

Global and Regional Activities
Stakeholder Consultation 2 – World Bank Comments

Many thanks for giving us the opportunity to participate in the second round of consultations on the GRA program.

We tried to follow your instructions below:

- 1. Review the revised thematic papers according to your expertise.*
- 2. Provide concrete comments/suggestions/edits on the activities, and not on the background/text.*

For each thematic area, our comments are organized in two parts:

Part 1 – Comments on the proposed activities

Part 2 – Additional activities the Bank would like to be involved in

Part 1 – Comments on the proposed activities

Thematic Area: Learning Outcomes

2.1 Indicators repository

		General Comments	Possible Bank Involvement
Proposed activity	<ul style="list-style-type: none"> Ensure knowledge sharing on all outcomes data related to early learning outcomes (perhaps as subset of all learning outcomes) 	<p>The activity is valid. Perhaps it could also be interesting to share knowledge on the definition of the indicators and the challenges of measuring them. Increasingly FTI countries will need to deliver on quality indicators and thus to make appropriate choices as to which ones are included in their sector plans. Many of these choices may be largely defined by the challenges to data collection in these countries. Thus, a simple toolkit with types of indicators, ways of data collection, pros and cons of each indicator may be an interesting tool for FTI countries, and easily shared on the website.</p>	<p>The Bank would be happy to collaborate with other agency leading the implementation of this activity, given the Bank's on-going work in assessment of learning outcomes.</p>
Type of activity	<ul style="list-style-type: none"> Creation of data base not only on the value of key indicators but processes and uses of learning outcome indicators and other rich information that characterizes the outcomes in a systematic way, and dissemination mechanism via web site. 		
Link with Results framework indicators	<ul style="list-style-type: none"> Outcome 1: Improved learning outcomes 		
Proposed approach:	<ul style="list-style-type: none"> Compile results and also data on methods and usage from all countries participating in early learning assessments Pilot visits to countries to populate database 		
Expected Deliverables:	<ul style="list-style-type: none"> Database for public use operational 		
Timeframe:	<ul style="list-style-type: none"> Database operational by late 2012. (Comments appreciated on a reasonable deadline.) 		

2.2 Literature reviews, knowledge generation, and knowledge packaging

2.2.1 Curricular issues and curricular supports in assessment and learning materials

		General Comments	Possible Bank Involvement
Proposed activity	<ul style="list-style-type: none"> Assess curricular content and mapping of curricular content to language (specifically reading [and math?]) books and other learning materials, and disseminate knowledge. 	This activity is valid. It may be worth a word of caution on ensuring that it may not develop in an over theoretical way so as to ensure that countries can fully benefit from its outputs.	The Bank welcomes the activity and it is happy to collaborate with other agencies leading it.
Type of activity	<ul style="list-style-type: none"> Desk-based assessment and research. Field-based case studies, if appropriate (particularly in the case of books, perhaps also needed to assess linkage of curricular expectations to available assessment methods). Dissemination at workshops. 	Another activity that could be suggested is: prepare and provide countries with guidelines and templates and support them in carrying out their own review process	
Link with Results frame-work indicators	<ul style="list-style-type: none"> Outcome 1: Improved learning outcomes. 		
Proposed approach:	<ul style="list-style-type: none"> ✓ Assess curricular content with regard to reading and early math instruction <ul style="list-style-type: none"> ○ Focus on degree to which curricular content in language covers issues of fluency and comprehension, and their interaction, in a sample of key countries. Focus on both national language and mother tongue. ○ Assess degree to which there is assessment guidance to teachers, and/or in the systemic assessment approaches (sample-based quality and learning outcomes assessment), to accurately gauge the above-mentioned skills, particularly in the early grades. 		

