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**A Study for UNESCO**

# **CORPORATE SECTOR INVOLVEMENT IN EDUCATION FOR ALL**

**Partnerships with Corporate Involvement for the  
Improvement of Basic Education, Gender Equality, and  
Adult Literacy in Developing Countries**

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# 1 EXECUTIVE SUMMARY

## **Purpose of the study**

This paper seeks to examine partnerships with the corporate sector in the area of education and place them in relation to the goals of UNESCO's program of Education For All (EFA). We focused on specific partnerships which aim at achieving progress in three particular EFA goals as set out by the Dakar Framework in 2000: universal basic education, gender equality in education, and adult literacy. This study, therefore, is a micro-level analysis of partnerships in education between corporate and public stakeholders. It attempts to decompose partnerships to understand how and why they function, and evaluate effectiveness of the partnerships reviewed while identifying elements that may have helped or hindered the attainment of their goal.

To this end, the body of this paper is dedicated to identifying strengths and challenges of the individual partnerships under analysis, and suggesting priorities for improvement in the development of such partnerships. This work also identifies several opportunities for UNESCO to further engage in the process of initiating and improving corporate-public partnerships in the area of education.

## **Strengths of the partnerships in basic education, gender equality, and adult literacy**

Based on the analysis of the strengths of the individual partnerships covering all three selected EFA goals, several stand out as transversal while others remain specific to a given EFA goal.

### ***General strengths of corporate-public partnerships in education***

*Establishing a multi-sectoral forum, where public and private stakeholders can meet and discuss, assures continued cooperation and good functioning*

The importance of creating a forum in which government and corporate actors can discuss each others' agendas and find a common ground facilitates partnership initiation and helps sustain partnerships over the long-term. There are multiple models that allow for this sort of multi-sectoral communication: a permanent forum could be set up within the partnership itself through the creation of a "mixed" executive board composed of private and public stakeholders who are responsible for making decisions concerning partnership objectives. This type of "mixed" participation can also be achieved outside of the framework of particular

partnerships through the creation, for example, of a national network, comprised of stakeholders from all sectors. Regular meetings between stakeholders in these settings allow for open communication which helps partnerships maintain cooperation and works towards creating sustainability.

Including a credible, disinterested third-party in the forum can also facilitate partnership initiation as well as assure continued cooperation by establishing legitimacy. This role can be played by a number of different actors, such as international organizations, whose presence alone adds legitimacy to the effort and gives confidence to the partners involved. It can also be held by an NGO, or on a short-term basis, by a well-known national or international figure whose presence can galvanize cooperation between different stakeholders.

*Awareness-raising both of the importance of the EFA goal and of the services offered by the educational projects helps partnerships achieve better results*

While most people today recognize that there is a value to basic education, not all perceive that value in the same way, since for many people, sending children to school, or taking time out of work to attain literacy skills has inherent costs. People must be convinced, therefore that this sacrifice (paying fees for school, or losing the income from children's labor or their own by spending that time learning) is worth it. Therefore, a strong awareness campaign about the benefits and value of learning is necessary for people to take advantage of academic programs offered. Partnerships that have engaged in not only providing services but publicizing the existence and importance of services provided have achieved better results.

*Engaging the larger community in the partnership's efforts helps projects accomplish their goals*

Projects that stimulate community support and enthusiasm generally achieve much better results in education than those which fail to involve the larger community in its efforts. This type of support can be achieved in different ways: for basic education and gender equality partnerships that are generally undertaken in the context of formal schooling, a careful initiation process that identifies schools where programs would be well-received and consults with the surrounding community helps projects maintain momentum in the long-run. In non-formal education, using on a bottom-up approach that is more flexible to the needs of the people and takes in account concerns of the local population are generally more successful than those implemented from the top-down. Therefore, an approach that is appropriate to the community helps partnerships attain their objectives.

*The efficient organizational structure is a key factor of success.*

A clear delegation of responsibility that permits coordination and cooperation between partners is essential for creating a workable, sustainable partnership. Several models have been identified within this report that have created efficient organizational structures. These structures may be vertically organized, with responsibility delegated hierarchically by a central authority of the partnership or horizontally, where complementary, independent roles are played by different actors who coordinated between each other. In the first as in the second,

the strength lies in the fact that tasks are clearly assigned, which allows actors to know their responsibilities and be held accountable.

Good organization of the partnership can additionally ensure that programs are properly initiated, primarily through helping teachers learn how to integrate new materials or to use new teaching methods. Therefore, attention to initial teacher training and holding follow-up sessions that allow teachers to ask questions and improve are two ways in which partnerships can help assure better outcomes in programs in formal or non-formal learning environments.

#### *Government may play significant role in facilitating partnership success*

Government's role can be a significant factor in determining partnership's success. Even if the government does not directly take part on financing or management of partnership activities, it can help create a supportive framework for partnerships. The government can hence facilitate corporate involvement in financing by tax incentives or by encouraging school enrolments via laws favoring education. The visible public role of the government can also be important for creating a supportive environment for partnership activities and their goals: Declarations or statements from authorities in favor of EFA goals may further legitimize the education partnership activities and hence increase their effectiveness.

#### ***Strengths specific to each goal and their respective context***

While awareness-raising activities are important for encouraging commitment to basic education in developing countries, it is of particular relevance to girls' education initiatives as well as adult literacy. Girls' education is not only hindered by financial difficulties, but by cultural and religious values pertaining to the appropriate place for girls in society. Similarly, adults need to be convinced of the benefits of something that they have so far lived without. Therefore, unlike in basic education initiatives, partnerships can be dedicated in large part simply to the campaign, especially for girls.

Also, adult education programs have the unique benefit of becoming self-sustaining, wherein those who undergo the program can become its future teachers. This creates possibilities for adult education partnerships that do not necessarily exist directly for partnerships dedicated to girls' equality or basic education. Though it is true that increases in girls' education and basic education create the conditions for further education advancement in future generations (as educated parents are more likely to encourage their children to attend school and continue for longer), these long-term effects do not have the same direct implications as programs for adults. Adult learners can be immediately re-incorporated into the program structure as teachers, which can help achieve program sustainability, which is not the case with basic education and girls' education initiatives that take place within the formal schooling structure and that are geared towards children,

Finally, basic education initiatives are particular in that many of them concentrate on quality development. Whereas girls' and adult initiatives focus on achieving what could be perceived as the "bare minimum" – minimal literacy skills, or simply get girls enrolled in programs, basic education programs often target curriculum improvement and use of innovative techniques to ameliorate academic services as a whole,

## **Common challenges to partnerships in basic education, gender equality, and adult literacy**

### *Lack of trust poses an obstacle to partnership initiatives*

A common obstacle to partnership initiation and sustainability was the lack of confidence expressed amongst different stakeholders: governments are often skeptical about the involvement of for-profit corporations in education, while corporations doubt governments' accountability. In addition, both government and business can distrust NGOs' competency to mount long-term, sustainable programs, which is problematic since NGOs are often responsible for the program content. The lack of understanding of potential mutual gains to be made through partnerships accounts, in large part, for their failure.

### *Lack of sustainability and accountability can preclude business involvement in partnerships*

Sustainability over the long-term is another challenge for all partnerships. Partnership sustainability is usually a matter of lack of trust, as mentioned above, and/or confusion about, or non-respect of, responsibilities delegated to each partner. These factors can cause partnerships to come to term prematurely and oftentimes the gains made during the partnership, in terms of student enrolment, progress, and participation, may be lost when this happens.

The problem of sustainability is linked to the lack of accountability. When programs cannot show partners the effectiveness of the program – changes in enrolment rates, academic improvement of program participants, etc – partners are reluctant to continue participating, or even, for that matter, get involved. Business in particular, for whom investment returns are an important consideration, may opt out of partnership engagements without accountability mechanisms.

### *A complex regulatory framework can inhibit corporate participation in education partnerships*

Finally, some countries have complex regulatory frameworks which may make it difficult for businesses to get involved in the domain of education. Unclear legislation about the legality of corporate involvement in education and/or unclear tax code about deductions for participation hinder their participation in partnerships.

### *Some challenges are more specific to one of the EFA goals*

In regards to initiatives to decrease gender disparity, the cultural context can pose a particular challenge in that it takes time for traditional mentalities on the importance of girls' education to evolve. The same is true for adult literacy, wherein the challenge consists of convincing the beneficiaries themselves of the pay-off of education. Also, the decentralized, non-formal framework for adult education poses additional problems for adult literacy campaigns, specifically in the quality of the teachers and learning material (since it is not subject to supervision by the education authorities,

As for adult literacy programs, it is important that they take into account the specificities of the beneficiaries. For them, there is a high trade-off happening when they choose to take part in a program, since they cannot use this time any more to carry on their work, of which they still need the earnings to make their living. As such, the necessity for income-generating programs should be emphasized.

A specific challenge to basic education is related to the fact that partnerships generally take place within the context of government formal schooling (with some exceptions) and therefore must coordinate its programs with that of the MoE. Conflicts may arise if program curriculum and/or teaching styles are not in line with that of the educational authorities. Additionally, for this same reason, basic education initiatives probably need the most cooperation from the government, which may be reluctant to see one of its primary roles assumed by non-state entities.

## **Opportunities for UNESCO**

In the body of the text, we have made suggestions concerning how to overcome those challenges specific to partnerships within each goal. However, in view of the fact that there are common challenges shared by all partnerships in education, it seems that there may be some important opportunities for UNESCO, as chief advocate for education around the world, to make contributions to improving and stream-lining corporate-public partnerships.

*Helping address lack of trust through roundtables and forums that bring different stakeholders together*

UNESCO could play an important role in engendering more trust and cooperation between public and private stakeholders by organizing roundtables and forums, which would allow them to discuss differences and find a common ground for joint action. Such events could be organized at the national or international level, and could additionally encourage initiatives that have thus far remained mostly local into national or international campaigns.

*Identifying good practice in accountability mechanisms and in creating regulatory frameworks conducive to corporate involvement*

UNESCO could take advantage of its large membership pool to index corporate-public partnerships taking place within each member-state. By providing member-states with a standard form of documentation to fill out, a wide-ranging catalogue of existing models for partnerships in education could be established and, if UNESCO could provide standardized evaluation techniques for education projects, compared. This process would help identify efficient and successful models for corporate-public partnerships, and could help countries and businesses determine, according to cultural context and specific needs, which model to use for future partnerships.

Furthermore, UNESCO could identify good practice in areas that continue to pose challenges to partnership-building today. In this way, UNESCO could supply valuable references on

successful accountability mechanisms, partnership models that encourage sustainability, as well as help member-states create regulatory frameworks conducive to corporate engagement in education.

Finally, it is worth mentioning that while UNESCO may have already taken advantage of some or all of these opportunities, their activities in these domains should be made more available to the public. An updated website for EFA, including recommendations specifically on corporate-public partnerships, would certainly be helpful for those interested in the subject.

## 2 INTRODUCTION

### *Education is a priority in achieving development*

Education paves the way for development by improving a country's human capital, and thereby contributing to ensuring peace, equality, and democratic values in a society. However, today more than a 100 million primary school aged children remain out of school, while more than 875 million adults remain illiterate, two thirds of whom are women.

The improvement of education has long been identified as an urgent matter, constituting a fundamental aspect of sustainable development, which is why universal primary education by 2015 was designated as the second of the United Nations Millennium Goals declared in 2000.

UNESCO however, has long been aware of the central role of education in development. It officially began its campaign for education as a means to development at the World Declaration on Education for All in Jomtien, 1990, when UNESCO and its member-states declared education a fundamental human right and a key to sustainable development. Member-states' commitment to universalizing access to and completion of education programs was conceived within a new action plan, Education for All (EFA), and regular conferences served to re-affirm their commitment and assess improvement throughout the 1990's.

Despite improvements in basic education rates, an unacceptable number of children and adults remained illiterate in 2000. Therefore, at the 10-year anniversary of EFA, a new framework was established, the Dakar Framework, which specified 6 specific goals within the broader aim of Education of All to help member-states target problems more precisely. These goals, listed below<sup>1</sup>, encourage both the access to and quality of education programs:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 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;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;
- 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;
- 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;

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<sup>1</sup> Education for All, Meeting Our Collective Commitments, Text adopted by the World Education Forum, Dakar, Senegal, April 2000.

- 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.

Despite efforts to achieve these goals, progress rates remains seriously short of those needed to reach the targets identified by 2015. Therefore, new methods have been sought out in order to encourage more progress.

*Governments can use partnerships to make up for deficiencies in state education programs*

While education is generally perceived as the prerogative of the government, lack of financial and managerial capacity often impedes governments' ability to meet their obligations in regard to their national education systems. In order to make meaningful improvements in education, governments may have to consider using alternative methods to meet their commitments to education. Establishing partnerships with other education stakeholders is one way in which governments can meet EFA goals, working in concert with private actors who have not traditionally been involved in education, like businesses, the media, NGOs, as well as continuing to work with others who historically have been involved, such as the religious sector and the communities.

Encouraging participation from all of these actors is important; however, this study underlines the particular significance of the role played by corporations since the private sector has important resources that governments may lack. Corporations, possessing valuable financial and material resources as well as expertise in a number of areas (including administration, organization, and even academic services), represent an important resource for governments to tap into in order to expand the breadth of their educational services in addition to the quality.

*The corporate-public partnerships reviewed focus on three EFA goals: basic education, girls' equality, and adult literacy*

The corporate-public partnerships reviewed focus on three of the six EFA goals listed: the improvement of literacy, of universal basic education, and of gender equality in education. We have limited ourselves to these three goals due to time constraints and to gain in clarity and precision. Therefore, in order to be able to identify good practice, we have concentrated on the three for which it was easiest to find good documentation, keeping in mind the paucity of literature available on corporate-public partnerships in the context of developing countries in general.

*General barriers to achieving chosen EFA goals*

There are several common barriers to achieving EFA goals. On the demand-side, poverty, wherein either families cannot afford to pay tuition fees or cannot afford to lose the income of a child's labor, in addition to other inequalities and environmental factors (such as health, social discrimination) act as obstacles to successful outcomes of education campaigns. On the supply-side, governments have difficulty meeting their commitments to both capacity, in regard to school infrastructure, number of teachers, access, etc, and quality standards, often due to budgetary constraints.

Others obstacles are goal-specific: for girls' education, cultural barriers and traditional values often hinder girls' enrolment and completion, while for adult literacy lack of motivation

among learners who have made it this far without knowing how to read, and the financial difficulties created by sacrificing time working in order to learn, represent powerful disincentives that adult literacy campaigns must overcome.

*Civil society actors and corporations can play a substantial role in eliminating these barriers*

First of all, the international context has evolved in that there is evidence of growing pressure on corporations to show themselves more responsible in the social environment in which their activities take place. Thus, corporations' involvement in EFA goals has to be understood in the general context of Corporate Social Responsibility. As Buff MacKenzie from USAID underlines, a great change today is that sustainability is today also part of the corporate objectives when engaging in CSR activities, whereas in the past, many CSR activities were one-time and were meant to support a specific firm goal, commonly having good publicity.<sup>2</sup>

Closely linked to the fact that corporations consider the value of these programs beyond their short-term returns, their motivations are also clearly economically-oriented. In the new paradigm of development, education is worth investing in it in the long run to enhance the prosperity of their business activities (better economic and social environment) , as well as the firm's own competitiveness ( better trained employees).

In other words, society as a whole and particularly businesses have a strong interest in improving national education as education directly affects the quality of the labor force, and eventually leads to creating a populace which can consume more thanks to an increase in their purchasing power. Thus, businesses have clear incentives for participating in improving national education regimes, and may do so in a number of different capacities, including financing, managing, and provision of educational services and/or materials.

However, the success of corporate participation will inevitably be influenced by the government and regulatory system. Willingness to cooperate with business and other civil society members as well as creating appropriate legislation are both crucial elements to creating partnerships, which implies a significant change for government whose role is generally to govern not necessarily work within an alliance, nor concede responsibilities such as education to non-state bodies. As Buff Mackenzie points out, "*Government likes to decree and command (...) If an alliance is truly successful, the appropriate role of government may be to facilitate but at some point leave the alliance. This type of behavior is not one in which most governments are comfortable.*"<sup>3</sup> Therefore, cooperation on both sides is needed to create successful corporate-public partnerships.

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<sup>2</sup> Email interview with Donald R. ("Buff") Mackenzie, Senior Policy Advisor, Office of Education, U.S. Agency for International Development, June 6, 2005

<sup>3</sup>Ibid.

*The aim of this paper is to analyze successful corporate-public partnerships, to identify areas of improvement and good practice*

This study analyzes existing corporate-public partnerships that address one of the EFA goals aforementioned – basic education, girls’ education, or adult literacy – in order to identify strengths as well as challenges encountered within the context of the partnership. We have then formulated recommendations for future corporate-public endeavors according to each goal. Due to their specific characteristics, the partnerships related to each goal are analyzed separately. Yet, in the end we have identified future opportunities for UNESCO that can be seen as common for basic education, gender equality in education and adult literacy. These opportunities could be means to further corporate-private partnerships within the context of achieving EFA goals, principally concerning how to promote and initiate the engagement of its member-states with the corporate sector.

## 3 METHODOLOGY

### 3.1 Choosing partnerships

As mentioned in the introduction, we have deliberately focused on three key aspects of education in developing countries, each corresponding to a specific goal. We have been looking for educational partnerships in the fields of: Basic Education, Gender Equity and Adult Literacy; though inevitably, most programs deal with several targets simultaneously. Many basic education partnerships entail achievement of gender equity, while partnerships with educational objectives can co-exist with other objectives such as community strengthening. We have decided to narrow ourselves to the partnerships which aim principally at one of the three goals, in order to produce relevant conclusions for each of the three EFA goals chosen. This report is not an overview of all existing partnerships, but a typology of possibilities of partnerships in education. Hence, its geographical coverage remains limited, mainly focusing on few African and Latin-American countries, where relatively advanced corporate-public partnership arrangements have been created. Rather than a global mapping, we produced a set of tools that can be used in future to understand and assess partnerships, and help UNESCO to strengthen its role in educational partnerships.

