GLOBAL PARTNERSHIP for EDUCATION

BOD/2020/06
Meeting of the Board of Directors
June 9-11, 2020
Information

UPDATE ON EFFECTIVE PARTNERSHIP ROLL-OUT

Please note: Board documents are deliberative in nature and, in accordance with the GPE Transparency Policy, are considered public documents only after their appraisal by the Board. It is understood that constituencies will circulate Board documents among their members prior to Board consideration for consultation purposes.

For information by: Grants and Performance Committee

Considerations from Committee Members:

- One committee member cited feedback from country level staff that there is still limited understanding of the EPR decisions and associated roles, responsibilities and accountabilities. The communication to country-level partners around agreed roles, accountabilities and expectations on this needs to improve, including with respect to the COVID-19 funding window. The Secretariat agreed with this concern and emphasized that this is why the Country-Level Communications and Engagement Strategy is critical. A website portal and associated communication is aimed for by early July.
- One committee member emphasized that the grant agent selection process consider the right balance between a standardized step-by-step process and leaving room for context-based approaches that allows country ownership and in-depth discussion at country level.
- On quality assurance streamlining, the view was expressed that the Secretariat could be more proactive to ensure further coordination and effective planning around the different steps of ESPIG development while encouraging capacity building and technical assistance at country level.
- There was a request that the Secretariat support the LEG self-assessment pilot in pilot countries, noting that was key to strengthen country-level dialogue at country level. The Secretariat noted guidance clarified support could be provided at the LEG's request.

Board Policy Reference: BOD/2016/12-19, BOD/2017/03-06, BOD/2018/06-09, BOD/2018/08-04, BOD/2018/12-12, BOD/2019/06-15

1. Objective

1.1 The Board is updated on the Effective Partnership Rollout (EPR)

3. Background

3.1 In August 2018, the Board of Directors adopted an EPR workplan with three workstreams. Two of the workstreams led to (1) the adoption of four EPR principles in December 2018, and (2) GPC and Board decisions in May and June 2019, respectively, on a set of actions and adaptations to the GPE country level model and associated roles, responsibilities, accountabilities and

processes. A summary of these decisions is attached in Annex A, while Annex B provides an overview of progress to date.

3.2 The third EPR workstream, the development of a communications and engagement strategy, has been ongoing since June 2019. A *Strategic Communications and Engagement Framework for GPE in partner countries* is attached in annex C for information and potential feedback.

ANNEX A: Additional Background

ANNEX B: Summary of EPR Decisions (as shared with the Board in June 2019)

ANNEX C: EPR Implementation Status

ANNEX D: A Strategic Communications and Engagement Framework for GPE in Partner Countries

ANNEX A: Additional Background

4.1 The EPR decisions can broadly be categorized as follows:

(1) **Adaptations to roles, responsibilities, authorities, accountabilities and risk ownership**: These are captured in changes to the GPE Charter, in the Accountability Matrix, and in revised Terms of Reference for coordinating agencies, grant agents (separately for planning and implementation grants) and the Secretariat at country level. The ongoing communication and engagement workstream aims to ensure all partners are aware of roles, responsibilities, accountabilities and risk ownership.

(2) **Operational adaptations**: These encompass adaptations to funding model requirements and to processes such as Grant Agent selection, quality assurance, monitoring and reporting. They have been incorporated in relevant guidelines and are being rolled out as applicable. The usual rule of no retroactive application has been followed, so that where a process has already started countries have not been asked to re-start or change the agreed approach.

(3) **New mechanisms and pilots**: These include the Joint Sector Review (JSR) funding window and two pilot initiatives: (1) funding of MOE or the CA for LEG administration/coordination and (2) a LEG self-assessment mechanism. The JSR funding mechanism was adopted by the Board in December 2019 and funding is available to countries as of February 2020. The MOE/CA funding pilots have started in six of eight selected pilot countries[1]. One remaining country[2] had issues identifying a grant agent, but the Secretariat is following closely to help resolve the issues. The pilot of the LEG self-assessment tools is under way in several countries[3], based on their expression of interest, respective LEG calendars, specific objectives and contexts.

(4) **Recommendations for the new strategic plan**: EPR also resulted in three recommendations for the Strategic Plan: (i) to review the ESP requirement and associate standards; (ii) to review the effectiveness of the variable tranche requirements and propose adaptations for greater effectiveness and impact (*the review of the variable part was on the agenda for the April 2020 GPC meeting*); (iii) to adopt fewer, more targeted results framework indicators. These recommendations have been taken into account and will be further considered in the elaboration of the new operating system and results framework.

