

LESSONS LEARNED AND PROSPECTS

Assessment of the Regional EFA Coordination architecture

A Regional 'blueprint' for Education 2030 Partnerships

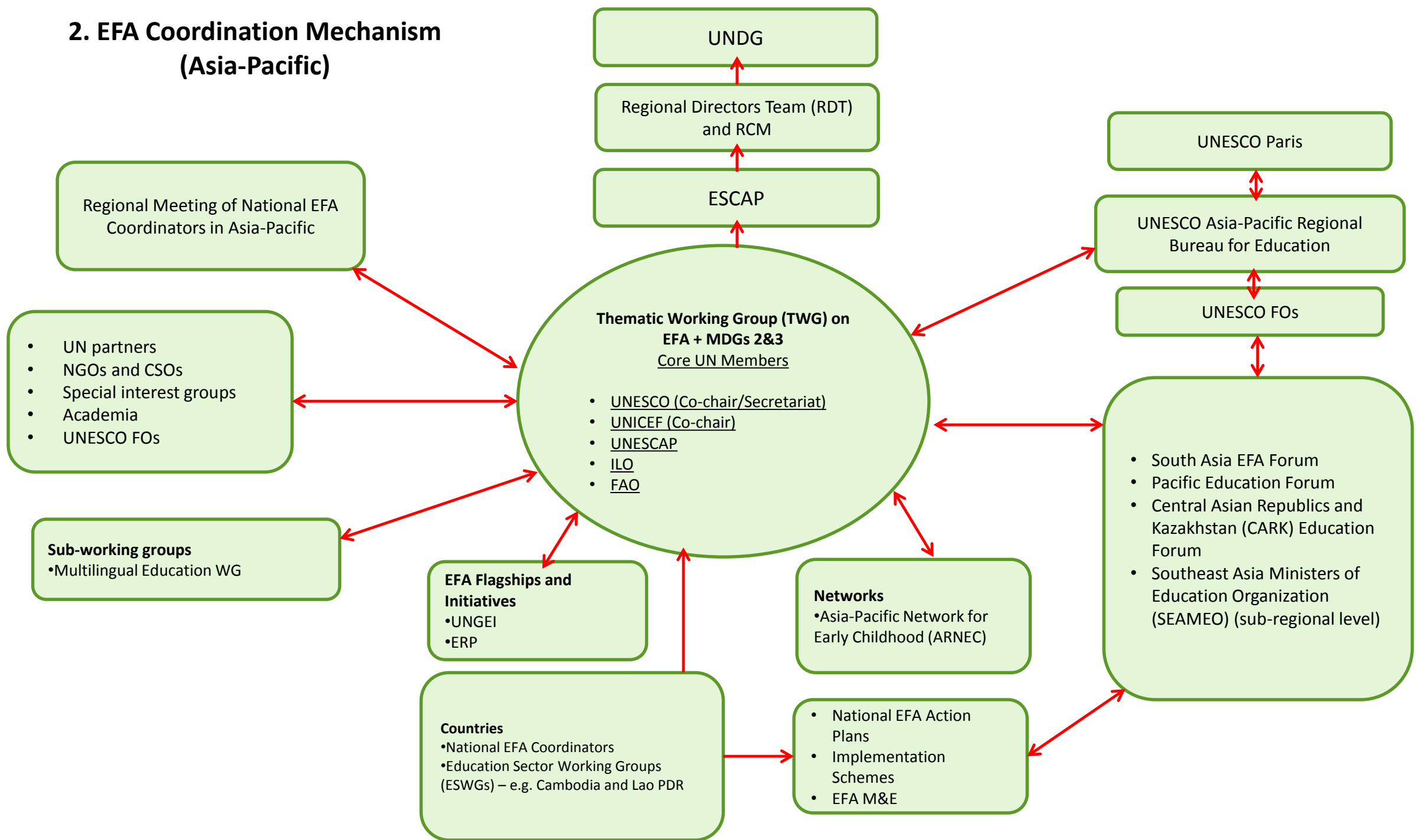
Overview

- Introduction
- Lessons learned: good practice, achievements and challenges
- A recommended way forward: strategy ('results logic') for building and sustaining Education 2030 partnerships

