



Australian Government
Department of Foreign Affairs and Trade

Education Learning and
Development Module



**Diplomatic
Academy.**



THE ROLE OF KEY STAKEHOLDERS IN EDUCATION AID EFFECTIVENESS PRINCIPLES

Foundation Level
2018



CONTENTS

Acronyms.....	3
1 Introduction	4
2 What is a stakeholder and why is it important to identify them?.....	4
3 Who are the international stakeholders in education?	8
4 What international agreements promote more effective development stakeholder cooperation at the national level?.....	10
5 Test your knowledge.....	17
References and links.....	20



ACRONYMS

AAA	Accra Agenda for Action
CIDA	Canadian International Development Agency
CSO	civil society stakeholders
DFAT	Australian Government Department of Foreign Affairs and Trade
DFID	Department for International Development (United Kingdom)
GTZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (Germany)
HLF-4	Fourth High Level Forum on Aid Effectiveness
INGO	international non-government organisation
JICA	Japan International Cooperation Agency
MFAT	Ministry of Foreign Affairs and Trade (New Zealand)
NGO	non-government organisation
ODI	Overseas Development Institute
OECD	Organisation for Economic Co-operation and Development
PNG	Papua New Guinea
RENCP	Rwanda NGO Education Coordination Platform
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Cooperation Agency
UN	United Nations
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
VEMIS	Vanuatu education management information system



1 INTRODUCTION

The purpose of this module is to provide introductory information on identifying key stakeholders in education, the importance of engaging with these stakeholders, and relevant international agreements that guide effective partner interaction. It provides a foundation to engage in this topic and apply advice from staff with operational or expert levels of knowledge in education. On successful completion you will be an informed participant in forums related to engaging with key stakeholders and partners in education and aid effectiveness principles.

2 WHAT IS A STAKEHOLDER AND WHY IS IT IMPORTANT TO IDENTIFY THEM?

What is a stakeholder?

Scenario

You are invited to attend a meeting called by the Ministry of Education to discuss ways of moving forward in developing the next five-year education plan. The meeting is chaired by the Director of Education Planning, and includes some education officials, representatives of two key development partners (including the Australia aid program), one international non-government organisation (NGO) and an official from the Central Planning Office.



After introductions and formalities, the Chair declares that the purpose of the meeting is to reach agreement on the process for developing the next five-year plan. Before long, one of the NGO representatives emphasises that the process ‘should involve all stakeholders’. Your senior colleague from the Australian aid program emphasises that, in accordance with the principles of the [Paris Declaration on Aid Effectiveness](#), the [Accra Agenda for Action](#) and the [Busan Declaration on Partnership for Effective Development Cooperation](#), the process should be led by the government but should be as transparent, consultative and participatory as possible, and should involve ‘all key stakeholders’.

The Director of Planning replies with some irritation that the government is leading the process and has a well-established process for completing the exercise. He asks what is meant by ‘stakeholders’ and how does one decide who they are and what role they should play?

Your senior colleague has stepped out of the room, and the Director of Planning is looking to you for an answer ...

Sources: Organisation for Economic Co-operation and Development (OECD) 2005, 2008; OECD n.d.; OECD 2011.



An activity for you

What is a stakeholder? Read the three definitions provided below and answer the related question before proceeding further into this module.



Definition One: ‘A stakeholder is a person who has something to gain or lose through the outcomes of a planning process or project. In many circles these are called interest groups and they can have a powerful bearing on the outcomes of political processes.’

Source: Overseas Development Institute (ODI) 2009, Planning tools: Stakeholder analysis.

Definition Two: ‘A stakeholder is anyone with an interest in a business. Stakeholders are individuals, groups or organisations that are affected by the activity of the business.’

Source: British Broadcasting Corporation (BBC) 2018, Stakeholders.

