

Dialogues at the Economic and Social Council



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United Nations

ToC



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Foreword

By Sha Zukang, Under-Secretary-General for Economic and Social Affairs, United Nations



UN Photo, Jean-Marc Ferré

Dear Reader,

At its *2011 Annual Session*, ECOSOC adopted a much-needed Ministerial Declaration, one which called for the “effective implementation of the Education for All Agenda” and stressed the “fundamental role education plays in creating an inclusive society, reducing poverty and achieving sustainable development”.

Despite recent progress, which led to millions of out-of-school children enrolling in class for the first time, a staggering 67 million still remain unenrolled, reports UNESCO. Here, as elsewhere, the gender gap persists, with girls accounting for 53 per cent of the total out-of-school figure. Worse still, deteriorating economic conditions in rich and poor countries alike threaten to undermine the positive work of recent years.

Faced with debt and deficits, governments have curtailed social spending at home, as well as the level of development assistance available to finance education and other vital Millennium Development Goals (MDGs).

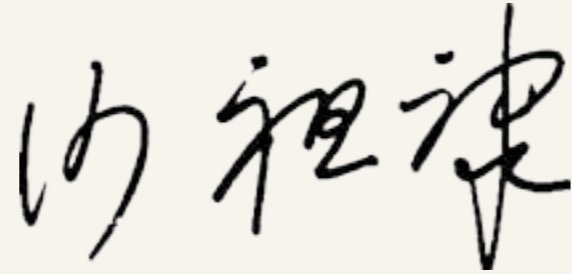
At the same time, rising food and energy prices mean less money left over for investing in things like education, where payoffs are rarely immediate but extend well into the future.

Climate change also threatens progress in achieving the Education for All goals. Many of the most underserved education areas are, after all, the same places most likely to be hit most severely by the extreme effects of climate change. One such consequence—a rise in resource-inspired conflict—is particularly ominous given that some 40 per cent of out-of-school children already live in war-torn states.

ECOSOC must play a crucial role in addressing these challenges. It must continue to build on its special strength as an esteemed global forum—a place where governments, civil society, academia and the business community can meet to discuss and resolve global problems. This past summer in Geneva was one such occasion.

Thus, for all that was accomplished there, I extend my sincere thanks to the many who contributed. Let us continue to work together to advance the United Nations Development Agenda.

Kind regards,



SHA ZUKANG
Under-Secretary-General for Economic and Social Affairs
United Nations

Introduction

By H.E. Mr. Lazarous Kapambwe, President of the Economic and Social Council, United Nations



UN Photo, Jean-Marc Ferré

Each year the Economic and Social Council's Annual Substantive Session offers policymakers many fine opportunities. It provides a natural setting at which to explore the numerous development and humanitarian challenges confronting us. It also allows for a major review of United Nations' operations—a chance to scale-up what works, as well as chart a new course where needed.

This time around in Geneva, the session brought together a veritable smorgasbord of key players: ministers of education, foreign affairs, development cooperation and planning, along with heads of various UN entities, NGOs, top corporations, foundations and other major development stakeholders.

I believe it is fair to say that we can report very positive results. During the High-Level Segment—which attracted distinguished and high-level personalities, such as former UK Prime Minister Brown—the Council set out, for instance, precisely why education is so vital to progress on health, poverty and the other millennium development goals. “National Voluntary Presentations”, a recent ECOSOC innovation, allowed twelve countries to share their development experiences in enviable depth. The Council's Annual Ministerial Declaration rounded off the segment with important policy advice to the entire UN system—together with a comprehensive follow-up scheduled for next year's Coordination Segment.

This year's Coordination Segment, meanwhile, focused on ways to speed-up the effectiveness of UN WOMEN, the new UN organization charged with promoting gender equality and women's empowerment. On this, more action on “cross-cutting issues and defined new modalities for gender mainstreaming” was urged by all. Following up further on the powerful spirit of review so closely associated with ECOSOC, the Council also “gave clear directions on the focus of the comprehensive policy review of the United Nations system operational activities” at its Operational Activities Segment (to be carried out, likewise, by the General Assembly in 2012).

Improving our organizational speed and flexibility, especially when assisting the world's most vulnerable nations, was another major topic of discussion. Also decided was the

agenda for the 2015 Annual Ministerial Review and Development Cooperation Forum, which will now include a review of the implementation of the “Istanbul Programme of Action” in the post-2015 development landscape.

On the humanitarian front, the gathering was timely reminded that crises demand not only strong financial partnerships to keep resources flowing, but also fast and nimble response capabilities. Other topics on the agenda included the ongoing food crisis in the Horn of Africa, the worsening conflict in Somalia, nation-building in South Sudan and reconstruction in Haiti (discussion of which was buttressed by the lengthy recommendations of the UN’s Ad Hoc Advisory Group on Haiti report).

Also noteworthy was the creation of a new United Nations Committee of Experts on Global Geospatial Information Management, which will bring together (for the first time globally) experts from all Member States to compile and disseminate best practices on geospatial information.

Good developments, all of them. But now what is next? How will this 2011 Substantive Session be perceived in years to come?

Much will surely depend on the soundness of the many resolutions and policy recommendations issued. Yet still more will depend, I firmly believe, on the world’s collective commitment—to stay on track, to dodge the many new hurdles which will invariably come our way, and, out of these, to emerge stronger than ever.

If this publication can play a small role towards this end, it will have more than served its purpose.



H.E. Mr. LAZAROUS KAPAMBWE
President
Economic and Social Council, United Nations

The Education for All Agenda



UN Photo, Jean-Marc Ferré

Overview

Keynote Addresses: Highlights



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Ban Ki-moon



Micheline Calmy-Rey



Irina Bokova



Gordon Brown



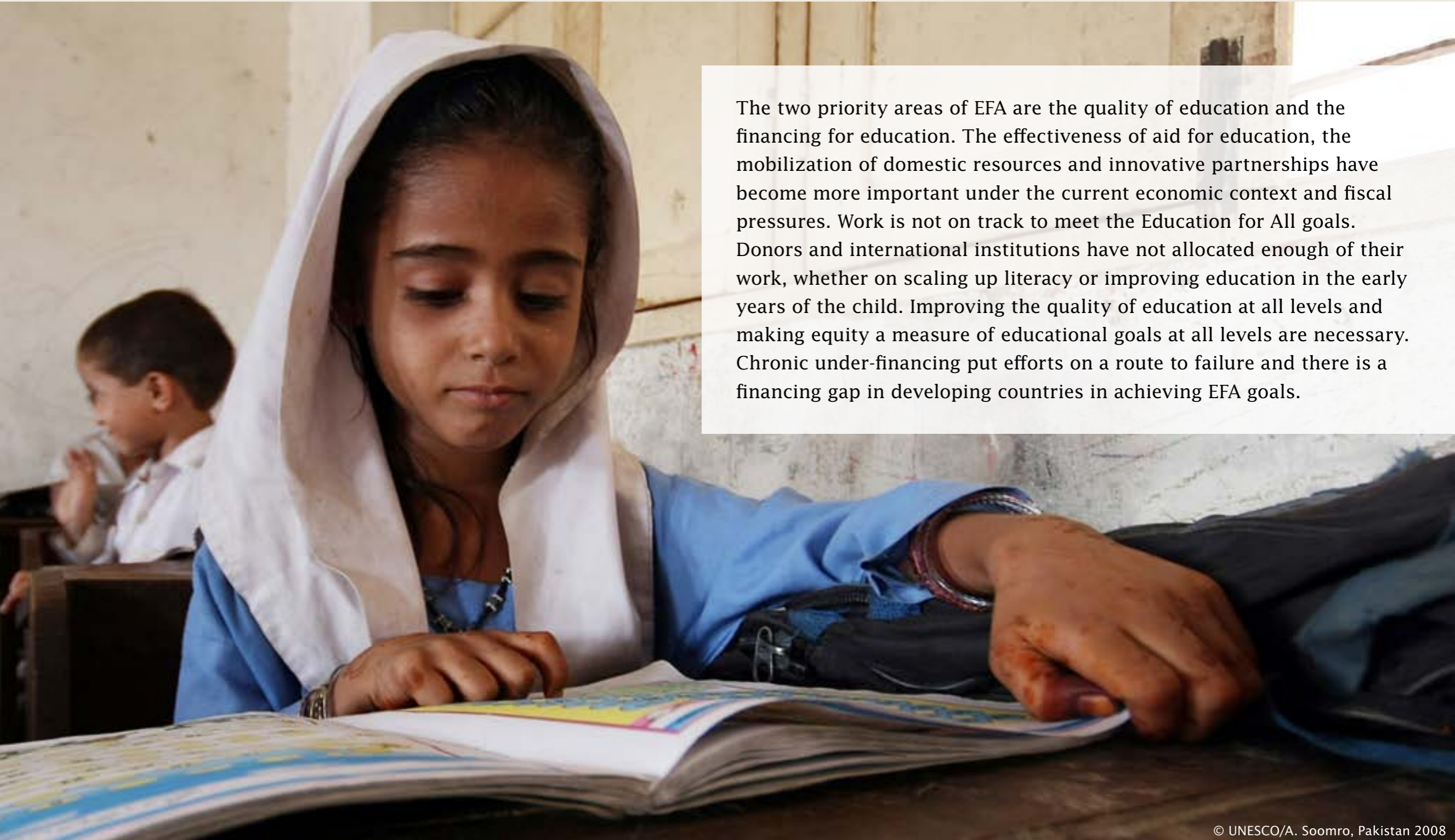
Simon Willis



Juliana Rotich

AMR discussions—“Education for All Agenda”

1 Accelerating Education for All (EFA): Mobilizing resources and partnerships



The two priority areas of EFA are the quality of education and the financing for education. The effectiveness of aid for education, the mobilization of domestic resources and innovative partnerships have become more important under the current economic context and fiscal pressures. Work is not on track to meet the Education for All goals. Donors and international institutions have not allocated enough of their work, whether on scaling up literacy or improving education in the early years of the child. Improving the quality of education at all levels and making equity a measure of educational goals at all levels are necessary. Chronic under-financing put efforts on a route to failure and there is a financing gap in developing countries in achieving EFA goals.

Shared responsibility

From the supply side, the government must guarantee enough resources to make education available and affordable for diverse groups. From the demand side, the government should address and fulfil the different demands from specific groups, such as the poor students and those from rural areas. Education is a shared responsibility between government, community and private sectors. Each country has the responsibility for educating their children, which governments must be reminded of when allocating more resources to subsidies for areas other than education. Municipalities and other government institutions need to provide good working conditions to address quality concerns of education.

Teachers

In many French-speaking countries in Africa, such as Senegal, the reduction in the numbers of teachers' motivation and funding were fuelling strikes, which have a negative effect on education.

The number one priority for improving education should be a focus on teachers. Additionally, increasing the number of teachers and also improving their education and thus, the quality of teaching should be priorities. In Ghana, increasing the number of teachers has been successful because it had mobilized its resources, such as retired teachers or teachers outside the system or in other professions. Finland has raised the profile of the teaching profession so high that there are a consistently higher number of applicants to teaching positions than positions available. It is not the salary but the working conditions that inspired interest in the profession in Finland. There were also incentives available to teachers, such as continuous training to keep teachers updated and motivated.



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Computers are not magic, teachers are. The role of technology could help to mitigate or provide a bridge to skills lacked by teachers in the classroom. One model is the “flipped classroom”. The flipped classroom makes it possible for students to listen to lectures by experts on their own, personal time. This allows for more time in the classroom for interaction between teachers and students, providing teachers the opportunity to guide students through learning, foster debate and even change their relationships with pupils.

Private-sector

Education and the importance of education are in the DNA and soul of Intel, as evidenced by their investment in the education for over 40 million children around the world every year. The Intel Teach Programme, established in 2000, has trained nearly 10 million

teachers around the world to bring information technology into their classrooms and improve students' employability by fostering problem-solving and teamwork. The overwhelming majority of these teachers are women and they have become role models in their classrooms, showing that women can be, and are, competent users of technology. The Programme provides basic computer skills training and how to apply the skills to solving practical problems. This work reflects how governments could work effectively with corporations to improve equity and use education to bring real and positive changes around the world. Intel practices its philanthropy by working in close partnership with the governments where programmes were implemented, seeking to produce systemic change. Real and lasting effect must be achieved to bring about internal-led transformational changes in countries. Intel helps to develop systems, which are cost-effective, where technology could serve as an inspiration for the design of educational programmes. Intel is interested in furthering collaboration with other corporations and is currently implementing

the Assessment and Teaching of Twenty-First Century Skills (ATC21S) evaluation, in collaboration with Cisco and Microsoft.

Conflict

In disaster and conflict-ridden countries, 18 million children are estimated not to attend school. Only 2 per cent of aid to education goes to countries in conflict. Education is then left to the development stage but when countries move from the conflict stage to the development stage is unclear. A displaced child could spend up to 12 years away from home and accessible education. Physical destruction of infrastructure is less important than a loss of life. However, it implies serious losses in human capital, when there is a loss of educational opportunities. Efforts must be made to ensure that education programmes continue in conflict contexts. The authorities of Nepal and Mali achieved this by promoting education despite ongoing political confrontation.

MODERATOR



PANELLISTS



2 Education, Human Rights and Conflict



Violence cripples school systems, while often leaving them paralysed for the entire duration of a conflict. Education cannot wait for peace to return. Instead, education must be seen as the catalyst for a peaceful resolution of conflicts and as the precondition to a society's ability to rebuild and maintain peace. It is imperative to recognize the critical role of education in the prevention of war, during war and in post-conflict contexts.

It is of particular importance to emphasize that governments have the primary responsibility to provide education for all and should spare no effort in ensuring the maintenance of education even in high-risk situations and armed conflict. Violence and conflict do not relieve the state of its obligation to protect and promote the right to quality education and the enjoyment of all human rights.

Although conflict does pose some significant challenges to the maintenance of education, it should not discourage investment in human and financial resources for this sector. On the contrary, governments should spare no effort in safeguarding education throughout these situations, in order to help communities navigate out of conflict and into development, peace and security.

Furthermore, it is crucial to regard access to education during conflicts as a necessary service and not allow it to be neglected because of the misconception that armed conflict is only temporary. With the growing number of wars and violence around the globe, it has become clear that this is simply not the case.

Peace

Quality comprehensive education is the antidote to violence, repressive policies and discriminatory ideologies. Considering that most modern conflicts are fuelled by lack of intercultural dialogue, intolerance and discrimination, education is a powerful tool for peacebuilding and peacekeeping processes. By promoting not only literacy and important life skills, but also human rights, respect for diversity and tolerance, education can cleanse a society in conflict of the inequalities and stereotypes that are often exploited by those who propagate violence. Thus, quality pluralistic education fosters a culture of peace, celebrates diversity and instills principles, such as negotiation and dialogue, in order to settle differences and



UN Photo, Jean-Marc Ferré

overcome social, religious, ethnic and cultural divisions. Educational policy must place great emphasis on the development of pluralistic, inclusive and tolerant curricula, aligned with the promotion and respect for human rights.

Psychological aspect/reintegration

Violence has also taken a horrific toll on the psychological well-being of children in high-risk societies. In this regard, the role of education as a means of returning some normalcy to children who have been traumatized and isolated by war and violence must be recognized and highlighted.



UN Photo, Jean-Marc Ferré

Schools have the power of creating a social environment crucial for the integration of generations born and raised in conflict settings. This is particularly relevant for the effective rehabilitation and reintegration of child soldiers, internally displaced persons (IDPs) refugees and other affected populations.

Gender

Settings in which one sector of society is not interested in educating their female population are also a major impediment to the realization of universal primary education. Societies in which access to education for the girl child has been made particularly difficult by certain ideologies have not only severely hindered progress in reaching MDG2 but have also continued to pose a grave threat to the stable and peaceful development of regions emerging from conflict. An estimated 57 per cent of the primary school age children not enrolled in primary school are girls, with the percentage being significantly higher in areas where female attendance remains a taboo.

Providing quality education goes further than building a school. Comprehensive curricula must be developed, in order to eradicate taboos and stereotypes leading to conflict and discrimination. Education will prepare the next generations to contest the ideologies preventing marginalized groups from participating fully and equally in the social, cultural and economic development of their society.

Funding

While funding education in conflict areas is indeed more costly and more risky than other investments, it is absolutely necessary. The education sector is still far behind other social sectors in mobilizing development aid and humanitarian assistance. This has to change.

It is imperative to increase the national and international financial resources to ensure that quality education is available for all children, especially in regards to children and adolescents in conflict areas.

It is through education that the affected communities will be able to make a stable and inclusive transition to peace; and it is, indeed, those educated children who will be tasked with constructing a tolerant society capable of fostering sustainable, inclusive and stable economic development.

Cooperation

The tremendous efforts made every day by parents at the community level to keep their children in school, the vital contribution from the local NGOs to keep the schools running and the partnerships established with the private sector to safeguard education in times of conflict must be recognized. Educational policy must build on, and continue to encourage, this multi-sectoral approach. Cooperation and collaboration in this area must encompass both funding and the development of curricula, in order to ensure that education systems have the necessary resources to function effectively and that children are learning skills attractive for employers, while enriching their minds and gaining a firm understanding of their rights and fundamental freedoms.

Key recommendations

States, non-governmental organizations (NGOs) and the private sector should partner to raise awareness of the crucial role played by education in the development and stability of a society, particularly in conflict and post-conflict contexts, while acknowledging that the primary responsibility to provide education lies with the government.

Governments must make access to education and the safeguarding of schools, teachers and students a priority, in order to avoid further deliberate attacks, especially during conflict situations.

Governments must send a clear message of zero tolerance for discrimination on any base, including gender, ethnicity and religion, in all sectors of society, including the educational system. Added emphasis needs to be placed on access to education for the girl child, especially in regions where this group has been marginalized and excluded from entering school, as a result of discriminatory policies and ideologies.

Funding for education must increase. In particular, access to education must be incorporated as a key component of humanitarian and development aid, while raising awareness of the importance of maintaining education during times of conflict. Funding for education in conflict areas should take constraints on the ground into account. Flexible grant programmes should be developed, with the aim of ensuring that the necessary financial resources reach community initiatives.

The development of teacher training modules and school curricula should follow a multi-stakeholder approach, resulting in increased collaboration between governments, civil society and the private sector. This will result in curricula based on relevant life skills and the principles of social inclusion, human rights, gender equality, tolerance and pluralistic values.

Education, including sports and arts programmes, is critical for creating a safe and stable environment suitable for the rehabilitation and reintegration of all victims of violence, including IPDs, refugees and child soldiers.

MODERATOR

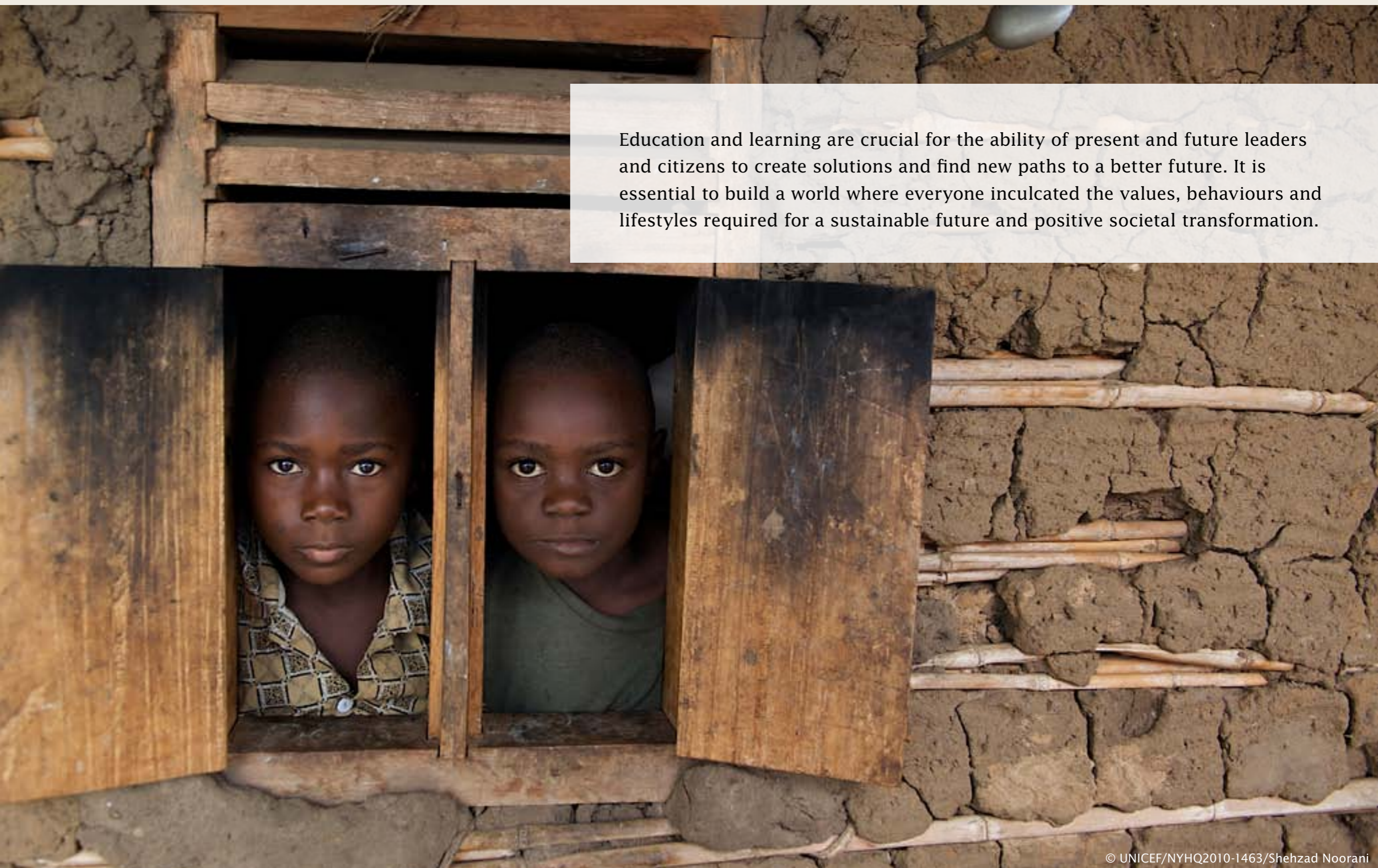


PANELLISTS



3 Education for sustainable development

Education and learning are crucial for the ability of present and future leaders and citizens to create solutions and find new paths to a better future. It is essential to build a world where everyone inculcated the values, behaviours and lifestyles required for a sustainable future and positive societal transformation.





