

# The Education For All *Fast-Track Initiative (EFA-FTI)*

German Bundestag  
Committee on Economic Cooperation  
and Development  
Hearing of Experts on  
Education in Developing Countries

June 20, 2007

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# What is the EFA Fast-Track Initiative?

The Education for All - Fast Track Initiative (FTI) is a **global partnership** between developing countries and donors to **accelerate progress** towards the goal of **universal completion of quality primary education by 2015**.

- Partners include 30 bilateral and multilateral donor agencies
- All low-income countries are eligible for technical and financial support from the FTI.

## The Context

# Millennium Development Goals

## Goal 2. Achieve Universal Primary Education

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

## Goal 3. Promote Gender Equality and Empower Women

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

## Why was FTI created?

- To accelerate progress towards the education MDG target of UPE.
- Progress has been made but there are still 77 million children are out of school - 44 million are girls.
- Official Development Assistance (ODA) for education has more than doubled since 2000. However, ODA levels are still far below the estimated needs of \$9BN per annum.

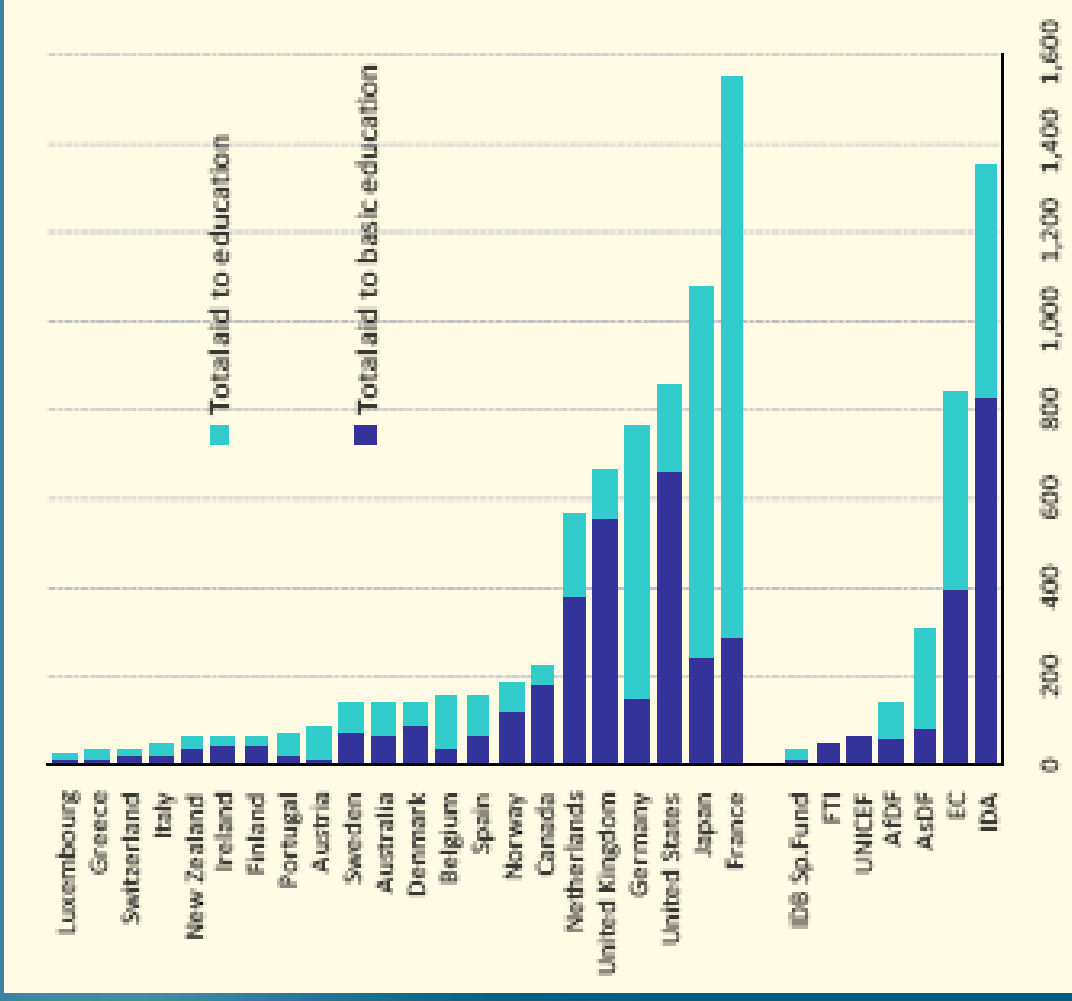
# FTI Countries Delivering Results

	Number of pupils enrolled		Gross intake ratio (%)				Primary completion rate (%)			
	% Increase from 2000		Girls		Boys		Girls		Boys	
	2004 / 2005	n.a.	2000	2004 / 2005	2000	2004 / 2005	2000	2004 / 2005	2000	2004 / 2005
<b>Benchmark</b>			<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Burkina Faso	1,321,300	55	39	62	53	70	21	28	30	33
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	44
Mozambique	3,569,473	40	102	129	117	138	13	23	20	33
Nicaragua	941,957	12	142	135	151	144	70	77	62	77
Niger	1,064,000	84	35	51	49	68	13	20	20	33
Vietnam	8,350,191	-17	105	95	108	101	94	98	99	100
Yemen, Republic of	3,220,282	31	78	117	102	136	39	46	78	77

# Sharp contrast in donors' priorities

Five donors contribute **62%** of total global aid to basic education

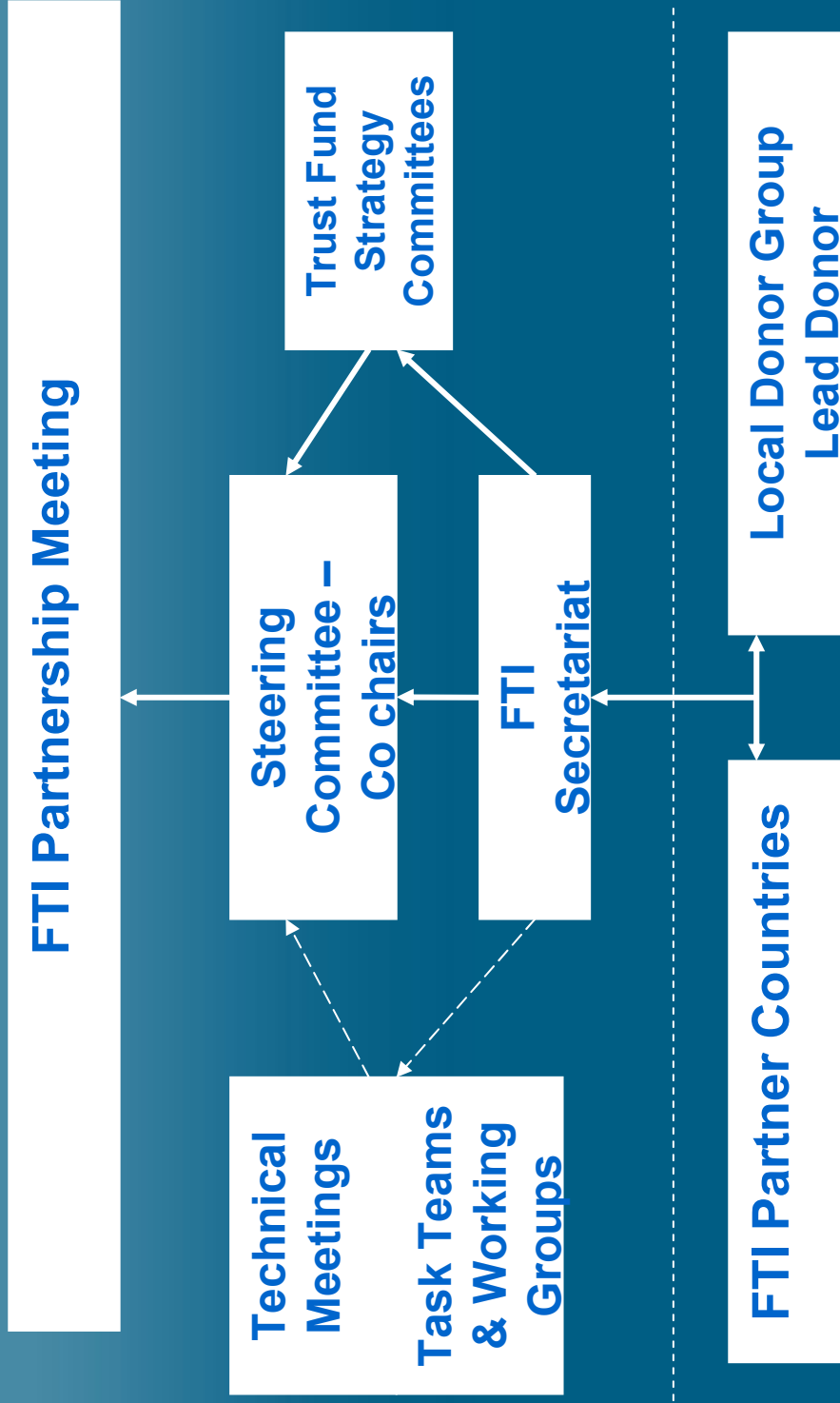
Several donors give priority to higher education, but not to the basic level



