

Education For All (EFA) - Fast Track Initiative (FTI)

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Outline

- What is EFA
- What is EFA-FTI
- Process of EFA FTI
- Case of Yemen
- Japan's Involvement

What Is Education For All (EFA)?

EFA was Born Based on.....

- A commitment taken on by the international community at the international community at the Dakar World Forum on Education in 2002, Dakar, Senegal - “the Dakar Framework for Action”
- A commitment to attain education for “every citizen in every society”
- A commitment based on a partnership between developing and developed countries
- A commitment based on a belief that education is the key to sustainable development, peace, and stability
- A commitment to be pursued based on the “Dakar Framework for Action” as a collective commitment between countries, multilateral, and bilateral agencies

EFA is.....

- To provide primary education for all children and reduce adult illiteracy by the end of the decade
 - ◆ 125 million children out of primary school
 - ◆ absence of girls' education
 - ◆ about 1 billion illiterate children
- To mobilize resources in order to support EFA from multilateral and bilateral agencies

Players of EFA.....

- Developing Countries
- Multilateral and Bilateral Agencies
- NGOs
- Civil Society

Why Education For All?

Education is the foundation for higher living standards and domestic societies. It is an important long-term investment in peace and development. We reaffirm the importance of literacy, numeracy, and learning, and our support for the EFA initiative.”

(“A New Focus on Education for All” - http://www.g8.gc.ca/kan_docs/etfr-e.asp)

And....
Too Many People Remain Uneducated Worldwide

More than 100 million children worldwide are out of school, and 60 percent of these are girls. One in four children does not complete five years of basic education. Nearly 1 billion adults are illiterate. Almost all of these people live in developing countries. HIV/AIDS and violent conflicts compound the problem.”

(“A New Focus on Education for All” - http://www.g8.gc.ca/kan_docs/etfr-e.asp)

Development of EFA

Almost 12 Years Ago....

■ The World Conference on Education for All

- Jomtien, Thailand, in 1990 -

The conference pledged to provide primary education for all children and reduce adult literacy by the end of the decade. However.....

Too Much Talk
Too Little Actions

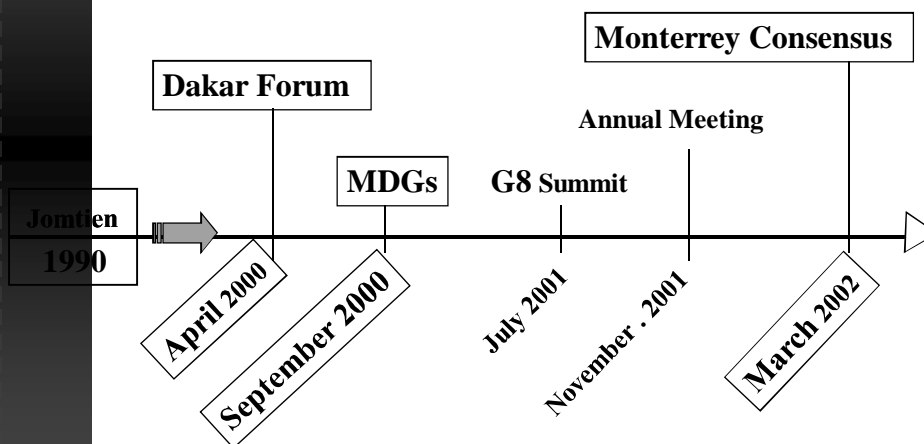
Lack of Commitment



10 years later....

The Darkar World Forum on Education
“The Darkar Framework for Action”
April 2000, Darkar, Senegal

Chronological Development of EFA



Implementation of the Dakar Framework for Action within the Monterrey Consensus

- ***Dakar World Forum on Education, April 2000** – “No country seriously committed to education for all will be thwarted in their achievement of this goals by a lack of resources”
- ***Millennium Declaration, September 2000** – Identified achievement of universal primary completion by 2015 and gender equality in education by 2005 as two of eight goals.
- **Genoa G8 Summit, July 2001** – Reaffirmed the commitment to help and meet the Darkar emphasizing the achievement of universal primary education (UPE) and girls education; establishment of G8 EFA Task-Force focusing on how the Dakar goals could be achieved.
- **Annual Meeting, November 2001** – Request for EFA Action Plan* to accelerate progress towards the achievement of MDGs in Education
- ***Monterrey Conference on Finance for Development, March 2002** – Emergence of the “Monterrey Consensus”