### 3.2 Framework of Analysis

Before starting to analyse information on specific case studies, we determined a framework for analysis. Broadly this was done through preliminary reading<sup>4</sup> on public-private partnerships in education as well as by identifying different existing partnership models via internet search. Yet, another important factor contributing to general framework of analysis was participation in *World Economic Forum's the Financing for Development Roundtable on Education*, held at the UNESCO headquarters in April 2005. The roundtable provided an excellent opportunity to incorporate practitioners' views in to our report. We then formulated a general framework of analysis, through which we tended to look at, first, different actors involved in education partnerships as well as their respective roles and, second, different factors influencing partnership success.

Within the identified general framework, our first task was to extract all necessary information on the partnership out of the evaluations. Therefore we produced tables as seen in the appendix. Each table includes a brief description of the partnership mentioning the country and name, the corporations involved, the general and specific objectives, the scale, scope and duration, in addition to corporate motivations for participating in the partnership. However, the

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<sup>4</sup> See for example *Private Sector Development in Education, a Handbook*, World Bank (2001) [www.worldbank.org/edinvest](http://www.worldbank.org/edinvest)

framework tables differ slightly according to the EFA goal concerned taking hence specificity of each goal into consideration. The variation of the tables can be mainly seen in their second section.

The second section of the tables is essentially descriptive. It intends to show the role of the different actors: corporations, governments, NGOs, community and others. We classified these roles under seven categories: financing, management or monitoring, resourcing, provision of educational services, ownership, facilitation and regulation. Regarding the gender equality, awareness-raising activities were seen significant enough to require an independent indicator. In general, while some roles are often the same (regulation is done by the state, while the main role of corporate sector is financing and resourcing), this framework provides the opportunity to have a quick overview of the different typologies of partnerships. Two other rows were included: the regulatory framework and the special incentives for businesses. The later is different from the regulation column, because it is the general legislation that might affect partnerships in the specific goals looked at. The incentives also have to do with public authorities, since they are often measures, such as tax deductions.

Accountability and contextual factors are at the center of the tables. They can be regarded as key aspects for partnership functioning, as was highlighted in the discussions of the World Economic Forums Roundtable. In this study, accountability is more precisely seen as everyday monitoring mechanisms and more long-term outcome evaluations regarding both educational progress and partnership functioning which includes financial accountability. Contextual factors in turn draw on a series of economic, social, political, religious and cultural aspects which might be specific to a country or a region.

The third section of the tables contains analytical elements regarding partnership success. First, different indicators were determined in order to assess the partnership effectiveness. These indicators – including both quantitative and qualitative aspects such as number of students reached, academic achievement, enrolment and completion rates – vary regarding to each goal. Seven indicators were identified for both basic and girls' education assessment, while in literacy effectiveness was assessed via four indicators. Second, we have reported the factors analysed as facilitating and those hindering the partnerships. This formed the main part of our analysis, after which we were able to note aspects to be improved and eventually formulate some suggestions for improvement.

### **3.3 Collecting research material**

After forming our framework of analysis via preliminary overview of major existing corporate-public partnerships in education, we looked for available research and evaluations on specific programs related to the three EFA goals. These evaluations were made by independent consultants, often international experts in education, some of which focused on the outcomes of the program, while others provided more information on the actual process of initiating and establishing a workable partnership. However, in general, it has been very difficult to gather information pertinent to this type of study, given that academic and/or independent research and evaluations on the subject are not easily accessible. Indeed while corporate-public partnerships in education are becoming more and more common today, research on them is still insufficient. Therefore, source availability, more than anything else, dictated which partnerships we would analyze in this paper.

Another difficulty faced was to understand the exact role played by the corporate sector within the framework of different partnerships, since evaluations available often provided assessment of the success of the educational project implemented rather than the functioning of the partnership itself. While the substance of the report, including the assessment of partnership strengths and challenges, was deliberately not based on interviews, in order to assure some objectivity in our assessment, more interviews could have been quite useful in getting an insider's view on partnerships and more precisely on how tasks were distributed within a partnership. However, attempts to contact relevant actors for interviews proved, for the most part, unfruitful.

## 4 PARTNERSHIPS REGARDING THE THREE EFA GOALS

### 4.1 PARTNERSHIPS FOR BASIC EDUCATION

#### 4.1.1 Description of Partnerships Reviewed<sup>5</sup>

*Pratham India Education Initiative “Every child in school...and learning well.”*

Aiming to achieve universal primary school education, this initiative included auxiliary objectives of fighting illiteracy and malnutrition. Pratham NGO, government and corporations led primarily by the ICICI Bank joined forces to implement 11 outreach programs in 12 Indian states. Started a 11 years ago, the partnership has benefited over 1 million pupils. This triangular partnership uses a “capital-light strategy,” helping students returning to schools through bridge programs and assisting children who cannot attend school (child laborers and others), as well as providing computer-assisted learning programs.

*Learning For Living South Africa*

Started in 2000, ‘Learning For Living’ is an educational partnership aiming to improve the quality of the outcomes of primary schooling. Reaching 898 primary schools and over 1 million pupils all over South Africa, it has been financed by Business Trust and managed and monitored by an NGO named READ together with the South African Departments of Education. Specific objectives were to drop the repeaters rate and improve literacy skills. This partnership is an example of a strong commitment of the corporations, which provided approximately \$20 million (US). The project provided both learning material and teachers’ training, with the decisive involvement of READ at all levels.

*Discovery Channel Global Education Fund Learning Center Project*

This partnership is taking place at a much wider scale than the previous ones. It reached 144 schools in 9 countries across Africa, Asia and Latin America. Besides the Discovery Channel, corporations involved include multinationals such as Chevron Texaco and Motorola, as well as participation by USAID. The purpose of the program is to meet local educational needs

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<sup>5</sup> See partnerships table sheets in appendix

through media, by providing technology resources (TV, VCR, Satellite). Teachers were trained in order to increase access to information and diversify educational means, in a way that might be attractive to children. The material was distributed in schools, community centres, and sometimes in movable units.

*Falconbridge Foundation School Sponsorship Program, Dominican Republic*

Falconbridge Dominicana, a subsidiary of the Canadian mining company, has been involved since 1990 in sponsoring schools in the provinces of Monseñor Nouel and La Vega; it is now reaching 100 schools and nearly 80,000 pupils. The corporation showed concern for long-term improvement of educational environment and educational quality, with focus on community participation. Falconbridge created a non-profit Foundation aimed to run the partnership, and lead by a board of ten directors, among which four representatives of Falconbridge management. Board President is the President and General Manager of Falconbridge Dominicana, while personnel from the Ministry of Education forms the core of the Foundation's field staff. The specificity of this partnership lies in the role of the community (especially parents' associations) as an actual partner. Needs assessment were to be conducted by the communities themselves, and a counterpart of involvement was required for Falconbridge to sponsor the schools. The programme launched a variety of activities, from repair to teacher training and students councils. USAID has evaluated the partnership, in order to assess its viability as a model.

#### **4.1.2. Context and Initiation of Partnerships in Basic Education**

*The context in which the partnerships were initiated*<sup>6</sup>

*Overview of the challenges ahead for basic education: 25% of the world population has been identified as being at-risk in education, including countries from sub-Saharan Africa as well as India and Pakistan.*

In 2003, over 100 million children of primary school age were out-of-school.

While some progress has been made since the early 1990's, achieving universal primary education is still far from being realized, and the rate of improvement shown by many countries and regions (for example, an increase by 6% in gross enrolment rates in sub-Saharan Africa) will not permit them to attain EFA goals by 2015.

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<sup>6</sup> This paragraph is mainly based on EFA Global Monitoring Reports of 2002 and 2003/2004

*On the demand-side, poverty and health-related problems pose serious obstacles to universal primary education*

In developing countries where families struggle to survive, sending children to school is difficult for two main reasons: first, many families cannot afford to pay school tuition that is associated with primary school in some countries, and second, even if school is fee-free and does not have direct costs associated with it, families may risk to lose income by sending children, who may otherwise be working, to learn. Therefore, in many countries, child labor constitutes a serious obstacle to universalized primary schooling. In the Dominican Republic, for instance, one third of the children engaged in informal urban or agricultural labor are not enrolled in school.<sup>7</sup>

Health-related problems impede the demand-side of schooling in a number of ways: sick children may not be able to attend school, and if they can, most illnesses affect the efficiency with which they learn. Disease and/or death of a family member often leads to the withdrawal of children from school to help out at home, which may be permanent or temporary, in which case, the child will need to repeat classes; furthermore, expenditures on treatment for diseases decreases households' disposable income which can negatively affect children's participation rates in school. The explosive expansion of the HIV/AIDS pandemic in Africa, in particular, in addition to malaria, TB, and malnutrition, pose the most serious threats.

Also the language of instruction in multilingual countries can hinder educational progress. While multilingualism is not an obstacle in itself, it is sometimes difficult for children to switch to a new language at school without practicing it at home. In such cases, literacy objectives are sometimes slowed by the need of children to first orally master the language of instruction, whether it be English, Spanish, French or another.<sup>8</sup>

*On the supply-side, scarce governmental resources in addition other social factors hold up the process of universalized primary education*

Quality of and access to public education suffers from lack of resources, including a lack of classrooms, teachers, and proper, updated educational materials. Furthermore, many governments do not have the resources to construct and staff new schools, which are particularly needed in rural areas, which means that rural children often suffer from overcrowded classrooms and outdated, scarce materials, in addition to the hassles of traveling long distances to reach a primary school. Health-related problems also affect the supply-side of primary schooling, in that many teachers today are suffering from the HIV/AIDS epidemic, putting more pressure on an already scarce supply of teachers.

*The involvement of corporations in universal primary education*

Businesses have both a short-term and long-term interest in helping improve primary education: some programs, particularly those pertaining to Internet, Communications and

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<sup>7</sup> USAID/Dominican Republic strategy, interview with Buff MacKenzie

<sup>8</sup> This was the case in South Africa where the evaluation of Learning For Living established that the project was more likely to be successful where children already had a minimum level of English. Please see Eric Schollar & Associates, Final Evaluation of LFL South Africa, Feb 2005, p4

Technology (ICT) in tertiary education, may reap short-term rewards for companies which will benefit from a larger pool of skilled candidates for employment, while other programs, particularly those at the primary level have a long-term impact. Other factors may influence corporations to participate; Business Trust identified one as the expense of repeaters to the South African tax-payer: if “20% of South African pupils repeat a school grade each year. [...] the repeater rate costs South Africa R6.8 billion per annum.”<sup>9</sup> While companies are not yet convinced of the benefits, preferring to maintain competitiveness through low-skill/low-wage economies,<sup>10</sup> this attitude is becoming the exception, not the rule. Companies are not only willing to engage, but are more and more willing to engage on a long-term basis in education development.<sup>11</sup>

### ***Initiating the partnerships***

In order to establish a workable partnership between corporations and governments, common objectives and values need to be identified. This generally includes reconciling business’ concern for efficiency and accountability of education endeavors, with government’s concern for maintaining control over education system. These objectives in turn must be joined with those of NGOs which often search for long-term commitment and sustainable achievements, as well as those of the community. Studies can be conducted to gage the readiness of various stakeholders to engage in such an endeavor, as was the case for creating the program Educa in the Dominican Republic, or permanent forums can be established to discuss partnership possibilities, which was the way in which Business Trust has initiated its partnerships with the South African government. External agencies play in role in initiating the partnerships by submitting proposals to the other actors, as was the case of USAID in the Dominican Republic and the READ NGO in South Africa.

## **4.1.3. Role of Actors**

Corporate-public partnerships generally include the participation of two main agents -- educational authorities and corporations – who work in concert with NGOs, international organizations, and civil society to bring educational projects to fruition.

### **4.1.3.1 Roles of Educational Authorities**

*Government cooperation is needed to encourage participation by corporations, primarily through establishing regulatory measures that facilitate corporate involvement*

As Buff McKenzie noted, governmental authorities can often be reluctant to participate in partnerships as they are used to situations where they “decree and command” rather than

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<sup>9</sup> [http://www.btrust.org.za/education/primary\\_schooling/](http://www.btrust.org.za/education/primary_schooling/)

<sup>10</sup> Please see report on School sponsorship in the Dominican Republic, USAID/BEPS

<sup>11</sup> Email Interview, Donald R. (Buff) Mackenzie, Senior Policy Advisor, Office of Education, USAID, June 6, 2005

cooperate in alliances.<sup>12</sup> However, in order to establish an environment conducive to corporate participation in education government's role is crucial since the state will determine whether the extent to which non-state actors may intervene. Governments, therefore, have to take the first step to facilitate such partnerships by establishing a regulatory framework that accepts and even encourages corporations to engage in partnerships for education.

Measures to this aim would include legislation that specifically allows for non-state involvement in educational programs and could extend to adopting supportive tax regimes that allow corporations to make deductions for participation in such programs. The government's role in information distribution is also important in this sense as these changes must be publicized in order for firms to be aware of new opportunities.

*Once partnerships have been started, governments help harmonize partnership programs within the larger basic education context*

Since government authorities are, or should be, aware of the areas in which their education system is lacking, they are able to assure that programs target those areas which need them the most. Thus, government can often be involved in choosing the geographic zones where partnership activities should be aimed,<sup>13</sup> in addition to assuring determining appropriate schools for participation – those which have had previous experience with alternative programs or corporate intervention along with schools in active communities are generally more receptive to partnership programs and achieve better outcomes.<sup>14</sup> And education authorities are generally seen as the only actors capable of incorporating gains (lessons learned about administration, specific curriculum successes, etc) from specific partnership to the national level, thereby ameliorating the education system as a whole. Finally, it should be noted that governments can help coordinate official curriculum and/or teaching methods, with those used by partnerships, in order to create cohesive pedagogical material.<sup>15</sup>

*Government can provide infrastructural inputs*

Oftentimes, government may not directly contribute to programs or partnership administration, but will provide the infrastructural inputs, meaning classrooms or other municipal space for programs to take place. This is notably the case for Pratham that does not pay rent for any space for its basic education programs, all of which is made available either by the municipal government or corporations. It is also important to note that by allowing partnership projects to be incorporated into the formal schooling network, governments are indirectly providing teachers for the programs.

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<sup>12</sup> Email Interview, Donald R. ("Buff") Mackenzie, Senior Policy Advisor, Office of Education, U.S. Agency for International Development, June 6, 2005

<sup>13</sup> This is the case for the Discovery Channel Partnership that works in conjunction with the government to identify zones that need the most help.

<sup>14</sup> Patricia & Kane, Michael P. (2001) : Creative Associates International, Expanding Public/Private Partnerships for Improving Basic Education Through School Sponsorship in the Dominican Republic, USAID, Basic Education and Policy Support.

<sup>15</sup> Learning for Living noted problems that resulted from discords between official teaching methods, based on inputs and those emphasized by LFL, based on outcomes

### 4.1.3.2 Role of the Corporate Sector

#### *A primary function of corporate involvement in financing the partnership*

While corporations do not necessarily have expertise in the domain of education, they do have financial resources that the government may not. Thus, financing programs created by the government or an NGO constitutes a common mode of corporate contribution to partnerships in education. Financing also offers business trusts and coalitions relatively easy way to make a large impact. For example, Business Trust was able to commit approximately \$15 million to the Learning for Living program over five years, a sum that the government or single corporate entity would have been hard pressed to meet.

#### *Resourcing, provision of services, and monitoring are also common corporate contributions to partnerships*

Businesses also contribute to education partnerships by providing a wide range of materials and resources. This could include everything from building new school facilities or classrooms, supplying electricity or internet or satellite access, providing computers, televisions, new textbooks and other course materials. Likewise, business can provide services including school or partnership administration, teacher or principal training sessions, and help monitor programs by conducting impact evaluations or student academic assessments.

This last task of monitoring is particularly important since businesses often expect follow-up and evaluation of partnerships. Therefore, consulting firms often join a partnership in order to offer its evaluation services, as was the case with McKinsey for Pratham, or companies may finance an independent evaluation of the program in addition to program content monitoring by education experts, which, for example, was used in Business Trust's program, READ.

#### *Other partnership configurations can include corporations that encourage workers to send children to school*

Child labor constitutes a formidable obstacle to universalizing basic education, particularly in rural areas. Therefore, companies which employ children, or which employ parents that do not send their children to school, can contribute to basic education initiatives by sending child workers to formal school, or by creating school facilities at the workplace. Other companies use financial incentives in order to encourage families to send their children to school. A positive example of such corporate engagements in education partnerships is seen in the project "The Future is Now", where British American Tobacco has committed to reducing child labor in Brazil (Souza Cruz), thus participating to achieve EFA goals. Companies which fight against child labor are acknowledged, certified and encouraged.<sup>16</sup>

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<sup>16</sup> Report by Christian Aid/ DESER on British American Tobacco subsidiary, Souza Cruz, Feb 2002 <http://www.christian-aid.org.uk/indepth/0201bat/bat1.htm>

### 4.1.3.3 Role of Other Actors

*International organizations can provide a forum for discussion and legitimacy for new initiatives*

International organizations often help facilitate partnerships by providing an apolitical forum for discussion for public and private stakeholders. Additionally, because of their international image, this type of forum, such as USAID, offers legitimacy to the partnership and can thereby encourage more participation. Therefore, this initial role as facilitator is very important, however, it should be noted that generally, the more successful an alliance, the smaller the role of the international organization as the alliance is capable of functioning on its own.<sup>17</sup>

*NGOs are often responsible for project content and management*

Oftentimes partnerships have a triangle configuration between the government, the corporate partner(s), and the NGO. In these cases, the NGO is generally responsible for the content and management of the project itself. Thus the NGOs can create the initial project conception and realization of it through the provision of original educational services and materials, as well as the daily logistics of administering the program. In this type of configuration, corporations are generally the chief financiers and/or suppliers of in-kind materials. This type of model is evident in three of the four partnerships reviewed, including Pratham India, Discovery Channel and READ. Similarly, program follow-up and evaluations can also be run by NGOs. Finally, local NGOs can also serve, in a more general way, as an intermediary for dialogue between the recipients and the providers of the partnership.

