Goal

- Shift from an input-based to a results-based management approach for FTI's portfolio
- Improve the quality of country's Catalytic Fund requests through the External Quality Review.

Strategies

- Organize the revision of the FTI Indicative Framework
- Promote the use of FTI policy tools (Capacity Development, HIV/Aids) though operationalizing and disseminating and monitoring them.
- Develop policy guidelines and Secretariat action plan for the inclusion of out-of school children.
- Institute an Internal Quality Control Group
- Deliver on the mandate to ensure the quality of funding requests from the Catalytic Fund (External Quality Review)

Expected results

- FTI Indicative Framework is broadly used in education sector plans in FTI countries
- Improved application of FTI policy guidelines
- Enhanced quality of new requests for funding through the FTI Catalytic Fund

Background

- This work stream aims to move beyond the current focus of the Indicative Framework on input indicators and towards a results-based focus. It also draws on the findings of the FTI Evaluation.
- Relevant SC decisions are: SC/2008/12-22 (Revision of Ind. Framework) and SC/2008/12-33 (Focus on Learning)

Budget

- One additional staff/consultants
- **TBD**

Outcome	Actions	Deadline	Respon-sibility	Resources	Progress Monitoring
FTI Indicative Framework (SC/2008/12-22)					
1) Revise the Indicative Framework	a. Produce a concept note on the revision of the indicative framework (to be re-labeled the "Results Framework"), potentially including the proposal of an expert roundtable, and establish an agreed process for the revision, incl. a concrete timetable	15 Sept 2009	Linda, Focal Points,	Consultant, whole team	
	b. Implement the steps towards the Results Framework outlined in the concept note	Until Spring 2010	Linda, focal points		
	c. As an interim step, add one quantitative and one qualitative indicators to the Indicative Framework (on reading in early grades and query about existence (or not) of policy and funded program) and send a letter to Governments and Coordinating Agencies/ local donor groups explaining the nature of the change and implications for ESP and JAR	August 2009	Bob, Alcyone	Secondee/ Consultants	
	d. Establish a small task team with support of the FTI Secretariat to explore the implications of a whole-sector approach for the Indicative Framework. A proposal will be presented to the Board of Directors meeting in Sept/October 2009 (SC/2009/4-02)	Sept/Oct 2009	Linda, focal points		
	e. As a contribution to the revision of the Indicative Framework, develop a request for proposals (RfP) to help countries measurably improve learning outcomes (EPDF 2009/4-05)	RfP ready TBD, update for Rome	Alcyone	DFID, Colin	
2) Disseminate information on the revision and facilitate dialogue	a. Disseminate new Results Framework through various means (website, Q&A feature on the website, newsletter etc.), produce flyer (2 pages) and powerpoint presentation	June 2010 (as soon as revised IF is available)	Alcyone/ Angela	Webmaster	
3)	a.				
	b. Facilitate the sharing of information about regional initiatives that promote "measure then act" frameworks, including prePIRLS, PASEC, READ, SAQMEC, EGRA and its variations, ALERT, ASERT, LABORATORIO	Spring 2010	Alcyone, Learning team	secondee	
Support learning outcomes processes and respond effectively to country requests					
4) **Provide input and support to country**	a. Draft TOR for a paper on the costs of learning	ToRs ready by	Alcyone, Learning		

