

# PARTNERSHIPS FOR EDUCATION:

## Building the foundations of a green, prosperous and equitable global economy

The International Business Leaders Forum, in Partnership with the World Bank and the United Nations Educational, Scientific and Cultural Organisation, supported by BG Group plc



## **Partnerships for Education:**

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This report is written by The Partnering Initiative of the International Business Leaders Forum (IBLF), in partnership with the World Bank and the United Nations Educational, Scientific and Cultural Organisation (UNESCO), supported by BG Group plc.

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## Partnerships for Education:

Building the foundations of a green, prosperous and equitable global economy

# PARTNERSHIPS FOR EDUCATION: BUILDING THE FOUNDATIONS OF A GREEN, PROSPEROUS AND EQUITABLE GLOBAL ECONOMY

## Executive Summary

**There is a growing focus across the world on education and the challenges it faces; the gaps between what is needed and what is provided are affecting individuals and society.** Not only do millions of children in low-income countries not attend school, but among those who do there are issues of high drop-out rates, lack of progress, and gender disparity. Even where skills are gained, they are often out of step with the needs of the labour market, leaving youngsters prepared neither for further education nor for work.

Education paves the way for development by improving a country's human capital and thereby contributing to enduring prosperity and economic growth. To achieve "the future we want", we have to give everyone the opportunity to acquire the knowledge, skills, behaviours and values needed to create a just and equitable global society within the limits of our planet's resources. Worsening resource stress, biodiversity loss and pollution, together with growing populations and urbanisation mean that the need for equality of access to good education is urgent and growing.

Despite governments' best efforts to provide access to affordable, relevant education, increasing financial, resource and capacity constraints coupled with rising populations make it impossible for the public sector acting alone to meet demand. Only with a concerted approach leveraging the power and resources of all sectors – government, business and civil society – can we hope to tackle the global problem of education provision.

### Business as a partner in education

Corporate partners have a direct interest in a quality education system and may bring to education initiatives much more than simply funding. Their level of involvement depends on both the wider context and their specific drivers for participation. These include social investment through a philanthropic approach; skills building to educate potential staff; and education provision as part of core business - providing schools, learning materials or ICT platforms.

### Making partnerships happen

A multi-stakeholder or cross-sector partnership for education can be defined as the joint commitment, mobilisation and combination of resources and competencies by any combination of public, business, academic and civil society partners to expand and enhance education, while sharing both risk and reward.

To be effective, partnerships must be well-designed and well-run according to key partnering principles, and partners must have the right skills and be willing to commit to sharing resources, risks and rewards towards a common objective.

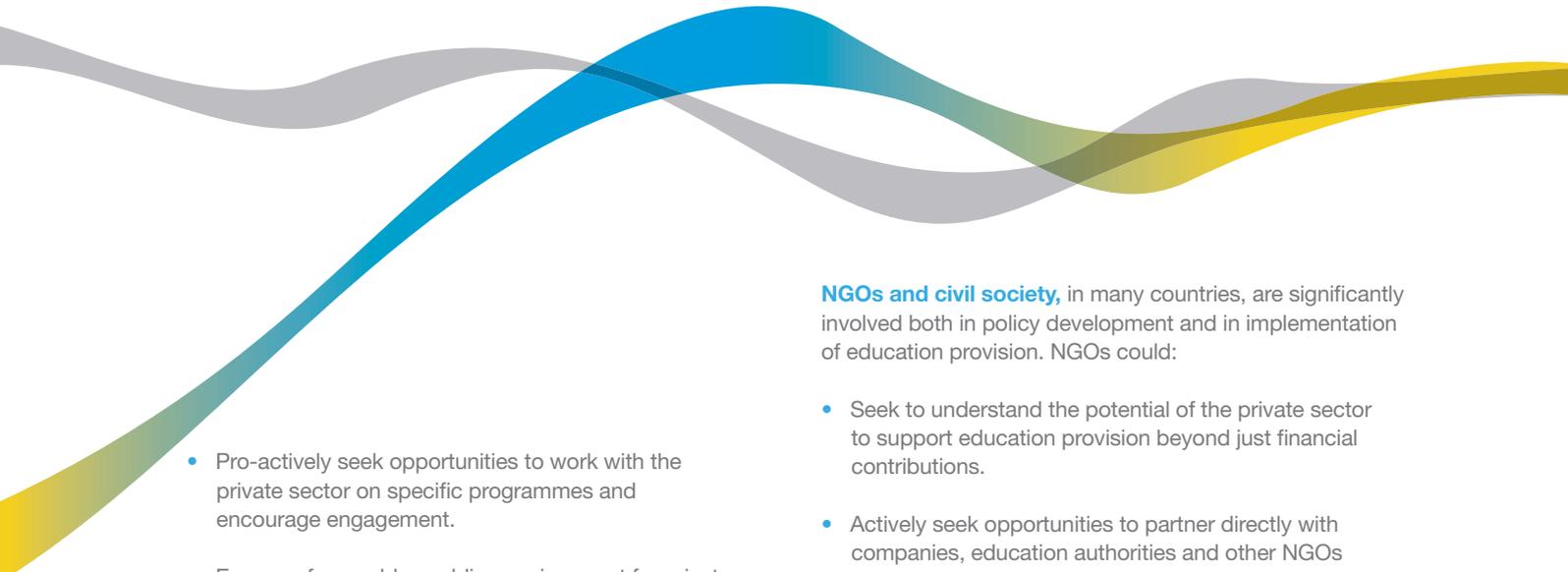
### Reaching scale

While there are large numbers of successful partnerships around the world, the impact they are having is extremely modest relative to the scale of the challenge being faced in the majority of countries. If we are to see the necessary step change in the quality of education worldwide that will ensure both our economic and environmental futures, we will need to hugely scale up the volume and quality of multi-sector partnerships through a much more systematic approach.

Each sector has a part to play in facilitating the scale-up of education partnerships:

**Government** is responsible for ensuring the education of its citizens. It is the regulator and primary provider of education in all countries. Government could:

- Consider the needs of business when setting policy and curricula to ensure the system produces the education and skills that companies – and hence the economy – need to prosper.
- Help new initiatives align with government focus by disseminating clear education needs and development plans.

- 
- Pro-actively seek opportunities to work with the private sector on specific programmes and encourage engagement.
  - Ensure a favourable enabling environment for private sector or hybrid provision of low-cost education.
  - Provide a simple access point with which companies can engage, to assist in facilitating and scaling up partnerships.

**Business** is a prime beneficiary of education, and has an intrinsic interest to ensure the quality of education provision. It also has the resources of many kinds, not just financial, to make a real difference. Business could:

- Fully appreciate that business prosperity relies on skilled, educated staff and consumers, and hence there is a key business imperative for supporting education.
- Analyse their spheres of influence to understand how they may be able to influence and support education with a positive long term effect on their companies.
- Actively seek opportunities with education authorities, NGOs and schools to support existing initiatives or develop new partnerships.
- Ensure that wherever it does engage with education, its activities are coordinated with other education initiatives and, where possible, work with education authorities to ensure that interventions are appropriate, effective and sustainable.

**NGOs and civil society**, in many countries, are significantly involved both in policy development and in implementation of education provision. NGOs could:

- Seek to understand the potential of the private sector to support education provision beyond just financial contributions.
- Actively seek opportunities to partner directly with companies, education authorities and other NGOs in a coordinated approach to creating new initiatives.
- Ensure that standards of education, accessibility and equity are upheld within partnership initiatives.

**Development agencies** provide significant support and funding to the delivery of education – both through government financial support and through supporting programmes directly. Development agencies could:

- Understand and appreciate the potential of partnerships to leverage new resources and deliver education in innovative, sustainable ways.
- Implement specific ‘innovation funds’ to support such partnerships and non-state provision of education.
- Influence governments to create an enabling environment that supports cross-sector collaborative approaches.
- Actively support the development of country-level Education Partnership Action Hubs to drive the development of new partnerships.

The key to achieving the scale of action required is a systematic approach engaging all sectors of society: to help them understand the importance of quality education for their own prosperity, while ensuring they appreciate the resources and competencies that they might bring together to create innovative, sustainable initiatives.

## Partnerships for Education:

Building the foundations of a green, prosperous and equitable global economy

# INTRODUCTION

**All aspects of a sustainable society are under threat. The environmental: worsening resource stress, biodiversity loss, and pollution; the social: increasing populations, urbanisation, exceptionally high levels of, particularly youth, unemployment leading to social unrest; the economic: global financial crisis, shortage of skilled workers hindering growth for companies and countries.**

If we are to achieve 'the future we want', we have to find ways to give everyone the opportunity to acquire the knowledge, skills, behaviours and values needed to create a just and equitable global society within the limits of our planet's resources. This education and skills development needs to be accessible and affordable for all sectors of society and for all countries if the drive towards, and participation in, a green and prosperous economy is to be shared across the globe.

Governments across the world are making huge efforts to provide access to affordable, relevant education. However, increasing financial, resource and capacity constraints coupled with rising populations in many countries make it impossible for the public sector acting alone to meet demand.

There is a huge collective interest in ensuring quality education, coupled with a growing recognition that in an ever more complex and interconnected world, such issues are not solely the responsibility of governments. The private sector, donor organisations, non-governmental organisations (NGOs) and multi-lateral organisations all have a vested interest in 'better education for all'.

For business to thrive it needs a thriving society in which to operate, and this requires an educated workforce and a sustainable environment. There are many individual examples of positive business involvement in education initiatives, but to reach the scale required for business to thrive and individuals to reach their full potential requires a step change, which can only be achieved by all sectors working together. Only a concerted approach between governments, the private sector and other stakeholders can provide global solutions to the global problem of education provision. To ensure the quality, accountability and equity of this provision, these multi-stakeholder partnerships will need to be founded on core principles, and find innovate new ways of working.



## ILLUSTRATED BY A RANGE OF CASE STUDIES OF PARTNERSHIPS, THIS REPORT EXPLORES:

1

The critical need for universally accessible quality education  
and skills development to ensure a sustainable future;

2

The essential role of partnerships with business to help bridge the gap  
between educational and skills need and existing provision;

3

Innovative approaches to engaging business much more extensively and to systematically  
developing multi-stakeholder partnerships at significant scale.

THE REPORT CONCLUDES  
WITH A SET OF  
RECOMMENDATIONS FOR  
EACH SECTOR OF SOCIETY,  
TO HELP BUILD THE  
ENABLING ENVIRONMENT  
AND TAKE DIRECT ACTION  
TO ENSURE BUSINESS IS  
ENGAGED IN SUPPORTING  
AND DELIVERING  
THE EDUCATION  
THAT WILL LEAD TO  
SOCIAL, ECONOMIC  
AND ENVIRONMENTAL  
PROSPERITY.

“We recognise that  
the development of human  
capacity is essential to  
achieving broad-based  
economic growth, building  
strong, sustainable  
communities, promoting  
social well-being,  
and improving  
the environment.”

## Partnerships for Education:

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# THE IMPORTANCE OF ACCESSIBLE QUALITY EDUCATION AND SKILLS FOR A SUSTAINABLE FUTURE

**The improvement of education has long been identified as an urgent matter and a fundamental pillar of sustainable development.** Education paves the way for development by improving a country's human capital and thereby contributing to enduring prosperity and economic growth. Yet despite education improvement being identified within the Millennium Development Goals, real progress commensurate with the challenge has proved to be elusive.

The vital part that education plays in the drive towards a sustainable future was highlighted in the lead-up to the Rio+20 conference in June 2012. The three dimensions of sustainable development - environmental, economic, and social - set the backdrop to the recommendations made by UN agencies in preparation for Rio+20. UN resolutions recommend recognition of the potential of green jobs: "We recognise that the development of human capacity is essential to achieving broad-based economic growth, building strong, sustainable communities, promoting social well-being, and improving the environment. Workers must have the skills and protections necessary to participate in and benefit from the transition to a green economy, which has great potential to create decent jobs, particularly for the youth, and eradicate poverty."<sup>1</sup>

The UN further resolves that building green economies will depend critically on creating green jobs, and agrees to address potential skills shortages through skills mapping and promoting of green jobs training programmes. The International Labour Organisation defines green jobs as decent jobs which:

- Reduce consumption of energy and raw materials;
- Limit greenhouse gas emissions;
- Minimise waste and pollution;
- Protect and restore ecosystems.

“Whether at primary, secondary or tertiary level, in skills training or adult learning, the gaps between what is needed and what is provided are affecting individuals and society.”



Alongside this, across the world there is a growing focus on education and the challenges it faces. Whether at primary, secondary or tertiary level, in skills training or adult learning, the gaps between what is needed and what is provided are affecting individuals and society. Understandably, much of the attention has been on the provision of primary education in low-income countries; a focus underlined by the Millennium Development Goals, but the challenges are much broader and more complex than this, in terms of geography, demography and quality.

The Brookings Institute draws attention not only to the 67 million children in low-income countries who do not attend school, but (in their 2011 report *A Global Compact on Learning: Taking Action on Education in Developing Countries*) to high drop-out rates, lack of progress, and gender disparity among those who do.

Not only are many children who do attend school leaving without basic skills, but where skills are gained, they are often out-of-step with the needs of the labour market, leaving youngsters prepared neither for further education nor for work. With high unemployment levels across the world partly fuelled by the economic crisis, there is also a growing divide between the skills employers need and those that young people are leaving education with.

This global “crisis” however, does offer potential opportunities: there are few interventions more effective in influencing sustainable development and improving individual livelihoods, than improvements to the availability, quality and range of education.

