

## Appendix VIII – Addressing the TOR's High Level Questions

### Explanatory Note:

This Appendix is not intended to be a self-contained summary of the evaluation's findings. It briefly gives the gist of the evaluation's answers to each of the HLQs. More importantly, it shows where the full, and fully nuanced, answers to each HLQ can be found.

Terms of Reference Question	Answers	Where covered? Evidence Base?
<b>High Level Questions 1:</b> <b>Is what FTI aims to accomplish consistent with current needs and priorities of FTI client countries?</b>	Broadly yes. Study notes nuances and changes in countries' priorities, but also the FTI's changing definition of "client countries" and the broadening of FTI focus. Details in response to sub-questions below.	Synthesis Report Chapter 3 Preliminary Report Chapter 4  <i>For evidence base see sub-questions below.</i>
<b>What can be done to ensure the relevance of FTI going forward?</b>	Need to modify FTI operations to make it more effective at making its objectives happen. Hence recommendations for stronger partnership and governance, reform of CF and EPDF operations, more attention to the spectrum of EFA goals and their implications for post-basic education, and to the needs of fragile states and large countries, which so far have tended to be on the margins of FTI support.	Synthesis report Chapter 5 Relevance to fragile states discussed in <b>Annex H</b> . More detailed analysis on the need for reform of the EPDF and CF in: <b>Appendix IV</b> , <b>Appendix VII</b>  <i>Evidence base: interviews, country case studies, document review.</i>

Terms of Reference Question	Answers	Where covered? Evidence Base?
<p>a. How is the FTI perceived and understood by various stakeholders and to what extent have varying interpretations of what FTI is and what it can accomplish influenced its effectiveness in any way?</p>	<p>The FTI has been hampered by its stakeholders' differing interpretations of its appropriate role, ambitions and activities.</p> <ul style="list-style-type: none"> <li>• contrasting perceptions and levels of ambition between different donor agencies</li> <li>• CSOs ambitious, pushing for what the FTI aimed to be but often not part of the FTI process at country level</li> <li>• gap between HQ and in-country perceptions among aid agencies</li> <li>• gap between donor and partner country perceptions of partnership</li> </ul>	<p>Synthesis report Chapter 2 and Chapter 3  <b>Annex B</b> (Governance)  Preliminary report Chapter 4, see <b>Annex J</b> for wide variety of stakeholders interviewed</p> <p><i>Evidence base: interviews, country case studies, attendance at FTI meetings, document review.</i></p>
<p>b. To what extent is FTI's focus on primary school completion relevant to the current needs of partner countries (and potential partner countries) and how has this emphasis been treated within the broader context of country EFA programming?</p>	<p><u>Relevance:</u> Achieving primary school completion remains a valid objective. In addition, it has been useful in attracting political attention and facilitating consensus at global level [<b>Chapter3B</b>].</p> <p><u>How has the primary completion emphasis been treated in practice:</u></p> <ul style="list-style-type: none"> <li>• Endorsement of sector-wide ESPs and CF and EPDF support outside primary in several countries</li> <li>• strict focus on primary has in some cases led to a restrictive approach and confusion at country level – although there is no evidence that it led to a diversion of funds away from other EFA goals [<b>Chaps 3C and 3D</b>]</li> <li>• danger for the FTI of drawing a false dichotomy between access and quality [<b>Annex C</b>]</li> <li>• in the context of the Progressive Framework and fragile states the focus has been softened [<b>Annex H</b>].</li> </ul> <p>There is a strong case for more explicitly expanding the FTI's focus beyond UPC, with careful consideration of the financial and process implications. Special importance of youth /adult education needs in the context of fragile/conflict states [<b>Chapter 4 conclusion 8; annex H; Chapter 5</b>]</p>	<p>Synthesis report Chapter 3 and Chapter 4; <b>Annex C</b> (IF and UPC)  Preliminary report Chapter 4</p> <p><i>Evidence base: analysis of global data, country case studies, interviews, document review.</i></p>

