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A photograph of a diverse group of children sitting at wooden desks in a classroom. They are looking towards the left, and one girl in the foreground has her hand raised. The background is a solid blue color.

SOUTH-SOUTH AND TRIANGULAR COOPERATION IN ACTION  
**Advancing children's rights and  
well-being through South-South  
and Triangular Cooperation**

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SOUTH-SOUTH AND TRIANGULAR  
COOPERATION IN ACTION

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# Abbreviations and Acronyms

ACWF	All-China Women's Federation	HIS	Health Information Systems
AfECN	Africa Early Childhood Network	HLM	High-Level Meeting
ANECD	Arab Network for Early Childhood Development	ICT	Information and Communications Technology
ARNEC	Asia-Pacific Regional Network for Early Childhood	IMMC-ECD	Intercountry Multisectoral Committee on ECD
ASEAN	Association of Southeast Asian Nations	LSE	London School of Economics and Political Science
ATPESFORC	Association of Professional Manual Drillers of Chad	MECC	Ministry of Education, Culture, Science and Communication of Brazil
BAPA+40	Buenos Aires Plan of Action 40 years hence: second High-Level United Nations Conference on South-South Cooperation	MoEYS	Ministry of Education, Youth and Sport
ChCC	Chile Creche Contigo	MoU	Memorandum of Understanding
CLTS	Community-Led Total Sanitation	NRTM	Near Real-Time Monitoring
CoP	Community of Practice	PCA	Programme Cooperation Agreement
DWG	Development Working Group	PMR	Programme Monitoring and Response
ECD	Early Childhood Development	PUC-Rio	Pontifical Catholic University of Rio de Janeiro
ECDAN	Early Childhood Development Action Network	SDG	Sustainable Development Goal
ECI	Early Childhood Interventions	TCDC	Technical Cooperation among Developing Countries
EII	Early Intervention Institute	VEI	Vitens Evides International
EMIS	Education Management Information Systems	WASH	Water, Sanitation and Hygiene
ESAR	Eastern and Southern Africa Region	WCAR	West and Central Africa Region
FIPAG	Fundo de Investimento e Patrimônio do Abastecimento de Água	WHO	World Health Organization
GIC	Global Innovation Centre	WinS	Global Network for Water, Sanitation and Hygiene in Schools
GMCD	Guide for Monitoring Child Development	WinSILE Exchange	WinS International Learning
		WOP	Water Operators' Partnership

# Preface

The 2030 Agenda for Sustainable Development and several complementary frameworks highlight South-South and triangular cooperation as vital to achieving the Sustainable Development Goals (SDGs). At the United Nations Children's Fund (UNICEF), we too recognize the accelerator and multiplier effect of South-South and triangular cooperation in delivering the SDGs that impact children and young people, and believe that there is significant untapped potential in South-South cooperation for children.

Given UNICEF's global footprint, engagement in developing local solutions, and multi-stakeholder partnerships, the organization is well positioned to support and promote South-South and triangular cooperation for children's rights and well-being. UNICEF is increasingly engaging in South-South and triangular cooperation for children by brokering and building partnerships for knowledge exchange and technical assistance; supporting cross-country networks and partnerships; promoting technical cooperation between governments; and increasing focus on children in development cooperation.

The challenges facing children are increasingly global, while effective solutions need to be implemented locally. Good solutions are continuously created in the global South and there is technical capacity, programme experience, financial resources and political support that can be harnessed for children's well-being. UNICEF supports South-South and triangular cooperation for children by identifying and documenting solutions, good practices and lessons learnt in order to facilitate knowledge exchange and learning, scaling-up of successful initiatives and adapting them to local contexts.

Against this backdrop, this publication distils knowledge and lessons learned from South-South cooperation initiatives in three thematic areas: Water, Sanitation and Hygiene (WASH); Early Childhood Development (ECD); and innovative use of technology. It showcases country examples from these three thematic areas that are effectively transferred and adapted to other countries facing similar development challenges. The case studies demonstrate how UNICEF engages in South-South and triangular cooperation, and contributes to strengthened national and institutional capacities, new multi-stakeholder



partnerships, policy dialogue, local innovation and knowledge sharing to achieve development goals for all children by 2030.

Finally, we hope that the knowledge curated in this publication contributes to building the case for the critical role of South-South and triangular cooperation in delivering the SDGs for children. In doing so, it also highlights how South-South cooperation has evolved into a mature and critical partnership modality in delivering the SDGs, as noted in SDG 17. We hope that it will contribute to the discussions during the Second High-Level United Nations Conference on South-South Cooperation (BAPA+40) in March 2019 and beyond. UNICEF is looking forward to the opportunity presented by BAPA+40 to improve the visibility of children's issues in South-South and triangular cooperation and to identify the opportunities and challenges in strengthening South-South cooperation for children.

We would like to thank our partner Governments and other stakeholders featured in this publication for the opportunity to jointly present this edition of South-South and Triangular cooperation in Action.



A handwritten signature in black ink, appearing to read 'L. Chandy'.

**Laurence Chandy**  
Director of Data,  
Research and Policy  
UNICEF



A handwritten signature in black ink, appearing to read 'Jorge S. Chediek'.

**Jorge Chediek**  
Director and Envoy  
of the United Nations  
Secretary-General  
on South-South  
Cooperation



# Executive Summary

This publication demonstrates how, through South-South and triangular cooperation mechanisms, UNICEF and its partners promote the adaptation and application of solutions by building capacity, developing critical partnerships and facilitating the effective and efficient transfer of solutions for the purpose of accelerating the achievement of children's rights. This is illustrated through three selected cases studies in the areas of Water, Sanitation and Hygiene (WASH); Early Childhood Development (ECD); and expanding access to development tools, technology and innovations for children. The evidence from these case studies establishes South-South and triangular cooperation as a powerful tool to scale-up sustainable solutions, leverage resources and mobilize political will to address common development challenges and leave no child behind. It further highlights the role and value added of South-South and triangular cooperation in achieving regional agendas and the Sustainable Development Goals.

This publication is the result of UNICEF's knowledge curation efforts that itself drives South-South and triangular cooperation for children, by capturing and showcasing knowledge and evidence and development solutions that work and are ripe for export to other developing countries in need. In addition, key to UNICEF's role is the promotion and support to Governments and national partners in embedding imported solutions through localised adaptation. The report also helps in matching demand to supply/solutions that are a cornerstone of South-South and triangular cooperation.

The publication is organized as follows:

**Chapter I** provides an introduction to UNICEF's approach to South-South and triangular cooperation.

**Chapter II** demonstrates the mechanisms and implementation of South-South and triangular cooperation for children through case studies in WASH, ECD and expanding access to development tools, technology and innovations for children.

**Chapter III** highlights the significance of South-South and triangular cooperation in achieving the SDGs for children and the way forward.







# Chapter 1

**UNICEF's approach to South-South  
and triangular cooperation for children**





## 1. UNICEF’s approach to South-South and triangular cooperation for Children

South-South cooperation is a well-recognized pathway to accelerate progress towards achieving sustainable development for every child. There is growing evidence that by sharing knowledge, development solutions, technical know-how and resources, especially between countries that share a common history, culture and language and development challenges, it is possible to accelerate the achievement of development results, including for children, by scaling solutions adopted to local contexts.

Over the past several decades, countries have accrued a range of expertise, good practices, innovations and resources in delivering development results for children. Since a significant proportion of shortfalls in development are in the global South, countries in the global South are often at the forefront of developing new approaches and solutions to address them. At the same time, there is increasing prosperity leading to increased trade and resources in the global South making it possible to accelerate progress through investments in home-grown solutions backed by political leadership and commitment. Emerging economies are also increasingly leading international cooperation, including setting up mechanisms for financial and technical assistance.

In view of this, through South-South and triangular cooperation, developing countries learn directly from each other about solutions for children, and adapt them to their own contexts, capitalizing on the idea that models and technical











### DRP tools and support services on South-South and triangular cooperation


**INTRODUCTION TO SSC TOOLS AND SUPPORT SERVICES**

The UNICEF **South-South cooperation (SSC) suite of tools and support services**, developed by the Division of Data, Research and Policy (DRP), is intended to support the work of UNICEF offices in developing and implementing SSC activities.

The suite provides an online one-stop shop for the range of SSC modalities, tools and services that are helpful when scoping and selecting the types of SSC modalities to use and subsequently, when conceptualizing, developing, implementing, and assessing SSC activities and engagement.

**A living platform**  
The suite of tools and support services is interactive and its contents are regularly updated to reflect organizational learning, feedback from users, and updates from the global SSC community.

	SSC/HC Guidance note		Partnerships and Fundraising
	Knowledge curation, Documenting good practices		M&E of SSC/HC results and Reporting
	SSC/HC Global Communities of Practice (CoP)		Capacity building
	TA Facility, Centers of Excellence		SSC/HC Helpdesk



assistance coming from countries of similar contexts are more relevant to recipient countries and are usually more cost-effective. UNICEF thus approaches South-South and a triangular cooperation as a cross-cutting strategy to support programme implementation for children in the country as well as beyond borders, to build partnerships, to mobilize the commitment of

## What is South-South cooperation for children?

As stipulated in the United Nations Operational Guidelines (SSC/19/3), UNICEF recognizes the operational definition of South-South cooperation as “a common endeavour of peoples and countries of the South, born out of shared experiences and sympathies, based on their common objectives and solidarity, and guided by, inter alia, the principles of respect for national sovereignty and ownership, free from any conditionalities. South-South cooperation should not be seen as official development assistance. It is a partnership among equals based on solidarity... South-South cooperation embraces a multi-stakeholder approach, including non-governmental organizations, the private sector, civil society, academia and other actors that contribute to meeting development challenges and objectives in line with national development strategies and plans (resolution 64/222, annex, paras. 18-19).” In this way, South-South cooperation is not a substitute for, but rather a complement to, North-South cooperation to achieve at scale and sustainable results for every child.

## What is triangular/trilateral cooperation for children?

Triangular cooperation refers to Southern-driven partnerships between two or more developing countries supported by a developed country(ies)/or multilateral organization(s) [including UNICEF], to implement development cooperation programmes and projects.

*Source: High-Level Committee on South-South Cooperation, Framework of operational guidelines on United Nations support to South-South and triangular cooperation (SSC/19/3).*

stakeholders to the child rights agenda and to harness the power of evidence to drive change.

UNICEF makes the case that South-South cooperation is a powerful tool for development. This power could be leveraged by mobilizing the leadership, commitment and resources of governments from the global South for their own and others’ development through, and based on, programme success and evidence, which are well-documented, shared systematically and adequately scaled-up through the selection and use of appropriate South-South and triangular cooperation modalities.

Given UNICEF’s global outreach in over 125 countries, including those facing conflict and humanitarian crisis, its vast knowledge base and strong partnerships with civil society, governments and partners on the ground, the organization is well positioned to facilitate South-South and triangular cooperation for children. In 2017, among 129 UNICEF field offices, 114 reported using South-South and triangular cooperation as a programme and partnership implementation strategy across different thematic areas, including ECD, WASH, social protection and the health sectors.<sup>1</sup> In these programmes, UNICEF provides technical, logistical and financial support to governments and national actors that take the lead and focus on issues which countries themselves identify and intend to address using South-South and triangular cooperation as a modality.