Definition Three: ‘Stakeholders can be individuals working on a project, groups of people or organisations, or even segments of a population. A stakeholder may be actively involved in a project’s work, affected by the project’s outcome, or in a position to affect the project’s success. Stakeholders can be an internal part of a project’s organisation, or external, such as customers, creditors, unions, or members of a community.’

Source: Project Management Docs 2017, What is a stakeholder? How to identify, analyze and manage project stakeholders.

Can you identify two or three common themes in the definitions that would apply especially to stakeholders in education?

Check your answers.

- A stakeholder has something to gain or lose from the activity in question.
- Stakeholders can be individuals, institutions, organisations or groups.
- Stakeholders can be directly involved in the activity (for example, teachers, officials, students) or can simply be affected by it (for example, parents, employers, textbook publishers).

Who are key stakeholders and how are they identified?

Key stakeholders are those whose interests are directly affected by an activity, or who have the power or influence to advance or stop an activity. Thus, education stakeholders in a national strategic planning exercise may be different from those in a community level discussion about how to improve attendance at the local school. In other words, ‘key’ stakeholders vary, according to the issue under consideration, and the context.



Scenario

The Director of Planning in your meeting points out: ‘In the education sector, everyone is a stakeholder as everyone is affected directly or indirectly by education. So how do you identify who are the key stakeholders?’



An activity for you

For your country program or a developing country known to you, suggest which types of individuals or organisations would be the key stakeholders in an activity such as developing a national education strategy.



List them under three headings: ‘*Private sector stakeholders*’, ‘*Public sector stakeholders*’, and ‘*Civil society stakeholders*’. Table 1 below is a generic list, not specific to the education sector. After viewing this list, are there any other stakeholders you would include in your list?

Table 1 – Stakeholder analysis

Private sector stakeholders	Public sector stakeholders	Civil society stakeholders
Corporations and businesses	Ministers and advisors (executive)	Media
Individual business leaders	Public servants and government departments (bureaucracy)	Religious organisations
Professional bodies	Elected representatives (legislature)	Schools and universities
Individual business leaders	Courts (judiciary)	Social movements and advocacy groups
Financial institutions	Political parties	Trade unions
	Local government/councils	National NGOs
	Military	International NGOs
	International bodies (World Bank, United Nations)	Parents and communities

Source: Overseas Development Institute (ODI) 2009, Planning tools: Stakeholder analysis.

More Information: In the *Practitioner level* module titled *The Role of Key Stakeholders in Education and Aid Effectiveness Principles*, you will see examples of tools used in the process of stakeholder analysis, which can help a group identify which specific stakeholders exert what kinds of power or influence, and how they could be involved in the process.



An activity for you

Why is stakeholder participation important?

For each of the key stakeholders in Table 2 below, think about why their participation in an exercise to develop a new national education strategy would be important. Think about what benefits they bring, and what the consequences of their exclusion from the process might be.



Table 2 – Stakeholder participation: risks and benefits

Key stakeholder	Possible benefits	Possible risks from exclusion
Ministry of Finance	Can bring information on resources available Can learn about the challenges facing the sector	Lack of support for budget implications of the plan, no understanding of the plan's logic or viability
Teacher Unions	Can represent the concerns of teachers and bring teachers' perspective	Teacher unions resist change, organise strikes or boycotts
International bodies (e.g. World Bank, UN) and bilateral agencies (e.g. Australian aid program)	Can bring resources and technical expertise, including international experience	Agencies' plans do not reflect the priorities identified in national planning
Business associations, employers	Can help ensure that needs of the job market are considered	Reforms do not help make learners more employable

Note: These answers will be very context-specific and vary from country to country, and from the level of the system at which change is taking place; for example, national level policy, local district community or school development planning. In the *Practitioner level* module titled *The Role of Key Stakeholders in Education and Aid Effectiveness principles* you will learn how to develop a stakeholder matrix as part of a stakeholder analysis.

Considering gender

Gender is an important consideration when thinking about stakeholders. In most societies, men and women play different roles within the private and public spheres. They have different access to: resources and finances; contacts and relationships; personal skills development; opportunities; and power structures.

