## GLOBAL LEVEL

<table>
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<tr>
<th>Objective</th>
<th>Education Policy and Planning</th>
<th>Education Finance</th>
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<th>Data and M&amp;E</th>
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<td>Sound Sector Policies in Education developed</td>
<td>Adequate and sustainable domestic and external financing for education mobilized</td>
<td>Aid for primary education delivered and utilized efficiently</td>
<td>Reliable, timely and useful data being produced, analyzed, and used by national and local education stakeholders</td>
<td>High-level advocacy for achieving quality primary education</td>
<td>Communication of good practice and knowledge-sharing among the FTI partners to contribute to better country results</td>
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### Board of Directors
- Provide overall policy guidance and direction to the Partnership
- Ensure that EFA FTI quality principles are reflected in endorsed ESPs
- Emphasize policies aimed at better service delivery in schools
- Mobilize political support for increased levels of aid for primary education
- Ensure the effective implementation of the Single Fund
- Ensure that the EFA FTI principles reflect and implement the internationally-agreed principles on aid effectiveness
- Ensure application of accountability framework
- Oversight of M&E
- Promote evidence-based policy
- Advocate UPC/EFA at the global and country level
- Help ensure coordination between partners
- Ensure that EFA FTI partners commit to take the lead in specific education areas (e.g. UNESCO on learning outcomes)

### Chair
- Advocate for increased levels of aid for primary education
- Lead efforts to mobilize funds to sustain agreed allocation levels from the EFA FTI Single Fund
- Communicate challenges to the Board regarding the aid effectiveness agenda in the education sector
- Takes the lead on advocacy and ensures dialogue with donors

### FTI Secretariat
- Ensure collaboration and engagement with lead agents in the specific field (e.g. IIEP, UNESCO ED/ESB, for ESP development, UNGEI, etc.)
- Identify and disseminate best practice
- Champion 'neglected' issues (e.g. out of school children)
- Ensure endorsed ESPs
- Deliver Annual Report on financing and aid effectiveness
- Coordinate progress reporting on activities financed by the Single Fund
- Country Focal Points support LEGs to develop the aid effectiveness agenda at the sector level
- Collaborate with existing data collection agencies to improve data availability
- Provide annual progress report on Partnership performance on the basis of the Result framework and Accountability matrix
- Advocate UPC/EFA at the global and country level through communication strategy: Briefs, outreach activities, newsletter, website, dissemination role
- Production, dissemination and follow-up of the use of EFA FTI knowledge products that are strategic and consistently on-message about the FTI, its policies and procedures
- Draw on lessons emerging from country experiences and gather feedback to inform FTI’s strategic directions
| Bilateral and Multilateral Partners | Ensure that ODA is aligned with national ESPs and priorities | Increase level and predictability of aid to primary education | Linking global objectives with good practices at a country level | Provide information on financial commitments and disbursements | Advocating for primary education as a large part of bilateral aid programs | Advocating for primary education as a large part of bilateral aid programs |
| | Champion best practice | Support the use of common arrangements | Support the development of M&E systems and capacities at the country level | Promote South-South cooperation as a mechanism for advocacy and knowledge exchange | Share good practices and experiences with the EFA FTI Partnership to be disseminated by the FTI Secretariat |
| | Advocacy for EFA FTI focus areas | Support the use of country systems | Review and provide inputs to FTI’s global M&E strategy including the refinement of indicators | Support the use of country systems | Strengthen absorptive capacity of country systems to manage and utilize aid | Share good practices and experiences with the EFA FTI Partnership to be disseminated by the FTI Secretariat |
| | Ensure coordinated technical assistance to ESP development and implementation | Increase absorptive capacity of country systems to manage and utilize aid | Based on global and country data, engage in an informed agenda-setting discussion | Advocate for UPC/EFA at the global and country level through providing and engaging in constructive debates/discussion | Enhance dialogue around focus areas |
| Private Partners, Think Tanks, Foundations | Identify and disseminate best practice | Advocate for increased levels of aligned education aid | Advocate for improved aid effectiveness agenda in the sector | Advocate for private foundations to align and harmonize aid with government plans | Advocate for UPC/EFA at the global and country level through providing and engaging in constructive debates/discussion |
| | Champion neglected issues (e.g. out of school children) | Advocate for increased levels of aligned education aid | Advocate for improved aid effectiveness agenda in the sector | Advocate for private foundations to align and harmonize aid with government plans | Advocate for UPC/EFA at the global and country level through providing and engaging in constructive debates/discussion |
| | Identify and finance innovation | Advocate for increased levels of aligned education aid | Advocate for improved aid effectiveness agenda in the sector | Advocate for private foundations to align and harmonize aid with government plans | Advocate for UPC/EFA at the global and country level through providing and engaging in constructive debates/discussion |
| | Meet agreed criteria | Ensure FTI funding request meet agreed criteria | Meet agreed criteria | Ensure coordinated technical assistance to ESP development and implementation | Meet agreed criteria | Meet agreed criteria |

