Overview of UNESCO’s Approach in Fund – raising

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This presentation consists of two Parts:

- **Part I** - deals with donors and funding agencies including their categories and priorities;

- **Part II** - deals with methodology of project document preparation. Special efforts to orient this part to elaboration of project relevant to Asia/Africa Interuniversity dialogue for educational development
I.1. Categories of Donors and Funding Agencies

In its efforts to mobilize extrabudgetary sources for its projects, UNESCO co-operates with various donors and funding agencies. These can be summarized in the following:

- **Bilateral Government Donors** are UNESCO’s most important source of voluntary contributions. Examples of these countries are Denmark, Finland, France, Italy, Japan, Spain, Sweden, United States, and UK. Most countries have special units for International Development cooperation such as JICA for Japan, SIDA for Sweden, DANIDA for Denmark and USAID for the US;

- **The United Nations Funds and Programmes** most important among these is the United Nations Development programme (UNDP);

- **Multilateral Development Banks** such as African Development Bank, Asian Development Bank, Inter-American Development Bank and the World Bank;

- **Intergovernmental Organizations** a good example of this category is the European Union (EU);

- **The private sector** such as TOYOTA, Mitsubishi, Hewlet-Packard, etc.
I.2 Priorities of Donors and Funding Agencies:

- In order to mobilize funding from various sources and submit requests to appropriate sources knowledge of funding sources' priorities is highly important for example some agencies are not interested in higher education, some others may provide financial support for projects in this domain. Some sources give priority to environment, poverty, HIV/AIDS, etc.
- For our project, which emphasizes Africa and Education (primarily basic), both are on priorities of most donors and funding agencies.
- The project may meet success for mobilizing extrabudgetary sources if the following conditions are met:
  A) A very well articulated project document is prepared according to acceptable standard formats;
  B) Be submitted to a donor(s) where education (particularly basic) and Africa are among their priorities
I.3 Proposed sources of funding for Asia/Africa project:
The following donors and funding agencies may provide financial contributions to the project:

✓ EU
✓ JICA
✓ Qatar Foundation - (The First Lady of the State of Qatar is UNESCO Goodwill Ambassador for basic and higher education)
✓ Mohamed Bin Rashid Foundation - (Allocated 10 Billion US $ for financing projects in education in developing and least developed countries)
Part II: Methodology of Preparing Project Document for Submission to Donors and Funding Agencies

United Nations Educational, Scientific and Cultural Organization (UNESCO) and Centre for International Cooperation in Education (CICE), Hiroshima University

Project on Capacity building for Educational Development in Africa

Project Number
Region : Inter-Regional
Project Title : Asia/Africa Interuniversity cooperative project for the development of Basic Education in Africa
Project Phase : Phase II
Duration of the Project : Three years
Region : Africa/Asia
Participating Countries and Universities in Phase II : AFRICA (12) and ASIA (6)
Sector : Education
Executing Agencies : UNESCO, CICE, Japan in cooperation with UNU
Estimated Start Date : 1 July, 2010
Estimated End date : 31 June, 2013
Part II: Methodology of Preparing Project Document for Submission to Donors and Funding Agencies

A. Brief Description of the Project

- This project is designed to complement the efforts of NEPAD to create a self-reliant approach to African development through inter-university twining and capacity-building activities geared towards development of research, dialogue and reflection in order to ensure understanding of the principle and to gain consensus among African stakeholders in education.

- Cooperation with UNESCO, UNU, CICE, and JICA are of prime importance.

- Summary of budget inputs:
  UNESCO: US $ 20,000
  CICE:
  UNU:
  JICA
  Total including (13%) overhead cost is US $ 2,100,000
B. Background

- The EFA Global Monitoring Report (2002) calls for concerted efforts to be made if sub-Saharan Africa must make substantial progress towards EFA goals. According to the findings of the report, development of education in Sub-Saharan Africa constitutes a major challenge for the African countries and the international community today. Following the stagnation and decline of enrollment in the 1980s, even in the global drive for Education for All during the 1990s, only this region experienced an increase in the number of out-of-school primary age children, in spite of the programs and measures taken to increase their enrollment. Serious questions were also raised about the adequacy of the quality of education provided. Where universal primary enrollment advanced, pressure is now felt for increased provision of secondary education opportunities.

