

# Education for All – Fast Track Initiative

## Accelerating progress towards quality universal primary education

German Bundestag: Committee on Economic Cooperation and Development  
Meeting of Experts: Education in Developing Countries  
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Written Responses prepared by the Education for All Fast Track Initiative Secretariat, Washington DC.

### Q1. Which countries are donors in the field of education?

Almost all OECD donor countries provide support in varying forms to education in developing countries<sup>1</sup>. In recent years, **France, Germany, Japan, United Kingdom** and the **United States** have been the leading donors, contributing together over 70% of all bilateral aid to education. For basic education, the principal donors were **Canada, Japan, the Netherlands, the United Kingdom and the United States**, providing over two-thirds of aid to the sub-sector. Please see Table 1 below for more detail.

Table 1: Overview of bilateral donors and aid for education – average 2005

Constant 2005 \$US million 2004-2005 average	Total	Education	Education as % of total ODA	Total aid to basic	Basic education as % of Education
Australia	1,366	127	9%	57	45%
Austria	827	89	11%	4	5%
Belgium	1,451	155	11%	35	23%
Canada	2,462	223	9%	173	78%
Denmark	1,684	137	8%	82	60%
Finland	559	66	12%	40	61%
France	8,496	1,537	18%	279	18%
<b>Germany</b>	<b>7,528</b>	<b>760</b>	<b>10%</b>	<b>146</b>	<b>19%</b>
Greece	190	30	16%	4	14%
Ireland	451	61	13%	38	63%
Italy	1,563	43	3%	20	46%
Japan	14,265	1,047	7%	281	27%
Luxembourg	190	26	14%	12	46%
Netherlands	3,600	570	16%	375	66%
New Zealand	247	58	24%	31	54%
Norway	1,720	186	11%	117	63%
Portugal	660	60	9%	8	14%
Spain	1,656	155	9%	59	38%
Sweden	2,370	129	5%	66	51%
Switzerland	1,334	35	3%	16	45%
United Kingdom	7,536	646	9%	540	84%
United States	25,509	672	3%	563	84%
<b>TOTAL DAC</b>	<b>85,666</b>	<b>6,812</b>	<b>8%</b>	<b>2,944</b>	<b>43%</b>

Source: UNESCO & FTI Secretariat, EFA Global Monitoring Report 2008 (to be published in November 2007)

<sup>1</sup> There has also been increased investment in education in developing countries from non OECD DAC donors such as China, Korea and most recently, the Arab States.

## Q2. Which multilateral organizations support education projects?

All the main multilateral and regional development banks are active in the education sector. The World Bank is the largest multilateral investor in education committing just over \$1.3 billion per year from IDA funds in 2004 – 2005, of which \$822 million was allocated to basic education. The European Commissions is the second largest investor, providing approximately \$760 million per year in 2004 – 2005, of which \$351 million was for basic education. The regional development banks are also active in the education sector. Within the UN family, the most important actors in education are UNESCO and UNICEF. Please see table 2 below for more detail.

Table 2: Overview of multilateral donors and aid for education – average 2005

Average Annual Commitments (Constant 2005 \$US million) 2004-2005 average	Total Commitments	Education Commitments	Education as % of total	Basic Education	Basic education as % of Education
AfDF	1,492	141	9%	55	39%
AsDF	1,492	308	21%	78	25%
EC	10,309	762	7%	351	46%
FTI	44	44	100%	44	100%
IDA (World Bank)	10,433	1,355	13%	822	61%
IDB Sp.Fund	415	35	8%	15	42%
UNICEF	707	64	9%	63	99%
<b>TOTAL multilaterals</b>	<b>26,359</b>	<b>2,709</b>	<b>10%</b>	<b>1,428</b>	<b>53%</b>

Source: Unesco & FTI Secretariat, EFA Global Monitoring Report 2008 (to be published in November 2007)

## Q3. What focal points exist in the promotion of education?

UNESCO has the global mandate to coordinate all efforts to achieve the Education for All (EFA) goals and the Millennium Development Goals in education. It fulfills this mandate through convening annual Working and High Level Group meetings on EFA, as well as leading targeted global and regional initiatives. It also supports the publication of an annual EFA Global Monitoring Report<sup>2</sup>.

