Terms of Reference
Local Education Group (LEG)
as part of Development Coordination Council (DCC) education

1. Background

The Local Education Group falls under the Development Coordination Council (DCC) with participation from development partners, education stakeholders, and the Ministry of Education and Science of the Republic of Tajikistan.

While being an integral part of the DCC structure, the LEG is aligned with and guided by the National Strategy for Education Development (NSED) of the Republic of Tajikistan for the period until 2030 and the corresponding Mid-Term Education Action Plan (MTEAP), as well as global frameworks such as the UN Global Agenda on achieving Sustainable Development Goals (SDGs).

In its activities, the Local Education Group (LEG) is committed to pursuing internationally agreed aid effectiveness and aid harmonization principles, including:

- **A focus on results**: having a sustainable impact should be the driving force behind investments and efforts in development policy making;
- **Partnerships for development**: development depends on the participation of all actors and recognition of the diversity and complementarity of their functions;
- **Transparency and shared responsibility**: development cooperation must be transparent and accountable to all citizens.

2. Purpose and objectives

The main purpose of the LEG is to provide a platform for policy dialogue and coordination between development partners, the Government of Tajikistan and broader civil society groups towards achieving SDG targets, and implementation of the NSED-2030 and the MTEAP in the Republic of Tajikistan.

The five key objectives of the LEG include:

1. Advancing the 'Leave No One Behind' agenda and enhancing continued access to quality, safe and inclusive education for all in the Republic of Tajikistan;
2. Contributing to the successful implementation of national strategies and programs, and monitor the implementation of sector policies and reform activities in education;
3. Serving as the main platform to coordinate the work of development partners, the Government of Tajikistan and other stakeholders on all issues related to education;
4. Contributing to building and maintaining an effective policy dialogue between national and international stakeholders in order to enhance the harmonization of partner support;
5. Ensuring strong relationship between development partners and the Government of Tajikistan in support of full and timely implementation of education sector reforms.

3. Core functions
The core functions of the LEG include the following:

1. **Promoting harmonization and alignment of reform activities**
   a. Contributing to the harmonization of donor support (i.e. to a decrease in the number of standalone programs) and the use of existing funding channels to align/disburse aid;
   b. Aligning the LEG members' respective financial contributions to the government-owned and partner-endorsed education sector strategy and programs;
   c. Discussing the scope of projects, approaches, harmonization of technical support, and fitting funding modalities to support country systems in the education sector;
   d. Undertaking joint reviews, assessments and studies to inform education sector policies and reform plans (where such joint effort is feasible and/or desirable).

2. **Supporting policy development, implementation and monitoring**
   a. Facilitating/Providing inputs for the development, implementation and monitoring of the sector strategy and other programs in the education sector;
   b. Exchanging knowledge about sector strategy and/or programme implementation, and project activities supported by national and international stakeholders in education;
   c. Engaging in the organization of government-led annual joint sector reviews (JSRs) or the equivalent annual, comprehensive performance assessments of the education sector;
   d. Generating, sharing and discussing evidence in relation to the education sector (e.g. thematic studies, policy reviews and evaluations, diagnostic assessments, and others).

3. **Addressing education financing and resource use**
   a. Serving as a platform to discuss the costs and financing of the NSED-2030, MTEAPs, and policy priorities, including the financing of specific interventions or reforms in education;
   b. Monitoring government's financial commitments and domestic spending effectiveness in support of the implementation of reforms in the education sector;
   c. Helping identify new sources and/or modalities of financing education sector reforms.

4. **Fostering government leadership and mutual accountability for results**
   a. Utilizing ESP/NSED operational tools (e.g. results framework, action plans, risk register, etc.) as shared frameworks to focus on delivery and acceleration of results in the NSED and the MTEAP priority areas;
   b. Ensuring transparency and timeliness when sharing information on the LEG members' progress towards their sectoral or thematic commitment and spending;
   c. Advancing strategic dialogue and exchange around bottlenecks of the education sector to support steady implementation of the education sector strategy (i.e. the NSED-2030);
   d. Providing support, technically and/or financially, directly or indirectly, to the production of sound analysis to inform the NSED-2030 and the MTEAP monitoring efforts;
   e. Supporting the organization of Joint Sector Reviews (JSRs) annually to review sector results and recommend corrective actions, informed by sector performance reporting.

5. **Encouraging inter-sectoral and inter-departmental linkages**
   a. Establishing and maintaining linkages with other sectoral/thematic DCC Working Groups and related coordination bodies to ensure aspects such as health and nutrition, child protection, WASH, social protection, labor market, public finance management, public administration, and others feed into LEG discussions.
b. Facilitating participatory dialogue and engagement of relevant government entities, such as the Ministry of Labor, Migration and Employment of the Population and others.

4. Membership

The LEG membership includes development partners (bilateral and multilateral agencies), partner UN organizations, civil society organizations and associations, government entities, members of Parliament, independent experts and scholars, private contractors, and other education stakeholders who have a development footprint and presence in the education sector.

The LEG shall remain open to new members. The contact list of the LEG will be updated annually.

5. Modality

UNICEF is the Chair, acting as the Coordinating Agency of the Global Partnership for Education (GPE), and the Delegation of the European Union (EU) is the Co-Chair of the LEG. Chairs and Co-Chairs are defined based on GPE process and approved by the LEG members. The Chair and Co-Chair convenes, facilitates and chairs the LEG meetings.

Meetings of the LEG are normally held once every two (2) months. Ad hoc or urgent meetings can also be convened as needed, based on requests from the LEG members.

The Chair/Co-Chair prepares and disseminates the meeting agenda among the LEG members, based on inputs from and discussions with the LEG members. The meeting agenda is disseminated at least three (3) days in advance of the meeting.

All meetings are minuted by the Chair, acting as the Coordinating Agency of the Global Partnership for Education (GPE). Meeting minutes are disseminated among the members within seven (7) days after the meeting is held.

Meetings can be attended in person or via remote participation (digitally or by phone).