



Fast Track Initiative

A global partnership to achieve Education For All

**EDUCATION PROGRAM DEVELOPMENT FUND
(EPDF)**

SUMMARY PROGRESS REPORT

DAKAR, SENEGAL

DECEMBER 2007

Prepared by the FTI Secretariat

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Note: Figures in this report on donor pledges and disbursements differ from what is stated in the *FTI Annual Report for 2007* due to the time lag between the two reports. Some donors have adjusted their financial support to the EPDF trust fund in recent week

Abbreviations and Acronyms

ADB	African Development Bank
ADEA	Association for the Development of Education in Africa
AFR	Africa Region, World Bank
CCT	Conditional Cash Transfer
CF	Catalytic Fund
CSR	Country Status Report
DfID	Department for International Development (UK)
EAP	East Asia and the Pacific Region, World Bank
EC	European Commission
ECD	Early Childhood Development
ECA	Europe and Central Asia Region, World Bank
EFA	Education for All
EPDF	Education Program Development Fund
ESP	Education Sector Plan
FTI	Fast Track Initiative
GOB	Government of Bangladesh
GTZ	German Agency for Technical Cooperation
LCR	Latin American and Caribbean Region, World Bank
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa Region, World Bank
MOE	Ministry of Education
NETF	Norwegian Education Trust Fund
PETS	Public Expenditure Tracking Survey
QA	Quality Assurance
SAR	South Asian Region, World Bank
SCLP	Strengthening Country Level Processes
SERCE	Second Regional Comparative and Explanatory Study
SWAp	Sector-Wide Approach
TIMSS	Trends in Mathematics and Science Study
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
VET	Vocational and Educational Training

SUMMARY OF KEY MESSAGES

- **Donor Support** to the EPDF trust fund continues to be strong, but its viability depends on too few donors. With the addition of France and Japan, the number of donor partners has increased from 8 to 10. However, the Netherlands, Norway and the United Kingdom account for 75% of total pledges. Over the past year, cumulative financial pledges have increased by approximately 60% to reach US\$91 million.
- **Allocation, Contracting, and Disbursement** has improved substantially within the past year. Excluding the bridge funding approved in September 2007 for four regions in the amount of US\$7.5 million, close to 50% of all donor receipts have been allocated to regional programs (US\$24.7 million); 87% of these allocations have been signed into contracts; and disbursements have increased fivefold in the past year to reach 60% of contracts.
- **Strategic Focus of EPDF.** As more low income countries join the FTI, the strategic focus of EPDF is shifting from education plan preparation to capacity development for implementation and monitoring. Consistent with such trends, approximately 40% of the 2008 funding requests are allotted to capacity development, followed by monitoring and evaluation and ESP preparation.
- **Support to Thematic Activities.** In its September 2007 meeting in Washington, the Committee decided that EPDF could be used to fund thematic activities--global or cross-regional. The 2008 funding requests include a few cross-regional activities. For example, EAP has submitted a proposal to work with SAR to design a teacher development and management resource package and AFR and EAP propose collaborating on a math and science education improvement project to document good practices in teaching and improve the capacity of teachers.
- **Support to the Sector-Wide Agenda.** In the same September meeting, the EPDF Committee also decided that funds could finance activities for other levels of the education system, as long as clear analytical links were made with the overarching objective of Universal Primary Education. The following language was adopted to reflect the change:

The EPDF Committee confirms that EPDF financing may be used in support of pre- and post-primary activities. This is to help ensure the sustainability of countries' efforts to achieve Universal Primary Completion, as well as to create more pathways out of poverty for lower income students and enhance prospects for shared economic growth. It is expected that Regional Advisory Groups or their equivalent will provide guidance as needed, and that the FTI Secretariat will include an analysis on the use of EPDF funding for these activities in their periodic reports to the Committee.

An analysis of the 2008 funding requests shows that some proposals for support to other levels of the system do not make a clear link to UPE. As a result, the Secretariat proposes to put in place more effective communication channels with regional teams and Regional Advisory Groups.

Section 1
EFA-FTI Education Program Development Fund
Summary Progress Report

A. Introduction and Objectives

1. Introduction. The Education Program Development Fund (EPDF) was established in 2004 as the second of two trust funds under the Education For All (EFA)-Fast Track Initiative (FTI). It has four objectives: (i) increase the number of low-income countries with sound and sustainable national education sector plans (ESPs), focusing on countries with low capacity and insufficient donor support; (ii) 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; (iii) improve understanding of specific conditions under which policies and reforms may be successful, through better monitoring and evaluation and knowledge sharing across countries; and (iv) strengthen donor partnerships at the country level around the government's national ESP.

2. Objectives. The purpose of this report is to provide an update on implementation progress since the EPDF Strategy Committee meeting in Cairo (Egypt) in November 2006. In addition to the brief highlights of the two meetings that took place in 2007 (see paragraphs 3 and 4 below), this report provides a summary of implementation progress and achievements to date (Section B); a summary of regional funding requests for 2008 (Section C); and conclusions and challenges looking forward (Section D). Section E provides details of funding requests from the six World Bank regional teams (Annex 1). Full regional implementation progress reports (Regional Annexes) are not attached to this report, because of its length. It has been posted on the FTI website at www.education-fast-track.org.

3. EPDF Committee Meeting in Bonn, May 2007. The focus of this meeting was a follow-up on progress and recommendations from various task teams and the EPDF Task Force meeting in Oslo (see the minutes on the FTI website). Agreements were reached for advancing the agenda on several key issues. The framework for supporting fragile states was clarified; three task teams were formed for work on a proposed thematic window, a proposed post-basic education window, and monitoring and evaluation of the impact of the EPDF. Finally, bridge funding of \$500,000 was approved for the East Asia and Pacific Region.

4. EPDF Committee Meeting in Washington, September 2007. A special Committee meeting was convened on September 20, 2007 in Washington to examine additional bridge funding requests. A cumulative amount of about US\$7.5 million was approved for four regions. In addition, the Committee agreed on the following: (i) keep the current one-year EPDF funding cycle; (ii) allow the use of EPDF resources for other levels of the education system provided a link is made with the overarching objectives of Universal Primary Education (UPE) and shared economic growth for poverty reduction; (iii) encourage use of EPDF resources to fund thematic activities, i.e. global or cross-regional rather than regional in nature. Regional teams were advised to take this into account for such collaborative and inter-regional work in the 2008 funding requests (a separate window was not established for this purpose); and (iv) promote the use of EPDF resources to support upstream fiduciary assessments (financial management, procurement and safeguards) while country ESPs are being prepared (i.e. prior to endorsement of those plans by the FTI partners).

B. Implementation Progress: Overview and Achievements

5. **Overview:** In its third year of implementation, the EPDF has become fully operational. It has moved beyond initial start-up challenges to become an important funding source that is helping countries to prepare their national ESPs for endorsement by the FTI partners; and to improve their technical and institutional capacity for implementing these ESPs. Moreover, EPDF resources are being used to: (i) strengthen donor partnerships at the country level; (ii) support the development of school health programs and HIV/AIDS activities; and (iii) commission innovative studies and research on themes such as early childhood education, girls' education, children with disabilities, and learning outcomes.

6. **Summary of Financial Execution.** As of the end of October 2007, US\$32.2 million was allocated to the six regions, including US\$7.5 million of bridge funding approved in September 2007. Of the allocations made prior to the bridge funding (US\$24.7 million), contracts have been signed for 87 percent (US\$21.5 million); and 60 percent has been disbursed (US\$14.8 million). These financial ratios have more than tripled since the last full update in November 2006; they reflect positively on the strong performance of all regions in carrying out their planned activities. See details in Table 1 below.

Table 1. EPDF – Allocations, Expenses and Disbursements (US\$ thousands)

Regions	Cumulative allocations (1)	Expenses incurred	Disbursements	Disbursements as % age of allocations (2)
Sub-Saharan Africa	12,940	11,757	8,132	63 (6)
East Asia & Pacific	2,400	2,385	1,326	55 (18)
Europe & Central Asia	900	900	818	91 (9)
Latin America & the Caribbean	2,183	1,750	838	38 (14)
Middle East & North Africa	1,000	858	703	70 (37)
South Asia	5,280	3,818	2,939	56 (25)
Total	24,703	21,468	14,756	60 (13)

(1) Excludes bridge funding allocations recently approved in the amount of US\$7.5 million for four regions: Sub-Saharan Africa (\$6.4 mn); EAP (\$0.5 mn); ECA (\$0.16 mn); and MENA (\$0.42 mn).

(2) Figures in brackets denote end 2006 numbers.

Source: FTI Secretariat.

7. **Future Donor Pledges.** Since December 2006, France and Japan have joined the EPDF as donors, bringing the total number of donor countries to ten. These countries have pledged a total of US\$38.5 million for the period 2007-09 for cumulative donor pledges of US\$90.8 million to date. Table 2 below provides a summary of donor pledges and payments received as of end-October 2007. A further update will be provided to members of the EDPF Committee at the Dakar meeting if necessary.

**Table 2. EPDF Trust Fund
Pledges Made and Payments by Donor 2005-2009 (in US\$ millions equivalent) as of October 31, 2007**

	Pledges made from 2005-2009						Cumulative payments
	2005	2006	2007	2008	2009	Total 2005-2009	
Canada	-	3.40	-	-	-	3.4	3.40
France	-	1.74	1.89	1.89	1.89	7.41	1.74
Ireland	-	0.95	1.06	1.40	-	3.41	2.01
Japan	-	-	1.2	0	-	1.20	0
Luxembourg	-	1.30	0.87	0	-	2.17	1.30
Netherlands	-	1.50	6.00	6.00	-	13.50	1.5
Norway	4.87	30.00	6.7	0	-	41.57	34.87
Russia	-	-	1.20	2.00	-	3.20	0
Sweden	-	2.60	0	0	-	2.60	2.60
United Kingdom	0.94	4.96	5.40	1.00	-	12.30	5.90
Total	5.81	46.45	24.32	12.29	1.89	90.76	53.32

Source: FTI Secretariat.

Exchange rates are as of October 31, 2007.

C. Summary of Implementation Progress and Results

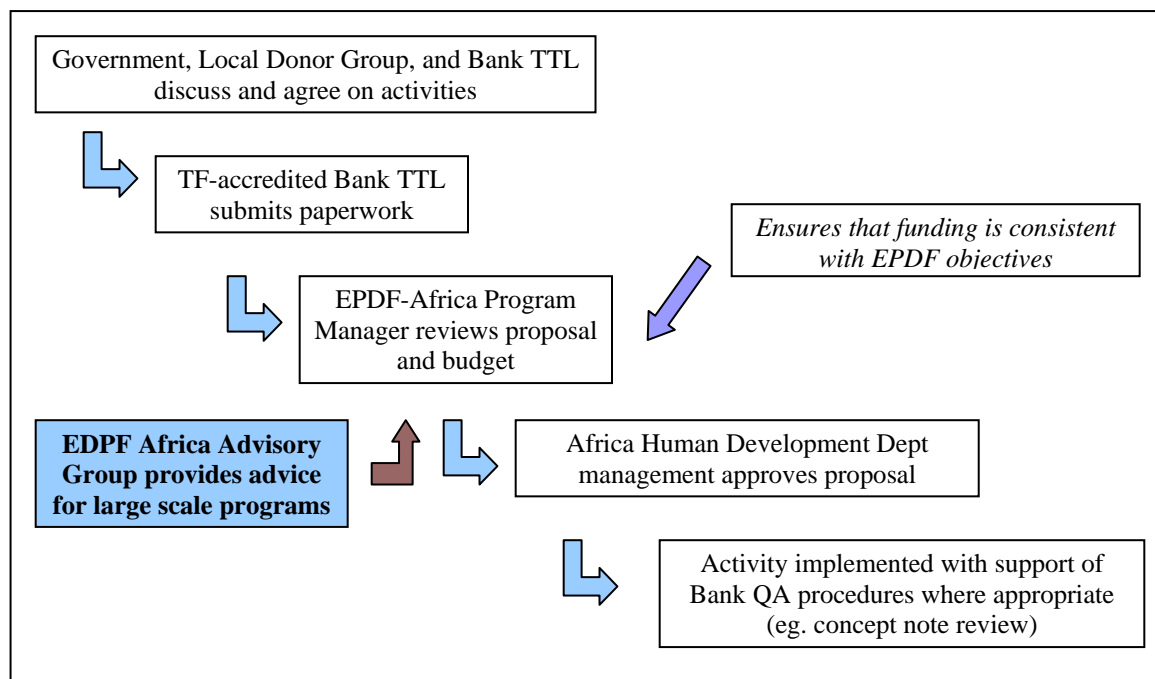
8. **Regional updates.** Each region has used the EPDF to support strategic goals, for example, targeted support for strengthening capacity and partnerships, developing better models to collect data about classroom-level issues such as reading competencies, and language of instruction, and developing policies on inclusive education. Full regional reports can be found on the FTI website. Brief regional updates and a list of regional activities under the four EPDF objectives are listed further below (*see Sample Activities*).

- **In the AFR region,** EPDF funds have provided strategic support to 35 programs in 24 countries, as well as 17 regional initiatives, since March 2006. Country-level programs primarily focus on developing education sector plans and strengthen upstream analytical work to put countries on the path towards fulfilling Education for All. Capacity building is a cross-cutting objective that many of the programs foster by involving national teams in carrying out tasks that provide opportunities for learning-by-doing. The region initiated the Africa Program on Education Impact Evaluation (APEIE) to enhance the monitoring, evaluation, and sharing of education knowledge. The program provides a regional framework as well as technical expertise and guidance to country-led programs to ensure sustainability and local ownership. With the objective of strengthening the EFA-FTI partnership, the Africa region supported three recipient-executed programs in 2007, entering into grant agreements with the Pole de Dakar, the Association for Development of Education in Africa (ADEA), and the UNESCO Institute for Lifelong Learning (UIL). The key program to strengthen the EFA-FTI partnership is the Capacity Development Workshop on "Country Leadership and Implementation for Results in the EFA-FTI Partnership", which was held in Cape Town, South Africa in July 2007 and in Tunis, Tunisia in December 2007.

- **In the EAP region,** EPDF support was received for education sector planning and donor coordination in Cambodia and Lao People's Democratic Republic (PDR). In collaboration with UNESCO and UNICEF, Lao PDR has completed its draft education plan for review by donors. The EPDF was used strategically to address the issue of reaching "the last 10 percent" by, for example, piloting the policy dialogue and development of materials on inclusive education for children with disabilities in Cambodia. It also supported a regional country policy/case study in language of instruction via an influential regional network of Southeast Asian Ministers of Education Organization (SEAMEO) for better dissemination to the ministers of its member countries. At the regional level, the EPDF focused its capacity development support on M&E and teacher development and management with emphasis on results. Workshops in Bali and Beijing were organized and over 100 people including high-level policymakers from most countries in the region participated in each workshop in the respective areas. The participating country teams presented their action plans. Follow-up activities are now under way.
- **In the ECA region,** support from the EPDF helped Albania, Georgia, the Kyrgyz Republic, Moldova, and Tajikistan develop their national education strategies and EFA-FTI action plans. EPDF funds have also been used to help increase the capacity of MOE staff and school directors to prepare projects; to make use of education management information systems; to revise project operational manuals; to design pilot interventions; and to upgrade teaching and learning standards to guide curriculum reform and the development of new textbooks.
- **In the LAC region,** EPDF activities are the result of consultation with stakeholders or direct requests from governments. For example, Haiti was supported to finalize its education development program and Guyana used funds to finance the costing of policy issues for secondary education. Support for the Rural Multi-grade Regional Project has strengthened national capacity for education reforms, reinforced teacher training capacity, initiated demonstration schools and a network of teacher circles or microcenters as a sustainable resource, and addressed curriculum development needs in Guyana, Mexico, Guatemala, Costa Rica, and Honduras. EPDF has also been used to support a successful meeting with Regional Vice-Ministers of Education on Governance Issues in the Education Sector as part of the South-South exchange.
- **In the MENA region,** EPDF has helped Djibouti and the Republic of Yemen to strengthen their technical and institutional capacity to implement key sectoral reforms, focus on more targeted demand-side interventions to improve the benefits to disadvantaged groups, and enhance donor coordination mechanisms. In Yemen, the EPDF funded key activities, such as two surveys to assess the demand and supply-side impact of the abolition of school fees; a pilot conditional cash transfer scheme was developed to support the retention of girls in grades 4-9. In Djibouti, the EPDF supported, among many activities, a strategy for children with special needs, and finalized an evaluation of the competency-based curricula approach and an assessment of an in-service teacher training program.
- **In the SAR,** the majority of EPDF-financed activities provide a high level of complementarity to existing World Bank-financed operations as a means for scaling up to maximize their impact and to ensure regional knowledge-sharing. For example, support in Afghanistan to improve the government's teacher education program was designed to reinforce measures in place under the World Bank's existing support program. In Bhutan, the quality survey provided valuable insight into the extent to which existing inputs under the ongoing "Education Development Project" are supporting overall improvements in teaching and learning.

9. **Regional Advisory Groups:** Four of the six regions have established regional advisory groups; and the ECA and MENA regions have a less formalized process of consultation with partners and governments to discuss progress and establish priorities. All regions confirmed that these consultative arrangements have helped to increase the dialogue and coordination among donors relating to education program development and implementation. They also provide invaluable advice and consultation on major issues. The Africa region has developed an advisory group that involves two complementary modalities—(1) consultations managed according to in-country procedures and processes for country-specific work supported by the EPDF, and (2) consultations at the regional level with the relevant donor counterparts for major elements of the regional program supported by EPDF (see figure 1 below). The regions have faced the challenge of ensuring the consistency of procedures, as well as ownership of processes and programs by advisory group members. Regions also report some difficulties with the consistent coordination and gathering of feedback from all members. In terms of application procedures and processes, three regions have their own standardized processes. One region suggested that the Secretariat develop a brochure that would explain the purpose of the EPDF so Bank teams leaders can distribute this to potential applicants.

