**I. Introduction and Context**

**Country Context**

Country Background. Ethiopia is one of the most populated countries in Africa, with an estimated population of 81 million in 2011 (Population Census 2007). Following a prolonged period of stagnation, Ethiopia has experienced more than a decade of political and economic stability, with GDP growth rates consistently in or near double digits. However, Ethiopia remains a poor country, with per capita GNI of US$330 in 2009 (WDI 2011). The nation's ambitious Growth and Transformation Plan (GTP, 2012/11-2014/15) sets a long-term goal of transforming Ethiopia into a middle-income country by 2020-23, with growth rates of at least 11.2 percent per annum during the plan period. Poverty reduction has been a sustained focus of Ethiopia, which has managed to reduce the rate of its citizens living below the national poverty line (US$0.60 per day) from 39 percent in 2004/05 to less than 30 percent six years later. However, because of the nation's high population growth of 2.6 percent (Population Census 2007), the absolute number of poor, 25 million, has remained unchanged during the past 15 years.

**Sectoral and Institutional Context**

Ethiopia’s Education Sector: In Ethiopia, primary education last 8 years, split into grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle). Secondary education lasts 4 years and is also split into two cycles, grades 9-10 (secondary first cycle) and grades 11-12 (secondary second
cycle). Government schools account for about 96% of school enrollment and non-government schools for the rest. Where schools do not exist the first cycle of primary education is delivered through Alternative Basic Education Centers, which follows a curriculum different that of primary schools. The provision of education is concurrent responsibility of federal, regional, and local governments. The main functions of the federal government are policy formulation, monitoring and evaluation, development of secondary curriculum, and secondary teacher preparation. The mandate for general education lies mainly with regional governments. Woredas (Local governments) are responsible for management and supervision of primary schools, whereas the management and supervision of secondary education is shared between woredas and regions.

Enrollment Rates: During the decade beginning in the latter half of the 1990s and ending about five years ago, Net Enrollment Rates (NER) for primary education (grades1-8) expanded rapidly from 24.9 percent in 1996/97 to 83.4 percent in 2007/8 (ESAA). However, since then progress towards Universal Primary Education has faltered with NER rates only growing at 0.8 percent, well below the population growth of 2.6 percent. Furthermore, the relatively high NER for the full primary cycle masks the low participation rate in the second cycle of primary education, with a low NER of 47.3 percent in 2010/11 (ESAA).

Educational Targets: The Growth and Transformation Plan (GTP) has set ambitious targets for the Ethiopian education sector. It aims to increase primary NER from 87.9% in 2009/10 to 100% in 2014/15, and gross enrollment rate of general secondary education (grades 9-10) from 39.7% to 62.0%. The donor financed PBS III, a program supporting GTP in the areas of access to and quality of basic services in Ethiopia, such as health, education, roads, and water, has set the target of increasing the primary completion rate from 49.4 percent in 2010/11 to 97 percent in 2016/17, the final year of GEQIP II, and increasing primary NER from 85.3 percent to 100 percent during that same period. The GTP target for general secondary education may be difficult to meet, considering GER only increased from 37.3 percent to 38.4 percent from 2006/07 to 2010/11 (see figure 3), and there is no specific program to address this goal other than the regular financing of woredas through block grants. The more modest Education Sector Development Program (ESDP) IV target of increasing GER for grades 11-12 to 9.5 percent looks achievable based on the current trend in enrollment.

Learning Assessments: Ethiopia is one of the few countries in Africa that has institutionalized learning assessments through its National Learning Assessment (NLA), a test administered nationally at different levels at four-year intervals. The first NLA was administered to grades 4 and 8 in 1999/2000. The NLA was subsequently expanded to grades 10 and 12 in 2008/09. In addition, the first Early Grade Reading Assessment (EGRA) for mother tongue took place in 2009/10, and the first Early Grade Mathematics Assessment is planned for 2012/13. In 2012, these assessments were institutionalized through the creation of the autonomous National Educational Assessment and Examination Agency (NEAEA).