UNESCO emphasises the importance of good quality, holistic education. The need for lifelong learning, as well as a broader focus than just employability and entrepreneurship, means that a comprehensive approach is needed. To ensure each individual achieves their full potential and society benefits from what these individuals have to offer, broader solutions are needed than simply the provision of more places in school.

While the public sector is emphasising the social drivers for scaling up the provision of quality education, business leaders have been highlighting the lack of candidates with the appropriate skills necessary to fill available jobs. A 2012 CBI survey of UK leading companies found that around a third of UK businesses are dissatisfied with the quality of skills found in new employees<sup>2</sup>. Despite their importance for the economy, and particularly for “green” jobs.”<sup>3</sup>

Lack of skilled workers is also a serious threat to the continuing economic development of countries. For example there are currently around 10 million manufacturing jobs worldwide, many of them in the developing world, which cannot be filled due to the skills gap<sup>4</sup>. Even countries with strong performing economies, such as the BRICS (Brazil, Russia, India, China and South Africa), face challenges in finding certain skills such as information communication technology (ICT) readiness, which affects their ability to compete in many sectors.<sup>5</sup>

<sup>2</sup> ‘Learning to Grow: what employers need from education and skills’ CBI 2012 [http://www.cbi.org.uk/media/1514978/cbi\\_education\\_and\\_skills\\_survey\\_2012.pdf](http://www.cbi.org.uk/media/1514978/cbi_education_and_skills_survey_2012.pdf)

<sup>3</sup> ‘Who Cares, Who Dares: Providing the Skills for an Innovative and Sustainable Europe’ – INSEAD eLab Team for European Business Summit 2009 - [http://www.insead.edu/discover\\_insead/docs/WhocaresWhodares.pdf](http://www.insead.edu/discover_insead/docs/WhocaresWhodares.pdf)

<sup>4</sup> ‘The Future of Manufacturing’ – World Economic Forum 2012 <http://www.weforum.org/reports/future-manufacturing>

<sup>5</sup> ‘Global Information Technology Report’ World Economic Forum 2012 <http://www.weforum.org/issues/global-information-technology/index.html>

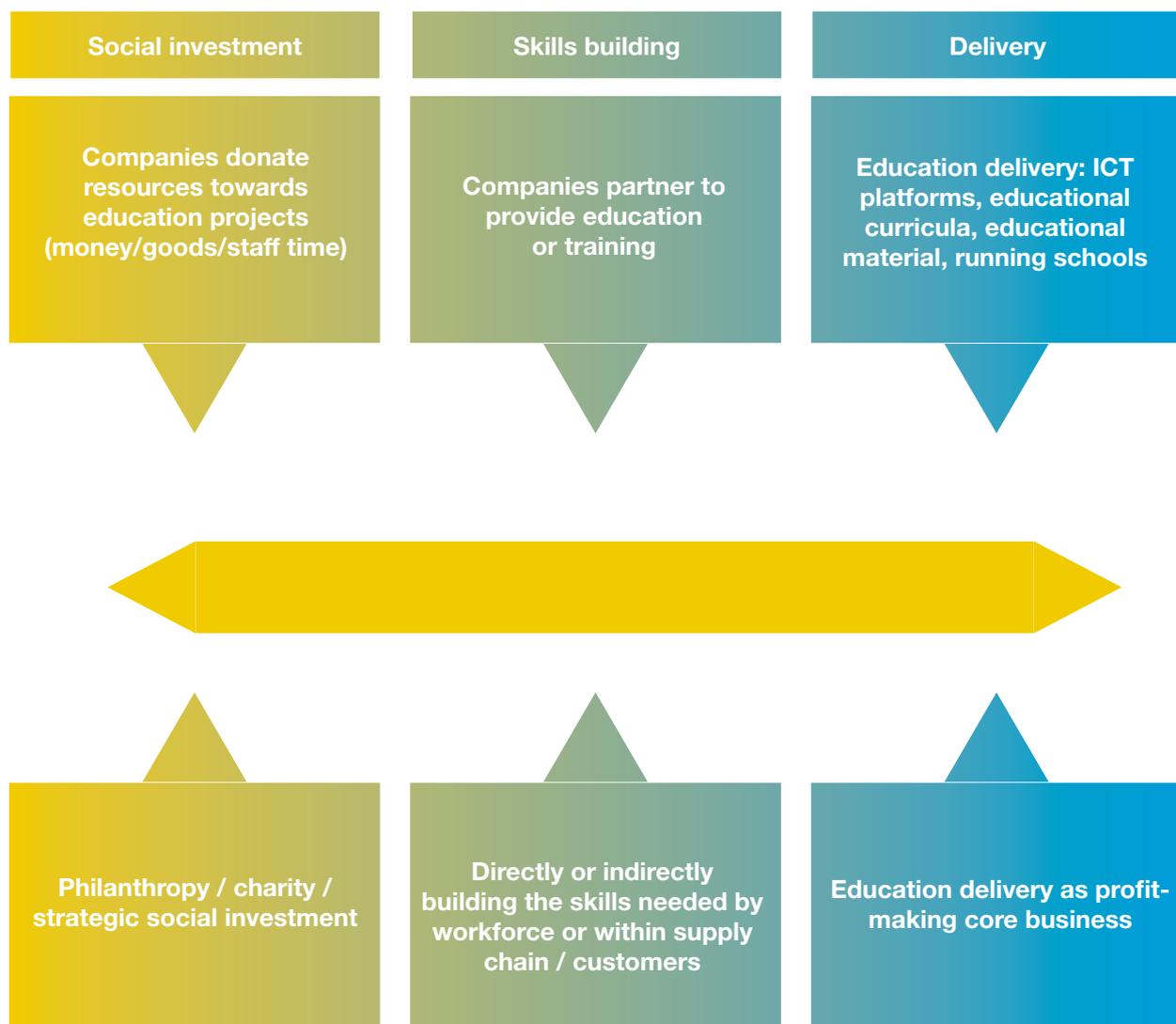
## Partnerships for Education:

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# THE ROLE OF PARTNERSHIPS WITH BUSINESS IN EXPANDING ACCESS TO QUALITY EDUCATION

Typology of business education initiatives, by level of materiality and direct business benefit

## TYPE OF INTERVENTION



## DRIVERS

Figure 1

**Business has a vital part to play in the global drive towards developing, widening and improving education.** Scaling up business involvement through multi-sector education partnerships can bring both new resources and new sources of innovation to contribute significantly towards achieving the Millennium Development Goals and the wider educational and skills needs of countries.

Corporate partners have far more to offer education initiatives than simply providing funding. Technical expertise, an understanding of the skills young people need in the workplace, innovative approaches to educational provision, staff volunteering time, brand and logistical reach, a market approach to delivering quality, affordable education – all of these are elements that can play a vital part in ensuring the relevance and success of education programmes.

So with everything that business involvement has to offer in making quality learning available and accessible for the world's young people, what are the drivers for companies to join education partnerships?

For corporates, there are many reasons for involvement in education initiatives. Figure 1 above classifies these drivers according to how far they are linked into core business, and therefore how direct the benefits to business will be.

At one end of the spectrum is “social investment” – a philanthropic approach, or implementing corporate social responsibility policies to have a positive impact on the regions in which companies work; employee engagement schemes; and strategic social investment in challenging areas. These drivers will typically lead companies to donate money, employee volunteer time, or core expertise to assist or enhance existing education initiatives. The benefits to the companies are not directly



“Corporate partners have far more to bring to education initiatives than simply providing funding.”

linked to their core business, but may include raising company profile, greater acceptance within developing country markets, motivated employees, or a stronger licence to operate. Case studies included in this report such as PwC's programme engagement in Chad and ArcelorMittal's initiative in India are illustrations of this.

‘Skills building’ is a driver more immediately linked to the core business – the need for appropriately educated and trained staff, and familiarization of potential customers with a company's products. This typically leads companies to work in partnership to deliver or tailor education to the needs of their business and bridge existing gaps in provision. With education in many countries being perceived as increasingly out-of-step with the needs of business, this can be a win/win for youngsters who become more employable, for governments in terms of economic growth, and for businesses looking for skilled, educated workers. The BG Group and Southwire case studies, among others, show how this can work effectively.



“Girls’ education is acknowledged to be one of the key accelerators of development and improved quality of family life.”

Finally, education as part of core business is a driver that brings direct benefits at the ‘delivery’ end of the spectrum. This may include running schools, developing materials and resources as a business venture, or supplying ICT platforms and software. While the private schools involved in the Punjab Education Foundation are an example of the former, technology platforms are increasingly being seen as a business opportunity for ICT companies and an enabler for widening participation and skills in developing countries.

Clearly all industry sectors have an interest in education because it affects the quality of their future staff (companies, in a sense, are the greatest consumers of education). All companies can find ways to support education, even if it is simply through supporting local schools with funding, with materials or with employees volunteering. However, certain industry sectors may have a specialist area of interest in quality and inclusive provision. Figure 2 “which is by no means exhaustive” gives a more detailed breakdown of different industry sectors’ drivers for engagement in education, and the different resources they may bring to education partnerships.

<b>Industry Sector</b>	<b>Principal interest in education and skills</b>	<b>What they can bring to a partnership</b>
Biotechnology	Availability of scientifically skilled workers; access to university research labs	Finance, employee volunteering, and material development to support school STEM education; co-development, sponsoring of specialist university courses; co-financing, equipment donation, technical support to research labs
Chemicals	Availability of technically proficient workers; sufficient level of literacy to ensure health and safety	Finance, employee volunteering, and material development to support school STEM education as well as basic education; co-development, sponsoring of specialist university courses
Construction	Availability of workers with the required trade skills; potential business opportunity	Co-financing and technical input into curriculum development and provision of experienced trainers in vocational trade skills courses; construction of new schools through public-private finance arrangements
Consultancy and professional services	Availability of skilled workers; reputation enhancement; employee engagement	Financial and employee volunteering to support schools and teacher training; development of vocational training courses and colleges
Consumer goods	Reputation enhancement; marketing	Sponsorship arrangements which schools and product-based campaigns to encourage parents to send their children to school
Engineering	Availability of technically skilled workers	Supporting STEM education in schools; provision of trainers, co-development, sponsoring of university courses and vocational training
Finance	Financially literate consumers; reputational enhancement	Development of material and supporting programmes to increase financial literacy
ICT	Business opportunity; availability of skilled employees	ICT companies may support schools and colleges with free software and equipment and co-develop and deliver training in the use of their products
Extractive industries	Licence to operate; availability of technically skilled workers / contractors; sufficient level of literacy to ensure health and safety	Supporting STEM education in schools as well as basic education; provision of trainers, co-development, sponsoring of vocational training
Tourism	Increase the overall attractiveness of a country as a tourist destination; availability of staff with foreign language skills	Support foreign language lessons in schools; co-develop and sponsor adult foreign language training

**Figure 2**

## Partnerships for Education:

Building the foundations of a green, prosperous and equitable global economy

The examples below and the case studies in the final section of the report give a more detailed analysis of some of the ways that partnerships are currently seeking to address education challenges, illustrating a range of approaches and outcomes within different national and regional contexts.

### Low-income Countries

Much of the focus and effort in recent years, emphasised by the Millennium Development Goals, has been on improving the provision of education in low income countries. Many countries in Africa have seen a wide variety of education initiatives set up with varying degrees of success, and these illustrate the opportunities and challenges for multi-sector education partnerships in developing countries.

