



# Effective Institutions Platform

## EIP VISIONING PROCESS

LOOKING BACK, LOOKING FORWARD

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### Abstract

- An analysis and recommendations of the current development landscape, trends and future direction of the Effective Institutions Platform (EIP)

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# THE EFFECTIVE INSTITUTIONS PLATFORM:

## LOOKING BACK, LOOKING FORWARD

### I. Introduction

Established in 2012, the Effective Institutions Platform (EIP) grew out of a series of multi-stakeholder dialogs among reform-minded leaders of public institutions, civil society organizations, parliamentary organization and international donors. These organizations formed an alliance of more than 60 members that “support country-led and evidence based policy dialogue, knowledge sharing and peer learning on public sector management and institutional reform.”<sup>1</sup> The EIP is also one of 29 [Global Partnership Initiatives](#) committed to carrying forth the 2011 Busan Agreement as an initiative of the Global Partnership for Effective Development Cooperation. The EIP is hosted by a joint secretariat located in the Development Cooperation Division of the OECD and the UNDP Centre for Public Service Excellence in Singapore.

#### A. Objective and Scope

The EIP is now undertaking a strategic visioning process to take stock of its achievements to date, assess the international and local environments of its members, and evaluate different business models in an effort to position itself to continue its mandate over the next several years. Specifically, the scope of this exercise asks that the recommended business model take into account:

- A brief analysis of the current development landscape, trends and future direction in which the EIP is operating, including other initiatives of similar or complementary nature, as well as an overview of the normative framework emanating from the Agenda 2030 and SDG16.
- Opportunities for the EIP and the adjustment that the EIP needs to take in order to seize opportunities.
- Challenges identified and the EIP’s response to these challenges.
- Untapped potentials of the EIP membership.
- Various financing models that the EIP could look into.
- Proposals on the future make-up of the membership and leadership and proposals on how they will be operationalized.<sup>2</sup>

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<sup>1</sup> Effective Institutions Platform, [Strategic Framework 2015-2020](#), [www.effectiveinstitutions.org](http://www.effectiveinstitutions.org).

<sup>2</sup> Terms of Reference, EIP Vision for the Future and Business Model, OECD/DAC/DCD, January 2018.

## B. Methodology

This report is based on a desk review of EIP materials including the [website](#), reports, newsletters and other publications along with over 40 key informant interviews of EIP leadership, the joint secretariat, EIP members, donor officials and international experts in the field of international development and effective and accountable institutions. Fieldwork included participation in the February 2018 “International Forum on Peer-to-Peer Learning Institutions: Implementing the Agenda 2030,” co-sponsored by the EIP and the National School of Government International (NSGI) and a visit to UNDP headquarters in New York City (April 7, 2018). A full list of interviewees is at Annex 1.

A draft of the report was presented at an informal meeting of the EIP Advisory Group on July 10, 2018 in New York City. The results of those discussions were then incorporated into the report.

## II. Background of EIP

The EIP Strategic Framework lays out the unique mission of the organization. The Framework notes the enormous challenges facing public sector institutions (the gap between increased public expectations and the ability to deliver, lack of resources to deliver high quality services, lack of public trust in the institutions themselves and their ability to adapt to changing needs, and the lack of capacity – but also the motivation and morale of public service officials – to carry out their roles. In a similar vein, the Framework details the challenges encountered by would-be reformers looking to promote more effective and accountable institutions. They face proposed solutions that do not pay appropriate attention to the local political economy and local context; highly technical solutions rather than “best fit” approaches, top down reforms without needed buy-in or input from the “demand side”; insufficient use by donors of host country systems; lack of indicators to demonstrate success of public sector institutions, lack of structured opportunities for peer learning and access to the latest research and experience of donor partners.

Against these challenges, a key and distinguishing feature of the EIP is the offer of **“a different type of conversation.”** By virtue of its multi-stakeholder composition, its emphasis on peer-to-peer learning, its appreciation of the essential nature and role that politics and political economy play in public sector reform and its commitment to structuring “safe space” where trust is high, the EIP offers a unique value proposition to the international community and its effort to implement the SDG 2030 Agenda.

In its 2016 review of EIP, the UK Department for International Development concluded that “All outputs have been met, including notable achievements given scale of ambition: sound day to day management by the Joint Secretariat and co-chairs; diverse network of members; demand for support and activity from the membership; influence in international forums and debates; initiation of learning products in new areas which are galvanising members and pilot collaborative ventures and learning alliances.” (See Box 1: Achievements)

**BOX 1:**

**Achievements**

Over the course of the programme, major achievements include:

- An established reputation as a multi-stakeholder platform able to contribute and influence debate on priority governance challenges across a wide network of practitioners.
- A platform in demand to actively play a leading role in supporting implementation and measurement of SDG16.
- The development of the EIP working methodology of peer learning outlined in the published *EIP Peer Learning Guide*.
- Learning products in new areas which are galvanising members (including proposals pending implementation) and pilot collaborative ventures and learning alliances – including multi-stakeholder country dialogues in Bangladesh and Senegal, collaborative efforts with the International Dialogue on Peacebuilding and Statebuilding, Learning Alliances with Supreme Audit Institutions on their engagement with other accountability actors including citizens and the media, an innovative report on the latter based on a global survey of 30 countries.
- A strengthened and consolidated governance structure (including most recently two new co-chairs (USAID and the Kenyan Civil Service Commission).
- Sound day to day management by the Joint Secretariat and Chairs and a diverse network of members demanding support and activities.

**Source:** DfID Draft Project Completion Review, March 15, 2016

The final report concluded however, “...although a number of logframe milestones have been achieved and there seems to be growing energy from members, the EIP’s added value has not yet been realised and therefore the programme overall has not met expectations.”<sup>3</sup> Based in part on these findings, EIP began a more focused effort in support for two major lines of activity: the hosting of multi-stakeholder dialogues and the creation of “learning alliances” to foster ongoing peer-to-peer learning alliances on public sector reform efforts.

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<sup>3</sup> DFID Project Completion Report, Effective Institutions Platform: ‘Making Reform Happen’ (OECD), June 9, 2016.