1. Review of the architecture for EFA: a dual purpose

- The review takes stock of the current situation, explores, and learns. Using a benchmarking approach, we **reflect retrospectively** on “*effective*” coordination since 2000, highlighting **LESSONS LEARNED**.
- Building on these we **look forward**, using a ‘theory of change’ approach to identify **PROSPECTS**: a broad regional strategy and pointers for SDG 4 coordination at country level.
- “Architecture” refers to the structures and mechanisms designed to achieve EFA related objectives. These overlap and interact but have their own organizational and management arrangements

2. EFA Coordination Mechanism (Asia-Pacific)



3. The three types of partnerships

Knowledge Partnerships

Function as learning platforms
(e.g. ARNEC – Development of Regional ECCD Scale, Documentation of Innovative Pedagogical Approaches)

Standard-setting Partnerships

Draw up voluntary standards in areas yet subject to binding goals and regulations
(e.g. EFA TWG – Monitoring of EFA Goals through Mid-Decade EFA Assessment, Mid-EFA Policy Review, National EFA Reviews)

Service Partnerships

Initiate and realise projects designed to implement development goals
(e.g. UNGEI- In-country gender review of sector plans, MLE WG – inter-country support for policy and program development on MLE)

(Source: “Partnership for Sustainable Development,” Marianne Beisheim)

4. Achievements of regional coordination efforts

- **Knowledge leadership management**, information sharing and peer review, e.g. EFA End of Decade Notes; a strong foundation for building on **country-driven research and development (R&D)**; and on outreach to the private sector
- **Monitoring of EFA** across the region, e.g. regional Mid-Decade Assessment and policy review (2010), national and regional synthesis EFA reports (2015);
- Convening meetings to **discuss challenges and successes** with EFA including capacity development for Ministry staff; UNESCO-UNICEF's personal commitment and collaboration has **kept a human rights-based EFA agenda alive** in the region.
- **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; Partnerships have helped UNESCO in **its efforts to deliver** on the EFA coordination mandate
- Support for **formulating the Post-2015 agenda** (APREC & Bangkok Statement); TWG-EFA partner agencies are generally perceived by Member States as democratic and relatively trustworthy 'honest brokers'.
- **Category 1 institutes (UIS and UIL)** have provided significant country-level support; strong potential for engagement with Category 2 institutes.

5. 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

6. Examples of 'good practice' partnerships at country level

- ***Production and use of Education Management Information System Reports - EMIS Flash Reports and Consolidated Reports as a powerful basis for donor coordination*** in Nepal (DoE, MoE, UIS-Bangkok, UNESCO-Kathmandu)
- ***'Data must Speak'*** : supports ***coherent sector planning and data use at all levels*** in Nepal (DoE, MoE, UNICEF-Kathmandu, UNESCO-Kathmandu/UIS, Civil Society Organizations – NCE Nepal)
- ***Analytical and Capacity Development Partnership (ACDP)*** between Ministry of Education and Culture, the Ministry of Religious Affairs, the Ministry of National Development Planning-BAPPENAS, the Government of Australia, the EU, and the ADB.
- ***Literacy for Life Skills and Entrepreneurship in Indonesia (LLSE -NMHFAI)*** (MoEC, Coordinating Ministry of Welfare, Ministry of Internal Affairs, Ministry of Religious Affairs, Ministry of Finance, Ministry of Women's Empowerment, NBS, Governors of 33 Provinces, CSO partners, UNESCO-National Commission)
- ***Vietnam Escuela Nueva (GPE-VNEN)*** pedagogical reform Project (MoET, World Bank, UNESCO-Hanoi)
- ***Out-of-School-Children Initiative (OOSCI)*** in 8 Provinces in Vietnam (MoET, UNICEF-Hanoi, UIS); resulting in inclusion of out-of-school children in the legal framework

7. Coordination challenges at the country level

1. “Yes, we are facing new challenges; but the main issue is an old one: **we still have no practical understanding of what partnership mean**”
2. Multiple and **parallel** mechanisms for coordination; **fragmented donor interventions** with low demand from countries for coherence
3. Stand alone, project-based EFA plans; little evidence of coordination aimed at **systemic change**
4. Sub-national level is the **entry-point** for (cross-sector) coordination; but “*how to change the mind-set of district level officers from being executors to decision-makers?*”
5. Shared objectives sometimes lead to **competition** between donors, **not cooperation**
6. Missed opportunities for **the regional level** to engage with country-level technical expertise; limited country-level access to **information-sharing** platforms; lack of robust operational linkages
7. Limited recognition of **CSOs** as potential implementation partners
8. Limited support for country-level **multi-partner financial cooperation**