Terms of Reference Question	Answers	Where covered? Evidence Base?
<p>c. Are FTI's intended contributions appropriate, given the partnership's objectives? Can they be expected to make a difference?</p>	<p>There is a gap between "intended contributions" from FTI strategy documents, and contributions in practice (especially at country level). [Chapter 3, Chapter 4].</p> <p>Main reasons for the gap are related to failure to consider incentives and constraints of various stakeholders and to address key communication and monitoring issues [Chapter 4].</p> <p><u>Education planning</u>: FTI contributions have in several cases been useful to stimulate policy discussion and enhance planning processes, but have sometimes led to unrealistic planning and parallel processes [Chapter 3D].</p> <p><u>Education finance</u>: catalytic effect ineffective in practice [Chapter 3C, including Box 4, and Appendix II]. CF contribution significant in some countries but issues with aid effectiveness [Chapters 3C and 3G, Annex K.]</p> <p><u>Monitoring and Evaluation</u>: Use of IF as the focus for monitoring has not occurred, no country level monitoring of "compact" between government and donors. [Chapter 3F and 3G; Annex C; Annex F; Appendix VI]</p> <p><u>Capacity Development</u>: FTI contributions are sometimes but not always appropriate; they are too small to be expected to make a large difference. [Chapter 3E; Annex G, Appendix IV]</p>	<p>Synthesis report Chapters 3, 4 and 5;  <b>Annex G</b> (Capacity Development) and <b>Appendix IV</b> (EPDF). <b>Appendix II</b> (Financing) and <b>III</b> (CF). <b>Annex C</b> (IF and UPC) and <b>Annex F</b> (M&amp;E), <b>Appendix VI</b> (M&amp;E Framework).                      Preliminary Report ¶4.28–4.44.</p> <p><i>Evidence base: country studies, interviews, analysis of global aid trends, analysis of FTI monitoring and reporting frameworks, documents and literature review; comparison with other global partnerships.</i></p>
<p>d. How has the evolution of the FTI contributed to maintaining its ongoing relevance as a global partnership supporting EFA?</p>	<ul style="list-style-type: none"> <li>• The FTI has picked up and reacted to issues of interest/criticism raised by donors</li> <li>• The FTI has been a pioneer in the design and promotion of Paris Declaration principles.</li> </ul> <p>However,</p> <ul style="list-style-type: none"> <li>• Process for delivering change has been ad hoc and slow</li> <li>• Lack of strategic analysis of gaps and impact of potential changes in the medium term</li> <li>• The FTI remains more a donor club than a balanced partnership</li> <li>• Constant changes and unclear link between global and country levels have led to misunderstandings, frustration, additional transactions costs thus lower effectiveness than potentially feasible/expected.</li> </ul>	<p>Synthesis report Chapters 2, 3,4; Chapter 4, <b>Annex B</b> (Governance), <b>Annex H</b> (Fragile States)                      Preliminary report ¶4.45–4.50.</p> <p><i>Evidence base: country studies, interviews, analysis of other global partnership, analysis of task team outputs and FTI documentation</i></p>

