

Education for All - Fast Track Initiative (EFA-FTI)

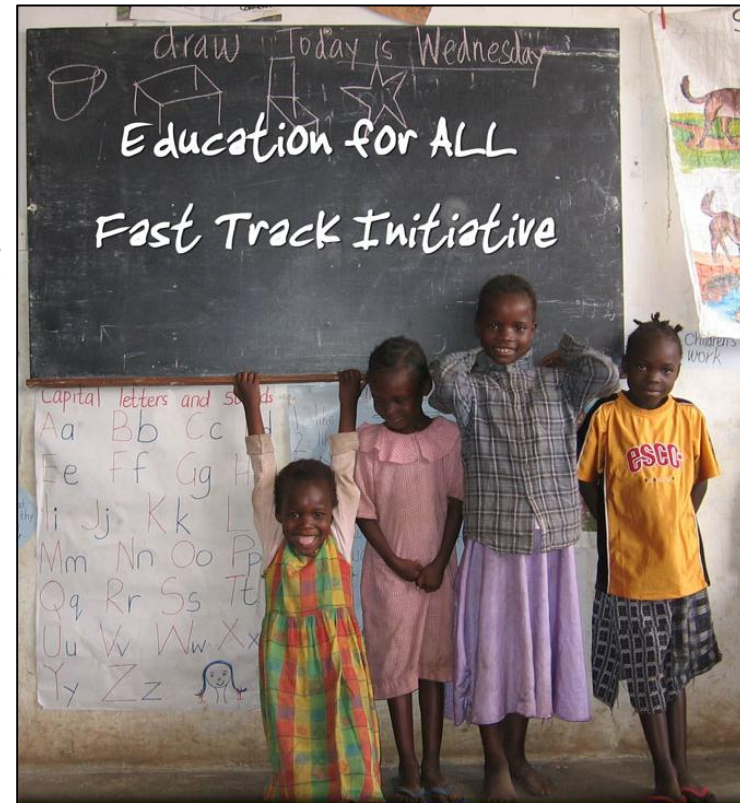
FASID - Tokyo
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Desmond BERMINGHAM
Head, FTI Secretariat



