has started preparing the vast majority of bidding documents.

Haiti

Coordinating Agency: The World Bank

Other Members of the Local Donor Group: AECID, AFD, CIDA, Inter-American Development Bank (IDB), European Union (EU), UNESCO, USAID, and World Food Programme (WFP), among others.

Date of ESP Endorsement: April 2008
Current Sector Plan Period: 2008–2011

Total CF Awards Received

Year	$ (millions)	Financing modality
2009	22	Multi-Donor Trust Fund

Summary of Disbursements - CF and Other Donors (rounded to $ millions)

Total disbursements	2006	2007	2008	2009	2010
CF disbursements	--	--	--	--	11.8
Other donors*:					
AECID					
AFD					
CIDA					
EU					
IDB					
UNESCO					
UNICEF					
USAID					
World Bank	.5	.5	5.5	5.6	15.5
WFP					

* Data not available

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08	2008–09
Primary completion rate (%)	n.a.	68	72	75	n.a.
Students to teacher ratio	n.a.	38.5	38.6	38.8	n.a.
Percentage of repeaters	16	13	11	9	n.a.
Student population (millions)	n.a.	2.106	2.284	n.a.	n.a.
Number of out-of-school children	500,000	500,000	500,000	500,000	500,000

Sources: MENFP/DPCE: Stratégie Nationale d'Action/Education pour tous; Requête au Fond Catalytique; Recensement scolaire 2002-2003; Recensement scolaire 2006-2007 ; MPCE : Premier rapport annuel de mise-en-œuvre du DSNCRP (2007-2008). Figures for 2007 and 2008 are based on the costing model presented in the SNA/EPT.

Background

Haiti's education sector already faced tremendous challenges prior to the earthquake of January 12th, 2010. Approximately 500,000 school-aged children were not attending school. Even when schools are accessible, the quality of the education offered is uneven, and often very low. On average, children in grade 3 are able to read less than 23 words per minute (60 words is the standard). For those studying in Creole, 29 percent were unable to read a single word. The post-earthquake paradigm features even greater challenges, exacerbated by significantly diminished capacities for responding to them. An estimated 80 percent of the education infrastructure in Port-au-Prince has been destroyed or damaged (approximately 3,800 schools). On the human scale, nearly 4,000 schoolchildren perished, along with 600 teachers. The main complex of the Ministry of Education (MENFP) itself collapsed, with many still inside. These losses compound the problems of a sector which already faced a shortage of schooling infrastructure, trained teachers, and effective governing mechanisms. In the last few months, it is estimated that 70-80 percent of schools have re-opened their doors.

Prior to Haiti's devastating earthquake in January of 2010, Haiti had developed a National Strategic Action Plan for Education for All (SNA/EPT, 2008–11), a plan for achieving the Millennium Development Goal of universal primary education. Led by the current Minister of Education and with technical support from UNESCO, the World Bank, and a larger donor group, the GoH prepared the SNA/EPT, which was adopted in May 2007 and endorsed by the FTI partnership in April 2008. The SNA/EPT articulates five strategic choices that address the challenges outlined above: (i) increasing coverage at the pre-primary level; (ii) increasing equitable access to formal and non-formal basic education; (iii) promoting greater internal efficiency in the basic education system; (iv) promoting greater external efficiency; and (v) improving sector governance. At the time of the earthquake, key elements of this strategy were being supported by several bi- and multilateral donors, including through the EFA Adaptable Program Grant (APG I), co-financed by the World Bank, Caribbean Development Bank (CDB), and Canadian International Development Agency (CIDA), as well as the EFA FTI Catalytic Fund.

Summary of Plans for Next Three Years

In the wake of the earthquake, the Ministry of Education (MENFP), together with its international partners, updated the education strategy, resulting in the *"Plan Operationnel du Pacte Nationale sur l'Education et la Formation"* (known as the *Plan Operationnel – PO*). Joint programming is now underway among donors to finance the implementation of the strategy. Specific areas of responsibility are being identified within the education strategy, with donors committing to achieving the corresponding goals, together with national counterparts. For example, UNESCO is leading on statistical capacity development. All of these sub-groups are operating under the overall guidance of the Ministry of Education and UNESCO, as chair of the local education donor group. These efforts will culminate in a highly-coordinated, time-bound, results-focused institutional strengthening program.

The main areas of the plan (2010–2015) are as follows: i) Restructure and reinforce education sector governance, ii) Improve and standardize programs and curricula, iii) Improve training and development of education sector staff, iv) Provide support to early childhood education, and achieve obligatory and free access to the 3 levels of (basic) fundamental education, v) Establish the 4 year secondary school system (disentangled from primary system), vi) Strengthen and extend the network of vocational training centers, including non formal teaching centers to adapt them to the needs of the labor market and the domestic economy, vii) Strengthen and modernize the higher education

sector, viii) Rehabilitate and strengthen special education, and ix) Improve adult literacy (15-50 years old).

Domestic Financing Trends

Over the last decade, the education sector in Haiti has seen large fluctuations in its financing. Actual recurrent expenditures for education in 2007 and 2008 reached 19 percent and 20 percent of total recurrent government spending respectively, with more than half being spent on primary education. This high point was reached largely due to Haiti's efforts in complying with the triggers linked to achieving the completion point of the Heavily Indebted Poor Countries Initiative (HIPC II) in June 2009. Since then, domestic financing has decreased as a result of shifting priorities in order to respond to the earthquake in early 2010.

Future Donor Commitments and Planned Disbursements

Known commitments for future disbursements to Haiti totals approximately $560 million. The main financiers are expected to be the Inter-American Development Bank, the Canadian International Development Agency, the European Union, the Spanish Cooperation, USAID, and the World Bank.

Status of Catalytic Fund Operation

Approval Date: 09/02/2009
Closing Date: 12/31/2012

Project Development Objective(s): The objective of the EFA-FTI CF Grant (the CF Project) is to improve access and equity of primary education for poor children aged 6 to 12.

Progress toward Achieving Development Objective(s): Following the agreed restructuring of the Project in April 2010, effectiveness and implementation of the operation have been swift. Implementation started immediately, beginning with the launching of the process for the identification of the schools to be supported under the compensation program. By May 2010, a first list of schools was proposed. The Project legal agreement was signed in June, and more than half of the allocation was disbursed by August 2010. Results achieved by December 31, 2010 are outlined in the table below. Overall, Project disbursements are in line with expectations. Disbursements planned for the coming months March-Mary, 2011 are expected to bring the total disbursement level to more than 90 percent, in just one year of project execution.

Progress toward the project development objectives is therefore satisfactory. Due to some delays in implementation of activities, overall implementation progress is rated as moderately satisfactory.

Status of Indicators

Output indicators (selected)	Progress (December 2010)	Target (June 2011)
Schools participating in the teacher compensation program	1,500	3,000
Number of children participating in school health and nutrition program	54,000	50,000

Kenya

Coordinating Agency: CIDA

Other Members of the Local Donor Group: AfDB, AusAID, CIDA, DAAD (German), DFID, EU, ILO, IFC, , JICA, , UNESCO, UNICEF, USAID, SNV, VVOB (Flemish Development Cooperation), WFP, and the World Bank.

Other members of the Local Education Group:

Government: Ministry of Education

NGOs: Aga Khan Foundation (AKF); Forum for African Women Educationalists (FAWE, Kenya Chapter); World Vision

CSOs: Daraja Civic, Elimu Yetu Coalition. (ActionAid)

Date of ESP Endorsement: 2006
Date of ESP Re-endorsement: Originally envisioned for December 2010, but likely to be in May 2012 if the MoE and Development Partners review and endorse a revised Kenya Education Sector Plan (KESP) taking into account revised education management structure, funds flow, monitoring and evaluation including a strategic governance and anti-corruption action plan, all set within the framework of the New Constitution.

Current Sector Plan Period: 2005–2010. The FTI Catalytic Fund directly aligns with Kenya's Ministry of Education (MOE) objective of providing free primary education and improved quality and relevance of secondary education. Preparation for the next phase of the Kenya Education Sector Support Program (KESSP) is ongoing. This phase is likely to cover the period from 2012–2013 to 2015–2016.

Total CF Awards Received

Year	$ (millions)	Financing modality
2006	24.2	Pooled financing
2007	48.4	Pooled Financing
2008	48.4	Pooled Financing

Summary of Disbursements – CF and Other Donors ($ millions)

	2005	2006	2007	2008	2009	Total
CF Disbursements		24.2	48.4	48.4		121.00
Other donors (SWAp pooling partners)						
CIDA	--	--	--	7.50	7.50	15.00
DFID	--	16.5	19.5	9.00	22.50	67.50
UNICEF	--	0.25	0.25	0.25		0.75
IDA	--	15.9	20.00	20.00		55.90
Total	**--**	**56.85**	**88.15**	**85.15**	**30.00**	**260.15**

Main Indicators (Primary Education Sector)

	2004	2005	2006	2007	2008	2009

Student-textbook Ratio						
Lower primary	1:3	1:3–1:4	1:3	1:3	1:3	1:3
Upper primary	1:3	1:3	1:2	1:2	1:2	1:2
Student learning achievement in the Kenya certificate of primary education (KCPE) (%)						
English	--	42	46	47	42	46
Mathematics	--	47	54	49	47	50
Science	--	51	53	59	55	60
Primary net enrollment ratio (%)	82.1	83.0	86.5	91.6	92.5	92.9
Boys	82.2	84.0	86.5	94.1	94.6	93.6
Girls	82.0	83.0	86.5	89.0	90.5	92.1
Primary completion rate* (%)	76.2	77.6	76.3	81.0	79.8	83.2
Boys	80.3	82.4	81.6	86.5	85.1	88.3
Girls	72.1	72.8	71.1	75.7	75.3	78.2
Student-teacher ratio	40	42	43	44	45	44
Percentage of repeaters (%)	6.1	6.0	6.1	--	--	--
Student population (6–13-year-olds, millions)	6.85	7.06	7.36	7.65	8.27	8.52
Number of out-of-school children*	1.1	1.2	1.2	0.64	0.60	0.59

Note:* Data is not accurate.

Background

Kenya is making progress towards attaining the Millennium Development Goals. However, with the introduction of free primary education in 2003 and free secondary day schooling in 2008, the increasing numbers of students enrolling in primary school and the anticipated numbers moving into secondary schools are expected to increase the need for further investments in the sector. Furthermore, even with these important developments, access to schooling continues to be a challenge.

Following an evaluation of the Kenya Education Sector Plan (KESP), the FTI Committee endorsed the plan in July 2005 and approved an allocation of $22.5 million to fill the then-identified financing gap. This allocation was later increased to $24.2 million, following a revised estimate of the financing gap. The grant was fully disbursed in 2005. Subsequently, the FTI Committee approved two additional allocations: $48.4 million in 2007 and $48.4 million in 2008. Total CF grants to Kenya amount to $121 million and were fully disbursed by December 2008. The Government of Kenya and its Ministry of Education commenced revision of the KESP in 2009 and is planning to seek FTI re-endorsement in 2010 or early 2011.

Summary of Plans for Next Three Years

Kenya has made good progress in providing school children with access to primary and secondary education. The main challenges over the next five years are to shore up gains made to date, maintain the momentum of progress, and address quality issues in education. Based on the now-completed strategies for secondary education, technical, industrial, and vocational training; and university education, it is envisaged that re-endorsed FTI support would help the MOE to maintain momentum for reforms in primary and lower-secondary education, while making way for government and development partners to support the deepening of primary education reforms and finance higher levels of education.

Domestic Financing Trends

The sector is facing a growing financing gap. A number of factors have contributed to this gap, including: (i) the completion of FTI-supported activities as of year-end 2008, meaning that the KESSP has therefore not benefited from continued FTI support in FY2009–10; (ii) the fiscal crisis, which has led to delays in revenue collection and appropriations for the education sector by the Ministry of Finance; (iii) a food crisis and resulting increased food prices produced by a countrywide drought; (iv) high fuel prices; and (v) resource challenges created by the introduction of new education policies, such as free secondary day schooling in 2008, as well as the TVET and university education investment programs (which have become eligible for funding through KESSP). Since September 2009 KESSP pooling partners suspended disbursements for the KESSP due to the identification of fraud and corruption in the education sector.

Overall, education represents approximately 25 percent of total government expenditures. The printed estimates for the 2009–10 education budget are projected at K Sh 134.7 million, reflecting a growth in the total budget of K Sh 18.6 billion over FY2008–09 estimates. The capital budget was estimated to increase to K Sh 17.7 billion, or approximately 17.7 percent of total estimated education budget. This amount represents an approximate increase of 12 basis points over the FY2008–09 level. The recurrent education budget is estimated at K Sh 117 billion, up from the FY2008–09 level of K Sh 106.2 billion. As of June 30, 2009, cumulative KESSP funding was estimated at K Sh 5.75 billion, an increase over the negative K Sh 13.7 billion in the previous financial year (2008–09). This change is a reflection of continued support from KESSP pooled funding.

Development Partner Support (On and Off-budget), 2005–06 to year end 2008–09

Development partner	K Sh (billions)	$ (billions)	%
KESSP Pooling Partners			
FTI	8.590	0.121	40.6
DFID	5.230	0.071	23.7
IDA	4.690	0.056	18.7
CIDA	1.850	0.025	8.4
UNICEF	0.500	0.007	2.3
Sub-total	**20.860**	**0.279**	
Other			
OPEC	0.580	0.008	2.6
VVOB-Belgium	0.380	0.005	1.7
USAID	0.220	0.003	1.0
Japan	0.150	0.002	0.7
ADB/ADF	0.070	0.001	0.3
Total	**22.26**	**0.298**	100.0

Future Donor Commitments and Planned Disbursements: Future donor commitments and planned disbursements, including from IDA, for the remaining education program period (through June 2010) are as follows:

Other donors	FY09	FY10
CIDA	10.00	
DFID	20.00	

UNICEF	0.25	0.25
IDA	20.00	20.00

Note: KESSP JFA pooled financing was suspended in September 2009 due to the identification of fraud and corruption in the education sector.

Status of Catalytic Fund Operation

Signing date: 11/10/2005
Closing date: 12/31/2008

Project Development Objective: The objective of the KESSP is to support the government's program to provide basic education and improve the quality of education for all children by 2010 by: (i) ensuring equity of access to basic education; (ii) enhancing quality and learning achievements; (iii) providing opportunities for further education and training; and (iv) strengthening education sector management.

Progress toward Achieving PDO: Enhanced educational quality and improved learning achievements have been recorded. The reduction in the pupil-textbook ratio over time as a result of concerted FTI support has led to improvements in student retention (as measured by school attendance) and learning achievement. Activities of the quality assurance and standards subprogram have assisted in tracking student performance. Progress was also made against other KESSP subprogram targets.

FTI CF support has helped mainstream HIV/AIDS prevention in the education sector, resulting in increased awareness among the education community (i.e., students, teachers, administrators, and parents). Access to early childhood development and nonformal education has also increased, contributing to an increase in the net enrollment rate in primary school. Steady progress in primary school rehabilitation and some construction was also made, helping to address equity of access to basic education. Addressing the needs of special needs students has also improved these students' access to schooling.

FTI partners have been informed of recent allegations that funds were misappropriated from the KESSP. A fiduciary review by the Ministry of Finance first raised concerns that KEESP funds had been misappropriated in June 2009. The Government of Kenya and its development partners in-country reacted swiftly and agreed to a series of measures to tackle the issues identified. These issues included sanctions against staff involved in the misappropriation; reimbursement of the misappropriated funds; implementation of measures to improve financial management and procurement practices; and a validation process to confirm the initial findings. The Ministry of Finance also agreed to conduct an extended forensic audit covering two full financial years (2007/08 and 2008/09). Until more progress has been made on the agreed actions, the Joint Funding Agreement partners (the World Bank, DFID, CIDA, and UNICEF) have suspended funding of the KESSP.

It is unclear yet if the FTI funds were implicated in the initial KESSP audit. The extended audit does cover the period when FTI funds were disbursed in Kenya, and the EFA FTI Secretariat is considering what actions the EFA FTI Board might adopt if FTI funds are discovered to have been misappropriated. Kenya was due to return with a second request for CF funding in 2009. The EFA FTI Secretariat has agreed with Kenya's in-country development partners that the second request will

not take place until the current situation is fully resolved. This means that a second CF request from Kenya is not expected until 2012 at the earliest.

There is a very strong commitment on all sides in Kenya to learn from the current situation and ensure that a better KESSP emerges. Kenya has an impressive record of supporting education: the share of government expenditures on education, and primary education in particular, exceeds the relevant benchmarks of the FTI Indicative Framework. Domestic and official development assistance (ODA) investments enabled 1.7 million more Kenyan children to enter primary school between 2002 and 2005, thanks to the introduction of free primary education. Investments in quality are also paying off, as seen in the dramatic increase of the primary completion rate shows from 62.8 percent in 2002 to 81 percent in 2008. The KESSP is critical to maintaining and building on this progress.

The rating for KESSP for achieving its development objective is satisfactory as of April 2010, while the rating for overall implementation progress has been downgraded to moderately unsatisfactory due to the problems explained above.

Status of Agreed Outcome Indicators: Outcome indicators have been registering steady progress, as listed below.

- The net enrollment rate at the primary level continues to improve. It rose from 83 percent in 2005 to 92.5 percent in 2008, a 10 percent gain since 2005 (baseline)—a remarkable improvement. This is based on data from the Education Management Information System (EMIS). However, the EMIS data is being triangulated with survey data from the 2005/06 Kenya Integrated Household Budget Survey and the 2009 Kenya Census data. Kenya's net enrollment rate was relatively high to start with, but the main question is whether it has increased significantly. The issue raised is due to large numbers of over-age children enrolling in school, and the repetition levels.
- It is unlikely that the current phase of the KESSP will increase the primary completion rate (PCR) from the 79.5 percent level of 2008 to the 2010 target of 92 percent. This outcome is partly due to an ambitious target, and partly linked to dropouts as a result of school health issues, and estimated deterioration in educational quality due to the decrease in overall financing for the sector, especially Development Partners' support through the KESSP.
- Learning achievements since 2005 have remained stable in English and mathematics, but show improvement in science. Kenya Certificate of Primary Education (KCPE) mean scores in 2008 for English and mathematics were 42 and 47 percent, respectively (the same level as 2005), but 55 percent for science (representing a 4 percent gain over 2005). These results could be attributed to the fact that larger numbers of students from the lower socioeconomic quintiles of the income strata are accessing education and that they are less well prepared to take the KCPE. Therefore, specific measures are needed to improve student learning achievement.
- The transition rate from primary to secondary education has increased from 52 percent in 2005 to 68 percent in 2008, a 16 percent gain. This improvement is due in large part to the government's policy of free secondary day education, which was introduced the 2008 academic year. Recent data indicate that in 2010 the estimated target of 70 percent could be surpassed.

Kyrgyz Republic

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: World Bank, Asian Development Bank, European Commission, Save the Children, Soros Foundation-Kyrgyzstan, USAID
Other members of the Local Education Group: German Technical Cooperation (GTZ),

Current Sector Plan Period: 2007-10.

