

FTI Donor Technical Meeting - Tokyo 25 April 2008 Multistakeholder Partnerships for Education

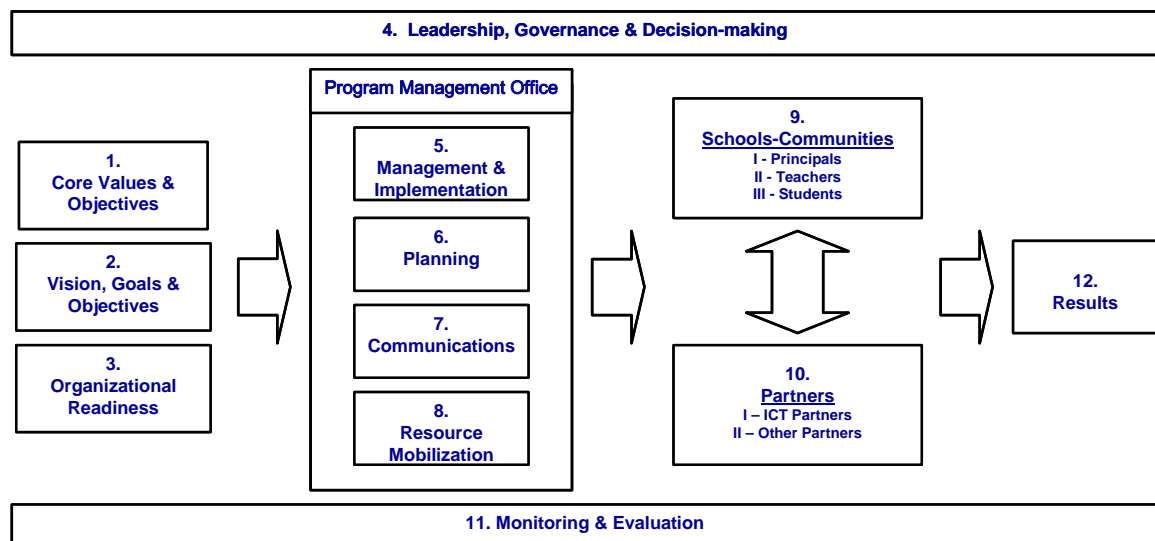
Since 2003, the World Economic Forum through the Global Education Initiative (GEI) has launched several programmes exploring, researching, and implementing multistakeholder partnerships in education to help the implementation of a country's national education sector plan:

- A. Country MSPE initiatives in Jordan, Rajasthan, and Egypt
- B. Partnerships for Education (in partnership with UNESCO) to research, synthesize, and catalyze MSPEs at a global level
- C. Global Education Alliance, to explore how MSPEs can be integrated into the FTI process

Key findings from research conducted from the above activities are summarized below.

A. From “The GEI Model of Effective Partnership Initiatives for Education”, by Tom Cassidy, Harvard Graduate School of Education:

The GEI Model of Effective Partnership Initiatives for Education



Lessons Learned:

1. **Multi-stakeholder partnerships initiatives can be very effective** in supporting ongoing education reforms and in adding value to the activities and public images of participating partners.
2. To be successful, **multi-partner initiatives must be very well and systemically managed.**
3. To be successful, **leadership and management teams must include a balanced representation** of educators, ICT experts and representatives of all types of partners.
4. Changing what goes on in schools, and particularly changing teaching practices in classrooms, is a **much more complex and challenging undertaking** that is going to

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Multistakeholder Partnerships for Education

- take more time than partners often believe. It is critically important to give such initiatives sufficient opportunity to achieve their results.
5. **Teachers and principals are at the heart of the change process** and must be involved actively in their design and implementation.
 6. **Sustained partner involvement**, particularly of the many private sector partners and some donor and lending agency partners, **should not be taken for granted**. There needs to be active management of the partnership arrangements if these initiatives are to be successful.
 7. **Monitoring and evaluation**, and considerations of scaling-up and sustaining current initiatives must be given much greater attention in all such initiatives

Promising Practices

1. **High level championing** of the initiative from a senior figure within each country or state has been an essential element of its success, ensuring that there is appropriate buy-in at all levels, and that the initiatives have been given the necessary publicity to contribute to their acceptance and success.
2. An important feature of the GEI model is the **role of the Project Management Office/Unit** in managing and directing the initiatives. Although different in form in each of the initiatives, an effective management unit has been an essential ingredient of their success.
3. A state or national **steering committee, working independently**, but in concert with an international steering committee, has been seen to provide more timely decision support to the local initiative management team than might otherwise have been possible
4. The organization of initiative activities into **tracks**, as is the case in all three initiatives, has proven to be a very effective way to organize the various activities involved in the delivery the educational change program.
5. A careful **plan including an outline of the resources** required successfully to implement it can contribute to effective identification, recruitment and participation of initiative partners.
6. The establishment of an **Initiative Trust Fund**, giving management a degree of discretionary control over how some resources are allocated, is a valuable mechanism to ensure that timely interventions are possible.
7. Activities that provide **public sector employees with opportunities to work in private sector** settings can contribute to shifts in organizational culture, notably work ethics and habits.

B. From "New Partnerships for Education for All: Building on Experience" by Alexandra Draxler:

Six Themes of Success

1. Definition of **needs**
2. The **ownership by stakeholders**
3. Conscious **focus on impact**
4. Strong **regulation** and accountability
5. Focus on **sustainability of outcomes**
6. Importance of **monitoring and evaluation**

FTI Donor Technical Meeting - Tokyo 25 April 2008 Multistakeholder Partnerships for Education

Comparative Advantage of MSPEs

1. Making **education relevant** to the economy
2. **Innovation** - in education and more widely
3. Educational programmes can readily be **targeted** to specific groups
4. Improved **technological and financial management** techniques
5. Improving the **overall learning environment**

Key Lessons Learned

1. **Principles:** early agreement on fundamental principles is essential
2. **Regulation:** guidelines and legal frameworks must be in place
3. **Opportunities:** assessment of needs and desired results should be the first step
4. **Costs:** MSPEs may not reduce costs; need to have ability to fund the unforeseen
5. **Benefits:** potentially very great
6. **Risks:** commitment to transparent reporting is essential
7. **Solutions:**
 - Planning and analysis tools
 - Capacity building in delivering partnerships
 - Begin with a framework of needs, and then identify partners
8. **Need for greater sharing of knowledge** about MSPEs
 - The PfE Database