

BOD/2011/05—DOC 14

Meeting of the EFA FTI Board of Directors

Kigali, Rwanda, 18-19 May 2011



## REVISIONS TO THE “GOVERNANCE OF THE PARTNERSHIP” DOCUMENT For Decision

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### 1. Purpose

The purpose of this paper is to seek the approval of the EFA FTI Board of Directors of revisions to the Governance of the Partnership document, including changing its name to the Charter of the Education for All Fast Track Initiative.

### 2. Background

On 14 April 2011, the EFA FTI Chair sent to the EFA FTI Board of Directors by e-mail suggested amendments to the Governance of the Partnership document for approval by non-objection by 29 April 2011. The vast majority of the suggested amendments were the consequence of decisions the EFA FTI Board of Directors had previously made, but which had not been reflected in the document. Numerous comments were received by many of the Board members, which meant that the document could not be approved by non-objection. This paper will be presented at the meeting of the EFA FTI Board of Directors at its meeting on 18-19 May 2011 for discussion.

### 3. Decision Requested

The EFA FTI Board of Directors is requested to approve the following decision:

**BOD/2011/05-XX – Charter of the Education for All Fast Track Initiative. The EFA FTI Board of Directors approves the revisions to the Governance of the Partnership document, as reflected in Annex 2 to BOD/2011/05—DOC 14, including the renaming of the document as the Charter of the Education for All Fast Track Initiative.**

#### **4. Reasons for Recommendation**

4.1. The comments made by each of the Board members on behalf of their constituency and the responses to each of them are set out in Annex 1 to this document. The mark-up of the document in Annex 2 indicates by highlighting in yellow any consequential changes to the proposed amendments to the document as a result of the comments. For ease of reading, a revised clean version of the document is provided in Annex 3.

4.2 As a general comment, please note that the Governance of the Partnership document (to be renamed the Charter) has been deliberately kept separate from the Education for All Fund Governance Document. These documents have separate purposes.

4.3 The Charter describes the governance roles of all the elements of the entire EFA FTI partnership, at the country level and the global level, including those not related to the Education for All Fund. In addition, it sets out the roles and responsibilities of the EFA FTI Board of Directors and the EFA FTI Secretariat in relation to the EFA FTI partnership as a whole, rather than just in relation to the Education for All Trust Fund.

4.4 As discussed in the paper on the Education for All Fund Governance document, that document relies on the Governance of the Partnership document, which provides the operational framework and decision-making rules for the Education for All Fund by the EFA FTI Board of Directors. By keeping each document separate, there will, in most cases, be a need to only amend one of these documents when relevant governance changes are made in the future.

4.5. However, recognizing that the similarity in the names of the two documents has caused confusion, the EFA FTI Secretariat proposes to rename the Governance of the Partnership document to the Charter of the Education for All Fast Track Initiative. As with the other new changes, the change in the name is highlighted in yellow in Annex 2.

#### **5. Next Steps**

Following approval by the EFA FTI Board of Directors of the revised document, the EFA FTI Secretariat will post it on the EFA FTI website and its provisions will be incorporated into other EFA FTI documents,

including the country-level process guide. The EFA FTI Secretariat will also send a copy to all EFA FTI Partners to ensure that it is widely disseminated.

**6. Contact**

Board members and others with questions on these matters are invited to contact Nancy Pinto (npinto@educationfasttrack.org).

**ANNEX 1: GUIDE TO CHANGES TO THE GOVERNANCE OF THE PARTNERSHIP DOCUMENT (RENAMED AS CHARTER) AND RESPONSES TO COMMENTS FROM BOARD MEMBERS**

CHANGE	REASON	COMMENTS
<b>GENERAL (throughout document)</b>		
<ul style="list-style-type: none"> <li>• “FTI” changed to “EFA FTI”</li> <li>• Addition of private sector and private foundations as partners</li> </ul>	<ul style="list-style-type: none"> <li>• To emphasize the “education” in FTI</li> <li>• Changes to composition of the EFA FTI Board of Directors and partnership to include these stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• No comments</li> <li>• <b>EC/France/Germany/Italy:</b> Concerning Civil Society Organisations, particularly the private sector, we would like to propose adding language on them also having a role and responsibility in funding mobilisation.</li> <li>• <b>Response:</b> the private sector has been added as a possible member of the Local Donor Group (3.4.1). 3.4.4. specifies that the LDG mobilizes financing on a long term and predictable basis to complement the developing country partner’s domestic financing to fund implementation of its endorsed education plan. In addition, the private sector, as a Board Member is expected to mobilize resources in fulfilling its roles and responsibilities, as specified in 4.2.10.</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Change Partnership’s goal from “accelerating progress toward the core EFA goal of universal primary education for girls and boys alike by 2015” to “accelerating progress toward the Education for All goals”</li> <li>Deleting qualifier of “primary” to education</li> </ul>	<ul style="list-style-type: none"> <li>Scope decision (BOD/2010/05-02)</li> </ul>	<ul style="list-style-type: none"> <li><b>Canada/UK:</b> Would like to see the document to list the EFA goals opposed to simply referencing them. This is similar to how the document had explicitly included the goal of “universal primary completion, for girls and boys alike, by 2015.”</li> <li><b>Belgium/Luxembourg/Netherlands/Switzerland:</b> We would recommend that all six EFA goals are clearly defined and mentioned in the document.</li> <li><b>Multilateral and Regional Banks:</b> A "scope" change was discussed and agreed in Washington (May 2010). The new suggested partnership goals (included in 1.1) only refers to the EFA goals, although this only covered what the partnership (currently) can finance. Therefore, the change does not seem to be a full reflection of the partnership's goals as agreed in Washington.</li> <li><b>Response:</b> Paragraph 1.2 has been revised to refer to the education sector in general, in line with the “scope decision”, and adding a particular focus on the 6 Education for All Goals, which are listed <b>(highlighted in yellow)</b></li> </ul>
<ul style="list-style-type: none"> <li>Addition of endorsement of an Interim Education Plan (IEP) as a means for developing country partners to join the Partnership</li> </ul>	<ul style="list-style-type: none"> <li>While “fragile states” will remain a focus, they will not be treated differently in terms of governance</li> </ul>	<ul style="list-style-type: none"> <li>No comments from Board members.</li> <li><b>NEW EFA FTI Secretariat:</b> To avoid over-proliferation of acronyms in the document, the term “education plan” is now used throughout the document to mean both an comprehensive education sector plan and an interim education plan. <b>This new changes is highlighted in yellow throughout the document as well as defined in the text box in the preamble.</b></li> </ul>

CHANGE	REASON	COMMENTS
<b>PREMABLE</b>		
<ul style="list-style-type: none"> <li>Combining references to the Compact into one text box and deleting footnote 1 (1.1)</li> </ul>	<ul style="list-style-type: none"> <li>The Compact is essential and should be highlighted rather than being divided between text and a footnote</li> </ul>	<ul style="list-style-type: none"> <li><b>Japan/Russia/USA:</b> The commitments on the EFA FTI Compact stated in the box should be more precise. In this context, we suggest that in accordance with the footnote of the original version, the first item of the commitment of donors should be deleted and the third item should be replaced by the following sentence: -coordinate support around one education plan and harmonize procedures as much as possible</li> <li><b>Response:</b> Such a change would eliminate the commitment to increase support, including financial support, which is an important aspect of the Compact.</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW:</b> reference to “benchmarking” in 1.2 and as a “guiding principle” in 1.3</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Canada/UK:</b> We think the partnership should be asked if “benchmarking” remains one of the guiding principles of the EFA FTI, and if yes, what do we mean by it. Benchmarking had previously referred to the baselines in the indicative framework, such as 40 children per classroom. Are these benchmarks still relevant/a foundational component?</li> <li><b>Response:</b> The benchmarking will continue to be relevant in the partnership, but will be as against elements of the new Result Framework.</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Deleting references to Framework Document as the basis for guiding principles (1.3, 1.4)</li> <li>adding results, value for money and mutual accountability as a guiding principles (1.3)</li> <li>clarifying that the Governance of the Partnership document (now Charter) supersedes all provisions to the contrary in Framework Document (1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Most provisions of the Framework document have been overridden due to reforms, especially governance but also the Indicative Framework</li> <li>Results, value for money and mutual accountability are essential guiding principle, in particular for EFA FTI's replenishment efforts</li> </ul>	<ul style="list-style-type: none"> <li><b>Multilateral and Regional Banks:</b> There is a proposal to revise the guiding principles of the partnership. In particular, "results and value for money" and "mutual accountability" have been added. We are more comfortable with rephrasing "results and value for money" as "development results and cost effectiveness." It seems too that past discussions have implied the Board's wish to balance a needs-based support with a performance-based support, rather than just performance.</li> <li><b>Response:</b> The word "development" has been added before "results". "Value for money" and cost efficiency are different concepts and the emphasis is on the former.</li> <li><b>Multilateral and Regional Banks:</b> Rather than deleting the reference to the Framework Document, we think there is a need to reflect all the consequences of the reform in a new Framework Document.</li> <li><b>Response:</b> It is not anticipated at this time that a new Framework Document will be developed. The description of EFA FTI in the new revised Charter will supersede most of the provisions in the Framework Document.</li> </ul>
<b>FTI GOVERNANCE: OVERVIEW</b>		
<ul style="list-style-type: none"> <li>Change from representative to constituency-based Board of Directors (2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Recent governance changes</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<ul style="list-style-type: none"> <li>Deleting reference to separate governance arrangements for trust funds (2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>The EFA FTI Board of Directors now has allocation decision-making authority for the trust funds</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>

CHANGE	REASON	COMMENTS
<b>COUNTRY-LEVEL GOVERNANCE</b>		
<ul style="list-style-type: none"> <li>NEW: LEG's role in endorsing the education plan.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>UNICEF: While in the Partnership Governance document the LDG is assigned the role of appraising and endorsing the ESP/IEP, in the Fund Governance Document, the appraisal and the endorsement of the ESP/IEP is assigned to the LEG. We concur with the latter because of the increasing core role the LEG is playing in the FTI Partnership, and propose that this is changed in the Partnership Governance Document.</li> <li>Response: We have changed the language on endorsement (see addition in 3.1.1.)</li> </ul>
<ul style="list-style-type: none"> <li>Adding "other non-governmental organizations" to composition of Local Education Groups (3.1.2, 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>Reference is to private foundations and private sectors along with CSOs</li> </ul>	<ul style="list-style-type: none"> <li>UNICEF: On CSO and NGO members of the LEG (point 3.3) a clarification needs to be made. Some national representative of international NGOs belong more to the national CSO/NGO constituency than to the donor one.</li> <li>Response: In 3.3.1 the reference is to non-governmental organizations in general. As the involvement of CSOs and other non-governmental organizations will depend local circumstances, the reference is intentionally left general.</li> </ul>
<ul style="list-style-type: none"> <li>Deleting reference to fragile states as a separate category of developing country partners (3.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>Fragile states are included by the addition of an endorsed IEP (rather than full ESP) as a means of joining the partnership.</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<ul style="list-style-type: none"> <li>Replacing reference to the Indicative Framework to Results Framework and deleting the footnote regarding the Indicative Framework (3.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>Indicative Framework is no longer relevant and being replaced by the Results Framework</li> </ul>	<ul style="list-style-type: none"> <li>Multilateral and Regional Banks: The consulting firm working on the results framework has been asked to look into the indicative framework. Rather than preempt the conclusion of the firm by deleting the reference to the indicative framework in 3.2.1. now, it might be worthwhile to wait for and consider their recommendation.</li> <li>Response: The replacement for the Indicative Framework will be subsumed in the new Results Framework.</li> </ul>



CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Adding the Ministry of Health and Finance as ministries that will be included in the LEG and adding Water and Infrastructure as ministries that may be included (3.2.5)</li> </ul>	<ul style="list-style-type: none"> <li>Ministries of Health and Finance are essential ministries to include in LEGs; Water and Infrastructure may also be relevant, depending on the needs of the country</li> </ul>	<ul style="list-style-type: none"> <li><b>EC/France/Germany/Italy:</b> In point 3.2.5, we would like to propose to include the Ministry of Labour. Instead of language "will include" and "may include", maybe some other formulation could be found.</li> <li><b>Belgium/Luxembourg/Netherlands/Switzerland:</b> Since the EFA goals also include literacy and skills, you may want to add "ministries covering literacy and labour" in paragraph 3.2.5</li> <li><b>Response:</b> The Ministry of Labour and ministry covering literacy is now added in the version attached (highlighted in yellow).</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW: Role of NGOs, private foundations and private sector in local donor groups (3.4.1)</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>UNICEF:</b> On international NGO members of the LDG (point 3.4.1), a clarification needs to be made. Some national representative of international NGOs belong more to the national CSO/NGO constituency than to the donor one.</li> <li><b>Response:</b> As the LDG's composition will vary with local circumstances, this document should not be overly prescriptive. We have deleted the word "international" from "NGOs" in the LDG's composition in 3.4.1. (highlighted in yellow)</li> <li><b>UNICEF:</b> With regards to the private foundations and private sector members of the LDG (point 3.4.1), it needs to be clarified whether these include national as well international representatives.</li> <li><b>Response:</b> As this is the local donor group, it should be comprised of national representatives only, as specified in 3.4.1. However, as can be seen in point 3.4.9 added, these local representatives are expected to ensure coordination and information-sharing with their headquarters.</li> </ul>
<ul style="list-style-type: none"> <li>Including obligations of members of Local Donor Groups to coordinate with their headquarters (3.4.9)</li> </ul>	<ul style="list-style-type: none"> <li>This is an expectation of donors participating in Local Donor Groups</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>NEW: role of the LDG in appraising and endorsing the education plan (3.4.3)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>UNICEF: While in this document the LDG is assigned the role of appraising and endorsing the ESP/IEP, in the Fund Governance Document, the appraisal and the endorsement of the ESP/IEP is assigned to the LEG. We concur with the latter because of the increasing core role the LEG is playing in the FTI Partnership, and propose that this is changed in the Partnership Governance Document.</li> <li>Response: The LDG maintains a role in the appraisal and endorsement process. However, the LEG's role is highlighted in 3.1.1.</li> </ul>
<ul style="list-style-type: none"> <li>NEW: Role of Coordinating Agency</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>UNICEF: On the role of the CA (3.5) it is important to add a note on the role of the CA in relation to the Supervising Entities and Implementers.</li> <li>Response: The Coordinating Agency's role in relation to Supervising Entities and Implementers is included in its role as a communications link with the LEG, of which the Supervising Entity or Implementer is a member. (Please see addition in yellow in 3.5.3.)</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Coordinating Agency appointed by LEG rather than LDG, and that it “may” serve as its Chair (3.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating Agency should represent the whole of the LEG and so should be appointed by the entire LEG. Changing “will” to “may” allows others to chair the LEG, including the developing country partner government.</li> </ul>	<ul style="list-style-type: none"> <li><b>Canada/UK:</b> The description of “Coordinating agency” in 3.5.1 is loose. It could be strengthened by including who qualifies as a CA.</li> <li><b>Response:</b> Any non-governmental LEG member may be a Coordinating Agency.</li> <li><b>UNICEF:</b> It is not clear why the Coordinating Agency “may” serve as the Chair of the LEG. We suggest a change in the language and assign the CA a “facilitator” role with regards to the LEG.</li> <li><b>Response:</b> Indeed, as it is noted that 3.2.4 states that the Government of the developing country partner “leads and directs the work of the LEG, convenes, and chairs LEG meetings...”. However, recognizing that the LEG should accommodate local needs, we have added the words “unless decided otherwise by the LEG” in 3.2.4, deleted the reference to the CA chairing the LEG in 3.5.1 and added language regarding facilitation. (These changes are highlighted in yellow.)</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW:</b> Role of Coordinating Agency in monitoring funds (3.5.6)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>UNICEF:</b> On the role of the CA in 3.5.6 we suggest to take out the “monitoring” role with regards to “facilitating” only.</li> <li><b>Response:</b> Monitoring role has been deleted and (highlighted in yellow).</li> </ul>

CHANGE	REASON	COMMENTS
<b>GLOBAL-LEVEL GOVERNANCE</b>		
<b>FTI Partnership</b>		
NEW: Eligibility of developing country partners to join the partnership.	•	<ul style="list-style-type: none"> <li>• <b>Canada/UK:</b> Eligibility: the document states that all low income countries are eligible to join the partnership and that FTI uses the same definition as IDA. It would be helpful to spell this out in more detail, given that there are some limitations (eg. Some countries can get technical but not implementation support)</li> <li>• <b>Response:</b> This document speaks about joining the <u>partnership</u> and not eligibility for funding from the trust funds, which is dictated by the Education for All Fund governance document. That document states that eligibility for funding is determined by the EFA FTI Board of Directors. All low-income countries may join the partnership as a whole. It should be noted that only countries with an endorsed education plan may join the developing country partners constituencies on the EFA FTI Board of Directors (see 4.2.2).</li> </ul>
<ul style="list-style-type: none"> <li>• Deleting reference to fragile states as a separate category of developing partner countries (4.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• All low-income countries can join and fragile or post-conflict states can join by having an IEP endorsed</li> </ul>	<ul style="list-style-type: none"> <li>• No comments.</li> </ul>
<ul style="list-style-type: none"> <li>• Including potential new donors in the category of donor Partners; deleting multilateral agencies as donors (footnote 2 to paragraph 4.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Under the new structure of the EFA FTI Board of Directors, multilateral agencies are a separate category of partners from donors. New potential donors should also be welcome as Partners.</li> </ul>	<ul style="list-style-type: none"> <li>• No comments.</li> </ul>
<ul style="list-style-type: none"> <li>• Clarification that partnership includes those stakeholders not part of a constituency (4.1.5(e))</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the constituency basis of the Board, many more stakeholders are “formally” represented in the governance structures</li> </ul>	<ul style="list-style-type: none"> <li>• No comments.</li> </ul>

CHANGE	REASON	COMMENTS
<b>EFA FTI Board of Directors</b>		
<ul style="list-style-type: none"> <li>• Addition of footnote in 4.2.2 b) regarding the European Commission</li> </ul>	<ul style="list-style-type: none"> <li>• The European Commission is included in the donor constituencies but is not a country</li> </ul>	<ul style="list-style-type: none"> <li>• EC/France/Germany/Italy: Requests change to the following: "The European Commission is included in donor country constituency."</li> <li>• <b>Response:</b> Agreed and reflected in new version of document (and highlighted in yellow).</li> </ul>
<ul style="list-style-type: none"> <li>• Change in the appointment of the Alternate Board member from being chosen by the Board Member to being chosen from the whole constituency</li> <li>• changing the role of an Alternate Board member from acting in the Board Member's stead to serving as an additional representative of the constituency (4.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate Board Members should be (and have been) appointed by the constituency as a whole.</li> <li>• Alternate Board members serve as additional representatives for their constituencies and are invited to attend meetings of the EFA FTI Board of Directors.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EC/France/Germany/Italy:</b> We would like to add that the role of the board member, the alternate member and the other members of the constituencies are not enough defined, especially regarding voting. It is stated that "each board member shall have one vote" and then "...an alternate board member to serve as an additional representative of their constituency"; does this mean that each constituency shall have one vote or each board member (even the alternate) shall have one vote?</li> <li>• <b>Multilateral and Regional Banks:</b> We agree with EC that the role of the alternate Board members is unclear.</li> <li>• <b>Response:</b> The Board Member speaks on behalf of the constituency and holds the vote of the constituency. The Alternate Board Member is an additional representative, but does not have a separate vote. The roles of Alternate Board members are expected to be flexible to meet the needs of each constituency. The EFA FTI Secretariat is working on a manual for Board members to provide additional guidance.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>NEW: Role of Board in Funding decisions (4.2.8)</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UNICEF:</b> Point 4.2.8 on the role of the Board in funding decisions, we propose to make reference to the details in the Fund Governance Document.</li> <li>• <b>Response:</b> Reference to the trust fund governance documents has been added (and highlighted in yellow).</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Deleting the role of the EFA FTI Board of Directors to approve the annual objectives for the EFA FTI Partnership and Annual Report</li> <li>Adding the role of the EFA FTI Board of Directors to manage the role of the EFA FTI Chair (4.2.12)</li> </ul>	<ul style="list-style-type: none"> <li>The approval of the objectives of the EFA FTI Partnership is already covered by 4.2.7</li> <li>The role of the EFA FTI Board of Directors in directing the EFA FTI Chair was an omission from the document.</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW: Majority Decision-Making (4.2.17)</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Denmark/Ireland/Norway/Sweden/Switzerland:</b> The legal section of NORAD still has an issue with the Board making decisions by majority, they would insist on decisions made by consensus. However, the wording ensures that the decisions are not binding by the organizations providing members to serve on the Board might ease the issue. Text similar to that of the GAVI Alliance statutes might ease the problem some. We would therefore encourage such language to be adopted.</li> <li><b>Response:</b> The language requested has been added to 4.2.18 (and highlighted in yellow).</li> </ul>
<ul style="list-style-type: none"> <li>Adding the ability of the EFA FTI Secretariat to request a Board decision (4.2.18)</li> </ul>	<ul style="list-style-type: none"> <li>While most decisions will come from the EFA Chair, there are occasions where the EFA FTI Secretariat may seek a Board decision directly</li> </ul>	<ul style="list-style-type: none"> <li><b>Canada/UK:</b> we agree that decisions can be made electronically on a non-objection basis but that decisions selected for this method be non-contentious and not spending decisions.</li> <li><b>Response:</b> see below</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Adding the ability to have Board meetings through other means and only requiring one in-person meeting a year (4.2.20)</li> </ul>	<ul style="list-style-type: none"> <li>Given the expense of holding in-person meetings, it is suggested that only one in-person meeting should be required in a year</li> </ul>	<ul style="list-style-type: none"> <li><b>EC/France/Germany/Italy:</b> We would like to ask for a clarification on the decrease of the required number of face-to-face meetings of the Board from two to one (this is point 4.2.20). What are the implications for the level of engagement of Board in the Initiative and, in particular, for financial decision making? We would in this context like to comment on the ToR of the Financial Advisory Committee, which refer to this issue: "the approval of the FTI Board of Directors for allocations will be sought by means of email by no-objection or using another method as determined by the FAC." - We do not think that the Board should take financial decisions by means of non-objection emails. We should keep in mind that we donors (as representatives of our countries) are accountable to our governments and it is difficult to ask them to give millions of Euros and say that we are dealing with financial allocations just by emails.</li> <li><b>Japan/Russia/USA:</b> Agree with this comment</li> <li><b>Canada/UK:</b> On the proposal to reduce to a minimum of one Board per year, we think that the 2 Boards per year, especially at this critical time, are important to maintain momentum. We would support a continuation of the current policy of one Board per year in a northern and one in a southern country.</li> <li><b>Multilateral and Regional Banks:</b> We also agree with EC on the benefits of having two Board meetings instead of one per year. In addition, it seems that having only two occasions per year to allocate funds is resulting in rushed applications with the problems this raises for the quality of proposals and subsequently the readiness for a speedy and orderly implementation. We propose four allocations per year with a mix of face-to-face and audio meetings between the Board and the FAC.</li> <li><b>Response:</b> The in-person Board meeting frequency has been</li> </ul>

