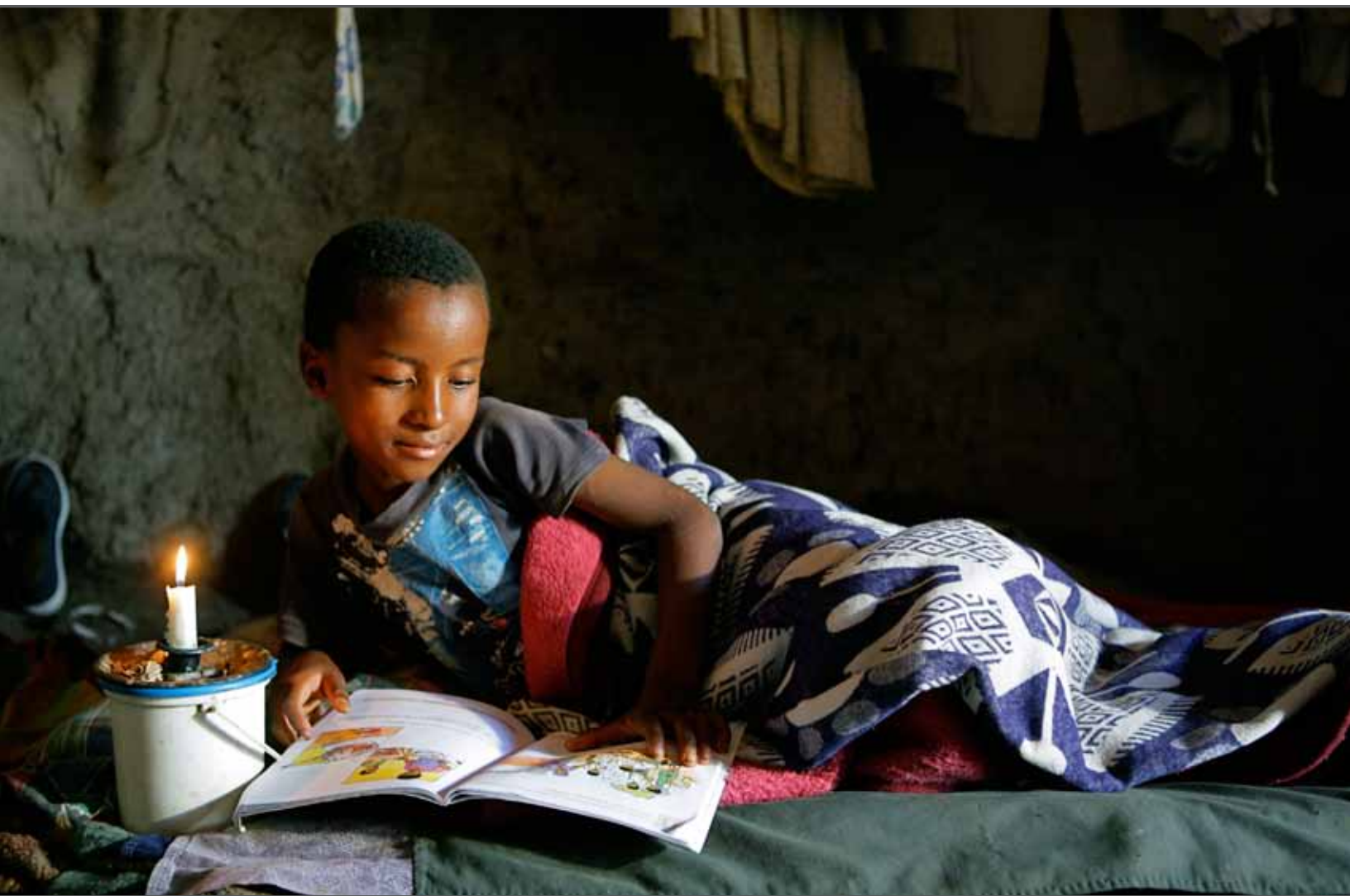


Partnering with the
Philanthropic Community
to promote

Education For All

28 February 2011





The United Nations
Office for
Partnerships

Department of
Economic and
Social Affairs

ECOSOC special event on “Partnering with the philanthropic community to promote education for all”.

28 February 2011, 3:00 to 6:00 p.m. at United Nations Headquarters, New York

Jointly organized by the Department of Economic and Social Affairs (UNDESA), in collaboration with the United Nations Children’s Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Office for Partnerships (UNOP), and the Committee Encouraging Corporate Philanthropy (CECP).

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FOREWORD BY THE CO-ORGANIZERS

More than 20 years ago, the World Declaration on Education for All (EFA) was adopted to guarantee equal access to basic education for children, young people and adults everywhere. Although considerable progress has been made, and despite the added impetus of the Millennium Development Goals and their 2015 deadline, as of 2008, over 67 million children were still out of primary school.

What's holding back progress? Poverty, war, misrule and discrimination continue to flourish – in certain countries, women and girls even face outright ban on attending school.

If one casts an eye towards traditionally marginalized groups, like indigenous communities, refugees or internally displaced persons, to name but a few, the numbers only worsen – children from such families, though only a small sliver of world population, account for more than half of the children missing out on primary school.

And the issue is more than just about access. Poor quality is also pervasive. Books, pencils, classrooms and well-trained teachers are also in short supply, while political instability and health concerns, like HIV/AIDS and malaria, further compound the problem.

The legacy of exclusion and poor education quality can be seen in the high rates of illiteracy. Globally, some 17 percent of adults cannot read or write, two-thirds of whom are women.

What must be done? ECOSOC's 2011 philanthropy event was a step in the right direction, with over 600 participants from foundations, the private sector, NGOs and academia converging at UN headquarters in New York to support the EFA goals.

Two items topped the day's agenda: (i) expanding access to education and (ii) ensuring graduates leave school with the skills demanded by employers. Along the way, attendees debated the merits of variously novel and innovative ways to supercharge progress, particularly among the most marginalized.

We extend our deep appreciation to the event's co-convenors, as well as our corporate and foundation sponsors for their generous support. Such teamwork will bring us closer to achieving the Education for All goals – sooner rather than later.

Event Co-Hosts

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

Anthony Lake, Executive Director, United Nations Children's Fund

Irina Bokova, Director-General, United Nations Educational, Scientific and Cultural Organization

Roland Rich, Executive Head, United Nations Democracy Fund, and Officer-in-Charge, United Nations Office for Partnerships

Charles Moore, Executive Director, Committee Encouraging Corporate Philanthropy





INTRODUCTION BY THE PRESIDENT OF THE ECONOMIC AND SOCIAL COUNCIL H.E. MR. LAZAROUS KAPAMBWE

Seizing the Moment: Partnerships for Education

Basic reading, writing and math skills for all children – this, sadly, remains a vision of the future. How, then, do we make it a reality of the present?

Investing more – and more wisely – in education is the first step. Economic growth can help too: rising incomes, especially in developing countries, means more money available for education budgets.

Effective partnerships are also critical. The philanthropic community and private sector, in particular, offer plenty of untapped potential: considerable capital, unlimited know-how and a proclivity for innovation.

ECOSOC recognizes this and is fully committed to harnessing the best of the philanthropic and corporate worlds in support of all the Millennium Development Goals, including education.

Now, with the clock ticking down to 2015 and education targets still distant in many countries, there is no time to lose.

It is time instead for swift action: to ensure those millions of out-of-school children get into the classroom; to make sure those currently there stay enrolled; and to see to it that graduates leave with the skills needed in the workforce.

Doing so will require not just more money from taxpayers, but also fresh thinking to make existing resources go further – one of the private sector's special strengths.

Admittedly, getting private and public sectors to work better together will be no easy task, but ECOSOC can help by bringing its own strengths to the table, including high-level clout and a long, distinguished history of tackling complicated global problems by encouraging teamwork. We thank those who demonstrated their resolve by announcing commitments to specific programmes in specific countries. But we must also follow-up to make sure the impact is felt.

With the Education for All goals still on the horizon, working more closely together will only speed up our journey there.



ADDRESS BY THE UNITED NATIONS SECRETARY-GENERAL BAN KI-MOON*

“ More than a decade ago, the United Nations adopted six Education for All goals. Since then, 52 million more children have enrolled in primary school. Pre-primary programmes have jumped by almost 25 per cent, benefiting 140 million more girls and boys.

That is all good news.

But other numbers underscore the importance of the task before us.

Almost 70 million children are out of school. Almost half are in sub-Saharan Africa. 28 million children live in countries where conflict has destroyed schools and communities.

Millions of children leave school early without acquiring the knowledge and skills that are crucial for a decent livelihood. About 800 million adults lack basic literacy skills. Two-thirds of them are women.

Our challenge is to reach the marginalized: children in remote areas; children with disabilities; families who cannot afford basic school supplies and fees; those living in conflict-affected areas; girls who must defer schooling to care for their siblings or help with household chores.

Ladies and Gentlemen,

IQ usually means “intelligence quotient”. But it could mean something different when it comes to the issues that bring us together.

Education policy in countries large and small, rich and poor, routinely suffers from what might be called a lack of “I.Q.” - Investment and Quality.

UNESCO tells us that achieving the Education for All goals will require a global investment of \$16 billion.

Of course, spending alone is not sufficient - quality counts.

How do we ensure that rising enrolment does not lead to poor learning outcomes and high drop-out rates?

How do we make education more relevant to our fast-changing, knowledge-driven world?

One sure path is to focus on teaching.

Numerous studies have found that effective teaching is the most important factor in academic success - more than class size, more than length of school day, more than the age at which schooling starts.

Supporting teachers requires more training, more supplies, better infrastructure and better pay and working conditions.

“The world needs you (the philanthropic community) to do even more: more giving, more advocacy, more sharing best practices and more teamwork, including with the United Nations.”

*The official statement was delivered by Mr. Vijay Nambiar, Chef de Cabinet of the Secretary-General of the United Nations

It also requires more teachers. Almost 2 million teachers will be needed by 2015 to achieve our universal primary education goals.

All of this requires greater investment.

That is where the philanthropic community can play such a critical role.

I know that many of you here today are showing the way.

Your investments are spearheading innovation and providing the impetus for wider reforms. They are leveraging technology and promoting new models of community involvement. They are bringing added value to your companies and society alike.

Philanthropic “risk capital” is also bridging the gap between private ideas and public money.

Thank you for this wide-ranging engagement, and your fine example.

My appeal to you today is to exercise all your influence.

The world needs you to do even more: more giving, more advocacy, more sharing best practices and more teamwork, including with the United Nations.

This can be done in three concrete ways:

“Your investments are spearheading innovation and providing the impetus for wider reforms. They are leveraging technology and promoting new models of community involvement. They are bringing added value to your companies and society alike.”

First, by making multi-year commitments to investments in education that address the roots of the education deficit;

Second, by joining existing multi-partner efforts;

And, third, by solving critical bottlenecks – for example, in preparing teachers, enhancing the monitoring of student and school performance, and finding alternatives for scarce school supplies such as textbooks.

Ladies and Gentlemen,

We all understand that these are times of austerity. But we also know that education is a long-term investment that will help countries to recover and spur economic growth.

Let us be bold.

Let us support proven efforts, take these to scale, and find innovative ways to help those hardest to reach.

That includes social protection measures such as conditional cash transfers, school feeding, and scholarships. It also covers health and nutrition programmes.

I commend all of you who have come here with concrete commitments.

I am heartened by your pledges, including additional support for the work of UNESCO and UNICEF.

As we strengthen our partnership to achieve education for all, let us strive to ensure this is money well spent.

The clock is ticking on the Millennium Development and Education for All Goals.

Those 67 million children waiting for a chance for education and opportunity should not have to wait any longer. ”

Achieving the Education for All goals: Where do we stand?

The world is not on track to achieve the Education for All targets set for 2015. Although there has been progress in many areas, there is still a very large gap between the Education for All goals set in 2000 and the limited advances that have been made.

Positive results

- Early childhood welfare is improving. Mortality among children under 5, for example, fell from 12.5 million in 1990 to 8.8 million in 2008.
- From 1999 to 2008, an additional 52 million children enrolled in primary school. The number of children out of school was halved in South and West Asia.
- In sub-Saharan Africa, enrolment ratios rose by one-third despite a large increase in the primary school age population.
- Gender parity in primary enrolment has improved significantly in the regions that started the decade with the greatest gender gaps.