*Though the community may not be a direct member of the partnership, positive outcomes are often dependent on community participation*

The community plays an important role in supporting partnership programs. They do not generally have a direct role in the partnership, but their willingness to contribute to auxiliary functions of the partnership, including supporting partnership activities, paying for costs associated with partnership projects (electricity, repairs for equipment, etc) can influence the outcomes of initiatives.<sup>18</sup> Indeed this partnership required that communities conduct their own needs assessments, request support from the Falconbridge Foundation and maintain the changes improved. The involvement of the community helps improving the schooling environment. However it is labor intensive and implies that parents and communities have enough time and resources to engage in these activities.<sup>19</sup>

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<sup>17</sup> Email Interview, Donald R. ("Buff") Mackenzie, Senior Policy Advisor, Office of Education, U.S. Agency for International Development, June 6, 2005

<sup>18</sup> See Impact Report for Discovery Channel Education Partnership

<sup>19</sup> See Evaluation of the Falconbridge Foundation School Sponsorship Program

#### 4.1.4. Assessment of Partnership Success<sup>20</sup>

Two of the partnerships aimed to increase literacy and comprehension rates among students in formal education, while others tried to increase the quality of instructional material and thus the participation (and attendance rates) of students.

##### *Children reached*

Generally partnerships in basic education prove to be successful in terms of scale. The Pratham project has reached over 1 million students, while the South African LFL project has reached 875 000. Additionally, the fact that the LFL program reached 898 primary schools out of 967 originally planned, shows that it has been able to keep up with its initial objectives, while Pratham has already expanded beyond what it had originally planned. Another important factor is the number of teachers who have been trained. DCGEF has reached over 5,000 teachers in Latin America, Africa, and Asia, while LFL has trained 13,164 and Pratham more than 6,000 in Mumbai alone.<sup>21</sup> The scope of these partnerships is therefore quite large, and the targets identified have been to a large extent achieved or surpassed.

##### *Academic achievement*

In terms of academic achievements, the partnerships often led to increased literacy, increased fluency in English, increased classroom participation, increased overall attendance rates, and increased creativity among both teachers and students. Some partnerships, such as DCGEF and LFL, evaluated their programs based on comparisons with control schools, and found that clear gains in the above categories had been made. While successes in formal school environments cannot entirely be attributed to these programs, comparisons with other control schools make a good argument for their effectiveness. In the non-formal schooling programs, like Pratham, where comparative studies cannot be made, evaluations track progress made by children from the beginning of the program to its end through periodical tests. These evaluations have shown that the Pratham literacy model in particular has led to great successes.

##### *Teachers effectiveness*

Where partnerships have provided educational services such as teacher training, evaluations have tried to assess teachers' effectiveness, which can be seen in, for instance, the increase in the number of hours the teacher spends reading in class, the use of questioning and/or other ways of motivating student participation, and the teacher's ability to create his or her own original materials. In LFL and DCGEF, such assessments pointed to improvement in teachers' effectiveness.

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<sup>20</sup> Figures and Datas come from Eric Schollar & Associates' evaluation of Learning For Living, the DCGEF Report, and the McKinsey evaluation and pratham.org for Pratham figures.

<sup>21</sup> India-wide figures on teachers trained was not available.

### *Impact on community*

The involvement of corporations at the primary level of education is not only based on expectations of short-term results, but aims also at having a long-term impact on the wider community. This can be noted in higher attendance rates, parental willingness to pay school fees, community participation in school-related events, all of which have been present in one or all of the partnerships reviewed. While the LFL program evaluation noted that parents expressed readiness to pay a higher school fee since they felt the school had improved since the implementation of the READ program, the impact evaluation of DCGEF highlighted the increased overall engagement of the community in the school program. The Falconbridge program was particularly successful in this regard, as shown by interviews with parents who expressed satisfaction as their children were more willing to go to school, and indeed absenteeism among students declined. Therefore, the impact on community, especially in the changes such programs provoke in perception and in behavior can be significant.

### *Sustainability/Scaling up*

The success of these partnerships is perhaps most revealed through their successful scaling up. Pratham grew from a project in one province, to a program that is present in 12 states across India. Similarly, DCGEF has grown to encompass three continents in its programs, and LFL has expanded across South Africa. Educa, the program in the Dominican Republic was a scaled-up version of an earlier partnership called Falconbridge. The success of earlier attempts has thus shown the sustainability and repeatability of these corporate-public partnerships.

## **4.1.5 Strengths of the Partnerships**

Several factors, which are shared across the partnerships reviewed, can be identified as having made important contributions to the programs' overall success. Common strong points are found in the following areas: clear organizational structure of the partnership, careful initiation process, and program follow-up and training.

### ***Organizational Structure***

*Clear organization helps ensure smooth functioning and overall success of the partnership*

Since partnerships in basic education are generally quite large in scope, partnership strengths tend to be in their organizational structure which facilitates smooth functioning. A typical organizational pattern includes a head office that is responsible for principal policies lines, as was the case in DCGEF, Pratham, and Falconbridge, to which regional branches are held accountable. Even in a decentralized model such as Pratham, it is important to have a central office or board that can articulate overall partnership objectives, monitor logistical planning, evaluate overall progress of program and serve as a liaison with other organizations, including the host government, NGOs, and potential new partners/donors.

### *Include corporate, state, and non-governmental actors on an executive board*

Including staff on an executive board who are both from the corporate world and from the Ministry of Education also helps facilitate dialogue and coordination between the two main partners, as was seen in the Falconbridge program, and the diversity of backgrounds can help sharpen the strategy.<sup>22</sup> A “mixed staff” can help corporate partners better understand where the government needs them most, while government participation can encourage an arbitrage effect, whereby the lessons learned in the context of one partnership may be applied elsewhere in the state’s education program.<sup>23</sup>

### *Good organization can prevent problems of accountability*

Finally, good organization can help circumvent potential problems concerning each side’s responsibilities and deliverables. By clearly assigning tasks to different members of the partnership, each side can be more certain of the role expected of them. However, too much organization can engender negative effects on the partnership, especially if it extends into the classrooms themselves, where it can hinder the process of “ownership” whereby teachers effectively incorporate new materials into the curriculum in their own creative ways.<sup>24</sup>

### *Careful initiation process*

The initiation process is crucial both to ensure good functioning of the partnership in the short-term, as well as the long-term. There are several considerations that most successful partnerships take into account before engaging in a program.

*Corporate partner must choose the school/community based on their willingness to participate:*

First, a school must make a good match with the corporation, not for reasons of convenience (close to the corporation’s plant), but with regard to the school’s readiness, willingness, and commitment to initiate a new program.<sup>25</sup>

Second, it is not only the school that needs to be on board, but the community must be consulted and included from the beginning as was important in the Falconbridge model as well as the Discovery Channel. Community engagement as a whole is especially important for the

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<sup>22</sup> The Pratham model encourages this diversity of members, and sees it as a strategic strength. See Madhave Chavan, Paresh Vaish, and Atul Vardhachary, “A Point of Light in Mumbai,” *The McKinsey Quarterly*, No. 1, January 2001.

<sup>23</sup> This was a point made by Michael Latham in regard to a PPP in Burkina Faso’s education system, see *Study Programme for World Education (Africa) Task Managers*, [www.edinvest.org](http://www.edinvest.org). June 19, 2002.

<sup>24</sup> The Pratham model gives teachers the freedom to use the curriculum as they see fit (ownership) increases their effectiveness. Therefore, direct control and/or organization of teachers is not conducive to better results. See Madhave Chavan, Paresh Vaish, and Atul Vardhachary, “A Point of Light in Mumbai,” *The McKinsey Quarterly*, No. 1, January 2001.

<sup>25</sup> See Patricia Craig & Michael P. Kane, *Expanding Public/Private Partnerships for Improving Basic Education Through School Sponsorship in the Dominican Republic*, Creative Associates International, 2001.

sustainability of the project once the corporate partner or the program leaves, it is up to them to maintain equipment and infrastructure, and pay the fees for related expenses, such as electricity, repairs, and upkeep. Community commitment can help overcome difficult learning environments, where, for example, crime and insecurity run high. Commitment by the community to monitoring equipment and making sure that it is not stolen or damaged, is very important for the continuation of the program.

Finally, an engaged school will engender better results. Principals and teachers who are enthusiastic about the program are likely to use it and get more benefit from it, as the evaluation of DCGEF concluded. So the initiation process that gets teachers, principals, and the community ready to participate is an essential aspect of a successful partnership.

### ***Program follow-up and training***

#### *Training and follow-up ensure sustained utilization of the program*

In partnerships that rely on new methods or materials for teaching, a training period and a lengthy follow-up are critical to ensuring good results. Pratham, Business Trust, and Discovery Channel, each of whose projects includes new materials and teaching styles, stress the importance of avoiding a one-stop shot partnership where materials are delivered and tend to stay in a storeroom unused.

Teachers must be taught to use new materials in several training sessions over a length of time (Discovery Channel engages in a training period of three years, while Pratham's spans several months). Especially for teachers who are not used to outcome-based education techniques (as opposed to Input-based), a thorough training session is needed to ensure proper integration of program's materials into the curriculum.

Program follow-up is equally important for the teachers, who may have new questions, as well as for the program itself, which may incorporate comments and suggestions from "seasoned" users into new materials and future programs. This is particularly true in the case of the Discovery Channel which, once the initial program is in place, can supply new videos concerning subject matters important to the school and the community at minimal cost. Follow-up in the initial years is also important from the point of view of maintenance, troubleshooting, and other problems that may come up in the beginning of a project. Providing this type of service will avoid user frustration with the project, which could cause them to abandon everything.

## **4.1.6 Challenges for the Partnerships**

Despite successes, partnerships continue to come up against certain challenges that hinder the creation of new partnerships, and may also reduce the successes of current projects. The following are five challenges that seem to be transversal to basic education partnerships: (1) lack of trust between partners, (2) lack of sustainability of results, (3) lack of accountability, (4) prohibitive or complicated regulatory framework, (5) difficult learning environment.

### *A lack of confidence between partners creates obstacles for partnership initiation*

Many programs suffer from a lack of trust in other participating parties: business can doubt government efficiency in use of funds as well as their commitment to ameliorating school conditions and academic results, while government may distrust the authenticity of business' benevolence or competence in a matter such as education.<sup>26</sup> Likewise, both parties may distrust NGOs' competence and/or motivation as was seen in the interviews conducted concerning the possibility of a new partnership model based on Falconbridge in the Dominican Republic. Civil society can also play a role in the lack of trust vis-à-vis government and business. Such an environment is neither conducive to fostering new partnerships, nor to ensuring partnership sustainability.

### *Benefits gained in good partnerships can be lost without sustainability*

As partnerships are generally not conceived as permanent replacements for state-run education,<sup>27</sup> ensuring sustainability of gains once the partnership is over is very important. Achievements in higher literacy rates, lower drop-out rates, and longer average length of studies should not be lost once the corporate partner pulls out. However, in many cases, such gains are lost as the initial excitement fades and textbooks and learning aids fall into disuse, or if equipment deteriorates or is damaged, and no one is willing to pay the repair. If the community and/or school do not make an effort to fund auxiliary repairs, pay bills (such as electricity for computer or television equipment), the gains cannot be sustained. Perhaps more important then, is the sustainability of the partnerships themselves, where the challenge is to move away from short-term ventures that provide temporary improvements, and toward long-term, sustainable supplements to state-run education programs.

### *Lack of accountability in partnerships poses an obstacle for business and government*

Unlike foundations or other not-for-profit stakeholders, businesses must consider their bottom-lines and additionally must justify their participation in community development to stockholders. So, while they are interested in supporting basic education programs, they are wary that their money may not be used efficiently, and would like reassurance (preferably, numbered) that the programs that they support are effective in attaining goals identified. Unfortunately, there is often a lack of financial accountability concerning the way their money is used, which constitutes a crucial element in attaining financial contributions, especially from foreign firms.<sup>28</sup> Furthermore, program accountability concerning the impact of the program itself on the academic achievements of the programs' recipients, is also critical to

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<sup>26</sup> These points were mentioned in the Pratham and Falconbridge papers, please see "Reading, Writing, Arithmetic Guarantee" Program and the Shikshanagrahi Movement of Pratham. Interim Report prepared by Pratham Resource Center, Phase I. March 1-31, 2005 and Patricia Craig & Michael P. Kane, *Expanding Public/Private Partnerships for Improving Basic Education Through School Sponsorship in the Dominican Republic*, Creative Associates International, 2001.

<sup>27</sup> This was the case for the partnerships reviewed within the formal schooling setting, notably Business Trust and Discovery Channel; Pratham, however, was not conceived as a short-term replacement. Additionally, this strategy may be changing, USAID expert Buff Mackenzie has stated that more and more partnerships are created on a long-term basis.

<sup>28</sup> See Patricia Craig & Michael P. Kane, *Expanding Public/Private Partnerships for Improving Basic Education Through School Sponsorship in the Dominican Republic*, Creative Associates International, 2001.

corporate investors as it is an indicator of the effectiveness of the program. A lack of a standard evaluation of programs constitutes a big challenge for investment as well as improvement of a program.

*Oftentimes a prohibitive and/or complicated regulatory framework hampers partnership development*

The regulatory framework surrounding partnerships can often be unclear and even prohibiting. Some governments may have legislation prohibiting the involvement of corporations in any capacity in the provision of public education (including teacher training, provision of materials, or administration), while other regulatory frameworks leave the legality of such involvement unclear. In addition, even if the legality of business involvement in education is unambiguous, unclear contract law concerning the MoE's capacity to outsource responsibilities to non-public operators can waste time and cause partners to lose patience.<sup>29</sup> Furthermore, questions concerning tax deductions related to corporate participation in education partnerships do not encourage contribution either.

*A difficult learning environment can impede potential gains from partnerships*

Countries that need to make the biggest advances in basic education are often those confronted with other issues of development. Poverty and underdevelopment are common trends in countries that are currently aiming to create PPPs, which, unfortunately often hinder the success of these endeavors. For example, partnerships that aim to improve children's education based on cumulative lessons often have a hard time attaining results due to the high mobility of pupils involved in seasonal work: students in the same class may have vastly different academic capabilities. Additionally, many areas in which basic education is now being promoted have historically viewed education as a being a nicety rather than a necessity, which translates into an indifference of the part of the teachers and students who may both show high absenteeism, as well as the family, who show low commitment to the child's education, often preferring him or her to work. Also, families in these situations are often not literate themselves and so are incapable of helping their children in their homework.

### **4.1.7 Suggestions for Improvement**

*Lack of trust can be addressed through organizational changes*

The proper organization of a partnership may go a long way in addressing problems of trust. First, the creation of a National Task Force or an Executive Board comprised of personnel from both the Ministry of Education and the corporate partner(s) can help identify important values, interests and agendas of both sides, and make sure they are incorporated into the

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<sup>29</sup> See Michael Latham in regard to a PPP in Burkina Faso's education system, see *Study Programme for World Education (Africa) Task Managers*, [www.edinvest.org](http://www.edinvest.org). June 19, 2002.

partnership's objectives.<sup>30</sup> Second, organized workshops could be useful to help change attitudes and biases each side may show towards the other, highlighting where each sides' outlooks converge and differ, a process which could help the partnership succeed.

Incorporating an IO or another third party either to direct the workshops or to play a more fundamental role in the coordination of the partnership can promote a sense of impartiality and fairness of the partnership. This third party could also help keep both sides accountable by acting as an unofficial or official forum of arbitration.<sup>31</sup>

Finally, accountability mechanisms could help reassure all partners and stakeholders that each side is following through on its promised deliverable, the positive results of which would, in a way, force the development of trust between partners.

### *Sustainability can be created through increased school/community participation*

In order to encourage sustainability, both the corporate partner(s) as well as the government have a role to play. The corporate partner should make sure that the program is well-implemented from the beginning. This is a multiple step process that primarily begins with an in-depth initiation process, ensuring enthusiastic participation from the school and larger community. This is followed by a proper training period in order to make sure that teachers and principals fully understand how the project should work. Finally a regular follow-up regime should be implemented that monitors progress, answers questions, helps with equipment servicing, and troubleshoots.

The government too has its part to play in encouraging sustainability. It must have a positive attitude toward well-organized and proven programs, and be willing to transfer lessons learned through various programs (effective literacy techniques, for example) to the national level. Furthermore, in many countries, in order to encourage quality education, the emphasis must change from input-based learning to outcome-based learning, which must be a government directive, in order to help teachers' integrate innovative and effective new teaching materials into their lesson plans.

Finally, in regard to attaining long-term sustainability in education partnerships, capital-light programs, like those used in Pratham, that do not take much initial investment and that can nearly sustain themselves could constitute an important strategy for future endeavors in corporate-public partnerships.

### *Financial transparency and impact evaluations can help create accountability*

In order to ensure business participation, partnerships need to ensure financial accountability. Standardized accounting practices should be used in order to create financial transparency, permitting business to monitor the use of their funds by the state and/or the NGO. Since business contributions are often monetary, financial accountability alone would go a long way

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<sup>30</sup> See Michael Latham in regard to a PPP in Burkina Faso's education system, see *Study Programme for World Education (Africa) Task Managers*, [www.edinvest.org](http://www.edinvest.org). June 19, 2002.

