



**GLOBAL PARTNERSHIP FOR EDUCATION
EDUCATION PROGRAM DEVELOPMENT FUND**

**World Bank
Annual Progress Report
for 2011**

Human Development Network Education

May 3, 2012

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Abbreviations

AAA	Analytical and Advisory Activities
ACER	Australian Council for Research
ADEA/COMED	Association for the Development of Education in Africa/ Communication for Education and Development
ALECSO	The Arab League Educational Cultural and Scientific Organization
APEIE	Africa Program for Education Impact Evaluation
ARAIEQ	Arab Regional Agenda for Improving Education Quality
AusAID	Australia Agency for International Development
AWEI	Arab World Education Performance Indicators
BNPP	Bank-Netherlands Partnership Program
CCT	Conditional Cash Transfer
CD	Capacity Development
CECED	Center for Early Childhood Education and Development
CEF	Commonwealth Education Fund
CF	Catalytic Fund
CSED	Consolidated Strategy for Education Development (Moldova)
CSEF	Civil Society Education Fund
CSO	civil society organization
CSR	Country Status Report
CW	Civil Works
DFID	Department For International Development, UK
DLI	Disbursements-Linked Indicators
DPE	Directorate of Primary Education, Bangladesh
DPs	Development Partners
EAC	East African Community
EAP	East Asia and Pacific Region, World Bank
EC	European Commission
ECA	Europe and Central Asia Region, World Bank
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECDVU	Early Child Development Virtual University
ECE	Early Childhood Education
ECOWAS	Economic Community of West African States
EDC	Education Development Center
EDS	Education Development Strategy (Kyrgyz Republic)
EFA-FTI	Education For All-Fast Track Initiative
EFAIDS	Education International Education for All/AIDS
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EPDF	Education Program Development Fund
EQUIP II	Second Education Quality Improvement Project, Afghanistan
ESP	Education Sector Plan
ESPD	Education Sector Plan Development
ESR	Education Status Report
ESSP	Education Sector Strategic Plan

ESSSP	Education Sector Strategy Support Project, Nicaragua
FM	Financial Management
GCC	Gulf Cooperation Council
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GFR	Grant Funding Request
GPE	Global Partnership for Education
GPEF	Global Partnership for Education Fund
HD	Human Development Network, World Bank
HDNED	Human Development Network Education Anchor, World Bank
ICM	Implementation Completion Memorandum
ICT	Information and Communication Technology
IDA	International Development Association, World Bank
IE	Impact Evaluation
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
INSET	In-Service Education and Training
LAC	Latin America and Caribbean Region, World Bank
Lao PDR	Lao People's Democratic Republic
LEDG	Lead Education Donor Group
LEG	Local Education Group
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MENA	Middle East and North Africa Region, World Bank
MEST	Ministry of Education, Science and Technology
MICDL	Maine International Center for Digital Learning
MINED	Ministry of Education, Nicaragua
MLE	Multilingual Education
MOE	Ministry of Education
MOET	Ministry of Education and Training
MOPME	Ministry of Primary and Mass Education, Bangladesh
MSAF	Management Strengthening Action Framework
MTS	Mid-term Strategy
NCSEF	National Civil Society Education Fund
NEC	National Education Coalitions
NESP	National Education Strategic Plan, Afghanistan
NGO	Nongovernmental Organization
NSA	National Student Assessment
NSED	National Strategy for Education Development (Tajikistan)
OAS	Organization of American States
OECD	Organization for Economic Co-operation and Development
OECS	Organisation of Eastern Caribbean States
PAD	Project Appraisal Document
PCF	Per Capita Financing
PCF	Per Capita Funding

PEDP III	Third Primary Education Development Program, Bangladesh
PER	Public Expenditure Review
PIRLS	Progress in Reading Literacy Study
PISA	Programme for International Student Achievement, OECD
PNG	Papua New Guinea
PPP	Public-Private Partnership
PREM	Poverty Reduction and Economic Management Network, World Bank
PRSP	Poverty Reduction Strategy Paper
QAA	Quality Assurance and Accreditation
RAAN/RAAS	North and South Atlantic Autonomous Regions, Nicaragua
RIITT	Republic Institute for In-Service Teacher Training, Tajikistan
ROSC	Reaching-Out-of School Children Project, Bangladesh
RTI	Research Triangle Institute
RUSF	Ready-to-Use Supplemental Food
SABER	Systems Approach for Better Education
SEAMEO	South East Asia Ministers of Education Organization
SEDUC	Secretariat of Education, Nicaragua
SEQAEP	Secondary Education Quality and Access Enhancement Project, Bangladesh
SHN	School Health and Nutrition
SSC/VOC	Secondary School Certificate Vocational
SWAp	Sector-wide Approach
TA	Technical Assistance
TEDS-M	Teacher Education and Development Study in Mathematics
TF	Trust Fund
TFM	Program Management, Africa Region
TIMSS	Trends in International Mathematics and Science Study
TOR	Terms of Reference
TSP	Transition Sector Plan
TTL	Task Team Leader
TVET	Technical and Vocational Education Training
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Science, and Cultural Organization
UNICEF	United Nations Children's Fund
VNEN	Vietnam New School Model
WBI	World Bank Institute
WFP	World Food Programme

Note: All dollar amounts in U.S. dollars unless otherwise noted.

Introduction

This report is the World Bank's annual status updates to the Global Partnership for Education (GPE) - previously the Education for All-Fast Track Initiative (EFA-FTI)) documenting operations financed through the Education Program Development Fund (EPDF) in 2011. The report is produced following the Administrative Agreements between EPDF donors and the World Bank. The data presented here was collected from existing data sources by regional coordinators of the EPDF with input from the task team leaders (TTL) for each of the supported activities. The regional reports should be read as a continuation of the report submitted in April 2011.

The new Global Partnership for Education Fund (GPEF) will also cover activities that were previously funded through EPDF. Although the GPE Board is determined to change to the new fund structure as swiftly as possible, the GPE Board decided in November 2010 to seek approval of extension from donors of the EPDF trust fund for one additional year (to December 2012 – with most activities to be finalized by end of August 2012). The purpose of the extension was to minimize disruption in key GPE portfolio activities and to enable continued implementation of the grant to the Global Campaign for Education, pending establishment, funding and launch of the new GPEF. The Board has agreed to extend certain specific activities based on a list provided by the GPE Secretariat, but with no additional allocations added to the existing portfolio of activities – a time-only extension.

Since the inception of the EPDF, \$94.55 million has been approved for the six World Bank regions and \$17.6 million for the Global Campaign for Education (GCE), for a total of \$112.1 million. As of the end of 2011, \$111.6 million of this amount has been transferred to the regions and GCE. As of end 2011, about 90 percent of total transferred funds have been disbursed or committed (\$99.9 million). Total disbursements have increased by \$22.6 million since the previous update in April 2011 (see table 1 below for details).

Table 1. Status of Financial Execution of the EPDF (\$ millions) as of December 31, 2011

Region/ Partner	Approved funding proposals	Transfers to regions and GCE	Disbursements	Expenses incurred
Sub-Saharan Africa (SSA)	55.340	55.849	46.611	48.484
East Asia and Pacific (EAP)	8.100	8.484	7.352	7.423
Europe and Central Asia (ECA)	4.190	3.576	3.033	3.169
Latin America and Caribbean (LAC)	4.310	4.308	4.049	4.106
Middle East and North Africa (MENA)	5.050	4.148	3.774	3.895
South Asia (SAR)	17.560	17.574	14.196	15.210
Global Campaign for Education (GCE)	17.608	17.608	17.608	17.608
TOTAL	\$112.150	\$111.548	\$96.622	\$99.897

HDNED
May 2012

EPDF-Africa 2011 Annual Progress Report

Introduction

1. The Global Partnership for Education is a compact between developing countries and their development partners. It commits developing countries to prepare sound education sector plans designed to accelerate achievement of the education Millennium Development Goals: i.e., universal primary school completion, and gender parity in primary and secondary education. In addition, it commits donor countries to support the implementation of such plans by mobilizing the external funding required to complement national resources. In this context, EPDF-Africa plays a critical role, by offering a source of funding for technical assistance to countries participating in this compact. In the Africa Region, all low-income countries are eligible participants, and most have benefited in various ways from EPDF-Africa assistance. Indeed, many have moved to the next stage of receiving support from the GPE for implementation grants to implement their education programs.

2. This report focuses on the activities of the EPDF-Africa as of December 31, 2011. It sets these activities in context by highlighting the key challenges for the development of basic education in Sub-Saharan Africa. The report summarizes the Fund's financial situation from inception to date, and shows how the activities it supports are aligned with the strategic objectives as determined by the EPDF Committee. In areas where the fund's resources are concentrated, the report provides additional details to illustrate its impact at the country level.

3. It should be noted the EPDF program was originally scheduled to close at the end of 2011. However, to minimize disruptions in the transition to the new Global Partnership for Education Fund (GPEF), the GPE Board agreed to a one-year extension of the EPDF. The extension and its impact on EPDF-Africa are presented on page 11 of this report.

Summary of EPDF-Africa Receipts, Allocations and Disbursements

4. As of December 31, 2011, net receipts totaled \$55.0 million, of which \$53.9 million were allocated in response to specific requests. Furthermore, some \$46.5 million were disbursed, indicating a disbursement rate of 86%. When the EPDF-Africa was established in March 2006 it received \$12.9 million from the global EPDF. Over the following five years this level of funding was increased in a series of increments, resulting in a total amount of \$55.0 million. Table 2 below indicates the financial status of the funds as of end December 2011.

Table 2. EPDF-Africa Financial Summary

	Amount (US\$ millions)
Total Receipts	55.8
Total Allocations	53.9
Total Disbursements	46.6
<i>Memo items:</i>	
Amount allocated in 2011	5.8
Amount disbursed in 2011	8.5
Overall disbursement rate since inception	86%

Alignment of EPDF-Africa to its Strategic Objectives

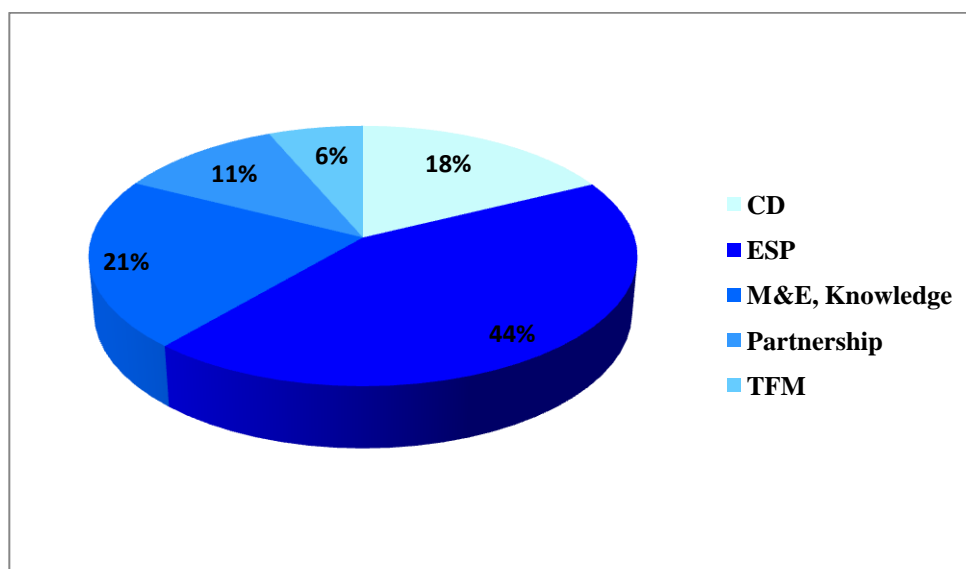
5. In the period 2006-2011, approximately 44% of EPDF-Africa allocations supported education sector plan development; 18% supported capacity development; 21% was devoted to monitoring, evaluation and

knowledge sharing; 11% went to partnership activities; and the residual 6% was allotted for overall program management costs. A breakdown of allocations per strategic objective and year are provided in Table 3 below.

Table 3. EPDF-Africa Allocations and their Distribution by Strategic Objective 2006-2011

	2006	2007	2008	2009	2010	2011	2006-2011
Total amount allocated (millions of US\$)	4.9	12.4	19.1	7.6	7.0	4.7	53.9
Objective 1: Education Sector Plan Development (%)	44	19	55	60	15	18	44
Objective 2: Capacity Development (%)	12	12	14	21	46	18	18
Objective 3: M&E and Knowledge Sharing (%)	32	27	15	16	34	65	21
Objective 4: Strengthen Partnerships (%)	1	34	6	2	0	10	11
Objective 5: EPDF-Africa Program Management (%)	10	7	10	0	4	0	6
Total	100%	100%	100%	100%	100%	100%	100%

Figure 1. Distribution of EPDF-Africa Allocations



Strategic Objective 1, Education Sector Plan development

6. In the early years, EPDF-Africa resources were focused on upstream analytical work and sector program preparation. However, by 2008 emphasis had shifted to the preparation of GPE grant applications and agreements, a development that continued through 2011. In December 2010 the GPE Board opted to extend the EPDF program for select activities through calendar year 2012. Then again in July 2011 the GPE Board expanded the list to include additional financing to support Education Sector Plan (ESP) development and the preparation of GPE implementation grants for select countries. These activities are addressed in greater detail in Section V of this report. The second-most significant focus of

resources under objective 1 is the Early Childhood Care and Development (ECD) Initiative. The initiative works with Ministries of Education and other partners, through a consultative process, to design and implement strong early childhood components within their education sector programs. This analytical work helps countries prepare to scale up cost-effective ECD interventions through the GPEF implementation grants and other sources. A status update of the ECD initiative is found in Table 8.

Strategic Objective 2, Capacity Development

7. Capacity Development is the third-largest area of activity under EPDF-Africa. Activities in this area were largely dominated by GPE capacity development workshops and World Bank Institute (WBI) core courses for country participants. The former events aimed to strengthen national capacity for education policy analysis and the design and implementation of education programs. They focused on basic education in a sector-wide framework and targeted countries that were either already benefiting from a GPEF implementation grant or would be soon. In near equal measure was the support offered for WBI education coursework. This program consisted of face-to-face courses for African policymakers on such subjects as “Strategic Choices for Education Reform” (in both English and French) and “Anti-Corruption”, which focused on broad policy choices in the sector, and highlighted examples of successful reforms in select countries. In 2011 the francophone version of “Strategic Choices for Education Reform” featured on-line follow-up courses, including “Economics of Education for Policymakers” and “Introduction to Education Statistics & Indicators”. Details on the program types and beneficiary countries are presented in Table 6.

Strategic Objective 3, M&E and knowledge sharing

8. These activities represent the second-largest share of EPDF-Africa in terms of resources. Foremost among these initiatives is the Africa Program for Education Impact Evaluation (APEIE). APEIE is a well-established program that helps African countries move to evidence-based decision making in education, and thereby improve policy effectiveness in the areas studied. The program builds country capacity to undertake rigorous impact evaluations (IEs) and helps generate knowledge about which approaches to improving learning outcomes work across a diverse set of African countries. As an umbrella initiative, APEIE is a source of technical expertise and logistical support in IEs for education programs across Africa, upon which all interested countries can draw, thereby enriching the evidence to inform policy decisions and program design throughout the region. An overview of APEIE activities supported by EPDF-Africa to date is provided in Table 9. The second-largest recipient of resources under objective 3 is the School Health, Nutrition and HIV/AIDS program. This initiative leverages existing technical knowledge, and applies that knowledge to ensure that education sector plans systematically include school health, nutrition and HIV/AIDS components, and that the design of these components is guided by global good practice. Further details on the status of the program are provided in Table 10.

Strategic Objective 4, Strengthen partnerships

9. The principal focus is on events that convene key stakeholders to engage in dialogue on priorities, options and challenges in the education sector. These meetings may involve participants within a single country or participants from several countries. Given that in-country meetings are often included as part of country-specific work, the share of Strategic Objective 4 may be understated.

Distribution of allocations by means of execution

10. During the period 2006-2011, approximately 39% of allocations supported country-specific work programs, while 46% supported regional activities executed by the World Bank, and 15% supported regional programs executed by external recipients. The country-specific programs are demand-driven and typically finance technical assistance to aid countries with the preparation of high quality sector-driven programs that can attract the funding required for implementation. Regional programs tend to focus on generating and sharing thematic knowledge relevant to plan development and execution, as well as on training and high-level policy dialogue. These activities are client-driven, and serve to provide knowledge services to African policy makers.

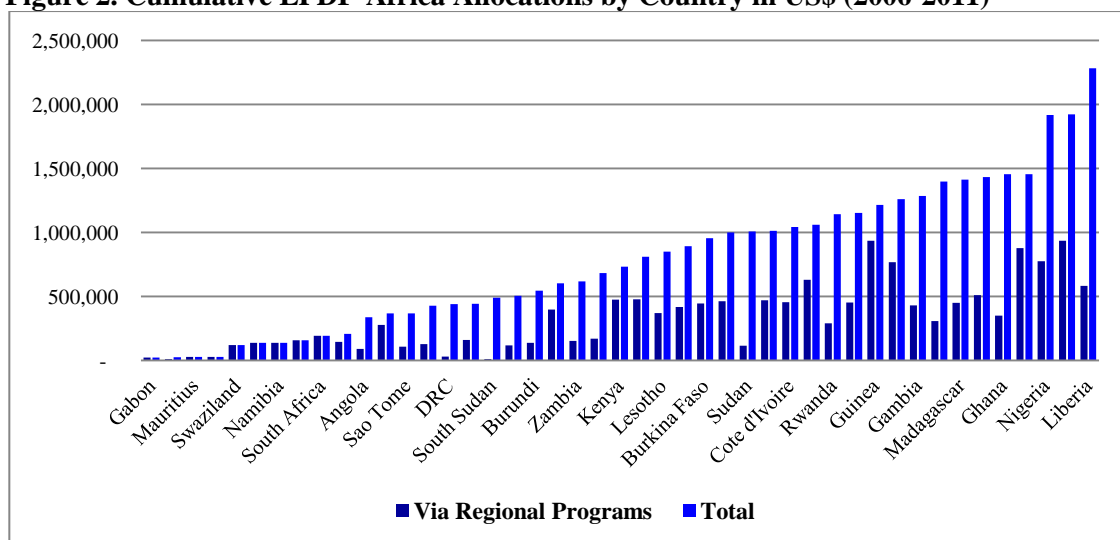
Table 4. Distribution of EPDF-Africa Allocations by Channel of Resource Flow

	2006-2011
Total allocated (millions of US\$)	53.9
Distribution of allocations by means of execution	
Demand-driven country-specific programs	39%
Regional programs executed by World Bank	46%
Regional programs executed by EPDF-grant recipients ^{a/}	15%
All channels	100%
a/ Recipients of EPDF grants include UNESCO, UIS, IIEP, UIL, Pôle de Dakar, and ADEA/COMED	

How EPDF-Africa benefits countries

11. Over the period 2006-2011, EPDF-Africa has benefited 38 Sub-Saharan African countries directly, including the 23 countries that have received a GPE implementation grant thus far, plus those currently in the pipeline. The level of support per country is illustrated in Figure 2 (see below). For each country, the amount consists of allocations for country-specific activities, for which an application was submitted by the Bank Task Team Leader (TTL), as well as the country's share implied by its participation in the regional programs funded by EPDF-Africa. Figure 2 illustrates the total amount of EPDF-Africa resources allocated per country (light blue bar), as well as the amount of that total allocated via regional programs (dark blue bar).

Figure 2. Cumulative EPDF-Africa Allocations by Country in US\$ (2006-2011)



Highlights of Support for Education Sector Plan Development at the Country Level

12. As of end December 2011, some 30 countries have benefited from EPDF-Africa resources to prepare their sector plan for endorsement and/or application for a GPEF implementation grant. The countries in Table 5 are divided into four categories, indicating their place within the GPE process: i.e., endorsement/application; application approval – pending grant effectiveness; implementation; and completion.