Challenges

- Hunger is holding back progress. In developing countries, 195 million children under 5 – one in three – experience malnutrition, causing irreparable damage to their cognitive development and their long-term educational prospects.
- The number of children out of school is falling too slowly. In 2008, 67 million children were out of school. Progress towards universal enrolment has slowed. If current trends continue, there could be more children out of school in 2015 than there are today.
- Many children drop out of school before completing a full primary cycle. In sub-Saharan Africa alone, 10 million children drop out of primary school every year.
- About 17% of the world’s adults – 796 million people – still lack basic literacy skills. Nearly two-thirds are women.
- Gender disparities continue to hamper progress in education. Had the world achieved gender parity at the primary level in 2008, there would have been an additional 3.6 million girls in primary school.
- Wider inequalities are restricting opportunity. In Pakistan, almost half of children aged 7 to 16 from the poorest households are out of school, compared with just 5% from the richest households.
- Gender disadvantage is costing lives. If the average child mortality rate for sub-Saharan Africa were to fall to the level associated with women who have some secondary education, there would be 1.8 million fewer deaths.
- Women with secondary education are far more likely to be aware of measures for preventing mother-to-child transmission of HIV, which contributed to an estimated 260,000 fatalities from HIV-related illness in 2009. In Malawi, 60% of mothers with secondary education or higher were aware that drugs could reduce transmission risks, compared with 27% of women with no education.
- The quality of education remains very low in many countries. Millions of children are emerging from primary school with reading, writing and numeracy skills far below expected levels.
- Another 1.9 million teachers will be needed by 2015 to achieve universal primary education, more than half of them in sub-Saharan Africa.

From the EFA Global Monitoring Report 2011, “The hidden crisis: Armed conflict and education”, UNESCO.



OPENING SESSION

The opening session, chaired by the President of Economic and Social Council (ECOSOC), featured highest-level representatives from the private sector, the United Nations, government and civil society to introduce the topic of the event “Partnering with the philanthropic community to promote education for all” to more than 500 participants.

“Getting all children into classrooms is critical, but so is ensuring they leave equipped with the skills and knowledge de-manded by employers.”

The President of ECOSOC, H.E. Mr. Lazarous Kapambwe focused on the question of how the philanthropic community can promote access to quality education, reminding participants that many education targets were still unmet. If the internationally agreed education goals are to be achieved, education innovation needs to play a more central role, he advised. Adoption of best practices and mastery of effective teamwork were highlighted as well. To achieve these aims, the President called for leadership and teamwork from: i) the private sector to invest in innovative vocational training, marketing, and logistical research; ii) philanthropic organisations to help reach the marginalized; and iii) governments to further strengthen coordination and monitoring. Through these harmonized efforts, access to education can be expanded and the quality of learning improved.

The Secretary General of the United Nations, Mr. Ban Ki-moon, represented by his Chef de Cabinet, Vijay Nambiar, stressed that despite a relative increase in pre-primary enrolment, the Education for All (EFA) goals cannot be met when 70 million children are still out of school and 800 million adults lack basic literacy skills. Instead, international focus should remain on reaching the most marginalized, mainly those in remote areas, the poor, children with disabilities, girls, and those in conflict-affected areas, he said. In addition to financial investments supporting access, it was stressed that further investments in quality as a way to make education more relevant was essential. In this connection it was noted that teachers typically are the single biggest determinant of academic success.

To achieve these goals, he offered three recommendations: i) multi-year funding commitments to education which address the root causes of poor education outcomes, 2) building up existing multi-partner efforts; and 3) finding solutions to critical bottlenecks. Scaling-up these (and other social protection) measures, such as conditional cash transfers, school fee abolition and health

“The clock is ticking on the Millennium Development and Education for All goals. Those 67million children waiting for a chance to an education and an opportunity should not have to wait any longer”

and nutrition programmes, would not only help reach the most vulnerable and marginalized children, but will also directly improve social and economic development for society at large. Finally, the statement stressed that investing in education is a long-term commitment, with dividends taking time to mature.

Ms Irina Bokova, the Director General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) highlighted the added value of education in achieving the international development goals. While acknowledging achievements made since 2000 toward the EFA goals, she noted the two headline messages of UNESCO’s Global Monitoring Report: the world is not on track to reach the goals and therefore, more needs to be done. She reasoned that education is the path to ensuring sustainable progress on all the MDGs.

“Without a solid education, a labour force can never be competitive in the world market”

One extra year of schooling has been found to increase a person’s overall income by ten percent, Ms. Bokova remarked. Additionally, a child is more likely to live past the age of 5 if the mother is literate, she added. Given the transformative social and economic benefits of education, stakeholders ought to ensure education is not downplayed on national and international agendas. Ms Bokova urged participants to invest in practical solutions driven by results at the local and global levels, while calling for creative new models which incorporate technologies that involve teachers and marginalized groups. Finally, she urged stakeholders for more engagement in “real partnerships” which ensure education remains at the forefront of the MDG agenda in advance of 2015.

In her keynote address, H.E. Ms Michaëlle Jean, the 27th Governor General of Canada and UNESCO Special Envoy for Haiti, began by outlining the current situation in Haiti. The devastating 2010 earthquake destroyed the country’s educational infrastructure, further exacerbating Haiti’s already considerable problem of out-of-school children; in Haiti, as elsewhere, barriers to quality education have retarded social progress and economic growth, she noted. Ms. Jean highlighted “Plan Haiti, a collaborative response, created at the initiative of UNESCO, Haiti’s Ministry of Education (MoE) and the Haiti Education Group, with the aim of rebuilding and unifying the country. A critical component of rebuilding the country’s education system is a proposed special fund to contribute to the rebuilding of schools in remote geographical areas.

Ms. Jean highlighted some of the priorities established by the Government of Haiti (i) a Ministry of Education (MoE) properly equipped with the tools to coordinate, lead and assess progress on education, (ii) more coherent and transparent approaches on which to build partnerships between the public and private sectors around quality education for all, and (iii) a strong network of external partners to help move the country away from the cycle of aid dependency and towards a more holistic approach, with a focus on community-based initiatives. She concluded that sustainable investments in new partnerships were needed in order to expand Haiti’s national competencies and create favourable conditions for the development of its national economy.

“We need the spirit of philanthropy to guide us more than ever”



LEADERSHIP DIALOGUES

Two Leadership Dialogues were organized covering two important challenging issues in the Education For All agenda: access to primary education for both girls and boys, and education and training for tomorrow's economy. Each panel consisted of leaders of private sector companies, foundations or non-governmental organizations. Two experienced moderators, Daljit Dhaliwal and Michael Adams, engaged the panelists in a discussion on how the private sector and philanthropies can play a specific and highly valuable role in shoring up the momentum for the Education For All Agenda. First respondents in each panel were given the opportunity to provide their views before opening the floor for comments from the audience.

LEADERSHIP DIALOGUE 1:

STAYING THE COURSE: ENABLING ACCESS FOR BOTH GIRLS AND BOYS TO COMPLETE PRIMARY EDUCATION

Leveraging the Private Sector — A synopsis

Though education provision is generally considered to be the responsibility of government, panelists noted, private sector involvement can offer added-value by frequently producing high returns on education investment. Private sector expertise also extends to a strong awareness of the incentives which drive parents to keep their children in school, such as school feeding programmes. Corporations, in particular, tend to be well aware of the ways in which education can serve as a catalyst to improve lives. Though motives for education investment need not be entirely philanthropic, private institutions do recognise the positive impact primary and secondary education has on the overall economy. Moreover, private institutions often have the clout and wherewithal to raise the visibility of the education sphere.

Panelists agreed that education represents a prime platform on which to build “philanthropic capitalism”, facilitating as it does the empowerment of communities and society as a whole. Yet before education gaps can be overcome, fully understanding the strengths and weaknesses of the current system of public-private partnerships is critical.

Challenges

Uneven progress since 2000 begs an obvious question: why have massive earlier education investments not delivered uniformly positive results? The answer, panelists conceded, is complex and requires a broad perspective which takes into account deeply entrenched social, economic and political factors.

One reality is clear — most education provision companies don’t operate in areas where their services are needed most. Instead, the private sector tends to target schools in urban centres, rather than the remote rural communities home to the majority of out-of-school children. Panelists thus urged businesses to expand their support to such areas, with the aim of reaching the most marginalized.

Participants also recognised that a holistic approach to education is more likely to reach out-of-school children and other vulnerable groups, such as girls. In certain parts of Africa, for example, a doctor to population ratio of 1:250,000 is not uncommon; positive education outcomes in these places therefore demand a more broad-based approach.

Certain international studies suggest that children are more likely to attend school if they’re also able to receive healthcare, food and psychosocial support from teachers and caregivers. Such a multi-sectoral approach, panelists pointed out, has the added advantage of fitting the mission of corporate philanthropy, which seeks out the highest social return on private money.

Nevertheless, effective multi-sectoral collaboration continues to be a major challenge. Participants mentioned that in many countries, services for children are, paradoxically enough, either duplicated or face major gaps in provision; worse still, the financial, political and legal infrastructure needed to address such structural challenges simply doesn’t exist in many places.

The panel also examined ways in which corporations and philanthropists could become more involved in a comprehensive way to assist both in-and-out-of-school children. Innovative

technology was highlighted as a positive intervention, with the potential to increase access for the most marginalized and enhance quality. Low-cost solar energy, for instance, is increasingly being used to power computers and reach both teachers and students in remote areas around the world. At the same time, the full range and utility of technological solutions to education problems remains unknown, panelists admitted.

Better Partnerships

Since the world is not on track to meet the Education for All (EFA) goals by 2015, new approaches to EFA may be needed, panelists noted. Panelists agreed that one new approach might involve a more long-term investment strategy — with less emphasis on short-term projects and more on collaboration around a shared vision and clearly defined goals.

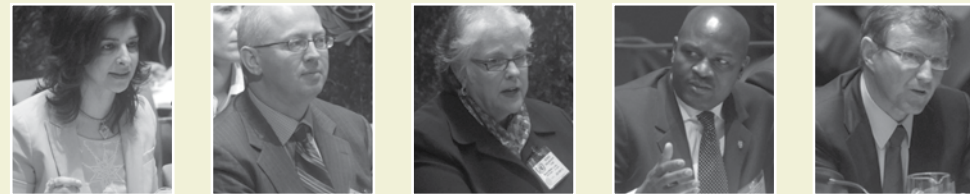
There is much scope for building such long-lasting partnerships with the private sector, they added. Yet such partnerships will only reap maximum benefits if they are built on mutual engagement and knowledge sharing, rather than financial support alone.

Moreover, panelists stressed that partnerships should be bilateral, while actively engaging entire communities. Inevitably, the most effective partnerships will establish goals sensitive to country-specific needs, creating nimble strategies targeting underserved communities; country context is crucial.



Key Recommendations

Dealing with the obstacles to educational access and quality requires a holistic approach, one which is multi-sectored and engages local communities each step of the way. Needless to say, the full support of both government and the private sector is essential. Partnerships must not solely be based on financial support and philanthropic giving either; sustainability means long-term investments in knowledge sharing and transparent dialogue. This two-pronged philanthropic strategy of money and know-how promises to maximize education results. Technology also has a vital role to play in reaching the most marginalized and ensuring access for all children.