Total CF Awards Received

Year	US$ Millions	Financing Modality
2007-2010	9.0	Traditional Investment Project (Primary and Pre-school)
2010-20128	6.0	Traditional Investment Project (Pre-school)

Summary of Disbursements – CF and Other Donors (US$ million)

Total Disbursements	2007	2008	2009	2010	2011-12
CF Disbursements	0.2	6.6	1.5	0.9	6.0
Disbursements - Other Donors	*	*	*	*	
Totals	0.2	6.6	8.1	9.0	15.0

Note *: Detailed disbursement data for donors is not currently available.

Main Indicators (Primary Education Sector)

	2005	2006	2007	2008	2009
Primary completion rate (%)	97.0	99.0	98.0	94.0	93.0
Students to teacher ratio	24	24	24	24	24
Percentage of repeaters (%)	0.1	0.1	0.1	0.1	0.1
Student population (mil)	1.13	1.11	1.10	1.08	1.08
Number of out-of-school children)	2,599	1,619	1,650	1,542	N/A

Background

The National Educational Sector Development Strategy for 2007-2010 was based on Kyrgyz Republic's social development priorities and priorities of the Universal Declaration of Human Rights, Convention on the Rights of the Child, Dakar frameworks on achieving Education for all goals (EFA), the Lisbon Recognition Convention, Bologna Declaration on Higher Education and other initiatives.

An initial funding proposal for the Catalytic Fund within the framework of Fast Track Initiative-Education for All (EFA-FTI) was developed and approved in 2006-2007 on the basis of the Education Sector Strategy 2007-2010 endorsed by the Government and development partners. The approved application of $15 million was phased into two parts. A first year allocation of $9 million focusing on improving learning conditions of primary schools and limited pre-school programs was completed and closed in May, 2010. The remaining $6 million targeting expanding access to preschool programs in rural communities has been under preparation.

8 The implementation period of the current grant is likely to be extended to 2012 to compensate for the delay in the first year allocation.

The original signing of the grant agreement for FTI-2 grant was planned for May, 2010, but significant delay with brining this project into effectiveness was caused by political and technical reasons.

Political disturbances and conflicts in April and June 2010, the subsequent change of government and parliamentary elections in October, have caused a great uncertainty and resulted in delays of many donor-funded activities and decisions for going forward with new operations. However, despite country's political volatility the work has continued on discussing the design of the FTI-2 project and finalizing the preparations leading to Grant signing.

In addition to political factors, there was a technical aspect that also contributed to the delays with project preparation. In April 2010 the FTI-2 grant design was ready and fully endorsed by the Government and development partners. However, the new Government that came into power following the April & June, 2010 events have introduced a new policy measure to address the school readiness issue and welcomed assistance to ensure an adequate introduction of the national school preparatory program for 5-6 year olds. Consultation have been held with the Government and local education donor group between July - September, 2010 during which the agreement was reached on use of FTI-2 grant financing to support the Government's introduction of the national school preparation program aimed at ensuring smooth transition to school for 5-6 year olds. This is a very important initiative given the country's very low preschool coverage and the fact that lack of “school readiness” compromises a child’s chances of success in the early primary grades.

The preparation of this $6 million grant has now been completed with the negotiations taken place. The implementation is expected to begin by March 2011 once the government signs the Agreement.

Recent Sector Developments

Since 2008, the Government of Kyrgyz Republic has been working on a medium term plan, Education Development Strategy (EDS) 2020, aligned to the new Country Development Strategy. Following the dramatic events in April and June 2010 which overthrow the last government, new parliamentary elections were held under a new constitution. A new government was formed with a new Minister of Education appointed in December, 2010. The new government with the joint donor support has begun updating the draft EDS 2020 with prioritization of key reforms into a costed action plan. The Action Plan together with a Spending Plan will provide a roadmap for implementing sector wide and systemic reforms aligned to the government’s budget cycle under its Medium Term Budget Framework and for coordinated donor assistance in education.

In December, 2010, The World Bank and The Organization for Economic Cooperation and Development (OECD) published a report “Lessons from PISA“ which documented the key findings from a comprehensive review of the education sector with the recommendations to address them. The release of the results of PISA 2009 in December 2010 by OECD also provided updated evidence on the key challenges faced by the education sector. To raise student learning achievement for all is a key message from these studies.

Summary of Plans for Next Three Years

Informed by these research and analysis, the priorities for the next 3 years would be to: (a) raise the quality of student learning achievements with more equitable outcomes; (b) improve efficiency in managing resources and system performance for results; and (c) building capacity to manage service delivery in a decentralizing environment with enhanced accountability and incentives for results.

In support of achieving these objectives key reform actions would include the following:

- Realign the function of the Ministry of Education and Science from central control to policy development and monitoring and evaluation of system performance,
- Optimize the school network with adjustment in teacher student ratio, teacher deployment together with the planned expansion of Per Capita Financing,
- Enhance accountability and school autonomy with improved school based management and partnership with local government and communities,
- Improve teacher management and performance through improved compensation scheme pay for performance and incentives for professional development and more equitable deployment,
- Improve national student assessment system through improved policy framework, institutional capacity and instruments,
- Support continuous curriculum reform and ensure equitable provision of learning resources,
- Align local and external financing through sector-wide approach to the implementation of key priorities of the action plan to the EDS including harmonization of the use of FTI with IDA resources through multi-year programming to maximize efficiency, coherence and predictability of financing for reforms.

Domestic Financing Trends

The government spending on general education has maintained an upward trend over the last few years despite the crisis and the budget deficits. The projection of the spending in the next three year shows incremental growth with increased teacher salaries starting in 2011. With a level of spending around 24% of total government expenditures and 6.0% of the GDP, increased system efficiency and linking the spending with system performance and results should be addressed.

Future Commitments and Planned Disbursements from Donors, including IDA

New operations
World Bank –IDA Education SWAp (2012-2015)-USD15 million
European Commission – Budget Support for Education (2010-2013) –USD 16 million

Ongoing operations
USAID – Quality Learning Project (ongoing, 2008-2012) – USD 4.8 million
ADB -- Vocational Education and Skills Project (ongoing, 2008 – 2010) – USD 9.8 million
ADB -- Second Education Project (ongoing, 2007-2011) – USD 15.5 million
WB – Rural Education Project (ongoing, 2005-2010) – USD 15 million
Aga-Khan Foundation -- Kyrgyz Mountain Social Development Support Program (ongoing, 2005-2010) USD 0.1 million
UNICEF -- Community Management of Education Project (ongoing, 2005-2010) -- USD 0.2 million

Status of Catalytic Fund Operation

Signing date: 5/22/2007
Closing date: 5/31/2010

Project Development Objective: The first grant ($9 million) to support accelerated achievement of the Education for All goals, through improving pupils' attendance and education quality by improving

the learning environment in pre-schools and primary schools; supporting school-based nutrition programs; raising awareness in communities and amongst parents of the importance of early childhood development; raising pre- and elementary schools' teachers' qualifications; and upgrading the material and technical basis of schools.

Progress toward achieving PDO: The Grant Agreement was signed in May, 2007. Due to delays in early implementation, the original closing date was extended to May 31, 2010. The grant was closed on May 31, 2010 upon the completion of implementation. The grant was fully disbursed. The designed development objectives of the grant were substantially met with increased attendance rates, improved learning environment, increased awareness among local communities and stakeholders of the importance of early childhood development, an upgraded teaching workforce and a better learning resources base. Concrete results on completion include rehabilitation of 49 schools in 3 oblasts, training of 841 teachers, and development of 1000 titles of new preschool learning materials with over 360,000 copies printed and distributed. About 300 schools provided nutrition supplements for 76,000 students and 99 pre-schools provided feeding program to 11,000 students. The students benefiting from these grant supported inputs amount to about 100,000 in total. An attendance survey shows increased attendance rates in all grant supported schools. The public awareness of the importance of early childhood development has been raised. An Implementation Completion Report has been prepared and will provide detailed assessment of the implementation, its outcomes and the lessons learned.

Lesotho

Coordinating Agency: Irish Aid

Other Members of the Local Donor Group: World Bank, UNICEF, World Food Programme, AfDB, UNFPA, WHO, JICA.

Date of ESP Endorsement: November 1, 2005
Current Sector Plan Period: 2005–2015; updated version for the 3-year period: 2009–2012

Total CF Awards Received

Year	$ (millions)	Financing modality
2006	7.2	Traditional investment project
2007	4.7	Traditional investment project
2010	20.0	Traditional investment project

Summary of CF Disbursements

Total disbursements ($ millions)	Until 2010
CF disbursements	13.1

Main Indicators (Primary Education Sector)

	2005	2006	2007	2008	2009
Primary gross enrollment rate	126	127	121	119	116
Primary net enrolment rate	83.1	83.9	81.4	81.8	80.1
Primary completion rate (grade 7) (%)	82	83	83	93	93
Student-teacher ratio	42	41	37	36	34
Percentage of repeaters (%)	--	19	20	21	21
Student population (millions)	0.34	0.33	0.33	0.33	0.33
Number of out-of-school children (thousands)	57.1	56.5	53.5	55.3	55.3

Background
Lesotho introduced free primary education on a phased basis starting in 2000, resulting in a sudden spike in intake in grade 1 and a more moderate increased intake in the following years. Total primary school enrollment grew from 365,000 in 1999 to 430,000 in 2003. The government has identified three primary funding gaps in education: (i) school infrastructure; (ii) qualified teacher supply; and (iii) textbooks and learning materials for early literacy and numeracy. Lesotho has had ongoing support from Irish Aid, IDA, AfDB, UNICEF and the World Food Programme. These operations have been providing some support for school construction and furniture, textbook procurement, teacher quality improvement measures, and the school feeding program. However the abovementioned funding gaps continue to be a concern.

After endorsement of its Education Sector Plan (ESP) in 2005, Lesotho was awarded a grant of $11.9 million from the EFA-FTI Catalytic Fund in two phases. The first phase (September 2006 to December 2007) of the grant, $7.2 million, aimed to support the implementation of the ESP, mainly through

increased access and the provision of textbooks. The second phase (January 2008 to June 2009) of the grant, $4.7 million, continued to support the expansion of access, the provision of textbooks, and the provision of teaching and learning materials. The grant closing date has been extended to June 2010, allowing the Ministry of Education and Training to complete grant activities. Achievements from the two phases have been consolidated. On the basis of the results, Lesotho reviewed its ESP and prepared a medium-term plan in 2009, which provides detailed projections and financing needs for the period 2009–2012. During the November 2009 meeting, the CF Committee agreed to support Lesotho's medium-term sector plan with an additional $20 million grant. This amount may increase to $30 million, depending on the performance of the construction part of the project.

Implementation of this CF grant has started in November 2010, with a complement of $6.8 million from Irish Aid. Both FTI and Irish Aid funds are channeled through a pooled fund account, the first in the country, thus representing a step further on the implementation of the Paris Declaration in Lesotho. The implementation of this CF grant also supports an innovative approach to civil works in education, by making use of de-concentrated procurement at the district level, along with the use of small contractors in classroom construction. A second innovation associated with the grant is the mainstreaming of grant implementation in the Ministry of Education and Training, thus moving away from the use of separate project implementation units.

Summary of Plans for Next Three Years

Implementation of the grant awarded in November 2009 has included efforts to shift the focus of reforms towards improving and monitoring education quality instead of solely increasing access. The main priorities for the following years will be to:

- Support and expand access to early childhood care and development in a pro-poor manner;
- Improve the quality of infrastructure;
- Ensure that all children have the opportunity to complete a good-quality primary education;
- Increase the number of qualified teachers in schools in the most remote and/or of difficult to access areas;
- Implement a curriculum reform in early literacy and numeracy.

Domestic Financing Trends (Recent and Future)

National expenditures on education doubled from 2001 to 2008, but declined as a proportion of total government expenditures, falling from 26 percent in 2001–02 to 21.7 percent in 2008–09. Over this period, expenditure on scholarships (mainly for post-secondary education and managed directly by the Ministry of Finance and Development Planning) grew by 275 percent while expenditures through the Ministry of Education and Training grew only 80 Percent.

As a result, scholarships have grown from 12 percent of education spending to 35 percent. Expenditure on basic education has ranged from 58–60 percent of total education expenditures in more recent years.

In spite of the fiscal constraints resulting from the strong impact of the financial crisis in Lesotho, the education sector has the highest budget allocation, as a percentage of GDP. Furthermore, this figure is increasing. According to the 2011 budget speech, in 2010/2011, expenditure with education is 21.53 percent of GDP, while an expenditure of 26.94 percent of GDP is proposed for 2011/2012. This

is largely the result of the implementation of the new teaching career, which introduced an important increase in teachers' salaries.

Summary of Education Expenditures 2001–02 to 2011–12

	2001–02 Actual	2002–03 Actual	2003–04 Actual	2004–05 Actual	2005–06 Actual	2006–07 Actual	2007–08 Revised	2008–09 Budget	2010-11 Budget	2011-12 Budget
Total education expenditures (M millions)*	938	912	1,045	1,111	1,221	1,284	1,578	1,925	1,668	1,966
Gov't expenditures (M millions)	3,595	3,740	4,276	4,714	5,108	5,767	7,408	8,867	10,475	12,191
Education spending as a % of total gov't spending	26.1	24.4	24.4	23.6	23.9	22.3	21.3	21.7	21.5	26.9

*Excluding expenditure for tertiary education bursaries and loans, which is part of the budget of Ministry of Finance.

Recurrent Education Expenditures by Subsector 2001–02 to 2008–09

	2001–02 Actual	2002–03 Actual	2003–04 Actual	2004–05 Actual	2005–06 Actual	2006–07 Actual	2007–08 Revised	2008–09 Budget
Expenditures in M millions								
Total recurrent expenditures	799	822	945	946	1,063	1,198	1,479	1,675
Basic education [1]	413	488	561	542	625	716	854	999
Higher Education [2]	246	311	357	383	412	447	580	619
Administration [3]	140	23	27	21	26	35	45	57
Expenditures as a % of recurrent education expenditures								
Basic education	52	59	59	57	59	60	58	60
Higher education	31	38	38	40	39	37	39	37
Administration	18	3	3	2	2	3	3	3

Notes: [1] Basic education is comprised of early childhood care and development (ECCD), primary schools, secondary schools, and their respective teachers.
[2] Higher Education is comprised of tertiary and TVET.
[3] Administration is comprised of planning, administration, and district management.

Future Donor Commitments and Planned Disbursements

The IDA project closed in December 2008. Irish Aid has prepared a three-year country strategy that includes support for education. This grant in the amount of $ 6.8 million is pooled with the FTI CF grant, and it is now under implementation.

Status of Catalytic Fund Operation

Signing date: 08/25/2010
Closing date: 08/30/2013

Project Development Objective is to provide improved facilities at existing primary schools, support and contribute to expand access to pre-primary education, and support improvements in quality of teaching.

Progress toward Achieving PDO: Implementation of the grant has started in November 2010. An initial disbursement for the first six months of project implementation in the amount of $1.4 million was made, and procurement has started.

Status of Agreed Outcome Indicators: At this time, it is not possible to provide any information on indicators has the grant's implementation has just started.

Liberia

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: USAID, Open Society Foundation, European Union, UNESCO, World Bank and NGOs, including Save the Children, Child Fund, Plan International, etc.

Date of ESP endorsement: May 2010
Current Sector Plan Period: 2010-2020

Total CF Awards Received

Year	$ (millions)	Financing Modality
2010	40.0	SIL

Main Indicators

	2008–09
Gross enrollment rate (primary)	94
Completion rate (basic education)	49
% of qualified teachers (primary)	40
Ratio of girls to boys (primary & secondary)	86
Pupil-teacher ratio (primary)	40.5:1
Pupil-textbook ratio (primary)	3:1

Background
The education sector was negatively affected by the turmoil resulting from the civil war but is slowly recovering. The Liberia Primary Education Recovery Program (LPERP) was launched in 2007 to move the primary sector from emergency to recovery status. Overall, 198 schools were built and 58 renovated and 75,820 students enrolled in the Accelerated Learning Program (ALP; a program for children above the official primary school age that compresses the primary education program into three years rather than the standard six-year program). Since 2008, the Education Program Development Fund (EPDF), administered by the World Bank, has been supporting upstream technical assistance for the development of the Education Sector Plan 2010-2020.

The Education Sector Plan of Liberia 2010-2020 was endorsed by the EFA-FTI partnership in 2010 and the Government subsequently was awarded $40 million from the Catalytic Fund. The grant consists of three components:

> Component 1: Increasing access and equity in rural areas. This component will support the construction of classrooms, taking into consideration the special circumstances of remote and hard-to-reach areas, by using two different approaches. The first approach will be a delegated management approach whereby a competent firm will be hired for the management and supervision of the construction program (20 basic education schools and 4 primary schools), while the second approach will be a community driven development (CDD) approach for the construction of about 16 primary schools and 8 Early Childhood Development (ECD) centers in hard-to-reach areas where it is difficult to find contractors.

Component 2: Improving the quality of teaching and learning. This component would include: (a) provision of learning materials to both students and teachers; (b) provision of grants to schools after a rigorous strengthening of the existing system, (c) support for ECD models with a focus on community-based ECD provision in rural areas and systems development; and (d) school health, including de-worming of children in eight counties.

Component 3: Strengthening management capacities and developing a framework for institutional capacity building with a focus on monitoring and evaluation. Under this component, the CF support will strengthen the MOE structures at central and school levels. Activities under this component will include (a) the establishment of a Project Support Team to assist with the day-to-day management of the CF project; the Team will include a project coordinator and financial management and procurement specialists; (b) capacity building for the Departments of Planning, Administration, and Instruction; (c) training of District Education Officers and school directors for monitoring and tracking school level data in close collaboration with EU-funded project, as well as training of District Education Officers and teachers on the use of learning assessment instruments; (d) TA for the design of a national assessment instrument; and (e) TA to strengthen personnel and payroll management.

The Government recently requested EPDF support for developing a Medium-Term Plan, as well as the application of the Rapid Results Approach to the implementation of key activities under the CF grant.

Summary of Plans for Next Three Years

The Government will complete the Medium-Term Plan by August 2011, as it continues to implement the activities under the CF grant. Substantial capacity development is required at all levels of implementation, particularly as the Government begins to implement its plans to decentralize and deconcentrate service delivery in the education sector. The Government will increasingly need to take a stronger leadership role to manage and coordinate local education donor partner group. New modules for early childhood development will be developed and will require assessment. As a step towards supporting the Government to adopt a sector-wide approach, the Bank has been requested to provide technical assistance for a report on post-basic education to develop a strategy to address the most urgent needs at this level.

Domestic Financing Trends

Education expenditure as a share of total government spending has fluctuated in the past few years. Following a period of low allocations (roughly 9.6 percent) in 2005, the share increased to 13.5 percent in 2006, only to fall back again to 9.9 percent in 2007. In 2008, the share of education was 12.0 percent.