The proposed direction of GPE 2025 is also consistent with the **EPR principles**:

Increased decentralized mutual accountability is reflected in the greater emphasis on government-led, country-level processes to define the approach to GPE financing and the most impactful use of the resources. The proposed enabling objective includes an explicit focus on mutual accountability.

[1] MOE financing - Nigeria, Senegal, Nepal, Uzbekistan. CA financing - Rwanda, Burundi, Djibouti, Caribbean States (Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines).

[2] Caribbean States

[3] PNG, Mozambique, Chad, Cape Verde, Guinea, Burundi, Cameroun, Niger, Senegal, Tanzania. A number of other interested country teams have not yet been able to give time to the pilot.

National government ownership and strengthening capacity is addressed through the recommendation to adopt a more differentiated approach to supporting national government reform priorities and national dialogue and monitoring. This could potentially include grant support for capacity building and adaptive management approaches, available on an ongoing basis throughout the policy cycle. Resources to support capacity building may also be discussed under the enabling objective.

Rebalance the country-level model: Proposed revisions to GPE's ways of working would direct GPE support toward identifying and unblocking country-level implementation obstacles, strengthening the focus on implementation and monitoring. This would drive a sector focus rather than a more limited focus on GPE grants and requirements. Shifting from fixed requirements across all contexts to an assessment of each context to define GPE's engagement could enable more context-appropriate diagnostics and dialogue and move away from 'box-ticking' for GPE.

Reduce GPE processes and transaction costs: While the proposed new ways of working offer options to strengthen country-ownership of GPE resources, the majority of transaction reductions and efficiencies will be found in *how* the new strategy and ways of working are operationalized. These will be discussed with the GPC as the work evolves over the next 6 months.

4.2 The **Strategic Communications and Engagement Framework (SCEF)** builds on a workshop with GPC members in October, with further inputs from Developing Country Partners. Consultations have also been held with Secretariat staff responsible for KIX and Education Out Loud to identify opportunities and ensure linkages. SCEF messages and tools will contribute to implementing EPR decisions by helping key stakeholders have greater clarity on GPE processes, roles, responsibilities and accountabilities, including recent changes.

4.5 Based on the SCEF, Asia Society for Social Improvement and Sustainable Transformation (ASSIST) is developing messages on the basics of GPE and the core principles embedded in the GPE Charter, as well as key information on roles, responsibilities and accountabilities. As laid out in the Accountability Matrix, the latter are distinguished by grant accountabilities and partnership accountabilities. This first phase of the work is prioritized because of its centrality to translating EPR decisions on responsibilities and accountabilities into practice. It is expected to be ready for rollout in July 2020. Tools and messages will be available in a portal on the GPE website.

4.6 In a second phase, further messages on elements of the country level model that may shift as a result of GPE2025 will be sequenced with the emerging strategic planning decisions. Furthermore, tools and guidance on how communication can contribute to strengthen education systems will be developed in collaboration with interested country level partners.

4.7 Simultaneously, the Secretariat is exploring collaboration with key partners on integration of materials on GPE in their own training and orientation for country level staff. This recognizes that incentives and accountabilities are most strongly driven by internal organizational directives. Materials will be developed collaboratively to meet the needs of specific partners. Partners with significant country level presence are prioritized and the aim is to cover at least 5 partner organizations in FY2021.

ANNEX B: Summary of EPR Decisions *(as shared with the Board in June 2019)*

		GPC	Board decision
Strengthening country-level partnership	Mutual Accountability		Agreement, in principle, to a diagnostic self-assessment mechanism: GPC to pilot
	Financing of the Coordination Role	Agree in principle to financing coordination and admin functions, either CA or Government	Agreement to series of CA financing pilots.
	Joint Sector Reviews	Agreement to incentives for widespread, quality conduct of JSRs	Agreement that a new financing window in the ESPDG may be made available to support JSRs
	New Strategic Plan	Recommends that new GPE strategic plan contain fewer, better-targeted indicators	
Strengthening the use of GPE Grants	Sector planning efficiencies	Review of GPE approach to ESP funding model requirements and associated QA standards	Agree to reduce transaction costs by not requiring a 2-year costed implementation plan where an effective annual planning and budgeting cycle exists
		Agreement to clarify that new ESP assessments on plans that continue to be valid is not required if there is robust evidence of implementation; new GA selection and program may be replaced by costed extension if LEG determines existing arrangement continues to be valid	
	Grant Agent Selection	Agreement to revised GA selection Process to reduce transactions and strengthen focus on alignment and strategic use of funds	
	Streamlining Quality Assurance	Suggests consideration of an Independent Review Panel as part of the 2020 wider governance review	
		Agreement that QA processes for ESPIG applications be streamlined and differentiated according to Grant Agent QA processes	
	Variable Tranche Requirements	Review of effectiveness of variable tranche requirements and propose adaptations for greater effectiveness and impact	
		Agree to remove requirement for narrative reports on PDGs and ESPDG	
Roles and responsibilitie	Terms of reference and GPE Charter	Agreement to revised or new TORs for CA, ESPIG GA, ESPDG GA, and Secretariat	Approve revisions to the GPE Charter Approve Accountability Matrix
	Grant Agent Role	Recommends FRC to add reference to GPE Charter in GA FPA	
	Secretariat role	Clarify GA role in ESPIG oversight and link to supervision costs Secretariat to review / revise ESPIG application format	

Immediate Decision Decision to pilot Decision for strategic planning and governance review process (2020)

ANNEX C: EPR Implementation Status *(as of April 2020)*

Action	Status	Notes
Clarification of roles, responsibilities, accountabilities		
Accountability matrix	Completed	Accountabilities will be in focus in the first phase of the Communications and Engagement Strategy
Updated ToRs (GA ESPIG, GA ESPDG, CA, Secretariat)	Completed	Responsibilities will be in focus in the first phase of the Communications strategy
Partnership Communication and Engagement Strategy	On track	Framework completed but will be approached as a living document that can be improved as it is rolled out. **GPC comments were welcomed by April 24 but none were received**. First phase of communication materials is underway, with expected launch of a portal on GPE website in July 2020. Engagement activities will also include development of standard communication materials and information for Secretariat staff, as well as collaboration with partners with significant country level presence on the integration of GPE information in their staff orientation or training materials.
Operational adaptations		
Adaptation to ESP requirement – ongoing ESP	Applicable as of decision in June 2019	One multi-country ESPIG application under development will be based on a current ESP, the Organization of Eastern Caribbean States (OECS). Four countries are currently exploring this option: Cameroon, Lesotho, Nicaragua, and Republic of Congo. Quality assurance of any applications based on current ESP will use the new assessment approach agreed with the GPC in October.
Adaptation to ESP requirement – two-year implementation plan: *The sub-requirement of a two-year implementation plan is waived based on evidence of a functional annual planning system.*	Applicable as of decision in June 2019	The 'two-year implementation plan' adaptation is being applied in two countries so far: Ethiopia and Lao PDR.

Revised grant agent selection process	Applicable as of July 2019	The new process went into effect in July 2019 and applied to countries that had not yet started their GA selection process for the current MCA, including: Bangladesh, DRC, Guyana, Haiti, Malawi, the eligible OECS partners (Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines), Pakistan (Balochistan and KP), Republic of Congo, Syria and Yemen. In the Republic of Congo, the GA process has not yet started, while in DRC it has been delayed due to slow implementation of the current grant. For Syria the Board waived the selection process and appointed UNICEF as grant agent. The remaining countries are at various stages of the process. In Haiti, Bangladesh, Pakistan KP and Yemen the selection process has not yet been finalized and it is too early to assess whether the process has fully met expectations. Of these, discussion on scoping and funding modalities have already taken place in Yemen and in Haiti are ongoing. However, in Yemen the modality discussion is difficult given the political situation and in Haiti the process is stalling because of COVID-19. The process has been concluded in Baluchistan, Guyana, Malawi, and OECS. For various reasons including the time pressure to apply in 2020 and/or the relation with a multiplier expression of interest, the process was only partially compliant in Baluchistan, Guyana and Malawi. The process in OECS is assessed as fully in line with the guidance, with thorough discussions on scope and modality prior to the selection of a grant agent. The experience so far demonstrates that the process can be useful and effective if the circumstances are right, but certain circumstances can put pressure on partners to skip certain steps. As GPE2025 is elaborated, it is possible that the approach to engaging with countries will rely to a greater extent on context-based discussions of needs and enabling environments. This has the potential to move from a step-by-step process-oriented to a more adapted diagnostics-oriented approach, which if designed and supported well could build on the intent of the EPR adaptation but potentially be more effective.
Role of grant agent relative to budget clarified in application form	New application form used as of first round 2020	All grant applications as of the first round of 2020 use the new format, which requires more detailed information on the budget relative to the role of the grant agent. Somalia (Federal), Timor-Leste and Maldives are some of the countries that have used the new application format.
Reference to Charter in Financial	On track; language	Next step will be for Trustee to work with each GA to integrate the language.

Procedures Agreement	agreed with Trustee	
Biannual portfolio review meetings with grant agents	Launched and tracked by the Secretariat	Grant agent meetings have been ongoing during the first quarter of 2020, with the few remaining meetings planned for the first two weeks of April. From grant agents' side, participation generally included a GPE focal point at head quarter and, where relevant regional level, as well as staff supporting implementation of the GPE funded program and their management (chief of education, practice manager, …). From the Secretariat, regional managers have led these meetings, with participation from country leads, education specialist and monitoring officers. In specific cases staff from the Risk and Compliance team participated. Grant agents have presented current status of programs and participants have engaged in discussions on actions to address identified issues. The Secretariat has been writing up minutes of the meetings to be shared with grant agents. A focal point at the Secretariat keeps track of meetings and minutes to ensure tracking of the two meetings a year per active grant.
Remove narrative reporting requirement on ESPDG and PDG	Completed	All existing ESPDG and PDG grant agent informed; all new approvals require only financial reporting.
Clarify how Board grant oversight will be facilitated	Completed	Proposal discussed by GPC in October and presented to Board in December 2019.
Quality Assurance streamlining	Ongoing	The approach of agreeing on timelines and milestones with grant agents and partners at the start of the process has been in practice even prior to the streamlining decisions. The QA streamlining in line with the EPR decision has led to a more formal institutional streamlining approach. In addition to building on past good practices, the new approach involves GPE focal points for grant agents and Secretariat QA focal points in the discussion on ESPIG program development timelines, with the expectation that this involvement will support further coordination and effective planning around country-level, GA and GPE processes and QA steps associated with ESPIG program development. Kick-off meetings involving the GPE Secretariat and the Grant Agent have been conducted for 13 countries (Burundi, Cameroon, Central African Republic, Honduras, Lao PDR, Madagascar, Malawi, Nigeria, Pakistan-Sindh, Pakistan-Baluchistan (UNICEF), Nicaragua, Togo, Zambia).

		GPE has agreed on, and are implementing, streamlining approaches with World Bank and UNICEF, and are piloting an approach with AfD (Burundi additional MCA). The response to streamlining is positive thus far.
Quality Assurance differentiation	Pending	While the approach has been discussed with eligible Grant Agents (those managing at least 5 grants), none of these partners have chosen to avail of the opportunity. Instead, they opt for streamlining.
New mechanisms and pilots		
JSR financing window	Launched	The financing window is operational as of February 2020. As of March 2020, the GPE Secretariat has approved 2 ESPDG applications that included JSR funding, for Djibouti and Guinea.
CA financing pilot	Launched	The pilot period is from January to December 2020, culminating in a recommendation to the Board in mid-2021. Eight pilot countries have been selected: • For MOE financing: Nigeria, Senegal, Nepal, Uzbekistan. • For CA financing: Rwanda, Burundi, Djibouti, Caribbean States (Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines). For Uzbekistan and Caribbean island states there has been a challenge in identifying a grant agent who can channel the small amount in an administratively "light" way. This challenge was resolved for Uzbekistan while the Secretariat continues to work with the Caribbean island states to find a solution.
LEG self-assessment pilot	Launched	The pilot of the LEG self-assessment tools is underway in Burundi, Cameroun, Cape Verde, Chad, Guinea, Mozambique, Niger, PNG, Senegal, and Tanzania, based on their respective LEG calendars, specific objectives and contexts. A number of other interested countries have not yet been able to give time to the pilot, even for planning (i.e. when and how to use the tool). To support the pilot, the Secretariat has organized three webinars (in English and French) between November 2019 and March 2020 to provide partners with opportunities for guidance, clarification, and to exchange experiences. The Secretariat has also published online the *Principles toward effective local education groups*. The Secretariat is available to LEGs for support in implementing the pilot if requested. The Secretariat will compile initial feedback in April/May from the pilot countries. The planned pilot period is from October 2019-April 2020, with a recommendation to the Board in late 2020. However, it is likely that piloting will be delayed – both because of the need to streamline the piloting with countries' LEG workplans, and because of COVID-19.

A strategic communications and engagement framework for GPE in partner countries

January 2020

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1. Background

The Global Partnership for Education supports close to 70 developing countries to ensure that every child receives a quality basic education, prioritizing the poorest, the most vulnerable and those living in countries affected by fragility or conflict. In partner countries GPE convenes education stakeholders around a government's education sector vision and priorities, helping them develop solid plans and investing in these to build strong education systems. For the current strategic period, GPE's strategic programmatic goals and objectives are to achieve improvement in learning outcomes, equity, and efficiency across partner developing countries.