In Table 1, each of the key stakeholder groups may include men and women, but in many partner country contexts the representatives are often predominantly men. Women bring particular perspectives, priorities and strengths resulting from their life experiences, which are often different from men's. This means they are likely to make different decisions.



Australia's commitment to gender equality

The Department of Foreign Affairs and Trade (DFAT) [Gender equality and women's empowerment strategy](#) aims to, as a priority, enhance women's voice in decision-making, leadership and peace-building. In so doing, approaches to stakeholder engagement will:

- promote women's decision-making, whether by seeking to ensure equal participation by women and men on community committees supporting our programs, or by assisting government agencies to introduce and institutionalise equal employment opportunity
- advocate for women to be better represented in national and subnational leadership. Australia will consistently advance gender equality in regional and multilateral forums and bilateral dialogues
- support women's organisations, networks and coalitions wherever possible, particularly those giving a voice to marginalised groups such as women with disabilities, indigenous women or young women and girls
- support the implementation of UN Security Council resolutions relating to women, peace and security and ensure that women participate effectively at all stages of peace processes and reconstruction. (See also information about empowering women on the [United Nations Peacekeeping website](#))
- support a stronger focus on gender equality in humanitarian crisis responses and promote women's participation in decision-making in response and recovery efforts.

The [UN Women website](#) showcases data, stories, videos and publications to illustrate the impact of each Sustainable Development Goal (SDG) on women and girls, and some of UN Women's efforts towards each goal, including programmes, intergovernmental work and advocacy for policy change.

Sources: DFAT 2016; United Nations Peacekeeping n.d.; UN Women n.d.

More information: The issue of gender is discussed further in the *Practitioner level* module titled *The Role of Key Stakeholders in Education and Aid Effectiveness Principles*.

3 WHO ARE THE INTERNATIONAL STAKEHOLDERS IN EDUCATION?

International organisations

International organisations involved in education in developing countries are frequently categorised into four main groups.

1. Multilateral organisations

A multilateral organisation is an international organisation whose membership is made up of member governments, who collectively govern the organisation and



are its primary source of funds. Examples include the UN agencies and the multilateral banks (for example, World Bank and Asian Development Bank). In education, DFAT's regular multilateral partners include UNICEF, the World Bank, the Asian Development Bank, UNESCO, the World Food Program, and global funds including the Global Partnership for Education and Education Cannot Wait.

2. Bilateral agencies

The term bilateral means 'two sided' and refers to organisations that operate directly between two well-defined parties, typically, two countries. A bilateral agency may restrict its interactions to only two countries. However, a bilateral agency can also be a vehicle through which one country interacts with numerous other countries on a one-to-one basis. In education, DFAT's regular bilateral partners include the New Zealand Ministry of Foreign Affairs and Trade (MFAT), the European Commission, United Kingdom Department for International Development (DFID), Japan International Cooperation Agency (JICA) and the United States Agency for International Development (USAID). Depending upon the geographic region, or the global issue under consideration, the Australian aid program has education sector relationships with a wider range of bilateral agencies, including the Canadian International Development Agency (CIDA), the Swedish International Development Cooperation Agency (SIDA), Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), the development agencies of other European countries (for example, Norway, Denmark, the Netherlands, Ireland, Spain), and 'emerging' development partners (for example, Korea, China, India, Thailand, Brazil).

3. Non-government Organisations (NGOs)

The World Bank defines NGOs as 'private organisations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development'. In all countries where DFAT works, local or national level NGOs are active in the education sector.

International NGOs (INGOs) work across borders, and often operate in many different countries. In education, DFAT's regular INGO partners include CARE International, World Vision, Save the Children and PLAN International.

4. Civil society stakeholders (CSOs)

Domestic and international CSOs, play a dynamic role in making citizens' concerns and needs heard. CSOs help ensure that development partners and developing countries fulfil their commitments to all people. In all countries where we work, CSOs include religious organisations, social movements and advocacy groups, media, staff of education institutions, trade unions, parents and caregivers, communities, and of course young people and students.