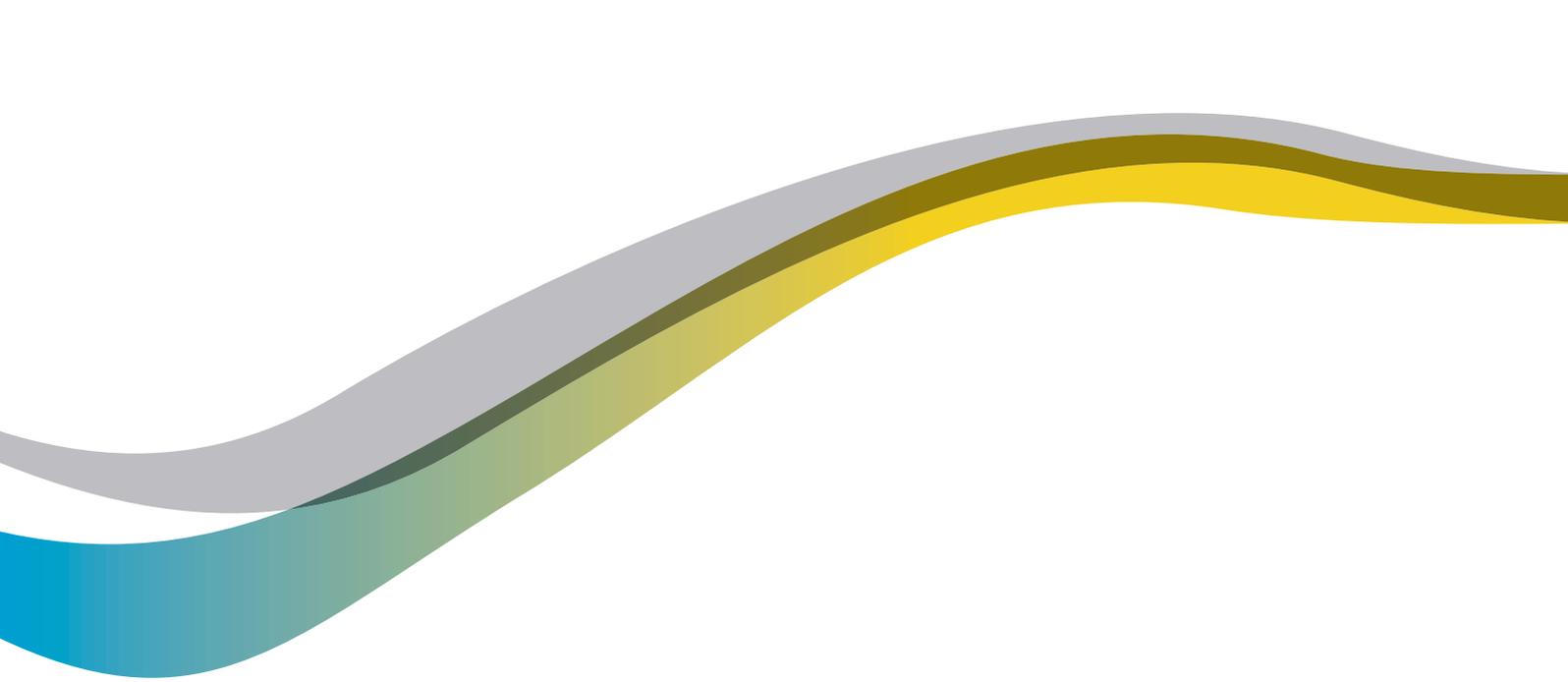
Even in relatively stable countries, growing populations coupled with limited government resources make it very difficult for provision to keep up with demand. For example, while governments in many African countries have made primary schooling compulsory and abolished fees, there are still direct and opportunity costs associated with sending a child to school which can be un-affordable for orphans and poor families with many children. In sub-Saharan Africa, even for children who do attend school, the quality of education and provision of equipment and qualified teachers is often poor because of lack of resources. Girls' education is a particular problem, with many girls expected to help with chores rather than doing homework, and to marry early. This is a real challenge, when girls' education is acknowledged to be one of the key accelerators of development and improved quality of family life.<sup>6</sup>

Cross-sector initiatives can boost the provision and quality of education, as the Information Communication and Technology Trust Fund in Kenya illustrates.

In Kenya, the provision of education is increasingly falling behind demand as the population grows. The Information Communication and Technology Trust Fund (Kenya ICT Trust) was set up to mobilise and provide ICT resources to Kenyan public schools and community resource and learning centres, funded by private sector partners including Microsoft, and was implemented with the coordination of Government, as well as members of the public.

The motivation for Microsoft and other private sector donors was to raise their profile in the eyes of the public and shareholders. NGO partners, meanwhile, were keen to ensure that services were delivered to the underserved. The public sector partner wanted to develop clear policies to regulate and guide ICT in the education sector. In addition there appeared to be a strong belief that working in partnership was useful as a mechanism to coordinate activities, something greatly welcomed by government and an important step towards success. Responsibility of monitoring the success of the programme fell to the Ministry of Education, carried out by a monthly committee meeting and full reports conducted quarterly, with results compared to government policies and global education goals.

<sup>6</sup> 'Girls' education, empowerment, and transitions to adulthood: The case for a shared agenda', International Center for Research on Women, 2012 <http://www.icrw.org/files/publications/Girls-Education-Empowerment-Transitions-Adulthood.pdf>



However, it should be noted that often the provision of equipment does not bring about any change if not accompanied by capacity development processes and maintenance, and some of the challenges of education initiatives which are not fully integrated into government policy are discussed below.

Providing education in conflict and post-conflict zones is an even greater challenge, where lack of resources is compounded by a high-risk environment and wider issues for the children than just a lack of education, as illustrated by the UNHCR/PwC initiative in Chad.

**Pricewaterhouse Coopers/UNHCR :  
Educating the children of Darfur**

An example of philanthropic business involvement in education can be seen in Chad, where PwC is contributing funding and expertise to educate refugee children. Beginning in 2003, as a result of armed attacks by local militia forces, the people of the Sudan's Darfur region began to flee to the neighbouring country of Chad, where more than 250,000 Sudanese refugees now live in refugee camps. The education system in these camps faces many difficulties. Primarily, attendance is very low as many classrooms are in a poor state of repair and lack basic supplies such as desks, chairs and textbooks, as well as essential security measures. Teachers are often poorly-motivated due to lack of training and low pay.

In response to this, PricewaterhouseCoopers (PwC) and the UN Refugee Agency, coordinating with the government of Chad, are working in partnership to build a sustainable primary school educational programme to serve up to 20,000 refugee children. PwC was motivated to offer aid to celebrate its 10th year anniversary in 2008,

building on its long-standing interest in education and its ongoing relationship with the United Nations.

Four new schools have been built and fully equipped and more than 200 teachers have been trained and accredited. Career guidance is also offered, and as well as extracurricular activities and training in practical skills such as library management, drama and brick production. Teachers, classrooms and students are evaluated, and a database of 14,000 students sets out their skills level and aspirations. While the scope of the Educating the Children of Darfur project is limited to four camps, the policies and standards that have been established there also serve as a model for refugee education in the other camps.

Although this initiative has been successful, there were several difficulties faced. Eastern Chad is a remote, harsh and dangerous environment, and the logistics of building proper schools on the edge of a war-zone is extraordinarily challenging. It is important to understand not only the educational requirements of displaced children, but also the security needs of a refugee population, and the refugees' impact on the resources and politics of their host nation. The development of the project involved all implementing partners, community organisations and refugee representatives. It shows the importance of setting expectations, accountabilities, and goals, as well as the involvement of senior leadership in each organisation.

Currently the schools are still reliant on the involvement of PwC and the UN, so the next challenge is making the initiative work over a sustainable period, ensuring that education is maintained over the long term, that the standard of education continues to improve, and that the children stay in school.

“A real, long-term impact on scaling up the provision and quality of education requires system change”

Drivers for companies involved in initiatives in low income countries such as those in sub-Saharan Africa are often centred on philanthropy and Corporate Social Responsibility (CSR), as the PwC/UNHCR example illustrates. While individual philanthropic interventions can have a very positive effect at a local level, a real, long-term impact on scaling up the provision and quality of education requires system change, and this needs a broader and more integrated approach working in cooperation with the public sector. The PRODEGE case study in this report illustrates an example of business making a long term commitment to improving the quality of education in their country of operation, and of a cross sector partnership utilising the strengths of each sector.

An integrated approach, which has the potential to bring about wider-scale change, is taken by Pro-Natura working in developing and middle-income countries.

**Pro-Natura is an NGO** headquartered in Brazil and France, which seeks to tackle the social, economic and environmental problems facing rural communities in the Developing World. The aim is to provide viable economic alternatives to people struggling to make a living from imperilled environments. This is achieved by building local capacity and establishing participative governance, so that the preservation and restoration of natural resources can be linked to local economic success.

Two main types of area are selected. Firstly, those without a predominant economic driver, such as a country in the middle of Africa. Secondly, an area where there is a strong economic influence such as oil, a railway, or a hydro dam. In the second case, the “normal” pace of development is accelerated with a perception of progress and injection of capital, but without careful management the speed of development can push the area onto an unsustainable path.

Pro-Natura begins by looking at the main players and the trends – both natural and cultural. All key stakeholders, including community leaders and government agencies, are then engaged in the process. Working together, a 50-year vision for the area is developed, and then a set of 10-15 year business plans which will enable it to happen. A management company is then designed to deliver the plans and vision.

The first step of implementation is to go back into the gap analysis that each business plan has done at the beginning – what it is missing in terms of knowledge, culture etc – and then to inject knowledge through education. This may be from the basics upwards, or high-level technical training. Identifying the gaps in knowledge enables the partners to find the institutions best placed to deliver that knowledge.

Finance for the education is raised either through commercial funding or from the major business investor in the area. Having a fully and appropriately educated population is in the interests of all stakeholders, and makes the overall project far more viable.

#### **Middle-income countries**

Middle-income countries face different education issues, which are nonetheless challenging for individuals, society and business. Problems can stem not so much from lack of money as lack of capacity, together with education systems which do not provide appropriate skills for young people either to enter higher education or the workplace.

The detailed case-study in the final section of this report, outlining BG Group’s intervention in Brazil, is an illustration of positive intervention through a partnership approach which seeks to bridge the perceived gap by

helping youngsters to become more employable while also boosting the availability of a skilled workforce for the company.

In India, the ideal of universal, affordable, good-quality education is difficult to achieve in poor, remote rural areas. The HCL Technologies case study below shows one attempt to address this challenge, while the Infosys example here illustrates another.

**Infosys**, an India-based consulting, technology and engineering company, helps underprivileged children gain access to primary education. Through the Infosys Foundation, they work in remote regions of India in partnership with NGOs. The “**Library for Every Rural School**” programme has set up 35,000 school libraries, and partners with schools in rural areas to improve education and library provision.

Over the last three years, the Infosys Foundation has helped with activities ranging from providing scholarships to PhD students through to supplying books for a mobile school for underprivileged children.

These initiatives can be seen as a combination of philanthropy and social concern, with a pragmatic approach to educating a potential workforce.

South Africa faces a different set of education challenges, combining the legacy of apartheid with extreme structural inequalities and high rates of HIV. The South African Government does not have the capacity to bridge the gaps in education in the poorer areas, and businesses are increasingly becoming involved in partnerships to support education provision. Three contrasting examples of multi-sector partnership

initiatives illustrate the range of interventions that business is involved in. For all of these the education of potential future recruits is the main motivator, and this is a key business driver in many middle-income countries.

**Richards Bay Minerals (RBM)**, formed in 1976 to mine the mineral-rich coastal dunes near Richards Bay in South Africa, runs an ongoing community partnership programme, which aims both to train future workers and to improve their corporate image. Many of the community projects facilitated and funded by RBM are undertaken in partnership with government departments, other corporates and NGOs.

The main focus on this project is to improve education in schools through building, upgrading and equipping complete schools or classrooms and providing science laboratories, computer centres and libraries with a focus on science, English, maths and business skills.

There is also a focus on job creation and small business development. For instance, a Business Advice Centre facilitates business management training for entrepreneurs, helping to create more than 4000 jobs between 1986 and 2003; an employment readiness and safety training initiative for community members every year; a computer training centre provides tuition for rural residents and schools; and technical skills training in 11 disciplines (e.g. welding) helps unemployed youths become employable.

For the wider community, rural health clinics are also provided and equipped with HIV awareness and care centres. A rural development centre has been built to offer ongoing workshops and practical training covering food production, hygiene and sewing.

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“Education of potential future recruits is a key business driver in many middle-income countries”

A contrasting approach illustrating businesses working in partnership – in cooperation with public sector provision – is the **Zululand Chamber of Business Foundation (ZCBF)**: The Zululand area was faced with educational needs far in excess of what the Government Department of Education could supply, with high illiteracy rates and poor education facilities. The captains of business in the area realised that a united effort would be needed to solve these problems and to ensure an ongoing supply of school leavers who could meet the needs of industry and business in the future. The Zululand Chamber of Business Foundation (ZCBF) hence grew out of the 6 large business conglomerates in the local area seeking to address these issues, and the project became known as the Community College. It aimed to make maximum use of all existing resources including buildings and people, maintain an updated database of all training available in the area and support rather than compete with all existing training facilities.

To achieve this, EDU-PARK was created, offering a variety of activities and services. This included a career advice centre; an exhibition from the University of Zululand's Science centre, providing access to laboratory equipment and training sessions for teachers to improve their capacity to teach science, a pre- school facility with a day care centre for working parents, and training facilities for child care workers and a sports centre for school children.

A number of outreach projects were also undertaken including an Assisted Schools Project, helping 40 local schools with infrastructure, equipment, capacity building of teachers and school management teams and interventions to address HIV/AIDS such as assisting child- led families whose parents had died from HIV/AIDS.

In addition to the educational facilities at the EDU-PARK, there were a number of facilities which were rented out in order to generate income for the project. These included accommodation halls, office space, communal office facilities, as well as classrooms and workshops. International and local organisations were also encouraged to sponsor specific projects.

All major project decisions are made through a central board of directors, with the results and progress also assessed in this way. The projects that have been developed and supported fall under the Kwa Zulu NATAL department of Education, and have also been supported by a number of other education authorities.

The ZCBF educational partnership has faced some interesting challenges during its existence, including the high cost of developing and managing resources, and managing the different visions of the foundation and the education department.

<sup>7</sup> These three South Africa case studies are adapted from Marriott, N. and Goyder, H. 2009. Manual for Monitoring and Evaluating Education Partnerships. Paris. UNESCO-IIEP/World Economic Forum.



**Education Quality Improvement Programme (EQUIP)**

The National Business Initiative (NBI) began in 1995 as a way of launching dialogue between the private and the public sectors around the issue of developing a pool of qualified potential employees, increasing economic growth, reducing poverty and alleviating crime, and promoting sustainable development. It is a partnership between 6 South African Provincial Departments of Education and 40 large companies, as well as more than 320 schools spread around the country, and a number of service providers. The coordinating body is the NBI, which works in coordination with the government and various NGOs.

The EQUIP programme is one of the educational programmes, and has been introduced in more than 500

schools in 6 provinces, with an influence on more than 500,000 children. The focus is on supporting government to provide quality education by empowering schools to take responsibility for improving their standards of performance. This is done through a collective approach which recognises that school management teams, teachers, parents, students themselves and service providers, as well as both the public sector and the private sector are all stakeholders and “change agents”. Participating schools enter into a 3 year relationship with EQUIP during which time the capacity of the schools is built by various partners and interventions, such as mathematics, science, technology, literacy, and management skills.