Figure 1. AFR “Quality at Entry” Application Process



Sample Completed Activities by EPDF Objectives

Education Sector Plan Development

Sample Activities:

AFR: Benin: Education Country Status Report-Technical assistance to draft CSR, national training on education sector analysis, updated data on the main aspects /indicators in education, and knowledge-sharing of CSR results.

AFR: The Gambia: Promoting Institutional Capacity in the Department of State for Education-Strengthen the institutional capacity of the DOSE through institutional analysis, development of a rationalized organization structure, performance management system and incentive program in place, and assessment tools at both classroom and system levels.

ECA: Moldova: Preparation of a technical proposal for the 2nd year of EFA-FTI CF funding. Evaluation of progress in achieving first year objectives, identification of implementation bottlenecks, and redefinition of priority areas and activities.

EAP: Cambodia PDR: EFA Assessment for Education Sector Planning-Supported the development of the financial chapters of the EFA Mid-Decade Assessment and FTI report.

EAP: Pacific Island Countries: Develop Education Sector Plans-Create a regional mechanism to support the six IDA-eligible Pacific countries in preparing to develop education sector plans.

LAC: Haiti: Education Sector Plan Developed- Worked closely with UNESCO and other donors to provide technical assistance to help the MOE develop its education sector plan and to conduct a social assessment of the program.

MENA: Republic of Yemen: Finalization of the Government of Yemen's National General Secondary Education Strategy (NGSES)- The strategy was approved by the Cabinet after a broad consultation process.

MENA: Djibouti: Strategy for Education for Children with Special Needs-Finalized strategy for integrating children with special needs. This includes developing training modules for teachers on integrating children with special needs into classes, training of trainers, and teacher training.

SAR: Afghanistan: Support to the Education Quality Improvement Project-Afghanistan-Support to the MOE to develop and implement an education sector strategy, and for strengthened institutional and technical capacities.

SAR: Bhutan: Preparation of National Education Sector Plan and Fast Track Initiative Assessment- A draft appraisal report has been prepared. The development partners will wait until the issuance of the 10th Five Year Plan before completing the appraisal report; it is anticipated that donors will endorse Bhutan's ESP in December 2007.

SAR: India: Elementary Education, Sarva Shiksha Abhiyan (India's EFA)-Technical notes and policy advice have provided background for the design of a Technical Cooperation Fund for SSA aimed at building capacity for a system of regular assessments of learning achievements and feedback into policy decisions.

Capacity Development

Sample Activities:

AFR: World Bank Institute Capstone Course-Participation of three national teams from Uganda, Kenya, and Ghana in a course on “Accountability, Governance, and Quality of Decentralized Education in Africa.”

AFR: Uganda’s-Support for Government Donor Coordination-Support for an education specialist to coordinate Uganda’s education strategic plan.

AFR: World Bank Institute Course-Participation of African country teams in a course on “Strategic Choices for Education Reform.”

EAP: Cambodia: Policy Dialogue on Education for Children with Disabilities-Awareness workshop in Phnom Penh which brought together all the players including different government sectors, donors, and NGOs to discuss and agree on a government policy document that provides a framework for disability activities.

EAP: Vietnam: Teacher Profiling and Career Development-Support to identify an effective and sustainable strategy for implementation and improved relevance of teachers’ profiles as part of the government’s primary education quality assurance effort.

ECA:Tajikistan: Education Management Information System (EMIS) Development-Technical assistance for support of the implementation of the school census. Final document was a school survey instrument.

ECA: Kyrgyzstan: School Rehabilitation-Technical assistance to design contracting and supervision procedures for the rehabilitation of school infrastructure. Improved MOE’s capacity to manage school rehabilitation in remote areas.

EAP: Laos PDR: EMIS Stocktaking and Diagnostic Study- Technical assistance to support the MOE in analyzing current conditions, available resources, and needs of EMIS at different levels in the system, and recommending for improvement options. The study was completed and a draft report was written. A dissemination workshop was held in Lao PDR in April 2007 to discuss the findings.

LAC: UNESCO: Second Regional Comparative and Explanatory Study (SERCE)- Grant for UNESCO’s Latin American Laboratory for Assessment of the Quality of Education.

MENA: Djibouti: EMIS to Strengthen the Monitoring and Evaluation Capacity of the Ministry. Work with UNESCO to undertake a diagnosis of the management information system, developing the terms of reference to improve the system including the design of better questionnaires for data collecting, workshops, training, and technical assistance. This effort will improve the Ministry’s capacity to monitor its reform program.

SAR: Pakistan: Education Census Analysis-The activity supports the federal MOE to make use of data. This activity has built the capacity of the MOE to carry out analysis of policy issues of relevance and interest to the Federal Government and provinces.

SAR: Bangladesh: Reaching Out-of-School Children-Provide technical assistance and policy and implementation advice to enhance the demand and supply-side interventions aimed at providing quality primary education through community-managed schools.

Monitoring Evaluation and Knowledge Sharing

Sample Activities:

AFR: Senegal: Teacher Education for Inclusive Classrooms-National seminar to share the work of the study team for the Senegal country report and launch the pilot study.

AFR: The Gambia and Senegal: Early Reading Assessment Initiative- Supported the creation of a reading assessment instrument in French and English and a toolkit. Instruments were piloted and a dissemination workshop held to discuss the findings.

AFR: Africa Program in Education Impact Evaluation-Developed a concept note on capacity development for education impact and evaluation and held two regional workshops.

EAP: M&E Regional Workshop-Over 110 representatives from 11 countries and 9 international development and donor agencies attended. The workshop helped participants understand better what M&E means to education quality and outcomes, and learn new methods and innovative approaches from experts and other countries.

ECA: Albania: Inclusive Education for Disadvantaged Children-Developed a strategy to help incorporate marginalized children into mainstream education.

ECA: Georgia: Survey on the Reasons for Non-attendance at School among Vulnerable Groups-Helped identify needed attendance surveys among ethnic minority groups.

ECA:Tajikistan: Evaluation of Pre-service Teacher Training-Inform future investment aimed at reforming pre-service teacher training.

LAC: Network to Exchange Educational Experiences in LAC-The consultants (*Centro de Estudios en Políticas Públicas*) have already started the implementation of the Network to Exchange Educational Experiences in LAC. A series of studies have been conducted and disseminated across the region. A regional workshop took place in Costa Rica on Communication Strategies.

SAR: Sri Lanka: Teacher Development and Management Resource Package-Creation of a teacher development and teacher management resource that provides information on a range of alternative strategies to deal with issues that arise in the region.

SAR: Education Quality for All Conference: A regional conference in New Delhi in India to discuss the impact of reforms for greater educational outcomes, types of reforms that work and do not and the options for replicating successful experiments.

MENA: Republic of Yemen: School Fee Abolition-Financed two surveys to assess the demand and supply-side of the impact of the school fee abolition. Preliminary results show there was significant increase in Grade one as a result of the abolition of school fees. Results of the surveys were discussed during the preparation to the Joint Annual Review of the Basic Education Development Strategy.

MENA: Djibouti: Evaluation of the Competency-Based Curricula Reforms and Assessment of In-Service Teacher Training-The reports and recommendations were discussed in a workshop in Djibouti in April.

Strengthen Donor Partnerships

Sample Activities:

AFR: *Pole de Dakar*-Assist sub-Saharan African countries to prepare high-quality education sector development programs. Contribute to capacity building through a distance learning program in sector analysis and education system management.

AFR: *ADEA Program Support*-Promote policy dialogue, analytical work, capacity development, and knowledge-sharing in Africa.

AFR: *African Ministerial Forum on Literacy*- Support program work in literacy, non-formal education and adult learning.

EAP: *Cambodia: Donor Coordination Advisor Support*- In partnership with UNICEF, coordination mechanisms were established at several levels to support the ESP process in Cambodia. The advisor helped compile information and facilitate exchange between the government and the donor community.

ECA: *Kyrgyz Republic: Consultation with Stakeholders*-Enhance information and communication capacity and increase awareness of the importance of EFA among policy makers and at the community level.

ECA: *Tajikistan: Support to Joint Mid-Term Review of CF Implementation*-Donors provide unified technical advice and support to the MOE for an improved implementation of the EFA-FTI action plan.

MENA: *Djibouti: Build Foundation for a SWAp Framework for Coordinated Donor Support*-Two management tools have been developed which permit continuous monitoring and updating: (i) a comprehensive program budget for primary education which provides a matrix of all activities by program objective and source of financing and implementation, and (ii) activity briefs which provide complete activity objectives, financing, and implementation.

D. Summary of 2008 Regional Funding Requests for Decisions

10. **Overall Funding Request:** Presented below is a table summarizing the funding requests made to the EPDF Committee for 2008 by region (Table 3). The funding requests have been further classified according to the main objectives of the trust fund. The funding request for AFR accounts for more than 50 percent of the total amount requested, comparable with the funding request for the previous year. The primary focus for most regions is capacity development. Knowledge sharing and collaboration across regions is also a primary area of focus in the funding requests received. The detailed funding request by region is in [Annex 1](#) of the report.

Table 3. EPDF – Summary of Funding Requests by Region

Region	Amount US\$'000					Total
	Education Sector Plan Development	Capacity Development	Monitoring, Evaluation and Knowledge Sharing	Strengthening Donor Partnerships (1)	Other (2)	
Africa	3,200	4,800	1,950	1,600	3,650	15,200
East Asia and the Pacific	400	1,935	1,100	50	400	3,885
Europe and Central Asia	115	515	695	470	359	2154
Latin America and the Caribbean	500	2350	300	0	0	3150
Middle East and North Africa	725	265	149	65	65	1269
South Asia Region	700	536.4	1,885	0	0	3,121.4
Total	5,640	10,401.4	6,079	2,185	4,474	28,779.4

(1) Some regions have not requested funds under strengthening donor partnerships either because these are funded by other partners or because most of the activities reported or proposed are conducted in collaboration with partners and this is imbedded in the other three categories.

(2) Includes program administration, staff costs, and reserve for contingencies.

11. **Projected Financial Situation and Call for Funds.** To date, the EPDF has received pledges amounting to US\$90.8 million. Approximately US\$32.2 million has been allocated to the six regions; and taking into account administration costs and investment income earned, about US\$59 million is available for future allocations. The trust fund currently has a cash balance of \$21.1 million. However, cash needs for the year 2008 amount to approximately US\$29 million based on the 2008 funding requests from regions. If all funding requests are approved, approximately US\$8 million will have to be called up (Table 4).

Table 4. EPDF Trust Fund – Liquidity Statement (US\$ million)

LIQUIDITY STATEMENT FOR EPDF	
<i>Expressed in US\$ millions</i>	<i>Total</i>
Total amount received to date	53.32
Less :allocations made to date	32.18
Available Cash Balance in main fund (A)	21.14
Liquidity needs for 2008	
Funding requests for CY 2008	28.77
Total needs (B)	28.77
Funds required to be called up (B-A)	7.63

E. Updates and Looking Ahead

12. In March 2007, the EPDF Task Team outlined specific recommendations which were discussed in Bonn and Washington (see FTI website for minutes): (i) to apply a Bank-executed approach at the country level as a general rule, while allowing for recipient executed approaches; (ii) to seek better collaboration with other partners; (iii) to identify potential synergies with other task teams; and (iv) to provide more responsive support for “Thematic Work”. To make progress toward these recommendations, the Secretariat has been working with regions and the task teams to ensure steps are being taken to move forward. Listed below are updates on the task teams and the Secretariat’s work plan.

Monitoring and Evaluation Task Team

13. The monitoring and evaluation task team was set up at the EPDF Committee meeting in Bonn to help shift EPDF monitoring from an ad hoc activities-driven approach to a more systematic monitoring and evaluation system within an established results framework. Such an approach could also serve as a stepping stone toward preparation of a possible future external evaluation of the EPDF. The Terms of Reference for this task team are currently being prepared.

14. Over the past year, the FTI Secretariat worked with several of the regions to develop templates for reporting progress and achievements to date and for regional funding requests. These templates have been designed to help the regions monitor and evaluate EPDF’s expected impact and outputs within its four objectives. Lessons learned from the regions will help further standardize or modify the templates to facilitate future reporting.

Capacity Development Task Team

15. In October 2007, the German Federal Ministry for Economic Cooperation and Development organized an international forum on “Capacity Development for Education for All: Putting Policy into Practice.” Participants recommended more strategic use of the EPDF to support capacity development activities, and to harmonize and align donor support for technical assistance and capacity development in all low-income countries. They also recommended that the FTI partnership consider how to work more effectively with UNESCO and several of its institutes (International Institute for Education Planning, UNESECO Institute for Statistics), with the World Bank Institute, and with other agencies to integrate training activities into organizational reform and institutional changes.

Fragile States Task Team

16. In November 2007, the Fragile States task team held an ad-hoc meeting during the UNICEF/Dutch Progress Review Seminar in Long Island, New York. The task team suggested that EPDF resources could be used to pilot the Progressive Framework at the country level.

Looking Ahead

17. In order to communicate the decisions made in the 2007 Washington meeting, the Secretariat plans to work closely with the regions to improve communication and knowledge of how the EPDF works, make funding processes more transparent, and broaden the involvement of countries and other agencies. In this regard, the FTI Secretariat will:

- Develop a clear communication strategy to disseminate information about the EPDF and its application process to potential non-Bank recipients and country-level partners; it will also develop an explanatory brochure or other materials.
- Create a database on all activities funded through the EPDF—globally and at the country level; along with a system to disseminate information about regional capacity development workshops and programs, e.g. Africa capacity development workshop in Tunis in December 2007.

SECTION 2
EDUCATION PROGRAM DEVELOPMENT FUND
(EPDF)
FUNDING REQUESTS

DAKAR SENEGAL

DECEMBER 2007

Summary of Funding Requests by Region

Amount US\$'000

Region	Education Sector Plan development	Capacity Development	Monitoring, Evaluation and Knowledge Sharing	Strengthen Donor Partnerships(1)	Others(2)	Total
Africa	3,200	4,800	1,950	1,600	3,650	15,200
East Asia and the Pacific	400	1935	1100	50	400	3,885
Europe and Central Asia	115	515	695	470	359	2,154
Latin America and the Caribbean	500	2,350	300	0	0	3,150
Middle East and North Africa	725	265	149	65	65	1,269
South Asia Region	700	536.4	1,885	0	0	3,121.4
Total	5,640	10,401.4	6,079	2,185	4,474	28,779.4

(1) Some regions have not requested for fund under strengthen donor partnerships either because these are funded by other partners or most of the activities reported or proposed are conducted in collaboration with partners and they consider that this is imbedded in the other three categories.

(2) Includes program administration, staff costs and reserve for contingencies.

AFRICA FUNDING REQUEST

(I) Africa Region Request

Overview of Africa Region 2008 Funding Request

The Africa Region requests **\$15.2 million** from the Education Program Development Fund to cover the cost of programs to be initiated in 2008. The proposed programs are broken down by the four core EPDF objectives, as well as by post-primary education and program management and implementation costs.

Summary of Africa Region 2008 Funding Request

	Amount (US\$)
Objective 1: Develop Education Sector Plan	\$3,200,000
Country Status Reports (6 countries)	\$1,500,000
Education Sector Plan Endorsement Support (3 countries)	\$750,000
School Health, Nutrition, and HIV/AIDS	\$500,000
Early Childhood Nutrition	\$450,000
Objective 2: Build Capacity	\$4,800,000
IIEP 2009 Work Program - Recipient Executed	\$600,000
WBI 2008-09 Work Program	\$580,000
Pole de Dakar 2009 Work Program - Recipient Executed	\$700,000
Post-CD Workshop Country-Specific Applications (10 countries)	\$1,500,000
EFA FTI Capacity Development Workshops #3 and #4	\$1,200,000
Mozambique CF Operationalization	\$120,000
South Africa Physical Environment Plan	\$100,000
Objective 3: Monitor, Evaluate, and Share Knowledge	\$1,950,000
APEIE Technical Workshop & Programmatic Costs	\$600,000
APEIE Country-Specific Applications (2 countries)	\$500,000
ALERT Africa	\$450,000
EAP and AFR Math and Science Improvement	\$400,000
Objective 4: Strengthen EFA FTI Partnership	\$1,600,000
ADEA 2008-09 Work Program - Recipient Executed	\$1,000,000
COMED 2008-09 Work Program - Recipient Executed	\$400,000
Parliamentarian Capacity Development - Recipient Executed	\$200,000
Post-Primary Education	\$0
Program Management and Implementation Costs	\$3,250,000
Contingency for Currently Unforeseen Requests	\$400,000
TOTAL FUNDING REQUEST	\$15,200,000

Breakdown of 2008 Funding Request by Strategic Objectives

Objective 1: Develop Education Sector Plans

The Africa Region requests a total of **\$3,200,000** to cover the cost of programs that will develop, prepare, or improve education sector plans for endorsement and funding. Four major programs fall under this objective: developing the analytical base through country status reports, strengthening the school health, nutrition, and HIV/AIDS and early childhood development components of education sector plans, and providing support for EFA FTI education sector plan endorsement. Draft Africa region applications have been submitted for the **Ghana and Burkina Faso Country Status Report** work programs. Each country status report is estimated to require around \$250,000. Four more country status reports are likely to be developed in 2008, including in **Guinea Bissau, Togo, or Angola**, bringing the total projected allocation to \$1,500,000.

The **School Health, Nutrition and HIV/AIDS** program seeks to (i) increase the number of low-income countries with a sound and sustainable School Health, Nutrition and HIV&AIDS sub-component of the national education sector plan; (ii) strengthen government technical and institutional capacity to develop School Health, Nutrition and HIV&AIDS policies; (iii) assist the development of effective policies and reforms by improved understanding of the impact of malaria on education and the cost-effectiveness of school feeding interventions; and (iv) strengthen donor partnerships at the country level, especially partnerships between Health and Education, around the government's education sector response to HIV&AIDS. The Africa region requests \$500,000 to support the cost of the program in 2008.