Terms of Reference Question	Answers	Where covered? Evidence Base?
<p><b>High Level Questions 2:</b> To what extent is the FTI accomplishing what it was designed to do, namely, accelerating progress on EFA?</p>	<p>The FTI has made some worthwhile contributions to promoting EFA. However the FTI's inputs fall short of its ambitions and of its reasonable expectations.</p>	<p>Synthesis Report Chapter 4</p> <p><i>Evidence base: draws on findings in relation to sub-questions below.</i></p>
<p><b>Are FTI mechanisms and processes contributing effectively to this?</b></p>	<p>Limits in the FTI 's effectiveness in accelerating progress towards EFA are linked to some significant flaws in the design and the implementation of the FTI's mechanisms and processes: [chapter 4]</p> <p><u>Planning</u> Too much weight and expectation were given to the Indicative Framework and the ESP as a product [Chapter 3D; Annex C]. Unrealistic expectations concerning the capacity and ability of the in-country donor groups particularly in terms of mobilising new resources and impartially assessing ESPs [chapter 3D; Annex B, Annex C; Annex D]. <u>Financing [Chapter3C]</u> Confusion around the concept and use of financing gaps [Annex K], and an allocation pattern that is not transparently linked to needs, capacity or FTI objectives [Appendix III]. Mismatch between objectives in terms of aid effectiveness and actual implementation modalities. the FTI has not significantly addressed problems of <i>long term</i> financing [chapter 3C, Appendix III; chapter 3G, Appendix VII]. <u>Capacity Development. [chapter 3E, Annex G, Appendix IV]</u> In practice, the focus has been too much on the ESP and not sufficiently upon implementation and service delivery, with globally understood concepts of capacity development not communicated or catalysed at country level. <u>Monitoring and Evaluation [chapter 3F, Annex F, Appendix VI]</u> The FTI has not had a clear and operational monitoring and evaluation strategy. FTI monitoring and decision making has suffered by lacking a monitoring function that is properly resourced and independent. <u>Governance and management. [Annex B, chapters 2 and 4]</u> Ad-hocism of FTI reform process (Task Teams), 'light touch' Secretariat hampering adequate communication and monitoring functions. Engagement/communication/incentivisation missing by donor agencies HQs with their in-country staff, flexibility confusing even if enabling adaptation.</p>	<p>Synthesis report Chapter 3 (what has the FTI achieved); Chapter 4 (conclusions and lessons learned) Appendix III (Catalytic Fund) Annex B (FTI governance and evolution) Appendix IV (EPDF) (plus others mentioned against answers)</p> <p><i>Evidence base: country studies, interviews, analysis of other global partnerships, analysis of global aid data and CF disbursements</i></p>

Terms of Reference Question	Answers	Where covered? Evidence Base?
<p><b>How can FTI mechanisms and processes be improved to maximize their contributions going forward?</b></p>	<p>Recommendations set out in Chapter 5 [with some elaborated in Appendixes].</p>	<p>Synthesis report Chapter 5 (recommendations and future options)  <b>Appendix VI</b> (M&amp;E framework)  <b>Appendix VII</b> (Reforming the Catalytic Fund)</p> <p><i>Evidence base: interviews, country studies, document review and analysis of other global partnerships</i></p>
<p>a. To what extent has FTI and its mechanisms/processes (e.g. Indicative Framework and the endorsement process) helped countries strengthen education policies, sector plans, and educational data/statistics?</p>	<p><u>Planning and policies</u> <b>[chapter 3D]</b></p> <ul style="list-style-type: none"> <li>- In some countries discussions around IF and use of financial simulation model have had a significant impact on policy choices – some of the value of this is weakened by failure to include genuine CD among government and other agencies</li> <li>- Weak communication and lack of clarity on FTI objectives and processes (role of IF, requirements) has led to duplications in terms of planning processes, and to stand-offs on policy. There has been a positive move over time towards more flexibility but there remains a significant lack of consistency across countries.</li> <li>- Sustainability, credibility and ownership issue of plans produced by consultants, specifically for the FTI, in line with IF benchmarks, and with the objective of mobilising funds (CF).</li> <li>- Weak (and weakening) capacity of in-country donor groups an issue within the added value of the appraisal process.</li> <li>- Efforts to reinforce the profiles of gender, HIV/AIDS, equity, disability in education planning, but no significant impact of the FTI endorsement on the inclusion of or level of country support to cross cutting issues, including inclusivity.</li> </ul> <p><u>Data and statistics</u> <b>[chapter3F, Annex F]</b></p> <ul style="list-style-type: none"> <li>- In principle FTI driven by concern for evidence-led policy and implementation; in practice, data and statistics consistently remain one of the weakest areas at country level; there have been very few efforts to improve it and weak donor coordination. Few examples of strengthening data systems or strengthening demand for and use of data in country studies through EPDF or CF funding.</li> </ul>	<p>Synthesis report Chapter 3  <b>Annex C</b> (IF), <b>Annex F</b> (data);  <b>Annex G</b> (CD) and <b>Appendix IV</b> (EPDF)</p> <p><i>Evidence base: country studies interviews, literature review,</i></p>

