Fast Track Initiative
A global partnership to achieve Education For All

EFA FTI 2011 Monitoring Exercise

BACKGROUND

Delivering Results in a Transparent Way

- **Emphasis on Aid Effectiveness within the EFA FTI Partnership:** EFA FTI's Monitoring and Evaluation (M&E) Strategy – consisting of a Results Framework, Mutual Accountability Matrix, and Evaluation Design – is based on an understanding by the Partnership that development outcomes are the results of coordinated actions among all partners in the education sector. With this understanding, EFA FTI moves beyond the question of 'How is aid delivered?' to the realization that a joint approach by governments and donor partners is needed to achieve agreed development results. The principles of aid effectiveness – *country ownership, alignment, harmonization, management for results, and mutual accountability* – are principles on which the EFA FTI compact is built and they continue to guide the EFA FTI Partnership in its approach to development cooperation and delivery and management of aid in the sector.
- **Collection of baseline data for EFA FTI's Results Framework:** The EFA FTI 2011 monitoring exercise is the first EFA FTI Partnership activity to implement the new EFA FTI Results Framework at the country level. It is designed to monitor the effective delivery of aid to education as an output of the EFA FTI Partnership. It gives the EFA FTI Secretariat the unique opportunity to collect and analyze data on aid effectiveness in the education sector, and to contribute to discussions on aid effectiveness, e.g. with the Global Programs Learning Group.
- **Alignment with the OECD process:** The Paris Declaration on Aid Effectiveness (2005) and the Accra Agenda of Action (2008) have formed an internationally-agreed framework around the aid effectiveness principles. OECD has led the process on monitoring progress towards aid effectiveness at the global and country level through the use of a survey, carried out in developing countries in 2006, 2008, and 2011. OECD does not collect sector-aggregated data. The EFA FTI monitoring exercise will inform OECD's report *'Progress since Paris'* which will be prepared for the 4th High-Level Forum on Aid Effectiveness in November 2011 in Busan, South Korea.
- **Preparation of the questionnaires:** The documents for the exercise were prepared by the EFA FTI Secretariat. The Oversight Committee, established in 2010 to supervise the development of the EFA FTI Results Framework, discussed the questionnaires and the overall objectives of the exercise. In addition to the Oversight Committee, the EFA FTI Secretariat received feedback from the Local Education Groups in Ethiopia, Nepal, Togo, Zambia, and Zimbabwe.

OBJECTIVES

Supporting Local Education Groups to Strengthen Aid Effectiveness Dialogue

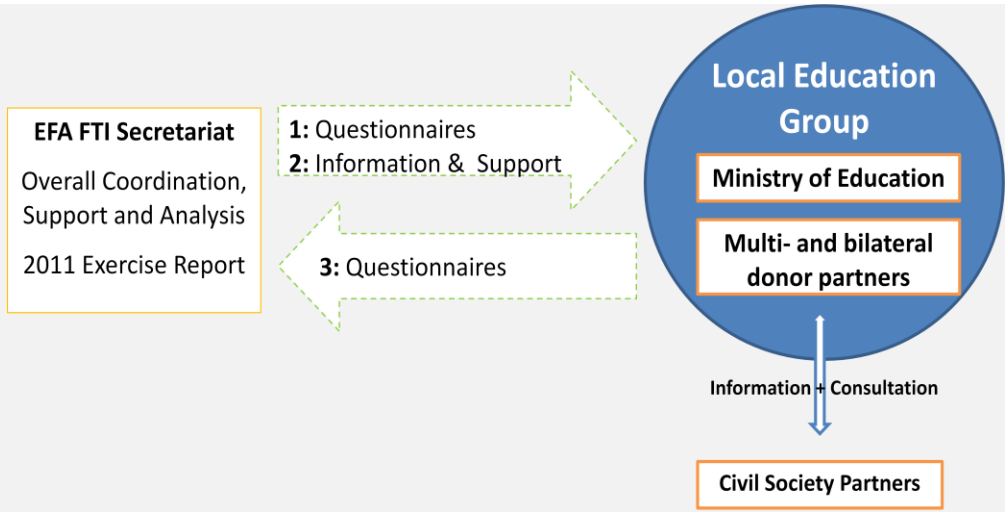
- Monitoring the delivery and management of aid according to the Paris principles is included in the new EFA FTI Results Framework. The exercise will also inform the process of developing the Mutual Accountability Matrix.
- Track progress toward implementing the Paris Declaration indicators in the education sector.
- Facilitate dialogue at the country and international levels.
- Contribute to strengthening the effectiveness of programs and processes in the education sector.
- Generate a clearer picture of how education aid is delivered and managed by governments and donors.

