



NETF

The Norwegian Education Trust Fund

Supporting the development of sound, sustainable, and nationally-owned education sector programs in Sub-Saharan Africa

1998-2005

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What is the NETF?

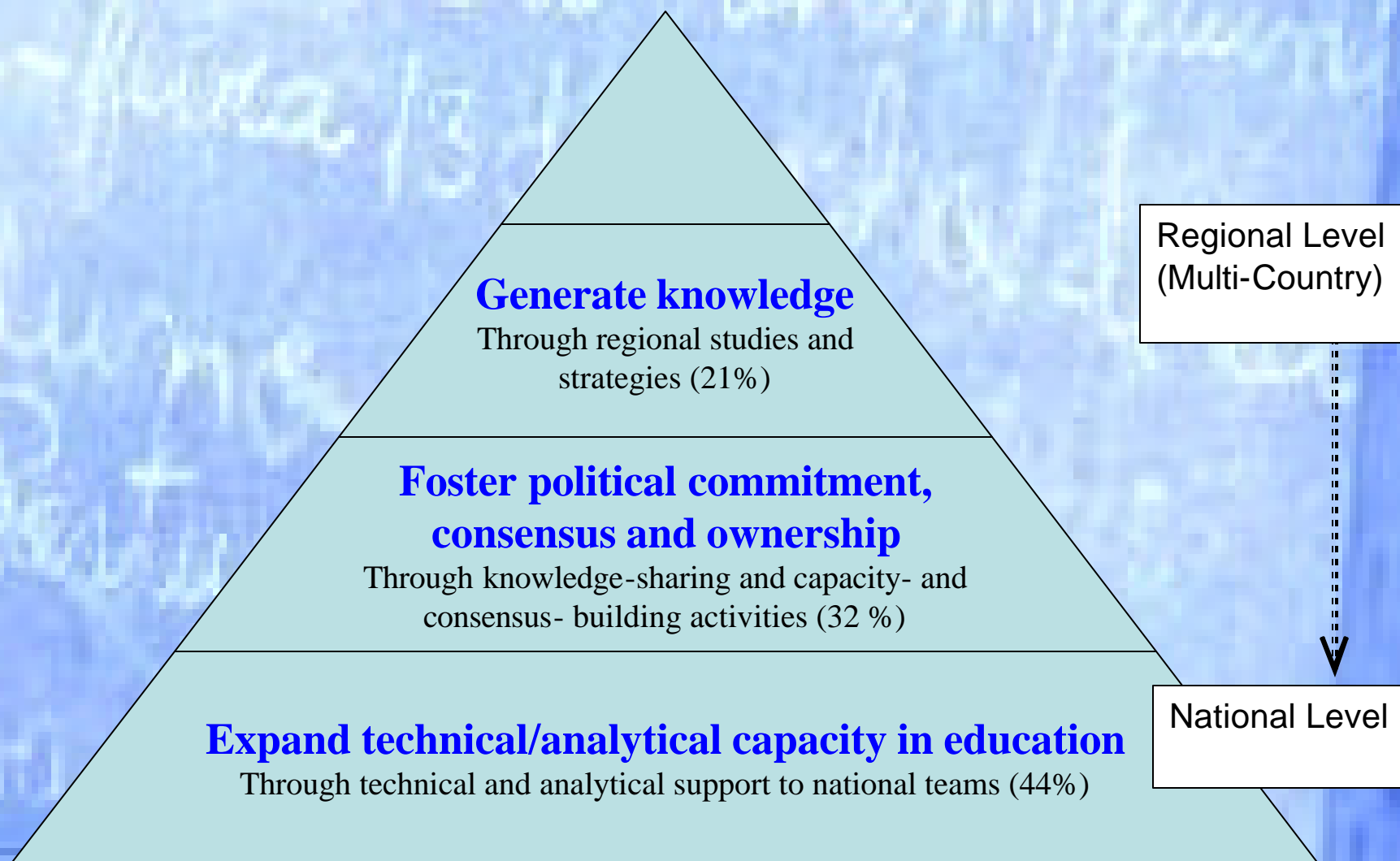
- It is a **partnership** launched in 1998 between Norway (MFA) and the World Bank (AFTHD).
- Its **core objective** is to support the preparation of high-quality education sector development programs in SSA countries.
- It has **received \$45m and disbursed \$37m** since 1998.
- It was declared **a great success** in a 2003 independent evaluation.



