

THE SMARTEST INVESTMENT:

A FRAMEWORK FOR BUSINESS ENGAGEMENT IN EDUCATION



*A Joint Initiative by UNESCO, UNICEF, the UN Global Compact
and the UN Special Envoy for Global Education*



United Nations Global Compact



United Nations Special Envoy
for Global Education

Introduction

The *Framework for Business Engagement in Education* is a joint undertaking by UNESCO, UNICEF, the UN Global Compact and the UN Special Envoy for Global Education.

This is a global call for business to deliver on the world's promise of universal education and quality learning opportunities for all. In its 2013 Global Corporate Sustainability Report, the UN Global Compact – the world's largest corporate sustainability initiative with over 7,500 private sector participants globally – found that the business community is clear: **Education is a top priority.**

Developed through international consultations with business, academia, NGOs, the UN, the public and Government, the framework is based on the most recent research on corporate social investments in education, best practices in international education and real-life experiences of the business community, engaging in public-private partnerships and adapting corporate policies to support education outcomes.

The framework is intended to increase business engagement and accelerate progress in education.

Who is this framework for?

The broad-based framework is a resource for all companies, big and small, publicly and privately-owned, across diverse industries. It is intended for corporate responsibility, strategy, marketing and business development departments as well as corporate foundations.

The framework guides companies considering investing in education for the first time and in need of a business case. It also helps those already engaged in education seeking to align with best practice.

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Global Education First Initiative

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“ We cannot have young people growing up without the knowledge, skills and attitudes to be productive members of our society.

Our societies cannot afford it. And neither can business.

Business needs a creative, skilled, innovative workforce.

... And investing in education creates a generation of skilled people who will have rising incomes and demands for products and services — creating new markets and new opportunities for growth.

... Corporate philanthropy is critical, but we need more companies to think about how their business policies and practices can impact education priorities.

You understand investment. You focus on the bottom-line. You know the dividends of education for all. ”

UN Secretary-General Ban Ki-moon



THE TIME IS NOW

Why now?

In PricewaterhouseCooper's 14th Annual Global CEO Survey, 66 per cent of CEOs reported that a lack of the right skills is their biggest talent challenge.¹ And in ManpowerGroup's 2012 Talent Shortage Survey, one-third of the 38,000 employers surveyed revealed that a lack of technical competencies and hard skills was the reason they are unable to fill jobs.² Education is fundamental to develop skills in numeracy, literacy, problem solving and critical thinking relevant to future job opportunities.

We are in a global learning crisis.

More than 57 million children of primary school age are still out of school.³ Fifty per cent reside in conflict-affected areas.⁴ Over 69 million adolescents are not attending primary or secondary school.⁵ For the past three years, these numbers have hardly decreased, and in some countries, progress has stalled or reversed. Children, youth and adults still confront discrimination to access quality learning opportunities despite international affirmation of the right to education.

Even when children and youth go to school, often they are not learning. Two hundred and fifty million children of primary school age cannot read or write; some (130 million of them) even after spending four years in school.⁶ About 774 million adults – two-thirds of whom are women – cannot read or write.⁷

The situation is worse in conflict-affected countries. Many children have their education interrupted by conflict and emergency and never return to school. Lack of educational opportunities undermine broader economic development and social stability.⁸

There is tremendous potential for the private sector to contribute to improving education around the world. If we fail to act, we face deepening inequalities and the untapped potential of millions to drive our collective future. The population of 15 to 24 year olds is now over one billion in the developing world, roughly one-sixth of the world's population.⁹ Confronted with limited investments in quality education, we face a reality of the largest population in history without the skills, knowledge or attitudes to engage positively in society.

As of now, business investments in education tend to be small, short-term and uncoordinated.¹⁰ And they often are directed towards children and youth in middle-income societies with few investments benefitting the most marginalized.¹¹ Education is the greatest equalizer – it offers all children, youth and adults opportunities for success.

Business has been able to drive progress in other areas, like health. Experience shows that business has the potential for transformational impact in education and can be an effective partner in improving education systems and learning worldwide. While some businesses already lead the way in effective engagement, this framework can help other companies advance global education goals.



DEFINING EDUCATION AND LEARNING

Education Education is the delivery of learning opportunities. Education happens at home, in school, or with members of your community. Education is a lifelong process.¹²

Learning Learning is knowledge, skills and values acquired through an education – critical to lifelong success and empowerment.¹³ Learning occurs both inside and outside of school.¹⁴

THE BUSINESS CASE

Education is not only smart for society, but smart for business. Education equips individuals with knowledge and skills critical to sustainable development and economic growth. Business has a critical stake in ensuring all children, youth and adults have the opportunity to reach their potential.¹⁵

Improving access to education and learning quality for children, youth and adults:

- **Builds sustainable societies.** Education improves long-term social, economic and environmental sustainability by fostering 21st century skills – such as critical thinking, communication and problem solving – and global citizenship. Education is also linked to more peaceful and stable societies free of conflict, which improves the ease of doing business.
- **Saves lives.** A healthy workforce contributes to a stable operating environment. Over the past four decades, the global increase in women's education has prevented more than four million child deaths.¹⁶ If all children completed primary education, 700,000 cases of HIV/AIDS could be prevented annually.¹⁷
- **Promotes economic growth.** Getting all children into primary education, while raising learning standards, could boost economic growth by two per cent annually in low-income countries.¹⁸ If all students in low-income countries acquired basic reading skills, 171 million people could be lifted out of poverty, equivalent to a 12 per cent reduction in world poverty.¹⁹ Research shows that for every \$1 invested in a child's education, there is a \$53 return to a company at the start of employment.²⁰
- **Strengthens the local workforce.** Education develops human capital required to create a skilled workforce, improve productivity and drive business growth.
- **Expands business opportunities.** Investment in education leads business to new market opportunities and customer bases. From a brand perspective, consumers have indicated a willingness to buy – and reward – socially conscious brands.²¹ Additionally, shareholders of public companies have expectations for business to manage its social impact.
- **Boosts wages.** Education is linked to increases in individual wages and economic growth. One additional school year can increase a woman's earnings by 10 to 20 per cent.²² This creates societies with more disposable income for goods and services, while strengthening women's empowerment in families and communities.



OPPORTUNITIES FOR ENGAGEMENT

GLOBAL BUSINESS COALITION FOR EDUCATION

The Global Business Coalition for Education (GBC-Education) is an action-oriented organization that brings together corporate leaders committed to delivering quality education for all of the world's children. GBC-Education members believe their core business assets, social responsibility and philanthropy, when used in collaboration with Government and other stakeholders, can be a powerful tool to expand education opportunity for all.

How can business be involved? Businesses sign-up as members and collaborate with other companies to maximize impact in the education space. They join forces with education organizations and, when appropriate, Governments to help deliver quality education. GBC-Education also offers member companies access to expert knowledge and to cutting-edge research on business engagement in education.

ALIGNING BUSINESS AND EDUCATION PRIORITIES

Regardless of the type of engagement or rationale – either philanthropic or commercial – corporate activities have the potential to create shared value and advance education goals when done well.²³

There are several ways business can engage in education (Figure 1). Companies can have an impact in education in these spheres of influence:²⁴

Core Business

In communities of operation, companies can address education challenges through core business operations, including human resources and sourcing policies as well as the development of products and services. By taking a long-term perspective when engaging in education, business has a lasting effect on education by investing in educational infrastructure and workforce training.

Social Investment and Philanthropy

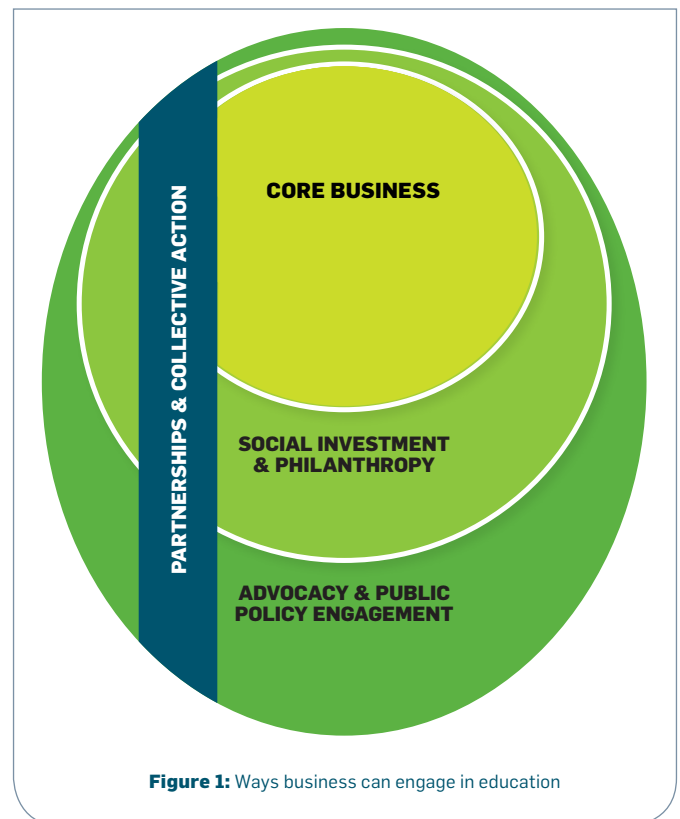
Business offers financial support to multilateral agencies, communities and NGOs for education and skills-building programmes. Business also contributes functional expertise through volunteering efforts, thought leadership and in-kind contributions of talent. Business can link social investments with core business to create sustainable activities in the education space.

Advocacy and Public Policy Engagement

Companies can acknowledge challenges in their own operating environment, including limited talent pools, a lack of basic education for employees' children, or unsafe learning environments and take action through public policy engagement. Business has enormous political weight and can call attention to education challenges with a collective voice.

Partnerships and Collective Action

While companies can, and do, make contributions to education on their own, they can be most effective in partnerships. Business has the opportunity to engage in global education initiatives through a broad variety of partnerships with Governments and education organizations.





OPPORTUNITIES FOR ENGAGEMENT

GLOBAL PARTNERSHIP FOR EDUCATION

The Global Partnership for Education (GPE) is a multilateral public-private partnership focused on delivering a quality education to all girls and boys in almost 60 countries, particularly the most poor and vulnerable. GPE brings together Governments, international organizations, the private sector, teachers and civil society/NGO groups, to implement sound education plans and coordinate resources to support their effective achievement. In the last 10 years, GPE has mobilized more than \$3.5 billion, helped nearly 19 million children go to school for the first time, supported the construction of over 37,000 classrooms, and trained over 400,000 teachers.²⁵

How can business be involved? The private sector, including corporations and foundations, is encouraged to contribute its business expertise toward increasing access to, and the quality of, basic education. Opportunities for engagement exist at both the global level through the secretariat of the Partnership and at national levels through participation in Local Education Groups (LEGs).

