

Working towards enhancing communication, coordination, and consultation between Developing Country Partners

Global Partnership for Education Developing Country Partner's (DCP) Meeting

28-30 May 2019, Kathmandu, Nepal

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The Global Partnership for Education (GPE) organised a meeting of Developing Country Partners (DCP) in Kathmandu to, amongst other things, improve communication, coordination, and consultation between the DCP constituencies.

The Global Partnership for Education (GPE) organised a meeting of Developing Country Partners (DCP) in Kathmandu. Over 50 DCP focal points from Africa, Latin America, and the Asia Pacific participated. The objective of the meeting was to improve communication, coordination, and consultation between the DCP constituencies and to obtain consensus on proposed decisions and policies to be discussed in subsequent Board meetings. This meeting provided the opportunity for DCP Focal Points to engage in knowledge and best practice exchange on sector planning, implementation, and monitoring, and understand the education systems in GPE member countries.

The meeting lent itself to improving GPE partner countries' engagement in GPE governance processes and reviewing the work of the partnership, including knowledge sharing, country-to-country learning, and enhancing cooperation among them.

DCP focal points discussed three areas – (1) The policy agenda of the upcoming Board meeting, including the effective partnership review, mutual accountability, risk management, and private sector strategy; (2) Strategies to strengthen communication within and across the GPE Developing Country Partner constituencies and understand the process and strategies of GPE, and; (3) Cross-country learning, experience sharing, and better understanding of country contexts. DCP focal points raised issues related to partnership processes and their effectiveness in-country. Discussions especially focused on establishing and enhancing the Grants and Performance Committee (GPC) partnership.

On behalf of civil society, Ram Gaire of NCE Nepal and Enamul Hoque of CAMPE Bangladesh participated in the meeting. Civil society organisations (CSOs) had very limited space to intervene. However, it was a good opportunity for them to pose their views and analysis regarding GPE's proposed Private Sector Engagement Strategy (PSES). It was also a good platform to get a clearer view about the thoughts, views, and position of different Developing Country Partner countries and constituencies on the PSES and wider GPE policies and strategies. Civil society managed to interact with the GPE focal points of the Developing Country Partners and shared with them, a paper on CSO analysis of the GPE private sector strategy. Enamul Hoque of CAMPE Bangladesh spoke about the concerns of CSOs regarding the GPE private sector strategy. He stressed that



The meeting of the Developing Country Partners aimed to engage partner countries in GPE governance processes and review the work of the partnership itself.

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The Sector Wide Approach (SWAp) in Nepal was discussed focusing on how partnership/coordination has supported the Nepalese education sector development with coordinated efforts of different agencies.

enhancing capacities of civil society organisations, and information sharing and dissemination.

education is a human rights issue and that it the responsibility of the State to provide free education as stated in Incheon Declaration and Framework of Action and SDG 4.

The Sector Wide Approach (SWAp) in Nepal was discussed, focusing more on how partnership/coordination has supported the Nepalese education sector development with coordinated efforts of different agencies. The Ministry of Education, Science and Technology of Nepal shared the Nepalese case on SWAp, followed by a panel discussion by representatives of the World Bank, USAID, Association of International NGOs in Nepal (AIN), and NCE Nepal.

Ram Gaire shared experiences of civil society's contribution to education sector planning - organising joint events, and undertaking the role of a watchdog in education policy development and implementation. He stressed that civil society organisations are contributing to sector planning by facilitating citizen's participation in policy development and implementation, promoting effective service delivery through advocacy-based activities, ensuring that voices of marginalised communities are heard and local needs responded to,

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