There are two important approaches. First is the generalist approach, which begins in the early grades and focuses on shaping values and lifestyles. Second, the specialist approach, which develops the specific skill sets needed to guide and, if necessary, transform society's relationship with the natural world in a sustainable direction. Both approaches are needed to address the social, economic and environmental challenges faced. Bold new approaches and better education are required to tackle the fundamental environmental challenges faced globally.

Education and sustainable development—the link

Addressing the issue of sustainability requires acknowledging that social, environmental and economic issues go together. Equity, harmony of nature and meeting everyone's basic needs are intertwined and require being addressed together. It is necessary to inculcate in the young values based on long-term thinking and incite a respect for life. Knowledge needs to be systematic, holistic and look to address root causes. Whether in the disciplines of engineering, economics, sciences or business, sustainability and long-term thinking need to be incorporated into education. The continued growth of the human population degrades the human condition by causing poverty and exclusion, loss of well-being and dignity, accelerated climate change and impact, through greenhouse gas emissions and thus, increasing communities' vulnerabilities and endangered biodiversity. A global curriculum on sustainable development is needed as part of educational goals.

Challenges

Sustainable development is about the intersection between economics, social justice and environmental sustainability, a triple bottom line that is crucial in the twenty-first century and yet remains systematically

almost not taught anywhere. Even in the United States, there is very little formal education regarding sustainable development. This was evident in the consequently weak national understanding and discussions on the issue, adversely affected by corporate propaganda, which has prevented the United States from playing a leading role and being a reliable international partner for sustainable development. In low-income settings, the challenge of the MDGs is to address the real life challenges for children and young people everywhere and that the curricula does not address issues, such as environmental sustainability. Too many people leave school without relevant skills and thus, states need to ensure the quality of education.

Tens of millions of children are without access to education. The very basic issue of literacy needs to be addressed. Without literacy, it is difficult to envision how people could contribute to a sustainable world. The commitments behind the goals of Education for All have not been followed through and remain distant goals; and the financial commitments have been waning in recent years.

Sustainability through equity

It is possible to use carbon offset resources to foster education, in particular, that of women and children, given the positive relationship between opportunities for women and girls and reduction of demographic growth and opportunities for carbon reduction. Job creation and education for women could have a dramatic impact by providing them with a source of income and confidence, resulting in a reduction of population growth. Therefore, investment in opportunities for women and girls could have a momentous impact, both in promoting development and in promoting environmental sustainability.

MDGs

Putting education at the centre of the fulfilment of the MDGs is also about addressing the challenges that many children and young people find in their lives. For this reason, information and communication technologies should be used to promote the education for development because connectivity could radically transform education everywhere, particularly in the developing countries and serve to empower the poorest places.






Technology leaders are willing to partner with countries, in order to achieve this and ministers should encourage this work. By connecting young children through video conferencing and a shared curriculum, they are being taught that an empowering global civil society was possible through increased connectivity and a worldwide network.

Addressing the gaps

Addressing the agenda on sustainability, climate change and biodiversity requires thinking about education. Achieving these goals requires knowledge, leadership, science and all other important components of education. By encouraging governments to put sustainable education policies in place on all levels of education, justice can be done to the sustainable development agenda. Education ministers should send the message that commitment to sustainable development in education cannot be put aside and that the technical challenges of implementing it, including the financial aspects, should not be forgotten. Regardless of the enormous gaps in order to achieve the established goals, primary education, as a goal, was not enough and secondary education would be needed to achieve sustainable development.

Special attention should be paid to countries that have been overspending on defense and under-spending on education. Social protection should be linked to keeping children in school. In order for countries to become more productive and alleviate poverty, focus

on research, technology and innovation is required. Education needs to be harmonized with the pursuit of specific economic systems and the lack of education should not be an excuse for eschewing a green economy.

CHAIR  **MODERATOR**  **PANELLISTS**   

4 Education challenges in Africa and least developed countries (LDCs)

Progress continues to be made on the scale of accessible education opportunities in Africa and LDCs. Focus must now be placed on improving its equity and quality. As challenges are addressed and policies are amended accordingly, it must be understood that education systems are complex human organizations and not just administrative systems.





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Reforms should emphasize the changing behaviour of all the actors and stakeholders. As primary education activities have expanded, post-primary levels of education are rapidly becoming a key constraint to youth employment and economic development. A call for the creation of a new vision for education beyond primary education has been voiced.

Obstacles to education

Major challenges still exist in education sectors, especially in Africa and LDCs. Eighty per cent of the 67 million children who are not attending primary school are in rural areas. Inequitable access to education, poor quality of education and training, lack of relevance of education, lack of teacher recruitment and retention, domestic

resource mobilization, lack of infrastructure and ineffective management are widespread attributes, which hinder the ability for education systems to operate optimally and, as needed, to further economic and social development. Certain areas, especially rural, still lack the necessary teaching materials and resources. Schools continue to be plagued by a consistently high number of out-of-school children and considerable dropout rates. Many fee-based and fee-dependent schools are inaccessible to families experiencing socio-economic and financial constraints.

Gender

The potential of education to contribute to the reduction of poverty among women is unquestionable. However, school retention—especially for girls—remains an immense challenge in many of the LDCs. Women and children are two of the greatest assets of LDCs and, in order to harness their potential, they must be given equal access to education and social development opportunities.

Quality

Quality is a dually defined element of education. There must be quality in (1) the content delivered and (2) the method of delivery. Relevance of curriculum requires greater attention, which, therefore, requires greater analysis of the linkages between skills development and labour market needs. As progress has been made on primary enrolment rates in many African countries, attention has shifted to post-primary levels of education, including secondary, tertiary and vocational and technical trainings. Multiple learning pathways are important, in order to enhance the knowledge and skills of children.

Not only is education content crucial to overall development but how it is taught is equally as important. At times, there is a gap

between the skills acquired during teacher training programmes and the skills needed in the actual classroom. In India, teachers are in dire shortage but to ensure quality education, it is required to take an eligibility test to become a teacher. Kenya has taken another step and has made conditions on teaching a constitutional mandate. Schools require resources to attract quality teachers but many of the allocated resources go to non-core activities, such as feeding programmes and health-related provisions (immunizations). Important activities, such as these must be provided when there are no other sources for them but they must not endanger the quality of education through over-consumption of its resources. There is a potential to increase quality through the obtainment of better education resources and teachers when a school may justifiably charge tuitions. However, charging enrolment rates can only be helpful at providing education when there is enough of a local population who can afford the rates. Fee-charging institutions must be complemented by education options, which are accessible to all, regardless of social and financial status. Maintaining quality content and delivery are essential to the betterment of not only education systems but also overall well-being.

Key recommendations

“Invest early”, because early interventions have the highest returns and “invest for all”, especially for those living in remote areas and in order to promote equity and social inclusion.

Emphasis on an enabling environment for children to be in school is needed. Early childhood care and education are not enough by themselves but should be complemented by programmes that promote improved nutrition, enhanced training in parenting and child-rearing, and parents’ improved health literacy for young



children. In order to close the gap in access to and quality of education, a wide range of interventions, such as institutional capacity-building, innovative financing, the involvement of local communities and policy measures to ensure the quality of teachers is needed. There needs to be an enhanced partnership between the public sector and civil society. Certain countries, such as Kenya, have decentralized education management to the local level to create a sense of ownership. There is now a need to build the capacity to ensure accountability and effectiveness at the local level, with the involvement of parents and communities.

Further efforts required include: (i) better targeting of programmes to ensure that most marginalized students have access to quality education; (ii) enhanced inter-ministerial cooperation to ensure a holistic approach to education policy; (iii) improved capacity in school management; (iv) better monitoring and evaluation systems for the education sector; and (v) improved school infrastructure and teaching and learning tools. It should be understood that education systems are complex human organizations, not just administrative systems. Reforms should emphasize changing the behaviour of the actors or stakeholders.

CHAIR



MODERATOR



PANELLISTS



5 Education for the future: Changing needs—Thematic roundtable



Technology has the potential to fundamentally revolutionize education. There exists indisputable evidence of the positive impact that can be generated from the integration of technology into education systems.



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As the educational needs of the world continue to expand, not only do new methods of education delivery need to be developed and quality addressed but also the conventional understanding of education must be re-evaluated as needs change.

Challenges to education development

There is a rising concern that education systems do not adequately prepare students to meet the demands of neither tomorrow's world nor the labour market. Furthermore, the benefits of an effective

education system have been found to have a direct, positive impact on other social sectors, such as a reduction in child mortality rates through the increased knowledge-base of women. In particular, many students lack basic competencies as well as problem-solving skills. It has been reported that the greatest challenges exist in countries in special situations, particularly those affected by conflicts or in communities exhibiting the restrictive attributes of gender inequality. As the educational needs of communities continue to grow, it is imperative that donor countries strengthen efforts to develop aid for education, health and infrastructure sectors.

Information and communication technology (ICT)

It is often stated that technology can improve education systems, especially in developing countries, through various new channels of learning, such as distance education. However, it is warned that governments should be cautious about the view that technology is the answer to the quality problems of education. The high maintenance costs that accrue after technological devices have been purchased are one key component to the limitations of ICT mechanisms. In such cases, costs often outweigh potential benefits. Additionally, technological devices can often distract from learning processes and research on the relationship between technology and education has produced mixed results. Technology only amplifies underlying pedagogic philosophy of school systems and would be useless if a school's foundation was not functional. The belief that the use of technology must be the pillar of a good education system loses its credit with the example of Finland as one of the consistently highest-ranking education systems with its limited use of technology. It is urged that nations remember to provide a good core knowledge

foundation, such as mathematics and reading. Investing in technology after a solid basis of education allows true proficiency and progress with a strong ability to manipulate technology.

ICT is often treated as a “quick fix” when, in fact, wider human and physical infrastructures, such as stable electric grids, are required to effectively make use of technology. If education fundamentals are mismanaged, then adoption of technology becomes irrelevant to the success of the education system. Once adequate infrastructure has been established and foundations are developed, technology in education could potentially be useful in furthering education attainment.

There are many initiatives for ways in which technology can help education, such as mobile computer labs. The principal message is simple—technology can be useful but certain conditions must exist for its successful use and even then it should not be relied upon too heavily for the development and delivery of education.

To make ICT work in education an understanding of the so-called “black box” of learning achievement and what the key ingredients for quality education are is crucial. Evidenced by the success of the German approach to education, emphasis must be placed on dialogue and evaluation with the participation of partners. Quality is key. Peru exhibits a successful, quality approach through “transformative” teaching, which is organized around three principles: academic, aspiration and access.

Gender

We need new insights on meeting education challenges. Gender inequalities must be addressed. The correlation between the indicators of mean years of schooling for women/men (25-35 years) and income per person across most countries has consistently exhibited that

the increase in education for women and men correspond with their increase of income. Along with increasing gender equality, there is a demographic window of opportunity and the global community has to strategize on ways of utilizing these opportunities. Improving gender equality in access to education continues to be of vital importance in pursuit of the entirety of the MDGs.

Funding

Donor countries are not on target to reach the financial commitment of approximately \$16 billion required for education. Currently, funding has stagnated at less than approximately \$3 billion. There is now a call for a global fund for education and to bring education back on the agenda of the G8 and the G20. A global fund for education is urgently needed, especially to help LDCs.

Teachers

A prerequisite for the proper implementation of technological devices is the delivery of education, namely teachers. Nothing can replace the teacher in the classroom as the best option for delivery, and it must be acknowledged that technology is not the missing link in ensuring high quality teaching and improved learning outcomes.

The common factor across all successful systems—in developed and developing countries alike—was the high status ascribed to teachers and the professional support to them throughout their careers. Research has demonstrated that, in many developing countries, and particularly in Africa, the best teachers are often (*a*) in the best urban, often private schools, and (*b*) in the higher grades. Teachers could be motivated to perform better if a culture of evaluation permeated their careers, from recruitment to training to ongoing professional development. This would inculcate a culture of excellence early

in their career development. Peru promotes teacher recruitment, training and professional development—as well as raising the status of teaching. The best approach currently used is tracking teacher performance based on students' learning outcomes. What is needed

is an effective allocation system that addresses disadvantage and the need for quality teaching interventions in the earlier years, in order to promote improvements over the long term. Tanzania is one country where reforms in this vein have shown promise.

MODERATOR



PANELLISTS



Other events

1 Innovation Fair

To showcase best innovative experiences and mobilize a wide range of stakeholders in support of the Education for All Agenda, the United Nations organized an *Innovation Fair* during the High-level segment of the annual substantive session of the Economic and Social Council (ECOSOC).

The Innovation Fair contributed to the objectives of the 2011 AMR, in particular, by: promoting broad multi-stakeholder engagement in the work of the Council; sharing innovative solutions and best practices in the area of education; demonstrating the strong links between education and the internationally agreed development goals (IADGs)/ Millennium Development Goals (MDGs); and encouraging interaction among participants in the Fair and Member States, which could possibly lead to the replication of projects.

The innovative products and projects showcased met the following criteria: created an enabling environment for improvement, potentially leading to policy change through legislation, regulation or resource allocation; showcased sustainability and replicability; and promoted partnerships and fostered synergetic activities with other stakeholders.

ECOSOC aims to bring together all development actors, be they governmental or non-governmental, from around the world. Consequently, a wide range of institutions was invited to take part in the Fair: governments, international and regional organizations, private sector entities, academia, civil society organizations, foundations and the media.



South South News Photo



UN Photo, Jean-Marc Ferré



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Discover some of the innovative projects presented at the Innovation Fair. For additional projects and complete list of participants, visit the official site of the Fair at www.un.org/en/ecosoc/innovfair2011.

Private sector

- The *Cisco Networking Academy*¹ is a global education programme that teaches students how to design, build, troubleshoot,

¹ Visit the official site of the Cisco Networking Academy (www.cisco.com/web/learning/netacad/index.html); and read more on this programme (www.un.org/en/ecosoc/innovfair2011/docs/cisco.pdf).

and secure computer networks for increased access to career and economic opportunities in communities around the world. As Cisco's largest and longest running corporate social responsibility programme, Networking Academy demonstrates Cisco's commitment to education as a catalyst to improve economic conditions.

The Networking Academy teaches ICT skills to students from virtually every socioeconomic background and region of the world. The programme today reaches more than 1 million students who study at more than 10,000 networking academies in 165 countries. Over 4.5 million students have developed ICT skills through Networking Academy since its inception.

- The *Nokia MoMaths*² is a mobile mathematics service, which provides learners and teachers access to interactive mathematics learning materials, using a mobile delivery platform combined with a social media application for peer-to-peer support.

The global vision is to facilitate a cutting-edge mobile learning community for teens; while ensuring that commercial principals underpin all transactions so that social investment can be sustained to support the global goal of "Education for All".

- *Philips SchoolVision*³ is a dynamic lighting system with pre-programmed light scenes that enhances the learning environment and contributes to the well-being of children and teachers.

² Visit the site of Nokia MoMaths (<https://projects.developer.nokia.com/Momaths>); and read more on this project (www.un.org/en/ecosoc/innovfair2011/docs/nokia.pdf).

³ Visit the official site of the Philips SchoolVision system (www.lighting.philips.co.uk/application_areas/school/schoolvision/index.wpd); and read more on this project (www.un.org/en/ecosoc/innovfair2011/docs/philips.pdf).

SchoolVision lighting is a lighting system, which allows both the intensity and the colour temperature of the light to be adjusted to suit the activity in the classroom. Using a control panel, the teachers can tailor the lighting in the classroom to suit what they are doing at the time. They can choose between the “energy”, “calm”, “standard” or “concentration” settings. “Energy” corresponds to the light on a clear summer’s day, whilst the “calm” setting recreates the gentle light from the evening sun.

Non-governmental organizations

- The *Ak’ Tenamit’s*⁴ Teacher/Student Teaching Model is an adapted curriculum designed specifically to eliminate the critical barriers faced by rural, indigenous Guatemalans. The curriculum is designed to provide an alternative to the Guatemala education system, which, through a lack of schools, culturally-appropriate material, and economic obstacles, has isolated rural communities.

Ak’ Tenamit has, for years, worked to push the greater education system to take into account all realities and to recognize that a universal curriculum, designed for the country’s powerful, urban and non-indigenous minority, creates little opportunity for the rural, indigenous majority to develop. Therefore, the non-governmental organization designed a rural-appropriate system, teaching relevant material and skills that directly respond to the reality, challenges and potential, rural job market from which its students come.

⁴ Visit the site of Ak’Tenamit (<http://www.aktenamit.org/>); and more on this project (www.un.org/en/ecosoc/innovfair2011/docs/aktenamit.pdf).



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- The *World Innovation Summit for Education (WISE)*⁵ is a global platform for building the future of education through innovation. Inaugurated in 2009 by Qatar Foundation, under the patronage of Her Highness Sheikha Moza bint Nasser, the WISE initiative includes:
 - ▶ An annual Summit, which brings together over 1,000 thought leaders and pioneering practitioners from multiple

⁵ From the Internet site of the World Innovation Summit for Education (WISE) (<http://www.wise-qatar.org/content/about-us>).

sectors worldwide to foster new collaborations and develop innovative solutions with the goal of inspiring creative change in education;

- ▶ The WISE Prize for Education, the world's first major international prize to reward an individual or a team for an outstanding, world-class contribution to education;
- ▶ The WISE Awards, which identify and spotlight six innovative projects every year that demonstrate a real and positive impact on education and societies;
- ▶ The WISE Publications. The first WISE publication, *Innovation in Education: Lessons from Pioneers around the World*, raises awareness of successful high-impact projects throughout the world and encourages their replication and expansion;
- ▶ Learners' Voice that aims to encourage students (aged 18 - 25) to make their voices heard. They play an active role in the WISE Summit and are also involved in WISE on a year-round basis;
- ▶ The WISE Haiti Task Force that brings together innovators and successful projects to contribute to rebuilding Haiti's education system;
- ▶ The WISE Program for Education Leadership that helps prepare newly appointed education leaders from the developing world;
- ▶ The online collaborative web platform, an interactive knowledge base which offers a wide range of tools for people working in education-related sectors. It is a forum for information and inspiration, and demonstrates the action-oriented approach of WISE to promoting innovation in education;

- ▶ MyWISE, a social networking feature of the WISE online collaborative web platform, that enables the WISE community to connect and share knowledge and best practices on a continuing basis;
- ▶ *Learning World*, a weekly TV magazine program on education developed in partnership with Euronews.

- *Power Within: Learning to Lead programme*⁶ of CARE launched in 2008, enables girls around the world to complete their primary education and develop leadership skills that will empower them to work with their families, communities and countries to overcome poverty. The programme's three key objectives are: (i) increase the number of girls completing primary school; (ii) build girls' leadership skills; and (iii) advocate for the rights of girls.

United Nations system

- *UNESCO Capacity Development for Education for All (CapEFA)*⁷ translates global advocacy on the Education for All (EFA) Agenda into concrete action at the country level. It currently operates on a two-year cycle, with a total of \$13 million and provides target capacity development for EFA in some 28 countries in close partnership with its Member States and alongside international development partners.

CapEFA aims to mobilize donors and technical partners around Member States' priority EFA objectives. It recognizes the

⁶ More information on "Power Within: Learning to Lead" (<http://www.un.org/en/ecosoc/innovfair2011/docs/care.pdf>)

⁷ See www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/capacity-development/



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particular importance of multi-stakeholder forums and participatory dialogue as key to finding solutions for entrenched EFA access, quality and equity issues. These channels open up spaces for exploring the kinds of learning and delivery methodologies that can extend EFA to areas that the government has, so far, been unable to reach and, most importantly, improve quality in education provision, as well as promote personal growth and empowerment. They are also the first steps in bringing together diverse partners who, by working together, could substantially increase delivery capacity at the community level. Even the most effective States need

partnerships with local NGOs, community organizations, the private sector and education research foundations. The scope and number of such partnership arrangements are expanding in CapEFA countries.

- The *United Nations Children's Fund (UNICEF)* showcased initiatives that covered innovative product inventions, partnerships and new uses for ICT. The initiatives enable and assist adolescents and young people from different countries and cultural backgrounds to improve their learning environment infrastructure and to increase interaction with, and through, ICTs.

The UNICEF Supply Division showcased initiatives from the finalists and the prize winner of the INDEX awards⁸ on design for innovation in education products and presented new appropriate technology developments to support Child Friendly Schools. The INDEX aims to find design solutions to the problem of lack of adequate quality education infrastructure and facilities, particularly school furniture for students. The INDEX challenge centres around three sub-themes: improved education facilities; sanitation and hygiene; and gender parity in education. The prizewinners designed a portable desk and chair that can be folded to carry as a backpack. A prototype was built to be displayed in the exhibit.