CHANGE	REASON	COMMENTS
		<p>changed back to twice a year. Please note that there is no official policy that one Board meeting per year will be held in a northern country and one in a southern country. Regarding the FAC terms of reference, this was a decision made by the EFA FTI Board at the Madrid meeting. This was decided, in part, to allow applicants for funding to not be required to wait for semi-annual meetings only to submit applications (as noted by the comments from the Multilateral and Regional Banks constituency). In addition, the EFA FTI Board of Directors will be approving the indicative allocation amounts in advance based on the prioritization scheme and the funding available. By the time proposals reach the EFA FTI Board of Directors for decision, they will also have gone through extensive technical review and FAC review.</p> <ul style="list-style-type: none"> <li>• Time permitting, FAC members may raise the issue at the FAC meeting being held on 16 May in Kigali, or Board members at the meeting of the EFA FTI Board of Directors.</li> </ul>
<b>Chair of the EFA FTI</b>		
<ul style="list-style-type: none"> <li>• <b>NEW:</b> EFA Chair proposals for work program and budget.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>UNICEF:</b> Point 4.3, the role of the Chair does not refer to the role of "preparing Proposals for the EFA FTI Chair Work Program and Budget on an annual basis for the approval of the EFA FTI Board of Directors" as per Fund Governance Document.</li> <li>• <b>Response:</b> 4.2.12 states that the EFA FTI Board of Directors gives direction to the EFA FTI Chair and approves his/her annual objectives, outcomes staffing, budget and work plan. It is therefore inherent that the Chair's preparation for a proposal for a work plan and budget is one of the Chair's roles and therefore does not need specific mention (and mirrors the same provisions for the EFA FTI Secretariat, who also prepare a proposal).</li> </ul>



CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Changing the function of the EFA FTI Chair from “not participating in decision-making” by the EFA FTI Board of Directors to not participating in voting (4.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>The EFA FTI Chair has a facilitative role in decision-making by the EFA FTI Board of Directors, but does not have a vote.</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<ul style="list-style-type: none"> <li>Changing the role of the Chair to supporting rather than leading on resource mobilization efforts (4.3.2(b))</li> </ul>	<ul style="list-style-type: none"> <li>Given the strengthening of the EFA FTI Secretariat’s resource mobilization team, the Chair’s role should be expressed as playing a supporting role</li> </ul>	<ul style="list-style-type: none"> <li><b>EC/France/Germany/Italy:</b> Resource mobilisation: We would prefer the Chair to keep the responsibility of "leading" EFA FTI resource mobilisation instead of "supporting" it (Points 4.3.2 b) and 4.4.4 d)). We're happy to hear that there's a team in the Secretariat to do this work. But as this is still the make or break issue for the FTI, we would like to keep a special role and responsibility for the Chair.</li> <li><b>Japan/Russia/US:</b> Agree with comment above</li> <li><b>Multilateral and Regional Banks:</b> We agree with EC that the Chair should lead the replenishment effort for the partnership, not the Secretariat.</li> <li><b>Response:</b> The Chair’s role in leading replenishment has been reverted to the original language. (highlighted in yellow).</li> </ul>
<ul style="list-style-type: none"> <li>Adding the Chair’s role to input into the annual performance review of the Head of the EFA FTI Secretariat (4.3.2 (f))</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying the role of the EFA FTI Chair in terms of the review of the Head of the EFA FTI Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<ul style="list-style-type: none"> <li>Adding the accountabilities of the EFA FTI Chair to the EFA FTI Board of Directors and the FTI Partner who hosts the EFA FTI Chair position</li> <li>Adding annual performance review organized by the hosting organization (new 4.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>This was an omission from the previous document</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Adding the trust funds as the source for funding the EFA FTI Chair role (new 4.3.6)</li> </ul>	<ul style="list-style-type: none"> <li>The EFA FTI's Chair's budget is an expense that will be funded out of the Education for All Fund</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<b>EFA FTI Secretariat</b>		
<ul style="list-style-type: none"> <li><b>NEW: Secretariat Roles and Responsibilities</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>EC/France/Germany/Italy:</b> Roles, responsibilities and accountabilities of the Chair and the Secretariat. These should be clarified and sharpened up. The roles and responsibilities of the Secretariat would be clearer if organised in sub-sections for example (e.g. regarding the EFA FTI trust fund, regarding its role with the developing country partners...). In the current draft, it is not clear who is actually responsible for the management of the EFA FTI trust funds. Both the FTI Chair and the FTI Secretariat are accountable to the Board with regard to objectives and outcomes. As the roles and responsibilities are not sufficiently clear, it is not clear either what the previous sentence means. Who's ultimately accountable and for which objectives and outcomes? (points 4.3.5 and 4.4.6).</li> <li><b>Response:</b> The Education for All Fund Governance document sets out responsibilities of the various partners regarding the trust funds. The objectives and outcomes of the EFA FTI Secretariat and the Chair are set out in their annual work plans that are approved by the EFA FTI Board of Directors. The lists in this document is meant to accommodate overall general needs.</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Deleting reference to the Trust Fund committees (4.4.1, new 4.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>The Trust Fund committees no longer have allocation authority and therefore support for that function is provided to the EFA FTI Board of Directors</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<ul style="list-style-type: none"> <li>Deleting reference to the FTI Secretariat being comprised of staff from the World Bank and secondees</li> <li>Clarifying the services of the World Bank to the EFA FTI Secretariat (4.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>EFA FTI Secretariat staff will be (and has been) recruited 'externally' (from the World Bank and otherwise)</li> </ul>	<ul style="list-style-type: none"> <li><b>Multilateral and Regional Banks:</b> On the service of the World Bank, we feel that the new formulation on host for the Secretariat: "...provides administrative and other support (travel, office space, etc.) to the EFA FTI Secretariat" inadequately describes the hosting function. The Bank also makes its administrative apparatus available for the Secretariat, including our systems for travel, HR, visa, pensions, IT, administrative rules and regulations, accounting, treasury functions, training opportunities, including some management oversight etc. etc. On the selection of staff, it is more accurate to say that staff recruited from the Bank have to compete for the positions with non-Bank applicants and are subject to the same due diligence as other candidates.</li> <li><b>Response:</b> Regarding the support of the hosting organization, the language was simplified to "human resources and other support" rather than naming any of the specifics. The comments on the language regarding recruitment is noted.</li> </ul>
<ul style="list-style-type: none"> <li>Deleting reference to the Secretariat trust fund</li> <li>Deleting reference to secondments as a donor contribution (new 4.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>The EFA FTI Secretariat budget will be funded out of the Education for All Fund</li> <li>The handling of secondments will be addressed in the forthcoming Conflict of Interest Policy to be presented for approval at the Board meeting in Kigali in May 2011</li> </ul>	<ul style="list-style-type: none"> <li><b>Multilateral and Regional Banks:</b> The deletion of the reference to secondments to the Secretariat seems short-sighted. The secondments have proved to be an effective way of involving more partners directly in the FTI work; the conflict of interest policy only deals with a "cooling" period for Board members.</li> <li><b>Response:</b> Please see revised language in 4.4.3. highlighted in yellow. Secondments are still welcome when appropriate.</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Deleting reference to the EFA FTI Board of Directors approving the Secretariat objectives and outcomes (old 4.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>This is already covered by 4.2.9</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
<ul style="list-style-type: none"> <li>Inserting leading on resource mobilization efforts as a role an responsibility of the EFA FTI Secretariat (new 4.4.4 (e))</li> </ul>	<ul style="list-style-type: none"> <li>The strengthening of the resource mobilization team at the EFA FTI Secretariat</li> </ul>	<ul style="list-style-type: none"> <li><b>EC/France/Germany/Italy:</b> Resource mobilisation: We would prefer the Chair to keep the responsibility of "leading" EFA FTI resource mobilisation instead of "supporting" it (Points 4.3.2 b) and 4.4.4 d)). We're happy to hear that there's a team in the Secretariat to do this work. But as this is still the make or break issue for the FTI, we would like to keep a special role and responsibility for the Chair.</li> <li><b>Response:</b> This EFA Secretariat's role in resource mobilization has been changed to "supporting" (highlighted in yellow).</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW:</b> Role of EFA FTI Secretariat in monitoring trust funds (4.4.4 i))</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>UNICEF:</b> Point 4.4.4 i) on the role of the Secretariat in monitoring utilization of trust funds, we propose to make reference to the details in the Fund Governance Document.</li> <li><b>Response:</b> Reference has been added in 4.4.i) (and highlighted in yellow).</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>NEW: Role of Secretariat in “filling the four gaps” (new 4.4.(ij))</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Multilateral and Regional Banks:</b> The roles of the Secretariat were previously referred to in 4.4.4. j as addressing the four gaps (policy, data, capacity and finance). We think that we should discuss these roles in light of the proposals submitted by the Secretariat for the upcoming meeting; the proposals are for the Secretariat to engage/commission analytical work on quality, girls' education, fragile states, etc., as well as to take on priority themes for the financing of global and regional activities that were funded by EPDF before the governance reform. A broader discussion of this type of work might consider also how much of this can be (should be) undertaken by the partners. It is important to avoid mission creep for the Secretariat as additional roles could be at the possible expense of the all-important work of monitoring the partnership's country-level work.</li> <li><b>Response:</b> This issue will be discussed at the time of the presentation of the EFA FTI Secretariat’s work plan.</li> </ul>
<ul style="list-style-type: none"> <li>Changing the initial term of the (future) Head of the EFA FTI Secretariat to three years rather than two years (new 4.4.5: Note: new 4.4.5 is a repeat of old 4.4.3, the paragraph was moved in the document)</li> </ul>	<ul style="list-style-type: none"> <li>To assist in the recruitment of a new Head of the EFA FTI Secretariat, when that occurs. Recruitment of high-level positions should be based on a longer commitment. (Note footnote 4 clarifies that it only applies to the next Head as the current Head has a two-year term with a further two-year term extension possible.)</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>

CHANGE	REASON	COMMENTS
<ul style="list-style-type: none"> <li>Adding a note on an annual performance review of the Head of the EFA FTI Secretariat by the EFA FTI Board of Directors (second sentence of new 4.4.6). (Note that first sentence is a repeat of old 4.4.6; the paragraph was moved.)</li> </ul>	<ul style="list-style-type: none"> <li>This was an omission from the previous version of the document.</li> </ul>	<ul style="list-style-type: none"> <li>No comments.</li> </ul>
Funding Instruments		
<ul style="list-style-type: none"> <li><b>NEW:</b> Add SE, Implementer, Trustee and FAC into this section</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>UNICEF:</b> Point 4.5 on EFA funding instruments, we propose to make reference to the Fund Governance Document and its main parts, specifically the roles of the SE/Implementer, Trustee and FAC, as these form intrinsic parts of the FTI governance.</li> <li><b>Response:</b> The SEs/Implementers have a role in the trust fund implementation, but not in the governance of the partnership itself. Note that pursuant to the Education for All Trust Fund document, only donor or multilateral agencies that are included in the constituencies of the EFA FTI Board of Directors may serve as Supervising Entities or Implementers, so their roles as partners in the partnership are described in this document for that purpose. Regarding the FAC, the reference in 4.2.8 to “committees established by the EFA FTI Board of Directors” refers, at this point to the FAC. The reference is deliberately general so that changes to the FAC do not require a further amendment to this document.</li> </ul>

ANNEX 2 TO BOD/2011/05-DOC 14

**CHARTER OF THE**  
**EDUCATION FOR ALL - FAST TRACK INITIATIVE**  
**(EFA FTI)**

**GOVERNANCE OF THE PARTNERSHIP**  
**(~~AS AMENDED NOVEMBER~~ APPROVED MAY 2010)**

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## I PREAMBLE

1.1 The Education for All – Fast Track Initiative (EFA FTI) is a global partnership of developing and donor countries, multilateral agencies, and civil society organizations, and the private sector and private foundations supporting the education sector in developing countries, with a particular focusing on accelerating progress toward the core Education For All goals of: universal primary completion, for girls and boys alike, by 2015:

- expanding early childhood education
- providing free and compulsory basic education for all
- promoting learning and life skills for young people and adults
- increasing adult literacy, achieving gender parity and gender equality, and
- improving the quality of education.

It was established in 2002 following the development consensus reached at Monterrey, and is a Compact<sup>1</sup> explicitly linking increased donor support for primary education to recipient countries' policy performance and accountability for results. Under the FTI Compact, developing country partners commit to developing and implementing a sound and sustainable Education Sector Plan (ESP) and to increasing domestic finance for primary education, and donors, multilateral organizations and civil society organizations commit themselves to supporting this ESP with increased harmonization and support, including financial support.

