

Education for All – Fast Track Initiative

Accelerating progress towards quality universal primary education

EDUCATION PROGRAM DEVELOPMENT FUND (EPDF)

REGIONAL ANNEXES

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Prepared by the World Bank Regional Teams and the FTI Secretariat

Abbreviations and Acronyms

AAA	Analytical and Advisory Activities
AAG	Africa Advisory Group
ADB	African Development Bank
ADEA	Association for the Development of Education in Africa
AED	Academy of Educational Development
AFD	French Development Agency
AU	African Union
AUBC	Autonomous University of Baja California
AUSAID	Australian Aid
BNPP	Bank Netherlands Partnership Program
CCT	Conditional Cash Transfer
CF	Catalytic Fund
CIDA	Canadian International Development Agency
DANIDA	Danish Agency for International Development
DfID	Department for International Development
EAP	East Asia & Pacific Region
ECA	Eastern Europe and Central Asia Region
ECD	Early Child Development
EFA	Education For All
EI	Education International
EMIS	Educational Management Information Systems
EPDF	Education Program Development Fund
ESSP	Education Sector Support Program
ESWG	Education Sector Working Group
ETS	Educational Testing Service
FRESH	Focusing Resources on Effective School Health
FTI	Fast Track Initiative
GTZ	German Agency for Technical Cooperation
HEC	Higher Education Commission
IATT	Inter-Agency Task Team
IDA	International Development Association
IDB	Inter-American Development Bank
IEA	International Association for the Evaluation of Educational Achievement
IPAD	Portuguese Institute of Assistance and Development
LCR	Latin American and Caribbean Region
LLECE	Latin American Laboratory for Assessment of the Quality of Education
MDG	Millennium Development Goal
MENA	Middle East and North Africa Region
MNSHD	Middle East and North Africa Region Human Development Group
MoE	Ministry of Education
MoEYS	Ministry of Education, Youth, and Sport
MOU	Memorandum of Understanding

MTBF	Medium Term Budget Framework
NETF	Norwegian Education Trust Fund
NGO	Non-governmental Organization
NIE	National Institute for Education (Mexico)
NORAD	Norwegian Agency for Development Cooperation
NZAID	New Zealand's International Aid & Development Agency
OECD	Organization for Economic Co-operation and Development
OREALC	Regional Bureau of Education for Latin America and the Caribbean
PESRP	Punjab Education Sector Reforms Programs
PETS	Public Expenditure Tracking Survey
PIC	Public Information Center
PRELAC	Model of the Regional Education Project for Latin America and the Caribbean
PRFTI	Pacific Region FTI Program
PRS	Poverty Reduction Strategies
RAG	Regional Advisory Group
REI	Regional Education Initiative
RGOB	Royal Government of Bhutan
SC	Strategy Committee
SEAMEO	Southeast Asian Ministers of Education Organization
SERCE	Second Regional Comparative and Explanatory Study
SIDA	Swedish International Development Cooperation Agency
SSA	<i>Sarva Shiksha Abhiyan</i>
SWAp	Sector-Wide Approach
TA	Technical Assistance
TIMSS	Third International Mathematics and Science Study
TOR	Terms of Reference
TTL	Task Team Leader
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USP	University of the South Pacific
VET	Vocational Education and Training
WFP	United Nations World Food Program
WGCOMED	Working Group on Communications for Education and Development
WGHE	Working Group on Higher Education
WGPPE	Working Group on Post-Primary Education

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Annex 1

Africa Region

I. Implementation progress report

1. **Introduction and background.** Consistent with the objectives of EPDF, the Africa Region's program seeks to:

- Increase the number of Sub-Saharan African countries with sound and sustainable national education sector programs;
- Strengthen Government technical and institutional capacity to develop policies and national education plans to provide and sustain complete primary education of good quality for all children through a broad-based consultative process;
- Improve understanding of conditions under which policies and reforms may be successful, through better monitoring and evaluation and knowledge sharing across countries; and
- Strengthen donor partnerships at the country level around the government's national education plan.

2. **Main achievements and progress to date.** Both country and regional level activities have been initiated in the Africa region during the seven months that the 2006 EPDF program has been under implementation. The following are some examples of **country-level activities**, which highlight the range and scope of work financed by EPDF in the region. EPDF has funded sector reviews and studies for countries aiming to qualify for the FTI Catalytic Fund.

3. Specifically, EPDF funds in Sierra Leone are financing technical assistance to the national team preparing the sector strategy, support the stakeholder consultation process, and support the processing of the sector program for endorsement by local and EFA FTI donor partners. The Ministry of Education and Vocational Training in Malawi is using the funds to acquire technical assistance to develop the higher education portion of the education sector plan so that the priorities in that sub-sector are incorporated in the overall plan. Sao Tome and Principe, in response to a requirement to revise its education sector plan, is using EPDF funds to update policies and programs in order to set the scene for a sound and credible financial parameter for achieving universal primary education by 2015.

4. Liberia will be using the funds to prepare for and host a workshop involving African peers and its key development partners to initiate the dialogue and process for developing a realistic and holistic education sector plan for the country. In Madagascar, EPDF funds are being used to improve its education management system, with a particular focus on scaling up the most promising approaches to manage for results, in this case defined in terms of student learning.

5. Several large scale **regional or multi-country programs** are progressing in the Africa region. First, EPDF has supported two inter-agency partnerships that have emerged as a response to the challenges posed by poor health, malnutrition and HIV/AIDS in low income countries: Focusing Resources on Effective School Health (FRESH) and a working group of the UNAIDS Inter-Agency Task Team (IATT) for Education and HIV/AIDS which seeks to “Accelerate the Education Sector Response to HIV/AIDS.” In particular, the proposal funded by EPDF seeks to strengthen two new areas whose importance has emerged from expressed demand at the country level: school nutrition and school malaria. Second, the Asia Education Study Tour led 5-member delegations from six Sub-Saharan African countries (Cameroon, Ethiopia, Ghana, Lesotho, Madagascar, and Mozambique) to Singapore and Vietnam to learn about the policies that successful East Asian countries have adopted to advance economic and social development over the past 40 years. The program also included presentations by leading educators from China, Korea and Thailand.

6. Finally, two regional thematic studies are being finalized with support from EPDF – one on school construction and another on secondary education. The output for the study on school construction consists of a policy paper as well as a compendium of resource materials (e.g., operational manuals and tool kits; good practices for involving communities in school construction, etc.) for use by those charged with implementing school construction projects. A process of consultation with donor partners is being planned. The main report for the secondary education thematic study is being funded, as well as the cost of consultations with advisory groups comprised of leading African educators and policy makers, as well as with regional partners such as the Association for the Development of Education in Africa (ADEA).

7. **Financial data.** The EPDF Strategy Committee (SC) approved the Africa Region’s 2006 program proposal in December 2005 and funds were released in February 2006 to the Africa Region’s Education Program Development Fund (EPDF-Africa). We began accepting processing proposals for funding for Africa region activities in March 2006. Since that time, we have allocated US\$5,932,181 as of October 2006 to specific activities approved by the Africa region management team in accordance with EPDF objectives.

8. As of October 2006, \$789,614 has been disbursed. The gap between the committed and disbursed figures can be explained by the main reasons:

- Fund has only been in operation since March 2006 and TTLs are in the process of implementing or closing programs that were funded under the predecessor fund, NETF.
- The administrative infrastructure for processing grant agreements has changed within the Bank, making it more time consuming to enter into Memorandum of Understanding (MOU) with organizations. We are currently in the process of working on a template with the legal department to address this issue, following a meeting in August 2006.

- We are awaiting a response from UNESCO, a key partner, regarding its financial framework so that we can enter into a contract with them.

9. **Major challenges.** Several challenges have surfaced since the fund became active in the Africa region in February 2006:

- Encouraging capacity development in a way that brings about large impact on the ground.
- Ensuring synergy between EPDF and other funds, particularly those that have overlapping objectives. For instance, EPDF could fund programs that also fall under the umbrella of the Norwegian Post-Primary Education Fund so that primary education is not developed in isolation from the rest of the sector. It is crucial to maintain linkages between each level of schooling so that funds do not compete with each other with respect to focal areas.
- Helping regional institutions such as ADEA align itself more closely with the FTI agenda, as well as bringing in new partners like the African Union so that their initiatives, such as the Second Decade for Education in Africa, can bring results.
- Using EPDF to introduce a strong results framework into EFA/FTI efforts.
- Creating selection criteria for proposal acceptance, particularly with respect to allocation of funding to certain thematic areas such as disability.

10. **Moving forward.** In addition to the focal areas for the 2006 program, the 2007 program will introduce some new features to consolidate the cumulative progress from trust-funded support in the past for education in Africa (i.e., beginning with the NETF-supported work). The new work is expected to bring the EPDF-Africa program into closer alignment with the aims of the EFA FTI; and help strengthen synergies and linkages with on-going programs supported by other funds. Over the next few weeks, more effective communications channels with TTLs will be initiated; and this strategy is expected to lead to more EPDF fund commitments to country programs. AFR projects that total commitments will reach US\$7-8 million by end-2006 out of US\$12.9 million. And by end-February 2007, uncommitted EPDF funds in the Africa region are expected to be on the order of US\$1-2 million; or about 10-15% under-runs before the next funding cycle kicks in.

A. Country-specific work and support to national teams

11. The demand-driven approach which is working well to provide flexible, responsive support to national teams will continue to drive funding allocations on a rolling basis for country-specific work. Because of the World Bank's fiduciary responsibility, requests are submitted through the relevant World Bank task team leader (TTL) for the country concerned and the TTL is accountable for the use of funds and delivery of outputs to be funded. It is recognized that the submission is made on behalf of the government and the local donor group in support of the national team.

B. Regional collaboration, consensus building, and capacity development

12. In 2007 the EPDF-Africa will continue to sustain partnerships that have been built up over the years with institutions that play strategic roles in the education sector in Africa, among them the Association for the Development of Education in Africa (ADEA) and selected ADE Working Groups; Education International (EI); and UNESCO-BREDA (Pole de Dakar). The EPDF program in 2007 is expected to provide the continued support, particularly to enable these institutions to deliver on agreed strategic work programs that align themselves closely with the EFA FTI agenda.

C. Knowledge generation through regional analytic work in selected thematic areas

13. The 2007 program will continue to invest selectively in priority areas of regional work: (i) education quality improvement and student learning; (ii) HIV/AIDS and school health (including malaria and nutrition) and education for girls and other vulnerable children; (iii) management of the education system (teachers, textbooks); (iv) adult basic education and literacy; and (v) secondary education.

II. Strategic focus of EPDF activities in the Africa Region

14. **Proactively reaching out to and engaging partners at country level.** To be effective in supporting governments in the preparation of high-quality national education sector programs, it is critical for Bank staff to work closely with in-country partners. We leverage EPDF-Africa to encourage this behavior by requiring all funding requests to indicate the status of consultation with the local donor group regarding the proposed work to be funded, or if the proposed work is at an early stage of planning, the plans for consultation, including through multi-party audio/video conferencing.

15. **Strengthening harmonization and complementarity.** Our approach is to nurture these processes by sharing knowledge, fostering policy dialogue, and encouraging a focus on results and joint learning. Involving a variety of actors in these activities—including decision-makers at various levels in the system, teacher unions, parent associations, NGOs, parliamentarians, and donor partners—is vital in slow-growing, low-income African countries where education reforms invariably present very difficult tradeoffs and require significant, predictable infusions of external assistance. Reforms in such settings can succeed only when all parties share a common understanding of the issues, agree the tradeoffs embodied in the reform agenda and do their part to ensure successful implementation of the reforms.

16. For this reason, EPDF-Africa supports strategic workshops and conferences, as well as the key African institutions with a leadership role for policy dialogue, among them ADEA, COMED, EI, AU, Pole de Dakar and UNICEF. For ADEA, the support will contribute to the cost of various key outputs, among them the Association's medium term strategic plan; the relocation feasibility study, technical support to the African Union, and the working group on post-primary education and that on HIV/AIDS. For COMED, the support will fund training

for African journalists and media coverage of key workshops and conferences. For EI, the support will finance in-country follow-up in the 13 countries that participated in the 2004 Bamako Contractual Teachers Conference. For AU, the support has funded part of the cost of the working group meeting to finalize the action plan for the AU's Second Decade for Education in Africa. For the Pole de Dakar, EPDF funds will support the joint preparation of education country status reports and the related policy simulation models. For UNICEF, the support will fund the preparation of an implementation manual for countries that decide to implement free primary education policies.

17. **Selectivity in the utilization of EPDF resources.** We prioritize three broad sets of mutually reinforcing activities: (a) preparation of country-specific education sector programs through technical and analytical support to national teams, particularly activities intended to accelerate countries' readiness to present their sector programs for EFA FTI endorsement, or reinforce their capacity to implement plans that are already endorsed and funded; (b) regional collaboration, consensus building and capacity building through knowledge sharing and policy dialogue on priority issues (e.g., workshops on management of the education system, secondary education), including strengthening the institutions that sustain the relevant network; and (c) support for knowledge generation in five key areas of policy relevance, mentioned in point 5C.

18. **Structure and functioning of the Regional Advisory Group.** The EPDF Africa Advisory Group (AAG) was launched with an audio conference on September 8, 2006, where the focus and *modus operandi* of the group were discussed. A second meeting was held on October 24, 2006 at the same time as the Association for Development of Education Africa (ADEA) meetings in Maffliers, France. On the agenda were a reporting of the 2006 programs, a discussion of potential areas of support in 2007, definition and criteria for partnerships and the milestones for preparation of the 2007 proposal. Our approach continues to involve two complementary modalities: (a) consultations managed according to in-country procedures and processes for country-specific work supported by EPDF-Africa, as described above; and (b) consultation at regional level with the relevant donor counterparts (who would be nominated by their agencies), typically through occasional audio/video meetings, for major elements of the regional program supported by EPDF-Africa. The current members of the AAG are listed below:

1. Maire Matthews (Ireland)
2. Jean-Claude Balmes (AFD, France)
3. Bente Nilson (NORAD)
4. Kaviraj Appadu (SIDA)
5. Rebekka Van Roemburg (Netherlands)
6. Abhimanyu Singh (UNESCO)
7. Roger Cunningham (DfID)
8. Jee-Peng Tan (World Bank)

Note: Beatrice Kirsch and Patrice Schmitz (Luxembourg) are observers in the EPDF-AAG.

19. Going forward, the EPDF-AAG will seek to address several challenges. First, while efforts have been made to engage donor representatives from field offices, their participation in the first two meetings was not realized. Second, managing the administrative demands of coordinating with the AAG members while achieving the objectives of the group has proven difficult. Third, efforts to improve communications will be needed to ensure that donors are informed about EPDF funded programs without being inundated with too much data. We plan to experiment with e-mail informational updates to EPDF-AAG members a few times a year.