The Education for All *Fast Track Initiative* (FTI) is a global partnership between donor and developing countries which works within the UNESCO EFA framework. The FTI has a particular focus on the Millennium Development Goal of universal primary education by 2015. All low-income countries which demonstrate serious commitment to achieving this goal can receive support from the FTI. The FTI is supported by all of the major bilateral donors and multilateral agencies working in the education sector. In May 2007, 31 developing countries had completed an endorsement process to become full FTI partners.

<sup>2</sup> The EFA Global Monitoring Report is edited by an independent team of experts housed at UNESCO headquarters in Paris. The report is supported by a wide range of donors, including Germany.

It is expected that up 60 countries will join the FTI by the end of 2008, representing over two thirds of the world's children.

The main focal point for NGOs in the education sector is the Global Campaign for Education (GCE), which was founded in 1999. GCE brings together major NGOs and teachers' unions in over 150 countries around the world. Membership of the GCE is open to independent civil society organizations that subscribe to the GCE's principles and demands.

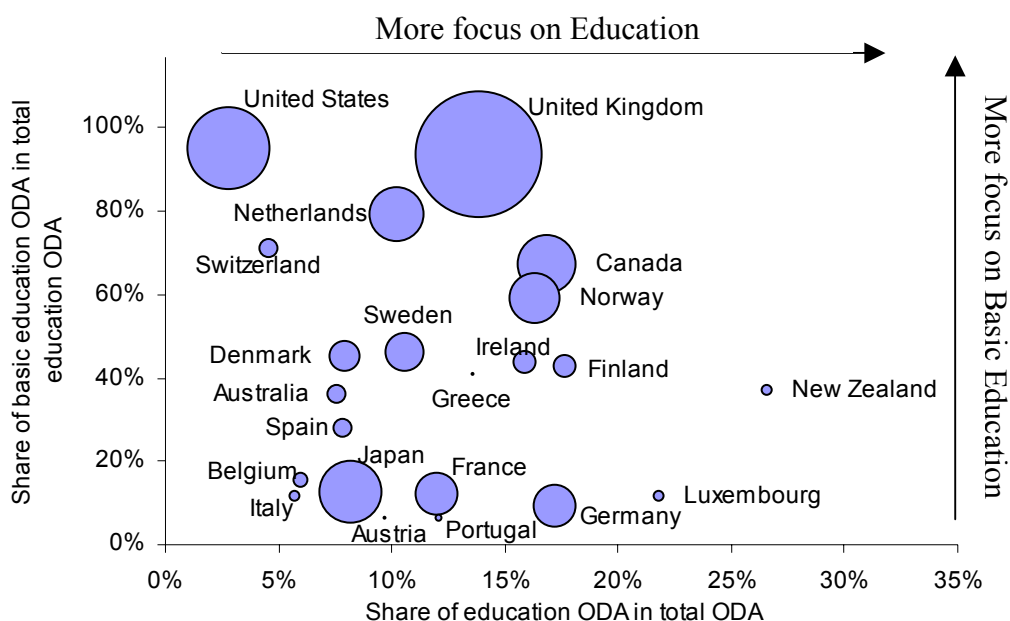
**Q.4 What differences are there between donors?**

Donors vary widely in the scale of and their approach to supporting education in developing countries.

OECD DAC donors spend between 0.01% and 0.16% of GNI on aid to education. This represents between 4% and 47% of sector-allocable aid. Of this, between 1% and 73% is dedicated to basic education. Figure 1 below provides a visual representation of the size of donor support for education and the share going to basic education. In 2004, we estimate that less than 3% of all aid went to support basic education in low income countries.

UNESCO estimates that a total of \$11 billion per year in external funding will be needed to help low income countries to achieve the Education for All goals – of which approximately \$9 billion per year will be needed to achieve the Universal Primary Education goal. This will require a tripling from current levels of aid to basic education in low income countries of around \$3 billion per year.