With these inputs and processes

A streamlined regional coordination mechanism and strategy



Sub-regional Working Groups, embedded in existing inter-governmental cooperation platforms



A network of National SDG coordination mechanisms

A knowledge management platform is enhanced/set up for R&D in thematic areas

An accountability framework is designed, tested and institutionalized

A communication 'ecosystem' for information-sharing and multi-level feedback

Sub-regions' SDG 4 Partnership Management Frameworks for Action

Coordinated capacity building plans for SDG 4 Partnership Management



We can expect these PROCESS OUTPUTS (Country SDG partnership management)

Financial resources mobilized coherently

Policy directions for Education 2030 are strategic and evidence-based

Sector plans are integral to national sustainable development policy and practice

Monitoring systems are harmonized to optimize data use

That result in these INTERMEDIATE OUTCOMES (Regional framework)

Commitment to SDG 4 sustained and reaffirmed

Diverse knowledge, evidence and expertise shared

Coordination progress is monitored and reported

Synergies are created between sectors

That will ensure the purpose is achieved: progress towards Sustainable Development Goal

8. A shared 'results logic':

With these structures and processes ...

A revised regional coordination mechanism and strategy

Sub-regional Working Groups, embedded in existing cooperation platforms

A network of National SDG coordination mechanisms

Knowledge management for R&D in thematic areas

Communication strategy: information-sharing and multi-level feedback

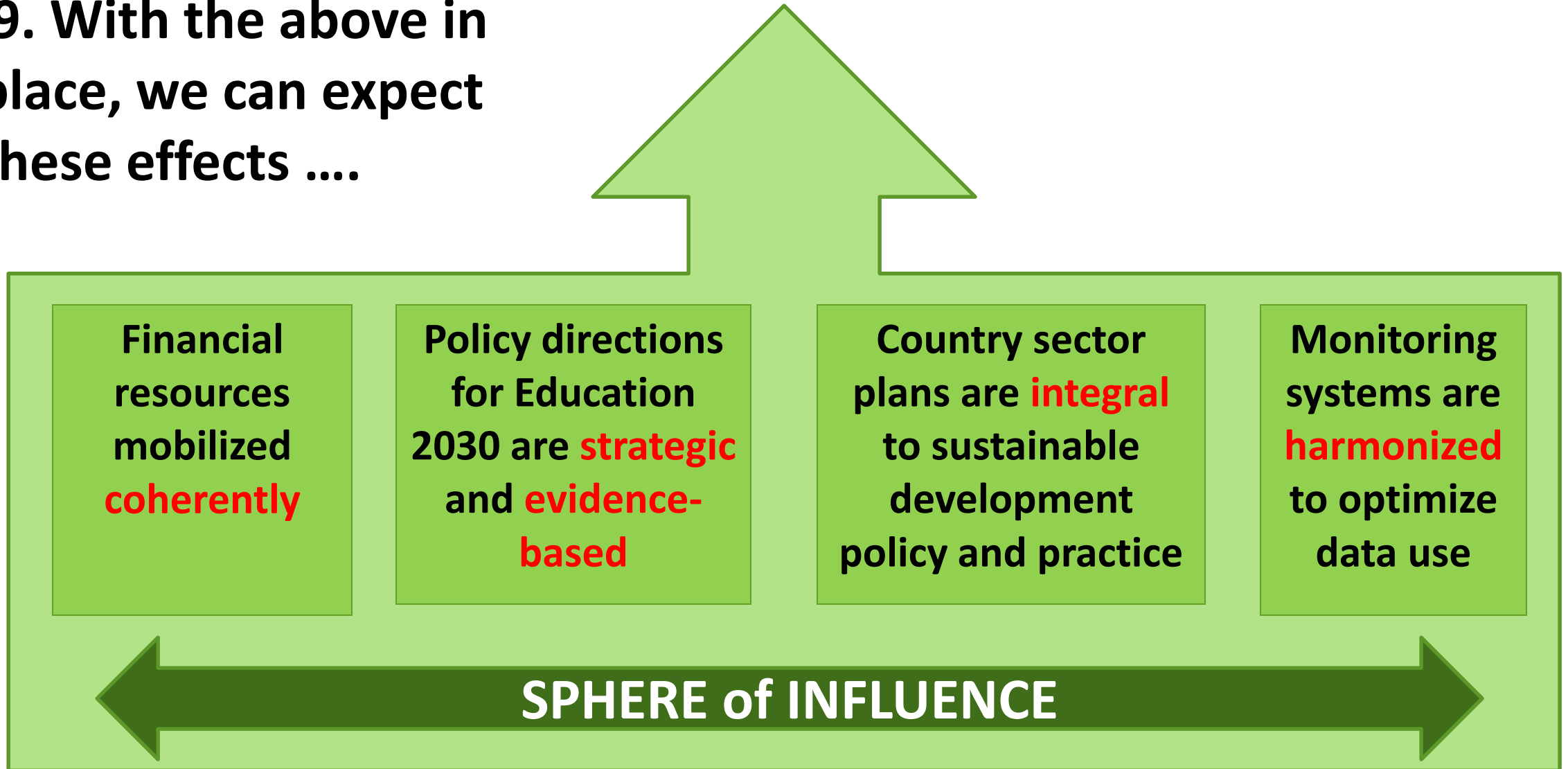
Coordinated capacity building for SDG partnering

