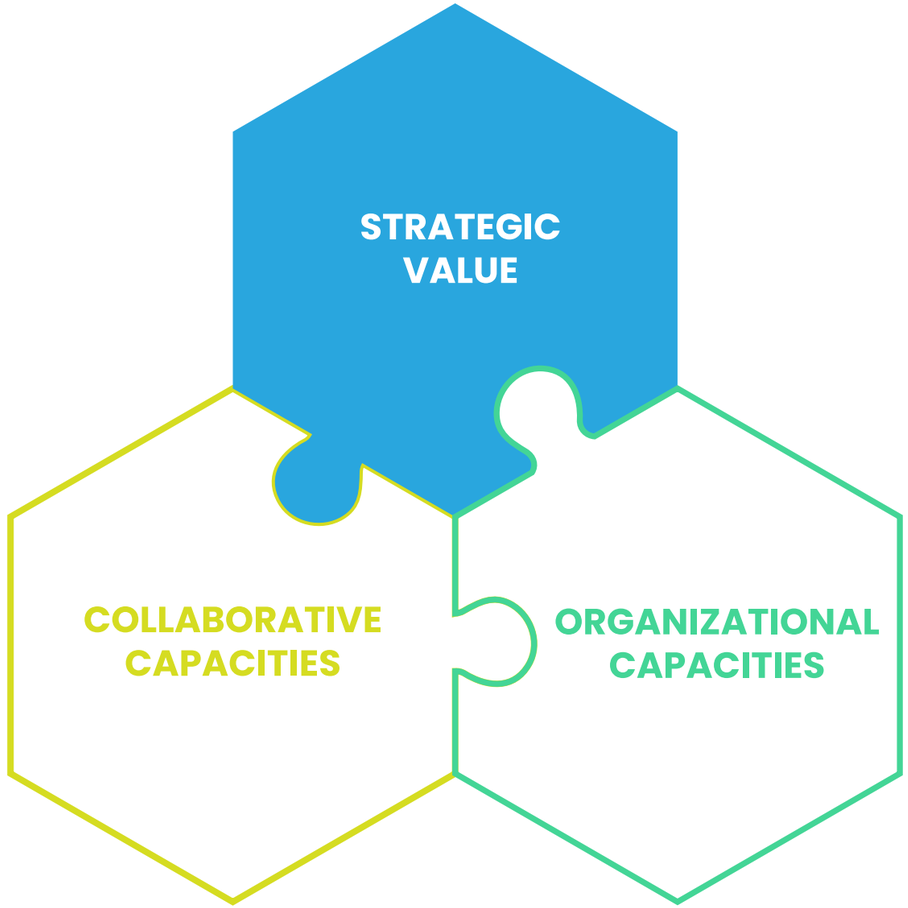
TOOL FOR STRENGTHENING THE EFFECTIVENESS OF LOCAL EDUCATION GROUPS

IN FOCUS > STRATEGIC VALUE

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 strategic value.

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

STRATEGIC VALUE

The strategic value of local education groups emerges from their **inclusive and consultative policy dialogue and coordination functions** and the collaborative advantage of stakeholders working closely together around jointly agreed priorities.

This dimension of the tool looks at the *relevance and quality* of dialogue taking place within the education group. More specifically, it looks at whether the dialogue covers a range of issues that can contribute to improved and more efficient processes across education systems and, second, whether it is based on available information and evidence contributed by stakeholders.

OVERVIEW

1. **Relevance of policy dialogue**
   - Support to education policies and plans
   - Education financing and resource mobilization
   - Promoting harmonization and alignment
   - Monitoring and fostering mutual accountability

2. **Quality of policy dialogue**
   - Information/evidence—government
   - Information/evidence—national stakeholders
   - Information/evidence—international partners
   - Information/evidence—multi-level exchanges

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. RELEVANCE OF POLICY DIALOGUE

a. Support to education policies and plans

0 1 2 3

The local education group facilitates *regular, inclusive and harmonized* sector dialogue around:

- sector performance analysis and system diagnostics, including analysis of gender issues at different levels of education delivery and management



- policy and operational plan development, including the implications of reform measures, implementation feasibility and achievability



- sector/subsector monitoring of implementation and education delivery



- good practices, innovative models and trouble-shooting system bottlenecks



The dialogue within the group pays specific attention to:

- access, equity and quality issues concerning marginalized populations and the most vulnerable learning groups



- access, equity and quality issues specifically concerning girls



	0	1	2	3
The dialogue contributes to prioritization of policy issues, critical constraints, and system bottlenecks and/or is focused on key system priorities (as opposed to individual projects) that members consider the most relevant to address at the given time to advance performance of the education system				
Prioritization is based on the best evidence available to governments and their partners to be able to make informed choices and agree on policy priorities (deepened in section 2)				
Members discuss how to reinforce cooperation across education programming in *different sectors* (e.g., health, child protection, water, etc.)				
[Where applicable] Members discuss the coordination of programming *in crisis and emergency situations* (e.g., through the education cluster if activated)				