*Figure 1: Share of education and basic education in ODA commitments from OECD-DAC countries to low-income countries, average 2003 – 2004*



Donors vary widely in their methods of delivering aid to education. There is an increasing trend towards programme and sector wide support, although several donors still provide the majority of their support through projects. Some donors provide support to education through government budget systems in countries where these systems are regarded as reliable. Other donors support education in developing countries by providing technical assistance or support for scholarship programmes in their own countries. While the value of such support is widely accepted, there is a question as to the extent to which this aid can be counted against the direct costs of implementing education programmes at the country level.

The OECD DAC Paris Declaration on Aid Effectiveness and Donor Harmonisation recommends that donors should harmonize their support and align their aid to the countries' own plans using government systems wherever possible and promoting a strong focus on results. Several donors have attempted to harmonize their support for education by pooling bilateral aid for basic education in FTI countries and by undertaking joint reviews and sector analysis. The Paris Declaration also encourages donors to untie their aid in order to increase the cost effectiveness of its use. The proportion of tied aid in the education sector has been decreasing, but some donors still have as much as a third of their aid tied to goods and services in their own country.

#### ***Q5. How do the individual donors coordinate their work with one another?***

The FTI is an important mechanism to improve coordination of donors in the education sector. The OECD DAC has welcomed the FTI as a good example of the 'Paris Declaration in action.' The FTI encourages donors to work together in support of a single national education sector plan. The FTI is based on mutual accountability between donors and developing countries and aims to provide incentives and resources for poor countries to develop high quality education plans and for donor countries to align their support with these plans. Developing countries are responsible for preparing national education plans, with budgets and for making a greater commitment of their own financial resources to the education sector. Donor nations commit to providing the additional technical know-how and funding required so that no country with a credible education sector plan will fail for lack of resources.

#### ***Q6. What criteria are applied in decisions on funding allocation and project support?***

Donors employ a wide range of criteria in order to make decisions on funding allocations in the education sector. These include:

- Financing needs as identified in the education sector plans;
- Absorptive capacity of the education sector and the public sector as a whole;
- Macro-economic framework and considerations of long term sustainability;
- Performance in the education sector as well as broader governance performance.

The FTI Framework provides benchmark indicators to guide these decisions and to inform the appraisal of the education sector plan. These include a benchmark of 20% of total

government expenditure going to education and 50% of the education recurrent budget going to primary education. (See Annex 1 for the full FTI Indicative Framework.)

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

1. Domestic resources by seeking progress towards the benchmark of 20% of government expenditure for education.
2. Bilateral and multilateral donor resources at the country level.
3. New donors – including private sector donors and foundations – not yet present at the country level.
4. The FTI also provides direct financial support through the Catalytic Fund. A multi-donor trust fund managed by the World Bank.

The Catalytic Fund currently has pledges of just over \$1.2 billion to 2009, including 8 million euros (\$10.4 million) from Germany for 2007 – 2009. The Catalytic Fund is intended to provide catalytic, bridging finance and should be used as a last resort after all other sources of funding have been exhausted. Donors have allocated nearly \$800 million to 23 countries through to 2009 from the Catalytic Fund. (See Annex 2 for full details of Catalytic Fund pledges and allocations.)

***Q7. How and at what intervals are pledges reviewed? What sustainability standards are applied in such reviews?***

Pledges to the Catalytic Fund are reviewed every six months to take account of anticipated demands for additional financing from FTI endorsed countries. Donor countries are asked to provide pledges over at least a three-year period to increase the predictability of financing and to ensure sustainability of the support over at least the time span of the education sector plans. There is an estimated financing gap for the current 31 FTI countries of approximately \$450 - 500 million by the end of 2007. This is likely rise to over \$800 million in 2008 plus any additional needs for new countries coming into the FTI.

In order to increase sustainability and ‘crowd in’ finance from other sources, the Catalytic Fund uses a ‘stepped down’ allocation formula over the three-year period. The aim is to encourage the government and the in-country donors to increase their investment over the life time of the plan.

***Q8. How are the different education systems in the areas of the primary and university education coordinated?***

The FTI requires countries to prepare sector wide plans for the national education system, including secondary, tertiary and non-formal education as well as the primary sub-sector. A coherent education plan should provide a continuum from pre-school to university. In recent years, as countries approach 100% primary enrolment, there has been a shift in emphasis in several countries towards post-primary, secondary and tertiary education.

The best examples of education sector plans also include an assessment of private sector activity in the education sector, which, in some countries, is substantial.

***Q9. What approaches are pursued in the areas of informal education and continuing education? Do international standards exist?***

The FTI partnership recommends that informal education and life long learning should be included in the national education plan where they play a significant role in the provision of education in that country. Some FTI endorsed education sector plans include a separate section on non – formal education. For example, the Kenyan national education plan highlights the role of non formal education to ensure the participation of children in special circumstances, including orphans, children in urban slums, in arid and semi-arid lands and in the poorest areas. The Kenyan plan recognizes the importance of non government and church organizations in improving education provision in these areas.

***Q10. In what way are the particular cultural, linguistic and religious factors in the countries concerned taken into account by the donor community?***

A good education sector plan should take account of the cultural, linguistic, historical, religious and other social factors that affect the education system in that country. Failing to do so will impede the long term success of any measures to expand and improve the quality of education provision. In several FTI endorsed countries, religious bodies play an important role as providers of education services as well as being important sources of moral and social support for their communities. Cultural and linguistic factors also play an important role in former colonies and this requires careful consideration in policy decisions such as language of instruction or choice of appropriate curriculum and materials. In several FTI countries in South America, the particular needs of the indigenous populations have been addressed through additional support provided by the FTI. Guyana and Honduras, for example, have introduced measures such as salary supplements for teachers and targeted school feeding programmes to increase the enrollment of indigenous / Amerindian children. In other countries such as Yemen, the government has used FTI support to achieve a higher participation in schools for girls by opening new all girl schools and recruiting more women teachers in primary schools.

***Q11. What form does coordination between the donors and the national authorities take?***

As outlined above, the FTI promotes coordination between donors and the national authorities by encouraging all donors to align their support behind a single national education sector plan that is linked to the countries Poverty Reduction Strategy (or an equivalent) and the medium term budget for the country.

Once a country has prepared a plan, donors are asked to conduct a joint appraisal to assess its quality and to identify any weaknesses or needs for further analysis. After agreement has been reached on an adequate plan, all donors are asked to sign an endorsement letter confirming their support for the plan and their willingness to increase their aid for education in the country over the medium term. A lead coordinating agency is appointed to prepare a report of the assessment and to notify the FTI Secretariat and the Partnership.

The aim of this process is to strengthen the leadership of the national authority in preparing the education plan as well as to provide a framework for donors to coordinate their support for the plan. An initial impact assessment of the FTI found that all 13 of the first phase countries reported an improvement in this area of donor harmonisation and coordination.<sup>3</sup>

***Q12. What measures are taken to ensure that education projects organized by the donor community are taken over by the national authorities and continue to be run with the necessary budgetary resources? Who supervises adherence to standards and the continuation of projects once funding has ceased?***

The focus of the FTI on the country-led planning process greatly increases the likelihood that donor supported programmes will be sustained after the end of the project cycle<sup>4</sup>. All donors are encouraged to ensure that their support is ‘on plan and on budget.’ Thus, even if the donor is unable to channel resources through the government budget, they should at least ensure that their projects are included in the national education sector plan and that the ongoing recurrent costs have been added to the national budget.

Monitoring and supervision of the programme is the responsibility of the local donor group working with the government. The World Bank is the principal implementing agency for the Catalytic Fund and it has the lead responsibility for supervising finances and ensuring that the appropriate measures are taken to ensure accountability for the use of the FTI resources.

The education sector plans should include a significant capacity-building component which will enable developing countries in the medium to rely on its own technical capacity. The financing framework for FTI support should also help to improve financial sustainability by building in an increasing share of domestic resources over the long term.

The FTI has introduced a Country Information Form (CIF) to assist annual monitoring of progress for the education sector – including both domestic and external finances<sup>5</sup>.

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<sup>3</sup> World Bank: Progress Report on FTI for the Development Committee. September 2006.