The **Early Childhood Development-Nutrition** program aims to strengthen the early childhood care and education (ECCE) component of education sector programs. The program proposed for EPDF-Africa funding has three components: i) scale-up country-level support towards inclusion of sound ECCE/nutrition components in education sector plans, ii) improve the analytical basis for interventions to prevent iodine deficiency, a prime cause of school readiness and performance in young children, and iii) regional consultation and exchange on experience with programs to foster early childhood development and nutrition.. The Africa Region requests \$450,000 to support this program.

Funding is also requested to support **EFA FTI Education Sector Plan Endorsement for CAR, Chad, and Malawi**. EPDF funding has supported the development of a country status report in the three countries, which has laid the analytical foundation for the education sector strategy. The funding request in 2008 will support the preparation of education sector plans and their endorsement. Currently a formal funding request has not been received from any of the three countries, but each country is expected to require around \$250,000, totaling \$750,000.

Objective 2: Build Capacity

A total of **\$4,800,000** is requested to deliver programs that will enhance capacity towards achieving EFA FTI objectives in Africa. In 2008, the Africa region will continue to collaborate with the UNESCO International Institute for Educational Planning (IIEP) and the World Bank Institute (WBI) to deliver high quality, demand-driven programs to build capacity. The EPDF will also continue to support the work of Pole de Dakar that supports country teams to strengthen the analytical capacity feeding into the education sector plans. Following the Cape Town and Tunis Workshops on "Country Leadership and Implementation for Results in the EFA-FTI Partnership", country-specific applications from ten more countries are expected in 2008. The third and fourth workshops under this umbrella program are planned. Finally, Mozambique and South Africa have submitted applications to enhance the technical capacity of government teams.

The 2008 request for the **UNESCO International Institute for Educational Planning** is articulated in the Africa region progress report. A continued collaboration with IIEP is expected and a grant agreement signed by November 2008. A concept note and formal funding proposal is expected in October 2008. We request funding to cover the cost of continued support for UNESCO IIEP for a total of \$600,000.

The **World Bank Institute** seeks support for the following program of training courses in 2008: i) “Governance and Anti-Corruption Measures in Education”, ii) “Strategic Choices for Educational Reform” (with French translation), iii) “Accountability, Governance and Education Decentralization in Africa”, and iv) “Ethics and Anti-Corruption in Education and Francophone Africa”. EPDF-Africa support will cover the cost of participation by African officials, typically accompanied by representatives of the local donor community and an academic researcher, as appropriate. For each of the courses, 4-5 African country teams are expected to participate. The total requested amount is \$580,000.

Africa region will continue to support the **Pole de Dakar** and requests support from the EPDF to ensure predictable funding to this important institutional partner. Eleven African countries are currently listed by the EFA FTI Secretariat as seeking EFA FTI endorsement in 2009 and beyond: Angola, Republic of Congo, DRC, Eritrea, Guinea-Bissau, Nigeria, Tanzania, Togo, Cote d’Ivoire, Somalia, Sudan, and Zimbabwe. Pole de Dakar is expected to assist country teams to build their analytical base in developing a sound education sector plan. Specifically, Pole de Dakar will provide technical support for developing country status reports and simulation models that estimate and compare costs and financing plans for alternative education policy options. Pole de Dakar will work alongside national teams to ensure transfer of technical expertise to enhance the capacity of countries to conduct future diagnostics on their own. Based on demand expressed by governments, Four to five country status are expected to be completed in 2009, as well as the delivery of the Pole de Dakar distance learning program on Sectoral Analysis and Management of the Education System. Africa region requests \$700,000 to support the 2009 work program of Pole de Dakar

Following the **Capacity Development Workshop on “Country Leadership and Implementation for Results in the EFA-FTI Partnership”** in Tunis in December 2007, participating countries will identify capacity constraints which would be addressed with funding from the EPDF. We expect to receive country-level proposals vetted and agreed by the local donor group to implement plans developed at the workshop, estimated around \$150,000 each for ten more countries in 2008 and totaling around \$1,500,000 in 2008. The participating countries for the Cape Town and Tunis workshops are Burundi, Madagascar, Lesotho, Sierra Leone, Uganda, Zambia, Benin, Mali, Mauritania, Cameroon, Chad, Ghana, Malawi and Liberia. Each country team fills out a Capacity Building Template that describes their key areas of expertise, strategies for further collaboration across countries, and areas of further capacity building. Each country describes areas and strengths of their own EFA-FTI planning and implementation, which could inform the work in other countries. Country needs vary, but the example of Burundi reflects the nature of capacity constraints identified: i) Recruitment and management of teachers; ii) Developing strategies to reduce dropout, reducing repetition; and iii) Establishing mechanisms to evaluate implement, organize capacity; building of department personnel; and iv) Develop partnerships and involve civil society in reform. The current proposal requests funding to support the capacity constraints identified during the workshops to ensure country-level follow up to the workshops.

The third and fourth **Capacity Development Workshops on “Country Leadership and Implementation for Results in the EFA-FTI Partnership”** are proposed for 2008. As with the Cape Town and Tunis workshops, they will include countries at different stages in the EFA-FTI endorsement and implementation process. The workshops are intended to strengthen country leadership in three areas (i) planning and preparation, (ii) implementation and monitoring, and (iii) partnerships. The workshops will also provide a forum for cross-country sharing of experiences and the development of learning networks. An evaluation report, based on feedback from participants, was developed after the Cape Town workshop and noted that the participants were highly satisfied with the agenda and structure of the workshop. The feedback was taken into account for the planning of the Tunis workshop. A similar process will be followed in planning the third and fourth workshops

in 2008. Each workshop is expected to cost approximately \$600,000 and includes support for participation (travel, accommodation, per diem) of national teams, local donors, and task team leaders from 6-7 countries; travel and time for organizers and invited international and local experts; and conference costs. A total of \$1.2 million is requested to fund the two workshops.

The Africa Region has received an application to support the **Operationalization of the Catalytic Fund Grant in Mozambique**, which was granted in May 2007. The country requests \$120,000 to provide intensive support for internal and external consultation on the modality for channeling the Catalytic Fund, which has proven to be more complex and time-consuming than originally expected. The local education partners led by the Netherlands have confirmed the necessity and merit of EPDF support. The request will support two missions designed to further the dialogue on FTI CF with the Ministry and local education partners and provide technical appraisal specifically in the low-cost construction program and the teacher training program. Evaluation of these programs will provide insights and identify the bottlenecks which in the past have constrained implementation. A second mission will develop the final grant agreement and conduct a Decision Meeting and negotiations in the field. In order to complete its work initiated under the Norwegian Education Trust Fund, **South Africa** has requested funds to support a program on developing a **Long-Term Investment Plan for Enabling Physical Teaching and Learning Environment** for \$100,000.

Objective 3: Monitor, Evaluate, and Share Knowledge

A total of **\$1,950,000** is requested to deliver programs that fit under the third EPDF objective. In the Africa region, two types of programs will be delivered: those that focus on monitoring and evaluation and those that focus on knowledge generation and sharing.

The cornerstone of the work that focuses on monitoring and evaluation is the **Africa Program on Education Impact Evaluation**. The third tranche to cover the cost of the second workshop for ten countries scheduled in June 2008 will be due, totaling \$600,000. In addition, two more countries are expected to submit a concept note and Africa Region funding requests to implement the impact evaluation programs developed at the launch workshop in Abuja, Nigeria in June 2007. Each country is expected to request around \$250,000, bringing the total for country-specific APEIE funding to \$500,000.

Programs that focus on knowledge generation and sharing are mainly in the form of regional programs that undertake thematic analysis. The Africa region requests support for two major regional analytical programs in 2008.

The **Africa Alliance for Learning and Education Results (Africa ALERT)** program will assist EFA-FTI participating countries in Africa to develop capacity to monitor the learning outcomes of their education systems. The program is expected to run for three years beginning in 2008 and will require an estimated \$450,000 in 2008. The aim is to provide a basis for evidence-based policymaking that produces meaningful improvement in the quality of student learning. The program thus represents a significant step towards achieving the real promise of education for all in Africa. The program will (i) build technical and institutional capacity to conceptualize and implement high-quality, cost-effective student assessment systems; (ii) build education sector capacity to analyze and use assessment data to inform education policy decision-making; (iii) provide cross-country venues for dialogue and networking; (iv) increase coordination of assessments activities across participating countries; and (v) foster support for benchmarking of student performance at the national, regional, and/or international levels. The goal is that by 2012 all participating countries will have access to valid, reliable, and timely data on learning outcomes that will help them to better manage their learning systems for results. A concept note has been submitted for initial review.

Another new program underway is **East Asia and Africa Collaboration on Math and Science Education Improvement**. This nascent program will enhance analytical work, curriculum review, and peer-learning among participating countries on math and science teaching. Through a workshop, good practices in teaching math and science from Asia will be shared with African country teams and their capacity will be enhanced to deliver more effective programs in their countries. The program is expected to require around \$400,000.

Objective 4: Strengthen EFA FTI Partnership

A total of **\$1,600,000** is requested to deliver programs strengthen EFA FTI partnership in the Africa region, as well as cross-regionally. Of the total requested, \$1 million and \$400,000 is intended to support ADEA and COMED, respectively, to implement their 2008 work programs. Finally, a policy dialogue program for parliamentarians is envisioned to enhance their capacity to move the national education agenda forward

The **Association for the Development of Education in Africa (ADEA)** is by far the most important education network in Africa, and plays a crucial role in promoting the type of knowledge exchange, policy dialogue and consensus-building required to inform education reforms and build national capacity to implement these reforms. ADEA can make a unique contribution in this regard, by leveraging its role as a network of networks and as a broker of policy debate and dialogue. Importantly, it can help foster stronger partnerships in the EFA FTI context and help facilitate implementation of the African Union's Second Decade for Education in Africa. As noted above, ADEA has developed a Medium Term Strategic Plan (2008-2012) which ADEA's Steering Committee approved in October 2007. The Africa region will fund selected and specific activities that ADEA plans to implement in 2008. EPDF-Africa funds are not expected to finance the core institutional functions of ADEA. In 2008, ADEA seeks funding to support i) the ADEA Biennial Meeting on Post-Primary Education (background analytical work, facilitation, and dissemination of results following the meeting) for \$530,000; ii) the Conference on African Languages as Language of Instruction (facilitation, country-level follow-up, and dissemination of results) for \$370,000; and iii) a workshop to build capacity among the eight African Regional Economic Communities (RECs), in collaboration with the African Union, for \$50,000. The Africa region plans to allocate \$1 million for ADEA's work program in 2008.

The ADEA Working Group on Communication for Education and Development (COMED) is currently developing a concept note for its 2008 work program. The concept note identifies key strategic areas where COMED can raise awareness of key educational issues in the region. COMED aims to i) strengthen the capacity of communication units in ministries of education in African countries to promote national dialogue and consensus for education policies and programmes; ii) develop a network of trained journalists within the African media to report on issues of education and development; and iii) enhance the exchange and distribution of news and information among ADEA constituencies, including African journalists specializing in education issues and communication officers in education ministries. In 2008, COMED will develop a tool-kit on how to effectively cover education issues at the country level, facilitate sub-regional training workshops for communications officers in ministries of education, provide media coverage of major education events, and strengthen its institutional capacity to provide quality control and effective financial management. Starting in 2009, COMED is expected to broaden its funding base while continuing to seek funding from EPDF. The amount for COMED will not be earmarked as such, but will be added to the overall amount of unrestricted support in programmatic funding to ADEA, to reflect recent progress in ADEA with the preparation of its strategic plan, the rationalization of ADEA's working groups, and completion of the transition from NETF funding for COMED. Africa region requests \$400,000 to support COMED with its work program in 2008.

The Africa Region seeks to develop a program to **Enhance Capacity of Parliamentarians to Advance National Agendas for Educational Development**. Parliamentarians are a growing force in national politics in many African countries and they can play a key role in strengthening accountability for results. The goal of the program would be to equip them with the necessary information (e.g., the profile of their own country in comparative perspective) and an understanding of important policy tradeoffs in order for them to engage productively in national debates on educational policies. The mechanism for how best to deliver this program will be explored in a concept note in the coming months. The program is expected to be launched in late 2008. The Africa region seeks \$200,000 to provide initial support for this program.

Post-Primary Education

The Africa region requests **no funding** from the global EPDF for regional programs to support the post-primary education sector. The Africa region has benefited immensely from the support of the Norwegian Post-Primary Education Fund (NPEF) since December 2005. The Norwegian government has confirmed that the NPEF will be replenished for 2008.

Program Management and Implementation

Program management and implementation costs will constitute approximately 20 percent of the total funding requested for 2008. Staff costs will be allocated in July 2008 for the following 12 months. This amount may increase due to the addition of the post-primary education programs under the Africa region to cover additional transaction and administrative costs, as well as programmatic staff that are currently supported by the Norwegian Post-Primary Education Fund.

Summary of Request for Objective 1: Develop Education Sector Plan

	Amount (US\$)	Primary EPDF Objective	Secondary EPDF Objective	Outputs / Activities	Strategic Impact
Country Status Reports (6 countries)	\$1,500,000	ESP Development	Knowledge Generation and Sharing; Capacity Building	CSR	Provide the MoE with a solid analytical platform on which to build a strategic plan for the education sector as a whole, and for basic education in particular
Education Sector Plan Endorsement Support (3 countries)	\$750,000	ESP Development	Knowledge Generation and Sharing; Capacity Building	Endorsed education sector plan	(i) Prepare the sector strategy in order to meet the requirements for EFA FTI, (ii) Support the EFA-FTI endorsement process
School Health, Nutrition, and HIV AIDS	\$500,000	ESP Development	Knowledge Generation and Sharing; Capacity Building	(i) Technical assistance and national level workshops; (ii) Workshops to build capacity of government teams to conceptualize and implement school health and HIV&AIDS responses; (iii) Support sub-regional Networks to create supportive partnerships	(i) Costed program for SHN and HIV&AIDS as part of the national education sector plan; (ii) Human resource capacity developed within the government; (iii) Better recognition and understanding by development partners of the need to integrate SHN and HIV&AIDS into education sector plans
Early Childhood Nutrition	\$450,000	ESP Development	Knowledge Generation and Sharing; Capacity Building	(i) Study the impact of iodine deficiency on educability in selected African countries; (ii) Regional workshop to report the results provide forum for advocacy	Foster interventions to prevent iodine deficiency to enhance school performance and educability in the Africa region
TOTAL	\$3,200,000				

Summary of Request for Objective 2: Build Capacity

	Amount (US\$)	Primary EPDF Objective	Secondary EPDF Objective	Outputs / Activities	Strategic Impact
IIEP 2009 Work Program - Recipient Executed	\$600,000	Capacity Building	Strengthen EFA FTI Partnership; Knowledge Generation and Sharing	(i) distance education program on “Education Sector Planning” in Anglophone countries; (ii) research proposal to examine governance reforms in education in Eastern and Southern Africa and conditions of implementation; and (iii) database on educational policy and reform	(i) Train 50-60 educational planners, managers and trainers from 6 English speaking countries in Africa in educational planning and management; (ii) Improve understanding of the impact of decentralization on tasks to be executed at the local level; (iii) Facilitate access to education policy documents and sector plans prepared by countries
WBI 2008-09 Work Program	\$580,000	Capacity Building	Strengthen EFA FTI Partnership; Knowledge Generation and Sharing	Participation of African country teams at the WBI Core Course “Strategic Choices for Education Reform”	Build participant capacity in the following areas: (a) Improved understanding of the rationale, objectives, and policy options for education reform, as well as of the conditions required to launch and sustain reform initiatives; (b) An expanded knowledge of a broad range of options to enhance quality, efficiency, equity, and sustainability of education; strengthen social cohesion; and develop the skills needed to assess which options are most likely to work within a given country or local setting; and (c) A solid conceptual approach to designing education strategies that focus on improving quality of basic education as an issue in itself and as a necessary condition for addressing quality at other levels of education
Pole de Dakar 2009 Work Program - Recipient Executed	\$700,000	Capacity Building	Strengthen EFA FTI Partnership	(i) Initiate or complete CSRs; (ii) Provide post-CSR follow-up for countries preparing for EFA FTI endorsement	(i) Assist Sub-Saharan African countries to prepare quality education sector development programs
Post-CD Workshop Country-Specific Applications (10 countries)	\$1,500,000	Capacity Building	Strengthen EFA FTI Partnership; Knowledge Generation and Sharing	Implementation of program gaps identified during the “Country Leadership and Implementation for Results in the EFA-FTI Partnership” workshops	

	Amount (US\$)	Primary EPDF Objective	Secondary EPDF Objective	Outputs / Activities	Strategic Impact
EFA FTI Capacity Development Workshops #3 and #4	\$1,200,000	Capacity Building	Knowledge Generation and Sharing; Strengthen EFA FTI Partnership; ESP Development	(i) Two four-day workshops for teams from 6-7 countries at each workshop; (ii) Reports of the workshop proceedings based on (a) the overall content and activities; (b) feedback of participants in informal interviews and structured questionnaires; and (c) feedback of Bank TTLs; (iii) Consolidated workshop report with a proposal for follow-up activities	Foster country leadership in the context of the EFA-FTI by: (a) strengthening the analytical skills and knowledge base of countries in the process of preparing and implementing their EFA- FTI sector plans, (b) providing an opportunity for countries in the FTI to share experience and knowledge of FTI endorsement and implementation process, (c) sustaining the momentum of education reform among participating countries, and (d) contributing to the establishment of learning networks amongst practitioners of SSA countries
Mozambique CF Operationalization	\$120,000	Capacity Building	Strengthen EFA FTI Partnership	Final Grant Agreement for the FTI CF	(i) Provide intensive support to reach agreement on parallel financing, (ii) Select a program from the Education Sector Plan to be financed by the Catalytic Fund, (ii) Obtain clearances from procurement, financial management/disbursement, and FTI to develop the grant agreement for the Catalytic Fund.
South Africa Physical Environment Plan	\$100,000	Capacity Building	ESP Development	Nationally adopted long-term investment plan	(i) Develop a policy direction for future equitable provision of physical teaching and learning environment to realize the provision of quality of education; (ii) strengthen DoE and PEDs capacity for policy analysis /development, costing policies and checking feasibility of adopted policies. using tools to debate trade-offs among investments, systematically assessing capacity to implement adopted policies, and developing capacity development programs
TOTAL	\$4,800,000				