Future Commitments and Planned Disbursements from Donors

Education sector projects funded by key partners in education in Liberia will total $127.05 million from 2010-2012. The lead donor, UNICEF, is providing $8.4 million in financing. The largest contribution is being provided by USAID ($60.0 million), with the World Food Program providing $30.0 million for its programs. Other contributions include the European Union ($18.8 million), UNESCO ($2.1 million), and the Open Society Foundation, which provided $0.75 million in support in 2010. Additional contributions to the Education Pooled Fund, which was established in 2008 with $16.25 million in funding, are expected during this period.

Status of CF Operation

Approval date: 5/6/2010
Closing date: 6/30/2013

Project Development Objective: The Catalytic Fund's development objective is to increase access to basic education, with a particular focus on poor areas, to improve conditions of teaching and learning, and to improve school management and accountability.

Progress toward Achieving PDO: It is too early to assess progress. Although the Grant Agreement was signed on September 29, 2011, the Government has yet to meet the conditions of effectiveness, which comprise: (i) The execution and delivery of the Grant Agreement; (ii) The Memorandum Of Understanding has been entered into between the MOF and the MOE laying out their working relationship and the respective responsibilities; (iii) The Project Implementation Manual has been adopted; and (iv) A Project coordinator and two procurement specialists have been recruited to the Project Support Team. The Government has met the conditions by March 2011.

As indicated above, the major concern is capacity for project implementation at all levels of Government. With funding from the CF Grant and the Open Society Foundation, the Ministry of Education has recently increased its staffing to position itself for enhanced coordination and program management. However, capacity constraints in the lower levels will need to be addressed.

The ratings for achieving the development objective and overall implementation progress are both satisfactory.

Status of Agreed Indicators: The main indicators are provided above.

Madagascar

Coordinating Agencies: World Bank and UNICEF

Other Donors: Norway; AFD; JICA; AfDB; WFP; USAID; EU (budgetary support); UNFPA; UNDP; ILO; and France

Date of FTI-Endorsement: 2006
Date of re-endorsement: February 2008
Current Sector Plan Period: 2008–2015

Total CF Awards Received

Fiscal Year	$ (millions)	Financing modality
2006	10.0	Quick disbursing operation
2007	25.0	Quick disbursing operation
2008	25.0	Quick disbursing operation
2009–2011	64.1*	Traditional investment project/UNICEF implemented

Note: *Original award of $85.1 million approved at Tokyo Meeting in 2008. Under the *de facto* government situation, the CF grant was reduced to $64 million, of which $15 million and later $22 million was transferred to UNICEF.

Summary of CF Disbursements ($ millions)

Total disbursements	2005	2006	2007	2008
Disbursements – CF	6.0	11.0	10.0	33.0

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08
Primary completion rate (%) *	51	50	53	63
Student-teacher ratio	61	52	52	51
Percentage of repeaters (%)	20	19	17.9	17.6
Student population (millions)	2.92	2.98	3.10	3.22
Number of out-of-school children	500,000	469,898	426,711	380,737

Source: Ministère de l'Éducation Nationale et Récherche Scientifique and local development partners, "Endorsement Report of EFA Plan," Madagascar, February 2008.
Note: *The estimates for earlier years have been revised downwards (from the EFA Plan 2005) due to adjustments in the demographic data

Background

The government entered the EFA-FTI partnership in early 2005, following a policy decision in 2003 to abolish primary education fees and provide support for community-recruited teachers and children's school supplies. The Ministry of Education and Scientific Research (Ministère de l'Éducation Nationale et Récherche Scientifique) updated its 2003 EFA plan in line with these decisions and the local partners then endorsed the plan. This endorsement led Madagascar to be awarded an initial grant of about $10 million (November 2005) from the Catalytic Fund for 2006–2007, followed by $25 million for 2007–2008, and $25 million for 2008–2009. These three tranches of funding totaled $ 60 million and have been fully disbursed. Significant achievements in all areas have been accomplished, from the expansion of the education system to improving educational quality and management.

Results from the first three funding tranches were consolidated and the government prepared a revised EFA plan and associated action plan; both were endorsed by its local partners in 2008. On that basis, the CF Committee awarded a new grant of $85.1 million for 2009–2011 at its Tokyo Meeting in April 2008. Given the *coup d'état* of March 2009 and the one-year delay in implementing the education reform delineated in the National EFA Plan of 2008, the original grant amount of $85.1 million was reduced to $64 million, with $15 million and later $22 million transferred to UNICEF in order to support the most urgent needs in the sector and thus prevent the collapse of the system.

Summary of Plans for Next Three Years
Not applicable under the current political situation.

Domestic Financing Trends (Recent and Future)
Before the political crisis, there had been strong commitment to education on the part of the government, with domestic resources for the overall education sector averaging 25 percent of total public domestic revenue (i.e., domestic revenues and budgetary support program), a rate higher than the 20 percent recommended by the FTI Framework. No definite information on domestic financing can be conveyed at present, given the current political situation. Unofficial figures show a budget cut of 18 to 20 percent of the education budget in 2009.

Future Donor Commitments and Planned Disbursements
Foreign aid has decreased significantly. However most donors continued their activities through March 17, 2009 (the date of the *coup d'état*), and then constrained their support to humanitarian aid. The main cuts in foreign aid have been for budget support (around $100 million per year), which was suspended effective December 2008.

Status of Catalytic Fund Operation

Approval date: Grant has not been signed by government
Closing date: Not applicable

Project Development Objective: The project was planned to contribute to the following objectives set out in Madagascar's Education for All Plan:

- By 2010, ensure that all 6- and 7-year-olds are enrolled in first grade
- by 2015, 100 percent achievement of five years of primary education and 75 percent achievement of 7 years of primary education
- exclude no child from school because his/her parents do not have the financial means to contribute to school expenses
- all students attain the basic skills envisaged for their grade at the end of each school cycle
- by 2015, reduce the repetition rate to 5 percent for the new 7-year primary cycle

Progress toward Achieving PDO: UNICEF will report on the progress of the $37 million implemented by them.

Status of Agreed Outcome Indicators: For the past few years, primary education in Madagascar has made tremendous progress, particularly toward the goal of universal primary completion by 2015. The net primary enrollment rate has continued to increase since 2002, reaching 87 percent in 2008. The specific objectives for the proposed project included:

- ensure that the 38,585 teachers recruited by parents' associations (FRAM teachers) receive salary subsidies during the first four months of 2010;
- ensure that schools in the 10 regions targeted by the Ministry of National Education for the local catalytic fund receive cash support to reduce vulnerability of disadvantaged children;
- ensure the construction of at least 263 classrooms for communities without schools and incomplete cycle schools.

Mali

Coordinating Agency: Agence Française de Développement (AFD)

Other Members of the Local Donor Group: World Bank, France, UNICEF, AfDB, GTZ, USAID, Canada, Belgium, UNDP, Norway, AFD, WFP, EU, the Netherlands, and Japan
Other Members of the Local Education Group: Islamic Development Bank

Date of ESP Endorsement: November 9, 2006
Current Sector Plan Period: Mali Education Sector Investment Program (PISE III), 2010-2013

Total CF Awards Received

Year	$ (millions)	Financing modality
2007	8.7	Traditional investment project

Summary of Disbursements – CF and Other Donors ($ millions)

Total disbursements	2005	2006	2007	2008	2009	2010
CF disbursements	--	--	--	2.2	2.6	2.3
Disbursements - Other donors	86	91	131	*	*	*
Total	**86**	**91**	**131**			

Note: *Data not available

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08	2009
Share of students who acquired minimum competencies in math and language (%)	**Grade 2:** 51% (lang.), 48% (math) **Grade 5:** 43% (lang.), 42% (math)			**Grade 2**: 49.6% (lang), 41.0% (math), **Grade 4:** 47.8% (lang.), 45.2% (math), **Grade 6:** 62.4% (lang), 43.0% (math)	**Grade 2:** 55.2 %; **Grade 4:** 54.3%; **Grade 6:** 60.1%. in reading: Grade2: 17% Grade4: 23% and Grade 6: 30%
Primary completion rate (%)	43.2	48.4	53.2	53.3	55.7
Percentage of repeaters (%)	18.6	16.9	15.2	14.2	14.2

Background

The Mali FTI proposal was based on the second phase of the Education Sector Investment Program (ESIP 2) for 2006–2010, which was designed to implement the government's decennial education program (PRODEC). PRODEC laid the groundwork for promoting universal primary completion from three complementary perspectives: (i) increasing access to primary education through classroom construction and the hiring of contract teachers; (ii) improving quality through the provision of free

textbooks and direct support to schools for the purchase of teaching materials; and (iii) improving overall education system management, in part by decentralizing more responsibility and authority for service delivery.

Implementation of the two first phases of PRODEC resulted in increased gross enrollment ratios for primary and lower secondary education. The intake rate in primary education doubled in 10 years and the gross enrollment rate increased from 42.7% in 2002 to 82% in 2009. Contributing to this increase were efforts from communities (with 11% GER annual increase between 2004 and 2009), Medersa schools and private schools (with 10% annual increase). However, there are serious regional and gender disparities, with low intake and primary completion rates prevalent in some areas of the country, particularly in North Mali where the intake and completion rates in Mopti were 63% and 37.8% respectively. While the quality of education improved under the PISE I and II, it did not reach the targets set in the Sector Plan. The management of the system improved during this period, but an over centralized management system continues to constrain efficient use of resources such as the utilization of teachers.

Mali achievements and challenges under the PRODEC are discussed in the Updated Country Status Report which was finalized in 2009. In line with this new report, the Government has updated its Education Sector Program. The updated Sector Plan-the PISE III was approved by the Council of Ministers in March, 2010; it was re-endorsed by members of the LDG the same month. The formulation of reforms spelled out in PISE III was premised on the principle that successful reform implementation for preschool and TVET and the necessary linkage between education / training and the needs of the economy will depend to a large extent, on effective partnership between the public sector, local communities and the private sector. Such partnership will span a wide range of areas including the joint use of resources, the financing of TVET, and the introduction of skills training in the final year of *Fondamental* education (primary and lower secondary).

The preparation of the Mali PISE-III was followed closely by local donor partners, who provided technical support under the Education Partnership Framework. In addition to the CSR, several studies were jointly carried out by the government and the donors, including the EGRA, teachers training programs, decentralization in education, etc. These studies provided a diagnosis of the education sector and helped develop a simulation model that the government used to elaborate different sector development scenarios. In October 2010, the government requested a formal endorsement of its accelerated implementation plan of universal primary education by local donors, which was received on March 2011. The government and donors requested the Bank to prepare a programmatic development policy operation for submission to the FTI Board in 2011.

Summary of Plans for Next Three Years

The PISE III which covers the period 2010-2013 will complement the investment support provided by the LDG as it would help establish a sound policy and institutional framework for sector development under which, priority will be given to improving quality, further expanding access especially for disadvantaged groups and in areas with low enrollment, as well as improving efficiency in the system through reforms designed to strengthen decentralization and de-concentration of management to the school/community level. It would build on achievements from implementation of the first two phases of the PRODEC (PISE I and II), and other past and ongoing operations in the education sector.

Specifically, PISE III aims to (i) Improve quality, efficiency, and relevance of basic education through improved teaching time, development of multigrade teaching and school with one classroom in less

populated areas, improved availability of textbooks and teaching materials, more efficient pre and in-service teacher training program and the expansion of the new curriculum which uses national languages a teaching medium; (ii) Improve access, equity, and expand coverage of basic education (which includes preschool, primary and lower secondary education, as well as literacy programs), through improved access opportunities, transformation of disadvantaged community schools into public schools, the expansion of direct transfer of funds to all public schools, and targeted interventions to attenuate disparities among regions; (iii) Strengthen sector management (fiduciary, administrative, and pedagogic management) and monitoring in the context of decentralization of basic education services, through greater decentralization, better human resources management and allocation, timely production and efficient use of data, improved sector coordination and management, as well as greater transparency and efficiency of fiduciary management; and (iv) Expand training opportunities for youth and improve its relevance to the economy through greater public-private partnership in developing and implementing training programs, and the diversification of training opportunities. The EFA-FTI Grant is designed specifically to support the introduction of policy reforms to remove constraints that have limited the effectiveness of government efforts to develop the sector to date

Domestic Financing Trends

Mali's recurrent education expenditure represents 24 percent of the total government recurrent expenditures, excluding debt. The assessment of education expenditures as a percentage of GDP (3.06 percent) remains within the scope needed to attain the MDGs. The structure of recurrent expenditures per level of education is characterized by: (i) the share of recurrent expenditures for primary education (40 percent) is relatively low in comparison to other countries, which average 49.3 percent; and (ii) the share of expenditures for secondary education (the second cycle of primary education, plus secondary general and technical education) is an estimated 44.8 percent—the highest level for this level of education among 10 comparator countries (which averaged 31.3 percent.

Future Donor Commitments and Planned Disbursements

Below is a summary of financing for capital cost education in 2009 in millions of Central African francs (CFA), with an exchange rate of about 500 CFA to one U.S. dollar.

Source	Commitments
ABS : Pays-Bas, Sweden, Norway, Canada, France, Belgium	24,899.5
National budget	14,968.5
Territorial collectives	15.0
CIDA	623.7
AFD	250.2
AfDB	6,631.4
IsDB	852.0
IDA	5,279.8
NGOs	1,114.4
France	1,298.9
UNICEF	88.9
USAID	68.9
Total	**56,091.0**

Status of Catalytic Fund Operation

Approval date: 07/18/2006
Closing date: 12/31/2010

Project Development Objective: The objective is to increase the proportion of Malian children completing quality primary education and to improve the overall efficiency of resource use in the education sector.

Progress toward Achieving PDO: The program is progressing toward the achievement of the development objective. The completion rate has increased substantially from 46% (in 2004) to 55.7% in 2008, achieving the target (56%). This is an important achievement as at the same time the Gross Enrollment has increased substantially to 82%, exceeding the end program target (80%). While still an issue, the gender gap has been reduced both in primary and secondary and the index parity has increased from 0.76 to 0.8. The quality of education has improved as evidenced by the increased completion rate as well as the significantly reduced repetition rates (from 18 to 14.2% close to the target of 13%). There are however many remaining issues including further improving the learning achievements, reducing the number of teachers per student, and increasing the efficiency of school construction. In terms of improving the overall efficiency of the sector, the target for reducing the ratio of non-teaching staff was substantially achieved (19% as compared to the target of 20%) as was the increase in the Governments budget allocated to basic education.

In spite of these achievements, the project has experienced delays in activities implementation due to lack of dedicated staff to undertake the project fiduciary management. As a consequence, until now the 2009 audit report has not been submitted to the Bank yet.

The project will be closed with an unused amount, showing poor performance of the project, mainly for fiduciary and implementation related issues. Slow disbursement was observed until the first extension when it picked up to reach 80%. Given that the 2009 audit report was not delivered in December 2010 (6 months after the deadline), there is no possibility for extension of the closing date.

The ratings for achieving the development objective and for overall implementation progress are both moderately satisfactory.

Status of Agreed Outcome Indicators: See above.

Mauritania

Coordinating Agency: World Bank

Other Members of the Local Donor Group: AFD, France, UNICEF, Spain, WFP
Members of the Local Education Group not listed above: AfDB, IsDB, UNESCO

Total CF Awards Received

Year	$ (millions)	Financing modality
2004	5	Quick disbursing operation
2004	4	Quick disbursing operation
2007	14	Traditional investment project

Summary of Disbursements – CF and Other Donors, including GOM ($ millions)

Donor	2004	2005	2006	2007	2008	2009	2010 (	2011 (planned)
CF disbursements	0.00	3.50	3.50	1.00	0.00	4.2	3.7	6.1
Other donors								
BAD	1.93	1.88	4.28	0.90	3.9	2.7	0	NA
France	0.07	1.27	7.74	4.51	5.26	3.7	4.3	2..37
IsDB	1.16	1.41	2.11	3.27	1.79	0.5	2.9	17.3
Government of Mauritania (GOM)	4.78	4.43	6.52	4.05	6.9	4.5	4.4	2.9
WFP	NA	1.5	2.6	3	NA	NA	Na	Na
UNICEF	NA	0.7	1.2	1.4	NA	NA	NA	NA
Spanish Cooperation	NA	0.6	1.5	0.6	NA	0	0	0.25
IDA	4	9	12	11	13	10.2	1.8	7.93

Main Indicators (Primary Education Sector)

Indicators	2008	2009	2010	2011
% of primary schools offering 6th grade	43.3	43.3	47	78
Teachers graduated from pre-service teaching training	10,714	12,714	14,400	14,300
Ratio of girls to boys (primary and secondary school)	50.0	50.3	50.4	55.0
No. of teachers trained in-service	5,000	7,000	14,000	15,000
Primary completion rate (%)	50	62	60	69

Background

In 1999, the parliament approved the education reform law, based on a new education sector policy that seeks to improve the quality of education and restructure and expand the education system in ways relevant to present and future economic needs. In 2001 the Government of Mauritania prepared a 15-year Education Sector Development Program (ESDP). The ESDP seeks balanced development of the education and training system in accordance with the Government's Education Policy Letter of 2001 and the priorities of the country's poverty-reduction program. Notably, the plan

seeks to improve access to and the quality of primary and secondary education, as well as contribute to economic development through strengthening technical, vocational, and higher education.

Mauritania was one of the first countries whose ESP received FTI endorsement—in November 2002—in addition to being one of the first CF grant recipients. The country has received two CF allocations totaling $9 million from EFA-FTI in 2004 to support its activities to accelerate progress toward meeting the education-related Millennium Development Goals. During this period, the ESP was successfully implemented; the plan was recently revised in the light of the findings of a third sector-wide analysis. In order to show its support of the new plan, the local donor group officially re-endorsed the revised ESP in April 2007. A medium-term expenditure framework exercise estimates a $36 million financing gap for the period 2007–2010. The local donor group confirmed that this amount is appropriate in the context of the absorptive capacity of the Mauritanian education system. On that basis, the CF Committee provided a bridging allocation of $14 million for the three-year period.

Summary of Plans for Next Three Years
Mauritania is finalizing implementation of the current Fast Track allocation to support the government ESDP (which covers the full period, 2001–2015), which aims to: (i) implement bilingual education at the primary and secondary levels, (ii) improve access and equity, (iii) enhance quality and increase the internal efficiency of the education system, and (iv) improve the relevance and external efficiency of the vocational, technical, and higher education systems.

Domestic Financing Trends

Resource mobilization	2004–05	2005–06	2006–07	2010	2015
Education expenditure as % GDP	3	3	3	4.4	4
Education share of national budget (%)	14	15	16	18	20
Primary education as % of education budget	5	51	51	42	54
% of recurrent primary education budget that goes to non-teacher salary expenditures	27	21	22	33	33

Status of Catalytic Fund Operation

Approval date: 04/08/2008
Closing date: 09/30/2011

Project Development Objective: The project objective is to: (i) promote access to education and improve equity and retention in the sector; (ii) improve the quality of the pedagogical content of primary education and the quality of teaching; and (iii) improve the management of the education system.

