Highlight: Public-Private Partnerships

Embracing change: delivering effective Public-Private Partnerships through a new lens
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Public-Private Partnership in UNESCO Bangkok through K-science
Through projects such as K-science, UNESCO Bangkok becomes a catalyst for collaboration between public and private sectors of countries in Asia and the Pacific.

News & Events

Perspectives from the private sector: Challenges and opportunities in developing effective Public-Private Partnerships (PPPs)
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Worlddidac Asia 2013 will connect 120 leading brands of educational materials and technologies from 25 countries with 12,000 educators, purchasing executives, and academics from across ASEAN. The event will be held 9-11 October 2013 at Queen Sirikit National Convention Center in Bangkok, Thailand.

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Secretary-General Ban Ki-moon recently highlighted the role that information communication technologies (ICTs) – including youth-driven social media platforms – play in combating poverty and advancing development worldwide.

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Programmes & Projects

How best to assess the use of ICT in Education
Computers, notepads and mobile phones may not be the first thing you think about when picturing a class room in Africa. But ICTs will increasingly find their way into African education systems, says Marc Bernal, regional advisor for Africa of the UNESCO Institute for Statistics (UIS). This is why, he adds, we need to start training African statisticians so that they
are able to report accurate indicators that will enable us to get good statistics on the spread of ICT in education in Africa.

Resources
Public-Private Partnerships in ICT for education
This article mainly focuses on PPP with ICT from social and economic development perspectives. However, the authors well illustrate social and economic factors of what government and private sector are interested in as well as new collaborative opportunities for both public and private sector in areas of PPP in ICT-supported education (e-learning) which can provide different yet innovative views for experts in education sector.

Multi-stakeholder partnerships for ICTs in Education
This paper, published by the Global e-Schools and Communities Initiative (GESCI), is examining multi-stakeholder partnerships in the context of e-schools initiatives.

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Embracing change: delivering effective Public-Private Partnerships through a new lens
By Anita Yang, Independent Consultant, London, UK

A prolonged economic recession, limited resources and a shift in how companies are approaching Corporate Social Responsibility (CSR) is reshaping the dynamics of traditional Public-Private Partnerships (PPPs).

Companies today are no longer simply interested in signing a cheque. Instead, they seek non-profit partners that can create win-win programmes which deliver value for both society and the company’s bottom line. In 2009, the LBG Research Institute published a report and survey to identify top issues facing corporate givers and foundations in the US, particularly as a result of the financial crisis. The survey findings indicated that organizations were attempting to better align activities with their strategic goals by re-assessing their grant-making criteria, by emphasizing partnerships with non-profits over cash donations, by seeking new partners who better matched their needs and by placing more emphasis on measureability and accountability of partners.

In other words, corporations and foundations alike are looking at long-term goals when they select and work with non-profit partners in PPPs. The sentiments reflected in the 2009 survey are even more relevant today. Yet very few development organizations engaged in PPPs have
successfully embraced this transition or have understood the ramifications on partnership activities.

Thus it is important to understand: What do these changes mean for development organizations who are seeking to develop and build PPPs with the private sector?

First, it indicates that operating in a “business as usual” approach is not sustainable. Development organizations have tended to view the private sector as distant and passive donors. However, companies are increasingly seeking a more active role and deeper engagement in their community activities. More companies are joining the examples of Microsoft, Cisco and Intel in personally designing and delivering larger education initiatives which have more defined activities that are often aligned to the strategic goals of the company. This shift will require development organizations to better understand the needs of the private sector and how to work effectively with them in delivering activities.

Secondly, development organizations will need to think more innovatively about how they can create impactful partnerships with the private sector. Aside from financial support, the other immense assets of the private sector such as its global presence, networks, brand influence, online presence, in-house expertise as well as resources (e.g. products, office space, etc.) are often overlooked.

Here are some types of potential partnerships to consider:

- **Research partnerships:** Co-publishing and disseminating research by leveraging the networks, online presence and marketing expertise of the private sector can allow for a larger and wider audience reach. For example, the OECD and Pearson Foundation have partnered to document and showcase successful education initiatives currently improving student outcome in classrooms around the world in a series of engaging short videos which are user-friendly and insightful.