Accountability support structure designed and tested

SPHERE of CONTROL

Assumptions from intervention to process outputs ...

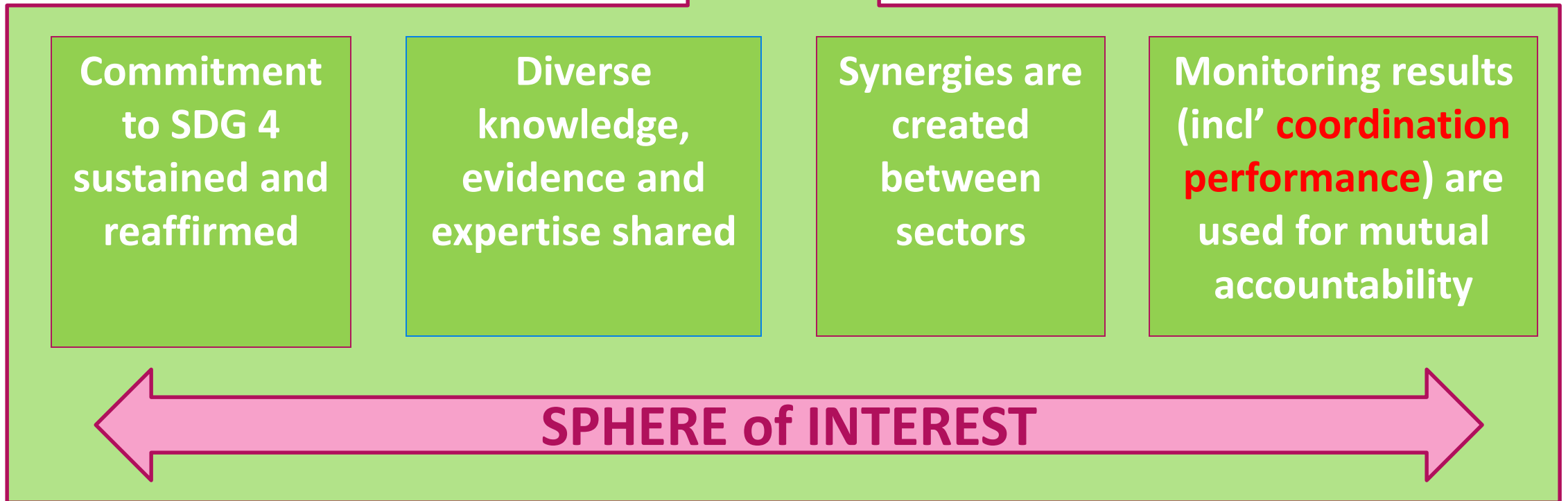
9. With the above in place, we can expect these effects