	<p>Compare existing assessment guidance for assessing reading (and math? And writing?) in the countries to emerging international trends and literature on early grade assessment, and lessons learned from efforts such as ASER, Uwezo, EGRA, LAMP (while noting that the latter focuses on adults, and while noting that these efforts may have other purposes such as broad awareness rather than classroom practice).</p> <ul style="list-style-type: none"> ✓ Assess whether books (and other learning materials) reflect the curricular guidelines well. Also, assess books in light of research literature on pedagogical effectiveness and economic cost-effectiveness. (See list of possible research questions in Section 2.2.7.). ✓ Disseminate knowledge produced at appropriate venues and workshops. 		
Expected Deliverables:	<ul style="list-style-type: none"> • Two international workshops • Four regional workshops • E-learning modules and materials • (Further comment invited.) 	<p>Aligned with the proposed activity above, further outputs would be:</p> <ul style="list-style-type: none"> - Country guidelines - Country workshops - Regional workshop for peer to peer share of experiences 	
Timeframe:	<ul style="list-style-type: none"> • All events completed by XX. (Further comment invited.) • All e-learning and other forms of distance education available by XX. (Further comment invited.). 		

2.2.2 Research-based instruction in early grades

We do not have any specific comments other than experience in some FTI countries, for example, in Lesotho where the first three years of instruction are in Sesotho, shows that it is not always easy to produce numeracy materials in local languages, and thus, this issue may also deserve some more attention.

2.2.3 Effective early-childhood education methodology

We believe that it is very important to include activities within the field of ECD, and we are happy to collaborate with the implementing agency leading this activity given our on-going work and interest in ECD.

We would also like to suggest that it may be important to broaden the scope of the approach to ECD in order to include work on integrated strategies to early childcare, development and education. Areas of particular interest that benefit further research, analysis and results dissemination include:

- Effective approaches to parenting education
- Measuring child development outcomes in low-income contexts
- Successful strategies to integrate services (health, education, nutrition)
- Using technology to improve the quality of pedagogy
- Innovative approaches to financing ECD services

2.2.4 Effective and efficient math instruction

We welcome the activity and have no specific comments or interest in leading it.

2.2.5 Teacher training and supervision

We welcome the activity and we would be willing to lead a program on knowledge production, sharing and dissemination making use of the SABER tools for teachers and by applying them at the country level, and sharing and disseminating the produced knowledge globally.

2.2.6 Remediation strategies for students falling behind

We welcome the activity but are not interested in leading it.

2.2.7 Textbook production, financing and distribution, and use

We welcome the activity and we are happy to work collaboratively with the agency implementing it, as we have on-going analytical work in this area and a long experience with the challenges of textbook production and procurement in association with IDA projects.

2.2.8 Learner and system assessment

		General Comments	Possible Bank Involvement
Proposed activity	<ul style="list-style-type: none"> Encourage emergence of standards and good practices in end-of-cycle assessment, early written assessment of literacy and mathematics, and oral assessment. Including downstream use of public examinations. (With caution.) <ul style="list-style-type: none"> ✓ Country specific activities related to development of scalable experiences ✓ E-learning or other forms of distance training. ✓ Technical guidelines and reviews published. Encourage and pilot system experience with critical service-delivery indicators, especially as they pertain and link to the FTI M&E framework (under development). 	We welcome this activity. We could also include the use of SABER tools on the enabling environment in various countries and develop a set of knowledge share and dissemination activities around them.	The Bank could lead the activity or parts of it.
Type of activity	<ul style="list-style-type: none"> Technical workshops and knowledge dissemination Technical assistance Field trials of service delivery indicators, further trialing of international and regional assessments 		
Link with Results	<ul style="list-style-type: none"> Outcome 1: Improved learning outcomes 		

<p>framework indicators</p>			
<p>Proposed approach:</p>	<ul style="list-style-type: none"> ✓ Encourage experiences with end-of-cycle written assessment, applied at the appropriate grade, possibly using the pre-PIRLS framework, in a given set of initial countries (and without necessarily using a fixed grade), financed by GRA. Use the experiences to further inform other countries. Pre-PIRLS technical assistance and learning could be encouraged to provide specialized services to FTI by taking a packaged approach to a given set of FTI countries. A possible SE could be the World Bank or IIEP, with IEA technical assistance, and full country collaboration, subject to further discussion. To be further discussed is the link with later-grade assessments now done by PASEC, SACMEQ, and LLECE, which could be said to be end-of-cycle equivalent, or close to it; as well, include sample-based assessments already practiced in a few countries at or near the end of cycle. Sharing of experiences across these actors, and with the countries themselves, would be needed. ✓ Bring together experiences of the few regional organizations (PASEC, LLECE) and countries which do provide written early literacy or mathematics assessments with other regional organizations which do not (e.g., SACMEQ), and may continue not to because it is not in their mandate, but which could nonetheless provide linkages to countries that are interested in early literacy assessment. ✓ Use a consultative process led by an official institution with experience in oral assessment, such as UIS, and with the participation of countries, NGOs, and scholars, to combine learning from its and others' experiences, and produce some standards whereby oral assessments can be used for appropriate uses (see elsewhere in this note for what such appropriate uses might be). ✓ Given the similar nature of all these, given the need to continue to work on a set of mutually-agreeable indicators (something akin to what is described in section Error! Reference source not found.), and given the link between this activity and the need to 		