Table 5. ESP and GPE Grant Preparation Supported by EPDF-Africa

Country	EPDF Support for Preparation of GPEF Operation (2006-2011)	GPE Status (as of December 2011)
Angola		Preparing for ESP endorsement & grant request
Burundi	X	Preparing for ESP endorsement & grant request
Congo, Rep. of		Preparing for ESP endorsement & grant request
DRC	X	Preparing for ESP endorsement & grant request
South Sudan	X	Preparing for ESP endorsement & grant request
Tanzania		Preparing for ESP endorsement & grant request
Chad	X	Preparing for ESP endorsement & grant request
Sudan	X	Preparing for ESP endorsement & grant request
Uganda	X	ESP Endorsed; Preparing grant request
Côte d'Ivoire	X	Application approved November 2011
Guinea-Bissau	X	Application approved November 2011
Mali	X	Completed 1 st GPEF grant; 2 nd Application approved November 2011
Benin	X	Implementing 1 st GPEF grant; Preparing 2 nd grant
Guinea	X	Implementing 1 st GPEF grant; Implementing 2 nd grant
Liberia	X	Implementing 1 st GPEF grant
Malawi	X	Implementing 1 st GPEF grant
Sierra Leone	X	Implementing 1 st GPEF grant
Senegal	X	Implementing 1 st GPEF grant
Zambia	X	Implementing 1 st GPEF grant; non-WB Supervising Entity
CAR	X	Implementing 1 st GPEF grant
Ethiopia	X	Implementing 1 st GPEF grant; Implementing 2 nd grant
Togo	X	Implementing 1 st GPEF grant
Niger		Implementing 1st GPEF grant
Kenya	X	Completed 1 st GPEF grant
São Tome & Príncipe	X	Completed 1 st GPEF grant
Gambia	X	Completed 1 st GPEF grant; Implementing 2 nd grant
Ghana	X	Completed 1 st GPEF grant; Completed 2 nd grant; Pending 3 rd grant
Burkina Faso	X	Completed 1 st GPEF grant, Completed 2 nd tranche; Pending 3 rd tranche
Lesotho	X	Completed 1 st GPEF grant; Implementing 2 nd grant
Mozambique	X	Completed 1 st GPEF grant; Implementing 2 nd grant

Country	EPDF Support for Preparation of GPEF Operation (2006-2011)	GPE Status (as of December 2011)
Cameroon	X	Completed 1 st GPEF grant; Completed 2 nd grant; Preparing 3 rd grant
Rwanda	X	Completed 1 st GPEF grant; Completed 2 nd grant; Implementing 3 rd grant (with DFID)
Mauritania	X	Completed 1 st GPEF grant; Implementing 2 nd grant; Preparing 3 rd grant
Madagascar	X	Completed 1 st GPEF grant; Completed 2 nd grant; Implementing 3 rd grant; Implementing 4 th grant
Number of countries	30	

Highlights of Support for Capacity Development at the Country Level

13. EDPF resources supported multiple options to enhance governments' technical and institutional capacity to develop and implement sound education sector strategies and programs. A total of 92 groups from 33 countries benefited from one of the options offered during 2007-2011 (see table 6). The distance courses on sector planning offered by Pôle de Dakar and IIEP benefited nine francophone and six Anglophone countries, respectively, while the indicators training offered by UIS benefited five francophone countries. WBI's face-to-face courses on "Strategic Choices for Education Reform" and "Anti-Corruption" complemented the distance courses by focusing on broad policy choices in the sector, and highlighting examples of successful reforms in select countries. In addition, WBI continued to offer on-line courses in education economics and statistics, to improve the knowledge base of its face-to-face course participants. The GPE Capacity Development workshops specifically sought to provide hands-on technical support to countries that were either in the process of preparing or implementing their GPE education sector plans.

Table 6. Country Participation in EDPF-Funded Capacity Building Activities 2007-2011

Country	Training Courses					GPE Capacity Development Workshops			No. of events
	Pôle de Dakar	IIE P	UIS	WBI		2007	2008	2009	
				Seminar	On-Line				
Angola				X					1
Benin	X		X	X	X	X	X		4
Burkina Faso	X		X	X	X			X	3
Burundi	X			X	X	X			2
Cameroon						X			1
CAR			X	X	X			X	2
Chad						X			1
Congo								X	1
Côte d'Ivoire	X			X	X				2
Ethiopia		X		X	X				3
Gabon	X			X	X				1
Gambia				X				X	2
Ghana		X		X		X	X		4
Guinea							X		1
Guinea-	X			X	X			X	2

Bissau									
Kenya		X		X					2
Lesotho				X		X	X		2
Liberia				X		X			2
Madagascar				X	X	X	X		3
Malawi		X		X		X			2
Mali			X			X	X		3
Mauritania	X			X	X	X			2
Mozambique				X	X				2
Niger				X	X			X	1
Nigeria				X	X				2
Rwanda				X	X		X		1
Senegal	X			X	X			X	2
Sierra Leone				X		X	X		2
Sudan				X				X	2
Tanzania		X		X					2
Togo	X		X						2
Uganda		X		X		X			3
Zambia				X		X			2
Total	9	6	5	27	15	14	8	8	92

Extension of the EPDF Program

14. At the November 2010 GPE Board of Directors meeting, the EPDF Committee sought approval for the extension of the EPDF Trust Fund for one additional year (i.e., to December 31, 2012). The rationale for the extension was to minimize disruption to key GPE portfolio activities, pending establishment, funding and launch of the new GPEF. While the Board did agree to extend the trust fund, the EPDF Committee did not agree to extend all currently funded or planned activities. Instead it agreed that: i) the GPE Secretariat would provide a list of activities recommended for extension; and ii) it would delegate its decision-making authority, including approval of the recommended activities, to the GPE Board of Directors going forward.

15. Accordingly, units managing EPDF funds were requested to present for non-objection a list of activities for extension that met the following conditions: a) contribute to the preparation of national Education Sector Plans or Interim Education Sector Plans in countries that plan endorsement in 2011 and 2012; b) contribute to the preparation of an application for funding from GPE for the implementation of an endorsed national Education Sector Plan; iii) offer added value to GPE's priority thematic areas: out-of-school children, girls' education, quality education & learning outcomes, education financing, and extended scope of GPE (e.g. early childhood development and education); iv) contribute to capacity development, strengthening of monitoring and evaluation (M&E) systems, strengthening partnerships and knowledge sharing (e.g. education sector reviews); and v) be under implementation and programmed to use more than 60 per cent of allocated funds by August 31, 2011, making highly likely full completion of the activity by August 31, 2012, the operational completion date for most activities in order for the trust fund to close by December 31, 2012.

16. In April 2011 the Africa Region submitted a detailed proposal for three types of allocations, namely: those requiring extension only, those requiring extension plus additional financing, and new activities. In all 17 allocations were granted non-objection, including total additional financing of \$3.5 million. The list of these allocations, their status as of end 2011, and planned future activities are presented in Table 7.

17. Further to the aforementioned extension of the EPDF Trust Fund, in July 2011 the GPE Secretariat presented the GPE Board with an additional non-objection request to support countries preparing to apply for GPEF implementation grants in 2011 and 2012. These allocations were intended to provide support to countries for ESP development and/or preparation of implementation grant applications (see list below). Status updates on these allocations are provided in Table 7.

Table 7. Extended EPDF-AFRICA Activities

Activity Type	Country
Support ESP development	Chad, Sudan (North)
Support preparation of CF grant	Benin, Chad, Côte d'Ivoire, Ghana, Guinea-Bissau, Mali, Niger, São Tomé e Príncipe, Sudan (North), Uganda

Table 7 (continued). Extended EPDF-Africa Activities

TF No.	Name of Activity	TTL	Status Update
Allocations Requiring Extension Only			
TF094440	Education Country Status Report Source Book	M. Brossard	The drafting of the CSR Sourcebook is under finalization. All chapters with a first draft (Chap 1: Socio-demographic and macro-economic context; Chap 2: Enrolment patterns and internal efficiency; Chap 3: Cost and financing; Chap 4: Quality and management; Chap 6: Equity; Chap 7: TVET; and Chap 8: Higher education) have been reviewed and comments have been discussed with the UNESCO partner in order to head towards their finalization. Outlines of the least advanced chapters (Chap 5: External efficiency; Chap 9: Non-formal education and literacy; and Chap 10: Early Childhood Development) were discussed and agreed with UNESCO.
TF098115	Tanzania - Early Childhood Care and Development (ECD)	A. Joshi	See Section VI of report for details
TF092386	Procurement Assessments in the EFA GPE Context	I. Luca	The grant financed travel and fees for two consultants to provide procurement expertise to GPE grants under supervision in Liberia and Cameroon.
TF096733	Nigeria - Girls Education CCT Pilot - Kano	S. Sabarwal	The grant financed mid-line data collection, as well as data analysis and elaboration of a report. A policy note is currently being finalized.
TF097464	Education Leadership Initiative: Grant to University of Johannesburg	T. Fasih	The activities of the Education Leadership Institute (ELI) are ongoing. The Principal Network will host three workshops and two conversations. The ELI website is up and running and is currently being populated. The registration of interest groups continues. The Systemic Intervention presented a training program in October 2011; the next training program is planned for June 2012. A feedback session will be held with schools and the district office in April. Participants will be expected to report on the progress and challenges faced during implementation of the District wide and individual school Action plans. The facilitators are continuing to support the groups with the implementation of their plans; research is ongoing. Two students are currently enrolled for the PhD, focusing on the systemic intervention. A special edition of the accredited international journal "Education as Change" will be published after the first semester. A number of articles will focus on the intervention.

Allocations Requiring Extension plus Additional Funding			
TF092127	School Health, Nutrition and HIV/AIDS	D. Bundy	See Section VI of report for details
TF094450	Support for ADEA	D. Sumerfield	In 2011 the EPDF grant to ADEA financed preparatory activities for the 2012 Triennale, held in Ouagadougou, Burkina Faso (February 12-17, 2012). Specifically, the grant supported execution of a Forum on Youth Consultation, and a Conference on Book Development. The grant closed on November 30, 2011.
TF093581	Sudan (South) - Support for Country Status Report	R. Rakotomalala	In 2011, the EPDF grant supported finalization of the Education Status Report (ESR). The report is in its final stage, awaiting last comments from the South Sudan Government before publication. The grant also financed dissemination workshops for ESR findings.
TF091874	Madagascar - Revised EFA GPE Plan (Part II)	F. Caillaud	The EPDF Grant has been used to support consultations within the LEG in view of the preparation of the Transition Sector Plan (TSP). As a result of these consultations, the LEG reached a consensus on the content of the TSP, its timeline and the methodology for preparation. The balance of the grant will be used to finance specific parts of the preparation of the TSP.
TF092053	Early Childhood Care and Development - Nutrition	M. Garcia	See Section VI of report for details
TF096077	Mauritania - Preparation of Phase II of ESDP	C. Diallo	The grant was used to assist the government to prepare its ESP 2012-2015 and its evaluation. In addition it supported a World Bank identification mission in October 2011, to prepare the concept note for the new GPE project.
TF091997	EPDF Program Management	P. Materu	This grant covered the overall program management and administrative costs for EPDF-Africa, including staff time and travel. It will conclude activities in August 2012.

New Allocations			
TF010601	Burkina Faso - EFA GPE	A. Ouedraogo	In 2011 the EPDF grant financed technical assistance to support the preparation and improvement of the quality component of the ESP. The Grant has also financed technical assistance to support preparation of the third tranche of the GPE grant allocated to Burkina, as well as workshops for policy reforms adoption. The Program Appraisal document was approved and negotiated in early February 2012. The Grant disbursement is expected by end March 2012.
TF011070	Sierra Leone - TA and Analytical Work	S. Hirshberg	The main consultant has been hired and is working for the Ministry of Education, Science and Technology. Work on updating the Country Status Report has also begun. The consultant working at the MEST is finalizing the plan for full utilization of the EPDF which will, as proposed, include financing regional level stakeholder consultations and data collection.
TF010716	Zimbabwe - Strengthening EMIS	S. Hirshberg	The funds were transferred to UNESCO at the end of January 2012 and they have begun hiring the consultants as required by the Government's EMIS Strengthening Plan. It will also finance a stakeholder conference and training before the end of June when the share of the EPDF managed by UNESCO concludes. The Bank portion continues to support a portion of the TTLs cost for supervision/oversight and travel.
TF010337	CAR - Education Sector Program Phase II	D. Pham	The funds have been used for some sector review work in view of the preparation of the next GPE operation. All of the funds will be used by the August 31, 2012 deadline.
TF011005	Sudan - Education Sector Planning and Preparation of Application to CF	E. Ninan	There have been two missions to Sudan since the initiation of the project, during which time two workshops on the education sector strategy and the preparation of the GPE application were discussed. The Government in collaboration with partners decided that given the ongoing transition in Sudan, with the independence of South Sudan in July 2011 as well as medium term economic uncertainty, the focus would be on developing a three-year interim basic education strategy instead of a full five-year sector wide strategy. The strategy represents the initial steps in implementation of the five year Education Sector Strategic Plan (ESSP) which will be finalized as the environment becomes more stable in 2012. The strategy is due to be appraised by the local donor group in April 2012 and the GPE application is expected to be submitted to the GPE Secretariat by 1 June, in time for the GPE Board meeting in August 2012. The

New Allocations			
			Bank has been nominated as the supervising entity for the application, and UNICEF the coordinating agency.
TF011046	Uganda - GPE Catalytic Fund Preparation	S. Brar	Due to the fact the grant was made effective late in the year, no activities were undertaken in 2011. The first mission for GPE grant preparation is scheduled for early March 2012, with a proposed Board presentation date of September 2012.
TF011113	Guinea Bissau - GPEF Grant Preparation	G. Martins	Conducted preparation missions to finalize the Project Appraisal Document (PAD) and supporting project documents.
TF011112	Ghana - Education for All GPEF	D. Mikesell	Given the allocation only became effective end-November, only a few activities were completed by December 31. Specifically, the grant supported gender analysis, identifying where policies would have greatest impact to affect participation of girls in deprived areas of Ghana. A consultant was supported to initiate the economic analysis and the EPDF supported the program preparation during a December mission. The EPDF more recently supported a well-attended stakeholder workshop to discuss GPE objectives and plans for decentralizing resources to districts and schools for improving quality of education (January 2012).
TF011334	Sao Tome & Principe - Preparation of GPEF Application	G. Martins	The grant was activated only in December 2011, therefore there was limited activity, save for initial consultant work reviewing the Education Sector Strategy.
TF011424	DRC - GPE Grant Preparation	R. Radji	As the grant was made effective in late December 2011, there was no activity for the current reporting period.
TF011423	Benin - Preparation of GPE Request	H. Gbaye	The grant has been allocated in the second couple of weeks of December 2011. Therefore, no activity was financed in 2011. It will be used in 2012 for the implementation of the following activities: (i) update of the CSR; update of education simulation model tools; and (iii) preparation and appraisal of a PAD

Regional Programs and Initiatives

Highlights of Support for the Early Childhood Care and Development (ECD) Initiative

18. Country ECD Support. EDPF resources are supporting analytical work, technical assistance, and capacity-building, focusing on strengthening the development and implementation of ECD components of national education sector programs and developing multi-sectoral strategies to scale-up cost-effective ECD approaches in 10 target countries: Guinea, Liberia, Malawi, Mali, Mozambique, Niger, Nigeria, Senegal, Tanzania/Zanzibar, and Zambia. Table 8 below summarizes the nature and status of interventions in each of these countries. Malawi, and Mozambique did not receive a country-specific EDPF grant, but were supported by the EDPF regional funds for technical assistance.

19. Regional ECD Support. In addition to the country level assistance, three main regional activities were accomplished during the year. First, the 2nd ECD Regional Technical Workshop was held in Cape Town, South Africa, with the objective of assisting 12 African countries to develop action plans to move beyond the policy stage and towards the implementation of innovative, cost-effective programs. Over 70 officials from education, health, finance and social welfare ministries from Guinea, Liberia, Malawi, Mali, Mauritius, Mozambique, Niger, Nigeria, Senegal, South Africa, Tanzania/Zanzibar, and Zambia participated and engaged in cross-country dialogue and clinics, debate on challenges of implementation, and visited ECD program sites around Cape Town. Second, the EDPF supported the building and enhancement of a network of mid-level ECD professionals in Africa through the ECD Virtual University (ECDVU). The third cohort consisted of 28 graduates from Cameroon, the Gambia, Liberia, Malawi, Nigeria, Rwanda, Sierra Leone, Tanzania, Uganda and Zambia. The fourth cohort of ECDVU graduates comprised of Nigeria-specific program comprising of senior officials from the Nigerian states of Kano, Kaduna, Kwara and from federal agencies in Abuja. Third, dissemination materials of the products of the regional initiative were produced, including the French translation of the book “Africa’s Challenge, Africa’s Future: ECCD in Sub-Saharan Africa”, as well as a movie documentary on the impacts of the ECDVU program. This movie documentary titled “Brain Gain: Leadership and Capacity Building for Africa’s Children”, highlights the processes and outcomes of the ECDVU as a vehicle for building the middle management of ECD in several African countries.

Table 8. ECCD Programs Supported by EDPF-Africa

Country	EDPF Supported ECD Activities within ESPs**	Status as of December 2011
Guinea	Conduct a financial and institutional analysis (1)	Completed
	Conduct a needs assessment of pre-service and in-service training (1)	Completed
	Develop and disseminate information and advocacy materials (2)	Completed
	Support the sustainability of community-based ECD through knowledge-sharing activities (2)	Completed
	Support capacity for local implementation of the monitoring and evaluation framework (3)	On-going
	Support dissemination and implementation of national ECD policy among key stakeholders (1)	On-going
Liberia	Complete a situation analysis (1)	Completed
	Technical support and capacity-building to the ECD team on ESP development (1)	Completed
	Support the development of a National ECD Policy (1)	Completed
Malawi	Technical support in preparation of the Malawi ECD (Rapid Social Response) Project (3).	On-going
	Technical support in the development of the impact evaluation of the Malawi ECD (Rapid Social Response) (3)	On-going

Country	EPDF Supported ECD Activities within ESPs**	Status as of December 2011
Mali	Critical review and analysis of ECD policies and programs (1)	Completed
	Technical support and capacity-building to the ECD team on ESP development (1)	Completed
	Baseline study of ECD in rural region as potential site for ECD pilot project (1)	Completed
Mozambique	Technical support for the dialogue and identification of the Mozambique ECD Project (IDA-financed) (3)	Completed
	Technical support for the preparation of the Mozambique ECD Project (IDA-financed) (3)	On-going
Niger	Conduct a situation analysis, providing inputs to the Country Status Report (1)	Completed
	Develop a detailed, costed action plan for the national ECD policy (1)	Completed
	Conduct a feasibility study for an ECD training system within the Colleges of Education (1)	Completed
Nigeria	Assessment of ECD pre-service and in-service training capacity gaps (2)	Completed
Tanzania	Provide strategic planning guidance for pre-primary implementation (1)	On-going
	Develop a monitoring and evaluation framework (3)	Completed
	Provide institutional capacity-building for Tanzania ECD Network (2)	On-going
	Support to the National ECD Forum of Ministers and District Officials (3)	Completed
Zambia	Conduct a financial and institutional analysis, with recommendations for scale up (1)	Completed
	Finalize the ECD curriculum for ages 0-6 (1)	Completed
	Develop quality, child friendly ECD guidelines (1)	Completed
	Develop capacity to develop contextually-appropriate, low-cost materials (2)	Completed

** Numbers in parentheses refer to main EPDF objectives: (1) ESP; (2) CD; (3) M&E, Knowledge; (4) Partnerships

Highlights of Support for Monitoring, Evaluation and Knowledge Sharing at the Country Level

20. EDPF resources are supporting 16 evaluations in 14 countries, focusing on the impact of a range of interventions to improve schooling outcomes and student learning (see table 9). One hallmark of the impact evaluations is the systematic involvement of ministry of education teams and representatives of the local donor groups. Their participation not only ensures proper prioritization of the choice of interventions to evaluate, but also engages the national team in implementing the impact evaluation and learning from the process. This approach improves the probability the results of the impact evaluation will be used to inform scaling up of the most cost-effective interventions. As of this writing, South Africa, Niger, Madagascar, (school management) Gambia, and Sierra Leone have completed the full schedule of IE field work. Among the remaining countries, Senegal has completed a two follow-ups, Nigeria (Kano and Lagos) and Uganda have completed midline data collection, while Kenya, Rwanda, Madagascar (school feeding), Ghana, and Malawi and have completed collection of baseline data, and interventions have been rolled out. Baseline data collection is on-going in Lesotho. Finally, several new projects are under preparation in Tanzania, Guinea, Angola, Ghana, Mozambique and Malawi.

Table 9. Impact Evaluation Programs Supported by EPDF-Africa

Country	Team	Focus of Impact Evaluation	Status as of December 2011
Niger	MEN	School Grants + Monitoring+ Preparation School Visits	Intervention rolled out. One follow-up completed. Impact evaluation report completed and being disseminated.
Kenya	MOE	Secondary School bursaries	Report on Phase I completed; follow-up activities in planning stage. Baseline results presented at Annual Education Review. Due to a shift in policy, the planned intervention will not take place.
The Gambia	MOE, DFID	School Grants + School Management Training	Baseline and two follow-up surveys completed; intervention rolled out; Results presented to MoE; Impact evaluation report and policy note completed and being disseminated.
Sierra Leone	MOE	Textbooks + Teacher Training	Baseline and follow-up surveys completed; Intervention rolled out; Data analysis completed; Impact evaluation report being disseminated.
Ghana	MOE	School Management Committees: Information + Capacity Training	Baseline completed; Baseline data analysis being carried out; Intervention rolled-out.
Senegal	MOE	School Grants	Baseline and two follow-up surveys completed; Intervention rolled out; Impact data analysis being carried out.
Rwanda	MOE, DFID	Evaluation/Monitoring as Incentives for Teachers	Baseline survey completed; Results presented to MoE; Due to shift in policy, intervention will not take place.
Madagascar	MOE, WFP	School Feeding Programs	Baseline survey completed; Due to political situation, intervention will not be take place; Baseline data analysis and report completed and being disseminated.
Madagascar	MOE	Improving Management of Teaching and Learning Processes at School and Classroom Levels	Impact evaluation completed; Impact evaluation report finalized and available in French and English.
Uganda	MOE	Post Primary Education - Double Shifting and Public/Private Partnership	Baseline survey completed; Baseline report completed; Intervention rolled-out and some midline results available.
South Africa	MOE	Science and Technology Investments in Secondary Schools	Impact evaluation completed; Impact evaluation report finalized and was peer reviewed internally and presented to MoE.
Nigeria (Kano)	TBD	Conditional Cash Transfers to Promote Girls' Education	Baseline survey and report completed; Intervention on-going; Midline data collected and policy notes based on these are being finalized.
Nigeria (Lagos)	TBD	Impact of eReaders on Student Outcomes	Baseline data collection and report completed; Intervention rolled-out.

