

□ □ □ □ □

□ □

# The Education For All *Fast-Track Initiative* (EFA-FTI)

□ □

Desmond Bermingham  
Head  
FTI Secretariat

□ □

□ □



# The FTI Compact

## Partner Countries

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

## **Mutual Accountability**

## Donors

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

# The Endorsement Process

Country has prepared a poverty reduction strategy or equivalent, and an education sector plan

Local agencies involved in supporting the education sector nominate a **Coordinating Agency** to lead the FTI assessment and endorsement process and serve as the liaison with the Ministry of Education, other concerned Government agencies, and the FTI Secretariat

Coordinating Agency:

- **Liases** with Ministry of Education and local agencies to organize assessment and endorsement process
- Invites all relevant agencies to participate in the **assessment and endorsement process** (each agency is responsible for ensuring that its representative consults with its HQ as needed throughout the process and has the appropriate technical expertise to contribute substantively)
- Makes available the **FTI appraisal guidelines and Indicative Framework** to the group to conduct the assessment

Coordinating agency sends sector plan, assessment with conclusion of endorsement or not, signed by all who participated, to the FTI Secretariat

FTI Secretariat informs the full Partnership of the endorsement

*Donors mobilize resources*

## Current and Potential FTI Countries

	Endorsed Countries (28)		Countries pending for 2006 (3)	Countries pending for 2007 (15)	Countries expected in 2008 (14)
2002	Burkina Faso	Mauritania	Benin	Angola	Bolivia
	Guinea	Nicaragua	Bhutan	Bangladesh	CAR
	Guyana	Niger	Sierra Leone	Burundi	Congo DRC
	Honduras			Chad	Eritrea
2003	The Gambia	Vietnam		Congo, Rep.	India
	Mozambique	Yemen		Georgia	Indonesia
2004	Ghana	Ethiopia		Guinea-Bissau	Lao PDR
2005	Kenya	Moldova		Haiti	Malawi
	Lesotho	Tajikistan		Kiribati	Nigeria
	Madagascar	Timor Leste		Liberia	Pakistan
2006	Albania	Mali		Papua New Guinea	Sri Lanka
	Cambodia	Mongolia		Sao Tome e Pr.	Tanzania
	Cameroon	Rwanda		Solomon Islands	Togo
	Djibouti	Senegal		Vanuatu	Uganda
	Kyrgyz Rep.			Zambia	



# FTI Indicative Framework

Suggested benchmarks (not targets) drawn from analysis of successful countries. Crucial for long-term sustainability of MDG progress

## INDICATORS

- Government spending on education - about 20% of budget
- Spending on primary education - about 50% of education budget
- Teacher salary - about 3.5 times GDP per capita
- Pupil-teacher ratio - about 40:1
- Non-teacher salary spending - 33% of recurrent spending
- Average repetition rate - 10% or lower
- Annual hours of instruction - 850 or more

# FTI Catalytic Fund



- Multi Donor Trust Fund managed by the World Bank
- Provides funding in the form of grants to help close the financing gap for countries with limited donor presence, while mobilizing more sustainable support through regular bilateral and multilateral channels.

## CF Contributions and Pledges (in US\$ millions)

Country	2003-2004	2005	2006	2007	2008	Total 2003-2008	Cumulative payments
Belgium	1.2	2.5	1.2	1.2		6.1	3.7
Canada			20			20	
EC	-	-	40.3	20.2	20.2	80.7	-
Ireland	-	1.5	4.5	11.8	19.2	37.0	1.5
Italy	2.4	2.4	1.2	-		6.0	4.8
Netherlands	39.5	54.3	192	168	168	621.8	158.6
Norway	6	8.1	25.6	-		39.7	39.7
Russia			1	2	1	4	1
Spain	-	6	8.9	6.4	6.4	27.7	6
Sweden	-	5.3	10.4	-		15.7	15.7
UK	-	-	125.3	124.4	16.8	266.5	-
	<b>49.0</b>	<b>80.1</b>	<b>430.4</b>	<b>334.0</b>	<b>231.6</b>	<b>1,125.2</b>	<b>231.0</b>

## Comparing FTI & Non-FTI Countries: FTI Countries Improving Much Faster

	Number of pupils enrolled		Gross intake ratio (%)				Primary completion rate (%)			
			Girls		Boys		Girls		Boys	
	2004 / 2005	% increase from 2000	2000	2004 / 2005	2000	2004 / 2005	2000	2004 / 2005	2000	2004 / 2005
<b>Benchmark</b>	<b>n.a.</b>		<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	
Burkina Faso	1,321,300	55	39	62	53	70	21	28	30	35
Gambia, The	174,836	13	76	83	77	79	62	—	77	—
Guinea	1,207,000	53	56	83	63	95	21	42	45	66
Guyana	114,161	5	124	140	130	140	114	92	109	99
Honduras	1,257,358	15	139	127	139	129	—	82	—	77
Mauritania	434,181	22	87	105	86	106	44	41	51	45
Mozambique	3,569,473	40	102	129	117	138	13	23	20	35
Nicaragua	941,957	12	142	135	151	144	70	77	62	70
Niger	1,064,000	84	35	51	49	68	13	20	20	30
Vietnam	8,350,191	-17	105	95	108	101	94	98	99	104
Yemen, Republic of	3,220,282	31	78	117	102	136	39	46	78	78