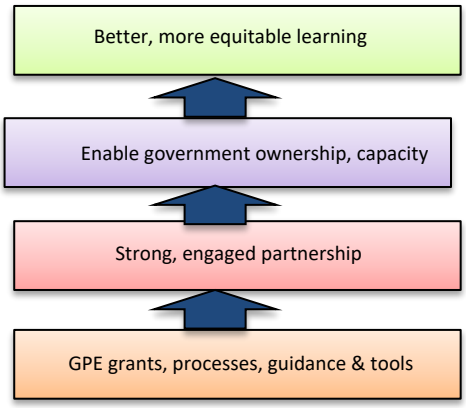
The GPE Board launched the Effective Partnership Review (EPR) in 2017 to identify and address issues related to the effectiveness of the GPE model in partner countries. The Board commissioned Oxford Policy Management (OPM) to conduct a review to identify which areas of the process were working well and where improvements were needed. In short, after extensive consultation, they found GPE's work at country level has helped to improve sector planning, but the partnership is falling short of full effectiveness in several areas:

- More clarity is needed of roles and responsibilities
- Mutual accountability must be strengthened
- Although sector dialogue has improved, there is weakness in monitoring and implementation.

The Board agreed in June 2018 that specific actions were needed to improve the effectiveness and efficiency of the operational model. Those actions are outlined in the Effective Partnership Rollout and include the need to adapt better to country contexts and improve the approach to capacity building of developing country partners. With the Board's Grants and Performance Committee (GPC) oversight, consultants IOD PARC and the Secretariat developed a set of proposals and presented recommendations for a more effective partnership to the Board of Directors in December 2018. The Board adopted the proposed EPR principles and requested further elaboration of the recommendations, which were adopted in June 2019.

This strategic framework and the accompanying tools contribute to implementing those recommendations by helping key stakeholders have clarity on GPE and related processes, roles, responsibilities and accountabilities, and more broadly, to support the work to strengthen education systems through communication tools and messaging.

(Figure 1)



Communications & engagement contributions

Figure 1 illustrates the flow of GPE's work. GPE aims to galvanize partners to deliver better, more equitable education and learning outcomes. To achieve this, the partnership empowers and enables governments to build strong education systems. Harmonizing and aligning partners' support around government efforts help achieve this. The strategic communications and engagement framework and portal contribute to the first box, strengthening GPE processes and creating a stronger foundation for partnership to strengthen the education system.

The effectiveness of partnership at country level is dependent on all partners recognizing the value and mechanisms of partnership and having the right tools to participate fully. This strategy and the accompanying guidelines and toolkit seek to serve that purpose.

Since there are many different country contexts, to be most effective this strategy cannot be "one size fits all". Therefore, this document serves as a strategic communications and engagement framework outlining principles and objectives for communicating this information. It will be accompanied by a portal with tools and recommendations based on proven good practices.

The communication activities implemented within this framework will be aligned to and sequenced with work undertaken on GPE branding and Strategic Plan for 2021-2025, including country-level guidelines on branding and visibility. This means that messaging on GPE's Mission, Vision and branding more broadly – including higher level messaging on how the GPE model works at country level – will be sequenced to ensure strategic shifts and branding inform the content. It is expected that clarity on the strategy and branding will emerge gradually and be fully in place by end June 2020. Messages and tools on core principles, roles, responsibilities and accountabilities will move forward prior to that date based on core elements of the GPE Charter, accountability matrix, terms of reference and the Country Level Guide.

2. Overall goal

The '*Strategic Communications and Engagement Framework for GPE in partner countries*' aims to clarify and communicate to partners how GPE can work most effectively in partner countries, and what this means for key stakeholders. It aims to help galvanize country-level collaboration and drive effective implementation of national education sector goals and plans by strengthening mutual accountability and government ownership. The toolkit/portal accompanying this strategic framework will provide materials and information so communication can contribute to more effective partnership in support of more equitable learning.