Annex 2

East Asia & Pacific Region

A. Implementation Progress Report

1. **Introduction and background.** Consistent with the main objectives of the EPDF, the regional program for East Asia & Pacific seeks to: (i) increase the number of countries with sound and sustainable national education sector programs; (ii) strengthen Government technical and institutional capacity to develop policies and national education plans to provide and sustain quality for all children through a broad-based consultative process; (iii) improve understanding of conditions for successful policies and reforms through better monitoring and evaluation and knowledge sharing across the region; and (iv) strengthen donor partnerships at the country level around the government's national education plan.

2. Moreover, EAP has consistently ensured a strategic focus of EPDF supported activities throughout the region. This goal is being achieved by: (i) proactively reaching out to and engage all partners at country level; (ii) strengthening the harmonization and complementarity of both country and regional level activities; (iii) enforcing the focus and selectivity in the utilization of EPDF financial resources; and (iv) establishing a dynamic Regional Advisory Group which has already convened its first meeting in Bangkok in September 2006 (see Annex 2, Section B).

3. **Main achievements and progress to date.** The ability of the EPDF instrument to provide a flexible and rapid response to needs of both governments and donors is enabling EAP to achieve progress on education policy questions and research priorities. To date, the region has completed or engaged successfully in a dozen of country-specific activities as well as regional initiatives. Through this effort, three countries have joined the FTI Partnership (Timor Leste, Mongolia and Cambodia) and the national programs for several others are being prepared and appraised by in-country donor groups.

4. **Regional and country specific activities** include a Language Affiliation study and Education Management Information System (Lao PDR); the CIERF Education Research Network and the Implications for Policy and Future Research (China); Donor Coordination Advisor to Support the Education Strategic Plan and Scholarship and School Effectiveness Studies (Cambodia); the Development and Support of a Pacific Region FTI Strategy (Pacific Island countries); and PETS-School Based Management Assessment (Philippines). Finally, regional activities include EAP Bangkok Regional Meeting; Mother-Tongue as Bridge Language of Instruction (SEAMEO); Awareness of Disability Children; M&E Workshop in Indonesia; and Teacher Management Workshop in China.

5. **Execution and financial data.** In term of program execution, EAP is committed to keep up the pace and use EPDF resources as efficiently as possible. When a couple of big-ticket items are counted, estimated contracts (i.e., commitments) amount to US\$1.84 million to date out of cumulative regional allocations of US\$2.4 million (see Table 1 below). This leads to a decent commitment rate of about 77%. However, actual disbursements to date

stand at US\$564,553 (24%). This low level of disbursement is expected and justified for many reasons such as phase disbursement scheme as work is being completed, revisions in proposal as priorities change, changes in country circumstances and or governments long-term contracts required for capacity building activities which take time, effort and consensus building.

Table 1. EAP EPDF Funding Situation (26 Oct, 2006)						
Country	Proposal	Allocated	Disbursed	Disbursement Period	TTL	Project Code
Lao PDR	Language Affiliation Study, Phase II	\$ 50,000.00	\$ -	pending	Jeffrey	PT-P098805-COR-TF054653
Lao PDR	Education Management Information System (EMIS)	\$ 40,000.00	\$ 13,504.30	~Dec 06	Jeffrey	
China	CIEFR Education Research Network	\$ 70,000.00	\$ 55,690.57	~Mar 07	Xiaonan	PT-P098231-COR-TF054653
China	Gansu: Implications for Policy and Future Research	\$ 8,300.00	\$ -	~Dec 06	Xiaonan	
Cambodia	Donor Coordination Advisor to Support Ed Strategic Plan	\$ 48,652.00	\$ 29,350.23	~Nov 06	Luis	PT-P098805-COR-TF054653
Cambodia	FTI Background Paper	\$ 21,851.00	\$ 15,000.00	Completed	Luis	
Cambodia	Scholarship and School Effectiveness Studies	\$ 54,000.00	\$ 53,820.00	Completed	Luis	
Cambodia	AAA Quality Basic Education for All	\$ 7,000.00	\$ 7,000.00	Completed	Luis	
Cambodia	Strengthening the Education Faculty at RUPP	\$ 100,000.00	\$ -	proposal	Omporn	
Timor Leste	Strategic Plan for Universal Primary	\$30,050.00	\$30,027.71	Completed	Jerry	PT-P098802-COR-TF054653
Timor Leste	Country Partnership & Knowledge Sharing	\$20,000.00	\$ -	proposal	Steffi	
Pacific Island Countries	The Development and Support of a Pacific Region FTI	\$ 620,000.00	\$ -	proposal	Jerry	PT-P098802-COR-TF054653
Mongolia	FTI Assessment	\$ 63,615.00	\$ 61,379.09	Completed	Cris	PT-P098232-COR-TF054653
Mongolia	Country Partnership & Knowledge Sharing	\$ 20,000.00	\$ -	proposal	Tsogo	
Mongolia	Preparation for FTI Grant Agreement	\$ 80,000.00	\$ -	proposal	Cris	
Philippines	PETS-School Based Management Assessment & SWAp	\$ 220,000.00	\$ -	Proposal	Dingyong	
sub-total		\$ 1,453,468.00	\$ 265,771.90			
Regional	EAP Bangkok Regional Meeting	\$ 150,000.00	\$ 65,844.00	FY07	Keiko	PT-P095670-COR-TF054653
Regional	Mother-Tongue as Bridge Language of Instruction (SEAMEO)	\$ 100,000.00	\$ -	proposal	Omporn	
Regional	Awareness of Children with Disability (Vietnam, The Philippines, Indonesia)	\$ 75,000.00	\$ -	proposal	Charlotte/Katie	
Regional	M&E Workshop (in Indonesia)	\$ 65,000.00	\$ -	proposal	Xiaonan	
Regional	Learning Outcome & Teachers Workshop (in China)	\$ 65,000.00	\$ -	proposal	Xiaonan	
Regional	Others		\$ 232,938.00			
sub-total		\$ 455,000.00	\$ 298,782.00			
	Total allocation to EAP	Total committed or proposed	Total actual	Commitment rate	Disbursement rate	
Overall	\$ 2,400,000	\$ 1,908,468.00	\$ 564,553.90	80%	24%	

6. **Major challenges and moving forward.** The slow pace of implementation continues to be a major challenge. But as experience is gradually gained, elements for strategic focus take hold and better communications channeled are implemented, we expect the execution performance to improve in the coming months. Nevertheless, finding a good match between activity cycles and that of EPDF budget allocations will remain a challenge as we move forward. Over the next few months, EAP will continue to work on these constraints to improve both the speed and efficiency of program implementation. By end-2006, we project a commitment rate of about 85% (i.e., US\$2m out of US\$2.4m allocated); an increase of 10% of disbursements to reach US\$621,000; and further disbursement of an additional US\$450,000 in the first quarter of 2007.

B. Strategic Focus of EPDF Activities in the East Asia & Pacific Region

7. **Proactively reaching out to and engage partners at country level.** EAP has proactively reached out to partners and tried to engage them in EFA/FTI effort in the region. Here are some examples:

- Built on the existing collaboration work in Timor-Leste, EAP had further discussion with IPAD of Portugal. In addition to that both sides agreed to encourage their staff at all levels to work collaboratively and do what's best for Timor-Leste, IPAD was encouraged to join the global FTI initiative.
- EAP also reached out to the International Bureau of MOF in Japan and discussed the potential role of Japan in FTI donor partnership. Japan was encouraged to exercise more leadership in helping EFA effort in the region and see tangible results (it is a big concern for Japan's aid programs via JICA).
- To stimulate discussion on innovative ideas on how to approach educational challenges, to engage local institutions and facilitate donor partners in education development and EFA/MDGs dialogue in the region, EAP organized a regional conference in Bangkok on September 14-15, 2006. The activity focused on three main questions: 1) what progress has been made in education in East Asia? 2) which education reforms should be considered in meeting the challenges of an increasingly globalized world? And, 3) what issues are relevant and timely as key focal areas of research and policymaking in achieving EFA goals, as well as developing new ideas on enhancing quality and equity at all levels of education? About 60 leading academics, practitioners, donor partners, and Bank TTLs were invited. The conference produced a free and frank exchange of views and dynamic conversations on most pressing educational challenges reform strategies to address them. EAP intended to use this activity to kick off the effort of establishing a regional professional network of experts and leading thinkers and encouraging more local institutions to participate in the common effort in achieving EFA and improving education for the region's development. A policy review paper that captures the main issues discussed and proposes a series of strategies for policymaking and areas of further research will be produced as the proceeds of the conference in December.
- Due to the diversity of ethnic population in the region, language of instruction is a serious issue to accessing school for minority children. We plan to address this issue through partnerships supported by EPDF at two levels. At the regional level, we are forming partnership with the South-East Asian Ministers of Education Organization (SEAMEO) to identify effective intervention policies through case studies, especially on mother-tongue as bridge language of instruction, and use SEAMEO forum to effectively communicate policy recommendations to education ministers across the region. At the country level, we have started the work with the Institute for Linguistic Research in Lao PDR to determine language affiliations with a more convincing methodology and provide a scientific base for the policy debate over language of instruction.

- Finally, in order to better coordinate the EFA/FTI program in the region, EAP hired a full-time coterminous staff in August. The staff has gone to the field (Lao PDR and Cambodia) to supervise EPDF sponsored activities and had dialogues with government officials, donor representatives, and other partners on EFA/FTI, especially in the capacity development area, to see how EPDF could be used to help capacity-building in planning and speed up the process of FTI endorsement. The staff will continue to push the effort in this area.

8. **Strengthening harmonization and complementarity.** EAP has put emphasis on donor harmonization in its countries. The following two examples demonstrate this.

- Cambodia's education sector planning is an in-country process led by the local UNESCO/EC representatives. The coordination mechanisms have been established at several levels to support this process. Besides the annual review activities on ESSP, a Joint Technical Working Group for education, chaired by the Minister of Education, meets every other month, which brings together the leadership of MoEYS with the principal donors, NGOs and other stakeholders in the education sector, ratifies major policy decisions and agrees on new strategic directions. In addition, the education donors formed the Education Sector Working Group (ESWG, including two representatives from the NGO Education Partnership) chaired by the UNESCO/EC Representatives. The group meets every month to exchange information on donor-supported programs, projects and research and discusses any coordination issues. Through EPDF, we have financed the position of a Donor Coordination Adviser (DCA), who helps compile information and work closely with the Department of Planning in MoEYS on the assessment of EFA/FTI. Through this mechanism, the development partners in the country have endorsed the FTI assessment report in October, 2006.
- The proposed Pacific Region FTI Program (PRFTI) is an innovative program as it intends to use a more effective and efficient approach to help the Pacific Island Countries (PICs, 14 Forum countries in total) to address their educational issues. Traditionally, there have been multiple donors and multiple projects in the area of education development in these small countries. In 2003, with the funding from EU and NZAID, the PRIDE project was established and implemented by the University of the South Pacific (USP) to enhance universal and equitable participation and to promote quality and improvement in outcomes in education. In the past few months, EAP has facilitated discussions among PICs' education ministers, donors (EU, AusAID, NZAID), and partners (e.g., USP) the possibility of using the EFA/FTI framework as a common framework to integrate the existing sector support programs and help countries to develop, implement, and evaluate the impact of their national education sector strategic plans. The proposed PRFTI will build on the existing PRIDE project and speed up the EFA effort in PICs. PRFTI will be supported by EPDF.

9. **Selectivity in the utilization of EPDF resources.** Through consultation among donors, governments, and Bank education staff in the region, four issues have been identified as emerging challenges facing the region in education: (i) reaching the last 10-15% of

children for enrollment (ii) teaching and learning methods; (iii) assessment, monitoring and evaluation; and (iv) mobilization of resources and financing. These, together with the guidelines from the EPDF Strategy Committee and the FTI Secretariat, are used as our funding principles. Operational activities focus on supporting FTI endorsement process in the country and building local and regional capacity in education. These guiding principles are meant to stimulate experimentation and collaborative planning without losing the flexibility to be responsive to country level demands and priorities. EPDF resources are ensured to be additional to the Bank program, not substituting for existing TA funding or Bank AAA instruments.

10. **Regional Advisory Group.** EAP has formed its Regional Advisory Group (RAG) as an advisory and consultative body for the EPDF program in the region. The RAG consists of six members:

- (i) Chris Thomas, EAP Education Sector Manager
- (ii) Theo Oltheten, First Secretary, Education & Science, Royal Netherlands Embassy, Jakarta
- (iii) Christine Wallace, DFID - Beijing
- (iv) Anouk Van Neck, EC - Hanoi
- (v) Cliff Meyers, UNICEF - Bangkok
- (vi) Sheldon Schaffer, UNESCO – Bangkok

11. The group had its first meeting in Bangkok during the EAP regional conference. At the meeting, we informed the group the process and progress of FTI/EPDF in the region and solicited their feedback and suggestions for its improvement. The group agreed that focusing on results is important and that we should encourage and develop capacity of the countries to use the results of assessment for making informed policies and formulating improvement actions.

12. Going forward, the group will be kept informed on a regular basis with open door for suggestions at any time. Advice will be sought and updates will be given quarterly to the group on the progress and emerging issues related to the fund management. Meeting via video conference twice a year was suggested, if no other face-to-face meeting opportunities.

Annex 3

Europe & Central Asia Region

A. Implementation Progress Report

1. **Introduction and background.** In ECA, EPDF funds are targeted towards specific countries most in need of assistance to meet the EFA goals, including improvements in quality of education as well as levels of school attendance. The EPDF resources were requested to provide technical support and assistance to three countries (Albania, Georgia and the Kyrgyz Republic) to assist them with the preparation of national education strategies and in getting their strategies endorsed by the donor community, and to prepare FTI action plans. We expected that the EPDF fund would be instrumental for Albania, and the Kyrgyz Republic to get endorsement by FTI partners before the next meeting of the FTI Secretariat in November 2006, which is what happened and, in the case of Georgia, to help the Ministry of Education initiate the process towards the end of the year in order to get donor's endorsement in early 2007.

2. EPDF resources are being used to finance capacity building activities in the two countries that recently received Catalytic Grants (Tajikistan and Moldova). During the endorsement process donors considered that these two countries had weak implementation and fiduciary capacity (particularly Tajikistan) deeming that this could pose a high risk for the successful implementation of their respective national education strategies and for effective, efficient and transparent utilization of FTI funding.

3. **Main achievements and progress to date.** In two countries, Albania and Kyrgyzstan, of the three countries that did not have a well developed national education strategy when the EPDF implementation started, the donor community has already endorsed their strategy and they will be presenting a FTI proposal during the November meeting in Cairo. The third country (Georgia) due to heavy Government previous commitments and to intensive work in the preparation of a new World Bank funded project the consultation process and preparation of the national strategy and the donor endorsement process will start in early in November.

4. The two countries that received Catalytic Fund money are making significant progress in the implementation of their national strategies using the money provided by the Fund.