Summary of Request for Objective 3: Monitor, Evaluate, and Share Knowledge

	Amount (US\$)	Primary EPDF Objective	Secondary EPDF Objective	Outputs / Activities	Strategic Impact
APEIE Technical Workshop & Programmatic Costs	\$600,000	Monitoring and Evaluation	Knowledge Generation and Sharing; Capacity Building;	(i) Regional workshop; (ii) Technical expertise to assist country level implementation; (iii) Analysis of baseline data for participating countries; (iv) Network of practitioners and researchers	Build rigorous evidence on the effectiveness of alternative education interventions to improve the quality of education outcomes
APEIE Country-Specific Applications (2 countries)	\$500,000	Monitoring and Evaluation	Knowledge Generation and Sharing; Capacity Building; ESP Development	Implementation of program gaps identified during the APEIE launch technical workshop in June 2007	Build rigorous evidence on the effectiveness of alternative education interventions to improve the quality of education outcomes
ALERT Africa	\$450,000	Knowledge Generation and Sharing	Monitoring and Evaluation	(i) Inaugural workshop; (ii) Knowledge sharing for a; (iii) Database for dissemination	(i) Build technical institutional capacity to conceptualize ,implement high-quality, cost-effective student assessment systems; (ii) Build education sector capacity to analyze and use assessment data to inform education policy decision-making; (iii) Provide cross-country venues for dialogue networking; (iv) Increase coordination of assessments activities across countries; and (v) Foster support for benchmarking of student performance -national, regional, international levels
EAP and AFR Math and Science Improvement	\$400,000	Knowledge Generation and Sharing	Knowledge Generation and Sharing; Capacity Building; ESP Development; Strengthen EFA FTI Partnership	Workshop	(i) Enhance analytical work, curriculum review, and peer-learning among participating countries on math and science teaching; (ii) Share good practices in teaching math and science from Asia with African country teams; (iii) Enhance capacity of African teams to deliver effective math and science programs
TOTAL	\$1,950,000				

Summary of Request for Objective 4: Strengthen EFA FTI Partnership

	Amount (US\$)	Primary EPDF Objective	Secondary EPDF Objective	Outputs / Activities	Strategic Impact
ADEA 2008 Activities - Recipient Executed	\$1,000,000	Strengthen EFA FTI Partnership	Knowledge Generation and Sharing	i) ADEA Biennial Meeting on Post-Primary Education; ii) Conference on African Languages as Language of Instruction; and iii) workshop to build capacity among the eight African Regional Economic Communities (RECs).	i) Foster development of shared understanding for coordinated and effective action to tackle major challenges facing educational development in Africa, ii) Contribute to the achievement of continental and regional integration of objectives in the education sector, as defined by the AU and its NEPAD program through Plan of Action for the Second Decade of Education for Africa (2006-2015) and Africa's Science and Technology Consolidated Plan of Action, iii) Produce knowledge and lessons learned from successful experiences in areas critical to qualitative transformation of education in Africa.
COMED 2008 Activities - Recipient Executed	\$400,000	Strengthen EFA FTI Partnership	Knowledge Generation and Sharing	i) Develop a tool-kit to cover education issues at country level, ii) facilitate sub-regional training workshops of communications officers in ministries of education, iii) provide media coverage of education events	i) Strengthen capacity of communication units of ministries of education in Africa to promote dialogue and consensus for education policies and programs; ii) Develop network of trained journalists within African media to report on issues of education and development; and iii) Enhance exchange and distribution of news and information among ADEA constituencies, including journalists specializing in education issues and communication officers in education ministries.
Parliamentarian Capacity Development - Recipient Executed	\$200,000	Strengthen EFA FTI Partnership	Knowledge Generation and Sharing; Capacity Building;	Policy dialogue forum for African parliamentarians	Equip them with necessary information and understanding of important policy tradeoffs in order for them to engage productively in national debates on educational policies
TOTAL	\$1,600,000				

EAST ASIA & PACIFIC FUNDING REQUEST

(II) East Asia and the Pacific request

(A) Breakdown of Funding Request by Specific Theme/Strategic objective

Education Sector Plan Development

Overview and brief description of planned activities for the Region under this objective:

EPDF aims to help Lao PDR and a couple of Pacific island countries get ready for FTI partnership endorsement in 2008. Currently, the education system assessment was completed in collaboration with UNESCO EFA MDA and UNICEF in Lao PDR and the government has drafted a sector plan for review. Financial management, procurement and other assessments will be conducted to meet the endorsement requirements. The preparation work for the Pacific island countries has been resumed after the political unrest in Fiji at the beginning of the year and we will work with the local donors and try to complete the preparation for a couple of island countries, most likely PNG and Vanuatu, and get them ready for endorsement. In addition, Vietnam is working on a new education sector strategic plan since its FTI partnership endorsement in 2003 and EPDF will provide its needed technical assistance. A joint UN mission to Myanmar and an initial dialogue with the MOE there on EFA took place recently. We will work with other donors on the ground and engage the government in education policy dialogue and build a foundation for FTI partnership work later when the country is politically ready for it.

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
Preparation of education sector plan for FTI endorsement in Lao PDR , including activities such as donor coordination, ESP development and review, FM and procurement assessments, macroeconomic linkage and safeguard assessments, and other preparation work if needed	Donor coordination	200,000	Likely Bank executed	Completion of ESP and ready for FTI endorsement in 2008
Preparation of education sector plan for FTI endorsement in PNG, Vanuatu, and other PICs , including activities such as donor coordination, ESP development and review, FM and procurement assessments, macroeconomic linkage and safeguard assessments, and other preparation work if needed	Donor coordination	(500,000) <i>(will use the remaining existing allocation)</i>	Likely mixed modality	Completion of ESP and trying to be ready for FTI endorsement for PNG and Vanuatu by 2008, while working on the other PICs
Technical support for developing the education strategic plan in Vietnam in the areas of education	Donor coordination	100,000	Likely Bank executed	A sound sector strategic plan developed by 2008

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
financing, education sector governance, and basic education quality				
Policy dialogue and donor coordination in Myanmar to build the foundation for FTI partnership development when the country is politically ready for it	Donor coordination	100,000	Likely Bank executed	The government is engaged and donors are coordinated.

Capacity Development

Overview and brief description of planned activities for the Region under this objective:

Capacity development has been the focal point of the EPDF program in EAP because that is what countries in the region demand for the most. Guided by the EPDF objectives, EAP will continue to focus its capacity development activities around four priority areas identified through the regional consultation with the governments, the donors, and other institutions. These four priority areas are: reaching the hard-to-reach children, improving teaching and learning, strengthening M&E and student assessment, and exploring innovative financing options for system expansion. We try to keep a good balance among them, with a current emphasis on reaching the hard-to-reach children and M&E.

Hard-to-reach children are often from the disabled, the poor, rural, remote, migrants, and ethnic minority communities. EPDF has provided support to countries developing their capacities to address educational issues facing these communities. For the coming year, it will expand the coverage in these areas, try to sustain the capacity development effort in the area of disability and language of instruction, and facilitate knowledge and good practice sharing among the countries. For example, EPDF has been supporting the pilot of a phased capacity development program on inclusion education to address educational issues facing children with disability in Cambodia. It started from an awareness workshop and material development to testing instruments used by the government for collecting data on disabled children. In the coming year, EPDF will be used to help the government develop a teacher training manual for inclusion education in Cambodia to complete this assistance package and sustain the government effort in this area. We will learn lessons from the Cambodia experience and help other countries to address inclusion education issues.

To address the “reaching the hard-to-reach” issue, we need innovative approaches. EPDF will be used to facilitate exchange and build capacity at the regional level in two areas this year: schooling for small rural communities and innovative financing instruments. These will be done through regional symposiums or workshops in collaboration with MOEs in host countries.

As the traditional teacher training model is arguably less effective to meet the needs in poor and rural areas, the EPDF sponsored EAP regional workshop on teachers in July of this year reconfirmed the need from many countries to identify and test new teacher training approaches and modalities effective for the poor and rural settings. Built on DFID work, EPDF will be used to assist China’s effort in this area for its poor northwest and southwest regions and share the results with other countries. EPDF will also be used to assist PNG to develop a comprehensive teacher training strategy. Similarly, with further decentralization of the system, many countries are struggling with effective distribution and use of resources between the central and local governments to support the country’s education reform and development strategy. The Philippines has been working on this issue. EPDF will provide technical assistance to the experiment and extract lessons to share with other

countries. In short, our strategy is to facilitate knowledge sharing with other countries through supporting capacity development in a country in a commonly concerned policy area.

We realize that capacity development is a collective effort and that we could do more and make it sustainable if we could foster regional and country networks. EPDF has been used intentionally to develop the capacity of regional networks. For example, SEAMEO (South East Asia Ministers of Education Organization) has been contracted through EPDF to conduct policy case studies on mother-tongue as bridge language of instruction in its member countries. We hope that SEAMEO will strengthen its capacity through this exercise and be more effective in facilitating policy dialogue among education ministers in the region. In the coming year, EPDF will provide support to a few selected regional and country networks and enable them to carry out certain regional tasks while developing own capacities. In terms of country networks, we would like to see the country to take on the ownership for sustainability with initial EPDF support. We have been experimenting this with China and try to learn lessons for other countries.

As more and more countries in EAP have achieved universal basic education, countries are seeking policy advice on post-basic education provision. Issues include access, affordability, curriculum, general vs. vocational, system expansion, etc. EPDF will be used to start the policy dialogue in this area at the regional level and may support a couple of policy initiative pilots this year.

In addition to these capacity development activities, EPDF will continue to meet capacity development needs that are not covered by the FTI/CF implementation plans in some FTI partner countries in the region. For example, Cambodia will need assistance to develop its fiduciary capacity to ensure the quality of FTI/CF implementation. The Mongolia Ministry of Education needs technical support to improve school designs in order to achieve better learning outcome and energy conservation for its next year’s school construction program under the FTI grant.

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
FTI CF implementation specific: (Subtotal: 190,000)				
Fiduciary capacity development in Cambodia to ensure the effective use of FTI/CF for implementing ESP	M&E	50,000	Likely Bank executed	A sound fiduciary system in place and local staff trained
Technical support to MOE for improving school designs to achieve better learning outcome and energy conservation in Mongolia (it is a preparation work for new school construction under next year’s FTI grant)	ESP implementation	60,000	Likely mixed modality	Innovative designs be identified and ready for the use of school construction next year, while the capacity of MOE’s construction unit is developed
Strengthening financial management system to help MOE be able to move toward a SWAP with direct budget support in Mongolia (at present, FM work is done by WB’s PMU)	ESP implementation	50,000	Likely Bank executed	MOE will be able to undertake financial management work related to implementation of project activities on its own.

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
Experience and lesson sharing among FTI existing and future partner countries on endorsement and implementation (as FTI bounded countries have had different experiences in handling ESP development, donor coordination, endorsement preparation, and ESP execution, it is important to provide them a platform for sharing and learning from each other)	Knowledge sharing	30,000 <i>(This is the funding needed to match EAP GDLN grant as this activity will be delivered via Bank's distance learning facility GDLN)</i>	Likely Bank executed	Good practices shared on FTI endorsement and implementation and "future" FTI partner countries learned valuable lessons and conduct their endorsement and implementation better
Reach the last 10%:		(Subtotal: 580,000)		
<u>Children with disability</u> 1. Regional training on TQSI methodology and material development for inclusion education (this is for Vietnam, Indonesia, Cambodia, Thailand, the Philippines and the capacity development model piloted in Cambodia will be used.) 2. Development of teacher training manual for inclusion education in Cambodia (this is the last part of a capacity development series to address educational issues facing children with disability in the country.) 3. Inclusion education workshop and material development in Mongolia (this will kick off the government initiative in inclusion education by using the CD model piloted in Cambodia)	Knowledge sharing	150,000 (80,000) (30,000) (40,000)	Likely mixed modality <i>(collaboration among WB, OECD, and local agencies)</i>	Participating countries learned TQSI for screening children with disability and developed (/customized) materials for their inclusion education. Local agencies' capacity strengthened An inclusion education manual is ready for teacher training use. The country starts working in inclusion education, from policy formulation to pilot programs.
<u>Schooling options for rural communities</u> Regional workshop and follow-up activities covering topics such as small schools, multigrade teaching, financing and management options, etc to address educational issues facing hard-to-reach rural communities	Knowledge sharing	250,000	Likely mixed modality	Participating countries learned good practices from each other as well as from international experiences and have identify appropriate strategies/solutions to address this issue.
<u>Migrant children</u> Study of issues, current schooling conditions and	Knowledge sharing	30,000	Likely Bank executed	A policy framework for addressing migrant children's educational issues is

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
possible solutions of migrant children's education in China to identify a policy framework for other countries to address similar issues brought about by their rapid urbanization and economic development				identified and introduced to other countries for policy dialogue in this area.
<u>Language of instruction</u> 1. SEAMEO study follow-up (this will focus on broader dissemination of the current study sponsored by EPDF on language of instruction policies in the region , especially to the ministries and other policymaking bodies in SEAMEO member countries for policy dialogue on the issue) 2. Development and pilot of language reference materials (mother tongue vs. official language of instruction) for classroom use based on SEAMEO study recommendations in Timor Leste and Vietnam (maybe another country) (if existing good materials identified, this activity will help the scaling up)	Knowledge sharing	150,000 (30,000) (120,000)	Recipient executed	Facilitated exchange on language of instruction policies among SEAMEO member countries; improved awareness about EFA and learning results in relation with language of instruction among key policymakers; certain actions taken on the recommendations Quick language reference materials produced and piloted in ethnic concentrated schools/areas in these two countries
Teaching & Learning:		(Subtotal: 280,000)		
Development of a teacher training strategy to help the government link a qualifications framework with teacher assessment, teacher training, teacher training institution quality assurance and civil service incentives in PNG	ESP Development	80,000	Likely mixed modality	A comprehensive national teacher training strategy be developed and provides inputs to improvement plans

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
Development and pilot new teacher training mechanism and modality for poor regions in China (though the Chinese government has invested considerably in teachers, the urban-centric teacher training model works less effective in rural and poor areas. The MOE wants to build on the work done by DFID, identify and develop innovative ways including using ICT and local professional network to make teacher training more relevant to poor northwest and southwest regions.)	Knowledge sharing	100,000	Likely mixed modality	Innovative teacher training approaches for poor regions are identified with positive results from the pilots. The experience and identified effective approaches will be shared with other countries for greater benefit.
Teacher development and management resource package for EAP and SAR (many countries are involved in sector-wide education strategies and there are frequent requests for information to deal with various teacher related problems that tend be at the core of constraining educational quality. A critical aspect to building country knowledge base is the sharing and exchange of key guidelines and alternative practices – not only regionally, but also internationally. EAP and SAR will collaborate to develop this resource package to meet the unmet demand from governments in the two regions for more info about teacher development systems, policies, practices from other countries.)	Knowledge sharing	100,000 <i>(matching the funding from South Asia Region)</i>	Likely mixed modality	The teacher development and management resource package which seeking to provide guidelines and alternative ways for addressing each of the identified teacher-related issues is developed and disseminated to the countries.
Situation analysis of teacher working and living conditions in Vietnam and Mongolia	ESP development	60,000 <i>(will use the Bridge Funding allocation)</i>	Likely mixed modality	The findings of the assessment are used for providing inputs for planning and policy dialogue on teacher management and development.
Innovative financing:		(Subtotal: 280,000)		
Regional symposium	Knowledge	200,000	Likely mixed	Good and innovative

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
/workshop on innovative Financing instruments for achieving EFA (it will try to address issues like demand vs. supply side financing, formula funding in a decentralized setting, scholarship, student loan, conditioned cash transfer, school grants, performance-based budgeting, private funding, etc. Experiences from ECA, LAC and OECD countries will be introduced.)	sharing	<i>(co-host with a country in the region)</i>	modality	financing practices be shared and lessons be learned for in-country reform policy dialogue on education financing.
Effective use of local resources to support central government's quality assurance and reform initiatives in the Philippines (central government's resources are limited and how to mobilize local resources to help central government focus on important and priority areas such as quality assurance is challenging. Philippines is doing experiment in this area, but the interventions are not studied.)	Knowledge sharing	80,000	Likely recipient executed	Collaborative mechanism between central and local governments in resource distribution and utilization is identified. The experience and lessons will be shared with other countries.
Regional & country research network:		(Subtotal: 175,000)		
Regional policy study on secondary education in EAP: country assessment, case studies, and recommendations for moving forward (many countries in the region have achieved UPE and face big challenge in secondary education and beyond due to growing demand for more education)	Knowledge sharing	100,000	Recipient executed <i>(by a regional network)</i>	Country policies, practices, and issues in secondary education in the region are mapped, providing facts and ideas for country-level policy dialogues in this area. The capacity of regional network is strengthened.
Research network for studying educational issues facing rural and poor areas and disadvantaged groups in China (to transfer the ownership to the country by matching MOF grant to expand this successful program funded with EPDF seed money. The program developed research capacity of young scholars and produced 7 studies on rural girl's education, rural education	Knowledge sharing	75,000 <i>(matching MOF's funding)</i>	Recipient executed	This indigenous education research network be sustained by transferring the ownership to the country through matching the government's funding. A local policy-study capacity building model be developed for other countries.