Outline

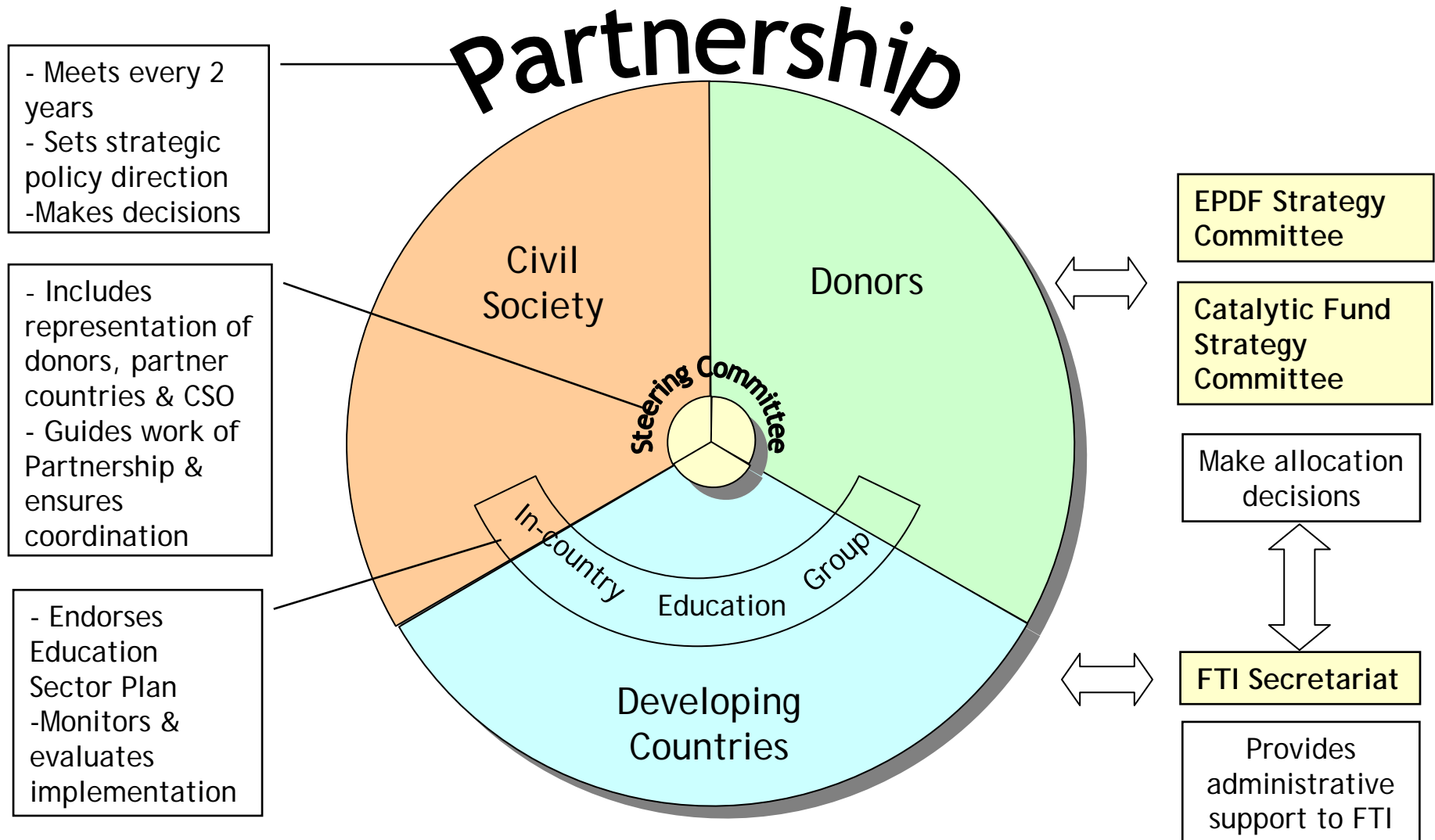
- What is the Fast Track Initiative (FTI)?
 - FTI - Global Partnership
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What is the Fast Track Initiative (FTI)?

- The Education for All - Fast Track Initiative (FTI) is a **global partnership between developing countries and donors** to accelerate progress towards the goal of universal completion of quality primary education by 2015
 - Partners include more than **30 bilateral and multilateral donor agencies**
 - All **low-income countries are eligible** for technical and financial support from the FTI

FTI - A Global Partnership



Why was FTI created?