EIP's experience with multi-stakeholder dialogues derived from strong member interest in fostering a different kind of exchange over the use of host country systems. In response to strong demand signals from EIP members in Senegal and Bangladesh, the EIP secretariat facilitated two pilot efforts in these countries. As pilot efforts, this initiative served to inform EIP's approach to the design, composition and follow-through necessary for successful multi-stakeholder dialogues. Participants appreciated the opportunity for a full airing of issues and the benefit of hearing viewpoints of different stakeholders in real-time. EIP's produced independent expert evidence in the form of a best practices document which led participants to focus their attention on priorities in their own contexts, identifying bottlenecks in their systems and accessing valuable insights from peers.<sup>4</sup>

The EIP experience in developing Learning Alliances<sup>5</sup> included incubating several member-initiated activities and commissioning a state-of-the-art study on Peer-to-Peer (P2P) Learning.<sup>6</sup> The EIP disseminated the guide broadly and asked members to experiment with the approach and report back the results of their experience. One Learning Alliance brought together the Supreme Audit Institutions (SAIs) from Brazil, Chile, Costa Rica, France, Philippines, South Africa and Zambia along with CSO representatives. At the same, the group benefited from a survey carried out by EIP cataloguing the SAI experience in engaging civil society. A follow-on effort involving SAIs and civil society from six Latin American countries conceptualized another learning alliance, which was not launched due to scheduling and funding issues.

These initial efforts set the foundation for the SPARKS initiative – a competitive small grants program, designed by the EIP Secretariat, using core funding to support EIP member-generated proposals for learning alliances. In response to a call for proposals, the Secretariat received seven proposals, all of which were deemed acceptable and three which received funding. Using a “call for proposals” model, the initiatives responded to locally developed demand, required in-kind contributions, specific learning objectives (and built-in a learning loops to understand impact and ways to innovate in the future).

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<sup>4</sup> Author interview with Anna Piccinni, EIP secretariat, April 25, 2018.

<sup>5</sup> “Learning Alliances are designed as collaborative multi-stakeholder groupings of institutions and organisations drawn from multiple contexts and countries that share knowledge, experiences and innovations on specific public sector reform topics. Learning Alliances give peers the opportunity to learn from each other in safe spaces to debate successes and failures in public sector reform efforts.” [www.effectiveinstitutions.org](http://www.effectiveinstitutions.org)

<sup>6</sup> Andrews, Matt R. and Manning, Nick, [A Guide to Peer to Peer Learning: How to make peer to peer learning and support effective in the public sector](#), Effective Institutions Platform, 2016.

The three successful proposals under SPARKS dealt with i) **climate finance** involving participants from seven countries who sought or who had recently received accreditation from the Green Climate fund; ii) the **use of evidence in five African parliaments** focused on enhancing approaches by MPs to apply evidence to decision making, and iii) **fiscal decentralization and improving the use of own-source revenue** in five county-level governments in Kenya.

*“Peer learning in the field of climate finance integrity has enormous value as it has the potential of inspiring ownership of integrity issues by implementing partners and as such can lead to the more effective implementation of integrity policies. It is also valuable in that it offers a safe space for persons entrusted with integrity functions to exchange information which might be sensitive, yet deals with problems that beg for support and advice that is helpful to evolving solutions based on best practices and experiences.”*

– **Transparency International EU Narrative Report, Climate Finance Integrity and Anti-Corruption Peer Learning Initiative, April 12, 2018**

EIP has captured the successes of the SPARKS initiatives through its reporting, creating a feedback loop that includes successes, challenges and recommendations for further support of learning alliances should the EIP choose to expand this effort.

The SPARKS experience validated the strong support for, and value of in-person sharing of experience among peers. As one participant noted, “you can be given the structure on a paper but it’s not until you talk to them that you understand how it works.”

Participants also appreciated simultaneous exposure to expert advice from resource persons and the opportunity of “learning together” and from each other on learning

alliance topics.

Lastly, and identified as a surprising and unexpected outcome in two of the three learning alliances was that “learning and relationship-building happened within institutional teams, as well as between different institutions. Participants from both LAs reported that they had strengthened their relationships between different departments within their institutions through participating in the learning exchange together. Peer learning was therefore able to provide a space for staff to collaborate in new ways and break out of internal silos, as well as sharing learning between different institutions. This implies a possible third layer of learning.”

SPARKS reporting also documented the challenges in three different learning alliances including the selection of peers (working with “champions” v. engaging high level officials), sustaining momentum after the foundational event, selection of topics most ripe for discussion, the role of facilitators and managing the alliance, gender and inclusion as an area for greater attention, funding and follow-up).<sup>7</sup>

The SPARKS experience demonstrated the ability to convene interested peers representing multiple stakeholders. In the SPARKS example, peers were drawn from multiple countries, representing differing institutions of government where participants benefited from the relatively small number of similarly situated public officials to promote informal, substantive exchange. Civil society organizations were less involved, although in each case, design, facilitation and technical support was provided by experts from non-governmental organizations.

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Through these efforts, EIP has begun to build the evidence base for its approach to peer-to-peer learning. This initial effort sought to test the use of the Peer Learning Guide but immediately found that the approach was not appropriate in all circumstances with just one learning alliance relying the framework.

Surveying the experience of others, EIP sponsored a learning event with the National School of Government International (NSGI), a unit within the government of the United Kingdom that works to increase the impact of aid interventions overseas with a focus on building effective institutions. The two-day workshop brought participants

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<sup>7</sup> See Hayter, Emily, “SPARKS Grants: Peer Learning Approaches at the EIP,” Report to the EIP Secretariat, UNDP, April 11th 2018 (revised).

## A New Approach to Capacity Building?

*“While the evidence base to support peer-to-peer learning remains embryonic, many in the international development sector are already highlighting to the potential benefits. Where countries are looking to move out of chronic aid dependency, these partnerships can be used to positively influence policy and behaviour, without relying on direct financial assistance. Developing country institutions can benefit from transfer of knowledge that comes from working with counterparts who have lived experience of addressing similar problems. Peer-to-peer learning may also be better equipped to support some of the ‘softer’ dimensions of institutional reform, including through advice on topics such as stakeholder management and leadership.”*

DfID, “Turning Aid Delivery on its Head: Fast-Tracking Institutional Development Through Peer-to-Peer Support, 2018 London Conference Report

together to share their experiences and to identify success factors and challenges to effective P2P learning.

Participants appreciated the intentionality of trying to systematize the peer learning process (with efforts such as the Peer Learning guide) but with the caveat that P2P learning is one of many approaches to promoting change and that it should become an end in itself. Moreover, the link between the peer learning experience and broader institutional change is not well understood or documented.

Other design challenges identified by participants concerned the selection of peers, with a consensus on starting small with a group of carefully identified peers was preferable than a more ambitious capacity building efforts aimed at institution-wide change. And finally, the complex, non-linear, iterative approach to peer learning does not always mesh with the objectives and requirements of traditional donor-funded projects.<sup>8</sup>

Collecting and managing the knowledge gleaned from EIP activities is essential to accomplishing its mission of “...Capturing innovative and effective approaches to public sector reform through knowledge-sharing, mutual exchange of practical experiences and collective learning processes...” As the body of EIP-sponsored Learning Alliances grows, the platform should take care to document the experience and generate evidence on the efficacy of P2P learning and its role in fostering locally owned and locally led reform processes. While the website is reasonably up to date, recent reports documenting the SPARKS experience, the summary reports on the aforementioned workshops on P2P learning and other EIP activities should be published and disseminated.