Moderator:

Ms. Daljit Dhaliwal, International News Journalist

Panelists:

Mr. Matthew Bishop, American Business Editor and New York Bureau Chief, *The Economist* and co-Author, *Philanthrocapitalism: How Giving Can Save the World*

Ms. Wendy Hawkins, Executive Director, Intel Foundation

Mr. Twesigye Jackson Kaguri, co-Author, *The Price of Stones: Building a School for my Village*

Mr. Per Heggnes, Chief Executive Officer, IKEA Foundation

The webcast of the event is available at: <http://www.un.org/en/ecosoc/philanthropy>

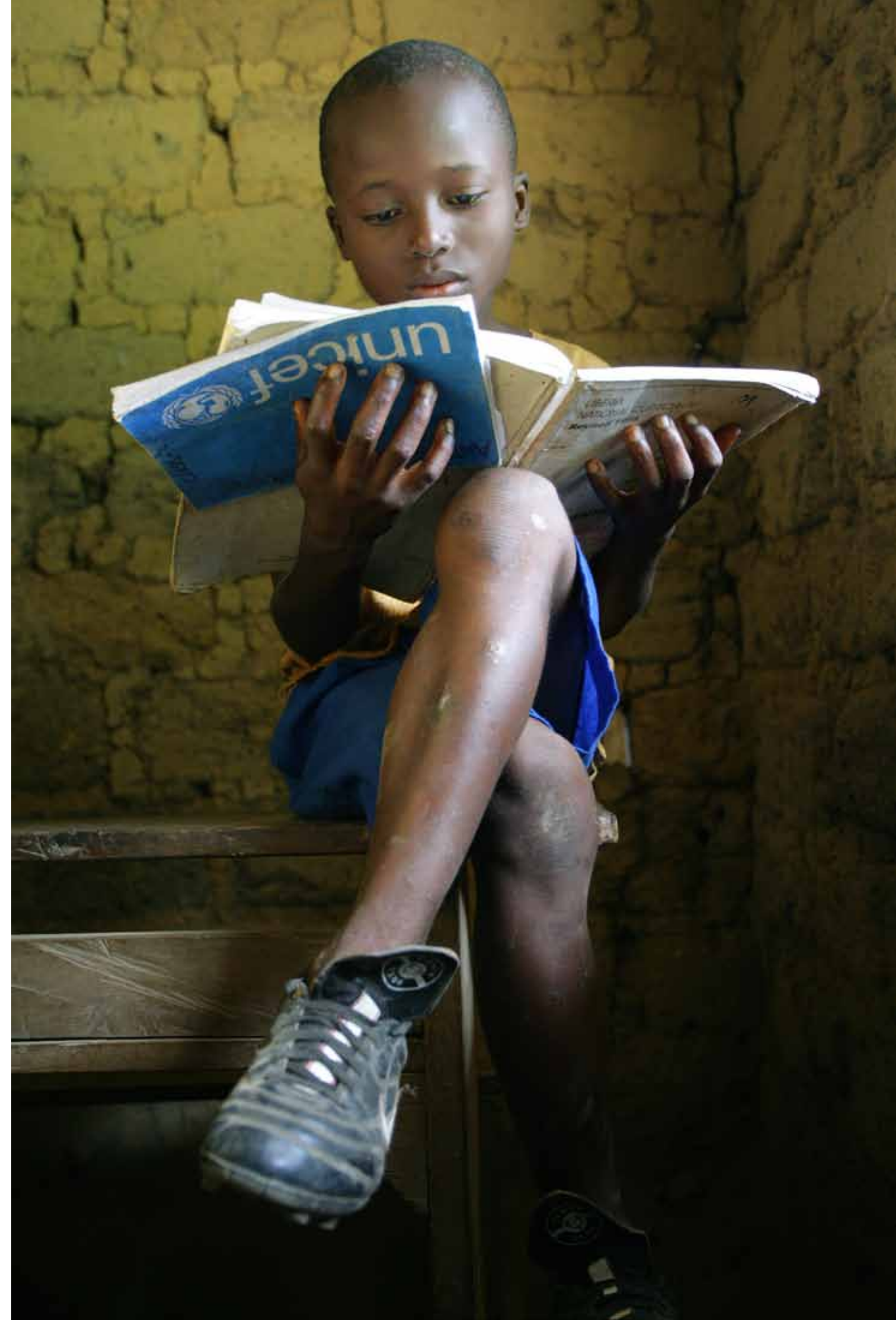
The Nyaka AIDS Orphans Project (NAOP)

The Nyaka AIDS Orphans Project (NAOP) is working to free orphans from the cycle of poverty by providing a high-quality, free education, both formal and informal, to children who have been orphaned due to HIV/AIDS in order to counteract pervasive hunger, poverty, and systemic deprivation in southwest Uganda. NAOP envisions the rural communities of Uganda able to build strong community and family structures using holistic and sustainable approaches that address challenges they face due to the HIV/AIDS pandemic.

NAOP operates two primary schools plus a preschool in two villages. NAOP also pays for students to attend secondary school. NAOP is responsible for the education of 532 children in 2011 - a 21% increase from the year prior. NAOP schools are completely free and children are guaranteed an education through high school from the moment they are enrolled. NAOP provides medical care, healthy meals, clean water, uniforms, and books for every student.

As a part of a holistic human rights-based approach to combating pervasive hunger and poverty, NAOP also serves more than 7,000 grandmothers through a microfinance program and by providing them a Grandmothers' Coordinator. The Coordinator trains them on practical life skills such as parenting, gardening, nursing, leadership, and business development. In addition, NAOP has provided the most destitute grannies with new stable homes and pit latrines.

NAOP has a very active Anti-AIDS Choir, a radio program that brings a voice to orphans and grannies, a resource library for the community, and a farm that produces food for the schools. This year, NAOP has broken ground on a medical clinic. For more information, please visit <http://www.nyakaschool.org>





LEADERSHIP DIALOGUE 2: PROMOTING EDUCATION AND TRAINING FOR TOMORROW'S ECONOMY

Workforce Readiness

In many developed and developing countries alike, unemployment remains high, even among university graduates. Are education systems, panellists asked, adequately preparing students to succeed in the labour market? One worrying sign is the growing skills mismatch between what's taught at school and what's demanded by employers, panelists argued, with too much focus on rote memorisation and too little on valuable "life and livelihood" skills. Companies, they noted, increasingly demand 'soft skills', such as communication, teamwork and leadership capabilities, too.

This skills mismatch is reflected in the growing shortage of high calibre recruits, despite generally high levels of youth unemployment. Consequently, inadequate preparation at universities has forced companies themselves to invest more in on-the-job training.

India's universities, for example, have not managed to churn out enough computer science graduates to match demand from its high-tech sector. As a result, companies like Infosys now train incoming graduate hires (often numbering in the thousands) for months at a time before starting work. Meanwhile, nonprofits, such as the Education for Employment Foundation,

are working to give students a head start by, among others, helping schools better customize curriculum and providing work experience.

The panel also recognized that drop-outs, particularly in marginalized communities, are another major problem. In such cases, money constraints are often decisive, perpetuating a negative cycle of poverty and poor education. In a sadly ironic twist for youngsters who leave school to earn money, employers frequently conclude that such young people are, in fact, "unemployable", lacking even the most basic reading and numeric skills.

To counter these challenges, panellists again recommended substantial partnerships and collaboration across sectors. They cited the need for governments and businesses to work together to help bridge the gap between the skill-sets academic institutions produce and those that industries require. (Non-profits can also provide vital platforms for relevant projects that can be scaled-up by governments). Private sector mentoring and internship programs allow students to develop relevant workforce skills as well.

Partnerships between companies and universities can be especially valuable. India's "Campus Connect", for example, trains teachers on the types of skills various industries require, while "Spark" prepares students for IT jobs by promoting computer literacy. Importantly, such programs are designed to allow schools to eventually take over the kind of training that the companies themselves are currently forced to provide. Panellists also agreed that education systems should place more emphasis on teaching students how to learn.

By making school more attractive, such measures, participants concluded, would bring about major improvements in enrolment, while reducing drop-outs. It was also argued that fighting inaccurate stereotypes and sensitizing corporations to the negative effects of stigma would increase opportunities for capable young people from marginalized communities — boosting companies' bottom lines in the process.

"Lifelong" learning was another hot topic of discussion. Panellists agreed that students needed to be better prepared for lifelong change, which includes being flexible and adapting to society's rapid evolutions. For their part, universities need to empower students, providing them with the capacity to improve their own skills — making them more attractive as they enter the labour market. Entrepreneurship also needs to be encouraged. Continuous learning, panellists concluded, is critical.

Inclusion of Technology

Properly used, technology can powerfully enrich learning in the classroom by improving curricula and teaching methodology, among others. Yet teachers, the panel added, must still be the focal point of learning, regardless of the extent to which they connect technology with pedagogy. At the same time, to maximize the benefits of technology, teachers must be adequately trained on ways to best integrate technology into classroom learning.

Technology, of course, is not stagnant either and frequently leads to major social and economic upheaval. Participants argued that leveraging technology to develop new pedagogies allows for a better balance between current and future education needs.

Panellists also pointed out that technological innovation should be responsive to the specific needs of individual countries and communities. For example, in African countries where electricity and computer access is limited, cell phones have helped fill the gap for a variety of different tasks.

Nevertheless, the justified emphasis on new technology should not overshadow the ever-present need for basic education. For unlike, say, technical skills which tend to fluctuate with current needs, education based on age-old fundamentals — like reading, writing and math — will always be in demand.



On the financing side, sustainability will require a gradual shift away from donor largess in favour of other, more reliable sources. Other recommendations included calls for more partnership-based social entrepreneurship and systemic, macro-strategies. In many countries, education reform will also require significant economic and political reform at the national and local levels.

Key Recommendations

Improving graduates' workforce readiness will require strengthened partnerships and enhanced cross-sectoral collaboration at all levels — between government, civil society and the private sector. To bridge the skills mismatch between universities and corporations, universities were encouraged to revise and expand their current teaching methodologies: less rote memorization and more emphasis on learning capacity. Greater reliance on technology was also mentioned as a way to improve pedagogy (though technology will be ineffective if teachers are not trained to use it properly).

Stakeholders and students alike were encouraged to be flexible and creative in their attitudes to better deal with ongoing technological and social change. Innovative partnerships and investments in entrepreneurial ventures were also proposed as ways to adapt to economic fluctuations. In general, education ventures of all types should be responsive to the local context of the communities they serve.

More steadfast commitment to youth employment — at both local and national levels — was another rallying cry. Successful lifelong learning will require scaled-up investment in basic education in many places too.



Moderator:

Dr. J. Michael Adams, President, Fairleigh Dickinson University, and President-elect, International Association of University Presidents

Panelists:

Ms. Jasmine Nahhas di Florio, Vice President, Education for Employment Foundation

Mr. Carlos Dominguez, Senior Vice-President, Cisco

Mr. S. Gopalakrishnan, CEO and Managing Director, Infosys Technologies



SUMMARY OF DIALOGUES

In closing remarks summarizing the earlier discussion, Mr. Saad Houry, Deputy Executive Director, UNICEF, emphasised the need to buttress education instruction with the skills needed for development. He underlined the fact that quality education extends beyond simply ensuring access to schools, and should include greater emphasis on promoting lifelong learning. Lifelong learning, added Mr. Houry, requires a holistic approach which allows children to develop to their full potential, especially when complemented by public-private partnerships.

He also reminded participants that despite success on many education fronts, 67 million kids remain out-of-school globally; lowering this number will require solutions which target the most marginalized children.

Mr. Houry encouraged bold proposals, greater use of technology and more effective partnerships to solve the world's most intractable education problems. The private sector represents plenty of untapped potential: money, expertise and a talent for innovation. Private sector support of education and the other MDGs, he concluded, is in everyone's interest.

The webcast of the event is available at: <http://www.un.org/en/ecosoc/philanthropy>





CONCLUSIONS AND ANNOUNCEMENTS OF INITIATIVES IN SUPPORT OF THE EDUCATION FOR ALL AGENDA

Moderating the day's closing "Call to Action" session, Professor Jeffrey Sachs, Director of the Earth Institute, Columbia University, heralded the moment as an extraordinary time for education innovation, as new tools offer the potential for real breakthroughs in classroom learning. He called on businesses to develop and scale-up low cost models and technologies to better reach rural areas and the marginalized. Dr. Sachs also pointed out that financial and other constraints on donor governments have created a far greater need for private sector involvement if the MDGs are to be reached on time.

Announcements

A number of initiatives were announced in support of access to quality education.

Ms. Danielle Ryan, Cathal Ryan Trust

Ms. Ryan presented the Cathal Ryan Trust — created in her father's memory to support education in Sri Lanka — while elaborating on the Trust's partnership with UNICEF. The Trust will donate \$14 million over a two year period for the construction of schools, universities, health centres and "Water, Sanitation and Hygiene for All" (WASH) facilities, as well as providing funds for learning materials, teacher training and school athletics.

Mr. Michael Quesnell, Senior Manager of Corporate Social Investment, Nokia

Mr. Quesnell announced Nokia's partnership with UNESCO — a \$5 million investment in mobile technology to promote the EFA agenda. The money will be spent in three areas: i) policy research; ii) training teachers and improving curriculum; and iii) developing new applications to spur innovation. In the developing world, he added, many will now likely first connect to the internet via mobile phones rather than computers. Nokia is working hard to facilitate the spread of knowledge by making such phones more affordable.

Mr. Hikmet Ersek, CEO, Western Union

With 450,000 locations in 200 countries, Mr. Ersek noted that Western Union has long served many of the world's poorest people by allowing families to transfer money across the world, safely and efficiently. Such remittances have strengthened development efforts, he said. Western Union's new \$1.1 million grant will build upon his company's legacy by supporting United Nations' work in three areas: i) UNICEF's education efforts in Haiti; ii) UNDP's work with diaspora communities; and iii) a pledge to match donations to the UN's Central Emergency Response Fund (CERF), dollar for dollar, up to \$250,000.