Lesotho	MOET	Incentives to Attract and Retain Qualified Teachers in Remote Rural Schools	Baseline expected in February 2012; currently funded mostly by BNPP and GPE.
Malawi	MOEST	Open and Distance Learning for Teacher Training	Baseline and baseline report completed; Intervention on-going; First follow-up expected in May 2012; currently funded mostly by BNPP and GPE.

Highlights of Support for the School Health, Nutrition, and HIV/AIDS Initiative

21. As in past years, the overarching objective of the School Health, Nutrition (SHN), and HIV/AIDS work program is to ensure that every girl and boy of school age enjoys the good health and nutrition that allow them to complete an education of good quality. Considering the above, members of the school health, nutrition and HIV & AIDS supported countries to ensure that high quality SHN, HIV/AIDS components are incorporated into the education sector plans of countries that have not yet benefited from GPE financing. In some cases, countries that were already members of the GPE were supported with implementation of their school health programs.

22. During the current reporting period the SHN, HIV&AIDS team undertook the following interventions: i) capacity building; ii) technical assistance to education sector plans; iii) support for HIV programming by the education sector; iv) dissemination of good practices; and v) translation of a publication. Table 10 below presents the status of the initiatives undertaken for the period ending December 31, 2011.

Table 10. School Health, Nutrition and HIV/AIDS Programs Supported by EPDF-Africa

Output	Title	Short description	Status
Capacity Building	ECOWAS ¹ Workshop in March 2011 for HIV and AIDS focal points from Ministries of Education, Health from ECOWAS countries - Nigeria, Benin, Togo, Ghana, Cote D'Ivoire, Liberia, Guinea, Guinea Bissau, Cape Verde, Sierra Leone, Gambia, Niger, Mauritania, Burkina Faso and Mali.	Focal points have an important role to play in the improvement of the quality of the health interventions (e.g. HIV prevention, de-worming) that affect the education of children in their countries related to MDG 4, 5 and 6 and to ensure that children are enrolled, attend school, learn and perform well in schools. The workshop presented an occasion for the Ministry of Education Focal Points to learn about the "Healthy Children Initiative ² " and how it applies to their countries. It will also be an occasion for the focal points to benchmark their school health programs.	A report of the workshop has been produced and following the workshop, countries have started requesting assistance with their school health programs. It was also agreed to ensure that focal points for other school health interventions other than just the HIV and AIDS focal points take part in the workshops.

¹ ECOWAS is the Economic Community of West African States

² A life cycle approach to child development, an initiative of the African Region involving health, education and social protection.

Output	Title	Short description	Status
	EAC ³ Workshop in December 2011 for the HIV and AIDS focal points from Ministries of Education, Health from Eastern and Southern African Countries - Angola, Burundi, Eritrea, Ethiopia, Kenya, Mozambique, Rwanda, Tanzania mainland and Zanzibar, Uganda and Zambia.	The Ministries of Education School Health, Nutrition (SHN) and HIV&AIDS focal points provide a framework for consultation, exchange of information, and sharing of experiences and expertise among actors in the field of SHN and HIV&AIDS within the Eastern and Southern African countries ⁴ . The main aim of the workshop was to review the extent to which the health of school-aged children is addressed through policies, strategies and implementation mechanisms.	A report of the workshop is being finalized. Following the workshop, countries in the sub-region have been requesting assistance and the EAC is requesting the organization of a regional meeting about Home Grown School Feeding in the second quarter of 2012
Technical Assistance to Education sector Plans	Mali – April 2011	After the elaboration by government of the national school feeding policy, the government requested assistance from the partnership. The partnership undertook a situation analysis of the home grown school feeding program to enable government to better understand the program	Presently assisting countries in their transition from the traditional school feeding programs to the Home Grown School feeding programs, for example in Kenya, Nigeria, Cote D'Ivoire and Malawi.
	Mozambique – May 2011	At the invitation of the Government of Mozambique, the partnership (WB/WFP/PCD) organized a workshop to assist the Ministry of education develop its home grown school feeding program.	Report of the workshop has been submitted to the Ministry of Education. Ministry in the Process of designing the school feeding program.
	Liberia – June 2011	Liberia is implementing a GPEF implementation grant in which school health is a component. With the Education project Task Team Leader, technical assistance is being provided to the Ministry of education for the implementation of the school health component	Implementation ongoing and the project is being restructured.
	Sudan – June 2011	Sudan is not yet a member of the GPE and is presently developing their Education Sector plan in order to eventually apply for membership. The Government of Sudan requested assistance to ensure that school health was included in the Interim Education Sector Strategic Plan, 2012 - 2014	Cross support has been provided to Education project and a draft Interim Education Sector Strategic Plan, 2012 – 2014 has been elaborated.

³ EAC is the East African Community

⁴ Angola, Burundi, Eritrea, Ethiopia, Kenya, Mozambique, Rwanda, Tanzania, Uganda, Zambia

Output	Title	Short description	Status
	Senegal - July 2011	At the invitation of the Government of Senegal, the partnership was requested to do a situation analysis of school feeding in Senegal. The aim was to assist the government move towards implementing a home grown school feeding program.	Report has been transmitted to government for necessary action.
	Ghana – October 2011	In Ghana a consultative workshop was organized in respond to a demand from Government. The aim of the workshop was to consult widely on the next steps of their home grown school feeding program as well as review the targeting for the program.	Government has engaged a consultant to work on the National School feeding policy as a result of the consultative meeting
Support for HIV programming by the Education Sector	An Assessment of how School Health, Nutrition and HIV are included in all the Global Partnership for Education Endorsed Education Sector Plans - June 2011	This is the fourth review of the responsiveness of ESPs endorsed by the GPE to HIV and AIDS. This review summarizes the contribution the GPE has made to ensuring that countries take into account HIV and SHN when preparing and implementing their education sector plans. This assessment is limited to 25 countries that recently had their ESPs GPE-endorsed, but also refers to earlier assessments of the same issue.	Report has been forward to the GPE for appropriate and necessary action.
Dissemination of good Practice	May 2011 Global Child Nutrition Forum (GCNF)	To strengthen and support Home Grown School Feeding programs and the linkages between school feeding and agriculture and community development. Attended by participants from Angola, Botswana, Cameroon, Cape Verde, Chad, Ethiopia, Ghana, Kenya, Liberia, Madagascar, Malawi, Mali, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Tanzania, Uganda, and Zambia	Conference held in May 2011 in Nairobi, Kenya. Networked with countries that were moving towards home grown school feeding programs like Senegal and Mozambique that requested assistance from the WB/WFP/PCD partnership
	EFAID Project review	The EFAIDS program was a fusion of two Education International (EI) programs (<i>the HIV/AIDS Prevention Program and the EFA program</i>). It was launched in 2006 and implemented collaboratively with WHO (World Health Organization) and EDC (Education Development Center). It combines the efforts of teachers' unions in advocating for Education For All	The report of the independent evaluation of the five-year program is being awaited. However, the program was said to have made a positive impact on thousands of teachers and students. The teacher unions have strengthened their role in policy dialogue on quality education and HIV and

Output	Title	Short description	Status
		(EFA) at national level with their commitment to HIV/AIDS prevention in schools locally. It was funded by the Dutch Government and the sponsorship ended in 2011. At the invitation of Education International, we participated in the final project review of the project.	AIDS.
Publication	Rethinking school feeding: Social safety net, child development, and the education sector	Translation of publication	Publication has been translated into Chinese, Russian, and Spanish, and soon will be translated into Arabic.

Conclusion

23. EPDF-Africa was established in 2006 to provide technical assistance to Sub-Saharan African countries preparing sound education sector programs to advance progress toward the education Millennium Development Goals. Within the GPE framework, the process now involves endorsement of the sector program by the local education group, for possible support for program implementation under the GPEF implementation grant. This annual report on the progress of EPDF-Africa indicates the Fund continues to support the full range of activities envisaged by the EPDF donor partners under the four strategic objectives, namely: education sector plan development; capacity development; monitoring, evaluation and knowledge sharing; and strengthening partnerships. As of December 31, 2011, EPDF-Africa had received a cumulative total of \$55.8 million, allocated \$53.9 million, and disbursed \$46.6 million. The allocations supported 93 country-specific programs and 54 regional programs. Moreover, the total disbursement rate of 86% reflects a healthy pace of program implementation. By facilitating the preparation of sound sector programs that are undergirded by solid analytical work and guided by evidence, EPDF-Africa is helping to ensure sustained donor support for the education sector programs of African countries.

EPDF- East Asia and Pacific (EAP) 2011 Annual Progress Report

Introduction

24. This report is an annual progress update of the EAP regional activities financed by the EPDF, for which the Bank is implementing or supervising entity. Aligning with the EPDF strategic objectives, EAP's EPDF activities have been developed to address the education sector issues specifically for the region, for instance: (1) access of education for the most disadvantaged groups; (2) student's learning achievement; (3) skills and employment; and (4) efficiency and accountability of education sector.

25. The fund provides technical assistance to support country-led processes. It reinforces this approach through support for capacity building, knowledge sharing and technical assistance. The progress report focuses on implementation of the projects/activities that received extension to August 31, 2012. The report provides a progress update around the four strategic objectives of EPDF ended December, 2011. By December 2011, the EPDF has financed twenty four (24) activities executed by the Bank; one (1) executed by the Government which was cancelled. Seven (7) activities are still active and will be closed on time by August 31, 2012, and seventeen (17) activities are completed.

Objective 1 – Support Education Sector Plan Development

26. In 2011, the EPDF supported several countries in the region to prepare project documents and submitted for GPE's endorsement. The allocation for this objective was 20 percent. The EPDF has been used by the Region to provide technical assistance for preparation of applications for GPE for Mongolia, Timor-Leste and Vietnam.

27. In Mongolia, the trust fund assisted the country's preparation of the GPE funded Early Childhood Education project. In December 2011, the GPE Secretariat informed Mongolia that it approved \$10 million to support early childhood education. The trust fund supported the preparation of the Project Appraisal Document (PAD), the country application form, the update of the Project Information Document and the Integrated Safeguards, as well as completion of the External Quality Review. With the approval of the GPE Board, negotiations took place in January 2012, and the grant is well on its way to becoming effective. The grant is expected to become effective by May 2012. The activity will thus achieve its intended purposes.

28. In Timor-Leste, the EPDF financed the preparation of the Management Strengthening Project. Management constraints have been identified as one of the major challenges to successful achievement of the ambitious goals of the country's National Education Strategy Plan (NESP). The Ministry has lacked a clear vision for strengthening institutional, organizational and individual capacity to address these constraints, and donor assistance in this area has been fragmented and ad hoc. The project, when realized will assist the government address this issue. In the country context, donors' coordination has been difficult; the task team was focused very much on trying to get the proposal completed in a difficult environment. At the later stage, the development of a Management Strengthening Action Framework (MSAF) – led by the Ministry, using participatory approaches was defined as the priority area in implementing the NESP. The MSAF presents the core technical approach of the Management Strengthening Project. With the expected government commitment of additional funds project effectiveness is estimated for mid-2012. The funds have therefore been successful in their purpose.

29. In Vietnam, after extensive discussion and consultation on the priority areas for the country's application for GPE funds, the agreement was reached to focus on improvement of primary school students learning outcomes. The EPDF financed the technical assistance to Vietnam for preparation of the investment, Vietnam New School Model (VNEN). The proposed Vietnam VNEN project is an adaptation

of the well known and extensively researched Escuela Nueva (EN) program in Colombia. EN is a renowned student-centered learning program from Colombia that has since been adapted in a number of other countries. The project seeks to scale up a pilot implementation of VNEN being administered by the Ministry of Education and Training (MOET) to a level where it will benefit a sizeable cohort of primary school children and be in a position to substantially influence the substance and form of the system wide curriculum reform to be implemented from the year 2015. The team received the management's authorization for an appraisal mission. The proposal will be finalized and ready for submission to GPE Secretariat in the coming round. GPE Secretariat has announced \$85 million to support Vietnam for implementation of this project.

Objective 2 - Capacity Development

30. Continuing the activities approved in the previous years, EAP focuses on capacity development activities identified through the regional consultation with the governments, the donors, and other institutions. These include:

- Focusing on achieving students' learning,
- Strengthening M&E and student assessment systems; and
- Strengthening teacher and school accountability

31. Weak management of education systems manifests itself in different ways and will lead to low performance of education and learning outcomes. We believe that, once the foundation is built, capacity will remain and grow in the country. This would include better capacity for governance of education systems, empowerment through decentralization and greater autonomy, and increase in accountability of teachers, schools, managers for better learning outcomes.

32. The regional funds have been used strategically in building the capacity of regional networks; it continues to support the multi-phased project that promotes the practice of mother tongue-based multilingual education in the region led by SEAMEO (South East Asia Ministers of Education Organization). The Project involved the 11 SEAMEO Member Countries, aimed at providing opportunity to explore how Southeast Asian countries, through appropriate language policies, can achieve learning for all and improve learning outcomes. The report was finalized and has been highly recognized by the SEAMEO. The regional workshop was organized in September 2011 in the Philippines as the closing event of this activity supported by the EPDF on mother tongue-based multilingual education in EAP region⁵.

33. In Mongolia, as requested by the Minister of Education, the region provided funds to support a project of US\$1 million for capacity building and its participation in international assessment (TIMSS and PIRIL). The project had been implemented well until the results of the field test were available. The Trust Fund activities have been efficiently implemented and on implemented on schedule. However, due to non-implementation of the full scale field survey, the full value of the earlier investment could not be realized. Although the full scale survey was not implemented, the pilot study has yielded rich information on the strengths and weaknesses of the education system. The activity was closed on June 30, 2011. The remaining funds have been reflowed and reallocated to other regional on-going activities. An Implementation Completion Memorandum (ICM) was submitted and approved by the management.

34. This objective holds 46 percent of EPDF for the region. In fact, part of all activities implemented in the region and financed by the EPDF is contributing to build up the government counterpart's capacity in

⁵ http://www.seameo.org/index.php?option=com_content&task=view&id=539&Itemid=1

various areas. Capacity exercise has been embedded in each activity of the region. Various workshops and dialogues have been carried out with the government counterpart in all counties to discuss on policy options on the area for specific country context. Visits cross countries have been conducted for knowledge and experience sharing which has resulted good impacts for implementation of GPE projects in Lao, PNG, and realization of the Vietnam's VNEN project which is being finalized.

Objective 3 - Monitoring Evaluation and Knowledge sharing

35. The regional strategic emphasis on M&E continues as this is a weak area in most EAP countries due to the lack of M&E history and culture in the public sector. Allocation for this strategic objective has increased slightly to 19 percent of EPDF for the region from 18 percent the previous year.

36. The EPDF grant "Using PISA to understand learning outcomes in Indonesia and Thailand" was used to produce several reports, one on the determinants of learning in Indonesia, which has been published as a working paper, in a refereed academic journal, and disseminated in Indonesia; a report on learning on Thailand, which was recently published as a Bank report and widely disseminated in Thailand; organized several regional meetings, country seminars and conferences, as well as missions to the region. The work was extended to support initiatives which eventually led to a benchmarking education systems program in East Asia, and a regional benchmarking exercise, the participation of several clients in international events, and promoted the use of assessments in policy research.

37. In Indonesia, the report uses the Oaxaca-Blinder technique to assess how much of a gap is due to differences in characteristics (explained variation) and how much is due to policy or system changes (unexplained variation). The decomposition technique was applied in an effort to analyze the increase in Indonesia's score in PISA mathematics. Between 2003 and 2006, Indonesia's score increased by 30 points, or 0.3 of a standard deviation. The test score increase is assessed in relation to family, student, school and institutional characteristics. The gap over time is decomposed into its constituent components based on the estimation of cognitive achievement production functions. The decomposition results suggest that almost the entire test score increase is explained by the returns to characteristics, mostly related to student age. However, we find that the adequate supply of teachers also plays a role in test score changes.

38. In Thailand, the use of assessments led to a menu of policy options that were discussed with policymakers. These included the need to target disadvantaged students and schools. The report revealed major disparities in learning achievement and in the quality of schooling between urban and rural areas as well as between rich and poor students. Resource and teacher shortages were felt hardest in the poorest performing schools. However, there have been recent improvements in learning achievement among the poorest 50 percent of the population, as well as improvements for the poorest performing students which need to be understood better. If the education system of the rest of Thailand performed as well as Bangkok, Thailand's education system would perform as well as the United States. To achieve this however, policy makers would need to focus on targeting poor performing schools and students. There are several international examples of compensatory and targeted programs that have been effective at improving education outcomes. This study also supports policy dialogue on improving accountability mechanisms for publically funded private schools. The findings revealed that public schools outperform private schools even though private schools receive public funding. The implication is that the accountability mechanism for private schools that receive public funding needs to be improved in order to ensure that private schools are providing high quality services. There are several international examples of strong accountability mechanisms for publically funded private schools.

39. The grant achieved its intended objective of using student achievement results to assess changes in performance. The knowledge of the determinants of test score change over time was increased in both countries. We also organize an important event to present the results in the region.

40. Starting in 2009, the regional EPDF has been used to introduce early grade reading assessments (EGRA) in countries in the Pacific region (Vanuatu, Tonga and PNG). Results from the Pacific EGRA program raised awareness about the importance of measuring reading abilities in the first grades of primary education. Results from Phase I of Pacific EGRA program can be summarized as follows:

- A baseline EGRA assessment in Tongan language carried out in Tonga in November 2009, followed by a review of preliminary results with government staff and donor partners in May, 2010 and delivery of the Tonga Early Grade Reading Assessment (TEGRA) Report in August 2010.
- Two baseline EGRA assessments in English and French carried out in August 2010, followed by a review of preliminary results with government staff and donor partners in February, 2011 and delivery of two Vanuatu Early Grade Reading Assessment (VANEGRA) Reports (English-medium and French-medium schools) completed in January, 2012.
- A pilot EGRA assessment carried out in Papua New Guinea's National Capital District in July 2011 and discussion of pilot results with government counterparts in October, 2011; a baseline assessment in Madang province carried out in November, 2011 followed by a review of preliminary results with government staff on December, 2011 — final report expected to be completed on April, 2012.
- An Early Grade Reading Assessment Conference held in Sydney, Australia (April, 2011), attended by ten countries in East Asia and the Pacific, and the first knowledge sharing event from Pacific countries to the broader East Asia region.

Out of the four nationally-representative surveys originally planned, two have been completed and results have been reported back to government partners.

41. In PNG, EGRA work is set to carry out up to four provincial-level assessments, one of which (Madang province) was successfully completed in November, 2011. Final results for the Madang EGRA survey were presented to government counterparts on March, 2012 and the final report will be handed over on April, 2012. In the rest of the provinces, project management, piloting of instruments and data collection will be financed through the GPE-financed investment project to PNG.

42. In addition, EPDF funds have been being used to support technical assistance to local teams for the development of the Lao PDR EGRA baseline survey. Project management, piloting of instruments and data collection will be financed through the Lao PDR GPE-Catalytic funds. The activity is planned to be completed on time as scheduled by June 2012.

43. In Cambodia, two impact evaluations (IE) are being carried out; first, for the IE of the primary scholarship program; and second, for the IE of ECE programs. Both projects are going well, data are being collected and the final complete datasets for both projects have been delivered in August 2011. Both data collection exercises were delayed because the activities they are associated with were also delayed (i.e. these are impact evaluations, and we had to wait for the interventions to take place before collecting follow-up data).

44. For the IE of the primary scholarship program; the EPDF-funded household data collection effort was successfully implemented. A firm was contracted; the questionnaire was finalized and pre-tested; and fieldwork began in early April 2011. The work was somewhat delayed relative to the initial plan in order to align the data collection with the end of the school year for the cohort of scholarship recipients. The data were digitized, and are in the final stages of being cleaned—at which point analysis will commence. Preliminary results are expected by May 2012, with a draft report to follow.