## UNICEF’s diversified approach to promoting South-South and triangular cooperation for children

Central to UNICEF’s work on South-South and triangular cooperation is capturing development experiences, lessons learned and good practices and facilitating their exchange with developing countries in need of those solutions. UNICEF also advocates for the increased commitment of governments and partners to promote the children’s agenda through South-South cooperation. It also mobilizes support

<sup>1</sup> Analysis of UNICEF Country Office Annual Reports, 2016-2017.

of selected traditional donors in the framework of triangular cooperation. UNICEF also works to increase the visibility of children's issues in South-South and triangular cooperation platforms and agendas. In supporting these initiatives, UNICEF acts as a facilitator and convener, knowledge curator, provider of technical assistance, and facilitates matching of demand to supply for cost-effective solutions to child-related issues, especially those with cross-border, regional or global implications. While undertaking these roles, UNICEF is continuously striving to ensure a more consistent and intentional engagement in South-South and triangular cooperation, in support of accelerating results for children.<sup>2</sup>

The key roles undertaken by UNICEF to promote South-South and triangular cooperation for children are presented hereunder:

**1) Advocating and influencing** – UNICEF advocates for stronger government leadership and commitment in including children and young people in all South-South cooperation initiatives and strategies. It does so by building the case for the role of South-South cooperation in delivering the SDGs that impact children and young people based on good practices and evidence. UNICEF also leverages resources for children by enhancing the child rights focus of the development assistance linked to South-South cooperation. For example, the High-Level Meeting series on South-South cooperation for child rights in Asia brings together senior leaders and decision-makers from some 30 countries across Asia and the Pacific every three years, and provides an effective forum to review progress, evidence and constraints in advancing the rights and well-being of Asia's children.

- The outcome of the HLM series serves to influence governments' agenda and priorities, including on South-South cooperation, as well

<sup>2</sup> UNICEF (2017). Guidance Note on South-South/Horizontal Cooperation (Working Draft).

as that of the Association of Southeast Asian Nations (ASEAN). In November 2018, ahead of the Second United Nations High-Level Conference on South-South Cooperation, UNICEF, with the UNOSSC, and in collaboration with the Governments of Argentina and Uganda, the Islamic Development Bank and the Kingdom of Thailand, made a case for South-South cooperation and children, highlighting the role of South-South cooperation in eliminating the vertical transmission of HIV; promoting access to water and sanitation; addressing migration challenges; and expanding access to innovations developed in the South.



### South-South Cooperation for Children

(January 2018)

This is the first UNICEF publication showcasing examples of how South-South cooperation contributes to achieving the SDGs for children. The ten good and promising practices featured here demonstrate different South-South cooperation modalities that support programme implementation for children.

**2) Knowledge curation:** UNICEF undertakes systematic efforts to identify, document and facilitate the transfer of knowledge, solutions, good practices, lessons and expertise towards equitable

outcomes for children that are most appropriate for South-South and triangular exchange. For example, initiatives that demonstrate results for children through evidence, scale-up and evaluations/review can be considered suitable for replication in other countries. Knowledge curation also entails creating efficient access to such relevant examples of policy and practices. This publication is itself an example of how UNICEF curates knowledge by identifying key experiences and solutions that are ripe for transfer and adaptation to other countries facing similar development challenges.

### 3) **Matching demand with supply/solutions:**

UNICEF facilitates and brokers bilateral and multi-country partnerships for knowledge exchange and technical assistance between government ministries and other institutions, and facilitates supply-and-demand regionally and globally. Fulfilling this role relies on UNICEF's global network of country and regional offices which helps identify appropriate matches. For example, UNICEF brokered cooperation between Brazil and Ethiopia to expand the capacity of the Ethiopian Government to implement water supply and sanitary sewerage services in Ethiopia.

It also explores existing and emerging platforms with the potential for matching supply and demand. For example, the socialprotection.org hosts the Community of Practice for South-South cooperation for Children, and once launched, the *South-South Galaxy*, developed by UNOSSC, has the potential to respond more systematically and effectively to developing countries' demand to connect, learn and collaborate with potential partners.

### 4) **Convening and network building:** UNICEF establishes and strengthens networks for practitioners and develops communities of practices and platforms to share experiences and good practices. For example, in Asia and the Pacific, UNICEF supports the High-Level Meeting series on

South-South cooperation for child rights that helps to build networks and supports the exchange of good practices, lessons learned and expertise among developing countries in the region.

### 5) **Relationship support** – UNICEF provides ongoing and long-term support in terms of financing South-South cooperation initiatives, developing terms of reference for study tours and expert missions, providing technical assistance and tracking and monitoring cooperation. For example, in São Tomé and Príncipe, UNICEF facilitated a partnership through a memorandum of understanding (MoU) between the Government, UNICEF and the Pontifical Catholic University of Rio de Janeiro (PUC-Rio) to build capacity in early childhood education.<sup>3</sup>

These approaches are put into practice through a number of approaches including technical assistance, expert missions, trainings, developing and nurturing communities of practice, brokering cooperation activities within larger bilateral agreements, developing and supporting pilot projects in receiving countries, sharing information and communications technology platforms and organizing peer-learning projects. These interventions ensure that improved evidence, know-how and experience inform national policies and programmes for children. It also leads to increased national capacity for implementation of child-related programmes; and strengthens leadership of governments in championing the cause of children. These results in turn contribute to achieving specific SDGs for children, and in reducing inequities and securing the rights of the most vulnerable children.

<sup>3</sup> UNICEF (2018). South-South Cooperation for Children.









## Chapter II

Utilizing South-South and triangular cooperation to deliver results for children

## 2. Utilizing South-South and triangular cooperation to deliver results for children

This section explores case studies that showcase how UNICEF supports and promotes South-South and triangular cooperation for children in three sectors – WASH, ECD and a cross-cutting case study on programme development tools, technology and innovations that utilize South-South and triangular cooperation mechanisms to bring at-scale results for children.

### Selection of thematic case studies and country examples

Following the analysis of Country Office Annual Reports (2016 and 2017), the three thematic areas showcased in this publication emerged as the most ready for South-South and triangular cooperation. These sectors contain a strong body of evidence and knowledge, including the commitment and leadership of Governments and the interest of different partners to collaborate on issues most relevant to children. This makes South-South and triangular cooperation increasingly demand-driven in these sectors.

The analysis of Country Office Annual Reports also helped identify various country examples that are featured in these case studies. In addition, consultation with global and regional advisors helped pinpoint South-South and triangular cooperation initiatives in these sectors. In parallel, three webinars were organized, including on WASH, ECD and development tools, technology and innovations for children. These discussions helped to capture the nuanced efforts of various UNICEF offices and partners in utilizing South-South and triangular cooperation for children in these areas.

Through these case studies, UNICEF explores the key elements of South-South and triangular cooperation utilized successfully by UNICEF and its partners, and showcases how they complement other programme implementation strategies to deliver SDGs for children. In particular the case studies attempt to answer the following questions:

- What are the key South-South and triangular cooperation modalities in action?
- What results did South-South and triangular cooperation deliver for children?
- How are these results brought to scale and sustained?

### 2.1 South-South and triangular cooperation for children in Water, Sanitation and Hygiene (WASH)

#### Supports the achievement of SDG 6 on Access to Clean Water and Sanitation

For children under five, water- and sanitation-related diseases are one of the leading causes of death. Every day, over 800 children die from preventable diseases caused by poor water and a lack of sanitation and hygiene. In response, UNICEF's WASH team works in over 100 countries to improve water and sanitation services and basic hygiene practices.<sup>4</sup> In 2017, about 25 countries<sup>5</sup> supported by UNICEF utilized South-South and triangular cooperation as a key modality to improve water, sanitation and hygiene services for children, including in fragile contexts. These WASH interventions are central to achieve UNICEF's goal to ensure every child lives in a clean and safe environment (Goal 4, as articulated in UNICEF's Strategic Plan 2018-2021).

This case study takes a closer look at South-South cooperation in WASH between Chad and the Democratic Republic of the Congo; the Lao People's Democratic Republic and the Central African Republic; and Guinea-Bissau and São Tomé and Príncipe. It also captures the recent triangular cooperation on WASH

<sup>4</sup> <https://www.unicef.org/wash/>

<sup>5</sup> Analysis of UNICEF Country Office Annual Reports (2016 and 2017).





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in Angola and the partnership between Ethiopia and Brazil on urban sanitation. In addition, it explores the global network on WASH in schools as a knowledge and learning platform that aids cross-fertilization of WASH solutions among developing countries.

### **What are the key South-South and triangular cooperation modalities in action in WASH?**

- Identifying and capturing evidence on WASH solutions
- Effectively matching and exporting solutions that work to countries' needs and demands
- Capacity development and peer learning through field visits
- In-country technical assistance and direct support for knowledge and technology

transfer through technical advice, expert missions, on-the-job coaching, classroom trainings and conferences

- Brokering knowledge exchange and partnership agreements
- Facilitating triangular/trilateral cooperation
- Ensuring sustainable government-led approaches
- Adapting transferred solutions to the local context
- Developing and supporting implementation of pilot projects in recipient countries
- Building global communities of practice for learning and knowledge exchange

Identifying evidence and scalable solutions that have worked in WASH and transferring them through technical assistance to improve WASH services for children in other developing countries is at the heart of South-South and triangular cooperation in this sector. This was evident in 2016 when UNICEF Guinea-Bissau supported the Government of São Tomé and Príncipe to implement the Community-Led Total Sanitation (CLTS) approach to reduce open defecation and promote safe sanitation and hygiene practices in rural communities. While many countries in West and Central Africa implement CLTS, Guinea-Bissau was chosen as an appropriate match for knowledge transfer as it presented many similarities with São Tomé and Príncipe since both are small states, and share the same cultural base and language.

The bilateral collaboration between Guinea-Bissau and São Tomé and Príncipe was rolled out in four distinct phases involving learning from evidence, diagnosis, planning and pilot action. In the first phase, to facilitate peer learning from evidence, a field visit to Guinea-Bissau provided São Tomé and Príncipe Government officers with an insight into sanitation issues in the rural context, and revealed how the CLTS approach was used as a viable solution to end open defecation. The field visit further highlighted that São Tomé and Príncipe needed specific and tailored technical assistance on planning and implementing a rural sanitation intervention using the CLTS approach, while integrating the lessons learned from the Guinea-Bissau experience.

In the second phase, UNICEF São Tomé and Príncipe received in-country technical assistance from UNICEF Guinea-Bissau to develop an Action Plan for CLTS Implementation in São Tomé and Príncipe. This allowed diagnosis of the specific São Tomé and Príncipe situation, and helped to ascertain possible implementation options. This was followed by a technical conference on sanitation in May 2017 in São Tomé and Príncipe that helped to complete the diagnosis by providing all the main actors and partners in WASH and those from the environment and public

works sectors, a space to analyze the Guinea-Bissau experience and apply the learnings to São Tomé and Príncipe's context. These elements fed into the elaboration of an Action Plan for CLTS Implementation that was validated by the government and its partners in 2017. The fourth phase of the collaboration began in 2018 with the roll-out of CLTS in pilot communities in São Tomé and Príncipe.