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b. Are FTI mechanisms and processes evolving appropriately to address the needs of different client countries (e.g. fragile states)?	<p>(a) Large/federal countries: the FTI hasn't had the capacity to address these issues systematically to date [see country studies for Nigeria and Pakistan, <a href="#">Chapter 3G</a>]</p> <p>(b) Fragile states: haphazard treatment of FSs in practice; approach developed for FS not yet implemented (Progressive Framework; Transition Fund) [<a href="#">Annex H</a>]</p> <p>(c) Capacity of in-country donor groups/LEGs – see previous sub-question – is an issue in designing effective FTI interventions for large/fragile states.</p> <p>(d) Challenge of needs vs. performance approach has several dimensions, and the FTI has yet to resolve this in a strategic way [<a href="#">Annex H, fragile states: Chapter 3C and Appendix III, allocation of CF; Annex K – financing gap and allocation criteria; Annex C, IF in practice</a>].</p>	<p>Synthesis report Chapter 3 and Chapter 4  <a href="#">Appendix III</a> Catalytic Fund  <a href="#">Annex H</a> Fragile States            WP6 on Fragile States            Preliminary report ¶4.47-4.50</p> <p><i>Evidence base: country case studies (in particular Nigeria, Pakistan, Ethiopia), interviews</i></p>
c. Has policy making and planning become more open, transparent, and participatory in participating countries?	<p><a href="#">[Note: we interpret this question as, like the others, addressing FTI effects on these factors]</a></p> <p>Overall quality of education planning has improved. EFA and the FTI have made some contributions to this, especially in helping to get donors to work together and to focus on the national ESP. FTI and CF processes have in general been aligned with existing sector coordination and dialogue processes in country, but the FTI has not been the main source of improvements. [<a href="#">Chapter 3D</a>].</p> <p>In a limited number of cases, FTI processes have contributed to broadening stakeholder participation, in several others FTI-related processes have bypassed existing stakeholder consultation mechanisms. [<a href="#">Chapter 3D</a>].</p>	<p>Synthesis report Chapter 3</p> <p><i>Evidence base: country case studies, interviews, document and literature review</i></p>
d. To what extent has FTI contributed to improved institutional capacity in partner countries (including those preparing for partnership); has the capacity building provided been sufficiently comprehensive to make a sustainable difference?	<p>The FTI contribution to capacity development has been very limited, mainly through EPDF and CF funding but only in some countries. Overall, FTI support to capacity development has not been sufficient, or sufficiently comprehensive, to make a sustainable difference. [<a href="#">Chapter 3E, Annex G, Appendix IV</a>].</p>	<p>Synthesis report Chapter 3  <a href="#">Annex G</a> (FTI and capacity development) and <a href="#">Appendix IV</a> (EPDF)</p> <p>Preliminary report ¶4.34–4.39.</p> <p><i>Evidence base: interviews, country case studies, literature review, analysis of FTI and EPDF reports.</i></p>