45. For the IE of ECE programs; data collection for the follow-up survey in the localities in which informal programs were established, as well as localities in which formal preschools were established, was completed in July 2012. There was a delay in data collection in formal preschool areas because of the delay in the construction of the schools in which the new preschool classes need to be established--and data collection was delayed to increase the exposure time of the beneficiaries to the program. Most of those new preschool classes were built during this academic year (2010-11). The data were digitized, and are largely cleaned--data analysis is currently underway. Preliminary results are expected by May 2012, with a draft report to follow.

Objective 4 - Strengthen Donor Partnerships

46. The region continues to pay close attention to fostering and strengthening donor partnerships in both EPDF and non-EPDF supported countries. Besides working with and support in-country donor on GPE endorsement activities, great effort has been made to improve and expand collaboration with donors in the capacity development and knowledge sharing area. Donor coordination and partnership has been always embedded in each activity supported by EPDF for the region. This activity contains 16 percent of EPDF allocation for the region.

47. In summary, all activities are being implemented toward achievement of each intended objectives. Actual disbursement by December 2011 was 77 percent. It worth noting that there is no clear distinction of the utilization of funds between the four strategic objectives of EPDF as all activities are interrelated. The regional activities have been focused on supporting the client countries implementing each plan in achieving the millennium development goals and addressing the issues of education sector in each country context.

48. It is foreseen that full disbursement will be made by the end of December 2012. An update financial status of EAP EPDF (by December 11, 2011) is presented in the attached Annex.

Annex 1: EAP EPDF Financial Status by December 11, 2011

East Asia and Pacific: Summary of EPDF Allocation and Disbursement

Table 1: EPDF-EAP financial summary (Status as December 13, 2011)

		in US\$		
Fiscal year		Pre-GFR	GFR	Total
Total Receipt		2,900,000	5,596,000	8,496,000
Net Recipient Exec			(1,000,000)	(1,000,000)
Available for Bank Exec	(A)	2,900,000	4,596,000	7,496,000
Approved GFRs				
Disbursements as of Dec 13 2011**:	(B)	2,880,907	3,657,736	6,538,643
Open Commitments as of Dec 13, 2011	(C)		137,502	137,502
Total Expected Disbursements	(D) = B+C	-	3,795,238	6,676,145
Not Yet Allocated to GFRs	(E) = A - B		n.a.	n.a.
Proposals being reviewed			n.a.	n.a.

** This amount excludes disbursement of TF Recipient-Executed

Table 2: Actual Receipts and Disbursement by FY for all EPDF Funds (Status as December 13, 2011)

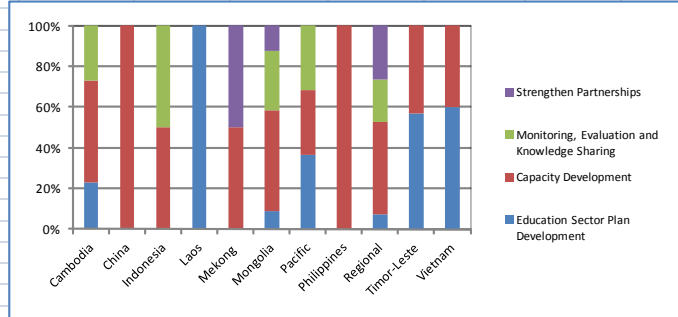
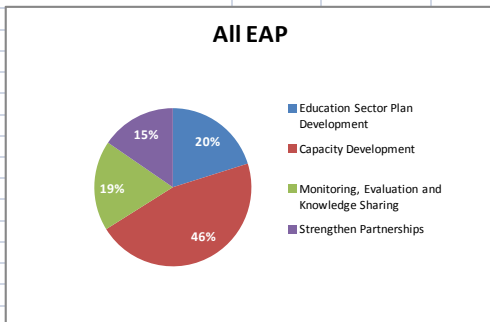
Fiscal Year	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total	Percentage
Work Breakdown Share										
Receipts										
In-Year Receipts	900,000	1,500,000	0	4,385,000	1,706,000	0	5,000	0	8,496,000	
Cumulative Receipts	900,000	2,400,000	2,400,000	6,785,000	8,491,000	8,491,000	8,496,000	8,496,000		
Disbursement										
Program Implementation	9,316	196,144	582,077	907,876	1,116,871	952,843	1,134,006	405,439	5,304,571	62%
TF Management	16,405	47,904	151,021	216,155	262,442	157,573	190,474	192,099	1,234,072	15%
Grand Total	25,721	244,047	733,097	1,124,031	1,379,313	1,110,416	1,324,481	597,537	6,538,643	77%

Table 3: Actual Disbursement by EPDF Objective and by FY for all EPDF Funds (2005-2012)

Fiscal Year	2005	2006	2007	2008	2009	2010	2011	2012	Sub-Total	
Objective										
Education Sector Plan Development	Objective 1	0	0	82,467	92,712	329,699	307,553	306,076	197,872	1,316,380
Capacity Development	Objective 2	12,860	150,363	335,578	591,831	621,718	461,413	554,169	275,868	3,003,801
Monitoring, Evaluation and Knowledge Sharing	Objective 3	0	12,471	80,161	118,567	301,865	276,811	298,125	123,167	1,211,167
Strengthen Partnerships	Objective 4	12,860	81,213	234,892	320,920	126,030	64,639	166,111	630	1,007,295
Grand Total		25,721	244,047	733,097	1,124,031	1,379,313	1,110,416	1,324,481	597,537	6,538,643

Table 4: Actual Disbursement by country and by EPDF Objective for all EPDF Funds

Country	Objective 1	Objective 2	Objective 3	Objective 4	Sub-Total
Cambodia	74,464	162,470	88,006	0	324,939
China	0	309,826	0	0	309,826
Indonesia	0	38,778	38,778	0	77,555
Laos	245,090	0	0	0	245,090
Mekong	923	245,290	0	245,290	491,503
Mongolia	23,155	133,906	77,704	33,047	267,812
Pacific	499,388	435,298	435,298	0	1,369,985
Philippines	0	225,187	0	0	225,187
Regional	198,153	1,261,957	571,382	728,958	2,760,450
Timor-Leste	71,185	53,953	0	0	125,138
Vietnam	204,021	137,137	0	0	341,157
Grand Total	1,316,380	3,003,801	1,211,167	1,007,295	6,538,643



EPDF- Europe and Central Asia (ECA) 2011 Annual Progress Report

Summary of Progress in 2011

49. In the Kyrgyz Republic, the year 2011 was a year of transition and progress. The presidential elections took place bringing with it a peaceful transfer of power from the provisional government to the newly formed government led by the elected President. The new government took forward the development of the Medium-term Strategy (MTS) as a roadmap for the country's reform and development in the next three years. In line with the MTS, the education sector worked to formulate an Action Plan for 2012-14 that outlines the development and reform priorities in the sector with a three-year budget program. The extended EPDF funding from 2010 provided just in time technical assistance and advice to the government in support of the preparation of the Action Plan, strengthening the capacity for implementation and producing evidence to inform the policy formulation by evaluating the lessons learned from the piloted reforms in governance and financing. The EPDF resources helped advancing dialogue, policy development and sector capacity.

50. In Moldova, the EPDF funding continued to support the ECD agenda. More specifically, after the successful completion of the GPE 2 Project in 2010, EPDF resources were instrumental in complementing and expediting the preparation of the follow-up project approved by the Board of GPE in late December 2011⁶. Moldova remains at the forefront of countries using such resources for ECD. This demonstrates the Government's recognition of the importance of ECD and its contribution to economic and human development, poverty reduction and social inclusion.

51. In Tajikistan, resources provided by the EPDF have continued to be a critical support for the cohesive functioning of the local education group to ensure quality and sustainability of the GPE-related activities and to conduct just in time policy dialogue with key stakeholders. The local donor group was the main body that through dialogue was able to convince Government to not change the mandatory basic education from 11 to 12 years—a move that would have been premature and taken limited funds away from other education sector priorities.

Objective 1: Education Sector Plan Development

52. Kyrgyz Republic. The Action Plan for 2012-14 has been drafted. The Plan outlines the priority reforms to be undertaken in the sector from pre-school to tertiary education and the costs associated with these programs (detailed in the document entitled the "Spending Plan") to support implementation. The Plan has gone through two rounds of stakeholder consultation and public hearing. The draft plan is undergoing refinement with its final edition to be adopted officially in late 2012. The Plan, once adopted, will serve as the roadmap for undertaking key reforms in governance, financing, improving service delivery and overall sector performance and realignment of the assistance from the development partners through a Sector Wide Approach program for its implementation. The EPDF funding supported the development of the Action Plan by targeted assistance in developing the policy content, specific interventions, implementation and monitoring and evaluation arrangements in key policy domains, as well as the costing of the strategy and the expenditure program for implementation.

53. Moldova. The resources allocated under this area were almost entirely exhausted in 2010 when the country was supported with intensive international and local expertise to update its Consolidated Strategy for Education Development (CSED) for the period 2010-2015 and action plan for implementation, as well as financial simulation models. As a result, the updated CSED and associated documents developed with

⁶ Moldova implemented GPE 1 (\$4.4 million) in 2006/2008 and GPE 2 (\$4.4 million) in 2008/2010. A third follow-up project from the GPE (\$4.4 million) was approved on December 27, 2011 and is expected to become effective shortly.

EPDF support were included as key documents in the application package for the follow-up grant from the GPE (submitted in August 2011). As part of the Bank supervision responsibilities, intensive exchanges related to these documents (especially the financial simulation models) took place between the country team, the Government, and the UNICEF experts.

54. Tajikistan. The EPDF funds supported policy dialogue focused on the move from 11 to 12 years of general education from June 2011 onwards. This was essential because the Government was ill prepared for this big change in the system making the donor community skeptical on the necessity of the move. EPDF financed international Technical Assistance (TA), data analysis, a series of workshops, discussions with key stakeholders including the Parliament was critical in resulted in the Government and Parliament's decision to postpone the move which was a welcome decision by the donor community as the country has other immediate priority and needs in the education sector. The EPDF funds continued supporting Education Strategy revision which took more time than initially envisaged due the policy debates mentioned above.

Objective 2: Capacity Development

55. Kyrgyz Republic. In 2011, this subcomponent continued the technical assistance to the government in policy analysis and in piloting innovations in governance and financing. A simulation for the potential scaling up of the Per Capita Funding (PCF) was undertaken to assess the cost and benefit of the proposed scale up. Additionally, a plan to expand the PCF in the Bishkek and Osh regions has been developed. The new government initiated a program of restructuring of the existing government departments and agencies which will downsize the Ministry of Education and Science (MOES) along with other agencies. Further functional and institutional analysis was carried out to identify the core functions that need to be strengthened and assessed the MOES capacity for implementation of the Action Plan and the SWAp program. The output of the assistance informed the revision of the Action Plan and the design of the SWAP program to be financed by the development partners supporting implementation of the plan.

56. Moldova. In this area, the EPDF funds supported the education sector in Moldova with international technical assistance for the design of the follow-up GPE Grant proposal. The work was focused on ways of expanding the successful activities undertaken under the GPE 2 project and the child centered practices already initiated in previous years. More specifically, the international expertise was aimed at supporting the education sector to expand the ECD coverage and address equity issues with a much stronger focus on enhancing the quality of the pre-school services. This included the design of a country wide (kindergarten-based) professional development program for pre-school teachers associated with the provision of modern teaching and learning materials; the new outline also incorporated a school readiness assessment instrument to be developed and piloted under the new GPE grant. Other aspects developed in view of the upcoming intervention are related to ECD legislation improvements with a cross sectoral approach and parental education. EPDF funds were also used to increase the capacity of the Ministry of Education (MOE) for implementation readiness arrangements. National expertise was financed to support the MOE to prepare a detailed Operational Manual for the follow-up GPE grant including detailed activities, costs, procurements plan, financial arrangements, safeguards, etc.

57. Tajikistan. In 2011, the EPDF continued providing support to strengthen management, fiduciary and technical capacity of the Ministry of Education, Ministry of Finance, and local authorities; to maintain data collection system in the education sector and analyze data for policy making; to manage externally-funded operations without international technical assistance; and to maintain a new funding mechanism (per capita financing). The EPDF provides resources for continuous strengthening of the Ministry's management and fiduciary capacity (drafting Terms of Reference-TORs, contract management, internal control and audit, technical quality etc.). As a result, technical and management capacity in the Ministry of Education is being strengthened as demonstrated by improved quality of the TORs and reports submitted to the LEG and World Bank for review.

Objective 3: Monitoring, Evaluation and Knowledge Sharing

58. Kyrgyz Republic. In 2011, the assistance under this subcomponent was to provide continued analysis and advice on enhancing the sector capacity for M&E. This important policy domain remains the weakest link with a fragmented system of data collection and processing, poor coordination between MOES and National Statistical Office regarding education statistics and little use of data for decision making. The concrete progress in 2011 was the formulation of key reform steps to better manage and use education data and information as input to the Action Plan and the intended donor support through the SWAp program. Under the Plan, details have been drawn out in supporting the establishment of an integrated Education Management Information System (EMIS) and in putting in place a legal and institutional framework to manage the collection, share and use of information and the enhance technical and human capacity for education statistics and information in MOES. This reflects shared concern and concerted effort among the government agencies and the development partners. In addition to this major development, the extended EPDF resources also contributed to undertaking a number of important activities: (a) an evaluation of two major policy pilots under a Bank financed project. These are pilots of Per Capita Funding and Performance based Incentive for Teachers to produce the evidence on the lessons learned. And (b) an assessment of the education system in four policy domains: teacher policy, school accountability, student assessment and early childhood development. The outputs of the exercise informed the policy dialogue by benchmarking Kyrgyz Republic with other countries and by providing specific recommendations for reform in these critical policy domains.

59. Moldova. The EPDF resources were also essential for bringing in international expertise to support the development of a comprehensive final Project Document for the follow-up GPE Grant. This document represented a key element in the evaluation process of Moldova's application package, as evidenced by the approval of the new grant. Best practices, lessons learned, constraints, challenges and opportunities in the ECD sector were analyzed in view of the finalization of the Project Document.

60. Tajikistan. EPDF funds were used to support the Ministry of Education and the Ministry of Finance to monitor, assess and evaluate ongoing reforms and operations, to establish an M&E system in the Ministry of Education, to further support its Education Management Information System. Funds were also used for TA to consult with the LEG on the quality of the activities undertaken by the Government in key areas like education planning and management, school infrastructure, teacher and director training, etc. For example, EPDF supported design of the evaluation of the results of the different trainings conducted in GPE Grants. As a result, the quality and results of the training was improved. Also, the EPDF is funding international TA to strengthen the project monitoring system in the Ministry of Education, as well as local and international TA to improve the Ministry of Education's internal supervision and quality check system, to advise LEG on the Civil Works quality. Lastly, EPDF supports the Ministries of Education and Finance in designing and establishing a per capita financing monitoring system and database.

Objective 4: Strengthening Partnerships

61. Kyrgyz Republic. The original objective of this subcomponent has been achieved in undertaking a major sector review with the OECD and publishing the review results. The joint report by the Bank and OECD – Lessons from PISA, was published in December 2010 and disseminated through rounds of round table forums with the policy makers, civil society and donor community in 2011. Many of the recommendations have been incorporated into the government strategy and the Action Plan as well as the design of the Bank program of support to the sector. In addition to the published report, a policy brief was produced to highlight the key messages and recommendations in print and web based form to reach out a wider set of interested stakeholders.

62. Moldova. The remaining EPDF funds in this area were almost fully utilized in 2010 to support, together with UNICEF, a National Conference on Access to Quality Early Childhood Education - Achievements, Lessons Learned, and Perspectives under the GPE Grant. In 2011, the country team continued to have a good cooperation relationship with UNICEF (Lead Donor Agency in Moldova), as evidenced by the joint visits and dialogue related to the remaining agenda for ECD in Moldova.

63. Tajikistan. Resources provided by the EPDF have been instrumental in supporting the local education group and foster donor coordination and partnership.

Table 11. Key Outputs Financed by EPDF in 2011

KYRGYZ REPUBLIC	
<i>Sector strategy updating</i>	Action Plan 2012-2014 completed Spending Plan: medium term expenditures completed
<i>Technical assistance in financing and governance</i>	Refined PCF model, PCF simulation results and plan for piloting in two Rayons functional analysis of the MOES completed
<i>Technical assistance in improving the M&E system and use</i>	Agreement on the establishment of an EMIS and the legal and institutional framework that would accompany it. Completed the evaluation of two policy pilots under a IDA project.
<i>Analytic work</i>	Completed SABER (Systems Approach for Better Education Results) in four policy domains: teacher policy, school accountability, student assessment and early childhood development.
MOLDOVA	
<i>Sector strategy updating (co-financed by UNICEF)</i>	Revised Consolidated Strategy for Education Development Education Strategy (2011-2015), Action Plan, and Financial Simulation Models (approved by MOE in November 2010)
<i>Technical assistance for improving the quality of preschool services</i>	Design of a professional development program for preschool teachers Outline of a school readiness assessment instrument (to be developed under the new GPE grant).
<i>Technical assistance for development of Operations Manual</i>	Operations Manual of the new GPE grant completed
TAJIKISTAN	
<i>National Education Sector Strategy Development</i>	International TA to assist the MOE in the process coordination To contribute to the policy and technical discussion including production of the policy papers and presentations. The series of the new Strategy drafts and comments
<i>Technical Capacity Development</i>	Assistance to the MOE and RIITT staff in designing surveys, drafting TORs for local and international TA hired by the MOE, reviewing and commenting products of the TA hired by the MOE under GPE grants (quality check), e.g. for the CWs (design, drawings, technical specifications), INSET review, mentoring program, reading materials, per capita financing, EMIS etc.
<i>M&E Capacity Development Trainings</i>	Support for the Grant M&E manual development Support for the training monitoring and evaluation procedures development Support for the M&E results analysis and presentation at the workshops
<i>Management and Fiduciary Capacity Strengthening</i>	Continuous coaching by international TA on contract management, FM and procurement for the MOE's staff and local consultants, as well as on data analysis and use for policy making.

Table 12. Summary of Financial Activity as of February 2011

EPDF-ECA Disbursements by Country, FY2006–12 (\$)

Country	Total allocation	Total disbursement (FY06-FY11)							
		FY06	FY07	FY08	FY09	FY10	FY11	FY12	TOTAL
Albania	75,000	-	63,181	2,822	-	-	-	-	66,003
Georgia	206,500	24	70,293	25,117	-	108,000	-	-	203,433
Kyrgyz Rep.	943,000	178	137,201	53,372	124,360	287,976	70,957	129,754	803,798
Moldova	666,100	-	140,270	120,168	5,085	175,074	110,260	20,524	571,381
Tajikistan	1,099,400	35,802	170,204	123,686	175,284	171,603	135,289	99,345	911,213
Regional Funds	224,000	-	-	-	40,766	-	35,194	2,999	78,959
TOTAL	3,214,000	36,004	581,149	325,165	345,495	742,653	351,700	252,622	2,634,787

EPDF- Latin America and the Caribbean (LAC) 2011 Annual Progress Report

Summary of EPDF-LAC Strategy and Achievements

64. The strategy of EPDF-LAC is to accelerate the achievement of the education Millennium Development Goals through EPDF-eligible activities that focus on IDA-eligible priority countries. During 2011, the EPDF-LAC has financed 11 activities and all are executed by the Bank in which 3 are still active⁷ and 8 are completed.

65. The activities of the EPDF-LAC have been developed through discussions and consultations with stakeholders and their respective governments, in particular Ministries of Education in the region, and implemented in collaboration with other relevant partners. All EPDF-LAC activities disbursing in 2011 are based on the global EPDF's Objective 1: Education Sector Plan Development; Objective 2: Capacity Building; Objective 3: Monitoring Evaluation and Knowledge Sharing; and Objective 4: Strengthen Donor Partnership. The EPDF-LAC fund allocation and disbursements in 2011 by country and by objective are presented in figures 2 and 3.

Objective 1 – Education Sector Plan Development (ESPD) (US\$867,000 allocated, US\$680,329 disbursed)

Haiti: Strengthening Government Capacity for Policy Design

66. Following the Government's decision after the January 2010 earthquake to undertake an operational approach to inform the development of an ECD/nutrition policy, two actions were completed in 2011 under the EPDF: (i) the testing of the new protocol for a Ready-to-Use Supplemental Food (RUSF) specific to Haiti and, (ii) the piloting of a service delivery model. The operation was implemented by Meds and Food for Kids (MFK) in collaboration with Washington University, the Haitian National Bioethics Committee and two Hospitals in Port-au-Prince and Cap-Haitian. In addition to the assessment of the effectiveness, the feasibility and acceptability of distributing an RUSF, the Government through this operation could provide treatment to approximately 1,500 children affected by acute malnutrition. The results were conclusive and comparable to international norms for programs using Ready-to Use Therapeutic Food, a large majority of the children discharged by the program attained their goal weight and were discharged as being cured. Beyond the therapeutic assessment of the program, a key finding is the necessary combination of the Nutributter Supplementation with other interventions such as behavior change communication, water, hygiene and sanitation services, vaccination, family planning, etc, for a viable and sustainable ECD/nutrition policy. In light of the operation, the Ministry of Health and other partners are currently considering the improvement of the existing integrated package.