### **The EFA FTI Compact: Mutual accountability to deliver the following:**

#### **Developing country partners** commit to:

- developing and implementing a sound and sustainable education plan (comprehensive sector plan or interim plan) through broad-based consultation
- show commitment to education through strong and increased domestic financial support
- demonstrate results on key performance indicators

#### **Donors, multilateral agencies, civil society organizations and private foundations and the private sector** commit to:

- supporting the education plan with increased support, including financial support
- assist in mobilizing resources and align with the priorities of developing country partners
- harmonize procedures as much as possible

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1 The FTI compact means that donors and developing country partners are mutually accountable to deliver the following: developing country partners develop sound education sector programs through broad based consultation, show commitment to education through strong domestic financial support, demonstrate results on key performance indicators and exercise leadership in developing and implementing the program and coordinating donor support. For their part, donors commit to helping mobilize resources and make them more predictable, align with country priorities, coordinate support around one education plan and harmonize procedures as much as possible.

1.2 The **EFA** FTI is underpinned by principles set out in the March 2005 Paris Declaration on Aid Effectiveness and globally reaffirmed in the Accra Agenda for Action adopted by the Third High Level Forum on Aid Effectiveness in September 2008. **EFA** FTI developing country partners take the lead in designing and implementing education programs through broad-based consultation, which use benchmarking and monitoring of progress against output and outcome indicators. Sound education plans emphasize promoting faster progress in provision of quality ~~primary~~ education for all children. **EFA** FTI donors, multilateral ~~organizations,~~ and **agencies,** civil society organizations **and the private sector and private foundations** then commit to aligning their support for a developing country partner's program. They provide support for its capacity development, mobilize predictable and long-term financing, and seek to align their procedures with the government systems and among themselves.

1.3 The **EFA** FTI Framework, ~~agreed to by the FTI Partners in 2004,~~ establishes FTI's guiding principles ~~are,~~ namely:

- a) Country ownership
- b) Benchmarking
- c) Support linked to performance
- d) Lower transaction costs
- e) Transparency
- f) **Development results and value for money**
- g) **Mutual accountability**

1.4 ~~In addition, the FTI Framework states that t~~The **EFA** FTI aims to accelerate progress toward the core ~~EFA~~ **Education for All** goals ~~of universal primary completion~~ by promoting:

- a) Further development effectiveness and more efficient aid for ~~primary~~ education
- b) Sound sector policies in education
- c) Adequate and sustainable domestic financing for education
- d) Sustained increases in aid for ~~primary~~ education
- e) Increased accountability for sector results

Globally, the **EFA** FTI also aims to promote mutual learning on what works to improve ~~primary~~ education outcomes and advance ~~EFA~~ **Education for All** goals.

1.5 In subscribing to the **EFA** FTI Compact, **EFA** FTI Partners are called to give careful attention to aid effectiveness and to promote transparency, clarity, and trust. The **EFA** FTI relies on a clear and effective structure of governance and decision-making. Broad participation by **all partners, including** developing country partners, ~~and~~ civil society **and the private sector and private foundations** is essential. Relationships and communications among developing country partners, donors, multilateral **agencies,** ~~and~~ civil society organizations **and the private sector and private foundations** are built on clarity and transparency. Steps are taken to minimize possible conflicts of interest. Adaptability is a key characteristic of the **EFA** FTI Partnership.

1.6 This document, *Governance of the Partnership* **Charter of the Education for All Fast Track Initiative**, is intended to ensure **promote** transparency, accountability, and effective support for **EFA** FTI management. It emphasizes the **primary importance centrality** of the **developing** country **partners in the EFA** level upon which the FTI Partnership is founded. It reflects the norms and practices developed to implement the goals and principles of the **EFA** FTI Framework. **This document**

~~1.7 *Governance of the Partnership* supersedes the governance sections of the **EFA** FTI Framework and it provides a more detailed account of the governance arrangements and the specific roles and responsibilities of the FTI Partners. Any inconsistencies between the FTI Framework and *Governance of the Partnership* **Charter of the of the Education for All Fast Track Initiative** are resolved in favor of the latter.~~

## II **EFA FTI GOVERNANCE: OVERVIEW**

### 2.1 **EFA FTI Governance Structure**

2.1.1 The **EFA** FTI Partnership operates at two levels: the country level and the global level. At the country level, the Local Education Group (LEG) forms the foundation for the **EFA** FTI governance. It comprises the government of the developing country partner, local donors **present in the country**, multilateral **agencies**, and CSOs and others supporting the education sector. **The EFA** FTI country-level process is supported by global-level FTI processes, directed by a **representative constituency-based** Board of Directors, as well as a number of FTI funding instruments under separate governance.

## III **COUNTRY-LEVEL GOVERNANCE**

### 3.1 **Local Education Group**

3.1.1 The Local Education Group (LEG) lies at the heart of the **EFA** FTI Partnership. The **EFA** FTI is founded on the principle of collective support for a single country-led process towards the development, **endorsement** and implementation of an ESP **education plan**. With the government leading and having the responsibility for implementing its policies and plans, CSOs and the Local Donor Group (LDG), described below, work together with government at the country level to support the development, monitoring, and evaluation of the ESP **education plan**. This includes monitoring and promoting progress toward increased aid effectiveness, active participation in Joint Reviews as well as mobilizing financial support.

#### *Composition*

3.1.2 The specific composition, title, and working arrangements of the LEG will vary from country to country according to local circumstances and need. The intent is to make use of or adapt relevant existing structures where feasible for, inter alia, sector dialogue and **coordination of** financing. The ~~three~~ main types of stakeholders that play roles in governance at country level are governments of developing country partners, CSOs **and other non-governmental organizations**, and the LDG.

### *Roles and Responsibilities*

3.1.3 The LEG is a collaborative forum for policy dialogue, alignment and harmonization of donor support to the **ESP education plan**. It seeks to ensure all parties are kept fully apprised of progress and challenges in the sector, and it collates and disseminates information on domestic, **EFA** FTI partner and non-partner funding of the education sector.

3.1.4 Building on established monitoring and review procedures, the LEG reports to the **EFA** FTI Board of Directors through the **EFA** FTI Secretariat on progress and challenges, and funding of the education sector from all sources.

3.1.5 The **EFA** FTI Partners' roles and responsibilities and their relationships in the **EFA** FTI process are further outlined below.

### **3.2 Governments of Developing Country Partners**

3.2.1 Governments of developing country partners subscribe to the **EFA** FTI Compact and thereby commit to achieving ~~Universal Primary Completion~~ **the Education for All goals**. They do this through the elaboration of an **ESP education plan** that is generally compliant with the **EFA** FTI Indicative **Results** Framework<sup>2</sup> and that is embedded in the country's Poverty Reduction Strategy Paper or equivalent. ~~Fragile states may also be considered as developing country partners if there is an agreed process in place to prepare such a plan.~~

### *Roles and Responsibilities*

3.2.2 The Government, in consultation with civil society and the LDG, is responsible for the development, implementation, monitoring and evaluation of the **ESP education plan**. It is primarily accountable to its parliament and citizens, sharing the results of this accountability with the other partners of the LEG and with the **EFA** FTI partnership through the **EFA** FTI Secretariat.

3.2.3 The Government expresses interest in engagement with **EFA** FTI, and is, where appropriate, responsible for developing program proposals for **EFA** FTI financing in consultation with the LEG.

3.2.4 The Government leads and directs the work of the LEG, convenes, and chairs LEG meetings and coordinates Joint Reviews of **ESP education plan** implementation **(unless decided otherwise by the LEG)**.

3.2.5 The Government ensures that all relevant Ministries and authorities with a stake in the plan have the opportunity to participate in **EFA** FTI processes. These ~~may~~ **will** include Ministries **of Education, Finance, Health, and Labour** and **may include ministries** covering areas such as ~~Finance~~, Women's Affairs, Youth, Social Welfare, ~~Health~~ **Water and Infrastructure, Literacy**, etc., and local authorities.

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<sup>2</sup> ~~The FTI Indicative Framework provides a set of indicators which developing country partners are asked to use as monitors of progress towards universal primary completion. They include resource mobilization, student flows, number of teachers and teacher/student ratio, and enrollment. Countries may decide to use them along with their own benchmarks and indicators.~~

### **3.3 Civil Society Organizations and other non-governmental organizations**

3.3.1 CSOs **and other non-governmental organizations** participate in LEGs and support progress toward EFA **Education for All** goals through advocacy and dialogue with governments and local donor groups on appropriate education policy and implementation with adequate financing, quality, learning outcomes, as well as oversight and accountability mechanisms.

#### *Roles and Responsibilities*

3.3.2 In the context of the LEG, CSOs **and other non-governmental organizations** ensure that broad and representative voices are brought into the LEG regarding the development, implementation and monitoring of the **ESP education plan**.

3.3.3 CSOs **and other non-governmental organizations** support the development, implementation, and monitoring of the **ESP education plan**.

3.3.4 CSOs **and other non-governmental organizations** engage in policy dialogue as part of the LEG with a view to strengthening domestic policy and accountability processes.

3.3.5 CSOs **and other non-governmental organizations** monitor and promote progress toward better harmonization and alignment of civil society support to the implementation of the **ESP education plan**.

3.3.6 CSOs **and other non-governmental organizations** participate in the preparation and undertaking of Joint Reviews of ESP **education plan** implementation.

### **3.4 Local Donor Groups**

#### *Composition*

3.4.1 The Local Donor Group (LDG) comprises local representatives from bilateral and multilateral development partners and other donors (e.g. **international NGOs**, ~~and~~ private foundations **and the private sector**), acting in their institutional capacities.

#### *Roles and Responsibilities*

3.4.2 The LDG supports the developing country partner government's development, implementation and monitoring of the **ESP education plan**.

3.4.3 The LDG appraises and endorses the developing country partner's **ESP education plan**.

3.4.4 The LDG mobilizes financing on a long term and predictable basis to complement the developing country partner's domestic financing to fund implementation of its endorsed **ESP education plan**.

3.4.5 The LDG monitors and promotes progress toward better harmonization and alignment of both financial and technical support.

3.4.6 The LDG takes an active role in the preparation of Joint Reviews of **ESP education plan** implementation.

3.4.7 The LDG informs the LEG on annual funding commitments and actual disbursements as well as indicative rolling expenditure/implementation plans.

3.4.8 The LDG supports, as appropriate, the Government's application for use of **EFA** FTI funding instruments.

**3.4.9 Members of the LDG ensure coordination and information-sharing with their headquarters.**

**3.5 Coordinating Agency**

3.5.1 The Coordinating Agency (CA) is selected by the LDG **LEG** and ~~serves as its Chair~~ **assists in facilitating the work of the LEG.**

3.5.2 The CA acts in accordance with operational procedures as determined by the LEG. In cases where no CA is in place, the LDG, in consultation with the developing country partner, designates one.

*Roles and Responsibilities*

3.5.3 The CA serves as the communications link between the Government of the developing country partner, the LDG **LEG (including the Supervising Entity and/or the Implementer)** and the **EFA** FTI Secretariat.

3.5.4 The CA fosters and further develops the relationship between the LDG, ~~and~~ the developing country partner **and CSOs and other non-governmental organizations.**

3.5.5 The CA leads, or otherwise facilitates the LDG **and CSOs** in ~~its~~ **their** roles of supporting and monitoring the development, endorsement, and implementation of the **ESP education plan.**

3.5.6 The CA plays a ~~monitoring and~~ facilitating role with respect to the timely and efficient disbursement of all funds supporting implementation of the **ESP education plan.** The CA reports on progress of **ESP education plan** implementation, including on funding commitments and disbursements to the developing country partner, the **EFA** FTI Board of Directors and the **EFA** FTI Partnership through the **EFA** FTI Secretariat.

## IV GLOBAL-LEVEL GOVERNANCE

### 4.1 EFA FTI Partnership

4.1.1 The EFA FTI Partners subscribe to the EFA FTI Compact. The EFA FTI Board of Directors and Committees established by the FTI Board of Directors are the governing bodies of the EFA FTI Partnership. The EFA FTI Partners fall into four categories: ~~Developing Country Partners with an endorsed ESPs~~ education plan<sup>1</sup> ~~fragile states with an agreed process of preparing such plan~~<sup>2</sup>; donors; multilateral agencies<sup>42</sup>; CSOs, the private sector and private foundations and other stakeholders working in education and involved in the EFA FTI discussions.<sup>53</sup>

#### *Partnership Meeting*

4.1.2 The EFA FTI Partnership meeting is a high level forum for mutual accountability, enabling a review of progress, challenges and bottlenecks, lesson sharing, consultation and advocacy.