### **Pioneering South-South and triangular cooperation in the CLTS approach**

**The South-South and triangular cooperation initiative between São Tomé and Príncipe and Guinea-Bissau to promote CLTS is a pioneering initiative, since, within the CLTS context, the focus is generally on building interventions based on local specificities. By learning from another country facing similar challenges in promoting safe hygiene and sanitation practices, São Tomé and Príncipe has been able to capture solutions that work in CLTS and adapt them to their own context.**

In other countries, expert missions and trainings from technical experts in developing countries have been successfully used as a key South-South cooperation mechanism to build capacities and know-how in WASH. This modality was put into action in the Central African Republic, where highly skilled trainers from the Lao People's Democratic Republic provided technical oversight and training to over 50 adolescent trainees in manual drilling techniques and hand pump construction in 2015. Given the difficulties in mechanical drilling in the Central African Republic owing to political crisis, security concerns and limited infrastructure, UNICEF identified and facilitated the transfer of manual drilling expertise from the Government of the Lao People's Democratic

Republic - which has been using this low-cost technique for decades - to the Government of the Central African Republic.

Similarly, recognizing Chad's expertise in the manual well drilling method, UNICEF facilitated transfer of this technical expertise from Chad to the Democratic Republic of the Congo. Following a partnership agreement between the Governments, Chadian engineers undertook an expert mission to the Democratic Republic of the Congo to provide classroom training and on-the-job coaching in manual well drilling to Congolese contractors. The mission also enabled the experts from the Congolese manual drilling sector to discover higher performing tools, which were better suited to local conditions when appropriately adapted. Based on the success of this mission, a second phase of collaboration was developed to expand the exchange to more geographic areas and to further analyse the manual drilling potential in the Democratic Republic of the Congo for the supply of drinking water in rural areas.

UNICEF also brokers knowledge on solutions and analysis on what has worked and what has not in WASH, and facilitates partnerships on transferring technical know-how among countries through trilateral cooperation projects. For example, in 2015, UNICEF brokered a formally signed trilateral South-South cooperation project between the Governments of Brazil and Ethiopia and UNICEF to expand the capacity of the Ethiopian Government to implement water supply and sanitary sewerage services in urban Ethiopia, as part of the One WASH Plus programme. This project has received the highest policy and legal support in both countries.

The genesis of this project is rooted in the Ethiopian Government's request to UNICEF to lead the development of its national integrated urban sanitation strategy. Thereon, UNICEF identified Brazil as an appropriate match for Ethiopia for knowledge exchange and learning on models of urban sanitation. This was in significant measure owing to Brazil's successful

experience in urban WASH regulation, policy frameworks and WASH service planning and management at central and subnational levels. Moreover, Brazil has a federal system of government such as in Ethiopia, a key similarity between the two countries.

This trilateral cooperation involved a combination of approaches and methodologies, such as sharing technology through direct technical support through expert missions; provision of technical advice in policy discussions around the Ethiopian regulatory framework for WASH services; development and implementation of a condominium sewerage pilot project; capacity development through peer review and on-the-job training; and knowledge sharing of good practices and implementation mechanisms, including through study visits.

Recently in Angola, UNICEF also facilitated a triangular technical cooperation partnership between the Government of Angola; *Vitens Evides International* (VEI), a consortium of public water operators from the Netherlands; and *Fundo de Investimento e Património do Abastecimento de Água* (FIPAG), an asset holding company from Mozambique. These actors have signed an MoU to enter into a one-year Water Operators' Partnership agreement between Angola, Mozambique and the Netherlands, together with UNICEF Angola and the United Nations Human Settlement Programme through the Global Water Operators' Partnerships Alliance.

The WOP aims at harnessing the skills and knowledge within FIPAG (Mozambique) and VEI (the Netherlands), in order build the capacity of EPAS-Cunene, the provincial public water operator in Angola that needs assistance and guidance to improve its performance and service delivery of water and sanitation services. In contrast to classical technical assistance approaches, the WOP focuses on building the capacity of resident water operator staff, rather than 'doing it for them'.

Similarly, support from UNICEF China was extended to the Democratic People's Republic of Korea and Mongolia in training government officials on the design of toilets that were suitable for sanitation in



colder climates, and linkages were established with Chinese manufacturing companies which could both implement sanitation solutions or partner with companies in the Democratic People's Republic of Korea and Mongolia in providing supplies.

Further, while supporting the exchange of WASH solutions among developing countries, UNICEF ensures the transferred initiatives are embedded in the local context and are adapted to the needs of the community. For instance, the Brazilian experience in urban sanitation was adapted to the specific Ethiopian needs and challenges so that Ethiopian policy makers are able to design their own efficient, effective and sustainable solutions. Similarly, the National Agency for Rural Water and Sanitation in the Central African Republic was involved in ensuring the manual drilling techniques and tools from the Lao People's Democratic Republic were adapted to the local context in the Central African Republic.

To further ensure sustainability and community appropriation, most of the adolescent trainees, including young women and men, were natives of their localities. Many of them had also been recently released from armed groups. In the Democratic Republic of the Congo as well, UNICEF ensured the Chadian model of manual well drilling was adapted to the topography of the country, its religious context and the impact of long years of war on its social organization.

The WASH sector also makes use of traditional and new technologies to identify knowledge around effective WASH strategies and solutions, which in turn facilitates matchmaking with developing countries in need. China's experience with strengthening WASH in schools, setting school-level sanitation standards and management practices was shared with Central Asian countries at the regional training workshop, helping them adapt to their context. To this end, the Global Network for Water, Sanitation and Hygiene in Schools (WinS for short), facilitated by UNICEF, leverages the online social platform, Yammer, together with other traditional means of collaboration, to facilitate global conversations about solutions, good practices,

innovations and news in WASH in schools. Over the years, WinS has developed into a vibrant community of practice, and the only source of global knowledge on WASH in schools specifically geared towards practitioners, UNICEF staff and external partners. Today the participation in the WinS Yammer network has grown substantially — nearly 60 per cent since July 2016 — expanding from 298 members to over 480 members, an indication of its value.

At the core of WinS is the BUILD strategic model for collaboration for creating and managing online communities — a radically simple and a people-first approach to knowledge exchange and collaboration. This proprietary approach was developed by the UNICEF Community Management team in New York. Online communities promote the sharing of “living knowledge,” and can be managed and developed for a variety of different types of collaboration (external networks, good practice sharing, knowledge sharing and more).

## What is BUILD?

BUILD is UNICEF's approach to developing and supporting online communities of staff and partners. BUILD is an acronym that represents the 4 key pillars to our communities:

**B** **BILLBOARD**  
How the community shares stories and news.

**UI** **YOU + I**  
The people who make up the communities.

**L** **LIBRARY**  
The location where critical documents are stored online

**D** **DIALOGUE**  
The location where critical documents are stored online

As the Forbes online magazine described it when profiling UNICEF's work in early 2019, “People who share work-related interests or passions not only learn from one another but also empower one another to perform better. The exchange of diverse ideas fosters trust among employees and encourages them to think and create in new ways.”

### What results did these South-South and triangular cooperation initiatives in WASH deliver for children?

- Increased access of WASH services by children and communities in recipient countries
- Increased access of WASH services to vulnerable children and communities left behind
- Improved cost efficiency in WASH projects
- Increased local innovations in WASH
- Strengthened local and national capacities in WASH
- Improved participation of stakeholders and partners
- Increased social cohesion in local communities
- Improved global identification and sharing of knowledge in WASH in schools
- Strengthened community of practitioners and experts in WASH

South-South and triangular cooperation have strengthened the effectiveness of WASH programme implementation strategies by strengthening capacities, improving the participation of different stakeholders and increasing the cost efficiency of WASH projects. For example, São Tomé and Príncipe's collaboration with Guinea-Bissau led to participatory development and validation of the Action Plan for CLTS implementation by the Government of São Tomé and Príncipe. This paved the way for all stakeholders and partners, from WASH, public works and the environment sectors to get involved in the rural sanitation programme when the pilot was rolled out in 2018.

Collaboration between the Central African Republic and the Lao People's Democratic Republic on

manual well drilling techniques has led to increased cost efficiency, as manual drilling is a low-cost alternative to mechanical drilling (manual drilling costs \$3,000 per borehole as compared to \$20,000 per borehole for mechanical drilling). Moreover, this partnership has further helped to increase access to the most vulnerable areas, one of the major challenges faced in the Central African Republic. Today, at least 30,000 people have access to clean water from manually drilled boreholes. At least 50 adolescents, including demobilized child soldiers, are engaged in youth entrepreneurship for safe water provision. Furthermore, local capacities for water provision, particularly during a crisis, have increased, including the ability to assist displaced populations through water point rehabilitation and installation of new water points. The collaboration also led to development of community water point management committees that helped build relationships, provided opportunities for collective action and overall contributed to increased social cohesion in the local communities.

In the Democratic Republic of the Congo, South-South cooperation with Chad has resulted in 150 local entities, including NGOs and small companies, developing nearly 1,200 water points, used by nearly 1.5 million people. The collaboration among the Democratic Republic of the Congo Ministry of Health, the Association of Professional Manual Drillers of Chad (ATPESFORC), UNICEF in the Democratic Republic of the Congo, the Department for International Development and the Canadian National Committee of UNICEF also led to increased capacities of the Congolese manual drilling sector by giving them access to high performing tools, which they subsequently adopted to the local context.

Local workshops started to innovate using locally available materials and developed specific drilling tools that were more suitable to the soil composition in the Democratic Republic of the Congo. The cooperation also led to the creation of local associations on manual drilling. These associations promote dialogue between institutions and stakeholders to further support development of this technology, strengthen

the capacity of the government and promote the development of national norms and standards on manual drilling.

In May 2018, Wukro town in Ethiopia inaugurated a model urban sanitation system, including a wastewater treatment plant that is part of the One WASH Plus programme designed to provide WASH services to 73,000 people, including 35,000 children under the age of 15 residing in the town and surrounding villages.<sup>6</sup> Part of the effective roll-out of the pilot is the successful replication of the low-cost technology deployed in Brazil to treat domestic liquid waste to meet Ethiopia's own conditions. In addition, by learning from Brazil's experience on WASH regulatory frameworks, Ethiopia expects to improve its WASH policies by adapting relevant elements to the local context.

Further, as a one-stop place to get real-time information, ideas and solutions on WASH in schools, WinS has been successful in linking people and organizations in education, WASH and work on social norms that seeks to understand social behaviours and practices across global, regional, national and local levels. In particular, WinS is helping advance programme goals by increasing uptake of the Three Star Approach<sup>7</sup> (designed to improve the effectiveness of hygiene behaviour change programmes) within UNICEF and other organizations. Through the WinS 101 course, the network has built the capacity of nearly 500 participants since 2010, including NGOs, UNICEF staff, Governments, private sector and practitioners working on WASH in schools. Most of the participants are from Asia and the Pacific region thanks to the interest generated through the annual WinSILE conference.

<sup>6</sup> UNICEF (26 May 2018). Ethiopia inaugurates model water supply and waste management project (News announcement).