Nicaragua: Education Sector National Assessment, and Application to the GPEF

67. The EPDF fund plays a critical role in the preparation of Nicaragua's Education Sector Plan through the Nicaragua Education Sector Assessment and the Application to the GPEF. In 2011, the EPDF resources were used to finalize the preparation and formulation of the Nicaragua Education Sector Strategy Report (ESP). Consultants worked with the staff of the Ministry of Education (MINED) to provide technical inputs as well as to review and improve several ESP drafts. The ESP was officially presented to UNICEF, the Coordinating Agency, in October 2011. The appraisal of the ESP was carried

⁷ The three EPDF-LAC activities are: (i) TF096583 Nicaragua Education Sector National Assessment, undisbursed amount: \$33,415 as of February 2012, Closing date: 6/30/2012; (ii) TF096585 Nicaragua Application for GPE funds, undisbursed amount: \$115,452 as of February 2012, closing date: 6/30/2012; and (iii) TF098270 Honduras Monitoring and Evaluation, undisbursed amount: \$8,914 as of February 2012, closing date: 8/31/2012.

out during the last quarter of 2011, using the GPE appraisal guidelines. The appraisal of the ESP was completed in December 2011.

68. With the near completion of the ESP, MINED launched the preparation of a new application to the GPE in the second half of 2011. Again the EPDF resources were used to finance technical assistance through international and local consultants. MINED asked the World Bank to continue as the Supervising Entity for the GPE funding and to be responsible for supporting MINED in the preparation of the GPE application. MINED also requested the World Bank to manage a US\$38 million grant from the European Union to help finance the ESP. The GPE application being prepared therefore includes financing from the GPE and the EU. The new intervention is called Education Sector Strategy Support Project (ESSSP). MINED decided that the GPE would finance the ESP priorities related specifically to pre-school education, while the EU would finance lower secondary education. IDA is supporting primary education with a parallel project. The GPE's indicative allocation for Nicaragua is US\$16.7 million. In 2011, the EPDF contributed to financing consultants in early childhood education, education economist, safeguards specialist, social specialist, education specialist and procurement/financial management specialist. The identification for the GPE was completed in November 2011. The World Bank education team prepared the Project concept note, and the note was reviewed on January 5, 2012. The preparation of the ESSSP is expected to be completed in April 2012, so that the completed GPE package will be submitted for the next GPE's application cycle on June 1, 2012.

OECS: EPDF Support for Improvement of Sector Plans in the OECS.

69. EPDF significantly contributed to deepening the Bank's engagement with diverse stakeholders in the Organization of Eastern Caribbean States (OECS) in the areas of quality and relevance of education. With support from the EPDF the Bank hired consultants to prepare a report on: "Curriculum, examinations and assessment, and options for harmonization in the OECS". The report included recommendations on the need to improve monitoring and assessment of learning, and focus on quality and mastery as opposed to quantity (reduce the number of subjects) as well as integration of soft skills in the curriculum from an early stage. This report was discussed at a workshop on quality and relevance of education in the OECS that was attended by policy makers (Chief Education Officers and Planning directors) from 10 OECS countries.

70. EPDF also supported consultants to help in the development of a strategy for tertiary education in the OECS. Outputs from this consultancy will be integrated into both the countries' and sub-regional education strategy. Both the sub-regional and country education strategies are expected to cover the entire education sector, from ECD to tertiary education. These sector strategies are expected to play an important role in improving the quality and relevance of education, both of which are critical outcomes in achieving MDGs.

Objective 2 – Capacity Development (US\$698,800 allocated; US\$690,487 disbursed)

Honduras:

71. The EPDF fund played a fundamental role in helping build capacity around three areas:

- The design of programs to help schools from the PROHECO (Community-Based Honduran Educational Program) Program move beyond the 6th grade of basic education through the support of a couple of international consultancies that helped shape a program to start piloting the full cycle of basic education (offering 7th, 8th, and 9th grade) in a series of schools in highly disadvantaged areas;
- The design of an integrated system of education management information: through the support of a couple of international consultancies that strengthened the capacities within the Secretariat

of Education (SEDUC) to undertake a revised collection of key statistics to analyze progress (efficiency, equity, quality) of the education system and help create capacities within decentralized levels of education, most notably the departmental branches of SEDUC not just to collect these data, but to know how to analyze these indicators and produce useful “state of the education” type of reports;

- The support to Intercultural Bilingual Education (IBE) units within SEDUC through the support of an international consultancy that helped the IBE unit within SEDUC to plan for extended coverage of IBE schools, and adequate curriculum adaptation for the different ethnic groups available in Honduras.

Nicaragua: Early Grade Math Assessment (EGMA)

72. The Piloting of the EGMA was successfully completed in June 2011. 34 schools were included in this first EGMA pilot covering 1,824 students from grades 2-4 as well as 116 primary school teachers and principals. Teachers and principals responded to surveys administered at the same time as the EGMA. The Research Triangle Institute contracted by the World Bank to carry out the EGMA, presented the activities’ findings and main conclusions to MINED in April 2011. The final report was presented to the World Bank in June 2011.

Objective 3 – Monitoring and Evaluation and Knowledge Sharing (US\$678,200 allocated; US\$663,217 disbursed)

73. In Honduras EPDF funds were used to finance a Knowledge Sharing event by which a Lead Education Specialist at the World Bank came to Honduras to present the Stallings Instrument for Classroom Observation. This presentation took place in mid-June 2011 at the Presidential Palace, with the presence of one of the Vice-Presidents and ample media coverage. The event arose so much interest that the Government of Honduras requested the Bank financial help to carry out the administration of this Instrument across a nationally representative sample of schools in Honduras. Since the EPDF funds were not enough to cover the administration of this instrument, this was undertaken under another Trust Fund (the Early Grade Reading Abilities one). But this essential first step was indispensable to the eventual Stallings study that took place in July/August 2011.

74. The Bank, in coordination with the Ministry of education, Barbados, hosted a Regional Learning Event on Improving Teaching and Learning Outcomes in the English-speaking Caribbean countries with Information and Communications Technology (ICT) and Effective Teaching as sub-themes in April 2011. The event provided participants with the opportunity to: (i) learn about international experience and best practices in the areas of effective teaching and utilization of ICT as a tool for improving teaching and learning outcomes; (ii) become familiar with the use of practical tools and resources to enhance national and regional policy dialogue and to improve/develop ICT-related education policy/program; (iii) exchange knowledge and experience already existing in the region; and (iv) discuss and establish mechanisms for continuing regional dialogue and cooperation in improving learning outcomes. Representatives from the following countries and organizations involved in education in the region participated: Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Saint Kitts, Saint Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, UNESCO, Organization of American States, Caribbean Examination Council, Organization of Eastern Caribbean States, Inter-American Development Bank, Caribbean Knowledge and Learning Network (CKLN), the European Union and the Caribbean Development Bank. Country participants made short presentations on an education initiative, goal, need or particular challenge that their country has faced regarding improving teaching and learning outcomes with a focus on ICT as a way to frame the discussions and share knowledge and perspectives between countries in the region.

75. EPDF funds financed the Second Caribbean Learning Event for Improving Teaching and Learning Outcomes with the assistance of ICT Portland, Maine, July 26-28, 2011. This learning was a follow-up to the First Caribbean Regional Learning Event held in Barbados in April 2011, and featured representatives from Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago, as well as from the Caribbean Examinations Council, the Organization of American States (OAS), and UNESCO. The learning event was structured to build upon the five main areas that countries identified during the first learning event for further support within the overall theme of improving teaching and learning outcomes. The five areas included:

- Teacher professional development;
- Developing ICT-assisted instructional materials;
- Maintenance of investments and formulation of e-waste policies;
- Education Management Information Systems (EMIS); and
- Strategic planning for integration of ICT in education, budget trade-offs and returns to investment.

76. Strategic planning (area 5), was the overall focus of the second workshop and countries benefited from the practical guidance and experience of the Maine International Center for Digital Learning (MICDL) who co-hosted the event. The State of Maine is considered a leader in formulating and implementing ICT in Education policy and was one of the first worldwide to implement one-to-one computing in its school system at grades 7 and 8. This was achieved through the Maine Learning Technology Initiative (MLTI) that was founded by former Governor Angus King and MICDL, President, Bette Manchester in 2000. Maine was a vibrant setting to host this event, providing the Caribbean participants the opportunity to interact with the state's policymakers, managers, and practitioners involved in the development and execution of the strategy. Panelists discussed their recommendations on how best to approach and support the development of policies and practices in the field of digital learning and teaching and then implement them in a successful manner.

77. The learning event also focused on the introduction and application of the ICT in Education Policymakers Toolkit through working sessions with an independent expert formerly with UNESCO, Bangkok. The OAS assisted with teacher professional development and ICT-assisted instructional materials, by setting up a community of practice on their Inter-American Teacher Education Network (ITEN) for the Caribbean countries and a repository for educational software that is recommended, piloted and/or evaluated among the participating countries. Participants and others are welcome to join and continue the dialogue as well as to make suggestions and participate in webinars for the Caribbean. Finally, in response to the growing recognition that ICT can produce a dilemma for managing the maintenance and disposal of electronic equipment, a brief session on e-waste policies was included in the learning event.

78. Over the course of the three days, presentations and group working sessions were held, producing invigorating discussions and achieving high-levels of collaboration. At the end of the event, groups of countries made ICT in Education Master Plan presentations based on their work with the ICT in Education Policymakers Toolkit. Presentations and working group outcomes are posted for further information. Participant feedback on the Second Caribbean Regional Learning Event confirmed that it was informative and extremely relevant to the education context of their respective countries. The Maine experience offered an invaluable firsthand account of using ICT as a support for achieving educational goals. It highlighted some of the key issues in implementing digital technology and underscored the importance of ICT as a device to enhance teaching and student learning within the larger framework of developing a 21st century education system. Participants also noted that the learning event provided an excellent combination of presentations and hands on resources, developing and honing the skills and tools participants will apply in refining their Education Sector Strategies and specific ICT components.

Objective 4 – Strengthen Partnerships (US\$2,800 disbursed)

79. In Honduras EPDF funds were used to finance the final stages of an international consultancy to develop, in partnership with Transparency International, the design of a book on “Governance and Accountability in Education for Honduras”. This book is in its final stages and is expected to be out by June 2012. The book contains 5 modules: 1) Tools and Indicators for Diagnosing Corruption in Education; 2) Factors that Impinge in the Lack of Transparency in the Governance System of the Education System; 3) Tools to Improve the Transfers and Accountability in the Education System; 4) Case Studies; and 5) Action Plan for Improving the Transparency and Accountability in Education.

Figure 3. EPDF-LAC Allocation by Objective, 2011

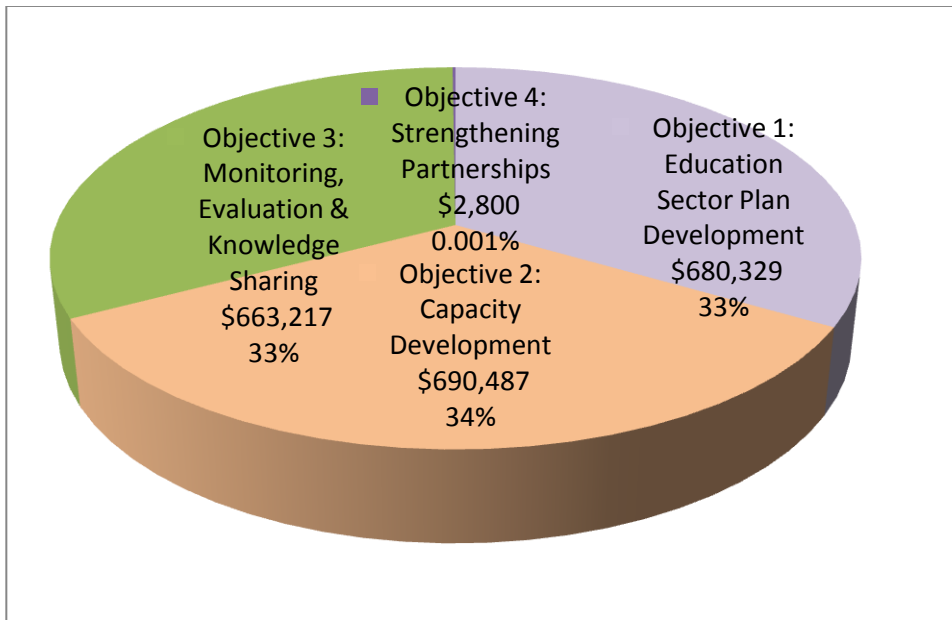
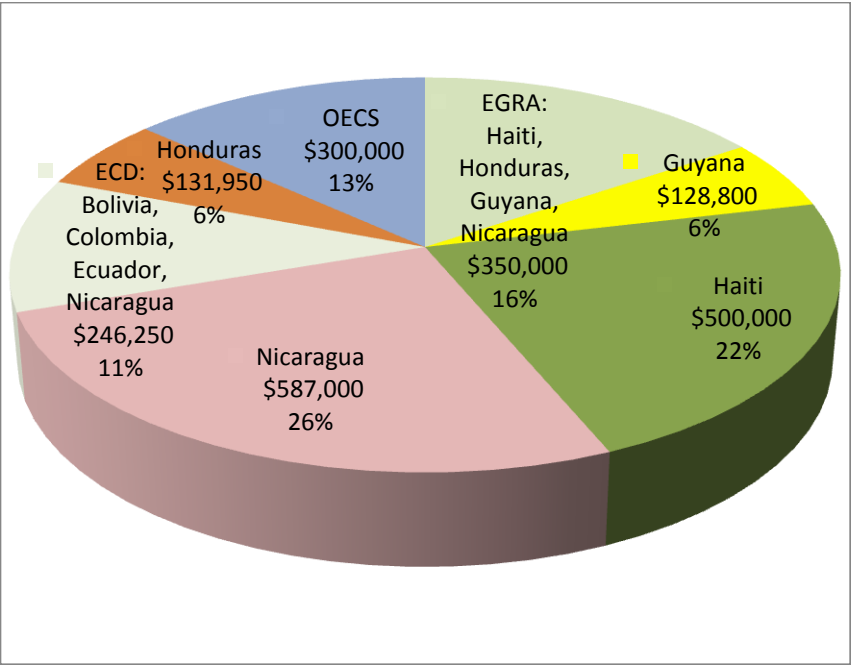


Figure 4. EPDF-LAC Allocation by Country/sub-Region, 2011



ECD=Early Childhood Development
 EGRA=early Grade Reading Assessment

EPDF- Middle East and North Africa (MENA) 2011 Annual Progress Report

Summary of Receipts, Allocations, and Disbursements, as of February 2012

80. For the current round of EPDF-MENA (2009 – 2011), MENA was granted a total of US\$2.6 million. As of February 28, 2012 the disbursement reached 100% for Djibouti and Regional Programs and 78% for Yemen (see Table 14). Several key activities such as development of Education Sector Plan and related workshops were delayed in Yemen due to the county unrest. Total disbursement was 91.5 % and we plan to fully utilize the remaining balance. The original closing date of EPDF was December 2011, therefore, activities were planned to complete before August 31, 2011. A few activities were approved by the Secretariat for a one year extension. Table 13 summarizes a list of approved activities. Implementation of those activities was on track until December 2010 when the region was hit by unprecedented social unrest and political instability which left enormous social and economic effects in the region. Yemen was one of the severely affected countries. As the risky situation escalated country office staff were evacuated followed by the Bank’s official suspension of disbursement to projects (July 28, 2011 - January 19, 2012). Overall implementation capacity and communication at MoE and Local Education Groups (LEGs) were significantly deteriorated with a combination of factors triggered by the turmoil; lack of electricity and fuels; restricted mobility in the city due to serious security threats; staff turn-over; and regime changes. Those are all drastic changes, un-ignorable when evaluating implementation progress and achievements. Specific description of impact at each country level and to the EPDF supported activities are summarized in the Section “Summary of Achievements by Objectives”.

Table 11. List of MENA Approved Activities for Extension

Recipient	Approved activities for one year extension
Yemen	<ul style="list-style-type: none"> • Country Status Report dissemination and Development of Integrated Education Vision; • Institutional Capacity Building; • Support for Key Education Sector Reform; • CCT Impact Evaluation; • TIMSS Participation and related Training
Regional	Regional Study on Teacher Policies

81. Consistent with the EPDF framework, two IDA countries (Djibouti and Yemen) that place high priority on the achievement of the Education MDGs (universal primary education and gender equity in basic and secondary education) are directly supported by country-specific funding. Region-wide activities aim to support the achievement of the MDGs and other development goals by promoting knowledge sharing and strengthening partnerships, given that reform issues are cross-cutting. All activities have been implemented in close coordination and collaboration with LEGs. The share of allocation was 13 % for Djibouti and 40% for Yemen respectively. The rest of the funds were used for the regional activities. As shown in Table 13, as of February 2012, both Djibouti and Regional accounts disbursed 100%, followed by Yemen’s 78 %.

Table 14. Actual EPDF-MENA Allocations and Disbursements by Country (EPDF 2009 - 2011)

Country	Receipts (\$)	Allocation share (%)	Disbursements (\$)	Disbursement rate (%)
Djibouti	\$344,322.57	13.1%	\$344,322.57	100.0%
Yemen	\$1,062,212.56	40.5%	\$839,992.25	78.2%
Regional	\$1,217,071.90	46.4%	\$1,217,071.90	100.0%
Total	\$2,623,607.03	100.0%	\$2,401,386.72	91.5%

Summary of Achievements by Objective

82. Overall, EPDF support has been crucial in improving capacity; knowledge sharing, and strengthening engagement with the LEGs. This section provides a narrative summary of specific achievements by EPDF objective. Deliverables and outputs from completed activities were sent separately to the Secretariat.

Objective 1: Education Sector Plan Development

83. In Djibouti the EPDF supported technical assistance for the inclusion of Technical and Vocational Education and Training (TVET) in the National Education Strategy 2010-2019. The outputs or outcomes of the TA included: (i) the preparation of a TVET Action Plan, (ii) the integration of TVET as a stand-alone intervention in the National Education Action Plan covering 2011-2016 (PAEFPT), (iii) technical inputs for the next IDA support operation, scheduled for Bank Board approval in mid 2012.

84. In Yemen the dissemination of key findings of the Country Status Report (CSR) was successfully completed and generated rich policy discussions among various stakeholders. It is also planned to effectively use the CSR recommendations in a new project preparation for Basic Education Sector. Building on the successful completion of the CSR, the development of “Integrated Education Vision for Yemen” was progressing but delayed due to the country unrest. Communication among relevant line ministries to form a common vision was facilitated and National TVET strategy was successfully updated to feed into the Vision.

85. Preparatory work for the development of a sector vision was underway. The government assigned the Supreme Council for Educational Planning (an institute under the umbrella of the Prime Minister). A ministerial level committee to supervise the preparation of the Vision and a Technical Committee were appointed by decision of the Prime Minister. The government also allocated budget to the Supreme Council of Educational Planning to contribute to the preparation of the Vision. This work was put on hold in 2011 due to the country situation. It is expected to resume in the coming weeks.

86. During the turmoil, a number of factors, such as evacuation of international and local staff, and lack of water and electricity in many districts, made communication with local partners extremely difficult. Further, most of the donors and the Bank officially suspended disbursement for almost 10 months during the turmoil, which also impacted overall capacity of MoE, as those donor-supported projects had many capacity building activities for MoE staff. It is worth mentioning that the planned impact by EPDF would be most effective when used in concert with project interventions. Further, changes of the regime were followed by key staff changes at MoE and overall government also created a new situation for Sector Plan Development. It is now critical to assess new demands from the sector in the new social and economic context after the “Arab Spring”.

Objective 2: Capacity Development

87. In Yemen with EPDF’s continuous support, foundational capacity for carrying out education reforms has been gradually upgraded. However, many workshops and planned training events were delayed due to the difficulty in planning and delivering, as described in the above section.

88. Regional EPDF activities funded TIMSS 2011 participation fees for four countries: Lebanon, Morocco, West Bank and Gaza, and Yemen. The fees include the TIMSS international standard service package (subscription of TIMSS instruments, and participation to all mandatory preparatory workshops). National teams in these countries have been benefitting from the participation to the International Association for the Evaluation of Educational Achievement (IEA) workshops to build essential capacity for the implementation of student learning assessment. All beneficiary countries are acquiring the data collection and analysis skills needed to effectively analyze learning outcomes in order to inform policy making.

89. EPDF also funded the Regional Early Childhood Development (ECD) Study involving four countries. Assessments were prepared jointly in 2011 with the Brookings Institution for: Lebanon, Morocco, Syria, and Yemen. The EPDF support for this initiative was used mainly for local consultant support, data collection and building research capacity at the local level. These reports provide valuable information to help design the Bank's approach to ECD in MENA and will also guide the Bank and LEG's dialogue with countries interested in advancing the ECD expansion and reforms.

