

# FTI as an overarching initiative for bilateral support to education



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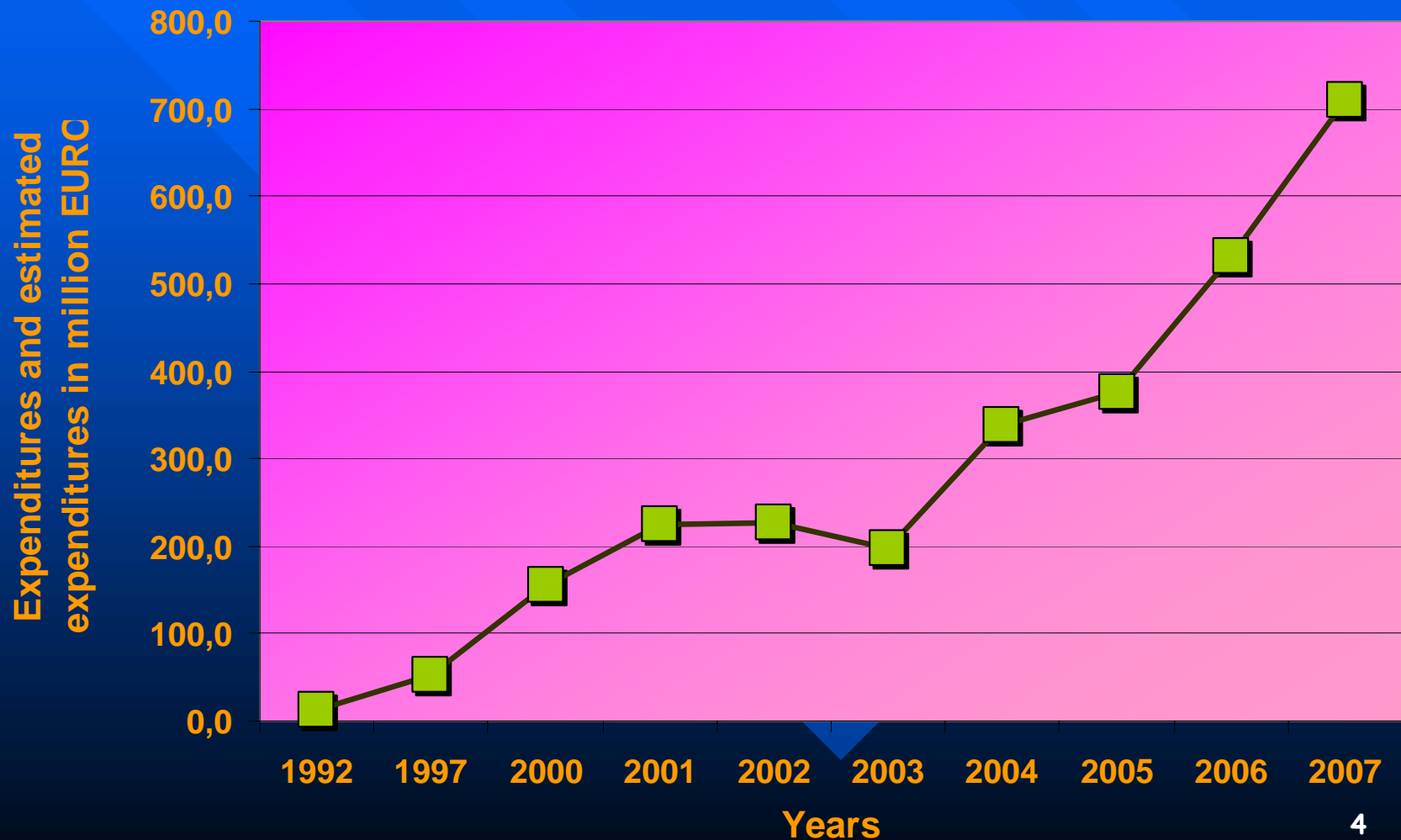
# Dutch Education policy since 1990