The Dakar World Forum on Education

- Establishment of EFA -

- Reviewed the progress in basic education in the 1990s and reinvigorated the commitment for EFA
- **“Dakar Framework for Action”** - establishment of *6 goals; collective commitment to attain UPE for all by 2015



Political Will and Action on the Ground

*<http://www2.unesco.org/wef/en-con/dakframeng>

Millennium Development Goals (MDGs)

September 2000

- ◆ Human development as the key for social & economic progress
- focus more on outcomes and less on inputs
- ◆ Importance of a global partnership for development
- ◆ The goals to be achieved by 2015 are:

- 1) Eradicate extreme poverty and hunger
- 2) Achieve universal primary education****
- 3) Promote gender equality and empower women****
- 4) Reduce child mortality
- 5) Improve maternal health
- 6) Combat HIV/AIDS, malaria and other diseases**
- 7) Ensure environmental sustainability
- 8) Develop a global partnership for development

Monterrey Consensus

Monterrey Conference on Finance for Development

March, 2000

- Mutual responsibility and accountability between developed and developing countries
- Significant increase in ODA with sound policies in place - complements the HIPC initiative
- Greater coherence, coordination and cooperation among multilateral organizations
- Prospect of positive and measurable results by linking - greater contributions from developed nations to greater responsibility from developing nations

From EFA to EFA-FTI

What is EFA-FTI?

EFA-FTI was Born Based On.....

- **Outcomes of the Monterrey Consensus - implementation**
- **Assessment of the status of EFA attainment during the Annual Meeting (November 2001)**
 - ◆ Strong complementarities between primary education and other MDGs (HIV/AIDS)
 - ◆ Dramatic progress in enrollment in Uganda and Malawai with good policy and political commitment
 - ◆ Issues and challenges to achieve UPE

Is It Possible to Meet the Goals of UPE?



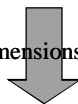
Need to Accelerate the Progress at Country-Level towards Universal Primary Education!

Need to Scale Up International Support!

EFA-FTI is.....

- To achieve UPC* by 2015 within the Dakar EFA Framework
- To provide incremental financing
- To establish flexible mechanism, including recurrent cost
- To mobilize additional external funds on grant basis
- To sustain long-term support - sustainability