	<p>collect data on how these indicators are proceeding (section 2.1).</p> <ul style="list-style-type: none"> • Assessment of existing experiences with school-level service delivery indicators focusing on crucial inputs and processes. <ul style="list-style-type: none"> ✓ School environment, teacher competence, financing, student learning and pedagogical management could be areas covered. ✓ Experiments would develop information on optimal sample size needed to obtain relatively fast snapshot of system functioning as viewed from school level. ✓ Analysis of optimality of depth versus speed and focus. ✓ Field trials in sufficient number of FTI countries to provide evidence and lessons for further spread. ✓ Ensure collaboration and lessons learned from various efforts in this area, and linkage to system-level benchmarking (see section 2.2.9). ✓ Link to FTI M&E framework. 		
Expected Deliverables:	<ul style="list-style-type: none"> • Best practices shared and documented in three assessment areas, types, or levels (oral early, written early, written end-of-cycle). Standards of usage, examples of best practices, created or referenced, simplified, disseminated. • Country experiences with end-of-cycle written assessments such as pre-PIRLS fostered. • Field trials, and lessons on with service delivery index produced and shared. 		
Timeframe:	<ul style="list-style-type: none"> • All workshop events and agreements completed by XX. (Further comment as to timeline possibilities welcome.) • All e-learning and other forms of distance education available by XX. (Further comment as to timeline possibilities welcome.) 		

2.2.9 Systemic improvements and QA frameworks

		General Comments	Possible Bank Involvement
Proposed activity	<ul style="list-style-type: none"> • Develop quality assurance frameworks or benchmark systems, and agreements amongst countries to step up their own use of quality assurance frameworks. • Specific areas of interest, given their importance, would include: <ul style="list-style-type: none"> ○ Teacher management and policy systems and benchmarks ○ Assessment system benchmarking (note link to reading assessment—while noting that the aspects of assessment noted here are the general issues referring to assessment systems, not the specific ones referring to reading) • Development of quantitative service-delivery indexes or benchmarks based on <i>school</i>-level indicators of time on task, teacher effectiveness, finance, etc. 	<p>We welcome this activity. We could add a program based on knowledge production, share and dissemination around the use of the SABER student assessment tool.</p>	<p>The Bank could lead the Saber related program and collaborate with other implementing agencies in other types of activities.</p>
Type of activity	<ul style="list-style-type: none"> • Desk-based analysis and development • Workshops to propose and delineate field trials and country involvement/adoption • Meeting(s) to coordinate emergence of such framework when proposed by more than one partner • Field tests and trials of frameworks (or aspects of frameworks) or indices • Production of manuals, descriptions, hosting of web-based sources <ul style="list-style-type: none"> ○ Web-sites with comparative information on how countries' policies and practices compare to benchmarks. • Dissemination at workshops 	<p>In line with the above:</p> <p>Case studies</p> <p>Technical workshops</p> <p>Manuals</p> <p>Materials for the website could be added in this point</p>	
Link with Results framework indicators	<ul style="list-style-type: none"> • Outcome 1: Improved learning outcomes and other measures of quality 		