4.1.3 EFA FTI Partnership meetings take place every second year, or as otherwise agreed by the Partnership. As convenient, they will be held in conjunction with the EFA High Level Group meetings or other EFA FTI meetings.

4.1.4 The EFA FTI Board of Directors with support from the EFA FTI Secretariat supports and coordinates the organization of the EFA FTI Partnership meeting.

4.1.5 Observer status at EFA FTI Partnership meetings is available to all interested stakeholders. Observer status may be requested through the EFA FTI Secretariat, with a final decision on attendance taken by the EFA FTI Chair.

The Partnership meeting will:

- a) Review progress based on reports from the EFA FTI Board of Directors and provide advice to the EFA FTI Board of Directors on the general direction of the Partnership;
- b) Provide an opportunity for debate and a platform for advocacy in support of continued resource mobilization, improved aid effectiveness, and inclusion of new partners;
- c) Promote the exchange of information and good practice on implementation of developing country partners and donor activity in support of EFA FTI objectives;

<sup>31</sup> The EFA FTI is open to all low-income countries. The EFA FTI uses the same definition for eligibility as the International Development Association (IDA).

<sup>42</sup> The EFA FTI encompasses all major donors for education, including potential new donors and includes bilateral and multilateral, regional, and international agencies and development banks.

<sup>53</sup> Civil society organizations and other stakeholders seeking EFA FTI partnership status submit requests to the EFA FTI Board of Directors, through the EFA FTI Secretariat.

- d) Mobilize and sustain high level coordination, political commitment and momentum to achieve ~~Universal Primary Completion~~ **the Education for All goals; and**
- e) Provide a communication channel for ~~those~~ **all** stakeholders who are not ~~formally represented elsewhere in the governance structure~~ **included in the constituencies of the EFA FTI Board of Directors.**

## 4.2 **EFA FTI Board of Directors**

### *Composition and Selection*

4.2.1 The **EFA** FTI Board of Directors is composed of 19 members ~~which~~ **who** represent the main constituencies of the **EFA** FTI Partnership and a Chair independent of all Partner organizations. Each Board member shall have one vote.

4.2.2 The 19 Board ~~m~~**M**embers shall consist of the following:

- a) *Six representatives from developing country partners with **an** endorsed **ESPs education plan** ~~fragile states with an agreed process of preparing such plan,~~ divided along **on** a geographical basis, including at least three from Africa;*
- b) *Six representatives from donor countries<sup>4</sup> contributing financial and other support to the **EFA** FTI;*
- c) *Three representatives from multilateral agencies: a representative of the United Nations Educational, Scientific and Cultural Organization, a representative of the United Nations Children’s Fund and a representative of multilateral and regional development banks;*
- d) *Three representatives from Civil Society: one representing international/northern civil society organizations; one representing civil society organizations from developing country partners; and one representing members of the teaching profession; and*
- e) *One representative from the private sector/foundations.*

4.2.3 Each Board member **constituency** shall appoint an Alternate **Board m**Member to serve ~~in their stead~~ **as an additional representative of their constituency.**

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<sup>4</sup>**The European Commission is included in the donor country constituencies.**



### *Selection of Board Members and Terms*

4.2.4 Each group mentioned in Article 4.2.2 above will determine a process for selecting its Board representation. Board Members will serve as representatives of their constituencies. Board Members will serve on the **EFA FTI** Board of Directors for two years or such other term that the Board of Directors may determine. Board Members shall be deemed to act in their capacity as representatives of their respective governments, organizations, constituencies or other entities. Each constituency of the **EFA FTI** Board of Directors shall notify the FTI Secretariat of the appointment of its Board ~~m~~Member and Alternate Board ~~m~~Member and any modifications thereto.

### *Roles and Responsibilities*

4.2.5 The **EFA FTI** Board of Directors is the supreme governing body of the **EFA FTI**.

4.2.6 The **EFA FTI** Board of Directors sets policies and strategies for the **EFA FTI Partnership**.

4.2.7 The **EFA FTI** Board of Directors reviews and approves **the annual** objectives for the **EFA FTI Partnership**.

4.2.8 The **EFA FTI** Board of Directors makes funding decisions for the **EFA FTI** ~~T~~trust ~~F~~funds, monitors their utilization and ensures they are being used in line with **EFA FTI** objectives and policies **(including those set out in the relevant trust fund governance document)**, upon recommendations of committees established by the **EFA FTI** Board of Directors as relevant.

4.2.9 The **EFA FTI** Board of Directors gives direction to the **EFA FTI** Secretariat, and reviews and approves its annual objectives, outcomes, staffing, budget, and work plan.

4.2.10 The **EFA FTI** Board of Directors advocates for the **EFA FTI Partnership**, mobilizes resources and frames responses to important global and country specific policy or resource issues that are preventing progress toward the **Education for All** goals ~~of universal primary completion~~.

4.2.11 The **EFA FTI** Board of Directors commissions **EFA FTI** working groups and task teams as appropriate; and provides oversight to ensure delivery of agreed terms of reference and timeframe.

4.2.12 The **EFA FTI** Board of Directors ~~approves the annual objectives for the FTI Partnership and the FTI Annual Report~~ **gives direction to the EFA FTI Chair, and approves his/her annual objectives, outcomes, staffing, budget and work plan.**

4.2.13 The **EFA FTI** Board of Directors enhances links among the various partners of the **EFA FTI Partnership** by strengthening channels of communication and collaboration.

4.2.14 The **EFA FTI** Board of Directors oversees the preparation of the **EFA FTI Partnership Meeting**.

4.2.15 The **EFA FTI** Board of Directors provides input to the annual meetings of the UNESCO High-Level Group on **EFA Education For All**.

4.2.16 The **EFA** FTI Board of Directors exercises other powers as required to carry out the purposes of the **EFA** FTI.

#### *Organization and Decision Making*

4.2.17 The **EFA** FTI Board of Directors endeavors to make all decisions by consensus. If all practical efforts by the **EFA** FTI Board of Directors have not led to consensus, decisions will be made on the basis of a majority of the full membership of the **EFA** FTI Board of Directors, provided that such majority includes at least one Board member representing developing country partners, one Board member representing donor countries, one Board member representing civil society organizations or the private sector/foundations and one Board member representing a multilateral agency. The **EFA FTI** Chair or at least two members present may call for a vote.

4.2.18 **No decision taken by the EFA FTI Board of Directors is binding on any organization providing members to serve on the EFA FTI Board of Directors. When discharging their duties, Board members are not required to take decisions that conflict with the constitution, regulations, rules and policies of the organization providing that member to the EFA FTI Board of Directors.** It is understood that the **EFA** FTI Board of Directors sets **EFA** FTI policy and cannot legislate specific changes in policy for a given member without its consent. Decisions may be made electronically, on a non-objection basis in response to requests for decision made by the **EFA FTI** Chair **or the EFA FTI Secretariat**.

4.2.19 The Board ~~m~~Member and the Alternate Board ~~m~~Member shall have the right to attend meetings of the **EFA FTI** Board of Directors. Attendance of other constituency members is permitted, however, the Chair of the **EFA FTI** Board of Directors may seek to limit the number of attendees from a constituency after consultation with the relevant constituency. Only one member from a constituency (as designated by the Board Member) may speak on any one agenda item. The Head of the **EFA FTI** Secretariat or his or her nominee shall attend meetings of the **EFA FTI** Board of Directors to represent the Secretariat. The **EFA FTI** Chair of the **EFA FTI** Board of Directors shall approve the attendance of other interested stakeholders in meetings of the **EFA FTI** Board of Directors.

4.2.20 The **EFA** FTI Board of Directors shall meet as often as necessary, **either in person or through other means. In-person meetings shall be convened** but not less than **twice** per year. ~~The FTI Board of Directors may meet in conjunction with other FTI meetings.~~ A meeting of the **EFA** FTI Board of Directors shall be convened by written notification from the **EFA FTI** Chair, including an indicative agenda no less than four weeks before the meeting.

4.2.21 ~~One third of the FTI Board of Directors members can request in writing that an~~ **A meeting of the EFA FTI Board of Directors meeting shall** be convened within two months **of the written request of one third of the Board membership**, with an indication of the agenda for the meeting and a justification for requesting the meeting.

4.2.22 ~~FTI Board of Directors m~~Members can request that items be put on the agenda by written notice to the **EFA FTI** Chair at least three weeks before the scheduled meeting. The final draft agenda for any meeting will be circulated by the **EFA FTI** Chair no later than two weeks before the meeting.

4.2.23 **EFA** FTI Board of Directors meetings convened according to the procedures detailed above and with the presence of a majority of Board members which includes at least one Board ~~m~~Member representing developing country partners, one Board member representing donor countries, one Board member representing civil society or the private sector/foundations and one Board member representing a multilateral agency are deemed to have a quorum. During **EFA** FTI Board of Directors meetings, one or more members may participate by audio or video link. A member participating in such a meeting by such means is deemed to be present at that meeting.

4.2.24 The attendance of the Board Member and Alternate Board Member from each of: (i) the six constituencies representing developing country partners; and (ii) the constituency representing civil society ~~coalitions~~ **organizations** from developing countries, shall be funded by the **EFA** FTI ~~T~~rust ~~F~~unds upon request from such Board Member or Alternate Board Member. Such funding shall be facilitated by the **EFA FTI** Secretariat and included within the budget of the **EFA FTI** Secretariat work plan approved by the **EFA FTI** Board of Directors.

4.2.25 In its discretion, the **EFA FTI** Board of Directors may meet in executive session (Board ~~m~~Members and Alternate Board ~~m~~Members only). The **EFA FTI** Board of Directors shall determine whether any members of the **EFA FTI** Secretariat may attend an executive session.

### 4.3 Chair of the **EFA FTI Partnership**

4.3.1 The Chair of the **EFA** FTI ~~Partnership~~ is independent of any constituency and represents the **EFA** FTI Board of Directors and the **EFA** FTI Partnership as a whole. The **EFA FTI** Chair does not participate in **voting for** decisions ~~making of~~ **by** the **EFA** FTI Board of Directors ~~or of any other FTI meetings~~.

#### **Roles and Responsibilities**

4.3.2 The **EFA FTI** Chair has the following roles and responsibilities:

- a) Providing political and intellectual leadership for **EFA** FTI: represents the **EFA** FTI Partnership and the **EFA** FTI Board of Directors in political and public fora;
- b) **Leading** **EFA** FTI resource mobilization efforts;
- c) Facilitating **EFA** FTI decision making – including on strategy and policies – and follow-through to assure their implementation;
- d) Convening and chairing the Partnership Meeting, **EFA** FTI Board of Directors and other **EFA** FTI meetings, as appropriate. The **EFA FTI** Chair may invite ~~another member of the a~~ Board ~~Member of Directors~~ to chair the **meetings of the EFA** FTI Board of Directors, as appropriate;

- e) Guiding operations and processes of the EFA FTI meetings with support from the EFA FTI Secretariat, including:
- i. Preparation of meeting agendas for EFA FTI Board of Directors meetings and other EFA FTI meetings;
  - ii. Issuing notices and updates to the EFA FTI Board of Directors; and
  - iii. Facilitating agreement on decisions from the EFA FTI Board of Directors meetings and other EFA FTI meetings.

**f) Providing input to the annual performance review of the Head of the EFA FTI Secretariat.**

- f) g) Exercising other tasks as required to carry out the purposes of the EFA FTI as decided by the EFA FTI Board of Directors.

*Selection **and Evaluation** of the EFA FTI Chair*

4.3.3 The EFA FTI Chair is selected by the EFA FTI Board of Directors through an open competitive process and is hired by an EFA FTI Partner designated by the EFA FTI Board of Directors **as agreed by the EFA FTI Partner.**

4.3.4 The EFA FTI Chair is appointed for a term of three years. Extension of the term is subject to agreement by the EFA FTI Board of Directors following a performance review process. Only one term extension is possible without a new open competitive process.