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e. To what extent and how has FTI contributed to accelerated progress towards universal primary school completion by 2015?	Contributions of FTI programmes considered in each of the country studies.	Synthesis report Chapter 3
f. How have FTI programs contributed to intermediate outcomes such as improvements in the grade 1 intake and gross enrolment ratios	<p>Overall contribution modest. Positive lessons from some countries (in particular where CF provides large amounts of financing, provided in a harmonised and aligned manner). Countries that have made the most progress are the ones where there was a political movement for UPC, the FTI gave a push to something that was already moving. [chapter 3].</p> <p>At global level the FTI has contributed to sensitisation on UPC/EFA but not to substantial increases in levels of financing or aid effectiveness in the sector. It has provided a channel to absorb more EFA support from some donors.</p>	<p><i>Evidence base: Country case studies. Global data (UIS, GMR etc) country case studies</i></p>
g. Has FTI itself supported other EFA objectives in partner countries and, if so, to what effect?	<p>Various clear examples: [chapters 3C and 3D]</p> <ul style="list-style-type: none"> <li>• Flexibility to endorse existing sector-wide ESPs</li> <li>• Cases where direct support was provided to another EFA objective</li> <li>• Cases where directly and deliberately fungible support was provided</li> </ul>	<p>Synthesis report Chapter 3, Chapter 4.</p>
h. How has the FTI impacted government support for other EFA objectives?	<p>More generally, likelihood that FTI support to primary frees up national resources for secondary. Overall there were no examples of funding being diverted away from other EFA objectives. However there is a case that can be made that other EFA goals have tended to be neglected by governments and donors alike, and that the FTI has not challenged this.</p>	<p><i>Evidence base: case studies; FTI and CF documentation; interviews</i></p>

Terms of Reference Question	Answers	Where covered? Evidence Base?
<b>High Level Questions 3: Has the FTI helped mobilize domestic and international resources in support of EFA and helped donor agencies to adopt more efficient development assistance strategies based on Paris Declaration ideals?</b>	<p>(a) The FTI has helped mobilise resources but main drivers outside FTI; domestic resource mobilisation (in several though not all endorsed countries) has been the main source of funding;</p> <p>(b) International resource mobilisation: less overall effect than intended; influence on pattern of mobilisation with CF becoming much more significant;</p> <p>(c) Paris Declaration (PD) ideals have been supported at global level and in FTI design; country studies indicate a disconnect between HQ commitment to PD and in-country realisation of PD (resilience of "business as usual").</p>	<p>Synthesis Report Chapter 3C Chapter 3G; <b>Appendix II and III</b></p> <p><i>Evidence base: analysis of global aid and public finance data (UIS, FTIS, PDD, OECD DAC CRS); country studies, Hewlett/ODI study, SBSiP study, Paris Declaration surveys, Interviews.</i></p>
<b>How can FTI best help mobilize resources and improve aid effectiveness going forward?</b>	<p>[See Chapter 5 recommendations on strengthening and redesign of the FTI].</p>	<p>Synthesis Report - Chapter 5 <b>Annex VII</b> (Reforming the Catalytic Fund)</p> <p><i>Evidence base: as for sub-questions below.</i></p>
<p>a. Has FTI helped them to improve interagency cooperation and harmonization?</p>	<p>Yes at HQ/FTI global partnership level [Chapter 3G] At country level, positive influence of joint appraisal process in many countries to strengthen donor coordination. Nevertheless, the record of substantive improvements is patchy: weak communication and understanding of FTI aid effectiveness objectives and processes has led to misunderstanding and high transactions costs [Chapter 3G]</p>	<p>Synthesis Report Chapter 3G; Chapters 2 and 4; <b>Annex B</b> (Governance)</p> <p><i>Evidence base: country studies, Hewlett/ODI study, SBSiP study, Paris Declaration surveys, Interviews</i></p>
<p>b. To what extent are FTI partners improving the alignment of their development assistance to country-owned plans?</p>	<ul style="list-style-type: none"> <li>- Progress on PD implementation but insufficient. FTI contribution at global level limited by lack of monitoring [Chapter 3G];</li> <li>- <u>Alignment in terms of planning and aid allocations</u>: Education Sector Plans provide framework for donors to align with, nevertheless additional and parallel processes often due to weak communication and unclear messages from the FTI [Chapter 3D].</li> <li>- <u>Alignment in terms of processes and procedures</u>: the FTI's contribution is limited due to constraints in terms of aid modality and weak links from education sector to macro/finance [Chapter 3C, Chapter 3G].</li> </ul>	<p>Synthesis Report Chapter 3G (aid effectiveness) and 3C (finance)</p> <p><i>Evidence base: country studies, Interviews, document review, CF analysis.</i></p>