2.2.10 Political economy, accountability, and sustainability, including local level

		General Comments	Possible Bank Involvement
Proposed activity	<ul style="list-style-type: none"> Capacity-building to improve role of civil society organizations in improving education planning and policy-setting, creating social accountability over plan execution and implementation, and advocating for innovations that increase accountability for both access (Out of School agenda), learning (Quality/Learning Outcomes agenda), and fiscal efficiency and equity (Finance agenda). Assessment of reform implementation processes via on-the-ground research of political economy and institutional change, and sharing with others. 	We welcome this activity and have no specific comments.	We are happy to collaborate with the implementing agency leading the activity.
Type of activity	<ul style="list-style-type: none"> Direct training of national coalitions Workshops and peer-to-peer learning and exchange events Action research and learning-by doing Publications and dissemination 		
Link with Results framework indicators	<ul style="list-style-type: none"> Outcome 1: Improved learning outcomes and other measures of quality Outputs 		
Proposed approach:	<ul style="list-style-type: none"> Capacity development in management <ul style="list-style-type: none"> Benchmarking staff and technical needs of international CSO coalitions to supervise regional and local ones, using Foundations and other similar organizations to benchmark Assessment of staff and technical levels and staffing Develop more systematic ways to assess and advice NECs on capacity needed, and assess Develop streamlined response to actually improve capacity via direct training and peer-based learning, and use of policy and procedures manuals Develop more transparent and rigorous ways to fund NECs, develop better balance between formula based and more 		

	<ul style="list-style-type: none"> ○ negotiation-intensive proposal-and-budget based allocations ○ Distinctions between implementation NGO and advocacy/policy NGO work and strategic planning and training in the latter ● Specific areas of technical advocacy capacity development <ul style="list-style-type: none"> ○ Girls' education ○ Learning outcomes ○ Education in post - conflict and emergency situations ○ Access to school for specialized populations (disability, those with greatest disadvantages such as the intersection of the deeply poor, rural, female, and minority) ○ Budget tracking and budget execution; accountability for fiscal transparency and efficient spending; analysis of efficiency and corruption, including expenditure tracking ○ Policy and legal review of policies and regulations, evaluation techniques ● Advocacy <ul style="list-style-type: none"> ○ Techniques for improving Legislative and Parliamentary work ○ Maintaining stock of position notes and databases to be able to make quick analyses and pronouncements on breaking policy issues ○ Appropriate targeting of advocacy efforts ○ How to evaluate effectiveness of advocacy ○ Feeding technical positions to political campaigns, encourage candidate dialogue on education issues 		
Timeframe:	<ul style="list-style-type: none"> ● All events completed by XX. ● All e-learning and other forms of distance education available by XX. 		

3. Technical workshops, peer learning events, and conferences

		General Comments	Possible Bank Involvement
Proposed activity	<ul style="list-style-type: none"> • Ensure knowledge sharing on all of the topics that pertain to improved reading and mathematics in the early grades: <ul style="list-style-type: none"> ✓ International higher-level workshops to generate motivation and exchange both technical and implementation information with leadership of ministries, donor agencies, and NGOs. ✓ Regional events with similar focus. ✓ Country specific activities related to development of scalable experiences ✓ E-learning or other forms of distance training. ✓ Technical guidelines and reviews published. 	We welcome this activity.	Given the extensive experience of the WBI, as well as large experience in the Africa Region and HDNED in the organization of knowledge share and dissemination events, this is a program that the Bank could lead or be highly involved with.
Type of activity	<ul style="list-style-type: none"> • Technical workshops and knowledge dissemination • Technical assistance • Intervention to inform scale up 		
Link with Results framework indicators	<ul style="list-style-type: none"> • Outcome 1: Improved learning outcomes 		
Proposed approach:	<ul style="list-style-type: none"> • Knowledge-sharing would be led by a SE that is expert at training and capacity building. This would apply in particular to larger events and on-line or other forms of distance capacity building. • Smaller country-based events, tied to country-based implementation, would be coordinated in a different manner. • A form of certification could be sought and offered. It should have as much labor market value as possible. • Initial workshops would be based on existing knowledge. As knowledge is refined or new information comes about, the new knowledge would be introduced into workshops and 		

	<p>seminars.</p> <ul style="list-style-type: none"> • In areas where knowledge does not exist yet or does not exist in a sufficiently “packaged” form FTI-S could commission the needed knowledge production and would closely supervise the preparation of training modules along with an SE that is expert in knowledge-sharing management, such as the management of online modules and learning. • In other areas, knowledge may already be ready and packaged and there may be a need only for dissemination. Various partners may already have such knowledge, based for example on Impact Evaluations that have already been carried out, and may even have well-developed workshop agendas with a useful mix of components. • Combinations of the two (new knowledge, existing and already-packaged knowledge) are also possible. • Some partners may be content-neutral experts in capacity-building, but with considerable expertise in knowledge management and event-management. Their input and participation may be of importance and ideas are welcome. 		
Expected Deliverables:	<ul style="list-style-type: none"> • Two international workshops • Four regional workshops • E-learning modules and materials on all eight topics 		
Timeframe:	<ul style="list-style-type: none"> • All events completed by XX. • All e-learning and other forms of distance education available by XX. 		