- **Tajikistan:** By the time of the sector strategy endorsement some donors in Tajikistan expressed concerns regarding a perceived weak implementation capacity of The Ministry of Education especially in the area of fiduciary responsibilities. The EPDF has been used to help strengthen the capacity of the Ministry of Education (MoE) areas such as civil works planning and implementation, curriculum development and teachers' training. This work has been done with the support of international as well as local consultants. The World Bank has completed a fiduciary assessment and an action plan that has already

been discussed with the MoE and the donors. The implementation of that plan should start in late November.

- **In Moldova**, the funds were used to help the Ministry complete a detailed implementation schedule with the assistance of a foreign consultant. This preparation was done through a participatory process with the Ministry of Education and Youth and the other donors. In addition, EPDF funds are being used to prepare plans and documents needed for the rehabilitation of damaged preschool buildings, including a rapid social and technical assessment of the condition of the facilities.

5. **Program execution and financial data.** The following table provides a summary of program execution and financial data in terms of commitments (expenses incurred) and disbursements (payments made). This information is divided into Bank's fiscal which run from July 1 to June 30. The table below summarizes ECA's commitment and disbursement performance at end-October 2006: about 20 percent and 9 percent, respectively. Over the next 2-3 months, an improvement on the order of 10-20 percent is expected in both categories.

Country	Total Notional	Disbursement		Commitments	TOTAL Comm + Disb	Balance
	Allocation	FY06	FY07	FY07		
Albania	\$ 75,000	\$ 23.69	\$ ----	\$ ----	\$ 23.69	\$ 74,976
Georgia	\$ 150,000	\$ -	\$ 64.00	\$ 22,291.00	\$ 22,355.00	\$ 127,645
Kyrgyz Rep	\$ 150,000	\$ 178.00	\$ 28,538.00	\$ 19,219.00	\$ 47,935.00	\$ 102,065
Moldova	\$ 260,000	\$ ----	\$ 7,928.00	\$ 24,400.00	\$ 32,328.00	\$ 227,672
Tajikistan	\$ 265,000	\$ 35,802.00	\$ 12,524.00	\$ 19,360.00	\$ 67,686.00	\$ 197,314
TOTAL	\$ 900,000	\$ 36,004	\$ 49,054	\$ 85,270	\$ 170,328	\$ 729,672

6. **Moving forward.** Albania has already received donors' endorsement for its National Education Strategy and FTI action plan. During the assessment of the strategy the donor community identified key areas where the MoE will need to receive additional support in order to implement and monitor the Strategy. The World Bank and UNICEF teams are working with the MoE and other donors to firm out final commitments of the EPDF for the implementation of an organizational and institutional strengthening action plan for the MoE.

7. In Georgia an experienced international consultant has been secured to assist the Ministry of Education team and a team of local consultants put together the National Education Strategy. The Deputy Minister of Education has been appointed by the Minister as the leader for this task. The EPDF funds have been fully committed to finance a series of technical assistance needed to help the MoE prepare the national strategy, estimate its full implementation cost, conduct stakeholder consultation and prepare a base line for monitoring and evaluation.

8. In Kyrgyzstan the donor community will continue its support to assist the Ministry of Education to strengthen its management and implementation capacity in the areas of monitoring and evaluation and fiduciary accountability and procurement, (based on a

fiduciary assessment that will be funded through the EPDF) and budgetary planning, monitoring and execution.

9. In addition to the costs shown on the above table for Kyrgyzstan, fixed-cost and reimbursable travel expenses of about \$18,500 have been incurred and will be recorded in the system at the end of the month at least \$65,000. We expect very significant effort to strengthen the capacity of the Ministry of Education during the next few months to ensure that the program gets off to a successful start. Additional expenditures related to this effort are estimated as follows: direct costs \$13,000, international consultant costs (fees + travel) \$25,000, local consultant costs \$12,000, and local workshops, \$3,000. The fiduciary assessment that is needed to move toward Government implementation as the donor group wants would use much of the remaining \$45,000 -- depending on whether it is done by international or local consultants.

10. In Tajikistan significant progress has been achieved in helping the Ministry of Education strengthen its capacity for implementing programs and conducting policy analysis. This activity has been supported by all donors under the leadership of GTZ and ADB. An action plan to strengthen the procurement and financial management capacity of the Ministry of Education has been discussed and agreed upon. The objective of the plan is to assist the Ministry of Education develop sufficient capacity to be able to implement the second phase of the FTI using line units of the Ministry with minimum support from a Project Management Unit. The EPDF funds are already committed for a series of activities aimed at strengthening the management, policy analysis and monitoring and evaluation capacity of the MoE through a series of targeted training and foreign technical assistance. The funds will also be used to conduct an assessment of school infrastructure that will be used for the preparation of the implementation plan of the second tranche of the Catalytic Fund. Expenditures related to these activities are estimated as follows: direct cost \$20,000; foreign technical assistance \$85,000; local technical assistance \$35,000 including training; stakeholder consultation and needs assessment \$50,000.

11. Moldova's commitment and disbursement rate is consistent with the planned work. The total committed and disbursed amount is \$32,328. The balance has already been committed and will be used, among other, on the following activities: preparation of technical assessment of rehabilitation needs of damaged buildings (\$128,000); technical assistance for development of physical models and rehabilitation design of kindergarten and rehabilitation centers (\$43,000); international technical assistance to help MoE define technical specifications and selection of learning materials for kindergarten and alternative centers (\$33,000); support to MoE for the supervision of rehabilitation work (\$15,000).

12. **Major challenges.** In all the countries the major challenge continues to be weak implementation and monitoring capacity in the Ministry of Education. Management training together with a sustained effort to strengthen the capacity of the ministries to collect and utilize information for supporting policy formulation and decision making are the two key areas of intervention that would be receiving special attention.

B. Strategic Focus of EPDF Activities in the ECA Region

13. **Proactively reaching out to and engaging partners at country level.** In each of the five countries benefiting from the EPDF the donors are meeting regularly among themselves and with the Ministry of Education to discuss progress in the preparation of the country's education sector strategy or in the implementation of the FTI-Catalytic Trust Fund. In each of the two countries that received Catalytic Fund support, the donor group has been working closely with government counterparts to help develop management, fiduciary and implementation capacity to effectively and efficiently utilize the Catalytic Grant. In the other three countries a donor group has been formed (more details bellow) and provided support to the Government for the development of a national education strategy and estimates of the funding needed to implement the strategies, appraisal and endorsement of the proposals, and implementation of the Catalytic Grant once received by these countries. This has been a very time-intensive process for donors as well as government. In at least four of the countries, UNICEF is the lead donor with the Bank's heavy involvement. Other key partners include USAID, Asian Development Bank, GTZ, UNESCO, as well as Save the Children and the Soros Foundation.

14. In Georgia, the donors have had two meetings with the Ministry of Education, one hosted by the Ministry and the other by the World Bank, to review progress on the preparation of the National Education Strategy. A third meeting, to be hosted by UNICEF, is planned for the last week of November.

15. In Kyrgyzstan, as a result of the work carried out for the preparation of the national education strategy, where all the donors have played a very active and strategic role, the Ministry of Education has decided to reactivate the dormant "International Advisory Council on Education".

16. To ensure an efficient use of the EFA/FTI funds, the Moldovan Government and the donors' community agreed to establish different coordination mechanisms to provide technical assistance to government staff to efficiently manage the implementation and to keep decisions makers and donors well informed on the progress of implementation. Some of the established mechanisms are the EFA/FTI Steering Committee chaired by the Minister of Education and the EFA/FTI Advisory Committee (chaired by the EFA/FTI Country Adviser, representing UNICEF/UNESCO). In addition, UNICEF and UNESCO are jointly funding a national officer (EFA/FTI Country Adviser) working under the technical and administrative supervision of UNICEF. The World Bank in turn, is conducting the overall supervision of FTI activities, keeping in close touch with the UN agencies involved in the provision of technical assistance to the Ministry of Education.

17. In Tajikistan, regular meetings of donors are been held to review progress and discuss with the Ministry of Education the implementation of the Education Strategy endorsed by the doors and the utilization of the FTI-Catalytic Fund resources. The donors are providing active support to help the Ministry of Education strengthen is management and implementation capacity. A recent "Fiduciary Assessment" of the education sector conducted by World Bank specialist was discussed with all donors and the Ministry of Education and an action plan was

agreed upon in order to assist the Ministry of Education with the implementation of the plan. The donor group will further coordinate its efforts to support the management capacity building of MoE along with the FTI process, including key areas such as: (i) budgetary planning and monitoring, linking to MTBF; and (ii) EMIS development, linking to policy analysis and decision making. A clear action plan is under preparation on management capacity building to support effectively MoE's accountability development.

18. **Strengthening harmonization and complementarity.** The in-country donor groups discussed in the other sections has been helping to ensure that activities and approaches are mutually complementary and harmonized within individual countries and across countries in ECA. In addition, the World Bank staffs who have already worked with countries to develop EFA/FTI proposals, as well as their UNICEF counterparts, are working with colleagues in the other countries to help them develop the new proposals. In this way, sharing lessons learned in Tajikistan, for example, were instrumental in helping Albania and Kyrgyzstan prepare their national education strategy and FTI action plan. In turn, the experience of Albania and the Kyrgyz Republic will be shared with Georgia which is in its early stage of EFA/FTI development.

Specific activities in countries are also promoting harmonization and complementarity.

19. In Tajikistan, for example, the Government is working very closely with the donors to scale up some in-service teacher training and curriculum and textbook development programs that have been tried out in pilot areas with some degree of success. Donors have also joined effort to help the Ministry of Education to enhance its capacity for data collection and to strengthen the department of planning and the Ministry's management information system. In addition, at the request of donors, the World Bank is conducting a fiduciary assessment of the education sector in Tajikistan. The finding of this assessment will be used to prepare an action plan to upgrade procurement and financial management capacities in the education sector. As a result of the implementation of the action plan, donors expect that the second tranche of the Catalytic Fund will be implemented directly by the line units of the Ministry of Education. This will be the first stage of an institutional strengthening program that would be the basis for an education SWAP that is being considered by the most active donors in the sector.

20. **Selectivity in the utilization of EPDF resources.** The ECA EPDF activities focus selectively on assistance to five countries that are most in need of additional help to achieve EFA goals. Within each country, the uses of EPDF assistance depend on the needs of the specific country. For example, assistance to the government to develop an education strategy and cost models is being provided in the countries – including the Kyrgyz Republic, Albania and Georgia -- which have helped them prepare their national education strategy and get donor endorsement (Albania and the Kyrgyz Republic) or that are at an earlier stage of FTI proposal development. For Tajikistan and Moldova, which have already received Catalytic Grants, EPDF is providing assistance in mapping interventions to schools and early childhood centers with the most acute needs. In each case, the decision on how to utilize EPDF resources has been based on the country's needs as jointly defined by the Government in consultation and with the technical assistance from donors.

21. **Structure and functioning of the Regional Advisory Group.** In order to ensure consistency of programs, the existing partner group which was established for the Central Asia Regional Education Initiative (ECA-REI) is providing programmatic oversight. This group includes all the relevant donors and is designed to improve coordination and effectiveness of education activities across the countries and donors. EFA/FTI fits well into the framework of the Central Asia Regional Education Initiative, and the non-Central-Asia countries can be added for FTI/EFA discussion. It is more cost-effective to use this existing group and expand it, rather than to create a new structure.

Annex 4

Latin America & Caribbean Region

A. Implementation Progress Report

1. **Introduction and background.** In coordination with the Inter-American Development Bank, we have established that our efforts will focus on: (i) strengthening the capacity of countries in the Latin American and Caribbean region (LCR) to develop education projects and programs, focusing on aspects referring to improvements in quality of education through the design of multi-grade teaching in particular for indigenous and isolated rural populations and on country specific preparation of education sector plans; and (ii) sharing successful experiences from the LCR countries. With these activities we will be accelerating actions to reach the Millennium Development Goals. Also with the achieving of universal coverage of basic education almost attained in LCR, there is increased awareness that the low quality of education prevailing in the region hampers economic growth and contributes to widen income inequality, so this issue will be substantive part of the framework we are working with.

2. **Main achievements and progress to date.** Regarding the first topic, the implementation of the technical support to multi-grade teaching, the consultants currently are working in the second stage (training of trainers in the field on how to use the guidelines). Also Haiti will complete its education sector development plan by the end of the year. As for the second topic we just had the conference “Latin American Lessons in Promoting Education for All”. And soon will sign the contracts supporting the proposal to implement a network of education leaders to exchange educational experiences in Latin America (\$578,000) and the support to UNESCO (LCR Office in Santiago, Chile) to conduct the Latin American Laboratory for Assessment of the Quality of Education – LLECE in particular (see below) the Second Regional Comparative and Explanatory Study – SERCE (\$483,000). The final proposal from the network of education leaders is attached in Appendix 2.

3. For the multi-grade consultancy the activities are well under implementation and the first workshop took place in March 2006 in Medellín, Colombia. In addition to the delivery of the Second International Congress on Escuelas Nuevas (where participants got immersed with Escuela Nueva’s international community and learn from its different experiences worldwide, the consultants delivered a workshop to familiarize the country representatives with Model’s operation and get familiarized with its multi-grade approach in situ, directly observing schools and their daily activities; become familiar with the classroom organization, learning materials, student government, school community relationships, in service teacher training and follow up, achievements and problems. This scenario is important for a comprehensive understanding of the methodology and for planning the scopes, adaptations, timings and upcoming project activities in each country. The Inception phase finished.

4. Currently the consultants are delivering the Induction workshop on the Escuela Nueva Model and on How to Use its Learning Guides – at the Country level. This workshop is the

main orientation to the specific mechanisms of introducing, developing and sustaining multi-grade approaches. It is targeted to trainers of trainers, demonstration school teachers, college personnel and a team of writers and teachers of demonstrative schools of the countries where the project will take place. The organized team of writers should participate in a later second workshop that deals with learning to develop and use self learning guides for children. The expected outcomes of this workshop will be the development of skills for the organization and set up of demonstration multi-grade schools and microcenters (teacher centers) with the Escuela Nueva approach, as well as the development of skills for using learning guides in the classroom and adapting them to local contexts.

5. Workshops have been conducted in Honduras, Mexico (at least two) and Costa Rica (we replaced Nicaragua with Costa Rica. In Nicaragua we have been working closely with the Academy of Educational Development –AED, UNICEF and other NGOs (like Plan) and decided that the work that these agencies are doing in Nicaragua is a substitute for what our consultants are doing, so we will work in a coordinated way and will not overlap in Nicaragua. Costa Rica has not had experience on this subject and the new Administration requested the support), and the workshops in the other countries have been scheduled.

6. **Haiti.** The national Education For All strategy in Haiti should be ready by the end of the year. The additional \$50 K is for a study of the non-public education sector's un-utilized enrollment capacity (for which we would fund scholarships for poor students) and to get the Escuela Nueva team working in Haiti on a pilot program to be launched in 2007. We will also support some activities to get the “governance” improvement program of the Ministry of Education underway.

