Local Education Groups: Keystone to Success

Meeting of the Board of Directors
Berlin, Germany, 7-8 June 2012
Local Education Groups – plan, budget, implement, monitor and evaluate education plans to deliver results
Data Sources

- GPE Monitoring Exercise on Aid Effectiveness in 39 countries – includes 33 GPE member and 6 non-GPE member countries
- Interviews with Coordinating Agencies in 14 countries - Afghanistan, Benin, Cambodia, Papua New Guinea, Sierra Leone, South Sudan, Haiti, Timor Leste, Madagascar, Vietnam, Malawi, Zimbabwe, Mali, Lao PDR
- Joint Sector Review Study 2012 – 21 countries
- Lots of Experience!
Effectiveness

1. **Ownership**
   - Government leadership over sector processes and priorities and LEG activities

2. **Membership**
   - Representation + engagement of local stakeholders and development partners with strong technical capacity

3. **Focus**
   - Strategic focus on education plan development, implementation and results, and transparency and accountability

4. **Ways of Working**
   - Common agenda; Structured meetings; Clear division of labour
Establishment of Local Education Groups

- All GPE member countries have LEGs
- Most non-member countries have LEGs of some kind
- 12/39 countries affirm the GPE process inspired the formation or strengthening of the LEG
1 Ownership

✓ Ministry of Education chairs / co-chairs LEG - 24/39 countries

✓ Other ministries participate - 21/39 countries

✓ Countries reporting aid flows aligned with national priorities – 32/39

✓ Monitoring aid effectiveness targets – 12/34
## GPE Aid Effectiveness Monitoring Exercise Results (2010 Data)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Median GPE countries / % Yes</th>
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<tbody>
<tr>
<td>Indicator 1: Education sector plan is in place</td>
<td>100%</td>
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<tr>
<td>Indicator 3: Aid flows are aligned on national priorities</td>
<td>79%</td>
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<tr>
<td>Indicator 4: Coordinated technical cooperation</td>
<td>60%</td>
</tr>
<tr>
<td>Indicator 5a: Use of country public financial management systems</td>
<td>29%</td>
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<tr>
<td>Indicator 5b: Use of country procurement systems</td>
<td>37%</td>
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<tr>
<td>Indicator 6: Avoid parallel project implementation units</td>
<td>2</td>
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<tr>
<td>Indicator 7: Education aid is more predictable</td>
<td>51%</td>
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<tr>
<td>Indicator 9: Education aid provided as program-based approaches</td>
<td>40%</td>
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<tr>
<td>Indicator 10a: Joint donor missions in the education sector</td>
<td>57%</td>
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<td>Indicator 10b: Joint analytic work in the education sector</td>
<td>80%</td>
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<tr>
<td>Indicator 11: Results-oriented frameworks in ESP</td>
<td>81%</td>
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<tr>
<td>Indicator 12: Joint Sector Review (JSR) process in place</td>
<td>81%</td>
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</tbody>
</table>
2 Membership

Low

Ministry of Education
Donor Partners

iNGOs

National CSOs

High

Universities

Teachers

Private Providers

Other Ministries
2 Membership

✓ Median number of stakeholders on the LEG is 20 [range 7–40]

✓ National CSO representation remains weak
  → CSOs are represented in only 17/39 Local Education Groups (13 umbrella organisations)
  → Only 3 CAs reported level of participation of national CSO partners to be “strong” (Haiti, Vietnam, Cambodia) otherwise engagement perceived to be “weak”, “minimal” or “non existent”

✓ Private Education Providers largely absent
  → Only CAs in Benin, Malawi, and South Sudan reported private education providers represented in the LEG
# Malawi – 40 Stakeholder Groups

## Malawi: Members of the Local Education Group

### Ministry of Education, Science and Technology

- Education Infrastructure Management Unit
- SWAP Secretariat
- Special Needs Directorate
- Inspection and Supervision Directorate
- Human Resources Department
- Finance Department
- Technical and Vocational Training Directorate
- Higher Education Directorate
- Internal Audit
- School Health and Nutrition Directorate
- Department of Teacher Education
- Planning Directorate
- Basic Education Directorate
- Procurement Department
- Secondary Education Directorate
- Administration
- School Supplies Unit
- Malawi Institute of Education
- Malawi College of Distance Education