Progress toward Achieving PDO:
Implementation Progress of the Grant is satisfactory. Also the progress toward achievement of development objectives remains satisfactory. Activities financed under the Grant have either been completed or are in good progress. All agreed actions during last supervision are being implemented in a timely manner. In terms of implementation the Government submitted to the Bank the following for approval: (i) Contract for the acquisition of 2,771,000 textbooks is underway and delivery of textbooks will be in June 2011 the latest. (ii) for the contract between the WFP and Government, a

waiver request regarding Fraud and Corruption Clauses and Right to Audit has been cleared pending the last clearance prior to final approval by the Bank; (iii) proposal for training parents associations in school feeding management is under implementation and (iv) construction of 643 classrooms above the targeted 600 by the Grant is well advanced as 457 are already operational; and (v) substantial progress has been made in the purchase of student desks, 60% have been delivered to school sites.

Status of Agreed Outcome Indicators:

The implementation of the overall Education Sector Development Program suggests that Mauritania is on track to reach the education-related MDGs for gender equality. The gross enrollment ratio at the primary level increased from 82 percent in 1990 to 98.9 percent in 2009/2010, while the number of kids attending pre-school increased by 84% growing from 12,056 in 200/02 to 14,395 in 2007/08. Retention rate at the primary education increased substantially, from 44 % in 2004/05 to 65% % in 2009/10. Similarly, completion rate at primary education increased from 46.9% to 64% in 2009/2010. The repetition rate decreased from 14.7% to 2% between 2001/02 and 2009/10 in primary schools. This indicates that internal efficiency is improving substantially. The student teacher ratio decreased from 42 students per teacher to 40 students per teacher in primary education corresponding to the targeted level for 2015.

Moldova

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: WB, UNDP, UNESCO

Date of ESP endorsement: 2005
Date of **ESP Re-endorsement:** ESP updated and adopted by Government in 2010, re-endorsement by the Local Education Group envisaged for 2011.
Current Sector Plan Period: 2010-2015

Total CF Awards Received

Year	$ (millions)	Financing modality
2006	4.4	Traditional investment project
2008	4.4	Traditional investment project

Summary of CF Disbursements and Other Donors ($ millions)

Total disbursements*	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
CF disbursements	0.3	1.3	3.4	2.7	1.0

Note: * Disaggregated disbursement data for other donors is not available.

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08	2008–09	2009-2010
Primary completion rate (%)[a]	97.9	96.7	94.4	94	93.6	93.5
Student-teacher ratio	13	13	13	12	12	16
Percentage of repeaters	0.3	0.2	0.1	N/A	N/A	N/A [b]
Student population (000s)	15.8	14.0	12.3	11.6	11.1	10.7

Notes: [a] The source for this data is the Ministry of Education.
[b] This indicator is no longer measured.

Background

Moldova is the only FTI country using Catalytic Fund resources exclusively for early childhood development (ECD). In the past four years Moldova received, fully disbursed and successfully completed two EFA-FTI grants (totaling USD 8.8 million) in support of the implementation of the country's ECD program. Moldova has received the following grants from the Catalytic Fund: $4.4 million for Year I (effective May 25, 2006) and an additional $4.4 million for Year II (effective March 27, 2008). The original closing date of the grant for Year II was December 31, 2009, which was subsequently extended through August 31, 2010.

Despite the limited opportunities of the new reform-minded Government of Moldova to tackle fundamental reforms in-between a series of repeated Parliamentary elections in 2010[9], it has moved

[9] Moldova had two Parliament elections held in April and in September 2010, but both Parliaments failed to elect a President with the necessary 60 percent majority of members. A referendum on amending the Constitution to allow a President to be elected on a simple majority failed in September 2010, and Parliament was dissolved on September 29, with other elections held on November 28, 2010 and a new coalition in place and a new Government formed in January 2011.

ahead with its education agenda especially in the area of ECD, recognizing its significant returns on investment and the essential role of education for poverty reduction and social inclusion. This was possible given the support for ECD granted to Moldova through Catalytic Fund resources[10] as well as through EPDF funds.

In the context of the Millennium Development Goals, Moldova registered significant progress, as evidenced by the increase of net enrollment rates for children aged 5-6(7) in preschool education from 66.1 percent in 2004 to 80 percent in 2009. However, official statistics show that there are still about 230 localities with no preschool services, and the gap between gross enrollment rates in urban areas (91.9 percent) and rural areas (66.1 percent) is significant.

A sustainability challenge remains given the adverse effects of the crisis on Moldova's budget capacity to adequately fund the implementation of its ECD program. Resources for continuing EFA FTI initiatives are needed. In this respect, the Government of Moldova has reiterated its request for an EFA FTI Year III.

Summary of Plans for Next Three Years

In 2010, Moldova embarked on updating its Consolidated Strategy for Education Development and action plan for implementation and financial simulation models with technical assistance support from UNICEF and EPDF resources (local and international consultants). As a result, an updated CSED for the period 2010-2015 has been recently approved (Minister's Order November 29, 2010). The document is structured around seven priority directions, one of them being "Expanded access to quality early education". The policy objectives for ECD in the 2010-2015 plan scale up the activities successfully implemented under the EFA FTI Grants I & II, placing a special focus on three specific objectives: 1) providing access to preschool programs in rural localities with no preschool education services and significant number of preschool age population; 2) ensuring increased access to preschool education of children with special needs and those from disadvantaged and vulnerable social groups; and 3) improving the quality of preschool education by raising the capacity of all preschool educators to routinely apply the new child-centered curriculum and the newly developed standards, provision of didactical materials and parental programs.

Domestic Financing Trends

The commitment of the Government of Moldova to the education sector has been constantly demonstrated, given the increased allocations for education as a percentage of GDP—from 6.7 percent in 2004 to 9.7 percent in 2009. In addition, the education share of the national budget has increased from 19.3 percent in 2004 to over 20% in 2009.

Future Donor Commitments and Planned Disbursements

Roughly $7.52 million has been committed by local donors (UNICEF, IDA, CF) to Moldova for calendar years 2010 and 2011. However, in the current financial crisis, Moldova needs further support to successfully continue the educational reforms successfully initiated under the EFA FTI CF grant. In this respect the FTI Secretariat has recently informed the Government on Moldova's eligibility for a graduation grant from the EFA Fund in 2011 (Year III).

Status of Catalytic Fund Operation

[10] EFA-FTI-1 ($4.4mln) for 2006/2008 and EFA-FTI-2 ($4.4mln) for 2008/2010, both using resources from the CF.

Approval date: Year I – 5/15/2006; Year II – 3/20/2008
Closing date: 8/31/2010

Project Development Objectives (PDOs): (i) Increasing access and enrollment rates in preschool programs in rural areas and one urban area, with a focus on economically disadvantaged and vulnerable families; (ii) Extending access to quality preschool services to children with disabilities; (iii) Improving the quality of preschool education; (iv) Improving the human resources of preschools; (v) Consolidating social partnerships and local community involvement in early childhood development programs; and (vi) providing support for project implementation and management.

Progress toward Achieving Project Development Objective(s): All activities supported by the EFA FTI CF were fully completed and grant funds for Year I and Year II (US$ 4.4 million for each year) were 99.6% disbursed. Project indicators were fully met in terms of rehabilitation interventions, endowments, human resource development, etc.

The grants supported access to preschool services for about 9,000 children through the renovation and endowment of 65 preschool institutions (6.4% of total), but also endowments of kindergartens and community centers refurbished by local authorities; 512 preschool institutions (37.5% of total) were supplied with 31,000 books and other didactical materials. The project supported the set up of two rehabilitation centers for children with disabilities. It is important to note that both rehabilitation centers are functioning in regular kindergartens; this is facilitating inclusive educational services in the mainstream kindergartens which are important evidence of the efforts made to integrate children with disabilities in mainstream preschool services and also to provide specialized services for children with disabilities. The project facilitated the development and nationwide application of new policy documents and associated guides (child centered curriculum, early learning development standards, professional standards for teachers, pre-service and in-service teacher training curricula), professional development programs of principals and methodologists (100%), as well as preschool teachers (34%).

By enhancing community mobilization at local level and improving policy dialogue, coordination and project implementation capacity at central level, the impact of the EFA FTI Grants 1&2 went beyond the direct grant interventions, clearly benefiting the entire education system. The FTI grant has played a central role in bringing government and major donors together (WB, UNICEF, UNESCO) in a coordinated manner implementing complementary and priority programs based on the sector strategy. Moldova's successful experience in ECD and major achievements supported by the EFA FTI grants have been widely shared in international events as well as on the occasion of the visit of the World Bank President to Chisinau in August 2010.

Mongolia

Coordinating Agencies: ADB and Japan (Co-chairs of the Education Donors' Consultative Mechanism, or EDCM). The World Bank supports one grant for education and is the trustee of EFA-FTI Catalytic Fund.

Other Members of the Local Donor Group: JICA, Save the Children, UNESCO, UNICEF, and World Vision
Members of the Local Education Group not listed above: Ministry of Education, Culture, and Science (MECS); Inter-ministerial Sector-Wide Approach Team

Date of ESP Endorsement: May 2005
Date of **ESP Re-endorsement:** Spring 2009
Current Sector Plan Period: 2006–2015

Total CF Awards Received

Year	$ (millions)	Financing modality
2007	8.2	Traditional investment project
2008	8.9	Traditional investment project
2009	12.3	Traditional investment project

Summary of CF Disbursements CF and Other Donors ($ millions)

Total disbursements[a]	2006	2007	2008	2009[b]	2010
CF disbursements	0	8.2	8.9	8.0	4.3

Notes: [a] Comprehensive information regarding other donors' disbursements is currently not available.
[b] The closing date of the CF grant has been extended by three years to December 31, 2012.

Main Indicators (Primary Education Sector)

	2005–06	2006–07	2007–08	2008–09	2009-10
Primary completion rate[a] (%)	95	97	93	92	93
Student-teacher ratio [a]	32	30	33	34	30
Student population (millions)[b]	0.247	0.249	0.239	0.273	0.276
Number of out-of-school children [b]	n/a	n/a	n.a.	4,373	n.a.

Notes: [a] Edstats Database, World Bank, 2009.
[b] Estimates of the MECS, to be verified by the new population census.

Background

With the commitment of the government and the support of development partners in the education sector, Mongolia was welcomed to EFA-FTI in 2006. In order to support the achievement of EFA goals established by the Education Sector Master Plan for 2006–2015, the FTI Catalytic Fund committed a $29.4 million grant to Mongolia for 2007–2009. The allocation for 2007 was $8.2 million; for 2008, $8.9 million; and for 2009, $12.3 million. A Grant agreement covering these three allocations was signed between the Ministry of Finance and the World Bank. A Memorandum of Understanding on the implementation of the grant between the ADB, World Bank, and the Government was also signed. EFA-FTI activities for the three years financed by the grant have been implemented under the framework of the collaborative EDCM.

The aim of the CF grant is to improve access to basic education and enhance its quality in ways consistent with the system's transition to a 12-year general education.

The 2007 grant objectives were to:

- improve pre-service and in-service professional development of teachers;
- increase preschool enrollment by building mobile schools;
- increase basic education enrollment by building school kindergarten complexes and repairing school buildings;
- increase herder children's enrollment by improving school and dormitory facilities that are child friendly, healthy, and safe; and
- enhance effective implementation of the project.

The 2008 grant objectives were to:

- improve primary school teaching and learning by providing adequate teaching and learning environments for 6-year-old first-grade students and improving pre-service training by upgrading instructional laboratories and rehabilitating the school buildings of teacher training colleges;
- improve preschool education in rural areas by providing mobile preschools. This goal included two sub-components: the deployment of mobile preschools and supplying them with furniture, equipment, and learning materials; and the refinement of the curriculum for these preschools and provision of relevant teacher training;
- improve primary school capacity in overcrowded areas by building a new secondary school complex. This goal included three sets of activities: (i) technical preparation work, (ii) school construction, and (iii) supply of furniture and equipment to each new school;
- improve rural school facilities. This goal included two sub-components: improving service facilities in 21 rural schools and dormitories, and providing furniture and equipment to 21 rural dormitories; and
- improve grant management. This goal included strengthening and promoting the effective implementation of the grant project, operational costs of the Project Management Unit, and technical audits of the grant.

The 2009 grant objectives were to:

- improve pre-service and in-service professional development and learning environments for teachers;
- increase preschool enrollment by building mobile "ger" kindergartens;
- increase basic education enrollment by building school kindergarten complexes and repairing school buildings;
- increase herder children's enrollment by improving school and dormitory facilities to make them child friendly, healthy, and safe; and
- enhance effective implementation of the grant project.

Summary of Plans for Next Three Years
The FTI Project has met almost all of its targets except for the construction of the school complex at Baganuur. The project was extended for two years to finalize this school construction and will now be closed on December 31, 2012.

In 2010, the Ministry of Education, Culture and Science submitted a "Graduation Grant" proposal to the Catalytic Fund to access $10 million to finance pre-primary education in order to improve child development outcomes and improve school readiness. This was approved by the FTI Board. Preparation is underway by the World Bank, and the Project is expected to be discussed in the Fall of 2011.

Over the short- and medium-term horizon, the Education Sector Master Plan emphasizes two sets of key issues: (i) access and coverage (or ensuring that all elements of society—urban and rural, rich and poor, nomadic and settled, as well as all geographic locations and ethnic groups—will have access to education services); and (ii) quality and content (guaranteeing that the needs of national development, economic growth, and the well-being of the population will be met). The FTI Project and the follow-on operation will broadly serve these policy goals.

Domestic Financing Trends
The share of education spending as a percentage of total government expenditures has grown in recent years. After reaching a low of 16 percent in 1997, it began to increase and have recently followed the GDP growth trend more closely. The share of education expenditures accordingly increased nearly 7 percent from 2004 to reach 20 percent of total public expenditures in 2005. The government has now announced a policy indicating that future education spending will be planned at about 20 percent of the total government expenditures. However, 2007 and 2008 figures fell below that threshold (to about 15 percent). Encouragingly, during the recent economic crisis, education expenditures remained a priority: they were not cut and reached approximately 30 percent of total government public expenditures.

Future Donor Commitments and Planned Disbursements
Known future commitments include the World Bank's Rural Education and Development Project ($1.5 million of which remains to be disbursed), as well as a $1 million grant from the Education Development Program Fund to support Mongolia's participation in two international student assessments: the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). The Graduation Grant is expected to disburse $10 million between 2011 and 2015.

Status of Catalytic Fund Operation

Approval Date: 03/16/2007
Closing Date: 12/31/2012 (the closing date has been extended from end 2009 to end 2012)

Project Development Objective(s): The overall EFA FTI goal is to ensure universal completion of basic education and close the gender and rural-urban gaps in enrollment and school completion by 2015. To help Mongolia move towards the goal of quality basic education for all, the FTI grant aims to: (i) improve access to and completion of basic education (primary and secondary education), with

particular attention to rural areas; (ii) improve the quality of basic education; (iii) expand access to preschool education in rural areas; and (iv) improve project management.

Progress toward Achieving Project Development Objective(s): Financial resources continue to be well used to improve teaching and learning environments and benefit rural children. The key findings of a recent supervisory visit include the need to: fill the post of the civil works officer; improve quality control and contract management; and continue to compile data on non-attendance to pinpoint potential dropout problems. The task team will continue to work with the government to resolve these issues. There is much synergy between interventions financed by different external partners and the EFA-FTI mission has found continuous improvements compared to previous years.

The rating for achieving the development objective is satisfactory and for overall implementation progress is moderately satisfactory.

Status of Agreed Indicators (actual numbers)Output indicators (selected)	**Progress**	**Target**
Number of rural schools and dormitories rehabilitated	30	30
Number of new schools built	1	2
Provision of in-service training on teaching methods in 5 subjects in primary and secondary schools, and to Grade 1 and dormitory teachers	4,814	4,814
Deployment of mobile “ger” preschools	100	100

Mozambique

Coordinating Agency: Ireland (focal point), UNICEF and GTZ.

Other Members of the Local Donor Group disbursing through the Education Sector Support Fund (FASE): World Bank, The Netherlands, Ireland, CIDA-Canada, Finland, Germany, DFID, Portugal, Spain, UNICEF, DANIDA, Italy, and Flanders.

Date of ESP Endorsement: November 9, 2006
Current Sector Plan Period: Mozambique Strategic Plan for Education and Culture (2006–2011). A new Strategic Plan is currently being developed for the period 2012-2016.

Total CF Awards Received

Year	$ (millions)	Financing modality
2007 (for the period 2008-2010)	79.0	Pooled funding through an education sector support fund (FASE)
2010 (for the period 2011-2014)	90.0	Pooled funding through an education sector support fund (FASE)

Summary of Disbursements – CF and Other Donors ($ millions)

Total Disbursements	2008	2009	2010
CF disbursements	28	30	21
Disbursements – Other donors in pooled fund	85	88	94
Disbursements outside the pooled fund	62	NA	NA
Totals	113	118	115

Main Indicators (Primary Education Sector), percentages

	2010
Net enrollment rate	95.5%
Dropout rate	7.7%*
Primary Completion rate	50.8%
Illiteracy rate	48.1%*

* 2009 data

Background

Mozambique prioritizes education as an important strategy for achieving economic growth and poverty reduction. The Mozambique Poverty Reduction Strategy Paper (PRSP), 2006–2010, highlights good governance, economic growth, and human capital development as three key pillars for growth and poverty reduction. The Strategic Plan for Education and Culture (SPEC), 2006–2011, translates the general principles of the PRSP into a clear strategic framework that prioritizes quality primary education for all within a balanced education system that builds the capacity required to further national development. The Strategic Plan is a result of intensive dialogue between the government and its development partners that started in 2002. The SPEC was approved in 2006 by the Council of Ministers, demonstrating strong government commitment to reform. At the outset, the SPEC focused on the principal educational policy areas that had been hampered by inefficiency and inequality,

particularly in primary education. These areas include: (i) introduction of a new basic education curriculum; (ii) accelerated school construction at lower cost with community involvement; (iii) rationalization of teacher training (in-service and pre-service); (iv) reform of technical and vocational education; and (v) decentralization of financial management, including direct support to schools. A new Strategic Plan for Education is currently being prepared for the period 2012-2016. This new plan will aim to consolidate the achievements of the past 5 years while also introducing new areas of intervention (including pre-primary education).

The CF grant of $79 million awarded to Mozambique in 2008 contributed to the implementation of the SPEC by reducing the plan's projected financing gap in 2008, 2009, and 2010.

Summary of Plans for Next Three Years

The first CF grant closed in December 2010. The second CF grant of $90 million awarded to Mozambique in November 2010 will be implemented during the period July 2011-July 2014. It will facilitate the implementation of the current SPEC in its last year (2011) and the implementation of the new SPEC during the period 2012-2014.

Domestic Financing Trends

The education sector consumes between 18 and 21 percent of total state expenditures and about 4.9 percent of GDP. Domestic financing is summarized in the table below.

Education Financing ($ millions)

	2010
Education program cost	620
Domestic funding	375
External support through FASE	115[a]

[a] Includes 21 million from FTI.