Learning Achievements are a Challenge: The NLA has shown that improving learning achievements in Ethiopia remains challenging. Grade 4 students were tested in Reading, English, Mathematics, and Environmental Science, and grade 8 students were tested in Biology, Chemistry, English, Mathematics, and Physics. Composite scores for each grade are shown in figure 5, and seem to indicate that national learning results have actually reduced slightly over time. Equally problematic are the percentages of students attaining various competency levels in Grades 10 and 12. Almost 55 percent of grade 12 students, who represent the top tier of secondary school
education, did not even obtain basic competency.

The Government of Ethiopia (GoE) announced the General Education Quality Improvement Package (GEQIP) in 2008. GEQIP I, an Adaptable Program Loan (APL), launched in 2009, has been the main vehicle for implementing quality of education improvements in Ethiopia. GEQIP I is a federal project implemented through a decentralized modality, involving 11 regions, over 900 woredas, 22 universities, 35 colleges of teacher education (CTEs), and over 40,000 schools and alternative basic education centers (ABEs). It is being financed by IDA (US$50 million), MDTF (US$220 million, DFID, Finland, Italy and the Netherlands), Global Partnership for Education (US$168 million) and Government of Ethiopia (US$13 million) under a pooled funding arrangement.

GEQIP I has shown good progress on most of the PDO level indicators. For instance, though the composite score for all students has reduced slightly from 2006 to 2011, the percentage of students attaining basic competency or better in the NLA has increased over the last 4 years for grade 8. Additionally, there have been improvements in the proportion of qualified teachers. For example, the percentage of qualified first cycle primary teachers has reached 20% in 2010/11 compared to the target of 15.7% for 2012/13.

The share of education expenditure in the national budget is 22.6% in 2011/12 which is much higher than the target of 14.5% for GEQIP I. In addition, the target of maintaining non-salary recurrent budget at the level of 5% of recurrent costs has been surpassed owing to the significant scaling up of school grants. A robust mechanism for administration of school improvement planning and school grants has been put in place as well. School grants have nurtured community/school initiative in quality improvement. Another significant achievement is the much improved quality and timeliness of publication of the Education Statistics Annual Abstract.

GEQIP I was planned as a two phase APL with the second phase, GEQIP II, to start in 2013. The triggers for APL II have been substantially met (please refer to Annex 4). GEQIP II is expected to be financed by IDA (US$80 million), MDTF (US$185 million, DFID and Finland) and USAID (US$20 million), and Global Partnership for Education (US$100 million). Italy is also considering financing GEQIP II. The MoE has prepared a Concept Note (MoE CN) defining the scope of GEQIP II, which is proposed to be similar to GEQIP I except for the addition of an ICT component. This PCN draws from the MoE CN and identifies areas that will be explored in depth during the preparation and appraisal phase.

Notwithstanding the significant progress in GEQIP I and the triggers met, there are a number of issues identified during implementation that would need to be taken into account during the design of GEQIP II. Some of the issues relate to the design of the various components in GEQIP I while others relate to the implementation experience. In either case, GEQIP II will take into account the lessons learned to improve the effectiveness of the proposed project.

Targeted use of School Improvement Program and School Grants to improve learning outcomes. This component has been scaled up in GEQIP and expected to disburse almost US$200 million till the end of GEQIP I. Comprehensive Evaluation of the component shows that most of the school grants are being used for upgrading school infrastructure and laboratory equipment. However, these are not likely to make measurable improvement in learning outcomes unless these grants are used strategically to improve learning outcomes. The challenge for GEQIP II design is to come up with strategies that would help to enhance contribution of school grants to the improvement of learning...
Teacher development has been focused on improving the training of teachers. Under GEQIP I significant progress has been made in teacher training. However, progress in licensing and relicensing systems for teachers has not made substantial progress. Licensing and management of teacher careers can play an important role in teacher motivation, thus improving the delivery of services at the classroom level. There is a need to investigate into innovative ways of further strengthening teacher motivation and management through teacher licensing and relicensing process during preparation of GEQIP II.

There have been delays in supply of textbooks and other instructional materials. There is a concern that the current modality of textbook development, printing and supply may not be sustainable and it may not have contributed to development of local capacity.

Delays in procurement and difficulties in contract administration are also a concern. There have been substantive issues in dealing with large procurement packages, in particular with the procurement of contract to develop and print textbooks. The existing MOE capacity may not be appropriate to handle procurement for GEQIP II if the scale of procurement remains the same as GEQIP I. Decentralization and outsourcing of procurement are some of the options to be evaluated for implementation during the preparation of GEQIP II.