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PROCESS

Strengthening Country Level Coordination Structures

- The EFA FTI Secretariat worked with Local Education Groups (LEG) to implement the monitoring exercise because the LEG forms the foundation for the EFA FTI governance at the country level. With the government leading and having the responsibility for implementing its policies and plans, the development partners and civil society organizations work together with government at the country-level to support the development, monitoring, and evaluation of the education sector plan. This includes monitoring and promoting progress toward increased aid effectiveness, active participation in joint sector reviews as well as mobilizing financial support. With that EFA FTI recognizes fully the roles that divers stakeholders within a country, more specifically in the education sector, can play. EFA FTI through this exercise aims at strengthening country level institutionalized coordination structures.
- In the majority of countries there was a Ministry of Education and a donor focal point nominated to coordinate the responses to the questionnaires. In the majority of countries UNICEF had the lead on coordinating the exercise on behalf of the Local Education Group and working with the Ministry of Education (see Annex 1 for details).



DATA COLLECTION

Strengthening Accountabiliy Mechanisms and Transparency in the Education Sector

Questionnaires

- Ministry of Education Questionnaire
- Donor Questionnaire

} Country Spreadsheet

- Country Explanatory Note (annex 2)

Methodology

- Aligned to OECD 2011 Survey method and terminology

Data on …

- Aid Effectiveness Indicators based on Paris Declaration (2005), Accra Agenda of Action (2008)
- Three-year predictability of domestic financing and donor commitments
- Monitoring of learning outcomes
- Local Education Group Governance
- Participation of civil society in education sector processes

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COUNTRY RESPONSES

	EFA FTI Developing Country Partners	
1.	Afghanistan	✓
2.	Albania	
3.	Benin	•
4.	Bhutan	•
5.	Burkina Faso	✓
6.	Cambodia	•
7.	Cameroun	✓
8.	Central African Republic	–
9.	Djibouti	–
10.	Ethiopia	✓
11.	Gambia, The	•
12.	Georgia	✓
13.	Ghana	✓
14.	Guinea	✓
15.	Guinea-Bissau	✓
16.	Guyana	–
17.	Haiti	–
18.	Honduras	•
19.	Kenya	✓
20.	Kyrgyzstan	✓
21.	Lao PDR	✓
22.	Lesotho	✓
23.	Liberia	•
24.	Madagascar	✓
25.	Malawi	✓
26.	Mali	•
27.	Mauritania	•
28.	Moldova	✓
29.	Mongolia	•
30.	Mozambique	✓
31.	Nepal	✓
32.	Nicaragua	–
33.	Niger	✓
34.	Papua New Guinea	✓
35.	Rwanda	•
36.	Sao Tome and Principe	–
37.	Senegal	✓
38.	Sierra Leone	✓
39.	Tajikistan	✓
40.	Timor-Leste	–
41.	Togo	✓
42.	Vietnam	✓
43.	Yemen	
44.	Zambia	✓

	Low-Income Countries*	
1.	Bangladesh	✓
2.	Burundi	✓
3.	Chad	✓
4.	Comoros	–
5.	Congo DRC	✓
6.	Congo Republic	–
7.	Eritrea	–
8.	Kiribati	–
9.	Myanmar	–
10.	Solomon Islands	–
11.	Somalia (Somaliland)	✓
12.	Sri Lanka	✓
13.	Sudan (Southern)	•
14.	Tonga	–
15.	Uganda	–
16.	Vanuatu	–
17.	Zimbabwe	✓

