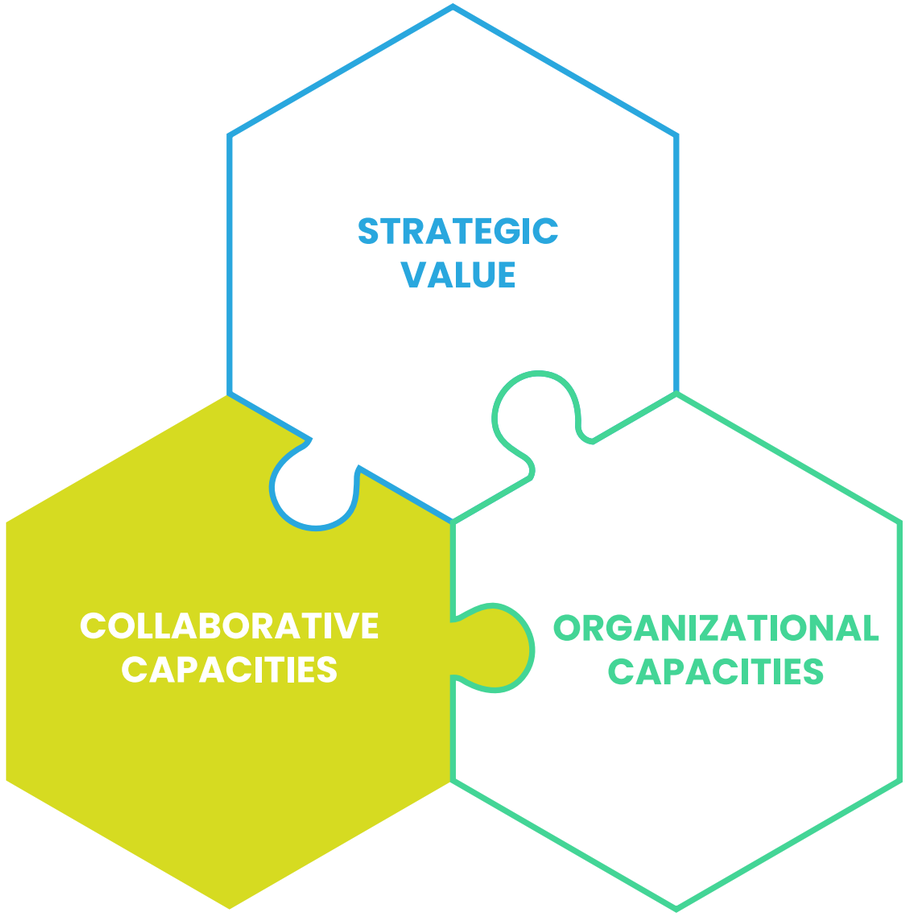
TOOL FOR STRENGTHENING THE EFFECTIVENESS OF LOCAL EDUCATION GROUPS

IN FOCUS › COLLABORATIVE CAPACITIES

Updated November 2021

GPE Transforming Education

Figure 1:
Three dimensions of local education group effectiveness



NOTE TO USER

This tool is proposed to GPE partner countries and their partners to assess the effectiveness of their local education groups or equivalent mechanisms for policy dialogue and sector coordination.

The tool consists of **three dimensions** considered crucial to an effective local education group:

1. Strategic value
2. Collaborative capacities
3. Organizational capacities

This dimension focuses on collaborative capacities.

Each dimension of the tool can be used separately as a focus area or in conjunction with each of the others, depending on the specific interests and needs of the group.

BEFORE USING THE TOOL, PLEASE READ THE USER GUIDANCE ON HOW TO PREPARE AND CONDUCT THE ASSESSMENT AND USE THE RESULTS

COLLABORATIVE CAPACITIES

The capacity to collaborate is influenced by **commitments, behaviors and values** that stakeholders bring to the partnership and that can be nurtured within the multi-stakeholder partnership. These “soft” aspects underpin a local education group’s success in creating a culture of productive relationships that drive progress and impacts positively on desired outcomes.