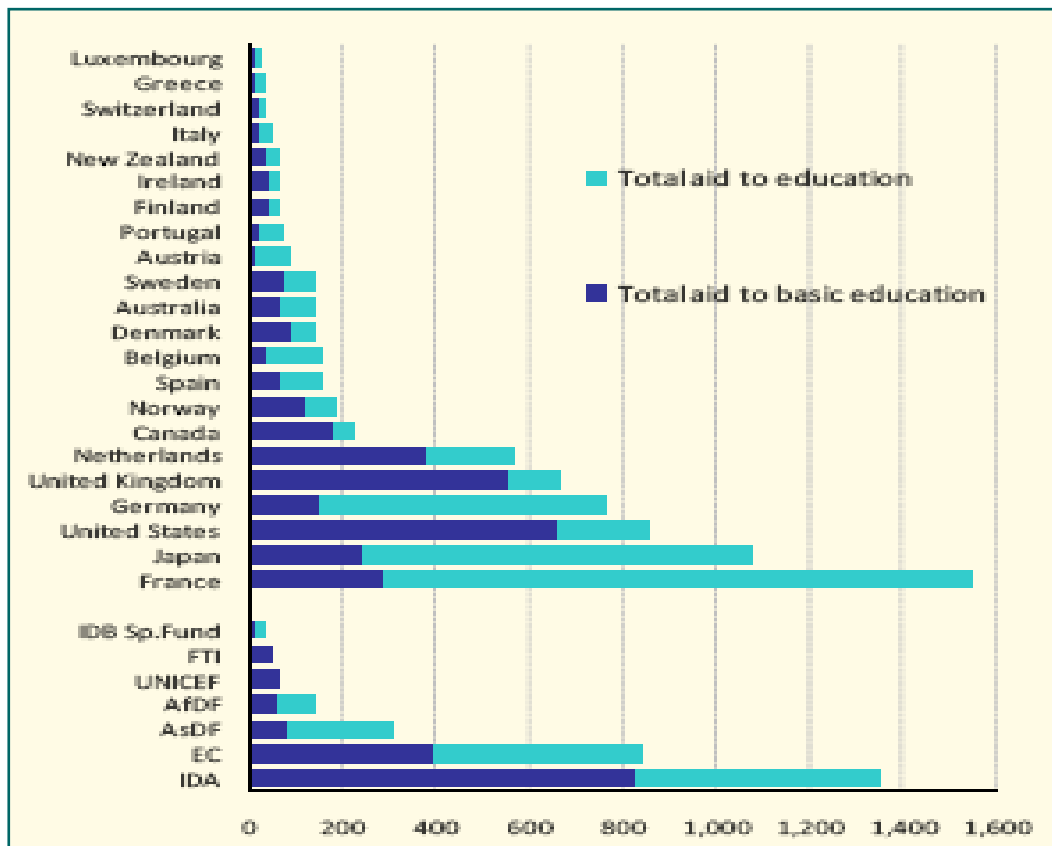
- There are still over **77 million children out of school - 44 million are girls**

- There is overwhelming evidence that education - particularly for girls - can:
 - Halt the spread of AIDS
 - Increase economic growth
 - Break the cycle of poverty

- **Official Development Assistance (ODA) for education has more than doubled since 2000** when world leaders gathered for the Millennium Development Goals Summit and unanimously endorsed the goal of universal primary education by 2015