The UNICEF Private Sector Partnerships presented the following projects:

⁸ The INDEX is a Danish-based, nonprofit organization established in 2002. INDEX Design Challenge asks design and business students, as well as cross-disciplinary student teams, to develop design solutions for better education and education environments in developing regions. The winner is awarded 100,000 Euros.

- ▶ *Imagination Playground*⁹ by Rockwell Company is a breakthrough play space concept conceived and designed by architect David Rockwell to encourage child-directed, unstructured free play. Giant foam blocks, tubes and mats are used to release creative potential for children. The design shows promise for use in creating safe spaces for children to play for example in refugee camps where the children's important need for developmental play is often overlooked.
- ▶ In the context of the child-friendly "*Schools for Africa*"¹⁰ initiative, UNICEF is working with governments, local authorities, communities and other partners in 11 of Africa's most needy countries, including Angola, Burkina Faso, Ethiopia, Madagascar, Malawi, Mali, Mozambique, Niger, Rwanda, South Africa and Zimbabwe to create those conditions that will attract children to school, keep them there and provide them with a safe and protective environment, where they can learn and play. The focus is on helping the most disadvantaged: orphans, children living in extreme poverty and girls. Scalability and sustainability are key elements of the campaign.
- ▶ Together with UNICEF, MTV developed the "MTV Ignite" campaign that challenges young people to ignite a movement to stop the spread of HIV/AIDS, specifically in Kenya, Trinidad and Tobago and Ukraine. Ignite used radio spots and interviews with cast members and funding partners to encourage viewership as well as the campaign's messages.



UN Photo, Jean-Marc Ferré

- ▶ "Fairy Vitaminka" was displayed as a new learning tool product for Russian-speaking populations. This included a storybook and calendar to educate children on HIV and assist in taking anti-retrovirals.
- ▶ The "Lifeplayer", an MP3 (media player), delivers sustainable access to information, using robust solar and crank-powered radios. It is the first educational tool engineered specifically for the humanitarian sector to overcome these barriers and is equally valuable for development and emergencies. "Lifeplayer" is created by Lifeline Energy with its subsidiary, Lifeline Technologies Trading Ltd., a UK, US and South

⁹ Visit the official page of Imagination Playground (<http://imaginationplayground.com/>).

¹⁰ See www.schoolsforafrica.com/aboutsfa/index.htm.

African non-profit social enterprise that provides sustainable access to radio and light to those most in need: vulnerable women, children and refugees.

The UNICEF Youth Section showcased the following ICT based projects:

- ▶ The “*Connecting Classrooms*”¹¹, which is an innovative online programme that brings together classrooms around the world to create learning opportunities, dialogue and debate around key global issues, including global health, food and agriculture, and climate change.
- ▶ The “Digital Citizenship and Safety Project” are two youth friendly videos around the main digital safety risks, namely, cyber-bullying and suggestive self-exposure.

¹¹ See www.connectingclassrooms.net/publicfacingpages/about-connecting-classrooms.

- The *school feeding of the World Food Programme (WFP)* provides an important opportunity to assist poor families and feed hungry children. These programmes have the potential to combat hunger and support nutrition through micronutrient-fortified food and deworming. They can provide an incentive for poor families to send their children to school—and keep them there—while improving their children’s education. These programmes can be targeted to benefit the most vulnerable, especially girls and children affected by the Human Immunodeficiency Virus (HIV).¹²

¹² See <http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp204667.pdf>; <http://www.un.org/en/ecosoc/innovfair2011/docs/wfp.pdf>.

2 Ministerial Round Table Breakfasts



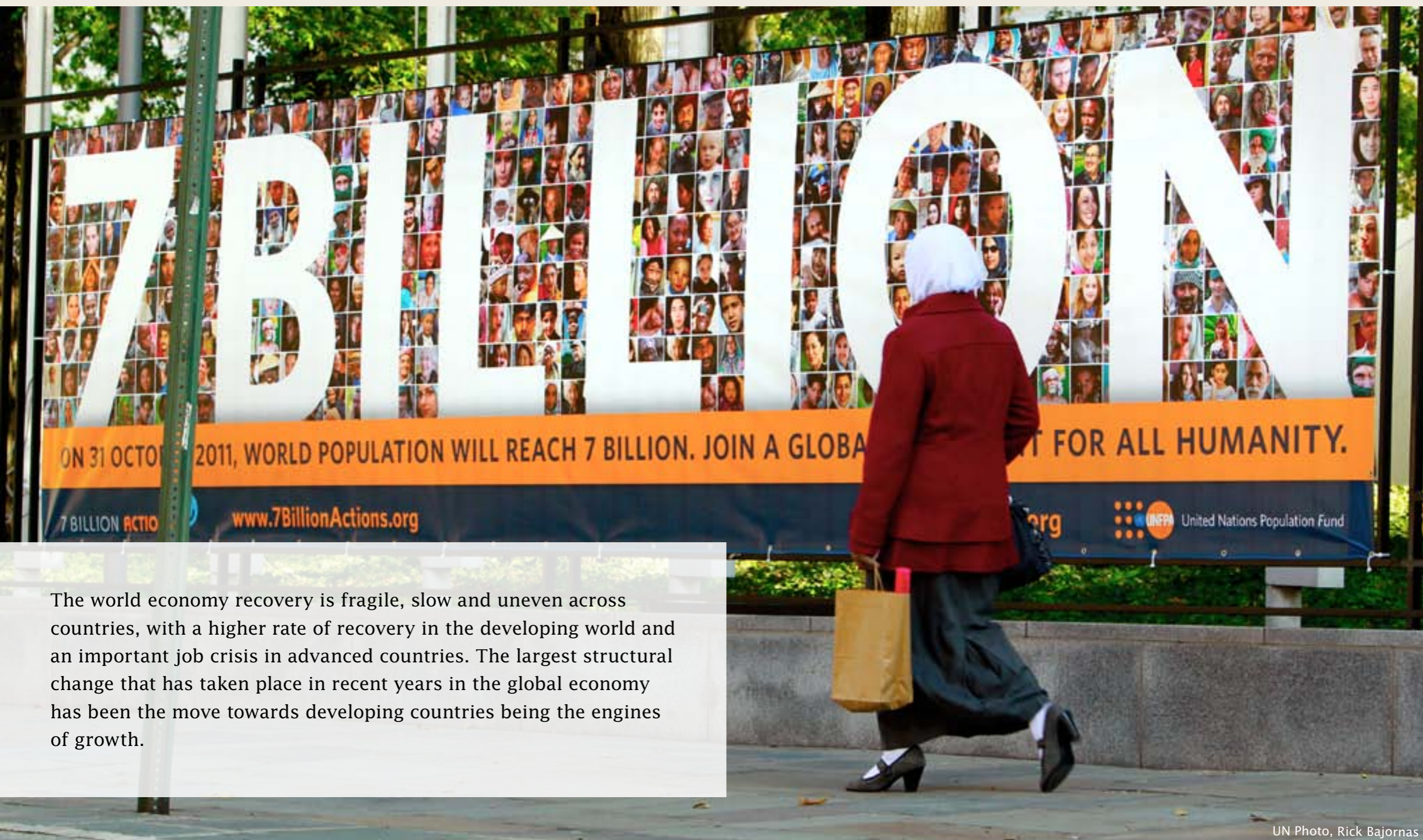
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The World Economy and the Millennium Development Goals (MDGs)



©ILO/Dutta B.

1 Accelerating High-level policy dialogue with the international financial and trade institutions on current developments in the world economy



The world economy recovery is fragile, slow and uneven across countries, with a higher rate of recovery in the developing world and an important job crisis in advanced countries. The largest structural change that has taken place in recent years in the global economy has been the move towards developing countries being the engines of growth.

Developed countries have been greatly affected by the crisis and the World Bank projects a slow- to medium-term recovery, at best. In terms of developing countries, there has been a switchover of locomotives in the global economy, although developing nations still lag behind in the technology arena. The growth in South-South trade and other links, the expansion of the middle class and the role of ICT in facilitating technology transfer suggest an increase in domestic consumption and a lower dependence on that of developed countries.

Policy challenges

Governments must (a) focus on supporting employment, structural change and productivity growth; (b) be cautious not to embark prematurely on fiscal austerity policies; (c) understand that efforts will only have effect with international policy coordination; and (d) ensure availability of resources to developing countries, while recognizing that many of these are taking austerity measures. China recognizes that one of the main challenges in the global economic agenda continues to be North-South imbalances, paucity of development financing and the absence of a coordinated policy response.

Sustainable development

The global economic situation is being defined by ecological change, social and political developments, which make it all the more important to institutionalize efforts towards sustainable development, as “the world cannot afford inaction”. At the Rio+20 Summit in June 2012, in Rio de Janeiro, it will be necessary to make progress towards putting the global economy back on the path of sustainable development, which requires technological and social transformations, as well as large investment in developing countries,

to ensure environmental sustainability and mitigate and adapt to climate change.

Trade

Trade has rebounded strongly from the economic crisis but the recovery is uneven. The World Trade Organization (WTO) has the role of addressing challenges, namely: monitoring of worldwide trade on an ongoing basis; adjusting trade rules to address current concerns, particularly attempting to reap early benefits for LDCs from the stalled Doha Development Round; and addressing the disconnect between benefits of trade opening for developing countries and their capacity to use it, in which the “Aid for Trade” initiative is of particular importance. The “Aid for Trade” programme, with a focus on women, youth and marginalized communities, is intended to build linkages with global value chains. On the APEC agenda, a high priority has been given to trade and investment, particularly addressing the next generation of innovation and global supply chain initiatives, reducing subsidies for fossil fuels and increasing regulatory cooperation.

Risks

There are several risk factors, such as openness of the global economy, protectionism and high commodity prices, which threaten the livelihood of the poor and deepening poverty. It is important to make sure that growth is socially sustainable without hindering incentives for higher production. The most imminent risks, especially for poor countries, include inflation, protectionism, high food and energy prices, and the perception among developed countries that their dire job situation is connected to the higher growth in developing countries, which creates political turbulences and

uncertainty. There is a need for a cautious monitoring of inflation trends and avoiding risks of excessive monetary tightening.

Key messages

Economic recovery is slow but unevenly distributed, with a more positive outlook for developing countries than for the developed ones. Some of the most imminent risks that developing countries face are inflation, protectionism and the negative effects of rising food prices. There has been a shift in the global economic scenario, with emerging economies, particularly in Asia, driving trade and economic growth and more intense South-South linkages. ECOSOC should play a more visible role in global economic governance and explore ways to change its current interaction with the G20. International transfers will play a key role, given the limited capacity of developing countries to mobilize long-term financing.

Recommendations

In the long run, ECOSOC must be transformed into a more relevant, operational, visible and prominent forum for debating global policy and promoting coordination, coherence and accountability. In the short run, having its discussions focus on results rather than on projects and aspirations that all members share can increase the political visibility of ECOSOC.

Incorporating the G20 into ECOSOC in a “Global Green Room” format could help to address shared issues and multilateralize economic

governance. However, ECOSOC should drive its own agenda instead of limiting itself to a responsive role to that of the G20. ECOSOC should also focus on issues, such as the impact of natural disasters on economic recovery. The G20 and ECOSOC should focus on improving coherence among ministries, as differences at the national level are reflected in dealings with international organizations.

The comparative advantages of the United Nations and the G20 are that the G20 has the advantage of leadership and efficiency, while the United Nations has legitimacy. ECOSOC should be a forum where members of the international system and the G20 report their progress based on an established agenda and their respective mission statements. ECOSOC should consider hosting a meeting with the G20 and should include a permanent item on its agenda on issues being dealt with by the G20, and the G20 should do likewise regarding the social and economic issues of ECOSOC.

Education represents the best strategy for development and social achievements and should be a priority for organizations. Efforts should be made to convince finance ministers to avoid cuts in education.

Developing countries should not become complacent and should use the opportunity that this global economic shift offers to improve governance and social inclusion systems, particularly gender equality, because it is “smart economics”. In reference to SMEs, microfinance, gender, education and marketing/business linkages are key areas needing support.

CHAIR



MODERATOR



PANELLISTS



2 Promoting sustained, inclusive and equitable growth for accelerating poverty eradication and achieving the MDGs



The link between economic growth and poverty reduction is irrefutable. There has been significant success in recent decades in reducing poverty. In 1980, for example, 1.5 billion people were living below \$1 per day; by 2005, the number had been cut to 850 million. Advances in real income, moreover, may be underestimated in consumption surveys, as access to many items, such as electronic goods, has increased much more quickly among the poor than poverty statistics suggest.



UN Photo, Martine Perret

However, there is still much work that needs to be done and issues, such as rising income inequality, worsening environmental conditions, poor job creation and weakening social stability must be addressed quickly. Economic growth and equality are not mutually exclusive.

Market diversification

Global macroeconomic indicators, such as inflation, deficits and strong growth rates, looked far healthier than before in developing countries. While members of BRIC and other developing countries have experienced tremendous growth, the growth has been largely export led. The trade sector of economies have become large, more attention now needs to be given to the non-tradable sector, especially

with regard to employment and labour skills. With economic dependence on foreign consumers by export-driven countries, economic policies must now turn inward to address their national markets and capacities but refrain from protectionism.

Education diversification

The traditional mission of schools being viewed as preparing the best students for higher education needs to be reformed to teach a larger number of students basic skills that will enhance their global capacity and employability. To deliver better, innovative education, quality teachers must be employed. India uses incentives to attract and promote quality teachers and education in the Punjab State. The rate of youth unemployment identifies the mismatch between graduates and employers, as well as the structural problem related to globalization, where job demand is becoming globalized but the job supply is still localized. Emphasis must be placed on the importance of education and human capital accumulation to economic growth and development. By expanding opportunity for children from different socio-economic backgrounds, education can play a vital role in making growth sustained, inclusive and equitable.

Policy for growth

To assist countries to improve upon the negative employment trends resulting from increased globalization and make growth more equitable and inclusive, the international community must now focus on “smart policies” engaging in building human capital and human capacity through education, health and job training. Income inequality is a major global challenge, one demanding more attention from policymakers. Concentration is needed on the quality of growth and helping the world’s poor will require more pragmatism. The role

of policymakers is to promote an enabling environment conducive to growth and to ensure that the benefits of growth are widely shared. Trade-driven policies have had success in the past within the context of Asia in assisting many countries to recover from the financial crisis of 1997 and largely finance itself out of the 2007 crisis. The benefits of foreign trade and investment can be considerable but must also be cushioned by adequate social programmes. It is, therefore, important to pursue policies that are pro-growth, pro-jobs and pro-poor. Export-led growth policies that were promoted heavily have now resulted in questionable infrastructural integrity and unfair distribution. Along with the technical capacities to identify and implement the desired policies, strong leadership is necessary to enact those policies. Ultimately, economic growth must be balanced and politically sustainable because, in the eyes of the public, the current global growth patterns look increasingly illegitimate.

Key recommendations

Connectivity is crucial, especially in terms of linking LDCs and small landlocked countries with more prosperous areas and regions. Governments will need to close the infrastructure gap, set up adequate regional structures for development financing and attempt a more open form of regionalism by directing stimulus to

ICT, rail, port and other communication links. For many low-income countries, it would be more feasible to emphasize raising revenue instead of promoting higher growth, as well as to channel financial flows into the productive sectors. In countries that are growing, it is recommended that they leave the tax bracket unchanged but focus more on collecting taxes better and more comprehensively.

There are concerns that rising income inequality will lead to a rise in crime and conflict. The MDGs need to include an explicit objective addressing inequality. In order to address inequality, the international community must promote a high-tax, high-expenditure economic model, with generous anti-poverty cash transfers, high minimum wages, anti-discrimination legislation and cohesive affirmative action. Balance needs to be struck between markets and government, private and public sectors. However, accountability must be maintained to monitor and enforce corporate social responsibility.

As a result of the crises in developing countries, there has been an emergence of independent intellectual capacity in developing countries. This, combined with the recent crises in developed countries, has produced a major shift that has discredited the notion that the North knows best. This result could be very positive, allowing all to sit together as equals to contribute solutions to global problems that require collective thinking.

CHAIR



MODERATOR



PANELLISTS



3 Building on Istanbul: financial support for the development efforts of LDCs, including through South-South and triangular cooperation



The Istanbul Programme of Action, adopted at the Fourth United Nations Conference on LDCs in May 2011, provided a sound framework for development cooperation with LDCs over the next decade. The challenge now rested with the speedy and full implementation of commitments made in Istanbul.

Through increased partnerships, clearly defined prerogatives and effective and efficient delivery and evaluation mechanisms, financial support has the potential to drastically and sustainably boost LDCs from their current status and assist them in achieving the Millennium Development Goals.

Challenges

Besides the magnitude of the needed resources, the effectiveness of resources was equally important. A challenge faced by LDCs is to ensure that growing trade and financial linkages led to structural change and growth in those countries. LDCs are particularly vulnerable to climate change. In addition to direct economic stimulation, climate change adaptation and mitigation would require significant financing. Climate change financing is gaining traction but only a small part of it is dedicated to LDCs. Contrasting the need for more resources, aid flows continue to fall short of international commitments.

There exist major structural impediments faced by LDCs which need to be addressed, such as limited productive capacities, infrastructure gaps, and lack of human and social development and prevalence of conflict or post-conflict situations in some LDCs.

Overseas development assistance (ODA)

It is crucial to fully implement ODA commitments and to ensure debt sustainability of LDCs. Innovative sources of financing held a great potential for growth and development in LDCs but needed to be additional to ODA. While ODA will continue to play an important role for LDCs, it should be increasingly directed towards the productive sector and more in line with LDC priorities. Its disbursement needs to be more counter-cyclical. Directing ODA to productive capacities and establishing counter-cyclical assistance facilities

are vital. It is challenging for LDCs to mobilize resources in a post-crisis environment and considerable additional resources for LDCs is necessary to close the resource gap and to overcome structural impediments to economic growth and development. This involves ODA but also other private flows, such as trade-related sources, debt relief, foreign direct investment and remittances.

Aid for trade

Aid for trade is important to help LDCs build supply-side capacities and trade-related infrastructure. Aid for trade is effective, provided innovative solutions for sharing the benefits of growth and contributed to the general consistency of development policies. In particular, aid for trade supports businesses and trade support institutions, such as chambers of commerce. It might also improve dialogue with the private sector. After the Istanbul Conference, it is important to consolidate aid for trade, to make procedures more effective and to strengthen the level of aid for trade for LDCs.

Key recommendations

The common view is that the international community needs to take a more holistic, targeted and integrated approach in their efforts to support LDCs. Particularly, international support mechanisms should focus on developing productive capacities, mobilizing domestic resources and concluding the Doha Round of multilateral trade negotiations. Extensive national effort and strengthened international partnerships are necessary to help more LDCs graduate to middle-income status. South-South cooperation is an important complementary means to mobilize resources for LDCs. The mobilization of domestic and external financial resources and their effective use is crucial. Integration and facilitation remain key

for inclusive growth and poverty reduction in LDCs. Therefore, continuing vigilance towards protectionism is needed.

The World Bank's IDA facility remains the main vehicle of the Bank's assistance to LDCs, supporting 47 out of 48 LDCs. IDA has also established a new crisis response window designed to mitigate the impact of the economic crisis and protect the poor. Heavily indebted poor countries' (HIPC) initiative was largely implemented, with 32

out of 40 eligible countries receiving full debt relief after reaching their completion points. In the context of debt relief, it was also important not to limit debt relief to official debt but to also address private commercial debt of LDCs.

At the multilateral level, it is important to address the management of potentially destabilizing capital flows and the establishment of a mechanism for sovereign debt restructuring.

CHAIR



MODERATOR



PANELLISTS

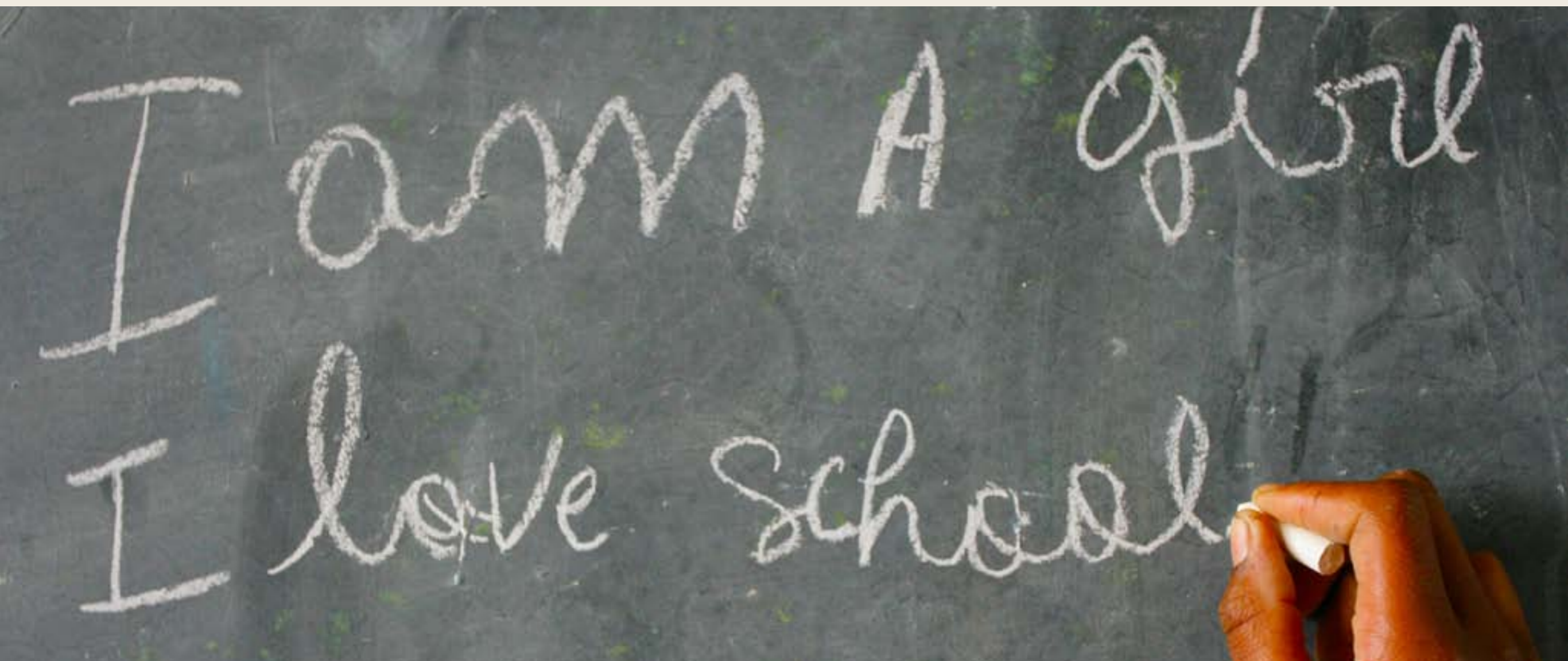


Empowering the United Nations system to act on the United Nations Development Agenda



UN Photo, Kibae Park

1 Leadership, coordination and accountability: evaluating the United Nations system's work on gender equality and women's empowerment



► Background

A panel discussion focused on “Leadership, coordination and accountability: evaluating the United Nations system’s work on gender equality and women’s empowerment” was organized as part of the 2011 ECOSOC session held in Geneva, in order to provide an opportunity for dialogue on the progress made by United Nations agencies in the mainstreaming of gender equality.