Ms. Jamie Barclay, Senior Philanthropy Specialist, Symantec

Ms. Barclay noted that Symantec — a provider of online storage and systems management solutions — supports measurable and sustainable education efforts by non-profits around the

world (previous year contributions totalled \$20 million in funds and software donated). In 2011, Symantec has pledged \$1 million to "Room to Read", an NGO dedicated to improving literacy and gender equality in rural communities, said Ms. Barclay. The funds will support existing Room to Read programmes, as well as a new one in India to expand literacy through four core projects: (i) reading rooms, (ii) local language publishing, (iii) safe school rooms which provide children with a secure learning environment, and (iv) a programme which aims to help girls finish secondary school.

The webcast of the event is available at: <http://www.un.org/en/ecosoc/philanthropy>

The Center for Universal Education at Brookings

The Center for Universal Education at Brookings examines the role of corporate philanthropy in reaching global education goals. For the first report, released in April 2011, *A Global Education Challenge: Harnessing Corporate Philanthropy to Educate the World's Poor*, the Center for Universal Education conducted in-depth interviews with corporate philanthropy leaders and surveyed 150 U.S. companies to find:

- Every year, American corporations contribute nearly half a billion dollars to education in developing countries.
- Corporate philanthropy to education does not reach the most poor and marginalized. The most frequent recipients of corporate funding for education are China, India, Brazil and Mexico; but the countries in most need of support are predominately in sub-Saharan Africa and Southeast Asia.
- Energy companies and technology companies are the largest donors to education in developing countries.
- U.S. companies bring innovation to global education through their philanthropy, but there are deficits in the lack of coordination and short-term nature.
- Corporate contributions can increase shared value for the company and society, benefiting a company's workforce, community relations, market penetration and potential consumer bases.

The report also highlights ten opportunities to achieve greater impact through corporate philanthropy to education in developing countries. Next, the Center for Universal Education will continue to explore this topic by 1) examining the role of global companies in developed and developing countries in supporting education and 2) bridging policy research gaps between the public and private sector in collaboration with UNESCO and ECOSOC. For more information, please contact Justin van Fleet at jvanfleet@brookings.edu for more information. To download the full report, visit: <http://www.brookings.edu/universal-education>



RECEPTION IN HONOUR OF THE UNITED NATIONS CENTRAL EMERGENCY RESPONSE FUND (CERF)

Following the ECOSOC special event on philanthropy, the Western Union Foundation and the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) co-sponsored an evening reception, which was hosted by the President of ECOSOC, H.E. Mr. Lazarous Kapambwe. Around 300 participants, including CEOs, presidents of foundations and other leaders in the area of corporate philanthropy attended the reception in honour of this global fund aiming to bring fast and impartial assistance to victims of humanitarian disasters worldwide.

The United Nations Under-Secretary General for Humanitarian Affairs, Ms. Valerie Amos, gave a short overview of the CERF and explained that, while the Fund was created by the Member States of the UN, it has to rely increasingly on the private sector in order to achieve its annual funding target of \$450 million. Ms. Amos called on all present to support the CERF in providing fast, effective and equitable funding to the victims of humanitarian crises.

The CEO of Western Union, Mr. Hikmet Ersek, called on his corporate peers to join Western Union in pre-funding the UN's disaster response work, ensuring that those impacted by tragedy receive immediate and reliable humanitarian assistance. Mr Ersek announced that Western Union would match all new corporate donations to the CERF, dollar-for-dollar, up to \$250,000 in 2011 to celebrate the Fund's 5th anniversary.

Western Union announces a global philanthropy challenge to match corporate donations to the Central Emergency Response Fund

Following a call to action, Western Union CEO Hikmet Ersek announced that his company would contribute \$1.1 million to the UN to advance the Millennium Development Goals. One part of this commitment was made as a global philanthropy challenge to the corporate community to support the Central Emergency Response Fund (CERF).

The CERF was created by the UN General Assembly in December 2005 to promote early action and response in humanitarian emergencies in order to reduce loss of life, enhance response to time-critical requirements, and strengthen core elements of humanitarian operations in under-funded and forgotten crises.

CERF was created by all nations, for all potential victims of disasters. It represents a real opportunity to provide predictable and equitable funding to those affected by natural disasters and other humanitarian emergencies. Since its inception, CERF has committed nearly \$1.8 billion to humanitarian agencies working in 78 countries and territories.

The Western Union Foundation is the CERF's first corporate donor and firmly believes in the Fund's effectiveness in saving lives. For Western Union, it is more important than ever that first responders, such as the CERF, have the resources and necessary means to provide assistance immediately after disasters strike. That is why Mr. Ersek announced that Western Union would match funds from other corporate philanthropists, dollar for dollar, up to \$250,000, for a total fundraising goal of \$500,000, in honour of the Fund's 5th anniversary.

For more information, please visit <http://cerf.un.org/>

PRESS AND COMMUNICATION COVERAGE

The ECOSOC Special Event on the theme of *Partnering with the philanthropic community to promote education for all*, was covered by the press in different parts of the world. The event was also covered by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the United Nations Department of Public Information, in particularly, the radio station, television, webcast and the news centre. A press conference and a twitter campaign using hashtag #MDG2 were also organized.



Press conference

Stressing the urgent need to extend basic schooling to all children, representatives of the United Nations and civil society organizations welcomed, on 28 February 2011, over \$16 million of private-sector grants and appealed for greater use of the resources and expertise of business to reach international goals in education.

"Partnering with business leaders and civil society is key", stressed Michaëlle Jean, twenty-seventh Governor-General of Canada and current Special Envoy for Haiti for the United Nations Educational, Scientific and Cultural Organization (UNESCO), at a Headquarters press conference ahead of the Fourth Global Philanthropy Event, which gathered some 400 donor, corporate and civil society leaders.

Joining Ms. Jean at the press conference were Susan Durston, Associate Director of Education Programmes for UNICEF, Olav Seim, Director of the Education for All Global Partnerships Team; Petra Nemcova, Founder of the Happy Hearts Fund; Danielle Ryan, Representative of the Cathal Ryan Trust; Carlos Domínguez, Senior Vice-President of Cisco Corporation; Hikmet Ersek, President, Chief Executive Officer of Western Union; and Jaime Barclay, Senior Philanthropy Specialist of the Symantec Corporation.

Moderating was Matthew Bishop, American Business Editor, New York Bureau Chief of *The Economist* and co-author of *Philanthrocapitalism: How Giving Can Save the World*. Introducing the panel, Mr. Bishop noted that today's Philanthropy Event also served to mark International Corporate Philanthropy Day. He read part of a message on the Day from United States President Barack Obama that affirmed that corporate donors enriched lives around the world through their skills, time, financial support and creativity.

Speaking on Haiti, Ms. Jean said that nearly a third of the population did not have a good basic education before the devastating January 2010 earthquake. She described how needs were greatly magnified by the death and destruction of the seismic event. Access to education was urgent to integrate young people into their countries' efforts to build their economies and keep them away from destabilizing activities.

Ms. Durston of UNICEF welcomed an enhanced role for the private sector in the urgent effort to meet the Millennium Development Goals for education, which were lagging seriously as the 2015 deadline loomed. She stressed the need for all stakeholders to work out sustainable solutions.

Ms. Nemcova of Happy Hearts said that her group focused on improving children's lives through education following disasters. She described her organization's efforts in Haiti and elsewhere and welcomed the opportunity to learn from philanthropists and experts at today's meeting.

Cisco, as a leading technology firm, had been very involved in education and training, Mr. Dominguez said. There were currently over 1 million people in its training programmes. He stressed the complex nature of the global effort to boost access to quality education, which required the expertise of many sectors.

Mr. Seim of the Education for All Global Partnerships Team said stagnation in the effort towards universal access to education could be seen since 2005, which seemed to imply that not enough innovation was going on and that inadequate use was being made of the resources and expertise of the private sector. There were many positive developments at the local level, but there was not enough knowledge on how such initiatives could be scaled up.

In response to questions following those presentations, the panel agreed on the importance of vocational training in addition to basic education, as well as the need to specifically address at-risk and vulnerable populations.

After that brief discussion, Ms. Ryan described the programmes in Sri Lanka that would be funded by the \$14 million grant from her Trust to UNICEF, including school construction, remedial education for children who had missed school during the long conflict and related health, sports, sanitation and other projects.

Mr. Ersek said that philanthropy should be in the DNA of corporations. Noting that Western Union had impact on 5 billion people through remittances and other communications, he said that what was "good for business was good for society," ultimately. Western's Union's \$1.1 million grant would go to the United Nations for initiatives in Philippines and Morocco, to UNICEF for projects in Haiti, and for the Central Emergency Response Fund (CERF) to stimulate more contributions to that Fund with matching grants.

Ms. Barclay stressed that Symantec had donated funds, time and software to causes around the world in the area of education through such proven organizations as Room to Read, to which it was announcing a \$1 million grant for literacy facilities and related initiatives in India.

Asked how donors could determine the greatest impact for their funding, Mr. Ersek said that his company, with its global reach, was able to listen to the voice of the people directly. Ms. Ryan said constant contact and involvement in projects was crucial.

UNITED NATIONS PRESS COVERAGE

UN News Centre

UN chief encourages philanthropists to invest more in education

Secretary-General Ban Ki-moon lauded the role philanthropists play in facilitating access to education and encouraged them to commit more resources to improve quality and ensure that even the most marginalized children have children have opportunities to acquire education.

<http://www.un.org/apps/news/story.asp?NewsID=37646>

UN Radio

Education en Haïti : le plaidoyer de Michaëlle Jean

L'Envoyée spéciale de l'UNESCO pour Haïti Michaëlle Jean a lancé cette semaine un appel aux entreprises du secteur privé à relancer l'investissement dans le domaine de l'éducation, dans un pays qui tente de se relever un an après le séisme.

<http://www.unmultimedia.org/radio/french/detail/120569.html>

UNICEF

Philanthropists and private-sector leaders join special UN panel on funding for education

Four hundred philanthropists, corporate and civil society leaders met in the General Assembly Hall at United Nations headquarters to boost private investment in education at a special event marking International Corporate Philanthropy Day.

http://www.unicef.org/education/index_57764.html

The Cathal Ryan Trust invests \$14 million in UNICEF programmes focusing on education

UNICEF announced that The Cathal Ryan Trust will contribute \$14 million to help some of the most vulnerable children in Sri Lanka.

http://www.unicef.org/media/media_57745.html

'Beyond School Books' – a podcast series on education in emergencies

The United Nations Economic and Social Council is meeting at UN Headquarters in New York on partnering with the philanthropic community to promote education for all children. Participants hope to accelerate progress in achieving universal education by engaging supporters from the private sector and philanthropic community to help fund and promote global education initiatives. UNICEF Radio moderator Amy Costello spoke with Prof. Jeffery Sachs on the role of philanthropy in achieving education for all, and about the transformative effect technology is having in classrooms worldwide.

http://www.unicef.org/education/index_57753.html

UNESCO

UNESCO Director-General opens ECOSOC Philanthropy meeting in New York

Irina Bokova, Director-General of UNESCO, is participating in the opening session along with Lazarous Kapambwe, ECOSOC President, Ban Ki-moon, Secretary-General of the UN and Michaëlle Jean, UNESCO Special Envoy for Haiti and 27th Governor-General of Canada.

http://www.unesco.org/new/en/media-services/single-view/news/unesco_director_general_opens_ecosoc_philanthropy_meeting_in_new_york_28_february/

OTHER EVENTS ON INTERNATIONAL CORPORATE PHILANTHROPY DAY

CECP Leads International Corporate Philanthropy Day

Each year, the Committee Encouraging Corporate Philanthropy (CECP) leads International Corporate Philanthropy Day (ICPD), an international advocacy day which mobilizes the business community to share best practices, develop partnerships, and engage with employees and other stakeholders for more strategic and effective societal investments.

On February 28, 2011, CECP kicked off the 8th annual ICPD at the New York Stock Exchange, where senior corporate contributions professionals rang the Opening Bell and met with the traders for their respective companies.