- **Advocacy partnerships:** Developing joint advocacy campaigns can enhance effectiveness by utilizing the private sector’s innovation, brand influence and social media savviness. For example, in 2008, Nike in collaboration with NoVo Foundation, the UN Foundation and Coalition for Adolescent Girls, launched a global Girl Effect movement to challenge people to think differently about the role of girls in development. To date, the initiative has been recognized through various awards for its impact on raising public awareness on critical issues such as getting girls educated.

- **Funding partnerships:** Exploring multi-stakeholder partnerships or alternative funding mechanisms (e.g. match-funding, social impact investing) can support organizations in diversifying their funding sources. For example, through a new and innovative financing mechanism called social impact bonds (also known as “pay for success” bonds), an early child education programme in Salt Lake City, USA was able to raise
money from private investors such as Goldman Sachs who lent the government $4.6 million for the programme. Social Impact Bonds enable the public sector to raise private capital from socially interested investors.

And finally, development organizations will need to hold themselves to a higher level of accountability as private donors increasingly focus on measurability and impact of their programmes. Rather than look to outputs, an organization must be able to quantify the tangible results of its activities delivered. Understandably, impact measurement is time and resource intensive along with the intrinsic challenges in measuring activities. However, it is critical that this be done, not only for the sake of reporting but to inform implementation and to refine activities as it progresses. The Foundation Center has put together a comprehensive database of external impact assessment tools and resources that can be found at http://trasi.foundationcenter.org/browse.php.

In conclusion, development organizations will need to adapt to these new emerging dynamics. It will require organizations to be more innovative, forward-thinking and impact driven in their work. Organizations that succeed in this task will be rewarded with enhanced opportunities to achieve their vision and to better serve their beneficiaries.

Footnote:
1/ LBG Research Institute, “Making the Most of What We Have: Corporate Giving in the New Economy” Report, 2009


Anita is a consultant who has worked in the US, UK and Asia focusing on public-private partnerships, project design and impact assessment in the areas of social entrepreneurship and education. She is currently embarking on her graduate studies in Development Management at the London School of Economics.

Further information:

- TRASI database

Related links:
Public-Private Partnership in UNESCO Bangkok through K∙science

Through projects such as K∙science, UNESCO Bangkok becomes a catalyst for collaboration between public and private sectors of countries in Asia and the Pacific.

K∙science (Education and Science TV Contents Sharing Project in Asia and the Pacific), a project of UNESCO Bangkok, Korean television channel YTN Science, and the Korean Creative Content Agency (KOCCA), aims to make science and educational TV programmes available to public and non-profit television channels in Asia-Pacific. In the previous year, YTN Science, a TV channel partially funded by the Ministry of Science, ICT and Future Planning (Republic of Korea), expressed its intention to work with UNESCO Bangkok in making its broadcast materials available free of charge to public and non-profit education TV channels in Asia-Pacific countries.

As part of YTN Science’s mission is to improve science and technology in the Republic of Korea by popularizing science through easy and fun TV programmes. Through developing high quality content for STEAM (Science, Technology, Arts, Engineering, Mathematics), it also intends to make and provide global content that will support the Korean Wave of Science – in line with the education objectives of UNESCO and thus setting the stage for the K∙science project.

The project partners agreed to work towards establishing partnerships and strengthening cooperation among public and non-profit TV broadcasters in all UNESCO member states in Asia and the Pacific. It is hoped that free access to the high-quality content of YTN Science will enhance science knowledge and education in the region.

Project implementation has since started in earnest, as the project proponents reached out to potential partners in the region. So far, fifteen TV channels in thirteen Asia-Pacific countries, operated and owned by either public or private sector (non-profit organizations), have expressed their interest in joining the project. To date, TV channels from five countries have
aired or are currently airing the Science Class TV programme shared by YTN Science: Edutainment TV (Mongolia), Knowledge Channel (Philippines), Educational Television (Thailand), Bhutan Broadcasting Service (BBS), and the National TV and Radio Company of Uzbekistan (NTRC). The Science Class TV programme is a virtual tour of the Gwacheon National Science Museum through which viewers can learn fundamentals of science. YTN Science has translated the said TV programme to English, which in turn has been translated by some of the participating TV channels to their local language through audio dubbing or subtitles. TV channels will observe the same procedure in subsequent sharing of TV programmes.