<sup>4</sup> A full independent evaluation of the first five years of the FTI is planned for the end of 2007. This will provide an opportunity to assess the long term impact of the FTI approach across a selection of countries.

<sup>5</sup> Typically, FTI countries already provide 80 – 85% of the costs of the education sector plans from domestic resources.

**Q13. What successes and failures have there been in the past in this context?**

Table 3 below provides a summary of progress in a selection of FTI countries which have been working within the FTI framework for at least three years. (World Bank Development Committee Report. September 2006.)

**Table 3: Benchmarks and Improved Outcomes for FTI Countries, 2000–04<sup>a</sup>**

Benchmark	Number of pupils enrolled		Gross intake ratio (%)				Primary completion rate (%)			
	2004 / 2005	% increase from 2000	Girls		Boys		Girls		Boys	
			2000	2004/2005	2000	2004/2005	2000	2004/2005	2000	2004/2005
n.a.		100	100	100	100					
Burkina Faso	1,321,300	55	39	62	53	70	21	28	30	35
Gambia, The	174,836	13	76	83	77	79	62	—	77	—
Guinea	1,207,000	53	56	83	63	95	21	42	45	66
Guyana	114,161	5	124	140	130	140	114	92	109	99
Honduras	1,257,358	15	139	127	139	129	—	82	—	77
Mauritania	434,181	22	87	105	86	106	44	41	51	45
Mozambique	3,569,473	40	102	129	117	138	13	23	20	35
Nicaragua	941,957	12	142	135	151	144	70	77	62	70
Niger	1,064,000	84	35	51	49	68	13	20	20	30
Vietnam	8,350,191	-17	105	95	108	101	94	98	99	104
Yemen, Republic c	3,220,282	31	78	111	102	136	39	46	78	78

Source: UNESCO Institute for Statistics and World Bank country reports.

Note: n.a. = not applicable. — = data not available.

<sup>a</sup> Data are not available for each country in 2000 and 2004, so the closest year has been shown. See Annex 1 for specific information.

Several countries have made remarkable progress over the past four to five years, particularly in increasing enrollment and increasing the numbers of girls going to school. Progress has been fastest in those countries which were furthest away from the UPE goal with countries such as Burkina Faso and Guinea achieving over 50% increase in enrolment between 2000 and 2004 and Niger achieving over 80% increase in enrolment in the same period. Some countries saw a drop in enrolment due to a reduction in the numbers of over aged children in school and others which were closer the 100% goal saw a much slower increase. Improvements in primary completion rates were much slower and several countries reported continuing concerns about the quality of education being provided. These are likely to be key areas of focus for the FTI over the next few years.

**Q14. How are projects evaluated? Are there international guidelines on this?**

The local donor group is responsible for evaluating the success of the implementation of the education sector plan and the impact of their support. These evaluations are often done jointly with the government as part of the ongoing planning and review process. Annual joint reviews are supplemented by full evaluations of three – five year programmes



towards the end of each cycle. The FTI Indicative Framework provides a results framework to assess progress against agreed outcome indicators as well as input targets.

It is still too early to assess the full impact of the FTI on this process. A full independent evaluation is planned for late 2007 – early 2008 which is likely to include a selection of country case studies as well as an assessment of the success of the Education for All Fast Track Initiative in promoting better practice in the education sector and in helping countries to achieve faster progress towards the education goals.