Source: presentation  
N. Burnett / UNESCO,  
May 2007

Commitments, 2004-2005 average, US\$ millions

# FTI Organization



Global Level

Country Level

# The FTI Compact

## Partner Countries

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

## Mutual Accountability

## Donors

- Help mobilize resources and make them more predictable
  - Align with country development priorities
- Coordinate support around one education plan
- Harmonize procedures as much as possible



# The FTI Endorsement Process

Country prepares a poverty reduction strategy and an education sector plan. Sector Plan should be linked to broader budget and macro economic planning frameworks.

Education sector plan is jointly appraised by the government and the donor group, usually including the World Bank.

Each agency is responsible for ensuring that rigorous technical analysis and appropriate internal consultations are conducted during the appraisal process to enable the endorsement process to be completed.

Lead donor sends sector plan, appraisal report and signed endorsement letter to the FTI Secretariat

FTI Secretariat informs the full Partnership of the endorsement

Additional resources committed through domestic, bilateral and multilateral channels as well as the Catalytic Fund

# Current and Potential FTI Countries

Endorsed Countries (31)		Countries pending for 2007 (15)	Countries expected in 2008 (15)
2002	Burkina Faso Guinea Guyana Honduras	Bangladesh Bhutan Burundi CAR	Angola Bolivia Congo DRC Eritrea
2003	The Gambia Mozambique	Chad Congo, Rep.	Guinea-Bissau India
2004	Ghana	Georgia	Indonesia
2005	Kenya Lesotho Madagascar	Haiti Kiribati Papua New Guinea	Lao PDR Malawi Nigeria
2006	Albania Cambodia Cameroon Djibouti Kyrgyz Rep.	Sao Tome e Pr. Solomon Islands Tonga Vanuatu Zambia	Pakistan Sri Lanka Tanzania Togo Uganda
2007	Benin Sierra Leone		

# What Support Does FTI Offer?

The FTI oversees two trust funds:

## Catalytic Fund

\$1.2 billion (2003-2009)

- Additional financing for credible education sector plans in countries with few donors

## Education Program Development Fund

\$82 million (2005-2009)

- Technical support and build the capacity required to prepare a sound education plan in countries with weak capacity

## Filling the capacity gap

- Building capacity is just as important as filling the 'financing gap'.
- Germany has prioritized this issue during its chairmanship of the FTI - major global conference on Capacity Development in the Education Sector planned for October in Bonn.
- Review of FTI education sector plans indicated that coverage of capacity development was weak in the plans, apart from teacher training.
- A task team has prepared Capacity Development guidelines for governments and donors to improve the analysis and planning in this area.
- This is likely to be a central topic for FTI in 2008.