*K-science* does not begin and end with sharing TV programmes from one source alone, as future project activities will entail deeper engagement from the partner TV channels. Some of the partner TV channels have already indicated their intent to share their own education TV programmes through the project. UNESCO Bangkok and YTN Science will also facilitate the co-production of broadcast materials among partner TV channels, as well as capacity building for their education TV producers, journalists, and teachers. Preliminary talks are ongoing with potential project partners on making the TV programmes available online.

The objectives of *K-science* might seem very difficult to achieve if not overly ambitious; with support coming from project partners from both public and private sector, however, the tasks at hand does not seem as overwhelming and the ultimate goal of enhancing science education in the region through ICT-based content becomes all the more reachable.

For more information on *K-science*, visit the project webpage at [http://www.unescobkk.org/educationtv](http://www.unescobkk.org/educationtv). TV channels interested to participate may send email inquiries to ict.bgk@unesco.org

Further information:

- *K-science*

Related links:

- UNESCO Bangkok and Korean YTN Science TV kick-off project on sharing Education TV contents
- Korean Science TV to share programme contents at no cost
- What makes successful ICT in education partnerships?
- Learn more about the Public-Private Partnerships in education
- Global Education & Skills Forum: The potential of partnerships for education
- TESDA online programme (TOP)
- Implementing the Paris OER Declaration: Launch of Project
- MOOCs: The Asian perspective
- New publication: Open Educational Resources - Innovation, Research and Practice
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News & Events
Perspectives from the private sector: Challenges and opportunities in developing effective Public-Private Partnerships (PPPs)

UNESCO recognizes that in the globalized world of today if we aim to achieve inclusive and sustainable socioeconomic development, it is required a stronger cooperation among all different stakeholders, namely governments, development partners, civil society and also business sector. Many of the world’s most pressing problems are too complex for any one sector to face alone. Notably, over the past ten years the private sector and other stakeholders have increasingly become active partners in helping the UN in achieving its goals, as a complement to government action. Private sector and new inherent approaches to better incorporate Social Responsibility into business will also have an important impact on achieving development objectives.

However, building positive and effective partnerships is not always easy; one key factor is definitely reaching mutual understanding. In order to do so, UNESCO Bangkok has been promoting different internal opportunities to relate with the private sector and increase a constructive dialogue. For instance, on 11 September UNESCO Bangkok held a staff seminar specifically on “Challenges and Opportunities in Developing Effective Public-Private Partnerships (PPPs)”, inviting representatives from Diago, Microsoft and Cisco. The representatives shared their experiences and lessons they have learned about what it takes to develop effective public-private partnerships.

A number of critical elements and lessons learned emerged during the discussions on how to build sustainable partnerships. Microsoft has designed a five step planning process for working with NGOs. The first key area is the assessment of the priorities of the partners. The objectives and priorities of the public sector partner should be aligned with the priorities and values of the company as well as with its particular country plans. The next step is the partner selection process. Here, it is also essential to determine whether the partnering NGO has the capacity, experience and other funding sources. The selection process continues with the assessment whether the project goals, budget and measurable impact are well defined. During the fulfillment phase, the project commitment needs to be regularly reviewed in terms of objectives
and budget. Best practices show that partners should be able to have concise and persuasive writing and communication for building successful partnerships. The demonstration of expertise, the use of company’s products and the ability to produce evidence such as impact stories are of immense importance as well.

From Cisco’s point of view, the first most critical element of a successful PPP is that partners must be equally committed in the partnership and contribute to its success through financial investment or investment in people or leadership. It is vital that all partners’ goals are aligned, and they have a clear vision of success. Long years of experience have shown that is necessary to seek commitment and support at the highest levels in each of the partnering organizations, otherwise, the work of people in the projects becomes challenging. Effective decision-making and implementation depends also on establishing enabling governance and operating structures. At the same time, partners also need to ask themselves how their investment will look like within 3-5 years. Instead of single, one-time transactions a focus on strategic multi-year and multiphased engagement is necessary for building sustainable partnerships. Another important challenge is to find balance between global and local standards. Localized solutions are necessary; however, these should result in globally recognized outcomes. Thus, finding balance between local and global elements is essential. Partnership programmes have to implement continuous monitoring and assessment of the outcomes, and they also have to take into account that markets mature with time. Therefore they have to be open to change and feedback in order to modify programs accordingly. In terms of timelines, the private-public expectations and constraints need to be considered right from the start. Fiscal years and financial timelines are difficult to plan in PPPs although such details are crucial for structuring the partnerships.