Assumptions from process outputs to intermediate outcomes

10. With the above in place, we can expect these intermediate outcomes

That will ensure the purpose is achieved:
progress towards SDG 4



Assumptions from intermediate outcomes to global outcomes

11. Elements of the strategy: An enhanced regional coordination mechanism – core functions

1. Support sub-regions' efforts to identify context-specific opportunities for *bilateral technical cooperation*.
2. Coordinate implementation of *capacity building plans for SDG 4 Partnership Management*, which are:
 - based on rigorous country-level needs assessments;
 - implemented within overall SDG capacity building frameworks.
3. Sustain a *knowledge leadership/management platform* for R&D in thematic areas for education; and across sectors for emerging concerns (e.g. disaster risk reduction (DRR), global citizenship education (GCED))
4. Sustain a *communication 'ecosystem'* to enhance information sharing and ensure a multi-level feedback loop for improved quality and relevance of disseminated information.
5. Develop and institutionalize an *accountability support structure* including performance standards and benchmarks to measure effective coordination

12. What might an accountability framework look like?

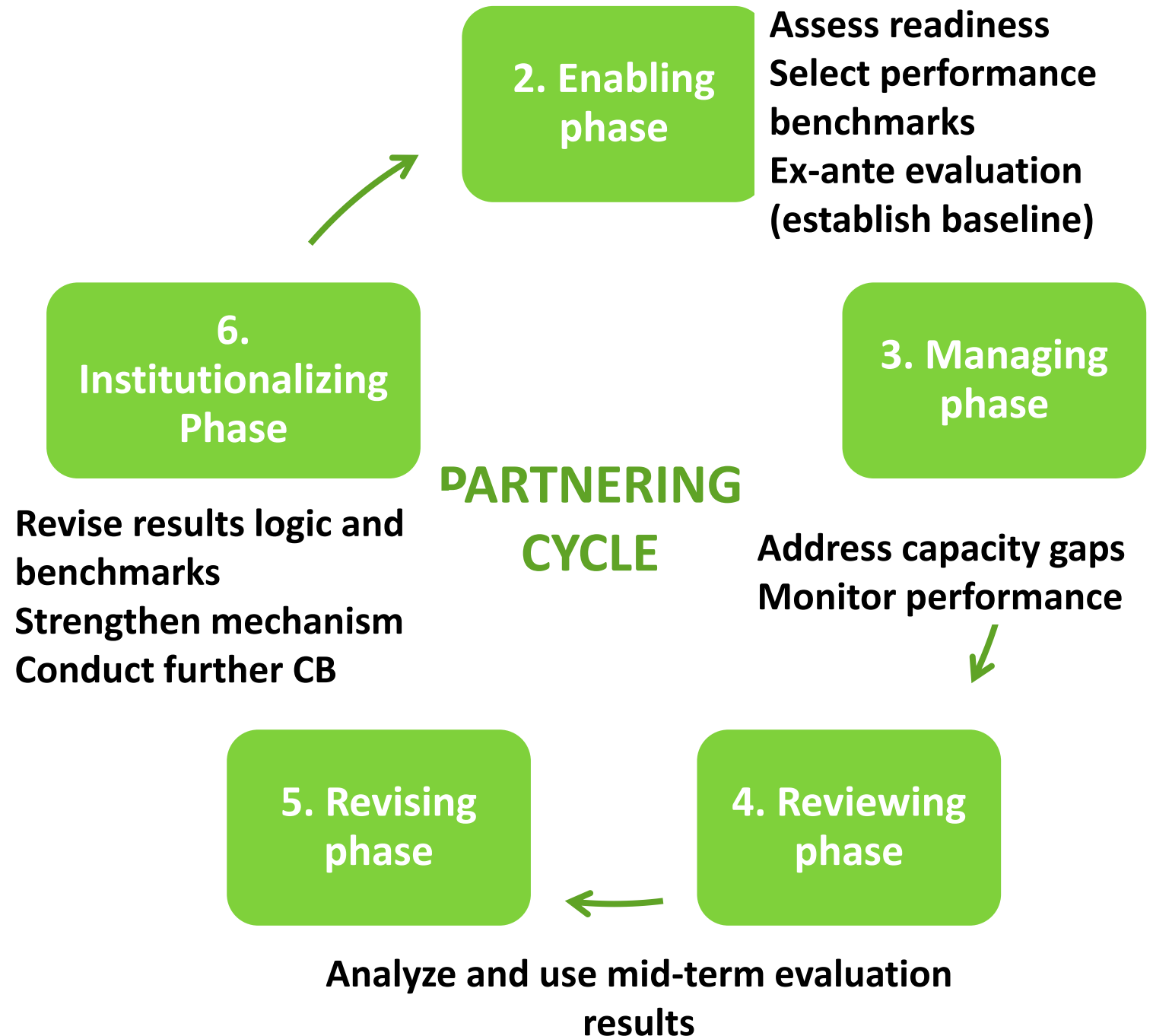
1. SCOPING PHASE (Where we are now)

