



United Nations
Educational, Scientific and
Cultural Organization



**ASIA REGIONAL TRAINING WORKSHOP FOR UNESCO STAFF
ON REGIONAL AND COUNTRY-LEVEL RESOURCE MOBILIZATION
FOR HIV AND AIDS**

**10-14 September 2007
Davis Hotel, Bangkok, Thailand**

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1. INTRODUCTION

1.1 Background

In March 2004, the OPEC Fund for International Development (OFID) and UNESCO launched a project to address HIV and AIDS in Asia through education. The goal of the project has been to assist countries to improve education programmes to prevent HIV infection among young people in and out-of-school. The project has 5 key objectives:

- To consolidate knowledge and develop evidence-based advocacy,
- To strengthen national and local capacity in the education sector,
- To expand education on HIV and AIDS through the media,
- To strengthen monitoring and response to education and HIV & AIDS, and
- To scale-up HIV & AIDS education in schools.

Twelve countries have participated in the project: Afghanistan, Bangladesh, Cambodia, China, Jordan, Kazakhstan, Lao PDR, Lebanon, Syria, Thailand, Uzbekistan and Vietnam. Country-level efforts have included targeted advocacy efforts, integrating HIV and AIDS into national education strategic plans and curricula, and adapting key education materials to national contexts and into local languages.

A lessons-sharing workshop was held in Bangkok, Thailand, in October-November 2006, with 7 of the 12 countries. A similar workshop took place in Tashkent, Uzbekistan, in December 2006, with two additional countries. During the Bangkok workshop, three major directions forward for UNESCO were identified:

- Increase understanding and implementation of EDUCAIDS, the UNAIDS Global Initiative on Education and HIV & AIDS led by UNESCO,
- Increase donor engagement and fundraising in HIV and AIDS, and
- Improve HIV and AIDS human resource management, including further skills-building and support.

The 2006 Bangkok workshop featured a brief session on proposal writing, donor engagement and programme development. Participants expressed the need for additional skills-building and support in this area. Furthermore, the increase in HIV and AIDS funding in recent years, characterized by greater in-country resources, requires that UNESCO staff understand and have the capacity to plan and implement their work within the context of evolving funding mechanisms. Therefore, a specific workshop on regional and country-level resource mobilization for HIV and AIDS was organized. Financial support for the workshop was provided by OFID.

An informal assessment was conducted with UNESCO colleagues in the region prior to the workshop. Colleagues responded to questions about current or recent resource mobilization activities, knowledge of actual and potential donors in their country, resource mobilization skills and needs, and feedback on the draft workshop concept. The information from the rapid assessment was used to develop the workshop.

1.2 Workshop goals and objectives

The main goal of the workshop was to improve the skills of UNESCO staff working on HIV and AIDS from selected countries in Asia to develop country-level resource mobilization strategies – including strategic programme development, donor engagement, proposal writing and presentation preparation.

In the process, workshop organizers sought to achieve the following four objectives:

- Increase awareness and understanding of UNESCO's role and strategy in education and HIV & AIDS;
- Strengthen participants' knowledge of UNESCO extrabudgetary funding policy and procedures;
- Review and link the workshop with relevant themes such as corporate partnerships and entrepreneurship; and
- Develop the skills and competencies of UNESCO staff in specific technical areas such as presentation development and delivery, writing concept notes and proposals, and communicating and building relationships with potential donors.

1.3 Workshop participants

The workshop was co-organized by individuals from the following three parts of UNESCO:

- UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok)
- Section on HIV and AIDS, Division for the Coordination of UN Priorities in Education, Education Sector, UNESCO Headquarters (ED/UNP/HIV)
- Section for Multilateral and Private Funding Sources, Division of Cooperation with Extrabudgetary Funding Sources, External Relations Sector, UNESCO Headquarters (ERC/CFS/MLT)

In addition, an experienced external consultant assisted with the workshop planning and facilitation.

UNESCO staff working on HIV & AIDS and education from seven field offices participated in the workshop:

- UNESCO Almaty
- UNESCO Bangkok
- UNESCO Beijing
- UNESCO Dhaka
- UNESCO Hanoi
- UNESCO Jakarta
- UNESCO Phnom Penh

2. THE CONTEXT

The workshop brought together UNESCO personnel from regional and country offices and representatives from two key coordinating sections at UNESCO Headquarters. The workshop allowed participants to increase their understanding of one another's priorities, needs and concerns regarding resource mobilization and helped build alignment on strategic directions.