Retention of large balances at the end of quarters in implementing agencies (IAs). This problem is partly associated with the allocation of resources to IAs based on a formula as opposed to that based on pre-agreed program, and lack of a mechanism for fund management at the MOE. During the design of the program alternative modalities for resource allocation will be investigated.

Relationship to CAS
The Growth and Transformation Plan 2010/11 to 2014/15 (GTP) and the Country Partnership Strategy. The GTP articulates the overall strategic economic and human development goals for Ethiopia. The Country Partnership Strategy (CPS) expresses the World Bank’s support for this plan. Through provision of inputs for improved quality of education services, GEQIP II will contribute to the achievement of the goals of the second pillar of the CPS, “Enhancing resilience and reducing vulnerabilities by improving delivery of social services and developing a comprehensive approach to social protection and risk management.” Furthermore, GEQIP II is aligned with the Education Sector Development Program (ESDP IV), which translates the nation’s strategic goals into a program of action for the education sector.

II. Proposed Development Objective(s)

Proposed Development Objective(s) (From PCN)
The higher order PDO for the eight years, two phase of the APL will be maintained as: ‘Improving the quality of General Education (Grades 1-12) throughout the country’.

The specific PDO for GEQIP II will is proposed as: ‘Improving learning conditions in primary and secondary schools and improved learning outcomes in selected grades throughout the country’.

Key Results (From PCN)
1. Percentage of grade 4 students attaining basic or above basic competency in Mathematics.
2. Percentage of grade 4 students attaining basic or above basic competency in English.
3. Percentage of grade 12 students attaining basic competency or above in Physics.
4. Percentage of grade 12 students attaining basic competency or above in Mathematics.
5. Percentage of all schools which have included learning achievement indicators in the School Improvement Plans and monitored them.

III. Preliminary Description

Concept Description

This PCN is based on a Concept Note (CN) developed by the MOE, agreed with the Donor Partners and commented upon by the World Bank. The MoE CN is attached as Annex 3 in its entirety. The proposed project is the second phase of GEQIP APL of four-year duration, which the government of Ethiopia and DPs want to start in July 2013. The focus of GEQIP II, as it was for GEQIP I, will be on improving school effectiveness so that schools are enabled to deliver better quality education. In this backdrop the following inputs will be provided to schools through GEQIP II: (a) more and better quality instructional materials; (b) in-service and pre-service training to improve quality of teachers; (c) facilitation for rolling out of licensing and relicensing system to improve teacher management; (d) training of school leaders to strengthen school management; (e) supporting rolling out of the inspection system, and strengthening supervision, examination and assessment system; (f) school grants to leverage school/community level initiative for quality improvement. This will be achieved through school improvement planning in the context of decentralization of authority to schools; and (g) ICT hardware, software and capacity development to improve learning environment, and planning and management efficiency.

The components foreseen are:
Component 1. Curriculum, textbooks and assessments
The indicative cost of this component according to the MoE CN is US$85 million.

Curriculum
GEQIP I focused on the introduction of a new curriculum for all grades across general education system. Specific activities included orientation programs about the new curriculum, development of a new strategy for teaching science and mathematics, alignment of the curriculum for the Alternative Basic Education with the revised general education curriculum and monitoring and evaluation of the implementation of the curriculum. In terms of achievements under this component in GEQIP I, a National Curriculum Framework was developed and distributed in 2010, Science and Mathematics Strategy concept paper was developed printed and distributed the same year, and a Textbook Policy has now been drafted and is being translated into Amharic.

During the period of GEQIP I, the revised curriculum was implemented simultaneously across all grades. This appears to have caused some difficulty in terms of transitioning from old curriculum to the new curriculum. This also made supply of textbooks challenging. Some new textbooks have still not been printed and will be ready only after the closing of GEQIP I, therefore, some students have been forced to learn the new curriculum using old curriculum textbooks.

For GEQIP II, the MOE CN proposes the assessment of the impact of the new curriculum introduced during GEQIP I on the quality of education. It also proposes a review of the curriculum during GEQIP II based on the five year validity of a curriculum, with priority to revise the curricula for the first cycle of secondary education (grades 9 and 10). This will help ensure relevance of the
curriculum to the needs of the growing economy. The MoE CN also proposes the decentralization of curriculum development responsibility to regional governments.