*eligible for EFA FTI funding, countries expressed interest in joining EFA FTI	
✓	Data submitted
✓	Data submitted but not complete
•	Data still pending but work in progress
–	No information

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AID EFFECTIVENESS PRINCIPLES

Measuring progress towards the aid effectiveness principles

- The following information will be the basis to form a picture of aid effectiveness performance in the countries that have taken part in the exercise. The monitoring exercise will allow comparison with low-income countries that do not have endorsed education sector plans yet. The results will also be comparable to the results of the OECD 2011 Survey.
- The quantitative data will be complemented with information qualitative from the country explanatory note (see Annex 2). The qualitative and quantitative data together are the basis for individual country chapters. Those country chapters will be prepared by the EFA FTI Secretariat including the Country Support Team and will be validated by the Local Education Group. Those country chapters will be part of the Full Exercise Report.

Country Ownership

- National education sector plan (ESP) in place
- Medium-Term Expenditure Framework in place
- Civil Society was consulted in ESP development
- ESP and progress reviews publically available
- ESP implementation schedule in place
- Ministry provided amounts for disbursements last 3 years and commitments for next 3 years
- Donor partners supported ESP development
- Donor partners support civil society

Alignment

- % of education aid is on budget
- % of technical cooperation is coordinated
- % of ODA uses public financial management systems
- % of ODA uses public procurement systems
- average number of project implementation units used in a country
- % of donors that report ODA commitments for next three years
- Ability of Ministry of Education to state commitments by donors for the next three years

Harmonization

- % of education ODA that uses program-based approaches
- % of donor missions in the education sector are coordinated
- % of sector analytic work is done jointly by donors

Managing for Results

- Number of countries that have a M&E framework in place in their education sector plan
- Number of countries that monitor learning outcomes at primary and lower secondary
  - School leaving exams in place
  - Participation in international tests (LLECE, PASEC, PIRLS, SAQMEC, TIMSS)
  - Oral reading fluency tests take place
- Quality of data

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Mutual Accountability

- Number of EFA FTI developing country partners that undertake Joint Sector Review
- % of countries have aid effectiveness principles in place in sector
- % of countries in which national civil society is represented in Local Education Group

LOCAL EDUCATION GROUPS

Learning more about the composition, governance and work of Local Education Groups

- The Country Support Team in the EFA FTI Secretariat will produce a separate report on the governance of Local Education Groups. The report will among other things identify good practice and lessons learnt regarding Local Education Group composition, coordination, structures, work programs, etc.

  - Number of members of the Local Education Group
  - List of all members of the Local Education Group
  - Year when Local Education Group was established
  - Whether EFA FTI played a role in establishment of the Local Education Group
  - Number of meetings of Local Education Group in a year
  - Chair of the Local Education Group *(Ministry of Education (MoE), donor partner, donor/donor co-chairing, or MoE/donor co-chairing)*
  - Representation of national civil society organizations/ coalition
  - Joint sector review process is in place
  - Number of joint sector reviews in one year
  - Date of latest joint sector review
  - List of participants in joint sector reviews
  - Formal document agreed between Ministry of Education and development partners on sector collaboration *(e.g. Memorandum of Understanding, Partnership Principles, etc.)*
    - This document includes principles of engagement with national civil society

CIVIL SOCIETY

Supporting Civil Society to Engage Fully in Education Sector Processes

- The EFA FTI Partnership takes its commitment to engage with the civil society very seriously. This commitment is reflected in the numerous questions in the Ministry of Education and Donor Questionnaires. From this information we will learn how inclusive the local education partnerships are in reality and how much 'country ownership' is also carried by the national civil society. Following is the list of questions that we will be able to report on in the individual country chapters but also in a separate brief report on civil society engagement in the education sector as part of the full exercise report.