THREE-PART PROCESS FOR ENGAGEMENT

The Framework for Business Engagement in Education is a three-part process to realize business benefits while advancing education goals. In practice, the process is not necessarily chronological. For example, a business may want to consult experts while developing the business case or establish a business case based on a set of activities already part of the business.

In any scenario, the three components in the process are the cornerstone to effective engagement.

1

Make the business case

PART 1: Make the business case

Determine a reason to engage in education that aligns with long-term growth and business strategy, while also focusing the company's core issue areas for social investment. The business case is based on business drivers that guide investment in education. A driver creates business benefits – growth, cost-reduction, or profitability – from engaging in education activities.

These drivers include*:

- 1. Fostering innovation in education**
- 2. Addressing operational risks**
- 3. Improving brand leadership and enhancing corporate reputation**
- 4. Boosting employee morale and retention**
- 5. Developing capacity of future employees**

* The five drivers support education while benefitting business. The corresponding activities are non-exhaustive but offer inspiration for business to be involved in the education sector.

2

Identify activities

PART 2: Identify activities that improve education and benefit business

Identify activities that realize business benefits and resolve education challenges in line with local needs.

3

Be smart

PART 3: Be smart

While designing activities, business should apply best practices in education rooted in international consensus and the experience of multi-sector partnerships. This ensures responsible social engagement. Activities should be sustainable, scalable and aligned with Government priorities. Activities should be routinely evaluated to ensure they are effective and have the desired impact.

BE SMART

Education is a public good. Business can play an important role in developing the public sector's ability to improve education access and learning quality.²⁶

Responsible business engagement in education respects universal principles in human rights in its operations, strategies and policies.²⁷ After making the business case and developing education activities, apply best practices to engage responsibly in education.

The following recommendations guide responsible engagement in education:

- Respect and support education as a human right.** Primary education should be free and compulsory for all children, and higher levels of education and training should be accessible to everyone.²⁸ Supporting local and national education and learning systems recognizes that Government has the responsibility to ensure the right to education.
- Promote equity and equality.** Companies should include marginalized groups – such as girls, students with physical and learning needs, ethnic minorities, the indigenous and others – in education activities.²⁹ Without focus on these groups to ensure equal access to quality education, inequality can increase, endangering the operational environment and well-being of communities and nations.
- Partner with experts.** Business can engage in education through partnerships with Government, the UN, NGOs or other businesses to promote learning opportunities. Good partnerships lead to positive outcomes and avoid duplicating existing efforts. Open dialogue about interests strengthens trust between partners to ensure business needs and social goals are not in conflict.³⁰ In addition to making financial contributions, business can also contribute its functional expertise, including technology, human resources and management skills.³¹
- Be outcomes-oriented and results-driven.** Build accountability mechanisms into education programmes.³² In collaboration with education experts, business can develop impact metrics to ensure the effectiveness of education activities. Invest in tested ideas with evidence of impact.³³ Scale projects to levels feasible for the business and of value to society.³⁴
- Align with Government needs in education.** Engage with Ministries of Education and Government to align programmes with the broader goals of an education system and local needs of a community.³⁵ Use national education plans and global frameworks to determine education priorities and also consider ways to support populations not covered in Government education plans.
- Be sustainable and scalable.** Business should design activities for the long-term, clearly identifying stakeholders, such as the Government, NGOs, communities or other businesses. Short-term, one-off investments raise expectations among stakeholders and could affect communities adversely. Resource allocations should be sizable enough to meet both the business opportunity and education outcome. Engage business leadership actively to ensure buy-in and sustainable resource allocations.

1

**Make the
business
case**

FOSTER INNOVATION IN EDUCATION

2

**Identify
activities**

Some activities that help deliver social and business value are:

- Pilot new, open source technology to improve the delivery of education for hard-to-reach communities.
- Apply design-thinking to develop low-cost learning materials for under-resourced schools and bottom of the pyramid communities.
- Identify innovative products by sponsoring competitions for education entrepreneurs and commercializing successful ideas.
- Utilize corporate training curricula to develop skill certification opportunities in cooperation with existing providers and Government.
- Leverage analytical expertise to develop tools to measure the impact of education programmes.
- Support innovative teaching methods and tools that foster creative and entrepreneurial thinking.

3

Be smart

Be sure to consider:

Respect and support human rights | Promote equity and equality | Partner with experts | Be outcomes-oriented and results-driven | Align with Government needs in education | Be sustainable and scalable.



Business can create new revenue streams through innovative products and services. Cost-effective education products and services eliminate barriers to access, such as cost, distance and infrastructure. They also improve the quality of learning through an array of learning and measurement tools. Business can apply innovative financing methods to test the viability of new ideas.³⁶

MOBILE TECHNOLOGY TO SUPPORT STUDENT LEARNING IN MATHEMATICS IN SOUTH AFRICA

Nokia, Finland (Telecommunications)

Partners: Government of South Africa and other companies

- 1 **Make the business case.** Nokia, a phone manufacturer, tapped an opportunity to develop an innovative service for learning mathematics in South Africa, leveraging its expertise and strengthening in-country relations.
- 2 **Identify activities.** Nokia developed an innovative education solution called Nokia Mobile Mathematics to support student learning in mathematics using mobile phone applications. The solution allows students to work on math practice problems in any location at their own pace and share their answers with instructors for feedback and continued learning. Instructors can access data on student achievement from remote servers.³⁷
- 3 **Be smart.** Nokia Mobile Mathematics is a free service designed to be used on any mobile phone or computer with data or internet connection. The solution, requested by the Government, was developed from the onset to align with Government needs in education.³⁸

