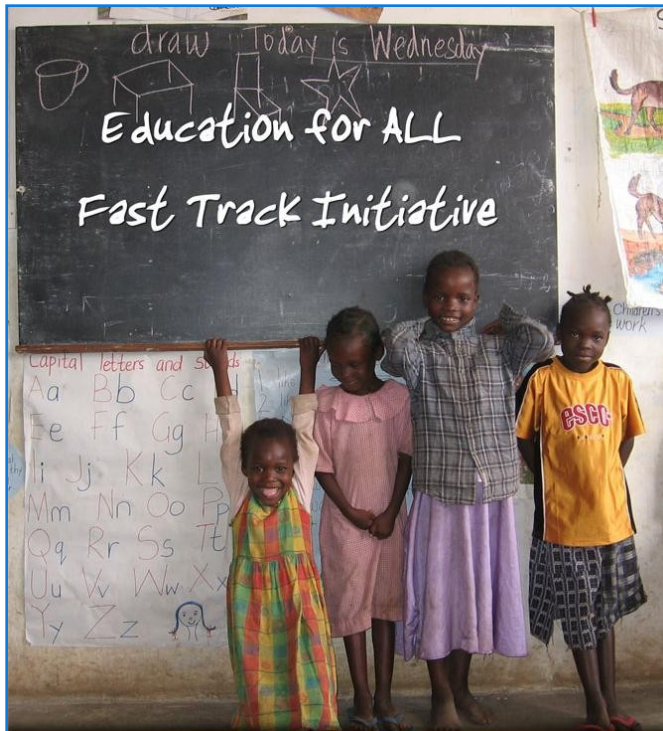


Fast Track Initiative



**A Global
Partnership
to achieve
Education
for All**

Presentation at World Bank – Belgium Annual Donor Consultation

Linda English, Deputy Head, EFA FTI Secretariat

December 1, 2009

External Evaluation - On the plus side . . .

- The rationale for FTI was justified. A single joint mechanism for addressing basic education remains important
- Useful global policy forum keeping UPC/EFA on the political agenda
- Maintained a focus on country ownership, promoted aid effectiveness principles, built on country processes and structures
- In some countries financed critical gaps which would otherwise be unaddressed
 - Provided incentives to undertake sector planning
 - Enabled some donors (UK, Spain, NL) to scale up financing
 - Provided innovative financing in some cases
 - Domestic financing main sources of new resources

FTI has largely failed to deliver on compact: accountability assumption failed

- Original objectives and assumptions over ambitious
- Resource mobilisation globally and in most countries has been disappointing (recurrent, long term)
- Monitoring and evaluation weakest link
- Impact on 4 gaps smaller than expected
- Still large number of children out of school and off track to reach PCR (fragile, francophone, large countries)
- With some exceptions it has not had a major impact on aid effectiveness
- CF It is perceived as a funding source at country level and this has been the 'de facto' emphasis within the partnership

The FTI design

- Over-emphasised the important of the IF
- exaggerated importance on the ESP ‘gold standard’ and one-off endorsement
- management and capacity requirements in adequately assessed
- Was based on unrealistic expectations of LEG capacity, including for resource mobilisation
- Has too narrowly focused on primary education
- Inadequate monitoring and evaluation
- Secretariat – too small and limited responsibility

Recommendations

Relevant model to achieve EFA but with more emphasis on

- building country owned ESPS
- Implementing plans and achieving results
- Strengthening accountability mechanisms
- More external support
- Learn from other global fund models

Response: strategic vision

- Shift from input IF to a results framework built around universal provision of good quality basic education
- Specific indicators for marginalised children, systematic attention to learning outcomes,
- Mutual accountability framework for donors, government and CSO
- Maintain focus on country-led ESPs – more emphasis on implementation and class-room-level impact

Priority 1 Results focused framework

Move from initial endorsement to monitoring results of partnership – mutual accountability

- Results framework – benchmarks for learning, service delivery standards, financing and equity
- Annual report card on education financing – assessing how donor and governments
- Robust monitoring and evaluation system to establish agreed indicators
- Enhance monitoring relationship M&E Clearing House established with existing data collecting agencies (i.e. UIS, DAC, GMR, PISA, PASEC and others) to agree on indicators, assess available data and monitor utilization of data

Priority 2 Strengthen country focus

Creation of single trust fund (CF, PACE,ETF)

Support to fragile states – Progressive framework
and INTERIM PLANS

Most aligned modality by partnership – APL, sector
budget support, budget support

Strengthen partnership to ensure better budget
management and accountability of education
sector budgets

Strengthen LEG roles and responsibilities – CA,
SE

Priority 3 longer term financing

- Work to Align partners/agencies support for longer-term predictable financing and reverse ODA downward trend for basic education in low-income countries
- High level political dialogue around financing for basic education
- Multi-year replenishment for FTI Trust funds
- innovative market based financing solutions as has been done in health and climate change
- Potential for other sources (fees, foundations, private sectors,

Priority 4 Enhancing governance and management systems

- Clarify LEG governance and management – decisions, responsibilities, and role of civil society
- Strengthen Board decision-making (support to country board members, more decision-makers, More equitable representation on board, merging CF and EDPF to a finance committee of Board.

Priority 5 – Forge stronger partnership - New division of responsibilities across FTI

- **More independent FTI Secretariat and greater role in managing PACE/EPDF, monitoring ESPs, pro-active support to LEG**
- Improve aid effectiveness – wider range of SE to manage CF, PACE and ETF
- Matrix to clarify responsibilities of each partner

Questions

What are main priorities to improve ESP implementation

Can constraints to providing longer-term support, budget support and/or sector budget support be overcome in the Bank to improve aid harmonisations

Are there innovative examples of working with CSOs to improve accountability mechanisms at country level

Are LEGs working better, what support can FTI give to improve this

Forge better partnerships

More operational alliances and collaboration

- **UNICEF** support for Madagascar
- **M & E UNESCO, UIS, UNDP,**
- **IIEP** role in development of ESPs.
- **WHO** school health issues,
- **World Bank** strengths in fiduciary and social safeguards issues, knowledge and to ensure greater complementarity with IDA programming.