- Until 1990 policy mostly focussed on higher education
- Change triggered by Jomtien - 1990
- Implementation of education policy takes shape
- 23 countries; 46 activities; € 8.6 mln budget

# Strong political and public support

- Second half of the nineteen's: steady trend towards priority for EFA
- Importance of parliament and civil society
- Policy note 2000: basic education as important driver for development
- EFA Conference Dakar and MDG's
- 15% financial target: direct answer to the promises made in Dakar and Monterrey
- Post-secondary: separate stream; still tied to Dutch providers but under review

# Increased support basic education



# Guiding principles BE Policy

- EFA and MDG goals
- Countries' responsibility for sound education policy and implementation
- Sector policy part of national PRS
- Strong policy dialogue with all actors
- Harmonization and alignment
- Predictability and sustainable financing
- Untying of aid
- Focus on results

# Policy in practice

- 15 education partner countries
- Education advisors at Embassy
- Support: multilaterals (UNICEF post-conflict/ECD); FTI Catalytic Fund/EPDF; Silent Partnerships and NGO's
- Policy development HQ (Linking global- local)
- Consultants on issues like PFM; HIV/AIDS
- Complementarity with Dutch NGO's
- Modalities: GBS, SBS, Pooled Funding, projects

# Financial channels (€ mln)

	2005	2007
Bilateral	244.8	555.2
Partners countries	142.6	276.6
Silent Partnerships	11.0	80.0
EFA/FTI catalytic Fund	46.2	150.0
Macro support	45.0	48.6
Multilateral	62.5	54.5
Private	53.0	52.9
Other	15.7	16.6
<b>Total</b>	<b>376.0</b>	<b>679.2</b>
<b>% of ODA</b>	<b>(8.9%)</b>	<b>(14.9%)</b>

# Dutch basic education policy and FTI

- FTI provides the overall architecture to support EFA/MDG's:
  - ❖ Sound sector policies in education
  - ❖ Adequate and sustainable domestic financing for education
  - ❖ More efficient aid for education
  - ❖ Sustained increases in aid for education
  - ❖ Increased accountability for sector results



# Strengths of FTI

- Learning by doing
- Global ambition to achieve goals at country level
- Education on the international agenda (G8; Development Committee; Paris Agenda; etc.)
- Align processes at the country level - country led process
- FTI Framework provides a guide for policy reform and dialogue
- Pursue an agenda of continuous reform - importance of Joint Annual Reviews

# Strengths of FTI (cont.)

- Addresses policy, finance, capacity and data
- Better integration education plans into broader national planning processes
- Links increased financing to country performance and efficiency
- Puts into practice harmonization and alignment
- Catalytic Fund: combine greater predictability and incentives with performance
- Inclusive dialogue: more than the usual suspects

# FTI challenges

- MDG versus EFA versus a balanced sector approach
- A more explicit focus on quality of education and not only access
- Strengthen the country level processes in support of local process itself (planning, appraisal monitoring) and of sound allocation decisions at global level (CF)
- More consistency in donor harmonization and alignment: practice what we preach
- Ensure participation of all actors in the dialogue

# FTI challenges (cont.)

- Strengthening capacity development within a context of donors withdrawing from sector dialogue (role multilateral, South-South cooperation, TA pools)
- Quantity and quality of donor support
- Predictable and long-term financing: classrooms do not teach, teachers do
- Expansion toward large countries/federal states
- Fragile states/post-conflict countries
- Governance FTI: light but effective (not an international bureaucracy)

# Future of FTI - WWJAS

- International compact which provides a menu of flexible, coordinated responses to country specific contexts and evolving reform agenda's
- A compact beyond bilateral interest
- Responses towards challenges regarding policy, capacity, data and finance
- Involving all low-income countries
- Involving all actors (partner countries, multi- and bilateral agencies, civil society, private sector)
- Covering the entire education sector