2.1 Country-level perspectives

Early on in the workshop, colleagues from each of the seven field offices provided an overview of the HIV and AIDS situation and response in their country, the focus of their work and noteworthy achievements.

Bangladesh (Ms Mahfuza Rahman)

The Ministry of Health and Family Welfare is mainly responsible for HIV and AIDS and they are heavily focused on treatment and care issues. The Ministry of Health received support from the Global Fund, but the Ministry of Education (MoE) has not been involved in the implementation. In general, HIV is not a top priority for the MoE.

Cambodia (Ms Silja Anniina Rajander)

The MoE has an Inter-Departmental Committee on HIV (ICHA) composed of representatives from all 15 departments of the Ministry. They are in the process of updating the current costed educational plan. HIV is integrated into the teacher pre-service curriculum and includes a five day course on HIV and AIDS. UNESCO Phnom Penh's HIV and AIDS efforts are focused on supporting the MoE. For example, they are coordinating the Men who have Sex with Men (MSM) Working Group and providing technical support on a national survey.

China (Mr Yong Feng Liu)

There has been significant progress in national leadership on HIV and AIDS in China illustrated by the development of clear policy guidance, national action plans and intervention implementation. However, there are gaps in the quality and coverage of interventions and a need for more multi-sectoral responses. Global Funds are administered almost exclusively by the health sector. The MoE has very few staff members to address school health issues and their priorities are food safety and other infectious diseases. National awareness campaigns have been launched, but not evaluated.

Indonesia (Ms Mira Fajar)

Education is not a high priority in Indonesia's National AIDS Strategy. Of note, Global Fund Round 7 has been frozen for Indonesia. There is a UN Coordination Group addressing HIV prevention education in school programmes. Their main focus is life skills-based education and curriculum development.

Kazakhstan (Ms Galina Li)

UNESCO works closely to support the MoE, especially on training and the development of learning materials. The teacher's manual for secondary school settings was adapted in 2004 and will be reviewed next year. UNESCO has established working groups under the MoE to address areas such as the adaptation of information materials, quality teacher training standards and the evaluation of the teacher training course. As far as possible, activities are implemented on a cost-sharing basis with the MoE and other UN partners.

Thailand (Ms Srisuman Sartsara)

It is difficult to talk about sex and HIV & AIDS in Thailand, especially in schools where many teachers are embarrassed or lack the necessary training and incentives to teach sex education. The MoE's interest and action on HIV and AIDS are linked to the political context and changes in leadership. Global Fund money was used to implement sex education in 51 schools. The MoE is trying to extend this to 5,000 schools. However, teacher training and the monitoring and

evaluation plan are weak. In addition, the sex education content itself is heterosexually-biased and only addresses sex in the context of marriage between a man and a woman.

Vietnam (Mr Hans Lambrecht)

Vietnam is one of eight countries piloting the One-UN model. The benefits of joint programming on HIV include strengthened coordination and reduced transaction costs, enhanced accountability, streamlined evaluation and reporting, greater coherence, and a more united UN voice on HIV. However, there are still challenges and confusion regarding how to plan and deliver as one UN. Three main UN agencies are working with the MoET on HIV and education – UNICEF, UNFPA and UNESCO. Objectives often overlap, but hopefully joint programming on HIV and AIDS will improve coordination.

2.2 UNESCO's response to HIV and AIDS

UNESCO's response to HIV and AIDS is coordinated by the Section on HIV and AIDS within the Education Sector's Division for the Coordination of UN Priorities in Education. Guided by UNESCO's newly revised global strategy on HIV and AIDS, the section coordinates action across all of UNESCO's sectors and institutes and encourages the development and delivery of intersectoral programmes. The Section is divided into three key functional teams: the Programme and Technical Development Team, EDUCAIDS Country Support Team and the Secretariat for the UNAIDS Inter-Agency Task Team (IATT) on Education. Like many of UNESCO's offices working on HIV and AIDS, the Section's work is supported through a combination of regular programme and extrabudgetary funding. The great majority of the Section's anticipated budget for the next biennium (2008-2009) will likely come from extrabudgetary sources, namely the UNAIDS Unified Budget and Workplan (UBW).

UNESCO's Strategy for Responding to HIV and AIDS

UNESCO's Strategy for Responding to HIV and AIDS (UNESCO, 2007) is the result of extensive consultation throughout UNESCO, including input from all of UNESCO's sectors, as well as from a wide range of institutes, regional bureaux and field offices. The strategy reflects:

- the guiding principle of working towards universal access to prevention programmes, treatment, care and support, and
- fulfilling UNESCO's responsibilities under the UNAIDS division of labour as the lead organization for HIV prevention with young people in educational institutions.