<sup>7</sup> For information on the Three Star Approach for WASH in schools, see: [https://www.unicef.org/wash/schools/files/UNICEF\\_Field\\_Guide-3\\_Star-Guide.pdf](https://www.unicef.org/wash/schools/files/UNICEF_Field_Guide-3_Star-Guide.pdf)

## How are these results brought to scale and sustained?

- South-South and triangular cooperation grounded in national WASH strategies and policies
- Government-led
- Cross-country exchange of experiences

South-South and triangular initiatives in WASH are increasingly being led by the governments, and are mostly grounded in national WASH strategies and policies. UNICEF plays the role of a facilitator and knowledge broker that supports matching demand with WASH solutions. This ensures the projects are scaled-up in due course and are sustainable. For instance, collaboration between the Central African Republic and the Lao People's Democratic Republic on manual well drilling is linked to the national WASH programme in the Central African Republic. Given the success of this initiative, it will be further replicated in other provinces of the country.

The experiences from the Central African Republic, Chad and the Democratic Republic of the Congo in using low cost manual drilling techniques has been further shared with neighbouring countries in West and Central Africa. In 2016, the Government of Chad, together with the Association of Professional Manual Drillers of Chad, with support from UNICEF, organized a manual drilling study visit to N'Djamena for government officials and WASH actors from Burkina Faso, the Central African Republic, Côte d'Ivoire and South Sudan. This ensured a wider exchange of WASH solutions available in the region.

In Ethiopia, the urban sanitation initiative is being replicated in other areas following the initial phase in Wukro town. The established model of condominium sewerage set up in Wukro has a clear set of guidelines that will help implementation in other areas. In addition, the successful roll-out of the pilot has helped secure additional resources to replicate the

condominium treatment facility in selected areas of Addis Ababa in 2017.

Further, in São Tomé and Príncipe, the government constituted a Task Force in 2018 to advise on the choice of the pilot communities and for training of the selected NGOs to initiate CLTS implementation. The success of the pilot will determine the potential for scale-up of the programme nationwide.

### Call to action for WASH in schools

1. Set minimum standards for WASH in Schools.
2. Monitor WASH in Schools coverage through Education Management Information Systems (EMIS).
3. Engage with at-scale WASH in Schools programmes.
4. Involve multiple stakeholders to support WASH in Schools programmes.
5. Contribute evidence on the impact of WASH in Schools programmes.
6. Raise the profile of WASH in Schools programmes.

With regards to WinS, its open collaboration platform is supporting the practitioners to find ways to scale-up WASH in schools in order to achieve SDG 6, which calls for ensuring availability and sustainable management of water and sanitation for all. For example, the network's deliberations led to the articulation of the 'Call to Action for WASH in schools', that highlights key areas that need to be strengthened to scale-up WASH in schools by 2030. To this end, the community is also working together on a global baseline monitoring report on advancing WASH in schools and on the revision of the Guidance on Minimum Standards on WASH in schools. The network will continue to expand its membership and the quality of interaction, finding

new ways to connect its members and to support the uptake of good practices and key approaches in WASH in schools.

### Contacts

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## 2.2 South-South and triangular cooperation for children in Early Childhood Development

**Supports achievement of SDG 2.2 (nutrition), SDG 3.2 (health), SDG 4.2 (education) and SDG 16.2 (protection)**

About 43 per cent or 250 million children under five years of age in low and middle-income countries are at risk of not attaining their developmental potential because of extreme poverty and stunting.<sup>8</sup> The effects reach far beyond the individual lives of children and affect families, communities and the development of nations.<sup>9</sup> In response, UNICEF's ECD programmes support parents, caregivers, communities and governments to help vulnerable children get a fair start in life.<sup>10</sup>

8 The Lancet. (2016). Advancing Early Childhood Development: Advancing Science to Scale. Paper 1.

9 [https://www.unicef.org/earlychildhood/index\\_bigpicture.html](https://www.unicef.org/earlychildhood/index_bigpicture.html)

10 <https://www.unicef.org/earlychildhood/>

ECD interventions specifically help to achieve UNICEF's goals, as articulated in UNICEF's Strategic Plan 2018-2021, to ensure every child survives and thrives (Goal 1), every child learns (Goal 2), every child is protected from violence and exploitation (Goal 3) and every child lives in a clean and safe environment (Goal 4). Increasingly, these interventions utilize South-South and triangular cooperation as a powerful and low-cost modality to strengthen ECD across countries. Currently, about 30 countries<sup>11</sup> supported by UNICEF utilize South-South and triangular cooperation as a key strategy to improve ECD services for children.

Among several examples of South-South and triangular cooperation in ECD, this case study takes a closer look at Brazil and São Tomé and Príncipe's cooperation on early

11 Analysis of UNICEF Country Office Annual Reports (2016 and 2017).

childhood education; Cuba's bilateral cooperation with Bolivia and Honduras on integrated ECD approaches; and Turkmenistan's cooperation on early childhood interventions with several countries in the region. It further explores the role of the Government of Morocco in promoting South-South cooperation in ECD in the Middle East and Africa, and China's cooperation with Ethiopia and Uganda to share experiences in early childhood education and ECD. The case study also captures the key role played by regional and global networks in supporting knowledge exchange and South-South and triangular cooperation in ECD.

In addition to highlighting the range of South-South initiatives in ECD across regions, the country examples showcased here reaffirm the importance of multisectoral interventions to achieve ECD results, such as through health, nutrition, early education and child protection. With the inclusion of ECD for the first time on the global development agenda, South-South and triangular cooperation now represents an additional opportunity to galvanize efforts to fulfil the SDGs for young children.

### What are the key South-South and triangular cooperation modalities in action in ECD?

- Facilitating exchange of good practices, knowledge and expertise among countries through technical conferences on ECD
- Securing appropriate matches for technical assistance
- Brokering knowledge on ECD among interested governments
- Building global and regional networks for knowledge exchange and advocacy
- Building partnerships among developing countries on ECD solutions
- Facilitating high-level advocacy and influencing governments and other partners to include ECD in national and

#### regional development agendas

- Developing capacities on ECD through technical assistance
- Developing and supporting implementation of pilot projects in countries seeking technical assistance in designing effective ECD programmes.

UNICEF utilizes South-South and triangular cooperation as a pathway to strengthen collaboration, partnerships and capacity-building among developing countries to achieve ECD outcomes for children. A foremost example of this modality is the South-South and triangular cooperation partnership among the Government of São Tomé and Príncipe, PUC-Rio, Brazil, and UNICEF, to improve the quality and universal access to preschool education in São Tomé and Príncipe. UNICEF chose PUC-Rio as an appropriate match for technical assistance given the university's wide experience in designing education curricula.

As the cooperation rolled out in 2013, the PUC-Rio team undertook nine missions to São Tomé and Príncipe. In addition, two Immersion Missions of educators and assistants from São Tomé and Príncipe were sent to PUC-Rio. This helped the São Tomé and Príncipe educators to learn first-hand how Brazil has strengthened quality and access of preschool education. In parallel, educators and assistants in São Tomé and Príncipe continued online education on a national curriculum development for preschoolers supported by PUC-Rio.

This knowledge exchange and technical assistance from Brazil led to the elaboration and implementation of a new preschool curriculum framework in São Tomé and Príncipe, including the development of teaching methodologies and the production of local education materials. At each stage, the project involved the Ministry of Education, Culture, Science and Communication (MECC), and various actors to facilitate national ownership of the new preschool curriculum and to build capacity in early childhood education.

Further, in many countries UNICEF acts as a knowledge broker between interested governments seeking to adapt successful ECD models through South-South and triangular cooperation. For example, given Cuba's success in achieving universal coverage of social services and above-average child well-being indicators in ECD, there is high interest among other countries in the region to learn and replicate the Cuban ECD experience.<sup>12</sup> In response, in 2017, UNICEF facilitated learning exchange among Cuba, Bolivia and Panama.

At these exchanges, high-level Cuban education officials shared experiences from the Cuban community-based and formal ECD models, including the 'Educate your child' programme, with government counterparts in both countries. The Vice-Minister of Education of Cuba also shared good practices and lessons learned from the Cuban ECD model highlighting the importance of adaptation of the Cuban model to the local context, while also emphasizing the need for cross-sectoral integration of ECD services.

Further, in 2016, as part of a two-year cooperation engagement between the Governments of Cuba and Honduras to universalize pre-primary education, UNICEF provided technical support to strengthen the partnership between the Cuba-based Latin American Reference Centre for Preschool Education and the Ministry for Development and Social Inclusion in Honduras. Honduran officials also visited Cuba to identify good practices and lessons learned, and to engage in dialogue with experts and authorities to gain a deeper understanding of the success factors and challenges in securing universal access to preschool education.

Further, in Turkmenistan, South-South and triangular cooperation has been key to gain the government's commitment to strengthen multisectoral ECI services, including institutional capacities. To this end, UNICEF supported the Government of Turkmenistan to exchange knowledge and learn from good practices in

several developing countries, and to secure technical assistance from key governments and institutions in the region.

Study visits for key ministerial staff from various sectors were organized to Turkey, Lithuania, Belarus, the Russian Federation and the United Kingdom, in addition to their participation at the 'High-Level Conference on the Role of Home Visiting in ECD', held in Ankara, Turkey. Further, in cooperation with the ARABKIR Medical Centre, Institute of Child and Adolescent Health, Yerevan, Armenia, UNICEF worked to strengthen evidence-based policy dialogue around ECI in Turkmenistan. Ankara University in Turkey also provided technical assistance to Turkmenistan to undertake early identification of developmental delays and establish ECI services. In addition, key decision makers from the Ministry of Health in Turkmenistan participated in an Introductory Course on Developmental Paediatrics at Ankara University. They also undertook a study tour of the State Medical University at Ankara to get introduced to the system of training developmental paediatricians.

Further, in 2016, cooperation was initiated among the UNICEF offices in Azerbaijan, Kyrgyzstan and Turkmenistan, and Ankara University that led to a joint training in Developmental Paediatrics for health specialists and academia in Azerbaijan, Kyrgyzstan and Turkmenistan. The commitment to exchange knowledge and lessons continued between Kyrgyzstan and Turkmenistan. Four ECD specialists from UNICEF Kyrgyzstan visited Turkmenistan to get introduced to their ECI services model and to receive training in the International 'Guide for Monitoring Child Development' (GMCD) package.

In addition, the Early Intervention Institute (EII) in St. Petersburg, Russia, provided technical assistance to Turkmenistan to build capacity in early identification and early intervention services, based on a multi-disciplinary approach. The programme included study visits to EII, trainings, webinars and supervision of health, education and community workers, as well as support to develop standards on early intervention

<sup>12</sup> Details of the Cuban ECD model are available at: [https://www.unicef.org/cuba/cu\\_resources\\_earlychildhooddevelopmentlibro.pdf](https://www.unicef.org/cuba/cu_resources_earlychildhooddevelopmentlibro.pdf)



services in Turkmenistan. In 2018, this cooperation with ELL was framed as a partnership following a Programme Cooperation Agreement.