There is a strong evaluation system in place, with inputs internally from principals and teachers, as well as from data pertaining to results, and externally from service providers and from independent bodies. Success is measured by conducting a base line assessment of various aspects of school conditions, systems and performance before the intervention begins, at the midpoint of the process, and again at the end of the 3 year period. Various external impact assessments of EQUIP have also been conducted, confirming that whole school development requires a multi-faceted approach to school development over an extended period of time. The EQUIP partnership has also faced several challenges. These include difficulty in getting funding for schools in remote areas, sometimes low capacity of education infrastructure with district officials in the Education department often needing training, and getting teachers to attend training sessions. Working with a school system emerging from the effects of a political struggle has also proved challenging, with a focus on whole school development needed.

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“ Working in partnership and in cooperation with government education strategies can help ensure that the company’s immediate needs are met, while at the same time ensuring the wider relevance and longer-term sustainability of the programme. ”

### High income countries

While OECD countries may not have the challenges in provision that the low income countries face, a rapidly changing work environment, with an ever-increasing reliance on ICT, means that education is not keeping up with what companies need from their employees.

Business in developed countries are finding it difficult to recruit people with the right skills. These are partly the practical skills and knowledge to be able to move into the workplace without needing a year or two to make the transition from university to work. However, employers are looking not only for traditional competencies but also for the “soft skills” needed in 21st Century businesses such as team working, effective communication, and problem-solving.

Many universities look to appropriate businesses to help them ensure that degrees are relevant and produce employable graduates. Choosing the optimum partnership can be challenging for both sides.

In the United Kingdom, widening participation is a key focus. There is a strong emphasis on STEM subjects (science, technology, engineering and maths) to encourage young people to prepare for careers which will help fill future gaps in the workforce and meet the needs of the green economy. The Pod case study below is an example of such interventions.

Examples from three high-income countries illustrate different types of initiative, but again all with the common aim of educating potential future employees:



**Goldsmiths, University of London** in the UK, running a Masters in computer games, partners with the ICT industry. This win/win approach gives the students real-life experience, while the students bring innovation and creativity to the games manufacturers.

**Hewlett Packard** is ensuring employable graduates by sponsoring their own degrees. By investing in UK universities, they not only promote their brand to potential customers, but also help to shorten the 18 months to two years that it normally takes to train a new graduate.

In the United States, **Southwire** is a company that manufactures wire and cable in a small town in Georgia. When the local high school, with a 40% dropout rate, could not produce the workforce they needed, Southwire partnered with the school. They opened a factory nearby to employ the most at-risk students on a part-time basis, supporting them academically. Almost all the students in the programme completed high school, and many went on to become Southwire employees, while the factory they had set up generated a significant profit.

In Australia, the **School Business Community Partnership Brokers Program** focuses on building partnerships to help youngsters reach their full educational and social potential by creating partnerships with education and training providers, business and industry, parents and families, and community groups. The partnerships aim to work in the context of their region, encouraging partners to reach agreement on how they can work together to support young people in achieving their goals.

For all of these examples, the intervention of business brings advantages to both sides as young people gain work-related skills while companies ensure a wider pool of potential employees.

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# CHALLENGES

**While there are many advantages to business and society of corporate involvement in multi-sector education partnerships, there are also challenges for both sides.** Exploring some of the key points illustrated by the case studies set out here, first from the perspective of society and then from the companies' perspective, helps in understanding how these partnerships can be set up and run to avoid the potential pitfalls. These solutions are set out in more detail in the next section.

For the 'social investment' approach, the focus is often on the provision of education rather than its quality or sustainability. It is understandable that in areas where children are not getting an education at all, simply getting them into school can be seen as a success. However, retention and positive longer-term outcomes will depend on the quality of the education they receive there. Having frameworks in place for monitoring and evaluation of the outcomes, not the inputs, helps to ensure that the learning will be of a good standard.

A common pitfall for the 'skills building' approach is around conflicting or limited agendas. A company may need a workforce with a particular skill-set, or over a limited timeframe or geographical area. But for the longer-term wellbeing of the individuals and the sustainability of the community or region, a mix of skills, rather than just those in immediate demand by business, is needed to ensure that young people can reach their full potential. Interventions also need to be sustainable beyond the involvement of the company.

Working in partnership, and in cooperation with government education strategies, can help to ensure that the company's immediate needs are met while at the same time ensuring the wider relevance and longer-term sustainability of the programme.

For 'delivery' interventions, the direct provision of education as part of core business, again the impact of this is more positive if it is seen wherever possible as strengthening rather than undermining

government provision – acknowledging education as a public good and enabling the sharing of learning.

From the companies' perspective, the challenges fall into four main categories. Firstly, education sits within a wider national and regional context, and attempts to tackle it as a self-contained issue may have limited impact. Many programmes, such as HCL Technologies, have found that they also need to tackle broader social and life-skills issues with the children before then can fully benefit from the educational interventions.

Bringing about meaningful change takes time. Whether because of slow take-up by schools or the complexity of the existing picture, there is rarely a "quick fix" and initiatives such as the Paryavaran Mitra have had to rethink their timescales.

A common theme to several of the partnerships, particularly in low-income countries, is the lack of experience or lack of capacity in the government. The PRODEGE initiative in Equatorial Guinea, for example, is succeeding because the company has used its expertise in working with NGOs to help build capacity in the government and compensate for its lack of experience of cross-sector working.

An unsupportive government, or changes in policy or personnel, have also caused problems for some of the partnerships described here. This links to the challenge of conflicting partner aims, something that the Zululand Chamber of Business Foundation and the Paryavaran Mitra initiatives have both had to find ways of resolving. Finally, the PwC/UNHCR programme in Chad and the EQUIP programme in South Africa, highlight the particular challenges of running education initiatives in conflict or post-conflict areas, but also the importance and impact of interventions in these contexts.

## FOCUS ON STEM EDUCATION

### Supporting STEM subjects

Science, Technology, Engineering and Maths (STEM) education is particularly important for the development of the green economy, which relies on technology and innovation intensive industries and a broad basis of highly skilled professionals. It is also a priority for the energy industry, and for many companies building STEM skills is needed to ensure an effective local workforce.

Given this overlap of interests, business has an important part to play in supporting students' early and continuous interest in STEM subjects to ensure that there is a sufficient "pipeline" of young people who can opt for STEM related professional careers, including new career opportunities developing around the green economy.

### Challenges faced in achieving quality STEM education

Shortages in STEM skilled professionals have been traced to students lacking the maths and science knowledge required to elect STEM subjects at the university or higher technical training level. Negative perceptions around future career opportunities, un-inspiring subject teaching and lack of exposure to real-life applications of the content taught, are factors which can lead to a loss of interest in these subjects from early adolescence. Where subject selection is possible, students may drop STEM subjects. This then limits their ability to pursue STEM related careers at a later stage.

This situation is particularly severe in countries where knowledge and technology intensive industries (including in the green economy) are only just expanding and a significant proportion of students' family backgrounds are in the informal or subsistence economy.

### Improving the impact of STEM education

Business support to education can reach beyond targeting students and school infrastructure. Aspirations and career choices are critically influenced by the opinions and knowledge of teachers, parents and other family members and peers. Yet, STEM skilled subject teachers are in short supply in many countries. The emphasis on expanding universal access to education can undermine the quality of education delivered and the resources allocated to training and recruiting good teachers. Teachers and other adult peers may lack knowledge of potential career opportunities and the real-life application of curriculum content, particularly where these are related to new industries and technologies, such as the green economy.

### Real-life applications

Business can contribute to improving the exposure of teachers, students and their family peers to real life applications of curriculum content taught in schools. They can support schools and teachers in advising students and their parents on career prospects and the respective higher and technical education pathways. This is particularly relevant for students from socio-economic backgrounds that have limited exposure to the knowledge-intensive labour market.

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# BUILDING EFFECTIVE EDUCATION PARTNERSHIPS

## Positioning for Successful Partnerships

This section provides a brief introduction to cross-sector partnerships and their application to education. It aims to highlight the key underpinnings of successful partnerships and provides guidelines to create and manage innovative and effective partnerships that can achieve sustainable educational results. The guiding principles are produced to help those wishing to engage in a partnership for education in a manner that is fit for purpose, adaptive and robust.

### Definition

A multi-stakeholder or cross-sector partnership for education can be defined as: the joint commitment, mobilisation and combination of resources and competencies by any combination of public, business, academic and civil society partners to expand and enhance education, while sharing both risk and reward.

Partnerships can range on a spectrum from highly **'transactional'** collaboration in which, for example, companies may contribute funding to an NGO to deliver an education project in the NGO's usual style and on its own terms, to a **'transformational'** collaboration in which the partners combine their resources, co-develop and co-deliver new forms of delivery.

Depending on where the collaboration sits on the spectrum outlined above, the advantages may be:

- **Access to new resources** – partnerships can leverage resources from all sectors of society that have an interest in quality education.

- **Innovation** – different societal sectors can bring a new and diverse range of different resources – both tangible and intangible, from ICT solutions to social capital, from marketing channels to skills – that are not accessible by a single sector working alone. These resources can be brought together to deliver education in whole new ways.
- **Quality of solution** – by understanding the needs and engaging the knowledge and experience of all partners and stakeholders, the most relevant and implementable solutions can be found, including ensuring the education provides individuals with the right knowledge and skills for business.
- **Legitimacy** – by engaging government – and / or well-respected NGOs, depending on the circumstances – partnerships can ensure the mandate and legitimacy to deliver education.
- **Sustainability** – bringing in private sector players alongside government and education experts, a well-formed partnership can help to ensure a more sustainable business model.

### Pre-Requisite for Partnering

Partnering across societal sectors is challenging. To bring together organisations with different values, drivers and societal imperatives takes skill and time and can carry considerable transaction costs.

Before embarking on such a partnership, it is important to ask the questions:

- Is this an issue that is sufficiently complex to require a genuine partnership approach or could it be more efficiently delivered by a single party?



- Are the partners willing to give up some of their autonomy and commit to working towards the collective – rather than their individual – interests?
- Are the partners willing to commit to share resources, risks and rewards?

It is also essential to recognise when a partnership arrangement is not suitable to the task in hand. This includes lack of agreement on the principles of the partnership; a partnership where the transaction costs outweigh the benefits; where the project would overwhelm a partner's ability to handle the resources required of them and where the partnership risks undermining the core mandate of the government rather than supporting it.

#### The Partnering Initiative Principles of Partnering

- **Equity** – the concept that all parties have a rightful stake in the partnership by bringing something valuable to the table whether tangible or intangible. With equity comes respect.
- **Transparency** – being open about drivers, conflicts of interest etc. Transparency can lead to trust.
- **Mutual benefit** – all partners can from the partnerships because it leads to engagement and sustainability.

#### 12 step guide to effective partnerships

**1. Understand the landscape** to ensure the programme is as relevant and sensitive to the context as possible: What are the major needs? Who are the key stakeholders? How might the partnership fit with existing activities? How can the partnership support government education plans?

- 2. Know and respect your partners:** understand the resources and value they bring, their culture and values, their specific drivers for engagement, as well as their limitations and internal challenges they may face. And be open and transparent about your own value and limitations to help build trust.
- 3. Ensure that all partners have the knowledge and skills for effective partnering, including a common understanding of the process of partnering** so that all partners can be working together from day one along the same partnering journey. Individuals with the necessary mindset and skill set (including interest-based negotiation, mediation, facilitation) should represent partners. Using specialist, independent **partnership facilitators** or brokers may be hugely helpful by taking partners through the process of building a robust, effective partnership more efficiently, reducing the learning curve and avoiding the common pitfalls.
- 4. Start small and scale up:** Starting small allows partnerships to build up the necessary level of trust and to develop effective working relationships bit by bit, rather than being thrown in immediately having to deliver major outputs from the beginning. It also allows the partnership to test its operational and governance arrangements and adjust them before undertaking the more difficult tasks.
- 5. Identify clear partnership objectives** that deliver educational results and add value to each of the partners. Set clear objectives with specific **measurable goals** and monitor the achievement of those goals. A successful partnership will be able to demonstrate that it has delivered what it set out to do in line with pre-agreed objectives, as well as adding value to each of the individual partners.

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“Throughout the partnering cycle it is essential to build in ‘health checks’ to review and assess whether it is achieving the goals/ expectations of the individual partner organisations and the partnership itself.”