Key stakeholders can, variously, play a number of roles including consultation, advocating, planning, priority setting, decision-making, cooperation, communication, change management, project management, resource sourcing,



utilisation and budgeting and monitoring, evaluation and reporting. Their roles will differ according to the specific context and their capacities.

The Australian aid program interacts with most of the entities referred to above, depending on the specific requirements, context and alignment with their education aid objectives.

4 WHAT INTERNATIONAL AGREEMENTS PROMOTE MORE EFFECTIVE DEVELOPMENT STAKEHOLDER COOPERATION AT THE NATIONAL LEVEL?

What factors influence whether development partners in the education sector collaborate effectively?

Multilateral organisations, bilateral agencies, NGOs and CSOs are driven by different agendas and different interests. If these are not coordinated and managed at the country level, it can result in duplication of initiatives, even contradictory objectives and sometimes unhelpful competition for resources or the attention of government.

Experience over the past five decades of development assistance has shown that two critical factors are necessary to make effective development cooperation possible:

- strong leadership from the national government in coordinating international assistance around a clear national agenda
- international agreements that hold international organisations and governments accountable for the effectiveness of their assistance.



Case study: the Rwanda NGO Education Coordination Platform



The Rwanda NGO Education Coordination Platform (RENCP) was founded by a coalition of non-governmental organisations in Rwanda in 2009. The main objective of RENCP is to coordinate the NGO community within the education sector. RENCP representatives participate in the Education Cooperating Partners Group and the Joint Reviews of the Education Sector in Rwanda.

Because of member differences RENCP has created working groups including: in-service teacher training, equity and special needs, community involvement, and Early Childhood Care and Development. Each working group has a lead organisation which takes the major role of coordinating other member organisations interested in becoming members of that particular working group. RENCP organises a General Assembly on a quarterly basis to bring to light what these working groups have achieved.

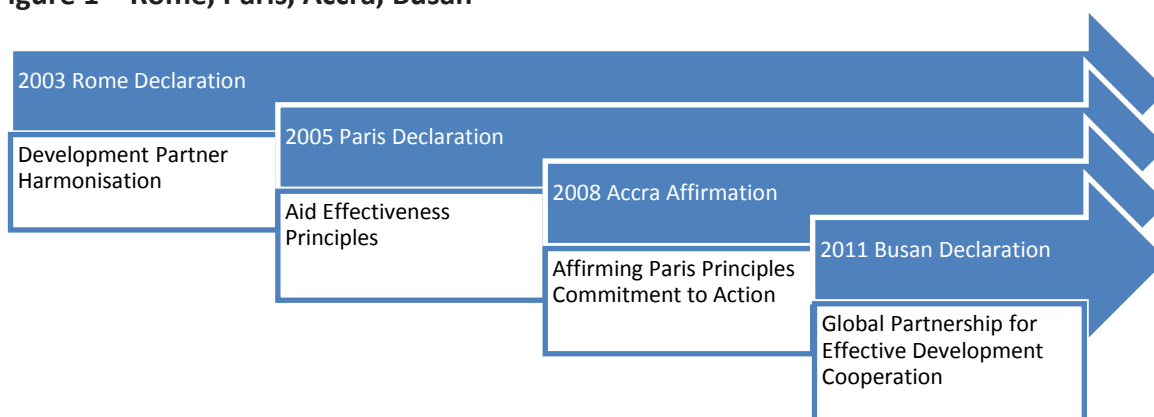
Source: Rwanda Education NGO Coordination Platform n.d.

What are the major international agreements for effective development cooperation?

The continuous effort towards modernising, deepening and broadening development co-operation and the delivery of aid has been marked by four notable events: The High Level Forums on Aid Effectiveness in Rome, Paris, Accra and Busan in 2003, 2005, 2008 and 2011 respectively. These high-level events have rooted the formulation of principles towards effective aid.