Thematic Area: Education Financing

The analysis identifies efficiency in public expenditures, equity of resource allocation, and sufficiency of resource for education as main issues. This is exactly what the Bank’s education finance domain of SABER would look at. Besides the sufficiency of resources for education concerning the amount of funding, domestic and external, and whether or not it is sufficient for implementing the set education policies, we are also concerned with ensuring adequacy of education resources. This involves guaranteeing that the funding needed to achieve quality education for all will be made available.

We are not sure that a costing exercise, using a projection model is the only approach that would be useful. In fact, our SABER work proposes a different approach, which is probably not as intensive as a full costing exercise, but as informative by using data from high-performing systems to inform the benchmarking analysis.

Activity #1 - Development of a methodology to improve national reporting systems on financing flows.

Proposed activity #1:	<ul style="list-style-type: none"> • The EFA FTI Partnership should ensure that all EFA FTI developing country partners can implement good reporting on financing flows. This should: <ul style="list-style-type: none"> ✓ Be consistent with the technical capacities of the individual country, especially fragile states and include capacity development measures ✓ Enable an overall estimation of the resources (public, private and external) available for the sector including at the decentralized, local, and school levels; ✓ Identify the inefficiencies in the resource allocation; ✓ Analyze the equity of the resource allocation; ✓ Analyze the incentives effects of the mechanisms of within-country resource transfers (are they incentivizing results or are they incentivizing input expenditure only?), such as funding and physical resource 	<p>This is an overall public finance management issue mainly dealt with by GFS and COFOG and assessed in PEFA.</p> <p>FTI might want to push for the use of national education accounts like they are doing in health (we had a presentation of that in the FTI meeting in Kigali). We are doing some preliminary investigations on this with USAID and Brookings. But sector initiatives in public finance management are normally not a good idea.</p>	<p>Our SABER-Finance instrument can help with this first activity in particular, as we are striving to collect comprehensive information on financing flows. But we also go beyond this in benchmarking how financing systems are progressing in achieving the three policy goals that we put forth are germane to financing systems: (i) ensuring adequacy; (ii) promoting equity; and (iii) performing efficiently.</p> <ul style="list-style-type: none"> •
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	<p>allocation formulas versus ad hoc allocations, or the linking of funds transfers to an examination of results such as in MTEF processes</p> <ul style="list-style-type: none"> ✓ Enable the Ministry of Education to develop a costing of the ESP that will lead to the development of an MTEF when the Ministry of Finance already uses a programmatic approach for the national budget; ✓ Enable the Local Education Group to monitor the resource allocation and execution (especially at the local and school level) during the implementation of the ESP mainly through the Joint Sector Review Reports. ✓ FTI Countries should be encouraged to publish key education finance statistics in their annual yearbooks along with other education statistics. This increases transparency and makes the data available to all national and international stakeholders (civil society, members of parliament, etc) and at the same time increases the expertise of national staff in education finance data 		
Type of activity	<ul style="list-style-type: none"> • Research and basic knowledge • Technical workshops and knowledge dissemination • Technical assistance • Intervention to inform scale up 	<p>Why is data collection and analysis not here?</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Link with Results framework	<ul style="list-style-type: none"> • Output 1: FTI partner countries develop and 	<ul style="list-style-type: none"> • This output seems way to ambitious; We would suggest 	<ul style="list-style-type: none"> •

indicators	implement sound sector policies in education	something like “improved information on financial flows of education systems is made available.”	
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Activity #2 - Development of a tool to assess the fiduciary risk in the education sector.