The discussion highlighted the leadership of the newly-created United Nations Entity for Gender Equality and the Empowerment of Women (UN WOMEN) in streamlining gender-sensitive policies and coordinated efforts to promote gender equality throughout the United Nations system, as called for by UN WOMEN's founding resolution and, subsequently, by the adoption of the 2010 ECOSOC Ministerial Declaration on "Implementing the internationally agreed development goals and commitments in regard to gender equality and empowerment of women."

The panel further emphasized the increased role of United Nations funds and programmes, specialized agencies, and, in particular, of UN WOMEN, in the standardization of gender-sensitive organizational norms, policies and programmes throughout the United Nations system. Furthermore, the dialogue served to express and define priorities, in order to scale up successful practices and address the remaining challenges for the development of a more comprehensive and holistic approach to the gender dimension in the works of the organization, as a whole.

► Discussion

Leadership role of UN WOMEN

One year ago, the establishment of UN WOMEN signalled a great momentum of political will for the revitalization and prioritization of gender equality and the empowerment of women. Its founding resolution comprised it with the "additional role of leading, coordinating and promoting the accountability of the United Nations system in its work on gender equality and the empowerment of women", and the entity has been honouring such commitment since its creation.

In conjunction with UN WOMEN's establishment, the adoption of the 2010 ECOSOC Ministerial Declaration on "Implementing the



internationally agreed development goals and commitments in regard to gender equality and empowerment of women” fostered an unprecedented opportunity to advance efforts in cross-agency cooperation and coherence, as well as in the mainstreaming of a gender perspective throughout the United Nations system. Both of these landmark achievements came about as part of a broader United Nations reform agenda, bringing together resources and mandates, which allow the Organization to have greater impact in the lives of women and girls around the world.

Consequently, UN WOMEN has been actively engaged in addressing the need for increased collaboration of United Nations agencies in both the normative and operational dimensions of their work. The agency’s activities and leadership role during the year since its creation have contributed to the development of more coherent and efficient ways of using the expertise, experience, resources and competitive advantages of sister agencies in advancing the cause of gender equality.

UN WOMEN has also intensified efforts to strengthen cooperation between United Nations agencies and the Commission on the Status of Women, the Committee on the Elimination of Discrimination against Women (CEDAW) and other international mechanisms for the protection of women and will continue to support their measures to advance gender equality and the empowerment of women. Furthermore, the agency has also worked on highlighting the importance of including internationally agreed principles of gender equality throughout the system’s policies and activities, emphasizing the importance of the Beijing Platform of Action, the Cairo Consensus and the Millennium Declaration, particularly with regard to MDGs 3 and 5.

UN WOMEN’s efforts in this area are critical for achieving gender equality, the empowerment of women and the reduction of poverty worldwide; yet, the entity cannot make progress alone. Additionally,

mainstreaming a gender perspective throughout the system allows the entity to reach vulnerable women all over the world by working through sister agencies in countries other than the 78 where UN WOMEN has direct presence on the ground.

Progress to date

The mainstreaming of gender equality across all agencies and at all levels of the United Nations system is critical for the progress in achieving gender equality, eliminating violence against women and empowering their participation in the social, political and economic spheres of society. Considerable progress has been made in this regard. Initiatives by UN WOMEN, UNICEF, UNDP, FAO, UNFPA and WHO, among other United Nations agencies to scale up efforts for coherence, partnerships and collaboration, including the incorporation of a gender-sensitive perspective into their agendas, strategic plans, policies and programmes, are already yielding positive results.

In this regard, joint reports, joint programming and joint programmes continue to be greatly encouraged, as to avoid duplication, enhance the effectiveness of programmes, ensure clear division of labour and make the best use of agencies’ expertise and strengths. These components, encompassing a multi-faceted and multi-stakeholder approach, are crucial to maximize the impacts of United Nations policies and programmes on the ground. It is important to note that progress in this area could not have been made possible without the political will and support shown by Member States, along with the increased willingness of agencies to leave branding behind, in order to prioritize having a greater impact on the ground.

Furthermore, coherence at the international, regional and country levels has increased by utilizing mechanisms, such as executive director meetings and the Global Inter-Agency Network for Women



UN Photo, Eric Kanalstein

and Girls, regional frameworks and regional coordinators, as well as resident coordinator programmes, respectively. These initiatives have sought to incorporate a gender perspective in all United Nations activities, keeping in mind that the greatest challenges for gender mainstreaming have been observed at the country level, where the work of agencies has the greatest interface with governmental, cultural and social norms.

Initiatives, such as H4+ (comprised of UNFPA, UNICEF, the World Bank, WHO, as well as UNAIDS), were cited as great examples of inter-agency collaboration, cooperation and coherence. *Delivering as One* was also noted as a groundbreaking approach, which has translated into increased effectiveness, strengthening of harmonized practices and greater cohesion. Furthermore, the activities of the United Nations Development Group (UNDG) have also greatly contributed to the promotion of coordination, leadership and coherence across the system.

It was also noted that examples of successful initiatives in specific programmes or areas have been underpinned by clear division of labour, development of common strategies and coherent plans, as well as increased focus on maximizing comparative advantages and great emphasis on national leadership and ownership.

UNFPA and UNICEF, for example, joined forces on their work to raise awareness of the dangers of female genital mutilation, utilizing each agency's expertise to tackle this sensitive issue. Another great example of inter-agency collaboration is the "Safe Cities" initiative, which brought similar projects previously led by UNICEF, UN HABITAT and UN WOMEN, forming a more solid and coherent initiative.

Partnerships with other stakeholders have also proven greatly beneficial. UNFPA, for example, has made great strides in partnering with faith-based organizations, in order to expand its reach at the

country level. Similarly, many agencies have boosted efforts in partnering with the private sector, benefiting not only from their financial contributions but also from their skills and management experience. This has led to enhanced effectiveness, identifying the actors better suited to contribute in specific areas.

All of these initiatives have generated valuable opportunities for wider system-wide coherence, joint gender policies and projects and it is vital to enhance the visibility of such success stories and build upon them, in order to show the outcomes and results of efforts in this area and mobilize further support and resources.

Funding

In order for UN WOMEN and all United Nations agencies to realize their full potential and fulfil the high expectations set forth by their mandates, they must count on the necessary tools and appropriate funding. It is imperative to address the challenges of inadequate financial and human resources, in order to make further progress in the mainstreaming of gender equality throughout the United Nations system.

Although the creation of UN WOMEN served as a catalyst to mobilize funding for the gender-equality agenda for its initial activities, it must strive to keep the momentum to secure stable and predictable financial resources necessary for the work of the agency.

Greater efficiency achieved through increased use of competitive advantages is a great incentive to mobilize donations for this area. Funding is, after all, a critical factor for ensuring accountability, as well as an area which can benefit from joint programmes and system-wide coherence. Cooperation, coordination and clear division of labour by agencies in areas relating to gender equality lead to the reduction of duplication, a more efficient use of resources and faster progress in specific areas targeted, which has resulted in the

development of more effective programmes, utilizing the strengths and experience of each agency. The increased effectiveness of such initiatives, in turn, has great potential for attracting additional financial resources.

Accountability

The United Nations system, as a whole, remains fully committed to strengthening accountability processes and mechanisms to adequately assess progress and gaps with regard to gender mainstreaming at all levels. As such, United Nations agencies will continue promoting support, monitoring and capacity-building programmes, in order to foster a culture of accountability and transparency.

As agencies seek to advance in this area, however, it must be emphasized that a comprehensive approach is needed. We must no longer view accountability as a mechanism of punishment but rather as a useful process for assessing gaps, while paying particular attention to incentivizing and highlighting success stories. The development of a more holistic approach to gender markers, monitoring and evaluation mechanisms can then, in turn, lead not only to the identification of remaining challenges but also to the acceleration, replication and scaling up of effective initiatives.

Additionally, it was emphasized that accountability and effectiveness are only possible, if the necessary investment in building competencies and capacities is made. Efforts focused on providing the necessary gender-sensitive tools include standardized measures and policies, training of new recruits, sensitization of managers and accessibility of staff to relevant information and e-learning materials. The United Nations system should also continue to explore innovative ways to increase accountability, including through the increased role of ECOSOC as a forum to mandate and report on accountability

measures, as well as by exploring the creation of accountability commissions for specific programmes and initiatives.

Overall, accountability was stressed as an area that has seen advances but remains a major challenge in the implementation of gender-sensitive policies. In order to achieve substantial advances in this area, we must begin to see progress in terms of improvements in the lives of women and girls, which are more difficult to measure yet, critically important to take into account. To achieve further progress in this area, United Nations agencies will continue promoting a culture of accountability, with a particular focus on the integration of gender sensitive policies in the works of the organization at all levels.

Way forward

- United Nations agencies must continue to draw from their combined strengths to support their national partners, ensuring that all actors, policies and operational activities follow a gender-sensitive perspective, in accordance with the principles of gender equality and the empowerment of women.
- Member States are urged to provide the necessary funding and continue to mainstream the gender agenda across their ministries, national institutions, national plans and strategies and budget allocation, in order to continue progress in the achievement of gender equality.
- The donor community is urged to continue and scale up their support for mainstreaming initiatives, enabling agencies to invest in building competencies and capabilities at all levels, including through the increase of voluntary unearmarked funding.
- United Nations agencies should further undertake efforts for capacity-building at the country and regional levels, as well as at Headquarters, including training for new recruits, management sensitization, the development of gender-sensitive e-learning materials and the employment of gender experts to support, monitor and evaluate efforts at the country level.
- Agencies must build on lessons learned, replicate successful efforts of inter-agency cooperation in specific countries, programmes and issues, as well as in general planning, drafting of reports, data gathering and policy development.
- UN WOMEN should continue its work to translate normative advances and standards into the operational realities.
- Accountability measures, such as gender markers and evaluations and the creation of gender units should continue being developed, while paying particular attention to efforts to accelerate, scale up and replicate successful initiatives.
- Agencies should continue the development of gender-sensitive strategic plans, coordinated country-level programmes, collection of desegregated data and effective analysis of data through a gender-sensitive lens.
- Agencies should facilitate cooperation and coherence by encouraging joint programmes, joint programming and joint reports.
- All initiatives must maintain focus on country ownership and partnerships at the national level.
- All stakeholders should promote attention to issues disproportionately affecting women and girls, as well as to issues of particular relevance to gender mainstreaming and increased system-wide coherence.

Conclusion

No endeavour by the United Nations to promote peace and security, development and human rights can succeed without applying a gender perspective; and we must see coherence, leadership and accountability and prerequisites for effectiveness in this area.

As a result, coherence and cooperation among agencies will keep on playing a key role in all activities of the United Nations system. Together, United Nations agencies will continue to promote understanding of gender equality as a core issue of cross-cutting nature, while remaining aware that efforts in this area require time, resources, patience and perseverance.

Furthermore, the key to accelerating progress in gender issues will be to continue encouraging a non-traditional outlook, which incorporates innovative approaches to the mainstreaming of a gender perspective in all policies and programmes. United Nations agencies, under the able leadership of UN WOMEN, will continue to address the remaining challenges and gaps in the incorporation of a gender perspective across the United Nations system, in order to harness full benefits of their work and expertise.

CHAIR

H.E. Mr. Abulkalam Abdul Momen, Permanent Representative of Bangladesh to the United Nations

MODERATOR

Ms. Michelle Bachelet, Under-Secretary-General, Executive Director, UN WOMEN

PANELLISTS

Ms. Ann Tutwiler, Deputy Director-General, FAO

Ms. Sigrid Kaag, Assistant Secretary-General, Assistant Administrator, UNDP

Ms. Geeta Rap Gupta, Deputy Executive Director, UNICEF

Ms. Flavia Bustreo, Assistant Director-General, Family, Women's Health and Children's Health, WHO

Ms. Mari Simonen, Deputy Executive Director, UNFPA

2 Dialogue with Executive Heads of United Nations funds and programmes: “Looking to the future of operational activities for development of funds and programmes: strengths, weaknesses, opportunities and threats”

Background

The Economic and Social Council holds an annual dialogue with the Executive Heads of funds and programmes as part of its discussions on the United Nations system’s operational activities. The objective of the dialogue is to keep under review the progress made by funds and programmes in implementing the General Assembly guidance on the United Nations system’s operational activities for development.



UN Photo, Christopher Herwig

This year's dialogue presented an opportunity to reflect on the priorities of the quadrennial comprehensive policy review of the United Nations system's operational activities (QCPR) to be conducted by the General Assembly in 2012. Ms. Michelle Bachelet, Executive Director of UN WOMEN, and Mr. Babatunde Osotimehim, Executive Director of UNFPA, joined the dialogue for the first time, along with Miss Helen Clark, Administrator of UNDP, Mr. Martin Mogwanja, Deputy Executive Director of UNICEF and Mr. Ramiro Lopes da Silva, Deputy Executive Director of WFP.

Overview

The annual dialogue between ECOSOC and the Executive Heads of the United Nations funds and programmes focused on "Looking to

the future of operational activities for development of funds and programmes: strengths, weaknesses, opportunities and threats." The discussion highlighted the challenges faced by the United Nations development system in a changing development landscape, as well as innovative solutions applied by the funds and programmes. The Executive Heads showed strong commitment to strengthen results through improved coherence, effectiveness and efficiency. Important areas that could be addressed in the upcoming QCPR of the United Nations operational activities were also recommended.

Discussion

Shifting approach in a changing development landscape

Against a backdrop of heightened risk of development setbacks and financial austerity, funds and programmes must identify the emerging opportunities and work strategically together, in order to be "fit for purpose" in the twenty-first century. New opportunities rest with the growing number of development actors and the increasing use of new technologies, which makes citizens' voices heard. The United Nations system should improve its systems to share what it knows about policies that work and to learn, in order to address the shifting needs and concerns of countries and citizens. The convening power and impartiality of the United Nations also ensure the connection between the changing development needs/solutions and global consultations.

With increasing funding constraints, United Nations support must target initiatives that have catalytic impact, for example, investment in women and girls and activities that maximize the synergies across different strands of development work, i.e., those addressing security, peace and development holistically. Countries developing new United Nations Development Assistance Frameworks (UNDAFs), the Delivering as One pilot countries, countries having voluntarily

adopted this approach, as well as countries emerging from conflict or crisis provide ground for testing innovative solutions.

The special needs of the LDCs should be addressed as a priority. United Nations operational activities should continue to focus on the LDCs, in order to strengthen national capacity. The slowness and inefficiency of national systems in LDCs are often times used as a pretext for not using them. It is, therefore, critical to improve national systems rather than bypass them. On the other hand, the United Nations must be reminded that the middle-income countries (MICs) are home to the largest vulnerable population. The needs of MICs should not be forgotten. Resources raised domestically are of primary importance in those countries.

Reinforcing results orientation

The United Nations system should strengthen efforts to demonstrate results and impact. With the support of measureable indicators, the United Nations needs to explain to the public how it has taken up the challenges. In the same vein, the United Nations needs to move its agenda to improve system-wide coherence from a process to a results-orientation approach, which should be reflected in the upcoming General Assembly review of the QCPR.

However, in practice, results are not always measurable. For example, it is difficult to measure cultural change. Attributing a result to a specific contribution is always challenging. Country-specific reporting is sensitive. Therefore, the United Nations system must “get the balance right”. It is important that the United Nations measure results and monitor progress in a way that does not add burden to national governments.

To maximize results, the United Nations should use normative principles agreed internationally and rigorous, evidence-based decision-making to guide its actions. It requires a more coherent



UN Photo, Sophia Paris

approach to identifying, monitoring and reporting on results at Headquarters. At the country level, an empowered United Nations Resident Coordinator (RC) is critical. By recognizing and utilizing the comparative strengths of respective agencies, the United Nations country team (UNCT), led by the RC, can achieve the greatest and more efficient results.

At a time when the United Nations has fewer resources, achieving results more efficiently requires organizations to rely on each other and recognize/apply comparative strengths, through mutual learning, building partnerships and streamlining processes. However, there are administrative and human resources hurdles. Initiatives to reduce such obstacles, for example, joint workplan and harmonization of business practices should be given continuous support.

In fact, the United Nations system organizations have achieved notable progress in working together in the field, for example, in the area of maternal health, but clear tools and indicators are needed to show that global commitments were translated into specific actions and results. In this connection, Member States also need to coordinate with each other, to ensure that development assistance works best.

Building partnerships within, and beyond, the United Nations for greater results

Partnership with all actors is of paramount importance for a nimble and effective United Nations system. Partnerships need to build on national leadership, comparative advantage and MDGs. Other actors, including the emerging economies and foundations, play an increasingly important role in development cooperation.

The business models of the United Nations should be reviewed in this context. The United Nations organizations should conceive their support as part of the comprehensive development challenge and not as “individual champions of bits of the development agenda”. Small operations lead to thinly distributed resources, leaving little space for policy dialogue.

Partnership within the United Nations system has shown great value in addressing cross-cutting challenges. Supporting gender equality and women’s empowerment offers a tremendous opportunity for the United Nations system to work collectively. Essential for collective success is the development of effective leadership and accountability, which requires strengthened partnerships, joint programming and adequate and predictable resources.

Nutrition is another area where collaboration has been successful. United Nations system organizations used to work alone, leading to unsustainable and unsystematic nutrition programmes. Changes

are under way. REACH, a facility to bring all stakeholders together to combat child undernutrition, is a success story of partnership. Each agency under REACH focuses on what it can do best, leveraging its core competencies and comparative advantages. The breath and depth of United Nations presence, as well as the complementarities of its mandates, ensured the success of REACH.

Joint programming has many advantages. Experiences from joint programming on gender equality among United Nations system agencies show the potential to bring implementing partners closer and thus, avoid the situation where United Nations agencies and line ministries work in silos. Joint programming also leads to greater national ownership and better alignment with national priorities. At the same time, it is important to evaluate more systematically the impact of initiatives in bringing agencies together to contribute to gender equality. UN WOMEN is making efforts in collaboration with other United Nations organizations to undertake a joint evaluation of joint programming. UNFPA is also investing in strategic partnerships and, at the same time, improving its evaluation, monitoring and oversight so as to enhance accountability.

Improving funding system and allocation

The results and impact of the United Nations system cannot be achieved without adequate and predictable funding. The fact that the United Nations continues to rely primarily on the contribution of 10 donors raises an alarm. All donors, as well as emerging economies and other actors, can play a more important role in contributing to the core activities of the United Nations. On the other hand, the United Nations system should pay greater attention to the effective use of resources.



UN Photo, M. Wild

The challenges posed by the imbalance between core and non-core funding are many. United Nations system's funding is, to a larger extent, earmarked. It limits the flexibility to serve the populations whose needs are unmet. Earmarked funding is also supporting smaller scale interventions. These should be addressed in future discussions in relation to improving outcomes and results.

Funding allocation is suboptimal. Gender equality remained underinvested. The United Nations must increase significantly the priority it gives to investments in the area of gender equality. Gender markers should be institutionalized across the United Nations system to enable it to account for its support to gender equality.

Ways should be explored to fund the cost of coordination. Coordination is important but underfunded. However, there was a perception that the current coordination costs are high. Some donors are not willing to fund coordination functions, which have an impact on the functioning of the Resident Coordinator system (RCS). UNDP is making efforts to bridge the gaps. Cost-sharing among United Nations agencies is a way to fund the RCS.

One United Nations Fund and the MDG Fund (MDG-F) are modalities conducive to joint programming among United Nations system organizations. However, these funding modalities are subject to uncertainties. It was felt necessary to set aside funds to provide incentive for coordination. Regardless of such funding, funds and programmes should remain committed to coordination.

Strengthening TCPR implementation and QCPR preparations

There is a need to accelerate the implementation of the 2007 Triennial Comprehensive Policy Review (TCPR). Specialized agencies should be engaged more closely in the follow-up to the TCPR. With one year left for implementation, areas where progress can be achieved more easily should be identified.