**4.3.5 The EFA FTI Chair is accountable to the EFA FTI Board of Directors with regard to objectives and outcomes, and to the EFA FTI Board of Directors and the EFA Partner that hired the EFA FTI Chair with regard to the EFA FTI Chair work plan and budget. The annual performance review of the EFA FTI Chair is organized by the Partner organization in which the Chair appointment is based, with input from the members of the EFA FTI Board of Directors and other EFA FTI Partners as appropriate.**

4.3.56 EFA FTI partners fund expenses of the EFA FTI Chair **through the EFA FTI trust funds.**

**4.4 EFA FTI Secretariat**

*Composition*

4.4.1 The EFA FTI Secretariat provides support to the EFA FTI Chair and the members of the EFA FTI Board of Directors, ~~Trust Fund~~ **and its** committees, working groups and task teams, as well as to the EFA FTI Partnership Meeting and other EFA FTI meetings serving the interests of the EFA FTI Partnership as a whole. The EFA FTI Secretariat is based in an EFA FTI donor or multilateral agency partner organization, which promotes a working environment, which facilitates the Secretariat's fulfillment of its responsibilities.

4.4.2 The EFA FTI Secretariat comprises staff recruited on the basis of expertise relevant to the implementation of its agreed program. ~~It comprises staff of the organization in which it is based as well as staff seconded from other FTI partners.~~ Employment conditions for the EFA FTI Secretariat staff

secondees will be determined in line with human resource policies and procedures of the organization in which the **EFA FTI Secretariat** is based. **The organization in which the EFA FTI Secretariat is based provides human resources, administrative and other support to the EFA FTI Secretariat.**

4.4.3—The Head of the FTI Secretariat is recruited through a competitive process by a panel comprising the organization in which the FTI Secretariat is based, the Chair, and members of the FTI Board of Directors. The process to determine which FTI Board members serve on the recruitment panel of the Head of the FTI Secretariat is agreed by the FTI Board of Directors. The process for recruiting the Head of the FTI Secretariat is organized by the organization in which the FTI Secretariat is based and the Head is appointed in line with the host human resource policies and procedures of that organization, for a term of two years<sup>7</sup>. Extension of the term is subject to agreement by the FTI Board of Directors and the organization in which the FTI Secretariat is based following a performance review process. Only one term extension is possible without a new process of selection.

4.4.43 **EFA FTI Partners fund the expenses of the EFA FTI Secretariat by contributing to a designated fund managed by the organization in which the FTI Secretariat is based through the EFA FTI trust funds. EFA FTI Partners may also make in-kind contributions to support the delivery of the EFA FTI Secretariat work program through placement of secondees in the EFA FTI Secretariat, and/or by other means as agreed with the Head of the EFA FTI Secretariat.**

4.4.5—The FTI Board of Directors approves Secretariat objectives and outcomes, and the FTI Board of Directors and the organization in which the FTI Secretariat is based jointly approve FTI Secretariat work program and resources.

4.4.6—The Head of the FTI Secretariat is accountable to the FTI Board of Directors with regard to objectives and outcomes, and to the FTI Board of Directors and the organization in which the FTI Secretariat is based with regard to the FTI Secretariat work plan and management of the budget.

#### *Roles and Responsibilities*

4.4.74 The **EFA FTI Secretariat** provides the following technical and administrative support to the **EFA FTI Partnership**:

- a) Supporting the development of the **EFA FTI** as directed by the **EFA FTI Board of Directors**;
- b) Providing support to the **EFA FTI Partnership**, the **EFA FTI Chair**, the **EFA FTI Board of Directors**, the **Trust Fund Committees, and its committees**, and working groups and task teams to help them fulfill their roles and responsibilities and maintain progress toward the strategic objectives of the **EFA FTI Partnership**;
- c) Providing support and coordination for the organization of **EFA FTI meetings**, including preparation of meeting agendas and meeting organization;
- d) Supporting resource mobilization efforts;**

- d) **e)** Working with all **EFA** FTI Partners to promote effective communication and data reporting at all levels, particularly strengthening communications at the country level and enabling clear messages on **EFA** FTI progress to be conveyed at the global level and to the media;
- e) **f)** Providing support, where required, to the LDG **LEG** and CA to strengthen the in-country process, in particular in the following ways:
  - i) Taking the lead in collecting information on the country processes leading to **ESP education plan** endorsement, and sharing this with other members of the **EFA** FTI Partnership; and
  - ii) Providing quality support to the planning and monitoring processes, including the Joint Review.
- f) **g)** Collecting, monitoring, and sharing, among **EFA** FTI Partners, global and country-level information on all funding amounts and sources associated with delivery of the endorsed **ESPs education plans**;
- g) **h)** Providing support to the **EFA FTI Board of Directors and its Trust Fund Committees** in their oversight of the efficient and effective disbursement of the **EFA** FTI Trust Funds with appropriate safeguards and accountability;
- h) **i)** Providing support to the ~~Trust Fund Committees and the~~ **EFA** FTI Board of Directors **and its committees** in the **EFA** FTI Trust Fund proposal process, ~~also~~ **and** providing accurate financial information and in monitoring of the utilization of **EFA** FTI Trust Funds in line with **EFA** FTI objectives and policies **(including the relevant trust fund governance document)**;
- i) **j)** Helping coordinate the efforts of the **EFA** FTI Partnership to fill the “four gaps”: **address issues and priorities related to** policy, data, capacity, and finance;
- j) **k)** Facilitating the sharing of lessons learned and data collected from **EFA** FTI developing country partners within the **EFA** FTI Partnership in a timely and effective manner;
- k) **l)** Maintaining a record of all Partnership members, including the LEG and LDG members and CA in each developing country; and
- l) **m)** Exercising other tasks as required to carry out the purposes of the **EFA** FTI as determined by the **EFA** FTI Board of Directors.

#### **Selection and Evaluation of the Head of the EFA FTI Secretariat**

**4.4.5 The Head of the EFA FTI Secretariat is recruited through a competitive process by a panel comprising the organization in which the EFA FTI Secretariat is based, the EFA FTI Chair, and members of the EFA FTI Board of Directors. The process to determine which FTI Board Members serve on the recruitment panel of the Head of the EFA FTI Secretariat is agreed by the EFA FTI Board of Directors. The process for recruiting the Head of the EFA FTI Secretariat is organized by the organization in which the EFA FTI Secretariat is based and the Head is appointed in line with the host human resource**

policies and procedures of that organization, for a term of three years<sup>5</sup>. Extension of the term is subject to agreement by the EFA FTI Board of Directors and the organization in which the EFA FTI Secretariat is based following a performance review process. Only one term extension is possible without a new process of selection.

4.4.6 The Head of the FTI Secretariat is accountable to the EFA FTI Board of Directors with regard to objectives and outcomes, and to the EFA FTI Board of Directors and the organization in which the EFA FTI Secretariat is based with regard to the EFA FTI Secretariat work plan and personnel and budget management. An annual performance review of the Head of the EFA FTI Secretariat shall be organized by the EFA FTI Board of Directors with input from the organization in which the EFA FTI Secretariat is based.

#### 4.5 EFA FTI Funding Instruments

4.5.1 The EFA FTI Partnership provides a global platform for mobilizing additional resources for the education sector through:

- a) Domestic resources;
- b) Resources from bilateral and multilateral donors at the country level;
- c) Resources from donors (including resources from private sector donors and foundations) not yet present in the country who are willing to provide new funding;
- d) EFA FTI Trust Funds<sup>6</sup>:
  - i) The EFA FTI Trust Funds are considered integral to the implementation of the EFA FTI. They are established to be used for purposes of the EFA FTI, as expressed in the relevant ~~administration~~ agreements or arrangements signed by the donors and the trustee. The ~~Trust Fund Committees~~ EFA FTI Board of Directors allocates the financing and monitors that the funds are used in support of the EFA FTI objectives; **and**
  - ii) These funds are used in line with the objectives of the EFA FTI. The ~~Chair<sup>7</sup> of the bodies governing the use of the FTI Trust Funds~~ EFA FTI Secretariat will inform the EFA FTI Partnership, through annual implementation work plans and other reporting, and regular updates to the EFA FTI Board of Directors, on how the use of the funds allocations meet support the EFA FTI objectives.

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<sup>5</sup>The three-year term shall apply to the appointment of the Head of the EFA FTI Secretariat after the expiry of the term, including any possible extension, of the Head in place in April 2011.

<sup>6</sup>~~Governance arrangements and other details for these Trust Funds are set out in the respective administration agreements between the donors to the Trust Funds and the trustee. These administrative agreements are not considered FTI Partnership constitutive documents.~~

<sup>7</sup> ~~Subject to the Trust Fund Agreements, the Chair of the FTI Board of Directors is expected to chair the Trust Fund Committees and the governing bodies of any other FTI Trust Funds that may be established.~~





**ANNEX 3 to BOD/2011/05—DOC 14**

**CHARTER OF THE  
EDUCATION FOR ALL FAST TRACK INITIATIVE  
(EFA FTI)**

**(AS APPROVED MAY 2011)**

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## I PREAMBLE

1.1 The Education for All Fast Track Initiative (EFA FTI) is a global partnership of developing and donor countries, multilateral agencies, civil society organizations and the private sector and private foundations supporting the education sector in developing countries, with a particular focus on accelerating progress toward the Education for All goals of:

- expanding early childhood education
- providing free and compulsory basic education for all
- promoting learning and life skills for young people and adults
- increasing adult literacy, achieving gender parity and gender equality, and
- improving the quality of education.

It was established in 2002 following the development consensus reached at Monterrey, and is a Compact explicitly linking increased donor support for education to recipient countries' policy performance and accountability for results.

**The EFA FTI Compact: Mutual accountability to deliver the following:**

**Developing country partners** commit to:

- developing and implementing a sound and sustainable education plan (comprehensive sector plan or interim plan) through broad-based consultation
- show commitment to education through strong and increased domestic financial support
- demonstrate results on key performance indicators

**Donors, multilateral agencies, civil society organizations and private foundations and the private sector** commit to:

- supporting the ESP or IEP with increased support, including financial support
- assist in mobilizing resources and align with the priorities of developing country partners
- harmonize procedures as much as possible

1.2 The EFA FTI is underpinned by principles set out in the March 2005 Paris Declaration on Aid Effectiveness and globally reaffirmed in the Accra Agenda for Action adopted by the Third High Level Forum on Aid Effectiveness in September 2008. EFA FTI developing country partners take the lead in designing and implementing education programs through broad-based consultation, which use benchmarking and monitoring of progress against output and outcome indicators. Sound education plans emphasize promoting faster progress in provision of quality education for all children. EFA FTI donors, multilateral agencies, civil society organizations and the private sector and private foundations then commit to aligning their support for a developing country partner's program. They provide support for its capacity development, mobilize predictable and long-term financing, and seek to align their procedures with the government systems and among themselves.

1.3 The EFA FTI's guiding principles are:

- a) Country ownership
- b) Benchmarking
- c) Support linked to performance
- d) Lower transaction costs
- e) Transparency
- f) Development results and value for money
- g) Mutual accountability

1.4 The EFA FTI aims to accelerate progress toward the Education for All goals by promoting:

- a) Further development effectiveness and more efficient aid for education
- b) Sound sector policies in education
- c) Adequate and sustainable domestic financing for education
- d) Sustained increases in aid for education
- e) Increased accountability for sector results

Globally, the EFA FTI also aims to promote mutual learning on what works to improve education outcomes and advance Education for All goals.

1.5 In subscribing to the EFA FTI Compact, EFA FTI Partners are called to give careful attention to aid effectiveness and to promote transparency, clarity, and trust. The EFA FTI relies on a clear and effective structure of governance and decision-making. Broad participation by all partners, including developing country partners, civil society and the private sector and private foundations is essential. Relationships and communications among developing country partners, donors, multilateral agencies, civil society organizations and the private sector and private foundations are built on clarity and transparency. Steps are taken to minimize possible conflicts of interest. Adaptability is a key characteristic of the EFA FTI.