It is appearant from the companies view points that there is a great number of factors influencing the success of public-private partnerships. The alignment of the priorities and objectives of the partners’, as well as the planning and implementation of enabling operating structures are of great importance. It is also essential to continuously monitor the program outcomes and be able to work with flexible plans in order to adapt to changing situations. Also, sustainable partnership programs focus on developing long term strategic collaborations instead of one-time activities. These are built on the commitment of all involved partners and their investment in the relation building.

Further information:

- Cisco Networking Academy
- Microsoft Thailand

Related links:

- What makes successful ICT in education partnerships?
Worlddidac Asia & Asia Education Leaders Forum
Worlddidac Asia 2013 will connect 120 leading brands of educational materials and technologies from 25 countries with 12,000 educators, purchasing executives, and academics from across ASEAN. This is where the level of education will be raised as the visitors discover innovations that will enhance the learning of their students.

The event will be held 9-11 October 2013 at Queen Sirikit National Convention Center in Bangkok, Thailand.

Co-located with the show will be an international forum on education in Asia: “Asia Education Leaders Forum,” a high-level conference for educational executives to learn new policies, directions, and trends from a prestigious panel of international speakers.

Worlddidac Asia, a part of the renowned Worlddidac series of event in Europe, is where the education community will come together and witness the progress of educational evolution before their eyes.

For more information, access the website of the Conference: 
http://www.worlddidacasia.com/

ICT for advancing social good: BYND 2015 Global Youth Summit
Secretary-General Ban Ki-moon highlighted on 9 September the role that information communication technologies (ICTs) – including youth-driven social media platforms – play in combating poverty and advancing development worldwide.

“Young people, perhaps more than anyone, understand how ICTs can help make a difference in people’s lives. In recent years we have seen how youth-driven social media platforms can help disseminate ideas and generate momentum for change,” Mr. Ban said in his message to the BYND 2015 [Beyond 2015, the editor] Global Youth Summit, which began today in San José, Costa Rica.
“Information technology has a growing role in connecting friends and families, teachers and students, doctors and patients, farmers, traders and markets,” he said in remarks delivered by his Envoy on Youth, Ahmad Alhendawi.

The BYND2015 Global Youth Summit, an initiative of the UN International Telecommunication Union (ITU), seeks to get young people involved in the shaping of the post-2015 development agenda. Along with some 700 participants meeting in San José, over 3,000 young people around the world are following the three-day summit online and contributing their ideas from 43 hubs or workshops in 25 different countries using social media channels.

Mr. Ban said ICTs are increasingly important to the work of the UN, allowing it to better listen and respond to citizens of the world.

“Over the past year, these new tools have enabled the UN to initiate an unprecedented global conversation on people’s aspirations for the coming decades,” he said. “More than one million people from all regions and backgrounds contributed, half of whom were under 30 years old.”

These contributions, which were published in a report entitled, ‘A Million Voices: the World We Want,’ will provide guidance to the deliberations of the General Assembly later this month, Mr. Ban said.

The Secretary-General encouraged young people to use ICTs to enrich their lives and communities, harnessing their power to accelerate progress on education, employment, and poverty reduction.

During the Summit, participants took part in a range of activities including workshops designed to motivate young people and challenge them to develop innovative solutions. A 24-hour ‘hackathon’ took also place both at the Summit and at offsite locations around the world.

Further information:

- Information technologies play central role in advancing social good, Ban tells Youth Forum

Related links:

- Educational leadership in an online world: connecting students to technology responsibly, safely, and ethically
- Connecting social entrepreneurship in ICT with educational purposes: The Cambodian case of Digital Divide Data
- Youth and digital media: From credibility to information quality
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The MobiLearnAsia 2013 Conference will be held 2-3 October at Suntec Convention Center in Singapore.

