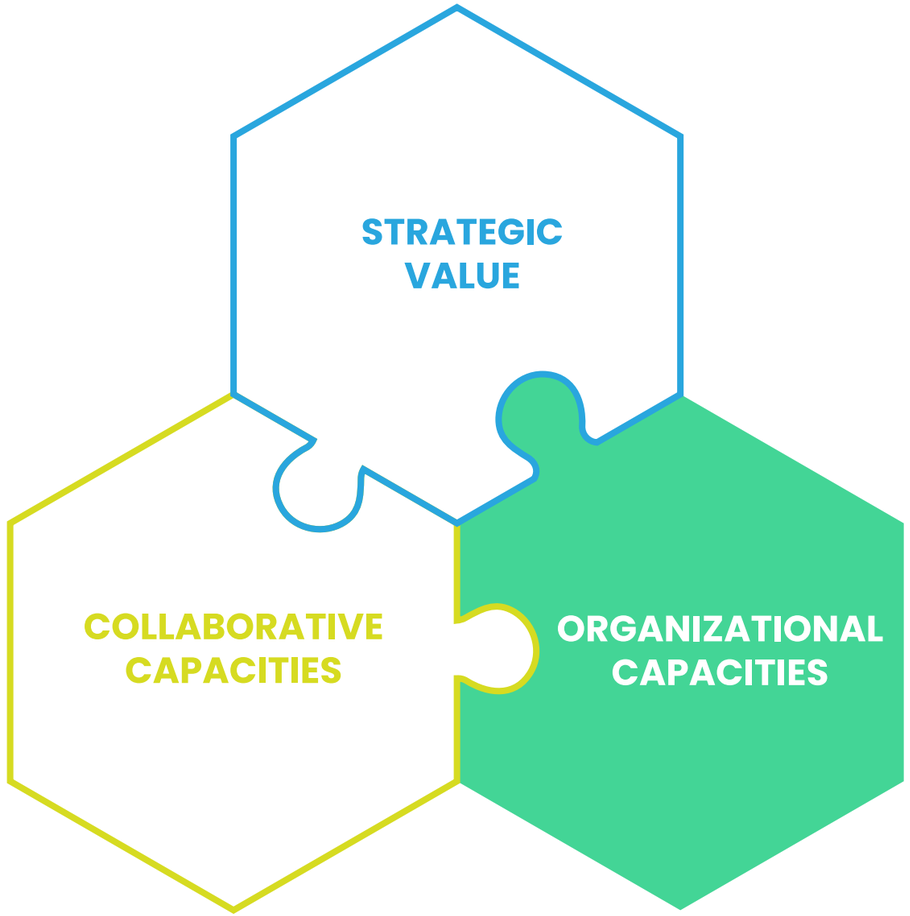
TOOL FOR STRENGTHENING THE EFFECTIVENESS OF LOCAL EDUCATION GROUPS

IN FOCUS › ORGANIZATIONAL 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 organizational 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

ORGANIZATIONAL CAPACITIES

Successful partnerships usually develop **structures, processes and capacities** to align partner interests, coordinate their expertise, assets and capacities, periodically keep members updated, and review how the partnership works. These organizational foundations are the bedrock of partnership success, underpinning the potential of actors to work purposefully and meaningfully together.

This dimension of the tool looks to the importance of clear mandates, multi-stakeholder inclusion and participation, governance structures and working arrangements, and learning from regular reviews. It can reveal areas where organizational arrangements present strengths or bottlenecks undermining the efficiency of dialogue, coordination and healthy partner dynamics. In doing so, it can further help to define steps to adjust the coordination mechanisms.