Objective 3: Monitoring, Evaluation, and Knowledge Sharing

90. In Yemen a partnership with the UNESCO Institute for Statistics (UIS) EPDF has supported technical assistance to support the design and implementation of both Comprehensive School Survey and Annual Education Survey. Those surveys were successfully completed, despite implementation in the middle of country unrest, which confirmed MoE's strong commitment. Close supervision to the on-going EMIS development has also been provided, and the EMIS is currently at the very final stage, to be completed end March 2012. Support in these areas has been essential to strengthen M&E in the education sector and to promote evidence-based policy development.

91. During 2011, a major regional partnership was launched with the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Qatar Foundation, which further evolved into a larger scale Regional Alliance that aims at enhancing quality of education in the region (Arab Regional Agenda for Improving Education Quality: ARAIEQ), currently supported by the Bank's own Development Grant Facility (DGF). Therefore, EPDF support served as a catalyst to launch this wide-scale regional partnership and to provide a forum for wider knowledge sharing. In collaboration with ALECSO, Arab World Education Performance Indicators (AWEI) benchmarking tools were successfully delivered.

92. Another activity is the "Regional Studies of Teacher Incentives," for which seven countries' data was collected during the first phase in 2010-2011 and additional 4 countries are participating in the current round. Six country Reports were drafted and preliminary findings were presented at a regional conference in Doha in September 2010. Refined versions were disseminated at July 2011 regional conference, jointly hosted with Queen Rania Teacher Academy (QRTA) in Jordan. Two BBLs were held in collaboration with HDNED SABER Teachers team that has been contributing significantly to the work.

Key Outputs and Expected Activity Completion Dates

93. Table 14 summarizes current status and key outputs of activities as of February 2012. For all completed activities, actual completion dates are stated, and for remaining activities, expected completion dates are provided.

Table 15. Key Outputs and Expected End Activity Dates-MENA

Activities	Status & Key Outputs	Actual Completion date/Expected End Activity Date
DJIBOUTI		
Development of TVET National Strategy	- TVET action plan produced	June 2011
Social Evaluation Study	- completed	June 2011
ECD Studies	- completed	June 2011
Secondary Education Reform Study	- TA completed, Multiple curriculum documents produced and in project shared files	June 2011
EFTP (TVET) Study	-TA completed. TA outputs are related to the preparation of an IDA project scheduled for the World Bank Board approval by end FY12. Specific outputs are reflected in mission aide memoires between 2010-2011.	June 2011
YEMEN		
Update of TVET strategy and training program for the Gulf Cooperation Council (GCC)	- Preliminary work for the update of National TVET strategy has been produced.	August 2011
Capacity building on key education sector reforms	- Training workshops were delivered to support the MoE structural reform - Rural female teacher contracting was completed	August 2011
TA to support data collection and management in partnership with UIS	- UIS TA completed	April 2011
Support for the Conditional Cash Transfer (CCT) Impact Evaluation	- CCT impact evaluation was delayed due to security reasons and travel restriction to the country	August 2012
Support to Government of Yemen and Development Partnerships Forums		
Integrated Education Vision for Yemen	- The preparatory work and initial consultations with stakeholders for the Vision were conducted but delayed due to country unrest. Resuming work in April 2012.	August 2012
REGIONAL		
ECD Regional Studies	Completed	August 2011
TIMSS 2011	- National TIMSS teams participated in IEA workshops during 2010-2011, Participation fees were provided to IEA	December 2011
AWEI and collaboration with ALECSO	- AWEI benchmarking tools (website) was delivered, activity completed	December 2011
Regional Studies on Teacher Incentives	- The first round of surveys was conducted in seven countries and Six countries reports were drafted and disseminated at 2 regional conferences. - additional 4 countries are participating in the current round; data collection and analysis to be complete by June; reports available by August	August 2012

Summary

94. Overall, MENA EDPF support has been extremely useful in carrying education reforms forward, and the implementation has been successful in meeting EDPF objectives in most of the activities. The funding significantly contributed to deepen the Bank's engagement with diverse stakeholders, and the collaboration with LEGs has been fruitful. The implementation of a number of activities has been impacted by the social and political unrest in the region. For instance, regional activities such as AWEI

development; ICT & Education conference; dissemination of Teacher Policy Study, and country-specific capacity building trainings, were postponed or reprogrammed due to suspension of missions and inability of government to organize or to commit to the events. Nevertheless, after elections in Yemen and setting up of interim governments, the teams promptly resumed activities and have been communicating with respective counterparts with the view to finalize the activities as soon as possible. While this delay was unfortunate, the recent events also present new and unforeseen opportunities for reforms that make the EPDF support even more appreciated. EPDF support also played a critical role in advancing a Regional Network (ARAIEQ), through which Quality of Learning is being enhanced, in addition to the achievement of target MDGs.

EPDF- South Asia Region (SAR) 2011 Annual Progress Report

Background/Introduction

95. All countries in the South Asia Region are committed to meeting the challenges facing them in education system development, and have committed to attaining the education-related targets of the Millennium Declaration of 2015. EPDF supports countries in South Asia to improve the following crucial areas of education system functioning:

- development of country programs;
- capacity development and just-in-time advice to share global experience; and
- evaluations to generate knowledge and inform policy

Afghanistan

Second Education Quality Improvement Project (EQUIP II)

96. The GPE/EPDF funds for Afghanistan have been used primarily for technical assistance in support of the education sector strategy as well as the GPE application process. EPDF funds were used to provide technical guidance to the MOE/UNICEF/donor team preparing the GPE application and budget. The GPE is very much aligned with the Bank-funded EQUIP II program but focuses more strategically on insecure provinces. The Bank has used EPDF as a catalytic fund to help test initiatives that can influence the much larger Bank-funded EQUIP program which has nationwide coverage and is at the center of the Government's National Education Strategy Plan (NESP). EPDF has been used also to provide technical assistance to the Ministry of Education to carry out reforms, focus on quality, and consolidate gains made under the EQUIP program. Reforms in the EQUIP program stand to influence nearly all aspects of the NESP. Focus has been on institution building, monitoring results, improving gender outcomes, developing a strategy for delivering education services in insecure provinces, improving teacher quality etc. Since Bank Budget can only be used as agreed to in the initial design of a project (EQUIP was designed in 2007), the EPDF funds have provided great complementarity in that we have been able to use it to test innovative approaches which are more recent and more relevant.

Afghanistan Skills Development Project

97. The project aimed at obtaining a better understanding of the transition between general schooling to job-oriented training programs. The project focused on the transition at the Higher Secondary or Grade 12 level. Support was also provided to encourage and sustain discussion on the development of a comprehensive qualifications framework for the country which allows for better articulation across the various schooling levels and allows Afghans to engage in lifelong learning. The EPDF has been instrumental in supporting the Government to better understand the various instruments that can be used to facilitate schooling transition with the specific aim of preparing children for the labor force. This has resulted in a new component being introduced in the project during restructuring which will offer vouchers to students who are interested in moving to demand driven job oriented courses. The use of vouchers will also give beneficiaries to vote with their feet and choose both public and private training providers based on individual assessments of estimated benefits after training.

Education Sector Strategy in Support of Basic Education Development

98. Analytical work on key education issues are being supported by the EPDF. An analysis of access and participation issues in education, with particular emphasis on girls' education, is in progress. In addition, a study of teacher development and teacher management is being conducted. The first outputs of this analytical work will be published as working papers in the South Asia Education Working Paper series. These papers are expected to be ready by June 2012. The analysis will also feed into an Afghanistan Education Sector Policy Note. This is expected to inform

government policy, and future Bank support for the education sector. Development partners will also find the analytical work of interest for their programs.

Bangladesh

99. The GPE/EPDF funds for Bangladesh have been used for improving the following crucial areas of education system functioning: (i) country sector program development and implementation, (ii) in-country technical and institutional capacity, and (iii) monitoring, evaluation and research to provide feedback into policy making and program planning and delivery.

100. The EPDF is aligned with: (i) the Government of Bangladesh Third Primary Education Development Program (PEDPIII; approved August 2011); (ii) the IDA-financed Reaching-Out-of-School Children Project (ROSC); (iii) the IDA-financed Secondary Education Quality and Access Enhancement Project (SEQAEP); and (iv) Education Sector Review (ESR).

101. Principal results are the following:

- Preparation of and implementation support for innovative, results-based SWAP covering entire primary education sub-sector (PEDP III) including third party validations of results;
- Assessment of learning outcomes: (i) Implementation of National Student Assessment (NSA) of pupils of Grades 3 and 5 (establishes reliable baseline for future NSAs at primary level); (ii) preparation of first systematic NSA in secondary education, to be administered in 2012 (starting with Grade 8); (iii) capacity development in the area of learning assessments, including in country workshops aiming to build consensus on the need for and relevance for policy making as well as training on the nuts and bolts of undertaking assessments and analyzing the results of assessments (in country, regional and international); (iv) in-principle agreement among key Government authorities to establish a coherent system of monitoring and assessment that unifies NSA operations across primary and secondary education; (v) framework in place to enhance skills development in-country to carry out such a unified system;
- Increased access to primary and secondary education for marginalized groups: (i) demand-side financing which increased access to learning for out-of-school children (primary age) and engendered significant female empowerment at local level; (ii) Proxy Means Testing (PMT)-targeted stipends and tuition to economically poor girls and boys resulting in a 20 percentage point increase in secondary school enrollments; (iii) impact evaluations which helped improve implementation knowledge of how to target specific services for poor children, and children from remote households; (iv) development of close to 1,000 teaching and learning aides (including lesson plans and worksheets) for the conduct of about 100 additional classes in each subject for each grade (English and Math for grades 6, 7, 8, 9 & 10) over the academic year, through collaborative exercises between international and national experts. The classes aim to enhance learning among weak students and upgrade skills of both teachers and students in English in secondary institutions (schools and madrasas); (v) knowledge dissemination of cost effectiveness analyses of various interventions aimed at enhancing learning outcomes and retention through in and out of school feeding programs to support GOB decision making process;
- Sector analytical work focused on equity and quality of the education system, examination and student assessment across the education system, and assessment of skills gaps to allow better understanding of demands on the education sector as Bangladesh moves toward middle income status; and
- Strengthened monitoring systems in the education sector to provide up to date and reliable data and reports on key outcome indicators.

Primary Education

102. Technical assistance from EPDF has been used to strengthen Government capacity, and the commitment of all nine development partners, for expeditious preparation and implementation of the PEDP III. A cornerstone is use of a common results framework. All SWAP partners disburse against the commonly agreed results (“Disbursements-Linked Indicators,” DLIs). The DLI approach required intensive, just-in-time technical assistance during preparation and implementation to: (i) research and establish protocols which are the basic guidelines for the DLI achievements; and (ii) refine specific DLI verification procedures, assemble empirical evidence on which to evaluate achievements, and support activities on the critical path for DLI achievement during the first year of PEDPIII operation.

103. EPDF support for activities on the critical path was focused in the area of improving the quality of the learning environment, and measuring learning outcomes, so that attending school translates into learning. Technical assistance strengthened the Ministry of Primary and Mass Education (MOPME) capacity for on-time delivery of textbooks to schools, and for learning assessments. The EPDF support will continue in 2012.

104. Textbook provision: One DLI aims for at least 90% of all eligible schools to receive approved textbooks within one month of school opening day. The EPDF is supporting a Third Party Evaluation of textbook distribution to review all steps and actors of the distribution system, accuracy and reliability of records, in order to propose improvements in the tracking and monitoring system, including a more streamlined database to facilitate real-time status reports on numbers and location of books being distributed. This assistance continues in 2012, including training of staff at central ministry, District, upazila levels and school heads. EPDF funds are also being utilized to support the strengthening of Government monitoring systems through the development and piloting of a textbook monitoring software and the training of all local staff in the management of this software.

105. Learning assessments: The EPDF supported technical assistance and capacity building activities for the Directorate of Primary Education (DPE) for: (i) each stage of the National Student Assessment (NSA) of pupils of Grades 3 and 5 (in Bangla and mathematics) carried out in late 2011, and (ii) piloting of test items to transform the Grade 5 (primary school leaving) examination into a competency-based exam. Results of the NSA and Grade 5 pilot are being analyzed in 2012. EPDF funds are also being utilized for building capacity in undertaking such analysis.

106. Technical assistance supported development of instruments (test instruments and development of unique marking guides) and test items, piloting, administration (including training of test administrators and markers), managing, delivering, and analyzing results through an approach that put a premium on skills development of in-country staff responsible for the NSA (DPE, National Assessment Cell, and National Curriculum and Textbook Board) and Grade 5 exam (DPE and National Academy of Primary Education). Similar support continues in 2012 for the 2012 Grade 5 exam as well as review of strategic options for accreditation of out-of-school student standards and equivalencies including various forms of re-entry to the formal system.

Reaching Out-of-School Children

107. ROSC provides access to learning opportunity for out-of-school children in 90 poor upazilas by using demand-side financing: stipend allowances to students and grants to learning centers. With community management as the fulcrum, and a public/private partnership in implementation, the approach focuses on establishment of learning centers through a functional Center Management Committee directly accountable to parents and students, as well as MOPME

and its upazila field offices and NGOs as implementation partners. The EPDF financed technical assistance (including consultancies) and review of project implementation, monitoring and evaluation of ROSC.

108. Key outcomes of the ROSC project, reflecting benefits of the EPDF technical assistance:

- More than 750,000 out-of-school children – more than half of whom are girls – have enrolled in more than 22,500 learning centers;
- The pass rate of ROSC students that appeared in the nationally conducted Grade 5 terminal examinations was 73 percent in 2011, providing ample opportunity to students with primary completion equivalency for transition to secondary education;
- Average student attendance rate is over 90 percent;
- Teacher absence rate is under 10 percent;
- More than 80 percent of ROSC school teachers are female and close to 90 percent of school management committee heads are females (significant female empowerment at the local level)
- To scale-up the impact of an already tested and proven ROSC approach by replicating the intervention in other needy upazilas of the country, GOB has already asked for further IDA support, and IDA is considering the request positively.

Secondary Education Quality and Access Enhancement Project (SEQAEP)

109. SEQAEP is being implemented in 122 upazilas of Bangladesh and focuses on two key interventions: Proxy Means Testing (PMT)-targeted stipends and tuition to economically poor girls and boys, and quality-enhancing incentives to students, teachers and schools (with emphasis on English language and mathematics). The EPDF financed technical assistance (including consultancies) and review of project implementation, monitoring and evaluation of SEQAEP.

110. SEQAEP aims to enhance the quality of teaching and learning, particularly in English and Math, by providing additional classes to students who are the weakest performers in these subjects. These additional classes are organized in schools in lieu of tuitions, for which many class teachers charge fees, and which many financially able students avail. EPDF funds were utilized to develop high quality teaching and learning materials for the conduct of about 100 one-hour classes (per grade and per subject) for the poorest and weakest students (at no cost to students) in both English and Math for grades 6, 7, 8, 9 & 10. These materials were developed jointly using local and international experts and therefore built a lot of local capacity in material development for improved teaching and learning.

111. One of SEQAEP's objectives is to systematically measure the quality of learning by national curriculum-based numeracy and literacy testing on a sample basis. This is the window through which the EPDF has been used for a major strategic breakthrough in Bangladesh: an in-principle agreement from Ministry of Education (responsible for secondary) and Ministry of Primary and Mass Education (responsible for primary) to work toward a unified operation of National Student Assessments across primary and secondary education.

112. SEQAEP outcomes reflecting benefits of the EPDF technical assistance:

- Bangladesh is one of the first in the region to use PMT-based targeting since 2008. Some positive results are already visible in 2011 through independent impact assessment – net impact of PMT program on secondary schooling enrolment is estimated at twenty percentage point increase. The effects are higher among children from socio-economically disadvantaged families, particularly for poor boys. Since 2008, this project has provided about two million targeted stipends for secondary education in Bangladesh, 60 percent of which are provided for girls' education.

- Improving the gender ratio and increasing the share of poor children in total secondary enrolments;
- Impact evaluation report (from two rounds of survey and data analysis also financed by EPDF) finalized;
- High quality teaching and learning materials accessible for the weakest and poorest students;
- Preparations for first systematic assessment of learning outcomes at secondary education level underway, to administer in 2012, starting with Grade 8 (in Bangla, mathematics, English).

Education Sector Review (ESR)

113. The Bank team, together with the Government of Bangladesh and development partners, embarked in 2011 on an assessment of the education sector. The overarching aim is to generate debate and provide policy directions to support the development of an education system capable of contributing to the economic objective for Bangladesh to achieve middle income status, and maintain it, with requisite developments in human capital. The Education Sector Review (ESR) takes stock of education sector developments in the last decade, benchmarking Bangladesh's performance against other countries in the region while also bringing out lessons learned from international experience in areas where Bangladesh is yet to make substantial progress. The ESR is structured as a series of thematic Policy Notes. Two areas of greatest demand are: (i) quality and relevance of education across the spectrum of the education system; and (ii) labor market and skill needs in relation to the growth objectives in Bangladesh.

Quality Improvement and Strategic Policy Development for Bangladesh

114. These series of Technical Assistance and capacity building activities are targeted to MOE and education institutions themselves and expected to: (i) provide initial steps towards developing an integrated education strategy cutting across all levels of education; and (ii) strengthen institutional capacity of Bangladesh education institutions in the context of a globalized knowledge economy.

115. The ongoing activities include: (i) analysis of four areas of post-basic sector: quality of education; financing; governance and management; and equity; (ii) development of strategies to make institutions more competitive, more attractive to graduates; (iii) measures to enhance professional skills of basic and secondary education teachers; (iv) measures to improve networking activities amongst institutions of learning; (v) measures to prepare better secondary education to transition; and (vi) measures to ensure better continuity between the various levels of education.

School Transition Program

116. The EPDF supported a brief assessment of the Secondary School Certificate Vocational SSC/(VOC) program in Bangladesh. The SSC(VOC) is a secondary level vocational program administered at the school level by the Directorate of Technical Education. Earlier reviews of the program suggested limited impact of these programs on job market success. The GOB has requested the Bank team to support a rigorous evaluation of the SSC(VOC) program and determine the best way to strengthen or modify the SSC(VOC) program with the aim of ensuring success in the labor market.

Bhutan

117. The GPE/EPDF funds for Bhutan have been used for: (i) country education sector development, and (ii) in-country technical and institutional capacity strengthening. The EPDF is aligned with the IDA financed Education Development Project (closed June 2011) and two Bank-financed AAA: (i) expanding Bhutan's education sector strategy at the tertiary education level; and (ii) a public expenditure review for Human Development (focused on education and health sectors).

An overlapping concern for both AAA products is the effect of Bhutan's tertiary education policy which puts the sub-sector in an ambitious expansionary mode. This accentuates the need for careful review of the education sector's financial sustainability as part of Bhutan's preparation of its 11th Five Year Plan (2014-2018).

118. The focus for the tertiary education AAA was adjusted to a more profound dimension in 2011—compared with its initial concern for the role of Bhutan's single public university (Royal University of Bhutan, established 2003) in the overall education sector strategy. The AAA was retooled, at Government's request, to focus on implications of RUB's growth alongside major new activities and institution building to develop the nascent tertiary sub-sector. This is the effect of Government's adoption of a first-ever tertiary education policy in late 2010 that articulated objectives for tertiary level as a distinct sub-sector. It was critical to create an operational blueprint to implement the ambitious policy, starting with design of a Quality Assurance and Accreditation (QAA) framework. The EPDF financed highly specialized technical assistance (including consultancies) to ensure the QAA was informed by international quality standards.

119. Outcomes in 2011: The QAA framework was produced, and its chapters are being used by the Ministry of Education (MOE) for the individual, targeted policy proposals it submits progressively to the new apex decision making body, the Tertiary Education Board. The partnership with the Bank has helped strengthen MOE's (very limited) institutional capacity in undertaking its new responsibilities in providing policy direction and first steps toward regulating the sub-sector, as the latter faces expansion to a larger variety of institutions (public and private) and international partnerships. The QAA blueprint addresses licensing, registration, and accreditation of new institutions; quality criteria and indicators for tertiary institutions; evaluation/ feedback mechanisms for quality assurance and improvement; and the implications for roles and responsibilities of institutions and accreditation bodies.

120. Work during 2012: The Bank team is incorporating the QAA framework into a broader Sector Note (delivery by June 2012) that looks at major forces driving expansion at tertiary level, diagnoses possible shortcomings from an efficiency and equity point of view, and assesses medium-term prospects for financial sustainability. The fiscal analysis is conducted jointly with the AAA for the public expenditure review. There are unclear parameters, given that Government is at early stages of developing its own plan on the number and type of new tertiary institutions to be created. The Bank team is making scenario-based projections to best knowledge available and drawing from experiences of other countries.