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
financing, rural school dropouts, etc that enriched policy dialogue on those issues in the country at both central and provincial levels. Now the country wants to expand the program and provides matching grant.)				
Post-Basic Education: (Subtotal: 430,000)				
Access for the poor and the disadvantaged to education beyond primary in EAP (we are seeking a partnership with one or more foundations working in this area to initiate the effort in addressing this issue. We expect the recipient(s) to work with countries and regional networks to identify appropriate approaches through research, case study, workshop and other activities)	Knowledge sharing	200,000	Recipient executed	Appropriate approaches to address this post-basic access issue be identified and shared with the countries for further policy dialogue and program design in this area.
Study of skill development for the unskilled in Cambodia and the Philippines (Cambodia has high dropout rate of primary education and low enrolment in secondary education. Those out of school children are in the labor market. How to provide further education and training to them and give them second chance to become more productive is a big issue to the country. This study will try to identify appropriate modalities for out of school children to access further education and training and to learn experiences from the Philippines.)	Knowledge sharing	80,000	Likely mixed modality	Appropriate further education and training approaches be identified for the unskilled school dropouts. The study results will be shared with other countries for policy dialogue and program design in this area.
Regional symposium on government policies for expanding pre- and post basic education opportunities for all (with the achievement of UPE, many countries in the region are debating what “basic education” means and what should be covered by the government. Should ECD be	Knowledge sharing	150,000 <i>(co-host with a country in the region)</i>	Likely mixed modality	A forum is provided for countries to discuss and debate policy issues related to the expansion of basic education. The results will provide inputs for in-country policy dialogues in this area and help countries to formulate their development strategies.

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
part of basic education and covered by the government for all? Should the government cover upper secondary education for all as well? Each of the questions has policy and resource implications to the central government)				

Monitoring Evaluation and Knowledge sharing

Overview and brief description of planned activities for the Region under this objective:

Our strategic emphasis on M&E will be continued as this is a weak area in most EAP countries due to the lack of M&E history and culture in the public sector. Built on the successful regional workshop co-sponsored by EPDF on M&E in April, EPDF will be used to contract one or two organizations to help carry out follow-up activities in selected areas demanded by countries such as EMIS and indicators, impact evaluation, M&E system enhancement and capacity development, and effective use of data for making improvement decisions. Cambodia has tasted the benefit from the impact evaluation of its scholarship program at the secondary level. To build the momentum and local capacity, EPDF will provide technical assistance on evaluating the FTI/CF supported scholarship program for primary education. As EAP has been providing training on student assessment with non-EPDF resources to several low-income countries in the region, we plan to use EPDF to focus more on country's systematic approach to an overall M&E system for the basic education sector, starting with M&E assessment in Mongolia and an M&E system framework in the Philippines. EPDF will be used to meet specific M&E needs of the Pacific island countries and provide customized training to help them make better plans and policy choices.

EPDF will be used to further foster and facilitate knowledge sharing among the countries both inside and outside our region. Most proposed capacity development activities listed above have a strong component of knowledge sharing (we did not include them in the below table to avoid repetition). In addition, within the region, we plan to collect and share country case studies on teacher working and living conditions as the result of government policies toward teachers (we have at least four cases already). This is intended for countries to understand the implication and consequences of different teacher policies by looking at cases from other countries and to make informed decisions for teacher improvement in the future. The success of Asian economy has created great interest of other regions/countries in learning from its experience. In the spirit of promoting south-south exchange, EPDF could facilitate this type of knowledge exchange. Thus, EAP plans to collaborate with the Africa Region this year to facilitate this kind of exchange in selected areas such as math and science teaching improvement. At the same time, based on the demand from other countries, EPDF will be used to help China review its reform policies on basic education in the past two decades, what worked and what did not, and share it with other developing countries both inside and outside EAP.

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
M&E: (Subtotal: 940,000)				
Bali workshop follow-up: we are seeking one or two competent organizations to selectively carry out a series of in-country M&E capacity development activities and assist country's effort in areas such as EMIS & indicators, piloting impact evaluation, M&E system enhancement and developing capacity of inspectorate, and in-country M&E workshops, all of which come from the demands of various countries. The work on effective use of data for results-oriented decision-making will continue to be a focus content-wise at both regional and country levels. This activity is for multiple countries.	Capacity development	500,000	Recipient executed <i>(seeking a partnership with one or two organizations to carry out the work)</i>	Improved country-level M&E capacity; lessons and effective modalities learned for future in-country capacity development in M&E and other fields
Impact evaluation of scholarship program at primary education level in Cambodia (Cambodia FTI endorsed ESP includes a primary education scholarship program to increase access for poor children. It will be funded through FTI / CF. This TA is to help MoEY examine its effectiveness)	ESP implementation	150,000	Likely mixed modality	Effectiveness of such financing policy option for improving primary education access and retention to the poor is examined. Advice is provided to the government for future investment policy in education.
Technical support to the MOE in assessing the education M&E system in Mongolia (it is a preparation work for strengthening the M&E system which will be funded under next year's FTI grant)	Capacity development	40,000	Likely mixed modality	Investment needs in M&E be identified and the baseline be established
M&E workshops for Pacific island countries and follow-up activities (this is the first M&E capacity development activity specifically for these countries. The countries lack	ESP development	250,000 <i>(co-financing with AusAid)</i>	Likely mixed modality	Improved understanding of importance and basic concepts and methods of M&E among the participating countries;

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
the culture of monitoring and have a very weak capacity in this area. It will be a basic training about M&E to enable them seeing gaps in their systems and making sound ESP. A couple of Caribbean countries will be invited to share their experiences.)				concrete improvement action plans be outlined by the countries.
Developing DoE's capacity in M&E in the Philippines (This is built on the EPDF supported school based management impact evaluation to help DoE develop a M&E framework for the basic education sector and train local staff at both central and provincial levels)	Capacity development	80,000 <i>(will use the Bridge Funding allocation)</i>	Likely mixed modality	A general M&E framework for the basic education sector in link with the country's EFA goals is established and DoE's capacity in collecting, using, and sharing monitoring data at all levels is developed for school improvement purposes
Knowledge sharing:		(Subtotal: 160,000)		
Learning from other countries in providing all children with universal access to full-day schooling in Vietnam to address equity issue and improve learning outcomes (Vietnamese government provides free half-day UPE and 2/3 children no access to full-day schooling. Government wants to change policy but wants to learn from countries like Chile for a successful transition.)	Capacity development	60,000	Likely recipient executed	Lessons learned from Chile and the transition plan from half-day schooling to full-day schooling is outlined
Review of reform policies and their implementations and results in basic education in China for past two decades (In response to high demand from many countries who want to learn what China has done in improving its huge basic education system to support the country's economic growth. There is no such catalytic study available and the MOE has never done such review itself.)	Capacity development	50,000	Recipient executed	Chinese reform and development experience and lessons in basic education made available to other countries for their own policy dialogues and practice improvement. The MOE's own policy review capacity is improved.
EAP collection of case studies on teacher conditions		20,000	Likely Bank executed	Experiences and lessons on teacher

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
(from Indonesia, China, Lao PDR, Cambodia, Vietnam and Mongolia, maybe a couple of more countries)		(will use the Bridge Funding allocation)		reform are synthesized and shared for policy dialogues in countries both inside and outside the region
EAP and Africa collaboration on math and science education improvement through cross-regional networks. Phase I activities will focus on African countries (see the Africa Region’s proposal). EAP will provide necessary support in forming a network of “providers” (universities) in selected East Asian countries and will facilitate the participation of 2-3 EAP low-income countries in the kick-off workshop as observers for Phase II activities of this collaboration program beyond 2008.	Capacity development	50,000 (The main funding for the Phase I of this collaboration \$400,000 is in the Africa Region’s proposal. The request here is to cover the costs of necessary coordination and facilitation on the EAP side)	Likely mixed modality <i>(seeking regional network(s) to carry out the work)</i>	Good practices in teaching math and science from Asia are contextualized and shared with African countries; math and science education program staff are trained; capacity of math and science education is improved in the participating African countries; and the regional networks are strengthened..

Strengthen Donor Partnerships

Overview and brief description of planned activities for the Region under this objective:

We will continue to pay close attention to fostering and strengthening donor partnerships in both EPDF and non-EPDF supported activities. Besides working with and support in-country donor in both upstream and downstream FTI endorsement activities, we will continue to try to increase collaboration with donors in the capacity development and knowledge sharing area. All these are embedded in the above planned activities (we did not want to repeat those proposed activities in the below table as we see strengthening donor partnerships is a way of working together to achieve something, not ends up with itself). EPDF will provide further support to the local donor group to help Cambodia establish an annual review process in the coming year. We will strengthen this partnership there in FTI downstream activities, particularly in developing the capacity of the government in planning and monitoring.

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
Annual sector review and work plan capacity building in Cambodia (when the country starts to implement the endorsed ESP, there is need for the government to take the initiative to review the plan and associated work programs. The government does not have the capacity to do that currently. This proposed activity is to work with the donor working group in the country to build the needed capacity through coaching and TA.)	Capacity development	\$50,000	Likely mixed modality	Annual review process established and MoEY has its own trained staff to take on the annual review task, strengthening the MoEY capacity in this area

(B) Summary of Regional Funding Requests by Specific Theme/Strategic objective

Strategic objective	Cumulative Amount requested (US\$)
Education Sector Plan Development	400,000
Capacity Development	1,935,000
Monitoring Evaluation and Knowledge sharing	1,100,000
Strengthen Donor Partnerships	50,000
Reserved/Contingency Funding (please explain):	0
Estimated amount allocated to staff costs out of the above total	400,000
Total funding request for the region for 2008	3,885,000

* This includes the administrative costs and some staff costs in managing and delivering the proposed activities. It is a very conservative estimation (requesting the minimum). It is hard at this stage to estimate staff costs for each proposed activity because the execution modality is not clear (that is why we use the word “likely”). Often, when an activity is proposed, the estimated costs are based on the costs of consultants, travel, and other expenditures, not considering staff costs as it should. The record from last year shows that, historically, staff has charged EPDF a little for delivering the activities. They often absorbed the costs (e.g., time or travel) from a pool of funding of the projects they manage. In other words, the Bank has been subsidizing EPDF activities to some extent in terms of its management costs. We have asked our staff to charge their costs for EPDF activities.

EUROPE AND CENTRAL ASIA FUNDING REQUEST

(III) Europe and Central Asia request

ECA Funding Request 2008 2009

(A) Breakdown of Funding Request by Specific Theme/Strategic objective

Strategic Objectives

- Improved quality and long-term impact of FTI related activities in countries benefiting from Catalytic Funds.
- Improves availability of strategic data and information to enhance the capacity of MoE and donors for evidence based planning and decision making.

Education Sector Plan Development

Overview and brief description of planned activities for the Region under this objective

Activities under this heading will help policy makers in Moldova and Tajikistan better integrate FTI activities in primary education with both pre-primary as well as post basic education sub sectors. In the case of Moldova the grant will help fund technical assistance to better define roles and responsibilities of different actors involved in ECD (Early Childhood Development) activities. This information will be used to improve existing rules and regulations that steer the delivery of ECD. In the case of Tajikistan the grant will be used to provide technical assistance to the Ministry of Education (MoE) and the working groups responsible for overseeing the implementation of the National Strategy for the Development of the Education Sector to help them update the National Strategy and to make it more inclusive. This update will also help guide international donors' coordination and support to the education sector, eventually leading to a possible SWAP in education.

Summary of funding Requests of specific activities under the objective

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
1. Moldova: Assessment and revision of the existing legal framework for in-service training for ECD staff.	\$35,000	Bank executed	Clarification of roles and responsibilities for in-service training for ECD staff would help better targeting of funds.
2. Tajikistan: Assessment of progress in implementation of current strategy and revision of short and medium terms goals and activities for the sub-sectors of upper and post secondary education.	\$80,000	Bank executed	Better integration of EFA-FTI activities with upper and post secondary long term plans would increase families' and students' incentives to complete basic education.
3. Total	\$115,000.00		

Capacity Development

Overview and brief description of planned activities for the Region under this objective

EPDF funds will be used to support capacity building in the following six areas that are closely related to the implementation of Catalytic Fund supported activities: (i) Early childhood development (ECD); (ii) school rehabilitation; (iii) provision of learning materials; (iv) teacher training; (v) curriculum modernization and development; and (vi) student assessment. Specifically the grant money will be used to provide technical assistance, including training, to MoE staff and members of the Catalytic Fund's implementation teams so they can better plan, set priorities, monitor and evaluate interventions related to the achievement of EFA goals universal access to quality education such as ECD, school rehabilitation, provision of learning materials and teacher training, and curriculum improvement.

At the regional level the EPDF funds will be used to enhance the technical capacity for evidence based decision making of ECA policy makers and staff involved on planning, implementation and monitoring and evaluation of education sector plans. The main focus of these activities will be on student assessment. The beneficiaries of this activity will learn basic concepts and techniques for conducting standardized student assessment. They will all be provided with a forum where they will be able to share experiences on how to set up student assessment agencies to support monitoring and evaluation in their countries.

Summary of funding Requests of specific activities under the objective

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
1. Moldova: Study on knowledge, attitudes and practices at household level related to ECD.	\$36,000	Bank executed	Increased MOE capacity to analyze the current situation at household level and make informed decisions.
2. Moldova: Study on alternative solutions for ECD services (e.g. network of mobile resource centers).	\$30,000	Bank executed	Increased capacity of the MOE to address the lack of ECD services in isolated rural areas.
3. Moldova: Elaboration of curricula and guidelines for pre-service and in-service ECD teacher training for higher education institutions.	\$30,000	Bank executed	Better responsiveness of higher education institutions to pre-service / in-service training needs of ECD staff.
4. Moldova: Elaboration of methodological guidelines and development of a training program on ECD funding for local authorities and managers of preschool units.	\$19,000	Bank executed	Enhanced capacity of local education authorities to provide support for the establishment of ECD programs.
5. Moldova: Elaboration of a methodological guide for authors of pre-school books.	\$45,000	Bank executed	Increased local capacity to develop pre-school didactical materials. Increased availability of locally developed quality pre-school learning materials.
6. ` Moldova: Adjustments to the Operational Manual for EFA FTI Year II.	\$3,000	Bank executed	Timely implementation and monitoring of Year II grant activities.
7. Moldova: Development of didactical materials; (i) adjustment of selected (foreign) didactical materials to local context (incl. translation); (ii) didactical portfolio for children and parents.	\$35,000	Bank executed	Increased access of ECD teaching staff, parents and children to diversified didactical materials.
8. Kyrgyzstan: Capacity-building to increase MoE's ability to assess quality and pertinence of reading and story books for pre-school and lower grades of primary	\$40,000	Bank executed	Increased availability of reading materials in classrooms. Improved reading comprehension skills of primary school students.

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
school.			
9. Kyrgyzstan: International and local technical assistance to improve MoE's capacity to plan, manage and monitor school rehabilitation	\$60,000	Bank executed	Better targeting of school rehabilitation interventions. Timely implementation and improved quality of civil works.
10. Tajikistan: Capacity building through international and local technical assistance to develop MOE expertise in conducting infrastructure survey, drafting school rehabilitation plan and conducting technical audit	\$35,000	Bank executed	Improved planning of the investments into school infrastructure; improved quality of the civil works.
11. Tajikistan: Capacity building through international to enhance MoE's capacity to manage, monitor and evaluate in-service teacher training	\$10,000	Bank executed	Strengthened capacity of the MOE in managing TA in different technical areas.
12. Tajikistan: International technical assistance to help MOE evaluate and improvement management of the textbooks rental scheme	\$10,000	Bank executed	Improved cost recovery through a more efficient management of textbook rental scheme
13. Tajikistan: International technical assistance to help the MOE evaluate and upgrade planning and management capacity for curriculum development.	\$12,000	Bank executed	Timely development of new curriculum.
14. Regional initiative: Training of country teams on principles and techniques for conducting standardized student assessment.	\$150,000	Bank executed	Increased number of countries with reliable information on student performance.
15. Total	\$515,000.00		

Monitoring Evaluation and Knowledge sharing

Overview and brief description of planned activities for the Region under this objective

Funds from EPDF will be used to help increase the availability performance information of agencies involved in the implementation of EFA-FTI related activities and of the impact in some key interventions funded under the Catalytic Fund Year I. It is expected that this information will help draw some lessons that can be used to enhance targeting and general implementation of Catalytic Fund Year II. Also, EPDF funds will be used to enhance awareness among stakeholders, especially parents, in order to increase their support to ECD activities and introduction of new funding mechanism in education.

EPDF funds will also be used to fund regional workshops on per-capita funding and on alternative to expand access to post basic and post-secondary education. The main objectives of these workshops are promote knowledge sharing among ECA policy makers and to enhance technical awareness and know-how of alternative funding mechanism in education on how to design and implement policies to increase retention and completion of basic education, and to enhance opportunities for further education.