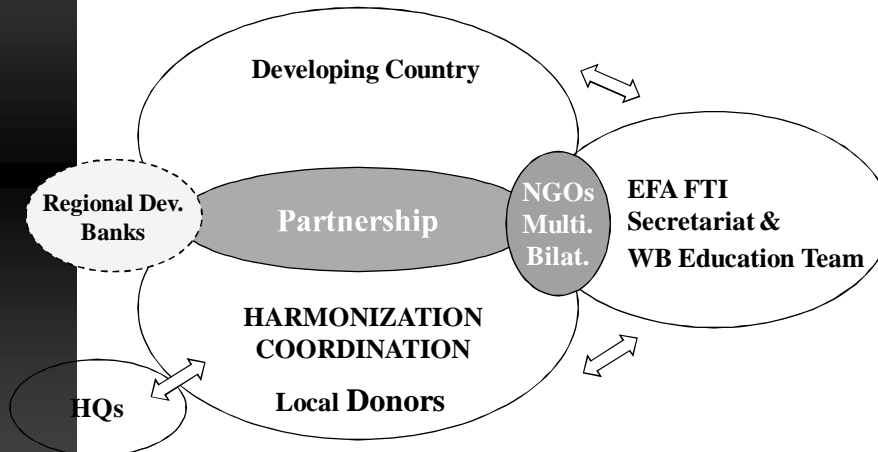
Critical Dimensions of EFA FTI



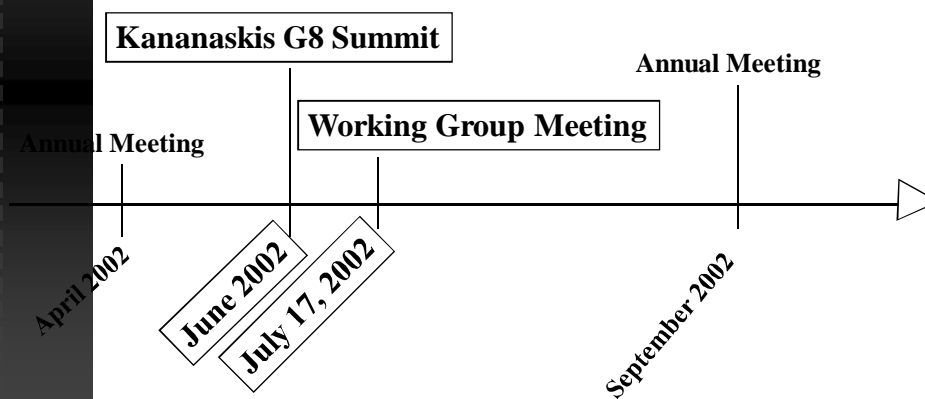
Analytical and Data Work	-- Country Ownership
Strong Interest in Country	-- Country-Driven
Strong Commitment among Donors	-- Donors' harmonization & coordination

*UPC: universal primary completion

Dynamics of EFA-FTI



Chronological Development of EFA-FTI



Implementation of the Dakar Framework for Action within the Monterrey Consensus

- **Annual Meeting, April 2002** – endorsed “Action Plan” to accelerate progress towards EFA; the Indicative Framework

April – June, 2002: Launch of the EFA- FTI
Invitation to 23 countries to participate

- ***Kananaskis G8 Summit, June 2002** -- The G8 Education Task Force welcomed the FTI as a first step in mobilizing resources for countries committed to primary education.
- **Annual Meeting, September 2002** -- considered case studies in EFA, reviewed the implementation of the FTI and called for a progress report for its next meeting in Spring 2003.

Kananaskis G8 Summit, June 2002

- Endorsement to EFA-FTI -

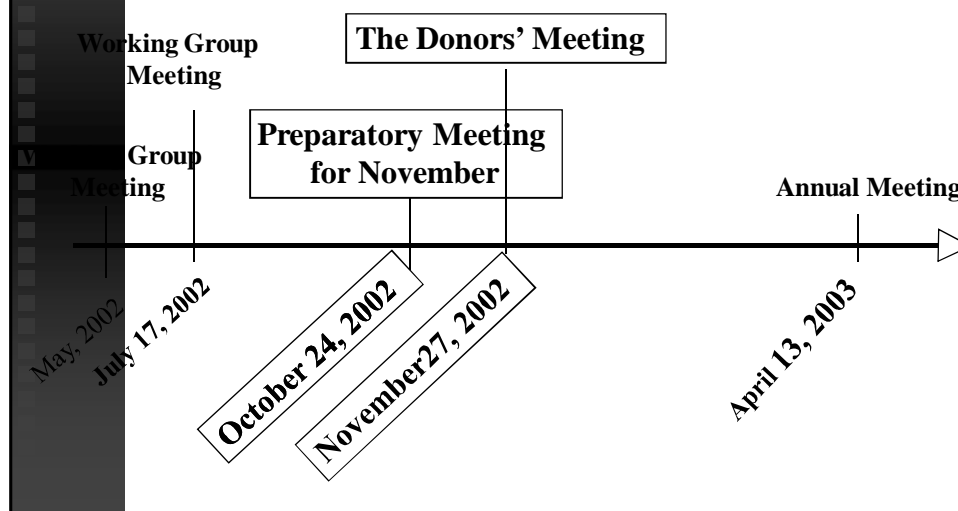
- Agreed to take steps to implement the recommendations of the G8 Education Task Force
- Agreed to significantly increase bilateral assistance to attain UPE* and gender equality in education
- Agreed to work together with other bilateral and multilateral donors to ensure the implementation of the EFA-FTI