This is the idea they have taken up in the health sector - the IHP+ Joint assessment of national strategies (JANS). We think this is more donor driven than FTI and therefore not the right way to go. FTI could be pushing for the sector level PEFA that has now been accepted by the PEFA secretariat. This might also be done as part of a revision/appraisal of a education sector plan.

PEFA is developing a module for the education sector which should be valuable for this second activity.

Activity #3 - Development of financing initiatives tightening link of resources to results

This seems to focus only on donor financing mechanism. The interesting thing would be to look at this for the sector, but based on more predictable aid resources.

Activity # 4 - Development of integrated funding approaches for equity in education

SABER-Finance can contribute to this as Saber deals with this as one of our core 3 policy goals. One of the key policy goals we analyze and benchmark is “Promoting Equity”.

We have such analytical tools in SABER-Finance on the first bullet point mentioned in the Proposed Approach section. Happy to collaborate.

Part 2 – Additional activities the Bank would like to be involved

Thematic Area: Learning Outcomes

Below are two additional activities which the Bank would be interested in leading. We are presenting them as part of section 2 in the GRA document. Please note that we keep all the numeration as in the original document.

2.2.11 Impact Evaluations of Policies to Improve Learning

Sections 2.3.1-2.3.8 outline several new and innovative types of activities aimed at improving early grade literacy and numeracy (such as use of local languages, teacher training, ECD on literacy preparedness, remedial education etc). It is proposed that some of these activities be piloted at small scale along with a systematic and strategic set of impact evaluations. This would help fill the identified knowledge gaps and generate rigorous, policy-relevant information on how to rapidly boost learning outcomes in FTI countries. In particular, impact evaluations are well suited to assess the relative effectiveness and cost effectiveness of several of the approaches suggested in prior sections as having the potential to improve learning quickly in early grades and thus to build the evidence basis need to enhance understanding of FTI key priorities.

This activity is meant to be regional and thus proposals should be theme specific and target a group of countries so that lessons learned can be synthesized and contribute to knowledge on a regional basis rather than country specific.

Proposed activity	<ul style="list-style-type: none">• Using impact evaluations to expand the knowledge base on relative effectiveness of policies/programs geared towards improving learning outcomes.
Type of activity	<ul style="list-style-type: none">• Impact evaluations of new and innovative in-class interventions in multiple countries aimed at improving learning in early grades. <p>These should align with activities proposed in earlier sections and could include pilots on the use of:</p> <ul style="list-style-type: none">○ Local language in instruction of basic skills for early grades (dissemination of learning material, delivery of instruction for various length, teacher training, etc.).○ Innovative approaches to teacher training including the use of technology (e.g. video), lessons scripting, mentoring strategies, etc.

	<ul style="list-style-type: none"> ○ Improved teaching and learning material (mapping to the curriculum, number of words/pages, presentation, illustration, etc.) ○ Incorporating literacy preparedness within ECD programs, e.g. by training pre-school educators in language development etc. ○ Innovative in-class instruction strategies such as grouping instructional methods, optimal duration of selected reading/math instruction modules, information technology (e.g. ereaders)
Link with Results framework indicators	<ul style="list-style-type: none"> ● Outcome 1: Improved learning outcomes
Proposed approach:	<ul style="list-style-type: none"> ● Using impact evaluations to understand what policies and design choices are most effective (and cost effective) in improving learning. This would include: <ul style="list-style-type: none"> ○ Literature review to assess current knowledge and establish relevant hypothesis and design alternatives to evaluate. ○ Designing and implementing evaluation strategies that allow for clear identification of casual impacts ○ Collection of data (both quantitative and qualitative) on a range of outcomes. This would include the use of on different services delivery indicators, standardized assessment, and time on task instruments.
Expected Deliverables:	<ul style="list-style-type: none"> ● Baseline, midline, and endline data on 2-3 FTI Sub-Saharan African Countries per themes ● Baseline and midline reports ● Impact Evaluation reports ● Synthesizing and consolidating lessons learned
Timeframe:	<ul style="list-style-type: none"> ● Design finalized and baseline fielded by early 2012.

2.2.12 Learning, life skills and literacy for young people and adults

In May 2011 the EFA FTI Board of Directors approved a new EFA FTI charter with an expanded scope that included all six of the EFA goals, including two that explicitly addressed the needs of youth and adults, namely:

- Promoting learning and life skills for young people and adults; and
- Increasing adult literacy.