Outcome	Actions	Deadline	Respon-sibility	Resources	Progress Monitoring
level processes with regard to learning outcomes		October 15, 2009	team		
	b. Map the existence of learning assessment processes in FTI eligible countries and disseminate information to all countries	October 2009	Alcyone	Timo	
	c. Manage preparation of paper by IIEP on reading indicators	December 2009	Alcyone	Consultant (Dan Wagner)	
Network and Outreach/Research					
5) Actively participate in discussions/conferences on education policy	a. Support the Learning Counts Initiative through participation in meetings and continuous active dialogue	Ongoing	Learning team		
	b. Collaborate with the World Bank and others in the implementation of learning assessment exercises (ALERT, READ, PIRLs etc), selectively respond to invitations for presentations, and seek participation in key conferences such as CIES by drafting reports and research papers	Ongoing	Learning team		
	c. Represent the FTI Secretariat at the INEE Working group on education and fragility; disseminate INEE information pack on financing modalities to states affected bt fragility.	Ongoing	Koli		
	d. Facilitate the organization and funding of workshops for application of CD guidelines to learning outcomes in FTI eligible countries by partners (Hewlett, Pole de Dakar, WB, ADEA, etc) - at least one workshop in one country every two months	Spring 2010	Alcyone/ secondee		
External Quality Review for CF funding requests					
6) Organize EQRs	a. Establish roster of qualified consultants for External Quality Review	July 15, 2009	Alcyone		
	b. Adopt External Quality Review template	August 2009	Alcyone		
	c. Preparation of guidance note for future EQRs, including revised template w/ better explained criteria for appraising CF requests		Alcyone		
Education Sector Plan Quality					

Outcome	Actions	Deadline	Respon-sibility	Resources	Progress Monitoring
7) Strengthen Quality of Education Sector Plans	a. Form an Internal Quality Control Group to review the overall endorsement and appraisal process	On-going	Linda/Focal persons		
	b. Develop Education Sector Plan outline	December 2009	Focal Persons		
	c. Expand Focal Point role in ESP preparation and appraisal –have a presence at the meetings	On-going	Focal Persons		
	d. Update Donor Appraisal Guidelines	August 2009	Koli/Focal persons		
Quality Assurance					
8) Improve Quality Assurance for Secretariat activities	a. Apply World Bank Quality Assurance processes to work (process notes on new activities, peer review final products etc.)	On-going	Linda		
Collaboration with UIS					
9) Establish regular global data reporting system	a. In close cooperation with the Country level processes support team and the focal points, develop a regular reporting system (sheets, tables) on • Indicative framework and key education indicators • Aid effectiveness • Quality of endorsed ESPs The system will be regularly monitored and the data collected by the Focal Points (see point 4 in "Support Country Level Processes Action Plan").	On-going	Mamadou, Timo, Focal Points	Olav	
	b. Collaborate with the UNESCO Institute for Statistics (UIS) on a workshop to improve education data, and use UIS as a forum to promote the collection of data on the quality of education	????	Mamadou		
Out of school children					
10) Policy tools and	a. Develop and disseminate tool to identify out of school children	Review	Koli	UNGEI, IATT	

Outcome	Actions	Deadline	Respon-sibility	Resources	Progress Monitoring
mandate for out-of school children	• Draft a concept note and circulate to ILO, UNICEF, RTI and WB/DEC for comments; • Internal peer-review process; • Set-up a meeting to discuss testing of the tool in pilot countries; Once a measurement tool is developed, an indicator on Out-of school children will be incorporated into the Results Framework	process by 15 September 2009			
	b. Results framework-Design a results framework for working with vulnerable populations. Develop indicators and monitor to specific marginalized populations-gender, poverty , disability, child labor. Pilot test results framework in a few FTI countries.		Koli/Mamadou		
	c. Ensure the Progressive Framework is used by countries when developing ESPs		Koli/Focal points		
	d. INEE commissioning consultants to develop an information pack on financing modalities in states affected by fragility; Once finalized, disseminate info pack to countries affected by fragility and put on FTI website		Koli	INEE	
	e. Out of School Proposal- consult with a review committee on ways to operationalize	October, 2009	Koli/Mamadou		
	f. Out of school work-operationalize the Secretariat's work	On-going	Koli/Mamadou		
11) Collect data on school health	a. Develop a log frame indicator to address gaps in gender disaggregated data, work with school health teams and IATT	Ongoing	Koli		
	b. Represent the IATT at meetings for HIV/education; provide CA information about resources and TA for including school health issues in ESPs				