Impact. By 2012, 50,000 students and 700 teachers in 200 schools in South Africa were using the solution. In independent evaluations, service users showed greater improvement in math competency than non-users and teachers' awareness of their learners' competencies also increased.³⁹ A similar project has been launched with UNESCO in Senegal.⁴⁰

USING CORE BUSINESS TO DRIVE LEARNING OUTCOMES IN NIGERIA

Pearson Plc., United Kingdom (Education)

Partners: Lagos State Eko Secondary Education Project, Lagos State Ministry of Education and the World Bank

- 1 **Make the business case.** Pearson works closely with Governments and development partners to understand countries' priorities and to develop learner-centred and measurable solutions.
- 2 **Identify activities.** As part of a \$90 million public-private partnership between the World Bank and Lagos State, Pearson has provided professional development to over 400 secondary school educators in Nigeria to improve teaching quality and foster instructional excellence.⁴¹
- 3 **Be smart.** To ensure sustainability, Pearson in collaboration with the Lagos Eko Project team is building a cohort of mentors to provide ongoing professional development for teachers after the project. Pearson also provides leadership training to equip school leaders with skills in team building, mentoring and 21st century pedagogies.

Impact. Qualitative studies report that sustained professional development is improving effectiveness to raise student achievement. With new skills, knowledge and increased confidence, instructional leaders and teachers are building school climates that promote strong learning outcomes.

IMPROVING SCHOOL INFRASTRUCTURE IN MEXICO

CEMEX, Mexico (Construction)

Partners: Local schools and Patrimonio Hoy customers

- 1 Make the business case.** CEMEX sought to increase its competitiveness within the low-income market segment by leveraging its core construction services to support education through a programme called Patrimonio Hoy Escolar. CEMEX identified the importance of building trust within the community, and recognized schools as popular community spaces for social impact and visibility for the company.
- 2 Identify activities.** Building on success with Patrimonio Hoy – a service to provide construction solutions for low-income households – Patrimonio Hoy customers contribute approximately 1.5 per cent of weekly membership fees to improve local school infrastructure. These projects are selected by Patrimonio Hoy customers, and construction is done by teachers and parents with the guidance of architects and construction professionals. Women have a key role in the programme.
- 3 Be smart.** The programme responds to local community needs by incorporating community-led school construction within its business line, Patrimonio Hoy, which targets construction services for low-income families.

Impact. Approximately 500 school infrastructure projects have been completed to date improving school safety, sanitation and learning environments for children. More generally, the Patrimonio Hoy programme has improved living standards and empowered families, particularly women, which have helped provide a better learning environment for children at home.





1

**Make the
business
case**

ADDRESS OPERATIONAL RISKS

2

**Identify
activities**

Some activities that help deliver social and business value are:

- Implement internal policies to ensure business operations do not utilize child labour. Educate management and staff on labour policies and share that child labour obstructs a child's right to an education.
- In social impact assessments, consider the impact of business operations on education. Consider how business can improve access to quality education in areas of operation.
- Leverage business functional expertise to support Government capacity in education. For example, share IT talent – like Geographic Information Systems (GIS) expertise – to improve school planning processes for Ministries of Education or share human resources talent to develop management skills of school leaders.
- Ensure learning environments are clean and safe for children by mitigating environmental hazards, like pollution and limited water access.
- Partner with local Government to support school meal programmes, which provide a strong incentive for poor households to send children to school and keep them there.

3

Be smart

Be sure to consider:

Respect and support human rights | Promote equity and equality | Partner with experts | Be outcomes-oriented and results-driven | Align with Government needs in education | Be sustainable and scalable.



Business has a financial and social responsibility to address operational risks and any adverse impacts on human rights in which the business is involved. Investment in education and alignment of corporate policies with best practices can improve community well-being, employee welfare and in-country relations and ensure the continuity of business.

TRANSFORMING PRIMARY EDUCATION IN EQUATORIAL GUINEA

Hess Corporation, USA (Oil and Gas)

Partners: Government of Equatorial Guinea and Academy for Educational Development (now FHI 360)

- 1 **Make the business case.** As Hess Corporation expanded its operations in Equatorial Guinea, the company sought to make a lasting contribution to sustainable development by improving access to quality primary education.
- 2 **Identify activities.** Hess Corporation and the Government of Equatorial Guinea established the PRODEGE programme (Programa de Desarrollo Educativo de Guinea Ecuatorial), to improve access to quality primary education – an identified national priority. This \$40 million public-private partnership establishes model primary schools, trains primary teachers and collects school data to assist ministry planning.⁴²
- 3 **Be smart.** The company aligned PRODEGE with Government priorities and invested in the capacity of Ministry of Education employees to sustain PRODEGE initiatives in the long-term. Hess Corporation leadership led the initial programme concept development and was updated routinely on success and challenges of the programme.