The following five core actions are part of UNESCO's response:

- advocacy and support for evidence-informed policies and practices
- policy and programmatic guidance
- technical support and capacity enhancement
- coordination and harmonization
- monitoring, assessing and evaluating progress

EDUCAIDS – A UNAIDS Initiative Led by UNESCO

UNESCO leads EDUCAIDS, the UNAIDS multi-country initiative on education and HIV & AIDS. EDUCAIDS is not a programme or funding mechanism, but rather a way of thinking about and approaching the education sector's response to HIV and AIDS. Key components of a comprehensive education sector response are outlined in the EDUCAIDS Framework for Action, which include the need for quality education; educator training and support; accurate and culturally appropriate content, curriculum and learning materials; policy, management and

systems; and the use of various approaches and entry points (UNESCO, 2006). EDUCAIDS has been designated by UNESCO as one of three core initiatives for Education for All (EFA).¹

- UNESCO's HIV and AIDS portal: www.unesco.org/aids
- EDUCAIDS website: www.educaids.org
- UNESCO's Strategy for Responding to HIV and AIDS:
http://portal.unesco.org/en/ev.php-URL_ID=33533&URL_DO=DO_TOPIC&URL_SECTION=201.html

2.3 The importance and coordination of extrabudgetary funding

UNESCO's Regular Programme and Budget is funded by contributions from its Member States. The Regular Programme and Budget is supplemented by voluntary contributions referred to as extrabudgetary funding. UNESCO depends heavily on extrabudgetary funds to achieve its goals and objectives and ensure action at the country-level.

Mobilizing extrabudgetary funds is the joint responsibility of sectors, field offices, institutes and the Division of Cooperation with Extrabudgetary Funding Sources, who oversee coordination. The Division consists of two sections: the Section for Bilateral Governmental Funding Sources and the Section for Multilateral and Private Funding Sources.

There has been rapid growth in extrabudgetary contributions in recent years. An ad hoc working group on extrabudgetary activities was formed in March 2005 to improve how the Organization plans, implements and monitors these funds. The group has worked to develop a more structured approach to extrabudgetary funding, encouraging timely implementation and effective monitoring while maintaining flexibility to respond to emerging needs.

An Action Plan for Improved Management of Extrabudgetary Activities², approved by the Director-General in spring 2006, describes how UNESCO should improve both programming, implementation and monitoring of extrabudgetary activities, and define and apply a much more consistent strategy for extrabudgetary resource mobilization. Accordingly, extrabudgetary activities will be planned in the framework of the Regular Programme and Budget (C/5) programming, in order that these activities be formulated and implemented in such a manner that they reinforce, and do not dilute, the overarching objectives and biennial sectoral priorities of the Regular Programme. These extrabudgetary activities will be translated in an "additional programme of project/programme outlines for targeted/projected extrabudgetary activities". This Additional Programme is shaped by inputs from sectors, field offices and institutes; taking into account the "bottom-up" approach, reflecting the respective national development strategies, the various programming exercises under the "One UN approach", and notably the UNESCO country programming documents (UCPDs). It will be the basis for an extrabudgetary resource mobilization plan, which also takes into account the policies and priorities of the funding sources, sets out modalities and timing for approaching fundraising and explores innovative funding modalities.

A set of key information tools will be available in early 2008:

- "Quick Start Handbook" on UNESCO Extrabudgetary Activities (mainly web-based)
- UNESCO's Extrabudgetary Activities, A Practical Guide

¹ The other two EFA initiatives are the Literacy Initiative for Empowerment (LIFE) and the Teacher Training Initiative for Sub-Saharan Africa (TTISSA).

² The main components of the Action Plan have been translated into an operational Table on Delegation of Authority and Accountability (ToAA), available at:
<http://unesdoc.unesco.org/images/0014/001498/149877e.pdf>

2.4 Stimulating thinking about resource mobilization – A tool to help guide the process

UNESCO's International Institute for Educational Planning (IIEP) and the EduSector AIDS Response Trust (ESART) created a set of training modules on 'Educational Planning and Management in a World with AIDS'. Module 5.2, *Funding the Response to HIV/AIDS in Education*, deals specifically with the theme of resource mobilization (UNESCO IIEP/ESART, 2007). It aims to help users plan for funding the education sector response to HIV and AIDS in country, including analysing possible resources and prioritizing projects and goals. The module contains information on the consultative process, resource mapping, project design, proposal writing, and monitoring and evaluation. Following the introductory presentations from field offices and UNESCO Headquarters, participants used the module and the following questions for reflection to help kick off the workshop:

- What are the goals and objectives of your group and work with respect to HIV prevention and management?
- What programmes do you plan to carry out over the next two to four years to meet these goals?
- Define resources: What are they at ministry level? At school level? Within your organization?
- Name some activities or steps to be undertaken to raise funds or mobilize resources to respond to HIV/AIDS in the education sector.
- Name the resources you will need to mobilize to carry out activities you have just listed.