Designing a 'blueprint' (draft strategy) for the regional framework

Aligning expectations for an accountability support structure

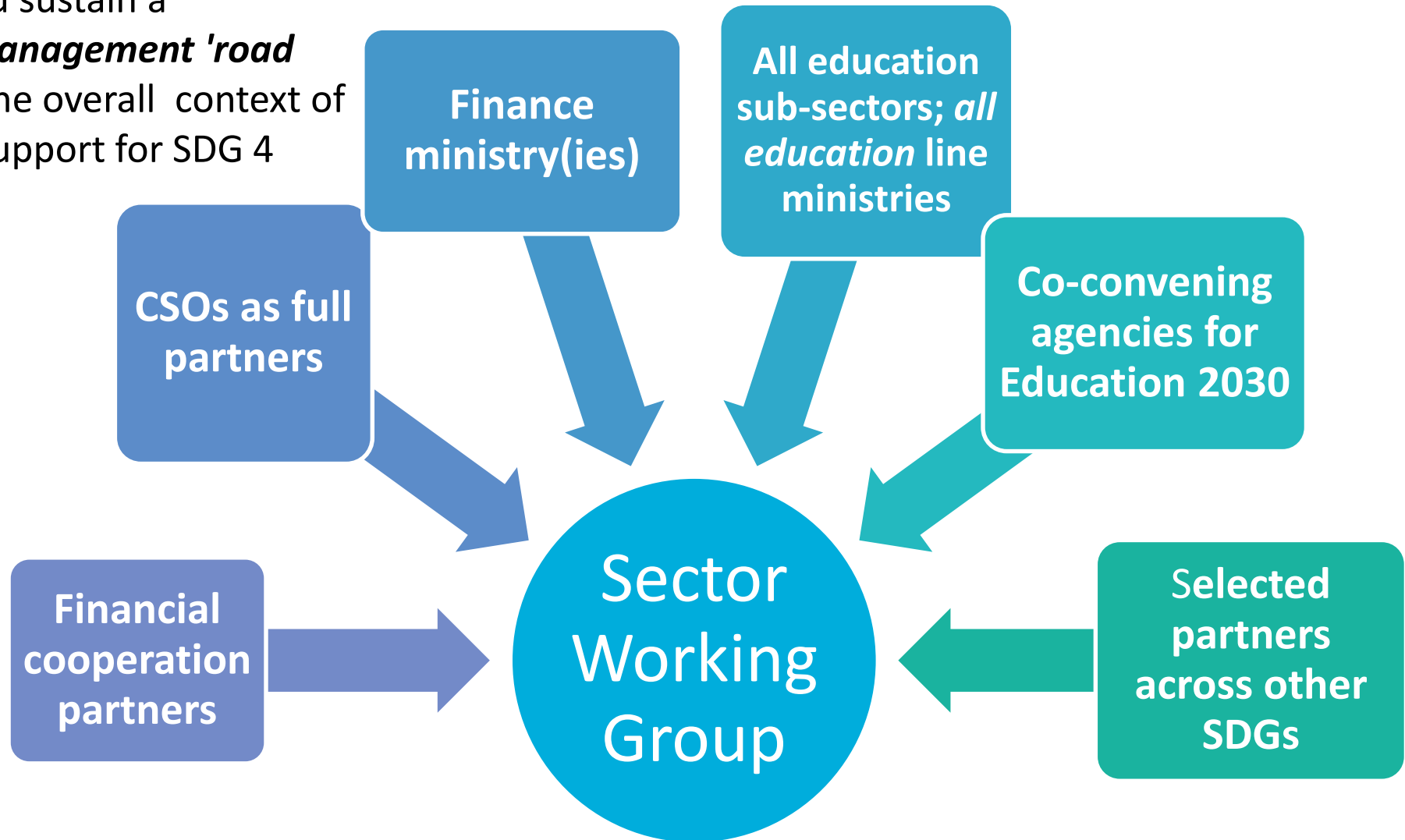
Agreeing on a results logic (shared outcomes, outputs)