# Country Information Form

Country:

## Country Name

Total recommended allocation US\$ **47.3** million  
for 2 years ( 2007-2008 )

### Country background

	Year	Value
Total population (millions)	2005	16.3
GDP per capita (US\$)	2005	1040

### Education indicators

	2002/03	2003/04	2004/05	2005/06	Targets	
					2010	2015
<b>Resource mobilization</b>						
Education expenditure as % GDP						
Education share of budget	15.7	16.3	16.3	17.0	18.8	22.0
Primary ed. share of ed. budget	36.0	36.0	36.0	36.8	41.7	50.0
% of recur. Pr.Ed.Bud. to non-teach. sal. exp						
<b>Student flows</b>						
Gross Intake Rate	103.3	103.8	104.0	104.0	103.0	111.0
Girls' GIR	96.0	100.1	100.3	100.5	102.0	103.0
Primary Completion Rate	60.9	63.3	65.7	69.0	80.9	100.0
Girls' PCR	56.2	57.6	59.8	63.0	72.0	85.0
Repetition rate	25.8	25.1	23.0	22.0	12.5	10.0
Student enrolment ('000)	2,799	2,906	2,907	3,075	3,277	3,872
Girls' enrolment ('000)	1,279	1,364	1,365	1,382	1,560	1,902
<b>Service delivery</b>						
Pupil teacher ratio	59.3	58.9	58.0	57.6	55.4	40.0
% of private education						
Annual instructional hours						

### Comments

### Donors

#### Lead Coordinating Agency

UNESCO

#### Other donors

France, Canada, Japan, World Bank, AfDB, IsDB, UNFPA, UNICEF

### Implementation

#### Executing agency

World Bank

#### Modality

Sector budget support (through special account) – Parallel Program Funding

#### Justification

An exercise of financial mapping of the action plan (who finances what?) showed that the main area that needs support is the payment of the salaries for the newly regularized teachers, which can be done through the government procedures, but with more control through a special account (at least in a first time)

### Endorsement process

Cameroon was locally endorsed in June-July 2006. A request for support, prepared by the Ministry of Education in collaboration with the Ministry of Basic education (leading the ministries in charge of education) was presented to the Secretariat, after further discussions, by the Lead Coordinating Agency in September. This requests presents details on the financing gap calculation and the specific needs associated to it.

### Risks and assumptions

Financing of recurrent costs is relatively safe. An improvement of the teacher posting policy will be necessary to ensure best use of human resources.

### Monitoring and evaluation

A monitoring matrix was developed by the government and its partners. Besides, a Partnership Framework was developed and signed, whereby partners on both sides committed to transparency, harmonization and alignment and shared monitoring and evaluation. Annual joint sector reviews will be held every June.

### Fiduciary Assessments

#### Procurement and Financial Management

Inherent risk on the quality of public financial management institutions exist at the country level. This situation can be controlled through appropriate fiduciary arrangements with particular focus on results. But reforms are engaged and progress is visible.

# Extract : Financing Framework

<b><u>Financing framework:</u></b>	(US\$ millions)	2006	2007	2008	2009
<b>Education Budget</b>			239.9	261.3	290.8
Domestic funding			201.8	219.3	238.4
External support			15.7	17.2	25.1
Funding gap			22.5	24.8	27.2
Requested allocation			22.5	24.8	27.2
Recommended allocation			22.5	24.8	27.2

**Comments**

This financing framework only reflects the Primary Education sub-sector.

# Extract : Results Framework

<u>Education indicators</u>		2002/03	2003/04	2004/05	2005/06	Targets		
						2010	2015	
<b><u>Resource mobilization</u></b>	Education expenditure as % GDP							
	Education share of budget	15.7	16.3	16.3	17.0	18.8	22.0	
	Primary ed. share of ed. budget	36.0	36.0	36.0	36.8	41.7	50.0	
	% of recur. Pr.Ed.Bud. to non-teach. sal. exp							
<b><u>Student flows</u></b>	Gross Intake Rate	103.3	103.8	104.0	104.0	103.0	111.0	
	Girls' GIR	96.0	100.1	100.3	100.5	102.0	103.0	
	Primary Completion Rate	60.9	63.3	65.7	69.0	80.9	100.0	
	Girls' PCR	56.2	57.6	59.8	63.0	72.0	85.0	
	Repetition rate	25.8	25.1	23.0	22.0	12.5	10.0	
	Student enrolment ('000)	2,799	2,906	2,907	3,075	3,277	3,872	
	Girls' enrolment ('000)	1,279	1,364	1,365	1,382	1,560	1,902	
<b><u>Service delivery</u></b>	Pupil teacher ratio	59.3	58.9	58.0	57.6	55.4	40.0	
	% of private education							
	Annual instructional hours							
<b><u>Comments</u></b>								