- The Third Tokyo International Conference on African Development (TICAD) addressed this important issue of educational development in African countries and the need for international educational cooperation. There were, at least, three factors that rendered much significance to the treatment of this issue during TICAD.

  Firstly, the international community is giving top priority to the educational challenge of the African countries, as exemplified by its prominent treatment in the G8’s Africa Action Plan and the heavy coverage of African countries in the World Bank sponsored Fast Track Initiative for meeting EFA target of the Universal Primary Completion by 2015 (i.e., 12 out of 18 developing countries initially selected for the program).

  Secondly, even institutions like the World Bank which, in previous decades focused on basic education, have come to realize that higher education is a factor, not only of broader societal development, but also important in the development of basic education.

  Thirdly, TICAD has a special emphasis on Asia-Africa cooperation, since the Asian countries, in particular, Japan and some other East Asian countries have accumulated much varied experiences in educational development which could serve as useful references for the African countries.
However, the new wave of ownership-partnership debate surrounding the New Partnership for Africa’s Development (NEPAD), with its decisive emphasis on a more self-reliant development approach by and for the African countries, is consistent with the fundamental value that TICAD had adopted from its beginning in 1993. TICAD explored this approach in the most challenging area of education. Presentations from Africa, Japan, United States and other countries of the world indicated that universities were already contributing to basic education, but to a rather limited extent and not sufficiently targeting the EFA goals. There was a felt need that much more could be done by universities as they were in fact the reservoir for knowledge and development.

Against this background, the present proposal is for a new TICAD scheme entitled “Africa-Asia University Dialogue on Basic Education Development”. It is an attempt to develop an integrated perspective for educational development in Sub-Saharan African countries with a view to promote basic education on the basis of more self-reliant efforts. It is proposed that this development perspective be realized through the formation of a group of like-minded African universities committed to support basic education development in their respective countries. An apt approach would be a university twining mechanism with Asian universities to share expertise and experience in basic education development, and that would serve as a reference for this capacity-building exercise. Linking Higher Education Institutions to those involved in policy-making would sustain as well as renew capacity.

The project will take advantage of existing technical cooperation mechanisms of the Japanese Government, the United Nations University (UNU) and UNESCO that already has a long established program for the twining of universities to enhance development. In Japan, the Center for the Study of International Cooperation in Education (CICE), Hiroshima University will be the main office of cooperation for the project. This Center started in 1997 and has shown much progress in establishing international linkages for educational development. Its role and program strategy covers: a) Research activities, b) Policy analysis and recommendation, c) Compilation and dissemination of useful knowledge and insights, and d) Support of model project implementation. Its program and experiences are ideally suited for the coordination of this project.
C. Ongoing Activities
The main activities of the project could be highlighted as follows:

- **First Reflective meeting took place in February 2006 at University of Pretoria, South Africa**, bringing together University of Malawi, Malawi, and Kenyatta University, and University of Education Winneba, Kenya.

- **Second reflective meeting took place in November 2006 in Uganda hosted by Makerere University.** It comprised Addis Ababa University, and Bahir Dar University, Ethiopia, University of Abdou Moumouni, Niger, University of Dar es Salaam, and Mkwawa University College of Education, and Mzumbe University, Tanzania, and Kyambogo University, Uganda.

- **Third and last Reflective meeting took place at UNESCO HQs, Paris**, bringing together the above mentioned universities as well as University of Ouagadougou, Burkina Faso; University of Antananarivo, Madagascar; University of Lagos, Bayero University, Kano Nigeria; University of Zambia (Zambia). The last four universities had to submit their research results in 2008.

- As a follow-up of the third and final reflective dialogue meeting held at UNESCO HQs, from 10 to 12 December 2007. During the course of 2008, regular consultation meetings were held with the participating institutions, the major one was in April hosted by Hiroshima University, and ED/HED participated through video-conferencing. The discussions were concentrated on the networking aspect, its organizational chart. and the project has been transformed into a UNITWIN Network. The draft cooperation agreement is in circulation of visas and its finalization is previewed in the immediate.