UNESCO IIEP/ESART module on ***Funding the Response to HIV/AIDS in Education***:
http://www.unesco.org/iiep/eng/focus/hiv/hiv_5.htm

3. DONORS AND PARTNERS

Increasing understanding of UNESCO extrabudgetary funding policy and procedures was a key workshop objective. A representative from the Section for Multilateral and Private Funding Sources provided an overview of key extrabudgetary funding sources and modalities. Participants applied this information and explored practical experiences with different types of collaboration and approaches to resource mobilization during a donor-partner panel.

3.1 Overview of key funding sources and modalities

UNESCO receives significant extrabudgetary funds from bilateral government donors, multilateral partners and the private sector. Bilateral government donors provide the largest portion of extrabudgetary funding. For instance, in 2006 contributions from bilateral donors accounted for approximately 85% of all extrabudgetary funding allocations (see Box 1).³

Table 1: 2006 Breakdown of Extrabudgetary Funding (allocations in millions in US dollars)

Source	Amount
Bilateral Government Donors	418,7
United Nations Funding Sources	43,5
Private Sector	13,1
Multilateral Development Banks	11,1
European Commission	7,9
Total	494,3

Contributions from multilateral sources are another important source of extrabudgetary funding. This includes all UN partners, of which UNAIDS is one of the largest contributors. UNESCO received \$9.7 million for the 2006-2007 biennium, and will receive \$10.6 million for the 2008-2009 biennium, from UNAIDS to support UNESCO's mandate within the UNAIDS technical support division of labour.

Private sector partnerships come in different forms and include a broad range of potential donors and partners such as non-governmental organizations, philanthropic foundations, private companies and individuals. In some cases, the private sector provides direct funding for projects, but partnerships also take the form of non-financial relationships, including offering expertise services or improved visibility.

There are three main modalities for extrabudgetary contributions:

- **Funds-in-trusts** – The most common type of funding modality is the funds-in-trust (FIT) agreement. Funding in this category is linked to a specific project, some of which are 'self-benefiting' funds to support activities in the donor's own country. In general, FIT agreements are single donor, although there are some multi-donor trusts. Detailed reporting occurs bi-annually or annually. FIT agreements are subject to 13% overhead costs.
- **Special accounts** – Special accounts pool together funding from different donors to support larger, multi-year programmes such as Education for All and the UNAIDS IATT on Education. Special accounts have a single reporting mechanism and are subject to 10% overhead costs.
- **Appropriation** – Donations to support an existing budget line within the Regular Programme. Contributions are spent during the biennium and adhere to the Regular Programme rules. There are no overhead costs or individual narrative or financial

³ Additional information on UNESCO's extrabudgetary funding and donors and partners is available at: http://portal.unesco.org/en/ev.php-URL_ID=33421&URL_DO=DO_TOPIC&URL_SECTION=201.html

reporting requirements for these types of contributions, which are generally small, one-time donations.

3.2 Donor-partner panel

Day 2 of the workshop included a donor-partner panel composed of individuals representing a range of organizations. Each panellist shared his/her perspective on partnerships and resource mobilization, followed by a discussion. The presentations and discussions touched on a number of important topics including different types of collaboration, elements of successful partnerships, social entrepreneurship, corporate social responsibility and qualities of strong project proposals.

The following are highlights from the panellist presentations:

Ms Kessara Amornvuthivorn, Manager, Innovative Learning for Youth, Human Capacity Development Division, Kenan Institute Asia

<http://www.kiasia.org/index.asp>

The Kenan Institute promotes sustainable development in Asia with an emphasis on accomplishing its mission through developing multi-sector partnerships. Ms Amornvuthivorn shared her perspective on collaborating with businesses. She discussed different phases of fostering partnerships beginning with preparation, assessing strategic fit and opportunities, developing and managing the partnership, and reviewing and renewing it over time. Collaboration can take many different forms, but successful partnerships rely on clarity, commitment and communication.