Average

b. Education financing and resource mobilization

0 1 2 3

The local education group facilitates dialogue around education financing, including

- Raising or safeguarding levels of *domestic financial* commitments to education and spending effectiveness, including gender-responsive budgeting



- The predictability of *external financing* through development cooperation and disbursements



- *New education financing* through philanthropy, the private and educational technology (edtech) sectors



The group plays a key role in strengthening collaboration between ministries, including the *Ministry of Finance*



0 1 2 3

Consultations within the group contribute to mobilizing and optimizing the use of *partner assets and resources* (e.g., within teacher organizations, CSOs, research institutions, think tanks, foundations, edtech, the private sector, academia)



[Where applicable] Members discuss the adjustments needed for sector reprogramming and resource allocations in relation to emergent *challenges and crisis situations*



[Where applicable] Members discuss ways of *coordinating financing* between emergency needs and long-term systems strengthening



Average

c. Promoting harmonization and alignment

0 1 2 3

Members discuss the *harmonization of partner support* and coherent approaches to investments in the sector to reduce stand-alone projects and fragmentation of aid



Members discuss more harmonized deployment of their *technical assistance* for backbone systems strengthening



Members discuss the feasibility of *aligning external aid* more closely with national public financial management and accountability systems



Members discuss systems or platforms for harmonizing stakeholder *evidence and data sources*



Average

d. Monitoring and fostering mutual accountability

	0	1	2	3
Members draw on *shared frameworks* (e.g., results frameworks, operational plans, emergency response plans where applicable), and implementation reports to focus dialogue around progress toward sector/subsector results				■
Members discuss issues affecting *reporting practices*, including mechanisms for partner reporting on their sector commitments				■
Members discuss *monitoring challenges and opportunities* linked to data, analysis and use, including usable data to support local and citizen-led accountability				■
The group supports *joint sector review processes*, from data collection through to the organization of review meetings and follow-up on recommendations				■
Members discuss the findings of *annual implementation reports* and any proposed course correction when strategies are not working as they should				■
The dialogue provides *opportunity for feedback and learning loops* and contributes to building a culture of continuous improvement				■
Average				

Optional open-ended questions

1. Does the local education group have functions other than those referred to above?

2. Which types of dialogue within the group offer the most value to the sector, and which could be given more focus given their relevance to the current country context (including COVID-19)?

3. In your opinion, would an expanded/reduced/refocused dialogue agenda have an impact on member engagement in the education group?

4. Does the dialogue add value for your organization/institution and therefore stimulate regular engagement in the group?

2. QUALITY OF POLICY DIALOGUE

a. Information and evidence— **government**

	0	1	2	3
The government contributes evidence from national datasets sourced through *education management information systems or other information management systems and surveys*				
The government contributes results from system *diagnostics* including gender analysis				
The government contributes financial data on annual *expenditures* against allocations to assess whether policy priorities are adequately funded				
The government leads the production of an annual *implementation report*, which is used as a key reference in monitoring discussions and made publicly available				
The government shares insights and recommendations from *other government-led coordination structures*, including task forces, emergency cluster (when activated)				

Average

b. Information and evidence— **national stakeholders**

0 1 2 3

National stakeholders contribute evidence on education *delivery achievements and bottlenecks* at school and community level

National stakeholders *share gender analysis, thematic studies or diagnostics, policy reviews and evaluations* that can have an impact on the direction of policy dialogue

Average

c. Information and evidence— **international partners**

0 1 2 3

International partners contribute evidence and information to support the dialogue, including findings from *deep-dive thematic studies or system diagnostics, policy reviews and evaluations*



International partners support quality dialogue through jointly agreed frameworks supporting internationally recognized *norms and standards*



[Where applicable] International partners occasionally assist the dialogue through *support to surveys and rapid assessments* in crisis-affected and emergency settings, or through the emergency cluster



Average

d. Information and evidence— **multi-level exchanges**

0 1 2 3

Education group members discuss *good practices and education* data sourced across local, regional and global levels to support planning, implementation and monitoring discussions

Evidence from education programs across sectors (health, child protection, climate change, disaster response) is used to support policy discussions and decision making

Average

Optional open-ended questions

1. Do you feel that the evidence shared by local education group members is adequate to support quality dialogue relevant to national priorities (including in the COVID-19 context)?

2. If not, what do you see as the main bottlenecks to the quality of dialogue and how could they be overcome?

3. If yes, what do you view as good practice in supporting quality dialogue, and how could such practices be enhanced?

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