- **During the course of 2009, Hiroshima University published the 12 research papers produced by the African Universities, in the University Journal with the following sequence: April and November 2009.** The Division of Higher Education has allocated the relevant budget from its 2008-2009 biennium RP budget to proceed with the French publication for the profit of Francophone countries. This activity has been approved by the Donor as cost-sharing joint publication during the annual review of the project in 2008 as a joint publication (UNESCO-Hiroshima University- JFIT).
D. Project Justifications

Why this project

The project is designed to develop an integrated perspective for basic education development in Sub-Saharan African countries through more self-reliant approaches. An “integrated perspective” in this context means a view of educational development that promotes greater consistency and balance among the different but inter-related segments of the education sector. Specifically, it suggests greater engagement of higher education institutions with particular roles for universities in the promotion and advancement of basic education. To do this effectively, the initial step would be to share and adapt experiences of universities that have contributed successfully to basic education development.

In reality, the project will bring together a group of like-minded African universities to critically examine the role that higher education institutions are playing in the basic education development in their respective countries today, and suggest ways to bring about their greater engagement. The scope of this exercise would cover not only research and policy development, but also teacher development and evaluation and monitoring to inform policy in the process of educational development. It is believed that to create this space for the group of African universities, a dialogue process with Asian universities with corresponding experiences will serve an instrumental and functional role. This will be achieved through the provision of varied references and concrete examples, including possible models of effective involvement of universities in dialogue and capacity-building. The important part of the project objective then will be to promote the university dialogue between Africa and Asia for the improvement of basic education development in African countries.

Universities have much to offer in releasing the local potential for the advancement of basic education for all and much to learn in order to offer more relevant training to educational personnel. Basic education covers early childhood through primary to secondary education as well as non-formal education and literacy. In meeting the needs of basic education for all, universities can undertake the broad area of education for sustainable development. They can also focus on areas covering: a) targeted research and policy dialogue, b) curriculum improvements, c) pre-service and in-service teacher training, d) management administration and leadership, monitoring and evaluation of programs and e) costs on financing. Some universities may prefer to deal with subject areas such as: 1) Mathematics and science and technology education, 2) Reading literacy, 3) Computer literacy, and 4) Continuing education and adult learning. Universities can also help countries to define and plan for the new challenges created through globalization and the HIV/AIDS pandemic.
The Japanese Government has committed itself to the promotion of basic education development through BEGIN. The project will utilize the Japan Education Forum (JEF) as a platform for dissemination of research outcomes. This annual Forum, established by the Japanese Government, promotes open exchange of views on international education cooperation. The inaugural meeting of this Forum, held in Tokyo, 4 March 2004, hosted a panel discussion on the “Role of universities in developing countries”. Since Hiroshima University, CICE, serves as the secretariat of the Forum, it will ensure that JEF is an effective channel for dissemination of the results of the project. The results of the research will also be published on the UNITWIN/UNESCO Chairs portal and that of the Forum on Higher Education Research and Knowledge.

Finally, and above all, the project should constitute a small but concrete input into the more autonomous development effort advocated by NEPAD.

E. Project Implementation Strategy
The implementation of this phase will be a continuation of activities started in Phase 1 Asia/Africa dialogue on basic education. The participating institutions will designate CICE to be the implementing agency with the support of UNESCO. In each participating country a National focal point will be designated to maintain liaison with the executing agencies and provide necessary logistics and support for activities to be implemented on National levels.
F. Project Objectives

F.1 Long Term Objective (Objective which can be achieved during this phase and subsequent phases) - Further development of basic education in Africa with view to improving access and quality and achieving the EFA goals and MDG's.