- **ODA levels are still far below the estimated needs** of \$9BN per annum

Donor Aid for Education

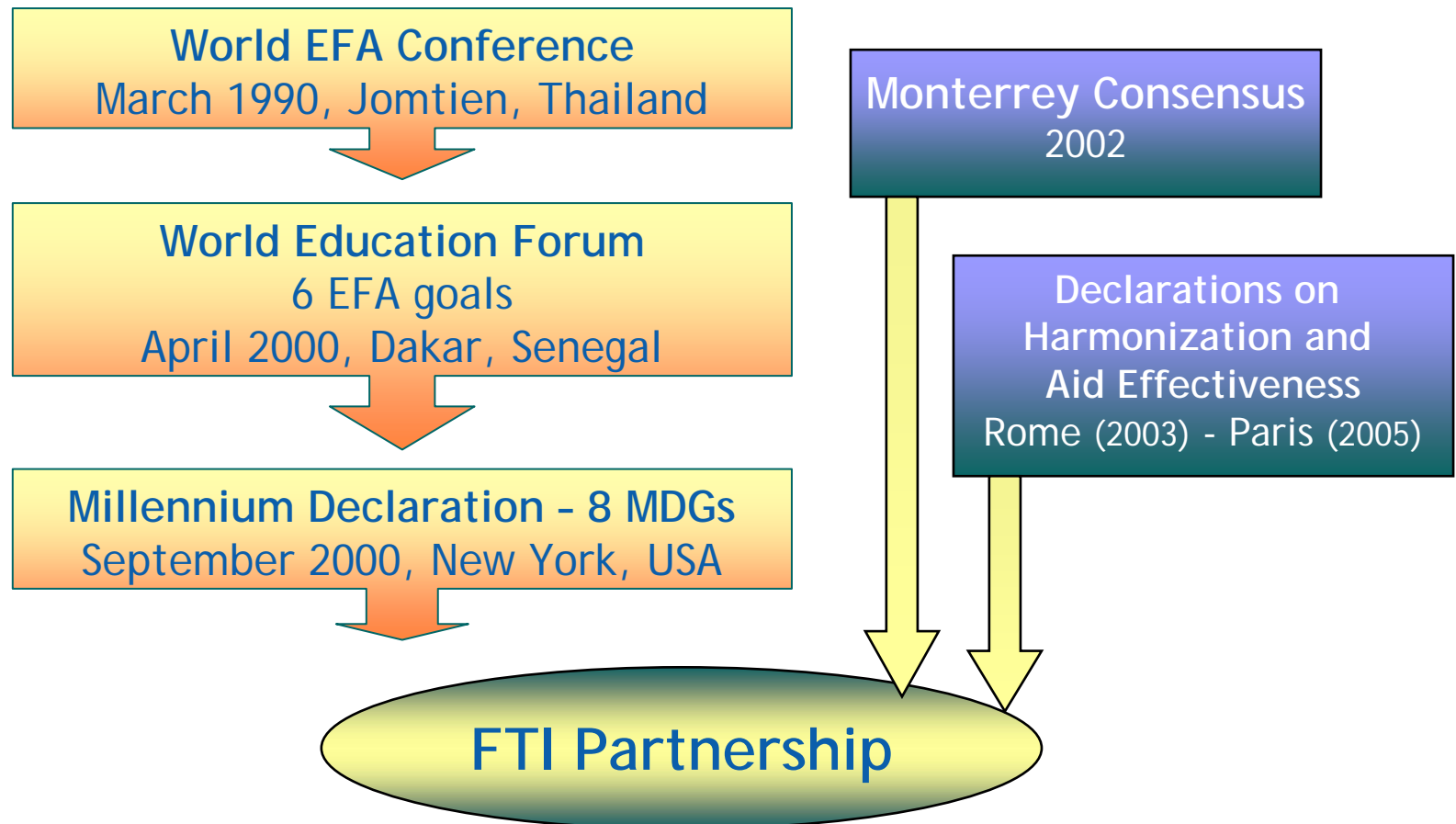


Commitments, 2004-2005 average, US\$ millions

Several donors give priority to higher education, but not to the basic level

Source: presentation
N. Burnett / UNESCO,
May 2007

The Context - International Agreements



The Context - International Agreements

■ Goal 2. Achieve Universal Primary Education

Target 3: Ensure that all boys and girls complete a full course of primary schooling

■ Goal 3. Promote Gender Equality and Empower Women

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

Endorsed Countries (32)			Countries pending for 2007 (8)	Countries expected in 2008 (22)	Countries to join later (8)	Countries where UPE is achieved (11)	
2002	Burkina Faso	Mauritania	Bhutan Burundi CAR Chad Congo, Rep. Haiti Sao Tome e Pr. Zambia	Angola	Afghanistan	Armenia	
	Guinea	Nicaragua		Bangladesh	Cote d'Ivoire	Azerbaijan	
	Guyana	Niger		Bolivia	Dominica	Bosnia-Herzegovina	
	Honduras			Comoros	Myanmar	Cape Verde	
2003	The Gambia	Vietnam			Congo DRC	Nepal	Grenada
	Mozambique	Yemen			Eritrea	Somalia	Maldives
2004	Ghana	Ethiopia			Guinea-Bissau	Sudan	Saint Lucia
2005	Kenya	Moldova			India	Zimbabwe	Samoa
	Lesotho	Tajikistan		Indonesia	Serbia & Montene.		
	Madagascar	Timor Leste		Lao PDR	St Vincent & Grenad.		
2006	Albania	Mali		Malawi			Uzbekistan
	Cambodia	Mongolia		Nigeria			
	Cameroon	Rwanda		Pakistan			
	Djibouti	Senegal		Papua New Guinea			
	Kyrgyz Rep.			Solomon Islands			
2007	Benin	Liberia		Sri Lanka			
	Georgia	Sierra Leone		Tanzania			
				Togo			
				Uganda			
				Vanuatu			

FTI Compact

Partner Countries

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



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

FTI Helps Both Sides of the Compact

Mechanism to accelerate progress towards universal primary education

Developing Countries:

- More efficient aid for primary education
- Sustained increases in aid for primary education
- Sharing knowledge and experience

Donors:

- Platform for aid effectiveness
- Better coordination and harmonization of aid at national and global level
- Endorsement provides assurance that sector plan is worth investing in

Paris Declaration – Indicators of Progress

OWNERSHIP		TARGET FOR 2010
1	Partners have operational development strategies	At least 75% of partner countries have operational development strategies
ALIGNMENT		TARGETS FOR 2010
2	Reliable country systems	(a) Public financial management
		(b) Procurement
3	Aid flows are aligned on national priorities	Halve the gap
4	Strengthen capacity by coordinated support	50% of technical co-operation flows are implemented
5a	Use of country public financial management systems	Percentage of donors using partner countries' procurement systems
		Percentage of aid flows (reduction in the % of aid to the public sector)
5b	Use of country procurement systems	Percentage of donors using partner countries' procurement systems
		Percentage of aid flows (reduction in the % of aid to the public sector)
6	Strengthen capacity - avoid parallel implementation structures	Reduce by two-thirds the stock of parallel PIUs
7	Aid is more predictable	Halve the gap
8	Aid is untied	Continued progress over time
HARMONIZATION		TARGETS FOR 2010
9	Use of common arrangements or procedures	66% of aid flows provided in context of program based approaches
10	Encourage shared analysis	(a) 40% of donor missions to the field are joint
		(b) 66% of country analytic work is joint
MANAGING FOR RESULTS		TARGET FOR 2010
11	Results-oriented frameworks	Reduce the gap by one-third
MUTUAL ACCOUNTABILITY		TARGET FOR 2010
12	Mutual accountability	All partner countries have mutual assessment reviews in place

FTI Guiding Principles

- One country, one education strategy, one process:
 - Covering the whole sector
 - Realistic and Sustainable
 - Linked to the overall Poverty Reduction Strategy

- Addresses 4 gaps:
 - Policy
 - Data
 - Finance
 - Capacity

What Support does FTI Offer?

Technical Support

- **Knowledge Sharing:** FTI provides a global platform for sharing experience on what works and what does not (regarding strategies, donor coordination, etc.)
- **Guidelines.** Appraisal guidelines, Capacity Development appraisal guidelines, etc.

Financial Support

- **Program preparation and Capacity Development support:** Education Program Development Fund (EPDF)
- **In-country resource mobilization:** The FTI partnership provides a global platform for mobilizing additional resources for the education sector
- **Resource mobilization for endorsed countries with exceptional limitations in external donor funding:** Catalytic Fund (CF)

Mobilizing Additional Resources

The FTI seeks to mobilize additional resources for education through four channels:

- Domestic resources - moving towards the benchmark of 20% of government expenditure
- Bilateral and multilateral donors (including IDA) already present in the country
- Donors - including private sector donors and foundations - not yet present in the country who are willing to provide new funding through the FTI framework
- FTI Catalytic Fund

Financing through Regular Channels

- Once the financing gap is known, in country donors present their proposals on how to increase support.
- In addition, the FTI Secretariat raises awareness among donors not yet present to encourage them to provide new funding, either directly or through silent partnerships.



FTI Catalytic Fund (CF)



- Multi-donor trust fund managed by the World Bank
- Provides funding in the form of grants to help fill the financing gap for countries with limited donor support, while mobilizing more sustainable support through regular bilateral and multilateral channels
- Funding of last resort

CF Contributions and Pledges

(in US\$ millions)