Impact. Since 2006, the initiative has had significant impact in local communities and across Equatorial Guinea. PRODEGE has certified more than 900 primary school teachers and refurbished 54 schools to serve 3,200 students. PRODEGE also created a nationwide network of Teacher Circles to provide peer-to-peer support.⁴³ The programme has reached more than half of the students enrolled in primary school nationwide. Over the next five years, PRODEGE will expand its support to improve quality learning in post-primary schools.⁴⁴

REBUILDING SCHOOLS IN POST-DISASTER COMMUNITIES IN INDIA

Hindustan Construction Corporation, India (Construction)

Partners: Government of India and Member and Partner companies of the World Economic Forum's Engineering and Construction Industry Membership

- 1 **Make the business case.** To better prepare its employees to address safety risks on site, Hindustan Construction Corporation (HCC) established a first-responder training programme as part of its DRN-India efforts. The employee-training programme also positions HCC as a critical first-responder in remote areas post-disaster to save lives and rebuild learning environments.⁴⁵
- 2 **Identify activities.** Trained employees work with the Government to rebuild schools and learning environments after a disaster. A key contribution during response efforts is that learning environments are clean and sanitary and that drinking water is supplied.
- 3 **Be smart.** HCC also builds local capacity for disaster response by training community members in areas of operation.⁴⁶ HCC works within the World Economic Forum's global Disaster Resource Partnership to share best practices with peer companies.

Impact. To date, over 11,000 people have completed the first responder training and responded to disasters in India and South Asia.⁴⁷ HCC has also been involved in public policy engagement, helping define principles for public-private partnerships for disaster response and training.

IMPROVE BRAND LEADERSHIP AND ENHANCE CORPORATE REPUTATION

1 Make the business case

2 Identify activities

Some activities that help deliver social and business value are:

- Use cause-related marketing campaigns to align your brand with education. Cause-related marketing campaigns highlight the importance of education and enhance brand recognition.
- Invest in workplace policies and programmes that prepare individuals from marginalized groups for leadership roles.
- Share education activities and outcomes in corporate responsibility reporting.
- Offer strategic cash donations to education organizations that reflect company values and demonstrate a record of sustainable social impact. At times, education organizations simply need funding.
- Encourage business schools to prepare socially responsible leaders through relevant coursework, internships and research. One resource to help is the UN Global Compact's Principles for Responsible Management Education (PRME).

3 Be smart

Be sure to consider:

Respect and support human rights | Promote equity and equality | Partner with experts | Be outcomes-oriented and results-driven | Align with Government needs in education | Be sustainable and scalable.



Through corporate and brand commitments – from philanthropy to strategic social investments – companies can invest in education to strengthen their reputations. Responsible engagement in education also improves brand value by fostering customer loyalty and reflecting company values in meaningful ways.⁴⁸ Communicating results yields relationships that enable growth and help maintain a license to operate. This leadership position empowers business to support local and national education priorities and advance the global education agenda.

LEVERAGING EDUCATIONAL MEDIA IN LEARNING CENTERS

Discovery Communications, USA (Media)

Partners: Ministries of Education, local NGOs and other companies

- 1 **Make the business case.** Discovery Communications is dedicated to satisfying curiosity and making a difference in people's lives, which drives the company's social responsibility portfolio in the developing world where the company's media assets and expertise are improving education and learning outcomes.
- 2 **Identify activities.** Discovery Learning Alliance, a non-profit organization spearheaded by Discovery Communications, collaborates with existing schools to establish "Learning Centers" – locally managed hubs equipped with sustainable technology, relevant video programming and extensive teacher training to enhance 21st century skills and effective use of media for learning.
- 3 **Be smart.** Through collective action with Government, communities and other companies, the initiative ensures alignment with Government and community priorities, and models the importance of partnerships to drive sustainable change in education. Additionally, Discovery Learning Alliance rigorously evaluates learning outcomes through independent agencies and uses the results to drive growth.

Impact. Discovery and its partners have provided new learning opportunities for more than a million students and over three million community members worldwide. Evaluations show 10 to 20 per cent improvements in students' understanding of core subjects, and as much as 50 per cent improvement in teaching effectiveness compared to similar, nearby schools. Discovery Learning Alliance is working with Governments to take the initiative to scale.

BUSINESS AND CREATIVE LEADERSHIP FOR EDUCATION WORLDWIDE

Gucci, Italy (Luxury Goods)

Partners: UNICEF

- 1 **Make the business case.** The company has positioned social responsibility as another key pillar of its core brand values alongside quality, creativity, innovation and Italian artisanal craftsmanship. Gucci believes in the importance of responsibility toward people, the environment, and the communities in which it operates. Through its philanthropy, Gucci demonstrates brand leadership, provides an opportunity for customers and employees to contribute to advancing global education goals and advocates globally for such issues.
- 2 **Identify activities.** For nearly 10 years, Gucci has leveraged its business and creative leadership to execute cause-related marketing campaigns that bring attention and resources to UNICEF's *Schools for Africa* and *Schools for Asia* education initiatives.
- 3 **Be smart.** Gucci works hand in hand with UNICEF education experts to target resources for marginalized children in sub-Saharan Africa, including girls and children living in extreme poverty, bringing new attention to the inequality of education access globally.

Impact. Since 2008, Gucci has supported UNICEF's *Schools for Africa* programme, giving more than 5.5 million children access to a quality education and \$13.8 million in contributions. Gucci is a founding member of the Global Business Coalition for Education, recognizing the importance of global advocacy in education.