  - How the national civil society and non-governmental organizations (NGOs) were consulted during the preparation of the national education sector plan.
  - Whether the national civil society represented in the Local Education Group (LEG).
  - Which national CSOs are represented in the LEG.
  - Whether CSOs are represented through a national education coalition.
  - Whether and how the MoE engages in a formal dialogue with CSOs outside of the LEG.
  - Whether an existing sector coordination document agreed between the Ministry of Education and the donors include principles of engagement with the civil society.

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- Whether aid effectiveness targets (if agreed for the education sector) include a target on the level of engagement with national education civil society organizations.
- Whether donors have supported efforts to increase the capacity of civil society organizations.

CHALLENGES

- Timely submission of data from countries
- Provision of data from Ministries of Education
- Provision of data from all education donors
- Country circumstances and collusion with other country activities
- Availability of disaggregated data
- Data consistency and quality
- Sincerity with which exercise was undertaken

NEXT STEPS

May	▪ Collection of pending country data
June / July	▪ Provision of inputs to OECD's draft report 'Progress since Paris'
	▪ Developing country chapters
	▪ Validation of country chapters by Local Education Groups
	▪ Work on special reports on Local Education Group Governance and civil society participation
	▪ Presentation of preliminary findings at meeting of Global Programs Learning Group
	▪ Work on overall analysis
July/ August	▪ Finalize validation by LEGs and work on finalization of full exercise report ▪ Review period for exercise report
August	▪ Finalize full exercise report for publication ▪ Prepare good practice stories to be shared at the 4th High-Level Forum on Aid Effectiveness in Busan, North Korea
September	▪ Distribution of report
October	▪ Preparation for 4th High-Level Forum on Aid Effectiveness

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ANNEX 1: PARTICIPATION

EFA FTI 2011 Monitoring Exercise: Tracking Data Submission by country
L'exercice de suivi du FTI-EPT de 2011: Tracker données

Status 5/16/2011

Country	Data Submitted (Date)	MoE submitted	Focal Points for the Exercise	Explanatory Note (Date submitted) Deadline 4 May	
EFA FTI developing country partners (endorsed)					
Afghanistan	**27-Apr**	yes	**Danish Embassy:** Jesper Andersen **Ministry of Education:** Mirwais Masood		CIDA, DANIDA, French Embassy, GIZ, JICA, Netherlands Embassy, Ministry of Foreign Affairs New Zealand, SIDA, World Bank
Albania					
Benin	*coming*		**Danish Embassy:** Nina von Lachmann Steensen		
Bhutan			**UNICEF:** Ruby Noble **World Bank:** Mark Laprairie **MoE Head of Policy and Planning Division:** Dechen Zam (tbc)		
Burkina Faso	16-May	no	**UNICEF:** Erinna Dia	16-May	AFD, CIDA, DANIDA, European Union, JICA, Suisse Cooperation, Netherlands, UNICEF
Cambodia	*coming*		**World Bank:** Simeth Beng		
Cameroon	**3-May**	no	**Agence Française de Développement:** Jacky Amprou		AFD, African Development Bank, JICA, UNESCO, UNICEF, World Bank
Central African Republic					
Djibouti					
Ethiopia	**11-Apr**	yes	**Embassy of Finland:** Marianne Kujala-Garcia **EMIS Planning & Resource Mobilization Management:** Ato Solomon Shiferaw	9-May	DFID, EC, Embassy of Finland, Italy, JICA, Embassy of the Netherlands, UNESCO, UNICEF, USAID, WFP, World Bank
Gambia, The	*coming*		**World Food Programme:** Malcolm Duthie		
Georgia	**4-Apr**	yes	**UNICEF:** Benjamin Perkins **Ministry of Education and Science, Head of Division for International Relations:** Tamar Mamukelashvili		EC, UNICEF, USAID, World Bank
Ghana	**12-Apr**	yes	**DFID:** Rachel Hinton **UNICEF:** Hiroyuki Hattori **MoE Planning, Budgeting, Monitoring and Evaluation:** Kwame Agyapong		DFID, Japan, UNICEF, USAID, World Food Programme, World Bank, (World Bank reported on EFA FTI Catalytic Fund grant)