7. Second Objective: Sharing successful experiences from the LCR countries among themselves but most importantly with countries from other regions in the world. The Conference (Latin American Lessons in Promoting Education for All) was delivered last week in Cartagena, Colombia, with participation of more than 120 representatives of 22 countries from LCR and Africa. Information about the Conference can be found in the link below which will be updated to reflect minor changes in the final presentations: <http://www.worldbank.org/wbi/education/EFAconference>.

8. **Financial data.** We have received \$1,700,000 to date. We have disbursed \$236,000; and we have committed an additional \$543,000. The contract for the Exchange Network (for \$578,000) will be processed and thus committed soon. Overall, LCR estimated its EPDF commitments to date at about US\$1.4 million out of a cumulative allocation of US\$2.18 million (including the extra budget for the collaboration with UNESCO’s regional office in Chile (see below). The contract with UNECSO in the amount US\$483,000 (approved in Moscow) is ready for signature in a couple of weeks at most. Disbursements are also likely to increase sharply in the next few months as bills are being collected for a large contract of US\$500,000 for work on multi-grade activities. Therefore, we project an overall commitment rate of 80% or better by end-2006; and extra disbursements on the order of US\$200,000. Reasons for disbursement lags are known across region and activities aimed at building capacity.

9. **Major challenges.** The original \$150,000 requested for Haiti may not be enough to complete a comprehensive plan, so we have decided to reallocate \$50,000 from the original request for the Exchange Network to complement the work in Haiti. Based on commitment projections, the LCR Region has requested and the FTI Secretariat has transferred the additional US\$483,000 approved in Moscow for collaboration and support to UNESCO regional activities (see details in Appendix 1 of this Annex).

10. **Moving forward.** We are optimistic about the delivery of the tasks that we have scheduled and with quality. For next year we are planning to request resources to finance impact evaluations of key ECD and pre-school models and programs that have been implemented in LCR, and eventually a bilingual education program in Peru, as well as resources to further support Guyana with its education development plan.

B. Strategic Focus of EPDF Activities in the LCR Region

11. **Proactively reaching out to and engage partners at country level.** In general, LCR supports and encourages all countries to identify clear priorities for their National Education Plans. In the case of Haiti, for instance, a consolidated request was made during meetings with all stakeholders in the country. In addition and during President Préval's meeting with Mr. Paul Wolfowitz at the Annual Meetings, he informed the Bank that education is a key priority for the country. In that context, he requested support from the World Bank. As a result, the Bank has included an education project for Haiti in its lending program for FY07. In fact, the region has already started the preparation of that project with other donors, the local authorities, and other stakeholders including NGO organizations. In this way, local participation and consultations is already included in the process. Moreover, EPDF supports an education social analysis to ensure that the reforms will lead to increase access and quality education (particularly for the poor) without resulting in unintended negative consequences.

12. **Regional network to exchange educational experience.** In that critical area, we have taken into account the position that the Brazilians have expressed in several of the last meetings (Beijing, Monterrey) about creating a scenario for South-South collaboration. In addition, the World Bank and the IDB have teamed up for discussions with high level officials (mostly Vice-ministerial level) in countries like Mexico, El Salvador, Colombia and Guatemala. All involved are highly supportive of the idea. The definition of some of the activities to be supported, like the themes for the training of high level officials, the identification of the successful experiences, and the selection of strategies to be disseminated, will be done by the beneficiaries/participants. We have been in direct contact with the Office for International Affairs (Ministry of Education – Brazil) as they have been promoting the idea of the partnership between developing countries with recognized tradition and expertise in educational policies and practices, and the FTI countries.

13. **Strengthening harmonization and complementarity.** In this regard, the essence of what has been proposed above (i.e. the regional network to exchange experiences, and the proposal to support the UNESCO-LCR assessment system) will facilitate the sector dialogue in the context of development and implementation of National Education Programs.

14. **Selectivity in the utilization of EPDF resources.** A quick review of the topics that we proposed for funding in the two rounds shows that they are all directly linked to the EFA agenda. In collaboration with the Local Donor Group in each beneficiary country, we will continue to ensure that EPDF resources are used selectively and strictly in line with EFA-FTI priorities.

15. **Structure and functioning of the Regional Advisory Group.** Lastly, the process of forming the RAG is well underway. So far, we have worked closely with the Inter-American Development Bank and UNESCO in the process. In addition, we have had excellent interactions with numerous key partners and stakeholders like the USAID, UNICEF, and a couple of nonprofit organizations, the Academy for Educational Development and Plan International. At the end, we have decided to keep the RAG within the two banks (i.e., World Bank and IDB) and the UNESCO-LCR Office on a trial basis. This provisional structure has worked fine, and we are always open to include others, if necessary.

16. **Collaboration with UNESCO-LCR Office (Santiago, Chile).** As reported during the EPDF-SC meeting in Moscow, UNESCO conducted a comparative study which involved 14 countries in the LCR region. As a follow up a decade later, UNESCO has teamed up with other donors to study 17 countries, plus three more administrative units. This is the only international assessment system which deals with quality within a large sample of countries and over a long period of time. In that context, UNESCO has requested support from the EPDF in the amount of US\$483,000 to cover 10 percent of the program's total cost estimated at US\$5.2 million. Details of the program are contained in the Appendix 1 below.



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**Regional Bureau of Education for Latin America
and the Caribbean**

**Appendix 1 – LCR Region: EPDF Funding Proposal 2006
Latin American Laboratory for Assessment of the Quality of Education – LLECE
Second Regional Comparative and Explanatory Study – SERCE**

1. LLECE and SERCE

The Latin American Laboratory for Assessment of the Quality of Education (LLECE) is a network of education quality measurement teams and systems attached to ministries of education of the countries of Latin America and the Caribbean. It is coordinated at their request by UNESCO's Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago). The primary function of the Laboratory is to provide technical support to the development of these national teams and systems by encouraging and carrying out country-to-country cooperation and fostering training and exchange, institutional strengthening, and improvements in the installed technical capacity of each one of the countries involved.

In 1997 LLECE carried out the First International Comparative Study for the assessment of achievement of 3rd and 4th grade students in language and mathematics in 13 participating countries. Factors associated with student achievement were studied as well. The Laboratory is currently carrying out the Second Regional Comparative and Explanatory Study (SERCE) with the participation of 16 of the 19 countries of Latin America and of the Spanish-speaking Caribbean as well as one Mexican and one Brazilian state.

The Second Study responds to current and future needs to maintain and strengthen modalities that make possible assessment of the quality and equity of education in the region in both comparative and explanatory terms. These needs have been repeatedly expressed by the region's ministers of education in such documents as the Cochabamba Declaration (2001) as well as in the Follow-up Model of the Regional Education Project for Latin America and the Caribbean – PRELAC – approved by the ministers meeting in Havana in 2002 (Cfr. PRELAC, 2002) which not only speaks to an already established demand but also adds new and more complex connotations to a task that countries of the region have begun to carry out through the laboratory.

Also in the international area, this need is emphasized by the sixth objective of the Framework for Action of Dakar (World Education Forum, 2000):

“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.” (Cfr. PRELAC, 2002, especially agreements 2, 4, 5, 10, 11, and 12 of the PRELAC DECLARATION I, November 16, 2002).

Moreover, the Second Study places much importance on obtaining a general and comprehensive outlook on the state of education in Latin America and one which can be continuously up-dated through systematic and comparable collection of information on education outcomes in the region. SERCE, besides investigating how much students learn, will analyze the factors that influence learning, emphasizing what takes place within classrooms and schools. In particular, it should be noted that besides providing comparisons between country results, the First Study provided explanations of the factors that most influence learning achievement. The Second Study will maintain and consolidate the contributions of the first by strengthening national technical teams, particularly in countries in Central America that will be participating for the first time in an international effort of this kind. It will also be a unique opportunity to obtain valuable information on regional and national trends.

It is important to note that the Second Study enjoys the support of a Technical Consultative Committee, charged with being informed of the development of each phase and with making recommendations and providing concepts that guarantee the integrity and quality of the study. The committee, which held its first meeting in March 2004 and the second in March 2006, has the following members:

- Dr. Scott Murray, Director of Learning Outcomes of the UNESCO Institute of Statistics;
- Dr. Hans Wagemaker, Executive Director of the International Association for the Evaluation of Educational Achievement (IEA), responsible for the TIMSS study;
- Mr. Barry McGaw, former Director of the Education Division of OECD, responsible for the PISA study;
- Dr. Kentaro Yamamoto, Psychometric Specialist and Senior Research Scientist of the Educational Testing Service (ETS);
- Dr. Mark Joncas, Sampling specialist of the Association for the Evaluation of Educational Achievement (IEA) and of Statistics Canada;
- Dr. Juan Enrique Froemel, former Technical Coordinator of LLECE and currently Director of the Assessment Institute, Supreme Education Council of Qatar.

2. BRIEF SUMMARY OF SERCE

- **General objective :**

To generate knowledge of student learning in the region in different academic areas and of factors associated with such learning. We wish to know *what* our students learn and under *what* conditions they do so.

- **Type:** a curriculum-based comparative and explanatory study for Latin America and the Caribbean.
- **Population:** 3rd and 6th grade students in public, private, urban, and rural primary schools.
- **Curricular areas:** reading, mathematics, writing, and natural sciences.
- **Other areas to be studied:** factors associated with student achievement such as school characteristics, school management types, classroom work organization, learning opportunities, school climate, among others.
- **Phases:** pilot application November, 2005; definitive application May-November, 2006; reporting of results, including fostering their use in order to improve education policies and practices, 2007.
- **Participating countries:** Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, State of Goiás (BR), State of Nuevo León (MX).

3. SOME EXPECTED RESULTS

Due to the way the samples of students and schools was constructed, in all cases the information obtained will make it possible to analyze differential characteristics of the urban and rural populations of the region as well as of the public and private schools of each of the participating countries. Thus, the study will provide:

- information on student achievement levels in urban and rural areas and of public and private schools in different disciplines for the region and for each one of the countries.
- identification of school factors that contribute to explaining levels of student achievement, allowing us to identify the characteristics of school services that have the greatest impact on student learning.
- identification of trends in classroom and school management in our countries in order to indicate the most useful intervention methods for the least privileged populations in the region.

- in summary, this information set will be key to providing guidance for *the design of education policies in the region for reducing the gap* in terms of the equity and quality of education and to effectively guarantee *education for all*.

4. COST OF SERCE (in U.S. dollars)

Total cost of SERCE	5,215,000
Costs financed by the countries themselves	2,560,000
Costs financed by UNESCO and cooperating agencies	2,155,000
Costs financed by sources of cooperation to be identified	500,000

5. WORKING AREAS THAT STILL REQUIRE SUPPORT FOR THE CONCLUSION OF SERCE – LLECE

- **Training of national teams in the technical details of SERCE.** In the current phase it is extremely important to carry out technical training activities that are in accordance with the progress of working phases within the framework of SERCE. Thus, training workshops must be developed, focused on very specific aspects of the study. For example:
 - Standardized coding and correction of written tests;
 - Coding of open-response questions for the areas of mathematics and natural sciences;
 - Item response theory and analysis of information on academic performance;
 - Hierarchical linear models and analysis of information on factors associated with performance.
- **Support for definitive application of the test instrument in some countries.** In the cases of some countries there are specific difficulties for paying specific costs linked to definitive application of the SERCE test instrument.
- **Processes of supervision, monitoring, and quality control of SERCE.** This is vitally important in order to guarantee the quality of all technical processes included in SERCE. A control process has been designed that involves on-site supervision in all participating countries.
- **Information processing and analysis of SERCE.** One of the main phases of the study is in regard to the processing and analysis of the information obtained. To this end, teams of regional and international consultants have been called upon in order to guarantee the quality of technical processes while at the same time taking advantage of their presence to provide opportunities for training.
- **Research on associated factors.** This is one of the least exploited but potentially richest areas due to the value of the information collected from students, their families, teachers, school principals, and schools. A set of complementary exploratory or qualitative studies on these factors are foreseen which will provide valuable

information on what school-related factors can be emphasized in order to improve the quality and equity of education for the most disadvantaged.

- ***Strategies and production of materials for the dissemination and best use of the outcomes of SERCE.*** One of the major challenges of SERCE lies in developing a clear and effective strategy for dissemination of information on its results. On this depends much of the future impact that its results may have, both in the design of education policies in the region and in the use of the information to provide working tools for the education community (teachers, school administrators, supervisors, etc.); all in the interest of improving school practice.

6. ESTIMATE OF RESOURCES REQUIRED

Working areas	Estimated Value US\$	Observations
Training of national teams	80,000	If one includes all expenses for transportation and housing of specialists this amount increases
Support for definitive application of the test instrument	69,000	
Processes of supervision, monitoring, and quality control	85,000	Domestic travel in each country is included
Information processing and analysis	68,000	
Research on associated factors	48,000	Includes collection of additional information
Strategies and production of materials for the dissemination and best use of the outcomes of SERCE	150,000	Includes design of a strategy for dissemination and communication as well as for ad hoc materials
<i>Total resources required</i>	<i>500,000</i>	

Appendix 2 – EPDF Activities in the LCR Region EPDF Exchange Network



EXCHANGE NETWORK FOR LEADERS IN LATIN AMERICAN EDUCATION

1. Introduction

Before there can be any improvement in education in the Latin American region, there must first be a strengthening of educational leadership in these countries. The ability to govern and the governance of educational systems become critical factors under circumstances in which educational systems require fundamental and qualitative changes.

With this in mind, this proposal argues for the development of procedures that contemplate the creation of forums for dialogue, information networks and the interchange of lessons learned by decision makers, as well as ways of improving the quality of educational policy in the region.

This project allows for the possibility of solidifying an environment where managerial knowledge is produced and analyzed, toward an end of contributing to the improvement of educational systems. At the same time, it would be able to fortify the credibility of the administrations of the national ministries and provide them with regional support for the policies they attempt to implement.

2. The proposal

This activity is designed to develop a forum where regional leaders in education can discuss strategies for addressing either issues of conflict or those that require new solutions.

The perception of regional decision makers is that new problems appear that have neither concrete responses nor have yet been evaluated. Therefore, discussions with those facing similar challenges, in addition to the sharing of how problems were resolved, can prove a contribution to the discussion as well as provide political support for those decisions.

Three novel and strategic areas in the discussion of regional educational policies will be addressed:

2.a. Area 1: Communication of Educational Policies

The Education Ministries have great difficulty in effectively communicating their policies and explaining the conditions of their schools to the public. These shortcomings hamper their ability to function as "editors" of information about education that reaches the people. It also diminishes their influence in shaping the "public's perception" about educational opportunities in their countries. This makes it very difficult to base their educational plans on societal demands as a tool for improving educational quality.

At the same time, there are few channels for exchanging information between the Ministries and the regional educational teams.