The ringing of the Opening Bell was streamed live at another flagship CECP event, the 6th Annual Board of Boards CEO Conference, held at the headquarters of the McGraw-Hill Companies in New York. This closed-door executive convening attracted nearly 70 global leaders, including representatives from international delegations from China and countries in the Middle East. Attendees discussed the theme *Business at its Best: Maximizing Long-Term Profitability and Societal Impact*. Acclaimed interviewer Charlie Rose moderated a discussion with Indra K. Nooyi, chairman and CEO of PepsiCo, and William D. Green, chairman of Accenture about how to overcome challenges when implementing societal goals into core business strategy. CEOs participated in the discussion through interactive polling questions and small table discussions.

Lloyd C. Blankfein, chairman and CEO of The Goldman Sachs Group, Inc. addressed attendees at the Executive Luncheon following the CEO Conference, discussing the responsibility of the business community to focus on challenges that go beyond the traditional bottom line, as well as the strategic approach behind the Goldman Sachs corporate engagement portfolio. An executive report and video highlights from the CEO Conference are available online at CorporatePhilanthropy.org.

The joint afternoon program on Millennium Development Goal 2 - the achievement of universal primary education - with the United Nations Economic and Social Council and the United Nations Office for Partnerships featured special guests from CECP's membership including S. Gopalakrishnan, CEO and Managing Director of Infosys Technologies, who served as a panelist. The event convened over 500 leaders in philanthropy, including those from the nonprofit, government and business sectors and demonstrated the impact the business community and multi-stakeholder engagement can have on creating global access to education. In celebration of ICPD, CECP member companies launched initiatives aimed at assisting communities nationally and around the globe. For example, Alcoa Foundation announced \$7 million in new sustainability investments, while Roshan engaged employees to build wells across Afghanistan to improve access to drinking water.

CECP's global partners also commemorated ICPD by spreading awareness of the importance of corporate-community partnerships. For example, the Salzburg Global Seminar, an organization that challenges present and future leaders to solve issues of global concern, featured ICPD in a newsletter targeted towards their members, and Comunitas, in Brazil, reached out to local media outlets with a press release explaining the goals of the day and its importance to the region.



In the evening, CECP hosted a dinner in the United Nations Delegates Dining Room in partnership with the Global Partnerships Forum and the Pearl Initiative to wrap up the day and continue the conversation about the role of business in society. Several leaders from CECP's international CEO delegations, such as Cherie Liem, Chair of *Three on the Bund* and Executive Director of GITI Group, and Badr Jafar, Executive Director of Crescent Petroleum and Co-Initiator of The Pearl Initiative, delivered remarks.

The discussions on International Corporate Philanthropy Day extended to the public with vibrant conversation on Twitter with the hashtag #ICPD. As the day came to an end, the Empire State Building in New York and the clock tower of the Wrigley Building in Chicago were illuminated blue and green, the colors of ICPD, as a reminder of the importance of corporate investment in society.

ANNEXES

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ANNEX 1: EVENT AGENDA

Partnering with the Philanthropic Community to promote

Education For All

28 February 2011

SPECIAL EVENT: PARTNERING WITH THE PHILANTHROPIC COMMUNITY TO PROMOTE EDUCATION FOR ALL
Organized by the United Nations Department of Economic and Social Affairs (DESA), in collaboration with the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Office for Partnerships (UNOP), and the Committee Encouraging Corporate Philanthropy (CECP)

PROGRAMME

28 February 2011, 3:00 – 6:00 p.m. | United Nations Headquarters, New York

12.30–2.45 p.m.

REGISTRATION

3.00–3.30 p.m.

OPENING SESSION

Welcome address by **H.E. Mr. Lazarous Kapambwe**, President of ECOSOC

Opening address by **H.E. Mr. Ban Ki-moon**, Secretary-General of the United Nations

Setting the stage for the dialogues: **Ms. Irina Bokova**, Director-General, UNESCO.

Address by **H.E. Ms. Michaëlle Jean**, 27th Governor General of Canada and UNESCO Special Envoy for Haiti

3.30–4.30 p.m.

DIALOGUE ONE

STAYING THE COURSE: ENABLING GREATER ACCESS FOR GIRLS AND BOYS TO COMPLETE PRIMARY EDUCATION

Moderator: **Ms. Daljit Dhaliwal**, International News Journalist

Speakers: **Mr. Matthew Bishop**, American Business Editor and New York Bureau Chief,
The Economist and co-Author, *Philanthrocapitalism: How Giving Can Save the World*

Ms. Wendy Hawkins, Executive Director, Intel Foundation

Mr. Twesigye Jackson Kaguri, co-Author, *The Price of Stones: Building a School for my Village*

Mr. Per Heggenes, Chief Executive Officer, IKEA Foundation

First respondents: **Ms. Dailah Nihot**, Head of CSR Department, ING Group

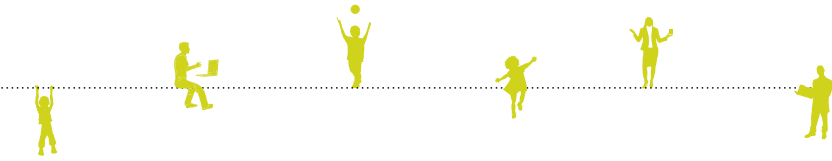
Mr. Bob Prouty, Head, EFA-FTI Secretariat

4.30–5.30 p.m.

DIALOGUE TWO

PROMOTING EDUCATION AND TRAINING FOR TOMORROW'S ECONOMY

Moderator: **Dr. J. Michael Adams**, President, Fairleigh Dickinson University, and President-elect, International Association of University Presidents



Speakers: **Ms. Jasmine Nahhas di Florio**, Vice President, Education for Employment Foundation

Mr. Carlos Dominguez, Senior Vice-President, Cisco

Mr. S. Gopalakrishnan, CEO and Managing Director, Infosys Technologies

First respondents: **Lord Michael Hastings**, Global Head of Citizenship and Diversity, KPMG, UK

SUMMARY OF DIALOGUES ONE AND TWO:

Mr. Saad Houry, Deputy Executive Director, UNICEF

5.30–6.00 p.m.

CLOSING SESSION: A CALL TO ACTION

ANNOUNCEMENTS of the launching of initiatives, moderated by **Professor Jeffrey Sachs**, Director, Earth Institute, Columbia University

ADDRESS by **Ms. Petra Nemcova**, Founder, Happy Hearts Fund

REMARKS by **Mr. Sha Zukang**, Under-Secretary-General for Economic and Social Affairs

CLOSING REMARKS by **H.E. Mr. Lazarous Kapambwe**, President of ECOSOC

A reception, in honour of the United Nations Central Emergency Response Fund (CERF), will be held from 6:15 - 7:45 p.m. in the Visitors' Entrance Lobby of the General Assembly Building. The reception will be hosted by the President of ECOSOC, the Under-Secretary-General for Humanitarian Affairs (OCHA) and the CEO of the Western Union



Partnering with the Philanthropic Community to promote

Education For All

28 February 2011

ISSUES NOTE | Panel 1

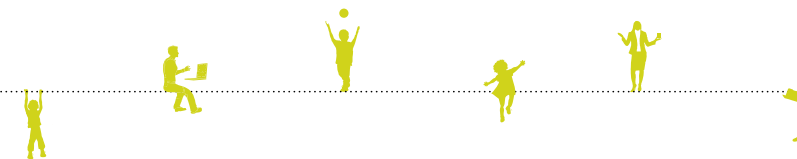
Staying the course: Enabling greater access for girls and boys to complete primary education

Education is a basic human right and is indispensable for the realization of other human rights, as a means of accessing broader social, economic, political and cultural benefits. Because it is transformative and empowering, education contributes to building more just societies by reducing poverty and inequalities, enhancing acceptance of diversity, and promoting respect for the rule of law. No society has ever achieved significant human development for its citizens without substantial and steady investment in education. In order to achieve global objectives for human development, including the Millennium Development Goals (MDGs), it is essential that support for education be a central focus of individual and collective efforts.

Despite the significant progress made since 2000, the international community is not on track for delivering on the promise of a quality basic education for all by 2015. In 2008, at least 67 million children of primary-school age were not in school, more than half of whom were girls. If current trends continue, an estimated 57 million children will still be out of school in 2015. There is spreading concern that the pace of progress, which was on the increase in the last two decades since Jomtien, is declining and that current issues, such as the impact of food/fuel/financial crises, increasing frequency and damage of natural disasters, on-going social conflicts, increasing population mobility, coupled with rapid urbanization, and the rapid increase in information and communication technologies (ICT) can further exacerbate barriers to education for the most marginalized, if these phenomena are not checked and/or carefully managed.

The factors most implicated in restricting access to primary education are gender, caste/class, ethnicity, poverty, disability, language of instruction and distance from school. In many instances, these factors interact, making it even more difficult for children to access school. In some situations, refugees or internally displaced students are unable to access school, and children living in areas affected by natural disasters and social conflict routinely do not attend school. In other circumstances, cultural (including those associated with religious requirements) and political barriers restrict access to education.

Beyond access, the quality of education offered to millions of children does not foster learning outcomes that are relevant to life-long learning, or the acquisition of life or livelihood skills and, therefore, the actualization of personal and societal goals. Increasingly, adolescents are not attending school because the perceived benefits of formal education are diminishing. There seems to be a mismatch between the demands of employers and



the knowledge and skills that children acquire in schools, occasioned in part because of irrelevant curricula, out-of-date materials and unskilled teaching. Under these circumstances, non-formal education offers an important alternative for addressing the learning needs of various groups. The flexible approaches inherent in non-formal education allow for better tailoring of programmes to disadvantaged groups and help address issues of exclusion. When coupled with equivalency programmes, non-formal approaches can help secure reintegration into the formal system.

The technical solutions to the challenges outlined above are generally well known. Education needs to be available, affordable, accessible and acceptable. For education to be available, governments in partnership with parents and non-government entities have to increase and enhance primary education services - more and more appropriately designed, constructed and located schools, enhanced teacher preparation, deployment and remuneration, and more relevant curricula and materials. For education to be affordable, the cash outlay and opportunity costs to children and families must be outweighed by the perceived individual and societal benefits - thus, school fees, textbooks and other materials, transportation, meals, clothes and related supplies must be readily provided for all children. In terms of accessibility, the language of instruction, special provision for children with special needs and inclusion approaches for groups, which have not traditionally accessed education services, must be put in place. In addition, primary education needs to be culturally acceptable in multiple ways.

While it is expected that governments take the lead in the provision of primary education, it is now generally accepted that the inputs of governments alone are unlikely to adequately provide primary education services and that partnerships between government and the full range of non-government actors must be enhanced. One of the major partners for government in the provision of education services is the private sector. It is highly desirable that the private sector be involved in a more comprehensive manner - providing funding and financial investment, making inputs into legislation and policy vis-à-vis the requirements of the economy, and lending technical expertise to enhancing the quality of service provision itself. ICT companies, textbook producers, construction companies, transportation providers, clothing manufactures and credit providers are among the many private sector partners that are essential to the provision of education of good quality.

The 2011 ECOSOC special event on philanthropy and education focuses on developing and sustaining a broader-based partnership with corporations, foundations and philanthropists to support and shape primary education service provision. This, in turn, will enable access to a full course of primary education that would provide boys and girls with the knowledge, skills and attitudes needed for life, life-long learning and the development of livelihood skills. To this end, the complementary roles of government, the non-government sector, the United Nations/development agencies and the corporate sector, and the principles that should guide the interaction among these four actors, are the focus of the special event.



Education For All

28 February 2011

ISSUES NOTE | Panel 2

Promoting education and training for tomorrow's economy

- Do today's education systems cater for the needs of tomorrow's labour markets?
- Are students learning the skills required to be successful and active citizens of the 21st century?

THE ISSUE

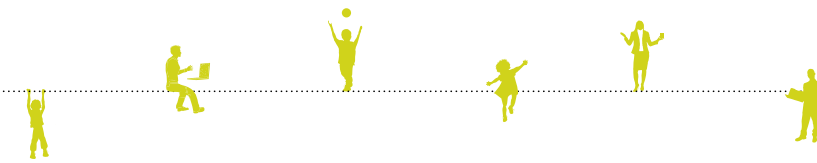
Education and labour markets are intrinsically connected but are they well matched?

There is rising concern that education systems are not adequately preparing students to meet the demands and challenges of tomorrow's world. International learning assessments show that too many students are leaving school without acquiring basic competencies in key subjects such as reading, writing, mathematics and science. Close to 800 million adults lack basic literacy skills, two-thirds of these are women. Some 70 million children are still out of primary school and the same number of adolescent youth are not benefiting from a secondary education.