In this regard, one of the specific issues that will be addressed during project preparation will be the guiding principles for curriculum revision, including decentralization of curriculum development, curriculum differentiation, flexibility and relevance of the curriculum to the developmental status and learning readiness of the students.

Textbook Development
GEQIP I supported the development and provision of textbooks throughout the general education system. Priority was given to secondary school textbook and teacher guide development and provision. Development of textbooks for core secondary school science, mathematics, and six other subjects were completed. Primary school textbooks are still in the process of production and distribution. The secondary level textbooks were developed by adapting international textbook materials to the Ethiopian context by local experts. Results of the GEQIP Comprehensive Evaluation and Assessment by key stakeholders reflected satisfaction on the quality of the new textbooks provided through GEQIP I. The books produced through competitive bidding are relatively cheap, and the contractors are distributing textbooks right up to the woredas taking away most of the burden related to supply of textbooks from MOE and REBs.

Notwithstanding the positive results associated with the textbook supply approach mentioned some of the problems are: (i) the capacity requirements for managing procurement proved not to be compatible with the MOE capacity; (ii) textbooks delivery schedules were not met; (iii) contracts could not be closed long after the final delivery; (iv) all contracts were owned by foreign companies taking away the job of many national printing enterprises; and (v) it is not clear if this modality would be feasible when the government would have to rely on its own resources.

In GEQIP II, the proposed focus of this sub-component is to build on the first phase of GEQIP to provide one textbook per student for each subject along with supplementary reading materials. However, the MOE CN proposes one of the key priorities to be building capacity for decentralized development, printing and distribution of textbooks. The MOE CN questions the sustainability of the GEQIP I approach to procurement and proposes initiation of a program to build capacity of regional state governments to develop, print, and distribute higher quality textbooks at all levels through public-private partnerships.

Based on above, project preparation will focus on the following design issues:
• Whether textbook development, printing and distribution would be compiled into a single package or textbook development would be done separately.
• Should GEQIP II adopt the policy of decentralized development, printing and distribution of textbooks or follow the GEQIP I centralized approach?
• Should the textbooks be developed in-house by MoE/regions or through a competitive process?
• Whether to rely on market mechanism for supply of textbooks developed by MOE/regions or competitively print and distribute textbooks.

Assessments.
The scope of this sub-component is similar to that of GEQIP I. As articulated in MoE CN it includes learning assessments, examinations and inspection. The key activities under this sub-component
include: strengthening of NLA including introduction of item banking; improving grade 8, 10 and 12 examinations and rolling out of inspection initiated during GEQIP I. The key issues to be looked into during project design include: (i) examination reform commensurate with curriculum revision. The key question in this regard is whether examination should remain primarily a tool for testing readiness for further education or it should also become a tool for certification of competency of students; (ii) definition of scope for the development of the item bank, both for national assessments and for examinations; and (iii) whether supervision should continue to be included in this sub-component.

Component 2. Teacher development program
The indicative cost of this component according to MoE CN is US$70 million compared to the estimated cost of this component in GEQIP I of US$62 million.

GEQIP I focused both on pre-service as well as in-service teacher training, building on its experience from Teacher Development Program I financed through a pooled funding arrangement which closed in 2008. Some of the major activities, in GEQIP I included: (i) supporting newly introduced enhanced pre-service practice teaching (practicum); (ii) English language teacher improvement program; (iii) financing the upgrading of qualification of primary teachers from one-year certificate after grade 10 to three-year diploma; (iv) improved selection of students for teacher education programs; (v) updating curriculum and developing modules for three-year diploma for primary teachers and PGDT for secondary teachers; (vi) enhancing capacity of teacher educators through Higher Diploma Program; (vii) enhancing quality of training for facilitators of Alternative Basic Education (ABE) Centers and expanding training of facilitators; (viii) continuous professional development of teachers; and (ix) development of a teacher promotion and licensing and relicensing system.

The MoE CN proposes a continuation of almost all activities above in GEQIP II. In addition, GEQIP II will also include support to upgrading teachers for grades 11-12 with bachelor’s degree to master’s degree; upgrading all secondary teachers on the job to PGDT; development of teacher education institutions as centers of excellence; and scaling up training in early grade reading.