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<p>c. Has FTI contributed to the reduction in transaction costs, both for partner countries and partner agencies?</p>	<p><u>Endorsement:</u></p> <ul style="list-style-type: none"> <li>- Often seen in country case studies as a heavy process involving high transactions costs, both for partner countries and partner agencies [Chapters 3D, 3G, see country case studies].</li> </ul> <p><u>Catalytic Fund:</u> [Chapter 3G]</p> <ul style="list-style-type: none"> <li>- Positive effect in a small number of cases. Negative effect through requesting specific derogations from existing processes; effect of the change of WB trust fund management procedures.</li> <li>- Overall management of CF resources seen as a heavy process which is one of the reasons why local donors often do not wish to act as alternative supervising entities.</li> <li>- Slow disbursements have caused significant damage to the FTI's reputation [Appendix III].</li> </ul>	<p>Country case studies, Chapter 3G</p> <p><i>Evidence base: country studies, SBSiP study, Paris Declaration surveys, Interviews.</i></p>
<p>d. To what extent have partner countries and agencies been using innovative and flexible means of financial support and to what extent do those means of support demonstrably improve aid effectiveness?</p>	<p>Overall slow progress toward adoption of programme based approaches in the education sector [Chapter 3G].</p> <p>Traditional investment projects are dominant in CF-funded programmes – limits of available WB aid modalities [Appendix III; Chapter 3C, 3G; Annex B on WB TF constraints]</p> <p>However, there are positive elements to highlight:</p> <ul style="list-style-type: none"> <li>• some stimulus to pooling of funds (including CF as a global pooled fund);</li> <li>• use of SBS for the first time through a DPO in Burkina Faso and Rwanda expected in 2009;</li> <li>• support to school level funding (Kenya, Rwanda).</li> </ul> <p>With regard to the effectiveness of these aid modalities, several studies (Exhibits 13 and 14 in main volume) point toward the potential effectiveness of SBS to reduce transactions costs, improve alignment and enhance ownership and accountability, and enhance the expansion of service delivery.</p>	<p>Chapter 3C and 3G Appendix III on Catalytic Fund Exhibit 12.</p> <p><i>Evidence base: analysis of global aid data (OECD DAC CRS); country studies, Hewlett/ODI study, SBSiP study, Paris Declaration surveys, interviews.</i></p>
<p>e. Has FTI been influential in mobilizing increased funding levels and non-financial resources for education among partner countries and agencies?</p>	<p>Answer to first part of the question (funding levels) – see sub-question 3g above.</p> <p>Regarding non financial resources:</p> <ul style="list-style-type: none"> <li>- <u>Capacity development:</u> FTI endorsement has often required (although not a formal requirement) the country to carry out a CSR and develop a policy simulation model, which have proved in general useful tools to enhance country planning processes. Nevertheless, the appraisal and endorsement by the FTI have in general not led to significant additional CD support from donors [chapter 3D &amp; 3E].</li> <li>- <u>Data and M&amp;E cross cutting issues:</u> analysis shows that the FTI has not influenced significantly the level of attention to the data gap, M&amp;E or cross cutting issues. It has relied on other donors' support, but has not contributed significantly to making it more efficient and effective [chapter 3D and 3F].</li> <li>- In general, there is a problem of a hollowing out of donor agency education skills, both centrally and in-country. This makes it harder to deliver appropriate and timely non-funding resources [chapter 3D].</li> </ul>	<p>Chapter 3C;3D; 3E; 3F Appendix II on Trends in Education Finance; Annex G (CD); Annex F (data, M&amp;E)</p> <p><i>Evidence base: analysis of global aid and public finance data (UIS, FTIS, PDD, OECD DAC CRS); country studies, Hewlett/ODI study [Exhibit 13], interviews</i></p>