Guinea	**31-Mar**	yes	**GIZ (German International Cooperation):** Cornelia Batchi **KfW Bank Group:** Jens Pulkowski **Coordonnateur National du PSE P.O:** Mr Alpha Mahmoudou DIALLO	3-May	Agence Française de Développement, GIZ, KfW, UNICEF (UNICEF reported on EFA FTI Catalytic Fund grant), World Bank
Guinea-Bissau	**4-Apr**	no	**UNICEF:** Geoff Wiffin, Tomoko Shibuya		EC, Embassy of France, Netherlands (SNV/DGIS), Portugal, UNICEF
Guyana					
Haiti			**UNESCO:** Helen Cron		
Honduras	*coming*		**USAID:** Cynthia Chassy		
Kenya	**18-Apr**	no	**DFID:** Mark Waltham		*no individual donor responses (joint response)*
Kyrgyzstan	**13-May**	no	**UNICEF:** Alvard Poghosyan	pending	GIZ, UNICEF
Lao PDR	**4-May**	yes	**AusAid:** Tim Napper **UNICEF:** Jane Davies **Director-General Department of Inspection:** Khanthaly Syriphongphan **Deputy-Director General of Department of Planning and Cooperation:** Mme Chantavone Phandamnong	11-May	ADB, AusAid, EU, GIZ, JICA, UNESCO, UNICEF, WFP, World Bank
Lesotho	**21-Apr**	*incomplete*	**Embassy of Ireland:** Catherine Remmelzwaal **Ministry of Education and Training, Director Planning:** Likonelo Hlasoa	2-May	Irish Aid, UNESCO, UNICEF
Liberia	*coming*		**UNICEF:** Fazlul Haque, Stella Kaabwe **MoE, Deputy Minister for Planning, Research and Development:** Kadiker Rex Dahn		
Madagascar	**1-Apr**	yes	**UNICEF:** Margarita Focas Licht	29-Apr	*no individual donor responses (joint response)*
Malawi	**12-Apr**	yes	**GIZ (German International Cooperation):** Jorgen Fries **MoE, Science and Technology, Director of Planning:** Patrick Lapukeni	12-Apr	AfDB, CIDA, DFID, GIZ, JICA, KFW, UNICEF, USAID, World Bank
Mali			**Embassy of the Netherlands:** Joris van Bommel **MoE, Technical Adviser to the Minister:** Doumbia Diabe		
Mauritania			**World Bank:** Cherif Diallo		
Moldova	**20-Apr**	yes	**UNICEF:** Larisa Virtosu **Ministry of Education:** Nadejda Velisco		UNICEF, World Bank
Mongolia	*coming*		**Asian Development Bank:** Itgel Lonjid **MECS, Director of Monitoring and Evaluation Department:** Mr.Tsolmon**MECS, Specialist of Finance and Investment Department:** Mr.Jigjid		
Mozambique	**22-Apr**	yes	**Irish Aid:** Anna Kilkenny **Ministry of Education, Head of Planning:** Manuel Rego		*no individual donor responses*
Nepal	**31-Mar**	yes	**UNICEF:** Eva Ahlen **MoE, Foreign Aid Coordination Section:** Lekha Nath Poudel	4-May	ADB, AusAid, Danida, EU, Finland, JICA, Norway, UNICEF, USAID, WFP
Nicaragua			**UNICEF:** Anyoli Sanabria		