For quality assurance of teacher preparation MoE plans to introduce new teaching modules across all universities and CTEs replacing the institution based teaching modules of variable quality.

Additional design issues that will be investigated during the preparation of the project include:
• The accreditation of teacher education programs or institutions, which, as international experience has shown, can be pivotal for assuring the quality of teacher education programs.
• Increased emphasis on development of a teacher promotion and licensing and re-licensing systems development and implementation which have lagged substantially behind the training activities.
• A comprehensive evaluation of the Teacher Development Program component.

Component 3. School improvement program and school grants
The indicative cost of this component according to CN is US$200 million compared to the estimated cost of US$152 million for GEQIP I. School grants were scaled up during GEQIP I and this component is expected to disburse around US$200 million.

In GEQIP I, the main activities in this component were the preparation of an annual school
improvement plan (SIP) based on a three-year strategic plan and the provision of school grants. The purpose of school grants is to make resources available for non-salary recurrent costs to schools in order to support expenditures on activities contributing to enhancement of education quality. The implementation of this component is guided by a SIP Framework, SIP Guidelines and School Grants Guidelines.

The scope of this component under GEQIP II will be similar to GEQIP I. Additional activities foreseen in GEQIP II are scaling up of school report cards and public information campaign about SIP and school grants both initiated during GEQIP I. During GEQIP II recently revised SIP Framework and Guidelines will be used, and School Grants Guidelines will be revised.

The MoE CN also mentions identification of conditions for institutional innovation and leadership at the primary and secondary school levels as a priority. As per the MoE CN, this will help generate self-innovation in teaching learning processes and community-school partnership to achieve continuous improvement in the quality of education. One option to ensure this would be to look into the implementation of the school report cards to make it an integral input into the School Improvement Planning process, and an instrument to provide additional incentives to schools performing above a threshold in terms of quality of teaching and learning. The design of this component in GEQIP II will explore this issue in detail. Additionally, the project preparation will explore the implementation mechanisms for innovation in teaching and learning processes to be encouraged through school committees.

Component 4. Management and capacity building, including EMIS
The indicative cost of this component is US$20 million which is the same as estimated cost for this component in GEQIP I.

Under GEQIP I this component included capacity building for education planning and management; capacity building for school planning and management, which comprise SIP training, and leadership and management training for school principals and supervisors; and EMIS. The main activities under EMIS were capacity development for policy analysis and planning, information technology infrastructure and school report cards.

The MoE CN proposes that all GEQIP I activities will continue under this component in GEQIP II; with the exception of leadership and management training, which has now been moved to Teacher Development Program component.

In GEQIP II, the main priorities in EMIS in the MoE CN are proposed to be implementation and evaluation of school report cards and decentralization of EMIS.

Due to delay in designing the Capacity Building for Education Planning and Management sub-component in GEQIP I, the sub-component was only partially implemented. Leadership and management training for school principals and supervisors were also not implemented as designed. Therefore, during the design of GEQIP II, a specific design area to be looked into will be the capacity building for education planning and management, and leadership and management training.

Component 5. Use of Information and Communication Technologies for improving the quality of education
The indicative cost for this component is US$100 million. This component was also proposed but
not financed under GEQIP I.

In GEQIP II, according to the MoE CN ICT will cater to improvement of both teaching and learning processes, and planning and management. ICT use will be prioritized at the secondary level and a foundation will be laid for e-learning and broader e-culture through better connectivity of educational institutions to the global information resources. MOE is in process of formulating ICT in General Education Road Map. Given the proposed introduction of ICT on a large scale, the mixed international experience on the returns of such investments as well as the need for significant upstream work, this component would need to be carefully designed.

The issues to be detailed out during the preparation process for GEQIP II will include:

- What are the specific developmental educational objectives that this project hopes to realize through ICT use, and how do related hardware and software choices help meet these objectives?
- How will this program be contextualized for the specific learning contexts and developmental needs in Ethiopia?
- To what extent is digital learning content explicitly linked to curricular objectives available in Amharic, and what capacity does the government have to develop and vet such content? If non-Amharic content is envisioned, what is the capacity of Ethiopian teachers and students to effectively utilize such content?
- How will this program be monitored and evaluated, and how will the learning from such activities feed back into project delivery?
- How will this project anticipate potential risks related to 'lock-in', and mitigate them?
- To what extent will calculations related to total cost of ownership or operation over time feature in the calculations of project costs here?
- What specific steps will be taken to ensure that ICT use in Ethiopian schools benefits education for all students, and not just those students best prepared to benefit from them?
- To what extent is regular professional development for teachers related to the use of ICTs beyond the acquisition of simple technical skills envisioned as part of this project? What dedicated, regular outreach and support to both teachers and school headmasters is envisioned to help support this process?