*UPE: universal primary enrollment

From EFA to EFA-FTI

From Ideas to Action

From Ideas to Action : EFA-FTI



July 17, 2002

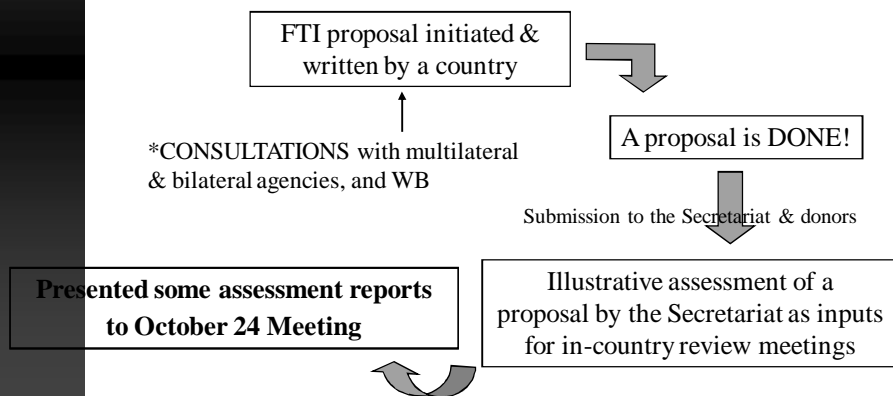
How to Translate the Dakar Commitment into Country Action?

- **July 17 Meeting of Fast-Track Partners recalled prior commitments**
 - ◆ First step must be developing country commitment
 - ◆ Delivery through PRSP
 - ◆ Pledge to significantly increase support by bilateral agencies
 - ◆ Commitment by donors to help countries build necessary institutional capacity

- **Fast-Track Partners met to shape process – broadly agreed that:**
 - ◆ In-country work needs to be undertaken in collaboration with all Fast-Track partners
 - ◆ Process for country proposals needs to be centered around indicative framework and resource requirements

Between July 17 Meeting and October 24 Meeting.....

Between July and October, countries prepared FTI Proposals with varying degree of donor input



October 24, 2002

Translating Dakar and Monterrey into Country-Level Action

- Donors reviewed progress and decided on the next steps:
 - ◆ Detailed assessment of proposals should be conducted by local donor in-country
 - ◆ Proposal assessment should be conducted with assessment framework prepared by the EFA FTI Secretariat
 - ◆ The Secretariat was requested to participate in the reviews where possible
- Donors agreed:

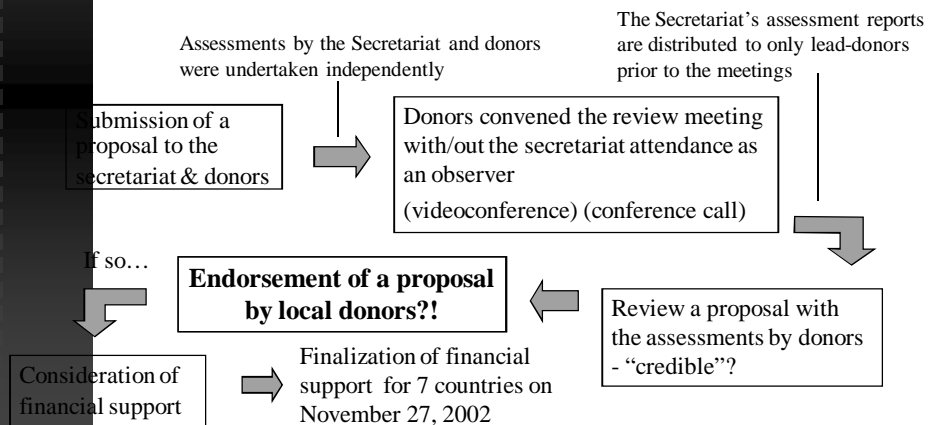
a proposal is supported by donors in-country & a cross-country review is performed by the Secretariat to confirm consistency with the FTI framework

Donors at HQs agree that a country is eligible for financing under EFA-FTI



Between October 24 Meeting and November 27 Meeting....