Ms Supaporn Angchaisuksiri, Head of Organization Learning, Standard Chartered Bank

<http://www.standardchartered.com/global/>

Standard Chartered Bank is a British bank operating primarily in Asia, Africa and the Middle East with over 60,000 employees in 56 countries. Ms Angchaisuksiri spoke about the Bank's HIV initiative. The initiative aims to prevent, monitor and mitigate the effects of HIV on staff and the business as a whole. The project is self-funded, integrated into 'business as usual' and has a strong focus on employee education. Links have been established with local governments, community-based organizations, international agencies, and business coalitions and councils to help strengthen and extend the initiative beyond the bank to reach families and communities.

Mr Dev Appanah, Project Development Coordinator, TRN Institute \ Social Innovation Design

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

In collaboration with Global Knowledge Partnerships (GKP), the TRN Institute supports the Youth Social Enterprise Initiative (<http://www.ysei.org/>), a social venture programme for emerging young social entrepreneurs in developing countries. Mr Appanah discussed the initiative and the link between social entrepreneurship and multi-stakeholder partnerships. He stressed that effective partnerships must begin with a shared vision and common goals. Social entrepreneurs often have a unique ability to communicate between and with different sectors. Multi-stakeholder partnerships are crucial for innovation, social impact and sustainability. He discussed examples of innovative projects such as PlayPumps International and Safe Net Cafes.

Mr David Clarke, Consultant

<http://www.sap-training.com/>

Drawing on numerous years of experience in international development, Mr Clarke described key aspects of resource mobilization. He stressed the need to know what you can do as an organization and to be able to clearly articulate your organization's capacity and comparative advantage. It is important to build a portfolio of strategic documents that are concise and easy to read to help market your work. In addition to promoting your organization, you also need to get to know potential donors by becoming familiar with their funding policies, practices and priorities, as

well as their perceptions of your organization. Identify common interests and concerns and look for opportunities to build a relationship.

Dr Kyi Minn, Regional HIV/AIDS Advisor Asia Pacific, World Vision International

<http://www.wvi.org>

Founded in 1950, World Vision is a Christian relief and development partnership focused on improving the lives of children around the world. They are funded through a combination of private sector contributions from individuals and corporations, government donors and international agencies. Approximately half of the organization's funding comes from private contributions in the form of child sponsorships. Dr Minn addressed corporate social responsibility, aspects of successful partnerships and World Vision's approach to resource mobilization.

Ms Tracey Newbury, Regional Programme Advisor, UNAIDS

www.unaids.org

Ms Newbury discussed two key topics: the UNAIDS Programme Acceleration Funds (PAF) and common proposal flaws. The purpose of PAF is to enable UN organizations to make a strategic contribution to an effective and efficient scaled-up national response. These are small grants meant to act as a catalyst to spur action, meet a funding gap or add a component to an existing programme. Based on her extensive experience reviewing funding proposals, she noted that many proposal weaknesses fall along the lines of administrative issues (incomplete applications), technical problems (unclear linkages between objectives and activities), and monitoring and evaluation (need to define clear monitoring and evaluation targets).

Mr Jean-Pierre Verbiest, Country Director, Thailand Resident Mission, Asian Development Bank

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

The Asian Development Bank (ADB) is special kind of bank. ADB offers long-term, concessionary funding for poorer countries with virtually no interest. They also provide grants and support technical assistance such as feasibility studies, environmental impact assessments, capacity building and institutional set-up. Mr Verbiest discussed the donor-recipient relationship, noting the importance of identifying leaders on both sides of the partnership and agreeing upon common goals, outcomes and a monitoring framework early on.

4. CORE RESOURCE MOBILIZATION SKILLS

The workshop focused on helping participants build their skills in five key areas relevant to resource mobilization: entrepreneurship, understanding elements of successful partnerships, resource and partner mapping, presentation skills, and developing concept notes and proposals.

4.1 Entrepreneurship

Entrepreneurship is about doing things differently and implementing innovation. It involves introducing new products, services, processes, or business models and managing the change that follows. Entrepreneurship entails exploring new territory, taking chances, managing with incomplete information and addressing resistance.