<sup>31</sup> Suggestion made in Patricia Craig & Michael P. Kane, *Expanding Public/Private Partnerships for Improving Basic Education Through School Sponsorship in the Dominican Republic*, Creative Associates International, 2001.

to encourage corporate participation. In-kind donations, such as equipment and/or services, may not be monitored in this fashion, so a second method of accountability needs to be established. A standardized impact evaluation would serve well in this capacity to reassure corporate participants of the effectiveness of their contributions and the program itself. Such an evaluation has the added benefit of pointing out weaknesses of programs and areas for improvement, and can also help identify best practice in education partnerships.

### *Pro-active legislation can facilitate partnerships*

Governments need to change regulatory framework in order to create environments conducive to corporate participation. Such changes can come in many forms: First, governments should state its dedication and commitment to EFA goals, and make necessary legal amendments against national trends that impede universal education (such as child labor, social hierarchies that prevent some from being educated, etc). Second, governments can explicitly permit corporations and other non-traditional actors to participate by passing new legislation to that end, such as in India, where the Free and Compulsory Education Act explicitly encouraging private engagement through partnerships to achieve universal education. Third, governments need to create and publicize incentives for business to contribute to education, particularly through tax deductions. And finally, it may need to clarify its own internal procedures for contracting out education services, and create a standardized contract that can be used to speed up and streamline future engagements with corporate or other non-governmental partners.

### *The realities of developing countries, a continuing challenge*

Many countries in which basic education partnerships have been initiated are suffering from poverty, conflict, high insecurity, and general negative economic, social and security situations. Partnerships can only do so much to overcome these serious constraints. Engendering community participation and commitment can help people feel connected to the program and increase their willingness to take care that the equipment is not damaged or stolen, but it will not completely eliminate consequences of insecurity. Additionally, absenteeism on the part of teachers and students alike in favor of doing other, more profitable, activities will be reduced by program effectiveness and by his or her enthusiasm for the program, but likewise cannot be completely eliminated. Therefore, programs should use good materials, and should be effective, which two strong incentives for making teachers and students interested in staying in school.

However, this last challenge is not one that can easily be tackled by changes in partners' behavior or goals. Rather, this is a reminder that the attempt to ameliorate basic education around the world takes place within the larger goal of encouraging development and meeting the Millennium Development Goals.

## 4.2. PARTNERSHIPS FOR GENDER EQUALITY IN EDUCATION <sup>32</sup>

### 4.2.1 Description of the Partnerships Reviewed

*Four partnerships took place in Africa and Latin-America*

The analysis of corporate involvement to achieve gender equality will focus on four partnerships in four developing countries in Africa and Latin America. These partnerships are: the National Network for Girl's Education in Peru, the Girl's Education Association in Guatemala, the Bridge, or *Al Jisr*, and the Girls' Education Support Committee in Morocco, and finally, the National and Local Alliances in Guinea. The reason for choosing these partnerships was the comprehensive information available, particularly pertaining to the corporations' involvement, which is rarely the case.

*The National Network for Girls' Education in Peru (1998-2002)*

The national network for girls' education in Peru (1998-2002) began with the New Horizons project, which provided technical support and coordination for the national network. The Organization of Women in International Trade, Peru 2021 as well as CONFIEP were two principal corporations that engaged in partnerships activities in order to develop the country by improving girls' education. The Peruvian government was also actively involved as were different civil society groups such as NGOs, religious authorities and local communities in general. In addition, international agencies – notably the USAID – were significantly facilitating partnership activities for example via financing, technical support and coordination. Improvements in girls' education situation were observed in the areas where partnership activities took place.

*The Girls' Education Association in Guatemala since 1991*

The national scale partnership the Girls' Education Association in Guatemala was launched in 1991 in order to improve girls' school enrolment and school completion rates, particularly in rural areas. The participating corporations were coffee and sugar growers' foundation (FUNDAZUCAR), Association of Coffee Growers and Firms specialized in Coffee

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<sup>32</sup> This section is based on the following papers:

Girls' Education Monitoring System (2002) : USAID Girls' Education *Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru, : A Performance Review*, Prepared for United States Agency for International Development, Bureau for Economic Growth, Agriculture, and Trade / Office of Women in Development.

Rugh, Andrea & Brush, Lorelei (2002) : *Lessons learned from the Girls' Education Activity in Guatemala, Morocco and Peru*, American Institutes for Research, Arlington, VA.

Tietjen, Karen (2000) : *Multisectoral Support of Basic and Girls' Education*, for SAGE project, Academy for Educational Development, Washington D.C.

Williams, Howard (2001) : *Multisectoral Strategies for Advancing Girls' Education: Principles and Practice*, for SAGE project, Academy for Educational Development, Washington D.C.

(FUNRURAL), Philips Van Heusen Corporation (PVH) as well as Cordova Foundation, while other actors such as the USAID and NGOs contributed significantly to partnership achievements as well. Via programs such as *Nueva Escuela Unitaria*, *Eduque a la Nina* and Project NEO, the partnership partly improved the conditions for girls' education in Guatemala.

#### *The Bridge in Morocco since 1999*

Since its foundation in 1999, the Bridge has been targeted to support country's development via improvements in girls' education, especially in rural areas in Morocco. Hence the scale of the partnership has been national and it has benefited from fairly large scale corporate sector participation: The most active businesses were banks representing the country's small medium and large enterprises including 16 banks of the *Groupement Professionnel des Banques du Maroc* (GPBM) and approximately 1,600 members of the *Confederation Générale des Entreprises Marocaines* (CGEM). The role of the WafaBank in partnership activities was particularly important. In addition, several civil society actors as well as the USAID related Girls' Education Activity (GEA) program were significantly involved in partnership activities such as planning and giving technical assistance. There has been notable improvements in Moroccan girls' education since the start of the partnership activities.

### **4.2.2 Context and Initiation of Partnerships<sup>33</sup>**

#### *Education system faced substantial challenges, particularly due to poverty and inequality*

The partnerships were started in the second half of the 1990's in countries where the educational system faced substantial challenges in providing adequate facilities and quality instruction. The inefficiency of the educational systems in these countries can be seen in the following figures: in Guatemala, at the beginning of the 1990's, only approximately 65% of females and 72% of males attended primary school and 18 and 19% respectively attended secondary school, while in Peru over 50% of the primary school children were over-aged. In Morocco, nearly 50% of the population was still illiterate. In 1989, 22% of small villages had no access to schools in their neighborhood.

Poverty was a major contributing factor: in Guatemala, despite having the highest GDP in Central America in this period, 2/3 of the population, and 90% of Mayans, were considered poor. In Guinea, 25% of the population was estimated to live under the poverty line, with little access to education facilities. Thus, regional discrepancies in access to educational facilities, due to poverty and lack of infrastructure, have constituted an important feature of the educational environment.

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<sup>33</sup> This section is based on Lessons Learned from the USAID Girls' Education Activity in Guatemala, Morocco and Peru, March 2002)

### *The situation in rural areas was particularly difficult*

The situation was particularly difficult for rural children, and especially for rural girls, who were the most disadvantaged by poverty and isolation. Rural girls in Peru had an average of 1.7 years of schooling, compared to 3.5 years for rural boys. In Guinea, only 20% of girls were enrolled in school in 1990, and in general, of all girls not enrolled, 90% were from rural areas. In Morocco, 75% of people were illiterate in rural areas, and 89% of rural women. 60% of girls aged 7 were entering primary school but only 40% completed it.

### *Awareness of the need for change increased in the 1990s*

Awareness that this situation needed to change kept rising during the 1990's. In Guinea, the Ministry of Pre-University Education undertook two major education improvement programs: PASE 1 (1990-1995) and PASE 2 (1995-2000). In Morocco, the government started making efforts to improve the situation at the beginning of the 1990's. In 1996, a peace treaty ended 36 years of civil war in Guatemala: the peace program committed the government to making efforts in terms of women and girls' education.

### ***Initiating the partnerships***

#### *National and international conferences with wide media coverage played a significant role in the start of the partnerships*

Important conferences with strong media coverage were held in two of the countries (Peru and Morocco) to raise awareness about the importance of girls' education and to persuade national leaders to work for the achievement of gender equality in education and for the improvement of education in general. In May 1998 an International Conference on Girls' education was held in Washington, gathering Peruvian leaders from different sectors like government, NGOs, business, the media, religious authorities and academic institutions. A Conference in Marrakech was held in 1999 to gather national leaders in favor of girls' education. In all countries, strong media campaigns took place.

#### *Construction of national networks for girls' education followed the conferences*

The Conferences were followed by the construction of national networks built especially for the purpose of improving girls' education. When the Peruvian delegation returned from Washington, the representatives continued to meet to see what they could do to improve girls' education. In June 1998, they formed a network of organizations, Florecer, coordinated by the New Horizons Project, to work together on the improvement of girls' education. In Morocco, The Bridge, or *Al Jisr*, was formed in 1999; its goal was to support the process of decentralization for school improvement to the local level, while a girls' scholarship project, run by CSSF (*Comité de Soutien à la Scolarisation des Filles*) was also formed in 1999 independently from the Bridge to provide scholarships for selected girls. National networks were also formed in the other countries: in Guatemala, the Girls' Education Association was created to promote action in favor of girls' education, and in Guinea, the National Alliance for Girls' Education was formed in 1997. This last one worked with pre-existing local alliances

and brought together some 150 local and national representatives from several sectors to reinforce local and community's initiatives.

### ***Corporations' motives to enter into partnerships for girls' education***

*The main motive for corporations was to improve the overall environment for business*

The main reason for corporations to enter the partnerships was to improve the national environment in which the firms were working: in fact, all firms centrally involved in the programs were national firms or firms which had a lot of business to do with the country concerned. They cared about the development of their country or the country in which they were operating. Improving girls' education could improve the environment they worked in but could also enable them to have a stronger and more qualified pool of labor, able to come work for them in the future. This was notably the case of Funrural and Fundazucar in Guatemala, two national corporation associations, which were truly concerned about the development of their country.

*Corporations were also seeking to improve their public image*

Another important reason was to improve their image. This explains the importance of Conferences with strong media coverage: corporations, especially national ones, want to have a good image in their country, which helps to stimulate demand for their products. It is particularly the case for Philip Van Heusen Corporation in Guatemala, a manufacturer, marketer, and retailer of men's, women's and children's clothes and footwear.

## **4.2.3. Role of Actors**

### **4.2.3.1 Role of Corporations**

Corporate sector supported girls' education through USAID related partnerships in Peru, Guatemala, Guinea and Morocco via fairly diverse activities. They mainly addressed constraints to girls' education through direct financing as well as through material donations, but in some cases they also contributed to management and monitoring in addition to helping to improve educational services. The role of the corporate sector was also significant in increasing awareness about the importance of girls' education and – in some cases – facilitating the efforts of other actors. The businesses particularly in Morocco and Guatemala were active members of the partnerships.

*The most common role of the corporations was to provide financial support for example via scholarships*

Providing financial support to girls' education was one of the most common roles undertaken by the corporations – notably in Morocco and Guatemala. Their contributions were fairly significant: In the framework of partnerships, business sector provided 80% of non-USAID funds to be used for girls' education in Guatemala, 61% in Morocco and 55% in Peru<sup>34</sup>. For example in Guatemala, PVH alone financed project NEO with a \$1.5 million grant over five year period in order to improve girls' educational conditions<sup>35</sup>. Part of these funds was used to finance teachers' salaries for one year, after which it was agreed the government had to take over the financing. In Morocco and Guatemala, an important role of businesses was to provide funding for scholarships targeted to improve girls' education. Corporations in Morocco funded for example schooling of 150 rural girls for three years in five different provinces through Girls scholarship program<sup>36</sup>, while in Guatemala FUNRURAL took over the financing of a girls' scholarship program, which had been affected by corruption. The aim of this program was to compensate the parents' financial losses of sending their daughters to school instead of work.

*The corporations contributed significantly to improving school infrastructure and material provision*

In addition to direct financing, the corporations contributed significantly to girl's education by improving school infrastructure – in Morocco, Guatemala and Guinea – as well as by providing educational and other materials relevant to girls' schooling. For example, in Morocco the Al-Rajhi Banking & Investment Corporation financed construction of 400 schools, while the Moroccan business sector in total adopted over 600 schools requiring infrastructural improvements<sup>37</sup>. The Moroccan school sponsorship program included building latrines and housing for teachers in rural areas, while in Guinea local businesses contributed to school infrastructure, as did PVH regarding seven public schools in Guatemala. The corporations were also active in providing educational materials and equipment in Morocco and Guatemala. In addition, other supportive materials such as food and sanitary supplies were provided in these countries – as was in Peru. For example, in Peru Proctor and Gamble provided sanitary products for the benefit of schoolgirls in the region of Ayacucho.

*The corporate sector contributed to improvement of educational services via improvements in teaching practices as well as via health services*

The corporate sector in Morocco and Guatemala contributed also to improvement of educational services, though to a lesser extent. The contributions included teacher training or other improvements in teaching practices and education techniques, as well as health services. For example FUNDAZUCAR in Guatemala developed a special instructional model and girl-

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<sup>34</sup> Girls' Education Monitoring System (2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru : A Performance Review*.

<sup>35</sup> It was a pilot project in 7 schools to show the government what it could do on a wide scale to improve girls' education. The corporation improved infrastructures, teaching methods and community's involvement around the seven schools. Tietjen, Karen (2000) : *Multisectoral Support of Basic and Girls' Education*

<sup>36</sup> Tietjen, Karen (2000) : *Multisectoral Support of Basic and Girls' Education*

<sup>37</sup> Ibid.

sensitive techniques for education in the framework of its Nueva Escuela Unitaria program<sup>38</sup>. In Morocco WafaBank arranged doctors' visits to the schools it was sponsoring.

*The corporations participated in school as well as partnership management and monitoring activities*

Businesses in Morocco and Guatemala participated in management and monitoring activities as well. In Morocco, the WafaBank improved school operations and management through the One Branch/One School project. The idea of the project was to have bank branches working in a partnership with the local primary school, community, and educational authorities in order to first define the needs of the community and then provide the expertise of the bank's personnel in management, accounting, fundraising and client – meaning parent-school – relations for the assistance of the school. On the other hand, in Guatemala, the corporations contributed rather to partnerships' project management than to actual school management via executing financial transfers and implementing programs. For example, FUNRURAL executed money transfers to parents through local banks for the girls' scholarships program, while it also selected target schools and organized parent school committees to select the girl beneficiaries for the program.

*The corporations increased awareness about the importance of girls' education via both marketing and organizing events*

In addition, awareness-raising has been shown to be an important activity in overcoming cultural and social barriers specific to girls' education attainment. Businesses in Guinea, Peru, and Guatemala increased awareness about benefits of girls' education via promoting girls' education within their advertising or marketing strategy or at the workplace as well as via organizing events. While in Guinea the positive role of women was highlighted, for example, in national sales campaigns or at the workplace, in Guatemala businesses specifically undertook social marketing campaigns for the support of girls' education. In Peru the role of corporations in awareness-raising was particularly important as the business sector carried out 20 % of all awareness-raising activities – mostly through organizing events – related to the USAID partnership<sup>39</sup>.

*The corporate sector facilitated the efforts for girls' education*

Finally, the Moroccan and the Guatemalan corporate sectors also facilitated efforts to increase girls' education attainment in general. In Morocco this meant mostly supporting government activities such as education reform focusing on girl pupils. In Guatemala the supportive activities were mostly conducted via facilitating community involvement for the benefit of girls' education.

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<sup>38</sup> Karen Tietjen, Multisectoral support of basic and girls' education , October 2000

<sup>39</sup> Girls' Education Monitoring System (2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru : A Performance Review*

### 4.2.3.2 Role of Educational Authorities

*The educational authorities contributed to common goal through various activities*

The educational authorities in the four case study countries contributed to the achievements of the goals of the girls' education partnerships through various activities. The Peruvian government was particularly active, holding half of all the USAID related partnerships' activities at the national and local level. In Guatemala and Guinea, the public sector contributed to financing via specific budget increases for girls' education, while the Moroccan Ministry of Education improved school infrastructure. The governments also contributed to management and monitoring of partnerships: In Guatemala governments took over responsibility of partnership activities already begun, while in Morocco and Peru governments were responsible for implementing them. Governmental authorities participated in and supported awareness-raising activities in general, notably in Guinea, while Moroccan and Guatemalan authorities facilitated girls' education, for example, by publicly highlighting its importance. In terms of facilitating the partnerships, governments undertook activities as well. In Peru, the government supported the projects of partnerships, as did the authorities in Morocco and Guinea where they created a favorable environment for private sector and civil society actors to contribute to girls' education. Finally, the authorities benefited girls' education via regulatory changes such as education reforms in Peru and Morocco as well as via curriculum changes in Guinea.

### 4.2.3.3 Role of Other Actors

*NGOs participated notably in management, monitoring, and awareness-raising as well as in facilitating girls' education and partnerships to that end*

NGOs contributed to partnership activities notably through management and monitoring, carrying out a large part of USAID related partnership activities particularly in Peru, contributing 56%, and in Guatemala, 46 %<sup>40</sup>. In Morocco and Guinea, NGOs conducted activities such as monitoring girls' school attendance, implementing infrastructure projects, identifying beneficiaries for scholarships, and managing schools' administration. NGO also contributed to facilitating activities including, for example, promoting girl-friendly regulatory framework in Peru, and helping communities to identify barriers for girls' education in Morocco. In terms of financing, NGOs in Guinea provided 25% of funding for all national level activities, while local NGOs accounted for 11.8%, and national and international NGOs 7.2% of resources leveraged in Peru<sup>41</sup>.

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<sup>40</sup> Girls' Education Monitoring System (2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru : A Performance Review*

<sup>41</sup> Ibid.