Between October and November, the in-country review meetings to assess the proposals were held - 7 countries



November 27, 2002

Endorsement for Financing

Country	Lead Donor	Review Meeting	Secretariat Participation	Endorsement
Niger	Canada	Nov. 12	Input / Debriefing	Yes
Guyana	UK	Nov. 13	Input / Audio-Link	Yes
Honduras	Germany	Nov. 15	Input / Video-Link	Yes
Mauritania	World Bank	Nov. 13-15	Input / Audio-Link	Yes
Nicaragua	World Bank	Nov. 15	Input / Video-Link	Yes
Burkina Faso	Canada	Nov. 12 & 22	Input / Debriefing	Yes
Guinea	US - France	Nov. 25	Input / Video-Link	Yes

Process of EFA FTI

- 1) Selection of 23 FTI Countries: 18 + 5
- 2) Preparation of a Country Proposal
- 3) 3a. Submission of a Proposal to the EFA FTI Secretariat from the FTI Governments
3b. Submission of Assessment Reports by Local Donors to the EFA FTI Secretariat
- 4) In-Country Review Meeting for the Proposals
- 5) Donors' Endorsement for Financing via In-Country Review
- 6) Development of 3-Year Implementation Plans
- 7) Mobilization of Resources to a Country
- 8) Monitoring and Evaluation (M&E)

Step 1 - Selection of Potential FTI Countries

Agreed Criteria for Invitation to Fast-Track Initiative:

- Poverty Reduction Strategy Paper (PRSP)
- Education Sector-Wide Plans

23 Countries were invited:

Bolivia	Burkina Faso	Honduras
Mauritania	Mozambique	Nicaragua
Niger	Tanzania	Uganda
Zambia	Albania	Gambia
Ghana	Guyana	Vietnam
Guinea	Ethiopia	Yemen
<i>India</i>	<i>Pakistan</i>	<i>Bangladesh</i>
<i>Nigeria</i>	<i>D.R. Congo</i>	

17 million

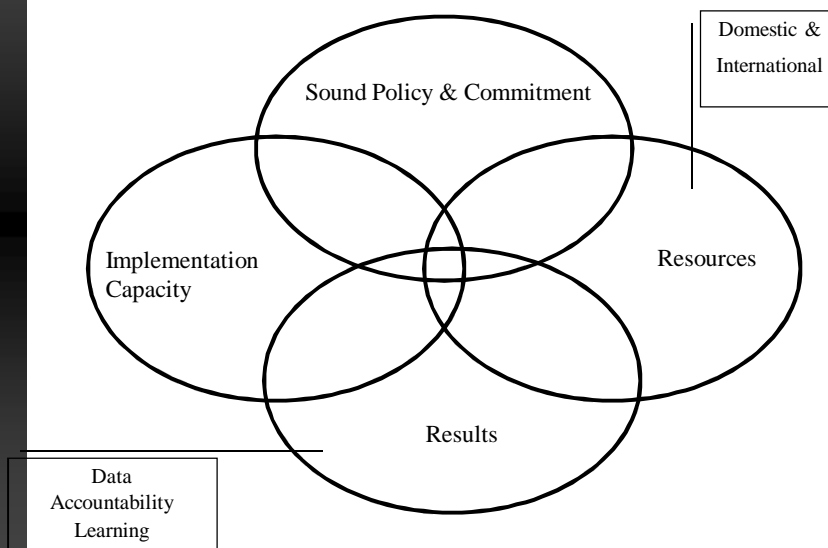
50 million

Step 2: Preparation of EFA FTI Proposal

- Review with existing sector strategies against goal of UPC by 2015 and gender equity by 2005
- Review with existing strategies against “Indicative Framework”; linkage to education sector-wide plans & PRSP
- Complementary actions and policy changes to existing strategies where sector plans did not yet aim for UPC
- Consistency with macroeconomic framework
- Demonstrate long-term commitment
- Include donors’ consultations
- Estimated financing requirement and gap
- Monitoring & Evaluation

Key Factors in the Preparation of the Proposals

more than money and good intentions....