This dimension of the tool looks at engaged *leadership and partnership dynamics*. It acknowledges the importance of leadership roles, capacities and resources and the incentives that drive partner behaviors and progress, such as the degree of stakeholder ownership and motivation around agreed goals, partner support strategies and accountability for results

OVERVIEW

1. **Leadership**
   - Leadership roles
   - Leadership engagement
   - Resource commitment

2. **Partnership dynamics**
   - Ownership and commitment
   - Partnership culture
   - Strategies to promote collaboration
   - Accountabilities

RATING SCALE

PRACTICE

FEATURE

BEHAVIOR

3 — very effective

2 — effective

1 — ineffective

0 — non-existent

THE OUTPUT OF THE ASSESSMENT IS ENHANCED WHEN COMPLEMENTING THE RATINGS WITH QUALITATIVE INFORMATION ESPECIALLY WHERE A PRACTICE-FEATURE-BEHAVIOR IS ASSESSED AS NON-EXISTENT OR INEFFECTIVE

ASSESSMENT QUESTIONS

FOR OPTIMAL VIEW IN ONLINE AND IN-PERSON MEETING SETTINGS,
PROJECT THE ASSESSMENT QUESTIONS IN FULL SCREEN MODE,
AND ENTER THE AGREED RATINGS

1. LEADERSHIP

a. Leadership roles

	0	1	2	3
The leadership role of high-level ministry official(s) and that of lead development partner(s) are clear and distinct				
High-level decision makers are designated to *chair or co-chair the local education group* and their roles are clear to all				
High-level decision makers are designated to *chair or co-chair the education group's thematic/technical working groups* and their roles are clear to all				
There is a *transparent process* for selecting the lead development partner/ coordinating agency				
There is appropriate and proportionate representation of *women in senior roles* in the education group and its working groups				

Average

b. Leadership engagement

	0	1	2	3
Leaders attend and *actively participate* in group meetings				
Leaders demonstrate their *commitment to inclusive, consultative dialogue* by encouraging broad stakeholder inputs (especially representing the voices of vulnerable and marginalized groups)				
Leaders *incentivize and mobilize members* to share their ideas, expertise, assets and knowledge in support of agreed actions and priorities				
Leaders *advocate or communicate regularly* within the education community to ensure that the role and the work of the local education group is known				
Average				

c. Resource commitment

0 1 2 3

The government has *sufficient resources* (time, expertise, financial, staff) to fulfill its leadership roles

Units in line ministries *actively support activities* in the local education working groups through staffing and/or resources

The coordinating agency has *sufficient resources* (time, expertise, financial, staff) to fulfill its coordination roles

Average

2. PARTNERSHIP DYNAMICS

a. Ownership, value creation and commitment

	0	1	2	3
Group members collectively agree on the *policy dialogue agenda* and the targets or levels of progress they are aiming for through their coordinated actions				
Value is generated by stakeholders bringing complementary ideas, knowledge, skills, expertise and assets to problem solving				
Members generally perceive their engagement in the group as *meaningful* to collective goals and useful to their own organizations				
Sustained commitment is generated through regular consultation, communications and dissemination of updates on progress				

Average

b. Partnership culture

0 1 2 3

Healthy relationships within the education group are promoted through clear information on roles, responsibilities, accountabilities, values, objectives and processes

Cohesion and trust are generated through regularity of meetings, information availability and dissemination of meeting outcomes

Reciprocity is demonstrated through the exchange of information, expertise, resources and ideas to tackle bottlenecks

Average

c. Strategies to promote collaboration

0 1 2 3

The coordinating agency fosters good relationships between development partners and the government, and facilitates coordination and policy dialogue that is inclusive of nongovernmental organizations/civil society, and representatives of the teaching profession

Specific *opportunities for collaboration and joint actions* (around agreed priorities) are identified, supported and embedded in the group's agenda for dialogue and cooperation spanning the whole policy cycle

Support is available to less resource-rich stakeholders to participate in the dialogue and contribute to joint actions

Average

d. Accountabilities

	0	1	2	3
Members agree on the need for a participatory *periodic review* of the education group's progress in reaching its agreed objectives to enable it to identify solutions for working more effectively				
Members are known to *follow through* on their agreed roles to ensure an efficient and effective coordination body				
Leadership shares updates and information from *periodic reviews with local education group members*				
Average				

Optional open-ended questions

1. Do you feel that local education group leadership receives enough support to drive sector dialogue and coordination forward?

2. Do you generally perceive your engagement in the group as useful and meaningful to the sector and to your own organizations (your inputs are considered, and you are able to influence decisions)? Is engagement in the local education group worth the effort?

FOR A VISUAL SUMMARY OF THE ASSESSMENT RESULTS, PLEASE USE THE EXCEL TOOL PROVIDED