3. Guiding principles

The GPE Board adopted four important principles for effective partnership to drive all recommendations and decisions for improvements to the GPE model. Given their fundamental importance to GPE, they serve as the guiding principles for the communications and engagement strategy work as well.

a) **Increase decentralized mutual accountability –** the partnership can only be successful with greater country-level mutual accountability, rather than a centralized command and control model. Through the Effective Partnership Review, accountabilities were identified as unclear and weak, and in need of clarification and strengthening. The Board therefore agreed clarifications to the GPE Charter and adopted an Accountability Matrix[1]. On this basis, new

[1] Annex B2: https://www.globalpartnership.org/sites/default/files/2019-03-gpe-effective-partnership-rollout.pdf

terms of reference were adopted for key roles (Coordinating Agencies, Grant Agents separately for planning and implementation grants, and the GPE Secretariat at country level).

b) **Drive national government ownership and strengthen its capacity –** Evidence shows that national government ownership of GPE-supported sector coordination processes needs strengthening, and that insufficient attention is given to capacity development for effective systems strengthening and implementation.

c) **Rebalance the country-level model –** Asymmetry has occurred in two areas of GPE operations that need correction: Firstly, good progress has been made on support to strong sector plans and planning processes but there has been an inadequate focus on implementation. Secondly, ensuring robust GPE grant processes has detracted attention from the purpose of the grants. In particular, GPE grants are falling short as a means and support mechanism to promote inclusive policy dialogue around quality nationally-owned education sector plans and their implementation and monitoring.

d) **Reduce GPE processes and transaction costs –** the introduction of a new funding model in 2014 and mechanisms to strengthen the operating model in 2015, have led to complex processes and heavy transaction costs. There is a need to assess transaction costs against their value in delivering on GPE's goals and objectives, ensuring the intent of the Board to deliver better results is achieved but that associated transactions are meaningful and kept to a minimum.

The principles contribute to each other as well as provide benefit individually. For example, by successfully achieving the first principle, the action of the second principle is automatically improved. By attaining the third principle, progress is made toward the fourth principle. That said, when assessing the potential contributions communications can make toward effective partnership, the first three principles are well suited for this strategic communications and engagement framework.

4. Objectives

Based on the guiding principles approved by the GPE Board, this strategic communications and engagement framework aims to:

1. Reignite the focus toward implementation and catalysing inclusive policy dialogue by reminding all involved why harmonizing support around transformative reforms and results is valuable, the "why factor". *(principle: rebalancing the country-level model)*
2. Provide information and tools to better negotiate and clarify roles and responsibilities of partners and promote mutual accountability between actors. *(principle: mutual accountability)*
3. Support and enable government capacity to communicate its priorities to partners and stakeholders and contribute to government's leadership by promoting effective participation in inclusive policy dialogue. *(principles: mutual accountability, government ownership*)

5. Target audiences

There are a wide variety of people involved in education sector policy dialogue and implementation supported by GPE. The broad goal of GPE is to improve equity and learning outcomes, and all efforts must lead to that endpoint. But reaching that goal with such a diverse audience base in such a wide range of contexts requires some deliberate communication, mobilization and planning.

In order to achieve these objectives, actions are needed by a variety of groups:

Primary audience:

1. **Ministry of Education** – The government is responsible for the development, implementation, monitoring and evaluation of education sector plans that promote equitable access to quality education for all. The government is primarily accountable to its parliament and citizens.
2. **National education coordination mechanisms**, referred to here as local education groups (LEGs), and within this
    a. **Coordinating Agencies (CA**) – The CA is responsible for coordination and communication between the developing country partner government and its development partners, including the grant agents of the GPE grants and the GPE Secretariat. They have the main responsibility for supporting the government in leading sector coordination and inclusive, effective LEGs. The CA plays a pivotal role in promoting mutual accountability with regards to sector coordination, communication, and GPE grants.
    b. **Grant Agents (GA) for GPE grants** – The GA supports the government in the development, implementation and monitoring of GPE-funded activities and programs. Grant Agents also support GPE in the development and implementation or research, capacity development and knowledge-sharing activities at the regional and global level.
    c. **Development partners** – Multilateral, bilateral and other technical or financial partners contribute to sector policy dialogue as donors, technical partners, or both, supporting the government's efforts to achieve SDG4 and GPE goals and objectives.
    d. **Civil society stakeholders represented in the LEG** – Representatives of civil society provide support through inclusive policy dialogue to sector analysis and to the development, implementation and monitoring of the ESP, and promote government accountability to its citizens.
    e. **Private sector and private foundations** – As members of the LEG, Support the government's efforts to achieve SDG4 and GPE goals and objectives.

Secondary audiences:

In addition to the primary audience additional groups, especially those connected to the local education group upstream and downstream, can reinforce partnership and the achievement of education sector objectives through GPE's support and more broadly.