Country	2003-2004	2005	2006	2007	2008	2009	Total 2003-09	Cumul. payments
Belgium	1.3	2.6	1.2	1.3			6.4	5.1
Canada			17				17	17
Denmark				4.5			4.5	0
EC			40.3	20.2	20.2		80.7	40.3
France				6.5	6.5	7.74	20.74	0
Germany				3.9	2.6	3.9	10.4	0
Ireland		1.5	4.5	11.8	19.2		37.0	6
Italy	2.4	2.4	1.3	3.9			10	6.1
Japan				1.2			1.2	0
Netherlands	39.5	54.3	185	185	185		648.8	279.1
Norway	6	8.1	40.6				54.7	54.7
Russia			1	2	1		4	3
Spain		6	9	13	6.5		34.5	15
Sweden		5.3	10.4				15.7	15.7
UK			129.1	124.4	16.8		270.3	129.1
TOTAL	49.2	80.2	439.4	377.70	257.8	11.64	1,215.94	571.1

Filling the Capacity Gap

- Capacity Development Guidelines were developed and circulated in 13 pilot countries
- CD workshop in October 2007 in Bonn will result in:
 - Revised CD Guidelines
 - Recommendations for amending the FTI Appraisal Guidelines
- International forum on CD for EFA, also hosted by Germany in October will precede the CD workshop
- South-South study also under way to identify good practices in this area and update the UNESCO/E9 database
 - Final report is planned for March 2008

Education Program Development Fund (EPDF)

Multi-donor trust fund administered by the World Bank, with the following objectives:

- Increase the number of low-income countries with sound and sustainable education sector programs
- Strengthen country capacity to develop policies and sector programs through a broad-based consultative process
- Improve and share knowledge of what works
- Strengthen donor partnerships and harmonization at the country level
- Strengthen partnerships with regional networks and institutions

EPDF Contributions and Pledges

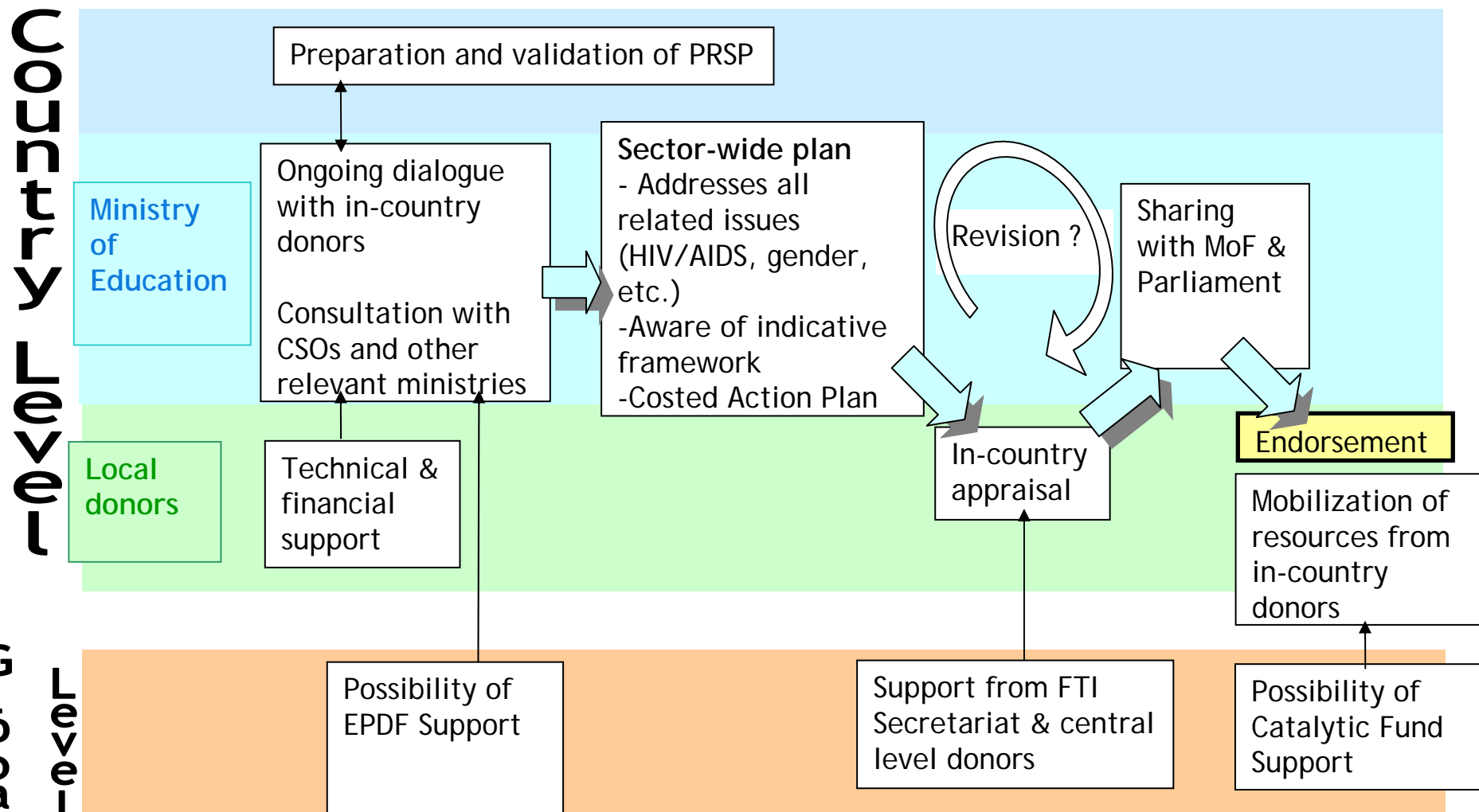
(in US\$ millions)