### *Other civil society groups contributed to awareness raising and facilitating activities*

Also other civil society groups<sup>42</sup> participated in the common effort for girls' education mostly in Guinea, where they increased awareness about the benefits of girls' education for example via shaping local opinion. They also conducted facilitating activities by raising resources for infrastructure and education materials – as did the civil society groups in Morocco, where they contributed to evaluating school performance. Sometimes civil society groups provided financing for school infrastructure and education material. In particular, the media contributed to awareness-raising efforts in Guinea, Morocco and Peru by broadcasting news items concerning the benefits of girl's education.

### *International agencies played an important role in partnership facilitating*

International agencies<sup>43</sup> in the four case study countries were important figures in establishing and facilitating partnerships. They provided information for partnership-building in Morocco and Guinea in addition to organizing or facilitating conferences on partnerships and human relations for the partnerships. International agencies conducted capacity-building activities in the form of technical assistance in Peru, Guinea and Morocco, where they also identified barriers to girls' education. In addition to facilitation, international agencies provided funds and materials for partnership activities in Peru and Guatemala, while in Morocco they contributed to evaluation and planning. Regarding awareness-raising, international agencies in Morocco and Guinea used communication campaigns and national networks to promote girls' education.

## **4.2.4 Assessment<sup>44</sup>**

The programs mainly aimed to improve girls' enrolment and completion rates in primary school and, in some cases, to encourage them to continue their education in secondary school. The rates observed showed an overall improvement in girls' education in the countries concerned during the period when the partnerships took place. Nevertheless, the data available not only takes the actions of the partnerships into account, but the overall efforts and changes which enabled those results during this period.

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<sup>42</sup> Other civil society groups include local committees, religious authorities and leaders, formal parents' associations, social or tribal sectors, communities and ethnic elders.

<sup>43</sup> USAID related international agencies or programmes include Strategies for Advancing Girls' Education (SAGE) in Guinea, Girls' Education Activity (GEA) program in Morocco, The Girls Education Association (GEA) in Guatemala and CARE in Peru.

<sup>44</sup> All the figures are based on the following paper: Girls' Education Monitoring System (2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru : A Performance Review*, Prepared for United States Agency for International Development, Bureau for Economic Growth, Agriculture, and Trade / Office of Women in Development.

### *Girls school enrolment and completion rates have increased*

Enrolment rates are higher: in Guinea, between 1990 and 1999, the girls' enrolment rate increased from 20 to 40%, while in Morocco, 16.2% more girls were enrolled in school after GEA's activities. Gross enrolment ratios increased by 22, 3% since 1995.

Completion rates are also higher: In Peru, the estimated rural female fifth grade attainment increased of 7.9% nationally and 25.9% in the area of Ayacucho, where program activity was highest. In urban areas, the completion rate increased of 14.1% nationally and 32.7% in targeted areas. In Guatemala, the scholarships program executed by FUNRURAL was a success, granting 46,000 girls' scholarships in 1999 and providing more than 60,000 in 2000. 25% of the beneficiaries completed grade 3. Thus, female rural completion rate increased by 5.6%, while the female urban completion showed similar improvement, increasing by 4.6%. However, despite this improvement, in some areas like El Quiché, fifth grade female attainment is still below the national average.

In Guinea, the national rural completion rate increased by 8.1%. Local female completion rates in pilot alliances increased by 26.7%. In urban areas however, 74% of the enrolled girls do not complete primary school. In Morocco, the increase in rural female completion rate is around 5%, and girls even show a higher completion rate than boys in urban areas, 57.7% and 46.4%, respectively, as well as in rural areas, 36.1% and 33.8%. Nevertheless, recently, data shows that there has been a slight decline in all the primary school completion rates.

### *Awareness campaign changed attitudes via role models*

Awareness building campaigns had important effects on the population. In Morocco, the majority of the girls who received scholarships came back to their village and became teachers as well as role models for other girls. They received more respect from the others as they could spread what they had learnt.

## **4.2.5 Strengths of the Partnerships**

### *Creation of national networks has been one of the main strengths of the partnerships*

The creation of credible, visible and well-coordinated national networks is one of the main strengths in the partnerships reviewed. In all four partnerships, national networks comprised of both public and private stakeholders helped catalyze action for girls' education projects by enabling better coordination between actors.

In Peru, Florecer, meaning "to bloom" was instated as the national network for girls' education, made up of 22 institutions. It includes the three main business organizations (listed before) which work in conjunction with the ministries of education, health, women and human development, the executive secretariat for international cooperation, the Office of the first lady, members of the Congress, NGOs, academic institutions, and international donor organizations in order to promote and support initiatives for rural girls' education.

In Guatemala, the Girls Education Association, which in 2000 became the Network of Information and Coordination on Girls' Education, was created to gather all the partners together, including 23 public and private policymakers. In Morocco, the Bridge, Al Jisr, also known as the Business Education Partnership Association, including 16 banks and 1 600 members of the Confederation of Moroccan Businesses was formed along with Le Comité de Soutien à la Scolarisation des Filles. In Guinea, the National Alliance was formed. Those networks enabled a better cooperation between the different actors taking part in the projects.

*The role of a credible international actor was very important in initiating partnerships*

The initiator of these national networks was USAID through different sub-contractors, such as AED and CARE. Its role in constructing the network was of utmost importance. The SAGE team (AED) in Guinea, for example, has been very active in coordinating the actions of the different actors during the National Forum and in diffusing information. Its presence provided credibility and visibility to the partnership, which are important aspects of attracting participation from new partners. In Morocco, the GEA team did a lot of the initial footwork for the partnership by identifying specific barriers to girls' education, coordinating different stakeholders, and finally establishing the partnership. GEA additionally provided the Bridge partnership with technical assistance and developed a community participation model to be used across Morocco.

*Government has provided credibility and visibility for the partnership networks*

Another important actor in giving credibility and visibility to the network has been the government. In Morocco, it has been looking actively for partnerships. King Mohammed VI supported the project as primary religious leader in the country and, by doing so, added moral value to the cause. In Peru, the enactment of a law in favor of rural girls' education was a major success in 2000 as it aimed to protect girls from sexual harassment and abuse, improve the educational standards in rural schools, and build a fund to publish papers on family, gender equality, and sexuality. The law, which eventually enabled girls' education to become a priority in Peru, set up local councils whose mission was to achieve progress on a local level by ensuring that the projects had enough money, as well as by disseminating information about the importance of girls' education.

*Coordinating different stakeholders for example through conferences and regular meetings has helped engender sustainability*

Good coordination between the different actors was crucial to the success of partnerships, as meaningful cooperation between businesses and NGOs usually leads to good results. The national networks provided key for this type of cooperation and communication. One of the results of all these efforts in Guinea was that the business sector wanted to support the project on a long-term basis: according to a poll conducted by Bah in 1999, over 80% of the business

representatives belonging to the partnerships interviewed said they would provide financial support to education for a long period<sup>45</sup>.

Holding conferences and meetings regularly to make sure that the support of the partners is sustainable and to improve partners' confidence in the network has also played a major role and enabled some main successes. In Peru, the partnership was initiated through a USAID conference in Washington, in 1998. Several other conferences were held thereafter so that efforts would be sustained: among others, the National Conference on Education of Rural Girls in 1999, which encouraged the creation of local networks. As underlined before, conferences with wide media coverage incite businesses to come and join the networks since they can expect to improve their image in the country by doing so. These conferences have often been the work of the international agency involved in the partnerships (USAID). Florecer, in Peru, holds monthly breakfast meetings to see the progress made and to start new activities.

*Emphasis on awareness-raising activities also contributed to the success of the partnerships*

The importance of awareness-raising activities was another key to the success of the partnerships. Since a main barrier to girls' education is parents' lack of awareness concerning the importance of girls' education, the more important the awareness-raising campaign is, the better the consequences on girls' education are. In Peru, 63% of all actions were targeted at awareness-raising. In Guatemala, they made up 38% of the total number of actions<sup>46</sup>. Nevertheless, awareness-raising campaigns are expensive and it is necessary to analyze other solutions in parallel which could be more effective. The cost of evaluating the impact of the campaigns is especially high.

## **4.2.6 Challenges for the Partnerships**

*Lack of awareness of the benefits of partnerships in girls' education has been difficult to overcome*

Lack of awareness of the benefits of partnerships in girls' education, both on the part of the corporate sector as well as the government, have hindered partnership endeavors. For the corporate sector, it must be persuaded that it has interests in improving girls' education and that providing education cannot fall solely on the government. This second part is particularly challenging as the widespread feeling in the countries reviewed is that the government should be uniquely responsible for education, not private organizations.

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<sup>45</sup> Reference Williams, Howard (2001): *Multisectoral Strategies for Advancing Girls' Education: Principles and Practice*, SAGE, Academy for Educational Development, Washington D.C

<sup>46</sup> Girls' Education Monitoring System (2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru : A Performance Review*, Prepared for United States Agency for International Development, Bureau for Economic Growth, Agriculture, and Trade / Office of Women in Development

Similarly, lack of effort on behalf of the public sector to persuade other actors to take part in partnerships does not help the situation. If public resources are scarce in developing countries, governments may need to look for other actors to be involved in girls' education, like businesses, the media, and civil society's organizations. To galvanize support, governments must show them how their interests will be served. Particularly in Guinea where business participation was small compared to the other countries, corporations' attitude is often against involvement in education since it is seen as non-profitable for firms. Over 50% of the corporations asked in a study conducted by Bah in 1999 said that they were not contributing to education because profit was a firm's only aim and that it was absent in matters involving education.<sup>47</sup> Additionally, since parent and community associations in Guinea have been excluded from the decision-making process in public schools, the general perception is schools belong to the government rather than to the community. Corporations, which care more about the communities in which they operate than about the government, are thereby less inclined to form partnerships.

Governments are not only challenged to convince private actors of the benefits of participation in projects in favor of girls' education, but can also neglect to include girls' education in its own priorities, a situation which makes it even harder to engender participation and/or a sense of responsibility within the private sector. Teachers and public officials do not seem to recognize the differences in girls and boys' participation rates and academic accomplishments, or the need therein to make special efforts to get girls to school. This is why one of the first actions undertaken by civil society leaders in Peru was to bring girls' education into the government's priorities; this led to a law on girls' education. The government would not have done much without the efforts of the civil society. Without these actions, girls' education would not have been a priority yet.

*Partnerships have tended to be more short-term than long-term with weak organizational and accountability structures leading to lack of sustainability*

Once partnerships are established, the challenge is to maintain them in the long-term. Building long-term partnerships implies that stakeholders feel that the partnership is credible: when the accountability mechanisms are not taken into account, the credibility of the network suffers, which makes it difficult for the network to attract new partners or simply keep original ones. Transparency, accountability, and results are important concepts for businesses that allow them to feel secure and helps engender their long-term commitment to the initiative.

The sustainability of scholarship programs is particularly difficult as they are generally expensive programs, requiring complex administration, and sustained efforts. Scholarship programs are particularly expensive and complex to administer: a good example of this is FUNRURAL in Guatemala. In 2000, the government decided not to renew the three-year contract it had signed with FUNRURAL for it to manage the scholarship program and decided to manage it itself. However, as GEA noted, the government did not have the skills and contacts needed to effectively administer the program, especially since government employees

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<sup>47</sup> Multisectoral Support of Basic and Girls' Education, Karen Tietjen, October 2000. In fact, firms don't always see what they could gain by investing in education, since the benefits of a good national education have external effects: they don't only benefit one particular firm, which may have invested in it, but all firms in general, which may not have invested anything. Moreover, results take some time to show up, and firms often want immediate results.

were not specifically trained to manage multi-sectoral partnerships. Problems, GEA warned, could surface in regards to monitoring and providing assessments. Furthermore, many actors are needed in order to fund scholarship programs, and expansion is quite expensive.<sup>48</sup>

*Country contextual factors may still strongly hinder the girls' education partnership achievements*

As mentioned above, lack of awareness of the benefits of girls' education poses an obstacle to participation by both business and government; however, another important barrier is the lack of awareness among the general population of the importance of sending girls to school. Traditional values and practices, concerning early marriage and the place of women in society continue to impede girls' participation in education programs, while government policies, such as the lack of sanction of the male-partners of pregnant girls or the non-enforcement of marriage-age laws, similarly do not promote an atmosphere favorable to participation by girls in school. A need for appropriate infrastructure and materials, such as separate boy-girl toilets or provision of sanitary supplies, is another area in which governments may need improvement.

Furthermore, poverty can exacerbate these tendencies, as girls are more likely to be encouraged to stay at home to take care of domestic chores and/or the fields than boys. For example, in Guatemala, girls' attendance in schools was worse in areas where girls were considered as useful work force in agriculture.

Another contextual obstacle to girls' participation can be found in the language and/or ethnic differences within the population. This is case of Guatemala, a society which includes four different ethnic groups and 28 languages. Indigenous people in rural areas are often not integrated into modern economy and, as subsistence farmers, do not necessarily recognize the benefits of schooling. Since classes are taught in Spanish, they also fear that their youth would lose sight of their ethnic heritage, become disrespectful towards elders.

Finally, as always, development in education, as in other domains, is fundamentally compromised by conflict. In Guinea, for example, refugees arriving in mass from Liberia and Sierra Leone caused urban populations to grow by 30%<sup>49</sup>, and distorted the results of the program. Therefore education development and partnerships for education have considerable contextual challenges to overcome.

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<sup>48</sup> Lessons earned from the USAID girls' activity in Guatemala, Morocco, and Peru, March 2002

<sup>49</sup> Girls' Education Monitoring System: USAID girls' education initiative in Guatemala, Guinea, Mali, Morocco, and Peru : a performance review

## 4.2.7 Suggestions for Improvement

*Lack of awareness of the benefits of girls' education could be addressed through national conferences*

If corporations need more encouragement to participate, one way to address this challenge could be a strong awareness raising campaign on the benefits of girls' education by the government and/or the civil society actors. National conferences that would gather together main public and private sector leaders could facilitate the beginning of multisectoral cooperation. The conference could include positive examples of achievements of similar partnerships, either nationally or internationally, and could include the participation of international, national or communal high-profile figures which would encourage attendance and participation by business partners. While it is important to galvanize corporate support, government participation in this process is equally important, and its commitment is essential for the smooth functioning of the partnership as it evolves.

*Wide media coverage and active community involvement could serve as publicity incentives in order to increase corporate participation*

The national conferences and partnership activities in general should be widely covered by the media. Since image is important for corporations, publicity about their support and contributions may serve as a strong incentive for their participation in the girls' education effort.

The involvement of local communities to partnership-building efforts is also important, because the communities may have a strong influence on the involvement of local firms. For example, in small communities the approval and encouragement of ethnic or religious leaders could be a significant incentive for local businesses to take part on partnership activities. The active and visible support from civil society could also provide a publicity incentive for the corporations. Therefore, active community involvement should be sought when building the partnerships.

*Sustainability could be increased via personnel training and developing a separate management organ, and alternatives could be developed to replace expensive or complex programs*

To address challenges posed by deficiencies in sustainability and credibility, training of local personnel in multisectoral management within partnerships should become standard mechanisms of partnerships. The long-term sustainability relies on the competency of local personnel. This could lead to better accountability mechanisms and practices with more transparency, which are extremely important for successful corporate involvement. The corporations need to be ensured that their investments are well spent. Hence, an independent management group could be established, with a legal statute that would ensure the daily management of partnership activities as well as the management and monitoring of financial flows.

In terms of scholarship programs, seen to be expensive and complex, some alternatives have been devised: in Morocco, paying girls' boarding school instead of giving the money to parents was found to be cheaper and more effective<sup>50</sup>.

*Credibility could be increased by providing accountability and monitoring mechanisms*

Having accurate data and stable monitoring mechanisms is another way of sustaining corporate participation. For example, regular national follow-up conferences could be one way to do this. Media coverage of conferences could further increase the transparency and hence the credibility and attractiveness of the partnerships. Producing evaluations and publishing impact reports of academic achievement of partnership programs could be valuable in increasing corporations' perception of the reliability of the partnerships. To ensure the impartiality of the monitoring, an independent party could conduct the evaluations.

*Increased the government support could facilitate the partnership framework and address country specific constraints*

If involvement by government is essential to the success of partnerships, they could make efforts to create a supportive environment for girls' education by, for example, declaring girls' education a national and governmental priority, as was done in Morocco. Governments can also engage in girls' education by creating a legal statute for partnerships in this vein. Furthermore, strong and clear consequences for the mistreatment and/or violence against girls at school should be identified and implemented in order to protect them.

*Contextual challenges are persistent, but could be addressed via intensive awareness raising activities*

However, cultural factors continue to pose challenges to the success of partnerships in girls' education. Since scholarship programs can only constitute a short-term solution because of their high costs, awareness-raising campaigns about the benefits of the girls' education are needed in order for families to send their daughters to school without financial incentives. Partnerships could still be involved in making the financial burdens linked to schooling as small as possible on the families by committing to, for example, more long-term infrastructure improvements.

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<sup>50</sup> Lessons learned from the USAID girls' activity in Guatemala, Morocco, and Peru, March 2002

## 4.3. PARTNERSHIPS FOR ADULT LITERACY

### 4.3.1 General Context

*Literacy in the framework of United Nations Literacy Decade (2003-2012)*<sup>51</sup>

The EFA Global Monitoring Reports 2002 and 2003/04 revealed that there were still 862 million adult illiterates in 2000, representing 20% of adults aged 15 years and over. Around 61% of illiterates live in 4 of the E-9 countries (India, China, Pakistan and Bangladesh). At the present rates of progress, the literacy goal set in Dakar- a 50% decrease in their rate of adult literacy by 2015- will not be achieved by 79 countries.

The UN Literacy Decade, an initiative launched in 2002, aims to stimulate development of literacy programs for young and adults all over the world. This, in combination with efforts to achieve the Millennium Development Goals concerning poverty eradication, reducing child mortality, curbing population growth, and achieving gender equality, has created an opportunity to put special emphasis on literacy for all, thus creating a favorable environment for achieving the EFA goals.