EFA Indicative Framework

- Emerged from case studies and analytic cross-country analyses - a set of indicators and parameter values that successful EFA countries have in common. To attain UPC, the sustainability of these parameters is the key:

- Domestic commitment to resource mobilization
- Quality & efficiency of service delivery

≠ Recipe for Success



- 1) government spending on education
- 2) spending on primary education
- 3) teacher salary
- 4) pupil-teacher ratio
- 5) non-salary recurrent spending
- 6) average repetition rates

Step3a: Submission of a Proposal to the Secretariat from the Governments

■ **The Secretariat**

- ◆ Identified local lead-donors with requests to organize in-country review meeting
- ◆ Shared Assessment Guidelines with Donors and Government
- ◆ Prepared own assessments as input into in-country review and shared those with local donors

Step3b: Submission of Assessment Reports by Local donors to the Secretariat

- Production of assessment report by donors undertaken independently from the EFA FTI Secretariat

Step 4: In-Country Review of the Proposal

■ **Local Lead-Donors**

- ◆ Organized Education Thematic Group Meeting
- ◆ Chaired Review Meeting
- ◆ Completed assessment or provided alternative summary
- ◆ Suggestions for improvement

Step 5: Donors' Endorsement for FTI Proposals via In-Country Review Meetings

- Endorsement by local donors puts responsibility for financial support on donors
- Endorsement triggers consideration of financial support via the dialogues between local donors and its HQx

Step 6: Development of 3-Year Implementation Plans

Step 7: Mobilization of Resources to a Country

Step 8: Monitoring and Evaluation (M&E)

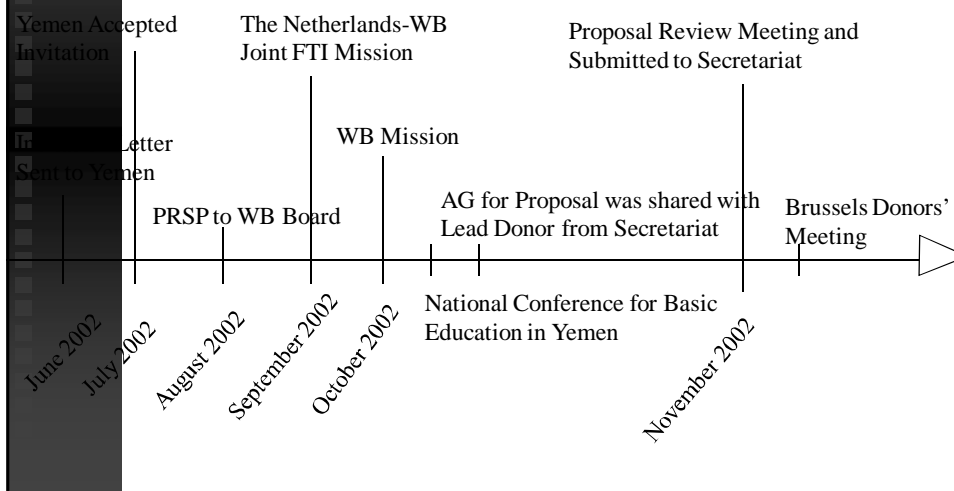
Case of Yemen

- Country Background
- EFA FTI Process
- What does EFA FTI mean for Yemen?

Brief Country Background

- Population: 18 million
- GNI per capita: US\$450
- Poverty: 42 percent of population
- Life expectancy 56 years
- Adult illiteracy 52 percent

EFA-FTI Process: Case of Yemen



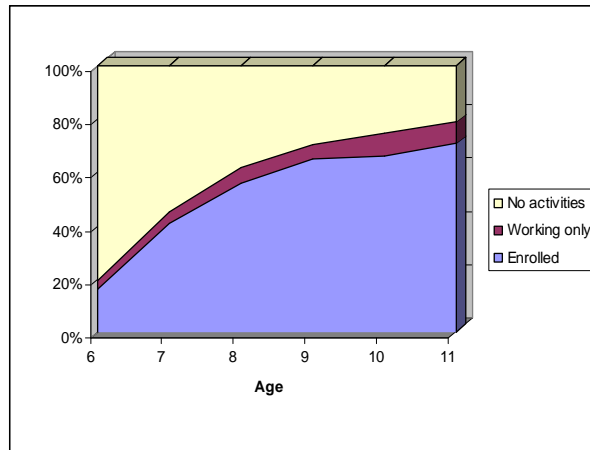
What does EFA mean for Yemen?