The QCPR should take some distance from a process-oriented approach and focus on results. This can be done by using evaluations to identify how the processes can make an impact. The QCPR should also take into account, among others, an equity-focused approach, ways to streamline UNDAF process, and ensure UNDAFs are context specific. Rational agency participation, streamlining, planning, monitoring and reporting requirements and lessons learned from the "Delivering as one" are also important.

CHAIRPERSON | MODERATOR

H.E. Mr. Gonzalo Gutiérrez Reinel, Vice-President, ECOSOC, Permanent Representative of Peru to the United Nations

PANELLISTS

Ms. Helen Clark, Administrator, United Nations Development Programme (UNDP)

Ms. Michelle Bachelet, Executive Director, UN WOMEN

Mr. Bahatunde Osotimehin, Executive Director, United Nations Population Fund (UNFPA)

Mr. Martin Mogwanja, Deputy Executive Director, United Nations Children's Fund (UNICEF)

Mr. Ramiro Lopes da Silva, Deputy Executive Director, World Food Programme (WFP)

ECOSOC's consideration of country situations: The Horn of Africa, South Sudan and Haiti



UN Photo, Sophia Paris

1 The humanitarian situation in the Horn of Africa

One day after the United Nations declared famine in two regions of southern Somalia on 20 July 2011, the ECOSOC Bureau, decided to hold a special event on the humanitarian situation in the Horn of Africa. The special event attracted high-level speakers and included the High Commissioner for Refugees, the European Union Commissioner for Humanitarian Affairs, and the Secretary-General's Special Adviser on Africa. During the debate, Member States and United Nations agencies expressed commitment and pledges of solidarity and offered assistance to those affected by the crisis.

The humanitarian situation in July 2011

Ms. Amos, Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator, highlighted the dire situation in the Horn of Africa, where at the time, tens of thousands of people had already died and hundreds of thousands more were starving. On 20 July, a famine was declared in southern Bakool and Lower Shabelle regions of Somalia and eight other regions of southern Somalia were at risk of famine. Across the Horn of Africa, 11.5 million people were in urgent need of humanitarian assistance, presenting one of the gravest food crises in the world and the numbers were getting worse. The refugee influx from Somalia into Kenya and Ethiopia continued, with an exodus of 3,500 people a day arriving in the week prior to the special event in areas of Ethiopia and Kenya. In the Dadaab camp in Kenya alone, 20,000 new refugees awaited registration and accommodation.

In terms of humanitarian financing, in July, already some \$1.9 billion had been requested, through the Consolidated Appeals Process, to provide life-saving assistance and protection to affected people in Djibouti, Ethiopia, Kenya and Somalia. Of this, less than half was funded, leaving a gap of over \$1 billion. The humanitarian community called on all to give generously. Many had already announced the disbursement of additional resources but Ms. Amos hoped that they could do more and warned that the crisis would not be a short one, as the United Nations and its partners fully expected to be dealing with the situation for at least the next six months.

Despite the many challenges—ranging from access and security to financing and bureaucratic constraints—humanitarian agencies are working hard to respond. In an effort to reach more children with life-saving interventions, the United Nations and its partners had scaled up emergency nutrition, water and sanitation, and immunization efforts to combat malnutrition and reduce disease. To expedite the delivery of

supplies into the worst-affected areas, the United Nations had started airlifting urgently needed medical, nutrition and water supplies.

On Somalia

The most affected areas of Somalia were in the south, particularly the region of Lower Shabelle, Middle and Lower Juba, Bay, Bakool, Benadir, Gedo and Hiraaan, which host an estimated 310,000 acutely malnourished children. Nearly half of the population in Somalia was facing a humanitarian crisis and was in urgent need of assistance. The number of people in crisis had increased by over one million in the previous six months. Over 166,000 Somalis had already fled the country to seek assistance and refuge in neighbouring countries since the start of the year, with over 100,000 of those fleeing since May. At the time, almost 40,000 new Somali arrivals have been registered in refugee camps in the region.

Ms. Amos warned that if nothing was done, the famine would spread to the rest of south Somalia within two months and its effects could spill over to countries across the region.

Focus of the debate

After the presentation by the speakers, the debate from the floor reminded participants that drought was not a new problem in the Horn of Africa but it was happening more often. Once-a-decade crises were now occurring every two years. In this light, many were asking why more had not been done to pre-empt this crisis, to build resilience, to put in place the resources needed and set agriculture and livestock management on a stronger footing. The humanitarian community present at the special event assured that it had been preparing for this situation and had helped build resilience through long-running projects. The current situation would have been worse if significant gains had not been made in the past.

Participants and Member States expressed their commitment to a united, coordinated and effective response, called for greater access and safety for humanitarian workers, so that more lives could be saved and pledged to increase their focus on building resilience to make communities better able to withstand future crises.

Ministerial Level Mini-Summit: The humanitarian response to the Horn of Africa crisis (24 September 2011)

In addition to the ECOSOC special event, leaders from more than 60 countries came together on 24 September 2011, during the General Assembly's General Debate, to raise awareness of the scale and urgency of the humanitarian situation. During the event, more than US\$ 218 million of new humanitarian aid was pledged by Australia, Belgium, Chile, Finland, Hungary, Ireland, Italy, Japan, Luxembourg, Norway, the Republic of Korea, Switzerland and the Russian Federation. "Together, we must act to help the millions suffering in the Horn of Africa now, and find sustainable ways to build resilience against future droughts and food crises", said the United Nations Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator Valerie Amos. "We must keep this crisis and the plight of the people suffering because of it in the spotlight. I thank the Governments who have given generously both today and over the last months."

Somalia situation snapshot as of 28 September 2011

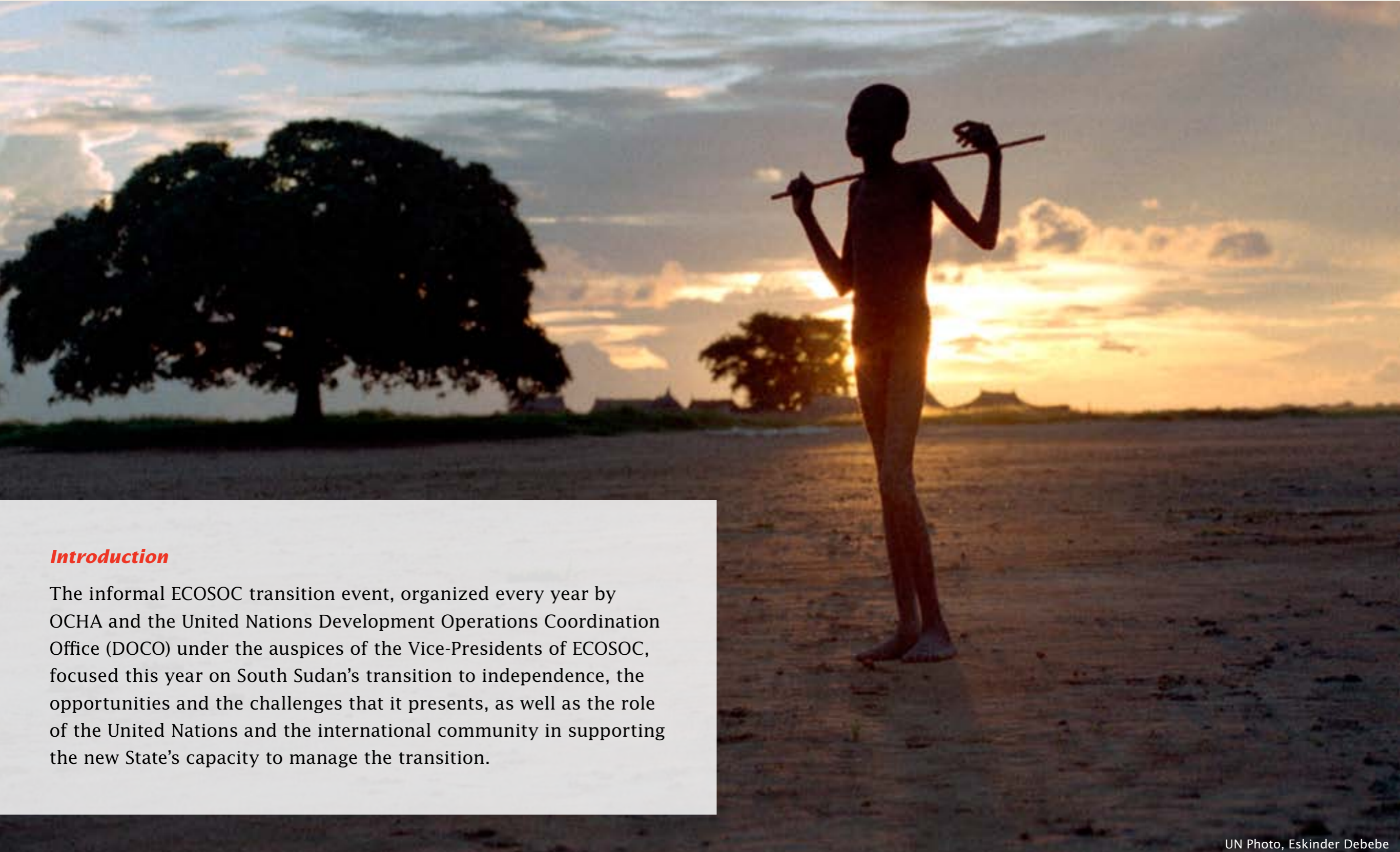
According to the Somalia Food Security and Nutrition Analysis Unit (FSNAU), four million Somalis remain in crisis nationwide, three million of whom are in the south. Of these, 750,000 people risk death in the next four months. So far, six regions in the south have been declared famine areas.

Currently, some 910,000 registered Somali refugees and asylum-seekers are in neighbouring countries, with Djibouti, Ethiopia, Kenya and Yemen hosting more than 90 per cent of them. Estimates are that Kenya is hosting some 500,000; Yemen 196,000; Ethiopia 183,000 and Djibouti 18,000 Somali refugees. Somali arrivals in Kenya continue at an average of 1,100 per day, bringing the total population in Dadaab, the world's largest refugee camp, to about 444,149. The Dollo Ado complex of camps in Ethiopia has received some 83,000 Somali arrivals already this year, at a current average of 300 new arrivals daily. The funding appeals for the Horn of Africa—requesting US\$ 2.48 billion—still need around US\$ 480 million to help the people most in need of critical assistance.

For more information about the humanitarian response to needs in the Horn of Africa visit:

<http://www.unocha.org/crisis/horn-africa-crisis>

2 Promoting durable peace and sustainable development in Sudan and South Sudan



Introduction

The informal ECOSOC transition event, organized every year by OCHA and the United Nations Development Operations Coordination Office (DOCO) under the auspices of the Vice-Presidents of ECOSOC, focused this year on South Sudan's transition to independence, the opportunities and the challenges that it presents, as well as the role of the United Nations and the international community in supporting the new State's capacity to manage the transition.

It was a historical and memorable moment—one of the first international engagements of the Republic of South Sudan.

Shifting priorities on

South Sudan, on the eve of statehood, is one of the most underdeveloped places in the world. The humanitarian situation remains very fragile. And yet, in few other places, so much has been done over such a short period as in the past six years, the interim period from 2005 to 2011. The main focus has been on relief but now the focus is transitioning to development. Similarly, priorities are shifting to service delivery and strengthening the rule of law. Providing effective security at the state and local levels is crucial. Panellists at the meeting noted the following key priorities going ahead: scaling up social service delivery, addressing remaining political issues and, finally, undertaking peace and conflict resolution/peacebuilding. The reconciliation of communities affected by years of conflict is just beginning.

Civilian capacities

The discussions took place against the background of the findings of the *World Development Report* and the recommendations of the *Independent Civilian Capacity Review*. Both place a strong emphasis on the key role of national civilian capacities to build lasting peace, requiring strong partnerships. In 2005, South Sudan had few of the capacities required for governance and security. Since then, the Government had undertaken the fastest development of public institutions in modern statehood. A number of key governmental institutions and infrastructure are now in place. However, institutions remain fragile and individual capabilities are limited. Rapid scaling up of capacity in service provision is necessary although only a fraction of public servants has education and university degrees.

South Sudan's development plan includes a three-year strategy for capacity-building. The capacity gap remains perhaps the greatest challenge facing the young nation.

South-South cooperation

Part of the strategy of rapidly addressing capacity challenges are initiatives with support from the United Nations Volunteers (UNVs), the Intergovernmental Authority on Development (IGAD) and the African Union (AU). Under the Rapid Capacity Placement Initiative, 150 specialist UNVs, including from the diaspora, are embedded in key public sector institutions. Under the IGAD Regional Initiative, 200 experienced civil servants are being deployed to core ministries. The IGAD project, supported by UNDP, is an example of South-South cooperation, as well as triangular cooperation, as Norway funds the project costs. The AU Initiative, also supported by UNDP, will see up to 1,000 technical experts from AU member States deployed to work within the Government of South Sudan (GoSS) civil service. As part of these initiatives, Kenya is contributing to capacity-building by training officers and undertaking several projects in South Sudan.

A protocol for capacity development is being developed in place, along with a compact including the donor community. It was noted by the panellists that the large numbers of populations displaced from South Sudan had the experience of living in other countries and continents. They will be returning to South Sudan with great expectations concerning the capacity of the Government to perform at an accelerated pace.

Transition

When moving towards development, the transition needs to be managed with a clear sense of direction. The Government has, indeed, established its first three-year development plan. However,

the conditions in the south do not permit closing down humanitarian operations, which will continue to be required over the first years of statehood. Southerners are returning to one of the largest, semi-peacetime movements in recent times, including more than 600,000 people on the move, with more than 300,000 having returned from the north, and another 300,000 displaced by violent conflict in the south. South Sudan represents the single biggest state-building challenge of this generation, facing this challenge with an incredibly large capacity deficit. Addressing capacity gaps was one of the key elements of South Sudan's development programme.

In 2007, humanitarian operations were prematurely closed down, which led to a whole new structure having to be set up again. This time, best practices from other countries, such as Ethiopia, Kenya and Mozambique are being studied to make this transition period successful.

The resolution on a new peacekeeping mission in South Sudan was passed shortly before the meeting. It was recognized as very important to build on existing programmes, including working with DPKO for the mission to scale up certain initiatives instead of setting up new ones. Generally, it is important to let Juba take the lead on the way forward.

International support

The panellists urged the international community to provide support, given the enormous challenges South Sudan is facing in the transition. There are five pooled funds that need to be adjusted and evolved, with need for sectoral basket funds, instruments for stabilization and a fund for humanitarian assistance. The need for speed and flexibility, including funding is crucial. Speakers stressed the importance of coordination as well the necessity to go beyond



UN Photo, Isaac Billy

bureaucratic obstacles and provide resources through existing financial mechanisms.

More support is needed to the Office of the Resident Coordinator. Smooth transitions do not happen without the Resident Coordinator/ Humanitarian Coordinator (RC/HC) offices being equipped and well supported, requiring staff and funding. The issue of the United Nations delivering as one is important in South Sudan. As a post-conflict country, South Sudan could benefit from the expertise of the Peacebuilding Commission.

Way ahead—development matters

Development matters; it has to be equitable; and it does take time. The global community has to work together in South Sudan so that the country can become a success story. For this, South Sudan needs jobs—along with an increased sense of security. The people of South Sudan need to know that being a citizen means something; that the Government is responsible, as well as responsive. That taxes and revenues are used to develop the country for all its people. There is a need for a heightened sense for the Government, together with civil society, to deliver services and security. Finally, the importance of the relationship between Sudan and South Sudan will be the key for the region.

MODERATOR

Mr. Jordan Ryan, Assistant Administrator and Director,
Bureau for Crisis Prevention and Recovery, UNDP

PANELLISTS

H.E. Mr. Gonzalo Gutiérrez Reinel, Vice-President, ECOSOC,
Permanent Representative of Peru to the United Nations

H.E. Mr. Jan Grauls, Vice-President, ECOSOC, Permanent
Representative of Belgium to the United Nations

H.E. Mr. Gier Chuang Aluong, Minister of Internal Affairs,
South Sudan (participated via video-link)

Ms. Angeth Acol De Dut, Under-Secretary, Ministry of Human
Resource Development, South Sudan (participated via video-link)

H.E. Mr. Dalmas Otieno, Minister of State for Public Service,
Kenya

Mr. Mahboub Maalim, Executive Secretary, IGAD

Ms. Lise Grande, UN Resident Coordinator/Humanitarian
Coordinator, a.i., South Sudan

3 The long-term programme of support to Haiti

On 28 July, the Council considered the report of its *Ad Hoc* Advisory Group on Haiti ([E/2011/133](#)). This report, which was based on the Group's visit to Haiti from 15 to 18 June 2011, and on meetings with Haiti's development partners, provided an overview of noticeable progress made in the country's recovery process and of the challenges that continue to hinder it.

The report was introduced to the Council by Mr. Keith Morrill, Head of the Canadian delegation to the ECOSOC substantive session, speaking on behalf of the Ad Hoc Advisory Group on Haiti. Mr. Nigel Fisher, Deputy Special Representative of the Secretary-General, Resident Coordinator and Humanitarian Coordinator in Haiti, provided an update of the situation in the country via video-link from Port-au-Prince and presented key challenges for development actors, in particular, for the United Nations system. A debate with Council Members followed, in which 13 delegations and a non-governmental organization representative took the floor. The debate took place in a context marked by the absence of a functioning Government in the country.

The recommendations contained in the report were primarily addressed to Haiti's main partners and aimed at facilitating the effectiveness of aid and recovery. In this view, the increased capacity of the United Nations presence in Haiti to play a leadership role on humanitarian and development issues was welcomed. Discussions focused on the need to concentrate efforts on increasing national capacity-building, systematizing and coordinating joint United Nations programmes and pooling resources on the ground.

With regard to the Haitian Authorities, it was recognized that much progress was made to sustain recovery efforts. The newly elected Haitian authorities should make all necessary efforts to lead the coordination of donor support and to build on existing plans, structures and programmes to avoid the "tabula rasa" effect that would create further delays. The extension of the Interim Haiti Reconstruction Commission's mandate was considered important in that respect.



UN Photo, Isaac Billy



UN Photo, Sophia Paris

Targeting urgent needs

Some areas of concern stood out in the discussions. At the political level, the promotion of constructive interaction between the Parliament and the new Government was recommended, in order to facilitate the preparations of the budget and the definition of future development plans. At the economic level, the implementation of a national policy for job creation was seen as an important step towards enhanced social dialogue.

Cross-cutting those two areas was the issue of Rule of Law, which has to prevail so as to guarantee key economic, political and social enablers in the areas of justice, security and property titles. This would facilitate the Haitian private sector development and foreign investments, including the banking sector, and would

include the underlying issue of land registration that touches all aspects of reconstruction and recovery. The Government of Haiti was encouraged to start reforms in the country, including land reform, in order to address IDP cases and provide the foundation for long-term recovery. Effective decentralization was considered key in that context.

Aligning aid to Haitian priorities

Assistance by the international community and, more specifically, the donor community, remains essential in order to keep assisting in the recovery and reconstruction of Haiti, as well as its longer-term development. The international community should also adapt its support to the priorities of the new Government, when in place, and empower Haitian ministries through capacity-building. The need for an institutional alignment between the Interim Haiti Recovery Commission and the sector tables for aid coordination established at the level of Haitian ministries was highlighted as a way to avoid the emergence of a parallel process for planning, coordination and oversight.

Echoing the complaints made by some partners during the ECOSOC Group's visit to Haiti that funding was not aligned to real needs, speakers highlighted the need for funding of long-term projects identified by the Government as priority areas, such as environment, employment and education and using national mechanisms, such as the National Education Fund. Meanwhile, civil society and international NGOs had to increasingly work in coordination with the different partners to improve implementation of recovery and reconstruction activities.

Sustaining international support

The discussions highlighted the need that Haiti remains on the international agenda and that appropriate support be provided to the

country, in particular, through a strong United Nations presence on the ground through the United Nations Stabilization Mission in Haiti (MINUSTAH) and the United Nations country team, both in Port-au-Prince and in other vulnerable areas of the country.

While improvements were noticed on the ground, speakers agreed that they were far from where the country needed to be, in order to ensure its political stability and economic and social development. Haiti, therefore, needed a long-term development vision, a crucial step in translating recent successes into sustainable progress. To this end, it was considered crucial that all political actors play their part and take the necessary steps to ensure the adequate functioning of

State institutions. A continued mobilization of the donor community in support of Haiti also remained crucial for its short- and long-term stability.

The Ad Hoc Advisory Group on Haiti will continue to monitor closely the economic and social situation in Haiti and the sustainability and effectiveness of international support to the country, with a view to presenting its findings and recommendations to the Council at its substantive session of 2012.