The diagram below depicts the process which started in Rome in 2003 with a focus on development partner harmonisation; the Paris Declaration on Aid Effectiveness in 2005 put in place a set of principles which have been affirmed and elaborated in subsequent forums.

Figure 1 – Rome, Paris, Accra, Busan





While the process started in Rome in 2003 with a focus on development partner harmonisation, the Paris Declaration on Aid Effectiveness in 2005 put in place a set of principles which have been affirmed and elaborated in subsequent forums. These agreements have evolved over the years from a commitment to more effective aid to a wider agreement on more effective development cooperation. The Australian aid program has been an active partner in each of these agreements, and has been a strong advocate for them in the Asia-Pacific region.

The Rome High Level Forum on Harmonisation

In February 2003, major development partners, multilateral organisations and aid recipient countries gathered in Rome for the first High Level Forum on Harmonisation. They broke ground by agreeing on a common set of principles to improve the management and effectiveness of aid: the [Rome Declaration](#). This Declaration differs from the Paris Declaration in that it contains commitments solely on the development partner side. It focuses on the harmonisation of development partner procedures and practices so as to reduce transaction costs for partner countries. It laid the foundation for subsequent meetings that focused more on obligations and commitments of both development partners and partner countries.

Because the key themes emerging from this forum are captured in the 2005 Paris Principles, there is less focus now on the Rome High Level Forum.

Source: OECD 2003.

The Paris Declaration on Aid Effectiveness

Endorsed in March 2005, at the second High Level Forum meeting, the [Paris Declaration](#) is an international agreement adhered to by over 100 Ministers, Heads of Agencies and other senior officials. By adhering, they committed their countries and organisations to put into practice a set of principles to improve aid effectiveness, enabling them to reach specific targets by 2010. This is the highest-level existing statement of international norms regarding aid delivery, with 56 partnership commitments and 12 indicators of progress.

The Paris Principles are the touchstone for aid effectiveness, and are invoked by all major bilateral and multilateral development organisations in key documents. These are:

- **ownership:** developing countries set their own strategies for poverty reduction, improve their institutions and tackle corruption
- **alignment:** donor countries align behind these objectives and use local systems
- **harmonisation:** donor countries coordinate, simplify procedures and share information to avoid duplication
- **results:** developing countries and donors shift focus to development results and results get measured
- **mutual accountability:** donors and partners are accountable for development results.

Source: OECD 2005, 2008.



The Accra High Level Forum on Aid Effectiveness

The [Accra Agenda for Action \(AAA\)](#) was agreed in September 2008 at the Third High Level Forum on Aid Effectiveness. It contains a series of commitments to strengthen and accelerate implementation of the Paris Declaration. While it does not replace the Paris Declaration and does not contain any additional monitoring arrangements, it elaborates on and sharpens the Paris commitments in important ways. For example, whereas the Paris Declaration was gender blind, the AAA stated that:

‘gender equality, respect for human rights, and environmental sustainability are cornerstones for achieving enduring impact on the lives and potential of poor women, men, and children’.

Women’s rights organisations were also included as full CSO members of the Working Party on Aid Effectiveness.

Source: OECD n.d.

The Busan High Level Forum on Aid Effectiveness

In Busan, Korea, on the occasion of the [Fourth High Level Forum on Aid Effectiveness \(HLF-4, 29 November-1 December 2011\)](#), over 3,000 delegates met to review progress on implementing the principles of the Paris Declaration. They also discussed how to maintain the relevance of the aid effectiveness agenda in the context of the evolving development landscape, for example, the emergence of ‘non-traditional’ development partners, and how to define it.

The forum culminated in the signing of the [Busan Partnership for Effective Development Co-operation](#) by Ministers of developed and developing nations, emerging economies, and providers of South-South and triangular cooperation. While there was some talk of the importance of South-South partnerships in Rome, Paris and Accra, it was at Busan that these issues became central issues, with a clear shift from aid effectiveness to development effectiveness.