DEVELOPING TALENTS THROUGH CREATIVE PLAY

The LEGO Foundation, Denmark (Personal Goods)

Partners: Hands-On Technologies and UBS Optimus Foundation

- 1 **Make the business case.** The LEGO Foundation amplifies LEGO brand values by demonstrating the link between play, learning and creativity through strategic social investments in and out of school. The LEGO Foundation infuses learning with activities that foster creativity and innovation.⁴⁹
- 2 **Identify activities.** *Learning through Play* is the focus of various projects on multiple sites. The programme supports children's learning from early childhood to secondary school by combining product donations and teacher training in the LEGO learning philosophy, which emphasizes creativity, critical thinking and problem-solving skills. Students and teachers from South Africa to Canada use LEGO bricks, LEGO Education products and other hands-on materials to build interesting structures and address curriculum requirements from literacy to technology.
- 3 **Be smart.** The LEGO Foundation partners with Ministries of Education, NGOs and other Foundations to sustain the programme. Projects are deployed in various countries based on local need and desired learning outcomes. LEGO also works closely with local teacher trainers who can expand the programme by training new instructors in the LEGO learning philosophy.

Impact. Using creative play and hands-on learning with a proven methodology, *Learning through Play* enhances creativity, critical thinking, and communication skills.



OPPORTUNITIES FOR ENGAGEMENT

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

The UN Global Compact's Principles for Responsible Management Education (PRME) initiative inspires and champions responsible management education, research and thought leadership globally. The PRME seek to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

How can business be involved? Companies can support the PRME by demanding business school graduates who are capable of creating social and business value. Business leaders can also support research and contribute to learning programmes of PRME academic institutions.

1

**Make the
business
case**

BOOST EMPLOYEE MORALE AND RETENTION

2

**Identify
activities**

Some activities that help deliver social and business value are:

- Offer training and continuous learning opportunities for employees to upgrade skills.
- Provide early childhood development services for employees' children in communities with limited education opportunities.
- Develop a sabbatical programme or paid time off for employees to volunteer their expertise and develop valuable skill sets with education-related organizations.
- Utilize employee gift matching through giving campaigns to subsidize school fees, such as text-book costs, uniforms and early childhood tuition, to eliminate cost barriers to access education.
- Permit employees to innovate products and services for the education sector during work hours.
- Encourage employees through employee groups to coordinate volunteering opportunities that advance education causes.

3

Be smart

Be sure to consider:

Respect and support human rights | Promote equity and equality | Partner with experts | Be outcomes-oriented and results-driven | Align with Government needs in education | Be sustainable and scalable.



Employee motivation and job satisfaction are associated with business engagement in social issues. Employees like to work for, and stay at companies that support their welfare and advance social issues – like education. Prospective employees also consider business engagement in social issues as critical when evaluating job prospects.⁵⁰

LEVERAGING EMPLOYEE EXPERTISE TO SUPPORT GIRLS' EDUCATION

Intel, USA (Technology)

Partners: 10x10 Girl Rising Social Action Campaign⁵⁴ and NGOs focused on girls' education

- 1 **Make the business case.** Intel sought to reflect the company's commitment to investing in girls' empowerment by giving employees a range of tangible engagement opportunities.⁵⁵
- 2 **Identify activities.** Intel developed a series of activities to engage employees, including staging Code for Good Hackathons in which employees develop mobile applications for NGOs working in girls' education, and sponsoring screenings of the *Girl Rising* film, which showcases the importance of girls' education worldwide.⁵⁶
- 3 **Be smart.** Intel partnered with leading education advocates, researchers and NGO leaders to determine how employees could best support girls' education efforts. Through its Hackathons, the company leveraged employee expertise in science and engineering to extend the reach of its partners' global education efforts.

Impact. Over the past decade, the company and its foundation have invested more than \$1 billion in education through cash and in-kind donations. Intel employees have contributed nearly three million volunteer hours towards improving education in more than 60 countries.⁵⁷

ESTABLISHING EARLY CHILDHOOD DEVELOPMENT PROGRAMMES IN JAPAN AND TANZANIA

Sumitomo Chemical, Japan (Chemicals)

- 1 **Make the business case.** Many female employees were not returning to work after having children, affecting employee diversity and business continuity.⁵⁸
- 2 **Identify activities.** To retain female employees, the company established three early childhood development programmes near its largest facilities. Now, employees can enroll their children in the programme at a minimum cost, or for those who live further away, opt to receive a subsidy for local providers. The model was replicated in Tanzania, where more than half of the company's workforce is female.⁵⁹
- 3 **Be smart.** Through this initiative, the company is able to attract and retain female employees, who remain underrepresented in Japan's private sector, and addresses the social issue of an insufficient support system available for working mothers in Japanese society. Furthermore, Sumitomo Chemical's well-designed model proved replicable in other cultural contexts.

Impact. Sumitomo Chemical has seen an increase in its female new hires in addition to a gradual increase in the number of female managers, and has improved access to early childhood development programmes for its employees' children.⁶⁰

PROMOTING THE RIGHT TO EDUCATION THROUGH EMPLOYEE ENGAGEMENT

ING Bank, The Netherlands (Financial Services)

Partner: UNICEF

- 1 **Make the business case.** In 2005, ING wanted a scalable effort that involved more than 123,000 employees and aligned with its social commitment to provide children with the opportunity to learn and build a solid foundation for a brighter future.
- 2 **Identify activities.** *ING Chances for Children* is an employee fundraising and volunteering campaign to support children's rights – especially the right to an education – worldwide. All financial contributions from ING employees for UNICEF are doubled through the company's ING matching scheme. Employees also contribute operational and financial expertise to and volunteer for NGOs working in the area of children's rights and education.
- 3 **Be smart.** ING sets ambitious goals and tracks progress openly with employees. Also, the company evaluates its financial contributions and shares results through active participation in forums on children's rights and corporate responsibility reporting.