### III. The Strategic Environment

Surveying the international landscape is a critical part of positioning the EIP for the future. Understanding the current status and direction of international policy frameworks and processes along with the most promising multilateral and multisectoral initiatives can help EIP identify the most advantageous position for to enhance the EIP’s relevance and impact going forward. At the same time, it is necessary to identify the **current needs of EIP members** for peer-to-peer learning and map that demand against the **interests and initiatives of donors**. This represents the “sweet spot” for EIP in the current strategic environment.

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<sup>8</sup> Hayter, Emily, “International Forum on Peer Learning for Effective Institutions: Implementing Agenda 2030 - February 13-14, 2018,” Paris, [Summary Report](#), April 16, 2018.

## Policies, Road Maps and Potential Partners

### A. Policies

As EIP grew out of the consultations, which resulted in the Global Partnership for Development Effectiveness in the 2011-2012 period, it makes sense to take stock of global efforts to drive this agenda forward in 2018 and beyond.

The adoption of a global development framework – the 2030 Agenda for Sustainable Development -- represents the most important policy development in this space since EIP's establishment. The agenda endorses a global engagement which brings together “Governments, the private sector, civil society, the United Nations system and other actors and mobilizing all available resources.” Further, it recommits all parties “to broadening and strengthening the voice and participation of developing countries... in international economic decision-making, norm-setting and global economic governance.”

The Sustainable Development Goals (SDGs) provided a globally-agreed upon framework for action aimed at achieving development for all by 2030. For EIP, Goals 16 and 17 speak most directly to its mandate, although peer learning, inclusive development and new approaches to capacity cross-cut the entire agenda.

[Goal 16](#) calls for a global effort to “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and **build effective, accountable and inclusive institutions** at all levels.” (Emphasis added).

Within [Goal 17](#), there is a call to “Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation.” As an innovative approach to capacity that includes these forms of cooperation, EIP is well-placed to contribute to new learning on the way in which institutional change happens, as an outcome of Goal 17.

In interviews, the SDGs continue to resonate with EIP members, international experts and donor representatives.

## B. Roadmaps

Tying this ambitious set of global goals to a locally driven institutional change processes, is the primary challenge facing the SDGs. How does this framing support processes of change locally? EIP Co-Chair Margaret Kobia has spoken eloquently about “the need to localize the SDGs” in concrete terms as a means to solve practical problems.

This sentiment was echoed by David Steven of New York University’s Center for International Cooperation. According to Steven, much of the discourse in the past has focused on norm setting and the gap between functioning systems and the performance deficits across the developing world. This has had the effect of dramatically raising citizens’ expectations while failing to offer concrete and actionable solutions. He reports that the conversations that resonate most are forward-thinking and focused on solving real-world problems.<sup>9</sup>

The [Pathfinders for Peaceful, Just and Inclusive Societies](#) is a group of UN member states, international organizations, global partnerships and other partners, convened by the governments of Brazil, Sierra Leone and Switzerland and supported by the

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<sup>9</sup> Author interview, March 20, 2018.

Center on International Cooperation. Together they have developed [a roadmap](#) that aims to connect SDG 16 and other goals to a framework for action. (See Box 1).

### C. Potential partners

**BOX 1:** Excerpt from Roadmap for Peaceful, Just and Inclusive Societies

**Intensify cooperation between pathfinder countries, highlighting successes and leadership**

- Use the SDG16+ roadmap to inform the development of strategies and plans for peace, justice and inclusion at national, regional and global levels.
- Focus on countries at the greatest risk of being left behind, with the aim of supporting implementation in these countries, and increasing learning about how to accelerate progress when capacity and finance is constrained.
- Document innovative models and national best practice in pathfinder countries, strengthening partnerships between countries and increasing north-south, south-south, and south-north learning.

**Strengthen universal networks and platforms for learning**

- Ensure that official data platforms, such as the Global SDG Indicators Database, and complementary platforms, such as the SDG16 Data Initiative, are used to track and encourage progress on the SDG16 targets.
- Use existing and new knowledge platforms, such as the Global Knowledge Platform to End Violence against Women or the Alliance 8.7 Knowledge Platform, to increase the accessibility of evidence on peaceful, just and inclusive societies.
- Explore the potential for new approaches to synthesizing and communicating knowledge and evidence for policymakers and funders in order to translate evidence into action.
- Mobilize professional networks that have the greatest scope to accelerate progress on peaceful, just and inclusive societies.

Source: Pathfinders for Peaceful, Just and Inclusive Societies (2017), The Roadmap for Peaceful, Just and Inclusive Societies – A Call to Action to Change our World. New York: Center on International Cooperation, available at <http://www.cic.nyu.edu/pathfinders>.

The UN Office for South-South Cooperation (UNOSSC) with a mandate to promote South-South and Triangular cooperation on a global basis among UN member states is another natural partnering opportunity for EIP. As host to a set of discrete funds to collaborate across all the SDGs, UNOSSC already employs peer-to-peer learning in its approach and interviews with staff and leadership indicate an openness to partner with EIP.<sup>10</sup> The largest UNOSSC fund is the India Partnership fund which responds to Member State proposals for South-South and triangular cooperation.

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<sup>10</sup> EIP Co-Chair and secretariat staff discussed potential engagement on July 11, 2018. Author interviewed Deputy Director of UNOSSC on (date).