Country	2005	2006	2007	2008	2009	Total 2005-2009	Cumulative payments
Canada		3.4				3.4	3.4
Ireland		0.95	0.94	1.25		3.14	0.95
Japan			1.2			1.2	
France		1.74	1.74	1.74	1.74	6.96	1.74
Luxembourg		1.3				1.3	1.3
Netherlands		1.5	6	6		13.5	1.5
Norway	4.87	30				34.87	34.87
Russia			1.2	2		3.2	
Sweden		2.6				2.6	2.6
UK	0.94	4.96	5.4	1.0		12.3	5.9
TOTAL	5.81	46.45	15.28	11.99	1.74	82.47	52.26

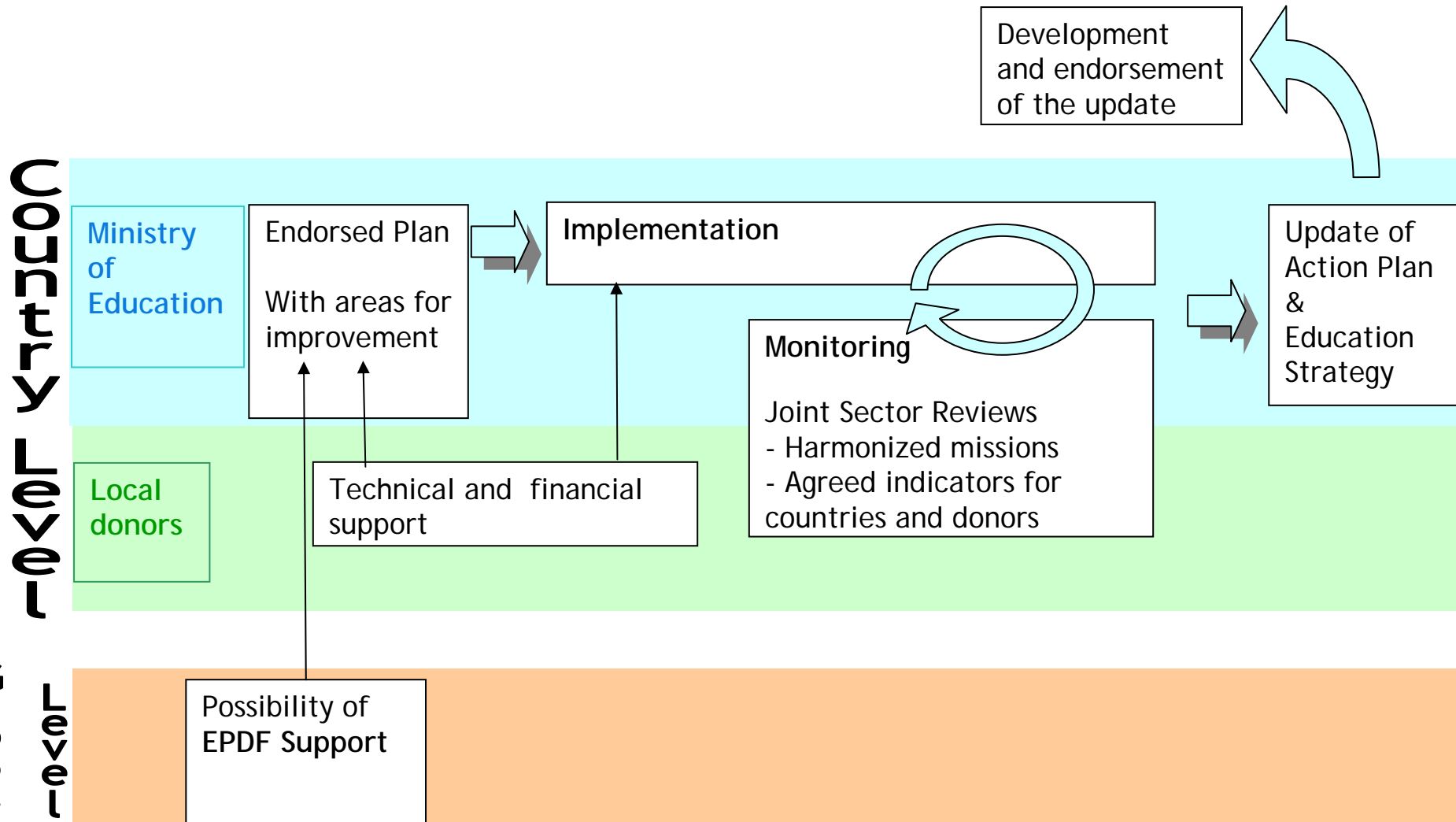
FTI & Fragile States

- Of the 77 million children out of school today, **39 million - more than half** - live in countries affected by conflict (Source: "Last in Line, Last in school: How Donors are Failing Children in Conflict-affected Fragile States", 2007)
- Mandate given to the FS Task Team in Cairo, November 2006
 - To progressively **expand financial and non-financial resources to FS** to support progress toward MDGs and reduce fragility (*Seminar was held in London in March 2007 to develop specific proposals*)
 - Propose a **Progressive Framework**, designed to enhance partner/stakeholder dialogue on education sector policy and ensure key issues are addressed (*completed in June 2007*)
 - Identify specific implications of fragility for **capacity development** in the Framework and liaise with the FTI CD Task Team (*dialogue ongoing*)
- Many FS are benefiting from **funding from the EPDF** since EPDF procedures are proving sufficiently flexible to accommodate FS states in their progress towards UPC
- Fragile States that currently **benefit from CF & EPDF support** include: Burundi, Somalia, Haiti, Liberia, Sierra Leone, CAR, DRC, and Comoros
- However support for FS will require **additional funding and closer linkages** between humanitarian and development work

Endorsement Process



Next Steps Following Endorsement



FTI Indicative Framework

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



Indicators

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

FTI Appraisal Guidelines

FTI has created a tool, the Appraisal Guidelines, to help development partners assess the primary education sector of an education sector plan

Purpose:

Encourage dialogue on choices/efficiency measures on key policy issues including:

- Adequacy of the knowledge base
- Strategy toward achievement of the MDG/EFA Goal, including HIV/AIDS and gender responsiveness
- Ownership by all stakeholders
- Absorptive capacity and financial sustainability



Expected Outcomes of the Appraisal

A set of well-justified recommendations on:



- Volume & composition of financial and other resources available to support the program
- Key areas for capacity building
- Support to close prioritized knowledge/data gaps
- Arrangements for monitoring and evaluation
- All donors align their support to this one program

Early Results: 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
Benchmark	n.a.		100		100		100		100	
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

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For more information, visit the FTI website:
www.fasttrackinitiative.org