Summary of funding Requests of specific activities under the objective

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
1. Moldova: Rapid technical and social assessment for pre-school units to be rehabilitated under EFA FTI Year II.	\$30,000	Bank executed	Increased capacity of the MOE to conduct technical and social surveys in view of the rehabilitation of pre-school units.
2. Moldova: Study of the effectiveness of the EFA FTI Grant interventions.	\$45,000	Bank executed	Enhanced MOE's capacity to assess the impact of ECD interventions and use lessons learned for future interventions.
3. Kyrgyzstan: Technical assistance for conducting assessment of the rehabilitation needs of kindergartens	\$40,000	Bank executed	Better targeting of pre-school rehabilitation.
4. Kyrgyzstan: Technical assistance for conducting awareness campaign amongst parents and community in general on importance of ECD	\$40,000	Bank executed	Increased enrollment on ECD programs. Improved learning readiness of first grade students.
5. Kyrgyzstan: Technical assistance to implement kindergarten and school census, including equipment and training in use of data.	\$150,000	Bank executed	Better targeting of ECD programs. Increase participation of children from poor families on ECD programs.
6. Kyrgyzstan: Technical assistance to implement intermediate assessment for purposes of M&E of FTI interventions	\$40,000	Bank executed	Timely achievement of FTI goals by improving capacity for timely implementation of FTI related activities.
7. Tajikistan: Beneficiary assessment to know how far the textbooks published during the last 4-5 years meet the requirements of the end-users (teachers, students and parents)	\$35,000	Bank executed	Improved relevance, quality and curriculum alignment of new textbooks
8. Tajikistan: Beneficiary assessment of the introduction of the new methods of financing and school management (per capita based financing)	\$30,000	Bank executed	Enhance understanding, acceptance and community support for the introduction of new per-capita funding.
9. Tajikistan: Evaluation of the different models of the textbooks development	\$75,000	Bank executed	Enhanced efficiency of textbook development scheme
10. Regional initiative: Dissemination of good practices on introduction of per-capita funding in education.	60,000	Bank executed	Local teams of experts will learn from each other and exchange experiences that will help them enhance their understanding and capacity to introduce per-capita funding in their countries.
11. Regional Initiative: Workshop on expanding opportunities for increasing access to post basic and post-secondary education.	150,000	Bank executed	Regional policy makers will exchange experiences and learn from international good practices on how to increase participation on post secondary education specially among girls and low income youth
12. Total	\$695,000.00		

Strengthen Donor Partnerships

Overview and brief description of planned activities for the Region under this objective

The activities under this rubric are directed to increasing available information to help improve donors' coordination and to enhance the policy dialogue with MoE's counterparts, policy makers from ministries of economy and finance, parliamentarians, teacher union and NGOs working in education. In the case of Moldova a workshop jointly organized by UNICEF and the World Bank will help disseminate international good practices on ECD and Catalytic Fund related achievements. On Kyrgyzstan and Tajikistan EPDF funds will help fund a comprehensive policy review of the education sector using the methodology and framework developed by OECD. Experiences with similar activities in other ECA countries such as Kazakhstan, Bulgaria, Czech Republic, Estonia, Poland, Croatia, etc have helped bring together the stake holders listed above and facilitated reaching agreement on funding priorities and to better coordination of funding priorities among donors.

Summary of funding Requests of specific activities under the objective

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
1. Moldova: Conference on EFA FTI outcomes.	\$30,000	Bank executed	Increased donor cooperation to ensure EFA FTI outcomes are widely shared and the ECD stakeholders in Moldova are exposed to other international experiences.
2. Kyrgyzstan: Joint education sector review lead by OECD	\$220,000	OECD executed	Assist in the identification of strategic areas where donor support will have greatest impact. Increased donor coordination by supporting high impact areas.
3. Tajikistan: Joint education sector review lead by OECD	\$220,000	OECD executed	Assist in the identification of strategic areas where donor support will have greatest impact. Increased donor coordination by supporting high impact areas.
4.	\$470,000.00		

(B) Summary of Regional Funding Requests by Specific Theme/Strategic objective

Strategic objective	Cumulative Amount requested
1. Education Sector Plan Development	\$115,000
2. Capacity Development	\$515,000
3. Monitoring Evaluation and Knowledge sharing	\$695,000
4. Strengthen Donor Partnerships	\$470,000
5. Staff cost (20%) related to preparation of TORs, contracts, and supervision of activities.	\$359,000
Total Funding request for the region for the period	\$2,154,000.00

LATIN AMERICA AND THE CARIBBEAN FUNDING REQUEST

(IV) Latin America and the Caribbean Request

Breakdown of Funding Request by Specific Theme/Strategic objective

Overall Objective

This proposal requests funding of activities aimed at: (i) strengthen the planning and implementing capacity of countries in the Latin American and Caribbean region (LCR) by continuing with a South-South exchange of lessons learned from implementation of education projects and programs in the region, supporting ECD as an integral part of the EFA with robust evaluations of ECD programs, learning from early Grades Reading Assessments EGRA applications, and producing a Toolkit for implementing multi-grade programs (especially for English Speaking counties in Africa based on the intensive program that we will propose for Guyana); and studying teaching practices in schools; and (ii) assisting Haiti and Guyana in preparing strengthening their education sector strategies.

(A) Strategic Objectives

(I) Education Sector Plan Development

Haiti

The first strategic choice outlined in the National EFA Strategy is to increase equitable access to quality preschool education in Haiti. In preparation of the implementation plan for the EFA strategy, much institutional strengthening and analytical work needs to be undertaken in order to prioritize proposed actions and deepen existing knowledge on sector needs and existing (and potential) capacity to respond, by both public and non-public actors. The EPDF funding would therefore: (i) Strengthen the MENFP's capacity to ensure an integrated and coordinated approach to ECD service delivery, and (ii) Support a policy development process for ECD.

Institutional strengthening of the MENFP's capacity for coordination of ECD sub-sector

Building capacity for implementing the EFA objectives related to pres-primary education requires strengthening the MENFP's focal point for coordinating the ECD sub-sector- the Bureau de Gestion de l'Education Préscolaire (BUGEP). The MENFP has submitted a "Projet de loi" which will elevate the status of the BUGEP to a technical direction of the Ministry. Among the chief responsibilities of the fortified BUGEP will be the design of a training and supervision programme for an eventual ECD inspectorate. EPDF activities related to achieving this objective include technical assistance in identifying critical needs of the sector, assembling an inventory of existing and planned interventions, project management to the BUGEP (strategic planning, budgeting, and financial management), and an analysis of the institutional structure of the BUGEP (complete with proposed structure and job descriptions).

Developing a Policy Framework for ECD

The BUGEP has also been tasked with chairing an inter-ministerial committee of key players in the ECD sector, with the primary purpose of ensuring a coordinated and integrated approach to service delivery for the 0-5. The committee will be responsible for developing the National Early Child Development (ECD) Policy Framework, which will outline the proposed governance arrangements for

the sub-sector, including but not limited to: (i) institutional arrangements for the public sector, (ii) partnership arrangements with the non-public sector, (iii) data management, (iv) priority research agenda, (v) standards for training and certification, and (vi) preferred service delivery models and mechanisms for each level of ECD. The EPDF will support these activities through providing technical assistance to the BUGEPE in the synthesizing and drafting of the policy framework, as well as financing the many workshops and seminars required in order to ensure the required level of ownership and buy-in from the key actors across institutions (both public and non-public).

Guyana

The Government has requested a wide consultation for the Education sector Strategy 2008-2012.

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
1.Haiti Implementation		\$100,000	TA	Improving implementation of Education Strategy
2.Haiti ECD strategy		\$350,000	TA	Definition of ECD policy
3. Guyana Consultation		\$50,0000	TA and actual consultations	Dissemination and improving of Education Strategy

(II) Capacity Development

Early Grade Reading Assessment.

These early grade reading assessments will be undertaken using assessment instruments that have been developed and piloted in a joint venture with USAID. The instruments will be adapted to the local context in both countries, in French in Haiti, in English in Guyana and in Spanish in Honduras. In the case of Haiti, the instruments will be translated for use in Creole. The process of adapting the instruments and the associated testing protocol will be informed by an Early Grade Reading Assessment (EGRA) tool kit that is being prepared under EPDF funding. The tool kit will be finalized in October 2007. Background information on EGRA can be found in the attached document EGRA FAQ, which also contains links to more detailed documentation on the web. The document was prepared for USAID, but is also relevant to our work.

The objectives of this initiative are the same in the three countries: (i) to produce a baseline of early grade reading performance in selected primary schools in both countries during the 2007-2008 school year, and (ii) to build local capacity to replicate and expand early grade reading assessment in the three countries. Due to their ample experience in this field, we have identified Research Triangle Institute RTI to conduct the technical work of this study.

Early Childhood Development.

The objective is aimed at **Promoting Early Child Development and School Readiness**, and in particular:

- (i) Strengthening the capacity of countries in the Latin American and Caribbean region (LCR) to develop early childhood education projects for poor children, with a view of reducing later educational inequalities between the poor and the non-poor.
- (ii) Generating knowledge on what works and what does not work in the area of early childhood education.
- (iii) Sharing successful experiences from the LCR countries among themselves but most importantly with countries from other regions in the world.

We will focus on interventions that offer **cognitive stimulation** to young children, an area which has been relatively understudied compared to, for example, nutrition interventions. The activity will complement other activities which are being financed by the Bank-Netherlands Partnership Program (BNPP). The BNPP umbrella project “Promoting Early Child Development and School Readiness: What Works? Strategic Impact Evaluation of Key Approaches in Developing Countries” currently supports impact evaluations of Early Childhood Development and school readiness interventions in IDA countries. However, the majority of countries in Latin America and the Caribbean are no longer IDA, and therefore, relatively little evidence can be gathered in the region using BNPP funds. EPDF funds for investigating the effects of early childhood interventions will therefore strategically complement the ongoing work.

With the proposed 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 more needs to be done so that the significant portion of the population that lives in poverty can benefit more from the supply of basic education.

We propose to leverage the existence of several early childhood development interventions in the LAC region to start building a body of knowledge of which interventions work, and which don't. By designing, implementing and disseminating the results of high quality impact evaluations of these interventions, we will be able to inform countries in LCR and in other regions on what are effective ECD interventions. The following projects/interventions will be evaluated:

- Mexico: Educación Inicial
- Jamaica: Effects of psychosocial stimulation and dietary supplementation in early childhood on cognitive and psychosocial functioning and economic and social outcomes in young adulthood: follow-up
- Honduras: Early Childhood Education Program
- Panama: Non-formal Pre-School Program

Multigrade – Toolkit

We would like to move the Multi-grade program that we have started in Guyana with support from the first EPDF program from the initial training phase to a robust program ready for its first phase of expansion. The proposed activities will support the implementation of Escuela Nueva demonstration schools and help ensure the future sustainability of effective multigrade methodologies in Guyana. We believe that from this experience we can develop and apply a Toolkit for African countries.

The intent of the proposal is to implement strategies to maximize the impact and investment so far in a cost effective way. The objective is to ensure demonstration schools are equipped with necessary materials at the beginning of the school year; to validate the effectiveness of the program by introducing testing and evaluation; to bring context to learning through the timely availability of customized Guyana multigrade learning guides; to establish authority of teacher trainers and Escuela Nueva country coordinators; to encourage ownership of the program by building on past efforts while strengthening processes; to provide a quality benchmark for Escuela Nueva in Guyana; and to produce a Toolkit to be used in English speaking countries.

This program is to be developed in three years, and the specific activities to be implemented are the following:

1. Preparation Phase I

1.1 Learning guide adaptation and technical support ENF will provide technical support for Guyana's multigrade learning guide adaptation, testing, revision and validation. From 2000-6, a team of authors and illustrators in Guyana developed learning materials for grades 3-6 in all four subjects (Mathematics, Language, Science and Social Studies). Science grade 3 learning guide is now in use in all Escuela Nueva schools; however the guides were not designed for multigrade schools. Additional changes will have to be made to improve the quality and usability of the guides. Prior to the March 2007 workshop, financed by the first round of the EPDF, ENF reviewed the learning guides to prepare for the workshop and to provide general feedback; however in-depth technical assistance for revision of the learning materials is not included as an activity in the previously cited project.

1.2 Guyana Escuela Nueva Coordinators Site-Visit to Colombia ENF strongly recommends that the head teachers and regional representatives selected to be Escuela Nueva coordinators in Guyana visit Colombia to see Escuela Nueva schools in action. This exchange is invaluable for the coordinators to learn from teachers with years of experience with the methodology and to see the potential for the Escuela Nueva in Guyana. This will also serve as a critical opportunity for transferring skills and training experience for the coordinators to prepare for teacher training for the demonstration schools in Guyana.

2. Systemic Implementation Phase II

2.1 Expansion of Demonstration Schools Resources are needed to support the expansion of demonstration schools from twelve to twenty schools to include schools from regions 4 and 7 that have requested to be part of the demonstration phase. As part of the Regional Project, ENF is providing materials for three demonstration schools (including the ENF international prototype kit – an interim curricula for children to use while customized learning guides are being finalized). The government of

Guyana has committed to fund nine additional demonstration schools in Regions 1 and 9 (twelve schools in total). Additional funding is requested to provide interim curricula and basic materials for eight schools in regions 4 (urban) and 7 (Hinterland). Expansion of the demonstration schools in these regions will show the effectiveness of Escuela Nueva in urban school (a new context) and it will set the stage for the broader impact in the Hinterland regions.

2.2 Workshop Add-Ons to embed and strengthen systemic implementation. On site training workshops provide an opportunity to focus on needs at the school level. ENF proposes value-added workshops to help teacher trainers and head teachers integrate critical pre-literacy programs already promoted in Guyana (such as Interactive Radio Instruction and Literacy Hour) within the infrastructure of an Escuela Nueva school. The workshops will also train teachers basic testing and evaluation techniques and management strategies. Funding is needed to adapt training materials and to deliver the add-on workshops: pre-literacy, evaluation and documentation techniques and teacher microcenters and network strategies.

2.3 Coordination with Teacher Colleges and Universities ENF will coordinate with the teacher college and universities to integrate training in child-centered, participatory methodologies in formal coursework and in pre-, in-service and distance education. The involvement of Cyril Potter College of Education (CPCE) and the University of Guyana are critical to long-term sustainability. ENF can provide guidance and resources to these institutions, including partnering for course development.

2.4 Consultation in baseline data collection and pre- and post-testing. In order to measure the effectiveness of the program, ENF- ENI will provide support with the collection of baseline data and achievement tests. This process will be carried out in collaboration with local teams and an ENI evaluation specialist. The methodology, process, and documentation will form part of a systemic approach used throughout all Escuela Nueva schools internationally to facilitate analysis and comparison.

2.5 Support in data consolidation and analysis ENF will support the Escuela Nueva coordinators in the timely and efficient consolidation of program data (student achievement and implementation of EN components). ENI evaluation specialists will help analyze and interpret the evaluation data and indicators will be developed to support progressive goal achievement within demonstration schools. The analyzed data will then be made available for integration into the follow-through plan for program improvement.

3. Program Development Phase III

3.1 Re-evaluation of pilot targets and development of expansion model. Based on the data analysis, ENF will work with country representatives and regional coordinators to identify needs and develop a 3-year expansion plan for Escuela Nueva in Guyana. This plan will help the team develop the necessary systems to support future training activities. The plan will be developed collaboratively and it will define activities such as (a) addressing needs of demonstration schools; (b) expanding Escuela Nueva schools in clusters; (c) establishing measurement and evaluation criteria and standards; and (4) developing benchmarks and quality standards against which the program can be measured against a timeline and budget.

3.2 Additional teacher training workshops for expansion. ENF will assist the trainers in implementing the first expansion phase of the project. The goal of the workshop will be to train additional teacher trainers to enhance the program's capacity for replication. ENF will also accompany the newly trained Escuela Nueva trainers in teacher training workshops in the expansion schools.

3.3 Showcase Guyana's program at the third International Congress on Escuela Nueva. The Escuela Nueva program and results will be showcased at the next Escuela Nueva convening as a successful example of Escuela Nueva in an English-speaking country. Representatives from Guyana participated in the past two international congresses in 2003 and 2006, and at the next meeting Guyana will highlight best practices and lessons learned in their country program. Additionally, this exposure will support Guyana as a demonstration site for English-speaking Escuela Nueva programs in Africa and India (and other interested countries).

4. Production of Toolkit and piloting it in Africa

We propose that the Escuela Nueva Foundation (Fundación Escuela Nueva – Volvamos a la Gente) implement this program. They will require additional human resources to translate the experience to Africa and we are proposing to finance an international expert to support this activity, in coordination with ENF.

Teaching Practices

Since the 1990s, the countries in the region have invested heavily in education quality, with mixed results. Some programs have indeed been successful, but what primary school students in Latin America learn is still far from satisfactory, especially among students from the poorest sectors of the population.

Most of the education efforts in the last 15 years have focused on expansion and improvement of the infrastructure, provision of textbooks and classroom libraries, provision of computer equipment, implementation of systems to evaluate learning, financial assistance to poor families to guarantee their children will attend school, promotion of autonomy at several levels, and family involvement in education. An important area that has not received the attention it deserves is teaching practice. There is general consensus that basic and in-service training of teachers in Latin America has experienced virtually no changes in the past decades, and most programs that have been implemented have had disappointing results.

This proposal is based on the hypothesis that raising student learning requires changing teaching practices in the region. However, changing teaching practices is not easy. The teacher must not only acquire new knowledge on the subjects taught, but must especially learn new ways of working with students, new ways of explaining subjects, new tasks for the classroom, and new forms of evaluation. These changes cannot be made by simply attending theoretical courses. There must be a complex interaction of knowledge, practical training, and evaluation. To do this, it is indispensable to give teachers opportunities to observe a broad and diverse gamut of teaching practices.

The proposed study, to be conducted in six countries to be determined, has the following objectives:
(i) Identify a cohort of classes in reading, writing, and mathematics in the third and sixth primary

grades, in schools in poor neighborhoods in six countries of Latin America; (ii) Conduct research on this group of classes to determine the predominant teaching patterns in each discipline and country, and compare them with the results obtained for each country in the SERCE [Second Regional Comparative and Explanatory Study] conducted by UNESCO/OREALC [Regional Office for Latin America and the Caribbean] in 2006; (iii) Develop a website in which teachers from throughout the region can access digital videos with examples of good teaching practices in the subjects and grades mentioned, along with analysis of the videos by educational experts; and (iv) Develop a model in-service training workshop for primary teachers, based on discussion of practices shown in the videos.

The study, to be conducted in two years, will be led by the Institute for Educational Evaluation of the School of Human Sciences of the Catholic University of Uruguay, under the direction of Pedro Ravela, who has substantial experience in educational evaluation in his country and the region. The Institute for Educational Evaluation will work with the MIDE Center of the Catholic University of Chile, headed by Dr. Jorge Manzi, which has been responsible for technical implementation of the system for evaluation of teacher performance in that country, involving the recording and analysis of some 30,000 class hours. And the study will also have as advisor Dr. Gilbert Valverde, of the State University of New York in Albany, who has worked in the International TIMSS study.