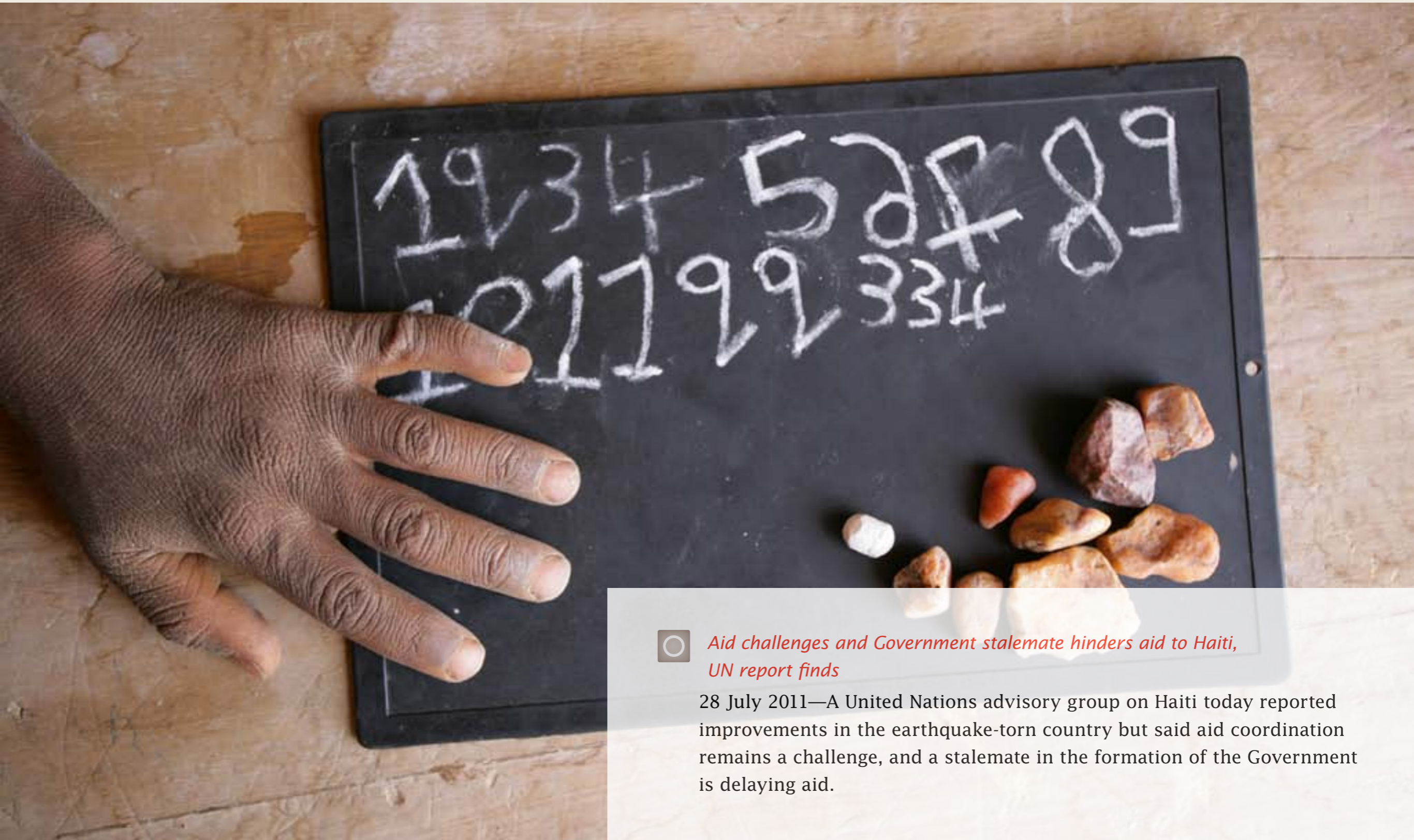
For more information about the ECOSOC Ad Hoc Advisory Group on Haiti visit: <http://www.un.org/en/ecosoc/adhocmech/haiti.shtml>

Press and communications



UN Photo, Jean-Marc Ferré

1 UN News Centre articles




 *Aid challenges and Government stalemate hinders aid to Haiti, UN report finds*


28 July 2011—A United Nations advisory group on Haiti today reported improvements in the earthquake-torn country but said aid coordination remains a challenge, and a stalemate in the formation of the Government is delaying aid.

 *Improving humanitarian assistance crucial as needs will likely rise – UN official*


19 July 2011—Given that humanitarian emergencies around the globe are likely to increase, not decrease, in the future, it is necessary to strengthen partnerships to respond adequately when needs arise, improve preparedness and ensure predictable funding, the United Nations relief Chief said today.

 *UN outlines extent of development challenges facing South Sudan after independence*


19 July 2011—South Sudan, the world's newest country, has some of the worst development indicators on the planet, a senior United Nations official said today, pledging the Organization's assistance to help the nation achieve its main goals in the aftermath of independence.

 *UN high-level forum urges greater efforts to ensure access to decent education for all*


8 July 2011—Government officials at a United Nations meeting in Geneva today called for the boosting of efforts to ensure education for all, stressing the fundamental role it plays in creating an inclusive society, reducing poverty and achieving sustainable development.

 *UN reports progress towards poverty alleviation, urges increased support for the poorest*

7 July 2011—Some of the world's poorest countries have made impressive gains in the fight against poverty, but the least developed countries still lag in efforts to improve living standards, the United Nations said today in a report showing significant overall progress towards achieving the global targets against extreme poverty.

 *Right to education must be supported with adequate resources – UN expert*

6 July 2011—Education is a fundamental human right that must be protected from economic difficulties and supported with adequate funding, an independent United Nations human rights expert said today.

 *UN Economic and Social Council shines spotlight on expanding access to education*

5 July 2011—An estimated 67 million school-age children worldwide are unable to attend classes because of financial, social and other obstacles, a senior United Nations official has warned as the world body's Economic and Social Council (ECOSOC) met to discuss how to ensure that everyone has access to a decent education.

 *High-level meeting of UN Economic and Social Council to focus on education*

1 July 2011—Making education accessible to all will be the focus of a United Nations conference in Geneva next week that will bring together representatives from governments, international organizations, civil society and academia to discuss ways of ensuring everyone has an opportunity to acquire knowledge.

2 UN press releases and meetings coverage



ECOSOC takes action on texts on South Sudan, NGOs, Cartography, Indigenous Issues and organizational matters

29 July 2011—The Economic and Social Council this morning took action on texts concerning support for South Sudan, the special consultative status of the non-governmental organization Movement against Atrocities and Repression, the dates for the nineteenth United Nations Regional Cartographic Conference, the report of the Permanent Forum for Indigenous Issues and organizational matters.

○ *ECOSOC adopts texts on social and human rights questions and on coordination issues*

28 July 2011—The Economic and Social Council (ECOSOC) today adopted a series of resolutions and decisions under its agenda items on social and human rights questions and coordination, programme and other questions. These included a decision by the *Ad Hoc* Advisory Group on Haiti after holding a discussion on long-term aid for Haiti.

○ *ECOSOC establishes a committee of experts on global geospatial information management*

27 July 2011—The Economic and Social Council today discussed economic and environmental questions, including sustainable development, statistics, human settlements, environment, population and development, public administration and development, etc.

○ *The Economic and Social Council adopts resolutions in support of the Commission on Science and Technology for Development, the Commission on the Status of Women, and UNAIDS*

26 July 2011—The Economic and Social Council today adopted a series of resolutions and decisions contained in the report on the fourteenth session of the Commission on Science and Technology for Development and the report on the fifty-fifth session of the Commission on the Status of Women. It also adopted a resolution on the Joint United Nations Programme on HIV/AIDS.

○ *ECOSOC adopts texts on Non-Governmental Organizations and Regional Cooperation*

25 July 2011—The Economic and Social Council (ECOSOC) today adopted texts on ECOSOC consultative status for non-governmental organizations and the work of the United Nations

regional commissions and held a discussion on the economic and social consequences of the Israeli occupation of Palestinian territories and the Syrian Golan under its agenda sub-item on non-self governing territories.

○ *ECOSOC adopts texts on Istanbul Programme of Action on Least Developed Countries and United Nations Institute for Training*

22 July 2011—The Economic and Social Council (ECOSOC) today opened its General Segment and took action on a series of texts, including on the Programme of Action for Least Developed Countries for the Decade 2011-2020; and on the United Nations Institute for Training and Research. It also heard a briefing from the Chair of the Peacebuilding Commission.

○ *ECOSOC adopts resolution on strengthening coordination of emergency humanitarian assistance of the United Nations*

21 July 2011—The Economic and Social Council (ECOSOC) today concluded its Humanitarian Activities Segment after adopting a resolution on strengthening of the coordination of emergency humanitarian assistance of the United Nations.

○ *ECOSOC holds panel on predictable, effective, flexible, and adequate humanitarian financing and its accountable use*

20 July 2011—The Economic and Social Council (ECOSOC) today held a panel discussion on preparing for the future—predictable, effective, flexible and adequate humanitarian financing, and its accountable use to meet the evolving needs and challenges for the delivery of humanitarian assistance, and continued its general discussion on special economic, humanitarian and disaster relief assistance.

○ *ECOSOC opens Humanitarian Affairs Segment and discusses special economic, humanitarian and disaster relief assistance*

19 July 2011—The Economic and Social Council this afternoon opened its Humanitarian Affairs Segment and heard an address by Valerie Amos, the Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator. It also held a general discussion on special economic, humanitarian and disaster relief assistance.

○ *ECOSOC discusses role of United Nations and International Community in supporting capacity of South Sudan*

19 July 2011—The Economic and Social Council (ECOSOC) this morning held a panel discussion on the role of the United Nations and the international community in supporting the capacity of the Government of South Sudan to manage the transition from relief to development.

○ *Economic and Social Council adopts resolution on policy review and closes Operational Activities Segment*

18 July 2011—This afternoon the Economic and Social Council adopted resolution E/2011/L.35 on progress in the implementation of General Assembly resolution 62/208 on the triennial comprehensive policy review of operational activities for development of the United Nations system.

○ *ECOSOC discusses future of Operational Activities of UN Funds and Programmes, and the Resident Coordinators System*

15 July 2011—The Economic and Social Council (ECOSOC) today held a dialogue with the executive heads of the United Nations funds and programmes on “looking to the future of operational activities for development of funds and programmes: strengths, weaknesses, opportunities and threats”, and a panel discussion

on “strengthening the leadership of the United Nations Resident Coordinator: role of accountability frameworks, resources and results reporting”.

○ *ECOSOC opens Operational Activities Segment and holds panel discussion on 2012 quadrennial policy review*

14 July 2011—The Economic and Social Council (ECOSOC) this afternoon opened its Operational Activities Segment, hearing a presentation of reports by the Secretary-General on overall progress in implementing General Assembly resolution 62/208, funding for operational activities for development, functioning of the resident coordinator system, and simplification and harmonization of the United Nations development system, which was followed by a panel discussion on the “2012 quadrennial comprehensive policy review of the General Assembly: Issues, process and outcome”.


○ *ECOSOC adopts resolutions on gender equality and empowerment of women, and gender mainstreaming in the United Nations*

14 July 2011—The Economic and Social Council this morning adopted two resolutions on the role of the United Nations system in implementing the internationally agreed goals and commitments in regard to gender equality and the empowerment of women, and on mainstreaming a gender perspective into all policies and programmes in the United Nations system.

○ *ECOSOC reviews mainstreaming the gender perspective into policies and programmes of the United Nations system*

13 July 2011—The Economic and Social Council (ECOSOC) today reviewed mainstreaming a gender perspective into all policies and programmes in the United Nations system, holding a panel discussion in the morning on “Leadership, coordination and


accountability: evaluating the United Nations system's work on gender equality and women's empowerment" and another in the afternoon on "Countering gender discrimination and negative gender stereotypes: effective policy responses."

 *ECOSOC holds special event to commemorate twenty-fifth anniversary of Declaration on the Right to Development*


12 July 2011—The Economic and Social Council (ECOSOC) today held a special event in commemoration of the twenty-fifth anniversary of the United Nations Declaration on the Right to Development entitled "The right to development and the global partnership for development".

 *ECOSOC opens Coordination Segment, takes up follow up to the International Conference on Financing for Development*


11 July 2011—The Economic and Social Council opened its Coordination Segment this morning and took up follow-up to the International Conference on Financing for Development. The Council heard a presentation on the report of the Secretary-General, entitled "Recovering from the world financial and economic crisis: a global jobs pact", which was followed by a general debate on the subject.

 *Economic and Social Council adopts ministerial declaration on education and concludes high-level segment*

8 July 2011—The Economic and Social Council (ECOSOC) concluded its High-Level Segment this morning after adopting a Ministerial Declaration.

 *United Nations Secretary-General tells ECOSOC extra efforts are needed to achieve all the millennium development goals*

7 July 2011—United Nations Secretary-General Ban Ki-moon this afternoon told the Economic and Social Council (ECOSOC) that the 2011 Millennium Development Goals report painted a mixed picture. On the one hand, it was clear that the Millennium Development Goals had made a tremendous difference. However, achieving all the Millennium Development Goals would require extra effort as progress was not universal, nor were the benefits evenly shared.

 *Economic and Social Council holds special policy dialogue on "Education Challenges in Africa and Least Developed Countries"*


7 July 2011—The Economic and Social Council this morning held a special policy dialogue on education challenges in Africa and the least developed countries.

 *ECOSOC continues General Debate on Implementing Internationally Agreed Goals and Commitments in regard to education.*


6 July 2011—The Economic and Social Council this afternoon continued its general debate on implementing the internationally agreed goals and commitments on education and on current global and national trends and challenges and their impact on education.

 *ECOSOC holds special panel discussion on promoting growth for accelerating poverty eradication and achieving the MDGs*


6 July 2011—The United Nations Economic and Social Council this morning heard the National Voluntary Presentation by Pakistan, followed by a special panel discussion on promoting sustained, inclusive and equitable growth for accelerating poverty eradication and achievement of the Millennium Development Goals.

 *ECOSOC reviews reports on implementing commitments in regard to education and current trends and their impact on education*


5 July 2011—The Economic and Social Council this afternoon reviewed reports on implementing the internationally agreed goals and commitments in regard to education, current global and national trends and challenges and their impact on education.

 *Economic and Social Council holds High-level Dialogue on current developments in the world economy*

5 July 2011—The United Nations Economic and Social Council this morning held a high-level policy dialogue with the international financial and trade institutions on current developments in the world economy, which was followed by a Special Policy Dialogue on Education for Sustainable Development.

 *ECOSOC holds debate on human rights, education and conflict, and hears National Voluntary Presentation by Germany*

4 July 2011—The Economic and Social Council this afternoon held a special face-to-face debate on human rights, education and conflict, and heard the national voluntary presentation by Germany. It was also addressed by Swiss President Micheline Calmy-Rey.

 *Economic and Social Council opens 2011 Substantive Session with a focus on advancing the Education for All Agenda*

4 July 2011—The Economic and Social Council this morning opened its 2011 substantive session, which will run from 4 to 29 July at the Palais des Nations in Geneva.

3 Video coverage



UN Webcast of the High-level Segment of ECOSOC

Produced by UN television

4-8 July 2011

The High-level Segment was retransmitted live on UN webcast.



ECOSOC High-Level Segment on Education for All

Produced by South South News

16 September 2011

The United Nations Economic and Social Council's High-Level Segment of the Annual Ministerial Review addressing this year's "Education for All" agenda, was held from July 4-8th, bringing in over 600 participants to Geneva, including the biggest players in the private sector and civil society; along with top UN officials to negotiate issues and ensure action toward achieving education for all.



UN Chief launches 2011 MDGs report at ECOSOC in Geneva

Produced by South South News

7 July 2011

On his first visit to Geneva after being re-elected, United Nations Secretary-General Ban Ki-moon, visited Geneva's United Nations Office to launch the 2011 Millennium Development Goals report at ECOSOC.



ECOSOC holds special session to end poverty and meet MDGs

Produced by South South News

6 July 2011

ECOSOC held a special panel discussion on pushing efforts to help end poverty and achieve the Millennium Development Goals (MDGs) by the set date of 2015; where financial and social development experts addressed issues of inequity, sustainability and inclusiveness directly impacting the success of achieving these goals.



Fragile economic growth calls for change in development

Produced by South South News

5 July 2011

Executive Heads of international financial and trade organizations informed participants attending the ECOSOC 2011 high-level Segment on “Education for All” on its second day, on the current economy and the overall state of the world economy.



UN: 67 million children deprived of education-ECOSOC

Produced by South South News

4 July 2011

67 million school-aged children are deprived of education, mainly due to financial or social hardship, in many cases stemming from poverty or armed conflict.

4 On-the-spot-interviews



A series of interviews were conducted during the High-level Segment of ECOSOC from 4 to 8 July in Geneva. See picture of the television studio of Euronews in the exhibition booth of the World Innovation Summit for Education (WISE)

World Innovation Summit for Education and Euronews (Copyright Euronews images for WISE)



Gordon Brown

Former Prime Minister
United Kingdom

“Teachers are the biggest influencers.”



Carol Bellamy

Chair of the Education All Fast-Track Initiative
Board of Directors

“Girls must have access to secondary school.”



Elizabeth King

Director of Education
World Bank

“When girls remain in school they perform better than boys.”



Pascal Lamy

Director-General
WTO

“Education is the key to reducing social inequality.”

South South News (Copyright South South News)



Lazarous Kapambwe

President, ECOSOC

“Our meeting is about creating partnerships, and trying to enlarge the space so that civil society, the private sector and the youth get more involved in the development of the curricula, the development of the school environment, and the decision-making.”



Joseph Deiss

President

65th Session of the United Nations
General Assembly

“It is important that this Council talks about education, but primarily about the economic and social dimensions of education.”



Sha Zukang

Under-Secretary-General

Department of Economic and Social Affairs

“We need to raise the public awareness, because for sustainable development we only have a beginning, we don’t have an end ... education is actually the basis for everything, for sustainable development in particular.”



Cheick Sidi Diarra

United Nations Special Adviser on Africa and High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States

“To correct the inequities, I think that more focus should be put on how to strengthen the education system in the most vulnerable countries: training the trainers, building more infrastructures, improving curricula, and also sharing the experiences of successful cases.”



Irina Bokova

Director General

United Nations Educational, Scientific and Cultural Organization (UNESCO)

“I believe that education will bring not only access to knowledge and transformation, creating knowledge-based societies, but also will bring much more justice and equity in this world where we see a lot of discrepancies and big gaps.”



Juan Somavia,

Director-General

International Labour Organization (ILO)

“We need to make sure that the education that kids get is adapted to what the demands from the markets are going to be ... the linkage between education and jobs is very important.”



Supachai Panitchpakdi,

Secretary-General

United Nations Conference on Trade and Development (UNCTAD)

“What we are telling countries is that we need to be more balanced, countries still need to be able to compete, but they also have to build up their strength when it comes to the time that there may be some turbulent external disturbances.”



Simon Willis
Vice-President
Cisco Systems

“You need to go way beyond corporate social responsibility, and engage much more wholeheartedly in employment creation, in company formation and in the education that surrounds and builds a platform under those things.”



Wendy Hawkins
Executive Director
Intel Foundation

“The most powerful way to bring to bear all of the resources that (corporations) have (is to) speak to them in terms of their self-interest—and that can apply to things as basic as being able to market their products in a country because it has an educated populous that is employed and can afford to buy them.”

Annex

Ministerial declaration of the high-level segment—substantive session of 2011 of the Economic and Social Council



“Implementing the internationally agreed goals and commitments in regard to education:

“We, the Ministers and Heads of Delegations participating in the high-level segment of the substantive session of 2011 of the Economic and Social Council, held in Geneva from 4 to 8 July 2011,

“Having considered the theme of the annual ministerial review of the high-level segment, ‘Implementing the internationally agreed goals and commitments in regard to education’,

“Recalling the high-level plenary meeting of the sixty-fifth session of the General Assembly on the Millennium Development Goals, and its outcome document,

“Reaffirming the commitments made at the World Education Forum to reach the six Education for All goals,

“Recalling the outcomes of the major United Nations conferences and summits in the economic, social and related fields, especially those related to education,

“Recalling also the agreed conclusions of the fifty-fifth session of the Commission on the Status of Women on access and participation of women and girls in education, training and science and technology, including for the promotion of women’s equal access to full employment and decent work,

“Reaffirming the leading role of the United Nations Educational, Scientific and Cultural Organization in education, including in the implementation of the Education for All action plan and the United Nations Decade of Education for Sustainable Development (2005-2014),

“Reaffirming also the right to education and the need for its full realization, and that education is essential for human development, sustainable development,

world peace, just and democratic societies and the promotion of all human rights, including the right to development, and noting that culture contributes effectively to education and development,

“Recalling that commitments made at the international level emphasize inclusive quality learning, including early childhood education, and universal access to complete, free and compulsory primary education as well as access to secondary, tertiary and vocational education and training and lifelong learning, as well as equal access to education and successful schooling for girls and women,

“Noting the progress made on some education-related development goals since 2000, particularly the significant increases in enrolment and gender parity in schooling in many countries,

“Expressing concern about insufficient progress and persistent educational inequities among and within countries, expressing concern also about the high dropout rate, especially of girls in secondary education, and stressing that access to education, including at the primary level, needs to be accelerated, particularly for out-of-school children, rural populations and people living in vulnerable situations,

“Expressing deep concern about the persistence of the gender gap in education and that, according to the United Nations Educational, Scientific and Cultural Organization, nearly two thirds of the world’s non-literate adults are women,

“Having considered the reports of the Secretary-General, the regional meetings and other preparatory processes, the national voluntary presentations and the deliberations held during the high-level segment, *“Have adopted* the following declaration:

“1. We reaffirm our commitment to the achievement of the Millennium Development Goals and other internationally agreed development goals, particularly those related to education, including the Education for All goals.

“2. We also reaffirm our commitment to realizing the right of everyone to education, and emphasize that education shall be directed to the full development of the human personality and the sense of its dignity and shall strengthen respect for human rights and fundamental freedoms.

“3. We call for a people-centred, holistic approach to the development of educational systems and for prioritizing education in the design and implementation of national development strategies, recognizing the interlinkages between education and the advancement of all the other Millennium Development Goals. We also recognize that education plays a fundamental role in creating an inclusive society and reducing inequity and inequality, as well as for achieving sustained, inclusive and equitable economic growth, poverty eradication and sustainable development.

