

FTI CD Guidelines Introductory Workshop Package: Discussion Guide

The table below suggests a number of possible discussion points that the moderator may encounter or could actively introduce. Corresponding slide numbers have been included for ease of use, to indicate at which stage in the workshop each topic is most likely to be relevant.

Slide No.	Topic of Discussion	Instruction
20	Leadership	The moderator asks groups to discuss the following question: What can you do if key political leaders are not committed? Are there any success stories in the group in terms of this and other difficult issues?
22	Relevant Stakeholders	The moderator asks groups to brainstorm relevant key stakeholders.
23	Getting Everyone on Board	The moderator asks group to discuss the following question: How can we make sure everyone is on board?
24	Information Ressources I	With reference to the first question on the slide (“How to draw from existing evidence and key national documentation”), the moderator asks groups to discuss what possible information sources exist in their country.
25	Information Resources II	The plenary compares the list on slide 26 with the information resources participants brainstormed before and the moderator asks the plenary to discuss how these sources can be accessed in their country.
29	Capacity Strengths	With reference to the first question on the slide (“What are the striking features of the country in terms of individual, organizational and institutional capacity”), the moderator asks groups to choose three strengths of the country in terms of capacity.
32	Broader Reforms	The moderator asks groups to discuss the following question: Are any of these reforms happening in your country? Which are relevant to education? (Refer to Box 6 on p. 17 in the CD Guidelines.) After discussion in groups, the moderator picks some individuals and asks them which reforms are ongoing.
36	Useful Aspects about the CD Guidelines	As an introduction into the second day: The moderator asks participants to look through the CD Guidelines for a few minutes and to share two concrete things they find useful about the CD Guidelines with their tables afterwards. The moderator asks some tables to share their “highlights” with the plenary afterwards.
39	Education Sector Plan	The moderator distributes the national education sector plan and suggests that this is a good starting point to identify capacity <i>for what</i> . Groups then discuss the main goals and priorities of the education sector plan to ensure common understanding.
45	Decentralization Capacity	The moderator asks groups to brainstorm the following: If a school had its own budget, what effect would that have on the needed capacity at school level? Try to think of at least one consequence for each level of capacity.
46	Management Capacity	The moderator asks groups to brainstorm what is meant by management tools and surveys the plenary for examples (such as terms of reference, inventory forms, organigrams, etc.).
47	Planning, M&E Capacity	The moderator asks the plenary to discuss: What capacities are needed at each level for monitoring school performance?
58	Format Options	The moderator asks the plenary to discuss pros and cons of each format option (separate, mainstreamed in sector plan, integrated into national plan).