6. **Co-create** the partnership – agree the principles of partnering, and have partners collectively contribute to the design of the programme, action plans, progress reviews, record keeping and reporting cycles. Understand accountability of the partners and of the partnership programme itself and put in place a governance / decision-making structure that ensures proper accountability and an efficient operating structure to deliver the programme.
7. Build **institutional commitment** to the partnership and its objectives by engaging senior champions, identifying the clear value of the partnership to each partner’s priorities and integrating where possible with existing systems and capacities to avoid being seen as an add-on activity. The stronger the institutional commitment and mandate to support the partnership, the easier to secure resources and to collectively ride through challenging times.
8. Ensure the highest standard of **project management**. The most successful partnerships are those that are highly task-focused – where all partners are actively engaged in delivering tangible and practical results. The roles and responsibilities of each of the partners must be clearly defined at all times while allowing flexibility for those roles to change with time. One person or organisation needs to have an overview of the delivery process and to ensure that the project staff and partners are fulfilling their commitments well, on time and on budget.
9. Embed the highest standards of **relationship management** to ensure that partners are kept fully engaged and valued, the principles of partnership – equity, transparency, and mutual benefit – are achieved, and that any challenges or issues can be recognised early.
10. Ensure strong **communication** both within the partnership – contributing to the project and the relationship management – and externally to celebrate success and continue to build buy-in with other stakeholders.
11. Build in **ongoing review**, including ‘health checks’ to assess the partnership and determine what – if any – changes would improve its effectiveness, whether operationally or in the relationship. Revisions of the partnership (including dealing with difficult issues) should be done as a group and captured in a revised partnership agreement to ensure full buy-in from the partners.
12. Plan for the **longer term** by understanding how the programme (as opposed to the partnership) may be made sustainable or, if designed to be temporary, that the outcomes of the programme will continue. This may mean, for example, building sufficient capacity in one of the partners or in government to take over the programme when the partnership itself finishes.

## REACHING SCALE

As illustrated in the case studies, there are many examples of multi-sector partnerships for education taking place. However, the impact they are having is extremely modest relative to the scale of the challenge being faced in the majority of countries around the world. If we are to see the necessary step change in the quality of education worldwide that will ensure both our economic and environmental futures, we will need to hugely scale up the volume and quality of multi-sector partnerships. Only by fully leveraging the power and reach of business can we hope to meet the ambitious and essential targets for education.

In order to scale up efforts, an integrated, systematic approach is required. While global level top-down approaches have a significant role to play particularly in terms of policy-setting, it is the country-level, bottom-up action that is required to reach scale of implementation.

### **Global level**

At the international level, there are a number of initiatives that take a multi-sectoral approach towards supporting education.

The Global Partnership for Education is 'comprised of 46 developing countries, and more than 30 bilateral, regional, and international agencies, development banks, the private sector, teachers, local and global civil society groups, devoted to getting all children everywhere into school for a quality education'. In addition to providing a multilateral mechanism to fund government-provided education from early primary through secondary, it helps donors and developing country partners work together to ensure that education aid is better coordinated and more effective, based on countries' own education strategies. Companies are engaged both as donors to the fund and working with communities to advocate for education rights, monitoring education sector reform, and increasing awareness of gender equality issues or child labour.

A new independent initiative – a Global Fund for Education – is currently being championed by former UK Prime Minister Gordon Brown. The new fund, similar in some ways to the Global Fund to Fight HIV/AIDS, Tuberculosis, and Malaria, aims to attract greater sums of money, engage the business sector far more effectively, and have the flexibility to make grants to NGOs and private companies as well as national governments and multinational agencies.

In addition, building on its 'Partnerships for Education' programme with the World Economic Forum, UNESCO is developing a Global Alliance of Corporate Partners for Education which seeks to strengthen and catalyse the engagement of the private sector to support governments' endeavours to reach the Education for All goals.

<sup>8</sup> <http://www.globalpartnership.org> (15/05/2012)

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### Country-level

While global-level initiatives are an essential part of the mix, in order to achieve scale and reach, country-level action to actively engage the private sector in education is essential.

IBLF and UNESCO's experiences promoting such engagement in Rwanda and elsewhere suggest that all the following elements are necessary to create a systematic approach to developing multi-stakeholder partnerships.

- **Advocacy / awareness-raising:** building the understanding of a) business about the essential contribution of education and skills to business success and b) all sectors about the innovation and increased impact that cross-sector partnerships can bring to education provision.
- **Opportunity building:** creating space for dialogue and innovation through convening the public sector, business, and civil society to find new ways to work together, and matchmaking of potential partners.

- **Capacity development:** building the partnering skills and understanding of all sectors to allow them to work effectively together.

- **Partnership support:** providing direct services to help partnerships get off the ground and prosper, from taking the partnership through a robust partnering process to helping connect the partnership to sources of funding.

- **Monitoring and learning:** monitoring the outputs and impact of partnership initiatives, both in terms of achievement of objectives as well as the benefits to the partners; drawing out and exchanging learning from partnerships to ensure continuous improvement.

In order for these to be most effective, they need to be offered on an ongoing basis to build the necessary momentum towards a systemic shift that will change both attitudes and practices. One approach to deliver these elements is through the creation of a 'Partnerships for Education Hub'. Such a Hub, supported by both the public and private sectors, would be tasked with developing compelling material and engaging a group of champions to promote the concept of partnerships for education among business and development actors, facilitating the dialogue across the sectors and providing the capacity building and support to help make partnerships happen. By playing a coordination role, the Hub would also be able to connect nascent initiatives to development agency programmes for potential support, as well as to facilitate multi-company initiatives that could have more impact than companies working alone.

## RECOMMENDATIONS FOR ACHIEVING SCALE

Each sector has a part to play in facilitating the scale-up of education partnerships:

**Government** is responsible for ensuring the education of its citizens. It is the regulator and primary provider of education in all countries. Government could:

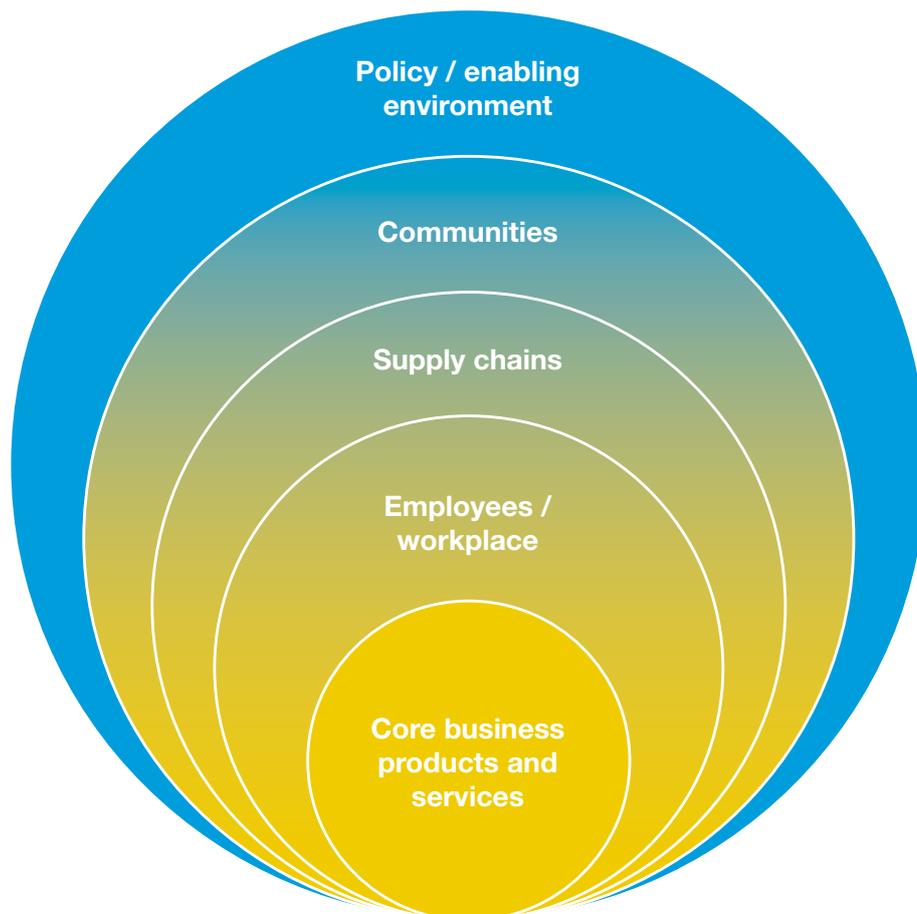
- Take into account the needs of business when setting policy and curricula to ensure the system produces the education and skills that companies – and hence the economy – need to prosper. This might involve both high-level roundtable events with business leaders over overall education plans as well as more detailed consultation on specifics of curricula.
- Disseminate clear education needs and its development plans and monitor and report existing provision so that potential new initiatives can ensure alignment with government focus and achieve a more joined-up approach.
- Pro-actively seek opportunities to work with the private sector on specific programmes and encourage engagement, for example through offering tax incentives.
- Be open to innovation and ensure a favourable enabling environment for private sector or hybrid provision of low-cost education.
- Provide a simple access point with which companies can engage in order to greatly assist in facilitating and scaling up partnerships. This could also help with joined-up thinking between employment and education ministries.

**Business** is a prime beneficiary of education, and has an intrinsic interest to ensure the quality of education provision. It also has the resources of many kinds, not just financial, to make a real difference. Business could:

- Fully appreciate that business prosperity relies on skilled, educated staff and consumers, and hence there is a key business imperative for supporting education.
- Analyse their ‘spheres of influence’ (see Figure 3) – from their core business products, through their employees, their supply chains, the communities in which they operate and the wider policy and business enabling environment – to understand how they may be able to influence and support education with a positive long term effect on their companies. By understanding the range of possible interventions (including those set out in Figure 2), companies can make an informed and strategic decision about the type and level of engagement that is appropriate.
- Actively seek opportunities with education authorities, NGOs or even the local school to support existing initiatives or develop new partnerships.
- Ensure that wherever it does engage with education, its activities are not isolated but are coordinated with other education initiatives to ensure the combined greatest value and, where possible, work with education authorities to ensure that interventions are appropriate, effective and sustainable.

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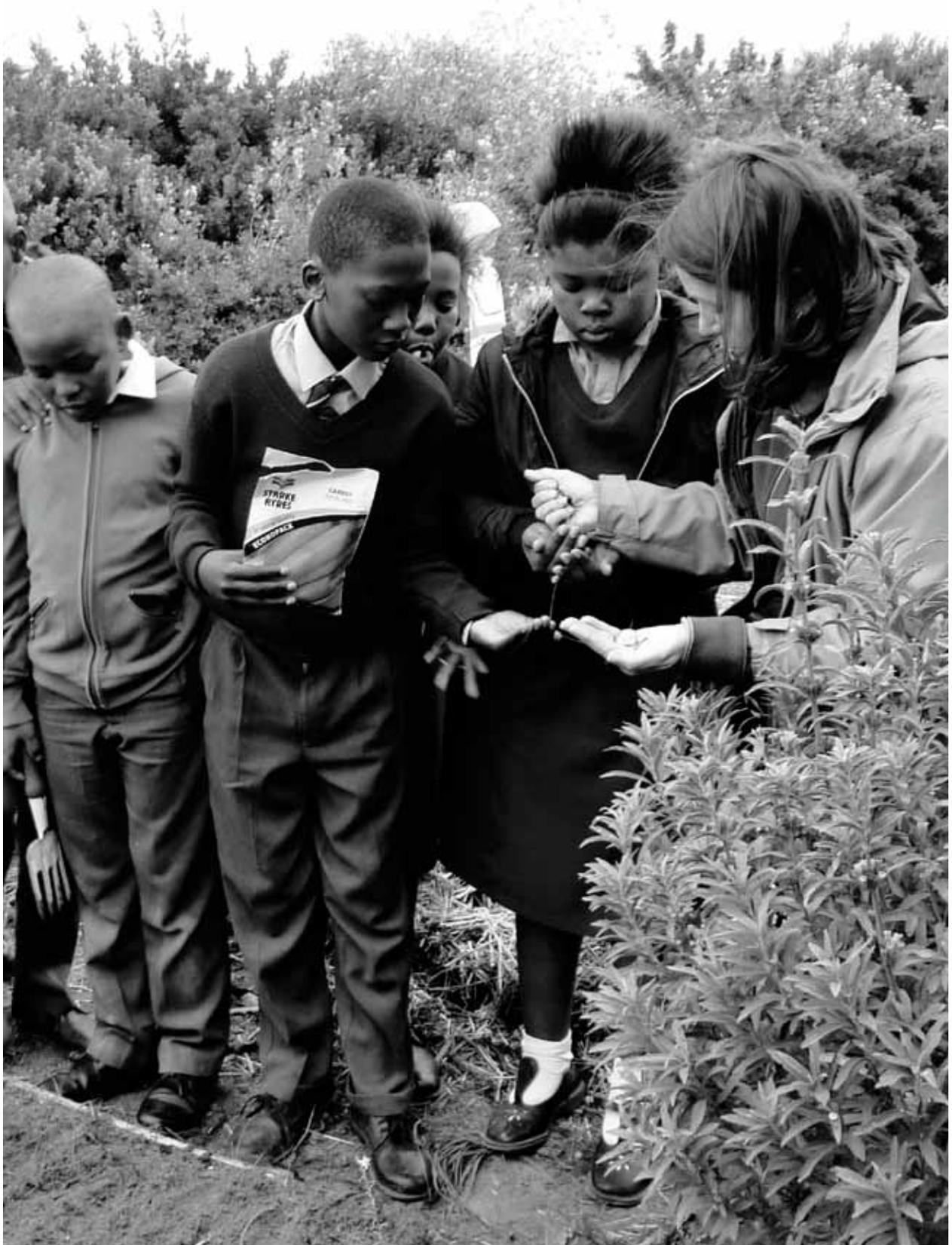
**Figure 3:** IBLF's 'Spheres of influence' model provides a framework through which business can consider their actual and potential impact on development.

**NGOs and civil society**, in many countries, are significantly involved both in policy development and in implementation of education provision. NGOs could:

- Seek to understand the potential role of the private sector in supporting better provision of education, beyond just financial contributions.
- Actively seek opportunities to partner directly with companies and education authorities to create new initiatives and look to work in a coordinated approach with other NGOs and programmes.
- Ensure that standards of education, accessibility and equity are upheld within partnership initiatives.