The EFA flagship initiatives aim therefore at promoting literacy as a lifelong learning process that takes place both within and outside the school system.<sup>52</sup> The United Nations Literacy Decade International Plan of Action lays down the following principle strategies:

- Placing literacy at the center of all levels of national education systems and developmental effort
- Adopting an approach for promoting synergy between formal and non-formal education
- Ensuring community involvement
- Building partnerships at all levels
- Developing systematic monitoring and evaluation processes supported by research and databases

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<sup>51</sup> This part is taken from EFA Flagship Initiatives- Multipartner collaborative mechanisms in support of EFA goals- UNESCO 2004

<sup>52</sup> « An EFA flagship initiative is a structured set of activities carried out by voluntary partners, under the leadership of one or more UN specialized agencies and NGOs, that seek to address specific challenges in achieving the EFA goals(...) launched or consolidated following the World Education Forum (Dakar,2000), focused on the major thrusts for which special cooperative efforts are needed ». *ibid.*

UNESCO is in charge of coordinating the initiative at the international level. At present partnerships include UNICEF, the World Bank, FAO, UNAIDS, UNPD, UNFPA, UNHCR, WFP and WHO.

### *Reasons for persistent illiteracy rates in developing countries*

First of all we would like to highlight the fact that there is very little information and even fewer evaluation studies on corporate-public partnerships concerning this particular EFA goal. Throughout our investigation period, we found many examples of local literacy programs involving communities and NGOs conducted with or without governmental participation,<sup>53</sup> but very few academic evaluations concerning corporate participation. Moreover, if we have been able to find examples of corporate activities in literacy projects on some companies' websites (such as projects by Chevron Texaco and Shell in Nigeria), the scale and scope of such activities were not pertinent to our study, because of their very marginal impact on the national scale. This obvious lack of information should be further investigated.

This section of the study is therefore based primarily on two literacy programs involving corporate partners, implemented in Brazil in the late 1990s. Brazil has a persistent and relatively significant illiteracy rate, which constitutes an important challenge for a country that, though "emerging" is still characterized by mass poverty and high inequalities. According to the 2000 Census carried out by the Instituto Brasileiro de Geografia e Estatística (IBGE), **13.6%** of youths over 15 and adults,<sup>54</sup> or **16.3 million** people, are **completely illiterate**, while 32.5% are functional illiterates. While the **national average of 86.7% literate people** is relatively good, it masks the existence of huge **inequalities** within the country. Whereas in urban areas, literacy rates may be quite high, certain regions, such as the *Nordeste* and **rural zones** in general, show very low levels of literacy. Furthermore, compared to other Latin- American countries, 10 of which had adult literacy rate above 90% in 2000 (Argentina, Chile, Colombia, Costa Rica, Mexico, Cuba, Panama, Paraguay, Uruguay and Venezuela),<sup>55</sup> Brazil's performance in literacy improvement appears particularly low, especially in comparison with its growing economic success.

According to literacy specialists in Latin America, there are two main reasons for this persistent 10% of illiteracy both for Latin America and Brazil: first is that "**one of five pupils does not complete 5 years of primary schooling**". As Ana-Luiza Machado, Director of the UNESCO Regional Bureau for Education in Santiago underlines, "**the result is that today we continue to generate new illiterates** and governments have been incapable of reversing the situation."<sup>56</sup> The reciprocal is also true: literate parents are more likely to bring their children to school; therefore joint efforts which attempt to increase both child and adult literacy are necessary to achieve sustainable improvements.

Secondly, the persistent 10% of illiteracy is due to misallocation of funds: instead of spending all the money in launching big campaigns to eradicate illiteracy, "**these efforts must be linked to broader social policies that seek to reduce poverty and inequality**" according to

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<sup>53</sup> See studies by World Bank in bibliography

<sup>54</sup> School is compulsory in Brazil from the age of 7 to 14

<sup>55</sup>Source: EFA GMR 2003, Statistical annex

<sup>56</sup> *Literacy in Latin America and the Caribbean* - [http://portal.unesco.org/education/en/ev.php-URL\\_ID=8519&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=8519&URL_DO=DO_TOPIC&URL_SECTION=201.html)- Updated: 2002-10-28 4:32 pm

Rosa Maria Torres, a literacy expert. In other words, the fight for literacy has to be construed as a main component of a **global sustainable development policy**, which therefore necessitates the involvement of civil society at all levels.<sup>57</sup> Additionally, since mass poverty and/or large rural populations also hinder progress in adult literacy improvement, participation of all at various levels of society is needed to sustain national efforts in this vein.

*A new concept of literacy has brought the nexus of business interests and adult literacy initiatives into focus*

The definition of adult literacy has not always been clearly and consensually fixed among the international donor community, which prompted “reflection in the donor community regarding the definition of literacy and whether adults really needed to be literate.”<sup>58</sup> In response to these questions, UNESCO played an important role in creating the concept of functional literacy, which sees “*literacy as a response to economic demand with a focus on reading and writing skills required to increase productivity.*”<sup>59</sup> Herein is a concept of literacy as creating human capital beneficial to both governments and businesses, which fits into a new paradigm of development now broadly shared among the international community.

***Functional literacy sees “literacy as a response to economic demand with a focus on reading and writing skills required to increase productivity”***

*Literacy-a UNESCO perspective. 2003*

### **4.3.2 Main Motivations for the Corporate Sector**

*Literacy as a right and as a factor of social inclusion which helps build the image of a socially responsible corporation*

The importance of literacy has been emphasized by many organizations. The Hamburg Declaration at the 5<sup>th</sup> International Conference on Adult Education defined literacy as “the basic knowledge and skills needed by all in a rapidly changing world, and fundamental human right.” Therefore, investment in social actions aiming at improving literacy and therein the life quality of the population is today part of the global strategy of many firms. The concept can include financial contributions or even the involvement of company staff in the social actions developed.<sup>60</sup>

The Hamburg Declaration defined literacy as:

*“the basic knowledge and skills needed by all in a rapidly changing world, and fundamental human right.”*

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<sup>57</sup> Ibid.

<sup>58</sup> Adult literacy. A review of implementation experience- H. Abdazi. The World Bank operations evaluation department. 2003

<sup>59</sup> *Literacy, a UNESCO Perspective*, 2003.

<sup>60</sup> Alfasol Annual Report 2002 p.24

### *Literacy as a tool for economic and social development: the sustainability of the business activities*

Another reason for corporate investment in literacy programs is the fact that literacy is an important tool for socio-economic development, which provides important benefits to business activities. Many papers describe the impact of literacy on the economic activities by highlighting that literate people tend to be more autonomous and able to take initiative, which engenders “capacity building” on the micro level. By improving the autonomy, creative initiative, and a population’s capacity to communicate, commitment to literacy programs can constitute an investment in future competitiveness for business.

*« Literacy is about more than reading and writing – it is about how we communicate in society. It is about **social practices and relationships** (...) Indeed it is the excluded who can best appreciate the notion of “**literacy as freedom**”<sup>61</sup>*

### *The proven efficiency of work-oriented literacy and its implementation in non-formal education structures allows corporations to contribute in areas of their own expertise*

One paper on literacy programs concluded that work-oriented literacy is more efficient because such programs are well adapted to the interests and personal situation of its participants.<sup>62</sup> Furthermore, organizations that design and deliver programs that show how livelihood is linked to literacy get better results than those focused on literacy for education’s sake. This is why NGOs involved in education for sustainable development have, in general, progressively taken into account the fact that private companies could have a direct interest in financing literacy programs for their workforce (actual as well as potential) and that such programs could give them a comparative advantage by “professionalizing” their workforce.

With the failure of earlier supply-driven, top-down government literacy programs,<sup>63</sup> the literacy programs of the 90s have turned to non-formal education structures, characterized by flexibility and decentralization. In this context, it may be easier to develop new and innovative ways of providing/financing literacy programs.

## **4.3.3 Short Description of the Partnerships<sup>64</sup>**

### *COPEL–Light of Literacy program*

Copel is a mixed-economy company founded in 1954 to provide a basic electrical infrastructure across the state, and in particular brought electricity to rural areas through a

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<sup>61</sup> K. Maatsura in the preface of the brochure « Literacy-a UNESCO perspective ».2003

<sup>62</sup> Skills and Literacy Training for Better Livelihoods. A Review of Approaches and Experiences - World Bank - Africa Region Human Development - Working Paper 2002

<sup>63</sup> Adult literacy. A review of implementation experience- H. Abdazi. The World Bank operations evaluation department. 2003

<sup>64</sup> see also the tables in appendix

special program which aimed to serve the low-income population. **Copel's Executive Committee for Social Responsibility** initiated the Light of Literacy program which uses computers and audio-visual resources to create interactive pedagogical tools for helping adults learn to read.

*"The Light of Literacy Program was created as an educational proposal in which the main tool is the computer, the teacher is a facilitator and the student an active collaborator.(...) [It] differs from other literacy initiatives that have taken place in the country because of its innovative and predominantly interactive methodology, developed by professionals within COPEL"*<sup>65</sup>

First implemented for the company's employees and families, it is supposed to extend to the entire State of Paraná (where the firm is located) and then to other states in Brazil. At the end of the program, which includes 200 lessons encompassing content studied during the first four years of primary school, students take a test that is run by the State Department of Education that certifies their newly acquired skills.

#### *Alfasol: Solidarity in Literacy Program*

The Solidarity in Literacy Program is "simple, innovative, and cost-effective program that has been implemented on a large scale covering both rural and urban Brazilian populations,"<sup>66</sup> run by Alfasol, an NGO created in 1997 by the *Council of the Community Solidarity Program* specifically for managing the literacy program on the national level. Additionally, Alfasol manages the finances and guides collaboration with education institutions and municipalities regarding the pedagogical resources, such as teaching materials, teachers, and classrooms, as well as program evaluations. Corporate involvement in the partnership is purely financial, and covers program costs including the six-month course for students, in addition to a one-month training period for teachers.

Alfasol has received the King Sejong Literacy Prize 2004, delivered by UNESCO, for having:

*"launched a literacy program aimed at 4 million non-literate adults reflecting the serious commitment for literacy in a country with a high number of non-literate adults ... [It] involved an impressive series of different partnerships including private citizens financing student education, private and public companies, state and federal administrations, efficiently managed available resources to cover all program costs"*<sup>67</sup>.

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<sup>65</sup> *Enhancing Business-Community Relations – COPEL case study*, Felicio, Robert C.-New Academy of Business, United Nations Volunteers (2003)p.3,4

<sup>66</sup>[http://portal.unesco.org/education/en/ev.php-URL\\_ID=32667&URL\\_DO=DO\\_PRINTPAGE&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=32667&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html)

<sup>67</sup>[http://portal.unesco.org/education/en/ev.php-URL\\_ID=32667&URL\\_DO=DO\\_PRINTPAGE&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=32667&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html)

## **4.3.4 Role of Actors**

### **4.3.4.1 Role of Corporations**

In most cases, corporate businesses see their action in literacy partnership limited to financing and provision of goods. Corporations which contribute to the Alfamol Program cover the costs of the 6-month literacy course fixed at \$41 US per student, including the costs of the teachers' training. Companies join the Program voluntarily as financial partners sponsoring a minimum of 250 students, while the Ministry of Education matches their donations, sharing the costs sponsored students equally. Originally only 11 companies were involved in financing Alfamol's projects, but this number grew to 135 in the first semester of 2004.

COPEL has invested over \$300,000 in the development of the Light of Literacy software, provision of 486 computers, machine upgrades, and promotional material for the project. However, this partnership has also permitted in-kind donations, which constitute a less expensive form of participation, as firms generally donate equipment when they upgrade their computer systems. Another form of contribution is by making available literate employees to teach pupils.

Finally, corporations can also play a role in increasing literacy rates by creating programs for their own employees. COPEL and others, such as Sodefitec, have initiated these types of work-based literacy programs. Sodefitec decided to implement work-based literacy courses for their cotton produces, in an attempt to modernize cotton production, and assuring sustainable autonomy.

### **4.3.4.2 Role of Educational Authorities**

The government has a role to play in supervising the existing literacy programs, typically by deciding of a National Literacy Plan. Educational authorities can also be involved in homogenizing program methodology, or provide standardized tests at the end of courses to validate students' acquired skills as in the case of COPEL. Such a standardized test also creates a measure of program efficiency, and provides a clear sense of progress made by students.

Educational authorities can also be a good source of education expertise in instructional delivery. They can be consulted for good educational practice and can have a role in assuring the quality of programs put forward, though these situations beg the question of whether bad quality is better than nothing at all. Finally, governments can contribute to financing of literacy projects, through such "matching" programs as was seen in Alfamol, direct contributions, or through contractual partnerships. All such contributions generally give the government more legitimacy if it would like to participate in the shaping of the programs.

#### **4.3.4.3 Role of Other Actors**

*NGOs often facilitate partnerships as they are more experience in community work and can therefore teach the corporate sector, whose involvement is relatively new.*

Most of the programs have been initiated by NGOs which help facilitate the partnership by identifying common interests between business and public sectors. Since the corporate sector's involvement in education issues is relatively new, NGOs can be useful in concretely helping firms set up literacy programs, for example within the firm itself, by determining the targets and the necessary strategies to put in place to reach them. They often define the role the corporate sector will play, either limiting it to financing or looking for ways to engage them in a larger commitment.

*If businesses, the government and NGOs constitute the primary stakeholders in partnerships, they are not the only ones*

At the local level, municipalities play a significant role, as shown in the Solidarity in Literacy program. They are mostly involved with providing material resources, such as physical space for classrooms and teaching materials. They can also ensure the continuity of the literacy process by providing further education programs to answer the new demand emerging from students who were enrolled in the literacy program and want to keep acquiring new skills. Higher education institutions can also be involved as they were in Alfamol where universities helped in providing and training teachers. Furthermore, they have cooperated in the methodology and evaluation of the program.

Finally, individuals have also been invited to take part in Alfamol, by financially contributing to it through the « adopt a student » option. Some of them, such as volunteers from the universities or from the companies, as well as the so-called “neo-literate” (e.g. former beneficiaries from literacy programs) have been called on to help with teaching the programs. Finally, the beneficiaries themselves can contribute to giving feedback about the needs of instructional material.

#### **4.3.5 Assessment**

First of all, it must be mentioned that evaluations of the partnership in the field of adult literacy are very rare and as such must be developed.

*Assessment of Alfamol's program 'Solidarity in Literacy'*

Since 1997, the program has expanded a total student participation of 9,200 across 38 cities to reaching 4 million students in 2,010 cities by 2004. The number of companies involved as similarly increased from 11 in 1997 to 135 in 2004. These figures represent the success of the

program in its positive outcomes attracted more firms willing to commit more money to reach more students.

*The 2000 Census carried out by the Instituto Brasileiro de Geografia e Estatística ( IBGE) has revealed that while the average literacy rate has shown an increase of 6.9%, it increased by 12.9% in the Northeast, which concentrates the greatest part of the literacy program. It further argues that the greatest decline of illiteracy rates occurred in the regions in which received most of the program's efforts. To back this argument up, the authors of the report state that in the ten municipalities officially declared as the ones with the worst literacy rates in 1991 (more than 50 % of the population), only two remain on the list after the first year of implementation of Alfazol and four of them showed a decline higher than 30 %.*

### *Social benefits of Solidarity in Literacy*

In addition, a research project coordinated by the sociologist Regina Marta Barbosa Faria, from the University of Campinas (Unicamp) conducted in 213 municipalities revealed that the impact on communities goes beyond literacy benefits.<sup>68</sup> 99% of administrations and municipalities indicated through questionnaires that the program had led to an improvement in the quality of life and 87% indicated that it had spurred more enthusiasm and dedication among parents for the education of their children. In general, they found that eradication of illiteracy creates higher self-esteem and lead to greater participation in the community.

Also, the Solidarity in Literacy program has led to interest among neo-literates for further educational opportunities and experience. Municipalities have implemented a Youth and Adult Education Program within the local teaching system to respond to this demand and allow neo-literates to acquire more qualifications.

### *Economic benefits*

In the same study, the Solidarity in Literacy Program was shown to have increased local economic activities, particularly in places with weak economic activity, in 2 ways:

- by contributing to the income increase of the literacy students *during* the period they participated in the courses, and
- by fostering the professional development and social organization, particularly in regard to unions which grew by 234%

The economic component is very important in the assessment of the partnership, since this aspect is particularly important to the corporate partner who esteems that a positive influence on the economy constitutes a strong reason why they should commit to such programs.

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<sup>68</sup> See Alfazol Report

In recognition to all these achievements, the Alfisol Program has received various national and international awards, the latest being the King Sejong Literacy Prize 2004, delivered by UNESCO.

*COPEL's program assessment<sup>69</sup>*

Launched in 1999 for four years, the program has reached 3,000 pupils. The success of the program has led COPEL and the Department of Education to agree on a second phase of the Light of Literacy Program, which start is planned for July 2005.

Recognized nationally for its commitment to literacy, COPEL was awarded three national prizes and four local ones for corporate social responsibility in 2001. In addition, it was selected by Ethos Institute as *"the case of the month"*.

*Media coverage to cover to even out the costs of the program*

Table 2 below illustrates the results of the media coverage of the Light of Literacy Programme:

Medium	Space/Time	Corresponding Value in US\$
Newspaper	12.5 pages	87,150
Magazines	18 pages	8,553
Television	62 minutes	898,510
Radio	43 minutes	40,917
<b>Total</b>		<b>1,035,130</b>

Table 2: Spontaneous Media Results for the Light on Letters Programme<sup>18</sup>  
(August 1999 to May 2002)

According to R. C. Felicio, the COPEL program's main factor of success consists in the fact that the firm was able to more than cover the costs of its community program by generating such interest in the press. As is shown in the graph above, taken from the Felicio report, media interest in the program essentially gave the project free publicity in addition to a well-known name and a positive image that further encouraged corporations to contribute.