Keys to NETF's Success

- Leverages **WB's institutional infrastructure** comprising education TTLs in country teams led by CDs
- Finances **public goods** (i.e., knowledge generation and dissemination and dialogue) to help inform program preparation, policy reform and implementation
- Builds **partnerships** and empowers **national teams**
- Responds **flexibly and quickly** to emerging needs
- Places **no nationality constraints** on consultancies
- Encourages **follow-up** through multi-year engagement with countries and partners

Strategic Thrusts of the NETF



Generating Knowledge

- Objective is to deepen the **intellectual underpinnings** of education sector programs and the reform agenda
- Studies focus on **key constraints** on progress toward EFA:
 - Textbook provision; Teacher recruitment, training, and management; School construction; Management of service delivery chain; Targeting of vulnerable groups (e.g., girls, illiterate adults, orphans, rural populations)
- Highlights of **recent analytical work** include:
 - Secondary Education in Africa (SEIA); Education and HIV/AIDS; Education Quality (with ADEA); Essential Learning Package (with UNICEF)
- Many of the studies are prepared in **collaboration** with ADEA, UNESCO, UNICEF and other partners.
- Analytical work has yielded **about 90 publications** so far.



Fostering political commitment, consensus and ownership

- Objective is to build momentum for policies toward broader access to quality education for all.
- Strategy involves two main modalities:
 - **Sponsorship of 10-12 regional meetings a year on key topics:**
 - Recent topics: textbooks provision, contractual teachers, secondary education
 - Joint participation by WB TTL and national teams
 - Invitees also include other partners and key stakeholders, incl. NGOs, teachers' unions, parents' organizations
 - **Financing of selected activities by key partner organizations:**
 - **ADEA**—network of African ministers of education and development agencies
 - **FAPED**—network of African parliamentarians for education
 - **FAWE**—international NGO promoting girls' education in Africa
 - **COMED**—network of African journalists and communications specialists
 - **CONFEMEN**—conference of Education Ministers from French-speaking countries
 - **UNESCO-BREDA, UNCEF**



Expanding technical and analytical capacity in the education sector

- Objective is to **empower national teams** to prepare good, domestically-owned sector programs informed by international experience and the best available technical expertise
- Expected result are **well-designed sector programs** that:
 - Are appraised for strategic soundness;
 - Are ready for implementation; and
 - Attract financial support from WB and other donor partners
- Modality involves **WB TTLs working with local team and partners**
 - to identify activities for NETF funding;
 - to ensure follow up in policy development and implementation
- NETF-financed **activities vary** across the 39 countries that have benefited thus far:
 - Basic analytical work (e.g., education status reports)
 - Analysis of specialized topics (e.g., multi-grade teaching)
 - Local workshops



Results on the Ground

- NETF focused initially on **low-enrollment countries** and financed preparation of education sector programs in 13 of them
- In all the 13 countries the **GER and gender parity improved markedly**, especially since 1998
- Niger's experience illustrates **NETF's impact**:
 - Fostered dialogue on options to manage teacher costs;
 - Dialogue led to a critical government decision to start recruiting contractual teachers
 - That reform produced a sharp rise in the GER, by 16 % points between 1999 and 2003, compared with an increase of only 3% points between 1990 and 1998



Norway's Exemplary Behavior as a Donor Partner

- Sets a **consistent and unambiguous results agenda**:
 - Preparation and implementation of sound sector programs to expand access to quality education for all
- Prioritizes **selected activities** to influence policy design and implementation:
 - Creating and sharing knowledge; building consensus and ownership; and expanding the capacity of national teams
- Recognizes and leverages the **WB's institutional assets** to strengthen the partnership toward shared goals
- Manages **relations with WB** effectively by being:
 - Supportive, responsive and flexible; while also
 - Ensuring that the Fund's activities and results are routinely shared with the Norwegian public



Looking to the Future

- Because of NETF's success, the EFA- FTI donor partners have used it as a model to create the [Education Program Development Fund \(EPDF\)](#) to support education program preparation in all low-income countries
- Norway has decided to [integrate the NETF into the EPDF beginning in January 2006](#); its contribution continues to benefit SSA countries, but as part of a pooled fund.
- Integration [promotes donor harmonization, but reduces the direct connection](#) between Norway and the Bank's Africa Region
- Challenge is to ensure that in the new context the [NETF's most effective features](#) are retained.
- Now is the time to celebrate 8 years of a highly productive partnership and [anticipate even better days ahead](#)