Secondary audiences include:

1. Government leadership at the highest level

2. Related government agencies at district or local level or parallel to the ministry of education (includes Ministry of Finance)
3. Civil society at national, district and local level who are not directly engaged in the LEG
4. Managers and supervisors within the CAs and GAs
5. Heads of agencies/higher level representatives of donors/development partners
6. Stakeholders at community level including parents, community leaders, change agents, youth and religious leaders

MOVING AUDIENCES FORWARD

There are many nuances in this work that must be adapted for before the three objectives listed in item 4 will be attained and the goal achieved. In these situations, it can be effective to break down audiences further and identify initial actions and select tools and approaches to trigger these initial actions. These initial actions are outlined below.

Primary audiences:

DCP Government (MoE)
If DCP Governments provide clarity on priorities, lead well and implement effectively they will be seen as good providers for their citizens. To work more effectively, they need to strengthen the accountability of their teams for the work they are responsible for in developing and implementing sector plans and reforms. They also need to lead and engage other development and implementation actors to align their support and take the necessary actions so implementation can move forward effectively.

LEG members
The LEG is a forum to help governments bring together partners and harmonize dialogue and education sector support and within this, to contribute to identification, implementation and monitoring of GPE-funded programs. Coordinating agencies are there to support them in doing so, and grant agents as well as other donors and technical partners are there to help push forward the work efficiently. Once they agree and are clear on their roles and responsibilities, they will need to prioritize coordinated efforts around sector progress and move it forward even when faced with competing priorities. Their incentive to deliver is the opportunity to influence and contribute to education sector progress, and to enhance the sustainability of their own inputs.

> *Approach: Develop targeted and user-friendly communication tools and messages to be made available in a communications portal. Pilot the communications portal with the LEG self-assessment tool to adapt it to context, contribute to reflection on country-led priorities and actions, and reduce unnecessary complexities.*

SECONDARY AUDIENCES:

These audiences have the ability to 'apply pressure' on the primary audiences to move them toward accountability, government ownership and effective implementation.

1. **High-level government leaders –** Government leadership and commitment are essential to driving effective change at scale. Improvements in education can be an important element for a government's measure of success and demonstrates vision and effective leadership.

2. **Related government agencies at district or local level or parallel to the ministry of education** (e.g. Ministry of Finance, Health, Environment, Gender, Development)
   The ministry of education's primary goal is improved education, but the country benefits in additional ways and these co-benefits should be harnessed and promoted internally in the planning stages. That could bring additional support to education sector policy and implementation. Moreover, some of the key barriers to education relate to health, environmental, gender and other issues.

   Approach: Tools and messaging on GPE and its strategy and principles, and how governments can benefit from engaging with GPE. Enhancing the role of GPE Focal Points and providing them with effective communication tools and messaging.

3. **Governments from neighbouring countries who have successfully implemented sector reforms that lead to improved results can serve as advisers and encourage the DCP leaders along.**
   Peer pressure can be a positive and effective influence. Where there is a neighbouring government that has already successfully implemented effective reforms it may be an excellent opportunity to create a positive pull. Regional bodies can also play a key role in influencing political will.
   Approach: The KIX regional learning exchange hubs will be a platform for sharing lessons learned and good practices. The DCP constituencies and strategic partnerships with regional bodies can play a complementary role.

4. **Civil society at national, district and local level who are not directly engaged in the LEG**
   Civil society organizations are excellent at advocating for a cause. If they are engaged in the work they can be strong partners for holding primary audiences, especially governments, accountable and pushing for effective implementation.
   Approach: When testing the LEG self-assessment tool we will determine how to link with the Education Out Loud (EoL) work with the regional coalitions.

5. **Managers and supervisors of the CAs and GAs**
   As the work of Grant Agents and Coordinating Agencies are essential to the success of GPE and effective partnership, it is important that staff from agencies performing these roles have the backing of their institutions in devoting time and effort to partnership processes related to GPE grants and more broadly. In order for partnership engagement to be taken into consideration, managers will need to be informed, engaged and supportive, giving as high priority to performance in partnership support and GPE grant management, as to their other work.

Approach: Tools and messaging on GPE and its strategy and principles, as well as the roles, responsibilities and accountabilities and how CAs and GAs can benefit from engaging with GPE.

6. **Stakeholders at community level including (e.g. parents, community leaders, change agents, religious leaders, media)**
   These downstream audiences can be the most powerful. If they work together to demand services and take initiative they can be very effective at holding their government accountable.
   Approach – Explore the EoL projects more as it shapes, there will likely be some connections to be made.