Also in 2018, UNICEF supported an exchange of experience among China, Uganda and Ethiopia, through a study tour organized by UNICEF China and the All-China Women's Federation (ACWF) in September, after the Forum on China-Africa Cooperation Beijing Summit. In the Beijing Declaration adopted at the summit, leaders from China and Africa vowed to encourage further exchanges and mutual learning and cooperation in education. Against this backdrop involving education, health, labour and social development, Government officials from Ethiopia and Uganda visited ACWF-UNICEF's joint 0-3 community-based ECD project in Hunan Province, China, to lay the ground for future South-South cooperation. Delegation members shared ideas for future cooperation, based on a framework for the nurturing, care-giving programme for 0-3-year olds and the associated training of community workers and caregivers.

Further, UNICEF also promotes technical conferences and networks as important South-South and triangular cooperation modalities that help to strengthen ECD outcomes in low and middle-income countries. Given the multisectoral nature of ECD, there is no one specific approach for achieving such outcomes. As such, the transfer of learnings via South-South and triangular cooperation becomes a powerful means to share evidence of what works to achieve impact through ECD interventions in different contexts and to support their scale-up at the country-level.

In recognition of this, the Government of Morocco, in particular the Ministry of Foreign Affairs and Cooperation and the Ministry of Education, with support from UNICEF, organized a South-South Conference on ECD in 2016. The conference brought together 150 participants from nine countries in the Middle East and Africa, including Government delegations from Burkina-Faso, Côte d'Ivoire, Jordan, Madagascar, Mali, Mauritania, Morocco, Senegal and Tunisia, in addition to UNICEF, the United Nations

agencies and key bilateral partners.

The conference provided a platform to share good practices and lessons learned in ECD programmes, and to explore opportunities for collaboration and innovative approaches. The deliberations at the conference resulted in the Rabat Declaration on Early Childhood Development (2016)<sup>13</sup>, which was adopted by all the participating governments and has been endorsed by the Government of Morocco. Through the Declaration, the Government of Morocco established itself as a knowledge broker and a strong convener and networker on ECD and, more notably, as a catalyst in strengthening South-South cooperation for children.

Taking this initiative further, in September 2017, during the United Nations General Assembly, the Government of Morocco and UNICEF co-hosted a High-Level Meeting to promote South-South cooperation on ECD, marking the first anniversary of the Rabat Declaration. The High-Level Meeting brought together 10 African Ministers for Foreign Affairs, in addition to the representatives of Middle Eastern countries and international cooperation institutions. One of the main commitments of the Rabat Declaration on Early Childhood Development is to:

**“ establish an intercountry multisectoral committee to follow up on the recommendations of the Rabat Conference in order to advance early childhood development in the framework of plans of action of the countries of Africa and Middle East, as well as to undertake continuous reporting... ”**

*(Rabat Declaration on Early Childhood Development, 2016, p. 4)*

13 <https://www.unicef.org/morocco/media/401/file>

The committee will undertake peer review and monitoring of the participating countries' progress towards implementing appropriate ECD interventions at scale; and in doing so, identify and match supply and demand for South-South cooperation on ECD, based on good practices and each country's successes, challenges and context. The IMMC-ECD's work will leverage existing global and regional networks on ECD, such as the Early Childhood Development Action Network (ECDAN) (see the box ahead for more information), the Africa Early Childhood Network (AfECN) and the Arab Network for Early Childhood Development (ANECD). UNICEF continues to provide support in the development and roll-out of IMMC-ECD, and in particular to track progress of the countries in achieving ECD outcomes.

The committee will utilize UNICEF's six-point global call to action<sup>14</sup> as a framework for its work. Specifically, using existing data sources, indicators will be selected to track the progress of each country towards the six actions to scale-up ECD. To the extent possible, existing indicators will be used to avoid duplication of effort and to facilitate reporting. This will include, but not be limited to indicators for reporting against ECD-related SDG targets (2.2, 3.2, 4.2 and 16.2). This monitoring will assist in identifying the countries' successes and challenges in meeting the call for action and in turn the SDGs. It will also encourage countries that are behind in certain areas to do more, while identifying potential South-South and triangular cooperation partnerships between countries based on their strengths and constraints.

In addition, several regional networks exist that support knowledge sharing and learning exchange on ECD. For example, UNICEF initiates and supports the development of regional networks, such as the Asia-Pacific Regional Network for Early Childhood (ARNEC) (<https://arnec.net/>) to increase the knowledge base of ECD in the region and to strengthen advocacy and strategic partnerships on ECD. Today 42 countries in the Asia-Pacific region are part of this network. ARNEC

also organizes annual conferences at the regional level that facilitate cross-country exchange of good practices and lessons learned in ECD.

### UNICEF's global call to action on ECD

UNICEF's flagship report, 'Early Moments Matter for every child'<sup>15</sup> (2017), calls on governments and partners to accelerate ECD interventions through the following actions:

1. Invest urgently in services that give young children, especially the most deprived, the best start in life.
2. Collect data on essential indicators of early childhood development and track progress in reaching the most deprived.
3. Expand access to effective and essential early childhood development services in homes, schools, communities and health clinics.
4. Make family-friendly early childhood development policies a national priority – and a private sector imperative.
5. Provide dedicated leadership for early childhood development programmes and coordinate efforts more effectively across sectors.
6. Drive demand for high-quality early childhood development services.

In 2017, an ARNEC conference was held in collaboration with the Ministry of Education, Youth and Sport in Cambodia, focusing on the theme 'The transformative power of ECD: The importance of holistic interventions'. Delegates from 36 countries attended the conference, including 530 professionals from the Asia-Pacific region and beyond, including

14 UNICEF (2017). Early Moments Matter for every child, p. 74.

15 [https://www.unicef.org/media/files/UNICEF\\_Early\\_Moments\\_Matter\\_for\\_Every\\_Child\\_report.pdf](https://www.unicef.org/media/files/UNICEF_Early_Moments_Matter_for_Every_Child_report.pdf)

### **ECDAN: A global network to advance progress toward the SDGs related to young children**

In 2016, UNICEF and the World Bank Group launched the Early Childhood Development Action Network, to advance progress toward the SDGs related to young children. More than 80 partners representing United Nations agencies (International Labour Organization, the United Nations Education, Scientific and Cultural Organization, UNICEF and the World Health Organization), the World Bank, civil society organizations, non-governmental organizations, foundations, the private sector, ECD regional networks (such as AfECN, ANECD, ARNEC and the International Step by Step Association), academics, think tanks and other related global initiatives are part of this network. ECDAN provides a platform to share and exchange resources, evidence and tools through an online knowledge hub: [www.ECDAN.org](http://www.ECDAN.org).

In addition, ECDAN has also supported the development of the Nurturing Care Framework for ECD<sup>17</sup>, by organizing extensive offline and online regional consultations that have shaped this framework. ECDAN was endorsed as the learning platform for the ECD Initiative for the Group of Twenty (G20), and over 40 case studies from the G20 were submitted for the learning platform. [https://www.ecdan.org/assets/g20\\_initiative\\_for\\_early\\_childhood\\_development.pdf](https://www.ecdan.org/assets/g20_initiative_for_early_childhood_development.pdf)



17 The Nurturing Care Framework has been developed by the WHO, UNICEF and the World Bank, in collaboration with the Partnership for Maternal, Newborn and Child Health, ECDAN and many other partners. The Framework builds upon state-of-the-art evidence of how child development unfolds and of the effective policies and interventions that can improve early childhood development. For more details, see: [http://www.who.int/maternal\\_child\\_adolescent/child/nurturing-care-framework/en/](http://www.who.int/maternal_child_adolescent/child/nurturing-care-framework/en/)



12 ministers and high-level policy makers. The conference informed policy-makers and ECD practitioners on the latest research, evidence and innovative approaches in ECD and helped them contextualize their national ECD frameworks to the global agenda.

The 2018 Asia-Pacific Regional ECD Conference themed 'Towards achieving the Sustainable Development Goals: what is a successful multisectoral approach to ECD?' was held in Kathmandu, Nepal, from 5-7 June 2018. The Conference was attended by 950 participants from the region and beyond, and was inaugurated by Prime Minister of Nepal, K. P. Sharma Oli. The conference highlights and the full Conference report can be accessed at:

<https://arnec.net/publication/2018-asia-pacific-regional-ecd-conference-highlights-brochure-kathmandu,-nepal>

<https://arnec.net/publication/2018-asia-pacific-regional-ecd-conference-report-kathmandu,-nepal>

In addition to the conference, the network publishes the 'ARNEC Connections. Working together for Early Childhood' annually. This publication is one of the many ways that the network has sought to share interesting and new knowledge for cross-country learning. Within the pages of ARNEC Connections, you will find unique initiatives from the region, field experiences and research summaries.<sup>16</sup>

ECDAN's priority functions are as follows: (a) Knowledge and Learning Exchange: Facilitate knowledge exchange and learning across regions and sectors, including technical resources, policy trends and advocacy materials; (b) Connect and Align for Multisectoral Action: Convene diverse partners for collaborative action to support young children at all levels, including the local, national, regional and global levels; and (c) Advocacy and Communication: Raise the demand for equitable resources and services for young children and families through expanded and coordinated advocacy initiatives.

<sup>16</sup> Available at: <https://arnec.net/arnec-publications>.

## What results did South-South and triangular cooperation in ECD deliver for children?

- Improved strategic direction in multisectoral ECD services
- Increased access of ECD services to vulnerable children and communities left behind
- Improved learning outcomes for children, including disadvantaged children
- Strengthened institutional and local capacities in ECD
- Increased monitoring of progress towards ECD outcomes
- Increased political will to accelerate investments in ECD
- Improved networking among practitioners, experts, civil society, development partners and policy makers

In São Tomé and Príncipe, South-South cooperation with Brazil has strengthened the institutional capacity of MECC in early childhood education. It also expanded the national capacity to create innovative learning environments for preschoolers and to train educators in early childhood education. Moreover, evidence from a recent evaluation suggests that students that have passed through the new curriculum have the expected readiness to enter primary school, which will enhance learning outcomes.

Further, in Bolivia, following the South-South exchange with Cuba, the Parliamentary Network on children's issues has prioritized ECD as a key area of intervention. In addition, a series of High-Level Meetings organized among the Vice Minister of Education of Cuba and authorities from Bolivia (including the Vice Minister of Justice, Vice Minister of Health, Vice Minister of Education and Parliamentarians) has led to a commitment to develop a national law to support integrated ECD approaches in Bolivia.

The cooperation between Cuba and Honduras has helped the latter to make adjustments to their road map to universalize pre-primary education and set up programme priorities. Presently, the barriers that prevent universal access to preschool education have been identified. This evidence will be used to reorient the education sector's plan to ensure universal access to pre-primary education and to reach the most excluded children.

In Turkmenistan, the exposure of the Government to good practices in ECI through study visits was key to secure their commitment in this area. The national capacity to deliver on this commitment was further built through technical assistance with various partners. For example, technical cooperation with the ARABKIR Medical Centre, Institute of Child and Adolescent Health in Armenia has led to the development of a National Framework for the Introduction of Developmental Paediatrics and Early Intervention and an Action Plan for 2016-2020. The framework sets goals and objectives for the establishment of a new early intervention system in Turkmenistan offering a cross-sectoral family-centred approach. The Framework was approved by the Government and is currently under implementation.