In increasingly knowledge-based societies that are driven by technology and growing integration, lack of education is a powerful factor of exclusion and a threat to social cohesion and sustainable development. The opening of borders which affects even the remotest corners of the world, as well as the revolution of new information and communication technologies (ICTs), have reshaped the way skills are produced and allocated to labour markets. These markets are currently going through unprecedented change, with direct consequences for education systems. It is vital to identify the knowledge, skills and competencies, as well as the values and attitudes that are required to shape today's learners into responsible and informed citizens. Moreover, technology now plays a pivotal role—in particular, ICTs have increased the volume of information available and opened up a range of new learning opportunities that can reach learners beyond the traditional class room.

Learning through life has become a necessity, because innovation and rapidly changing environments call for upgrading skills and acquiring new ones. Skills such as critical and creative thinking, problem solving, learning to learn, entrepreneurship and the capacity to work cooperatively are increasingly valued. All these imply changes in how students learn from an early age.

More fundamentally, education plays a forceful role in shaping peace and more sustainable development patterns. Learning to live together is one of the greatest tests that societies face in our globalized world. Students and workers are more mobile than ever before. Our societies are also increasingly diverse. Education systems have a responsibility to promote stronger citizenship, tolerance and understanding through intercultural dialogue, respect for other cultures and human rights.



The challenges we face are global in nature – climate change, biodiversity loss, food scarcity and financial instability. Tomorrow's students require the knowledge and skills to promote greener economic growth, while at the same time addressing social inequalities and environmental challenges.

These goals have driven the United Nations Decade of Education for Sustainable Development (2005-2014). Initiatives to develop and integrate the values, principles and practices of sustainable development into curricula and teacher training in education – including technical and vocational education – are on the rise across all regions. Such policies and strategies must be evidence-based, with training focused, for example, on providing skills required for 'greening' a specific industry.

Education is a powerful engine to build wealthier economies, healthier livelihoods and more equitable and sustainable societies. Education is not a cost but an investment. Everyone stands to benefit from good quality education systems that are geared to the fulfillment of every learner's potential.

From both a rights and an economic perspective, it is crucial to address exclusion and inequalities in education. Work-based learning and entrepreneurship education, underpinned by micro-financing, can help to redress inequalities and facilitate the transition to the labour market.

More gender-sensitive strategies and policies in technical and vocational education and training can address persistent gaps in the labour market in terms of participation rates and remuneration, where female workers more often occupy poorly-paid, low-qualified and vulnerable jobs.

To better anticipate labour market trends and needs, skills forecasting, closer dialogue between education and the private sector and more work-based learning are key. The development of systemic approaches to forecasting and anticipation, combining modeling with enterprise-based research so as to offer the best possible support to decision-makers, will be increasingly crucial for all countries. It is equally important to build indicators to inform, monitor and evaluate new strategies and to identify areas for progress and improvement.

Private sector and philanthropic organizations can play a specific and highly valuable role, because they bring knowledge of what is needed in the labour market closer to education policy-makers. They are key partners in harnessing technology's potential to train teachers, increase access and develop innovative literacy programs and delivery models. They can contribute to enhancing the relevance of curricula and teaching methods, identifying emerging skills needs, developing occupational standards and evaluating the effectiveness of programmes. The private sector can also partner with governments in the delivery of technical and vocational education, notably through the development of combined school and work-based training schemes.

Education is a collective responsibility – of governments, civil society and the private sector. Good quality education yields high returns. It is a foundation for the future and a key to economic recovery and sustainable growth. The private sector and philanthropic community has a pivotal role to play in the years ahead in building education systems adapted to the fast-changing needs and global challenges of the 21st century.





ANNEX 3:

OPENING KEYNOTE ADDRESS BY MICHAËLLE JEAN

The former Governor General and Commander-in-Chief of Canada and current UNESCO Special Envoy for Haiti, the Right Honourable Michaëlle Jean, spoke passionately about the power of education to lift entire societies out of poverty. Pointing to the recovery and reconstruction efforts in Haiti as an illustration, Madame Jean used her keynote address to explain why education is a life and death issue in the Caribbean nation, and pleaded for international support for its efforts to establish a public, universal and quality education system.

“

I am pleased to be standing among you today, before so many business leaders and heads of charitable organizations who care deeply, not only about the strength and prosperity of their own organizations, but also about global economic inequality, poverty, and living conditions among people in developing countries.

You, more than anybody else, know how much economic success, whether as a small-, medium-sized or very large organization, or even as a country, hinges on labour skills and a people's capacity to do, to think, to innovate.

Without solid education, a labour force can never be competitive on the world market.

Yet, even before the earth shook my native Haiti on January 12th, 2010, nearly a third of Haitians never had access to education.

This earthquake struck a brutal punch in the stomach of a country that was already down, destroying 1,300 schools, including 2 universities, and damaging another 4,000. And that's not counting the thousands upon thousands of students, male and female, teachers, employees of the Education Ministry who perished under the tremor.

The children who survived the disaster, despite the loss of one or many family members, friends and teachers, keep holding on for dear life.

When I went to Haiti to witness and survey the damage, a few weeks after the disaster, I was struck and deeply moved to hear a great many children come up to me and ask, with great worry: "Do you know when we'll be returning to school? When will classes resume?"

Haitian women and men have always associated education with emancipation. My grandmother never stopped repeating: "Education, my dear children, is the key to freedom!"

In the morning, in the capital city and elsewhere in the country, you see these clusters of young boys and girls, proudly wearing their uniform, impeccably clean and neatly ironed out. You would never guess the state of destitution and the painful conditions under which they live.

The schools where all these schoolchildren and students are headed are 80% private, and outside the realm of national standards. For a long time now, these have been a scheme where

teaching quality, in the vast majority of cases, leaves a lot to be desired, with teachers that have little to no training, some barely literate.

What is being exploited is the overriding desire of Haitian parents to ensure proper instruction for their children. Among the most disenfranchised, often as much as 40% of a family's income goes to tuition.

For the lack of an accessible, public education system deployed over the national territory, there are still over 140 communes in Haiti that do not have any schools, leaving hundreds of thousands of children without education. This, for the Haitian people, is a calamity, a disaster that hinders advancement, and stunts the growth in standards of living.

It is because of these students, with their eyes set on the future, and for all the children of Haiti who never have entered a classroom in their lives that I accepted the mission of Special Envoy for Haiti from Irina Bokova, Director-General of the United Nations Educational, Scientific and Cultural Organization.

The whole world feels sorry for the curse that seems to unrelentingly befall the Haitian people, whose life and survival has always been ruled by hope.

Hope, even as it barely hangs by a thread. Hope, even as that thread starts to fray, holding in a most tenuous way.

We keep hearing everywhere how much the Haitian people are a resilient people.

Allow me to say, as I have elsewhere, that if I agreed to get involved with UNESCO to campaign tirelessly in support of Haiti, it is also because I can no longer bear to hear about this resilience of the Haitian people. It sounds as if this people were put on this earth only to recover from one calamity, one tragedy, one ordeal to the next.

Resilience is but the last resort before dying.

It is my wager that we give more recognition to the Haitian people for its capacity to create, to think, to invent, to imagine, to do, to produce, and to reach beyond itself.



The time has come for a major paradigm shift in Haiti.

The time has come, and urgently so, for us to move past the logic of aid and handouts, dependency and near tutelage that has ruled this country over the last few decades, towards a new logic of investment, partnership and accomplishment.

Haiti can no longer suffer to be the laboratory of all experiments, of trial and error, of deficient strategies that have never produced anything viable, given results of any durability.

The future of Haiti can only come from sustained investments in the strengthening of human resources, in the building of institutional and governance capacities, in the expansion of knowledge and know-how; in the empowerment of civil society dynamics and, of course, in the creation of conditions favourable to the development of a national economy.

If hope, as I said earlier, is the springboard for survival in Haitian culture, what people need, now more than ever, are the means and reasons for that hope.

Haitian women and men are not talking about rebuilding their country. They are talking about a re-foundation of the country on solid ground, with a plan that outlines milestones and objectives to be reached.

On March 31st, 2010, in the *Action Plan for National Recovery and Development of Haiti* that the President of the Republic, His Excellency Mister René Prével, and Prime Minister Jean-Max Bellerive presented to representatives, friends and partners of the international community gathered here in New York, 4 key objectives were identified within a 10-year timeframe: building new territorial foundations, new economic foundations, new social foundations, and new institutional foundations.

UNESCO immediately committed to contributing all of its areas of expertise to support, in the medium- and long-term, the implementation of this plan.

I will never forget the insistence with which President Prével hammered home the message: “Education! Education! Education! Nothing shall work in Haiti if efforts are not focused on education!”

I was in Haiti just two weeks ago, as a guest of the twin co-chairs of the Interim Haiti Recovery Commission, Prime Minister Jean-Max Bellerive and President William Jefferson Clinton, to present UNESCO’s strategy for Haiti and the close working relationship and cooperation between our organization, the authorities and civil society as a whole in Haiti, specifically in the education sector.

UNESCO has been chairing the Haiti Education Cluster since 2004 and has worked consistently with the Ministry and the *Haiti Working Group on Education and Training* born from the Commission called by the President of the Republic and chaired by the distinguished specialist on education issues and rector of Quisqueya University in Port-au-Prince, Mr. Jacky Lumarque.

What was achieved deserves our attention.

For a little over two years, well before the earthquake, in a citizen-based, volunteer journey that demanded of all involved hundreds of hours of meetings and readings, of proceedings and travel all over the country, with only modest means, the working group brought together rectors of Haitian universities, former senators of the Republic, erstwhile ministers and state secretaries for education, two former prime ministers, professionals from the financial sector, journalists, unionists, academics, and, with the help also of the Ministry of Education, top officials in the Ministry, heads of Education departments, along with various networks of Haitian expatriates’ associations, and countless quality consultants.

This exceptional, most constructive mobilization in Haiti was made possible through the financial support of the Inter-American Development Bank.

All this to say that, with regard to education, the needs have been carefully identified, as well as the solutions. There is now a solid plan, an ambitious plan no doubt, but how else could it be.

This plan calls for a national pact, for bringing together Haitian society as a whole.

My plea before the Commission in Port-au-Prince was to say loud and clear that we have the data, that the studies have been done. Enough with the waiting-game.

I want everyone to understand that on one of the most pressing issues of present-day Haiti, and its future — education — the time has come, you will agree, to take action.

Plan Haiti is completed. Now we must, within a reasonable and responsible timeline, do everything in our power to bring into being the long sought after dream of the daughters and sons of this land who hunger for knowledge, skills and training.

It is this dream, as requested by the state of Haiti and Haitian partners, that UNESCO has committed to accompany and help bring to fruition alongside the Ministry of Education, by reinforcing its capacities to fulfill its key leadership role.

We need a robust state with a solid Ministry of Education, equipped with the right tools, capable of coordinating, leading and assessing all the offering around education. We need a legally constituted Ministry capable of demanding a more coherent approach from partners of the international community, so that boundaries are clearer and more transparent.

“The time has come, and urgently so, for us to move past the logic of aid and handouts, dependency and near tutelage that has ruled this country over the last few decades, towards a new logic of investment, partnership and accomplishment.”

While a public education system that is accessible and universal is highly desirable in Haiti, that future is unthinkable without a contribution from the private sector. In that regard, the National Pact on Education proposes the creation of a special fund to support the rebuilding of private schools, taking into account the quality of schooling being offered and the geographic location of these schools.

Haiti wants to build a Ministry of Education driven by a constructive vision, which sets the tone and establishes quality standards with clear terms of reference.

A Ministry capable also of leading the space for partnership between the private and public sectors, brought together around a single mission entirely focused on the common good: quality education for all.

This is an emergency. I will dare say this: for Haitian youth, the issue is — and I qualify without hesitation — a life and death issue.

Why?

Because without work opportunities, without the better prospects that access to education, to quality training can provide, through competent teachers, safe, decent infrastructures with all the necessary equipment, young people who comprise — must we repeat it — the overwhelming majority of this country become dangerously vulnerable to criminal organizations and other predators who know how to feed most adroitly off their feelings of despair and anger, of feeling stuck and excluded.

It befalls us to offer their best chances and every opportunity to the children and the youth of Haiti, who have already suffered enough.

We must build and design for them, without distinctions, and with them, a quality education system that delivers, all over the country.

Otherwise, why talk about re-foundation and rebuilding?