Entrepreneurs are characterized by a strategic vision, which they promote with enthusiastic passion and determination. While the overall blueprint to realize the vision may be clear, the details are often evolving. Entrepreneurs take prudent risks, assess costs, and persuade others to join in and help. Entrepreneurs often display the following characteristics and skills:

- creative problem-solving
- decisive
- enthusiastic vision
- information-seeking behaviour
- leadership
- motivation
- opportunistic
- passionate
- persistent
- risk orientation
- scientific orientation
- self-confident
- strategic thinking
- strong communication skills

An entrepreneurial work culture values innovation and nurtures new ideas. All staff are encouraged and empowered to make suggestions. Everyone's ideas are valued and managers support and reward innovative thinking. An innovative organization is flexible, willing and able to reinvent itself, and committed to leading in its field. Opportunities are created to develop and capture new ideas.

Participants brainstormed and discussed ways to encourage innovation in their work, including:

- Identify and address areas for improvement
- Frame actions with a clear purpose
- Anticipate resistance to new ideas and be prepared to respond to concerns
- Be proactive – seek out information and answers versus waiting until the information comes to you
- Always ask for clarification if you do not understand something
- Build a network of knowledge, including communication products, and publicize our work to be more visible to external partners
- Explore non-formal ways to report and update one another on resource mobilization progress
- Improve knowledge sharing - make time to read, comment on and share new information
- Consider short term postings (two to three months) of field colleagues at Headquarters and field offices and/or Headquarters colleagues in the field to help build understanding, capacity, communication and motivation within UNESCO
- In country, explore potential for HIV and AIDS focal points to rotate among different UN agencies to improve inter-agency relationships and understanding

4.2 Understanding potential partnerships and strategic fit

The session covered the topic of understanding, building and sustaining partnerships, with a particular focus on corporate social responsibility (CSR) and private sector partnerships. The session was enhanced by examples from UNESCO Bangkok experiences and practical exercises.

In order to more fully understand, discuss, and ultimately identify, build and sustain private sector partnerships, participants explored CSR concepts and trends. CSR is about operating a business in a manner that meets or exceeds the ethical, legal, commercial and public expectations that society has of business. CSR is a commitment to improve community well-being through discretionary business practices and contribution of corporate resources. Until the early 90s, CSR was largely concerned with “doing good to look good”. Efforts were generally shorter term, philanthropic in nature and steered clear of controversy. This has gradually shifted to a stronger focus on “doing well and doing good”, characterized by tackling more challenging issues, longer term strategic programmes, strategic fit and shared ownership. As a result, the importance and value of private-public sector partnerships have also grown.

Establishing a new partnership is a two-way process in which both parties assess the potential benefits of the relationship (see Table 2).

Table 2: Potential Partnership Drivers

<p>Why partner with the private sector? (UNESCO Drivers)</p> <ul style="list-style-type: none"> ■ Increased influence and reach ■ Provision of skilled services ■ Financial resource mobilization ■ Alignment with Millennium Development Goal 8 (Global partnerships) ■ Vehicle for change 	<p>Why partner with UNESCO? (Private Sector Drivers)</p> <ul style="list-style-type: none"> ■ Prestige, brand value and public relations ■ Non-threatening thematic areas - (education, natural sciences, culture, communication and social and human sciences) ■ Access to new networks ■ Risk mitigation in changing societies ■ Insight into emerging markets
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A SWOT analysis is a useful tool to help systematically think through the potential strengths, weaknesses, opportunities and threats of a new partnership (see Table 3).

Table 3: SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> ■ Possible extrabudgetary funding ■ Provision of new skills and resources ■ Access to networks and audiences ■ Increased exposure through co-brand 	<p>Weaknesses</p> <ul style="list-style-type: none"> ■ Greater demands for involvement ■ New evaluation and reporting structures ■ Private sector misconception of UN capacity and resources ■ Organizational cultural differences
<p>Opportunities</p> <ul style="list-style-type: none"> ■ Opportunity for south-south collaboration ■ Increased awareness of private sector ■ Shared learning opportunities 	<p>Threats</p> <ul style="list-style-type: none"> ■ Varied maturity of Asian CSR ■ Skepticism of UN corporatization ■ Partnership management cumbersome

Participants discussed actions they could undertake to explore the strategic fit with a partner, such as identify the partner's priorities and objectives, look for synergies, list potential areas for collaboration that meet both parties' strategies and objectives, and identify potential challenges. The session emphasized the importance of selecting and developing new projects and partnerships with care.