This leads to the development of new programs and policies while disregarding the lessons of other relevant experiences, which creates problems that could have been avoided. The project will propose the development of initiatives that will allow decision makers to utilize information pertinent to other regional initiatives that are being developed, and in accord with their requirements (budgeting, prior negotiations, implementation strategy, communication strategy, and political agreements for implementation, among others).

Similarly, a network of Education Editors from the region's principal newspapers will be created. They will be trained and subsequently sent information about initiatives that countries throughout the region are taking. The idea is that this information will allow educational leaders to see their initiatives in a regional context and thus strengthen their political positions.

The activities linked to communicating educational policies will have two principal targets: Decisions makers and Education Editors.

2.a.1 Activities with decision makers:

2.a.1.1 Seminar: "Communication strategies for educational policies"

In the seminar, participants will analyze and discuss different communication strategies for educational policies using successful experiences that have been developed in the region. At the same time, other communication models that enhance policy effectiveness will be analyzed.

It will be considered both, communication strategies to the society as well as to people and institutions from the education system.

Target: High level decision makers from the regional Education Ministries (with special emphasis on those responsible for communication policies).

Place and date: México DF, April 2007.

Cost: U\$S 39000.

2.a.1.2 Course: Communicating educational policies

The course will focus on implementing communication policies of educational policy, both within the different areas of media as well as in internal systems. Special

emphasis will be placed on school communication systems with respect to results, statistics, the necessary information required by various actors and the modes of communication.

At the same time, the course will work in implementing integral strategies of communication to the society, related to the system's aims.

The specialists who will lead the program will have both outstanding academic credentials as well as have participated in public policy administration in related areas.

Target: Regional ministry officials responsible for communication.

Place and date: Santo Domingo, Junio 2007.

Cost: U\$S 54000.

2.a.1.3 Policy newsletter for leaders

A tool will be developed that will allow for the dynamic circulation of policy information between educational leaders in the region. At the same time, the format and the type of information in the newsletter should allow leaders to use it as a "fountain" of ideas and policy.

Six editions will be produced bimonthly and in digital format. The publications will highlight the chief education policy initiatives that regional Education Ministries are developing, from the perspective of decision makers, keeping in mind their requirements (costs, implementation and regulation methods, timeline for planning and putting into effect, repercussions, presentations, among others).

Place and date: March 2007.

Cost: U\$S 16500

2.a.1.4 Successful education policy studies

For the development of the seminar and the course, two successful education policy case studies in communications will be examined; successful in their approval and support as demonstrated by the public.

2.a.1.4.1 Educational Reform in Paraguay (1999 - 2006)

The communication strategy of Paraguayan Educational Reform from the Nicanor Duarte administration up to the present will be studied.

Date: December 2006.

Cost: U\$S 17000

2.a.1.4.2 Reform of technical education in Brazilian high schools (1998- 2000)

The communication model of the Reform of technical education in Brazilian high schools during Fernando Henriue Cardozo's administration will be analyzed.

Date: December 2006.

Cost: U\$S 17000

2.a.2 Activities with Education Editors

2.a.2.1 Seminar: Strategic matters in the educational agenda

Strategic matters in the educational agendas of regional countries will be analyzed, and at the same time, the contribution that the press can make in improving education will be considered. The issues to be specifically examined include themes to be evaluated, analysis of statistics, defining quality, school management, and the architecture of educational systems, among others.

The seminar will take place over two sessions. Between sessions the attendees will have to write reports based on their own work experience.

Target: Education Editors from the principal media organizations in the region.

Place and date: Río de Janeiro / San José de Costa Rica, January 1st, 2007.

Cost: U\$S 66000

2.a.2.2 Network for disseminating educational information in the region

This is a network of journalists specialized in education who will be consistently sent information concerning educational reform in the region, news of any consensus reached by decision makers at meetings, and the results of studies and evaluations. This will serve to influence the opinions of the media organizations concerning educational reforms.

The credibility of an international network linked to a foundation allows for relationships with journalists, and, in this way, provides for a different kind of information analysis from that already established by the leaders of their own countries.

When Ministries of education of the different countries are getting consensus, the local initiatives are strengthened and they might be showed by communication media.

Target: Education editors of the regional Education Ministries.

Place and date: March 2007.

Cost: U\$S 16500

2.b Area 2: Support structures for schools

The political reforms in the 90's introduced a series of new programs that directly impacted each school. The majority of these programs introduced state coordinators who worked directly with the schools.

These models produced a great number of procedures for aiding schools that suffer from low levels of internal program coordination and lead to disorder in the schools' operations.

Many countries in this region have started to re-evaluate existing support systems for schools, both in the type of aid provided as well as in their organizational models. They have returned to placing importance on the role of supervisors, school directors and other school officials.

The aim to provide schools with greater autonomy and the ability to make and implement their own decisions calls for the reconsideration of school support models.

2.b.1 Activities:

2.b.1.1 Seminar: Organization models of the intermediate educational structures and school supervision

The seminar will focus on defining key roles, organizational models and ways of regulating procedures for providing pedagogical assistance and administrative supervision to schools. Successful examples from other regions will be presented as a way to inject new possibilities into the consideration.

Target: High level decision makers from regional Ministries of Education (especially those involved with administration and planning).

Place and date: Bogotá. May, 2007

Cost: U\$S 39000

2.b.1.2 Course: Planning procedures for the professional development of teachers

The program will be centered on designing best current practice models for teachers, budgeting and evaluating strategies implemented, school centered programs, and the role of Education Ministers in the planning procedures.

The specialists who will lead the program will be prominent academics in the field as well as have served as government policy administrators in related areas.

Target: State and national leaders responsible for planning and policy advancement in their respective ministries.

Place and date: Santiago. August, 2007.

Cost: U\$S 54000

2.b.1.3 Course: Administrative policies for educational materials

The program will be based on the management process for producing, selecting and distributing educational materials. The focus will be placed on existing regional and extra-regional models, while understanding their advantages and disadvantages, as well as on the different private sector models. There will be a particular emphasis placed on the process of placing selected materials in the schools. The teachers' role in the selection and production process will also be examined.

The specialists who will lead the program will be prominent academics in the field as well as have served as government policy administrators in related areas.

Target: Regional Ministerial leaders responsible for administering educational material.

Place and date: Tegucigalpa. September, 2007.

Cost: U\$S 54000

2.b.1.4 Successful education policy studies

2.b.1.4.1 Case Study 1: A pedagogic showcase and the current practices program in Colombia (2002-2006)

In this case study we will examine models for selecting educational materials as well as administrative procedures for providing professional development in best current practices for teachers. This will serve to encourage policies through which power and authority is transferred to schools under state and national school support programs.

Date: February, 2007.

Cost: 17000

2.c Area 3: The ability to govern and governance in educational policies

The reforms in the 90's have had negligible impact in improving classroom performance. This has led to a kind of crisis of "pedagogic optimism" which existed in the early 80's. This crisis of optimism has made its way to the media, to the political priority of education in the regional governments, and to the teachers' tolerance for embracing new reforms.

This crisis should be understood from both the point of view of ability to govern as well as of governance, and the type of reforms required for the future (improvement in quality and equity and the betterment of the state's efficiency, among other factors) cannot be successfully put into effect with the traditional political practices that were limited to striking agreements with the teachers' unions.

It seems it will be necessary to base this work upon the new political models for governance. In this light, the education ministries must develop articulation agreements and alliances with other social sectors (businessmen, churches, NGO's, academics) in both the development and implementation of policies. These strategies will require skills and responses that are not customary among the regional decision makers.

At the same time, the reforms in the 90's proposed procedures for decentralization. These same procedures have yet to be converted into processes of pedagogic administration, and, in general, have been limited to interchanges between federal and state ministries. Schools have not yet managed to become autonomous actors, and the systems of information and evaluation, current practices, selection of materials, maintenance, among other areas, are still centralized. It seems it will be necessary to establish strategic definitions for governance for systems that seek to redistribute responsibility and power.

2.c.1 Activities

2.c.1.1 Seminar: Making educational policies governable

The seminar will be based on the analysis of the new government conditions for administering educational systems, union relations, the media, civil society, and other social entities that may play a strategic function in educational policies.

The seminar will also look at the Ministry of Education's organizational template and its compatibility with its educational policies model. The different regulatory models will be debated.

Target: High level decisions makers from the regional Ministries of Education.

Place and date: Buenos Aires. August, 2007.

Cost: U\$S 39000

2.c.1.2 Course: Negotiation strategies and the crafting of public policy

The program will focus on the development of negotiation skills and on the creation of public policies that have broad based support. The course will utilize case studies, examine planning models, and analyze the political economy of diverse managerial procedures.

The course will also include simulation exercises and look at the decisions that these very same leaders find themselves developing.

Target: General directors and program coordinators.

Place and date: Lima, October, 2007.

Cost: U\$S 54000.

2.c.1.3 Cross-sectional encounters

There will be two cross-sectional encounters with individuals from other areas of public life and civil society. Both encounters are designed to foster incentive and dynamism between the Ministers of Education and other social actors. The intention is to develop practices that are linked with new models of governing educational systems, as prior stated.

2.c.1.3.1 A meeting with businessmen and decision makers in the educational area

The meeting will seek out potential areas for common action between the business sector and the state's educational policies. Questions concerning the relations between student learning and the job market, as well as those associated with their relations during the different educational stages, will be broached.

Place and Date: Montevideo, March 2007

Coordinator: Andres Delich

Cost: U\$S 44000

2.c.1.4 Successful education policy studies

The seminar and course for this area will be based on the following case studies:

2.c.1.4.1 Colombian statute reform

The strategies developed by the Colombian Ministry of Education for reforming the statutes in question will be analyzed, using the high political credibility of the presidency, the political opportunity due to circumstance and public opinion.

Date: March, 2007.

Cost: U\$S 17000

2.c.1.4.2 The National Institute for Education Evaluation

The seminar and course will study Mexico's National Institute for Education (NIE) as a model for integrating actors from civil society into the governments' educational divisions.

Date: March, 2007.

Cost: U\$S 17000

2.c.1.4.3 The negotiation with Chile's Association of Professors

The work model developed by Chile's Ministry of Education in conjunction with the Association of Professors will be studied, taking into account the framework and certain rules of continuity that impact the themes treated and the way in which the negotiations are pursued.

Date: March, 2007.

Cost: U\$S 17000

3. In conclusion

This program will approach three areas of educational policies that carry out new problems for the ministries.

The communication area, the support structure and school supervision area and the ability to govern educational policies area, were selected because those areas represents the new changes that regional ministries are facing.

Discussion and analyze experiences between educational leaders and actualization courses for ministry officials were considered in this program. There were also studied successful education policy case studies and new models of participation in politics.

Activities for educational editors of regional main media are showed because they are increasing their influence over public opinion and over politics' successful. Information network for educational actors is presented in order to improve the quality of educational information and, in this way to have influence over politics' successful.

4. Index: Curriculum of the coordinators

Ruy Berger Filho

Professor Filho graduated with a Bachelor of Arts degree in Literature from the Pontific Catholic University of Rio de Janeiro, undertook graduate study in Linguistics at the Federal University of Rio de Janeiro, and graduated as a specialist in education from the University of Oklahoma. He has participated in various seminars, symposiums and congresses. He has held various public positions such as National Secretary of Technology and Middle Education in Brazil's Ministry of Education, and Director of the Department of Educational Development at the National Secretary of Technology and Middle Education in Brazil's Ministry of Education. He is currently a professor in the Department of Arts and Letters at

the University of Piauí as well as a Legislative Advisor in the Piauí State Assembly. He is an educational consultant for IPE-Buenos Aires and also works as an independent consultant.

Lorenzo Gomez Morín Fuentes

He received a Bachelor of Science degree in Oceanography and a Master of Science in Coastal Oceanography from the Autonomous University of Baja California (AUBC). At the Autonomous University he graduated with honors at the graduate level and received the Merit Scholarship Award in 1994 for the highest grade point average in his class. He has been a professor and a researcher at AUBC for seventeen years in addition to serving as the Coordinator of Ecological Projects for the Organization of American States-SEDESOL, and for Ensenada's State Ecological Council. He previously held the post of Assistant Director of the Department of Marine Science at AUBC as well as that of Director of Research and the Graduate School at this same university. He simultaneously served as the General Director of the Institute of Educational and Pedagogical Services of Baja California as well as the Secretary of Education and Public Welfare for the state government of Baja during this three year period. He is currently the Assistant Secretary of Elementary Education for the Secretary of Public Education. He has participated in environmental planning seminars at both the national and international level.

Cristian Cox

Dr. Cox holds a Bachelor of Arts degree in Sociology from the Catholic University of Chile and received a doctoral degree in sociology from the University of London. He served in the Chilean government, coordinating the design and implementation of the Quality and Equity Improvement in Education Program (MECE-Basica) and designed the Ministry of Education's high school program. He has been the coordinator of the Ministry's Curriculum and Evaluation Unit where he oversaw curriculum reform for the Chilean school system. He has worked as a researcher on education policy for CIDE and FLACSO, research centers in Santiago, Chile and Latin America, respectively, and produced publications on both the educational system in general and higher education. He has been a consultant for the BIRF, BID and OECD. He has been a visiting professor at the Center for Latin American Studies and the School of Education at Stanford University since 2005.

Alba Martinez Olive

Alba Martinez Olive has been an elementary school teacher for 16 years as well as a Spanish teacher at the high school level. He received his Masters in Educational Research in the Department of Educational Research at the Center of Research and Advanced Studies at IPN. He became a member of the assessment team of the Assistant Secretary of Elementary Education and coordinated the production of the publication "A Book for Spanish Teachers" at the high school level as well as coordinated a national course on best current practices entitled "Teaching Spanish in High School". He currently is the General Director of Teacher Training for Active Duty Teachers.

Pedro Montt Leiva

Professor Montt Leiva received a Bachelor in Science in Chemistry from the University of Chile, and a teaching credential for Chemistry and Natural Sciences from the Catholic University. He also received a graduate degree in Public Management from Lincoln University in the United Kingdom. He has held various public positions such as Chief of Staff to the Assistant Secretary of Education and to the Minister of Education. He has also served as the Assistant Secretary of Education in Chile's Ministry of Education and currently heads the Curriculum and Evaluation Unit in the Ministry. He has participated in several international conferences on education and has published in various books and journals. He has also taught in the graduate program in Theater Pedagogy at the Catholic University of Chile.

Andres Delich

Professor Delich graduated with a Bachelor of Arts degree from the University of Buenos Aires in Sociology and received his Masters in Education Policy and Administration from St. Andrews University in Argentina. He has been a professor at the National Institute of Public Administration and at the University of Buenos Aires. He has published on numerous occasions in journals and in research papers. He has been an advisor to various political officials and worked as a consultant to a number of international organizations. He also served as the Argentine Minister of Education. He is currently the director of Educational Publications for the publishing house, September Group Editorial and is also the director of the foundation, the Center for Public Policy Research.