**Development agencies** provide significant support and funding to the delivery of education – both through government financial support and through supporting programmes directly. Development agencies could:

- Understand and appreciate the potential of partnerships to leverage new resources and deliver education in innovative, sustainable ways.
- Implement specific 'innovation funds' to support such partnerships and non-state provision of education.
- Influence governments to create an enabling environment that supports cross-sector collaborative approaches.



- Actively support the development of country-level Education Partnership Action Hubs to drive the development of new partnerships.

The key to achieving the scale of action required is to take a highly systematic approach that engages all sectors of society: to help them understand the vital importance of quality education for their own prosperity, while ensuring they appreciate the resources and

competencies that they might bring together to create innovative, sustainable initiatives.

With sufficient commitment from government, from business, from development agencies and from NGOs, the power of multi-stakeholder partnerships can be unleashed towards education: a central foundation of a green, prosperous and equitable global economy.

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# ANNEX: CASE STUDIES

## BG GROUP SUPPORT FOR STEM EDUCATION

**BG Group is a UK-based energy company developing a global social investment theme on STEM education. Initial focus is on the UK and Brazil.** The programme shows how participation in education partnerships can build government and community support for a company, and make a contribution to meeting long-term requirements for a skilled workforce. Consultation and effective partnership models have been key to the early success of the programme.

### Key partners:

**Brazil:** WorldFund Brazil, Sangari Institute, Ayrton Senna Foundation, Alpha e Beto Institute

**UK:** Exscitec and Imperial College; London Science Museum; Royal Academy of Engineering

### AIM

To support STEM education through Social Investment and other activities in ways that benefit the communities in which BG Group works, BG Group's business and the countries in which BG Group operates.

### TIMESCALE

2011 - onwards

### BACKGROUND AND DRIVERS

In 2011, BG Group launched three new themes for its social investment: education, developing skills and enhancing livelihoods. Within education, the company decided to focus on science, technology, engineering and mathematics (STEM). By focusing investment in STEM education the company believes it can help build a local workforce with the skills needed for its industry while furthering a country's wider development objectives. STEM skills are not only critical for the oil and gas industry, but are also a priority

for many governments that seek to support strong and sustainable economic development.

In many countries where BG Group operates governments and other stakeholders prioritise local content and employment opportunities connected to the oil and gas industries. These opportunities require knowledge and skills in STEM subjects. But beyond this direct business link, STEM education can also play a key role in delivering enduring social benefits from the economic linkages associated with oil and gas developments. Hence, STEM education is closely linked to BG Group's business strategy. It supports the long-term skills and technology needs of the business as well as helping the oil and gas industries address energy challenges of the current and the future global economy. In the UK, BG Group is targeting social investment through a comprehensive programme of STEM support principally targeted at learners and teachers, both in the compulsory phase and in post-16 education. Because improving social mobility is a government objective and greater exposure to STEM education is linked to overcoming social disadvantages associated with socio-economic status, less advantaged students are a particular focus group.

In Brazil the situation is such that the Brazilian government aims to use the wealth created by the development of its oil and gas resources to develop a high-technology-based knowledge economy. Following wide consultation and in-depth research, BG Group decided in 2011 to launch a series of social investment programmes that support innovation in the provision of vocational training and STEM education. This focus is closely related to the company's broader technology



strategy, which is also part of the company's wider sustainability strategy. The sustainability strategy covers four areas, including research and development, local content and skilled labour development, environment and safety, and social investment mainly in STEM education.

#### **APPROACH**

BG Group STEM education support is based on a partnership approach, where BG Group is acting principally as a facilitator while its delivery partners focus on implementation. Partnerships are developed through a two-step approach: a Memorandum of Intent frames the discussions and demonstrates commitment, which is then followed by a programme-based agreement once, and if, an action plan has been fully developed. Prior to identifying suitable partners and developing Memoranda of Intent, BG Group identified key opportunities and constraints. It conducted, in both UK and Brazil, a structured process of consultations through high-level referrals and a programme of targeted research to reveal the existing STEM landscapes. Two different situations were found:

- In the UK, a considerable number of students staying in formal education choose not to study STEM subjects beyond the compulsory level. There is also a high rate of leakage among people who have studied STEM subjects at university level to opt for other careers once entering the labour market. Among the key challenges affecting STEM education uptake post-16 are persistent negative perceptions of subject relevance and career opportunities. Perceived high risks and costs associated with entering higher education, particularly among students from disadvantaged backgrounds, coupled with the learners' lack of exposure to work

environments and practical applications of STEM skills and the absence of an employment based route to accessing higher education were also identified as challenges.

The UK STEM education experience to date pointed to a number of success factors and BG Group has taken these on board for its choice of partner organisations and their approach to programme design and implementation. The success factors include the importance of introducing STEM to learners at a young age; the ability to demonstrate the relevance of STEM knowledge and skills to the learner's everyday life; ensuring learners and teachers have on-going engagement with STEM; incorporating teacher continuous professional development; making an effort to involve parents and the wider community in STEM education; and making the experience of STEM inclusive, practical and fun.

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- BG Group's research in Brazil showed that education is a key priority for the government and that Brazil has made great progress in achieving universal access to education and building a high quality tertiary education system in many states. However it showed that challenges persist in the school system and in ensuring that all students have access to high quality teaching, particularly in the area of STEM education. Because of these system constraints, BG Brasil decided to focus on supporting STEM education both inside and outside the school system. The main focus is on less advantaged students gaining access to tertiary education stage as well as supporting quality improvements in early-years education.
- A partnership with the Royal Academy of Engineering supports a national UK STEM teacher network, where regional STEM Teacher Coordinators are recruited to set up local school cluster networks.

### Brazil

- In 2011, partnerships have been established with five Brazilian institutions that deliver STEM education programmes in school and as afterschool programmes. The partners include Instituto Alpha e Beto (IAB), Ayrton Senna Foundation, WorldFund Brasil (WorldFund) and Sangari Institute. Their BG Group funded work is delivered in the states of Rio de Janeiro and Rio Grande do Sul and ranges from research into innovative pre-school teaching methods (IAB) to provision of teacher training and materials for improved science teaching within the curriculum and broader programmes encouraging problem-solving, teamwork and entrepreneurship. They are linked by a focus on initiating and scaling up innovative models to improve the quality of education delivered by the public sector.

### PARTNERSHIP PROGRAMMES TO DATE

#### UK

- BG Group has established a partnership with Exscitec, a STEM education specialist company that is affiliated with Imperial College London. This partnership delivers a UK STEM Inspiration Bursary Programme supporting an annual cohort of 50 post-16 A-level students from less advantaged backgrounds from the London area. Three further STEM programmes are scheduled to commence from August 2012, including a Geo and Marine Science Summer School, an Energy Island Challenge Programme and a primary school STEM programme targeted at gifted and talented students from less advantaged backgrounds.
- A partnership with the London Science Museum is focusing on capturing younger learners and involves a staged three-year programme targeting particular schools, their teachers (through hands-on CPD) and students and their families.

## LESSONS LEARNED

In developing its STEM education focused social investment partnerships, BG Group has learned valuable lessons from the two main challenges faced:

- Initial lack of alignment of expectations both between and within potential partners - one partnership took a while to set up because the potential partner organisation initially saw BG Group as a traditional corporate fundraising opportunity. It took time to bring the organisation around to the idea that the potential of working together could be much greater if it was more of a collaboration based on jointly agreed objectives, activities, roles and responsibilities.
- Managing internal expectations within BG Group - private sector culture can be intolerant of initiatives that take time to deliver tangible outcomes, particularly if they are consuming expenditure. Introducing a Memorandum of Intent early in the relationship-building process proved an effective solution. With this in place, the potential partners were able to begin working together and demonstrate progress while important research was still being carried out and without having to enter into a full blown partnership agreement before issues of compatibility and long-term potential had been fully resolved.

Lessons have also been learned from the two enabling factors that have been identified:

- Recent rises in university tuition fees in the UK require universities to improve access for students from disadvantaged backgrounds - this has proven an important enabling factor in the establishment of

the BG Group UK STEM Inspiration Bursary Programme in partnership with Imperial College London which is targeting disadvantaged and under-represented student groups. Since the programme was started BG Group's funding has been leveraged by Imperial College London's addition its own resources to expand the group of beneficiaries.

- Under the terms of its legal agreement with the Brazilian government, BG Group is required to make a significant investment in developing the country's research and development capability. BG Brazil expects to invest approximately \$2 billion in research and development by 2020. This requirement has helped to make the case for providing innovative programmes improving STEM education in schools, so that over the medium-term Brazil produces the skilled human capital that its expanding economy needs.

“BG Group STEM education support is based on a partnership approach, where BG Group is acting principally as a facilitator while its delivery partners focus on implementation.”

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“The initiative aims to reach 200,000 schools, providing and supporting environmental education and engagement for 20 million children.”

# PARYAVARAN MITRA (FRIENDS OF ENVIRONMENT)

The Paryavaran Mitra initiative illustrates a tri-sector partnership, with the Government of India, a large steel company and an NGO as core partners, together with Associate Partners from all sectors. The initiative aims to reach 20 million children of secondary school age over four years, to build environmental knowledge and skills. The company's involvement is an example of strengthening a "licence to operate" and corporate reputation through proactive intervention firmly aligned with government policy.

## Partners

The Paryavaran Mitra initiative is based in India, and has three core partners: The Government of India Department of Environment and Forests, ArcelorMittal<sup>9</sup>, and the Centre for Environment Education – an NGO<sup>10</sup>. The model of partnership is unique in that it includes multiple (cross-sector) and multi-level (strategic and operational) partnerships. As a result, so far more than 160 organisations ranging from UN and government organisations to academia and local NGOs at the operational level have been associated with the Paryavaran Mitra programme.

The initiative aims to reach 200,000 schools, providing and supporting environmental education and engagement for 20 million children. By helping the youngsters, aged between 11 and 15 years, to prepare for the future and become "green leaders", the initiative hopes that they will influence their immediate families and communities. The programme aims to build environmental skills and understanding through hands-on experience in their immediate environment, and to maximise its impacts through developing and reinforcing partnerships and networks.

## Timescale

Phase 1 of the project ran from 2008 to 2009, with Phase 2 beginning in 2010. Originally the second phase was due to end in 2012, but it has taken longer than planned and is being extended by two to three years.

## Background

The first phase of the project, the election of an Environmental Ambassador for India by children from 70,000 schools, helped to raise awareness and involve the children in environmental issues in a positive way. This was completed in 2009 with the election of Dr. APJ Abdul Kalam, former President of India.

The success of this initiative led the team at ArcelorMittal to suggest that the children themselves could become ambassadors, giving a much wider opportunity to engage schools in environmental education. The Government was approached, and agreed to get involved in the project and to combine it with their existing environmental campaigning which was having limited impact.

## Drivers/Motivation

The company is keen to make a positive contribution to the countries it is working in. The wider motivation for this initiative is the ruling by the Supreme Court on compulsory environmental education through curriculum linked classroom activities and projects.

From the perspective of ArcelorMittal, there are two main drivers for involvement:

- The company is investing in a large steel plant in India, which will be operational in a few years. Globally, the steel sector contributes 6-7% of Carbon Dioxide emissions, and ArcelorMittal is the world's largest steel producer. The company was keen to proactively contribute something which would offset the impacts of its operations in India, and by engaging with this initiative in advance of the plant becoming operational, the company will

<sup>9</sup> ArcelorMittal is the world's leading integrated steel and mining company.

<sup>10</sup> Centre for Environment Education, CEE was created in recognition of the importance of environmental education in India's overall environment and development strategy. The result of a unique partnership between government and a non-governmental institution, CEE was established as a Centre of Excellence in 1984, supported by the Ministry of Environment and Forests (MoEF), Government of India.



not only manage its carbon footprint but also will be perceived as environmentally sensitive.

- The partnership with the public and NGO sectors addresses the challenge of climate change; an issue of global importance and national priority.

#### Partnership Model and Partners' Roles

The three core partners mentioned above are responsible for the overall development and running of the initiative. The NGOs working at operational level are brought in as Associate Partners. In total there are over 160 partners. Given the scale of the initiative, a formal structure has been put in place to manage the programme.

- The National Steering Committee is chaired by the Minister for Environment and Forests, and has 33 members including top officials, educationalists and environmentalists with representation from ArcelorMittal and CEE.
- The Programme Management Committee, the operational body, is comprised of members from ArcelorMittal, CEE and the Ministry of Environment and Forests.
- The Secretariat is a core team of 10 professionals to coordinate programme implementation, and develop and disseminate knowledge, resource materials and documentation.
- There are 14 Regional offices, with each region managing one to six states.

- The programme is managed and monitored by the State Offices in association with the Pollution Control Board. The State Offices forge partnerships with local NGOs and relevant government departments.
- NGO Associate Partners implement the programme in the schools.
- The schools themselves nominate 1-2 teachers for the programme and conduct curriculum linked activities in accordance with the resource materials provided.

#### Programme Activities

The Programme focuses on developing young people's environmental knowledge, and translating this into action around five core themes:

- Water and sanitation
- Energy
- Biodiversity
- Waste management
- Culture and heritage

Programme activities are designed to develop positive values and attitudes towards environmental sustainability among the target group of children, and to build their knowledge and practical skills. The children are encouraged to become environmental champions within their communities, and those who are successful in demonstrating knowledge and skills in each of the five areas are formally dubbed as "knights" for the environment. The initiative is thus creating a network of environmental citizenship.