F.2 Short Term Objectives (Objectives which can be achieved during the present phase and contribute to achieving long term objective)

F.2.1 Objective 1: Exchanging experiences in basic education along the Asia/Africa axes and implement successful models in African systems
Output 1: Implement concrete reforms which lead to better access and improved quality
Activity: Execute at least 40 study tours for experts and policy makers involved in the project

F.2.2 Objective 2: Undertake further research to identify shortcoming in access and quality
Output 2: At least 20 research projects have been completed
Activity 2: Commission research projects to experts and specialists

F.2.3 Objective 3: Training teacher education trainers
Output 3: Train at least 40 teacher trainers during project period
Activity 3: Conduct training workshops in Africa and Asia

F.2.4 Objective 4: Promote in-service training for teachers
Output 4: At least 4000 teachers have been trained during project period
Activity 4: Conduct at least 20 National in-service training workshops

F.2.5 Objective 5: Establish and maintain data base or portal for the project
Output 5: Data base or portal established containing all information about the project
Activity 5: Engage data base specialist to prepare technical specifications and develop the database; and Appoint database operator to feed information and maintain database
Part II: Methodology of Preparing Project Document for Submission to Donors and Funding Agencies, Cont’d

G. Inputs
- UNESCO inputs:
  During the project period, UNESCO will provide the following cash and in-kind inputs:
  Cost of Staff time for the overall coordination and supervision of the project. Financial contribution of US $ 20,000 to defray parts of costs of the project development, consultants and capacity building workshops.

- CICE Inputs:
  1. Cost of staff time for the overall coordination and supervision of the project.
  2. Financial contribution of US $.
  3. Expenses relevant to the secretariat of the project.

- UNU Inputs
  - Inputs required from donors and funding agencies:

    During this phase of the project, a US $ 2100.000 contribution from donors and funding agencies will be sought to cover the following costs:
    - Salaries of project technical and support personnel;
    - Remuneration of academic and technical consultants;
    - Purchase of hardware and software needed;
    - Capacity building workshops and meetings;
    - Financial support for fellowships and study tours for experts and policy makers;
    - Cost of establishing and maintaining Data base for the project;
    - Operational and overhead costs.
H. Possible Obstacles
During the project period, very few obstacles may be encountered, but concrete steps will be taken at the initial stages to avoid them. These can be summarized in the following:

- Delay in receiving extra-budgetary funding
- Delay in identifying participating institutions
- Lack of response from partner institutions
I. Project Review, Evaluation and Reporting

The project will be subject to a midterm evaluation and review by representatives of UNESCO, CICE and funding agency and the host institution. Upon completion of each review an evaluation report will be prepared by the project coordinator and submitted to each party.

During the third semester of the project, a tripartite terminal evaluation will be undertaken in order to decide whether the project should be extended for a second phase or terminated.
J. **Legal Context**

This project document once approved and signed by parties concerned, will constitute the legal instrument for the implementation and execution of the project during its designated time frame. The following types of revisions may be made to this project document with the signature of the Director-General of UNESCO or his representative only, provided that other signatories have no objection to these revisions or proposed changes:

- Revisions in, or addition to, any annexes to the project document.
- Revisions, which do not involve significant change in the immediate objectives, outputs or activities of the project, but are caused by re-arrangement of inputs already agreed to or by cost increases due to inflation.

The signed project document is binding to all signatories:
K. Project Budget

Annex I, provides a detailed project budget (by budget line) covering UNESCO’s and funding agency’s financial contributions for the execution of the activities of the project for the 36 months duration of the project.
## Breakdown of Estimated Budget for Three Years (Annex 1)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount (US $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and experts International and National</td>
<td>100,000</td>
</tr>
<tr>
<td>Missions</td>
<td>200,000</td>
</tr>
<tr>
<td>Study Tours</td>
<td>100,000</td>
</tr>
<tr>
<td>Meetings and dialogues</td>
<td>400,000</td>
</tr>
<tr>
<td>Training</td>
<td>500,000</td>
</tr>
<tr>
<td>Research and studies</td>
<td>200,000</td>
</tr>
<tr>
<td>Development, installation and maintenance of Database</td>
<td>100,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>200,000</td>
</tr>
<tr>
<td>Secretariat</td>
<td>150,000</td>
</tr>
<tr>
<td>Publications</td>
<td>100,000</td>
</tr>
<tr>
<td>Reporting (Preparation of activity reports)</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,100,000</strong></td>
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