121. The HD public expenditure review is to provide an evidence base to: (i) help Government strengthen policy development and program design for rendering systems and structures at central and local government more prepared to respond to future needs and developments, and (ii) build ability for the public sector to realize efficiencies in spending. The central issue is whether Bhutan's domestic revenue base will be sufficient. The country is experiencing rapid increase in demand for education and health services at the same time external development partners are terminating their financial assistance in social sectors, as Bhutan approaches middle income status. The PER focuses on sectors critical for achieving the MDGs. Deepening analysis in these sectors has spill-over effects vis-à-vis other programs the Bank supports in Bhutan, including a Development Policy Credit. The HD team is working in partnership with the PREM and private sector development teams, in addition to the country counterparts (MOE, Ministry of Finance, private sector).

122. Outcomes in 2011: The EPDF is financing technical assistance (including consultancies) for the three areas of focus in the education part of the PER: (a) fiscal space analysis, (b) estimation

of unit costs on a per capita basis, and (c) financial scenario-building to update expected requirements for implementing key programs and reforms in the sector during the 11th Five-Year Plan. Three rounds of interviews were conducted with government officials at central and decentralized levels and a sample of schools, to augment the information in budget data and other official documents with insights into how well procedures for budget formulation and execution are working from the standpoint of end users.

123. Work during 2012: A first cut of the unit cost analysis is being refined. This is feeding into the scenario-based projections, which also require the Bank team to support MOE to complete basic cost estimates for major new reforms envisaged for the sector. In parallel, the overall PER report (delivery June 2012) is being drafted in stages, by the Bank sector teams in education and health⁸, with inputs from the Bank's economist for Bhutan and the country counterparts.

India Support for Lagging States

124. The EPDF funds supported a study to examine difficulties faced by students in transitioning to, and completing, engineering education. Field-work was undertaken in seven private and public engineering colleges in Karnataka and Gujarat with learning outcomes from 4,000 students. These factors are found to be associated with lower performance: secondary schooling in rural and public schools and having studies in local language medium, level of English skills, low confidence, failure to seek assistance from teachers, low attendance, limited interest in engineering studies, rigid curricula and few opportunities to catch-up, and sub-standard pedagogy. These factors varied substantially among institutions depending upon their student population and other institutional context. While many so called weaker students were from disadvantaged backgrounds, weaker students also came from affluent middle-class families. Data on student performance suggests that Scheduled Casts have done as well, while it is difficult to draw a conclusion for Scheduled Tribes and Muslims. Strategies to increase success have to be individualized to the specific institution and students, but generally include: improved quality of basic and secondary education, including a focus on mathematics and English; increased interaction with faculty, academic autonomy to allow institutions to make curricula, teaching and assessments more flexible, academic support programs, language support, and different kinds of social support, including self-aide groups. It is clear from the study that linkages between basic education and post-basic education are weak resulting in the majority of the disadvantaged students failing to transition to post-basic education for both academic and non-academic reasons.

Madhya Pradesh Integrated Child Development Capacity Building

125. Under the MP integrated child development capacity building TF, issues related to early child development (ECD) has been studied. In its first phase, the TF was used to fund (i) a three year pilot on integrated multi-sectoral approach to implementing child development programs and the role of information and knowledge on behavioral changes and service utilization; (ii) documentation of the entire process of implementing the integrated approach; and (iii) an evaluation of the impact of the approach using randomized control trial method. The impact evaluation brought out the advantages of addressing child development issues in a multi-sectoral convergence mode and the positive role of information and knowledge on behavioral changes.

126. In its second stage, the TF (USD 38,000) was used to fund a part of a larger, comprehensive longitudinal study titled "Diversity in Provision and Extent of Access to Early

⁸ The health section of the PER, supported by complementary resources (BB, TF) completed its Phase 1 studies on costing and access to health services in 2011. Phase 2 work in 2012 focuses on feasibility of Results-based Financing models, alternative provider payment mechanisms, private-public partnerships, components of benefits packages and quality of health services.

Childhood Education Programs in India” which is being undertaken by the Center for Early Childhood Education and Development (CECED), Ambedkar University, Delhi in partnership with ASER Center. There has been no systematic large scale study in India addressing the short and medium term effects of different types of Early Childhood Education (ECE) provisions (and their quality), on both cognitive and psychosocial domains of education and development. CECED-ASER study is an attempt to address these knowledge gaps. The outcome of the study is expected to facilitate both Ministry of Women and Child Development (MWCD) and Ministry of Human Resource Development (MHRD) to diagnose ECD and primary education issues.

127. The EPDF funding was used to: (a) fine tune the methodology for the study including sample selection, identification/ preparation of tools, and analysis plan; (b) to analyze the current trend of participation of pre-school aged (approximately 3-4+ year olds) children in Early Childhood Care and Education (ECCE) programs in the three States of Assam, Andhra Pradesh and Rajasthan; and (c) to study variations in content and processes, as practiced in ECE programs across public, private and voluntary sectors in the three States. Using EPDF funds, detailed household surveys of pre-school aged population as well as a comprehensive facility assessment of ECE/ pre-school programs where the children were attending ECE were carried out.

128. The CECED, Ambedkar University submitted the following deliverables to the World Bank: (i) a set of tools and detailed study plan, especially a quantitative scale to study quality of ECE programs adapted for Indian context; and (ii) Report on the findings of the study in terms of (a) current trends in participation of different pre-school programs and (b) variations in the content and processes of different ECE programs.

International Conference for Improving Quality of Post-Basic Education

129. As part of the preparatory activities for Bank support to the Government of India on its ambitious project for Universalization of Secondary Education, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), an International Conference on Improving the Quality of Secondary Education was organized by the World Bank in collaboration with the Government of India, the Development Partners (DPs), DFID and the European Union from May 10-12, 2012. A need was felt to re-look at the entire quality discourse at the secondary level afresh, for avoidance of stereotypic approaches to secondary education, enhancement of scope for innovation, deep quality substance and improved teaching learning mechanism together with creative use of public-private partnerships. Access and equity components of education required equal amount of emphasis on the quality dimensions of secondary education so that education is viewed not only in terms of how much – but to also how good. With this objective, the DPs brought together policy makers and international experts on education policy to discuss and debate outcomes of interventions that have been implemented to achieve quality secondary education. The focus of the presentations was on sound empirical evidence on what works, for an integration of this knowledge this knowledge in planning and activities related to secondary education at the national and state levels in India. Macro and micro group discussions were taken up with participating State Governments to prepare a strategy and Plan of Action to strengthen the quality of the secondary school sector in their State was undertaken.

130. The Conference was attended by representatives from OECD countries; National College of Leadership, UK; CREATE, Centre for International Education; Institute of Education, University of London; Mc Kinsey and Co.; UK Open University; Bank Education Network representatives etc. It marked a very crucial entry point for the Development Partners’ (the World Bank, DFID, and the EC) in its proposed partnership with the GOI in RMSA as it undertakes its journey towards universalization of secondary education highlighting the need for equal emphasis on access, equity

and quality. The Conference was inaugurated Secretary MHRD, Government of India and the Valedictory Message was from the Minister MHRD.

131. Mr. Kapil Sibal and the gathering was addressed by Ngozi Ikongo Iweala, Managing Director of the World Bank. The Report of the Conference has been prepared and disseminated to all stake holders as well as participants. It has also been uploaded on the website which was created as a product of the Conference- to connect all stake holders and professionals working in the area of secondary education.

Programme for International Student Assessment (PISA)

132. The issue of learning is central to the agenda of the South Asia region in education. A key weakness is the lack of reliable and readily available information about learning outcomes. One particular dimension is that there is no information about how India compares with other countries, especially those with whom it competes economically.

133. EDPF funds were used to address this gap by enabling India to participate in the Programme for International Student Assessment (PISA). This Assessment is run by OECD in more than 70 countries/economies every 3 years. It tests 15-year olds in the subjects of reading, mathematics and science. A notable feature of the assessment is that it measures skills and competencies that young people need in the labor market, such as the application and use of knowledge, rather than simply trying to assess what information children possess (and which is tied closely to national curricula and syllabi). PISA therefore is able to provide a picture of the readiness of young people to participate effectively in the global economy.

134. Two Indian states, Himachal Pradesh and Tamil Nadu, were selected to participate in PISA 2009+ (the actual assessment took place in 2010) – the first time that India had participated in such an international assessment. The results placed these two states 68th and 69th out of 70 countries/economies. While these results came as considerable surprise to many people in India, the publication of the results led to important outcomes. An active public debate was generated about the quality of education in India, not only in secondary education; the results also gave greater credence to national surveys in primary education which have shown similarly poor results and the Minister for Human Resource Development participated in the launch of the latest report on these, even though the survey was conducted by an NGO. Beyond this, the report prepared from the PISA results points to some important policy lessons, which can be used by the Government of India and the two states as they move forward on education reform. Finally, the Government has agreed in principle to participate in the next round of PISA.

135. EDPF funds were used to contract the Australian Council for Education Research (ACER) to support the implementation of PISA in India and prepare the survey reports. ACER is one of the world's leading educational research organizations, with a distinguished history of participation in international assessments. ACER worked with the national government body in India responsible for large-scale assessments, the National Council for Education Research and Training, to carry out the actual assessment. An additional benefit of participation in PISA and working with ACER, therefore, was the capacity building and experience of working to internationally rigorous methodologies.

International Conference PPP in Secondary Education

136. Despite the expansion of Public-Private Partnerships (PPPs) and the increased attention they have received in recent years, there is a need for a greater discourse and agreement about what constitutes a PPP, how they are defined and, perhaps more importantly, how they can be structured

in a manner that ensures accountability for the use of public resources by private agents. At this critical juncture, greater dialogue is required between different stakeholders to discuss and understand PPPs – their definition, role, types, structuring systems, key performance indicators, financial arrangements, regulatory and legal aspects and exit strategies.

137. With this purpose in view, the World Bank in collaboration with MHRD and the World Bank Institute (WBI) organized a two-day International Conference PPP in Secondary Education from August 29-30, 2011. For focusing the discussions, the bank provided the participants with a well researched Background Paper on PPP in Education.

138. The Conference was organized post the background Note circulation and the Objectives of the Conference were to:

1. Present the MHRD – World Bank research on PPP in Secondary Education undertaken by ORG Neilson
2. Share international experiences on PPP in Education.
3. Discuss experiences and initiatives taken up by State Governments
4. Identify the challenges in structuring a PPP instrument and need to internationally referenced transactional advisory services for structuring transparent PPP in Education
5. Assessing PPP structures form core sector and identifying methodologies for adapting them to the dynamic and specific needs of education
6. Discussing regulatory aspects and structuring Key Performance Indicators (KPIs) of PPP in Education.

139. Participants included reputed national and international NGOs in the field of education, academics and private consultants apart from officials of the education department from the States and the Ministry of Human Resource Development, Government of India. A draft report is ready and is being finalized for publication.

Andra Pradesh Randomized Evaluation Study

140. This is a long-standing impact evaluation. The EPDF resources were used to support some of the costs of conducting research on Contract Teachers. A working paper is now widely available online.

Maldives

141. The EPDF funds were used to identify issues and discuss strategies for future development in the education sector. One Discussion Paper was produced: South Asia Human Development Unit, Discussion Paper Series. Enhancing the Quality of Education in the Maldives: Challenges and Prospects. Report 51, February 2012.

142. A World Bank Education Sector Review is in progress, and will be completed by June 2012. The analysis funded by the EPDF will also be incorporated in this review.

Nepal

Secondary School Stipend Program to Strengthen Local Capacity to Implement a Targeted School Stipend Program

143. The EPDF has been instrumental in supporting the GON to determine how best to target scholarship programs in the country. While the debate on universal programs versus targeted one continues in Nepal at the policy level, there is a broad recognition that the Government has to better target key programs to ensure that the weakest members of society are identified and given access to higher levels of schooling. The EPDF has also informed the policy debate in the country, with a

greater number of policymakers recognizing the need for a poverty targeted approach across the country and across the program.

Pakistan

Punjab Education Sector Project

144. In FY2011/12, EPDF resources were used to provide technical, advisory, analytical, and supervisory support to the government of Punjab for the implementation of its medium-term, multifaceted reform strategy for primary and secondary education and the development of its next medium-term multifaceted strategy/program. Specific activities supported by EPDF resources include (1) refinement of policies related to empowerment of school councils for enhanced local-level accountability; (2) identification of policy options for decentralizing financial and administrative powers for better school management. (3) strengthening of examination and assessment systems for reliable measurement of student learning; (4) strengthening the existing monitoring systems through the introduction of innovative use of ICT tools; and (5) identification of communication and information needs of the reform program for better decision-making as well as promoting demand-side accountability.

Education Strategy Development

145. EPDF financed the provision of technical assistance to review Pakistan's education sector, focusing on the affiliated college sector. To date, several local and international consultants have been hired to carry out a survey of affiliated colleges in Punjab province and prepare the draft report. The findings and recommendations of the study will contribute to the development of Pakistan's education sector review. The report is expected to be completed by August 2012.

Sindh Education Sector Project

146. EPDF resources allocated to support government activities related to the implementation of its medium-term reform strategy/program for primary and secondary education expired in August 30, 2012. Resources were used to finance technical, advisory, analytical, and supervisory support (firm and individual consultancies and travel costs) for several critical reform activities including:

1. government monitoring and evaluation systems, in particular the government's Annual School Census of government schools and third-party field surveys to assess program implementation progress and performance in selected areas;
2. merit- and needs-based teacher recruitment and teacher-performance management;
3. administration of the conditional cash transfer program for secondary school girls and textbook distribution to schools;
4. information and communication on reforms, entailing the provision and collection of key information from internal and external stakeholders;
5. design and administration of a pilot program to support reaching underserved localities using private schooling, including an experimental impact evaluation of the pilot program;
6. design and administration of pilot programs to improve the capacity of school management committees to support and monitor schools and improve community engagement in schooling, including experimental impact evaluations of the interventions;
7. environmental elements including school construction quality and safety and architectural aspects and drinking water, sanitation, and personal hygiene aspects; and
8. development of the government's next medium-term reform strategy/program in primary and secondary education.

Sri Lanka

147. The work under the EPDF contributed to analytical work and project preparation for the general education sector, with a focus on basic education. The analytical work fed in to the development of the Government of Sri Lanka's Education Sector Development Framework and Program 2012-2016. The analytical work was included in the following publications.

1. Transforming School Education in Sri Lanka: from Cut Stones to Polished Jewels, 2011.
2. South Asia Human Development Unit, Discussion Paper Series The Promotion of Social Cohesion Through Education in Sri Lanka. Report 46, September 2011.
3. South Asia Human Development Unit, Discussion Paper Series. Strengthening Science Education Sri Lanka. Report 45, August 2011.
4. South Asia Human Development Unit, Discussion Paper Series. Evolving Inequality of School Attainment in Sri Lanka. Report 44, August 2011.
5. South Asia Human Development Unit, Discussion Paper Series. Strengthening Mathematics Education Sri Lanka. Report 43, July, 2011.
6. South Asia Human Development Unit, Discussion Paper Series. An Impact Evaluation of Sri Lanka's Policies to Promote the Academic Performance of Primary School Students through School Improvement and Report Card Programs. Report 35, May, 2011.

148. An impact evaluation of the One Laptop per Child Program has also been conducted, and the final report will be ready by June 2012.

149. World Bank Project prepared to strengthen General Education. Transforming the School Education System as the Foundation of a Knowledge Hub Project (TSEP).

Regional

More and Better Jobs in South Asia

150. This was the first ever flagship for the South Asia region. With one million people joining the labor force each month in South Asia, the issue of jobs and especially jobs of good quality is high on the agenda of policymakers and the Bank. The addition of such large numbers of entrants to the labor force can be a demographic dividend or a curse and this report aims to shed light on the policy actions that South Asian policymakers need to take to ensure that new entrants to the workforce, as well as those who are already in the labor force are gainfully employed. The flagship aims to answer 3 main questions: (a) Has the region been creating an increasing quantity and quality of jobs; (b) what are the determinants of the quality of job creation and what is the employment challenge going forward?; and (c) what demand and supply-side bottlenecks need to be eased to meet South Asia's employment challenge in the face of intensifying demographic pressure. While the study shows causes of optimism in terms of more and more productive jobs being created over the past two decades, which have lowered poverty rates, it also shows that there is little room for complacency. Creating a large number of high quality jobs will require a multi-sectoral reform agenda that includes improving quality of education for workers to ensure they have appropriate skills relevant to the labor market, improving nutrition in early childhood and reorienting labor regulations and programs to protect workers instead of jobs. This is a challenging but extremely thought provoking agenda which resonated well with policymakers and is something that the Bank can provide tremendous support on in the coming years.

Education Quality Review

151. The main purposes of this review are: (i) to benchmark South Asian countries in key aspects of education systems that are likely to contribute to improving learning outcomes; (ii) provide lessons from promising interventions from within the region (as well as around the world)

including by systematically analyzing evidence from impact evaluations; and (iii) identify a core set of policy priorities to improve learning outcomes in South Asia.

152. The EPDF is financing the provision of technical assistance to prepare a series of background papers. The following draft background papers were prepared: (a) a review of financing quality education; (b) teacher quality and policy; (c) education and violent conflict in South Asia; and (d) a review of private education in South Asia.

153. It has also financed the provision of technical assistance to prepare a series of background reports for the Regional Quality Review Study. The following draft background reports were prepared: (a) a review of ECD and the role of pre-school education; (b) how much and what are students learning in South Asia?; and (c) individual and household characteristics. Additionally, the following activities are supported as part of the regional study: (a) a meta analysis of education quality studies; (b) a review of assessment systems to monitor student learning; and (c) country benchmark studies (SABER) in selected countries (e.g., Bangladesh) and in selected policy domains (e.g., teacher policy, student assessment, ECD, and education finance).

Table 12. SAR EPDF Financing Summary (as of February 13, 2012)

TF #	Total Amount Requested	Total Amount Received	Total Amount Allocated	Disbursed	Committed	Balance
TF054642	5,280,000.00	5,280,000.00	5,280,000.00	5,279,211.21	0	788.79
TF091923	2,711,400.00	2,711,400.00	2,711,400.00	2,681,445	0	29955.00
TF093987	4,504,500.00	3,833,300.00	3,833,300.00	3,054,514.14	309,508.85	469,277.01
TF096294	7,542,000.00	5,500,000.00	5,500,000.00	3,263,297.35	756,213.56	2,236,702.65
TF099237	250,000.00	250,000.00	250,000.00	82,783.41	71,332.00	167,216.59
TOTAL	20,287,900.00	17,574,700.00	17,574,700.00	14,361,251.11	1,137,054.41	2,903,940.00

Global Campaign for Education EPDF Grant Update on the Civil Society Education Fund (CSEF)

Table 17. GCE Project Data at a Glance

Name of Activity	Supporting Civil Society Participation in Improving Education Sector Results
Recipient	Global Campaign for Education (GCE)
EPDF Committee Approval Date	December 4, 2008 and November 6, 2009
Grant Agreement Signed	July 7, 2009
Total Grant Amount	\$17,607,930
Total Disbursed to CSEF	\$17,607,930
Total Expenditures (as of 12/31/2011)	\$15,009,136
Total Cash Balance (as of 12/31/2011)	\$2,598,794
Starting Date	July 1, 2009
Closing Date	June 30, 2012
Progress Reporting by GCE Available online under Progress Reporting	<ul style="list-style-type: none"> ✓ 1st Progress Report and Interim Financial Statement (06-12/2009) ✓ 2nd Progress Report and Interim Financial Statement (01-06/2010) ✓ 3rd Progress Report and Interim Financial Statement (07-12/2010) ✓ 4th Progress Report and Interim Financial Statement (01-06/2011) ✓ 5th Progress Report and Interim Financial Statement (07-12/2011)

BACKGROUND

154. The CSEF was approved in December 2008 as a stand-alone project funded by the Education Program Development Fund (EPDF). It is implemented by the Global Campaign for Education (GCE) and supervised by the World Bank with main efforts provided by the GPE Secretariat. Implementation started in July 2009 and will run until June 2012.⁹ The Project supports the establishment of Regional and National Civil Society Education Funds (CSEFs) in selected countries in Africa, Asia and Latin America. Regional CSEFs support a competitive process whereby national civil society education coalitions submit proposals applying for funds up to US\$250,000 which will enable them to assume an active role in EFA GPE and other in-country education policy processes.

155. The development objective of the CSEF is to assist civil society organizations (CSOs) to execute their roles according to the Dakar Framework for Action¹⁰; and specifically with respect to GPE country level processes. It aims at providing support to the core work of national education civil society coalitions over a period of one year so that they can participate in the development of education sector plans with governments and other partners, and help track the progress made towards the Education for All goals.

156. The CSEF is designed to:

- Help CSOs become more effective and knowledgeable advocates for Education for All.

⁹ The project was approved by the EPDF Committee, the authority that made funding allocation decisions for the EPDF. That authority was transferred to the EFA GPE Board of Directors in January 2011. In April 2011, the EFA GPE Board of Directors approved an extension of the Closing Date for this project to June 30, 2012.

¹⁰ “The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by co-operation with regional and international agencies and institutions.” (p.8), in: <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

- Build the capacity of CSOs in developing, monitoring and evaluating education sector plans, engaging in policy discussion, and strengthening the consensus building process around national education sector plans (ESPs).
- Provide resources for training in project development, financial management, policy-oriented research, budget work, and campaign design.