1.6 This document, *Charter of the Education for All Fast Track Initiative*, is intended to promote transparency, accountability, and effective support for EFA FTI management. It emphasizes the centrality of developing country partners in the EFA FTI. It reflects the norms and practices developed to implement the goals and principles of the EFA FTI. This document supersedes the EFA FTI Framework and any inconsistencies between the FTI Framework and *Charter of the Education for All Fast Track Initiative* are resolved in favor of the latter.

## **II EFA FTI GOVERNANCE: OVERVIEW**

### **2.1 EFA FTI Governance Structure**

2.1.1 The EFA FTI operates at two levels: the country level and the global level. At the country level, the Local Education Group (LEG) forms the foundation for the EFA FTI governance. It comprises the government of the developing country partner, donors present in the country, multilateral agencies, and CSOs and others supporting the education sector. The EFA FTI country-level process is supported by global-level processes, directed by a constituency-based Board of Directors.

## **III COUNTRY-LEVEL GOVERNANCE**

### **3.1 Local Education Group**

3.1.1 The Local Education Group (LEG) lies at the heart of the EFA FTI. The EFA FTI is founded on the principle of collective support for a single country-led process towards the development, endorsement and implementation of an education plan. With the government leading and having the responsibility for implementing its policies and plans, CSOs and the Local Donor Group (LDG), described below, work together with government at the country level to support the development, monitoring, and evaluation of the education plan. This includes monitoring and promoting progress toward increased aid effectiveness, active participation in Joint Reviews as well as mobilizing financial support.

#### *Composition*

3.1.2 The specific composition, title, and working arrangements of the LEG will vary from country to country according to local circumstances and need. The intent is to make use of or adapt relevant existing structures where feasible for, inter alia, sector dialogue and coordination of financing. The main types of stakeholders that play roles in governance at country level are governments of developing country partners, CSOs and other non-governmental organizations, and the LDG.

#### *Roles and Responsibilities*

3.1.3 The LEG is a collaborative forum for policy dialogue, alignment and harmonization of donor support to the education plan. It seeks to ensure all parties are kept fully apprised of progress and challenges in the sector, and it collates and disseminates information on domestic, EFA FTI Partner and non-partner funding of the education sector.

3.1.4 Building on established monitoring and review procedures, the LEG reports to the EFA FTI Board of Directors through the EFA FTI Secretariat on progress and challenges, and funding of the education sector from all sources.

3.1.5 The EFA FTI Partners' roles and responsibilities and their relationships in the EFA FTI process are further outlined below.

## **3.2 Governments of Developing Country Partners**

3.2.1 Governments of developing country partners subscribe to the EFA FTI Compact and thereby commit to achieving the Education for All goals. They do this through the elaboration of an education plan that is generally compliant with the EFA FTI Results Framework and that is embedded in the country's Poverty Reduction Strategy Paper or equivalent.

### *Roles and Responsibilities*

3.2.2 The Government, in consultation with civil society and the LDG, is responsible for the development, implementation, monitoring and evaluation of the education plan. It is primarily accountable to its parliament and citizens, sharing the results of this accountability with the other partners of the LEG and with the EFA FTI Partnership through the EFA FTI Secretariat.

3.2.3 The Government expresses interest in engagement with EFA FTI, and is, where appropriate, responsible for developing program proposals for EFA FTI financing in consultation with the LEG.

3.2.4 The Government leads and directs the work of the LEG, convenes, and chairs LEG meetings and coordinates Joint Reviews of education plan implementation.

3.2.5 The Government ensures that all relevant Ministries and authorities with a stake in the plan have the opportunity to participate in EFA FTI processes. These will include Ministries of Education, Finance, Health and Labour, and may include ministries covering areas such as Women's Affairs, Youth, Social Welfare, Water and Infrastructure, Literacy etc., and local authorities.

## **3.3 Civil Society Organizations and other non-governmental organizations**

3.3.1 CSOs and other non-governmental organizations participate in LEGs and support progress toward Education for All goals through advocacy and dialogue with governments and local donor groups on appropriate education policy and implementation with adequate financing, quality, learning outcomes, as well as oversight and accountability mechanisms.

### *Roles and Responsibilities*

3.3.2 In the context of the LEG, CSOs and other non-governmental organizations ensure that broad and representative voices are brought into the LEG regarding the development, implementation and monitoring of the education plan.

3.3.3 CSOs and other non-governmental organizations support the development, implementation, and monitoring of the education plan.

3.3.4 CSOs and other non-governmental organizations engage in policy dialogue as part of the LEG with a view to strengthening domestic policy and accountability processes.

3.3.5 CSOs and other non-governmental organizations monitor and promote progress toward better harmonization and alignment of civil society support to the implementation of the education plan.

3.3.6 CSOs and other non-governmental organizations participate in the preparation and undertaking of Joint Reviews of education plan implementation.

## **3.4 Local Donor Groups**

### *Composition*

3.4.1 The Local Donor Group (LDG) comprises local representatives from bilateral and multilateral development partners and other donors (e.g. NGOs, private foundations and the private sector), acting in their institutional capacities.

### *Roles and Responsibilities*

3.4.2 The LDG supports the developing country partner government's development, implementation and monitoring of the education plan.

3.4.3 The LDG appraises and endorses the developing country partner's education plan.

3.4.4 The LDG mobilizes financing on a long term and predictable basis to complement the developing country partner's domestic financing to fund implementation of its endorsed education plan.

3.4.5 The LDG monitors and promotes progress toward better harmonization and alignment of both financial and technical support.

3.4.6 The LDG takes an active role in the preparation of Joint Reviews of education plan implementation.

3.4.7 The LDG informs the LEG on annual funding commitments and actual disbursements as well as indicative rolling expenditure/implementation plans.

3.4.8 The LDG supports, as appropriate, the Government's application for use of EFA FTI funding instruments.

3.4.9 Members of the LDG ensure coordination and information-sharing with their headquarters.

### **3.5 Coordinating Agency**

3.5.1 The Coordinating Agency (CA) is selected by the LEG and assists in facilitating the work of the LEG.

3.5.2 The CA acts in accordance with operational procedures as determined by the LEG. In cases where no CA is in place, the LDG, in consultation with the developing country partner, designates one.

#### *Roles and Responsibilities*

3.5.3 The CA serves as the communications link between the Government of the developing country partner, the LEG (including the Supervising Entity and/or the Implementer) and the EFA FTI Secretariat.

3.5.4 The CA fosters and further develops the relationship between the LDG, the developing country partner and CSOs and other non-governmental organizations.

3.5.5 The CA leads, or otherwise facilitates the LDG and CSOs in their roles of supporting and monitoring the development, endorsement, and implementation of the education plan.

3.5.6 The CA plays a facilitating role with respect to the timely and efficient disbursement of all funds supporting implementation of the education plan. The CA reports on progress of education plan implementation, including on funding commitments and disbursements to the developing country partner, the EFA FTI Board of Directors and the EFA FTI Partnership through the EFA FTI Secretariat.



## IV GLOBAL-LEVEL GOVERNANCE

### 4.1 EFA FTI Partnership

4.1.1 The EFA FTI Partners subscribe to the EFA FTI Compact. The EFA FTI Board of Directors and Committees established by the FTI Board of Directors are the governing bodies of the EFA FTI Partnership. The EFA FTI Partners fall into four categories: developing country partners with an endorsed education plan<sup>1</sup>; donors; multilateral agencies<sup>2</sup>; CSOs, the private sector and private foundations and other stakeholders working in education and involved in the EFA FTI discussions.<sup>3</sup>

#### *Partnership Meeting*

4.1.2 The EFA FTI Partnership meeting is a high level forum for mutual accountability, enabling a review of progress, challenges and bottlenecks, lesson sharing, consultation and advocacy.

4.1.3 EFA FTI Partnership meetings take place every second year, or as otherwise agreed by the Partnership. As convenient, they will be held in conjunction with the EFA High Level Group meetings or other EFA FTI meetings.

4.1.4 The EFA FTI Board of Directors with support from the EFA FTI Secretariat supports and coordinates the organization of the EFA FTI Partnership meeting.

4.1.5 Observer status at EFA FTI Partnership meetings is available to all interested stakeholders. Observer status may be requested through the EFA FTI Secretariat, with a final decision on attendance taken by the EFA FTI Chair.

The Partnership meeting will:

- a) Review progress based on reports from the EFA FTI Board of Directors and provide advice to the EFA FTI Board of Directors on the general direction of the Partnership;

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<sup>1</sup> The EFA FTI is open to all low-income countries. The EFA FTI uses the same definition for eligibility as the International Development Association (IDA).

<sup>2</sup> The EFA FTI encompasses all major donors for education, including potential new donors.

<sup>3</sup> Civil society organizations and other stakeholders seeking EFA FTI partnership status submit requests to the EFA FTI Board of Directors, through the EFA FTI Secretariat.

- b) Provide an opportunity for debate and a platform for advocacy in support of continued resource mobilization, improved aid effectiveness, and inclusion of new partners;
- c) Promote the exchange of information and good practice on implementation of developing country partners and donor activity in support of EFA FTI objectives;
- d) Mobilize and sustain high level coordination, political commitment and momentum to achieve the Education for All goals; and
- e) Provide a communication channel for all stakeholders who are not included in the constituencies of the EFA FTI Board of Directors.

## 4.2 EFA FTI Board of Directors

### *Composition and Selection*

4.2.1 The EFA FTI Board of Directors is composed of 19 members who represent the main constituencies of the EFA FTI and a Chair independent of all Partner organizations. Each Board member shall have one vote.

4.2.2 The 19 Board Members shall consist of the following:

- a) *Six representatives from developing country partners*<sup>4</sup> with an endorsed education plan, divided on a geographical basis, including at least three from Africa;
- b) *Six representatives from donor countries* contributing financial and other support to the EFA FTI;
- c) *Three representatives from multilateral agencies*: a representative of the United Nations Educational, Scientific and Cultural Organization, a representative of the United Nations Children’s Fund and a representative of multilateral and regional development banks;
- d) *Three representatives from Civil Society*: one representing international/northern civil society organizations; one representing civil society organizations from developing country partners; and one representing members of the teaching profession; and

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<sup>4</sup> The European Commission is included in the donor country constituencies.

e) *One representative from the private sector/foundations.*

4.2.3 Each constituency shall appoint an Alternate Board Member to serve as an additional representative of their constituency.

#### *Selection of Board Members and Terms*

4.2.4 Each group mentioned in Article 4.2.2 above will determine a process for selecting its Board representation. Board Members will serve as representatives of their constituencies. Board Members will serve on the EFA FTI Board of Directors for two years or such other term that the Board of Directors may determine. Board Members shall be deemed to act in their capacity as representatives of their respective governments, organizations, constituencies or other entities. Each constituency of the EFA FTI Board of Directors shall notify the FTI Secretariat of the appointment of its Board Member and Alternate Board Member and any modifications thereto.

#### *Roles and Responsibilities*

4.2.5 The EFA FTI Board of Directors is the supreme governing body of the EFA FTI.

4.2.6 The EFA FTI Board of Directors sets policies and strategies for the EFA FTI.

4.2.7 The EFA FTI Board of Directors reviews and approves the annual objectives for the EFA FTI.

4.2.8 The EFA FTI Board of Directors makes funding decisions for the EFA FTI trust funds, monitors their utilization and ensures they are being used in line with EFA FTI objectives and policies (including those set out in the relevant trust fund governance document), upon recommendations of committees established by the EFA FTI Board of Directors as relevant.

4.2.9 The EFA FTI Board of Directors gives direction to the EFA FTI Secretariat, and reviews and approves its annual objectives, outcomes, staffing, budget, and work plan.

4.2.10 The EFA FTI Board of Directors advocates for the EFA FTI, mobilizes resources and frames responses to important global and country specific policy or resource issues that are preventing progress toward the Education for All goals.

4.2.11 The EFA FTI Board of Directors commissions EFA FTI working groups and task teams as appropriate; and provides oversight to ensure delivery of agreed terms of reference and timeframe.

4.2.12 The EFA FTI Board of Directors gives direction to the EFA FTI Chair, and approves his/her annual objectives, outcomes, staffing, budget and work plan.

4.2.13 The EFA FTI Board of Directors enhances links among the various partners of the EFA FTI by strengthening channels of communication and collaboration.

