**November 2021**

REPORT TEMPLATE

Local Education Group ASSESSMENT FINDINGS

The following report template is an accompaniment to the

[*Tool for Strengthening the Effectiveness of Local Education Groups*.](https://www.globalpartnership.org/content/tool-strengthening-effectiveness-local-education-groups-user-guidance)

**Note to the user**

The template is intended to support task teams in synthesizing what has been captured through the use of the above assessment tool and in developing an assessment report.

It is a *guiding* template with suggested structure and prompts. It can be adapted based on the scope of the exercise undertaken and the number of dimensions that were assessed (e.g., if only one dimension was assessed, the others can be removed). Task teams may choose to present assessment findings in another format altogether (e.g., in a slide deck, a Powerpoint, or just the scoring overview) if that is more fitting for the intended purpose. The present template aims to succinctly present key take-aways from the assessment, drawing on both quantitative and qualitative information, and as such includes:

* a **summary of assessment results** to provide overall key messages and a visual illustration of the overall ratings from the tool;
* an **introduction** section to shed light on the context of sector coordination, the local education group, and the rationale, objectives, and methodology of the assessment
* a **findings** section to give an overview of the assessment results in each dimension and elaborate on key takeaways and recommendations that emerged from the exercise; and
* a suggested **action plan** matrix to allow for the important step of using assessment insights to agree on and select priority areas that need attention to move policy dialogue and coordination practices forward.

Task teams should aim at making the narrative parts of the report concise while providing nuance as deemed needed to reflect the core of the findings. The draft findings should be shared and discussed within the local education group before finalizing the report to ensure common understanding around the findings and agreement on prioritized action points.

**[Name of local education group]**

**Assessment findings**

**[date]**

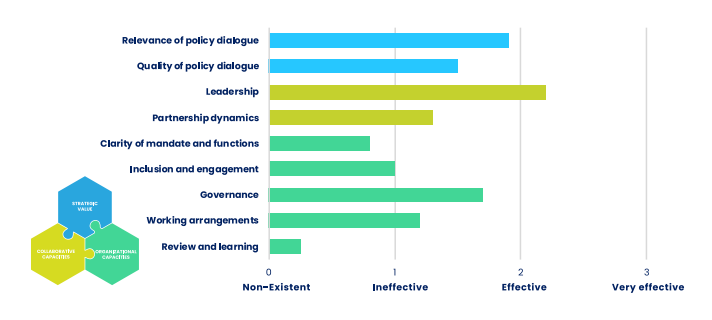
**Summary**

|  |  |
| --- | --- |
|  | *To complete TABLE 1, mark the appropriate box in the results column based on the average score from the tool for each dimension assessed and specify the corresponding qualifier from the rating scale (as illustrated below in I); and state the key messages from the assessment in no more than a few sentences.*  *To complete TABLE 2, replace the example with your own visual overview of results (see* [*Excel*](https://www.globalpartnership.org/content/visualizing-local-education-group-assessment-results-support-tool) *sheet).* |

**TABLE 1: KEY MESSAGES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EFFECTIVENESS DIMENSIONS** | **RESULT** | | | |
| 1. **STRATEGIC VALUE** |  | **X** |  |  |
| [....] | **Ineffective** | | | |
| 1. **COLLABORATIVE CAPACITIES** |  |  |  |  |
| [....] | **[...]** | | | |
|  | | | |
| 1. **ORGANIZATIONAL CAPACITIES** |  |  |  |  |
| [....] | **[...]** | | | |
| *Rating for practices/features/behaviours: 0-non-existent, 1-ineffective, 2-effective, 3-very effective* | 0 | 1 | 2 | 3 |

**TABLE 2: RESULTS SUMMARY**



**Introduction**

|  |  |
| --- | --- |
|  | *The introduction should briefly shed light on the context of the assessment and background of the local education group; outline why the assessment was conducted, what it consisted of in terms of scope, how it was carried out, who was involved, and when the findings will be taken forward.* |

**Context**

* In a few brief paragraphs, provide relevant background information on current sector dialogue and coordination mechanisms and the role of the local education group
* The latter can include any factual information, e.g., when the local education group was established, main functions, structure, working arrangements, membership, and other information on how it works
* It can also include information on its evolutions over time (e.g., key milestones, achievements, general challenges), and whether and when it was previously reviewed, or has undergone any key changes towards greater effectiveness.