We must stand in solidarity with Haiti, its present and its future, side by side with the creative forces of society, alongside citizens, who must be considered full partners, in the spirit of inclusive governance that believes in validating and recognizing community-based, collective initiatives.

Last January, while we commemorated the tragedy, one question was on everyone's mind: how far along are we into the rebuilding process?

The impatience is palpable. Frustrations also. However, we have absolutely no right to let despondency get the best of us, as we face difficulties that are many.

To backtrack or to fail our commitments would be immoral. The job that must be done requires time. There will be no magic bullet.

We might only see results in 5, 10 or 20 years. For this, we must get to work now, in a coordinated, coherent fashion, without the scattershot approach that has carried the day so far.

We must stand firmly alongside the government and the people of Haiti, under a single, unwavering, clear vision of solidarity that supports the key reforms and objectives stated in the Action Plan for National Recovery and Development of Haiti.

Allow me to quote the joint statement of donors: "It is critically important that the vision and will of the Haitian people drive the recovery process. From the conception of a strategic vision to the implementation of a given project, all stages must honour the voice of the Haitian people and contribute to the rebuilding of both Haiti's physical and human capital."

In closing, I will say that what the Haitian population needs most of all is a strong network of partners who will invest, I repeat, in its capacity to do, to create, to produce, in its willingness to come together around viable solutions, to pull itself out of the vicious cycle of aid and dependency where Haiti has fallen and drowned over the last few decades.

This is where you here can all contribute to this change.

The key initiatives are, no doubt, immense; the urgencies, aplenty. The current situation is appalling, dangerously chaotic in many respects.

This goes to show how much we face not only an acute humanitarian crisis, but a crisis of values.

For Haiti to recover, the values of equity and justice, of citizenship and inclusion must prevail. Each side will need to demonstrate responsibility, and demand accountability.

Our effective support will be crucial to governance bodies, to strengthen the role of institutions and to sustain the creative forces of Haitian society, cultivating together with them our sense of the common good.

It is of the utmost importance that we take action now, as I have said, for the children and the youth of Haiti. We need to protect them, and most urgently build for them a quality, universal public education system.

It is to these ends that UNESCO, the universal organization that brings the whole planet to the service of all its member countries, wants to contribute, thanks to your invaluable participation.

I invite you all to think about what your company or your institution can do to help with the

“The time has come for a major paradigm shift in Haiti.”

re-foundation of a new Haiti, one that can provide its citizens with a decent standard of living, while contributing to global prosperity.

The values you endorse are also those of UNESCO: responsible behaviour, global citizenship, peace, and solidarity.

By joining our efforts, we can succeed in creating partnerships that can better meet the needs of local communities, because you, more than anybody else, know the conditions conducive to fruitful enterprises.

In a new covenant for global brotherhood and sisterhood, we must support and join all the hopes of Haiti. We can and must protect its cultural treasures, its own rich heritage. We can and must invest in the human development and economic growth of the country. We can and must recognize, and walk shoulder to shoulder with, the tremendous will power and efforts of Haitian women and men.

With you, a country can be reborn.

In this, we must succeed. If only to show what becomes possible when we choose to work together. In this, I believe. I believe in us.

Acting as one big international family, with Haiti one of its members, we can send the whole of humanity one powerful message: that it is possible.

That an ethic of sharing can overcome the worst: destruction, calamity, and the feeling of powerlessness.

In this, I believe. ”

UNESCO'S MEDIUM AND LONG-TERM COMMITMENT IN HAITI

The medium- and long-term strategy for UNESCO's involvement is fully integrated with the "Action Plan for National Recovery and Development of Haiti: Immediate Key Initiatives for the Future", put forward by the Haitian government in March 2010 at a conference in New York.

This strategy includes initiatives put in place by UNESCO in the emergency phases of the aftermath and is coherent with the principle areas of intervention identified by the Action Plan, notably: (i) territorial rebuilding; (ii) social rebuilding; (iii) economic rebuilding; and (iv) institutional rebuilding.

The overall objective is to support the Haitian authorities in promoting sustainable recovery and stability by strengthening institutional capacities, encouraging dialogue between communities, improving the quality and equality of basic service provision, as well as a revitalisation of the principal public and private sectors which, together, will play an essential role in promoting sustainable economic development, the construction of a democratic and inclusive state apparatus and the reduction of risks associated with natural disasters.

From UNESCO in action: Working together in Haiti, 2011



ANNEX 4:

CLOSING KEYNOTE ADDRESS BY PETRA NEMCOVA

A supermodel, television star and humanitarian, Petra Nemcova has, since 2005, helped rebuild 50 schools in 9 countries afflicted by natural disaster through her Happy Hearts Fund. In her speech below, Petra discusses how education is often forgotten in the immediate aftermath of crisis — and what her foundation is doing to improve the situation.

Today you have brought together an extraordinary group of people to share, to learn, to connect, and to act.

You've brought the attention of the world to issues affecting the lives and futures of 70 million children who are not receiving a primary education.

You've brought to light the unbearable facts and multiple challenges of achieving Education For All.

Challenges such as natural disasters, epidemics, wars, social conflicts, economic crises, food shortages, child trafficking, sexual violence and other social problems partner with each other, multiplying their devastating effects on vulnerable children and communities, reaching with long tentacles into the future, eventually touching and affecting us all.

Most of all, you've brought ideas, hope, examples, and inspiration that together, using our collective best ideas and focused energies, we will succeed.

I am so happy to be here and to learn from this extraordinary group, and join this important debate. I want to start by telling you why this issue means so much to me, why I spend my time helping children in areas devastated by natural disasters, and why I don't ever want to stop doing so. It's because I have seen, what we have talked about today, first hand, written on the faces of children. I have seen it around the world. Not just in Thailand after the 2004 tsunami, not just in Indonesia after the earthquakes in 2006 and 2009, not just in Mexico after the floods in 2007, but also in Peru, Sri Lanka, Haiti, Chile and in other countries where entire regions were devastated.

What I have seen is consistent.

After a tremendous, often extraordinary first response to natural disasters, attention and resources are directed on to other critical issues, while children are left in a gap, sometimes for years, sometimes missing the single opportunity of their lifetime to receive an education.

I have learned so much from the challenges faced by children and families of natural disasters. Learning from and with them, I began to understand that there are also opportunities during these times of crisis — inspiring and hopeful opportunities for the kind of actions and innovations that we heard about during the amazing 1st discussion strand earlier today.

Working with children, families and communities after natural disasters has taught us how critically important and powerful humanitarian aid can be when it restores schools and education as a way of rebuilding the lives of children, their families, and their communities.

Yet we know that only 2% of humanitarian aid is currently directed to restoring educational opportunities.

By rebuilding schools and providing educational enrichment, Happy Hearts Fund immediately began to see changes:

An average increase of 39% in the enrollment rates amongst both girls and boys at our schools. We see communities flourishing around the rebuilt schools.

We see students eager to attend schools and to engage in learning literacy, computers and technology skills.



“After a tremendous, often extraordinary first response to natural disasters, attention and resources are directed on to other critical issues, while children are left in a gap, sometimes for years, sometimes missing the single opportunity of their lifetime to receive an education.”

We witness parents becoming involved in school activities and their children's progress.

We see the growth of many wonderful projects on a community level, such as cultural and arts performances, growth of community gardens, recycling projects and many others.

There is a single reason why there have been so many successes with Happy Hearts Fund efforts. Partnerships that now include:

UN agencies and programmes; corporations; universities; government agencies; donors and their families; school children; NGOs, clubs, volunteers, and more.

Thanks to the energy, creativity, and experience that our partners bring. We are also addressing issues highlighted in the second strand of our discussion today: high quality and practical educational programming that truly prepares children for the future.

Partnering with Hewlett-Packard has brought children an abundance of knowledge and skills in technology.

“Yet we know that only 2% of humanitarian aid is currently directed to restoring educational opportunities.

Partnering with ING has, among many other things, helped with the creation of businesses, which focus on creating self-sustaining schools. Communities have received training, oversight and expertise and, as a result, students in countries such as Peru have had the experience of working in their own bakeries, learning practical skills both in baking and in business.

Since our start just over 4 years ago, Happy Hearts Fund and partners have completed 49 schools and kindergartens, with 8 currently under construction. We have a presence in 9 countries around the world.

So many children are still in need and, in most countries we are in, our work needs to be multiplied by a factor of 10 or 100; it is our hope to be able to do so, through partnerships.

Thank you all for answering the call to action by being here today.

We all have an investment in what happens to the children of the world.

Whether they will end up out of school – left out and left behind, many for their entire life – without the most important tool they could ever have: an education.

Or whether they will become engaged and productive, supporting themselves, their families, their communities, and their country; contributing to solving the challenges that lie ahead: effective citizens, parents, employees and empowered individuals.

Each of us has a role to play in the future of the world’s children.

I invite you to invest your hearts in these issues, tapping into the expertise of those around you, and bringing your own expertise and creativity to seemingly intractable problems □ problems that keep children in a learning and opportunity gap that holds hostage the hopes and dreams we all have for the future.

I urge you to explore partnerships where you bring not just your financial investment, but also your time, your energy, your expertise and your creativity.

Only by working together will we be able to achieve the progress that education for the world’s children, our children, depends on.

From the deepest place in my heart, I thank the partners that have joined Happy Hearts Fund, as you have brought light into the lives of children and our work.

THE HAPPY HEARTS FUND (HHF)

The Happy Hearts Fund (HHF) is a non-profit foundation dedicated to improving children’s lives through educational and sustainable programs in areas affected by natural disaster.

Globally, HHF is active in nine countries and has built/rebuilt 50 schools and kindergartens, with eight currently under construction. Since inception in 2005, its programs have benefited more than 31,000 children and 334,000 community members.

For more information, please visit: <http://www.happyheartsfund.org>

ANNEX 5:

ON-THE-SPOT-INTERVIEWS

VIDEO INTERVIEWS

All video interviews are available on: You Tube: www.un.org/en/ecosoc/youtube; and Facebook: www.un.org/en/ecosoc/facebook



Ambassador Lazarous Kapambwe, President of ECOSOC and Permanent Representative of Zambia to the United Nations

“We have put emphasis on education because we feel that without education all the other Millennium Development Goals cannot be achieved”.



H.E. Ms. Michaëlle Jean, 27th Governor-General of Canada and UNESCO Special Envoy for Haiti

“The private sector could play a pivotal role for access to a quality education in Haiti”.



Irina Bokova, Director-General of UNESCO

“Education can bring sustainability in all Millennium Development Goals”.



Noella Coursaris, Founder, Georges Malaika Foundation

“The private sector could cover certain operational costs to help schools provide a free quality education”.



Holly Gordon, Executive Director, 10x10: The Girls Education Project

“Now we have better access to education, but we do not have necessarily quality”.

George Khaldun, Chief Operating Officer, Harlem Children’s Zone



“The way we look at education has to be looked at differently, it has to be revolutionized in order to keep up and make progress”.

Theresa McCoy, Manager, Education Grant Programmes, Office of Corporate Philanthropy, Merck & Co., Inc, NJ



“I think the private sector can add a tremendous unbiased view to the education system”.

Professor Jeffrey Sachs, Director, Earth Institute, Columbia University



“If we want to save the world, if we want to secure the world, and if we want a prosperous world, investing in education is so obviously a priority”.

Rebecca Winthrop, Senior Fellow and Director, Centre for Universal Education, The Brookings Institution



“The private sector has a relentless focus on innovation and this is something that the education sector needs. They can act as catalyst for massive transformation”.