#### Monitoring and Evaluation

To evidence success, each student has to engage in all five target areas listed above, and to demonstrate their knowledge and skills with an activity in each area. Each district has a Monitoring and Implementation Committee

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“At operational level, the teachers involved are very enthusiastic about the initiative and it has generated a lot of energy amongst them.”

with multi-stakeholder representation, which is chaired by the District Commissioner. Monthly reports are sent to the CEE. In addition, an independent annual monitoring and review is conducted by interns from the Indian Institute of Forest Management.

After the children have graduated, the project organisers assume the seed has been sown, and they will continue as environmental champions. At present there is no system in place for longer-term impact evaluation or a longitudinal study of the youngsters taking part. This is something that could be challenging for a project on this scale and would need targeted funding. However, if it could be implemented – for example through a robust case-study approach with a cross-section of children – it could provide very interesting results and learning both for this initiative and for other such interventions.

### Results to Date

So far 156,000 schools have enrolled, and 120,000 have been provided with all the resource materials. Of these, 7,533 have undertaken and completed activities on all five themes.

### Key Challenges

One of the key challenges of the programme was the forging of the central partnership. Initially, the Government was concerned about a corporation playing a core role. ArcelorMittal was very careful in not pushing for too much, and eventually the Government saw the benefits of a large-scale tri-sector partnership.

A second challenge links to the scale of the initiative and the large number of organisations taking part. Organisations seeking to get involved want to see a business case for doing so, and have their own agendas. However, the main partners have been clear about not compromising on core strategy, and this has worked well.

Given the wide geographical reach of the programme, it is not surprising that there is considerable variability

between the districts involved. Some states are doing exceedingly well, while others have so far been less successful and a different strategy may be needed for these.

### Enabling Factors

The enabling environment provided by the support of the Government has been a major enabling factor. At operational level, the teachers involved are very enthusiastic about the initiative and it has generated a lot of energy amongst them. They communicate regularly with the core team, and their commitment gives encouragement to the hope that the activities will continue after the funded programme ends.

### Capacity Building

The core partners are keen to ensure that all the associate partners should be equally responsive and ethical; they have put in place due diligence, and are helping to build ongoing capacity among the smaller NGOs. The CEE has a network of 14 centres, and is working in partnership with local organisers to build partners' capacity. Teachers are also being trained to take part in the programme so that they can provide the children with the knowledge and skills needed.

### Sustainability of the Project

The plan, following the end of the funded programme, is for the initiative to be transferred to the Government, schools and local NGOs. The capacity-building and training that has taken place, together with the enthusiasm that has built up at operational level, gives hope that there is enough impetus to enable it to continue. Other companies are also starting to get involved, which may enable access to future funding. For the children themselves, hopefully their involvement and enthusiasm in the programme will give them a strong grounding to continue to act as environmental champions and play their part in the “green economy”.



## PRODEGE

The PRODEGE partnership illustrates how business, when working in partnership with government and civil society, can make a long term contribution to improving the quality of education in challenging environments. This 10-year programme is an example of an extractive company aiming to bring about meaningful improvements in primary education through the provision of funding and expertise, while strengthening its reputation and licence to operate.

### Partners

The Program for Education Development of Equatorial Guinea (PRODEGE) is a partnership between Hess Corporation<sup>11</sup>, the Ministry of Education and Science (MEC) and the Ministry of Mines, Industry and Energy (MMIE) of Equatorial Guinea and Family Health International (FHI 360)<sup>12</sup>.

### Drivers

The partnership grew out of the desire for Hess to create a long term positive impact in Equatorial Guinea where it operates. Compared to other West African countries, Equatorial Guinea is rich per capita, however, it ranks near the bottom of the Human Development Index<sup>13</sup>, and a high percentage of the population live below the poverty line<sup>14</sup>. The Education sector is under developed, and in 2010, 43.1% of primary school aged children were not enrolled at a school<sup>15</sup>.

PRODEGE was initiated through an agreement between H.E. President Obiang Nguema Mbasogo, and John B. Hess, The President of Hess Corporation, to accelerate educational development in primary schools in the country.

### Programme design

To design the programme, FHI 360 was asked to conduct a needs assessment and recommend what kinds of support would be the most effective for

improving educational success in the country. This was a key step towards building early buy-in and support from local communities for the programme.

The needs assessment showed that there were three fundamental problems at the primary school level:

- The high percentage of teachers who did not have a formal teaching qualification
- A lack of active and participatory learning methods in schools
- A lack of accurate and timely statistical data about the education sector

This assessment led to the design of a programme focusing on improving the quality of education through building active primary schools<sup>16</sup>, teacher development and institutional strengthening. Because FHI 360 had expert knowledge and experience in designing such programmes, they were asked to implement the programme.

### Partnership model and Partner's roles

In 2006, an memorandum of understanding was signed which outlined the commitments from the partners and a five year action plan was designed, to cover the first half of a 10 year commitment made by the partnership. The action plan covered key areas of work such as creating 40 model primary schools which received resources and training to enable the use of active learning methods, and a teacher training programme in collaboration with the national teacher college for those who had not previously received formal training. The plan also covered activities to train 1,200 teachers in active learning methods focusing on 1st grade, and technical assistance to the Ministry of Education and Science to be able to collect timely and complete statistical information through a school census.

<sup>11</sup> Hess is a global energy company engaged in the exploration for and production of crude oil and natural gas, as well as in refining and marketing

refined petroleum products, natural gas and electricity.  
<sup>12</sup> FHI 360 is a non profit human development organisation with international education expertise based in the United States of America.  
<sup>13</sup> <http://hdr.undp.org>

<sup>14</sup> <http://data.worldbank.org>

<sup>15</sup> <http://www.uis.unesco.org>.

<sup>16</sup> Active primary schools are schools implementing a learning methodology where students actively participate with each other and the teacher using complementary self-paced learning guides and other resources.

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### Enabling factors

Throughout the partnership, HESS is working closely with the Government of Equatorial Guinea and FHI 360 to assess and modify activities and priorities. Their input and flexibility has meant that the programme can be refined and adapted to changing circumstances and ongoing learning. The unique development conditions of Equatorial Guinea and the government's lack of experience of working with NGOs or the development sector requires special attention in order to succeed. As they have large scale operations in country, and were already experienced in working with the Government, HESS is able to provide support which has been instrumental in enabling FHI 360 to deliver its services in this challenging development environment. They have also contributed logistical support and local training.

### Results to date

The programme has seen success in that enrolment has increased at the schools receiving active learning support, repetition especially in 1st grade has decreased and local communities have been supportive and enthusiastic, which enables the programme to thrive and spread a sense of ownership and responsibility for improving children's education.

### Sustainability of the project

Sustainability of the programme after the agreed involvement of HESS and FHI 360 was a key area of concern for the partners, and it was designed to build capacity within Equatorial Guinea to enable the Government to expand the model to all schools in the future, which in turn should continue to build on the improved learning outcomes for children in primary education. The partners are currently finalising the action plan for the next 5 years of the programme, and transferring responsibility of the technical work to the Ministry of Education will be a key component of this, as well as focusing their investment in targeting the needs of secondary education.

### Key lessons learned

Key benefits of working in partnership with business learned from PRODEGE:

- Hess was able to provide non financial support such as strategic advice, logistics, and contact with local stakeholders with the knowledge of the local context, which is instrumental for making local ownership of the programme a success.
- The programme was designed with a 10 year initial commitment, based on Hess' desire to see long term systemic change. They were also committed to working closely on the strategy, and monitoring the programme's progress. This long term approach was appreciated by FHI 360, who has managed projects with greater flexibility in their delivery strategies.
- Hess is achieving its goal of making a meaningful contribution in Equatorial Guinea, and has also improved its in-country reputation and licence to operate.

Key lessons learned about working in partnership with business:

- Non monetary contributions of business partners can be key for the programme's success.
- Commitment to working in partnership and building a strong relationship between partners is important to establish a strong programme.
- Programmes need to be designed with careful consideration of the context and capacities of the government and its people.



## THE POD

**The Pod is a complex UK-based initiative, led by an energy company with a range of not-for-profit and public sector partners.** It aims to improve children's understanding of climate science and sustainability through curriculum-based activities. The business drivers include skills development for future energy-sector workers, and educating energy consumers.

### Partners

The "Pod" initiative is a UK programme for sustainable schools led by EDF Energy<sup>17</sup> in collaboration with Eco-Schools<sup>18</sup>, the Eden Project, the Met Office and the London Organising Committee of the Olympic and Paralympic Games (LOCOG). The Pod works with a number of other organisations and 'friends' including Waste Busters, Natural England and more than 75 Local Authorities.

### Aims

- To improve children's understanding of climate science and sustainability, including energy, water, transport, biodiversity and waste.
- To help plug the energy sector's skills gap – especially in science, technology, engineering and mathematics.
- To educate future energy consumers.

### Timescale

The project began in 2008 and continues to date.

### Background

The UK Government Department for Skills' drive for more emphasis on climate science and energy in the curriculum, together with EDF Energy's own top level commitment towards a sustainable future, provided the

opportunity to develop an education programme that would improve children's understanding of climate science and wider sustainability. The result was the "Pod" – an innovative and engaging programme of free, curriculum-linked online resources for teachers and children, covering climate science and environmental sustainability issues.

### Drivers/Motivation

From EDF Energy's perspective, there were a number of drivers for launching the Pod. Recognising that tackling climate change and enabling sustainable lifestyles is both a human challenge and a technical challenge, it decided to invest in a major education programme. This was driven by the company's CEO, Vincent de Rivaz CBE, who firmly believed that sustainability is not just about the kind of planet we are leaving our children, but also about the kind of children we are leaving the planet.

In addition to the aims listed above, other drivers for the project included developing employee skills and pride, maximising the long-term legacy impact of the company's Olympic and Paralympic Games involvement, and strengthening the EDF Energy brand - earning trust through delivery of credible sustainability programmes with demonstrable impacts.

A further key driver continues to be the poor take-up of STEM (science, technology, engineering and mathematics) subjects in schools. This is a major concern for the energy sector as most children are not interested in careers in these areas, yet there continues to be huge demand for these skills to transition to a low carbon, sustainable economy.

For the other partners, key drivers include shared objectives, mutual credibility and generating wider awareness and engagement in their areas of strategic focus.

<sup>17</sup> EDF Energy is a core part of the EDF Group and is one of the largest energy companies in Europe. They are the UK's leading generator and supplier of low-carbon energy, supplying 5.4 million customers. They produce about one-sixth of the nation's electricity from their nuclear, coal and gas power stations, wind farms, and combined heat and power plants.

<sup>18</sup> Eco-Schools is the largest sustainable schools programme in the world, operating in over 40 countries. Almost 40,000 schools take part globally and over 50% of all English schools now take part. The programme is delivered in England by the charity Keep Britain Tidy.

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“ Tackling climate change and enabling sustainable lifestyles is both a human challenge and a technical challenge. ”

### Partnership Model and Partners' Roles

Each of the core supporting organisations brings specific benefits to the initiative: Eco-Schools has an established reputation and almost 17,000 member schools, whilst the Eden Project is a credible, independent charity partner, with expertise in teaching materials and content.

LOCOG's "Get Set" programme involves over 20,000 schools. The synergy between the Pod and Get Set has led to the Pod becoming a key sustainability component of Get Set, helping broaden the reach to teachers for EDF Energy. The company has also been able to leverage its wider partnerships to add further value to the programme – for example, its charity partnership with the British Paralympics Association has meant the ability to work with inspirational Paralympic athletes as role models for young people through sustainability activities on the Pod and with athletes themselves.

In other key involvement, the Met Office are world leaders in climate science and local authorities help to drive take-up and participate themselves. A number of related charities and organisations (such as Waste Buster and Natural England's 'Big Wildlife Garden' initiative) are "Friends of the Pod" and also feature on the project website.

### Programme Activities

The ethos of the Pod is 'learn, act, share your ideas and inspire each other', a great way for schools to take part, share experiences and share their impact. Numerous mechanisms are provided online for this. For example, to date more than 10,000 blogs have been uploaded to the Pod website by schools across the UK. The Pod provides free, high quality curriculum-linked teaching materials (such as lesson plans and assembly packs across three age groups, and termly e-zines for students and teachers). These can be reproduced or adapted by schools as needed.

The Pod runs three annual campaigns to

help inspire action:

- Switch Off Fortnight (3,500 schools participated in 2010, rising to 4,400 in 2011; in 2011, the impact then spread further with EDF Energy offices taking part as well as local authorities, the Met Office and EDF Energy London Eye);
- Annual Green Britain Day (1,375 schools participated in 2010);
- Waste Week (3,700 schools took part in the first ever national Waste Week in 2012).

Campaigns are supplemented by resources and materials. For example, the first 1,200 schools that signed up to a biodiversity initiative called "Bug Month" received a free event pack with insect stickers, magnifying glasses, insect identification charts and wild flower seeds, to encourage bugs to visit their gardens. Most activities also have "take it home" packs to help children apply their new learning to their home, encouraging and helping their parents to improve home energy efficiency, for example.

### Monitoring and Evaluation

To help calculate the impact, the website has a "Podometer" which records potential savings schools make as a result of their efficiency projects, both at individual school level and at national level. Each activity starts and ends with an audit which schools feed into their own Podometer, to help them learn about the science of measurement and share their achievements with other Pod schools too. Although not mandatory, 600 schools have uploaded their results.