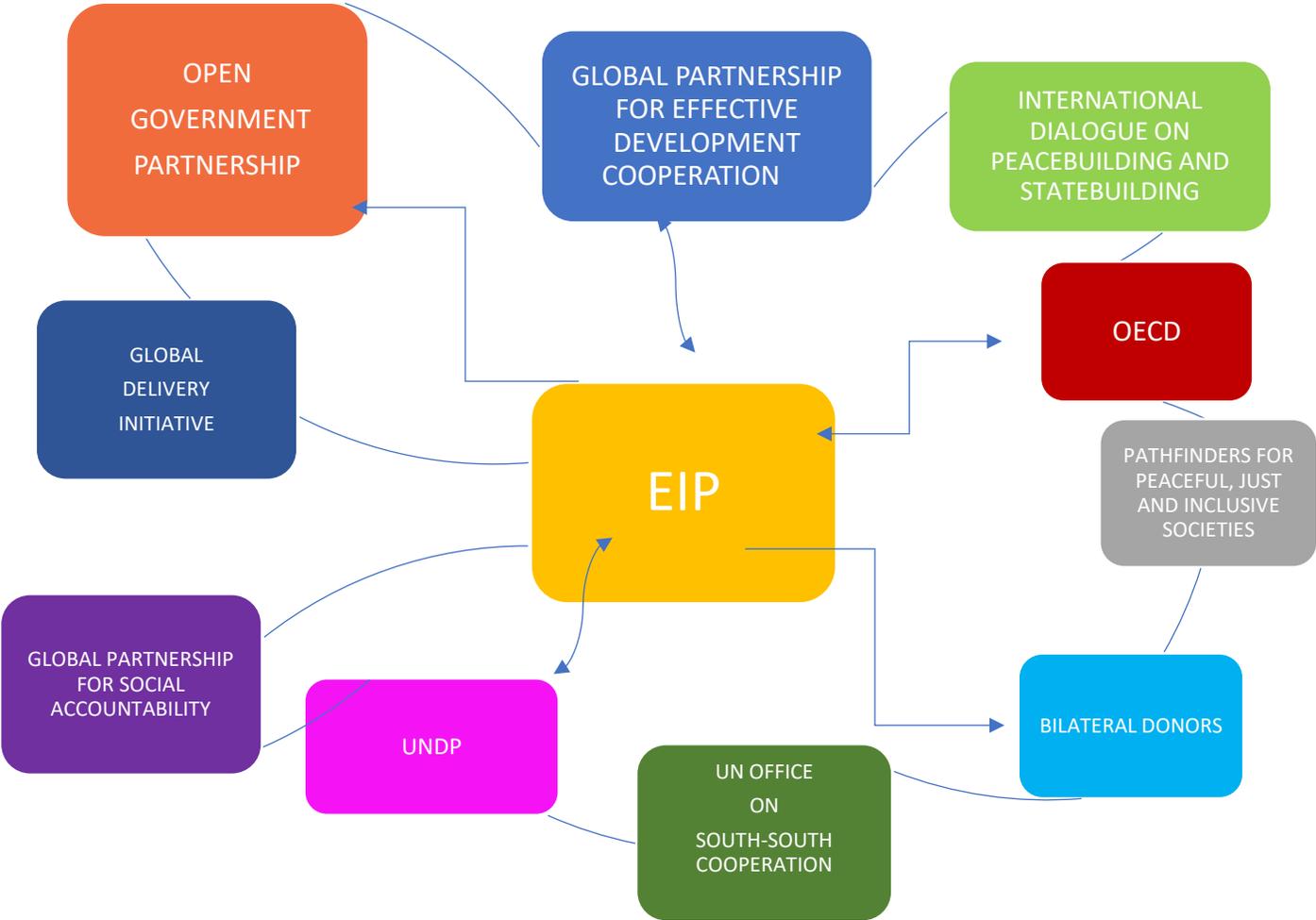
Another partnership for consideration is the [Open Government Partnership](#), which could present an opportunity for the EIP – an opportunity that could present its own challenges or trade-offs. Like EIP, the OGP is a voluntary, multisector organization of more than 70 countries with representatives from government, the private sector and non-governmental organizations with the goal of promoting effective and accountable governance at all levels. The OGP works through securing National Action Plans that document specific reform commitments, independently reviewing and evaluating performance., A partnership with OGP could position EIP to offer peer-to-peer (P2P) learning on topics faced by reformers across countries. This type of “referral function” would tie EIP more directly into one of the broader and most active initiatives now underway.

Partnering with the Pathfinders group is also worthy of consideration by the EIP given the commonality of purpose and their openness to partnering with other organizations (e.g. United Nations Secretariat, United Nations Development Programme, UNICEF, UN Habitat, United Nations Office at Geneva, United Nations Office on Drugs and Crime, UN Women, World Bank. 16+ Forum, Alliance 8.7, g7+, Global Alliance for Reporting Progress on Promoting Peaceful, Just, and Inclusive Societies, Global Partnership to End Violence Against Children, Namati, Open Government Partnership, Transparency, Accountability & Partnerships (TAP) Network). As a Global Partnership Initiative in its own right, EIP has the potential to add a unique and authentic voice to Pathfinders with a commitment to advancing the shared goals of institutional growth and development, knowledge and learning.

Other parallel efforts for EIP to explore are the [Global Partnership for Social Accountability](#) (GPSA) and the [Global Delivery Initiative](#) (GDI), together with a range of regional partnerships such as the [Cities Alliance](#) – should the EIP seek to partner with regional organisations or GPSA evolved out the World Bank’s global governance practice and features social accountability, or citizen and civil society oversight, as a central component of its work. Created in 2012, GPSA now has over 300 partners drawn from the donor community, the private sector, academia, civil society and think tanks. Their goal is to support initiatives aimed at improving government performance by making more accountable to citizens. EIP’s experience with P2P learning and convener of multi-stakeholder dialogues make GPSA a natural partner for initiatives to support promotion of accountable and effective institutions.

The Global Delivery Initiative is multi-stakeholder partnership, housed in the World Bank but reaching across to more than 40 members. It works across all of the SDGs with a particular focus on implementation. It is a resource for reform-minded groups and individuals to explore why so many reforms across development sectors get bogged down or fail. Rather than focusing on the technical solutions, GDI’s theory of change mirrors that EIP’s with consideration of other factors (incentives, politics, coordination and other “software” issues) that undo or stall reforms. Offering P2P learning approaches in partnership with GDI may be another avenue for EIP to pursue.

**BOX 2: POTENTIAL STRATEGIC PARTNERS FOR THE EFFECTIVE INSTITUTIONS PLATFORM (EIP)**



The foregoing discussion focused on similarly placed *global* initiatives. EIP may choose to consider the benefits of also pursuing *regionally-based partnerships*. The benefits to EIP of a more regional approach include i) investing in and empowering EIP members that already have a regional orientation and contacts (e.g. the Astana Hub for Public Sector Excellence); ii) leveraging the common experience and challenges of peers living in the same region and iii) identifying locally-driven reform efforts that may be better accompanied by regional institutions closer to the problem.

As EIP members, the multilateral development banks (IDB, ADB) represent potential donor partners with a regional focus. EIP's civil society members may also find it easier, due to resource constraints, to operate regionally rather than globally. For example, IBON and Kenya's Center for Economic Governance expressed interest in supplying subject matter experts and trainers for efforts to train more people on facilitating learning alliances.