Future Donor Commitments and Planned Disbursements

The annual cost of SPEC over the next few years is estimated at between $600 million and $650 million. Funding commitments from donors to the pooled funding for the Education Sector Support Porgram (FASE) are projected to amount to $128 million per year over period 2010-2013. This includes the new CF grant, which will represent about 23% of the total FASE contributions during this period.

Nepal

Coordinating Agency: World Bank

Other Members of the Local Donor Group: (i) Pooling Donors: ADB, AusAID, Denmark, DFID, EU, Finland, Norway, UNICEF, World Bank; (ii) non-pooling Donors: Association of International NGOs (AIN), JICA, UNESCO, USAID, and WFP.

NGOs: Education Journalist Group, Community School National Network, Save the Children Nepal, Care Nepal.

CSOs: Teachers' Association Nepal.

Date of ESP Endorsement: 2001.
Date of Current Sector Plan Endorsement: August 2009. Current Sector Plan Period: 2009/10–2013/14. The School Sector Reform Plan (SSRP) is partly a continuation of earlier programs such as EFA, SESP, and partly a beginning of new reforms characterized by strategic interventions such as the restructuring of school education, improvement of the quality of education, and institutionalization of performance accountability. Through the implementation of these reforms and specific interventions, the Ministry of Education aims to address the problems of out-of-school children (currently 6% of the children aged 5-9) and high drop-out and repetition rates at the primary level. Achieving sustainable improvements in learning achievement levels and improving the cost-efficiency and effectiveness of service delivery also constitute the major focus of SSRP. The FTI Catalytic Fund aligns with the SSRP Sector Wide Approach (SWAp) to support the Government plan.

Total CF Awards Received

Year	US$ (million)	Financing modality
2009	120	Pooled financing

Summary of Disbursements – CF and Other Donors (US$ millions)

	2009/10[11]	2010/11[12]
CF Disbursements	0	50.00
Other donors		
ADB	26.11	25.00
Aus AID	3.24	2.90
Denmark	22.13	2.00
EU/DFID	0.00	21.20
FTI CF	0.00	50.0
Finland	0.00	5.30
Norway	14.80	8.00

[11] These are figures DPs agreed with the Government for pro-rata share. Actual disbursement in the recently submitted consolidated Third Trimester Implementation Progress Report (IPR)/Financial Monitoring Report for FY 2009/10 exceeded by about 8% of the originally agreed amount. MOE/DOE has been asked to revise the figures to the level of initially agreed amount. With this adjustment, above figures will be the actual disbursement for FY 2009/10.
[12] Government and DPs agreed these figures for pro-rata share along the line of the Annual Strategic Implementation Plan and Annual Work Plan and Budget of the Government for FY 2010/11.

UNICEF	0.25	0.30
IDA	25.00	32.50
Total	91.53	147.20

Main Indicators

Indicators	Baseline 2008/09	Status 2009/010	Target 2010/011
Net enrolment rate for basic education (grades 1-8).	73%	83.2%	77%
Gender parity index in NER for basic education.	95%	97%	96%
Percentage of four-year old children enrolled in ECED	63%	66.2	72
Percentage of new entrants at Grade 1 with ECED	36%	49.9	45
Net Intake Rate at Grade 1	81%	86.4	86
Gross Intake Rate at Grade 1	148%	144.0	140
Gross enrolment rate for primary (grades 1-5)	147	141.4	145
Gross enrolment rate for basic (grades 1-8)	123	123.3	128
Net enrolment rate for primary (grades 1-5)	92%	93.7	96
Gender parity index for primary NER	0.97	0.98	
Repetition Rate Grade 1	18%	26.5	8
Repetition Rate at Grade 5	7%	6.7	4
Primary Completion rate	To be established	66.9	
Transition rate from grade 8 to 9	90%	91.2	
HSLC pass rate as percentage exam appearance	25% (SSRP)	28	31
HSLC pass rate as percentage of initial enrolment	To be established		
Percentage of teachers with required Certification (Basic)	91% (SSRP)	92	94
Percentage of teachers with required Certification (Secondary)	91% (SSRP)	92	94
Percentage of teachers with required qualification and training (Basic)	66%	70.2 (Total) 74.9 (Community)	74
Percentage of teachers with required qualification and training (Secondary) (grade 9-10)	77%	79.7 (Total) 84.8 (Community)	83
Teacher pupil ratio (Basic)	43	41.7	40
Teacher pupil ratio (Secondary) (grade 9-10)	39	34	34
Percentage of students receiving textbooks within two weeks of school session start	To be established	57.6	
Number of schools under community management	8,000	8,702	
Number of schools completing social audit reports	To be established	82	

Indicators	Baseline 2008/09	Status 2009/010	Target 2010/011
Number of languages for which instructional materials have been developed and teachers have been trained	12	14	16
Number of schools carrying out continuous assessment system (CAS) in Grades 1-3	0	100	1000

Background

Nepal is making progress towards attaining the Millennium Development Goals on achieving Universal Primary Education and Gender Parity (Grades 1-5). Primary Net Enrollment Rate (NER) increased from 83.5% in 2003 to 93.7% in 2010. During the same period the survival rate to grade five has increased from 59.7% to 81.1%, and the gender parity index (GPI) from 0.83 to 0.98.

These achievements were results of critical reforms implemented during the period 1997-2006 when the country was at a peak insurgency period. Lagging districts have also made the most dramatic improvements in GPIs[13]. Some of these key reforms include: (i) devolution of decision making powers to communities and school management[14]; (ii) the expansion of demand-side intervention schemes to bring children from marginalized groups to the schooling process including per child financing and scholarships; (iii) the decentralization of teacher hiring through the provision of per capita financing (PCF); (iv) opening up of the textbook printing and distribution system to private sector players, and (v) harmonizing support from across many Development Partners (DPs) behind a set of coherent and common objectives in education. The Government is also committed to policy continuity.

Though Nepal has made considerable progress towards achieving EFA targets, and has met some key MDG goals, the country still faces significant challenges. First, nearly 6 percent of primary-school aged children do not participate in schooling and these shares increase sharply for higher levels of schooling. In the primary school cycle, internal efficiencies continue to be poor with nearly 28.5 percent of children repeating Grade 1 and 6.7 percent Grade 5. The primary completion rate is 66.9%. Secondly, direct measures of quality, reflected through student learning assessments show only modest improvements in learning outcomes conducted in Grades 3 and 5. More importantly, a systematic measurement of learning achievement is still absent. SSRP is preparing for an internationally recognized National Assessment of Student Achievement test in 2011.

While the country average pupil teacher ratio (PTR) in basic education (grades 1-8) and secondary education (grades 9-10) are 41.7 and 34, they largely vary across geographical regions as well as urban centers and rural areas[15]. Redeployment of teacher from schools with lower PTR to schools with higher PTR has not taken place even if MOE and DPs have agreed that MOE will start this initiative first in schools, which are within the catchment of the same Village Development Committees.

[13] While the GPIs started out in 2003 in the range of 0.57-0.99, they are now clustered in the range of 0.9 to 1.01

[14] The Government's policy of local ownership through community management has been an important means of developing an accountability mechanism which relies largely on the relationship between the community and the school. This has proven to be an invaluable reform at a time when most other government services had come to a standstill due to the years of conflict.

[15] Primary (Grades 1-5) TPRs in Kathmandu and Tarai are 19 and 51; the same figures for Lower Secondary (Grades 6-8) are 24 and 61; and for Secondary (Grades 9-10) are 21 and 53.

Following an evaluation of the SSRP in 2009, the FTI Committee endorsed the plan in November 2009 and approved an allocation of US$120 million to fill the then-identified financing gap of US$254 million. However, Grant Agreement on the FTI CF was signed on December 7, 2010, once the then emerged fiduciary issues in the sub-sector was resolved. Therefore, FTI CF Grants was included in the SSRP pro-rata share only from FY 2011, the second year of SSRP implementation.

Summary of Plans for Next Three Years

The SSRP has its roots in the EFA National Plan of Action 2001-15, the Three-Year Interim Plan (2008-2010) and the SSR Core Document, and it represents Nepal's long-term strategic framework. The Annual Strategic Implementation Plans translates this strategic plan into an annual operational rolling plan. Key policy goals and values, such as the rights to education, gender parity, inclusion, and equity have guided the plan preparation process and have been integrated as strategic interventions in the SSR Plan. By implementing the SSR plan, the MOE expects to achieve significant improvements in selected key indicators, which are related to access, equity, gender parity, efficiency and quality of primary, lower secondary, basic, and secondary education. Government funding, ECED and literacy are also included in the indicators. The indicators include base year status (2008/09), and targets for each subsequent years until the project end.

The EMIS with its production of the Flash I and II reports and annual status reports include these key indicators, and constitute the backbone of regular monitoring and management information system. In addition, the SSRP includes a budget for the conduction of commissioned research and study activities to complement the regular M&E system. Performance audit to be carried out once every two years by the Office of the Auditor's General, and third party fiduciary review also once every two years covering both the financial management and procurement are the other two dimensions of M&E. SSRP further plans to strengthen collaboration and cooperation with the development partners also to design and conduct external evaluation with a view to drawing lessons and facilitating a continuous learning and performance improvement process

Nepal has made good progress in providing schoolchildren access to primary and secondary education. The main challenges over the next five years are to shore up gains made to date including community based management of schools, maintain the momentum of progress, and address quality issues in education.

Major challenges for SSRP implementation are in four fronts: (i) school integration through school mapping and integration of examination management currently being managed by three independent agencies[16]; (ii) bringing the hardcore 6% primary level out of school children into school, and improving education quality; (iii) transparency and accountability on resource allocation[17] and improvement of fiduciary management at different levels; and (iv) funding. While passing of relevant policy documents is a major challenge for smooth implementation of point (i), government plans to meet challenges (ii), (iii) and (iv) through improved: (a) monitoring; (b) community based school management; (iii) EMIS system and independent data verification; (iv) partnership among stakeholders and capacity development at different levels, and student achievement tests; (v)

[16] Currently, Grade 10 (School Leaving Certificate – SLC) exams are managed by SLC Board; Grade 11 and 12 (general and science stream) by Higher Secondary Education Board (SHEB); and Technical SLC and Diploma in Vocation Education by the Council for Technical Education and Vocation Training. Grade 8 exams are managed by District Education Offices under DOE. SSRP has ambitious plan of integrating all these exam systems under one umbrella.

[17] Government has passed regulation on per student funding. The key challenge in this front is to minimize inflated student data as well as control ghost students, ghost teachers, and ghost schools.

engagement of other DPs in SSRP funding. FTI support will help the MOE maintain momentum for reforms in SSRP, while making way for government and development partners to support the school sector education reforms including its financing.

Domestic Financing Trends

The five year cost of SSRP in its original approved form in the plan document was estimated at USD 2.635 billion. The estimated fund available from the Government was USD 1.885 billion, and the indicative funding by the DPs was USD 0.5 billion. The funding gap was estimated at US$ 228 million.

While the Government funding was estimated to continue to increase steadily from the level of funding in FY 2008/09 (EFA final year), which was at USD 457 million per year, Government requested DPs also to reciprocate their contribution. During initial discussions the DPs who were part of the Joint Financing Arrangement for the EFA have indicated that they will only be able to make available about USD 100 million per year over the first five year of the SSRP plan period, amounting to USD 500 million. Government noted that this was a reduction from the level of about USD 130 million.

Based on an assumption of continued support at the same level of USD 100 million per year from the pooling partners over the two remaining years of the SSRP, the projected funding gap was estimated at USD 254 million. The Ministry expected that this funding gap could be closed through a resource mobilization strategy targeting non-pooling development partners, I/NGOs and the Catalytic Trust Fund of the Fast Track Initiative. This gap was reduced to US$ 134 million with the support of FTI CF Grants of US$ 120 million.

The planned and actual financing trend both Government and DPs contribution is presented in table below:

SSRP Financing Trend- Planned and Committed[18]

Financing	FY					Total
	2009/10	2010/11	2011/12	2012/13	2013/14	
GON Planned	301.43	330.73	365.66	431.74	468.68	1,898.24
DP Planned	120.00	125.00	130.00	100.00	25.00	500.00
Total Planned	421.43	455.73	495.66	531.74	493.68	2,398.24
GON Committed	312.28	503.85	-	-	-	-
DP Committed	91.54	147.20	-	-	-	-
Total Committed	403.82	651.05	-	-	-	-

Government's budget in the education sector during the last 35 years has increased from 1.32% to 5.39% of GDP. The share of education in the total budget has also increased from about 12% to 17%. Compared to SSRP original plan, Government's funding commitment to SSRP five year plan was increased by about 4% in FY 2009/10 and by 52% in FY 2010/11. However, the actual funding commitment in total (both GON and DPs) in FY 2009/10 was reduced by about 4% of the planned figures in FY 2009/10, but increased by 43% in FY 2010/11. DPs commitment for FY 2010/11 was increased by about 18% with FTI CF Grant support.

[18] The planned figures are from the Governments SSRP document approved by the Government on August 2009 and endorsed by the DPs. The committed figures are pro-rata share agreed upon between the Government and the DPs; these figures were included in the approved ASIP/AWPB and Government budgets for FY 2009/10 and FY 2010/11.

Development Partner Support, 2009/10–2013/14

Agency	US$ mil	Percent
Government of Nepal	1,885	72%
IDA	130	5%
Other Pooling partners	357	14%
Non-Pooling partners	9	0.3%
Financing Gap	254	9%
Total	2,635	100%

Future Donor Commitments and Planned Disbursements: Future donor commitments and planned disbursements, including from IDA, for the remaining education program period (through FY2013/14) are as follows:

Other Donors[19]	2009/10	2010/11	2011/12	2012/13	1013/14	Total	Duration, Year
ADB						95.0	3
Aus AID						18.1	5
Denmark						40.1	3
EU/DFID						35.4	5
FTI CF	-	50.0	50.0	20.0	-	120.0	4
Finland						21.8	5
Norway						38.3	5
UNICEF						1.5	5
IDA	10.0	25.0	30.0	30.0	25.0	130.0	5
Total	**10.0**	**75.0**	**80.0**	**50.0**	**25.0**	**500.2**	

Status of Catalytic Fund Operation[20]

Signing date: 12/07/2010
Closing date: 12/15/2014

Program Development Objective: The Program Development Objective is to increase access to and improve quality of school education, particularly basic education (Grades 1-8), especially for children from marginalized groups.

Progress toward Achieving PDO: Improved NER and GPI both at primary and basic education levels have been recorded. Per Capita Financing (PCF) for teacher salary is being scaled up every year. Community and school based management of schools is being improved through transfer of school management to community. Number of community managed schools has increase to 11,200 by the end of December 2010. Access to early childhood development and non-formal education has also

[19] These figures are from the pooling donors.
[20] SSRP being a SWAP, a consolidated reporting satisfactory to the individual DPs, has been agreed upon in the Joint Financing Arrangement.

increased, contributing to an increase in the net enrollment rate in primary school. Day meal program has remarkably increased enrollment and attendance of children in the schools in targeted remote districts. Progress in school construction is also made, helping ensure equity of access to education. Grade 3 achievement test (Nepali, English, Math) has improved from 48% to 50% in the first year of SSRP implementation (2008/9 – 2009/10). Grade 5 achievement test during the same period has increased from 49% to 50%.

Allocation of budget for the publication and dissemination of Flash I and II, financial and status reports has encouraged districts to be more informative and has thus made regular reporting possible. Schools are more enthusiastic for filling up Flash I and Flash II, and EMIS coverage has improved. Private parties have been engaged in printing and distribution of textbooks. Availability of primary text books to students within 2 weeks after the class start has increased from 57.6% in 2009 to 66.3% in 2010. Nepal narrowed its adult illiteracy from 70% in 1990 to 34% in 2009.

FTI partners were informed about the recent allegations about the misappropriation of teacher Rahaat Quota[21]. Public Account Committee of the Constituent Assembly first raised concerns that EFA and SSRP funds had been misappropriated in 2010. The Government of Nepal formed a committee for a detailed investigation of the issues and its Report was disclosed and thoroughly discussed among the development partners. Government and the development partners in-country reacted swiftly and agreed to a series of measures to tackle the issues identified. These issues included sanctions against staff involved in the misappropriation; reimbursement of the misappropriated funds by concerned districts; implementation of measures to improve financial management and procurement practices; and a validation process to confirm the initial findings. Misappropriated fund in some districts were already reimbursed to the Government treasury and also to the DPs accounts in proportion to the pre-agreed pro-rata share.

Government has revised the Education Regulation recently to fulfill the immediate requirements for SSRP restructuring. MOE is also in the process of finalizing the first draft of the Education Act to be passed by the Constituent Assembly to fully facilitate the SSRP implementation through adequate regulatory provisions.

Nepal has an impressive record of supporting education: the share of government expenditures on education, and primary education in particular, exceeds the earlier commitments Government made during the SSRP preparation. The likelihood of increasing DPs contribution to reciprocate the Government commitment is also high, provided that the fiduciary issues and other implementation arrangements are properly addressed by the Government.

The rating for SSRP for achieving its development objective and for overall implementation progress, which was satisfactory in the previous rating, has been downgraded to moderately unsatisfactory due to the fiduciary problems explained above.

Status of Agreed Outcome Indicators[22]: Key outcome indicators have been registering steady progress, as listed below[23].

[21] This is a salary grant by the Government to individual schools, who face shortfall of teachers. From FY 2011 onward this has been replaced by PCF funding.
[22] This is based on the reported data in the Flash Report I, 2010/11.
[23] SSRP targets against some indicators for FY 2009/10 are also included in parenthesis.

- Share of education budget has increased to 5.39% of GDP (SSRP target for the year was 3.7).
- The average Gross Enrolment Rate (GER) in ECD is 70% with 69.2 for girls and 70.9 for boys. (SSRP target: 72%)
- The proportion of students in grade 1 with ECD experience is 52.1%, with 52.4% girls and 51.9% boys. (SSR target: 45%)
- The NER at primary, lower secondary, basic, secondary, higher secondary and secondary levels are 94.5% 69.3%, 86.0%, 46.5%, 7.8% and 27.1%. The NER at all levels has increased as compared to the previous school year. (SSRP target: 96 for Primary level, 77 for Basic education and 23% for Secondary education)
- The gender parity in school education has significantly improved. The GPI in NER at primary, lower secondary, basic, secondary (Grades 9-10), higher secondary (Grades (11-12) and secondary levels (Grades 9-12) is 0.98; 0.98; 0.98; 0.98; 1.04 and 0.98 respectively.
- In comparison to their share in the total population (around 12%), the share of Dalit enrolment is 21.5% at primary level, 14.2% at lower secondary, 10.0% at secondary (Grades 9-10) and 6.3% at higher secondary level.
- In comparison to their share in the total population at around 40%, the share of Janajati enrolment is 38.2% at primary level, 41.8% at lower secondary, 40.8% at secondary (Grades 9-10) and 31.0% at higher secondary level.
- The promotion and repetition rates in grade 1 are 69.1% and 22.6%. The promotion rates in the upper grades are better as compared to the grade 1. (SSR target: 8% in Grade 1 and 7% in Grade 8)
- The repetition rate in grade 8 is 6.6%. (SSRP target: 7%)
- The overall survival rate to grade five is 80.6%, with 80.4% for boys and 81.2% for girls. (SSRP target: 65%)
- The overall survival rate to grade eight is 66.0%, with 65.2% for boys and 67.2% for girls. (SSRP target: 49%)
- The percentage of fully-trained teachers in all community schools is 82.9% at primary level, 65.2% at lower secondary level and 87.9% at secondary (Grades 9-10) level.
- The student-teacher ratios (based on the approved positions of the teachers) in community schools are 43:1 at primary, 57:1 at lower secondary and 35:1 at secondary (Grade 9-10) level respectively.
- The average percentage of students who received the full sets of textbooks within the second week of the academic session 2010-011 was 66.3% at primary, 65.8% at lower secondary and 35.5% at secondary (Grade 9-10) level.
- Number of Community Managed Schools has reached to 11, 200 (levels).