## Annex 1. FTI Indicative Framework

EDUCATION FOR ALL *FAST-TRACK INITIATIVE*

### Annex 1: Indicative Framework Benchmarking Tool for EFA/Education Sector Development Plans

Indicator	Average for some successful countries	Baseline	Year 1	Year 2	Year 3	.....	2015
<b>Resource mobilization</b>							
Public domestically-generated revenues as % of GDP	14–18						
External grants as % of GDP	—						
<b>Education share of budget (%)</b>							
<i>Defined as public recurrent spending on education as % of total public recurrent discretionary spending<sup>a</sup></i>							
• Estimate including grants	20						
• Estimate excluding grants	20						
<b>Primary education share of education budget (%)</b>							
<i>Defined as public recurrent spending on primary education as % of total public recurrent spending on education, including grants<sup>b</sup></i>							
<b>Student flows</b>							
Intake into first grade, total <sup>c</sup>	100						
• Girls' intake rate	100						
• Boys' intake rate	100						
<b>Primary completion rate, total<sup>d</sup></b>							
• Girls' completion rate	100						
• Boys' completion rate	100						
% repeaters among primary school pupils	10 or less						
<b>Service delivery</b>							
Pupil–teacher ratio in publicly-financed primary schools <sup>e</sup>	40:1						
<b>Average annual salary of primary school teachers:<sup>f</sup> (for countries with both civil service and contract teachers, use the weighted average salary)</b>							
3.5							
<b>Contract teachers</b>							
• Number of new contract teachers recruited this year							
• Total stock of contract teachers							
• Average salary Civil service teachers							
• Number of new civil service teachers recruited this year							
• Total stock of civil service teachers							
• Average salary							
<b>Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education<sup>g</sup></b>							
33							
<b>Annual instructional hours</b>							
<i>Estimated effective hours of schooling (not official hours) in publicly-financed primary schools</i>							
850–1000							
<b>Private share of enrollments % of pupils enrolled in exclusively privately-financed primary schools</b>							
10 or less							

## Annex 2a: FTI Catalytic Fund: Pledges and Commitments

*Catalytic Fund contributions and pledges, in million USD (as of June 1, 2007)*

### Pledges

Country	2004	2005	2006	2007	2008	2009	Total pledges 2003-2009
Belgium	1.3	2.6	1.2	1.3	-	-	6.4
Canada	-		17	-	-	-	17
Denmark				4.5			4.5
EC	-		40.3	20.2	20.2	-	80.7
France	-		-	6.5	6.5	7.74	20.74
<b>Germany</b>				<b>3.9</b>	<b>2.6</b>	<b>3.9</b>	<b>10.4</b>
Ireland		1.5	4.5	11.8	19.2	-	37
Italy	2.4	2.4	1.3	-	-	-	6.1
Japan				1.2			1.2
Netherlands	39.5	54.3	185	185	185	-	648.8
Norway	6	8.1	40.6	-	-	-	54.7
Russia	-		1	2	1	-	4
Spain		6	9	13	6.5	-	34.5
Sweden		5.3	10.4	-	-	-	15.7
UK	-		129.1	124.4	16.8	-	270.3
<b>TOTAL</b>	<b>49.20</b>	<b>80.20</b>	<b>439.40</b>	<b>373.80</b>	<b>257.80</b>	<b>11.64</b>	<b>1,212.04</b>

## Annex 2b Catalytic Fund : Country Allocations (June 2007)

		US\$ millions						
	Country	2003/2004	2005	2006	2007	2008	2009	Total
1	Benin				25.4	25.4	25.3	76.1
2	Cambodia				19.1	19.1	19.2	57.4
3	Cameroon				22.5	24.8		47.3
4	Djibouti			6	2			8
5	Ghana		8	11	14.2			33.2
6	Guyana	4	4	4				12
7	Kenya		24.2	48.4	48.4			121
8	Kyrgyzstan				9	6		15
9	Lesotho			7.2	4.7			11.9
10	Madagascar		10	25	25			60
11	Mali				4.3	4.4		8.7
12	Mauritania	7	2		7	7		23
13	Moldova			4.4	4.4			8.8
14	Mongolia				8.2	8.9	12.3	29.4
15	Mozambique					39.5	39.5	79
16	Nicaragua	7	7	10				24
17	Niger	13	8					21
18	Rwanda				26	44		70
19	Sierra Leone				4.6	4.6	4.7	13.9
20	Tajikistan			9.2	9.2			18.4
21	The Gambia	4	4	5.4				13.4
22	Timor Leste			3	5.2			8.2
23	Yemen	10	10	20				40
	<b>Total</b>	<b>45</b>	<b>77.2</b>	<b>153.6</b>	<b>194.7</b>	<b>139.2</b>	<b>101</b>	<b>799.7</b>