One of the main characteristics of the Busan Partnership is its emphasis on the role of aid as a complement to other sources of development financing, since aid on its own cannot break the poverty cycle. Consequently, development co-operation should be a catalyst to mobilise resources to achieve development goals.

Source: Overseas Development Institute (ODI) 2011; OECD 2011.



The Busan Partnership for Effective Development Cooperation



The Busan agreement principles build on five principles of the Paris Declaration:

1. **Ownership of development priorities by developing countries.** Partnerships for development can only succeed if they are led by developing countries, implementing approaches that are tailored to country-specific situations and needs.
2. **Focus on results.** Investments and efforts must have a lasting impact on eradicating poverty and reducing inequality, on sustainable development, and on enhancing developing countries' capacities, aligned with the priorities and policies set out by developing countries themselves.
3. **Inclusive development partnerships.** Openness, trust, and mutual respect and learning lie at the core of effective partnerships in support of development goals, recognising the different and complementary roles of all actors.
4. **Transparency and accountability to each other.** Mutual accountability and accountability to the intended beneficiaries of our co-operation, as well as to our respective citizens, organisations, constituents and shareholders, is critical to delivering results. Transparent practices form the basis for enhanced accountability.

Sources: OECD 2005, 2008, The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action Declaration; OECD 2011, Busan Partnership for Effective Development Cooperation.



An activity for you

Read the examples of education sector issues below and indicate which principle best suits the statement according to each Busan Principle.



Example One: In Zimbabwe, aid coordination is managed through an Education Coordination Group chaired by the Minister of Education, with membership that includes government officials, development partners and two representatives of NGOs. Issues include:

- transparency and accountability
- inclusive development partnerships
- focus on results
- ownership.

Example Two: In Papua New Guinea (PNG), the Australian aid program in education channels most of the funds through the government expenditure system, and uses the Ministry of Education system for disbursing school grants. Issues include:

- transparency and accountability
- inclusive development partnerships
- focus on results
- ownership.

Example Three: The Basic Education Sector Support program in Vanuatu includes resources for strengthening the Vanuatu education management information system (VEMIS) for stronger management and better results. Issues include:

- transparency and accountability
- inclusive development partnerships
- focus on results
- ownership.

Example Four: In many of its country programs, the Australian aid program participates in Joint Assessment Reviews that include government and other development partners supporting education to promote shared responsibility for progress. Issues include:

- transparency and accountability
- inclusive development partnerships
- focus on results
- ownership.

Case study continues on the next page.



Check your answers.

Example One: ownership

Example Two: inclusive development partnerships

Example Three: focus on results

Example Four: transparency and accountability





5 TEST YOUR KNOWLEDGE



Assessment questions

Answer the following questions by ticking 'True' or 'False'. Once you have selected your answers to all the questions, turn the page to 'The correct answers are...' to check the accuracy of your answers.

Question 1

Of the four international meetings on aid effectiveness (Rome, Paris, Accra, Busan) the importance of South-South and triangular partnerships for development effectiveness was emphasised in Busan.

Is this statement true or false?

☐ True

☐ False

Question 2

The principles of 'harmonisation' and 'alignment' are the same.

Is this statement true or false?

☐ True

☐ False

Question 3

Bilateral aid is assistance provided by governments to international organisations like the World Bank, United Nations and International Monetary Fund that are then used to reduce poverty in developing nations.

Is this statement true or false?

☐ True

☐ False

Question 4

Multilateral organisations and international NGOs perform the same functions.

Is this statement true or false?

☐ True

☐ False

Question 5

There is no difference between a stakeholder and a key stakeholder.

Is this statement true or false?

☐ True

☐ False



The correct answers are...



Question 1

Of the four international meetings on aid effectiveness (Rome, Paris, Accra, Busan) the importance of South-South and triangular partnerships for development effectiveness was emphasised in Busan.