Nicaragua

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: EU, CIDA, various UN Agencies, Denmark, Spain, USAID, and JICA

Date of ESP Endorsement: November 2004
Current Sector Plan Period: ESP presented for 2009–2011

Total CF Awards Received

Year	$ (millions)	Financing modality
2005	7	Traditional project
2006	7	Traditional project
2006	10	Traditional project

Summary of CF Disbursements CF and Other Donors ($ millions)

Total disbursements*	2005	2006	2007	2008	2009
CF disbursements	7.0	3.5	3.5	0.0	10.0

Note: * Data not available on contributions of other donors.

Main Indicators (Primary Education Sector)

	2004	2008	2009	2010	2011 (projected)
Early childhood development NER (%)	31	54	53.3	54.4	65
Primary school NER (%)	83	87	87.1	87.3	89
Secondary school NER (%)	40	46	45.1	45.6	49
Primary school completion rate (%)	67	67	74.8		69
Dropout rate in primary school (%)	--	12	*		8
Average years of education	4.6	5.6	*		5.6
Student-teacher ratio	*	*	*		*
Percentage of repeaters in primary school (%)	9	9	9.5		8
Percentage of repeaters in secondary school (%)	5	5	*		5
Student population in primary school	952,964	952,964	926,969	923,745	*
Student population in secondary school	451,083	451,083	443,644	458,321	*
Number of out-of-school children	*	*	*		*
Illiteracy rate (%) >15 years of age	19	7.5	3.3		5

Note: * Data not yet available.

Background

In November 2003, Nicaragua and five other low-income countries became part of EFA-FTI. Since November 2005, Nicaragua has benefited from three allocations from the Catalytic Fund for a total of

$24 million. The first two allocations of $7.0 million each have been fully disbursed, albeit with an important delay with respect to the second allocation, which was fully executed only in October 2008. As with the two previous allocations, the last CF grant of $10.0 million focused on key priorities of the yearly plan of the Ministry of Education (MOE). This plan is part of MOE's three-year education sector program (previously called Common Work Program, now called Institutional Strengthening Plan, or ISP.

The first CF grant enabled the country to: (i) increase primary education coverage (by approximately 58,000 new pupils) through a special program to help primary education enrollment recover to earlier levels, (ii) purchase didactic material for public primary schools and preschools, and (iii) improve the qualifications of 6,200 primary school teachers through a program of certification and pedagogical aptitude, which started in June 2006.

The second tranche of the CF grant was used specifically to mitigate the educational impact of Hurricane Felix, which destroyed and seriously damaged more than 2,000 schools in the North Atlantic Caribbean region of Nicaragua in early September 2007. Funding under this tranche mostly contributed to providing basic school supplies and furniture to schools, as well as supported targeted capacity-building activities. As a result of the grant proceeds and other funding mobilized by the Government of Nicaragua and the international community, the 2007 school year was completed and the 2008 school year began on time in affected areas, successfully keeping more than 93 percent of enrolled-children in school; 86 percent of the students enrolled in the last grade of primary school graduated that year.

The third tranche of the grant was used for editing and printing of primary school textbooks (grades 4 to 6) and implementation of the revised primary education curriculum.

MOE is beginning to prepare a second application to EFA-FTI for additional Catalytic Funding. Preparation has been delayed, however, by the involvement of Ministry staff in elaborating the Ten-year Education Sector Plan. The new CF application is expected to be ready in 2011.

Summary of Plans for Next Three Years

MOE presented a first draft of its new Education Sector Program (Institutional Strengthening Plan) in March 2008. A second version was elaborated in October 2008 and is currently being reviewed by the local donor group. The new ESP is aligned with the priorities identified by the new education administration that took over following the 2007 presidential election. The ESP 2008–2011 will support the following five pillars: (i) more education to reduce high levels of adult illiteracy; (ii) better-quality education through improvement of curricula, in-service teacher education, classroom facilities and school infrastructure, and student learning outcomes; (iii) alternative education to strengthen other channels and types of education to leverage education services; (iv) participation education to strengthen community participation; and (v) broad education that incorporates the various dimensions of the sector into a unified educational system.

Future Donor Commitments and Planned Disbursements

No new IDA lending for education is currently planned after the completion of the existing project in December 2009. Data regarding other donors is not currently available, but the trend is declining.

Status of Catalytic Fund Operation

Approval Date: 11/1/2006
Closing Date: 10/31/2010

Project Development Objective(s): The project development objective is to support implementation of Nicaragua's annual operational plan for 2010, which is based on the endorsed Institutional Development Plan. More specifically, the third CF grant allocation of $10 million will finance the printing and distribution of learning materials for the 4th, 5th, and 6th grades of primary education and the 1st through 6th grades of multigrade primary education. It will also finance institutional strengthening of the basic education system, mainly by supporting the formulation of the Ten-year Education Sector Plan.

Progress toward Achieving Project Development Objective(s): The third allocation was disbursed to MOE towards the end of July 2009. MOE completed all the activities planned in the annual operational plan for 2010. The printing and distribution of learning materials for the 4th, 5th and 6th grades of primary education and the 1st through 6th grades of multigrade primary education was completed in August 2010. The saving made due to the reduced unit cost of printing allowed MOE to carry out the following activities: (i) the reproduction of over 60 different types of curricular documents for non-formal education; (ii) the purchase and distribution of school uniforms, shoes, bags and kits for 25,000 children in multigrade primary schools in the Atlantic Region; (iii) the purchase and distribution of teaching kits for 1,000 teachers in multigrade primary schools in the Atlantic Region; and (iv) training of 1,000 uncertified multigrade primary school teachers. MOE finished these activities between July and October 2010.

With regard to institutional strengthening, MOE carried out diagnostic assessments of individual, organizational, and institutional capacities in the basic education system to prepare a methodology for capacity development, in line with the endorsed Institutional Development Plan. MOE also organized a National Education Conference in September 2009 to define education strategies and approve the methodology for formulating the Ten-year Education Plan. In preparation for formulating education plans at the municipal level, diagnostic assessments were carried out by municipalities in May 2010. Subsequently, capacity-building activities for municipal leaders involved in the formulation of municipal education plans took place and ten-year education plans were developed at the municipal level. In addition, some resources of the third CF grant allocation were mobilized to help MOE carry out, in late fall 2009 and 2010, the first and second national learning tests since the introduction of a new curriculum in 2008. The first test established the baseline for the 4th and 6th grades of primary education and 9th grade of secondary education. MOE will process and analyze data of the second test in early 2011.

The rating for achieving the development objective and the rating for overall implementation progress of the CF grant are both satisfactory.

Status of Agreed Indicators: The main indicators for the third CF grant allocation are:

- textbook-to-pupil ratio for grades 4 through 6 will reach 1:1
- learning materials for non-regular education will be distributed to schools
- Ten-year Education Plan will be completed and discussed with stakeholders

Niger

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: AFD, Belgium, DFID, KfW, EU, Luxembourg, JICA, IsDB, AfDB, UNESCO, WFP, Switzerland and World Bank
Members of the Local Education Group not Listed Above: Oxfam Quebec, Concern, Plan Niger, and Aide et Action

Date of ESP Endorsement: 2002
Current Sector Plan Period: 2008–2011 (2nd Phase of PDDE)

Total CF Awards Received

Year	$ (millions)	Financing modality
2005	5.0	Quick disbursing operation
2006	4.0	Quick disbursing operation
2008	4.0	Quick disbursing operation
2010	8.0	Traditional investment project

Summary of Disbursements – CF and Other Donors ($ millions)

	2008	2009	2010	Budget 2011
CF disbursement	4.0	0.0	3.8	4.2
AFD	2.4	4.2	6.2	2.9
UNICEF				6.8
KfW				5.8
Belgium	1.2		2.8	1.4
AfDB		11.0	0.9	6.6
IsDB		4.0	4.0	9.1
Switzerland				0.3
WFP				6.0
Total	**7.6**	**19.2**	**17.7**	**43.1**

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
Intake rate (%)	55	59	65	77	90	98.6
Gross enrollment rate (%)	52	54	57	62	68	70.3
Primary completion rate (%)	36	40	43	43	45.8	49.3
Student-teacher ratio	44.2	40.0	39.7	40.7	40.0	40.0
Percentage of repeaters (%)	6	5	5	6	5	5
Student population (000s)	1,064	1,126	1,235	1,389	1,554	1,726

Background
In 2002 the government adopted a ten-year education program (*Programme Décennal de Développement de l'Education,* or PDDE 2003–2013) especially focused on basic education. The PDDE is an ambitious program designed to help Niger achieve its Education For All (EFA) goals through

mobilization of additional internal and external resources, better coordination of interventions, and more efficient management. The local donor group endorsed Niger's education sector plan in 2002. Along with CF resources, a World Bank–financed Project (2003–09) contributes to the achievement of the Ten-year Program objectives. The second phase of PDDE will be closing in 2011. In view of promising achievements of the previous phases of the plan (2003–2011) and based on the findings of a recent country status report, the government has launched the preparation of a new sector program to broaden the reform agenda, including post-basic education, while consolidating results achieved so far.

In 2004–05, $21 million was committed to Niger. The government has put in place new management mechanisms that can accelerate implementation and improve monitoring and evaluation of the CF project, based on lessons learned from difficulties encountered with the use of resources in 2006.

The PDDE has allowed for rapid and considerable progress over the last eight years. Despite continuing progress, particularly in school enrollment, there is evidence that further development and attainment of the MDGs could be constrained by weak learning outcomes and persistent gender and geographical disparities. In its current configuration, the completion rate of the cohort that enrolled in 2008 would be approximately 62 percent in 2013. There is still a long distance to achieving the EFA goal of universal primary completion. It is clear now that Niger will not achieve the MDGs in 2015. Despite the current relatively high budget allocation for the education sector, extra efforts will be needed, as will policy reforms aimed at improving efficiency. Without such additional efforts, there is no hope of reaching the MDGs goals in Niger, even in 2020.

Summary of Plans for Next Three Years

The key objectives of the government program are: (i) increasing access to both formal and non-formal basic education, in particular for children in rural areas, girls, and the poor (via decentralized recruitment of contract teachers; acceleration of the school construction program; and actions to boost girls' enrollment, maintenance, and success at school); (ii) improving the quality and relevance of education by reforming pre-service teacher training, restructuring the in-service training program, and distributing free textbooks in both public and private primary schools; and (iii) developing the capacities for strategic and operational management of the sector at both the central and regional levels, enhancing decentralized management, and fostering community participation in the education system. So far, the program has limited its focus to basic education. Preparation of a revised ESP was launched and is expected to be completed by the end of 2011.

Domestic Financing Trends

From 2002 to 2010, Niger allocated more than 3 percent of its GDP and an average of 20 percent of national public resources to the education sector. This allocation was focused on basic education, which received more than 70 percent of the sector budget. While rebalancing the allocation of resources between the different education subsectors, the priority of basic education is expected to be maintained, based on projections indicated in the table below.

Projected Education Expenditures, 2010–15

	2010	2011	2012	2013	2014	2015
% of national budget allocated to education sector	21	21	20	20	20	20
% of education sector budget allocated to basic education	65	62	59	56	53	50

Future Donor Commitments and Planned Disbursements
The total amount provided by donors to basic education in Niger during the 2009–10 school year was about US$25 million.

Status of Catalytic Fund Operation

Approval Date: 10/15/2009
Closing Date: 11/30/2011

Project Development Objective(s): The project development objective is to contribute to the implementation of the Education Sector Program, thereby improving access to better-quality primary education. In order to achieve this objective, the project will focus on three components to: (i) increase access and equity in primary education; (ii) improve the quality of primary education; and (iii) strengthen the capacity of the Ministry of Education, as well as of decentralized education administrative entities.

Progress toward Achieving Development Objectives: Effectiveness conditions were met mid-March 2010, but the current political situation is delaying the start of the activities.

Status of Agreed Outcome Indicators: The project is making sound progress toward its planned objectives. Target indicators for the academic year 2009/2010 are on track as shown by the list of indicators: (i) the primary school gross enrollment rate increased from 62 percent in 2007–008 to 72.9 percent in 2009–10 ; during the same period, (ii) the share of girls in primary school enrollment increased from 42.7 percent in 2007–08 to 44 percent; (iii) the primary school gross enrollment rate in rural areas increased from 58.9 percent in 2007–08 to 70.30 percent; (iv) the completion rate of students in primary education increased from 45.8 percent in 2007–08 to 49.30 percent; and (v) the average pass rate in primary education increased from 83.6 percent in 2007–08 to 87.0 percent.

Both the ratings for achieving the Project's development objective and overall implementation progress are satisfactory.

Sao Tomé and Principe

Coordinating Agency: UNDP

Other Members of the Local Donor Group: Brazil, Portugal, AfDB, Taiwan, World Bank, WFP, UNDP, UNESCO, UNICEF

Date of ESP Endorsement: September 2007
Current Sector Plan Period: 2007–2017

CF Award Received

Year	$ (millions)	Financing modality
2008	3.6	Investment operation

Summary of CF Disbursements ($ millions)

Total disbursements	2009	2010
	1.2	1.1

Main Indicators (Primary Education Sector)

	2008	2009	2010	2011
Primary completion rate (%)	64	70	75	80
Survival rate from grade 1 to 6 (%)	62	70	78	85
Repetition rate	24	20	18	15

Background

The EFA-FTI process in Sao Tomé and Principe was strongly supported by development partners who recognized that government policies and practices on education were aligned with standards recommended by EFA-FTI. Among key policy measures that earned the endorsement of local development partners were the provision of free basic education and the increasing share of education expenses in the recurrent budget (which grew from 14 percent in 2003 to 22.7 percent in 2006), as well as reform efforts to improve internal efficiency of the education system at all levels.

In September 2007, local development partners positively appraised the country's Ten-year Education Sector Plan (2007–2017) and endorsed Sao Tomé and Principe to the EFA-FTI. Subsequently, they received a CF grant of $3.6 million to implement the country's education sector program, through the EFA-FTI Project. So far 80 percent of the resources have been disbursed.

Domestic Financing Trends

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Education expenses as % of GDP	2.25	2.36	3.27	3.97	4.74	5.39	6.43	6.44	6.49
Share of basic education in overall education sector budget (%)	46		54	35	33	36	35	37	39

Share of education expenses in recurrent national expenditures	15.3	14	16	16.3	20.5	26.7	25.5	22.4	23.1

Status of Catalytic Fund Operation

Approval date: 01/20/2009
Closing date: 06/30/2011

Project Development Objective: The PDO is intended to assist the Government of Sao Tomé and Principe to improve the delivery of basic education services with a focus on greater equitable access, better quality, and improved local governance of services.

Progress toward Achieving PDO: Progress is deemed satisfactory.

Senegal

Coordinating Agency: CIDA

Other Members of the Local Donor Group: AFD, AfDB, Coopération française, EU, IDA, IsDB, Japan, UNICEF, USAID, WFP, among others

Date of ESP Endorsement: 2006
Current Sector Plan Period: 2008–2011

CF Award Received

Year	$ millions)	Financing modality
2007	81.5	Investment operation

Summary of CF Disbursements ($ millions)

Total disbursements	2009	2010
	9.3	11.9

Main Indicators (Primary Education Sector)

	2008	2009	2010	2011
Gross intake rate (%)	113	117	123	115
Gross enrollment rate (%)	90.1	93.0	94.4	95.9
Primary completion rate (%)	58.4	59.7	59.1	65.0
Repetition rate (%)	7.9	7.5	6.4	6.8
Dropout rate (%)	10.9	12	10.3	6.3

Background

The government's ten-year education sector plan, the *Programme Décennal de l'Éducation et de la Formation* or PDEF (1998–2008), was prepared in collaboration with key stakeholders, including civil society and the donor community. The plan outlines government policies for the sector, sets out key objectives, and identifies the specific actions and resources needed for their attainment. Implementation of the education program has produced significant results in terms of increasing access to education, gender parity, and decentralization of education sector management. Nevertheless, the sector still faces challenges in terms of regional disparities in access and an overall low quality of basic education.

In light of progress made and the remaining challenges, Senegal in 2006 consolidated its education sector plan, which was formally endorsed by the local donor group. Subsequently, a program document requesting support from the Catalytic Fund was prepared by the government and submitted to the local donor group, which found it satisfactory. On the basis of the government's application, in December 2007 EFA-FTI extended a CF grant of $81.5 million for the period 2008–2011.

Summary of Plans for Next Three Years

Implementation of the CF operation will contribute to the ultimate objective of the Senegal Education Sector Plan: achieving universal primary education by 2015.

Domestic Financing Trends (percentages)

	2002	2003	2004	2005	2006	2007	2008	2009
Education expenditures as a % of recurrent national expenditures (minus debt service)	21.0	24.8	26.3	31.3	26.4	30.4	31.4	32.7
% of education sector budget allocated to basic education	38.1	38.4	42.2	44.6	47.4	48.6	48.6	48.0
Education expenditures as a % of GDP	3.5	3.8	4.4	4.7	4.9	5.6	5.4	5.4

Status of Catalytic Fund Operation

Approval date: 07/09/2009
Closing date: 12/31/2011

Project Development Objective: The CF operation supports the government's goal of attaining universal primary education by 2015 through construction and the extension and equipping of classrooms and ancillary buildings.

Progress toward Achieving PDO: The project is on track in meeting its development objective. The grade one intake rate is at 123 percent when the target at the end of the project is 115 percent. The primary Gross enrollment rate of 94 percent is likely to meet the end of project target of 96 percent. Currently more girls than boys are enrolled at primary level. Regarding internal efficiency, while the repetition rate decreased sharply during the last year, the dropout rate remains high at 10 percent inducing a stagnating primary completion rate at 59 percent. In 2010-2011, the Government has implemented a number of policy measures to improve the internal efficiency with an effective implementation of a ten-year compulsory basic education strategy with a transition rate from primary to junior secondary of 95 percent of students at grade six. The impact of this measure will be known by the end of the year when the new education data are available.