- Attain universal access and completion of the grades 1-6 of basic education
- Accelerate the National Strategy of Basic Education with priority for primary schooling
- Substantially improve equity, the quality and educational results of primary school

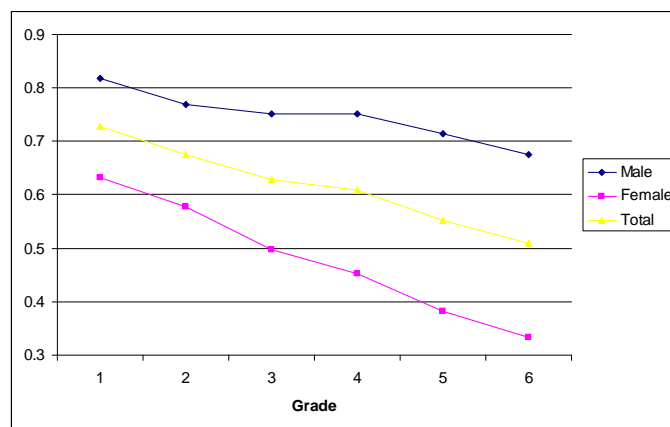
What are the Objectives of EFA – FTI?

	2001	2005	2015
■ NER	51%	XX%	100%
◆ Female	41%		100%
■ Access to grade 1	73%	XX%	100%
◆	63%		100%
■ Completion of primary	51%	XX%	100%
◆	33%		100%

Distribution of Enrollment by Age (6–11 years), 1998



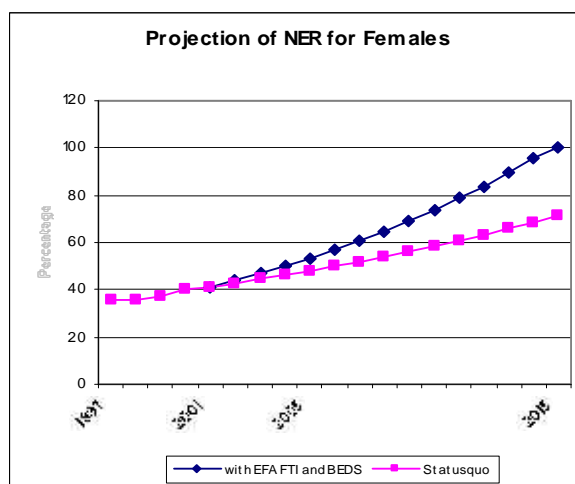
Grade-Specific Enrollment 2001



Priority Policy to Achieve EFA FTI

- Expand access for all children
- Increase incentives to attend and complete primary schooling, especially for girls
- Improve teaching and learning
- Raise the level of community participation
- Establish routine monitoring, evaluation, and reporting of results to the public

Projection of NER



Japan's Involvement

Japan's Participation to EFA FTI

- Current Position within Japan's ODA Policy -

- Japan has launched the BEGIN (Basic Education for Growth Initiative) through which about \$2 billion will be made available over 5 years for education. BEGIN can be used to support FTI. Support FTI countries will be consistent with Japan's ODA strategy, and will rely on existing financing modalities. Budgetary support and the funding of recurrent costs are under review

Japan's Participation to EFA FTI

- Active or Passive? -

- Japan has been involved in discussions since its inception. Yet it remains not to be an active partner. There are a number of factors at play:
 - Preference on more countries from the Pacific region
 - Change the selection criteria - PRSP and education sector plan
 - Very limited flexibility to provide incremental resources to FTI
 - Constrains on ODA policy in General: long-term commitment & flexibility

Some Suggestion from the Experience of Yemen

- Strengthen communication between local and headquarters
- Involvement of education experts in the EFA FTI Process at the local level



END