

# ***FTI support to education in fragile states: A Progressive Framework***

## ***Goal***

To progressively expand support for education in fragile states to make progress towards achievement of MDGs and to reduce fragility

## ***Purpose of this framework***

To provide:

- (i) a basis for dialogue between government (or de facto authorities), development partners and other stakeholders as appropriate, on education development and fragility reduction
- (ii) a quality assurance mechanism against which progress in the education sector can be assessed for greater access to resources (domestic and international, technical and financial, including FTI endorsement and funding)

## ***Principles***

- (i) Continuity with existing mechanisms, including the FTI benchmarks and assessment instruments
- (ii) Commitment to capacity building at government and community levels
- (iii) Country level dialogue: neither a planning blueprint, nor gatekeeping device, it is an instrument for dialogue and assumes stakeholder involvement.
- (iv) Balancing short-term service delivery with longer-term reconstruction/institution-building
- (v) Commitment to balanced system-wide development
- (vi) Balance between government leadership and community involvement

# Progressive Framework

## 1. Sector planning & coordination

Strategic framework for sub-sectors (not nec. Gov-led)	Education Sector Plan (national, sub-national)	National education sector plan embedded within PRS (or equivalent) and MTEF
Coordinating mechanisms for needs assessment and aid delivery (JAMs, CAPs, IASC clusters etc.)	Joint aid management & delivery (pooled funding, MDTF etc.)	Government / country-led coordinating mechanism for aid management, delivery and results
Basic information (demographic & education)	Initiating household surveys, school mapping, school surveys	Functioning Education Management and Financial Management Information Systems (EMIS, FMIS)
Ad hoc community involvement in education planning and provision	Coordinated planning mechanisms for community and public provision	Civil society involvement in system planning and community participation in school management

## 2. Resource mobilization

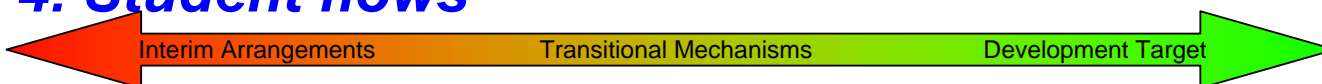
Mobilizing internal and external resources to complement community inputs for basic service delivery	Increased national revenue base and more predictable external support for investment and, where necessary, recurrent expenditure.	Consolidated budget & PFM systems (public resources, and predictable external flows reflected in budget, using national PFM systems) <b>(FTI standards for public domestic revenue as share of GDP, Education share of recurrent expenditure, Primary share of education recurrent expenditure)</b>
PFM (budgeting): Identification of resource flows to education (public, private, external)	Linking resources to strategic priorities; Budget & Expenditure Analysis; sector PER	
PFM (fiduciary): basic systems & controls (accounting, procurement, fiduciary risk management)	Accounting, procurement, audit functions; PETS	

## 3. Service delivery

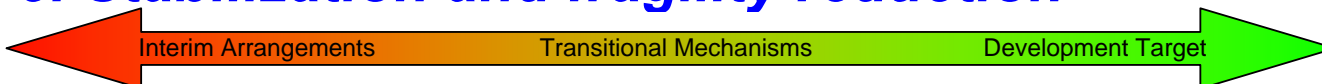
<b>Learning Spaces</b>		
Establishment of safe learning spaces (classrooms or other)	Phasing out multiple shifts; establishment of norms for classroom construction & equipment	Adequate pupil-classroom-ratio: appropriately equipped for quality learning
<b>Teaching personnel</b>		
Identification of teachers, para-teachers and community support	Establishing norms for teacher recruitment, accreditation, utilization and conduct	Adequate pupil-teacher ratio ( <b>FTI ≤40:1</b> ); equitable teacher distribution; teacher service regulatory framework
Introduction of standardized stipends/incentives for teachers	Interim salary structure and payroll system	National teacher salary scale and payroll system. ( <b>FTI ratio = 3.5:1</b> )
Short-term priority provision of teacher orientation and training within a coordinated framework	Introduce a system of teacher education accreditation	National system of teacher accreditation, training and code of conduct

<b>Learning content</b>		
Review of learning content in line with basic learning needs and protection issues (e.g. HIV/AIDS, conflict prevention and rights)	Interim curriculum updating and building of institutional capacity for curriculum development, including elements of peacebuilding	New curriculum framework reflects national consensus on political, economic and human development strategy
Emergency provision of basic learning inputs	Improvement of quality inputs (e.g. textbooks, pedagogical approaches)	Equitable distribution of quality inputs for improved learning outcomes
Instructional contact hours limited by multiple shifts, teacher shortages etc.	Determination of national norms for contact hours and monitoring mechanisms.	Actual instructional hours measured and conform to national norms. <b>(FTI = 850 -- 1000 per annum.)</b>
<b>Access to learning</b>		
Measures to prevent exclusion on economic and other grounds (e.g. gender, language, disability, ethnicity etc.)	Planned and phased support for inclusion and removal of primary user fees	Publicly financed provision of inclusive basic education and support for other levels.
Registration of private providers, including publicly subsidized and exclusively privately financed.	Supportive regulatory framework for private provision	<b>FTI ≤ 10% of primary enrolment in exclusively privately financed schools</b>

## 4. Student flows

		
Focus on expansion of enrolment numbers in primary or basic education	Introduction of measures to assess net and gross enrolment rates, with official data complemented by survey data.	Measurement of intake rates, completion rates and repetition. <b>(FTI Indicative Framework Indicators)</b>
Introduction or enhancing of skills development programs and accelerated learning (including youth catch-up classes)	Identification of urgent skills required for recovery and reconstruction; expansion of secondary and teacher education programs	A comprehensive system of vocationally oriented, balanced education programs that addresses needs of children and out of school children, youth and adults.

## 5. Stabilization and fragility reduction

		
<b>Education &amp; Security</b>		
Assessment of security, protection and psychosocial issues and identification of relevant strategies	Measures to promote safe access, security, child protection, and community involvement in conflict prevention	Community and school environments are secure and promote protection and psychosocial wellbeing
<b>Education &amp; Governance</b>		
Assessment of institutions (formal & informal), decision-making and capacity at all levels, and impact on fragility; identification of strategies	Measures for institutional strengthening, reconfiguring roles and responsibilities, increasing stakeholder participation	Education systems and schools/services' governance are more transparent, democratic and accountable
<b>Education &amp; Social</b>		
Assessment of social / equity issues (including gender, HIV/AIDS and disability) and identification of strategies to promote inclusion	Measures to improve equity of resource distribution & access; non discriminatory policies & learning environment	Education systems and schools are providing equitable and inclusive services
<b>Education &amp; Economic:</b>		

Identification of potential linkages between education/skills development, employment, growth	Measures to improve second chance basic and secondary education, TVET, non-formal	Schools contribute to economic stability/recovery
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