Technical assistance provided by Ankara University, Turkey, to Turkmenistan has resulted in a situation analysis and in the development of a Human Resource Development Road Map in Turkmenistan. This was followed with intensive capacity-building for core specialists resulting in the establishment of two national ECD training hubs, the initiation of new ECI services in two districts and three regional level facilities. Further, the GMCD was accepted as the most appropriate instrument to be used at the Primary Health Care level by home visitors to identify development delays among 0-42 months old children and ensure adequate follow-up. Currently every district in the country has an assigned and well-trained ECD staff.

Further, the cooperation with Education Inequality Indicators has resulted in the inclusion of multidisciplinary services in selected ECD facilities,

under the overarching work of the education sector.

In addition, the Early Intervention Institute in St. Petersburg, Russia, provided technical assistance to Turkmenistan to build capacity in early identification and early intervention services based on a multidisciplinary approach. These facilities now include paediatricians, pedagogues, psychologists, physical and occupational therapists and early communication specialists. The focus is on providing comprehensive support to younger children as they transition to mainstream education, and to build an inclusive learning environment and ensure social inclusion. Further, an increased number of technical cooperation with a number of countries has increased the regional capacity on ECI and led to a network of ECD specialists in the region.

In Morocco, the process of developing has made Moroccan Government's South-South cooperation strategy more child-centric. This is demonstrated by their request to hold the United Nations General Assembly side event and to host the IMMC-ECD, for example. Increased cooperation amongst countries and intercountry learning and exchange of experiences in implementing ECD programmes are expected to have a positive impact on Morocco's ECD efforts in the medium- to long-term and the countries it engages with in South-South cooperation.

### How are these results brought to scale and sustained?

- Government-led approaches
- Government demand-driven platforms
- Continuing South-South and triangular cooperation, beyond programme implementation, to ensure sustainability

In São Tomé and Príncipe, after the roll-out of the preschool curriculum in pilot areas, the curriculum has been scaled-up to all preschools in the country,

reaching out to the most disadvantaged children, such as those living in rural, urban and peripheral areas and children with special education needs among others. The adoption of the curriculum at the national level and the robust teacher-training programme guarantees sustainability of the initiative. The next phase of cooperation among PUC-Rio, MECC, the University of São Tomé and Príncipe and the Higher Institute of Education and Communication in São Tomé and Príncipe, now focuses on reformulation of the teacher-training programme based on the new curriculum and readjustment of the first year of primary education in light of the advanced skills children developed in preschool under the new curriculum.

Further, Governments in Bolivia, Honduras and Cuba, including UNICEF, continue to follow up on the South-South exchanges with the goal of establishing bilateral agreements in these areas. The challenge is to integrate these actions in programmes that would also allow Cuba to benefit from experiences in Bolivia and Honduras.

In Turkmenistan, South-South cooperation has been key to initiate and build Government and institutional capacities in multisectoral approach to ECI. To further scale-up this work, Turkmenistan will continue to invest in technical cooperation and knowledge exchange with other countries in the region.

### **Opportunity to strengthen South-South and triangular cooperation in ECD using the platform of the G20 and BAPA+40**

On assuming the G20 presidency, the Government of Argentina collaborated with UNICEF to include ECD as a key theme in the G20 agenda. This is a historic moment as, for the first time, ECD has been placed on the G20 agenda, in addition to UNICEF being recognized by the G20 as the lead agency on this issue and a key partner. At the request of the Development Working Group, UNICEF provided technical support to develop a concept note and a background study to introduce ECD as a crucial issue that should be addressed by the G20.

UNICEF's strategy for influencing the G20 focuses on ensuring language in the Summit Communiqué recognizes the critical role of ECD in sustainable development, and clearly stating the G20's commitment to advancing ECD as a policy and budgetary priority. In addition, UNICEF is working towards the announcement of a numerical benchmark that will allow for tracking progress and increasing investments, focusing on low-income countries and marginalized communities.

In the Communiqué from the G20 Summit in Buenos Aires, which took place from 30 November-1 December, leaders expressed their commitment to "enhancing quality and sustainably finance early childhood programmes that consider the multidimensional approach of ECD, as means of building human capital to break the cycle of intergenerational and structural poverty, and of reducing inequalities, especially where young children are most vulnerable".

Further, Argentina will be hosting the Second United Nations High-Level Conference on South-South Cooperation in March 2019, commemorating the 40th anniversary of the adoption of the Buenos Aires Plan of Action, or BAPA+40 Conference in short (please refer to chapter 3 for more information). Together, the opportunity to host BAPA+40 and the G20 presidency present the Government of Argentina and UNICEF with a window of opportunity to strengthen South-South cooperation on ECD in order to achieve SDGs for young children.



In China, UNICEF has established a partnership with China's Centre for International Knowledge on Development, which aims to build evidence and a community of practice around ECD policies among China's Belt and Road Initiative countries. Following a review of existing relevant research, networks and platforms, work will be commissioned to generate evidence from China and other countries on what works and lessons learned. These will be made available for use in the Belt and Road Initiative and other South-South dialogues and events for the purpose of guiding national investments in ECD.

Finally, going forward, global and regional networks on ECD, such as ARNEC and ECDAN, will ensure there is demand from countries to have knowledge hubs on South-South exchange, which will be key to long-term sustainability of these platforms.

## Contacts

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### 2.3 South-South and triangular cooperation's added value in expanding access to development tools, technology and innovations for children

#### Development tools, technology and innovations that support the achievement of the SDGs

Achieving the ambitious SDGs for children by 2030, especially for the hardest to reach, requires a divergence from the 'business as usual' approach. Investing in and incubating breakthrough solutions and approaches are critical to meet evolving challenges facing children today. Increasingly these tools, technology and innovations are emerging from the global South in response to the specific needs of developing countries, and are often available at a lower cost.<sup>18</sup> In recognition of this, UNICEF identifies and nurtures proven innovative solutions and tools, and increasingly uses South-South and triangular cooperation to replicate and bring them to scale in multiple developing countries and in varying contexts.

This case study explores four projects showcasing how South-South and triangular cooperation expands access to development tools, use of technology and innovations for children. These include the Programme Monitoring and Response (PMR) initiative in Eastern and Southern Africa; the multi-country Global Kids Online Project; the RapidPro open software framework; and the UPSHIFT youth-led innovation programme. While these programmes are distinct in their focus, approach and potential, a common feature that links them is how they shape solutions that are home-grown in developing countries, which are then scaled-up across the world using various South-South modalities. The case study attempts to capture these elements, while exploring the results and the potential to further expand their access and ensure sustainability using South-South and triangular cooperation.

<sup>18</sup> Adapted from <http://www.expo.unsouthsouth.org/2017-antalya/programme/thematic-solution-forums/thematic-solution-forum-1/>



## What are the key South-South and triangular cooperation modalities in action in expanding access to tools, technology and innovations for children?

- Identifying and nurturing innovations, tools, technology and other solutions developed in the global South based on emerging evidence
- Creating a network of experts in developing countries that share ideas and shape tools to fit their own development needs
- Facilitating collaboration among technicians in the global South to innovate using technology
- Developing and supporting implementation of pilot projects
- Developing a robust knowledge exchange system, including communities of practice, focusing on peer-to-peer learning and sharing of solutions
- Facilitating face-to-face cross-country transfer of knowledge and learnings events and exchange visits
- Matching demand to tools and technology solutions
- Documenting lessons learned and incorporating them in tools and technology design and advocacy strategies

**The PMR initiative:** UNICEF is using South-South and triangular cooperation as a cost-effective strategy to replicate and expand access to programme tools in the global South across various sectors. This is evident in Eastern and Southern Africa region (ESAR) that has successfully utilized this approach in its PMR initiative. For the first time in UNICEF, the PMR initiative facilitates

Near Real-Time Monitoring (NRTM) of local health and nutrition interventions and community feedback that supports improvements in service delivery for women and children. The initiative was rolled out in 2015 in four pilot countries, Eswatini, Kenya, Uganda and Zimbabwe with each country adapting the initiative to their context.<sup>19</sup>

A distinctive element of the PMR initiative is its central knowledge exchange and learning system, the first of its kind in a regional initiative in UNICEF, that supports peer-to-peer learning and sharing of solutions among implementing countries and beyond. By facilitating transfer of knowledge to other countries in Africa and globally, the knowledge-exchange system is a key driver for South-South and triangular cooperation on NRTM in health and nutrition interventions.

At the heart of this knowledge exchange system is the online Community of Practice (CoP) (known as Real Time Monitoring community of practice or RTM CoP). The CoP assists in sharing good practices, lessons and solutions which support further replication of the initiative in the region and globally. Key elements of the CoP include moderated e-discussions on Yammer; monthly webinar series; a document and video library; resources on real-time monitoring; information on professional opportunities and events; quarterly newsletters and online and in-person capacity building sessions. The CoP has over 320 internal and external members including UNICEF staff in the region and beyond, Government officials, academia, NGOs and other partners.

The initiative also regularly invests in documenting lessons learned in each pilot country. Ten lessons learned and three case studies have been produced to date, providing rich learning within each country and regionally.<sup>20</sup> These learnings are also applicable to other sectors apart from health and nutrition and have been widely shared with other regions.

<sup>19</sup> Details on each country's specific strategy and implementation of NRTM are available at <https://www.unicef.org/esaro/resources.html>

<sup>20</sup> These resources are available at <https://www.unicef.org/esaro/resources.html>

Further, inception meetings, study exchange visits, learning events and annual reviews facilitate the face-to-face cross-country transfer of knowledge and learnings. For example, in June 2017, five Government officials from Eswatini's Ministry of Health travelled to Kenya for a two-day learning visit. The idea was to enable Eswatini health officials to acquire technical skills on the development of an electronic action tracker for use by managers at health facilities. Eswatini officials also sought to learn how Kenyan health managers use data to improve service delivery at health facilities. The workshop helped Government staff from Kenya and Eswatini to become familiar with each other's Health Information Systems (HIS).

They learnt of commonalities and of the deviations and challenges in HIS that can be overcome by transferring solutions from each other. For instance, Kenya's lessons around the development and use of a health app to capture community health data and feedback are being explored for replication in Eswatini. Further, learning from the Kenyan experience, the Ministry of Health in Eswatini has now developed electronic dashboards and action trackers, and has also set up SharePoint as a data-sharing platform. In addition, Eswatini has now created a unique patient identifier with the use of Home Affairs data.

**The Global Kids Online project:** UNICEF is supporting countries from the global South to shape research tools and the policy agenda around online child protection. This has been made possible through the Global Kids Online project, which is an international research initiative generating rigorous cross-national evidence base around children's use of the Internet by creating a global network of researchers and experts.