ANNEX 6:

PARTICIPATING ORGANIZATIONS

10x10: The Girls Education Project

A

Actavis Group
ActionAid International
AEA Investors LLC
AICESIS
Alcoa Foundation
Alsalam Aircraft Co,
Alsalam Aircraft Co., Saudi Arabia
American Associates, Ben Gurion University of the Negev, NY
Apex Dynamics USA
Asian Development Bank
Association for Childhood Education International (ACEI)
AVSI Foundation, NY
AWID

B

Bank of America Charitable Foundation
Bank of Sharjah
BASF Corporation
Better Education for All (Pakistan)
Blue Engine, NY
Bonds Group of Companies
Brookings Institution
Browde Communications, NY
Buddhist Tzu Chi Foundation

C

Campbell Soup Company
Cathal Ryan Trust
Centre for Global Health and Economic Development, Earth Inst., Columbia University
Centre for Universal Education
World Congress of Muslim Philanthropists
Changing our World
ChemChina
Cherie Blair Foundation for Women
Cheung Kong Graduate School
China Europe Business School
China National Resources
China World Peace
Cisco Systems, Inc.
CITYatwork

Clara Muhammed Schools / Bergen College
Clinton Global Initiative
Columbia University
Committee Encouraging Corporate Philanthropy (CECP)
Congorganize, USA
Connect to Learn
Cornell University
CreativeWell, Inc., NJ
Credit Suisse Americas Foundation
Crescent Petroleum
Crystal Tears Foundation

D

Darden Restaurants, Inc.
Deloitte LLP
Deloitte, Washington, D.C.
Development Resources, Inc.
Dinu Patriciu Foundation, Romania
DIRECTV
Discovery Channel Global Education Partnership
Discovery Education
DU Telecom
Dubai Cares
Dupont

E

ECOWAS Commission
Edelman
Education for All – Fast Track Initiative
Education for Employment Foundation
EFA Global Partnerships Team
ELMA Philanthropies
Enshaa PSC
Entrepreneurs Foundation
ESSL Foundation
Etisalat
Evergreen Industries Group

F

Fairleigh Dickinson University
Family Organization for Science and Development
FAO Liaison Office
Fairleigh Dickinson University
Fosun International, Ltd.
Foundation for Social Change
Foundation for the Support of the United Nations
Foundation Strategy Group.

G

Georges Malaika Foundation
Gerson Lehrman Group
Giosetta Consultants, Inc.
Girl Scouts of the USA
GlaxoSmithKline plc
Global Campaign for Education
Global Impact
Global Partnerships Forum
Global Team Players Association
GolinHarris
GROOTS
GRSP Society
GTI Tire (China) Investment Co., Ltd.

H

Hangzhou Huada Industrial
Happy Hearts Foundation
Happy Hearts Fund
Harlem Children's Zone
Hasbro, Inc.
Heidrick and Stuggles, UK
Hewlett Foundation and Wellspring Advisors
Himalayan Consensus Institute, China
HIV/AIDS – UNDP
Holsman International
Houghton Mifflin Harcourt
Howard University
HSBC Bank, USA
Huaxing Environmental
Hughton Mifflin Harcourt

I

IBVM
IDP Foundation, Inc.
iEARN-USA
Ikea Foundation, The Netherlands
Imamia Medics International
Infosys
ING
Institute for State Effectiveness
INTEL Foundation
International Federation of University Women, NY
International Federation of Women in Legal Careers (FIFCJ)
International Labour Organization (ILO)
International Sisterhood Charity Organization
ITT

J

Jewish Heart for Africa
Jewish Heart for Africa, NY

K

Kechie's Project, NY
KPMG
Kreab Gavin Anderson

L

Lenovo,
Levin Institute

M

Majid Al Futtaim Group
Malkin Holdings
McGraw-Hill Research Foundation
Merck & Co. Inc.
Morgan Stanley, Dubai
Mosaic Technology Consulting, Inc.
Multilateral Consulting
Muslimat al-Nisaa

N

National Basketball Association (NBA)
National Centre for Sustainable Development, Washington, D.C.
National Committee for UN Women, Canada
Nokia
Non Profit Nkechi's Project
Novartis Foundation for Sustainable Development, Switzerland
Nyaka AIDS Orphans Project
NYSE Euronext

O

Onna Charity Organization for Peace and Development
Organization Internationale de la Francophonie
Orrick, Herrington and Sutcliffe

P

Pan-China Group
Pat Tully Inc.
Penguin Group (USA)
People Decade for Human Rights Education
Petrofac
Pfizer

Pharma sanofi-aventis
Planeterra Foundation
PlanetPR
Point Studio, Inc.
Portico Management Ltd.,
PPP Europe
PricewaterhouseCoopers
PricewaterhouseCoopers

R

Reach Out to Asia.
RESULTS/Educational Fund
Right to Play
Romania
Room to Read
Rothman Institute of Entrepreneurship
Rural Education and Development (READ) Global

S

Sa Leone Health Pride, Inc.
Sahara Group
Samuel Group of Companies
SAP Labs, NJ
Scholastic, NY
Segal Family Foundation
Sempra Energy
Siemens Corporation Philanthropic Fund
Society and Diplomatic Review
Society of Catholic Medical Missionaries
St. Johns University
Symantec Corporation

T

Talking Eyes Media
Teach for All
Telecom Development Company Afghanistan Ltd. (Roshan)
Texas Tech University
The Brookings Institution
The CEO Show
The Coca Cola Company
The College Board
The Ethical Community Charter School
The Foundation Centre
The Hartford Financial Services Group, Inc.
The McGraw-Hill Companies
The Moody's Foundation
The One Planet, Dubai
The Starr Foundation

The Synergos Institute
The Western Union Company
The World Congress of Muslim Philanthropists
Time, Inc.
Tomorrow's Youth Organization
Touch Foundation
Travelers Foundation
Tribeca Asset Management, Colombia

U

United Nations Association
United Nations Children's Fund (UNICEF)
United Nations Development Programme (UNDP)
United Nations Educational Scientific and Cultural Organisation (UNESCO)
United Nations Foundation
United Nations High Commission for Refugees (UNHCR)
United Nations Population Fund (UNFPA)
United Nations University (UNU)
United Nations Volunteers
United Nations Women
United Nations World Food Programme
United States Federation for Middle East Peace
United States Fund for UNICEF
UrFilez

V

Verizon CRPR
Verizon Foundation

W

Western Union
Western Union Foundation
WhyUsman Consulting Group
Women's Federation for World Peace International
World Bank
World Bank Institute
World Childhood Foundation
World Congress of Muslim Philanthropies
World Health Organization (WHO)
World Intellectual Property Organization (WIPO)
Worldwide Organization for Women
Yunnan Mountain Heritage Foundation



ANNEX 7:

ABOUT ECOSOC

The Economic and Social Council (ECOSOC) was established under the United Nations Charter as the principal organ to coordinate economic, social, and related work of the 14 UN specialized agencies, functional commissions and five regional commissions. ECOSOC serves as the central forum for discussing international economic and social issues, and for formulating policy recommendations addressed to Member States and the United Nations system. Under the chairmanship of its president it is responsible for:

- Promoting higher standards of living, full employment, and economic and social progress;
- Identifying solutions to international economic, social and health problems;
- Facilitating international cultural and educational cooperation; and
- Encouraging universal respect for human rights and fundamental freedoms.

ECOSOC has 54 members elected for three-year terms by the General Assembly. The council holds several short sessions, ad hoc meetings, round tables and panel discussions with the participation of non governmental stakeholders throughout the year, to prepare for its four week substantive session in July. The July session is held annually in alternative years in New York and Geneva. The substantive session is organized in five segments:

The four-day High-level segment with ministerial participation, which is devoted to a thematic debate on major economic, social and environment policy issues. The theme of the 2011 session is “Education”.

The Coordination segment aims at ensuring that policies, program operational work and country frameworks of all United Nations system organizations are consistent with key development goals.

The Operational Activities segment provides the United Nations system with overall guidance on priorities and strategies for implementing the policies formulated by the General Assembly in the field of operational activities.

The Humanitarian Affairs segment provides an important forum for review of the humanitarian affairs activities in the system and for their coordination.

The General Segment is the venue for the management and oversight function of the Council.

In 2005, Heads of State and Government mandated the Council to hold Annual Ministerial Reviews (AMR) for advancement and assessment of the progress made in the implementation of the United Nations development agenda, and a biennial Development Cooperation Forum (DCF) for the enhancement of the coherence and effectiveness of activities of different development partners.

<http://www.un.org/en/ecosoc>

ANNEX 8:

ABOUT THE ORGANIZERS

The United Nations Department of Economic and Social Affairs (DESA)

The United Nations Department of Economic and Social Affairs (DESA) serves as secretariat to ECOSOC and supports its deliberations and consensus-building. This demands high-level engagement on many global development issues and consultation with international financial institutions, the private sector and civil society. The Department is headed by the Under Secretary-General, Mr. Sha Zukang.

For more than 50 years, DESA and its predecessors have been providing countries around the world meet their economic, social and environmental challenges. DESA operates within a framework of internationally agreed upon goals known as the United Nations development agenda: a shared vision of human progress rooted in the values of freedom, equality, solidarity, tolerance, respect for nature and mutual responsibility.

DESA plays a central role in monitoring and implementing global commitments to economic and social progress, including the MDGs. DESA also oversees the global statistical system and produces authoritative population estimates and projections that are used worldwide. DESA also manages the Development Account, a fund established by the General Assembly to help countries meet their development challenges.

<http://www.un.org/esa/desa/>

The United Nations Children’s Fund (UNICEF)

UNICEF is the children’s fund at the United Nations dedicated to enhancing the quality of life for children around the globe. It advocates for special protection for the most disadvantaged children - victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities. UNICEF also mobilizes funds to assist governments in building their capacity to form appropriate policies and deliver services for children and their families, including in the areas of education, child protection, sanitation and development. UNICEF equally operates in emergency capacities to guarantee life-saving assistance to children affected by disasters. As a United Nations body, UNICEF partners considerably with grassroots entities to ensure the fundamental rights of children are maintained on all fronts.

<http://www.unicef.org>

United Nations Economic, Social and Cultural Organization (UNESCO)

UNESCO is the lead agency at the United Nations for education, the sciences, culture and communication. In the realm of education, its mission is to provide international leadership to create learning societies with educational opportunities for all populations; provide expertise and foster partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all. UNESCO is considered to be an intellectual leader, an honest broker and clearing house for ideas, propelling both countries and the international community to accelerate progress towards these goals. The organization also facilitates the development of partnerships and monitors progress, in particular by publishing an annual Global Monitoring Report that tracks the achievements of countries and the international community towards the six Education for All goals.

<http://www.unesco.org>

The United Nations Office for Partnerships (UNOP)

The United Nations Office for Partnerships serves as a gateway for public-private partnerships with the United Nations system, in furtherance of the Millennium Development Goals (MDGs). The Office oversees three areas:

Partnership Advisory Services and Outreach to a variety of entities, including academic institutions, companies, foundations, government agencies, and civil society organizations. Investment in high-impact initiatives is encouraged by:

- Advising on UN procedures and best practices;
- Assisting in the design of programmes and projects;
- Helping establish and, in some cases, manage global and regional networks;
- Advocating use of the MDGs as a framework for action.

The United Nations Fund for International Partnerships (UNFIP)

established by the Secretary-General in March 1998 to serve as the interface for the partnership between the UN system and the UN Foundation – the public charity responsible for administering Ted Turner’s \$1 billion contribution in support of UN causes. The United Nations Partnership with Ted Turner’s Philanthropy has enabled the UN family to find creative solutions to global problems.

The United Nations Democracy Fund (UNDEF)

established by the Secretary-General in July 2005 to support democratization throughout the world focuses on supporting democratic institutions, promoting human rights, and ensuring the participation of all groups in democratic processes.

Based at the United Nations Headquarters in New York, the United Nations Office for Partnerships works under the leadership of Dr. Asha-Rose Migiro, Deputy Secretary-General of the United Nations, and is headed by Roland Rich.

UNOP aims to help the underprivileged by harnessing the interest, competencies, and resources across sectors. Working with leaders in business and civil society, the Partnership Office provides a platform for strategic policy dialogue and engages financial, technical, and management expertise to achieve the 8 Millennium Development Goals.

<http://www.un.org/partnerships>

The Committee Encouraging Corporate Philanthropy (CECP)

The Committee Encouraging Corporate Philanthropy (CECP) is the only international forum of business leaders focused on increasing the level and quality of corporate philanthropy. Membership includes more than 180 global CEOs and chairpersons of companies that collectively account for more than 40% of reported corporate giving in the United States. Founded in 1999 by actor and philanthropist Paul Newman, together with John Whitehead, Peter Malkin, and other business leaders, CECP continues to inspire and challenge leaders in the private sector to find innovative ways to fulfill unmet societal needs and to lead the way towards better alignment of business and societal strategies.

<http://www.CorporatePhilanthropy.org>

ANNEX 9:

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The report was designed by Ms. Ursula Damm of the Graphic Design Unit of the United Nations Department of Public Information.

Featuring Michaëlle Jean, the 27th Governor General of Canada and UNESCO Special Envoy for Haiti; High-level officials from the private sector and civil society, this short film presents the experiences and challenges to boost global private funding for the education of girls and boys at a time when most countries are implementing austerity measures in the aftermath of the economic and financial crisis.

Produced, Directed and Edited by Point Studio, Inc.

Education For All



www.un.org/en/ecosoc/philanthropy