## Filling the financing gap

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

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

# FTI Catalytic Fund



- Multi Donor Trust Fund managed by the World Bank
- Provides funding in the form of grants to help close the financing gap for countries with limited donor presence, while mobilizing more sustainable support through regular bilateral and multilateral channels.
- Total pledges and commitments (2003-2009): US\$ 1.2 billion
- Support 23 countries

# CF Contributions and Pledges (in US\$ millions)

Country	2003-2004	2005	2006	2007	2008	2009	Total 2003-09	Cumul. payments
Belgium	1.3	2.6	1.2	1.3			6.4	5.7
Canada			17				17	17
Denmark				4.5			4.5	4.5
EC			40.3	20.2	20.2		80.7	40.7
France				6.5	6.5	7.74	20.74	40.7
Germany				3.9	2.6	3.9	10.4	10.4
Ireland		1.5	4.5	11.8	19.2		37.0	37.0
Italy	2.4	2.4	1.3				6.1	6.1
Japan				1.2			1.2	1.2
Netherlands	39.5	54.3	185	185	185		648.8	279.8
Norway	6	8.1	40.6				54.7	54.7
Russia			1	2	1		4	4
Spain		6	9	13	6.5		34.5	1
Sweden		5.3	10.4				15.7	15.7
UK			129.1	124.4	16.8		270.3	129.1
	<b>49.2</b>	<b>80.2</b>	<b>439.4</b>	<b>373.80</b>	<b>257.8</b>	<b>11.64</b>	<b>1,212.04</b>	<b>571.1</b>

# Monitoring for Results

## Country Name

Total recommended allocation US\$ **47.3** million  
for 2 years ( 2007-2008 )

### Country background

	Year	Value
Total population (millions)	2005	16.3
GDP per capita (US\$)	2005	1040

### Education indicators

	Targets			
	2002/03	2003/04	2004/05	2010
<b><u>Resource mobilization</u></b>				
Education expenditure as % GDP	15.7	16.3	16.3	17.0
Education share of budget	36.0	36.0	36.0	36.8
Primary ed. share of ed. budget				41.7
% of recur. Pr.Ed.Bud. to non-teach. sal. exp				
<b><u>Student flows</u></b>				
Gross Intake Rate	103.3	103.8	104.0	103.0
Girls' GIR	96.0	100.1	100.3	100.5
Primary Completion Rate	60.9	63.3	65.7	69.0
Girls' PCR	56.2	57.6	59.8	63.0
Repetition rate	25.8	25.1	23.0	12.5
Student enrolment ('000)	2,799	2,906	2,907	3,075
Girls' enrolment ('000)	1,279	1,364	1,365	1,382
Pupil teacher ratio	59.3	58.9	58.0	57.6
% of private education				55.4
Annual instructional hours				40.0

### Service delivery

### Comments

### Donors

**Other donors**  
France, Canada, Japan, World Bank, AfDB, IsDB, UNFPA, UNICEF

### Implementation

**Lead Coordinating Agency**  
UNESCO

**Modality**  
World Bank

### Justification

Sector budget support (through special account) – Parallel Program Funding

### Endorsement process

An exercise of financial mapping of the action plan (who finances what?) showed that the main area that needs support is the payment of the salaries for the newly regularized teachers, which can be done through the government procedures, but with more control through a special account (at least in a first time)

### Risks and assumptions

Cameroon was locally endorsed in June-July 2006.  
A request for support, prepared by the Ministry of Education in collaboration with the Ministry of Basic education (leading the ministries in charge of education) was presented to the Secretariat, after further discussions, by the Lead Coordinating Agency in September. This request presents details on the financing gap calculation and the specific needs associated to it.  
Financing of recurrent costs is relatively safe. An improvement of the teacher posting policy will be necessary to ensure best use of human resources.

### Monitoring and evaluation

A monitoring matrix was developed by the government and its partners.  
Besides, a Partnership Framework was developed and signed, whereby partners on both sides committed to transparency, harmonization and alignment and shared monitoring and evaluation.  
Annual joint sector reviews will be held every June.

### Fiduciary Assessments

Procurement and Financial Management  
Inherent risk on the quality of public financial management institutions exist at the country level. This situation can be controlled through appropriate fiduciary arrangements with particular focus on results. But reforms are engaged and progress is visible.





# Thank You

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[www.fasttrackinitiative.org](http://www.fasttrackinitiative.org)