Impact. Since 2005, ING has raised and donated over \$31 million for UNICEF.⁵¹ As a result, 800,000 children have been provided with access to school, better-quality education, and safer and healthier living conditions.⁵² ING was also the only financial institution ranked as one of the top 25 best multinational workplaces in Europe.⁵³





1

**Make the
business
case**

DEVELOP CAPACITY OF FUTURE EMPLOYEES

2

**Identify
activities**

Some activities that help deliver social and business value are:

- Collaborate with education experts and Government to define competencies to improve the relevance of education in secondary and post-secondary education.
- Identify current and future skills needed for the labour market, and design and implement appropriate workplace training programmes.
- Expand apprenticeship opportunities by targeting disadvantaged youth who completed secondary or vocational training.
- Hire local youth who complete secondary education and vocational training.
- Sponsor early childhood development programmes to allow young mothers to complete secondary school.
- Invest in basic education in emerging markets to improve the future talent pool.

3

Be smart

Be sure to consider:

Respect and support human rights | Promote equity and equality | Partner with experts | Be outcomes-oriented and results-driven | Align with Government needs in education | Be sustainable and scalable.



Business should invest in training opportunities for prospective employees in communities of operation. This sustains long-term business operations and creates pathways to job opportunities by developing skills relevant to business needs. Training opportunities for low-skilled workers also expand educational opportunity for all.

LEARNING AND DEVELOPMENT THROUGH TECHNICAL AND VOCATIONAL TRAINING IN NIGERIA

Dangote Group, Nigeria (Diversified Conglomerate)

Partners: Nigerian Institute of Transport Technology, the Industrial Training Fund, and the German Ministry of Economic Cooperation and Development

- 1 **Make the business case.** Dangote Group has large-scale manufacturing capacities across Nigeria and Africa but faces difficulties in finding employees with the right technical skills.⁶¹
- 2 **Identify activities.** A \$6.5 million facility to house Dangote Academy is nearing completion. The Academy has two training channels: The Institute of Management Training, which supplies talent to Dangote Group operations, and the Institute of Technical Training, which provides technical and vocational training for Nigerian youth, some of whom will become Dangote staff.⁶²
- 3 **Be smart.** Corporate leadership is actively involved in the Academy. Through partnerships with domestic and international trade organizations, and participation in industry governance bodies, the company developed world-class curricula for industrial education and seeks to apply proven vocational education models in the Nigerian context.

Impact. Since 2010, the initiative has trained 300 students in welding and fabrication, mechanical maintenance and process operations, 100 graduate engineers and 100 drivers.⁶³

JOB SKILLS PROGRAMMES FOR MARGINALIZED YOUTH IN SRI LANKA

Janashakthi Insurance, Sri Lanka (Financial Services)

Partners: Tea Leaf Vision, Tea Leaf Trust and World Vision Sri Lanka

- 1 **Make the business case.** In an effort to further contribute to Sri Lanka's economic development, Janashakthi Insurance and its group companies support job skills programmes for youth in central Sri Lanka, who have traditionally faced cultural and economic barriers to accessing education and jobs.
 - 2 **Identify activities.** Janashakthi Insurance and its group companies support training for students at Tea Leaf Vision, a NGO that offers a free diploma programme in English and business skills. The company complements the program with internship and job placements.⁶⁴
 - 3 **Be smart.** The company works with local NGOs with established operations and a record of success.⁶⁵ Also, Tea Leaf Vision programmes routinely assess their progress to guide programme growth.⁶⁶
- Impact.** One hundred and fifty students complete Tea Leaf Vision programmes for free annually and then return to their home communities to teach English. Since 2011, Janashakthi Insurance and its group companies have offered 40 internship placements per year for Tea Leaf Vision graduates to master job skills in an office environment.⁶⁷

SUPPORTING TEACHERS



Good teachers are fundamental to learning outcomes. The following describe ways business can work with teachers:

- Sponsor members from marginalized communities to complete teacher training courses.
- Invest in leadership development programmes for teachers in core subject areas, and establish grants for teachers to incorporate 21st century skills in lessons.⁶⁸
- Provide time (paid or unpaid) for employees to volunteer in classrooms.
- Offer summer internships for teachers in business operations. Provide the opportunity for teachers to connect business realities with classroom content.

STATE OF EDUCATION: FACTS AND FIGURES

Not everyone has access to an education

- Of the more than 800 million children younger than six years globally, less than a third benefit from any form of early childhood education.⁶⁹
- More than 57 million of primary school age children are still out of school,⁷⁰ of which half reside in countries affected by conflict.⁷¹
- Over 69 million teenagers are not attending secondary school.⁷²

Not all students are learning

- Without proper nutrition in the first 1000 days of life, children may suffer from physical and psychological ailments disrupting their ability to learn over their lifetimes.⁷³
- At least 250 million children of primary school age cannot read or write; some (130 million of them) even after spending four years in school.⁷⁴
- About 774 million adults cannot read or write, of which two-thirds are women.⁷⁵

Mismatch between learning in school and workforce skills

- The population of 15 to 24 year olds is now over one billion in the developing world.⁷⁶ Faced with limited investments in quality education, we could develop the largest "skill-less" population in history, depriving businesses of talent that drives economic growth.
- Around 200 million young people in developing countries have not completed primary school, meaning they do not have the foundational skills needed for work.⁷⁷



Insufficient financing to get children and youth in school

- Only \$1.9 billion were contributed in 2011 by donors to basic education, despite a financing gap of \$26 billion per year to achieve basic education in low-income countries.⁷⁸
- The cost to achieve universal secondary school is estimated to be \$8 billion per year.⁷⁹
- Relief for education is usually the smallest percentage of total humanitarian aid.