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<p>f. To what extent has FTI assisted countries in closing their financing gaps for their EFA acceleration efforts? Has this been in the context of sustainable fiscal policy?</p>	<p>Several conceptual problems in definition, calculation and use of the "financing gap" concept by the FTI, by CF Committee and at country level [Annex K].</p> <ul style="list-style-type: none"> <li>- Global financing gap for reaching EFA goals does not appear to be closing. The FTI financing strategy of catalysing additional bilateral and multilateral funds for basic education at country level does not appear to have worked and CFs have not been delivered to countries on anything like the scale required to compensate for this. [Chapter 3C, Appendix II and III]</li> <li>- In some countries, CF funding has provided a major increase in education financing, but lack of long term prima facie evidence (from country level and from interviews) that CF allocations may be displacing other donor financing for basic/primary education [Chapter 3C]</li> <li>- FTI CF allocations are not linked to convincing analysis of medium and long term financing; sustainability of domestic expenditures strongly linked to GDP growth prospects. [Chapter 3C and 3G].</li> </ul>	<p>Synthesis Report Chapter 3C Preliminary Report Chapter 3 Country Case Studies Appendix II and III Annex K</p> <p><i>Evidence base: analysis of global aid and public finance data (UIS, FTIS, PDD, OECD DAC CRS); country studies, Interviews</i></p>
<p>g. Has FTI succeeded in mobilizing additional resources in support of EFA? To what extent have any increases come from domestic financing? From international assistance?</p>	<ul style="list-style-type: none"> <li>- There are some important limitations to the global financial datasets available to monitor funding levels for education (both external and domestic), that the FTI has not significantly contributed to reducing [Appendix I, Part B (commentary on data)]</li> <li>- Overall increases in education financing have come more from domestic sources than from aid [Appendix II].</li> </ul> <p><u>Global level</u> [chapter 3C and Appendix II and III]</p> <ul style="list-style-type: none"> <li>- Little growth in aid commitments to education and basic education since 2004 – clear differences between donors in priorities to basic education since 2000;</li> <li>- FTI endorsement has not triggered a consistent increase in aid commitments for basic education in early endorsed countries;</li> <li>- Contribution of FTI CF is modest but increasing;</li> <li>- Distribution of FTI CF funding has not systematically favoured those countries most in need of external financing (high levels of out of school children and /or low levels of direct donor aid) to reach EFA goals;</li> <li>- Strong real growth in current expenditure on education and basic education financed from domestic sources on average in a sample of African countries.</li> </ul> <p><u>Country level</u> [chapter 3C, country studies]</p> <ul style="list-style-type: none"> <li>- The FTI had little effect on the positive trend in domestic financing for primary education seen in most endorsed case study countries. Other key drivers were government commitment, HIPC and GBS levels.</li> <li>- It has had a positive effect in Burkina Faso and Rwanda through the use of analytical tools such as CSR, financial simulation, appraisal. It also had a positive effect when Ministries of Finance were closely involved in the negotiation of FTI CF support (mostly when provided through SBS).</li> <li>- The FTI was not the key driver of increased external financing for primary education observed in most case studies. The FTI made a positive contribution when the CF accounted for a high proportion of aid to education. A limited catalytic effect took place in only a few case study countries.</li> </ul>	<p>Synthesis Report Chapter 3C Appendixes II and III Country studies</p> <p><i>Evidence base: analysis of global aid and public finance data (UIS, FTIS, PDD, OECD DAC CRS); country studies, Hewlett/ODI study, Interviews</i></p>