Relevant Networks

- CSR Asia Weekly Newsletter
www.csr-asia.com
- Net Impact
www.netimpact.org
- Philanthropy and the Third sector
www.asianphilanthropy.org/index.html
- The Global Compact
www.unglobalcompact.org/

Relevant Toolkits

- The Partnering Initiative - toolkits on partnership brokerage
<http://thepartneringinitiative.org/>
- UN Staff Systems College - list of papers and resources. Search for UN-Business Partnerships
www.unssc.org
- UNESCO Private Sector Partnerships: Making a Difference
http://portal.unesco.org/en/ev.php-URL_ID=34599&URL_DO=DO_TOPIC&URL_SECTION=201.html

4.3 Making the match - Resource and partner mapping

Donor engagement and establishing a strategic fit between your organization and a potential donor or partner were important themes from the donor-partner panel. Participants explored these topics further through sharing experiences and partner mapping exercises. The following key steps in developing relationships with donors and partners were discussed:

- **Do your homework** – Identify and research potential donors and/or partners. Get to know who they are, including their mission, objectives, programmes and history.
- **Identify shared goals and potential areas for collaboration** – Be comfortable and confident articulating the reasons for engagement and partnership. If you have collaborated with the donor before, think about ways the relationship can be built upon or improved. Acknowledge and respond to potential challenges.
- **Build the relationship** – Network and find out how to get in touch with potential donors and partners. Look for natural and non-threatening ways to promote the work that you are doing.
- **Develop the partnership and/or proposal** - Illustrate and discuss synergies and shared interests. Look for innovative ways to solve problems together. Strive for a participatory process and identify leaders on all sides of the partnership. Establish goals and objectives together. Be willing to compromise when necessary.
- **Nurture and respect the relationship to sustain it over time** - Commit to a long-term relationship and stay engaged. Share obligations, strengths and resources for partnership balance. Give credit when and where credit is due

4.4 Presentation skills – How to make a great presentation

The ability to communicate and share your work and new proposals with potential donors and partners is an important skill linked to resource mobilization. The workshop covered key steps to

developing and delivering a strong presentation. Participants worked in small groups to create and deliver five-minute PowerPoint presentations for peer review. Group members provided feedback and suggestions in order to help participants improve their presentation skills.

- **Get organized** - Think about your objectives, the purpose of your presentation and your audience. Who is your audience? What do they need to know? Why are they there? What do they expect? Use this information to tailor your message.
- **Prepare your presentation** – Develop an outline. Introduce your key points at the beginning. Tell your audience what you are going to tell them, tell them and then remind them what you told them. Draw on different types of materials such as stories, statistics and quotes. If you are using PowerPoint, be consistent with slide styles, remember to check your spelling and use animation sparingly. Anticipate the types of questions audience members may ask and think about possible responses.
- **Perfect your delivery** – Practice your presentation out loud in front of a mirror and make sure it fits in the allotted time. Be aware of your voice, gestures and eye contact. Use commanding body language that shows self-confidence. Stand up straight, speak slowly, establish eye contact and dress for impact. Deliver your presentation with enthusiasm, smile and be sincere.
- **Head off problems** - Anticipate things that might go wrong. Know where you are speaking, get there early and have a back-up of your presentation. Check visual aids to make sure everyone can see them. Try to stay relaxed and do not get flustered if things go wrong. Be natural and express your passion and commitment to the issues you are presenting.

4.5 Concept notes and proposal writing

Developing concept notes and proposal writing was the last major skill area covered during the workshop. Participants reviewed basic components of a concept note and discussed the process of transforming a concept note into a proposal.

Key components of a concept note include:

- Title
- Overview
- Introduction or justification
- Objectives and goals
- Partners
- Basic budget
- Logframe summary

A full proposal is longer than a concept note and contains more details about goals and objectives, planned activities, implementation timeframe, staffing, monitoring and evaluation, and the budget. The UNESCO IIEP/ESART training module on *Funding the Response to HIV/AIDS in Education* contains more information on developing proposals (UNESCO IIEP/ESART, 2007). HIV & AIDS project proposals should be aligned with UNESCO's Strategy for Responding to HIV and AIDS (UNESCO 2007) and based on national background and needs.

Proposal checklist

- Fill out the template or form completely and correctly – double check that you have included all key information (date, name, title, source, signatures, etc...)
- Goals and objectives should be larger in scope than the combined activities
- Objectives need to be aligned with activities
- Ensure that the budget is realistic, accurate and complete
- Be clear about what constitutes success and how it will be measured
- Include a monitoring and evaluation plan to track process and outcomes
- Measures should be SMART - specific, measurable, attainable, relevant and time-related

During the workshop, participants developed and presented a draft concept proposal. In addition, participants used role plays to model an interaction between UNESCO and a potential donor. A third individual observed the role play and provided feedback and suggestions on the oral presentation of the concept note.