Agreeing on partnership mechanisms and modalities



13. Generic ToR for Country-led SDG 4 partnership management

To develop and sustain a *partnership management 'road map'*, within the overall context of sub-regional support for SDG 4



Mainstreamed over time into the existing national joint sector planning structure

14. Structure of country-led SDG 4 PM

Specific *institutional arrangements* should be defined at country level.

BUT lessons learned suggest that we need to make sure structures and processes for SDG partnership management:

- *are not* set up in *parallel to existing national planning structures* and processes;
- *are not* ad hoc, in terms of *inconsistent membership*;
- *are embedded in cross-sector* planning structures and processes;
- are *strategic*, in terms of power-relations between multiple stakeholders;
- are *inclusive* and democratic, in terms of diverse national and sub-national stakeholders;
- are *transparent*, in terms of mutual accountability within a country's sub-regional/regional context.

15. Core functions for a Sector Working Group: Enabling phase

Ensure that over time (e.g. by 2020) partnership management structures/modalities become part of the existing national planning structure and processes by:

- What are the *incentives; entry-points* and *modalities for mainstreaming*?
- What are the *operational linkages between SDG 4 partner management and other inter-sectoral SDG coordination structures*?

Design and implement a *partnership management 'road map'* to build and sustain multi-stakeholder partnerships for SDG 4 by:

- What are the key action areas to achieve *process output-level results*, including priorities for capacity building? what are the *planning synergies* between SDG 4 targets and other SDG targets?

Develop a multi-stakeholder *national review and peer learning mechanism* to monitor and evaluate implementation of the 'road map' by:

- How do we define and use information (R&D; SDG 4 indicators; partnership performance monitoring benchmarks) for continuous peer learning?

16. A process to launch an SGD 4 partnering cycle

Initiate process in **sub-regions**

- Interim sub-region 'bridge' working group established and mainstreamed; *who leads this (e.g. in SAARC, ASEAN etc)?*

Readiness analysis / capacity needs assessment

- What are the core thematic areas for cooperation? inter-ministerial forum's shared expected results for SDG 4 and for partnership management = customized strategy)

Technical session 1

- Identify thematic priority areas for sub-regional SDG 4 partnership building the sector, in context of overall SDG development agenda

Technical session 2

- What are the modalities for inter-governmental technical cooperation? (R&D and phased CB); for resource mobilization?

Technical session 3

- Where are the linkages between SDGs? What are the ToR for country SDG partnership management ToR?

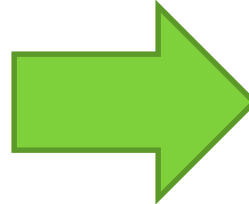
Technical session 4

- What are the sub-regions' target indicators? national benchmarks? key performance monitoring benchmarks?

Peer-learning for partnership management

- What is the schedule for peer learning? Can it be mainstreamed into routine inter-ministerial forum calendars

‘Blueprint’: only a **first step** in an ongoing process to **‘grow’** the partnering cycle for an SDG 4 architecture



17. Recommended NEXT STEPS

1. Agree on a ***regional strategy*** for partnership management (e.g. proposed results logic)
2. Agree on a ***partnership management mechanism***, which is operational at regional, 'sub-regional' and country levels
3. Agree on an ***accountability support structure*** for a regional partnering cycle; is it desirable? Is it feasible?
4. Ensure the decision-making process ***involves*** strategic partners (outreach for financial and technical cooperation)
5. ***Launch-and-learn*** from a example of a partnering cycle and accountability structure in one or more 'sub-regions'

18. Key questions for discussion

1. Do we need a regional partnership forum for Asia-Pacific; or sub-regional groupings?
2. Do we need a regional education report or should the focus be sub-regional and how often?
3. How can the existing mechanism be strengthened in terms of functionality?
4. How can the existing mechanism be strengthened in terms of coverage of key thematic priorities?
5. How can we enhance co-ordination between countries and the regional education forum?

That's it for now ...

ANY QUESTIONS?