Inadequate education for global citizenship

- Global citizenship encompasses values to promote peace, cultural diversity and human rights as well as 21st century skills required for success in life.⁸⁰
- Education for sustainable development, human rights, climate change and HIV/AIDS contribute to a dialogue on the interconnectedness of social, environmental and health issues.

APPENDIX I: GLOBAL EDUCATION GOALS

Millennium Development Goals

- Goal 1:** Eradicate Extreme Poverty and Hunger
- Goal 2:** Achieve Universal Primary Education
- Goal 3:** Promote Gender Equality and Empower Women
- Goal 4:** Reduce Child Mortality
- Goal 5:** Improve Maternal Health
- Goal 6:** Combat HIV/AIDS, Malaria and other Diseases
- Goal 7:** Ensure Environmental Sustainability
- Goal 8:** Develop a Global Partnership for Development

Education for All

- Goal 1:** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Goal 2:** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to, and complete, free and compulsory primary education of good quality.
- Goal 3:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- Goal 4:** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Goal 5:** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Goal 6:** Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Global Education First Initiative

- Priority 1:** Putting every child into school
- Priority 2:** Improving the quality of learning
- Priority 3:** Fostering global citizenship

APPENDIX II: RESOURCES

Principles

Guiding Principles on Business and Human Rights: Implementing the United Nations ‘Protect, Respect and Remedy’ Framework: On 16 June 2011, the United Nations Human Rights Council endorsed the Guiding Principles for the Implementation of the UN “Protect, Respect and Remedy” Framework. The Guiding Principles, provide an authoritative global standard for preventing and addressing the risk of adverse impacts on human rights linked to business activity. The Guiding Principles clarify the meaning of the corporate responsibility to respect human rights, which is also a key component of Global Compact Principle 1, which calls on business to support and respect the protection of internationally proclaimed human rights.

Women’s Empowerment Principles: The Women’s Empowerment Principles are a set of Principles for business offering guidance on how to empower women in the workplace, marketplace and community. They are the result of a collaboration between UN Women and the UN Global Compact.

Children’s Rights and Business Principles: Developed by UNICEF, the UN Global Compact and Save the Children, the Children’s Rights and Business Principles are the first comprehensive set of Principles to guide companies on the full range of actions they can take in the workplace, marketplace and community to respect and support children’s rights.

ISO26000: ISO26000 is guidance from the International Standards Organization for businesses and organizations to operate in a socially responsible way. ISO26000 defines social responsibility and helps businesses translate standards into effective action in the social responsibility space.

Business and Education Partnerships

Global Education First Initiative: A platform launched by the UN Secretary-General to strengthen partnerships in support of education and engage global leaders, including from business, as advocates for the role of education in driving growth and development.

Better Life, Better Future: A UNESCO-led global partnership for girls’ and women’s education. The initiative focuses on strengthening public-private partnerships in support of girls’ secondary education and women’s literacy.

The Youth Employment Network (YEN): A partnership of the UN, International Labour Organization and World Bank to improve employment opportunities for youth. Provides a platform for sharing knowledge, encouraging innovation and brokering partnerships.

Schools for Africa and Schools for Asia: Launched in 2004, the *Schools For Africa* initiative is a joint project of the Nelson Mandela Foundation, Peter Krämer Stiftung and UNICEF. UNICEF works with Governments, local authorities, communities, the private sector and other partners in 11 countries in Africa to create conditions that will attract children to school, keep them there and provide them with a safe and protective environment where they can learn and play. A similar initiative was launched in Asia.

Nourishing Bodies, Nourishing Minds: A partnership launched in 2013 between WFP, UNESCO, UNICEF and the private sector to help the world’s most underserved children achieve their potential by improving access to health care, nutrition and education. The partnership started as a three-year pilot phase in four countries marked by high levels of malnutrition and low levels of schooling.

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The Ten Principles of the United Nations Global Compact

The UN Global Compact asks companies to embrace, support and enact, within their sphere of influence, a set of core values in the areas of human rights, labour standards, the environment, and anti-corruption:

HUMAN RIGHTS

- Principle 1 Businesses should support and respect the protection of internationally proclaimed human rights; and
- Principle 2 make sure that they are not complicit in human rights abuses.

LABOUR

- Principle 3 Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- Principle 4 the elimination of all forms of forced and compulsory labour;
- Principle 5 the effective abolition of child labour; and
- Principle 6 the elimination of discrimination in respect of employment and occupation.

ENVIRONMENT

- Principle 7 Businesses should support a precautionary approach to environmental challenges;
- Principle 8 undertake initiatives to promote greater environmental responsibility; and
- Principle 9 encourage the development and diffusion of environmentally friendly technologies.

ANTI-CORRUPTION

- Principle 10 Businesses should work against corruption in all its forms, including extortion and bribery.