Niger	**1-Apr**	yes	**UNICEF:** Dominique Brasseur **Secrétaire Génerale du Ministère de l'Education Nationale:** Mme Maiguizo Rakyatou Zada		AFD, DGD/ Belgium, KfW, JICA Suisse Cooperation, UNICEF, WFP
Papua New Guinea	**8-Apr**	yes	**UNICEF:** Wycliffe Otieno **Ministry of Education:** John Josephs	4-May	AusAid, EU, Japan (EOJ/JICA), UNICEF, UNESCO, World Bank, (EFA FTI Catalytic grant)
Rwanda	*coming*				
Sao Tome and Principe					
Senegal	**14-Apr**	yes	**Coordinator of the Secretariat for technical and financial partners:** Diaba Seye		AFD, Belgium, CIDA, Italy, USAID
Sierra Leone	**14-Apr**	no	**UNICEF:** Linda Jones **MEST, Education Sector Plan Coordinator:** Reginald King	5-May	DFID, EU, GIZ, JICA, SIDA, UNICEF, WFP, World Bank (reporting on EFA FTI Catalytic Fund grant)
Tajikistan	**4-May**	yes	**UNICEF:** Takaho Fukami **World Bank:** Saodat Bazarova		European Union, GIZ, UNICEF, USAID, WFP, World Bank
Timor-Leste			**World Bank:** Stephen Close, Luc Gacougnolle		
Togo	**24-Mar**	yes	**National EFA Coordinator:** Lardja Laré **Administrative and Finance Director:** Kossivi Amaglo **Technical Expert on EFA project:** Francis Ndem President of National Coalition of NGOs for EFA: Bayode Essotina	24-Mar	AFD, Germany, UNICEF, World Bank
Vietnam	**18-Apr**	yes	**UNESCO:** Katherine Muller-Marine **MoE, Departement of Planning and Finance:** Tran Dai Hai		BDC, DFID, JICA, CIDA, World Bank, UNESCO,
Yemen					
Zambia	**31-Mar**	yes	**UNICEF:** Jesper Moller **MoE, Planning and Information:** Charles Ndakala	4-May	Denmark, ILO, Irish Aid, JICA, Netherlands, USAID, UNICEF
EFA FTI eligible developing countries (not yet endorsed)					
Bangladesh			**Embassy of the Netherlands:** Theo Oltheten	12-May	
Burundi	**28-Apr**	yes	**Belgian Technical Cooperation:** Ed. Lamot **Ministry of Basic and Secondary Education:** Jean-Marie Vianney		AFD, Belgium, DFID, Embassy of France, UNICEF, WFP, World Bank
Chad	**18-Apr**	no	**Agence Française de Développement:** Thierry Boutroux	17 May	AfDB, AFD, Embassy of France, SDC, UNESCO, UNICEF, World Bank
Comoros			**National EFA Coordinator:** Djaé Mdahoma		
Congo DRC	**5-May**	no	**DFID:** Felicity Townsend **World Bank:** Rachidi B. Radji **UNESCO:** Raphaëlle Martínez Lattanzio		AFD, Belgium, DFID, UNESCO, World Bank

Congo Republic			**Ministry of Primary and Secondary Education and Literacy:** Serge Gervais Ndoua **Ministry of Higher Education:** Macaire Batchi **Ministry of Technical Education:** Hilaire Mouanda		
Eritrea					
Kiribati					
Myanmar					
Solomon Islands					
Somalia	**11-Apr**	Somaliland	**European Commission:** Manfred Winnefeld **UNICEF:** Lisa Doherty **Director-General, Ministry of Education Somaliland:** Ali Mohammed Ali **Director-General, Ministry of Education Puntland:** Mohamoud Abdirahman	6-May	EC, UNICEF, USAID
Sri Lanka	**1-Apr**	yes	**World Bank:** Harsha Aturupane **Ministry of Education, Director of Planning:** Madura Wehella		(ADB pending), AusAid, GIZ, UNESCO, UNICEF, World Bank
Sudan (southern)	*coming*		**UNICEF:** Simon Mphisa		
Tonga					
Uganda					
Vanuatu					
Zimbabwe	**5-Apr**	no	**European Commission:** Ian Attfield	4-May	*no individual donor responses (joint response)*

Note:
Ivory Coast, Yemen - will not take part with regard to current political circumstances.
Albania - is not taking part.
Countries without focal point information have been contacted but have not provided information.
Countries with focal point information who have not submitted data yet are expected to do so at their earliest convenience.