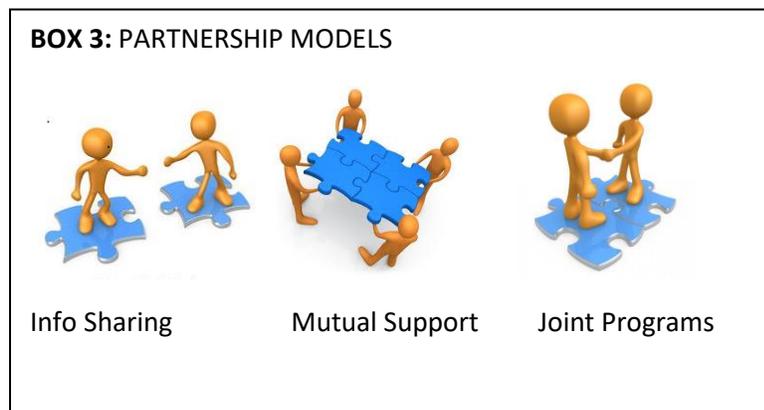
EIP could leverage its role in the GPEDC to look to partner with other Global Partnership Initiatives that have a more regional and local focus. For example, the [United Cities and Local Government's partnership with the European Union](#) includes a goal "to identify the learning demands from local government members, as well as renewed partnerships that build on decentralized cooperation and peer-to-peer learning." Such a collaboration could also with other donor interest in the role of local governments in implementing the SDGs. The Local Governance Initiative and Network works to strengthen local government capacity, public service delivery and accountability to citizens in South and East Asia. Like EIP, is a membership organization that draws from governments, development partners, international organizations, non-governmental organizations and think tanks and has an explicit learning philosophy of peer learning and country-level multi-stakeholder dialogues.

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Whether the EIP chooses to pursue affiliations with global or regional partners, further analysis is required into the costs and benefits of these partner relationships. Questions of philosophical alignment, size, organizational approach, policy and funding requirements may be important considerations. A particular asset for EIP is, as an independent and voluntary membership organization, it has the ability to choose its partners – and how it chooses to engage them.

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<sup>11</sup> See [http://www.loginasia.org/pages/learning\\_process](http://www.loginasia.org/pages/learning_process)



Beyond the above factors, the practical consideration of the transaction costs will be important. One way to think about partnerships is to define different levels of engagement. (See Box 3) For instance, partnering agreements could range from a pledge to general

cooperation and information sharing, to mutual support of each others’ programs in the form of supplying speakers, subject matter experts and participants. A more formal engagement may involve co-design and joint funding of programs. By triaging the nature of partnerships in this manner, EIP can better assess and manage transaction costs.

#### IV. Engaging Donors

While partnerships represent an opportunity to tether EIP to the most politically visible and active initiatives in the SDG 16 and 17 space, the fundamental question remains: where will the resources come from?

To date, EIP has relied on a combination of approaches to secure funding for the operations of the co-Secretariat (held jointly by the OECD Development Cooperation Directorate and the UNDP Centre for Public Service Excellence – Singapore) and EIP programs. The funding model can best be described as “**an anchor donor**” model (See Table 1) where a single donor contribution has been augmented by in-kind contributions by EIP members in the form of staff secondments to the secretariat, self-funding of travel, hosting of events, supplying venues and other support for EIP events.

Table 1: The Anchor Donor Approach

Donor	Amount	Life-of-Project	Highlights
UK – DFID	\$1,000,000	2013-2016	<ul style="list-style-type: none"> <li>• Establishment of Joint Secretariat; website launch and maintenance, newsletter.</li> <li>• Pilot activities in multi-stakeholder dialogues and learning alliances.</li> <li>• Commissioning of P2P learning guide.</li> </ul>
US - USAID	\$400,000	2016-2018	<ul style="list-style-type: none"> <li>• Staff support of UNDP Co-Secretariat</li> <li>• SPARKS – small grants program awards to three learning alliances.</li> <li>• Global advocacy with GPEDC, OGP, OECD/DAC, CSOs.</li> </ul>

Securing resources from multiple donors proved challenging since EIP’s inception with donors citing a variety of reasons for a paucity of investment in the Platform. These included the competition among many worthy Global Partnership initiatives in addition to other political and foreign policy/national security imperatives, timing of requests that coincided with the refugee crisis in Europe, changes in government that created uncertainty over the policy direction of incoming administrations and general scarcity of resources.

## V. Going Forward – A Vision for EIP

### A Unique and Compelling Approach – The “What” and the “How”

In taking stock of EIP’s experience to date, the offer to the Platform membership and its resource partners is the opportunity to respond in new ways to the ambitious challenge of enabling effective institutional change and development (SDG 16) through peer-to-peer learning approaches (SDG 17).

Member interviews reveal that the attraction of the Platform lies in both dimensions of this EIP model; covering both the ‘what’ and the ‘how’, and could be further informed and strengthened by adopting a sectoral focus. Member states are firmly committed to finding solutions to the everyday challenges they face, drawing on the experiences of similarly situated peers. Non-governmental members see the multi-stakeholder nature of the EIP’s dialogues and the creation of a “safe space” – the “how” of the EIP approach – as offering a new and unique approach to institutional change and development.

Advisory Group members discussed how, at this point in time, through production of the Peer to Peer Learning Guide and the SPARKS experience, there was a greater degree of clarity on the “how” with less definition on the “what.” The commitment to rooting the Platform in SDG 16 and promotion of effective and accountable

institution remains important but is admittedly too broad. The consensus now reflects the need for a topical focus that will give the Platform’s efforts the focus needed for coherence and demonstration of impact – crucial to maintaining interest and momentum and more importantly, attracting donor resources.

As a first order of business, the Advisory Group will survey its membership to identify 2-3 topics on which to focus in the short- and medium-term as an input into the EIP’s revisioning process. (See Section 6.C below).

## **A Different Kind of Conversation**

The “how” of the EIP approach can best be distilled as offering **a different type of conversation**. In contrast to traditional capacity building approaches currently available to would be reformers, EIP members eloquently describe the factors that make multi-stakeholder dialogues and peer-to-peer learning approaches more attractive in today’s development milieu, *all parties have something to learn and something to teach*.

Interviews describe those descriptive factors as follows:

*Peer-to-Peer approaches* allow for more relevant and contextually based conversations that incorporate the sense that all participants have something to offer, sometimes described as “everyone is a teacher; everyone is a learner.”

The *multi-stakeholder nature* of these conversations also distinguishes EIP’s approach from more traditional approaches to capacity building. The inclusion of public and private sector actors, civil society representatives, expert resource persons and donors represents a powerful combination of perspectives and sources of learning for all participants.

This approach also helps to *localize the development experience* with actors on the ground. EIP works best when it assists in stimulating country-driven reform initiatives by identifying peer learning experiences that are suitable for adaptation into the local context. The resulting reform efforts are more likely to be locally-owned and locally led.

Closely related to paying attention to local context, is the *incorporation of design thinking that is both demand and problem-driven as well as iterative and adaptive*. Conversations start from participants themselves without a prescribed solution in mind, make use of experimentation and reflection, incorporate feedback loops and generate and communicate stories of success. These attributes inform the EIP

approach, differentiate it from traditional capacity building models, and warrant consideration in the context of the EIP's partnerships and alignment going forward.

Furthermore, facilitated discussions aim to build relationships of trust so that conversations can unfold in **safe space**. Participants may feel more free to offer initial thinking or unformed ideas that may benefit from discussion with other reform-minded peers.

Finally, EIP's approach to ***P2P learning places responsibility for success with the participants themselves*** – they are responsible for their own learning with donors and other supporters focused on supporting the environment and helping to set the conditions for success.

## VI. Strategic Approaches and Business Models (Options)

In considering the options of business models, it may be more appropriate to refer to options as *funding models*, since in the case of business models, the customer pays for something s/he finds of value. In contrast, in the case of EIP and other such ventures, the funders and the participants are two different parties. Similarly, leadership of international organizations may be more sophisticated about creating and running programs and platforms than they are about funding organizations.<sup>12</sup>

The following options encompass the vision set forward by the EIP Strategic Framework, with varying structures to match varying resource envelopes. For the purposes of this paper and discussion (and 2018 being an Olympiad year), options are designated as Gold, Silver and Bronze.

### **Going for Gold**

This Gold option envisions an expansion of the current platform to include the capacity to provide direct technical assistance to stimulate and implement EIP's two main product lines/services: multisector dialogues and peer-to-peer learning alliances. EIP experience indicates that its members can develop bankable proposals for both of these initiatives but require long-term advice, accompaniment and follow-up to sustain these efforts. The SPARKS small grants program demonstrated that, within the EIP alone, there is substantial unmet demand for local-owned and locally-led opportunities to advance multi-stakeholder dialogues and peer-to-peer learning on accountable and effective governance. **The missing elements have**

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<sup>12</sup> Foster, William Landes, Kim Peter and Christiansen, Barbara, "Ten Non-Profit Funding Models, Stanford Social Innovation Review, Spring 2009.

**been expert facilitation and technical advice and support for the execution of learning alliances.**<sup>13</sup> By adding a team of up to four professional facilitators and advisors, the EIP would substantially increase its impact through creation of multiple learning alliances.

With a more robust in-house capacity, EIP could become a *preferred service provider* for other organizations that see P2P learning as a desirable approach to addressing public sector reform issues. Similarly situated organizations could refer these cases to EIP as proposed learning alliance engagements or to sponsor multi-stakeholder dialogues. This approach would be particularly effective in forming strategic partnerships with flagship organizations that are doing significant work in the SDG Goal 16 and 17 space. For example, a learning alliance in two or more countries could be launched as a commitment in one or more National Action Plans under the Open Government Partnership.<sup>14</sup>

*Going for Gold* means moving adding to the co-secretariat role of managing the Platform (membership, website, meetings) and developing a program delivery capacity. As an institution, EIP would be stepping up to fill a gap in the international infrastructure. It would be responding directly to the vision outlined in the Global Partnership and the 2030 Agenda for Sustainable Development which calls for multi-sector participation and “targeted capacity building...to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation.” In this regard, EIP member states could be encouraged to make application to the UNOSSC for proposals for P2P learning across 2-3 SDGs.

Offering expanded technical services should build in learning from experience, particularly design recommendations from the Guide Peer-to-Peer Learning Guide. These include i) having clear learning objectives and structuring engagements to maximize those objectives; ii) selecting peers and pairing them in such a way that they are empowered to engage effectively: meaning available to work, to reflect on their learning and continue engagements within a peer group; iii) securing appropriate engagement from the sponsors and participants of P2P participation to ensure feedback and ongoing support to the learning process at the level of the institution, and iv) simplifying processes for participation of peers to make it easy to

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<sup>13</sup> Author interviews with Secretariat regarding the SPARKS experience revealed that successful learning alliances required a substantial amount of follow-up and logistical support as well as direct facilitation of the P2P learning to inform this recommendation. Both are required elements for success.

<sup>14</sup> Author interview with Sanjay Pradhan, Open Government Partnership, March 28, 2018.

engage, surface and act on the learning experience while capturing lessons and documenting success.<sup>15</sup>

EIP will continue to play a global thought leadership role in the international policy dialogue in multiple fora on topics ranging from the SDGs and their implementation to climate finance, domestic resource mobilization, South-South cooperation, research and learning. This role will be enhanced by EIP’s own programming experience as well as the creation of strategic partnerships by EIP and its members with flagship organizations involved in SDG implementation, the Global Partnership for Effective Development Cooperation and other public and non-governmental international organizations.

<b>Going for Gold</b>	
<p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>• Alignment with SDGs</li> <li>• Shared cost across donors and members.</li> <li>• Addresses Demand for Learning Alliances with in-house staff.</li> <li>• Build a learning organization that experiments and shares knowledge,</li> <li>• Appreciation of Local Context and Local Voice</li> <li>• Sustains global advocacy role through strategic partnership and knowledge transfer.</li> </ul>	<p><u>Challenges</u></p> <ul style="list-style-type: none"> <li>• Resource flows still lag even after proof of concept.</li> <li>• Direct, tangible results are hard to quantify and communicate.</li> <li>• Implementation risks if activities are not well-designed.</li> </ul>

### Stretching for Silver

The Silver option seeks to expand the current program through a set of strategic partnering agreements between EIP and other major organizations working on SDG implementation, particularly Goals 16 and 17.

Strategic partners would be selected according to areas of interest, capacity to partner on P2P learning and sponsoring of multi-stakeholder dialogues, a willingness to learn and apply EIP’s P2P methodology and a commitment to co-funding activities.

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<sup>15</sup> Andrews and Manning, p. 6.

Rather than house in-house facilitators in the EIP co-secretariat, the Silver option would look for partner organizations (perhaps by region) that would carry the EIP brand and program as prescribed in a partnering agreement or memorandum of understanding. These agreements would outline the commitments of each partner, their respective roles and responsibilities, cost-sharing and the agreed upon approach to engagements sponsored by the partnership.

EIP would be responsible for sharing (and training on) its P2P methodology and capturing and disseminating the results of these engagements to EIP members and beyond.

Maintenance of the website and support to EIP members, convening of the annual meetings and governance of the EIP would continue to be carried out by the co-Secretariat.

<b>Stretching for Silver</b>	
<p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>• Provides unique EIP services via global and regional partners.</li> <li>• Costs are shared with strategic partners.</li> <li>• EIP members benefit from partnering with premiere organizations working on issues of mutual concern.</li> </ul>	<p><u>Challenges</u></p> <ul style="list-style-type: none"> <li>• Complexity of managing multiple strategic partnerships.</li> <li>• Ensuring quality when approach is delivered by multiple and diverse actors.</li> <li>• Potential difficulties in capturing learning across all EIP-sponsored activities.</li> </ul>

### Betting on Bronze

The Bronze option is a default option if the required political commitments, in addition to energy, time and financial resources cannot be readily identified. This option ensures maintenance of the EIP as an organization with enough resources to maintain a slimmed down secretariat function that would be responsible for maintenance of the website, platform governance, convening an annual meeting and information sharing among EIP members. The planning and execution of activities would be left to those of EIP members with the instruction to share learning with the secretariat for dissemination within the network.

The main advantage of this option would be the determination to maintain a space in the international landscape for the unique work that EIP does, in anticipation of future support when circumstances allow.

<b>Betting on Bronze</b>	
<p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>• Keeps EIP organizationally in tact.</li> <li>• Allows for continued knowledge sharing across the network of active members.</li> <li>• Limited resource commitment (consider a single host for secretariat).</li> </ul>	<p><u>Challenges</u></p> <ul style="list-style-type: none"> <li>• Missed opportunity for the role envisioned by the SDGs.</li> <li>• Loss of knowledge gained through piloting of P2P approaches.</li> </ul>

The three approaches are summarized on the following page.

"EIP: A Different Kind of Conversation"

Peer-to-Peer	Everyone a teacher; everyone a learner.
Multistakeholder	Politically aware, not just technical.
Innovative	Experimental
Demand and Problem-Driven	Building Trust Relationships in Safe Space
Iterative	Adaptive
Supporting SDGs 16 & 17	Promoting Effective and Accountable Institutions

**Going For Gold**

Hosting P2P Learning and Multistakeholder Dialogues

Policy Advocacy

Research and Thought Leadership

Supporting the Platform

**Features**

In-house and Member Facilitators

Outreach by Members to secure Strategic Partners supported by Secretariat.

Knowledge Management Secretariat

**FUNDING MODEL - Multiple donor and membership contributions.**

**Stretching for Silver**

Sponsoring P2P Learning and Multistakeholder Dialogues with Key Players

Research and Thought Leadership methodology

Supporting the Platform brand Platform

**Features**

Strategic Partnerships with

In-House Training on P2P

Regional "franchises" of EIP Secretariat maintains

**FUNDING MODEL - Anchor Donor and Strategic Partnerships**

**Betting on Bronze**

Member-supported Learning Alliances and Dialogues

Experience Sharing

Platform Support

**Features**

Current or reduced Secretariat

Lessons Captured and Shared

Annual Meetings

**FUNDING MODEL: Anchor Donor and Member Contributions**

## VII. Issues for Consideration

### A. Validating the Message

Section IV describes how EIP members and outside experts describe EIP's value proposition. Under the rubric of "a different kind of conversation," when taken in sum, the EIP approach reflects a new approach to traditional capacity building approaches. It builds on the latest thinking on the value of peer-to-peer learning. Topics are defined and owned by a multiple stakeholders, aimed at solving concrete problems taking into account local context, including political dimensions that often thwart reform efforts.

**Recommendation:** EIP should validate this description, refining it to best reflect the essential message for its members, political supporters and potential donors.

### B. Choosing a Model

Section V offers options – Gold, Silver and Bronze – for organizing EIP's strategic approach going forward. While drawn as distinct options, the elements of each approach are *not* mutually exclusive. The fundamental strategic choice for these two robust options are to centralize support for facilitation, knowledge management, research and network support or to regionalize these services through EIP "franchises" or strategic partners responsible for maintaining brand quality and capturing impact.

**Recommendation:** EIP could adopt one of these options **or** develop a hybrid drawing from elements of all three to formulate an approach that best positions the organization to achieve its goals.

### C. Refreshing the Network (**Survey**)

The EIP membership current membership of more than 70 governments and organizations, including public, private, civil society and academic institutions. Growing out of the Busan Conference in late 2011, members' involvement has fluctuated with changes in the environment, organizational development and turnover of personnel. Members who were active at EIP's inception should be pulsed again and new organizations that were not on the scene should be invited to join. EIP needs to know "who is EIP today?"

To this end, illustrative survey questions may include the following:

- 1) What issue of building effective and accountable institutions are you most interested in working on at this time?
- 2) What aspect of your public sector reform work are you most proud and would be willing to share with interested peers?
- 3) Beyond the EIP focal point, what other actors (e.g. other ministries, parliamentarians, private sector and civil society groups, in your country can commit to participate in EIP activities?
- 4) What aspects of P2P learning is most useful? What suggestions do you have to improve EIP's approach?

**Recommendation:** EIP could use the survey results, together with the further inputs of the joint Secretariat, to shape the annual meeting, refresh its membership, define its short-term topical agenda and adjust its methodology as needed.

#### D. Identifying Strategic Partners

Section III identifies a number of global and regional initiatives working in the SDG space with a particular mandate to support accountable effective institutions. Many also use peer-to-peer learning as a central component of their approach. These organizations could be approached to test the interest in collaborating for greater impact. As a global organization of interested members drawn from multiple sectors and a source of practitioner expertise, EIP could position itself as a facilitator of peer-to-peer learning approaches to advance Goals 16 and 17 and others.

**Recommendation:** EIP could approach two or three prospective partners to enhance the impact of its support for SDG implementation. Memoranda or Understanding (MOUs) could lay out basic objectives of collaboration, to include goals, role and responsibilities, topical areas of interests, plans and potential resource commitments to joint efforts.

**Initial discussions with UNOSSC and OGP indicate an openness for partnership which should be pursued on a priority basis.**

#### E. Learning and Adapting

The EIP approach has been influenced by principles of adaptive management, including problem-driven iterative adaptation. Ongoing attention to learning and the creation of feedback loops to ensure experimentation, refinement and continual incorporation of approaches that respond to the situation on the ground would be an important part of establishing the EIP's proof of concept going forward.

**Recommendation:** EIP should enhance its commitment to knowledge and learning by building in locally led approaches to institutional change and development. For optimal impact, these approaches should allow for reflection, evaluation and iterative adaptation in response to the strategic environment, member needs, local context and other factors that emerge from this dynamic working environment.

***The development of effective monitoring and evaluation methodology should be developed to accompany the Peer-to-Peer Learning Guide.***

## APPENDIX 1: List of Interviewees

### EIP

1. Margaret Kobia, Co-Chair, Effective Institutions Platform
2. Per Nordlund, Co-Chair, Effective Institutions Platform
3. Arrndt Husar, UNDP Global Centre for Public Service Excellence
4. Nurina Widagdo, former EIP/UNDP
5. Catherine Anderson, OECD/DAC
6. Lisa Williams OECD/DAC
7. Rose Wanjiru, Center for Economic Governance, Kenya
8. Charmina Saili, Pacific Island Forum
9. Amy Padilla, IBON
10. Saer Niang, Senegal
11. Ahmed Monowar, Bangladesh

### Non-Governmental

12. Andrew Bradley, IDEA
13. Anir Chowdhury, Policy Advisor to Prime Minister, Bangladesh
14. Sarah Cliffe, NYU Center for International Cooperation
15. Neil Cole, former EIP co-chair, CABRI
16. Alan Hudson, Global Integrity
17. Claire Lockhart, Institute for Effective States
18. Nelly Mecklenburg, Institute for Effective States
19. Sanjay Pradhan, Open Government Partnership (OGP)
20. Mark Robinson, World Resources Institute
21. David Steven, NYU Center for International Cooperation

### Governmental – Bilateral, Multilateral

22. Jairo Acuna-Alfaro, UNDP
23. Sumeeta Banerji, UN Office for South-South Cooperation
24. Pedro Conceicao, UNDP
25. Andres Pablo Falconer, GPSA, World Bank
26. Corinne Huser, Swiss Agency for Development and Cooperation
27. Nadereh Lee, US Delegate to the OECD/DAC – USAID
28. Debra Ladner, Global Delivery Initiative, World Bank
29. Nawra Mehrin, UN Office for South-South Cooperation

- 30.Karin Metell Cueva, Head of Capacity Development Unit, Department for Partnerships and Innovation
- 31.Mark Montgomery, Irish Aid
- 32.Chris Murgatroyd, UNDP
- 33.Anna Piccinni, OECD/DAC
- 34.Steve Pierce, former EIP co-chair, USAID
- 35.Carlos Santiso, IADB
- 36.Keith Schulz, USAID
- 37.Jeff Thindwa, GPSA, World Bank
- 38.Linnea Van Wagenen, UN Office for South-South Cooperation
- 39.Xiaojun Grace Wang, UN Office for South-South Cooperation
- 40.Meghan Watkinson, CIDA

## **ANNEX 2: Strategic Events Calendar**

### **2018**

#### July

- Finalize Highlights Report of Informal Advisory Group Meeting, July 10, 2018.
- Finalize EIP Visioning Process Report
- Fifth OGP Global Summit, Tblisi, Georgia

#### August

- Develop EIP resource proposal for SIDA and other potential donors.

#### September

- GOVNET Meeting – (N.B. invite UNOSSC, OGP representatives, others?)
- UNGA

#### October

- GPEDC Meeting – Uganda
- World Bank/IMF Meetings, Indonesia

#### Late Fall

- EIP Advisory Group/Annual Meeting (Nairobi? Paris? South Africa)
- G20 Meeting – Buenos Aires, Argentina

### **2019**

#### March

- Second High Level UN Conference on South-South Cooperation BAPA +40, Buenos Aires, Argentina, 20-22, March

#### July

- High-Level Political Forum – SDG 16 review

## **ANNEX 3: Sources Consulted**

### **Department for International Development (UK)**

DFID Project Completion Report, Effective Institutions Platform: ‘Making Reform Happen’ (OECD), June 9, 2016 (Draft Project Completion Review, March 15, 2016)

“Turning Aid Delivery on its Head: Fast-Tracking Institutional Development Through Peer-to-Peer Support,” 2018 London Conference Report

### **EIP**

Andrews, Matt R. and Manning, Nick, [A Guide to Peer to Peer Learning: How to make peer to peer learning and support effective in the public sector](#), Effective Institutions Platform, 2016

Hayter, Emily, “SPARKS Grants: Peer Learning Approaches at the EIP,” Report to the EIP Secretariat, UNDP, April 11th 2018 (revised).

Hayter, Emily, “International Forum on Peer Learning for Effective Institutions: Implementing Agenda 2030 - February 13-14, 2018,” Paris, Summary Report, April 16, 2018.

Programme of Work 2017-2020, June 30, 2017

[Strategic Framework, 2015-2020](#)

Transparency International EU Narrative Report, Climate Finance Integrity and Anti-Corruption Peer Learning Initiative, April 12, 2018

Wanjiru, Rose, Peer to Peer Learning Initiative on Enhancing Own Source Revenue for County Governments, Final Narrative Report, April 16, 2018

### **Other**

EIP with Centre for Economic Governance, “Key Issues from the Peer to Peer Pre-Foundational Assessment by Counties in Revenue Mobilization and Administration,” Issues Paper No. 1, October 2017

Jusufi, Islam, “The future of Peer to Peer partnerships in the new development agenda,” Effective Institutions Platform (EIP) Joint Secretariat and the National School of Government International (NSGI), Draft Paper, April 17, 2018

Foster, William Landes, Kim Peter and Christiansen, Barbara, “Ten Non-Profit Funding Models, Stanford Social Innovation Review, Spring 2009.

Pathfinders for Peaceful, Just and Inclusive Societies, The Roadmap for Peaceful, Just and Inclusive Societies – A Call to Action to Change our World, New York: Center on International Cooperation, 2017

UN Office of South-South Cooperation, Good Practices in South-South and Triangular Cooperation for Sustainable Development, May 2016

## **Websites**

Cities Alliance

<http://www.citiesalliance.org/about-cities-alliance>

Effective Institutions Platform

<https://www.effectiveinstitutions.org/en/>

Global Delivery Initiative

<http://www.globaldeliveryinitiative.org/>

Global Partnership for Effective Development Cooperation (GPEDC)

<http://effectivecooperation.org/>

Global Partnership Initiatives - <http://effectivecooperation.org/monitoring-country-progress/global-partnership-initiatives/>

Global Partnership for Social Accountability (GPSA)

<https://www.thegpsa.org/>

Local Governance Initiative and Network (LOGIN)

<http://www.loginasia.org/>

Open Government Partnership (OGP)

<https://www.opengovpartnership.org/>

Pathfinders

<http://www.cic.nyu.edu/pathfinders>

Sustainable Development Goals (SDGs) -  
<https://sustainabledevelopment.un.org/sdgs>

United Cities and Local Governments

<https://www.uclg.org/>

UN Office on South-South Cooperation

<https://www.unsouthsouth.org/>