The EFA FTI Catalytic Fund grant began implementation in September 2009. The project is being implemented in two phases:

For the first phase, an amount of USD 34 million was released for the construction of 1,960 classrooms in Senegal rural areas. That first phase is managed by the AGETIP. So far, 21.19 million of the first tranche of $34 million representing 60 percent has been disbursed and the building of approximately 400 classrooms is completed. The remaining 1,560 are being finalized and will be delivered by end of April 2011.

To implement the second phase of USD 47 million, the project was restructured in November 2011 to diversify the implementation modalities for an effective delivery of the project by the end 2011. As a result six implementing agencies are managing the procurement process and the construction of schools for the second phase. They include: (i) the Regional Development Agencies (ARDs) for Diourbel, Kaolack, Louga, Saint-Louis and Thies; (ii) the Directorate of Schools construction; and (iii) the AGETIP that is implementing the first phase.

For the second phase, the procurement process is ongoing and on track for the delivery of 2,400 classrooms, 551 water points, and 590 latrines by November 2011. Close and day-to-day supervision and implementation support is provided to the Government to achieve a successful implementation for this ambitious program in a very tight time frame. A formal supervision mission will be carried out in May 2011 to evaluate the final performance of the first phase of schools construction and review the progress in the implementation of the second phase.

Status of Agreed Outcome Indicators: The table above summarizes the progress made by the agreed outcome indicators.

Sierra Leone

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: AFD, DFID, EC, Irish Aid, IsDB, JICA, Save the Children UK, SIDA, UNESCO, UNICEF, WFP, and a number of additional international NGOs

Date of ESP Endorsement: Appraisal – March 2007; Endorsement –April 2007
Current Sector Plan Period: 2007–2015

CF Award Received

Year	$ (millions)	Financing modality
2007	13.9	Investment operation with a pooled funding mechanism

Summary of Disbursements ($ millions)

Total disbursements	To date
Catalytic Fund	5.32
DFID	1.0
UNICEF	0.15

Main Indicators

	2008	2009	2010
Gross enrollment rate (%)	104	106	N/A
NPSE examination passing rate (%)	72	72	72

Background
In March 2007, local development partners successfully appraised the Sierra Leone Education Sector Plan (ESP). The group consisted of 20 development partner representatives, together with representatives of the ministries, departments, and agencies of Sierra Leone. The appraisal highlighted the strengths of the ESP as strong commitment and ownership, openness of the extensive consultative process, and a coherent strategy with a holistic approach. The Sierra Leone Education Sector Plan provides the framework for achieving harmonized education sector outcomes using common monitoring indicators. The ESP outlines the goals and aspirations for education sector over the eight-year period 2007–2015. The strategy emphasizes primary education and skills training, as well as relevant and appropriate tertiary education to meet pressing and future developmental needs. It also lays a foundation for the achievement of universal basic education and expansion of post-basic secondary education. The result of the appraisal process in March 2007 led to the unanimous endorsement of Sierra Leone's Education Sector Plan and the extension of an EFA-FTI Catalytic Fund grant in the amount of $13.9 million.

Summary of Plans for Next Three Years
A joint annual review of the ESP was instituted in 2009 to review achievements in the education sector. The second Education Sector Annual Review was held in February 2010 and another is planned for May 2011. A persistent challenge for the review is the lack of quantitative data for monitoring outcomes. Thus far, the reviews have been mostly qualitative rather than evidence-based. The plan is to build the capacity of the Sierra Leone Ministry of Education, Science and

Technology (MEST) to support a sustainable education management information system (EMIS) and to shift from a project approach to a broader program approach to address systemic issues such as sector financing, teacher management, and monitoring learning. MEST will use Catalytic Funds for the purpose of strengthening its EMIS, and an Education Program Development Fund for approximately $193,000 is awaiting approval to support updating the ESP. The Government and donors plan to use the updated plan to apply for additional EFA funds.

Domestic Financing Trends

	2002	2003	2004	2005	2006	2007	2008*	2009*
Education expenditures as % of GDP	4.5	2.9	2.6	2.5	2.3	2.6	2.6	2.6
% of national budget (total current government expenditures) allocated to education sector	18.3	19.9	19.4	18.8	19.6	18.4	18.9	18.3

Source: Statistics Sierra Leone * estimated

Future Donor Commitments and Planned Disbursements ($ millions)

	2010	2011
CF disbursements	3.0	10.9

Status of Catalytic Fund Operation

Approval date: 09/02/2008
Closing date: 12/31/2011 (extended)

Project Development Objective: The objective of CF grant for Sierra Leone is to expand access to and improve the quality of basic education in the country. The three project components will: (i) expand access to basic education, (ii) improve the quality of teaching and increase access to learning materials, and (iii) enhance coordination and management of the education sector. Project development outcomes were to increase the primary gross enrollment rate from 104 percent in 2007 to 106 percent by the end of the project. The project also aims to maintain the percentage of pupils who pass the NPSE national examinations at the current 72.5 percent.

Progress toward Achieving PDO: Data sources for the PDO have deeply conflicting and divergent results. Official Government statistics estimate the GER to be about 106 percent, but UIS/Pole de Dakar estimate it to be about 158 percent. An impact evaluation on teacher training and textbooks will be completed by April 2011.

Project Implementation: The Sierra Leone CF grant of $13.9 million was signed September 15, 2008, and became effective on January 7, 2009, after it was ratified by the Sierra Leone Parliament. The grant forms part of a pooled funding arrangement with UNICEF and DFID, and now SIDA, and is supported by a Memorandum of Understanding signed by MEST and its development partners. The

Memorandum sets out a joint funding arrangement which supports the government's education sector program.

The first withdrawal application was approved for an amount of $3 million and was posted on June 3, 2009. Project implementation continued to be slower than expected because its mainstreamed implementation arrangements have challenged the capacity of MEST. A project coordinator was contracted; but procurement and financial aspects of the project were slow due to the heavy burden of the work on the Ministry staff. The project included funding for procurement and financial management support, but was not availed. Since November 2010, procurement for works and goods for $3.7 million was completed. In January 2011 more than $2 million were disbursed, and two more Withdrawal Applications are in the pipeline for March. The contract for the supply of teaching-learning materials of roughly $5.6 million was approved by the MEST Procurement Committee.

Although procurement has improved, a recent mission found that the 2009 Audit and Financial Management Reports for the duration of the project have not been submitted. The situation should be resolved by April 2011.

Following the 2006–07 school census, it is estimated that about 1.3 million children are enrolled in 5,016 primary schools, 249,000 pupils are enrolled in 424 junior secondary schools, and 60,329 students are enrolled in 112 senior secondary schools. Gross enrollment rates stand at 154.5 percent for primary school, 54.5 percent for junior secondary school, and 21.2 percent for senior secondary school. It must be noted that enrollment ratios may be unreliable for primary and secondary schools because of unreliable age data on pupils. The percentage of girls enrolled at the primary, junior secondary, and secondary levels are 47.5 percent, 40.9 percent, and 40.4 percent, respectively. Only 49.4 percent of teachers are qualified at the primary level, compared to 80.6 percent at the junior secondary level and 85.3 percent at the senior secondary level. The table below provides a summary of key education indicators.

The school census for 2010 was conducted and the data are being entered into the system. The updated information will be available to the next Annual Education Sector Review in May 2011.

Due to implementation delays and financial reporting issues, the ratings for achieving the development objective and for overall implementation progress are both moderately unsatisfactory. It is hoped to revisit these ratings by June 2011.

Primary, Junior Secondary, and Senior Secondary Levels: 2006–07 Education Census

	Pre-primary	Primary	Junior Secondary (JS)	Senior Secondary (SS)	Total
Gross enrollment rate (%)	-	106	54.5	-	
Net enrollment rate (%)	-	-	19.4	-	
Percentage of girls (%)	51.7	47.5	40.9	40.4	-
Pupil-teacher ratio	20.3	43.7	24.4	22.1	38.2
Pupil-qualified teacher ratio	38.8	88.4	30.3	25.9	-
Percentage of repeaters	-	9.9	6.2	7.0	-
Number of schools (private, public, community)	314	5,016	424	112	5,866
Percentage of private and/or	46.8	19.5	32.1	20.5	

community schools					
Gross enrollment	24,807	1,322,238	177,917	60,329	1,585,291
Percent of private and/or community enrollment	59.8	11.8	10.0	10.4	
New entrants into P1, JS1, and SS1		323,389			
Number of teachers	1,224	30,239	7,293	2731	41,487
% of qualified teachers	52.2	49.4	80.6	83.5	-
% of female teachers	79.2	25.7	18.8	8.8	-
School-age population (6–11; 12–14; and 15–17 years, estimated)		855,913	326,158	322,167	1,504,238

Tajikistan

Coordinating Agencies: World Bank and UNICEF

Other Members of the Local Donor Group: GTZ, USAID, EU
Members of the Local Education Group not listed above: KfW, WFP, UNDP, Aga Khan Development Network (AKDN), Open Society Institute (OSI)

Date of ESP Endorsement: October 2005 (refers to Sector Plan 2006–2015)
Current Sector Plan Period: 2009–2015

Total CF Awards Received

Year	$ (millions)	Financing modality
2006 – FTI-1	9.2	Traditional investment project
2008 – FTI-2	9.2	Traditional investment project
2010 – FTI-3	13.5	Traditional investment project
TOTAL 2006-2010	**31.9**	

Summary of Disbursements – CF and Other Donors ($ millions)

Total disbursements*	2006	2007	2008	2009	2010	Total
CF disbursements	3.1	6.0	3.1	5.1	2.1	19.4

Note: * Disaggregated disbursement data for other donors is not available.

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07	2007–08	2008–09	2009-10
Primary completion rate (%)*	*	85.28	*	*		
Student-teacher ratio	1:16	*	*	1:17	1:17.6	1:17.9
% of repeaters	*	*	*	*		
Student population (millions)	1.66	*	1.68	1.690	1.690	1.694
Number of out-of-school children	*	*	*	*		

Note: * Data unavailable.

Background

Tajikistan (population 7.3 million) is the poorest of the former Soviet Republics, with gross national income (GNI) per capita in 2010 at $790[24]. In 2009, the UNDP's *Human Development Indicators* ranked the country 129th of 177 countries—the lowest in Central Asia and the Central and Eastern Europe/ Commonwealth of Independent States region.

Tajikistan gained independence from the Soviet Union in 1991, but lost significant human and financial resources as a result. A civil war in the 1990s caused $7 billion in damages and over 60,000 deaths; real GDP contracted by over 70 percent and many professionals emigrated. Growth resumed at the end of the 1990s; during the period 2000–2007, GDP per capita grew annually by an average of 7.7 percent. In 2009, 47.2 percent of the population was classified as poor, of which 17.4 percent were extremely poor.

[24] Data for 2010 are estimated. Atlas method.

Public allocation for the education in 2010 (excluding capital costs and special funds), was 4.0 percent of GDP, which is low by regional and international standards. The share of the education sector in the state budget was 19.8%.

The education sector faces the following challenges:

- Low management capacity in the education system, combined with weak management systems (including systems for managing information, monitoring and evaluation, and finances), make it difficult to deploy scarce resources effectively and efficiently.
- Although education is a national priority, with education spending increasing in recent years to reach one-fifth of total public spending, these levels are still low compared to regional and international norms. Further, given the country's low economic base, per student spending in absolute terms makes it difficult to maintain the current system and ensure education quality.
- Although population growth rate is declining, population is still growing. An increasing number of school-aged children puts increasing demands on the education system, including the need to train, recruit, and pay teachers; build, rehabilitate, and maintain schools; and distribute textbooks. During last 11 years (1999-2009) the number of children in grades 1–11 (general education) increased by 230,000.
- The quality of education is low due to:
  - lack of qualified teachers in the system, which in turn is a result of low salaries and outdated pre-service training;
  - mismatch between teachers' pre-service training, the curriculum, and textbooks; and
  - unsatisfactory school infrastructure and accommodation capacity, with 85 percent of schools operating in two or three shifts.
- Non-attendance and dropouts start in grade 5, especially among girls and the poor; and
- Basic and general educations do not provide graduates with skills which could be useful at the labor market.
- Admission to higher education is based on corruption instead of merit. This affects school attendance and completion, as well as learning outcomes, at the secondary level.

Summary of Plans for Next Three Years

In 2005, Tajikistan developed its National Education Sector Strategy (NSED), which was endorsed by the local donor group. The NSED is mainly focused on general education (grades 1–11) and has five strategic goals: improvement of (i) education management; (ii) financing; (ii) access; (iv) educational quality; and (v) infrastructure. The NSED action plan was updated in 2008, and the NSED itself underwent minor modifications in 2009. Now, the Ministry of Education with support from donors (including FTI CF Grant and EPDF) is substantially revising the NSED which will cover the period 2011-2020. Although the NSED is not finalized yet, its strategic directions are already clear and will guide public allocations and external aid towards the following tasks:

- Restructure the education system and further strengthen education management systems: institutional reforms including restructuring the teacher training system (INSET); professional development; strengthening data collection, data and policy analysis, and strategic planning, monitoring and evaluation; and building school director capacities in leadership and school management;

- Reducing regional and social inequity in access to public resources; increasing efficiency of education financing, with a focus on applying per capita financing reforms nationwide and ensuring their proper implementation, together with reform of the salary system;
- change of the content of education; upgrading public educational standards and curriculum;
- significant investment in education infrastructure;
- improving the textbook rental scheme; and
- focusing more on inclusive education.

Future Donor Commitments and Planned Disbursements The main areas to which local donors are committed are: civil works; student assessment; education financing; education management and planning; teacher training; early childhood development; and girls' education.

Status of Catalytic Fund Operation

FTI-2
Effectiveness : 02/15/2008
Closing date: 9/1/2010

FTI-3
Effectiveness: 04/16/2010
Closing date: 06/30/2011

Project Development Objective: The CF operation aims to contribute to an increased access to improved learning environments and a more efficient delivery of quality education services.

Progress toward Achieving PDO:
FTI-2 was closed on September 1, 2010, thus completing the first two years of the CF allocations to Tajikistan. It disbursed 100% of the allocated funds and achieved its objectives. Main project targets are met and in some cases exceeded the planed values. In December 2010, there was joint donors' FTI-2 Implementation Completion Review. The Report is being finalized and will be available by end March 2011.

Below, is a brief overview of the FTI-1 and FTI-2 outputs and outcomes.

- Access to upgraded learning facilities was improved for around 21,800 students through rehabilitation and construction works in 45 schools countrywide.
- New school furniture was provided for around 74,000 students. All basic and full secondary schools in the country have received a set of political and geographical maps; and all schools received basic equipment for math classes.
- Textbooks for 21 subjects (1.3 million copies in total), teaching and learning guides, 111 titles of methodological materials (410,000 copies for 90,000 teachers) have been published and distributed to all schools in the country with Tajik and Uzbek languages of instruction.
- 56 training modules for teacher and directors retraining courses have been upgraded; 3,806 teachers and methodologists, and 509 school principals have been trained. 75 schools got mentoring support. In-Service Education and Training (INSET) delivery system functional review

was conducted and different options of the INSET reform were proposed. Broad discussion of the results was conducted under FTI-3.

- Piloting and phased national introduction of per capita based financing (PCF) in general education was supported by the Grant through international and local TA, and massive training for the rayon and school accountants, school directors on the PCF implementation and school budget formation. PCF monitoring data base has been designed and established in all districts and in the MOE. The DB collects and analyzes financial data in each of the rayon in the country (budget allocation, budget execution, teaching loads etc.). The PCF demonstrated substantial results in achieving its two objectives: (i) improving equity in access to the public funds between the rayons; and (ii) increasing efficiency in the public funds utilization at a school level. Thus, data indicate that from 2007-2008 to 2008-2009, the student class ratio increased from 22:1 to 23:1; the student-teacher ratio increased from 19 to 20; the teacher- teacher's load (stavka) ratio declined from 1.46 to 1.34; and the student-teacher's load ratio increased from 13.2 to 15. Data from 25 districts moved to PCF in 2010, show that while the student population in those districts has grown up by 4,936 the number of class groups has decreased by 1,423 releasing 5.69 million Tajik somoni in 2010. In parallel, the share of the wage bill in the schools budget was declining till the Q2 2009.
- Fiduciary capacity in the MOE was built under FTI-1 thus enabling the MOE, without a PIU, to implement part of FTI-2 and the entire FTI-3. FTI-2 expanded fiduciary capacity strengthening to the entire education system through respective training for region and district level staff countrywide. Functional Review of the MOE and its affiliates has started under FTI-1 and was completed under FTI-2. The recommendations on improving the structure and processes were provided and discussed with the MOE and key stakeholders. The Grant has funded basic computer literacy training for 200 staff from the MOE and every oblast and district education and financial departments.
- The Grant funded local and international TA to support development and countrywide introduction of the Education Management Information System (EMIS) and conduction of the 1st National School Census (NSC). The component has established a system in the sector to collect and analyze educational data for its further use for planning and decision making. The work on further EMIS development is continued under FTI-3. The EPDF has provided TA to the MOE to analyze the NSC data. The Report was finalized and printed under FTI-3.
- The Grant funded respective PMU staff implementing FTI Grant, local TA hired by the MOE for the grant management (Assistant to the Project Coordinator, procurement, FM specialists, translator), operational cost of the PMU and the MOE associated with the Grant management, implementation and monitoring, and the independent annual financial audit of the Grant's proceeds. The Grant partially uses country structures and systems. SA of the MOE's part is located at the treasury, and the Grant's funds flow is through the treasury system using treasury procedures which were adjusted to accommodate Grant specificity.

FTI-3 Grant became effective in April 2010 and disbursed US$1 million in 2010. Progress so far:

- The director's training results evaluation was conducted; the training modules were improved based on the evaluation recommendations. The directors training will start in spring 2011.
- The mentoring program was improved based on the FTI-2 experience and beneficiaries' feedback. It started in January 2011 to expand the coverage.
- The design firm hired by the MOE to design schools rehabilitation and construction is completing the design works. The design works took more time than it was initially planned due to innovations in the school design (to improve insulation, use of modern materials etc.) and to accommodate recommendations on the improvement of the civil works quality provided by the

donors' reviews and international experts hired by the EPDF. So, the civil works will start in spring 2011.

- The MOE has hired TA to develop criteria and select reading materials for primary grades.
- With support from local and international TA as well as from the LEDG (Local Education Donor Group) the MOE is revising the National Strategy for Education Development.
- In December 2010, the MOE has conducted Regional conference on the per capita financing in general education experience and results. Delegations and experts from Russia, Moldova, Armenia and Kyrgyzstan participated at the conference.
- Activities on the EMIS are on track and are being implemented as per the master plan developed under FTI-2.

The Government is preparing the Grant Closing Date extension request to complete started activities and achieve the Grant development objectives.