This statement is true. While there was some talk of the importance of South-South partnerships in Rome, Paris and Accra, it was at Busan that these issues became central issues, with a clear shift from aid effectiveness to development effectiveness.

Question 2

The principles of 'harmonisation' and 'alignment' are the same.

This statement is false. Harmonisation is the cooperation among development partners to improve the efficiency of aid delivery, while alignment means that development partners base their education support on the national education plans and goals, institutions and systems.

Question 3

Bilateral aid is assistance provided by governments to international organisations like the World Bank, United Nations and International Monetary Fund that are then used to reduce poverty in developing nations.

This statement is false. This is the definition of multilateral aid. Bilateral aid is assistance given by a government in support of another country.

Question 4

Multilateral organisations and international NGOs perform the same functions.

This statement is false. A multilateral organisation is an international organisation whose membership is made up of member governments, who collectively govern the organisation and are its primary source of funds – the key being that multilateral organisations have national governments as members, such as UN organisations. In contrast, an international non-governmental organisation (INGO) may have the same mission as a non-governmental organisation (NGO), but is international in scope and has outposts around the world to deal with specific issues in many countries.



Question 5

There is no difference between a stakeholder and a key stakeholder.

This statement is false. Stakeholders are all the persons, organisations or groups that could be affected by an initiative or program. Key stakeholders are those whose interests are directly affected by an activity, or who have the power or influence to advance or stop an activity.



REFERENCES AND LINKS

All links retrieved July, 2018.

British Broadcasting Corporation (BBC) 2018, Stakeholders, Bitsize,
<https://www.bbc.co.uk/education/guides/z4gcd2p/revision/1>

Department of Foreign Affairs and Trade (DFAT) 2016, Gender equality and women's empowerment strategy, <http://dfat.gov.au/about-us/publications/Documents/gender-equality-and-womens-empowerment-strategy.pdf>

Overseas Development Institute (ODI) 2009, Planning tools: Stakeholder analysis,
<http://www.odi.org.uk/publications/5257-stakeholder-analysis>

2011, The Fourth High Level Forum on Aid Effectiveness in Busan, retrieved 30 January 2018,
<http://www.odi.org.uk/odi-on/2742-busan-high-level-forum-hlf-4-hlf4-aid-effectiveness>

Organisation for Economic Co-operation and Development (OECD) n.d., The Accra Agenda for Action (AAA), <http://www.oecd.org/development/effectiveness/45827311.pdf>

2003, Rome Declaration on Harmonisation,
<https://www.oecd.org/dac/effectiveness/31451637.pdf>

2005, 2008, The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action Declaration, <http://www.oecd.org/development/effectiveness/34428351.pdf>

2011, Busan Partnership for Effective Development Cooperation,
<https://www.oecd.org/development/effectiveness/49650173.pdf>

Project Management Docs 2017, What is a stakeholder? How to identify, analyze and manage project stakeholders, <http://www.projectmanagementdocs.com/blog/what-is-a-stakeholder.html#ixzz55jG8AyQN>

Rwanda Education NGO Coordination Platform n.d., About RENCP, <http://www.rencp.org/>

United Nations Peacekeeping n.d., Empowering women, United Nations,
<https://peacekeeping.un.org/en/empowering-women>

UN Women n.d., Women and the Sustainable Development Goals (SDGs),
<http://www.unwomen.org/en/news/in-focus/women-and-the-sdgs>

Learn more about...

- ✂ *Multilateral organisations at this website:* <http://dfat.gov.au/aid/who-we-work-with/multilateral-organisations/Pages/multilateral-organisations.aspx>
- ✂ *Bilateral partnerships at this website:* <http://dfat.gov.au/aid/who-we-work-with/bilateral-partnerships/Pages/bilateral-partnerships.aspx>
- ✂ *International NGOs at this website:* <http://dfat.gov.au/aid/who-we-work-with/ngos/Pages/non-government-organisations.aspx>