OVERVIEW

1. **Clarity of mandate and function**
2. **Inclusion and engagement**
3. **Governance**
4. **Working arrangements**
5. **Review and learning**

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. CLARITY OF MANDATE AND FUNCTIONS

a. Formalization

0 1 2 3

A specific *mission/purpose statement*, representing the location education group's strategic value and goals, has been jointly agreed and serves as a guide for the work of the group



This shared vision is formalized and agreed in a document such as *local education group terms of reference*, memorandum of understanding or the equivalent



Average

b. Awareness

The education group's mandate, strategic goals and activities are *communicated* to the broader education community, including whether it enjoys consultative powers and/or any decision making authorities



The specific value (and complementarities) of the group vis-a-vis other education coordination and dialogue bodies is *clear and well-understood*



Average

2. INCLUSION AND ENGAGEMENT

a. Inclusive membership comprising:

0 1 2 3

Ministry(ies) of education at the national level representing the subsectors and key institutions or implementation agencies

National civil society organizations and nongovernmental organizations (coalitions, parents' associations, disabled peoples' associations, women's organizations, youth coalitions) including those who participate in the Education Campaign Coalition

Education workforce (teachers' organizations, district and provincial education offices)

Private sector and nonpublic education providers

Multilateral and bilateral donor/partner agencies

International nongovernmental organizations and foundations

Additional: Other ministries such as finance, planning, health, women's affairs

Average

b. Representation

0 1 2 3

Representation is at an *appropriately senior level*, with members authorized by their respective organizations to make commitments related to collaboration within the group	
Gender expertise is adequately represented in the different structures of the education group	

Average

c. Participation

Criteria for participation in, and the process for joining, the group are clearly communicated	
Members are made aware of expected *level of effort and modalities* for their participation in different types of dialogue and joint action	
Capacities of members contribute to supporting dialogue and joint actions around thematic, gender-equality and subsector issues	
Specific roles of members build on partners' strengths, expertise and assets	

Average

3. GOVERNANCE

Structure, roles and capacities

0 1 2 3

The local education group has a *clear governance structure* outlining different types of dialogue and consultation taking place within the core group and its thematic / technical working groups

Specific *governance roles and responsibilities* are clearly identified (chairs and co-chairs), including all leadership and oversight responsibilities

Governance actors have *sufficient capacities and resources* to play these roles, or are supported to do so

Average

4. WORKING ARRANGEMENTS

a. Organizing entity

0 1 2 3

The education group is supported by a dedicated coordination entity, secretariat or other organizing body in charge of *routine tasks* such as:

- Agenda setting and timely information sharing to support quality of dialogue
- Minutes and follow-up on agreed action points
- Support to local education advocacy and communications, the education group's regular review and learning, necessary adjustments, and capacity strengthening activities

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Local education group secretariat/coordination roles are *clearly identified*, and members have sufficient resources to carry out these roles, or are supported to do so

Average

b. Fit-for-purpose

0 1 2 3

Working arrangements for sector dialogue and coordination *are aligned with and support the education group's core functions*



The group has an *annual work plan* and monitors activities outlined in the work plan



Working arrangements (national, subnational) recognize mobility and capacity limitations in ow resource and changing contexts, and are *adjusted as feasible and as relevant*



Average

c. Communications

Working arrangements include dedicated *internal and external communications* facilitating regular information sharing, knowledge management, and transparency among members



Average

5. REVIEW AND LEARNING

	0	1	2	3
a. Learning from practices				
Members agree on the importance of *periodic review* as a feedback and learning loop for members to assess the education group's progress toward achieving its strategic goals and improvements in how it functions				
Members agree on *modalities for the local education group's learning* and review purposes				
The findings, lessons and implications of review processes are used actively to identify and implement improvements so as to adapt approaches and strategies for policy dialogue, sector coordination and collaboration as needed				
Average				

Optional open-ended questions

1. Have any organizational adjustments been made that have contributed to improving strategic and collaborative effectiveness within the local education group? If yes, what are they?

2. In your opinion, what are currently the main challenges for the organizational arrangements of the group?

3. Is there a consistent level of participation and representation of education actors? If not, what might be the reasons?

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