Gustavo Iaies

Gustavo Iaies undertook teacher certificate coursework for the elementary school level and holds a Bachelor's Degree in Education Science from the University of Buenos Aires. He obtained a Master's Degree in Education and Society from FLACSO, as well as a Specialization Certificate in Educational Policy and Administration from St. Andrew's University. Professor Iaies is the author of various publications that include articles in professional journals of education and of pedagogical essays that have appeared in book anthologies. He is currently the Director of September Group Editorial, a publishing house that specializes in educational texts, and serves as director of the Foundation, the Center for Public Policy Research. In addition, he is a consultant to Mexico's Secretary of Public Education and coordinates the Sub-regional Dialogue for Education Policy for the Inter-American Development Bank – IPE UNESCO, Buenos Aires.

Carlos Acuña

Dr. Acuña received a Bachelor of Arts degree in Political Science and holds a Master's degree in Research Methodology from the University of Belgrano. He was awarded a doctoral degree in Political Science from the University of Chicago. He is currently a member of the Faculty Senate at St. Andrews University where he is responsible for the design, organization and management of the Master's program in Administration and Public Policy. He is also the Program Director for Continuing Education in Public Policy and Management in the Department of Humanities at St. Andrews. In addition, he is a professor of undergraduate and

graduate studies at the university. Beyond his various positions at St. Andrews, Dr. Acuña is the Director of Political Analysis at the PENT Foundation. He has published broadly in books and written numerous articles and research papers. He has also participated in a range of congresses, conferences and seminars, both nationally and internationally.

Roxana Perazza

She received a Bachelor degree in Education Science from the College of Philosophy and Letters at the University of Buenos Aires. She has served as the Assistant Secretary of Education and the Secretary of Education for the City Government of Buenos Aires, the later post which she occupied for three years. She was also the Education Coordinator for the Carlos Auyero Foundation and worked in the National Ministry of Culture and Education's Program for Pedagogical Organization for Teacher Training. She has undertaken research and participated in a professional development seminar at the Institute of Pedagogical Research, Marina Vilte. She was a panelist at the World Education Forum at Bolivar University of Venezuela as well as at the World Education Forum at Porto Alegre, Brazil.

Daniel Santa Cruz

Mr. Santa Cruz received a journalism degree with a focus on institutional press in education. He was the Director of Press and Social Communication in Argentina's Ministry of Education and served as the Chief of Press and Communications for the City of Buenos Aires' Secretary of Education. He has also organized a series of seminars on Press Education. He is currently an advisor to Argentina's House of Representatives' Committee on Education and works as a consultant in International Press concerns for the University Language Center (CUI) at the University of Buenos Aires.

Annex 5

Middle East & North Africa Region

A. Implementation Progress Report

1. **Introduction and background.** Following the establishment of the Education Program Development Fund (EPDF) in November 2004, the Middle East and North Africa Region Human Development Group-Education Sector (MNSHD) submitted a proposal for FTI support in early 2005 for the two IDA (low income) countries in its portfolio: Yemen and Djibouti. The primary objective of the request was to improve the quality and sustainability of the respective countries' education sector planning and program development. The EPDF fund aims to strengthen technical and institutional capacity within each country, develop regional networks, and seeks to foster participative evidence-based policy dialogue within the sector. The fund provides upstream support for country-led development of education sector programs and downstream support to generate knowledge from experience gained and sharing of issues and remediation measures across countries. The range of activities financed by the EPDF includes the preparation of national education plans, institutional capacity building, strengthening partnerships and sharing education sector information and knowledge. The EPDF for both Djibouti and Yemen are entering into their second stage of implementation with a second tranche provided in FY07.

2. **Main achievements and progress to date.** The MENA Region received US\$1.0 million during 2005 and 2006 for both Yemen and Djibouti (\$700,000 for Yemen and \$300,000 for Djibouti). The funding helped both countries in improving planning/budgeting/monitoring capacity, improving quality of education, enhancing capacity to undertake key sectoral reforms focusing on targeted demand-side interventions, and strengthening of donor coordination. Both countries have developed an active and well coordinated donor group that interacts on a regular basis. Yemen for example has had a longer experience at donor coordination than Djibouti. Difficulties have mainly arisen regarding the sharing of information, and the expectation of what that information should look like. However, the Clients and the donor groups for both countries are dealing with this issue in a constructive manner by promoting a unified reporting system, whenever possible, and a better understanding of each donor's expectation.

3. The EPDF is a key resource to further strengthen collaborative efforts, streamline procedures, and unify all stakeholders around the objective of achieving the Millennium Development Goals. In addition, both countries have developed Poverty Reduction Strategies (PRS), and clear linkages are essential between the PRS and the education strategies. Positive outcomes have been noted following the exchanges the EPDF has generated: one example is a donor's change in procedures for financing technical assistance, from a supply-driven module to one that is now demand-driven. This change helps the Client be in the driving seat to determine where best to use that kind of expert resource, and redirect efforts to priority areas. The EPDF forum has also led to more open and frank discussions on priority areas, standing

in the region with regard to international assessments (TIMSS), and identifying gaps that need additional efforts.

4. The EPDF has been an extremely useful mechanism for the Clients to renegotiate financial aid and developmental priorities during project identification and preparation. On the other hand, there are still issues regarding the transparency of use of resources by certain bilaterals and sharing of that information. This matter does not allow the Client to have on time information and a clear knowledge of the real costs of the reform they are implementing. The EPDF is a welcome tool to gather the donors around the issue of cost-effectiveness, efficiency measures, and how best to address sustainability issues in a transparent manner. Both Yemen and Djibouti are currently addressing the above issues with the EPDF funds at their disposal.

5. Another positive outcome emanating from the establishment of the respective donor groups is the wide range of knowledge that is now shared among all stakeholders, and lessons learned from other countries in the region. This knowledge sharing should be further developed and more structured, even though sharing is being done on a more informal basis. For example, participation in EFA/FTI has led to the two IDA countries to explore what their regional neighbors are doing (expanded education system, quality of education under the competency approach, introduction of languages in the curriculum to feed future demand for multi-lingual services, decentralization/regionalization, increased girls' participation, etc.) and how to adapt it to the local context. This is welcome, especially as inter-regional areas of cooperation are a necessity in a volatile region. In addition, both countries are looking at result-based approaches to rationalize effectiveness and efficiency measures given tight budgetary constraints, and the possible use of a sector-wide approach mechanism, thereby bringing all the donors around one unified education strategy.

Djibouti:

6. The 2005 EPDF allocation was instrumental in undertaking five main activities: (1) Consultant services to assist the government in updating the national education strategy, and respond to Djibouti's Poverty Reduction Strategy. The 10-year Education Sector Perspective Plan (2001-2010) was brought up to date and a medium-term investment framework developed (Action Plan for 2006-2008), and the collaborative approach between the government and the donor community led to the completion of the FTI assessment, and the subsequent approval of funding from the Catalytic Fund for US\$8.0 million. (2) Consultant services to undertake an evaluation of the competency-based approach to education underway in the last five years. The work is close to completion, and the report will be sent to government in November 2006 for comments and validation. (3) Consultant services to undertake a review of the education sector training programs for its personnel. The preliminary report has been reviewed and will be revised and resubmitted for validation in November 2006. (4) Consultant services to develop the Education for All web sites that will allow an exchange of key information by the users in and of the education system. (5) Training of a financial officer to increase his capacity to manage a growingly complex set of developmental projects and train other financial staff within the Ministry. The training took place in June 2006, and training of ministerial financial staff will take place during the course

of November-December 2006. (6) A sixth study on the development of financial simulation models has been cancelled as another donor has financed this activity, currently underway in the field. A possible replacement would be the development of an Education Management Information System that would greatly enhance the capacity of the sector to improve statistical data collection and analysis. The 2005 allocation has not yet been fully disbursed.

7. The 2006 EPDF will look at the following priority issues, for which terms of reference will be submitted to the Bank at the end of the last quarter of 2006: (a) the finalization of the Children with special needs strategy toward achieving EFA goals; (b) strengthening government technical and institutional capacity for better management of the reform process (both financial and human resources); and (c) strengthening donor partnership to build a foundation for a SWAP framework as a mechanism for coordinated donor support to Djibouti's education system. For point (a), an education specialist joined the October 2006 mission and provided the government with key areas to focus on, possible strategies to make the education system more inclusive, and studies that can be undertaken to determine the causes behind the lack of participation of children with special needs, and remedial measures to increase participation. As for point (c), the services of an expert education-economist were funded by another donor; the report will be shared with the donor community, and is expected at the end of the first quarter of 2007. The 2006 EPDF allocation will be committed in late 2006/early 2007.

Yemen:

8. In 2006, five key activities have been funded by the EPDF in Yemen. These include: (i) development of the country's secondary education strategy in a participatory manner involving many stakeholders; (ii) building capacity to develop a pilot Conditional Cash Transfer (CCT) scheme to support the retention of girls in grades 4-9 and to set in motion a rigorous randomized impact evaluation (first in Yemen) to determine the effectiveness of the intervention and the institutional arrangements to implement this scheme; (iii) building national capacity to assess education quality, by participating in the preparation of TIMSS 2007, developing capacity to utilize the TIMSS information and holding national workshops to share the knowledge gained at the all-English trainings with the mostly Arabic-speaking technical experts in Yemen; (iv) undertake joint work between the Ministry of Finance and the Ministry of Education to reform the education sector budget so as to enhance outcomes and service delivery in education; and (v) developing national capacity to undertake monitoring and evaluation in education, by holding basic workshops on education indicators and statistics. The MoE is starting to prepare the first comprehensive education statistics report. In addition to these activities, the fund has been used to translate key documents from English to Arabic, which facilitated dialogue and significantly improved the knowledge and understanding of ministry staff on sector reform issues as well as international examples of supporting key reforms.

B. Financial Data

Djibouti:

9. As of October 12, 2006, the total allocation for Djibouti stands at US\$300,000, of which US\$60,000 is reserved for Bank supervision. Total commitments to date for 2005 and 2006 are US\$151,018, of which US\$104,928 has been disbursed (69%). Of the total allocation, the amount disbursed equals 35%.

- Disbursements for FY06 (including part of FY05 as funds were received in March 2005) amount to US\$97,194 out of an original commitment of US\$106,125 (or 91%). The percentage of disbursed to allocated amount of US\$150,000 for FY05 was 65%.
- Disbursements for FY07 amount to US\$7,735 out of an original commitment of US\$44,893 (or 17%). The percentage of disbursed to allocated amount of US\$150,000 for FY06 is 5%. MNA expects that both commitments and disbursement performance will improve over the next few months and by year-end.

10. **The bulk of the expenditures in FY06** is related to updating the national education strategy, and conducting two assessments on (a) the competency-based approach, and (b) a review of the teacher training corps needs. Capacity building has been a focus and sometimes implicit in each consultancy assignment. The EPDF financed an expert to assist the Client and the donor group to define strategic activities for the national education strategy, linking these activities with the Poverty Reduction Strategy, the development of TORs for key studies to be undertaken under EPDF financing, and strengthening of skills through training of ministerial financial staff responsible for monitoring reform expenditures and planning. The second tranche provided in FY07 will focus much more on capacity building issues, with one activity dealing with the development of an EFA/FTI web site to be used by education authorities, users, stakeholders, and donors in obtaining relevant information important to the education sector (dissemination of statistical data, curriculum reform, assessments and evaluation of the new system, etc.).

Yemen:

11. As of October 8, 2006, out of the total commitment of \$700,000 (\$350,000 in year 1 and \$350,000 in year 2), about US\$216,000 (30.7%) has been disbursed and an additional US\$88,000 (12.6%) has been committed.

12. As Yemen completes the process of developing strategies for the education sub-sectors (secondary and higher education are being finalized), the EPDF was instrumental in financing experts to assist the Ministry and help develop capacities to translate sub-sector strategies onto implementation plans in the context and developmental needs of Yemen. For example, Yemen has, with the help of the EPDF grant, developed a Secondary Education Development Strategy, and has finalized a Higher Education Sector Strategy supported mostly through bilateral assistance.

13. The Government is also in the process of converting these strategies into implementation and investments plans and to better link these strategies to the Poverty Reduction Strategy (PRS) and the national five-year plan. The Ministry of Planning and the Ministry of Finance are in support of managing education as one unified sector. Yemen is also in the early stages of putting in place various reforms that will support implementation based on results. The funds from the EPDF will be helpful in developing the skills needed better coordinate activities for a future sector wide approach financing mechanism.

C. Major Challenges

Djibouti:

14. A factor affecting the implementation of this grant is the limited capacity of the Ministry of Education in addressing the needs of the sector and meeting the demands to act on the diverse donor agendas. This has led to delays in providing timely feedback on carrying out the planned activities, validating the terms of references, providing guidance to consultants during their missions. It is expected that with the continued support of the EPDF, strengthened collaboration will lead to rationalization of efforts and a more uniform developmental agenda.

Yemen:

15. The major issue is capacity building. The process of capacity building has been slow. While several activities have taken place and capacity of the Ministry is being strengthened, the process is taking longer than expected, and requires close follow-up. The second issue revolves around donor expectations and the increasing demand for full inclusiveness in all decision making areas, even though they may be minor. The EPDF provides funding for increased capacity building which will orient around improved management and monitoring tools to better inform all stakeholders.

D. Moving Forward

Djibouti:

16. Donors have been called upon to take a more integrated approach in coordinating their efforts in capacity building measures. This has led to a commitment of supplemental technical assistance to assist the Ministry of Education in implementing their reform program, and using a demand-side approach to the provision of technical assistance. In addition, discussions are underway to harmonize reporting systems to alleviate the burden on the Ministry of supplying multiple reports to different donors.

Yemen:

17. The approach that Yemen has taken is to build on the initial capacity-building initiatives in key areas of education reform, equity, quality and management. Also, there is an increasing recognition that getting results in basic education requires sustained efforts of the entire education sector, and incorporating reforms in secondary, vocational and tertiary education. Therefore, more emphasis will be placed on supporting a sector-wide, integrated approach to education sector.

D. Strategic Focus of EPDF Activities in the MENA Region

18. **EPDF-supported work in the region.** Following the establishment of the Education Program Development Fund (EPDF) in November 2004, the MENA region formulated its funding request in early 2005 and again in 2006. It received funding for Yemen and Djibouti, the two low income countries of the region. The main objective of EPDF-financed work is to improve the quality and sustainability of their education sector planning and program development. It aims at strengthening technical and institutional capacity within countries and within regional networks, and seeks to foster participative evidence-based policy dialogue within the sector. Consistent with its objectives, the fund provides upstream support for country-led development of education sector programs and downstream support to generate knowledge from experience to share across countries. The range of activities financed by the EPDF includes the preparation of national education plans, institutional capacity building, strengthening partnerships and sharing education sector information and knowledge.

19. **Proactively reaching out to and engage partners at country level.** In most MENA countries in general, and especially in Yemen and Djibouti, donors and Government are engaged in enhancing coordination mechanisms at the country-level. In that context, functional Local Donors Groups with clear Terms of Reference have been established. These groups meet on regular basis under the leadership of one key donor designated through consensus (Lead Donor). Experience has shown that these groups are operating in an effective manner. Major decisions on EPDF initiatives and resource allocations involve all key partners in both design as well as implementation of activities.

20. **Strengthening harmonization and complementarity.** The Region's funding proposal for 2006 is a continuation of programs initiated in the first year. In Yemen, it aims at supporting, among others, elaboration of the Basic Education Development Strategy into a Medium Term Expenditure Framework (MTEF) and into annual plans and budgets, finalization of the secondary strategy and the elaboration of vocational and higher education strategy into implementation plans and budgets since access to secondary, vocational and tertiary is seen as key to achievement and sustainability of basic education goals. For both Yemen and Djibouti, EPDF will continue to support the sector efforts: (i) to strengthen data collection and analysis through continued support to the simulation model for better planning in basic, secondary and tertiary education; (ii) to promote effective aid harmonization, donor coordination and support of each country's national education strategy.

21. **Selectivity in the utilization of EPDF resources.** EPDF resources will continue to support design, review and monitoring of education sector strategies to ensure their better integration and coherence with Poverty Reduction Strategies and other national planning tools. As mentioned above, EPDF resources promote selectivity and harmonization among sector interventions and ensure coherence with national development policy and other sector strategies as well. In that context, actions financed under the EPDF contribute to the execution of ongoing programs such as the Yemen Basic Education Development program supported by a cohesive group of partners, and the assessment of and implementation of Djibouti's Girls Education Action Plan, also supported by all key donors.

22. **Structure and functioning of the Regional Advisory Group.** Given the particularity of the MENA region with only two IDA countries that are eligible for FTI and EPDF funding, and the differences between both countries on multiple levels, it is not practical to establish a new regional donor coordination groups. A regional approach may, on the contrary, have a negative impact on the participatory approach that the local donor groups have established among its members and most importantly with the Clients. The country donor groups function at a very high level and have established a strong and collaborative bond with their respective Clients. The donor groups are composed of both bilateral and multilateral agencies represented in the respective countries. Proximity has been extremely beneficial in developing relations and achieving the education sector objectives, and arriving at a framework that has led to achievements in both countries as described below.

23. **Working procedures.** The Local Donor Groups meet on a regular basis. In Yemen, key participants are: Netherlands, Germany, DFID, UNICEF, USAID, WFP and the Bank. In Djibouti, the main players include: France, USAID, UNICEF, WFP and the Bank. Information is shared through formal meetings (monthly), emails and special meetings when a major mission visits the country. Occasionally, teleconferences and/or audio conferences are also organized, to discuss major issues. Increased collaborative efforts have also led to joint reviews and missions amongst the donors. This alleviates the burden on the Clients of multiple missions and reviews, and increase sharing of information and knowledge. Therefore and given the specificity of the MENA region, this is the way donors have used the built-in flexibility offered by the EPDF Strategy Committee for the actual implementation of the Regional Advisory Group.

Annex 6

South Asia Region

A. Implementation Progress Report

1. **Introduction and background.** The World Bank and its Development Partners are strongly committed to working closely with Governments in all South Asian countries to accelerate progress towards achieving the MDG and EFA goals, and to foster the development of strategies and education sector programs conducive to growth and poverty reduction in South Asia. The Education Program Development Fund plays an important role in supporting activities in crucial areas of education system functioning and development to: (a) strengthen governments' technical and institutional capacity; (b) improve understanding of key constraints and the impact of interventions; and (c) promote policy dialogue and consensus building.

2. **Main achievements and progress to date.**

Ensuring universal primary/elementary education and promoting improvement in learning achievements in all South Asia countries remain at the top of the agenda.

3. For several countries (India, Bangladesh, Nepal and Sri Lanka), sector plans have already been established and are under implementation with multi-donor support. As we move towards mid-term reviews or preparation of a second phase of support, EPDF funds have been used to provide evidence of levels of learning achievements and their determinants as well as to gather evidence of impact of specific interventions and reforms. The following paragraphs provide detailed information by country:

4. **India:** Several studies are being conducted to assess the efficacy of the *Sarva Shiksha Abhiyan* (SSA) program, which is supported by DFID, EC and the World Bank. Preliminary results of some of them are already available and discussed with government counterparts; others will be available in the coming months. All have been launched after consultations with the development partners and will be inputs into the design of the second phase of support to SSA scheduled for next calendar year.

(a) **Learning Achievement studies:** A set of surveys were conducted in two India states – Orissa and Rajasthan – in early 2006 to provide information on achievement levels in primary education (grades 4 and 5). These studies aim to measure the impact of school, teacher and household characteristics on learning achievements. They show that the level of achievement at primary level is low on average, and that private unaided schools perform better than private aided and government schools. Preliminary results have already been discussed with government counterparts and will be inputs in discussion on how to improve overall quality and reduce gender and caste differences.

(b) **Teachers' Time-on-Task study:** Given the concerns at all levels regarding issues related to teacher absenteeism and students' learning achievements, this study aims to: (i) estimate time on task, and nature of tasks teachers and students engage in the primary classrooms; (ii) examine the relationship of 'time on task' and 'nature of task' with teacher training and resource support available to teachers, preparation and use of teaching learning materials by them; (iii) explore the extent of technical efficiency in resource utilization with respect to teacher inputs in the context of outcomes; and (iv) assess the impact of time-on-task and nature of task on learning achievements.

The study is based on actual classroom observations for which the Stalling Observation System developed by Jane Stalling has been adapted for India in addition to other tools for compiling information on teacher, school and student characteristics, student achievement and focus group discussions with children and community. The study is being conducted in 3 Indian states and is expected to be completed by April 17, 2007. It is supported by EPDF and DFID

(c) **Impacts of strengthening teacher accountability on school outcomes:** As many other developing countries, India has begun decentralizing control over public services to local communities. This is intended to increase service providers' accountability to the local community. However, though control has been devolved to the beneficiaries of public services, anecdotal evidence indicates that community members and members of local government may be largely uninformed of what services they are entitled to and what state mandated controls they have over these services. This study aims to assess whether information campaigns could improve control of communities and quality of service delivery. A randomized impact evaluation of such campaigns is being carried out in three states in India- Uttar Pradesh (UP), Madhya Pradesh (MP) and Karnataka. The information campaign aims to inform parents and communities of the control given to them by the state over the school, (school funds and teachers) and their entitlements. The Baseline survey of schools to assess quality is completed in UP and MP. Karnataka baseline will be completed by the end of November. Results from the baseline data for UP and MP should be available very soon. Should the results of the evaluation show a positive impact of the campaign on teacher attendance, test scores, and other school quality outcomes, a key issue would be to examine whether this intervention, if sealed up at the state level, could lead to long term impact. This study is supported by the EPDF and the Netherlands (BNPP).

(d) **Teacher contract terms and their impact on student learning.** Facing rising student populations and budgetary constraints, the India government has increasingly relied on poorly-paid, temporary-tenure para teachers to deliver services. However, the use of those para teachers has become contentious because of quality and equity concerns. To inform this policy debate, the surveys described above and conducted in three states (UP, MP and Karnataka) are also being used to assess the relative effectiveness of teachers hired under different contractual terms.

(e) **MP Child Development Pilot:** This multi-sectoral action research, which started in 2005 for a period of three years, is based on analytical work which showed the reinforcing effects on children's ability to learn of interventions including nutrition, early childhood education and reproductive health. It is aimed at piloting a decentralized, convergent and outcome-focused model for more effective service delivery of centrally and state sponsored schemes for children from pre-natal to 11+ years of age. The focal point of the model is the preparation of convergent Village Plans for children (prenatal to 11+ years) in a participatory mode which will promote child development and early education in a holistic manner.

The pilot has a rigorous monitoring and impact evaluation component which aims at informing policy makers how to use more efficiently resources allocated to three different government programs (early child development, reproductive health and nutrition) and foster synergies between them. The baseline survey results already available show poor child development indicators, little awareness and poor service delivery. The initial steps have already shown the benefits in terms of significant mobilization of educated unemployed youth and local talent to make the community aware of (a) the needs of young children, (b) services available for young children; and (c) their own role in ensuring better service delivery.

(f) **Public Expenditure tracking surveys.** Given the size and importance of the SSA program in India, surveys have been conducted in two states – Orissa and Rajasthan – to follow the flow of funds from the central to the state governments, and then, from the state government to the district, village and school levels to assess the extent to which the funds reach the intended beneficiaries and are properly used. This assessment will be an input in the preparation of the second phase of support.

5. **Nepal: Evaluation of the Impact of Community-Managed Schools.** In 2002, as part of its effort to reach EFA goals, the Government of Nepal initiated a radical policy reform to devolve school management responsibilities down to the community level in view of improving school management, teaching quality and educational outcomes. To date, more than 2,300 schools have completed the process. Community ownership empowers the school management committee, consisting of parents and influential local citizens, with various staffing and fiscal decisions. In the course of implementation, a number of bottlenecks have been identified: (i) the lack of awareness of the program by communities in poor and marginalized areas; (ii) the absence of a monitoring and evaluation system that can inform about the reach of the program and its impact on quality and learning outcomes; (iii) an insufficient understanding of the factors that would build the capacity of communities to take on and manage schools. To address this, a comprehensive database on monitoring for performance indicators is being developed and a rigorous evaluation on the impacts of this community-based management initiative is being conducted to inform policy-makers. This activity is supported jointly by the EPDF and Japan.

6. So far, a pilot baseline survey of 80 randomly selected school communities was conducted in December 2005 - February 2006. The pilot intervention using advocacy and community outreach carried out by NGO groups in half of those school communities has just

been completed in September 2006. Reports from advocacy groups in the field indicate that scaling up of the monitoring and evaluation activities is feasible. Initial results from the pilot survey data indicate that sampling strategies and survey instruments are working well. School achievement tests- given to students and teachers- as part of the survey will provide us with opportunity to examine the linkages of schooling outcomes to household welfare as well as policy-relevant variables.

7. **Bangladesh:** A substantial sector plan focusing on primary education has already been endorsed and is supported by a large group of donors. To complement the sector plan, a program for non-formal education aimed at the most marginalized groups is being developed through the **Reaching-Out-of-School Children project:** The EPDF funds are used to assist the Government in setting up a monitoring and evaluation system that will evaluate the impact of demand and supply side interventions in enhancing access to primary education for the most disadvantaged, and ensure that they get a good quality primary education. The project is being piloted in 60 upazilas in Bangladesh and the evaluation was carried out in 20 upazilas. Initial results show that the intervention is having an impact on enhancing access and providing good quality education to children.

8. **Sri Lanka: Evaluation of School-Based Management.** In the context of its overall education reform plan, the Government of Sri Lanka intends to introduce a new model of school based management to strengthen governance and service delivery. EPDF will be used to do a comparative evaluation of the effectiveness of different models and implementation of the most effective one will take place within the framework of the Education Sector Development Project. The following models will be evaluated: (i) government-operated schools (Benchmark model); (ii) government operated schools with feedback of school performance indicators (School Report Cards); (iii) Balanced Control Model schools (responsibility and accountability shared between school principal, teachers and the local community); and (iv) Balanced Control Model schools with feedback from different aspects of school management. Evaluation design has just been completed.

For other countries, overall sector plans and strategies are either in the process of development or are at different stages of development in various provinces. This is the case of Bhutan, Afghanistan and Pakistan.

9. **Bhutan: Fast Track Initiative (FTI) Endorsement.** Technical assistance has been provided to the Ministry of Education (MOE), Royal Government of Bhutan (RGOB) to review the overall education sector plan under the current 9th Five-Year Plan and make preliminary estimates for financing human resource and material requirements under the 10th Five-Year Plan.

10. The RGOB finalized documentation for FTI appraisal by development partners in June 2006. The appraisal report will be compiled by mid-November for submission to the FTI Secretariat. Preparation of the FTI documentation has, in the meanwhile, helped RGOB think through some issues which need to be accounted for in preparation of the education sector plan which will be part of the national Tenth Five-Year Plan.

11. Donor collaboration has been close and involves Canada (CIDA), Denmark (DANIDA), UNICEF, World Food Organization and Switzerland. Key development partners have been consulted on Bhutan's possible endorsement into FTI since the start of the dialogue. Specific issues have been raised by one or two key development partners, and these areas of concern will be reflected in the upcoming appraisal

12. **Afghanistan:** Technical advice has been provided so far to the government to strengthen capacity at the level of elementary education in general, and in particular, for the periodic reviews of the Government's multi-donor Teacher Education Program at the basic education level. With the new leadership in the Ministry of Education, we expect that, in coming months, demand for assistance will increase after the strategic directions for the sector are defined with support from UNESCO.

13. **Pakistan:** Pakistan is a decentralized country with strategies and education reform plans largely defined at the provincial level. The most advanced province is Punjab which is currently in the third year of implementation of its education reform program while Sindh and NWFP are still at an earlier stage. Support provided by the EPDF is thus tailored to the current needs of each province. In Punjab, studies are being conducted to assess the impact of various interventions and help design the second phase of reforms. In Sindh, technical assistance is being given to help the provincial government develop its medium-term sector program to improve participation, retention and transition rates, reduce gender and regional disparities, and improve quality in primary and secondary education. Both provinces will be supported by programmatic lending. Activities supported by the EPDF include:

(a) **Evaluation of Girls Stipend Program:** To estimate the impact of the Girls Stipend Program on school enrolments and learning outcomes. The Girls' Stipend Program, a component of the larger Punjab Education Sector Reforms Programs (PERSP), was first implemented in early 2004 in fifteen lowest literacy districts. Under the program a girl receives a stipend of Rs 200/month conditional on her being enrolled in grade 6-8 in a government school in the target district.

Analysis of the relevant data from provincial EMIS school census for 2003-2005 and nationally representative household surveys for 2002 and 2005 have shown that the impact of the stipends on female enrolments range from 10 to 15 percent net increase, a modest but statistically significant result. The evidence also indicates that stipends help children from poorer households to attend schools, thereby making the benefit incidence of these public subsidy transfers pro-poor. This analysis will be developed further through household surveys but initial results have already been shared with the Government in view of a possible scaling up of the program.

(b) **School Council Capacity Building Program (Punjab Education Sector Reform Program):** To induce School Councils (SC) to become more active in school management, the Punjab Government developed a draft action plan for SC capacity building that currently includes a few different options for phasing and types of models. Technical assistance was provided to (i) phasing and costing options that include initiating the program in 9 districts in the first year, and expanding coverage to

all 35 districts over a three year period; (ii) preparing a detailed timeline for rolling out the program in the first year, (iii) analyzing the model of the Punjab SC pilot in partnership with Rural Support Programs and experiences of other to help in the implementation of the program; and (iv) evaluation of impact.