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<p>In countries where domestic financing in support of EFA has increased what are the prospects for sustaining those levels of funding?</p>	<p>Real growth in domestic financing for education since 2000 in a sample of African countries has been largely driven by GDP growth. In the light of the current global economic difficulties, the prospects of sustaining these levels of growth seem fragile. [Appendix II].</p> <p>Most case studies highlight the strong government commitment to increased domestic financing for primary education, but outline that major threats to the sustainability of this increase come from evolving macro-economic and trade situation, potential political tensions, and prospects for increasing demands from other levels of education. [chapter 3C]</p>	<p>Chapter 3C (mobilising resources), Appendix II (education finance)</p> <p><i>Evidence base: analysis of global aid data (OECD DAC CRS); country studies, Hewlett/ODI study, Interviews</i></p>
<p>h. Has FTI's own governance and management made a difference in how efficiently the Initiative works in furthering EFA goals? Namely, can the FTI governance bodies be considered legitimate? Are FTI decision-making processes open, transparent, inclusive and well founded?</p>	<p><u>Governance and management</u> [Annex B; Chapter 2, Chapter 4]</p> <p>Yes. Positives in terms of maintaining a broad coalition, country focus, considerable self-criticism and innovation.</p> <p>Problems in terms of inadequate secretariat capacity; conflicts of interest in various WB roles and lack of clear definition of FTIS role vis-à-vis WB. Efforts to broaden partnership to include aid-recipient countries have been rather nominal.</p> <p><u>Legitimacy of FTI governance bodies</u> [Annex B, Chapter 4]</p> <p>At country level, need to ensure wider participation in LEG; partner countries weakly involved in global governance and excluded from financial decisions.</p> <p><u>Transparency, openness, inclusiveness of FTI decision making processes</u> [chapter 4]</p> <p>Governance and management weaknesses have compromised the FTI principle of transparency – its decision making procedures and criteria have often been opaque.</p>	<p>Synthesis Report Chapter 3G, Chapter 4</p> <p>Annex B (governance); Country studies.</p> <p><i>Evidence base: country studies, Interviews; review of EODF and CF operations; observation of FTI meetings.</i></p>
<p>Does the Initiative have an adequate monitoring and evaluation framework, and is it creating regular, useful inputs to decision making?</p>	<p>No. [Annex F, chapters 3F and 4; Annex B; Appendix VI]</p>	<p>Synthesis Report Chapter 3F and 4</p> <p>Annex F, Appendix VI</p> <p>WP3 (Data, M&amp;E)</p> <p><i>Evidence base: Monitoring and evaluation working paper; country studies, interviews, document review.</i></p>

Terms of Reference Question	Answers	Where covered? Evidence Base?
<p>Are FTI processes (endorsement, processing of catalytic funds requests, triggering the flow of funds) consistent across countries, timely and efficient (for example, how much time does it take between FTI endorsement and the flow of FTI-triggered funding at the country level)?</p>	<p>Lack of consistency stems both from weak communication channels and from constantly evolving rules and procedures [Annex B]. At the same time, the lack of consistent approach may in some cases reflect the willingness to align with country processes, although the two shouldn't be mutually exclusive.</p> <ul style="list-style-type: none"> <li>- Lack of consistent approach to endorsement of ESP [chapter 3D];</li> <li>- Lack of consistent approach to financing gap estimates [Annex K];</li> <li>- Lack of consistent approach to CF allocations [Appendix III];</li> <li>- Lack of consistent approach to aid modalities [chapter 3G];</li> <li>- Non-transparency of EPDF [chap 3E and Appendix IV].</li> </ul> <p>Confusion and frustration has been caused by this lack of consistency, as well as by weak communication and lack of clear guidance [chapter 4-4.14].</p> <p>Progressive improvements through the definition of clearer guidelines [Annex B; chapter 2] – although these have been somewhat undermined by regressions due to external factors such as the change in WB Trust Fund management procedures [Annex B].</p> <p>Regarding timing, variable picture of disbursement performance across countries and improvement over time. Delays due to changes in procedures but recent amendments expected to bring about further improvement [Appendix III; Annex B section H].</p>	<p>Chapter 3 (especially 3C, 3D and 3G)</p> <p>Appendix III (Catalytic Fund)</p> <p>Appendix IV (EPDF)</p> <p><i>Evidence: country studies, FTI documentation; interviews, analysis of FTI trust funds processes.</i></p>