Global Kids Online functions as a knowledge curator by providing regional/country offices and local academics with a set of high quality and well-tested research tools, together with expertise on how to adapt and implement them at a country level. The project aims to use the evidence from this research to influence ongoing international dialogue regarding policy and practical solutions for children's well-being and rights

in the digital age, especially in the global South. The project was developed as a collaborative initiative between the UNICEF Office of Research-Innocenti, the London School of Economics and Political Science, and the European Union (EU) Kids Online network.<sup>21</sup>

The project has developed an open access multi-method global research toolkit that was piloted by national research partners from Argentina, the Philippines, Serbia and South Africa, and supported by UNICEF country offices. These partners were instrumental in building and testing research resources and in demonstrating how research results can be used for policy and practice, especially in developing countries. The global project has also stimulated regional networks on child online protection, which act as matchmakers/conveners by enabling network partners to regularly exchange good practices and lessons learned in research and policy advocacy on child online protection. For example the Latin America Kids Online network works in partnership with Global Kids Online and the EU Kids Online network. Through this network, Argentina, Brazil, Chile, Ecuador and Uruguay initiated collaboration to conduct similar surveys and research in their countries. In addition to national surveys, Brazil has participated in two cross-national studies: one comparing data from Brazil and Portugal; and another comparing Brazil with seven European countries.<sup>22</sup>

The project has also developed an Impact Toolkit to ensure the multi-country research delivers results for children. The impact tools draw on the experience, good practice and learnings of country partners and experts and help researchers plan and monitor effective knowledge exchange and impact.

Since initiating the project in 2015, global network meetings have taken place every year bringing together colleagues from UNICEF country offices and academia to share their expertise and experiences.

<sup>21</sup> <http://globalkidsonline.net/about/>

<sup>22</sup> Adapted from Alexandre Barbosa's presentation at the GSSD Expo 2017 on strengthening children's perspective in South-South cooperation (Global Kids Online project).

The network also facilitates knowledge exchange between country offices that have already undertaken the research and offices that are about to embark on a national research project.

**RapidPro:** UNICEF has successfully utilized South-South modalities to create, build, share and scale-up Information and Communications Technology (ICT) platforms to reach the most marginalized children and communities in developing countries. A foremost example here is UNICEF supported, free and open-source software, RapidPro, that lets service users send messages in multiple languages, over social media, SMS and voice channels through their mobile phone. In this way it provides Governments credible, up-to-date real time data on the situation of the hardest to reach children and communities, which in turn supports evidence-based decision-making.

The RapidPro owes its genesis to the RapidSMS open source platform, developed by UNICEF and its partners in 2007, that helped in remote health diagnostics, nutrition surveillance and supply chain tracking. Inspired by RapidSMS's capabilities and informed by their experience of using the tool, the Rwandan software engineering team Nyaruka, built their own SMS service called TextIt, which combined the advantages of RapidSMS while addressing many of its limitations in operating in remote areas and places with low existing infrastructure. In partnership with Nyaruka, UNICEF expanded the functions of TextIt, giving birth to RapidPro in 2014.

The RapidPro, in addition to being a communication and a monitoring tool, allows users in the global South to easily design, pilot and scale services that connect directly with a mobile phone user, without the help of a software developer. From youth engagement programmes like U-Report, to education monitoring systems like EduTrac, to health platforms to boost immunization in Indonesia or antenatal support for mothers in Cameroon, RapidPro has become UNICEF's common platform for developing and sharing mobile services that can be adapted for different contexts and sectors. Key to its success is its community of coders

and developers across the global South that share ideas and create solutions to fit their contexts. Since its launch, developers from Brazil, Cambodia and South Africa have contributed programming time and code to RapidPro and related products.

**The UPSHIFT programme:** In addition to multi-country scale-up of ICT platforms using South-South modalities, UNICEF is effectively scaling-up a programme that fosters youth-led innovation, UPSHIFT, in developing countries. UPSHIFT empowers marginalized young people to identify challenges in their communities and create entrepreneurial solutions to address them in different contexts and settings. The project started in Kosovo (under United Nations Security Council Resolution 1244 (1999) in 2014, as part of UNICEF's youth innovation programme designed to address limited opportunities for development of skills, empowerment, active citizenship and employment for youth. The project combines social innovation workshops, mentorship, incubation and seed funding to equip young people with the skills and resources they need to pinpoint problems in their own communities and design solutions around them.

UPSHIFT was replicated in Montenegro in 2015, and in 2015-2016 a pilot project was initiated in Vietnam. UPSHIFT also inspired similar programmes in Jordan and Lebanon as part of UNICEF's youth programming in response to the Syrian crisis. Given the growing success of UPSHIFT and increasing demand from UNICEF country office's for youth-led innovation, UNICEF's Global Innovation Centre's (GIC) decided in June 2017 to invest in supporting UPSHIFT to scale across UNICEF. By June 2018, UPSHIFT was scaling in Tajikistan, with pilots starting in Italy, Moldova, the Republic of North Macedonia, the Sudan and Ukraine

The scale-up is being undertaken by developing common materials that support the development and implementation of the programme, while drawing on lessons learned across a range of different countries. However, it is crucial that the programme objectives and these materials are localized to the needs and ecosystem of the country. For example, in Jordan, given



the massive refugee influx, UPSHIFT focuses more on social innovation skills than the creation of social enterprises. It uses the same vector—community problem solving—but has been developed into a longer, and more modular, curriculum, which is being delivered in social innovation labs within non-formal education. It aims to build on the existing life skills curriculum by adding experiential learning opportunities. In Lebanon, UPSHIFT has inspired the creation of UNICEF Lebanon’s social innovation and digital jobs programme. In Vietnam, UPSHIFT is part of Ho Chi Minh City’s Child Friendly Cities programme and has focused particularly on inclusion of young people with disabilities. The upcoming pilot in the Sudan will be adapted to vocational training, linking to conditional cash transfers programmes to provide seed funding and social protection grants. In Kosovo, UPSHIFT has been utilized across sectors, for example, in the Municipality of Prishtina, UPSHIFT addresses health and air pollution, gender equality and technology for development.

### What results did tools, technology and innovations utilizing South-South and triangular cooperation deliver for children?

- Improved data quality
- Improved evidence-based planning and policy making
- Increased uptake of reproductive, maternal, newborn, child and adolescent health services
- Increased health budgets for women and children
- Improved access to services for vulnerable populations
- Increase in youth employment

In three years of implementation, the PMR initiative has resulted in effective, scaled-up and sustainable NRTM

practices in support of results for maternal and child health and nutrition. For example, owing to real time data and accompanied advocacy, in Kenya there has been an increase of 5 per cent of the annual health budget for Homa Bay County in 2016-2017. Further, given the successful roll-out of NRTM, Siaya county received an allocation of \$25,000 from their ward to further mainstream community data capture and reporting systems for improved delivery of community health services.

In Eswatini, UNICEF worked with the government at the national level to standardize input fields in data entry, which has led to improvements in data quality, that in turn supports better decision-making. In Uganda, U-Report findings and data quality assessments at health facilities have led to a reduction in drug stock outs and health worker absenteeism, and increased uptake of reproductive, maternal, newborn, child and adolescent health services. In Zimbabwe, a multisectoral approach to data-collection and use has supported evidence-based planning in four Food and Nutrition Security Committees. This is resulting in more equitable distribution of the few resources available and prioritization of interventions, both at district and subdistrict level, to prevent stunting among children.

With regards to the Global Kids Online network, research results are currently available from Argentina, Brazil, Bulgaria, Chile, Montenegro, the Philippines, Serbia and South Africa, while fieldwork is underway in Albania, Canada, Ghana and Uruguay. The data and results emerging from the project are used to underpin policy advocacy in several countries. For example, following the availability of quality data on children’s vulnerabilities on the Internet, Argentina is now embedding digital literacy in its national curriculum. The Philippines is using the findings to tackle child sexual exploitation online using a multi-stakeholder approach to build children’s resilience. In South Africa, the findings are being used to strengthen child protection by promoting child participation and children’s rights online.<sup>23</sup> In Brazil, policymakers are being

23 Global Kids Online. (2017). Using Global Kids Online findings for policy making and advocacy. YouTube video

provided with rich policy advice based on nationwide surveys results.<sup>24</sup> Given the successful outcomes of research-based policy advocacy in these countries, Global Kids Online is increasingly ensuring that learnings from successes and experiences in various countries are shared widely through regional networks and meetings and the lessons learned are used to further identify joint priorities and advocacy strategies.

In addition to programme and research tools, innovations in ICT are delivering rich results for women and children. Today RapidPro is being used by even more people in the 52 countries it is utilized in, as it is integrated with popular channels, such as Facebook Messenger, Twitter, Telegram, Line, Viber and JioChat. Among its many successes, in Indonesia, RapidPro is helping to ensure 35 million immunizations reach every child in Java, by providing real-time coverage analysis at the level of community health centres. Expectant mothers in Mexico are getting essential health information, young people in Pakistan and Mozambique are accessing free counselling advice, and commune officials in Cambodia are reporting their supply of birth registration forms using interactive voice response. Moreover, in rural areas of Zambia, HIV-positive mothers can now find out the status of their child in half the time it used to take earlier.<sup>25</sup>

Similarly, UPSHIFT, is indicating early evidence around its impact on youth unemployment. For example in Kosovo, UPSHIFT supported more than 280 youth-led projects, reaching out to more than 220,500 young men and young women and engaging 365 civil society organizations and public institutions.<sup>26</sup> Similar results are available in other countries. Given the emerging results of the programme, in 2017, the project was also selected by the World Bank to form part of its new portfolio, Solutions for Youth Employment.

<sup>24</sup> <https://dig.watch/sessions/unicef-global-kids-online-research-childrens-rights-digital-age-national-and-international>

<sup>25</sup> UNICEF (2016). Annual Report.

<sup>26</sup> UNICEF Innovations Lab, Kosovo. (2018). UPSHIFT, Social Impact Programme (Presentation by Hana Sahatqja, June 2018).

## How are these results brought to scale and sustained?

- Institutionalizing programme tools and data use in national and subnational plans and policies
- Developing countries collaborate to further improve and tailor open source technologies as per their needs
- Developing centralized guidelines and content based on common experiences that aid scale-up by replication but with adaptation
- Ensuring adaptability of ICT tools to increase uptake in developing and developed countries

In the PMR initiative, in each pilot country, the national and decentralized administrations, not UNICEF, own and drive policy and action related to the use of near real-time data for action in health and nutrition. All countries have scale and sustainability measures built into programme design. These include the institutionalization of data use by subnational governments through routine quarterly performance review meetings, low-cost SMS-based citizen feedback mechanisms, and the development of resourced national plans. For example, in Uganda, PMR principles are now part of district health planning guidelines. To further support scale-up and sustainability, several approaches are needed such as integration of the PMR initiative within existing government systems; promoting partnerships among governments, civil society and the private sector; and aligning the initiative with government accountability mechanisms. Going forward, UNICEF's advocacy will focus on institutionalizing the PMR initiative into the national budget for each country.

Given the success of the pilot countries in ESAR and the efforts of the regional initiative to cross-





fertilize solutions to other regions through its robust knowledge exchange component, the PMR initiative is currently being replicated in the West and Central Africa region (WCAR). An inception meeting with five countries (Chad, Democratic Republic of the Congo, Guinea, Liberia and Nigeria) was held in September 2017 for developing operational plans for WCAR's Real-Time Monitoring Initiative, in support of child-friendly communities. ESAR's Real-Time Monitoring CoP is now also being expanded to support this new parallel Programme Monitoring and Response Initiative in WCAR. Within ESAR, UNICEF is exploring the possibility of extending Near Real-Time Monitoring to Malawi, Tanzania and Zambia and in 2018. UNICEF is also considering the application of Near Real-Time Monitoring in other sectors, such as education and Water, Sanitation and Hygiene.