ANNEX 2: GUIDING QUESTIONS FOR THE COUNTRY EXPLANATORY NOTE

1	**Country Public Financial Management and Procurement Systems**
Q1.a	What reforms have been implemented or are planned to improve the **quality of public financial management systems** (budget execution procedures, financial reporting procedures, and auditing procedures) and **procurement systems** (laws, regulations and institutions) in the education sector at national and sub-national levels? If legal or institutional frameworks are established (Procurement Acts, Regulatory Authorities, anti-Corruption laws), what steps are taken to build capacities or allocate resources to effectively implement them in the education sector?
A1.a	
Q1.b	To what extent are donors making **efforts** at the country level to (a) implement their commitments to use country systems as a first option, (b) communicate clearly reasons for not using country systems where this is the case, (c) review this regularly, and (d) have a plan in place to transition to the use of country systems.
A1.b	
Q1.c	Have the Local Education Group and the EFA FTI processes in your country contributed to efforts to improve the quality of public financial management and procurement systems? If yes, describe briefly how.
A1.c	
Q1.d	Please list the **constraints and challenges** placed on donors in making use of partner country's public financial management and procurement systems? Are there cases where donors apply safeguard measures? Are measures in place to phase these out?
A1.d	
Q1.e	Please describe the financial management and procurement **arrangements for the implementation of the Catalytic Fund grant**? If the Catalytic Fund grant has made use of public financial management and procurement systems, has it encouraged more donors to make use of them?
A1.e	
2	**Aid to Education**
Q2.a	Please list the main reasons why there are **gaps between what is actually disbursed by donors and what is recorded in the annual budget estimates** by the government for education.
A2.a	
Q2.b	To what extent do donor partners provide full and timely **information on annual commitments and actual disbursements** to the Ministry of Education and Ministry of Finance? What efforts are being made, or need to be made, to ensure the necessary information disclosure?
A2.b	
Q2.c	To what extent are donor partners delivering on their commitment to provide rolling **three-to-five year expenditure and/or implementation plans**? What are the challenges experienced with this?
A2.c	
3	**Common Arrangements – Program-based approaches (PBAs)** *(please see here terms and definitions in the donor questionnaire Indicator 9 Qd15 and Qd16)*
Q3.a	Please describe briefly **how PBAs** are currently being used in the education sector or sub-sectors. What are the **benefits/ strengths** of using PBAs?
A3.a	
Q3.b	What are the **challenges** in channelling a greater proportion of aid to education in support of PBAs?
A3.b	

Q3.c	Have country authorities (Ministry of Education) taken a lead in promoting the **development of PBAs** in the education sector? (yes/ no)
A3.c	
4	**Results Oriented Frameworks**
Q4.a	What progress has been made (and what are the challenges remaining) in **effectively implementing a monitoring evaluation strategy** that includes a results framework with impact, progress and output indicators, a mechanism to collect data regularly, to evaluate data and feed findings back into the policy cycle in the education sector?
A4.a	
5	**Local Education Group**
Q5.a	List the priorities of the Local Education Group with respect to the **implementation of the aid effectiveness principles** in the education sector. Are those efforts driven by a broader national agenda on aid effectiveness?
A5.a	
Q5.b	What are the steps taken by the Local Education Group to integrate **technical cooperation as part of the national education sector plan** based on a (joint) capacity analysis and coordinated support among donors?
A5.b	
Q5.c	If **parallel implementation units** (PIUs) are used, what steps, are being taken by the Local Education Group to (a) avoid creating new parallel PIUs, and (b) to phase-out parallel PIUs and/or mainstream PIUs into national structures?
A5.c	
Q5.d	Briefly describe the **key features of the joint sector review** used and supported by the Local Education Group. How do the results and findings of the review reports feed in the sector process? Are they useful and do they ticker change?
A5.d	
Q5.e	Please describe what efforts are being made by the Local Education Group to **improve coordination of joint donor missions and joint country analytic work**?
A5.e	