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- Virtual Worlds and 3D Interactive Environments for learning
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- (PLEs) Personal Learning Environments for self-directed learning
- (PLNs) Personal Learning Networks for collaborative learning
- Implementing the Flipped Classroom….Learn More
- Disruptive Learning & OER (Open Education Resources)
- Using location-based & image-recognition technologies for mobile education
- Moving from traditional to Mobile Pedagogy…. Learn More
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Programmes & Projects

How best to assess the use of ICT in Education

Computers, notepads and mobile phones may not be the first thing you think about when picturing a classroom in Africa. But information and technologies will increasingly find their way into African education systems, says Marc Bernal, regional advisor for Africa of the UNESCO Institute for Statistics (UIS). This is why, he adds, we need to start training African statisticians so that they are able to report accurate indicators that will enable us to get good statistics on the spread of ICT in education in Africa.

It’s about being able to collect data in a given country to on, for example, how ICT are integrated into education plans, how many teachers are trained in the use of ICT in the classroom, how many computers per pupil, number schools with electricity, etc.

41 statisticians from 38 African countries met on 10-12 September 2013 in Dakar (Senegal) to discuss these issues during a regional meeting of the UIS Working Group on ICT in education statistics.

Global support for local data

The development of accurate and precise international and standardized indicators on the implementation of ICT in Education is a joint project between several partners. They include UIS, Korean Education and Research Information Service (KERIS, which has pushed for development of international comparative indicators on ICT in Education since 2006), the centre of the Brazilian Information Networks (NIC.br) (which conducts annual surveys in Brazil since 2010 through its research centre on communication technologies and information (CETIC.br)).

After the meeting, data was collected in the various countries, which will then feed into regional/national synthesis reports to be published in 2014.

Further information:

• How best to assess the use of ICT in Education

Related links:

• Measures of Effective Teaching (MET) Project
• A monitoring and evaluation scheme for an ICT-supported education programme in schools
• Analysis of recent 1:1 learning initiatives in primary and secondary schools in Europe
Statisticians gather in Seoul to discuss ICT4E indicators

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Resources

Public-Private Partnerships in ICT for education

Public-Private Partnerships (PPP) with ICT (e-education) is driven by different factors, which lead in divergent targets and bottom lines. However, public and private sector may share common interests which are development issues such as having educated and healthy citizens and expanding markets for sustainable growth of e-learning. According to a recent World Bank report, per capita economic growth is driven by three information and communication technology (ICT)-related components: 1) investments in equipment and infrastructure, 2) investments in human capital and efficient use of labour, 3) capital that would increase productivities. These three factors are key areas of interest to the public and private sector, and it is assumed that when public and private partners join forces to improve the provision of e-education services, their complementary strengths can accelerate the pace of progress.

More opportunities are opening up for PPP supported education and training both at the national and transnational levels as traditional models of providing education and training can no longer meet the demand. The article ends with introduction of four aspects of e-education provisions as follow: 1) PPPs for Infrastructure and Equipment, 2) PPP for the Provision of Educational and Professional Training, 3) PPP for e-Education and Social Development, 4) PPP in ICT for Basic Education.

This article mainly focuses on PPP with ICT from social and economic development perspectives. However, the authors well illustrate social and economic factors of what government and private sector are interested in as well as new collaborative opportunities for both public and private sector in areas of PPP in ICT-supported education (e-learning) which can provide different yet innovative views for experts in education sector.

Read the full paper:

- Public-Private Partnerships in ICT for education
Multi-stakeholder partnerships for ICTs in Education

Multi-stakeholder partnerships and other partnerships e.g. public-private partnerships have become important vehicles for drawing together the resources and know-how needed to make progress in a specific field or area.

They are formed to expand the reach, improve the quality, increase the supply, and/or improve accessibility of services to identified beneficiaries/communities.

This paper, published by the Global e-Schools and Communities Initiative (GESCI), is examining multi-stakeholder partnerships in the context of e-schools initiatives.

Read the full paper:

- Multi-stakeholder partnerships for ICTs in Education

Related links:

- What makes successful ICT in education partnerships?
- Learn more about the Public-Private Partnerships in education
- Global Education & Skills Forum: The potential of partnerships for education

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This article, published by Edudemic, lists a lot of different options for online professional development for teachers. From online graduate courses that are a part of M.Ed. programs to one off PD courses to MOOCs, there are a ton of options out there.

Read the full article:

- [9 Places to find high-quality online professional development](#)

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- [TESDA online programme (TOP)](#)
- [Implementing the Paris OER Declaration: Launch of Project](#)
- [MOOCs: The Asian perspective](#)
- [New publication: Open Educational Resources - Innovation, Research and Practice](#)

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