In addition, a survey of teachers was carried out in November 2011 to assess the success of the programme. A panel of teachers also acts in an advisory capacity to the EDF Energy Community and Education team who run the programme with Eco Schools.



### Results to Date

The 2011 survey showed that 89.3% teachers rate the Pod as good or very good. The scope and influence of this education programme has been very wide, successfully reaching over 6.5 million children to date.

The Pod has received extensive media coverage, and has been actively supported by Local Education Authorities. Around 45% of all schools in the UK have come on board with the initiative.

Schools generate cost savings through Pod activities, prize funds and free resources, but also through energy savings. Only a small percentage of schools use the “Podometers”, but those who do have collectively saved over 170 mega tonnes of CO<sub>2</sub>, 577,957 kwh of electricity, 18,000 tonnes of waste and almost 50,000,000 litres of water. In Pod terminology, something that pupils and teachers can better relate to, that’s the equivalent of around 3,600 African elephants worth of waste avoided, or around 623,000 baths of water saved.

### Enabling Factors

The “win/win” nature of the initiative has been an important enabling factor. Energy companies struggle to educate adults about energy efficiency and environmental issues, and the feeling across the industry is that it’s better to start this key area of consumer education earlier than adulthood. DfS wanted greater emphasis on climate science and energy efficiency in the curriculum, but schools were unsure how to do this, and when the programme was launched, it was known that schools could perform much better on energy efficiency. There was a real need to work with schools and create wins across all stakeholders: schools to become more sustainable, providing children with stimulating curriculum-linked content and EDF Energy would benefit from improved reputation, as well as encouraging more children to study subjects relevant to their sector, building skills for the future.

### Key Lessons Learned

Lessons that have been learned from the first few years of the project:

- Set out clear and concise targets that are measurable and impactful;
- Ensure that you have an engagement plan that involves partners with similar aims;
- Ensure that strategies are integrated and not a bolt on;
- Be bold and creative in the design of the programme;
- Ensure the appropriate resources are in place;
- Continually review and monitor performance.

### Sustainability of the Project

The programme’s legacy is to change the way schools use energy and to educate pupils on wider environmental sustainability issues, all linked to the National Curriculum.

Following the success of the project in the UK, schools overseas are now joining the programme – 35 schools in 18 countries to date have signed up (including schools in Brunei, Germany, China, Nepal, the Netherlands, Switzerland, Thailand, Turkey, the USA, and Vietnam). The success of the scheme has also led to Pod school twinning programmes being established in the UK and France, and EDF Energy’s parent company, EDF, looking to replicate Pod-like programmes across its other operations.

Importantly, having reached over 6 million young people to date, the programme’s biggest legacy may yet be 6 million new sustainability ambassadors for the next generation. To find out more, visit the Pod at [www.jointhepod.org](http://www.jointhepod.org)



## PUNJAB EDUCATION FOUNDATION

**The Punjab Education Foundation is a public/private partnership in Pakistan funded by the government with money received from international development agencies and run on behalf of the provincial government.** It aims to widen and improve low-cost private-sector education provision for the poor, by subsidising fees and monitoring quality. It illustrates long-term collaboration between private sector education delivery and a non-profit body, operating within a policy framework. It currently depends entirely on overseas funding.

### Partners

The programme is run as a Public Private Partnership by the Punjab Education Foundation on behalf of the Provincial Government. The development partners, the World Bank and the UK Government Department for International Development (DfID), provide development financing to the government and the government supports the Foundation in line with the agreement with the development partners.

### Aim

The aim of the programme is the promotion of quality education, encouraging and supporting the efforts of the private sector through technical and financial assistance, innovating and developing new approaches to champion wider educational opportunities at an affordable cost to the poor.

### Background

The Punjab Education Foundation (PEF) was originally established under an Act of the Punjab Assembly in 1991 as an autonomous statutory body to encourage and promote education in the private sector operating on non-commercial/non-profit basis. It was restructured in a further Act in 2004 for the promotion of education, in particular encouraging and supporting the efforts of the private sector in providing education to the poor.

There are four types of schools supported by the Foundation:

1. Schools founded and run by one owner
2. Chains of schools run by an organisation
3. Schools set up by a philanthropist or Non Governmental Organisation (NGO)
4. Private religious schools

The PEF supports low-cost schools, with a maximum of two schools per organisation. PEF supported schools are required to teach the government approved syllabus of the Punjab Textbook Board. It also directly supports poor, out-of-school children through private school vouchers.

### Drivers

The programme works with very low-cost schools, which have fees of under 400 rupees (US \$5) per month, to help improve the quality of teaching and learning.

Education is compulsory in the Punjab, yet of the 11 million children, 4.8 million are not in school. Setting up new schools in the public sector to provide education for these children is far more expensive than the 400 rupees per child cost of supporting the existing low-cost schools.

### Programme Activities

Punjab Education Foundation supports school education up to grade 10 or occasionally grade 12. It has two main areas of focus: firstly to provide education for children who are not in school, through the New School Programme (NSP), and secondly to support children who are in school but not getting quality education, through the Foundation Assisted School Programme (FASP).

The goals of both NSP and FASP are to expand quality schooling opportunities to the poor. NSP does that by introducing low-cost private schools in unserved areas. FAS by supporting existing low-cost private schools.



“The aim of the programme is the promotion of quality education, encouraging and supporting the efforts of the private sector through technical and financial assistance.”

Both programs offer tuition-replacement per-student subsidies to school operators, and both programmes are subject to a test-based accountability regime. In addition, where there are schools but parents cannot afford to pay the fees, the Education Voucher Scheme provides vouchers to the parents and an agreement is reached with several schools in the area so that the parents can choose a school for their child and move to another if the quality is not satisfactory.

#### Monitoring and Evaluation

The progress of the children in the schools that are supported through the FASP is closely monitored. All children have to take exams, which are outsourced to ensure transparency. If 70% of the children get over 40% in their marks, then funding continues for a further 12 months. If one exam is failed then there is a minor penalty, but if the targets are not met for two exams then funding to the school ceases.

In addition, a monitoring department carries out school visits. Some visits are pre-arranged, while others are made without pre-warning. The inspectors check that the fees have not been changed, that there is a good teacher presence, and that the infrastructure – including sanitation – is all in place.

A Student Information Database is also maintained. At present, this covers the New School and the Foundation Assisted Schools Programmes, while a database of the Education Voucher Scheme is being prepared.

#### Results to Date

The majority of the children in the scheme are still in school. Many schools are doing very well, but some less so.

#### Challenges

There are some challenges with the programme. Sometimes government policies conflict with the work of the programme, and the PEF has to convince them that the policies are not applicable in this context. There have also been problems caused by pressure groups and influential people, so the PEF ensures that the process is very objective, with external bodies overseeing the exams and a third party marking the results,

so that the process is transparent and there can be no pressure to change the outcome.

#### Enabling Factors

The natural emergence and growth of the low-cost private school system has created the opportunity for Public/Private Partnerships. This Programme brings in a lot of overseas assistance, so there is considerable incentive for the government to ensure it is protected and successful. The availability of teachers in the region has also been critical to the programme's success.

#### Capacity Building

The PEF has put in place a teacher training programme which is run within the schools at convenient times throughout the year.

#### Sustainability of Project

The programme is funded and supported by the government, ensuring its sustainability. With additional funding it has the capacity to be rolled out more widely or scaled up, as it is based on a very straightforward system.

#### Potential Role of Business

Recently some international businesses have started to get involved in specific aspects of the programme through their Corporate Social Responsibility budgets, for example, supplying bags, uniforms and shoes in particular schools or areas. However, at present corporate funding is not central to the project. There could be opportunities for companies to “adopt” a particular school or area, to supply text books, pay teachers' salaries etc, but not to contribute to the programme directly.

However, if a business forum was set up, there would be considerable opportunity to widen the scope of the existing programme. There are 60,000 free government schools in the Punjab and well over 40,000 in the private sector, of which 2300 are currently supported through the PEF. A business forum could bring the initiative and flexibility of the private sector, and could enable the setting up of a unit to support a further 2000 schools.

“The aim of Make a Difference, Lead the Difference (MAD LTD) is to work with colleges to add a new dimension and freshness to the otherwise standard practices used in the education system.”

## HCL TECHNOLOGIES - SUSTAINING EDUCATION AND INNOVATION CAPABILITIES AMONG YOUNG PEOPLE

**These two initiatives illustrate how different drivers can lead to different education interventions for one company.**

This information technologies (IT) services company is working with colleges to help students develop work skills, and hence to boost recruitment, while also working with NGOs and public-sector schools in an employee engagement scheme which aims to improve poor children's education and life skills by donating time, expertise and funding.

HCL Technologies<sup>19</sup> focuses on strengthening the education and innovation capabilities among Indian Youth through the HCLT Youth clubs and Make a Difference, Lead the Difference (MAD LTD) programs.

The HCLT Youth clubs are one element of the Power of One initiative which gives HCL staff a choice of pre-identified social and environment related community service activities to support for a day each year. There are big gaps in the education provided for poor children. School leavers cannot access jobs or university as their education is not adequate. Many schools lack computers and good teachers, and finding good quality teachers is very difficult. The youth club programmes focus on bridging these gaps, and support school attendance and slum children to help reduce the dropout rate.

The Make a Difference program on the other hand is an initiative which grew out of the desire of HCL to deepen innovation among college students, and to give its current employees an opportunity to connect with the students through formal mentoring programs.

### Partnership Model

HCL works in partnership with a range of NGOs and identified Government run schools to bring holistic development to the children in HCLT Youth clubs. By finding a common cause that

brings them all together, the quality is much better than working with just a small number as each NGO has its own area of expertise.

For MAD LTD, the company works directly with colleges, primarily those that offer science and engineering courses.

### Aim & Programme Activities

HCLT youth clubs function in neighbourhood slums and schools which are within a 5 kilometre radius from the HCL office locations. The youth club infrastructure includes class rooms, IT labs, a gymnasium and a play area. In cities like Chennai the youth club functions with support from the local police, and helps youth in slums to be engaged meaningfully after regular school hours.

Slums in India have a history of encouraging young people to be engaged in illegal activities, and the youth club activities include counselling, coaching, health camps, sports and arts. Every club has a Scouts Master to enforce discipline and reduce school drop outs, and a Care Taker who manages welfare of the students. The everyday coaching in maths and science is conducted by visiting teachers, and the weekend training such as the English language program is handled by HCL employees. There are also weekend camps including the families of the young people, and the focus is to equip them to use their potential by overcoming any of the barriers they may have including health and mental wellbeing.

MAD LTD, the campus connect program of HCL encourages students to submit innovative ideas, and for each season a winner is picked. It not only identifies the leaders but also promotes their concepts and pushes them a step closer to realisation through funding and mentorship for the Winners.

<sup>19</sup> HCL Technologies Limited is a global IT services company, with headquarters in India. It is the fourth largest IT services company in the Country.



### Monitoring and Evaluation

Matrixes have been developed for monitoring the HCL Youth Club projects, together with external monitoring of processes and outcomes. The impact is measured in two ways - the number of direct and indirect beneficiaries covered under the Youth Club activities, and the number of people for whom sustainable livelihoods were created.

For the MAD LTD programme, metrics include the quality of ideas generated, enrolment and the impact of the ideas when they are implemented.

### Results to Date

The youth clubs have 7000 students in the age group of 11 through 18 years enrolled. Those students who were coached for the school board exams have fared better than the state average; the percentage of students who have passed the exams is around 95% as compared to 80% in the previous years.

The education initiative has helped the employee volunteers to engage with wider social issues. Schools have been positive about HCL's involvement, and there are more than 42,000 HCL employees who contribute between half and one day to support the Power of One community outreach programmes including the Youth Club activities.

The MAD LTD initiative has completed two seasons and cumulatively touched nearly 35,000 students across 60 Campuses. MAD LTD, as a concept, promotes innovation and "out of the box" ideas. The quality of ideas submitted under MAD LTD is becoming more inclined towards social change with subsequent seasons of the programme, and the programme saw a 266% rise in submission of ideas in its second season. Examples include: "Enable

The Disabled' – an initiative to improve life for people with disabilities; 'Save Extra Irrigation Water' – training farmers to avoid underutilisation of resources especially water; "E3 – Treatment of Slums" (E3 stands for Enhance, Educate, Enrich); and "Kids-Adults-Plants" - a social program which connects adults who have time and the will, to give love and time to orphans and street kids. Together they grow plants and make the planet a better place.

### Challenges

A key challenge for the Youth Clubs projects is the time it takes to change lifestyles and to help people live dignified lives. Continuous engagements with extended families of the children helps with improvements in enrolment, and also gets commitment from the families to continue education of the children, especially the girls. Substance abuse by the family members also has a major impact on children's studies, and hence a large number of de-addiction programmes need continuous funding by HCL.

### Sustainability of the Project

Plans for the next phase of MAD LTD are to expand it to Management Campuses along with Engineering Campuses in its third season. Also, the initiative will spread to overseas campuses (particularly the United States and Singapore) in the upcoming season. With subsequent versions of MAD LTD, the company aims to deepen innovation capability among youth especially from the smaller towns, and add additional metrics to capture the impact.

The HCL Youth clubs will deepen the programmes offered, and strengthen the resources offered to the children. This includes additional coaching, summer camps, and providing counselling to their parents to ensure sustainability of youth education and empowerment.