4.6 The Quick Start Handbook to UNESCO's Extrabudgetary Activities

In light of the increasing level of extrabudgetary contributions to UNESCO's activities, and the likelihood of the Organization's continued dependence on these contributions, UNESCO has defined a comprehensive strategy for the coherent programming, resource mobilization, implementation and monitoring of extrabudgetary activities. The "Quick Start" Handbook serves as a concise self-learning and reference tool for the implementation of this strategy (UNESCO, 2007). The purpose of the Handbook is to provide a simple operational translation to all staff members involved in extrabudgetary activities of the key components relating to the four main processes of extrabudgetary activities at UNESCO, namely⁴:

- Programming of extrabudgetary activities in alignment with UNESCO's Regular Programme and Budget, and featuring UNESCO's overall Results Based Management (RBM) approach
- Development of a comprehensive strategy for the mobilization of extrabudgetary contributions
- Formulation, implementation and eventual closing of extrabudgetary projects, including regular narrative reporting, with special emphasis on results based programming with associated verifiable qualitative benchmarks and indicators
- Monitoring of extrabudgetary activities.

The "Quick Start" Handbook is still under development. Participants had the opportunity to review and discuss the handbook, test it through participatory exercises, ask questions and provide feedback to improve it.

⁴ For more information, see The Quick Start Handbook to UNESCO's Extrabudgetary Activities (UNESCO, final version forthcoming).

5. CONCLUSIONS

5.1 Reflections on the OFID/UNESCO Project

The OFID project has strengthened UNESCO's response to HIV and AIDS in the participating countries. It has facilitated greater involvement of the education sector in national responses to HIV and AIDS, supported capacity-building of government counterparts, enabled the production of tangible teaching and learning materials adapted to local contexts, and also contributed to stronger partnerships with key stakeholders.

During the workshop, participants reflected on the project and discussed specific country-level outcomes. For instance, in China the project supported the development of a training programme for the MoE and facilitated the integration of HIV education into teacher colleges. In Kazakhstan, working groups were established under the MoE, which led to the adoption of the teacher training manual that the Ministry is piloting.

Colleagues suggested the following recommendations to improve project coordination and implementation:

- More portfolio management and coordination, especially during the initial phase of the project
- More integrated delivery of project components
- Greater communication on country implementation progress to generate and respond to lessons learned along the way
- More detailed monitoring and evaluation plan

5.2 Resource mobilization workshop evaluation and next steps

The regional and country-level resource mobilization workshop was a new kind of training activity for UNESCO colleagues. Based on the evaluation results and feedback, the workshop was relevant and useful. Participants valued the opportunity to learn from one another's experiences, to share and develop new proposal ideas together, and to build practical skills relevant to resource mobilization. Initial country presentations set the tone and helped create a supportive and friendly atmosphere. Participants addressed different types of collaboration and elements of successful partnerships during the donor-partner panel. This was linked with specific skills development sessions and exercises pertaining to entrepreneurship, resource and partner mapping, presentation skills and concept notes. The workshop also improved understanding of internal strategies and UNESCO's extrabudgetary rules and regulations.

Field colleagues agree that resource mobilization is an important activity, but often find it difficult to integrate into their busy workloads. Furthermore, there is an ongoing need for support to understand operational tools, strategies and administrative processes. There is also widespread concern among field colleagues that the lack of stable human resources hinders programmatic progress and continuity.

Participants identified action steps and discussed changes that they will make as a result of the workshop, including:

- Develop a donor map and plan
- Compile a portfolio of project ideas
- Continue to refine concept notes and presentations developed during the workshop
- Share concept notes, ideas and updates on resource mobilization with one another

In addition, participants suggested specific areas for UNESCO Headquarters to follow-up on to improve the coordination of EDUCAIDS and resource mobilization activities.

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Forthcoming UNESCO Information Tools:

- “Quick Start Handbook” on UNESCO’s Extrabudgetary Activities (mainly a web-based, self-training tool)
- UNESCO’s Extrabudgetary Activities, A Practical Guide

List of Presentations:⁵

- UNESCO’s Extrabudgetary Resources Policy
- Entrepreneurship
- Corporate social responsibility and private sector partnerships
- Cooperation between UNESCO and the private sector
- Cooperation with the private sector: Internal modalities
- Making the match: Donor/partner mapping
- How to make a great presentation

⁵ PowerPoint slides are available upon request.

WORKSHOP PHOTO ALBUM