- **Private Partners, Think Tanks, Foundations**
  - Identify and disseminate best practice
  - Champion neglected issues (e.g. out of school children)
  - Identify and finance innovation

- **Bilateral and Multilateral Partners**
  - Ensure that ODA is aligned with national ESPs and priorities
  - Champion best practice
  - Advocacy for EFA FTI focus areas
  - Ensure coordinated technical assistance to ESP development and implementation

- **Private Partners, Think Tanks, Foundations**
  - Identify and disseminate best practice
  - Champion neglected issues (e.g. out of school children)
  - Identify and finance innovation
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| **Ministry of Education/Government** | • Develop sound education sector plans  
• Monitor and report on progress in implementing ESPs  
• Use evidence to improve policy and planning  
• Ensure coherent, long-term capacity building for ESP development and implementation  
• Division of labor among LEG partners | • Increased domestic financing  
• Assess, address and reduce fiduciary risks  
• Engage in resource mobilization for ESP funding | • Responsible for leading the development and implementation of the ESP or IEP  
• Take the lead on the implementation and monitoring of aid effectiveness principles | • Establish and maintain reliable data collection systems | • High-level awareness for quality education within the Government | • Become informed, adopt if found suitable good practices  
• Make use of EFA FTI knowledge products |
| **Local Donor Group** | • Support the government to develop sound education sector plans aiming at improving service delivery to schools and stimulating social demand for education  
• Use evidence to improve policy and planning  
• Ensure coherent, long-term capacity building for ESP development and implementation  
• Division of labor among LEG partners | • Ensure adequate resources are available for their implementation  
• Advocate for increased domestic resources for primary education  
• Support inter-ministerial work between the MoE and the Ministry of Finance in terms of securing sufficient resources for the sector and applying public financial management reforms in the education sector  
• Technical assistance for government to assess, address and reduce fiduciary risks | • Agree on a coordinated process to develop, implement and monitor the aid effectiveness principles/indicators as stipulated in the Paris Declaration and Accra Agenda  
• Promote the engagement of civil society organizations (CSOs) in sector processes | • Support the government to develop capacity for an effective country-wide M&E system  
• Ensure regular Joint Annual Reviews  
• Conducting field visits and systematic school observations to document service delivery  
• Monitor and report on progress in implementing ESPs  
• Participatory evaluation with national stakeholders | • Ensure that the EFA FTI knowledge products are used where necessary  
• Share good practices and experience with the FTI |
| **Coordinating Agency** | • Coordinate local donor group in support of government policies and plans  
• Champion key policy issues  
• Ensure government has appropriate and coordinated TA for ESP | • Support the government to ensure sustainable funding for the ESP | • Coordinate with government, donors and civil society partners on the development, endorsement and implementation of the ESP | • Advocate/support timely data reporting to UIS/Secretariat | • Up-take of the EFA FTI tools and ensure two-way communication with Partnership/Secretariat and LEG | • Ensure that the EFA FTI knowledge products are used where necessary  
• Inform the LEG and government about good practices shared by the FTI Secretariat  
• Share good practices and experience with the FTI |
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<th>Civil Society Partners</th>
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| • Ensure FTI support is directed to appropriate policies and plans  
• Ensure FTI-funded activities are aligned with the ESP  
• Ensure adequate capacity for FTI-funded activities | • Identify and disseminate best practice  
• Champion key issues  
• Participate actively in LEGs to promote right policies and practice at a country level |  
| • Ensure timely disbursement of grant allocation to the country | • Ensure accountability of the government on education budget  
• Ensure transparency of education spending at national and school level  
• Promote sufficient education spending for marginalized and vulnerable groups |  
| • Support the use of common arrangements  
• Support the use of country systems | • Engage in the Local Education Group  
• Promote government accountability |  
| • Report on the use of FTI-funded activities  
• Include the EFA FTI grant into the sector wide program  
• Ensure that the EFA FTI grant supervision is in line with the overall national M&E or sector progress monitoring | • Promote and advocate for evidence-based policies |  
| • Share good practice and experience with the FTI Secretariat, e.g. on the use of common arrangements or funding requests | • Awareness raising campaigns  
• Advocate at the country level for effective and inclusive education  
• Advocate for adequate government budget allocations for education |  
| • Coordinate outreach activities and CSO representation on the Board  
• Share good practices and innovation | |