### Other Ministries

- Ministry of Local Government and Rural Development
- National Local Government Finance Committee
- Ministry of Development Planning and Cooperation
- Ministry of Gender, Women and Child Development

### Development Partners

- GIZ
- DFID
- JICA
- CIDA
- UNICEF
- USAID
- World Bank
- WFP
- KFW
- AfDB

### International NGOs

- Save the Children
- Development Aid from People to People (DAPP)
- VSO

### CSOs, private sector and universities

- Civil Society Coalition for Quality Basic Education (CSCQBE)
- Malawi Confederation of Chambers of Commerce and Industry (MCCCI)
- Teachers Union Of Malawi (TUM)
- Association of Christian Educators in Malawi (ACEM)
- Council for the University of Malawi
- Independent Schools Association of Malawi
- Mzuzu University
- Bunda College of Agriculture
- The Catholic University
3 Focus

Liberia – Education Sector Development Committee (ESDC)

“…a deliberative and consensus building body…a forum for consultations among stakeholders and for building national ownership of education sector reforms…”

Ethiopia - Education Technical Working Group (EdTWG)

“The planning, delivery and monitoring of harmonized, aligned and well coordinated development assistance cooperation in the Education sector…”

Sierra Leone – Education Development Partners Group (EDPG)

“…the coordination of the education sector and the implementation of the ESP…to reinforce the country’s capacity to carry out its education priorities.”

Zimbabwe – Education Coordination Group (ECG)

“…the sector wide framework for donor support [government] priorities,…an umbrella mechanism to monitor all existing and planned bilateral and multilateral education aid…”
Joint Sector Review –
Annual ritual or forensic review?

Progress

• JSRs take place in 3/4 of GPE member countries at least once/year
• Increasingly used - Togo, South Sudan, Zimbabwe…
• Widespread agreement on the value of a JSR process

Challenges

• Of 25, less than half systematically monitor progress against education plan indicators and targets
• Multiple recommendations; minimal follow up
• High transaction and opportunity costs
4 Ways of Working

• **Very strong articulation of a common agenda** - around 90% of countries have ToRs for the LEG + some other form of formal sector coordination compact (JFA, MoU, …)

• **Face-to-face time varies.** Only around 50% LEGs are meeting at least bi-monthly

• **Individual roles and responsibilities not always clearly set out.** 6/14 have a ToR for the CA. Few have TORs for LEG Chairs.

• **Quality of technical dialogue varies.** Around a quarter operate Technical Working Groups
Technical Capacity
• Median number of education specialists is 4.
• *Papua New Guinea, Sierra Leone, Timor Leste* all concerned at low levels of technical capacity.

Effect of Donor Withdrawal
• Burkina Faso, Nicaragua and Cambodia each lost 5 bilateral donors in the last 2 years.

Effective Leadership
• Coordinating Agencies in many countries over-stretched

Common Agenda
• Divergent interests and incentives undermine coordination. *Haiti, Timor Leste, Zimbabwe*

The Human Factor…
The Bottom Line

Four key conclusions:

1. Support growth of more representative LEGs
2. Provide stepped up technical support where needed
3. Support systematic and consistent monitoring of progress
4. Support sustained country-level focus on aid effectiveness targets
What have we already done?

✓ Stepped up country visits: 13 in 2011 → 36 in 2012
✓ Increased focus on fragile states – more visits, more capacity, more flexibility
✓ Monitoring exercise has profiled LEGs to focus attention on progress towards 2010 aid effectiveness targets
✓ JSR analysis
✓ New terms of reference to clarify roles and responsibilities
✓ All new grants require demonstrated government leadership and representative participation
✓ Strong advocacy for CSO participation in LEGs → South Sudan and Chad…
What more can we do?

NO MAGIC BULLET but…

 ✓ Continue to target support to countries most in need – fragile states in particular

 ✓ Use new QAR processes to emphasise how to strengthen effectiveness

 ✓ Greater engagement with local CSOs and teachers unions ➔ CSEF, CSO Toolkit, advocacy

 ✓ Greater efforts at sharing good practice among countries ➔ Sharepoint

 ✓ Regional workshops to support stronger annual JSR processes

 ✓ Providing technical assistance to LEGs for organization of JSRs

 ✓ Financial support to CAs for LEG activities?
Thank you