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
1. EGRA		350,000	Technical and advisory	Reading improvement
2. ECD Evaluations		800,000	Technical	Improve school readiness
3. Multi-grade		700,000	Technical and advisory	Improve quality of education
4. Teaching practices		500,000	Technical and advisory	Improve quality of education

(III) Monitoring Evaluation and Knowledge sharing

South-South Exchange

Based on the current experience we propose to keep promoting: (i) meetings to analyze and discuss the policy agenda from different countries; (ii) training of high level officials in topics such as curriculum development, design of educational materials, education planning, and Management Information Systems; and (v) plain south-south exchange, some in the form of Study Tours. We are not identifying any particular group to conduct this activity. Specific cases will be defined according to demand from clients and partners.

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
1. South-South exchange		300,000	Workshops, conferences, study tours	Better design of education programs

(IV) Strengthen Donor Partnerships

Summary of funding Requests of specific activities under this objective:

Planned Activity	Secondary Objective (if any)	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
-	-	-	-	-

(B) Summary of Regional Funding Requests by Specific Theme/Strategic objective

Strategic objective	Cumulative Amount requested (US\$)
Education Sector Plan Development	500,000
Capacity Development	2,350,00
Monitoring Evaluation and Knowledge sharing	300,000
Strengthen Donor Partnerships	
Reserved/Contingency Funding (please explain)	
Total funding request for the region for 2008	3,150,000
Estimated amount allocated to staff costs out of the above total	440,000 *

* For the previous two rounds we have used less than \$2,000 to cover staff time (UNESCO Grant) and less than \$14,000 for travel of staff (to attend conferences). For this new round we will need additional resources.

MIDDLE EAST AND NORTH AFRICA FUNDING REQUEST

(V) Middle East and North Africa request

Funding Request 2008 for the Middle East and North Africa Region Human Development Sector

INTRODUCTION

Improving the quality and access of education and training is a priority for Djibouti and Yemen. Both have sector strategies aiming to meet the Millennium Development Goal (MDG) of Universal Primary Completion (UPC). *Yemen* devotes significant expenditures to education, representing over 6 percent of GDP. In *Djibouti* education and training expenditures have risen to approximately 28 percent of total Government expenditures representing about 5.5 percent of GDP. In both countries, enrollment rates for boys and girls have improved; in Djibouti enrollment rates for 6 year olds reached 78 per cent in 2007. Despite curricula reform and teacher training efforts, there is the perception that the quality of education is not improving significantly. Achieving gender equality is still relevant, especially in terms of drop-out rates and completion rates. Teacher management, strengthening student learning assessment and monitoring and evaluation capacity and improving school management remain key building blocks to reforming the quality of education for both Yemen and Djibouti. Finally, with greater numbers of children in primary school, there is growing concern about post basic education, including the transition to middle school and secondary, reforming curricula to be more relevant to the needs of labor markets. Both countries are grappling with improving public expenditure management and the financial sustainability of the sector and building the monitoring and evaluation capacity to monitor reform progress and sector indicators.

This EPDF funding request for Djibouti and Yemen complements on-going and planned studies and capacity building activities and aims to support and strengthen the capacity for: (i) developing their education sector strategies – going beyond primary and consolidating progress toward meeting the MDGs, education, with special attention to gender parity; (ii) doing policy analysis and develop consensus for reforms; (iii) monitoring and evaluation functions; and (iv) donor coordination. The EPDF request for *Yemen* has been endorsed by an Inter-Ministerial Technical Committee set up for the preparation of the integrated education vision diagnostic and policy note. This team includes members of the Ministries of Planning and International Cooperation, Finance, Education, Vocational Training, Higher Education, Civil Service and Local Administration. The proposal has also been discussed and received overwhelming support from members of Yemen's local Development Partner community. In *Djibouti* the proposal for EPDF support has been prepared by the Secrétaire Exécutif du Comité Supérieur de l'Éducation and endorsed by the Education Sector Steering Committee (Groupement des partenaires de l'éducation).

(A) Breakdown of Funding Request by Specific Theme/Strategic objective

I. EDUCATION SECTOR PLAN DEVELOPMENT

Strategic Objectives For both Yemen and Djibouti there is a clear absence of an integrated vision for education despite the existence of strategies for other sub-sectors of the education sector. The lack of integration has led to major disconnects between the strategies and investments of the various sub-sectors. It is in this context that the Government of Yemen (GoY) has approached the World Bank to lead the technical support to develop an integrated education vision for Yemen spanning all education sectors and to help coordinate dialogue between the three responsible education ministries. The current Djibouti Education Action Plan for 2006-2008 is the second phase of the government's long-term education strategy. One main priority over the next year is to assess

past progress in implementing policy reforms and develop a clear operational strategy for the next phase of the Government’s strategy and financing by donors. As well, the Government is beginning to develop a strategy for technical and vocational training as well as for general post-primary. The primary objective in developing comprehensive education sector plans in Djibouti and Yemen is therefore to assist governments to:

- Strengthen linkages and complementarities within the education sectors, address systemic issues comprehensively and enhance the efficiency and effectiveness of the system as a whole ;
- Develop national capacity to undertake diagnostic analysis and evidence-based policy making. in Yemen. and provide the basis for improved coordination and integration of efforts and inspire future policy directions;
- Provide governments and development partners with the knowledge basis necessary to define the nature and scope of their future support to the education sector, thus contributing further to donor harmonization in the sector, aligned to the Government of Yemen vision,
- Enhance coordination across the various education Ministries, Ministries of Employment and Finance;

Overview and brief description of planned activities for the Region under this objective

- **Yemen** There are expected to be two *specific outputs*: (i) a Country Status Report (CSR), prepared by a joint DP and Inter-ministerial GoY team (finalized by October, 2008), and (ii) an Integrated Education Vision document prepared by the GoY by May 2009. While a great deal of analytical work has been undertaken in the country on the various education sub-sectors, a critical gap has been noted in terms of analytical work looking across the spectrum of education, from basic to tertiary. Key activities identified for preparing the CSR and an integrated education vision are listed in Table 1 below.

Table 1: Summary of funding requests of specific activities under this objective

Planned Activity	Amount requested (US\$)	Nature of activity (Bank/ recipient executed)	Expected Impact
A. REPUBLIC OF YEMEN			
1. Analytical Work including: (i) Assessment of the institutional structure of education; (ii) Review of student flow; (iii) Assessment of learning outcomes and determinants of learning (TIMSS); (iv) Assessment of time on task in basic and secondary schools; (v) Background paper on education investments to date in Yemen	193,000	Bank executed. Tasks are planned to be designed, managed and reviewed by GoY and DP team	Filling in key knowledge gaps in diagnosis of integrated education sector
Limited surveys including: (i) household survey on causes of dropout and linkage to education quality; (ii) Survey of factors of success in formal and informal sector employment; (iii) Survey on marginalized groups and education	100,000	Same as above	Filling in key knowledge gaps in diagnosis of integrated education sector
1. Data Analysis including: a. Cost implications for policy scenarios; b. Population Projections c. Data analysis	78,000	Same as above	Filling in key knowledge gaps in diagnosis of education sector
4. Workshops to Disseminate CSR and Prepare for Visioning Exercise	104,000	Same as above	Feedback from stakeholders
5. National Conference-preparation	20,000	Same as above	Involve stakeholders in process of developing the integrated education vision.
6. Printing and Publication	50,000	Same as above	Publication of CSR and Integrated Vision Document.

Planned Activity	Amount requested (US\$)	Nature of activity (Bank/ recipient executed)	Expected Impact
7. Translation and interpretation to foster GoY-ownership of the CSR and GoY developed Integrated Vision for the future of the sector.	80,000	Finances are expected to be Bank executed	Ensure joint decision making, accountability, awareness and team work.
Sub-Total for YEMEN	625,000		
B. REPUBLIC OF DJIBOUTI			
1. Development of data base of quality indicators	40,000	T.A. for planning unit. (TORs developed by Djibouti /Bank executed)	Revised curriculum, better student assessment, improved strategies to improve learning and teaching
2. Review of Education sector performance and financing and development of simulation model to assess different policy options <i>Secondary objective:</i> Assist in developing the next phase of the Government's sector program	45,000	T. A, workshops, software development for projections. (TORs developed by Djibouti /Bank executed)	Clear view on financial sustainability of the sector
3. Assessment of strategies to ensure vulnerable groups are benefiting form programs <i>Secondary objective:</i> Strengthen and improve retention poor children and empowering communities	15,000	Focus groups, participatory workshops, strategies to improve learning for culturally diverse and poor groups. (TORs developed by Djibouti /Bank executed)	Better targeting of education programs, and clarity on role for communities
Sub-Total for DJIBOUTI	100,000		
TOTAL MENA REGION	725,000		

Djibouti The proposed studies (see Table 1) are complementary to on-going EPDF support (to develop an education management information system) and studies financed under different projects. The *outcomes* of this support will be to prepare; (i) a Country Status Report: and (ii) an operational strategy for the next phase of the government's program that can be supported by the Catalytic Trust Fund and other donor project support. In addition to defining and measuring quality indicators, this work will assess the financial implications of different policy options to meet goals and assess piloted mechanisms to improve the retention and learning of children from poorer and marginalized groups

II. CAPACITY DEVELOPMENT

Strategic Objective The funds from the EPDF will develop Yemen and Djibouti's capacity to analyze issues related to the entire education and training sector, develop knowledge and consensus on sector issues and policy priorities among policy makers from the different Ministries involved in education and training and with stakeholders. There is a need in both countries to create national vision for education, and build technical capacity in equitable access and good quality education, particularly in terms of learning lessons from innovative approaches being attempted currently to enhance access and educational quality. Proposed learning events and regional workshop will work with WBI with experts from other MENA countries will be important venues to share knowledge and lessons learned.

Overview and brief description of planned activities for the Region under this objective

- Yemen** A training course, organized with the World Bank Institute, will focus on how Yemen's post-basic education and learning system can be reformed to respond to the needs of the labor market in an increasing global society and how education can play an important role in shaping the knowledge economy. The course will address challenges facing secondary, vocational, tertiary education within the lifelong learning framework. It will have a strong focus on policy strategies, concrete case studies, and analytical tools by which Yemen could reform its post-basic education system in such a way that would create a flexible, demand-driven learning system responding to labor market needs with a wider range of partnerships with the private sector and civil society. This learning event is planned to be organized for the inter-ministerial technical committee members, along with interested members of the DP community. Key activities identified for the development of national capacity for drafting the CSR and the integrated education vision as well as overall capacity to enhance education quality and access is listed in Table 2 below.
- Djibouti** Activities proposed to be financed under the EPDF will focus on; (i) organizing a regional workshop on the experience in introducing post-basic reforms and aligning education and training to the economy; (ii) building the capacity of the Government to work with stakeholders such as: teachers, parents and community leaders. This capacity is needed to improve understanding of the sector, gain consensus on policy reforms and design policies that can be implemented such as: involving parents and communities in school management and teachers in reforms linked to training, recruitment and curriculum and pedagogic reforms. Key activities identified for developing national capacity are detailed in Table 2.

Table 2: Summary of funding requests of specific activities under this objective

Planned Activity	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
A. REPUBLIC OF YEMEN			
1. Training and Workshops to analyze education sector issues in an integrated manner	30,000	Finances are expected to be Bank executed but the tasks are planned to be designed, managed and reviewed through a joint GoY and DP team	Ensuring quality assurance of the planned work.
2. Technical Assistance to support development of integrated education vision	30,000	Finances are expected to be Bank executed but the tasks are planned to be designed, managed and reviewed through a joint GoY and DP team	Focused dialogue among key stakeholders of the three related education ministries and within the GoY to collaborate effectively on key areas to support education in Yemen.
3. Capacity enhancement for equitable access and good quality education	30,000	Finances are expected to be Bank executed but the tasks are planned to be designed, managed and reviewed through a joint GoY and DP team	Education professionals with enhanced capacity
Sub-Total for YEMEN	90,000		
B. REPUBLIC OF DJIBOUTI			
1. Development of a communication strategy	35,000	Technical Assistance, workshops. (TORs	Strategy and consultation processes in place

Planned Activity	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
<i>Secondary objective:</i> Creating better links between communities and Ministry.		developed by Djibouti/Bank executed) ,	
2. Strengthening local and central capacity to manage reforms <i>Secondary objective:</i> Improving community participation	40,000	Technical assistance (TORs developed by Djibouti/Bank executed)	Improving school environment and quality of education
3. Regional workshop on experience in introducing post-basic reforms	100,000	Travel of experts, policy makers and stakeholders and technical assistance, translations	Increased knowledge and contribute to building a consensus on reforms
Sub-Total for DJIBOUTI	175,000		
TOTAL MENA REGION	265,000		

III. MONITORING EVALUATION AND KNOWLEDGE SHARING

Strategic Objective In both countries, better M&E systems are needed to provide reliable information to policy makers for decision-making and to strengthen accountability functions. A primary use of integrated information systems will be to allow more equitable and cost-effective resource allocation within sub-sectors and across the education sector as a whole. The analysis of student assessments will lead discussion to understanding the determinants of quality and variations in student learning .

Overview and brief description of planned activities for the Region under this objective

- **Yemen** The EPDF will help to strengthen the monitoring and evaluation of sector strategies by providing technical assistance to support the ministries' on-going efforts to improve M&E systems and capacity. It will support the development of various tools for monitoring at sub-sector level as well as across the education sector and support education's link to monitoring at the national level, for example, for the Poverty Reduction Strategy (PRS) and the five year national plan. Table 3 summaries the activities.
- **Djibouti** In Djibouti, measuring quality is absolutely essential if learning outcomes and retention and completion rates are to be improved. Student assessment through exams, international assessments, teacher assessment of students and national assessments are part of this process and need to be aligned with government policies and agreed upon quality indicators. An on-going EPDF grant is supporting UNESCO and UNICEF to assist the Ministry of Education in building the technical capacity for an operational education management information system. An on-going institutional audit financed under the Bank project is assessing the monitoring and evaluation capacities of the sector.

Table 3: Summary of funding requests of specific activities under the objective

Planned Activity	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
A. REPUBLIC OF YEMEN			
1. Support to Monitoring and Evaluation	80,000	Finances are expected to be Bank executed but the tasks are planned to be designed, managed and reviewed through a joint GoY and DP team	Enable the GoY to improve M&E systems and capacity, generate reliable information for decision-making, enabling equitable and cost effective resource allocation within the sub-

Planned Activity	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
			sector and across the education sector.
2. Knowledge Sharing across FTI countries	10,000	Finances are expected to be Bank executed but the tasks are planned to be designed, managed and reviewed through a joint GoY and DP team	Enhanced awareness.
Sub-Total for YEMEN	90,000		
B. REPUBLIC OF DJIBOUTI			
1. Strengthen the national student assessment capacity. <i>Secondary objective: improve learning outcomes.</i>	39,000	Technical Assistance to help develop strategy, assessment tools and analytical capacity, training, (TORs developed by Djibouti/Bank executed)	Improved capacity to monitor and adapt reforms
2. Continuation of EMIS	20,000	Technical assistance executed by UNESCO	
Sub-Total for DJIBOUTI	59,000		
TOTAL MENA REGION	149,000		

IV. STRENGTHEN DONOR PARTNERSHIPS

Strategic Objective The Governments and Development Partners in Yemen and Djibouti have signed on to the international Partnership protocols. The EPDF will support the sector to learn from lessons elsewhere on harmonization and sector-wide approaches, and will support the development of institutional capacity to coordinate implementation of interventions to support education and sub-sector strategies. It will also promote greater implication of the education sector to participate on issues such as the Poverty Reduction Strategy, reform of financial and procurement systems, a national donor harmonization framework and progress towards Sector Wide Approach, etc

Overview and brief description of planned activities for the Region under this objective

- **Yemen** Supporting Partnership Agreements in the sector and the development of institutional structures; (i) such as donor and government forums that will coordinate and harmonize support behind basic, secondary and tertiary sectors; and (ii) coherent with accountability reforms and in budget discussions to have a predictable resource base. Funding requests are below..
- **Djibouti** The Ministry of Education has developed management tools to improve partnerships including an integrated investment budget, common activity briefs and common procedures for part of the investment program (construction). A government chaired steering committee monitors progress and vets proposals. To improve coordination for the next phase it is planned to develop partnership agreements and support the Ministry of Education at the national level on issues such as the national macroeconomic policy, national budget allocation, Poverty Reduction Strategy and on the emerging donor coordination framework through Ministry of Planning and public finance reform.

Table 4: Funding requests of specific activities

Planned Activity	Amount requested (US\$)	Nature of activity (Bank/recipient executed)	Expected Impact
A. REPUBLIC OF YEMEN			
1. Support to GoY and DP forums	5,000	Bank executed Tasks are planned through a joint GoY and DP team	Enhanced harmonization
2. Support to MoE to participate effectively in economy-wide initiatives	10,000	Same as above	National strategies and budgets to reflect integrated education sector priorities.
<i>Sub-Total for YEMEN</i>	<i>15,000</i>		
B. REPUBLIC OF DJIBOUTI			
1. Forum to validate CSR and policy framework	25,000	Workshop, facilitator (Bank executed but planned in Djibouti)	Operational program for next phase support
2. Workshop to develop partnership agreement	25,000	Workshop/facilitator	Enhanced harmonization
<i>Sub-Total for DJIBOUTI</i>	<i>50,000</i>		
TOTAL MENA REGION	65,000		

(B) Summary of Regional Funding Requests by Specific Theme/Strategic objective

Themes	Cumulative Amount requested (US\$)
I. EDUCATION SECTOR PLAN DEVELOPMENT	725,000
Republic of Yemen	625,000
Republic of Djibouti	100,000
II. CAPACITY DEVELOPMENT	265,000
Republic of Yemen	90,000
Republic of Djibouti	175,000
III. MONITORING EVALUATION AND KNOWLEDGE SHARING	149,000
Republic of Yemen	90,000
Republic of Djibouti	59,000
IV. STRENGTHEN DONOR PARTNERSHIPS	65,000
Republic of Yemen	15,000
Republic of Djibouti	50,000
Bank supervision and staff costs	65,000
Total funds needed for MENA for 2008	1, 269,000

SOUTH ASIA FUNDING REQUEST

(VI) South Asia Region request

**South Asia Region
Funding Proposal Requests for 2008**

Breakdown of Funding Request by Specific Theme/Strategic objective

Education Sector Plan Development

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
Bangladesh			
Higher Education Strategy	\$130,000	<p>The government of Bangladesh has completed a twenty-year strategic plan for its higher education sector in 2006, linked closely to the development of Bangladesh's primary and secondary education strategy.</p> <p>The proposed EPDF-financed assistance will provide the Government with technical advice for: (i) the development of a new funding mechanism of government resources for higher education institutions (HEIs); and (ii) development of capacity strengthening activities for HEIs and the University Grants Commission in the area of quality and management (Bank Executed)</p>	<p>Development of an efficient and effective instrument for the allocation of public funds for HEIs which enables increased accountability and improved quality and promotes innovations at the HEIs.</p> <p>Enhanced capacity of HEIs and UGC which will lead to improved quality and management of higher education sector.</p>
India			
Strategic Plan for expansion of secondary education	\$60,000	Rapid increases in enrolments in primary and upper primary are putting pressure on the government to expand capacity at the secondary level. The Government is currently exploring alternative strategies to respond to this increased demand. This includes the type of partnerships to establish with the private sector, the role of the federal vs. the state governments. It is considering the establishment of a centrally sponsored scheme similar to what exists at the primary level. Funding from EPDF will be used to assist the Government in developing its strategy.	A government plan that would promote increased access to secondary education and impact on quality.
Strategic Plan for inclusiveness in higher education	\$40,000	The funds would support one Indian state in developing a state plan that is focused on inclusiveness - the plan would aim to increase access for disadvantaged groups (castes, tribes, women, and poor). (Bank Executed)	<p>(i) a state plan for higher education that focuses on equity and inclusion in higher education</p> <p>(ii) increased awareness of the obstacles for disadvantage groups to access higher education.</p>
Nepal			
School Sector Reform Program	\$50,000	The funds would assist the development of the school sector support program, including issues surrounding provision, quality and financing of	Sustainable impact on quality and access to primary and secondary education.

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
		education. It would help prepare the strategies for the next phase of donor support.	
Pakistan			
Pakistan, Sindh Education Sector Strategy	\$135,000	Funds will support continued technical assistance for the development and implementation of the education sector plan, particularly in the areas of (i) teacher quality, education and professional development; (ii) strengthening education management at all levels including the system for quality assurance; (iii) launching new demand side programs and public-private partnerships; and (iv) implementation of performance agreements in partnerships between provincial and district governments, including performance aspects in education service delivery; (v) mainstreaming environmental issues. (Bank Executed)	Sustainable impact on education sector outcomes in a lagging province through development and implementation of comprehensive vision and reform program. Expected outputs will include a series of strategy and policy documents and implementation plans in the specific areas supported.
Higher Education Reforms	\$80,000	Bank support has been requested for a three-year policy reform program through a programmatic development policy lending for Pakistan's higher education sector. This continues the support that the Bank has provided to the various provinces at the primary and secondary level and aims at reducing the skills constraint to sustainable growth. The proposed EPDF-financed technical assistance will provide the Government with technical assistance on the development of reform plans in the areas of: (i) improvement of quality and relevance of research undertaken in Higher Education Institutions (HEIs); (ii) promotion of greater private sector participation in the HE sector; (iii) alignment of university outputs with national development objectives; (iv) diversification of source of funds for HEIs; (v) development of Medium-term Expenditure Framework for the sector; and (vi) optimization of recourse management in HEIs. (Bank Executed)	Elaborated policy reform plans with an aim to increase and improve stock of skilled Pakistanis able to contribute to an economy increasingly based on knowledge and technology.
Quality Improvement Strategy Development	\$115,000	The proposed assistance will support the development of strategies for quality improvement, and will include support in the form of: (a) analytical work to inform the strategy for the various elements of quality (e.g., realigning the role of federal MOE – national teacher accreditation council vis a vis links with provincial professional development programs; national assessment system strengthening and links to education quality reforms at all levels; support to provincial and district programs in the areas of examinations, and teacher professional development; and b) capacity development in the shape of cross learning, exchange, and	Development of clear strategies to improve quality of education in Pakistan.

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
		workshops. (Bank Executed)	
Sri Lanka			
Higher Education Sector Strategy	\$90,000	The government is preparing a comprehensive strategy to make higher education able to contribute to a knowledge economy, and more closely linked to the skills of graduates coming out of the improved secondary education system. The proposed TA will assist in the development of this strategy, through buttressing its analytical foundations, providing a sound rationale to its main prescriptions, and bringing the benefits of relevant international experience of higher education reforms, both from the Region and from countries outside of the Region. The TA will focus on issues of (i) access; (ii) quality & relevance; (iii) governance; and (iv) financing. (Bank Executed)	Development of a strategy focused on a renovated and expanded higher education sector becoming an engine of growth and competitiveness, and geared towards the national aim of achieving a middle-income status. Sri Lanka has already achieved UPE and is moving towards achieving secondary completion. Given the increasing number of graduates from the secondary system, developing a high quality higher education system will be key to economic development."
Subtotal	\$700,000		

Capacity Development

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
Regional			
Conference/Workshop on Strategic Choices for Higher Education Reform	\$40,000	Following conferences on basic education reforms, this conference aims to share information on promising experiences with higher education reform across the Asia Region that emphasize ways of ensuring the quality of higher education outcomes, and the importance of improving system and institutional governance and finance. The conference will highlight the need for improvements in the quality, relevance, efficiency, and flexibility of higher education systems. (Bank Executed)	(i) Building a common knowledge basis at the regional level and a pool of successful (and not successful) experiences in renovating, adjusting and expanding higher education in the context of a globalized knowledge economy (ii) Launch seeds for a regional network of higher education stakeholders Given the region is moving towards UPC, countries are moving towards developing an integrated education strategy cutting across all levels of education. This conference builds on the conference on basic education reforms, which was recently held in Delhi and looks at how countries can develop effective higher education strategies, as part of developing an integrated strategy on education.

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
Teacher Development and Management Resource	\$76,400	<p>As part of the development of sector wide education programs in South Asia, there are frequent requests for information from policymakers to deal with various teacher related problems that tend to be at the core of constraining educational quality.</p> <p>This activity will provide a collection in a teacher development and teacher management resource that provides information on a range of alternative strategies to deal with the above issues that frequently arise in the region. Key guidelines and implementation strategies are being reviewed and drawn from both the larger international literature as well as country experience in South Asia. (Bank Executed)</p>	Providing a range of alternative strategies to deal with these teachers related issues that frequently arise in the region will enhance the policy dialogue within governments, and also with their development partners. Such a resource will also facilitate and inform the implementation of education reforms, especially drawing the link more closely of teacher improvement within overall school improvement/educational quality.
Bangladesh			
Building capacity for improving quality of vocational education and training	\$50,000	<p>This activity would provide 'just in time' technical advice and related capacity building for the Ministry of Education in its efforts to implement system reforms in vocation education and vocational training. (Bank Executed)</p>	Improved capacity of the training system to respond to labor market demand. A significant number of graduates/drop-outs of the primary and secondary education system end up joining the vocational education and training system. This strategy will help better articulate the linkages between the formal education system and the vocational education and training system.
Bhutan			
Capacity building for teacher classroom performance	\$50,000	<p>Technical assistance to institute pilot dzongkhag resource teacher program using expatriate primary school teachers. (Bank Executed)</p>	Improved performance of teachers having DRT visits to support improved instructional practices in their own classrooms.
India			
Madhya Pradesh (MP) Integrated Child Development Capacity Building	\$140,000	<p><i>Build capacity of Ekta Samuhs (Village Resource Groups):</i> This group comprises of elected representatives, Government service providers and ordinary citizens on the village. To strike a balance between these three groups and what needs to be done for healthy development for children is a challenging task. The focus will be on capacity building, training, re-visiting existing village plans, developing "Model Panchayat" etc.</p> <p><i>Enhance capacity/coordination between Government Departments/Programs:</i> The VRGs will work closely with the Block Departments to integrate their own Village Plans with Departments Annual Plans. Development of child centered monitoring formats at village level for three concerned departments to monitor. Support will be provided for meetings/ interactions with</p>	This concept of Village Plans for children is already being considered for implementation under the decentralized, federally sponsored programs for children in health, education and nutrition sectors. This experience will provide important lessons for making the decentralized planning process more effective for better educational and child development outcomes.

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
		<p>various Govt. counterparts for program implementation.</p> <p><i>Preparation of Case Studies on Lessons Learned:</i> Preparation of case studies on lessons learnt. Consolidation/streamline of collected data with relevant technical assistance. (Bank Executed)</p>	
Capacity building on Governance of Higher Education	\$40,000	<p>The funds would support a forum on governance of higher education institutions in India. Similar support has been provided to the basic education sub-sector, and this is a continuation of that support. The forum would discuss international and Indian best practice in striking the balance between institutional autonomy and government oversight/accountability. The forum would respond to an urgent need for revisiting the current legislation and practice in state governments to micro-manage institutions, thus inhibiting innovations and links to local industry. The forum would be organized by WBI and SASHD jointly. (Bank and Government executed in collaboration with University Grants Commission and All Indian Council for Technical Education)</p>	<p>(i) debate about the need for decentralization of authority to the education institutions (ii) involve more stakeholders in the governance of education institutions (iii) awareness of international best practice for holding education institutions accountable and minimize the risk of corruption</p> <p>India is moving very rapidly towards UPE and is turning towards increasing enrolments and completion rates at the secondary level. Given the increasing number of graduates from the secondary system, developing a high quality higher education system will be key to economic development."</p>
Build capacity in the Government for design of a student loan program	\$60,000	<p>The activity would fund a feasibility study and a workshop with the key govt. officers responsible for designing a student loans program for Higher Education. Further, the activities will undertake consultations with relevant stakeholders, such as low-income students, universities, and commercial banks. (Bank Executed)</p>	<p>(i) increased capacity and knowledge regarding design of student loans (ii) detailed recommendations for a student loan scheme assisting low-income students "India is moving very rapidly towards UPE and is turning towards increasing enrolments and completion rates at the secondary level. Given the increasing number of graduates from the secondary system, and the fact that many of the poor graduates will not be able to access tertiary education, and have to join low-wage jobs in the labor market, designing a student loan scheme will ensure more poor students have access to this level of education, and lead to better economic opportunities."</p>
Capacity building for implementing vocational education and	\$80,000	<p>This activity would provide 'just in time' technical advice and related capacity building for the Ministry of Labor and Employment as they implement reforms in the vocational education and</p>	<p>Improved capacity of the training system to respond to labor market demand. A large number of graduates/drop-outs of the</p>

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
training reforms		training system. (Bank Executed)	secondary education system end up joining the vocational education and training system. This strategy will help better articulate the linkages between the formal education system and the vocational education and training system.
Subtotal	\$536,400		

Monitoring, Evaluation and Knowledge Sharing

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
Bangladesh			
Public expenditure tracking of demand and supply intervention at primary level	\$150,000	Public expenditure tracking of supply-side financing (school grants) and demand-side financing (stipends) at the primary level in community-managed schools in Bangladesh to study extent of resources reaching beneficiaries and leakages in system. (Bank Executed)	This activity will help inform the Government of Bangladesh in assessing which of the interventions have better reach of beneficiaries in improving access to education and refine and develop interventions in its drive towards EFA goals.
Impact Evaluation of Secondary School Scholarship Program	\$550,000	Detailed impact evaluation of the Female Secondary School Assistance Program (FSSAP) which has been successful in getting girls into sec. ed. In Bangladesh. Despite this success, there are still many poor girls and boys who currently do not have access to secondary school, and quality of learning remains weak. To improve equity and quality, the Government of Bangladesh (GoB) is moving towards a means-tested conditional cash transfer program aimed at attracting the poor into secondary school and providing them with quality education. The impact evaluation will try to understand whether FSSAP (and the proposed conditional cash transfer): (i) is well targeted?; (ii) brings in more pupils to secondary school from poor households?; (iii) improves the gender balance in secondary school enrollments?; (iv) improves quality of learning of pupils from poor households?; and (v) impacts child (female and male) labor supply and time-use? A comprehensive household and school level baseline survey will be fielded. There will be two resurveys after the first and second year. (Bank Executed)	Better understanding of the impact of the FSSAP and conditional cash transfer program, so as to provide policymakers with evidence on what works and how to improve the program.
Bhutan			
Teacher professional development evaluation	\$50,000	Technical assistance to evaluate teacher development program (DRT) and advise MOE on how to have it institutionalized. (Bank Executed)	Evaluation of DRT pilot will allow for expansion and institutionalization of program for overall improved teacher performance.

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
India			
Evaluation of Mid-Day Meal Scheme in Uttar Pradesh (UP), India	\$200,000	In UP, the midday meal covers an estimated 18.6 million children in primary schools. While the implementation of the program is on-going, the GOUP has very little information both on the efficiency with which the program is being implemented and the overall impact of a program of this nature. The purpose of this study will be to conduct an evaluation of the midday meal scheme in the state, at the request of the GoUP. It will adopt a methodology that will permit both a retrospective examination of the program, and provide some guidelines for the design of prospective schemes to improve service delivery, if deemed necessary. (Bank Executed)	This analysis will lead to improvement in the design of the schemes in place.
Impact of strengthening teacher accountability on school outcomes” in three Indian states, Madhya Pradesh, Uttar Pradesh and Karnataka	\$250,000	This ongoing study started with the baseline surveys in February 2006, the intervention from September to November 2006 and the follow up surveys in February 2007. Even though so far there is no effect of the campaign on learning achievement, the intervention is associated with higher teacher attendance (11%) in Uttar Pradesh and higher engagement in teaching (30%) in the Madhya Pradesh. We also observe an increase in community involvement in the school, much more in one state than another. Follow up research over the next three years needs to examine whether learning shows an increase when the impact is measured over a longer time horizon and whether a sustained campaign over a longer time period is able to generate greater impact on teacher performance and learning. A focus group survey will be carried out in a few intervention villages to learn more about the process of change. These findings will be used to inform the nature of a sustained and low cost campaign which will follow. Follow up surveys will be done to assess impact. (Bank Executed)	This research will inform state governments as well as policy debate on whether it is possible to get communities to participate to improve learning and if yes, then what are the possible ways that state governments can use to improve community participation.
Madhya Pradesh Impact Study on Integrated Child Development	\$50,000	A baseline assessment has already been undertaken. The mid term assessment will focus on the service delivery indicators since these are expected to show improvement in the two years of implementation. This assessment would be carried out in a sample of project villages from Bajna Block, Ratlam District, Madhya Pradesh – using both household surveys and focus group discussions. In addition, the quarterly process documentation of the project will continue as in the first two years, since this process has been found to be very useful in assessing progress and making mid course corrections to the project implementation. This will also complement the mid term appraisal with its qualitative process based inputs. Finally, some	Improved understanding of impact of child development interventions, so that they can be rolled out in a systematic manner by the State Government.

Planned Activity	Amount requested	Nature of activity (Bank/recipient executed)	Expected Impact
		resources will be required for dissemination of outcomes. (Bank Executed)	
Pakistan			
Sindh: Survey of teacher/student absenteeism	\$75,000	Monitoring teacher/student absenteeism in primary and secondary education institutions in Sindh (Bank Executed)	Improved use and dissemination of data of Sindh EMIS and improved capacity to monitor key education indicators and use in policy making.
Punjab: Public Prostate Partnership (PPP) impact evaluation	\$100,000	Undertaking survey and analysis of impact of the PPP program in elementary education.	Analysis of the Punjab PPP program will lead to improvements in design.
Sindh Differential Stipend Program (DSP) impact evaluation	\$150,000	Technical assistance for setting up child tracking system; and fielding baseline sample school survey in 15 treatment and 15 control talukas; with a sample of 20 public middle and high schools with beneficiary girls per taluka. (Bank Executed)	This is expected to ensure the reliability of the child tracking data and expands the set of impact outcomes to include girls' learning and health.
Sindh Public Private Partnership (PPP) impact evaluation:	\$210,000	Undertaking survey and analysis of impact of the PPP program. School survey in 50 treatment and 50 control localities; in 3 schools per locality. Household survey in 50 treatment and 50 control localities; in 100 households per locality. (Bank Executed)	The baseline data will be crucial for conducting a rigorous evaluation of the impact of the pilot PPP intervention.
Sri Lanka			
Evaluation of School-Based Management	\$ 100,000	This activity will focus on the evaluation of school-based management, which is currently being implemented in Sri Lanka. (Bank Executed)	Information on the determinants that affect school-based management are expected to strengthen the policy dialogue towards more effective decision-making on the appropriate model(s) for strengthening governance and service delivery.
Subtotal	\$1,885,000		

Summary of Regional Funding Requests by Specific Theme/Strategic objective

Strategic objective	Cumulative Amount requested
Education Sector Plan Development	\$700,000
Capacity Development	\$536,400
Monitoring Evaluation and Knowledge sharing	\$1,885,000
Strengthen Donor Partnerships ¹	0
Reserved/Contingency Funding (please explain)	0
Total Funding request for the region for the period	\$3,121,400.00

¹ No activity has been singled out as specifically for donor partnership as most of the activities reported or proposed are conducted in collaboration with partners. We consider that this is imbedded in the other three categories.