### 4.3.6 Strengths of the Partnerships

*Successful programs are based on a bottom-up approach...*

The community level seems to be the pertinent level for efficiency regarding non-formal education. In a report on the evolution of the World Bank lending policy in adult education projects, the author explains that in contrast to the earlier financing of supply-driven, top-down government instruction implemented by weak public institutions, the projects of the 1990s were focused on generating user demand and financing the activities of NGOs. These later

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<sup>69</sup> As for the COPEL case study, analysis of program success is based on the assessment of R. C. Felicio, without the use of any cross-references.

programs often retained participants for a longer period of time and appeared to be more efficient. Furthermore, many of the literacy programs initiated by NGOs emphasize citizens' involvement, which contributes to a sense of local ownership of the program and generally encourages better results. In this schema, government institutions were to be used mainly for policy and monitoring<sup>70</sup>.

*Goals that are tailored to the capacities of the partnership help generate positive outcomes*

Both partnerships showed an ability to fix reasonable objectives in their programs; while targets were not necessarily small, they were described precisely and catered to the situation. A progressive increase in scale and scope of the partnership was revealed to be a good way of ensuring not only its success in the short term but also its sustainability in the long term. In Alfazol, counties with the highest rates of illiteracy were chosen for the launch of the program in 1997. Large urban centers were only added in 1999. Copel too started with out targeting company employees and families before expanding their program to first the province and then the region.

*Participation by local level government is important to secure larger and longer-lasting benefits*

More over, the local dimension of the partnership assured continuity and enlargement of the expected benefits. Once Alfazol started its literacy projects and demand for more educational opportunities increased, the participation of the municipal and local educational authorities was key to creating new educational programs, beyond that of functional literacy. Thus the participation of local level authorities creates an important link between non-formal education and formal education as neo-literates can (re)join the "official" education or vocational training structures to get more advanced qualifications, which will, in turn, have positive effects on the labor market.

*Success as a whole is dependent on strong multi-level coordination*

While local level participation is probably the most pertinent to reaching adult illiterates, as programs can better meet community expectations and get to difficult-to-reach rural zones here illiteracy runs highest, strong coordination of various local initiatives is needed to assure efficiency, mainly "to avoid duplicity of efforts."<sup>71</sup> Therefore, as was shown in Alfazol, a key success factor was the involvement of coordinators on different levels and in complementary parts of the program: a municipal official coordinated the administrative aspects of the program, including classroom infrastructure and supervision, control and distribution of school meals, etc, and also was responsible for guiding classroom visitations by corporate partners. A university official was also specifically mandated to coordinate the course content of all the partnership programs and maintained regular contact with the municipal coordinator, while the university provided other participants to monitor courses underway.

*A strategic use of the Internet can facilitate fundraising*

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<sup>70</sup> *Adult literacy. A review of implementation experience-* H. Abdazi. The World Bank operations evaluation department. 2003

<sup>71</sup> *ibid.*

The practicality of the Internet as a principle source of fundraising and awareness-rising is also important to include. Alfasol launched their adopt-a-student campaign on the Internet, allowing people to donate either online or by calling the telephone number indicated. Thus, the internet appears to be a pertinent complement to the bottom-up approach, allowing decentralized participation in a central aspect of the partnership, the finance.

*The structure of programs has to be adapted to the specificities of the beneficiaries*

First of all, adapting the rhythm of literacy courses to the level of the recipients, even if the programs are implemented within the formal school system, is necessary for the program to be effective. It is an efficient way to reduce drop-out rate, and particularly for adult education, the flexibility of the class schedules can help people continue to pursue income generating activities as well, as is evident in the 6-month period over which students could follow the curriculum at Alfasol.

*Specific socio-cultural characteristics of learners are important to identify*

Another good example of adapting the courses to the specificities of the students is seen in the Alfasol program, when it expanded to the program to encompass urban areas in 1999. Because being illiterate in urban areas creates a stronger feeling of social exclusion due to the fact that it reduces a person's competitiveness in an area where having a job is that much more important, programs had to adapt in order to avoid provoking a sense of shame in the student for being illiterate. In other words, programs needed to also work on raising students' self-esteem while supplying educational instruction. Thus, in order to improve the attractiveness of the literacy courses, a cultural coordinator was hired in order to establish incentives for student participation, including creating artistic and cultural activities.<sup>72</sup>

*Involvement of neo-literates promotes program sustainability*

Since most students of adult literacy programs are in fact adults upon completion of their courses, these neo-literates may then become educators. This possibility of inherent turn-over, in which students become new teachers, helps sustain and expand literacy programs. This was the case in Senegal, for example, when the para-public company Sodefitec developed a literacy program where teachers were hired initially to teach literacy skills to local producers, and in a second-phase, neo-literates were in charge of spreading the 'literacy supply' among their communities under the supervision of a partnership formed between Sodefitec and producer cooperatives.<sup>73</sup>

*Evaluation as a permanent process and as a dialogue between all partners*

Evaluation is a crucial dimension of assuring good results since the non-formal structure of adult education tends to encourage irregular attendance rates and unusual class composition.<sup>74</sup>

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<sup>72</sup> Alfasol Evaluation Report

<sup>73</sup> detail of the project can be found in *Skills and Literacy Training for Better Livelihoods. A Review of Approaches and Experiences* - World Bank -Africa Region Human Development - Working Paper 2002

<sup>74</sup> See H. Abadzi

Therefore, evaluating students regularly (including in the beginning and periodically throughout the course) helps track progress and creates a clear benchmark against which students may be assessed at the end of the program.

Alfasol has a particularly well-developed evaluation structure whose total costs are listed in the initial budget. Coordinated by university personnel on the pedagogical side and by a municipal officer on the administrative side (whose role is to monitor partners' response to classroom needs, organizing corporate and government visitations, etc), this evaluation process is key to corporate commitment to the program. Corporations were reassured by the evaluation and auditing processes which allowed them to verify that investments were resulting in positive results. The regularity and reliability of evaluation are key dimensions to attract and retain companies who want to be informed of the return on their investment, as well as on the program's success in general.

### 4.3.7 Challenges for the Partnerships

*Firms are reluctant to engage in adult education programs over basic education programs*

Corporations are often reluctant to enter partnerships for education if they are not convinced of the value of CSR and the importance of community-improvement efforts. Once convinced, however, there is a second obstacle to creating partnerships in this vein, which is

that most firms, given their limited resources, face a choice between allocating funds to basic education for children or to adult literacy programs. Oftentimes, firms will chose to fund programs in basic education, since a child has a longer lifespan in the economic world, and therefore there could be a higher pay-off.

However, it is not only a matter of convincing corporations, but also those outside the company that corporate contribution can produce real, positive community changes. As Susie Krelling remarks, both those within the company and those outside must be convinced of the value of the project and of working together.<sup>75</sup>

“There is inevitable criticism from both sides. Those within the company questioned whether these practices were useful, given that they brought no profit, no sales increases or no cost reductions. By the same token, people from outside the company (more radical theoreticians of CSR) seemed to doubt that real social work could be initiated by a market-driven corporation.”

Susie C. Krelling, Copel's Social Responsibility Coordinator

*Adults are often reluctant to take part in literacy programs*

One of the major obstacles to achieving results in adult literacy is reluctance on behalf of adults to participate. There is an opportunity cost associated with adult education that is not necessarily the same for children, which is that adults must sacrifice time working in order to

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<sup>75</sup> Interview in May 2002 in *Enhancing Business-Community Relations – COPEL case study*, Felicio, Robert C.-New Academy of Business, United Nations Volunteers (2003)p.2

make time to learn. This is especially true for very poor people who cannot afford to stop their professional activities. Furthermore, if an adult, who has already made it thus far in life without being able to read and write, does not see the immediate benefit of being able to do so in their everyday lives, there is little chance that he or she will attend the course to the end.

Additionally, adults who have participated in a program do not always retain literacy gains. According to one study, “the extent to which literacy programs will continue to produce net benefits as long as intended and even longer is unclear,”<sup>76</sup> as some beneficiaries may pass the final test without being completely literate and others may forget what they have learned with time if they do not use them.

#### *Quality of programs: teacher pay*

Since adult literacy programs are not generally part of the formal schooling system, partnerships must hire and train teachers that are not part of the state educational system. In these programs then, teachers’ salaries generally account for the largest budgetary item. Given the need to keep costs low, programs can choose to save money at the expense of the quality of the instructors. Since they are so badly paid, only a small portion of people, who may not be the best qualified, are willing to do it. This lack of competition to get the job can lead to under-skilled instructors who begin teaching lessons sometimes after a five-day training.

#### *Difficulties of scaling up literacy programs*

Literacy projects, while effective when launched on a local level, face difficulties in scaling up, even when they are successful and effective. Local level projects are essential to encouraging adults to participate, and close relations between former participants and current ones also helps foster sustainability. However, these local measures face serious challenges when seeking to expand to a national or even regional level.

### **4.3.8 Suggestions for Improvement**

#### *Encouraging corporations to invest in adult education and improving reception of the program by the community*

If companies are not convinced of the benefits of adult literacy efforts, one important way to encourage corporate participation in such activities would be to highlight advantages of increasing literacy among employees, which has direct consequences for the firm. Literacy programs directly improve a company’s human capital, which can engender, in some cases, higher productivity and efficiency.

Furthermore, to encourage participation in adult literacy programs over basic education programs, the former need to be recognized not only for engendering change in adults’ lives, but also for the “trickle-down” effect of adult education on children. Literate adults are more

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<sup>76</sup> Abadzi 2003

likely to send their children to school, and, simply by understanding the value of literacy, keep their children in school longer, if not be able to help them directly with their studies.

In order to make corporations realize the above-advantages, government and/or other agents probably need to engage in information campaigns. These information campaigns would not only address the importance of adult literacy programs to corporations, but vice-versa, would emphasize the value of corporate participation to the community in order to overcome initial community reluctance to corporate initiatives in education.

*Income-generating literacy programs, information campaigns, and contacts with the neo-literates can convince adults to take part in literacy programs*

Institutions and businesses looking to launch PPPs in education have to convince adults of the positive impacts produced by taking part in literacy programs. This objective can best be achieved when following three strategies:

- Income-generating literacy programs which enable beneficiaries to earn money as they are learning new skills which would reduce the associated opportunity cost of learning instead of working. For instance, a literacy program could couple reading hours with sessions during which they would be taught how to produce certain products in a more effective way, which they will be able to sell at a higher price than if they had not taken part in the program.
- Relating coursework directly to real-life situations and needs can help people realize the immediate benefits of literacy, and will keep them engaged. Additionally, if literacy centers could develop contacts with local businesses and corporations, it might eventually be able to serve as a bridge center to new employment. As noted in the World Bank Paper, “organizations, that are more concerned with livelihoods and other aspects of development seem to be better at designing and delivering effective combinations of livelihoods and literacy than organisations that are more focused on education.”<sup>77</sup> Indeed, many case studies have shown that to link course content to the **concrete needs of illiterates** constitutes a good method to ensure that students not only enroll, but continue and complete literacy programs. Programs that relate literacy to benefits that directly affect their quality of life, addressing participants’ daily needs, will show better outcomes than those where reading is learned for its own sake.
- Publicity and involvement by neo-literates could help strengthen further participation. If potential participants understand the benefits of the program through real changes demonstrated by their peers, they could be more likely to engage in it themselves. This type of participation work by neo-literates, therefore, advances the goals of adult literacy campaigns in two ways: first, it helps engage new adults in the programs by giving “*clear, concrete and immediate reasons [they need] to justify enrolment and ensure perseverance,*”<sup>78</sup> and second, engagement on behalf of literacy by neo-literates can help them practice and improve their own reading and writing skills.

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<sup>77</sup> *Skills and Literacy Training for Better Livelihoods. A Review of Approaches and Experiences* - World Bank - Africa Region Human Development - Working Paper 2002

<sup>78</sup> World Bank Working Paper 2002

Also, follow-up sessions could be organized in order to make sure that new skills acquired throughout a literacy course are not forgotten. These sessions could be refresher courses that allow students to maintain their literacy, but the results of these types of post-evaluations could also be used to modify the initial literacy course. Former students could identify areas in the program that need development or areas that are important in their daily lives but that were not addressed in the original course.

*Improvement of the quality of teachers can be reached through the mobilization of the human capital of the businesses*

Quality is an essential component of the literacy programs. The problem of under-skilled teachers due to low pay is therefore important to address. One way that firms can overcome this challenge of creating a low-cost, high-quality program is by capitalizing on their own resources, in particular, tapping into the skills and abilities of their own employees. Literate employees not only constitute a potentially productive and efficient pool of teachers, but firms can easily get them involved: For instance, firms could offer its employees the possibility to do a couple hours of community service at equal pay, instead of their normal professional responsibilities. Also, if firms realize that the initial investment in good teacher training is generally a one-shot investment that reaps high returns, they will be more inclined to pay for quality training. Though the question remains of how to keep good teachers when offering such low salaries, the fact that in rural environments job opportunities are not abundant means that a low salary may not be a very determinant factor. The decentralized Pratham model in basic education could offer adult literacy programs some good advice in this domain.

*Evaluations can be used to promote partnerships on larger scales*

*For the businesses*, an evaluation of the literacy program on the long-term is a way to decide whether it is economically profitable to keep investing in it. With follow-up studies on the beneficiaries of a literacy program, firms can see what types of positions graduates move to and if the program actually leads to a higher-qualified type of work. In case the evaluation proves a mobility towards more skilled labour, then it means for businesses that they can further develop their commitment to literacy programs, since they have proved efficient in increasing the workers' human capital.

*As for the beneficiaries*, it is important to have the proof that taking part in a literacy program is not a waste of time and does actually pay off. A highly effective way of proving them the positive impact in their every-day life of being more literate consists in selecting teachers among former beneficiaries (called neo-literate) so that they can talk about their own experience.

In light of this, evaluations, if broadly diffused, can foster interest for further partnerships. There is an opportunity here for using new information technologies as well. An internet website could help link different decentralized programs, and also engender wider awareness of the project outside the immediate communities.

## 5. OPPORTUNITIES FOR UNESCO

This section discusses opportunities for UNESCO in facilitating corporate involvement in achieving Education For All goals. While UNESCO may already be engaged in some of the ways we have listed below, the following opportunities should be emphasized.

### 5.1 UNESCO could take an active role in initiating the partnerships

Capitalizing on its reputation, UNESCO could play a major role in initiating corporate-public partnerships in several principal ways: to create a forum for interested parties, to act as an intermediary, and to increase awareness through publicity.

#### *UNESCO as an initiator for bringing together stakeholders*

UNESCO could play a meaningful role in organizing partnerships by holding conferences for education stakeholders, including corporations, governments, and NGOs, on a national, regional, or international level. Unlike the Economic Forum, UNESCO conferences or, eventually, workshops would have a narrower objective, aiming to introduce and network partners interested in establishing new education partnerships. Participation of NGOs in addition to interested corporate and state partners would be particularly important, given that many education partnerships are based on a triangular pattern wherein the corporate partner participates in public education development via an NGO program already in place.

UNESCO is probably best suited for setting up such conferences on the international or regional level, in which it would serve to coordinate multiple state governments and engage international private stakeholders, particularly multinational companies, in discussion and networking. However, initiating national conferences could constitute an important role for UNESCO for partnerships in favour of girls education and/or adult literacy programs where, due to the cultural context, private stakeholders may need to be convinced not only to participate, but of the need to participate. By hosting such a conference, UNESCO could capitalize on its reputation to raise awareness of the issues, especially in its ability to attract prestigious and well-known national and/or international figures to the conference whose presence would emphasize the importance of these issues. These figures should be selected to give positive example of the partnership success as well as they should represent prestigious groups for the communities concerned.

#### *UNESCO as an active intermediary between partners*

Once initial momentum is gained, UNESCO could then help the country set up a National Partnership Forum, which would constitute the permanent forum for national stakeholders. While forums would help create networks, UNESCO should help in sustaining these networks

by establishing teams or appointing key persons to ensure that the partnership-building effort continues. These teams would act as a maintain contact among the interested parties in order the partnership to have steady start, if this sort of group of actives would not be naturally formed among the participants. The teams would include representatives form all the parties involved and be headed and coordinated by the UNESCO representative for limited period of time. UNESCO's would hence facilitate and ensure the contact until the teamwork between the local parties has been well established on sustainable grounds. This facilitation could be done for example via organizing regular meetings for the planning and development of partnership activities.

In a slightly more involved model, UNESCO could play the role of the intermediary, responsible for actively seeking out and matching corporate, public, and non-governmental stakeholders who would form a sustainable partnership. Thus, at the request of any one stakeholder, UNESCO would essentially help negotiate the partnership, by seeking out and linking up suitable parties for the endeavour: for example, a government looking to increase adult literacy rates in rural areas could go to UNESCO to ask for a list of international NGOs operating programs in this domain, as well as international corporations willing to participate. Clearly, this places a heavier burden on UNESCO than its role as providing a forum, for it would be actively coordinating partners as well as ensuring, more or less, the quality of each partner and their commitment to the project. However, this role would impart the added benefit of sanctioning the partnership, reassuring each partner of the other side's good intentions. In an environment where lack of trust between partners is often the primary obstacle for creating or maintaining partnerships, UNESCO's role as intermediary would do much to overcome these problems.

*UNESCO's presence could help partnership gain more press attention*

UNESCO's presence, either through a forum or as a negotiator, could attract wider media coverage to the partnership than otherwise. This public attention would further increase the effectiveness of the partnership by raising general public awareness of education issues and further engage different parties to partnerships. Additionally, UNESCO's presence could act as a deterrent for early termination or unilateral disengagement by members in a partnership, as such action within the setting of a UNESCO partnership would have consequences not only within the limited scope of the partnership, but also in that partners' relationship with UNESCO. Also, UNESCO's involvement and the subsequent press coverage can better attract and sustain corporate engagement, as positive publicity is one of the main reasons for initial engagement in these projects. Finally, publicity could also encourage others to contribute, such as civil society, not necessarily to the partnership itself but to the overall EFA goal.