Timor-Leste

Coordinating Agency: World Bank

Other Members of the Local Donor Group: AusAID, Brasil, Care International, Child Fund, Cuba, Japan, Korea, NZAID, Plan International, Portugal, UNESCO, UNICEF, UNICEF, USAID, WFP
Members of the Local Education Group Not Listed Above: N/A

Date of ESP Endorsement: October 2006
Current Sector Plan Period: 2011–2030

Total CF Awards Received

Year	$ (millions)	Financing modality
2007	3.0	Traditional investment project
2008	5.2	Traditional investment project
2009	4.9	Traditional investment project

Summary of Disbursements – CF and Other Donors ($ millions)

Total Disbursements	2006	2007	2008	2009	2010
CF disbursements	1.5	2.6	4.1	2.4	2.5
Other donors	15.9	25.5	26.9	29.5	31.3
Totals	**17.4**	**28.1**	**31.0**	**31.9**	**33.8**

Main Indicators (Basic Education Sector)

	2004–05	2005–06	2006–07	2007–08	2008–09	2010
Primary						
Total enrollment	147,207	164,687	191,998	208,055	214,660	231,117
Increase from previous year	-	*12%*	*17%*	*8%*	*3%*	*8%*
Gross intake rate (%)	99.60	96.91	122.32	138.59	129.65	134.98
Gross enrollment rate (%)	93.13	99.87	111.01	114.70	113.99	117.88
Net enrollment rate (%)	67.26	71.22	76.06	81.20	83.20	85.67
Repetition rate (%)	-	16.46	14.46	14.11	20.20	13.93
Pre-Secondary						
Total enrollment	No data collection for pre-secondary		39,186	41,783	52,378	60,027
Increase from previous year			-	*7%*	*25%*	*15%*
Gross enrollment rate (%)			54.20	56.69	69.23	72.42

Source: Timor-Leste Ministry of Education EMIS 2011

Background

Timor-Leste has been an exemplary beneficiary of funding from the FTI Catalytic Fund. Since the first two-year support received, CF funding has had a measurable impact on increasing participation and retention in basic education in the country. It has also contributed to significant capacity building in the education sector. In addition, this first CF financing was disbursed in all cases in line with original disbursement projections, and without extension of implementation period, which is a fairly unique

occurrence. The third instalment of CF funding (2009 bridge funding) supported the transition in focus from getting children into school and keeping them there, to improving the quality of teaching and learning. A baseline of early grade reading performance has been established, and CF-funded interventions are expected to result in a measurable increase in early-grade reading skills.
CF funding has also been truly catalytic in that the activities started during the first two years have been scaled-up by a jointly funded program from IDA and AusAID, and those in the 2009 bridge funding were successfully integrated into the new National Education Strategic Plan and scaled up with Additional Financing from IDA. In addition, the donor and sector coordination has significantly improved over the last two years.

Summary of Plans for Next Three Years
Timor-Leste completed and presented during November 2010 its new national Education Strategic Plan for the period 2011-2030, with a special focus on 2011–2015. A bottom-up, fully participatory process involving national and regional directors, as well as development partners, was conducted under the lead of the Directorate of Planning. A series of workshops were organized to involve the various stakeholders in the education sector and get their input for the strategic framework. This process led to a comprehensive, prioritized and result-focused plan, to which the Development Partners already expressed their support and for which they are planning a formal FTI endorsement in 2011.

The Strategic Plan is clearly prioritizing basic education, with three fundamental priorities: (i) the achievement of universal completion of basic education (9 years) by 2030, (ii) the complete elimination of illiteracy by 2015, and (iii) the achievement of gender parity.

Despite the steady increase in domestic and external financing, additional funding will be required. The share of the national budget that is allocated to the education sector is still relatively low, compared to international standards, but has been increasing. Besides, in nominal terms, the education budget has tripled over the last five years. Despite this sharp increase, the MOE is one of the best performers in the government in terms of budget execution. It has even been able to successfully implement additional capital development budget from unspent resources form other ministries. The Ministry of Education has thus proven its capacity to implement its programs, and to implement even bigger budgets supported by International Aid to support it in reaching its goals. To this end, the Ministry of Education is planning to put forward a request for funding for a second phase of FTI support in late 2011.

Domestic Financing Trends
Within the overall education sector, domestic funding has almost tripled from about $35 million in 2005–2006 to more than $92 million in 2011.

Future Donor Commitments and Planned Disbursements (US$ millions)

	2006	2007	2008	2009	2010	2011
Education program cost						141.6
Domestic funding	35.0	36.6	45.3	62.6	70.6	91.9
External support	15.9	25.5	26.9	29.5	*31.3*	*33.3*
Financing gap	--	--	--	--	--	*16.4*

Note: External Support disbursements for 2010 and 2011 are estimates.

Status of Catalytic Fund Operation

Approval date: 12/15/2008
Closing date: 9/30/2010

Project Development Objective: The 2009 FTI bridge funding aimed to: (i) expand access to education by marginalized groups and (ii) improve the quality of the learning experience for the same groups.

Status: **Closed.** The recently completed Implementation Completion and Results report concluded that the achievement of Development Objectives of the FTI 2009 bridge funding is Satisfactory.

Key points noted by the report include:
1) The project achieved its development objectives of expanding access to education by marginalized groups; and improving the quality of the learning experience for the same groups to increase participation in learning and retention rates.
2) An Early Grade Reading Assessment was conducted, and support to early grade literacy and numeracy training and materials provided. When EGRA is repeated in 2011 and 2012 it is anticipated to show improved learning outcomes in early grades.
3) Enrolments in Grades 1-3 increased by 8% between 2008/09 and 2010. In remote area schools this increase was of 13.2%. Primary grade-specific drop-out rates fell from 10-11% in 2008-09 to 3-4% in 2010.
5) The FTI Bridging project worked through Ministry systems, collaborated with UNICEF and civil society partners, and developed innovations which were integrated and are now being rolled out within Ministry Priority Programmes in the National Education Strategic Plan 2010-2030 (Escola Basica, Learning Materials).

Togo

Coordinating Agency: France and UNICEF (will take the Coordinating role within few months)

Other Members of the Local Donor Group: World Bank, European Commission, WFP as well as several NGOs, including Plan Togo, Aide et Action, Handicap International

Date of ESP endorsement: 2010
Current Sector Plan Period: 2010–2020

Total CF Awards Received

Year	$ (millions)	Financing Modality
2010	45.0	SIL

Main Indicators

	2009	2011	2012	2013
Primary Completion rate	65	68	71	74
Ratio Mathematics textbooks: students in primary	1:2.1	1:2.1	1:1.7	1:1.5
Ratio Reading textbooks: students in primary	1:2.0	1:2.0	1:1.7	1:1.4
% of repeaters in primary (ESP indicator)	22	19	16	13
Time-bound capacity-building plan: % of activities completed	No Plan	Plan Approved	75%	75%

Background
The government's Sector Plan for the education sector (ESP 2010-2020) was prepared in 2009/10 and discussed with in country donors, which recommended it for re-endorsement in March 2010. The ESP is accompanied with an Education Sector Medium Term Expenditure Framework (MTEF), which covers the period 2010–2012, and aims to bring a more practical and operational approach to decision-making and prioritization processes in the education sector. The priorities include improved access, improved quality, better relevance of the sector for labor market and an emphasis on capacity strengthening. Both ESP and MTEF are in line with the Education pillar of the Poverty Reduction Strategy Paper.

The ESP was endorsed by the EFA-FTI partnership in March 2010 and received its first allocation from the Catalytic Fund in May 2010 in support of activities to accelerate progress towards meeting the education-related Millennium Development Goals. The first allocation of $45.0 million was provided under a grant agreement signed in October 2010. Project effectiveness was reached in January 2011.

Summary of Plans for Next Three Years
The MTEF started to be implemented in order to progress towards universal primary completion. MTEF for the next three years focuses on critical challenges such as i) building classrooms for increasing significantly system's access capacity, ii) re-initiating teacher training, iii) increasing availability of textbooks, iv) reviewing curricula, v) progressing towards school-based and results-based management and vi) improving sector management, notably through setting-up of a regular system learning assessment system and improvement of consistency in teachers' posting.

Domestic Financing Trends
Domestic allocations to the sector are high and increasing over the last 5 years. Education accounts for 28% of the total recurrent public expenditure in 2010 (versus 25% in 2006). In 2010, expenditure on primary education accounted for 48% of total education expenditure (27% for Secondary Education, 8% for TVET and 17% for Higher Education).

Future Commitments and Planned Disbursements from Donors
Main commitments from donors are summarized in the table below. In addition, AFD is preparing a new support to TVET that is planned to start in end of 2011.

Development Partners	Area of Support	Amount	Duration
IsDB	Primary (School construction, Textbooks, furniture)	US$4 million	2010-2012
PLAN TOGO	Pre-primary, primary, Literacy	US$5 million	2010-2012
AFD	Primary (Technical Assistance, Teacher Training, local development)	US$14 million	2010-2012
AFD/AeA	Primary (capacity building at local level)	US$303,426	2010-2012
UNICEF	Primary (School construction, Capacity Building, Textbooks)	US$5 million	2010-2011
World Bank (CDD project)	Primary (school construction, school feedings)	US$2 million	2010-2012
European Union	Global Budget Support	US$33.2 million	2009-2011
WFP	School Canteens	Still in search for funding	2010-2011

Status of CF Operation

Approval date: 09/16/2010
Grant Agreement Signature: 10/29/2010
Effectiveness date: 01/28/2011
Closing date: 05/01/2014

Project Development Objective: (i) increase coverage of and retention in basic education, (ii) support improvements in the quality of teaching, and (iii) strengthen institutional and community capacity in implementation and management of the Project.

Progress toward Achieving PDO: It is too early to assess progress as project effectiveness was reached only recently, on January 28, 2011. The head and the procurement specialist of the Project Coordination Unit (PCU) have been recently hired (effectiveness conditions) and the selection of other PCU staff is under finalization. Operations manuals and 2011 annual action plan have been approved (effectiveness conditions). The contract with the Contract Management Agency (AGETUR, in charge of school buildings in urban areas and of building three regional teacher training institutes) has been prepared and will be signed shortly (disbursement condition). The procurement specialist is working closely with the task team to prepare bidding documents for priority actions (textbooks, PCU IT equipment) and to ensure that reviews are done in a timely manner, thus avoiding any unnecessary delays.

The lack of the culture of delegation of authority is though a source of concern as it leads to delays that could be avoided: a lot of decisions regarding ESP and project implementation that could be made at the General Secretary level usually go up to Minister level and sometimes to Head of State level. The World Bank Task Team supports closely the Ministry of Education for speeding up the process of staffing the PCU and then for being able to increase implementation pace.

Another concern is the delay from Government in setting up and staffing the Education Permanent Technical Secretariat in charge of management of the ESP implementation, including the organization of the annual sector reviews. This task is made difficult by the presence of three Ministries in charge of the sector. Nevertheless, the setting-up of the Secretariat is planned for March 2011.

Status of Agreed Indicators: The main indicators are provided above.

Yemen

Coordinating Agencies: USAID (Donor Coordinator) and Netherlands (Deputy Coordinator)

Other Members of the Local Donor Group: Netherlands, Germany (GTZ and KfW), UNICEF, WFP, JICA
Members of the Local Education Group Not Listed Above: Save the Children, CARE International (& Dubai CARE)

Date of ESP Endorsement: 2004
Current Sector Plan Period: 2002–2015

Total CF Awards Received

Year	$ (millions)	Financing modality
2004	10	Quick disbursing operation
2005	10	Quick disbursing operation
2006	20	Traditional investment operation (effective September 30, 2009)

Summary of Disbursements – CF and Other Donors ($ millions)

Total disbursements	2004	2005	2006	2007	2008	2009	2010
CF disbursements	3.0	7.0	5.3	4.3	.04	0	8.4
Disbursements – Other	NA	43.0	43.0	43.0	43.0	43.0	29.6
Totals	--	50.0	53.0	43.0	43.0	43.0	37.0

Main Indicators (Primary Education Sector)

	2004–05	2005–06	2006–07[25]	2007–08	2008–09	2009–10
Gross Enrollment Ratio (GER) (G1-G9)[26]	76	73	75	74	76	76
Gender Parity Index (GPI) (G1-G9)	0.69	0.71	0.74	0.75	0.76	0.76
Primary completion rate (%)	61	58	57	61	62	61
Student-teacher ratio[27]	27	25	26	24	24	n/a
Percentage of repeaters (%)	5.0	8	n/a	6	8	8
Number of out-of-school children (millions)[28]	n/a	1.32	n/a	n/a	n/a	n/a

Background

[25] Yemen has used three different data collection instruments since 1998 each with different accuracies. 1998/1999 and 2005/2006 the Comprehensive School Survey (CSS) was used. Between 1999 and 2004 the Annual Education Survey (AES) was used and in 2006/2007 a web-based survey was done this being the least reliable source. Between 2007/2008-2009/2010 the AES has been used with CSS planned for 2010/2011.
[26] Source of data: WB calculations using MOE data ;UN population data May 2009
[27] Source: MOE publications
[28] Age 6-11 only: From Household Budget Survey 2005

The education sector has had significant achievements during the last decade in terms of increasing enrollment throughout the system. This is reflected in an increase in the GER for all children from 68 percent in 1998/1999 to 76 percent in 2009/2010. However, at 3.01 percent in 2004, Yemen's population growth rate remains among the world's highest, placing increasing demands on the education system. According to the Household Budget Survey of 2005, 1.32 million children aged 6–14 years remained out of school that year. The factors behind non-enrollment vary from governorate to governorate, but both supply-side factors (e.g., a shortage of schools, lack of female teachers, etc.) and demand-side factors (e.g., the cost of education, poverty, lack of awareness, etc.) are commonly reported. The pace of improvements has slowed recently and, given estimated available resources through 2015 Yemen is unlikely to meet the education Millennium Development Goals (MDGs) by that year.

The Government of Yemen developed its National Basic Education Development Strategy (NBEDS) for the period 2002-2015. The strategy focuses on: (i) enhancing the quality of education; (ii) improving the management of the sector and orienting the system towards decentralization; (iii) giving priority to basic education; and (iv) emphasizing the education of girls. NBEDS aims to increase enrollment in basic education, particularly for girls and students in rural areas, to 95 percent of 6–14-year-olds by 2015.[29] Based on the principles of NBEDS, and in recognition of the gap in financing needed to achieve universal primary completion by 2015, the government prepared a "credible" plan in 2002 to achieve Education for All (EFA) by that year. This plan was approved and Yemen was selected to be among the first group of ten countries to receive financing from the EFA-FTI Catalytic Fund.

Since the articulation of the NBEDS, much progress has been made in strengthening the education policy environment in Yemen. Key achievements include:

- development of a Medium Term Results Framework in 2006 and a Medium Term Expenditure Framework (MTEF) in 2007 with the latest Results Framework being undertaken by the MOE for the period 2011-2015;
- participation in the Trends in International Mathematics and Science Study (TIMSS) in 2003, 2007 and planned participation in the upcoming TIMSS 2011. Also the decree establishing the Centre of Measurement and Evaluation was signed in 2010. This is an important milestone for Yemen in ensuring better monitoring of education service delivery
- use of a school mapping database and technical criteria as a basis for establishing schools and deploying personnel in order to reduce inefficiencies since 2003; opening competition in school construction to local contractors which has resulted in reducing unit costs
- developed a policy to provide rural areas with female teachers, the rural female teacher contracting scheme currently is set to train 1500 female teachers in rural areas
- understanding the phenomenon of teacher absenteeism and tackling it since early 2006 through enhanced supervision in order to reduced absenteeism and improve teacher performance
- abolition of school fees for girls in grades 1–6 and for boys in grades 1–3 starting in September 2007.

[29] The MOE developed a Medium Term Results Framework in 2006 to translate this overall objective of the NBEDS into operational medium-term objectives. These objectives include access, quality, and institutional capacity-building components, which are supported by eight core activities.

The level of demand for schooling at the primary and secondary levels continues to be high. Yemen's EFA-FTI strategy is accordingly focused on helping the 1.3 million out-of-school children in the poorest and/or rural governorate

Summary of Plans for Next Three Years
Program-based budgeting for the basic education introduced in 2007, has now been extended to secondary, and literacy education subsectors in 2011. Three key areas and eight core programs were identified, and an MTEF for 2007–2010 was developed. The three core areas include: (i) expansion of access, (ii) improvement of quality, and (iii) institutional capacity building. These areas will continue to be the focus for the coming three years. The Basic Education Development Project (BEDP) has been extended through June 2012 and the completion date for FTI III is set for March 2012. The MOE is currently updating the MTRF for 2011-2015. In November 2010 the MOE shared with donors their expectations for future support to basic education which should focus on sustaining and scaling up the activities initiated under BEDP and FTI with a view of increasing access, modernizing the management of the sector and putting more emphasis on the quality of education. The DPs supporting basic education recognized the need to continue supporting the sector in achieving the MDGs of universal primary education and ensuring gender parity but no commitments have been pledged.

Domestic Financing Trends
Education expenditures as a share of total public expenditures stood at approximately 18.3 percent in 2010, up from 14.3 percent in 2007. In relation to GDP, total education expenditures dropped from 5.8 percent in 2007 to 5.3 percent in 2010.

Future Donor Commitments and Planned Disbursements
IDA supports the basic education subsector through the Basic Education Development Project (BEDP), which encompasses financing from IDA (the equivalent of $68 million), DFID ($25 million), The Netherlands ($25 million), KfW ($25 million), and the Government of Yemen ($9.0 million) over the period of 2005–2012. The MTEF 2007-2010 required about $40 to $45 million annually from external resources as part of their MTEF. The updated MTEF is currently being prepared which might lead to different figures. Additional funds were available through the Education Project Development Fund (EPDF) and the Yemen Basic Education Multi Donor Trust Fund (MDTF) to provide Technical Assistance to support the MOE through capacity building and analytical work.

Status of Catalytic Fund Operation

Approval Date: 9/30/2009
Closing Date: 3/30/2012

Project Development Objective(s): The objective is to increase the access of children, especially girls, to primary education in 7 out of 21 governorates.

Progress toward Achieving Development Objective(s): Overall FTI is progressing well and most of projects' activities have been kicked-off. Due to delays in preparing project activities and increased costs, the Project Implementation Plan will need to be updated especially for the Civil Works component due to increase in prices. At present, most project activities have been initiated and the objectives are likely to be achieved by September 2012.

The Education For All Fast Track Initiative Catalytic Fund Grant (FTI) grant III became effective on September 30, 2009. The two and a half years action plan for 2009-2012 has been prepared and approved. The civil works component of the project started in May 2010. Sixty four contracts have been awarded with total amount of (US$5,415,518). It is expected that available funds will not be sufficient to build all classrooms planned under the project due to the unexpected increase of construction costs. Component 2 is progressing with the selection of 506 female teachers from 41 districts from the targeted governorates to be contracted. These teachers have been trained and have started teaching as of October 2010. Procurement for providing school kits to 375 thousands children to be distributed in school year 2010-2011, as well as for providing 11 vehicles to the supervision department to conduct field visits in the targeted governorates is underway

The cost of school construction is being analyzed and this will lead to an update of project targets with the project expected to be restructured to reflect the changes by May 2011.