While the technical assistance for designing the capacity building program has been initiated, there is an internal policy debate within Government on moving towards school based budgets and giving authority to schools over decisions relating to expenditures and human resources e.g. teacher recruitment. The effectiveness of capacity building involving community mobilization, basic awareness and skills training on planning and financial management, followed by support by partner NGOs is being assessed within this larger context. EPDF is thus supporting an important policy debate that has started, as it is helping the policy makers and stakeholders strategize on how to make schools effective and independent (and in turn how to make SCs effective institutions that are not only focused on spending school-based budgets but also have more responsibility over teacher accountability, management and supervision functions).

(c) **Sindh Education Sector Program:** Technical advice is being provided to the Government of Sindh on the reform program in the areas of: (i) teacher quality; (ii) training and development; (iii) associated quality assurance framework to support sustained improvements in teaching and learning; and (iv) public/private partnerships in the provision of quality schooling in the underserved areas of Sindh.

(d) **School Survey in rural Sindh:** School surveys have been carried out in rural Sindh and the data are currently being analyzed. Initial results have already been shared with the Sindh Education Reform Support Unit within the Ministry of Education in the context of the Development Policy Lending. As an example, results show the importance of recruiting local teachers to decrease teacher absenteeism (though there may be a trade off with recruiting female teachers). The main contribution of the survey is expected to be on the determinants of learning outcomes. This work is still in process but will be completed within 2/3 months."

Moving towards full sector-wide strategy and programs.

14. While reaching EFA goals remain the highest priority, many countries are already requesting support to broaden their sector plan and include other levels of education. Rising enrollments at primary level are putting pressure on governments to increase capacity at the secondary level. Concerns about employability of graduates and opportunities for drop outs are leading to increased interest in improving the relevance and expanding vocational education and training programs. The impressive growth rates in the region make it imperative that attention be also devoted to ensuring access to and quality of higher levels of education.

15. In this context, EPDF has been used to support the activities described below. Please note that, following the recommendations made at the FTI technical meeting in March 2006, support to higher education was stopped.

(a) **India Learning Achievements at secondary level:** A set of surveys were conducted in two India states – Orissa and Rajasthan –to provide information on achievement levels in secondary education (grades 9 and 11). These studies differentiate between public and private schools and aim to measure the impact of school, teacher and household characteristics on learning achievements. Findings are being incorporated in a review of the secondary education sector in India to be completed by the end of the year. They will provide inputs into the preparation of the 11th plan of the government of India.

(b) **India Vocational Education and Training (VET):** EPDF has contributed partially to the completion of a report that identifies the key challenges facing the Indian vocational education and training sector. The report outlines the policy reforms that need to be undertaken to make the system more responsive to market needs and to provide income support to children who have either dropped out from the general education stream or are unable to reach higher levels of education. A key outcome of the discussion of the report with the Government is that the study lays the foundation for reforms which will be supported by a forthcoming project.

(c) **Bangladesh Vocational Education and Training (VET):** Some limited support from EPDF contributed to sector work which identifies some of the main features and the shortcomings of the Bangladeshi VET system. The study also identifies policy reforms and interventions that are being put in place currently, and/or need to be put in place in the future to make the system demand-driven. The report is now completed and expected to be disseminated widely in Bangladesh and discussions held with the government on how to implement the recommendations. While EU and ADB have not been directly involved in the preparation of the report, they are very keen to use the findings to potentially develop a coordinated approach to assisting the sector.

(d) **Afghanistan.** The higher education sector in Afghanistan is in a dire state. Besides overwhelming reconstruction needs, Afghan universities are plagued with problems of low quality and relevance, lack of funding and weak management. At the same time, there is an urgent need for skilled professionals who can contribute to growth and poverty reduction. Restoring basic operational performance of a few universities is critical and need to take place in parallel with efforts to reconstruct a well functioning primary education sector. In FY06 EPDF was used to jump start the process and supported the development of basic strategic plans for 6 universities (Kabul University, Kabul Polytechnic, and Universities of Balkh, Heart, Kandahar, and Nangarhar). The strategic plans now serve as the framework for implementing development activities for higher education reforms which are now supported through IDA grants.

(e)**Bangladesh Higher Education Strategy:** In FY06 technical assistance to the government was provided in preparation of a twenty-year Strategic Plan for Higher Education to complement strategies in place for primary and secondary education. While significant progress has been made in increasing access and gender parity both at the primary and secondary levels, there is an urgent need to develop a quality tertiary system to ensure sustainable economic growth and the country's competitiveness in the global economy. This strategy was prepared in consultation with a variety of stakeholders, including students.

(f) **Pakistan Higher Education Strategy Development:** Pakistan's higher education sub-sector has been neglected for decades and given a low priority within the whole education system and extremely low levels of resources. This has brought the sub-sector to a status characterized by low access, large disparities, poor quality and weak performance. The current government has recognized the importance of the higher education sector and its potential impacts on economic development as well as on the entire education system. Consequently a Higher Education Commission (HEC) was established and a very well-articulated Medium-Term Development Framework (MTDF) for higher education was developed which calls for a rapid expansion of the sector along with a number of important reforms aimed to improve quality, efficiency and relevance. Conscious of the budgetary implications and the trade-offs that this could imply for the whole education sector, the Government asked for a review of the reforms with the following key questions: is this MTDF strategically and technically sound? Is it affordable? Can it be implemented?

16. With support from the EPDF, technical assistance was provided to the Government of Pakistan to assess the MTDF and to make recommendations to further improve the proposed policy measures and programs. Focus was given to the most critical parts of the strategy: (i) public-private partnership; (ii) accreditation and quality assurance; (iii) management and governance; and (iv) fiscal impact of the development of higher education sub-sector and affordability given the need not to jeopardize resources to primary and secondary education. The report on the assessment findings and recommendations was thoroughly discussed with the HEC, and a number of recommendations made in the report are already being implemented by the HEC.

17. **South Asia: Education, Skills Development and the Knowledge Economy.** Although there has been continuous commitment and progress towards education in the whole region, it is not yet clear to which extent countries are responding to the needs of the labor market and to the challenges raised by rapid growth, expanding trade and globalization. A study was undertaken to take stock of the current situation; document trends in the education and training of the workforce in the various countries of the region over the 1990s – 2005; assess progress compared to other parts of the world (in particular East Asia); analyze the time patterns of changing relative earnings across education and demographic groups; and draw the policy implications of these findings for education and training policies in the South Asia region.

18. The main findings of the study are: (i) despite continuous progress and commitment towards education, the stock of human capital in SA (education and training) is still low compared to other parts of the world; ii) there is a large gender gap in wages for given levels of education and work experience, especially in Pakistan and Bangladesh, which reduces at higher levels of education; iii) investments in vocational education and training facilitate school to work transition and yield wage returns of roughly comparable or greater magnitude as those from education. The study, which was presented at a conference in New Delhi in September 2006, generated a lot of interest among the clients from Afghanistan, Bangladesh, India, Pakistan, and Sri Lanka as well as expression of interest for further research in this area by representatives from India, Pakistan and Bangladesh. The study was supported by EPDF and the conference benefited from support by the UK Development Fund for International Development.

3. Financial Data.

Total EPDF funds received Cycle I (USD 2.60 m) and Cycle II (USD 2.68 m) = USD 5.28 m.

Country	Theme	Activity	Task Alloc. \$ '000	FY06 Disb. \$ '000	FY07 Disb./ Commi t. \$'000	Total \$'000
Afghanistan	Dev. of Nat'l Educ Sector Plans/Reforms	Higher Ed. strategy dev.	55.00	28.24	26.46	54.70
	Program Preparation and Implementation	Education Quality Improvement Project	20.00	4.20	3.60	7.80
	Sub-total Afghanistan		75.00	32.44	30.06	62.50
Bangladesh	Dev. of Nat'l Educ Sector Plans/Reforms	Vocational Educ. & Trng Higher Ed. strategy dev.	45.00 160.00	40.19 160.40	3.90 -	44.09 160.40
	* Monitoring & Eval.	Eval. of stipend program	25.00	22.36	-	22.36
	Program Preparation and Implementation	Reaching out-of-school children	75.00	2.01	60.96	62.97
	Sub-total Bangladesh		305.00	224.96	64.86	289.82
Bhutan	Dev. of Nat'l Educ Sector Plans/Reforms	Fast Track Initiative endorsement	20.00	20.0	-	20.00
	Sub-total Bhutan		20.00	20.00	-	20.00
India	Dev. of Nat'l Educ Sector Plans/Reforms	Vocation Education & Training	50.00	68.44	-	68.44
	* Monitoring & Eval.	Pilot on early childhood Teacher accountability & school outcomes (Phase I)	190.00 300.00	67.27 107.10	39.79 190.14	107.06 217.24
	Strengthening Gov. Tech. & Inst. Capacities	Public Exp. Tracking	70.00	18.27	43.82	62.09
		School achiev. Study in 2 states	60.00 250.00	39.32 79.63	10.67 105.97	49.99 185.60

		Teachers' Time-on-Task study				
		Sub-total India	920.00	380.03	390.39	770.42
Nepal	* Monitoring & Eval.	Evaluation of Community-Managed schools	80.00	40.72	39.26	79.98
		Sub-total Nepal	80.00	40.72	39.26	79.98
Pakistan	Dev. of Nat'l Educ Sector Plans/Reforms	Sindh Education Sector Reform	60.00	-	50.84	50.48
		Sindh analysis of sectoral issues and policies	200.00	68.91	91.46	160.37
		Higher educ. Strategy dev.	170.00	142.97	-	142.97
	Monitoring & Eval.	Evaluation of stipend program	80.00	2.15	69.87	72.02
	Strengthening Gov. Tech. & Inst. Capacities	School council capacity Building (Punjab)	31.00	-	8.66	8.66
		Sub-total Pakistan	541.00	214.03	220.83	434.50
Sri Lanka	Monitoring & Eval.	Evaluation of school-based management	170.00	-	-	-
		Sub-total Sri Lanka	170.00	-	-	-
South Asia Region	Dev. of Nat'l Educ Sector Plans/Reforms	Skills development, globalization and the knowledge economy	100.00	29.24	175.00	204.24
		Strengthening Gov. Tech. & Inst. Capacities	180.00	67.10	62.48	129.58
		Sub-total Regional Act.	280.00	96.34	237.48	333.82
		Grand Total	2,391.00	1,008.50	982.88	1991.40

19. **Major challenges.** Between 2002 and 2006, the number of out-of-school children has been substantially reduced in the South Asia region. Trends show substantial progress in enrolments with an overall reduction of around 17.5 m. in the no. of out of school children (down from 25 to 13.5 m. in India, 4 to 3 m. in Bangladesh, 10 to 8 m. in Pakistan, and by about 3 m. in Afghanistan). Despite this impressive progress, the goals of universal basic literacy and numeracy still remain unmet. Besides providing access to education to the remaining 20-25 million children, a major challenge ahead is to raise quality. Available evidence indicates that low learning achievements are still pervasive in the region and that there is still much to learn about what makes schools and teachers effective. At the same time, governments are already under pressure to expand secondary and higher levels of education, as well as vocational education and training. At those levels, enrollments are still low compared to other regions and systems are plagued by issues of low quality and relevance, weak management and insufficient funding. In a nutshell, major challenges are to complete the EFA agenda while broadening and expanding the assistance to client countries.

20. **Moving forward.** Education reforms will continue to focus on: (i) expanding access and quality in all levels of education; (ii) encouraging systematic reforms on governance and accountability and effective use of public resources; (iii) using targeted demand-side interventions for girls and most disadvantaged groups; (iv) fostering public-private

partnerships; and (v) monitoring and evaluation to measure quality and impact of programs to inform and adjust policy decisions as needed.

B. Strategic Focus of EPDF Activities in the South Asia Region

21. **Proactively reaching out to and engage partners at country level.** . Across the region, the Bank continues to work with a wide spectrum of partners – government counterparts, development partners and civil society (especially NGOs working in the education sector) – to help design and implement country education programs to support accelerated progress towards EFA. As indicated above, this effort will have to be sustained over coming years and the main challenges for the years ahead are to improve quality at all levels, especially primary, and to move towards full-sector wide programs. This work is facilitated by EPDF resources. To ensure coordination and maximum impact, meetings are taking place regularly with local donor groups (in particular, in large countries) around EPDF priorities and financing. As shown above, several studies are co-financed by EPDF and bilateral partners.

22. **Strengthening harmonization and complementarity.** A critical aspect to building the knowledge base of clients is the sharing and exchange of ideas and good practice – not only regionally but also internationally. There is an unmet demand from governments in the region for information about systems and policies being put in place in the rest of the world particularly in OECD and East Asian countries. EPDF resources will continue to be used to organize conferences or workshops to present international evidence on what works and what does not. Such a regional conference is planned for next spring to share findings of the set of studies described above and to engage a dialogue between researchers and policy makers. A follow up of this conference is the potential formation of a regional research network on education in South Asia. Assistance also continues to be provided through just-in-time advice on international good practice, which greatly enhances the quality of the policy dialogue within governments and between development partners and governments, and facilitate the implementation of reforms.

23. **Selectivity in the utilization of EPDF resources.** Key activities financed through EPDF during the past year have focused on: (a) the quality agenda at the primary level, in particular on gathering evidence on learning achievements and their determinants; (b) assisting countries design and implement plans to make accelerated progress towards achieving the EFA and MDG goals; (c) developing and implementing policy reforms to enhance governance – which has repeatedly been identified as the greatest impediment to achieving the MDGs; (d) strengthening the knowledge base through high quality impact evaluations of specific interventions and the development of effective monitoring and evaluation systems; and (e) sharing global knowledge and good practices. While these areas remain the highest priority, support has also been selectively provided to secondary education and vocational education and training. Support provided to higher education issues in the first year has been stopped in the second year following the recommendations of the EFA partnership. It might be worth reconsidering this point at the next meeting as countries are increasingly turning their attention to this sub-sector, and requesting assistance due to rapid changes in the demand for skills in the labor market.

24. **Structure and functioning of the Regional Advisory Group.** In the South Asia Region, the Regional Advisory Committee consists of the education Sector Manager and of six (6) people representing a mix of education sector development partners and the South Asian Nations. Members of the Committee are representatives of key partners such as DFID, EU, CIDA, NORAD, UNICEF and UNESCO. More specifically, the Donor Representatives are as follows:

- a. Michael Ward, DFID, India
- b. Stefan Lock, European Commission, Bangladesh
- c. Inger Sangnes, NORAD, Afghanistan
- d. Maurice Robson (now replaced by Susan Durston), UNICEF, Pakistan
- e. Preethi Perera, UNESCO, Sri Lanka
- f. Nancy Strickland, Canadian Cooperation Office/CIDA, Bhutan

25. **Working procedures.** All members have formally confirmed their strong interest and participation in the Committee. Given the logistical problems in the region, the Regional Advisory Group has communicated mainly through e-mail although meetings with a few members already took place in the region. Last year proposal was shared with all of them and comments received. A more formal meeting is planned for early next year in conjunction with the proposed regional Conference to discuss next year proposal.