4.2.14 The EFA FTI Board of Directors oversees the preparation of the EFA FTI Partnership Meeting.

4.2.15 The EFA FTI Board of Directors provides input to the annual meetings of the UNESCO High-Level Group on Education For All.

4.2.16 The EFA FTI Board of Directors exercises other powers as required to carry out the purposes of the EFA FTI.

#### *Organization and Decision Making*

4.2.17 The EFA FTI Board of Directors endeavors to make all decisions by consensus. If all practical efforts by the EFA FTI Board of Directors have not led to consensus, decisions will be made on the basis of a majority of the full membership of the EFA FTI Board of Directors, provided that such majority includes at least one Board member representing developing country partners, one Board member representing donor countries, one Board member representing civil society organizations or the private sector/foundations and one Board member representing a multilateral agency. The EFA FTI Chair or at least two members present may call for a vote.

4.2.18 No decision taken by the EFA FTI Board of Directors is binding on any organization providing members to serve on the EFA Board of Directors. When discharging their duties, Board members are not required to take decisions that conflict with the constitution, regulations, rules and policies of the organization providing that member to the EFA FTI Board of Directors. It is understood that the EFA FTI Board of Directors sets EFA FTI policy and cannot legislate specific changes in policy for a given member without its consent. Decisions may be made electronically, on a non-objection basis in response to requests for decision made by the EFA FTI Chair or the EFA FTI Secretariat.

4.2.19 The Board Member and the Alternate Board Member shall have the right to attend meetings of the EFA FTI Board of Directors. Attendance of other constituency members is permitted, however, the Chair of the EFA FTI Board of Directors may seek to limit the number of attendees from a constituency after consultation with the relevant constituency. Only one member from a constituency (as designated by the Board Member) may speak on any one agenda item. The Head of the EFA FTI Secretariat or his or her nominee shall attend meetings of the EFA FTI Board of Directors to represent the Secretariat. The EFA FTI Chair of the EFA FTI

Board of Directors shall approve the attendance of other interested stakeholders in meetings of the EFA FTI Board of Directors.

4.2.20 The EFA FTI Board of Directors shall meet as often as necessary, either in person or through other means. In-person meetings shall be convened not less than twice per year. A meeting of the EFA FTI Board of Directors shall be convened by written notification from the EFA FTI Chair, including an indicative agenda no less than four weeks before the meeting.

4.2.21 A meeting of the EFA FTI Board of Directors shall be convened within two months of the written request of one third of the Board membership, with an indication of the agenda for the meeting and a justification for requesting the meeting.

4.2.22 Board Members can request that items be put on the agenda by written notice to the EFA FTI Chair at least three weeks before the scheduled meeting. The final draft agenda for any meeting will be circulated by the EFA FTI Chair no later than two weeks before the meeting.

4.2.23 EFA FTI Board of Directors meetings convened according to the procedures detailed above and with the presence of a majority of Board members which includes at least one Board Member representing developing country partners, one Board member representing donor countries, one Board member representing civil society or the private sector/foundations and one Board member representing a multilateral agency are deemed to have a quorum. During EFA FTI Board of Directors meetings, one or more members may participate by audio or video link. A member participating in such a meeting by such means is deemed to be present at that meeting.

4.2.24 The attendance of the Board Member and Alternate Board Member from each of: (i) the six constituencies representing developing country partners; and (ii) the constituency representing civil society organizations from developing countries, shall be funded by the EFA FTI trust funds upon request from such Board Member or Alternate Board Member. Such funding shall be facilitated by the EFA FTI Secretariat and included within the budget of the EFA FTI Secretariat work plan approved by the EFA FTI Board of Directors.

4.2.25 In its discretion, the EFA FTI Board of Directors may meet in executive session (Board Members and Alternate Board Members only). The EFA FTI Board of Directors shall determine whether any members of the EFA FTI Secretariat may attend an executive session.

### **4.3 Chair of the EFA FTI**

4.3.1 The Chair of the EFA FTI is independent of any constituency and represents the EFA FTI Board of Directors and the EFA FTI Partnership as a whole. The EFA FTI Chair does not participate in voting for decisions by the EFA FTI Board of Directors.

### *Roles and Responsibilities*

4.3.2 The EFA FTI Chair has the following roles and responsibilities:

- a) Providing political and intellectual leadership for EFA FTI: represents the EFA FTI Partnership and the EFA FTI Board of Directors in political and public fora;
- b) Leading EFA FTI resource mobilization efforts;
- c) Facilitating EFA FTI decision making – including on strategy and policies – and follow-through to assure their implementation;
- d) Convening and chairing the Partnership Meeting, EFA FTI Board of Directors and other EFA FTI meetings, as appropriate. The EFA FTI Chair may invite a Board Member to chair meetings of the EFA FTI Board of Directors, as appropriate;
- e) Guiding operations and processes of EFA FTI meetings with support from the EFA FTI Secretariat, including:
  - i. Preparation of meeting agendas for EFA FTI Board of Directors meetings and other EFA FTI meetings;
  - ii. Issuing notices and updates to the EFA FTI Board of Directors; and
  - iii. Facilitating agreement on decisions from the EFA FTI Board of Directors meetings and other EFA FTI meetings.
- f) Providing input to the annual performance review of the Head of the EFA FTI Secretariat.
- g) Exercising other tasks as required to carry out the purposes of the EFA FTI as decided by the EFA FTI Board of Directors.

### *Selection and Evaluation of the EFA FTI Chair*

4.3.3 The EFA FTI Chair is selected by the EFA FTI Board of Directors through an open competitive process and is hired by an EFA FTI Partner designated by the EFA FTI Board of Directors as agreed by the EFA FTI Partner.

4.3.4 The EFA FTI Chair is appointed for a term of three years. Extension of the term is subject to agreement by the EFA FTI Board of Directors following a performance review process. Only one term extension is possible without a new open competitive process.

4.3.5 The EFA FTI Chair is accountable to the EFA FTI Board of Directors with regard to objectives and outcomes, and to the EFA FTI Board of Directors and the EFA Partner that hired the EFA FTI Chair with regard to the EFA FTI Chair work plan and budget. An annual performance review of the EFA FTI Chair is organized by the Partner organization in which the Chair appointment is based, with input from the members of the EFA FTI Board of Directors and other EFA FTI Partners as appropriate.

4.3.6 EFA FTI partners fund expenses of the EFA FTI Chair through the EFA FTI trust funds.

#### **4.4 EFA FTI Secretariat**

##### *Composition*

4.4.1 The EFA FTI Secretariat provides support to the EFA FTI Chair and the members of the EFA FTI Board of Directors and its committees, working groups and task teams, as well as to the EFA FTI Partnership Meeting and other EFA FTI meetings serving the interests of the EFA FTI Partnership as a whole. The EFA FTI Secretariat is based in an EFA FTI donor or multilateral agency partner organization, which promotes a working environment, which facilitates the Secretariat's fulfillment of its responsibilities.

4.4.2 The EFA FTI Secretariat comprises staff recruited on the basis of expertise relevant to the implementation of its agreed program. Employment conditions for the EFA FTI Secretariat will be determined in line with human resource policies and procedures of the organization in which the EFA FTI Secretariat is based. The organization in which the EFA FTI Secretariat is based provides human resources, administrative and other support to the EFA FTI Secretariat.

4.4.3 EFA FTI Partners fund the expenses of the EFA FTI Secretariat through the EFA FTI trust funds. EFA FTI Partners may also support the delivery of the EFA FTI Secretariat work program through placement of secondees in the EFA FTI Secretariat, as agreed with the Head of the EFA FTI Secretariat.

##### *Roles and Responsibilities*

4.4.4 The EFA FTI Secretariat provides the following technical and administrative support to the EFA FTI Partnership:

- a) Supporting the development of the EFA FTI as directed by the EFA FTI Board of Directors;
- b) Providing support to the EFA FTI Partnership, the EFA FTI Chair, the EFA FTI Board of Directors, and its committees, working groups and task teams to help them fulfill their roles and responsibilities and maintain progress toward the strategic objectives of the EFA FTI Partnership;

- c) Providing support and coordination for the organization of EFA FTI meetings, including preparation of meeting agendas and meeting organization;
- d) Supporting resource mobilization efforts;
- e) Working with all EFA FTI Partners to promote effective communication and data reporting at all levels, particularly strengthening communications at the country level and enabling clear messages on EFA FTI progress to be conveyed at the global level and to the media;
- f) Providing support, where required, to the LEG and CA to strengthen the in-country process, in particular in the following ways:
  - i) Taking the lead in collecting information on the country processes leading to education plan endorsement, and sharing this with other members of the EFA FTI Partnership; and
  - ii) Providing quality support to the planning and monitoring processes, including the Joint Review.
- g) Collecting, monitoring, and sharing, among EFA FTI Partners, global and country-level information on all funding amounts and sources associated with delivery of the endorsed education plans;
- h) Providing support to the EFA FTI Board of Directors and its committees in their oversight of the efficient and effective disbursement of the EFA FTI trust funds with appropriate safeguards and accountability;
- i) Providing support to the EFA FTI Board of Directors and its committees in the EFA FTI trust fund proposal process and providing accurate financial information and in monitoring of the utilization of EFA FTI trust funds in line with EFA FTI objectives and policies (including the relevant trust fund document);
- j) Helping coordinate the efforts of the EFA FTI Partnership to address issues and priorities related to policy, data, capacity, and finance;
- k) Facilitating the sharing of lessons learned and data collected from EFA FTI developing country partners within the EFA FTI Partnership in a timely and effective manner;
- l) Maintaining a record of all Partnership members, including the LEG and LDG members and CA in each developing country; and
- m) Exercising other tasks as required to carry out the purposes of the EFA FTI as determined by the EFA FTI Board of Directors.



### *Selection and Evaluation of the Head of the EFA FTI Secretariat*

4.4.5 The Head of the EFA FTI Secretariat is recruited through a competitive process by a panel comprising the organization in which the EFA FTI Secretariat is based, the EFA FTI Chair, and members of the EFA FTI Board of Directors. The process to determine which FTI Board Members serve on the recruitment panel of the Head of the EFA FTI Secretariat is agreed by the EFA FTI Board of Directors. The process for recruiting the Head of the EFA FTI Secretariat is organized by the organization in which the EFA FTI Secretariat is based and the Head is appointed in line with the host human resource policies and procedures of that organization, for a term of three years<sup>5</sup>. Extension of the term is subject to agreement by the EFA FTI Board of Directors and the organization in which the EFA FTI Secretariat is based following a performance review process. Only one term extension is possible without a new process of selection.

4.4.6 The Head of the FTI Secretariat is accountable to the EFA FTI Board of Directors with regard to objectives and outcomes, and to the EFA FTI Board of Directors and the organization in which the EFA FTI Secretariat is based with regard to the EFA FTI Secretariat work plan and personnel and budget management. An annual performance review of the Head of the EFA FTI Secretariat shall be organized by the EFA FTI Board of Directors with input from the organization in which the EFA FTI Secretariat is based.

## **4.5 EFA FTI Funding Instruments**

4.5.1 The EFA FTI provides a global platform for mobilizing additional resources for the education sector through:

- a) Domestic resources;
- b) Resources from bilateral and multilateral donors at the country level;
- c) Resources from donors (including resources from private sector donors and foundations) not yet present in the country who are willing to provide new funding;
- d) EFA FTI trust funds:
  - i) The EFA FTI trust funds are considered integral to the implementation of the EFA FTI. They are established to be used for purposes of the EFA FTI, as expressed in the relevant agreements or arrangements signed by the donors and the trustee. The EFA FTI Board of Directors allocates the financing and monitors that the funds are used in support of the EFA FTI objectives; and

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<sup>5</sup> The three-year term shall apply to the appointment of the Head of the EFA FTI Secretariat after the expiry of the term, including any possible extension, of the Head in place in April 2011.

- ii) These funds are used in line with the objectives of the EFA FTI. The EFA FTI Secretariat will inform the EFA FTI Partnership, through annual implementation and other reporting, and regular updates to the EFA FTI Board of Directors, on how the use of the funds support the EFA FTI objectives.