7. **Both the GPE Secretariat and the national representatives for major donors have leverage at national level because they provide resources to develop better, more equitable learning.**
   - **Donors (at country level) –**It is important for donor agencies at country level to be well informed of their own agencies' global investment in GPE and agreed goals, objectives, principles, accountabilities and standards agreed through their efforts at the GPE Board. If high level donor representatives such as ambassadors and heads of agencies at country level have this knowledge, they can be important influencers and problem solvers to contribute to effective partnership and to inform political leaders and their teams on the results of their investment in GPE.
     Approach – We need a way of showing GPE gives a good return on investment that also creates the motivation for them to do their part to drive that impact.
   - **GPE Secretariat** – represents the GPE Board of Directors and engages and supports the LEGs, CAs, GAs and government to work well and effectively together. The Secretariat also brings grant resources to the table, with varying degrees of leverage depending on the size of the grant relative to the context. It needs to use this leverage to promote effective partnership and mutual accountability.
     Ensure Secretariat staff across all teams have a good understanding of country-level processes, roles, responsibilities and accountabilities, including the role of the Secretariat at country level, to communicate consistently and contribute to optimizing opportunities for leveraging at all levels.

6. Communications Tools

A variety of communications tools will be essential for helping key partners become engaged and interested/willing to understand and be accountable for their roles and responsibilities, increasing government ownership and driving effective implementation. Some of the materials and approaches that are proven concepts are mentioned below. Implementation of these tools should seek opportunities for two-way conversation whenever possible to take advantage of the rapid feedback loop for adjustments.

Awareness of roles and responsibilities

Making everyone aware of who is responsible for which roles increases the likelihood work will be completed and that stakeholders will hold each other accountable.

1. **Products to clarify roles, responsibilities and accountabilities** adopted by the GPE Board and show the interconnectedness between key partners could contribute to increasing mutual accountability.
    - A video produced of someone who has held each role could be a more interesting way to share this information than printed materials alone.

2. Building an **opportunities matrix** could identify possible events and places for sharing the information with the broadest groups of people.

Information sharing

A key role for GPE supported by its Secretariat is to convene and facilitate shared knowledge, innovative approaches and expertise to help developing countries build stronger education systems and move progress toward inclusive and equitable quality education.

3. GPE's KIX program creates the platform for this information to be gathered, and fills this need of learning from each other and sharing information well. Through the sharing and funding of proven solutions and innovations, **connecting to the KIX regional platform** can ensure that:
    - evidence-based solutions get in the hands of national policy makers and directly feed policy dialogue and planning processes.
    - capacity is built to produce, integrate and scale knowledge and innovation in GPE partner countries.
4. **Identify and systematically deploy opportunities** such as DCP meetings, regional gatherings and other events where key stakeholders are available. This will provide ideal opportunities to engage in two-way conversations on the information.

5. **Web portal** for country-level partners – This portal will include easily accessible, relevant, dynamic tools and documents on country level processes. It serves as a place on the GPE website for country-level partners to easily find practical information and the documents that frame and govern grant and other processes.

6. **Communication through key partners' own channels** – many partners engage with GPE both at global and country level. Providing these partners with communication tools to engage their country-level staff effectively in country-level partnership processes will reinforce GPE's communication efforts.

Narrative materials

7. Impact stories **–** Gathering stories that show the impact of GPE's work at country level are beneficial in multiple ways. These stories are an important tool for
    - increasing GPE's visibility in partner countries in the education planning community
    - advocating, supporting, driving and enabling government ownership and mutual accountability
    - driving effective implementation and mutual accountability – especially with success stories that show the potential when partnership around sector programs is strong

- Ministers from countries who have experienced successful programs are important champions for education and can be effective in mobilizing partnership. Their voices could be leveraged through speaking opportunities or videos to talk about the power of partnership focused on transformational change.

Impact stories also become a useful tool for in-country representatives of key donors to send to their headquarters to reinforce the value of investing in GPE and aligning to government-led partnership efforts at country level.

There are multiple channels for these products at both a national level and a global level including:

- Education Out Loud advocacy tools
- Materials to show donors GPE is a good investment
- Senior leadership speeches
- Media stories
- Brochures and reports

Education Out Loud – GPE's program to support civil society activities and influence in shaping education policy to better meet the needs of communities, especially of vulnerable and marginalized populations. Investments in civil society under this program will strengthen engagement in education planning, policy dialogue and monitoring as well as promote the transparency and accountability of the sector policy and implementation.

8. Advocacy materials and events can include:
    - Policy dialogue
    - Public engagement
    - Data and transparency
    - Analysis
    - Capacity building

7. MONITORING & EVALUATION

This communications and engagement partnership supports the goals of the Effective Partnership Rollout and thus will measure against the indicators of its success. In doing so, if effective it will contribute positively to some of the indicators in the GPE Results framework that reflect mutual accountability, effective implementation and government ownership.