157. The expected outcome of this multi-year support is to establish and strengthen functional National Civil Society Education Coalitions (NECs), as they build their capacity to monitor education plans, track education sector budgets and spending, conduct policy-oriented research and other such activities.

158. With the launch of the CSEF project, five progress indicators were agreed for the first semester of implementation. These indicators were specifically agreed for the set up of the program structures at global and regional levels. In June 2010, a Results Framework (Table 18) with goal, purpose and objectives was agreed including 22 specific progress indicators with baseline data, milestones and targets. This Results Framework has been up-dated on a bi-annual basis. Progress by indicators is illustrated in Table 18: Results Framework.

Progress Reporting June 2011 to March 2012

159. Progress on the likelihood of achieving the development objectives and is rated moderately satisfactory against the progress indicators shown in table 3 also the progress on implementation is rated satisfactory. The period reviewed was marked by the following events:

- No-cost extension approved for the CSEF in May 2011 until June 30, 2012;
- Preparation of the end of project procedures (report writing, documentation, audit, closing of bank accounts);
- Implementation of the end of project procedures;
- Roll out of the audit process at the country level;
- GCE's successful engagement to secure bridge funding from AusAID for the period April and December 2012 in order to sustain country-level activities after June 30, 2012 (it is expected that by December 2012 a new civil society financing arrangement will be established to build on the CSEF);
- Preparation of the evaluation of the CSEF between April-June 2012 for which the GCE Board has formed an oversight committee;
- Recruitment of a new financial management officer for the GCE Secretariat early 2012, and
- Launch of a monthly CSEF Bulletin.

PROJECT IMPLEMENTATION PROGRESS

Project Management

160. The CSEF project management is based on a complex multi-stakeholder structure at the global and regional level involving the GCE Secretariat, Regional Coordinators and Secretariats, Regional Financial Management Agencies, and Regional Funding Committees.

161. Between January and June 2011 the regional entities assisted NECs to develop/ adjust and implement plans at country level, and scrutinizing the work of NECs. Within the first semester of 2011, two face-to-face regional funding committee meetings were held to evaluate year 1 of the project (2009/10), review year 2 (2010/11) proposals, appraise pending proposals and reallocate funds to NECs within the parameters agreed for the no-cost extension period (June 2011 to June 2012). The GCE Secretariat together with the regional entities had to make adjustments to grant amounts and deadlines

with regard to the no-cost extension. Implementation of activities with CSEF grants continued till November/ December 2011. The cut-off date (closing activities and accounts) varies from country to country depending on the agreed closing date for grant implementation and start of audit and end of project reporting.

162. The CSEF had two grant cycles based on the applications from the NECs: Grant cycle I (2009/10) and grant cycle II (2010/11). Applications were received on a rolling basis and reviewed and approved by the Regional Funding Committees. The second grant cycle was based on performance of the implementation of the first grant cycle. However, the implementation periods varied from country to country – increasing the complexity of supervision and monitoring. In 2010/11, this was also due to the uncertainty regarding the extension which impacted strategic planning and also required ‘ad-hoc’ adjustments in the process and flexibility of the project management to (a) support the NECs, (b) effectively manage the program against targets, plans and planned budgets, (c) meet the requirements of the grant agreement/ project closure, (d) ensure progress and financial monitoring, and (e) provide capacity development opportunities for the NECs.

163. Against this background GCE and the regional entities need to be credited to have managed those simultaneous processes flexibly. Specifically the Regional Financial Management Agencies proved to work effectively and against high standards by basing disbursements against satisfactory, timely financial reporting from the coalitions, provide direct support and close communication with the individual NECs.

164. The rating of ‘moderately satisfactory’ refers to the challenges posed on the effective implementation of the CSEF as explained above. As shown in table 3, only 4 of the 17 progress indicators met or exceeded the targets. Others are close or not met. Activities at the country level have been closed with regard to the end of project procedures and the audits. It is unlikely that in the context of the CSEF and the current funding from the EPDF further progress will be made.

165. Outstanding performance was recorded for the expansion of the national coalitions regarding their membership and their outreach across the country. More coalitions than expected took part in the mentorship program recognizing the advantage of experience and knowledge sharing and learning from peers in the area; 18 coalitions participated in the mentorship program to strengthen their capacity sustainably and ‘on the job’. Also, more coalitions than initially expected engaged actively in the planning and research for the establishment of a National Civil Society Education Fund. Success regarding many other indicators depends on the enabling environment to engage NECs in sector processes. While weak capacity of few NECs might be a barrier to increased participation, the majority of the NECs have increased their participation, action and visibility over the past two years, which is documented in the many country-level examples in the 4th and 5th Progress Report.

Strengthening Capacity

166. Financial management capacity of coalitions has improved in the reporting period. This is based on continued and direct support provided through the three Regional Financial Management Agencies: Oxfam in Africa, ActionAid in Latin America and Education International in Asia. The Financial Management Agencies reported visible improvement in the quality of the financial reports compared to 2010. Most coalitions have become more familiar with the financial management procedures, with 89% of the coalitions in Africa for example submitting quarterly financial reports on time. Strengthening financial management capacity of coalitions was also supported through targeted country visits in 24 countries (8 in Africa, 4 Latin America, and 12 in Asia). A revised manual for financial management for NECs in Africa was rolled out in 2011 which also contributed to improved capacity for financial management.

Participation

167. National education coalitions have visibly increased their profile as partners in Local Education Groups in 32 countries, participating actively in technical working groups, and increasing their activity in the area of evidence-based/ research-based policy inputs, targeted policy advocacy and providing inputs in sector policies. Promoting the participation of NECs in the Local Education Groups is an on-going work that needs buy in of all stakeholders. It was encouraging to see that during the All Children Reading Workshop in Kigali, Rwanda (February/ March 2012) in six of the 25 participating country teams NECs were represented (Ethiopia, Senegal, Benin, Tanzania, Ghana, Nigeria). This indicates that those NECs are considered to be important civil society representatives with a core engagement and knowledge in early grade reading.

Policy dialogue

168. The 4th and 5th CSEF Progress Reports show extensive proof of coalitions' engagement in policy dialogue, research and advocacy. Specifically in 2011 evidence of this work has increasingly been documented. (Please find the progress reporting here¹¹). About 69 studies, reports, surveys and public expenditure tracking exercises were conducted across the 45 CSEF countries. To name few:

- Malawi: Budget expenditure tracking report to investigate challenges in funds disbursement and irregularities in funds utilization
- Kenya: Education Financing and Aid: A policy brief and assessment of the role and place of official development Assistance in Kenya
- Mozambique: A diagnosis of progress of the education sector plan in Mozambique 2006-2010-2011; to contribute to a better understanding of the challenges of education in the country
- Cambodia: Community engagement in improving quality of education in Cambodia-2009; to Contribute to improvement in the quality of education through encouraging active involvement of parents and communities in the school system.

169. Advocacy took place in the areas of education and gender (Ghana), quality education in community schools (Cambodia), non-formal and pre-school education (Vietnam), revision of new education law (Bolivia), etc. (Please refer to the 4th and 5th Progress Report for more information on country level activities.).

Development of National Civil Society Education Funds

170. Coalitions in 26 countries have developed plans to establish and explore opportunities for a National Civil Society Education Fund. The demand from the coalitions to engage in such a locally based funding opportunity is great. The pilot phase of NCSEF was marked by a research process, launched in August 2010 and conducted in India, Ghana, Kenya, the Gambia and Senegal in addition to the earlier study carried out in Mozambique in 2009. The purpose was to provide a better understanding of the nature and challenges of establishing NCSEF; recommend to NECs how to proceed with the implementation phase and feed into a broader examination and understanding within GCE of what it would mean to achieve credible and independent NCSEF in developing countries.

171. The 4th CSEF Progress Report showed 'The main conclusion is that the goal of establishing NCSEF under the current phase of the CSEF was an ambitious one. It is a goal which is not tenable under the current circumstances.' The GCE will revisit a strategy regarding the NCSEFs in future.

Closure of the CSEF project and audit process

¹¹ <http://www.globalpartnership.org/support-we-offer/financing/epdf/Civil-Society-Education-Fund/>

172. The GCE Secretariat supported NECs and regional entities to implement the end of project plans including end of project reporting and procurement of audit services. Guidelines and Terms of References are used to oversee the procurement of audit services. A process was initiated to coordinate the development of plans to collect and return all unspent funds, prepare and review accounts and Financial Reports for audit purposes and develop a monitoring tool to track progress and provide an up-to-date overview of the national, regional and global audit status in the last six months of the project.

173. By the end of December 2011, the end of project documentation and reporting processes had successfully commenced in almost all 45 project countries. As part of the development of end of project plans, audit guidelines were finalized and rolled out during the semester. The result of the roll out process was the development of the end of project audit and reporting plans at global, regional and national levels. In December 2011, the selection of audit firms had been completed. Altogether, 14 audit firms were commissioned out of those who expressed interest across all three regions to undertake audit in 43 project countries (Sri Lanka is already audited, Mauritania will be audited as part of the Africa Regional Audit) in 2011. The three main firms selected were KPMG, Deloitte and BDO.

CSEF Evaluation

174. During the second semester of 2011, a consultation process was initiated to develop the Terms of Reference for an independent evaluation. A draft ToR has been circulated for inputs and the tender process will commence in March 2012. The evaluation is expected to commence in April 2012. The GCE Board has established an oversight committee in December 2011 to oversee the evaluation process. The evaluation is essential to learn about the impact and effectiveness of the CSEF and to inform future funding opportunities and CSEF set up.

Overall Progress Reporting

175. GCE provided documentation on CSEF implementation progress and interim financial statements in February 2009, September 2010, February 2011, September 2011 and March 2012. The progress reports are available online. Progress reporting is managed up-stream: NECs provide biannual progress reports and quarterly financial reports to the Regional Secretariat and the Regional Financial Management Agency. The regional entities compile an overall report for GCE's global biannual reporting to the GPE Secretariat/ World Bank. Progress is reported against indicators as shown in table 3. Progress reporting has improved in terms of detailed documentation of the country-level activities.

Key Issues for Attention

176. The independent evaluation of the CSEF will be extremely important for the Global Partnership for Education, the GCE and all concerning stakeholders to ensure that any future civil society financing mechanism at the scale and scope of the CSEF will be based on lessons learned and effectiveness criteria.

177. Beyond the required project documentation and reporting it has been highlighted many times that the GCE should engage more proactively in communicating the results and the impact of the CSEF on the growth and strengthening of NECs as recognized players in the education sector. Visible communication on the CSEF success and lessons learned and country work is recommended to highlight the importance of the CSEF as a global good practice in development effectiveness, regarding ownership, accountability, transparency and broad based engagement across the country – also in the context of the Global Partnership for Education.

178. Bridge Funding period and management challenges. GCE indicated that it will commence implementation of the grant provided by AusAID (\$5 million) in April/ May 2012. There will be an

overlap between the closure of the EPDF grant and the launch of the AusAID grant for about 2-3 months. The AusAID grant will support the evaluation and the continuation of country activities in order to keep staff capacity and work going and avoid interruption that will jeopardize the achievements gained over the last 3 years. It will be important to keep close communication on the suggested work plan and next steps and engage in an exchange about the CSEF regarding its future work in order to ensure sustainability based on the ground work established over the past three years. GCE and the regional will have to ensure effective management of the evaluation, the project closure and the supervision of the ongoing work. This will be a challenging and complex management task. It is suggested that GCE will look carefully at its capacity to manage the simultaneous process effectively and transparently.

179. End of project reporting and audit. Focus will be given to review and support the end of project reporting and audit and closure of the project regarding high quality, World Bank standards and required operational procedures.

180. The CSEF has been a global good practice in the education sector for focused and strategic civil society support and discussions among key stakeholders are needed to further support the important work of civil society in education.

Table 13. Disbursements and Expenditures (in US\$) by National Education Coalition (as of 12/31/2011)

Country	Coalition Name	Disbursed Amount in US\$ (31/12/2011)	Expenditure in US\$ (31/12/2011)
AFRICA			
1. Angola	Angolan EFA Network (AAEA)	\$57,423.61	\$47,465.58
2. Benin	Coalition Béninoise des Organisations pour l'EPT (CBO-EPT)	\$134,173.11	\$133,987.95
3. Burkina Faso	Coalition Nationale EPT du Burkina Faso (CCEB)	\$129,589.56	\$120,833.73
4. Burundi	Coalition Burundaise pour l'Education Pour Tous (CBEPT)	\$148,388.74	\$146,333.97
5. Cameroon	Cameroun Education for All Network (CEFAN)	\$73,145	\$73,145
6. Cape Verde	Rede Nacional da Campanha de Educacao Para Todos (RNCEPT)	\$54,778.36	\$54,560.34
7. Cote D'Ivoire ¹	Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIP-EPT)	-	-
8. Djibouti	FADE Network	\$142,644.78	\$142,542.79
9. DRC	Coalition Nationale de l'Education Pour Tous en RDC (CONEPT/ RDC) / SY.E.CO	\$107,063	\$102,408.18
10. Ethiopia	Basic Education Association in Ethiopia	\$152,740.27	\$152,710.65
11. Gambia	EFA Campaign Network, (EFANET)	\$190,672.68	\$191,622.35
12. Ghana	Ghana National Education Campaign Coalition (GNECC)	\$280,066.50	\$276,186.16
13. Guinea Bissau	Réseau de la campagne de l'éducation pour tous Guinée-Bissau (RECEPT-GB)	\$93,861.76	\$93,844.72
14. Kenya	Elimu Yetu Coalition (EYC)	\$223,296.69	\$223,258.67
15. Lesotho	Campaign for Education Forum (CEF)	\$98,916.20	\$99,098.69
16. Liberia	Liberia Technical Committee on EFA (LETCOM)	\$86,133	\$86,133
17. Malawi	Civil Society Coalition for Quality Basic Education (CSCQBE)	\$154,261.55	\$148,383.42
18. Mali ²	Coalition des Organisations de la Société Civile pour l'Education Pour Tous (COSCEPT)	\$69,907.37	\$65,294.52
19. Mauritania	Coalition des Organisations Mauritanienes pour l'Education	\$20,663.09	\$21,917.89
20. Mozambique	Movimento de Educacao para Todos (MEPT)	\$173,634.06	\$175,217.73
21. Niger	Coordination Nationale des Associations, Syndicats et ONGS pour la campagne EPT (ASO EPT)	\$188,311.99	\$188,308.54
22. Nigeria	Civil Society Action Coalition for Education for All (CSACEFA)	\$181,364.59	\$165,391.69
23. Rwanda ¹	Syndicat du Personnel de l'Education Au Rwanda (SYPERWA)	-	-
24. Senegal	Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualité (COSYDEP)	\$217,225.78	217,178.27
25. Sierra Leone	Education for All Sierra Leone (EFASL)	\$160,287.65	\$158,997.40
26. Somaliland ¹	Somaliland Network on Education for All (SONELFA)	-	-
27. Tanzania ²	Tanzania Education Network (TEN/MET)	\$28,645.77	\$29,240.30
28. Togo	Coalition Nationale EPT	\$190,148.22	\$190,440.80
29. Uganda	Forum for Education NGOs in Uganda (FENU)	\$131,644.37	\$125,749.04
30. Zambia	Zambia National Education Coalition (ZANEC)	\$150,551.67	\$146,966.40
31. Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	\$138,685	\$133,168.24
ASIA			
32. Bangladesh	Campaign for Popular Education (CAMPE)	\$261,353.22	\$245,393.57
33. Cambodia	NGO Education Partnership (NEP)	\$232,608.80	\$229,161.71
34. India	National Coalition for Education NCE	\$333,384.04	\$332,264.74
35. Indonesia ²	EFA (CSOiEFA)	\$113,291.75	\$128,000.21
36. Mongolia	National Core Group for the establishment of a Mongolian National Education Coalition	\$201,287.65	\$191,529.91
37. Nepal	NCE Nepal	\$149,753.63	\$151,222.64
38. Pakistan	Pakistan Coalition for Education (PCE)	\$278,669.56	\$276,313.47
39. PNG	Education Advocacy Network (PEAN)	\$191,445.82	\$196,097.47
40. Solomon Islands	Coalition for Education Solomon Islands	\$221,205.44	\$214,768.56
41. Sri Lanka	Coalition for Educational Development	\$75,427.40	\$43,138.84
42. Timor Leste ²	Timor- Leste Coalition for Education (TLCE)	\$96,763.85	\$90,375.95
43. Vanuatu	Vanuatu Education Policy Coalition (VEPAC)	\$170,326.80	\$157,892.92
44. Vietnam	Vietnam Coalition of Education for All (VCEFA)	\$176,603.59	\$151,044.99

LATIN AMERICA			
45. Bolivia	Campana Boliviana por el Derecho a la Educacion	\$197,000	\$203,875.88
46. Dominican Republic	Foro Socioeducativo	\$172,679	\$166,171.24
47. Haiti	Regroupement Edution Pour Toutes (REPT)	\$69,414	\$22,164.80
48. Nicaragua	Foro de Educacion y Desarrollo Humano De La Iniciativa Por Nicaragua	\$197,000	\$197,000

Notes:

¹ Cote d'Ivoire, Rwanda, and Somaliland had not applied in the first round of CSEF grants in 2009/2010. For the second round of grants coalitions in those coalitions were considered for 2010/11 but finally they received no grants. Explanation from GCE was not provided.

² Mali, Tanzania, Timor Leste and Indonesia did not receive funding in 2009/10 but their applications were considered for 2010/11 and grants were approved for the coalition's proposals.

- Coalitions that have not spent fully spent their available funding will pay back the balance to the respective regional funding management agency.

- GCE has not provided explanation on overspending.

Table 19. Results Framework – GCE Progress against indicators

INDICATOR	BASELINE 2009	MILESTONE June 2010	MILESTONE Dec. 2010	MILESTONE June 2011	TARGET June 2011
GOAL: Support the core work of National Education Coalitions for CSOs to fully engage with and track the progress of national governments and donors in working toward EFA goals					
1. Number of NECs fully recognized as partners in Local Education Groups	18	31	31	32	40
2. Number of NECs that take part in development, endorsement, appraisal, and monitoring of the education sector plan	14	28	29	30	40
3. Number of NECs that actively take part in annual Joint Sector Reviews	14	29	29	31	40
PURPOSE: Establish broad-based, democratically run, and effectively working National Education Coalitions					
4. Number of new NECs formed	0	4	6	6	10
5. Number of new districts/provincial networks/branches established	68	292	591	725	400
6. Number of CSOs recognized as NEC members (expansion of national CSO network)	1,129	2,664	2,907	3,341	3,200
7. Number of NECs with established districts/provincial networks/ branches all over the country	13	28	32	34	30
8. Number of NECs that have credible Boards and governance structures in place	18	28	31	32	40
8.1 Number of NECs that held at least one annual assembly meeting	14	17	24	36	44
8.2 Number of NECs that elected new Board members in the past year ¹	11	20	22	46	-
8.3 Number of women elected to NEC Boards	20	89	97	120	170
9. Number of NECs that increased their understanding of the national budget by producing budget analysis reports ³	-	-	-	-	-
10. Number of studies, policy-research, and surveys conducted and produced by NECs or CSOs	19	36	56	69	80
11. Number of NECs with clearly defined policy agendas and campaign plans ¹	15	23	25	35	-

OBJECTIVE 1: Strengthen the capacity of National Education Coalitions					
12. Number of NECs that report full access to the education sector plan and policy documents	14	24	24	25	40
13. Number of NECs that are legally registered	13	29	30	35	44
14. Percentage of NECs with timely and satisfactory financial and narrative progress report ¹	-	-	-	-	-
15. Number of NECs participating and using the CSEF Knowledge and Resource Locator (KARL) ¹	-	-	-	-	-
OBJECTIVE 2: Strengthen support and coordination from regional and global levels					
16. Number of NECs whose financial management system has been reviewed ¹	0	4	32	30	-
17. Number of support visits made to NECs (regional and global secretariats)	36	73	43	61	150
18. Number of countries where mentorship program is initiated	0	0	18	18	10
19. Percentage of total CSEF coalition grants allocated ¹	-	-	-	-	-
20. Percentage of total CSEF coalitions grants disbursed ¹	-	-	-	-	-
OBJECTIVE 3: Support countries to start setting up credible and independent National Civil Society Education Funds (NCSEFs)					
21. Number of NECs with a NCSEF plan in place	0	0	23	26	10
22. Number of NECs that have secured at least one additional donor funding for their activities	7	17	18	26	(25) ²
<p><i>Notes:</i></p> <p>¹ Indicator neglected with regarding to progress reporting because it was not feasible in the project context as it developed/ or it was not possible to adequately monitor the indicator as suggested by GCE. This was discussed in October 2011.</p> <p>² Progress reported in 4th Progress Report but not in 5th Progress Report</p> <p>³ Indicator 9 was included in indicator 10 to avoid double counting.</p>					