In line with this expanded scope, the Board has approved inclusion of the literacy rate among youth aged 15-24 as one of the high-level indicators for tracking the overall progress and impact of the EFA FTI. Although attractive, a key challenge with this indicator is that data required for its construction are scarce and of variable quality when available. Nonetheless, as the FTI-S has pointed out, it provides a powerful reminder that the ultimate objective of sending children to school and helping them to learn is that they become literate and acquire other skills to find a job and support the social and economic development of their country.

Recent research, mostly in developed countries, has confirmed that to be employable and productive individuals need a combination of skills—cognitive and non-cognitive (or “soft”) skills as well as technical know-how. And there is growing evidence that “soft” skills (e.g., team work, problem-solving, initiative, discernment, etc.) are particularly important for labor market success; and that many aspects of such skills are formed and accumulated from a very young age, even before formal schooling. Policy making is hampered in many low- and middle-income countries, however, because of the large gaps in information and knowledge regarding, in particular, the level and distribution of the range of key skills in the population and the specific links between these skills sets and labor market outcomes.

With regard to the process of skills formation, the EFA FTI framework rightly assumes that under the right conditions, formal schooling can help develop and improve individuals’ cognitive skills and probably also their technical skills. Little or no attention has been paid, however, to the influence of formal schooling and other factors on the development of non-cognitive skills. These lacunae in knowledge make it harder to answer questions about what should go into education programs to achieve the broader goals of improving the economic livelihoods of school leavers and future adults; and they deprive the EFA FTI of evidence that can be used to buttress the case for investing in the human capital of youth and adults.

While the EFA FTI will naturally retain its primary focus on the enormous challenges of ensuring that all children have an opportunity to attend school and to learn, the broader scope of the EFA FTI’s new charter and monitoring indicator suggests that it is now time to invest in building the knowledge base to support advocacy for and policy dialogue on two key items in the broader agenda that has not received much attention in the past. The following activity describes a possible approach for this purpose. The idea is to start with a highly focused set of activities to develop and test analytical tools for documenting the skills sets of youth and adults; and pilot the tools in selected countries and make them available, with appropriate refinements based on the pilots, for application eventually in all countries in the EFA FTI partnership. The goal is to generate high quality and reliable and comparable cross-country data to analyze the links between skills—broadly defined to encompass cognitive, non-

cognitive and technical skills—and individuals’ economic well-being; and most importantly to gain experience in generating the data to populate a key high level monitoring indicator for the EFA FTI.

Proposed activity	Develop, pre-test, pilot and implement survey instruments, including literacy tests, to collect internationally comparable data in a sample of low- and middle incomes countries, on the cognitive, non-cognitive and technical skills of individuals in the youth and adult populations (i.e., ages 15-64); and on their personal, family and community background.
Type of activity	<ul style="list-style-type: none"> • Field operations for data collection in multiple countries • Capacity building workshops for national counterparts and partners • Desk-based preparation of databases • Desk-based data analysis and report writing • Dissemination workshops
Link with Results framework indicators	<ul style="list-style-type: none"> • Outcome 1: Improved learning outcomes
Proposed approach:	<p>The proposed approach involves the following key steps for data collection:</p> <ul style="list-style-type: none"> • Finalize standard core survey instruments and data collection protocols that will be applied in all participating countries; • Identify national counterpart(s) for the Study to ensure ownership for the activity; • Organize the team for field operations for data collection and arrange for technical assistance to support the field operations, including preparation of data files and documentation • Provide training to build capacity and assure quality of data collection, preparation and analysis. <p>Communication and exchange among and across partners will be facilitated through various meetings and workshops designed to assure the quality of the data and to foster learning and capacity building in the process.</p>
Expected Deliverables:	<p>The following are the key expected deliverables:</p> <ul style="list-style-type: none"> • Standardized survey instruments and data collection protocols • Database and data documentation available for public access • Country reports on findings • Data on literacy rates among youth ages 15-24 in the participating countries • Lessons for scaling up to all EFA FTI countries
Timeframe:	All activities are expected to be completed by FY2013