“4. We emphasize that education and sustainable development are interlinked and mutually

reinforcing, and stress the need to recognize the important role of education for sustainable development, including as a contribution to the United Nations Conference on Sustainable Development, to be convened in 2012.

“5. We reaffirm the need to redouble efforts to drastically reduce the intolerably high number of the non-literate population, with a special focus on women, including the further implementation of the International Plan of Action for the United Nations Literacy Decade, and promote lifelong learning with the ultimate goal of preventing and breaking the cycle of low literacy and creating a fully literate world.

“6. We are concerned about insufficient progress on specific Education for All goals: quality of education, early childhood care and education, skills development and adult literacy; and call for more effective and efficient international cooperation in order to achieve those goals.

“7. We call for continued efforts by Member States to promote human rights education and training.

“8. We recognize that the international community has been challenged by multiple and interrelated crises, including the ongoing impact of the financial and economic crisis, volatile energy and food prices and ongoing concerns over food security, as well as the increasing challenges posed by climate change and the loss of biodiversity, all of which have increased vulnerabilities and inequalities and have

adversely affected development gains, in particular in developing countries. We call for enhanced cooperation and concerted action to address those challenges, taking into account the positive role that education can play in that respect.

“9. We recognize that providing quality education for children, youth and adults helps to develop the knowledge and skills that people and countries need to flourish, and that additional measures are required to improve the quality of education and to ensure positive learning outcomes for all. Therefore, we emphasize the need to promote and improve the quality and relevance of teaching and learning, including through:

“(a) Aligning education policies, curricula, training, and teaching and learning approaches with the priorities identified in national development strategies. Education and training should contribute to sustained, inclusive and equitable economic growth by developing requisite skills, in line with the labour market requirements and development needs of countries, taking into account the importance of gender equality and the empowerment of women in promoting sustainable development;

“(b) Ensuring that educational curricula, methodologies and training yield high levels of literacy, numeracy and life skills;

“(c) Enhancing teachers’ training and their continued professional development in order to improve their pedagogical capacity to conduct

student-centred lessons as well as to promote creative and critical thinking;

“(d) Improving the recruitment, deployment, retention and working conditions of teachers, raising the status of the profession, enhancing the management and leadership of schools, and ensuring an effective student/teacher ratio;

“(e) Emphasizing the importance of literacy for lifelong learning, focusing on high-quality literacy instruction in the early years of schooling and on promoting second-chance educational opportunities and adult literacy programmes, as well as recognizing the important contribution of innovative pedagogical initiatives in the area of literacy, including South-South and triangular cooperation in that regard;

“(f) Encouraging support for the development of the potential and talents of children and young people;

“(g) Encouraging the provision and mainstreaming of skills development and training in technical, technological and vocational schools, taking into account national and local development needs, and in cooperation with relevant economic actors;

“(h) Strengthening opportunities for learners to take advantage of and contribute to scientific and technological innovation, and developing strategies to increase girls’ and women’s participation in science and technology education;

“(i) Stepping up efforts to build more classrooms and improve the material conditions of school buildings and infrastructure, where necessary, as well as the quality, content and relevance of the curriculum, pedagogy and learning and teaching materials, harnessing the capabilities of information and communications technology;

“(j) Scaling up efforts to integrate the principles embodied in the United Nations Decade of Education for Sustainable Development (2005-2014) into formal and non-formal, as well as informal, education and training;

“(k) Ensuring that education, delivered in a violence-free school environment, actively supports the promotion of peace, tolerance, responsible citizenship, social cohesion, gender equality and the empowerment of women, while stressing the importance that the organization of schools, the behaviour and approach of teachers and the engagement of parents and the wider community have in that respect;

“(l) Developing gender-sensitive curricula for educational programmes at all levels and taking concrete measures to ensure that educational materials portray women, men, youth, girls and boys in positive and non-stereotypical roles;

“(m) Encouraging the use, and improvement where necessary, of learning assessment systems that allow learning progress and outcomes to be tracked at the classroom, local and national levels.

“10. We stress the importance of maternal health and education to children’s well-being, recognizing their positive impact on children’s enrolment, learning and grade progression rates, particularly for girls.

“11. We note that quality education can provide the knowledge, capacity, attitudes, skills, ethical values and understanding necessary for lifelong learning, employment and better physical and mental health, including through the prevention and control of maternal mortality, HIV and AIDS and other communicable and non-communicable diseases.

“12. We emphasize the role of education and health literacy in improving health outcomes over a lifetime, and urge Governments to ensure that health education starts early in life and that special attention is paid to encouraging, in a gender-sensitive manner, health-enhancing behaviour among adolescents and young people, especially by discouraging the use of tobacco and alcohol, encouraging physical activity and a balanced diet, and providing access to information on sexual and reproductive health that is consistent with their evolving needs and capacities, so that they can make responsible and informed decisions on all issues related to their health and well-being and understand the synergies between the various health-related behaviours.

“13. We reaffirm the importance of investment in early childhood care and education, recognizing its

potential to bolster learning outcomes in later years, as well as its particularly strong effects on reducing economic, social, gender and learning disparities, and in that regard take note of the Moscow Framework for Action and Cooperation, adopted at the World Conference on Early Childhood Care and Education, held in Moscow from 27 to 29 September 2010.

“14. We stress the need to take measures to prevent and eliminate all forms of violence in any educational setting, including gender-based violence, bullying and cyber-bullying, and recognize the need for the development of a safe and supportive educational environment, counselling and complaint and reporting mechanisms to address those issues effectively. We recognize the need to protect children and young people from other risks they face in the educational environment and encourage the taking of effective measures in that regard. We also stress the importance of girls and boys getting to school safely.

“15. We reaffirm our commitment to removing barriers, outside and within educational systems, so as to provide equitable educational and learning opportunities for all children.

“16. We reaffirm our commitment to giving greater focus to the transition from primary education and access to secondary education, vocational training and non-formal education and entry into the labour market.

“17. We encourage programmes to promote universal access to secondary education and to

expand access to quality higher education which is relevant to the needs of the labour market, in accordance with each country’s specific realities and development challenges.

“18. We call for the development of inclusive policies that ensure access to education for vulnerable children and young people often excluded from educational systems, such as the poorest children in cities and remote areas, children affected by and living with HIV, refugees and children of migrants. We call for the effective allocation of educational resources to ensure equal opportunities for children and young people living in vulnerable situations through education that takes into account diversity, local languages and mother-tongue education, as appropriate.

“19. We also call for ensuring full and equal access to quality formal and non-formal education and vocational training at all levels, including to free and compulsory primary education, and for providing educational opportunities, including in science and technology, from early childhood and throughout the life cycle, including lifelong learning and retraining, human rights education and learning, and adult and distance education and e-learning, including in information and communications technology and entrepreneurial skills.

“20. We re-emphasize the need to implement national and international commitments to closing the gender gap in education by promoting access by girls and women to quality education at all

levels, particularly the secondary level, and in all disciplines, particularly science and technology, and to promoting their academic and social achievement.

“21. We stress the importance of ensuring the availability of affordable transportation to enable all communities, particularly those in rural areas, to gain access to education.

“22. We stress the importance of ensuring that persons with disabilities, in particular children and youth, have equal opportunities to participate fully in education and in community life, including through the removal of barriers that impede the realization of their rights, and of fostering, at all levels of the educational system, including among all children from an early age, an attitude of respect for the rights of persons with disabilities.

“23. We stress the need to take effective measures to allow indigenous peoples to have non-discriminatory access to all levels and forms of education provided by States, and to promote access for indigenous individuals, particularly children and youth, to education in their own languages, when possible, as addressed in the United Nations Declaration on the Rights of Indigenous Peoples.

“24. We reaffirm our commitment to promote appropriate and targeted evidence-based measures, especially to support the poorest and most vulnerable families in overcoming multiple barriers to school entry, attendance and achievement, including through, inter alia, the abolition of

school fees, conditional cash and food transfers, school feeding programmes, textbook provision and separate sanitation facilities for boys and girls, noting the strong impact of such measures with regard to improved educational outcomes as well as the increased enrolment and retention of girls. We also encourage the implementation of programmes to improve the nutritional status of young children, to address under-nutrition in children under five and to provide adequate nutrition to schoolchildren.

“25. We emphasize the importance of promoting social responsibility and responsible citizenship by encouraging youth, the private sector and civil society to contribute positively to their societies by engaging in education-related programmes.

“26. We underline the particular vulnerability of young people to various violent ideologies and urge the appropriate authorities to provide age-appropriate education that fosters mutual tolerance and understanding, promotes peace and counters incitement to violence, including terrorism.

“27. We express concern over the persistently high levels of youth unemployment worldwide and recognize the need to design education and training programmes that improve employability and individual capacities through skills development. We emphasize the need to improve the quality and relevance of post-primary levels of education, including joint educational and skills development programmes for out-of-school children, by enhancing school-to-work transition for both youth and adults

through the development of technical and vocational education and training programmes, apprenticeships and entrepreneurship education.

“28. We stress the need to strengthen public policies for the provision of information and communication technologies for education, including the promotion of training in information and communication technologies for education that is relevant and of high quality; the incorporation of information and communication technologies in teacher training and professional development, as well as in educational management; and the use, where appropriate, of innovative new information and communication technology platforms in education that draw on advances in mobile education, open education resources and social networks, and note the need to improve cybersecurity measures and for appropriate safeguards, especially for children and young people.

“29. We express the need to overcome the urban-rural education gap and to improve access to quality education for the rural population through increased investment in and the full use of modern technologies, including the establishment of remote education systems and training, including, inter alia, sustainable agricultural productivity.

“30. We express grave concern that a large number of the world’s out-of-school children live in States affected by armed conflict and natural disasters, and recognize the special challenges faced by

those countries in meeting the education-related development goals, particularly with regard to access and quality of learning. We call for scaled-up efforts at the national and international levels to increase access to education in a safe and secure environment for children and teachers living in armed conflict and post-conflict settings, as well as those affected by natural disasters.

“31. We acknowledge that protecting schools and providing education in humanitarian emergencies should remain a key priority for the international community, and recognize that ensuring the right to education in emergency situations requires specifically designed, flexible and inclusive approaches consistent with protection needs, conflict mitigation initiatives and disaster risk reduction considerations.

“32. We stress the need to promote the right to education and the achievement of the Millennium Development Goals, in particular the education-related goals, and the Education for All goals for people, in particular children and youth, living under foreign occupation, by removing obstacles to their full realization.

“33. We note the importance of including educational service delivery in humanitarian response systems in emergencies, including in armed conflict, post-conflict situations and natural disasters. We call for continuing efforts to strengthen fund-raising for the education cluster in

the Inter-Agency Standing Committee humanitarian response system.

“34. We call for the provision in emergency situations of quality education that is gender-sensitive, centred on learners, rights-based, protective, adaptable, inclusive, participatory and reflective of the specific living conditions of women, children and youth, and that pays due regard, as appropriate, to their linguistic and cultural identity, mindful that quality education can foster tolerance, mutual understanding and respect for the human rights of others.

“35. We underline that support for education in emergency contexts should specifically address the gender-specific needs of girls in such contexts, inter alia their increased vulnerability to gender-based violence.

“36. We express serious concern that the least developed countries are starkly lagging behind in meeting most of the internationally agreed development goals, including the Millennium Development Goals, despite having made some progress towards reaching the Millennium Development Goals, particularly in the field of universal primary education and gender equality in school enrolment. We recognize that education plays an important role in eradicating poverty and hunger and in promoting sustained, inclusive and equitable economic growth and sustainable development. We call for particular attention to and well-targeted

support measures in favour of the least developed countries, in line with the Programme of Action for the Least Developed Countries for the Decade 2011-2020, adopted by the Fourth United Nations Conference for the Least Developed Countries, held in Istanbul from 9 to 13 May 2011, in order to enable them to achieve the education-related Millennium Development Goals and the Education for All goals.

“37. We recognize the specific challenges faced by the middle-income countries in maintaining progress towards their educational goals, and stress the need for their efforts to be adequately supported by the international community and the United Nations system, through various means, taking into account the needs and the capacity to mobilize domestic resources of those countries.

“38. We reaffirm the importance of national commitments to education, recognizing that each country has primary responsibility for and ownership of its own economic and social development, and that development strategies, national policies and domestic resources are critical to achieving the Millennium Development Goals and the Education for All goals. We are therefore determined to develop and strengthen comprehensive, multisectoral approaches towards improved educational outcomes and educational equity among and within countries.

“39. We recognize the need for accountability and transparency in national educational systems in

the delivery of educational services, which should ensure the efficient allocation and use of resources, including through:

“(a) Protecting and sustaining social investment in response to the ongoing, adverse impacts of the global financial and economic crisis;

“(b) Improving the transparency of decision-making and policy processes in regard to education, through greater stakeholder participation and governance, including through the increased involvement of local-level educational authorities;

“(c) Strengthening national efforts to ensure predictable, long-term financing of the educational sector.

“40. We recognize the need to enhance national capacity for strategic planning, implementation and monitoring and evaluation of qualitative and quantitative targets, as appropriate, in order to achieve the education-related goals, including through:

“(a) Improving the quality of data, including through the collection and analysis of data disaggregated by sex, age, disability, location and other relevant factors in order to, inter alia, better target marginalized communities;

“(b) Enhancing national capacity to perform regular student assessments in order to monitor overall progress in learning achievement.

“41. We reaffirm the need for donors to fulfil their commitments to education, in particular basic education, emphasizing the importance of international financing as a critical supplementary source to domestic financing. We underline that the fulfilment of all official development assistance commitments is crucial, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national product for official development assistance to developing countries by 2015, as well as the target of 0.15 to 0.20 per cent of gross national product for official development assistance to the least developed countries, and we recall the commitment to reach a level of at least 0.5 per cent of gross national product for official development assistance by 2010, and urge developed countries that have not yet done so to fulfil their commitments for official development assistance to developing countries. We call for the substantial replenishment of the Education for All Fast Track Initiative. We reaffirm the need for donor resources to be predictable and aligned with countries’ national priorities, as well as channelled in ways that strengthen national educational systems.

“42. We encourage the private sector and foundations to increase their contribution to the financing of the education sector.

“43. We urge further exploration of new innovative finance mechanisms and the strengthening and scaling up of existing ones, where appropriate, given their potential to contribute to the development of

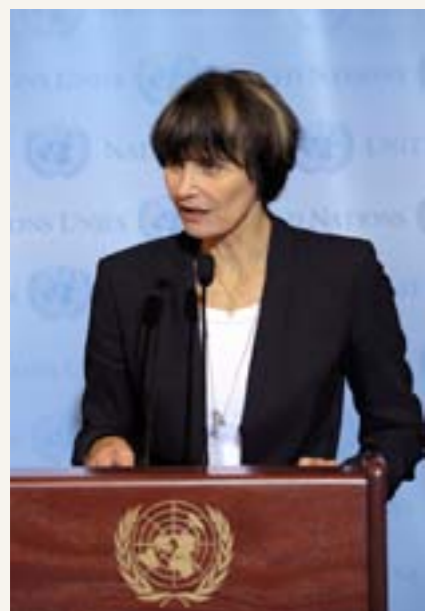
educational systems. Such voluntary mechanisms should be effective and be aimed at mobilizing resources that are stable and predictable, which should supplement, and not be a substitute for, traditional sources of financing for development and be disbursed in accordance with the priorities of developing countries and not unduly burden them. We welcome the ongoing work of the Leading Group on Innovative Financing for Development and the Task Force on Innovative Financing for Education.

“44. We reaffirm the need for Governments to take the lead in education, while emphasizing the significant progress that can be made through strong partnerships of national Governments, official institutions and local authorities with relevant stakeholders, including, as appropriate, the private sector, foundations, teachers’ unions and civil society, and highlight the importance of parents, as well as communities participating in decision-making at schools for improving the learning environment comprehensively.

“45. We call on the international community, including the United Nations system, especially the United Nations Educational, Scientific and Cultural Organization, to strengthen the coordination and implementation of existing policies, programmes and follow-up mechanisms for Education for All by strengthening regional and international partnerships and cooperation, including North-South, South-South and triangular cooperation, based on the sharing of knowledge and good practices in the education sector. In that context, we take note of the Millennium Development Goals Follow-up Meeting, held in Tokyo on 2 and 3 June 2011, and its outcomes, including the good practice list compiled by participants.

“46. We request the Economic and Social Council to continue its role in the follow-up of the progress in education-related development goals.”

Keynote addresses



UN Photo, Eskinder Debebe

Micheline Calmy-Rey, President of the Swiss Confederation

“Globalization has ushered in remarkable opportunities, but has also revealed risks of unprecedented magnitude: poverty, volatility in financial markets, climate change, global environmental deterioration, the depletion of natural resources, migratory pressures and terrorism.

These risks are interconnected, and they transcend national borders. They increase the interdependence of rich and poor countries, even as the gap between rich and poor countries widens. The per capita GDP of Switzerland is 130 times greater than that of Mozambique. The poorest countries contribute to globalization by exporting their natural resources, but derive scant benefit from it.

The situation calls for States to juggle domestic and external demand, and it raises the following questions:

- One-quarter of the world’s population consumes three quarters of its resources. How should drinking water, food, commodities, natural resources and energy resources be apportioned

affordably and in sufficient quantities to meet the needs of a global population which will soon reach 7 billion?

- How can we make development equitable?
- What form will the social justice discussion take in the twenty-first century?

National leaders must increasingly broaden their understanding of the public good as they set their policies and priorities, to make sure that their decisions do not have an adverse impact on other countries. The prospect of a “global community of destiny” or a “global risk society” is increasingly becoming a reality, paving the way for new patterns of thought.

The current climate policy negotiations are a striking illustration of the fact that a world view constrained within a national outlook can lead to a catastrophic perception of risk. In an interdependent world, rich countries must focus on facing and overcoming the risks posed by poverty, vulnerability and loss of human dignity. A change in

patterns of thought is imperative, so that rights and responsibilities can be negotiated in terms of global public goods. A global risk management approach that is at loggerheads with efforts to curb poverty cannot create the alliances necessary for success.

Ladies and Gentlemen,

We have the technologies, the knowledge and the financial wherewithal to overcome the global risks. But where climate is concerned, for example, the bottom line is whether we will succeed in bridging the gap between competing interests and forge a shared global identity. For when it comes to global challenges, there is no higher authority which can demand proof or dictate accountability.

- Who determines the nature of risks?
- Who is responsible?
- Who determines the criteria for causation?
- Who decides on compensation for affected groups?

Ladies and Gentlemen,

Every one of us, rich or poor, may be affected by global challenges. The world in which we live today is a polycentric one, where local, national, regional and global processes are linked. In an interconnected world, the decisions that one State takes have effects on the populations of other States, not only on its own. This is why we should endeavour to make our governance

model more pluralistic, by making room alongside nation-States for local governments, multilateral agencies, transnational actors, business forums, non-governmental organizations, civil society and human rights groups.

Since the Earth Summit in Rio, we have made some headway in reconciling economic, social and environmental concerns. The Commission on Sustainable Development and the Economic and Social Council have proved of some value in the quest for a stronger political consensus. But no entity has been able to serve as the platform for a new approach. International governance is still piecemeal and ineffective at a time when, more than ever, we need the following:

- A political authority capable of advancing the sustainability agenda more resolutely;
- More effective responses to States' requests for support and advice, especially from emerging and developing countries;
- An organization which can convert scientific knowledge into a basis for policy decisions;
- An organization which can harness resources and make sure that they are allocated in a more coordinated way;
- Finally, a political venue which succeeds in engaging States, the economy and society not only in discussion, but above all in action.

We need an institution which can give new impetus to help us overcome the numerous impediments now standing in our way. And if we do not necessarily wish to establish new institutions, then the way to proceed is completely to reshape existing ones. Why not transform the Economic and Social Council into a sustainable development council, which could become the forum in which we seek a new political balance? In this respect, Ms. Merkel's 2009 proposal to establish a United Nations economic council and the 2005 proposals by the High-level Panel on Threats, Challenges and Change to make the Economic and Social Council stronger and more effective are of interest. Let us once and for all take the opportunity to establish a sustainable development council within the United Nations that meets our needs and is equal to the challenges which we face.

Ladies and Gentlemen,

The Economic and Social Council is one of the six principal organs of the United Nations. It is in an unrivalled position to tackle global issues relating to sustainable development and also to environmental sustainability. Not only has it been entrusted with overseeing funds and programmes, it was also designed to provide an institutional link within the United Nations system between United Nations programmes and funds and the specialized agencies. The Commission for Sustainable Development, established in Rio in 1992, occupies an important place among the Council's functional

commissions. Its primary responsibilities are to coordinate the implementation of Agenda 21, strengthen dialogue with non-governmental organizations and other actors and make recommendations to the General Assembly through the Economic and Social Council.

Given the Council's key position, institutionally speaking, it makes sense for it to play a central role in responding to international sustainability challenges.

We propose that the Economic and Social Council should be gradually reshaped into an effective sustainable development council and that the role of the Commission for Sustainable Development should be more strongly focused on dialogue with non-State actors and on creating incentives to establish multiple-actor coalitions. This goal could be attained by establishing an executive committee.

The Council could even meet in a smaller committee, which would allow it to meet more frequently to deal with sustainable development issues.

Another valuable tool would be a universal periodic review of global sustainability. The universal periodic review is an innovative mechanism established under the resolution which established the Human Rights Council. Such a tool could strengthen international governance for sustainability. At regular intervals, it would consider the achievements of each Member State. It would be

a State-driven process that would give each State the opportunity to report on measures which it had taken. This peer review, based on the principle of cooperation, would guarantee that all countries received equal treatment. It would be interesting to see how such an instrument could be applied to the field of global sustainability and to assess its value.