Component 6. Program coordination, and monitoring and evaluation

The indicative cost of this component according to CN is US$20 million compared to US$10 million in GEQIP I. This sub-component included program coordination, and monitoring and evaluation.

GEQIP I is being implemented at the federal level using the regular administrative structure of MOE. Such approach ensures ownership of the program and sustainability of outcomes. Implementation of a large program like GEQIP requires significant coordination efforts between the various directorates of the MOE and the Office of the State Minister for General Education.

Under GEQIP II, in terms of Program Coordination, a similar model is proposed to be used. The MoE CN proposes to strengthen the capacities at the federal level and between federal, regional and woreda levels with respect to coordination through the provision of TA support. Additionally, it proposes to provide capacity building support to strengthen links between MoE and MoFED and between decentralized levels of education and finance offices.

In terms of monitoring and evaluation the MoE CN proposes to implement a baseline assessment of the status of the components at the beginning of GEQIP II. It intends to finance the development and implementation of training for the key personnel at the GEQIP Implementing Agencies to
perform planning, monitoring, and reporting functions more effectively. Additionally, an independent impact evaluation of GEQIP II which builds on the GEQIP I evaluation is planned, with emphasis on changing learning outcomes over time. Given the experience in GEQIP I of delays in evaluation studies, GEQIP II design will include measures to mitigate these difficulties.

Cross-Cutting Themes across components
A number of cross cutting themes have been identified in the MoE CN as per the priorities of the ESDP IV. During the design and implementation of GEQIP II, these will be built in the specific activities across the six components mentioned above. These themes include: (i) Equity and completion rates; (ii) Gender and education; (iii) special needs education/inclusive education; and (iv) School health and nutrition.

IV. Safeguard Policies that might apply

<table>
<thead>
<tr>
<th>Safeguard Policies Triggered by the Project</th>
<th>Yes</th>
<th>No</th>
<th>TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Assessment OP/BP 4.01</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Habitats OP/BP 4.04</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forests OP/BP 4.36</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pest Management OP 4.09</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Cultural Resources OP/BP 4.11</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Peoples OP/BP 4.10</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involuntary Resettlement OP/BP 4.12</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety of Dams OP/BP 4.37</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects on International Waterways OP/BP 7.50</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects in Disputed Areas OP/BP 7.60</td>
<td>❌</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Tentative financing

<table>
<thead>
<tr>
<th>Financing Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>BORROWER/RECIPIENT</td>
<td>0.00</td>
</tr>
<tr>
<td>International Development Association (IDA)</td>
<td>80.00</td>
</tr>
<tr>
<td>US Agency for International Development (USA)</td>
<td>20.00</td>
</tr>
<tr>
<td>UK British Department for International Develop</td>
<td>156.92</td>
</tr>
<tr>
<td>Education for All - Fast Track Initiative</td>
<td>100.00</td>
</tr>
<tr>
<td>FINLAND Ministry for Foreign Affairs</td>
<td>26.97</td>
</tr>
<tr>
<td>Financing Gap</td>
<td>111.11</td>
</tr>
<tr>
<td>Total</td>
<td>383.89</td>
</tr>
</tbody>
</table>

VI. Contact point

World Bank
Contact: Rajendra Dhoy Joshi
Title: Senior Education Specialist
Tel: 5358+6065 /
Email: rjoshi@worldbank.org

**Borrower/Client/Recipient**
Name: Ministry of Finance and Economic Development
Contact:
Title:
Tel: 251-11-155024-00
Email:

**Implementing Agencies**
Name: Ministry of Education
Contact:
Title:
Tel: (251-11) 155-3135
Email:

**VII. For more information contact:**
The InfoShop
The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 458-4500
Fax: (202) 522-1500
Web: http://www.worldbank.org/infoshop