To further scale-up and ensure sustainability of Global Kids Online, regional focal points and centres of excellence are now being established. For example, in Brazil, Global Kids Online collaborates with the Regional Centre for Studies on the Development of the Information Society - CETIC.br, an institution that oversees the Latin American Kids Online projects. Given their experience in research on children and digital technology, CETIC.br is able to provide high-quality support to new Global Kids Online partners in the region, including UNICEF country offices. Going forward, similar modalities of support will also be set up in other regions that will provide quality assurance through the scale-up process.

In terms of RapidPro, the initiative is putting South-South modalities into action through its collaborative model that encourages government partners to pool their needs to further improve and tailor the open source platform. For example, UNICEF's Global Innovation Centre identified common needs amongst Uganda and South Africa for functions that eventually became the tool CasePro, a case management dashboard for RapidPro. A single solution was designed to avoid duplication in their spending, which met not only their own needs, but also the needs of 49 other countries that use the platform.

Once launched, CasePro was quickly adopted in Côte d'Ivoire, Indonesia, Nigeria and Pakistan.

Further, developing countries are tailoring RapidPro to their needs, which is increasing the uptake of the technology. For example, Cambodia added the interactive voice recognition feature, Mozambique introduced airtime transfer, Indonesia strengthened the global dashboard design and Senegal built their medical evacuation solution using RapidPro. This adaptability of the tool ensures RapidPro remains relevant to a number of countries in the global South. Moreover, RapidPro has now been adopted in France, Ireland, New Zealand and the United Kingdom, and in the city of Houston, U.S. This demonstrates how solutions born, bred and scaled-up in the global South can also be relevant for South-North cooperation.

With regards to UPSHIFT, in every country there are common experiences and building blocks in the roll-out of UPSHIFT. To capture these learnings, in November 2017, a workshop was convened in Kosovo, bringing together 22 countries to share the needs and lessons learned and plan for the future deployment of UPSHIFT during 2018 and beyond. The workshop resulted in an implementation guide for UPSHIFT, which highlights different approaches to implementation and a range of supporting documents. As part of the scaling-up process, GIC is developing a Facilitation Guide with step-by-step activities to support the development of social innovation skills and the social enterprises. This will be accompanied by a Train the Trainer guide, including guidance on how to adapt and localize the approach. These materials will be open source, enabling youth organizations around the world to utilize the approach. This will also reduce the cost and time to implement UPSHIFT across developing countries.

The effectiveness of this approach was visible with the uptake of the project by UNICEF Sudan. Inspired by the project during their participation in the global workshop in Kosovo, the country office and their partners joined a Train the Trainer week held by UNICEF Jordan in February 2018. Since then, UNICEF Sudan is devising a tailor-made approach to implement UPSHIFT, with a pilot planned

for late 2018. Meanwhile, in July 2018, they developed the capacity of UNICEF Somalia through a Train the Trainer event held in the Sudan.<sup>27</sup>

In addition to the Sudan, UPSHIFT is now being piloted in the Republic of North Macedonia and Ukraine, with more than 15 countries actively exploring UPSHIFT for potential uptake. The UPSHIFT approach has also been included in the Young People's Agenda, a new global partnership co-chaired by the United Nations Secretary-General and UNICEF that will further ensure large-scale uptake of the approach in developing countries.

Finally, key to the scale-up of UPSHIFT is the involvement of the governments in each country, such as the Ministries of Youth, Ministries of Education and local governments. For example, in Kosovo, UNICEF has worked with the Ministry of Education, Ministry of Innovation, Ministry of Culture, Youth, and Sports and the Faculty of Education of the State University of Prishtina to incorporate UPSHIFT into the curriculum of secondary education, as part of the civic education courses. The curriculum reform started in February 2018 and is continuing with the plan of starting with the new, reformed curriculum in the 2019 scholastic year.

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<sup>27</sup> Information provided by Katherine Crisp, UNICEF GIC.



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Maximizing the role of  
South-South Cooperation  
in delivering  
SDGs for Children



## Chapter III

**Utilizing South-South and triangular  
cooperation to achieve SDGs for children:  
The way forward**



## Utilizing South-South and triangular cooperation to achieve SDGs for children: The way forward

The 2030 Agenda for Sustainable Development highlights South-South and triangular cooperation as a critical partnership modality in delivering the 2030 Agenda. SDG 17 recognizes the complementary role that South-South cooperation plays in relation to North-South cooperation to support capacity-building in countries, knowledge sharing and enhancing the use of science, technology and innovation to achieve the SDGs.

In addition to the programme and partnership strategies identified to deliver UNICEF's agenda for children in its strategic plan, UNICEF is investing in strengthening an organization-wide approach to South-South and triangular cooperation to achieve the SDGs for all children. This is in line with the request from the Secretary-General to all United Nations agencies to promote and support South-South cooperation.

The UNICEF approach to South-South cooperation seeks to enable a more consistent and intentional engagement in South-South cooperation across the organization to ensure that the objectives of South-South cooperation are met; that the power of South-South cooperation is fully leveraged on behalf of children; and that UNICEF's support to South-South cooperation can be measured. It is based on a Theory of Change that hypothesizes that effective exchange of solutions and good practices among countries, especially those facing similar challenges or from similar development contexts, as well as, support to the growing aspirations of governments to become providers of technical assistance contributes to: a) strengthening the use of evidence and knowledge exchange in development projects; b) improving national capacity; and c) strengthening the commitment of governments to achieving results for children domestically and internationally, and thereby contributing to enhanced achievement of the SDGs for children and safeguarding the rights of

vulnerable children.<sup>28</sup>

This Theory of Change is substantiated through the three case studies in this publication on WASH, ECD and programme development tools, technology and innovations for children, making a case for the distinctive value of South-South and triangular cooperation as an important instrument to achieve SDGs for children. The case studies highlight that South-South and triangular cooperation comes in many forms, using various combinations of modalities, such as technical assistance, joint programmes, conferences, study visits, communities of practice, among others.

Here UNICEF plays varied roles such as that of knowledge curator, convener, network builder, partnership broker and influencer. UNICEF also provides support to South-South cooperation between countries, accompanying the process of establishing and realizing the cooperation. The case studies further highlight that by sharing knowledge and solutions on what works in the global South with other developing countries that face comparable challenges and by building capacities taking local specificities into account, South-South and triangular cooperation has a distinctive value in strengthening national frameworks in achieving SDGs for children.

Further, the case studies highlight the role of South-South and triangular cooperation to contribute significantly to programming excellence at-scale results for children, such as the youth-led UPSHIFT project, PMR initiative in ESAR, São Tomé and Príncipe and Brazil's collaboration on preschool education.

### Using the opportunity of BAPA+40 to deliver SDGs for children

The Second High-Level United Nations Conference on South-South Cooperation in Buenos Aires on 20-22 March 2019, commemorates the 40th anniversary of the adoption of BAPA+40, and is an important platform to further make the case for the important

<sup>28</sup> UNICEF. (2017). Guidance Note on South-South/Horizontal Cooperation.

role of South-South and triangular cooperation in delivering the SDGs that impact children and young people. Forty years ago, for the first time, BAPA systematized a comprehensive conceptual and operational framework for promoting technical cooperation among developing countries, formulating a set of guiding principles and recommendations for the purpose of strengthening and supporting this modality of cooperation.<sup>29</sup>

UNICEF organized a round table entitled “*Maximizing the role of South-South cooperation in delivering the SDGs for children*” in New York on 28 November 2018, on the side of the Global South-South Development Expo. This event made the case that South-South cooperation, through adaptation and embedding of relevant development solutions to local contexts, can potentially scale-up good practices at a much faster rate at significantly lower costs.

The round table, hosted by UNICEF and the United Office for South-South Cooperation, in collaboration with the Governments of Argentina and Uganda, the Islamic Development Bank and the Kingdom of Thailand, brought together some 70 participants from governments and partners. UNICEF and its partners will continue to advocate for greater focus on children in all South-South cooperation agendas, and make the case for the value addition of South-South cooperation in delivering the SDGs that impact children.

To this end, UNICEF collects evidence and results achieved for children through South-South and triangular cooperation, in order to shape and enrich future discussions on South-South cooperation, including at the BAPA+40 conference. UNICEF’s 2018 publication, entitled *Good and promising practices on South-South Cooperation for Children*<sup>30</sup>, presenting ten examples of knowledge exchange and collaboration among developing countries, including knowledge curated through this publication, is a step in that direction.

29 UN. The role of South-South Cooperation in the achievement of SDGs and the BAPA + 40 Conference.

30 Available at: <https://www.unsouthsouth.org/2018/01/29/new-unicef-publication-good-and-promising-practices-in-south-south-cooperation-for-children/>

Going forward, UNICEF has identified the following areas of work:

1. **Advocating with governments and South-South and triangular cooperation partners for the value of South-South cooperation in delivering the SDGs for children** by making the case based on evidence that South-South cooperation is a valuable tool in scaling-up sustainable solutions and that children and young people are an important part on the South-South cooperation agenda, in addition to more traditional focus of South-South cooperation, such as trade, agriculture and transfer of technology.

Children’s issues and agendas must be prioritized at South-South and triangular cooperation agendas and platforms at the regional, national and global level, such as at United Nations High-Level meetings, among others. At the national level, this particularly refers to influencing the priorities of the governments’ South-South and triangular cooperation development assistance policies, and ensuring that adequate resources are allocated to children’s programmes.

2. **Supporting governments’ leadership and agendas in advancing children’s rights and well-being by contributing to strengthening national capacity to share their solutions and successes through South-South cooperation**, including through regional bodies: Strong leadership of the governments in the global South championing the cause of children is vital to strengthen South-South and triangular cooperation for children. For example, governments in developing countries should mainstream South-South cooperation and triangular for children into national development strategies to achieve the SDGs, and SDGs that impact children and young people should be included in national strategies for development cooperation. Children and young people should be included in all South-South cooperation agendas.



- 3. Identifying, mapping and documenting good practices from the global South.** South-South cooperation is about learning from others' experiences, sharing knowledge and technical expertise, and adapting good practices developed in other countries with similar development and cultural contexts. UNICEF supports the mapping and documentation of good practices that improved the lives and well-being of children and young people.
  
- 4. Supporting the development and expansion of South-South and triangular cooperation knowledge and learning platforms through innovations and application of technology, especially those emerging from countries in the global South:** While a range of knowledge exchange platforms already exist at national, regional and global levels, increased coordination and coherence is required to make the development solutions that work, available to governments and agencies working on achieving the SDGs for children.
  
- 5. Supporting the systematization and monitoring of the impact of South-South and triangular cooperation in delivering results for children:** Countries in the global South need to develop sufficient tools to measure and evaluate how South-South exchange of knowledge, skills, resources and technical know-how, contribute to achieving the SDGs for children. The development of such tools should take note of the diversity of approaches adopted by developing countries.

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