**Objectives**

* Specify why the assessment was undertaken, e.g., the underpinning motivations for conducting the assessment and how the results are expected to be used
* State the specific objectives of the assessment

**Methodology**

* Specify what was assessed, e.g., the scope and focus - was it comprehensive (all three dimensions were used), or more targeted, briefly describing key contents of the dimensions from the tool as relevant. It is recommended that task teams provide access to the completed tool/assessment results for more details on the different aspects that were assessed.
* Describe how the assessment was undertaken, e.g., whether it was conducted collectively in a smaller or bigger group, individually, online, in a series of consultations, etc., or combined different approaches.
* Elaborate on participation, e.g., the task team in charge, and how the broader local education group was involved/consulted, to be clear on whose perspectives are reflected in the assessment results. Highlight if any specific stakeholder group could not be reached or is not represented.
* Indicate where the more detailed results can be found, e.g., the completed tool(s) with detailed assessment questions and ratings
* Specify the timeline of the assessment process including for next steps, e.g., if possible, specify when the findings and agreed prioritized areas for improvement will be taken forward

**Findings**

|  |  |
| --- | --- |
|  | *To complete this section, transfer the averages for each section (a,b,c,d) from the assessment tool into the tables below based on the tool’s rating scale and as illustrated below*  *Elaborate on the key takeaways that emerged through the assessment, drawing both on the scores and the qualitative information collected (e.g. during the task team’s working sessions, collective dialogue within the local education group, focus groups, interviews, or other modalities used in line with the chosen methodology)*  *Outline key recommendations resulting from the analysis and sharing of assessment findings* |

**Strategic value**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Relevance of policy dialogue** |  | | | |
| a. Support to education policies and plans |  |  | **X** |  |
| b. Education financing and resource mobilization |  | **X** |  |  |
| c. Promoting harmonization and alignment |  |  | **X** |  |
| d. Monitoring and fostering mutual accountability |  | **X** |  |  |
|  | 0 | 1 | 2 | 3 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Quality of policy dialogue** |  | | | |
| a. Information/evidence-government |  |  |  |  |
| b. Information/evidence-national stakeholders |  |  |  |  |
| c. Information/evidence-international partners |  |  |  |  |
| d. Information/evidence-multi-level exchanges |  |  |  |  |
|  | 0 | 1 | 2 | 3 |

**Key takeaways**

* Summarize the key takeaways in terms of strengths and weaknesses that emerged during the assessment
* Elaborate on any aspects that scored very high or very low or any areas that received the most attention from the participants.
* For instance, when a practice-feature-behavior is assessed as non-existent (0) or ineffective (1), it is useful to further explain why this may be (if discussed during the assessment) to hone in on potential bottlenecks or possible areas for improvement. Likewise, it is also useful to highlight the identified strengths of current practices as perceived by the participants which can be built on further
* Articulate whether there was agreement or disagreement around any specific aspects of the assessment, and where relevant, capture the differing perspectives

**Recommendations**

* Based on discussion and/or feedback of the assessment results within the local education group, specify any recommendations or action items to consider for improving the **strategic value** of the group
* Also consider whether additional research or evidence is needed to better understand the root causes of key challenges and/or to explore possible solutions
* The recommendations will help inform further decisions on any prioritized action areas that can be further elaborated in the suggested action plan, located in the Annex

**Collaborative capacities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Leadership** |  | | | |
| a. Leadership roles |  |  |  |  |
| b. Leadership engagement |  |  |  |  |
| c. Resource commitment |  |  |  |  |
|  | 0 | 1 | 2 | 3 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Partnership dynamics** |  | | | |
| a. Ownership and commitment |  |  |  |  |
| b. Partnership culture |  |  |  |  |
| c. Strategies to promote collaboration |  |  |  |  |
| d. Accountabilities |  |  |  |  |
|  | 0 | 1 | 2 | 3 |

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**Recommendations**

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* Also consider whether additional research or evidence is needed to better understand the root causes of key challenges and/or to explore possible solutions
* The recommendations will help inform further decisions on any prioritized action areas that can be further elaborated in the suggested action plan, located in the Annex.

**Organizational capacities**

**o**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Organizational capacities** |  | | | |
| 1. Clarity of mandate and function |  |  |  |  |
| 2. Inclusion and engagement |  |  |  |  |
| 3. Governance |  |  |  |  |
| 4. Working arrangements |  |  |  |  |
| 5. Review and learning |  |  |  |  |
|  | 0 | 1 | 2 | 3 |

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**Recommendations**

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**Annex: Action plan**

|  |  |
| --- | --- |
|  | *At this stage, it is recommended to prioritize up to three issues (e.g.: relevance of dialogue) that are perceived as/rated as the local education group's weakest practices/behaviors. These prioritized issues may be taken from the group’s recommendations identified in the findings of the report. Fill in the action plan template below to outline chosen areas of prioritization, as well as outline strategies for meaningful action, identifying who will take action, what resources are available, and readiness to take action.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Effectiveness issues**  *Prioritize elements from the areas assessed* | **Actions** | **By whom?** | **Are resources available?**  *yes/potentially/no* | **Readiness to take action**  *Rank on scale 1-10* |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |