Reflexions on the effectiveness of partnerships – past and future - to promote education for all in Asia and the Pacific
Introduction

Jim Ackers, UNICEF East Asia and Pacific Regional Office
Overview

1. **Partnerships in the East Asia and Pacific Region**
   - Education For All (EFA) for overall education (2000)
   - Asia-Pacific Regional Network of Early Childhood (ARNEC) for holistic ECD (2008)

2. **Discussion: Post-2015 - partnership to achieve the Sustainable Development Goal 4**
## Symposium Papers

### Paper 1 – Effectiveness of Partnership for Development – Partnerships for Education for All in Asia-Pacific

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### Paper 2 – Advancing multi-sector engagement on ECD: The case of Asia-Pacific Regional Network for Early Childhood (ARNEC)

<table>
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<td>Divya Lata</td>
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### Paper 3 – Effectiveness of Partnership for Development, a Case Study on the East Asia and Pacific United Nations Girls’ Education Initiative (EAP UNGEI)

<table>
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What is a Partnership?

“multi-dimensional continuum of widely different concepts and practices and is used to describe a variety of types of relationship in a myriad of circumstances and locations”

(McQuaid R.W., 2009)
The three types of partnerships

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<tr>
<th>Type of Partnership</th>
<th>Description</th>
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<td>Knowledge Partnerships</td>
<td>Function as learning platforms (i.e. EAP UNGEI)</td>
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<td>Standard-setting Partnerships</td>
<td>Draw up voluntary standards in areas yet subject to binding goals and regulations (i.e. EFA TWG)</td>
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<tr>
<td>Service Partnerships</td>
<td>Initiate and realise projects designed to implement development goals (i.e. ARNEC)</td>
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(Source: “Partnership for Sustainable Development,” Marianne Beisheim)
What makes a successful partnership?

Partnerships are regarded effective only when there is an added-value to the partnership, meaning that an individual member organisation can achieve the desired objectives either only with the partnership or with less resources through the partnership.

‘Collaborative advantage’ occurs only when involved parties gain “real advantage from collaboration, something has to be achieved that could not have been achieved by any one of the partners acting alone, but is in their interest”

Thus, the partnership’s success depends on “how well the partners’ interests and intentions dovetail with the goal of the partnership, and on how well their resources complement each other”
Key Success Factors

- **Strategic Structure** and Composition of the membership
- Diverse types of resources provided by the partners
- **Trust** between organisations and between individuals in partnerships
- **Similar levels** of budgetary and policy responsibility, and operation within similar geographical boundaries
The Asia-Pacific Region
Overview of the Asia-Pacific Region

- In 2014, population reached 4.3 billion people, 60% of the world population (ESCAP, 2014)
- Over 3,000 languages used
- 3 billion people aged between 15-64 years old
- The population of elderly persons (65 years and older) from 1990 to 2014 nearly doubled to 330 million (ESCAP, 2014).
- Rapid urbanization
- Most affected region by natural disasters in the world
- Migration is an increasing challenge
- Demographic changes linked to changes in the labour market and education development (UNESCO 2015)
Overview of the region – EFA Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1 - Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2 - Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3 - Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4 - Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5 - Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.

Goal 6 - Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Source: Preliminary draft EFA synthesis Report (UNESCO, 2014)
EFA Partnerships
Cecilia (Thea) Soriano, Asia South Pacific Association for Basic and Adult Education (ASPBAE)
Why EFA TWG?

“The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by cooperation with regional and international agencies and institutions.”

(UNESCO, 2000, p. 8).
Why EFA TWG?

The goal of the TWG on EFA is to support the achievement of the six EFA goals in UN Member States across the Asia-Pacific region by 2015.

The Dakar process created the space for CSO participation in the global EFA architecture which brought a wider reach to include practitioners, right to education campaigners, and activists from the different global regions.

In Asia-Pacific, the regional networks and international NGOs in the TWG served as a bridge between the region and members in countries.
Who does it involve?

✓ Chair: The UNESCO Asia and Pacific Regional Bureau for Education (Bangkok) since October 2005

✓ Convening committee: UNESCO (Chair), UNICEF (Co-Chair), ILO and UNESCAP.

✓ Core participants: FAO, ILO, UNICEF, UNHCR, UNEP, UNIFEM and UNESCO.

✓ The TWG will open participation to representatives of other concerned UN agencies, intergovernmental bodies, NGOs, and bilateral and multilateral agencies, as appropriate.

✓ Some of the CSOs, NGOs and organizations in the TWG include:
  - SIL International; ATD Fourth World; ARNEC; ASPBAE; SEAMEO; Plan International; FHI360; World Bank; UIS
The TWG on EFA and EFA Coordination

UNDG

Regional Directors Team (RDT) and Regional Coordination Mechanism (RCM)

Economic and Social Commission for Asia and the Pacific (ESCAP)

Regional Meetings of National EFA Coordinators in Asia-Pacific

UNESCO Paris

UNESCO Asia-Pacific Regional Bureau for Education

UNESCO FOS

Thematic Working Group (TWG) on EFA + MDGs 2&3
- Core UN Members:
  - UNESCO (co-chair/Secretariat)
  - UNICEF (co-chair)
  - UNESCO
  - ILO
  - FAO
  - UN agencies, INGOs, CSOs

- UN partners
- NGOs and CSOs
- Academe
- UNESCO FOs

Sub-working groups
- Multilingual Education WG

EFA Flagships and Initiatives
- UNGEI
- ERP

Networks
- Asia-Pacific Network for Early Childhood (ARNEC)

Countries
- National EFA Coordinators
- Education Sector Working Groups (ESWG) – e.g., Cambodia and Lao PDR

- National EFA Action Plans
- Implementation Schemes
- EFA M&E

South Asia EFA Forum
- Pacific Education Forum
- Central Asian Republics and Kazakhstan (CARR) Education Forum
- Southeast Asia
  - Ministers of Education Organization (SEAMEO)
  - (Sub-regional level)
Achievements

• Knowledge leadership management and information sharing, e.g. EFA End of Decade Notes – peer review

• Monitoring of EFA across the region through national and regional synthesis EFA reports etc. – regional end of decade assessment 2010

• Convening meetings to discuss challenges and successes with EFA including capacity development for Ministry staff

• Support for regional programmes in thematic areas: Gender, ECD, Mother Tongue Education, OOSC; assessment

• Organizing policy platforms for dialogue and collaboration amongst Member States, UN partners and CSOs

• Support for formulation of Post-2015 agenda (APREC & Bangkok Statement)
Challenges

• **Variable engagement** at country level, especially in Central Asia

• **Variable linkages** with sub-regional bodies, e.g. SEAMEO and SAARC

• **Parallel education agendas** from 2000

• **Limited engagement** of EFA co-convenors: UNDP, UNFPA, WB

• **Limited interaction** with private sector partners and issues

• **Resource constraints** limiting strategic focus and convening capacity

• **Lack of** clear operational strategy and accountability

• **Weak linkages with other sectors**, e.g. child protection, social protection, health, water, sanitation etc

• **Institutionalized participation** of CSOs at regional level but variable at country level
Shaping a shared Post 2015 vision: Bangkok Statement

“Ensure equitable and inclusive quality education and lifelong learning for all by 2030”

Asia-Pacific Perspective
human rights, human development, gender equality, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity

Persisting and emerging challenges
demographic changes, migration, climate change, environment degradation, and the technological divide, women’s illiteracy

Regional Priority Action Areas
Lifelong learning for all; Equity and Equality (conflict and crisis situation, disability, marginalization); Skills and competencies for life and work (creative, innovative, critical thinking, communication); Quality and Teachers; Information and Communication Technologies for education; Governance and financing
Issues to address in way forward

• Needs to **broaden scope of thematic areas** and include emerging issues, e.g. migration, digital citizenship, disability issues

• **Over dependence** on two agencies for funding

• Need to develop **research agenda around emerging issues** and good practices

• Need to **strengthen research with regional and sub-regional focus** and including more academic institutions and CSOs in agenda

• Need to **strengthen linkages with sector planning** at country level

• Need to **translate regional partnerships at national level** by institutionalizing multi-stakeholder and civil society participation in countries
East Asia and Pacific United Nations Girls’ Education Initiative (EAP UNGEI) Partnership

Eunwoo Kim
What is EAP UNGEI? - History

UNGEI is a multi-stakeholder partnership launched by the Secretary-General in April 2000 at the World Education Forum (WEF) in Dakar.

UNGEI aims to improve the quality and availability of girls’ education in support of global gender-related goals to achieve universal primary education and to promote gender equality and empower women.
What is EAP UNGEI? - History

The EAP UNGEI was established to respond to specific needs in the region:

1) to strengthen gender perspectives in education;

2) to improve education sector planning; and

3) to address multi-sectoral challenges relating to meaningful participation of both boys and girls in education.
What is EAP UNGEI? - History
Enhanced focus on marginalised and excluded groups

Reduction & elimination of School Related Gender Based Violence

Increased number of girls transitioning to secondary education

Improved learning outcomes for girls

Global UNGEI Priorities
EAP UNGEI – Priorities

Global UNGEI Priorities

Regional Needs

EAP UNGEI Objectives, Strategies, Focus Areas
Regional level policy frameworks promote girls’ education and gender equality

Knowledge about girls’ education and gender equality, including technical tools and guidance, is managed and disseminated

National partnerships for girls’ education are active
Policy Advocacy
Sharing best practices, information and data
Building Partnerships

EAP
UNGEI Strategies

Gender Review of Sector Plans (Lao PDR, PNG)
School Related Gender Based Violence (SRGBV) and Marginalisation (Working Groups)

Focus Areas

Traditional, larger area of intervention
Emerging issues specific to the region

Feeding emerging issues and new knowledge into sector plans
Gender Review of Sector Plans

Gender, Inclusion, and Disability Technical Working Group (GID TWG) co-chaired by the Ministry of Education and a CSO (Plan Lao PDR)

Gender audit of Department of Education (DOE).

The Accelerating Girl's Education (AGE) committee was re-established under one of the sub-committees of the Education Sector Improvement Plan.
Two Working Groups

School Related Gender Based Violence

Development and piloting of a **SRGBV regional curriculum**, a **tool for 11-14 years old** that includes guidance note for teachers and 31 lesson plans, is developed and to be piloted by the end of 2015.

Policy Advocacy on marginalisation issues such as child labour, violence against women, and disability were organized with partners like ILO and UNWomen (UNiTE Campaign).
Policy Advocacy & Knowledge Generation and Sharing

Celebrating International Days
International Day of the Girl Child (October 11, 2014): Called for Action to address SRGBV in the region with an infographic explaining how SRGBV threatens children’s future (UNiTE, EAP UNGEI)

The World Day Against Child Labour (June 12, 2015): Launched an UCW report, "The twin challenges of child labour and educational marginalisation in the East and South-East Asia region (ILO, UNICEF, UNESCO, EAP UNGEI)

Knowledge Generation and Sharing
Resources produced by the EAP UNGEI and its members: Girls, Disabilities, and School Education in the East Asia Pacific Region (2014) followed by a webinar (2015); School-Related Gender-Based Violence in the Asia-Pacific Region (2014); Why are boys underperforming in Education? Gender Analysis of Four Asia-Pacific Countries (2012)

The EAP UNGEI Newsletter: A platform to share best practices from the field and news on the region and global education agenda.

Sharing resources from partners: blogs, event announcement, publications launched, and etc.
As a knowledge partnership, the EAP UNGEI’s main role is to disseminate and share information and knowledge with the members, leading to evidence-based policy making and implementation at the country level.
Who are we?

**UN Partners**
- UN Women
- UNESCAP
- ILO, IOM and etc.

Provide expertise and experiences from the field.

**EAP UNGEI Secretariat**
- Hosted by UNICEF EAPRO

Provides overall coordination, technical leadership and quality assurance of the network, while working to engage the global UNGEI at the regional level and vice versa.

**Co-Chair:** UNESCO Bangkok

Often provide leadership in thematic areas such as child labour, migration, and violence against women.

**CSO partners**
- ActionAid, Aide et Action, ASPBAE, Plan International, SPELL and etc.

Instrumental in collecting evidence and stories from the field and implementing pilot projects.

**Individual Experts**

Conduct research/webinar.
Provide expertise and experiences from the field.
Editorial Board.

**Key to the sustainability of the EAP UNGEI**

Flexibility to take a part when suitable.

**Traditional Partners**

Members are based in and outside of Bangkok.
How do we work?

- **Regional Meeting (biennially)**
  - International Day of the Girl Child (October 11)
  - Members update and discuss activities

- **Members Meeting (August)**
  - Members Meeting (November)
  - Members Meeting (May)
  - Members update and discuss activities

- **Workplan for the next year discussed with the members**
  - Workplan endorsed by the members

- **International Women’s Day (March 8)**
  - International Day of the Girl Child (October 11)
  - Members update and discuss activities

- **World Day Against Child Labour (June 12)**
  - The EAP UNGEI Newsletter (May-June)

- **The EAP UNGEI Newsletter (Nov-Dec)**

- **Continuous sharing and dissemination of knowledge**
  - Regional Advocacy
  - Development of tools (i.e. SRGBV curriculum)
  - Country level implementation (Pilot)
Where?

UNICEF East Asia and Pacific Countries and some South Asian countries in collaboration with the EAP UNGEI members and UNICEF Regional Office for South Asia.
Strengths and Weaknesses of the EAP UNGEI

Dependency on personalities

Trust and respect between members

Different roles of diverse members

Secretariat (leadership, financial resources)

Competing priorities and communication management

Financial Resources too dependent on one organization. No central level fiscal arrangement.

The leadership’s big impact on the network

Time spent on the network seen as added-on

Reconstituted the Secretariat:
- Chair
- Communications Officer
- Working Groups Coordinator
## Emerging Issues

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<th>Governance</th>
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<td>• Multiple layers of barriers for girls (early marriage, adolescent pregnancy)</td>
<td>• Changing landscape of global agenda and partnerships with newly prioritized issues</td>
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<td>• Underperformance of boys</td>
<td>• Various partnerships for education at the global level (GPE, GEFI, Clinton Initiative, CHARGE for Girls)</td>
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<td>• Transitions from primary to secondary education for both girls and boys</td>
<td>• Regional organisations (i.e. ASEAN, SEAMEO) with a priority in education</td>
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<td>• Marginalisation of LGBTI population</td>
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Key Ingredients for a Successful Partnership

In conclusion, reflecting on the EAP UNGEI’s experience and a broad overview of success factors for partnerships, several key ingredients that contribute to a successful partnership seem to be: a flexible and strategic membership under a strong leadership that provides stability for the partnership with resources and good governance, yielding collaborative advantages for the members to achieve common goals.
Way Forward

Going forward, the partnership is focused on strengthening the network to focus on more country level initiatives; enhancing the gender lens in disaggregated data collection and analysis; developing and consolidating a joint monitoring plan with a clear “Who does what” and; promoting inter-regional cooperation on best practices.
Any Questions?
ARNEC Partnership

Divya Lata, Plan International, Steering Committee Member of ARNEC
2007

A turning point for Early Childhood

*  
*  
*  

and ARNEC was born
What is ARNEC?

• The Asia Pacific Regional Network for Early Childhood (ARNEC) aims to build partnerships across sectors and different disciplines and institutions in the region to advance the agenda on and investment in ECCD.


• Shaped by a small, dedicated steering committee of individuals working with the government, in academic institutions and civil society organizations from the region.
Our Network

- ARNEC has become one of the largest networks for ECCD covering 47 countries with 1,700 individual members and 15 institutional members.
Institutional Members

- ARNEC Key Supporters and Core Team

- Some Friends of ARNEC, institutional members (total of 14)
How is it governed?

- Board of Directors (3)
- Steering Committee (15)
  - ECD experts from the Region (9)
  - Core Team members (4)
- Executive Committee (5)
  - Friends of ARNEC (2)
  - Secretariat
ARNEC’s key result areas

VISION
The development potential of the young child is realized with support from families, communities and states in all member countries in the Asia-Pacific region.

IMPACT
The Asia and Pacific region has holistic ECCD policies, increased resources, strengthened national ECCD systems and improved knowledge base on ECCD.

OUTCOMES
- By 2015, the Asia-Pacific region will have established a stronger and more dynamic ECCD community that contributes to holistic national ECCD policies.
- By 2015, a holistic and inclusive ECCD agenda is articulated, disseminated and adopted in the Asia-Pacific region.
- By 2015, the ECCD knowledge-base specific to the Asia-Pacific region is enhanced.
- By 2015, the Asia-Pacific ECCD experiences increasingly influence the global ECD agenda.
5 Action Pillars

Knowledge Generation
Advocacy for Policy Change
Information Management & Dissemination
Capacity Building
Partnership Building
# Key achievements of the network/partnership

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<th>Strengthened advocacy for ECCD</th>
<th>Enhanced Regional ECCD knowledge-base</th>
<th>Improved platforms for connecting, learning and sharing amongst members</th>
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<td>• Evidence-based advocacy messages</td>
<td>• Development of the Regional ECCD Scale</td>
<td>• Web-based learning portal for ECCD</td>
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<td>• Annual Regional Conferences on ECCD</td>
<td>• Deepening our understanding of the link between ECCD and Peacebuilding in the Region</td>
<td>• Webinars are also held as another way of discussing ECCD issues in the Region</td>
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<tr>
<td>• ECCD inclusion in the post 2015 development agenda: White paper</td>
<td>• Documentation of Noteworthy Practices</td>
<td>• ARNEC Connections (signature annual publication)</td>
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<td>• Documentation of Innovative Pedagogical Approaches</td>
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Five Key Advocacy Messages from ARNEC

1. **The Early Years:** Ensuring a Child’s Right from the Start

2. **ECCD Begins at Home:** Caring for Children in a Nurturing And Stimulating Environment

3. **Quality Early Childhood Matters:** Making a Critical Investment for a Country’s Future

4. **Inclusive ECCD For All:** Valuing And Respecting the Unique Needs of Every Child

5. **Integrated ECCD:** Working Towards a Seamless Early Childhood System
ARNEC Connections: Knowledge Product
Partnership success factors

- Clearly shared objectives
- Sustained leadership and support of its key partners and core team members
- Shared knowledge and expertise
- Effective functioning of the Secretariat
- Support from its institutional and individual members
- Evolving governance mechanisms
Key challenges

### Financial Sustainability
- Limited, short-term and project-specific source of funding
- Limited development financing that supports platforms and open spaces for critical engagement and generation of new ideas

### Advocating for holistic early childhood development and promoting equity
- Lack of holistically-designed ECCD policies
- Access to quality ECCD services of underserved communities and of children with disabilities
- Lack of holistic interventions integrating all aspects of child’s well-being
- Appropriateness of early childhood curriculum based on their age and development stage
- Delivery of curriculum in a language that is not children’s mother tongue

### Limited country-level linkages
- Need to strengthen role and composition of ARNEC country coordinators
- Lack of a more robust dissemination strategy for the various knowledge products developed
- Lack of mechanism to track how the regional knowledge generated is contributing to country-level policy and programming changes
### Way forward

ARNEC to bring in more value in pursuing a holistic ECD in the Region within the context of the post 2015 global development agenda

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<th>Continue to provide a platform for stronger regional knowledge and coordination given that ECCD is anchored on the different development goals in the SDGs</th>
<th>Continue to facilitate partnerships for holistic ECCD in the Region</th>
<th>Assist countries in ECCD data collection, benchmarking and analysis as part of their SDG adoption</th>
<th>Strengthen country-level linkages and support in implementing the SDGs</th>
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Any Questions?
Concluding Thoughts & Discussion

Cecilia (Thea) Soriano, Asia South Pacific Association for Basic and Adult Education (ASPBAE)
Success Factors

Common Mission

Chance to think what we should not do individually/what can be done better collectively

Flexibility for the workplan to be diverse

Roadmaps

Division of labor and area of leadership (i.e. UNESCO leading on LGBTI)

Catalytic effect

Norms of partnerships: role of the partnerships

Figuring out comparative advantages
Challenges and Opportunities

**Accountability**
- What is the intended impact of partnerships?
- How to monitor relevant outcomes?
- How to measure contribution of networks into policy advocacy?
- How to strengthen evidence-based policy making?
- How to translate regional agreements to effective policy and programs in countries?

**Governance**
- Personalities Matter
- Time consumed on partnerships (stretched secretariat)
- Physical Presence (attending meetings using technologies)

**Partnerships**
- How to define the region? (Southeast, South Asia, East Asia, Central Asia, and etc.)
- How to promote South-South Cooperation? (i.e. local academic institutions)
- How to get new type of partners?
- How to promote broad-based partnerships to support Member States?
Discussion Questions

How do we enhance partnerships for achievement of the Sustainable Development Goal 4?

Ensure inclusive and quality education for all and promote lifelong learning

1. at the regional level
2. at the country level
3. across the sectors

...and how do we link them together at the global level?