Another way of making the global sustainability actions of the Economic and Social Council more effective would be to encourage States running for seats on the Council to draw up their commitments before the elections. They would thereby undertake to work towards a certain number of specific goals during their term.

Ladies and Gentlemen,

While there is a rich network of institutions which address sustainable development from a range of sectoral perspectives, the actions of the various institutions are not always well coordinated. Moreover, Member States do not always take the same standpoint. The positions of a single country may vary, depending on the institutional setting or the ministry which is putting forth a position. In other words, coherence and coordination are lacking.

There is a need, therefore, to strengthen governance in order to give new impetus to economic, social and environmental policies and to ensure their better integration.”



UN Photo, Paulo Filgueiras

Ban Ki-moon, Secretary-General, United Nations

“I am pleased to be here for the launch of the 2011 Millennium Development Goals Report. I thank all those who have worked long and hard on this excellent study.

The report paints a mixed picture. On the one hand, it is clear that the MDGs have made a tremendous difference; they have raised awareness and they have shaped the broad vision that remains the overarching framework for development work across the world, and they have fuelled action and meaningful progress in people’s lives. Hundreds of millions have been lifted from poverty; more people have access to education, better health care and improved access to clean drinking water.

Despite the global economic downturn and the food and energy crises, we are on track to meet the MDG targets for poverty reduction. Increased funding from many sources has translated into more programmes and resources for the neediest. We expect global poverty to dip below 15 percent by 2015, well ahead of the original 23 per cent target.

At the same time, progress has been uneven. The poorest of the poor are being left behind. We need to reach out and lift them into our lifeboat. Now is the time for equity, inclusion, sustainability and women’s empowerment.

Excellencies, ladies and gentlemen, investing in human capital must be our strategy and touchstone.

Some of the world’s poorest nations have made some of the largest strides towards reaching universal enrolment in primary education.

The goal now is to ensure similar results in secondary and tertiary education to make sure boys and girls have equal opportunity and to ensure that the education they receive is quality education.

On health, the targeted interventions such as vaccination campaigns have reduced child mortality. Measles-related deaths are down 78 per cent since 1990. Malaria is less deadly thanks to the wide distribution of insecticide-treated mosquito nets.

The MDG report also shows strong results on HIV prevention and treatment. I expect to see this momentum continue with the new targets and resources adopted by world leaders at last month’s HIV/AIDS Summit in New York. There is also good news on tuberculosis.

Ladies and gentlemen, we have success stories to point to, to build on and to scale up. But achieving all the MDGs will require extra effort. Even where we have seen rapid growth, as in East Asia and other parts of the developing world, progress is not universal, nor are the benefits evenly shared. Stubbornly high unemployment persists in rich and poor countries alike. And in many cases, the wealth gap is widening between the prosperous and the marginalized and between urban and rural.

Solid gains in school enrolment and gender parity hardly signal mission accomplished. The pace of education reform has slowed measurably in terms of both access and quality. The state of maternal health is also worrying. Limited access to proper care makes pregnancy a needlessly high health risk in many developing countries. Sanitation, too, leaves much to be desired. More than 2.6 billion people still lack access to flushing toilets and other basic forms of safe sanitation.

We must also recognize the real and growing threat to the MDGs posed by non-communicable diseases. This will rightly be the focus of a high-level meeting at the United Nations in September. Today's report stresses that equal opportunity for all is vital to our efforts.

Getting girls into school is a critical first step. Gender parity in primary and secondary education is still beyond reach in many regions. Moreover, enrolment disparities are notable between girls from wealthy families and girls from poorer families. This disparity is significantly greater for girls than it is for boys.

We face a similar situation with child mortality. There are huge differences in survival rates between children with educated mothers and those with

unschooled mothers. We must protect against the domino effect in which one early deprivation leads to another, and another, and another.

Excellencies, ladies and gentlemen, the agreed deadline of 2015 is fast approaching. We need a rejuvenated global partnership for development. We need breakthroughs in trade negotiations and in climate action. We need to build resilience to shocks, be they conflicts, natural disasters or volatility in food and energy prices, and we need to make next year's Rio+20 Conference a great success. Let us strive to connect the dots among water, energy, food, gender, global health and climate change so that solutions to one can become solutions to all.

Let us also look at the post-2015 picture. When the MDGs were first articulated, we knew that achieving them would, in a sense, be only half the job. We knew that too many men, women and children would go largely untouched by even our best efforts. That is why we are already working with all our partners to sustain the momentum and to carry on with an ambitious post-2015 development agenda.

The report we launch today is meant to help us meet this shared test of our common humanity. I look forward to your contributions and I thank you very much for your commitment and leadership.”



UN Photo, Paulo Filgueiras

Irina Bokova, Director General, UNESCO

“The global movement for Education for All was born 20 years ago in Jomtien, Thailand.

The vision of Jomtien was that people cannot be rich without the first of riches—an education.

Twenty years on, this vision is more powerful than ever.

The *2010 United Nations Human Development Report* shows that the fastest movers in human development over the last 40 years have been countries willing and able to invest in education and health.

Education is a human right that brings sustainability to development.

It has been recognized as an accelerator for reaching all of the Millennium Development Goals. This was not always the case.

Since the *Dakar World Education Forum* in 2000, 52 million additional children have gained access to primary education.

South and West Asia has halved the size of their out-of-school population.

Over the last 10 years, real expenditure on education has risen by 6 per cent annually across the Sub-Saharan region.

This shows what can happen when Governments put education first.

There is still a lot to do.

Some 800 million adults in the world lack basic literacy skills. Two thirds of them are women.

Enrolment has increased, but too many students leave school with minimal reading and numeracy skills.

We are not on track to reach the Education for All goals.

But we know also today the obstacles we face. We understand better where we are falling short and we know more about what works.

It is not enough to look at figures on enrolment, gender gaps, or literacy rates. We need to identify who is missing out and why.

Above all, we must innovate and come up with new ways to reach the most marginalized and vulnerable populations.

Education cannot be strengthened in isolation.

It must be integrated with health policy, with policies on cultural diversity. It must be joined with the power of new information and communication technologies to meet new demands.

This High-level Segment is a chance to act on all of this knowledge—to acknowledge the gaps that remain and to join together to overcome them. Experience shows we can do so.

Ladies and gentlemen, we must bridge several gaps to meet the 2015 goals.

First, the equity gap.

Inequalities are holding back progress—inequalities of wealth, gender, ethnicity, language, location and disability.

If we fail to reach the marginalized and to protect the vulnerable, we jeopardize our achievements.

This must start with early childhood. The earlier, the better.

This is why UNESCO organized the first *World Conference on Early Childhood Care and Education*, in Moscow last September, with some 60 ministers attending.

We are working now to implement the *Moscow Framework of Action and Cooperation*—to enhance the quality of early services.

Bridging the equity gap means quality education for all girls and women.

To this end, UNESCO launched in May a new *Global Partnership for Girls and Women's Education*, with United Nations Secretary-General Ban-Ki moon, the Prime Ministers of Mali and Bangladesh and the US Secretary of State Hillary Clinton.

This initiative works with private sector companies to focus on girls' secondary education and women's adult literacy.

Equity means also protecting education in conflict situations.

UNESCO's *2011 Global Monitoring Report* on "The Hidden Crisis: Armed Conflict and Education" shows that 40 per cent of the world's 67 million out-of-school children live in only 35 conflict-affected countries.

We must send a message to perpetrators that attacks on education will not go unanswered.

We must act on the ground.

This is why UNESCO is running the largest education programme today in Afghanistan, reaching some 600,000 learners in 18 provinces.

This is why we lead in Iraq on teacher training, curriculum development and the rehabilitation of higher education.

The same goal has led the UNESCO Office in Iraq to launch a *Literacy Initiative* to reach some 5 million illiterates by 2015.

We know that literacy is a development multiplier.

We know that the foundations for literacy lie in quality schooling and quality "second chance" programmes.

Quality is the next gap we need to cross.

Far too many learners leave education with skills that are not relevant.

We must understand the causes of poor learning outcomes and how to improve the relevance of all learning.

To this end, UNESCO supports countries in diagnosing and monitoring the quality of education systems.

Improving quality means also making national priorities of teacher education, training and recruitment.

This is the objective of UNESCO's 10-year *Teacher Training Initiative for Sub-Saharan Africa* (2006-2015).

All of this requires political will. All of this calls for resources.

This means we must bridge also a financing gap.

Aid disbursements to basic education have stopped increasing for the first time since 2000.

Even if developing countries maximized their own resources, an annual gap of US\$ 16 billion for low-income countries would remain to reach Education for All.

Current aid levels are insufficient.

Governments must act—to invest out of the crisis through education.

The international community must act—to meet the commitments it has made.

The importance of innovative financing lies here, as do new partnerships with the private sector.

Excellencies,

We can bridge these gaps if we work together better.

This means strengthening coordination between the Education for All convening agencies, and with partners like the International Labour Organization and the World Health Organization, to strengthen the close links between health and education. We are establishing cooperation with UN WOMEN to bridge the gender gap in education.

Less than four years away from 2015, we cannot accept business as usual. I will not accept it.

I am positive we can engage in a new global solidarity compact, and start setting the agenda today for after 2015.

But this means we must act now—to renew our commitment and to sharpen our focus on bridging key gaps that remain.”



UN Photo, Paulo Filgueiras

Gordon Brown, Former Prime Minister of United Kingdom¹

“The world is in danger of sleepwalking through one of the greatest injustices of our times. Despite all the promises made to the world’s children—the pledges made and targets set by the international community—today nearly 70 million children are denied a place at school.

Even worse than this abject failure to keep our world is the shocking reality that, despite our promise to get every child into basic education by 2015, on current trends the number of children out of school four years from now will not have gone down but gone up to 75 million.

This assault on opportunity is the second great economic crisis of our generation. The first economic crisis was the failure of our banks and the subsequent devastating impact on the world economy. The second crisis is of millions of young people uneducated not because they are uneducable but because they are unnoticed—and now joining the biggest ever army of young unemployed in a global epidemic, with the projection that over the years to 2025, nearly 1.5 billion young people will suffer a prolonged period out of work.

¹ Text of distributed statement. For audio-video of the statement, please visit: <http://www.unmultimedia.org/tv/webcast/2011/07/gordon-brown-keynote-addresses-high-level-segment-2011-ecosoc.html>

The consequences of that profound social failure will make this year’s youth uprising in Egypt and Tunisia look like the opening salvo of a wider generational battle for justice for the world’s young people.

I believe our failure to meet our promise on education is not the biggest denial of opportunity the world has ever seen, but also a profoundly immoral neglect of our most vulnerable citizens—one that should trouble the conscience of all nations. We made an explicit pledge to the world’s children that we would create school places for them as part of the Millennium Development Goals. With each day that goes by we are breaking the trust we asked them to place in us: we are demonstrating that we cannot be relied upon to honour our word. In the course of this campaign I have met young people from the remotest part of Tanzania, to the worst city slum of Delhi, and everywhere they ask me why they cannot go to school: why are there still no teachers, no school buildings, no computers or books?

I believe that the promise we made to the world’s children must come first. When you break a promise to an adult you might disappoint them, and perhaps even harm their material well being. But when you break a promise to a child you risk damaging them

forever, destroying their faith in the human spirit and their hope in life itself. You create an attitude of cynicism that is almost impossible to reverse.

And the world is not even breaking its promise with the heavy heart, with expressions of regret and remorse, but doing so in a manner that is casual, almost glib. It is hard but inevitable, we are told—everyone is suffering and we must all tighten our belts. But I believe we are better than this.

So for me it is absolutely essential that we build on recent successes of getting many more millions of children into school through smart aid and debt relief. And it is essential too that national governments do their bit to make sure that all children, rich and poor alike, have a chance at getting an education, just as Western Cape Province has done so successfully in South Africa.

We've developed some of the talent of some of the children for some of the countries; now we need to develop all of the talent of all of the children of all the countries.

And I believe this not only because it is a moral imperative, or merely as a means to avoid calamity in the future: it is also a way to build a stronger and more prosperous world for everybody. Education is the key to ending poverty and increasing global growth. Educated people are more likely to get jobs, stay AIDS-free, immunize their children and build the businesses that lift their families and their communities out of poverty.

We can achieve education for all without breaking the bank. We spend about \$100.000 in Britain and in America to educate a child from their infancy to their teenage years. In Africa the average spending is \$400. In other words, 250 times more is spent on the British child than on the African child. We collude in crippling the life chances of Africa's children and then we blame them for a continent-wide lack of technology, industry and productivity. The 13 billion extra a year we need to fund Education for All—to get every child into school by 2015—is the equivalent of investing less than 5 cents a week in those children. This small price is tiny relative to the huge human and social cost of not investing in the next generation.

Those of us engaged in this fight are always prepared to answer the cynics who claim the world has already been overgenerous in aid. Or indeed that aid does not work. The fact is that a mere \$10 a year goes in aid towards the education of the average child in sub-Saharan Africa: the equivalent of just 20 cents per week—or 4 cents for every school day. No one can say that aid does not work when only 4 cents a day is spent trying to educate an illiterate child. The plain truth is that real aid has not even been delivered and found wanting: it has not been delivered.

Nor do I believe there is a fatigue in giving by the people of the world, or a retreat into individualism or selfishness because of the recession. In fact, the

willingness of the public to share in hard times has never been stronger. The British charity Comic Relief, under the leadership of Richard Curtis and Emma Freud, recently held a public appeal that broke all records, and charitable giving has increased in many other areas, providing that the generosity and altruism of ordinary people is often sharpened by a climate where everyone is suffering hardship. We sometimes see the world through an entirely different prism when an economic downturn strikes: we feel an insecurity, see our own frailty in others more clearly, and as a consequence our sense of togetherness and community grows.

Now is the time for the public, whose demands that we improve the lives and prospects of the world's poor are getting louder, to throw down the gauntlet to governments to honour the promise we made at the turn of the new millennium.

The leadership on this issue provided by Sheikha Mozah, the UN Special Envoy for education, has been truly inspirational. In the coming months my colleagues at the Global Campaign for Education and I will be launching an unprecedented coalition of faith groups, business leaders, civil society organizations and ordinary members of the public to support her—combining fund-raising, political action and ways for people to provide education directly, and I'm particularly delighted to be co-convening GCE's High-level Panel with my good friend Graca Machel, whose lifelong commitment to education is absolutely unwavering.

We hope you will join us, because getting the children of the world into school is not just a noble aim; it's a deliverable result. The prize of a generation is within our grasp.”



UN Photo, Jean-Marc Ferré

Simon Willis, Global Vice-President, Cisco

It's an honour and a privilege to continue the partnership that we have with the UN, UNESCO and with the United Nations Girls' Education Initiative, which we've been very closely involved in, by participating in this morning session. Adding just a few brief comments about what we have learned from our own experiences in education from the private sector perspective. My company, Cisco, does networking. About 60 or 70 per cent of the Internet runs over things that we make. We specialize in distributive networking and collaboration. Many years ago we met a challenge in the field of education, which was that there were insufficient engineers educated to keep up with the expertise demand that the proliferation of networks required. So, we started a programme in partnership with education ministries, the UN, the World Economic Forum and with others—but, always on the ground, in partnership with the local or national government—to extend network-based education in networking.

We call it the Cisco Networking Academy and it has expanded over the last 10 years to the point that we are now putting around about one million students per year through the programme, which covers basics in IT, broadband deployment, advanced engineering in networking. None of the training is specific to Cisco's own products,

but to the general networking products of all companies. More recently, we've added a strand on entrepreneurship and assisting young people in the skills needed to set up small businesses. The twin inputs of creating an environment in which small businesses can be easily set up, thrive and grow; and of a more rapid and distributive deployment of education resources to people between the ages of 15 and 25 are the keys to unlocking the problems of unemployment and economic growth in every country of the world. We have found this to be true whether we are working in Scandinavia, Singapore, China, Sub-Saharan Africa, the Gulf or in Russia. The same problems of obstacles lying in the way of innovation, entrepreneurship and technical skills gaps are holding back the creation of small companies and the creation of employment, which are the motors of economic growth, which we seek to tackle as the foundation for all of the Millennium Development Goals.

The programme we run now operates in 165 countries, 16 languages, and has cost us to-date just over US\$ 400 million and we regard that as a worthwhile investment because of the returns to us. This is a form of enlightened corporate-social responsibility that has benefits for the communities which it's delivered as well as benefits for the entire IT sector. We've also pushed extremely

hard to increase the proportion of girls and women participating in these programmes. This is particularly tough in the areas of engineering, IT, and entrepreneurship because, in many countries and cultures, these are regarded as male interests and professions. We face a particular struggle in our sector to entice and encourage young women to participate in these professions which have traditionally been regarded as male. Progress to date is not as much as we would like. Overall, we are approaching 25 per cent of all students as female. In Sub-Saharan Africa and in Southeast Asia this rises to 28 per cent and in the Middle East we are currently at 35 per cent of girls and women passing through the Cisco Networking Academy programme. We still have some way to go.

A number of years ago we decided to take what we had learned from this programme, which is a cascading programme in which students after a number of years become teachers, which is how we are able to scale to such a large number of students given that we are a relatively small company, small compared to many of the governments represented in this room. We took the learnings from this programme and started to work with a number of national education systems to see if we could use the tools of distributive networking, collaboration, video and information technology to increase the speed in which education systems were scaled and the speed at which teachers could be brought up to date and trained, and to expand the effectiveness

of teacher training. We started in our home country of the United States where we worked with the schools that were affected following Hurricane Katrina in the rebuilding of that school program from which we learned a huge amount. We then moved to New York, taking inspiration from a large number of innovative initiatives that were not only being pushed forward by the New York Board of Education but also by a number of not-for-profit organizations working in New York, particularly in the poorer parts of New York, and in which all three or four sectors have been involved in expanding and making more resilient the education systems in poor parts of New York by pulling on the resources of parents, local companies, national companies, the public education system, and the not-for-profit sector to expand the reach of the education system there. There have been a number of projects you may have heard of, the iSchool the iZone, the School of One, which have won a number of prizes for their innovative approach to extending education into poor communities.

We then got more ambitious and decided to take our learnings in our home country into a number of other countries in cooperation with their governments. The first place we went to was Jordan and we worked with the Government there to look at expanding particularly math and science education, the training of math and science teachers, and with a particular emphasis on including both women and men in that system.

From what we learned there we expanded the programme into Mexico, Egypt, Lebanon, Rajasthan and Palestine and then onto many other countries. Each of these systems is different, each of the local requirements is different, but there are certain common patterns and elements to each of the experiences which we've had working both in the Technical Networking Academy and in the area of making national education systems more extensive, more resilient, and taking the very limited resources of many of these places further and deeper into the communities.

So, what have we learned? Well it's difficult to summarize in a few words, but I promised to be very brief and I'd strongly encourage anybody who wants to go more deeply into this either to grab me over coffee over the next few days or to visit the stand that we have in the Innovation Fair where a number of my colleagues would be delighted to take you more deeply into what our experiences have been and what we've learned. I guess the first thing we've learned is how essential it is to involve these three sectors that I've talked about. The centralized, top-down public sector only model of education is failing in many ways and will continue to fail to bridge the gap that we challenge ourselves with in this particular Millennium Development Goal. We need civil society, the not-for-profit sector, the private sector and companies (like ours) orchestrated, guided and regulated by the public sector to join in this massive challenge, which the

previous two speakers have laid out so eloquently. That is the first thing we learned.

The second is, I think in our world of distributed networking and the Internet there's been somewhat of a paradigm shift in the way organizations work with authority, experience and knowledge. The centralized, hierarchical and authoritative approach to many social problems, including the one we are discussing here today, breaks-down in this environment. What these new technologies have unlocked is the possibility of empowering the edge, local communities, parents and students to begin to participate in a co-creation of their own education. This is hugely powerful, it's also a little threatening. It's difficult to manage. It tends at times somewhat towards anarchy. But the resources and the flexibility and the innovation which are unlocked in these distributive environments with the empowered edge in learner-centred systems is huge and the benefits that we can gain in every part of the world in every kind of community at every level of socio-economic development are huge. And that is just as well because we have much work to do very quickly. The coherence and flexibility of these distributed engine-powered systems is that they feed diversity of the edge back into the system, the diversity of experiences.

We found in our own journey about how to improve and scale out technical education. Much of our inspiration, in fact, comes from the most challenging environments. We've learned about

citizen-run education systems in the poorest parts of Rio de Janeiro. We learned from the Harlem's Children's Zone. We learned from Pratham, indeed from Ushahidi, which are represented here today. We learned from the extraordinary Sugata Mitra who you may have seen with his Indian hole-in-the-wall experiments, which allow children to effectively take their own education into their hands and build the most extraordinary results without any supervision at all. He's now gone on to another extraordinary project called Granny Net where he connects retired women particularly from the developed countries with learning children all over the world over the Internet with video so that they can assist in their education in an entirely voluntary way. It's kind of an extraordinary gain for both sides of the equation. Tapping the huge knowledge resources of the now increasingly aging population, many of whom are not being fully employed, and using that to address the huge gap in children's education and solving as

it were two problems in one go. These are the kinds of extraordinary innovations which are unlocked in a distributed networked environment.

What we've also learned is that it is important to blend the real, the personal, and the human with the technical. You cannot deliver education purely using computers, networks and the Internet. It doesn't work; but, you can hugely scale the power and reach of education systems by employing those tools sensitively and intelligently.

Most of all, I think, what we've learned is that when you go about opening yourself, opening your mind and opening your education systems, to what people calling out for education are telling you, you can rebuild those systems in extraordinary ways, which will begin to help us bridge this most important gap.

Thank you very much for your time and attention. I look forward to speaking with you later.