

How to Develop an Interim Education Plan

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The Education for All Fast Track Initiative (EFA FTI) was launched in 2002 as a global partnership between donor and partner countries to ensure accelerated progress toward the Millennium Development Goal of universal primary education by 2015. All low-income countries that demonstrate commitment to achieving universal primary education can receive support from EFA FTI.

This paper was produced by FTI Secretariat. The current version is a working draft, additions and changes will be included over time.

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Note: This guide has been informed by the likelihood that EFA FTI will work in the near future with an EFA FTI Fund.

HOW TO DEVELOP AN INTERIM EDUCATION PLAN

WHAT AND WHY

- The EFA FTI Partnership has incorporated the option for countries with low institutional capacities to endorse an Interim Education Plan (IEP) instead of a full Education Sector Plan (ESP) and to apply for funding from EFA FTI subsequently. Detailed information about the process is available in the EFA FTI Country Level Process Guide. ([link](#))
- Given the capacity, resources and data constraints in contexts of fragility, an IEP gives governments and development partners the opportunity to develop a plan for a transition period focusing on recovery and rebuilding the education sector or sub-sectors. Such a plan includes roughly the same components and requires the same coherence as a full ESP but takes into consideration the lack of available data and does not deal with sector issues in the same depth.

HOW

- The Local Education Group (LEG) will decide, in consultation with the FTI Secretariat, on whether to submit an ESP or an IEP on the basis of the circumstances and capacities existing at the country level. The LEG will consider implementation capacity, financial management capacities, the security situation and other issues that affect the development and implementation of the plan.
- A country developing an IEP should continue to work on a full ESP so that they are in a position to address the whole education sector in the medium term. Endorsement of the IEP will permit the country to establish the most urgent priorities and mobilize resources, including access FTI support, more efficiently (see How to Note on Progressive Approach).
- Countries with an IEP will now be considered full members of the FTI Partnership and can benefit from the full range of its services.

WHO

- The Ministry of Education has the main responsibility for coordination and leadership in the development of the IEP.
- EFA FTI promotes an inclusive sector process in which the Ministry of Education works closely with the Ministry of Finance and other ministries, and with its development partners and civil society.
- EFA FTI promotes the establishment and strengthening of Local Education Groups or sector working groups for improved sector coordination and dialogue around the development, implementation and monitoring of education sector programs. If such coordination structures are weak, the IEP should address reinforcement and strengthening of such structures.

Planning Tools and Guidelines in the education sector:

UNESCO (2006): [National Education Sector Development Plan: A result-based planning handbook](#), Paris.

UNESCO/IEEP (2006): [Guidebook for Planning Education in Emergencies and Reconstruction](#)

INEE tools (Inter-Agency Network for Education in Emergencies): www.ineesite.org

- ✓ [INEE Minimum Standards Handbook](#): preparedness, response, recovery
- ✓ [Education and Fragility INEE Toolkit Thematic Guides](#)
- ✓ [INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery](#)
- ✓ [INEE Guidance Note on Safer School Construction](#)
- ✓ [INEE Reference Guide on External Education Financing](#)

WHAT SHOULD AN IEP LOOK LIKE?

1. Context

- ✓ Describe the **general context** of the country and factors (socio-economic, cultural, political, security...) that impact the education system.
- ✓ Describe the **current situation of the education sector with a fragility situation analysis** specifying the main weaknesses and strengths of the education system in the country. Provide details on the difficulties and constraints faced by the education system. A conflict sensitive analysis can be helpful.
- ✓ Describe how education (access, infrastructure, curriculum, etc.) is linked to fragility. Mention if there is a direct link, like inequity in access to education by a particular group as a cause of conflict.
- ✓ The exercise of **'taking stock'** of the sector is an opportunity to gather all the relevant information together: reports, policies, projects and programs, legislation, budgets, institutional structures, data, etc.

Possible Areas and Activities

- Teachers recruitment, training and salaries
- Education services for 'over-age' children (Accelerated Learning Program)
- Infrastructure, school equipment
- Governance and capacity development (e.g. planning, data (EMIS), monitoring and evaluation, coordination, budgeting, supervision, etc.)
- Policy and planning
- Monitoring system
- Teaching materials
- Curriculum Development
- Life skills
- Water and sanitation
- School feeding program
- School kits
- Responsiveness to gender, HIV/ Aids, equity and inclusion and learning
- Disaster Risk Reduction
- Conflict Prevention

2. Rationale for an Interim Education Plan

- ✓ Explain why the LEG agreed to develop an IEP instead of a full Education Sector Plan.
- ✓ The recommended period for an IEP is 18 to 36 months. How many months will the IEP cover?
- ✓ **Balancing short-term service delivery with longer-term reconstruction/institution building**, to help reduce the forces contributing to state fragility.

3. Scope of the IEP

- ✓ Clearly outline which **areas** the IEP will cover and address. An IEP could focus on the recovery of the primary education sub-sector, or it could include interventions in Early Childhood Development and lower secondary education.
- ✓ State clearly the **objectives** to be achieved once the IEP is implemented. Those could be: Rebuilding and reactivating the education system, Ensuring access to basic education services, Developing management and implementation capacities in the education system, Developing teachers' payroll.
- ✓ What will be the **priority actions** over the plan period? How did you identify these priorities? Are they identified according to the context?
- ✓ Describe and explain the **expected results** of implementing the IEP. What do you want to achieve with the implementation of the plan?
- ✓ The **activities** that you will choose to achieve your objectives should respond to the needs and gaps in the education sector as well as to the identified priorities. Focus on some urgent activities that will have a great impact in the improvement of the education system in terms of access and quality. Proposed activities must take into consideration the implementing capacities available in the country.

4. Capacity and Commitment to Implement the IEP

- ✓ Show evidence that capacity and commitment exist to implement these activities.
- ✓ Explain how the IEP will help the Government to ensure that existing capacity challenges will be addressed and progress will be made to develop and implement in the future a full Education Sector Plan.
- ✓ The IEP should address how capacity will be built at central and local levels. It is recommended to agree with the partners in the Local Education Group to conduct a Capacity Assessment and develop a strategy to respond to capacity constraints. EFA FTI has developed practical Guidelines on how to assess capacity needs and how to jointly develop a capacity development strategy ([link](#)). This may be built on existing work by the Education Cluster in the country.

5. Monitoring & Evaluation Framework

- ✓ Include a **results framework** populated with **key gender disaggregated indicators, baseline data (if available), milestones** and **targets** in the IEP that is agreed upon by the Ministry of Education and the donor partners. Monitoring education progress should include indicators measuring the expansion and improvement of access and quality, and enhance the capacity of education authorities.
- ✓ In situations of fragility the immediate provision of services is likely to be a higher priority than the collection and analysis of data. Nonetheless, the **process of identifying key indicators, collecting and processing data**, and utilizing that to **track progress** is especially needed in situations of fragility where official sources of information are often limited. The target for this work must be to **build public and official capacity to regularly report on key indicators of education progress**, including learning outcomes.

6. Budget

- ✓ Include the share of costs by source of funding (government, donors, others), taking into consideration the **absorptive capacity**.

7. Fiduciary Risk Assessment (assessing the fiduciary structure):

- ✓ Evidence that the potential risks in financial governance have been managed as appropriate. The development in a country depends largely on the promotion of sound public administration and efficient delivery of public services, including education.