## **5.2 UNESCO could facilitate building sustainable accountability mechanisms**

Lack of accountability constitutes a major obstacle for initiating and sustaining corporate-public partnerships in education. UNESCO has an important role to play herein by conceptualizing a clear accountability mechanism that could be used for multisectoral partnerships. There are two conceivable approaches: one, the creation of a good practice

manual on successful mechanisms for both financial and program accountability, and/or two, the creation of an autonomous organ within the partnership responsible for the administrative tasks and financial flows related to partnership actions. This organ could involve representatives of educational authorities, private sector as well as civil society organisations and groups.

*UNESCO could identify good practice in accountability mechanisms*

In the first approach, UNESCO would identify good practice in all aspects of accountability through the analysis of successful corporate-public partnerships already in place. In order to do so, an extensive evaluation of current partnerships would need to be undertaken to distinguish ways in which partners may hold each other accountable for their respective tasks within the partnership, as well as for their project's overall success. Based on conclusions from our study, good practice in accountability should highlight models for state-NGO or state-corporation contract agreements, methods to ensure financial transparency, good partnership organizational models, and uniform tools for program evaluation. This last aspect is of particular importance in that evaluations can be used both as an accountability measure as well as an indicator of successful projects, encouraging business to engage in similar programs. Once a good practice manual has been established, it would provide the tools for stakeholders to initiate good partnerships, sustainable in the long-term.

*UNESCO could help create an autonomous organ responsible for accountability*

In the second, more involved approach, UNESCO would help establish a permanent group, made up of different stakeholders, the diversity of which would serve to ensure its legitimacy in the eyes of all the participants. UNESCO could help choosing the personnel of the administrative organ among the people enjoying high respect in the community to further ensure the legitimacy of the partnership. Technical assistance should be given for the personnel as well as they should be well trained and engaged for the cause in order to increase sustainability of the partnerships. UNESCO could also organize monitoring and evaluation conferences at the national level in order to define the state of the partnerships, discuss about challenges encountered and organize for example brainstorming sessions to find solution options to overcome the problems.

*Evaluation of instructional effectiveness can be a key comparative advantage of UNESCO*

For partnerships in education programs – in particular, those aiming at acquiring basic literacy skills – it is important to pay as much attention to management and administration as to instructional effectiveness. Because it is granted by all partners with a high technical expertise in education, UNESCO could focus on this second dimension. The work would concern for example (non-exhaustive list) methodology, classroom management, learner motivation, or how to improve learning outcomes, and also the teacher training structures.

### **5.3 UNESCO could encourage supportive participation from governmental and civil society actors**

Because the government's role in supporting the partnerships has been seen as an essential factor for the success of the partnership, UNESCO could encourage government's active role in facilitating the partnerships. Hence, without being involved in everyday administrative tasks of the partnership, the government could provide social, moral, and public incentives for business and civil society involvement through modifications in the regulatory framework. Additionally, this regulatory framework could be modified to be more favourable to EFA goals such through assuring gender equality, discouraging child labour, and reasserting the importance of universal literacy.

*UNESCO could develop good practice in regulatory framework, particularly in incentives*

Once again, UNESCO's role could be to provide a body of good practice in these areas. It could identify aspects of the regulatory framework that serve as incentives for business, such as tax breaks for business involvement in partnerships, facilitating legislation for business involvement in the domain of public education, or simply a statement of commitment on behalf of the government to public-private partnerships. Similarly, a statement of the government's commitment to furthering EFA goals and its corollary commitment to overcoming obstacles to achieving them, such as child labour or cultural reluctance to have girls schooled, will do much to encourage partnerships.

*UNESCO could help countries establish their own National Partnership Forum*

In this capacity, UNESCO can also outline general guidelines for establishing a National Partnership Forum, which will serve as the permanent national body for stakeholders to come together. This should consist of a permanent multisectoral board of members that would identify both national areas/programs in need and successful NGO programs within the country that can help connect interested international or national business. Furthermore, this National Partnership Forum could hold regular workshops to help ensure that good practice from various partnerships within the country are passed on to others.

*UNESCO could actively seek to engage local communities for education and partnership efforts*

Finally, UNESCO could emphasize the importance of cultural, social and religious context of countries when facilitating the partnerships. This means raising awareness both on the importance of education and on the importance of collaboration in order to achieve this equality. Hence, the local opinion leaders should be engaged in the partnership activities in an early stage to ensure the maximum support from part of the communities. The everyday participation of local leaders – such as religious leaders and ethnic elders – would motivate and reproduce the engagement of different stakeholders in partnerships as well as it would increase public awareness and support for common educational goal at the grass-root level. Engaging the community and raising awareness are hence the extremely important actions UNESCO could conduct in order to achieve sustainable partnerships and long term results.

## **5.4 UNESCO could create standardized documentation of the partnerships**

*UNESCO could provide analyzed information about the public-private partnerships*

One of the primary difficulties faced during this study was the lack of evaluative papers on the subject of corporate-public partnerships in the developing world. Even the papers that do exist are not uniform in the types of evaluations made or the scope of information provided. The scarcity of sources makes it difficult to positively identify common factors that can facilitate, or conversely, hinder partnerships and programs. Thus, it would be very helpful and instructive if UNESCO could develop a standard, detailed description and evaluation form that would serve to a) conduct meaningful comparisons between programs to see which are the most effective, and b) through its detail, guide member-states in the establishment of their own partnerships. In order to do so, these evaluations would have to be widely accessible, so UNESCO may consider creating a comprehensive documentation centre, based on the standardized forms, on corporate-public partnerships.

*UNESCO could develop a portal for facilitating the contact between different stakeholders*

UNESCO could also form a portal providing information on partnerships as well as on partners themselves. The portal could hence serve as an interactive contact forum for possible future partners. By providing a database with background and contact information of corporations as well as other willing actors the portal would facilitate the contacts between different stakeholders. By establishing a criteria for the selection of the future partners whose information would be included to the database, UNESCO could also further increase the credibility and reliability of the partnership processes. Another way to facilitate the contact could be to increasingly organize partnership forums such as the roundtable of the World Economic Forum.

## **APPENDIX 1 – PARTNERSHIP TABLES**

### **PARTNERSHIPS FOR BASIC EDUCATION**



**TABLE 1: India, Pratham Education Initiative**

<b>India</b>							
<b>Pratham India Education Initiative - "Every child in school... and learning well"</b>							
<b>Corporations involved (among others)</b>							
Associated Cement Company of India Ltd., Auto Web, Ballarpur Industries Ltd, British Gas, Grasim, Hindalco, HPCL, HSBC, ICICI Bank, ICICI Security, IPCL, Jay Pee Industries, McKinsey and Co., Nicolas Piramal (I) Ltd, Oswal Chemicals Ltd., Punj Lloyd, Reliance Industries, Rhone Poulenc (I) Ltd, Shanken Multi Fab Ltd., Standard Chartered							
<b>Description</b>							
<b>Role:</b> Triangular partnership between government, corporate, civil society that uses a "capital-light" strategy to create effective outreach programs at low costs; <b>Programmes and their target recipients:</b> 11 programs, including pre-school program, bridge program to help catch up students returning to school, outreach program geared towards child labourers and others who cannot attend school, computer-assisted learning; <b>Scope:</b> Has reached more than 1 million students from 3 yr and up since 1994; <b>Duration:</b> Since 1994; <b>Geographical coverage:</b> More than 9 states							
<b>Goals</b>							
Achieve universalization of primary education, with auxiliary goals of fighting illiteracy and malnourishment							
<b>Motivation of Corporations</b>							
ICICI Bank leader: <i>"Building capacities of the poorest of the poor to participate in the economy will enable them to become agents of economic change. Education is essential for modern societies to function productively, and universalized primary education helps create higher growth, lower infant and child mortality, lower fertility and a vibrant democracy."</i>							
	Financing	Management/ Monitoring	Resourcing (inputs)	Provision of educational services	Ownership	Facilitation	Regulation
Role of corporation(s)	Yes	Administrative board, pro-bono auditing & evaluation	Materials, paid volunteers		Make available some class-room space		
Role of educational authority					Classroom and other municipal buildings	Finding space for lessons	Partnership encouragement
Pratham Fund	Yes	Program management	Teachers, Materials	Training			
Other actors and respective role		Autonomous teachers *			Communities		
Regulatory Framework						Free and Compulsory Education Bill, 2004	
Special incentives for businesses, including guarantees to cover risks	N.A.						
<b>Accountability</b>							
<b>Everyday monitoring:</b> Corporate members make up local partnership executive boards <b>Evaluation:</b> Periodic evaluations of programs' impact on students							
<b>Contextual factors</b>							
<b>Distrust:</b> Toward business interfering in state education; <b>Obstacles:</b> Between government-corporate cooperation, <b>Other factors:</b> Program has successfully gotten past caste stigmas							

**TABLE 1 (2): India, Pratham Education Initiative**

	Students reached	Academic Achievement	Teachers Trained	Teacher Effectiveness	Teacher and student absenteeism	Impact on Community	Sustainability/ Replicability
Assessment of effectiveness	More than 1,000,000	18% increase in literacy rates, math gains	More than 6000 in Mumbai	Good student-teacher rapport, engagement of children	Low	High encouragement for involving social outcasts	Scaled up to other states
Factors identified as facilitating the successful implementation	Incorporate ostracized slum girls as teachers, who are usually highly enthusiastic in this new role and are willing to be paid less than market rate, created an innovative and effective reading program, gave teachers freedom to develop own programs which makes programs nearly self-sustaining, increase awareness of program via classes in public areas, low initial cost, no permanent infrastructure						
Factors identified as hindering the successful implementation	Child labor, health problems, low education of teachers, weather problems can disrupt outdoor classes						
Aspects to be improved	Coordination between government and Pratham						

\* Once trained, teachers become autonomous, create and run program for their students with very little monitoring

Sources: Chavan, Madhav, Vaish, Paresh, and Vardhachary, Atul. "A Point of Light in Mumbai," *The McKinsey+AIQ Quarterly*, No. 1, January, 2001.

"Reading, Writing, Arithmetic Guarantee" Program and the Shikshanagrahi Movement of Pratham. Interim Report prepared by *Pratham Resource Center*, Phase I. March 1-31, 2005.

**TABLE 2: Discovery Channel Global Education Fund**

Discovery Channel Global Education Fund Learning Center Project (DCGEF) Asia, Africa and Latin America							
<b>Corporations involved (among others)</b> Discovery Channel, Inc, ChevronTexaco, MultiChoice Africa, Globus, Motorola, Genesis Investment Bank, Ltd, Zimbabwe, Paarl Valley Bottling Company, South Africa, USAID Global Development Alliance							
<b>Description</b> <b>Role:</b> Equip under-resourced schools with TV, VCR, and satellite (or cable) technology, teacher training and video programming to increase access to information and educational opportunities; <b>Scope:</b> 144 schools, 270,000 children reached, more than 5,000 teachers trained since 1997; <b>Duration:</b> Since 1996; <b>Geographical coverage:</b> 9 countries across Asia, Africa and Latin America							
<b>Goals</b> Develop sustainable media hub that meets local educational needs, which may be located in school, community center or independent movable unit							
<b>Motivation of Corporations</b> DCI started initiative in order to use its resources to help under-resourced areas; For Motorola project shows commitment to social responsibility; For ChevronTexaco shows commitment to economic well-being to host countries, positive contribution to communities where they operate to <i>"ultimate ensure business success"</i>							
	Financing	Management/ Monitoring	Resourcing (inputs)	Provision of educational services	Ownership	Facilitation	Regulation
Role of corporation(s)	Yes		Satellite connection, electricity, equipment, programming				
Role of educational authority		Responsible for running schools with program		Regular school services	Schools	Identify in-need areas	Yes
DCGEF Fund (permanent NGO established to run program)	Yes	Responsible for running program itself*	Yes	Teacher Training	Movable Units	Broker between government and corporation	
Communities					Community Centers		
Regulatory Framework							
Special incentives for businesses, including guarantees to cover risks	Tax deductible donations **						
<b>Accountability</b> Organized hierarchical structure assigning responsibility, 3-year commitment by DCGEF to training and monitoring to encourage sustainability, impact evaluations to reassure partners of program's effectiveness							
<b>Contextual factors</b> <b>Crime and insecurity:</b> Restrictions in use of television equipment outside of regular hours; <b>Poverty:</b> Increases effects, since novelty of television equipment and of seeing world outside of their own region encourages school enrolment; <b>AIDS:</b> Communities find program very important to learn more about disease							

**TABLE 2 (2): Discovery Channel Global Education Fund**

	Students reached	Academic Achievement	Teachers Trained	Teacher Effectiveness	Teacher and student absenteeism	Impact on Community	Sustainability/ Replicability
Assessment of effectiveness	270 000	Improved English skills, creativity	More than 5000	Improved lesson plans, ability to engage students	Increased attendance by students	Increased parent involvement, new sense of ownership	Yes
Factors identified as facilitating the successful implementation	Teacher willingness to incorporate new materials into lesson plans, general emphasis on Outcome-based teaching style, engaged schools, communities and dynamic principals						
Factors identified as hindering the successful implementation	Child labor, high crime area, low community involvement, poor health of students and teachers						
Aspects to be improved	More programming for community, addressing health issues such as AIDS						
Suggestions for improvement	Could try to create instructional videos and other materials to help improve basic skills, such as reading and numeracy, that could help not only children in primary school, but illiterate adults in the community as well.						

\* 1st 3 years only

\*\* DCGEF is a 501(c)(3) organization

Source: Clacherty, Glynis, Matshai, Kgethi, and Donald, David. *Discovery Channel Global Education Fund Learning Center Project Impact Evaluation*, Clacherty and Associates Education and Social Development, 2003.

**TABLE 3: South Africa Learning for Living / Business Trust**

<p align="center"><b>South Africa</b> Learning for Living South Africa</p>							
<p align="center"><b>Corporations involved</b> Business trust</p>							
<p align="center"><b>Description</b> Scope: 898 primary schools, 1 million pupils, over 15 500 teachers and principals; Duration: Since 2000 for 5 years; Geographical coverage: National</p>							
<p align="center"><b>Goals</b> General objective - Improve quality of South African schooling outcomes Specific objectives - Reduce repetition rate by 50% to 100 000 learners, improve reading and writing of 1 million, train and monitor 15 600 teachers in 876 schools</p>							
<p align="center"><b>Motivation of Corporations</b> Cost reduction and quality improvement human capital, reaction to ranking of <i>The Third International Maths and Science Study</i>, compensating basic education failures influencing tertiary education and on-the-job training, reduce public costs of repetition</p>							
	Financing	Management/Monitoring	Resourcing (inputs)	Provision of educational services	Ownership	Facilitation	Regulation
Role of corporation(s)	R 153 millions						
Role of educational authority		Passing pupils who would have otherwise failed			Schools		Selection of schools involved
Role of other actors: READ NGO		Teacher monitoring	Materials	Teacher and principal training		Submitting projects	
Regulatory Framework	DoE and School Governing Body option for English as teaching language						
Special incentives for businesses, including guarantees to cover risks	N.A.						
<p align="center"><b>Accountability</b> Monitoring - Teacher follow-up Evaluation - Eric Schollar &amp; Associates, redesigning READ's internal monitoring system with international academic experts</p>							
<p align="center"><b>Contextual factors</b> Schooling: Specific relation between community and school; Language: 11 official languages, English adopted as teaching language from intermediate or foundation phase on; Environment for children: Weak support at home, uneducated family, lack of English language in rural areas; Political and social: Post-apartheid democratic transition</p>							

**TABLE 3: South Africa Learning for Living / Business Trust**

	Students reached	Academic Achievement	Teachers Trained	Teacher effectiveness	Absenteism	Impact on community	Sustainability/ Scaling up
Assessment of effectiveness	875 000 children	6,85% increase in literacy, insufficient writing skills	13, 164 in 957 schools, 13,75 teachers/ school	Increase in reading, questioning approach	N.A.	Improved oral English, efforts to enrol children in LFL schools, decline in school fees	Materials welcome and used in regional contexts
Factors identified as facilitating the successful implementation	Use of materials in regional contexts, reliable evaluation material provision by private actors, motivating events, support for local levels by READ's Head office						
Factors identified as hindering the successful implementation	Initial lack of basic oral literacy, lack of training for new teachers, unorganized material, non-accordance with official education system, lack of programme and/or lesson planning						
Aspects to be improved	State involvement in material supply and use, non-standardized language program, writing skills, verbal proficiency and literacy ratio, programme and/or lesson planning, coordination						
Suggestions for improvement	Program implementation from the lowest grades to upper ones, school selection based on English skills						

Sources: Schollar, Eric & Associates c.c.(2005) : The Evaluation of the Learning For Living Project 2000 - 2004 – A Project of the Business Trust and the READ organization, Final Report.

**TABLE 4: Dominican Republic, Falconbridge Foundation School Sponsorship**

<p align="center"><b>Dominican Republic</b> Falconbridge Foundation School Sponsorship Program</p>							
<p align="center"><b>Corporations involved</b> Falconbridge Dominicana (Falconbridge Ltd.)</p>							
<p align="center"><b>Description</b> Scope: 100 schools and 73,903 pupils from preschool to grades eight; Duration: Since 1990 ; Geographical coverage: 2 provinces: Monseñor Nouel &amp; La Vega since 1998</p>							
<p align="center"><b>Goals</b> Improve the access and quality of education; improve the academic achievement of children; encourage the participation of parents in school activities; promote sense of civic responsibility among pupils, increase the self-sufficiency of the schools</p>							
<p align="center"><b>Motivation of Corporations</b> Improve Falconbridge's relationship with the local community, in a context of protests and resistance to its implementation in the region</p>							
	Financing	Management/Monitoring	Resourcing (inputs)	Provision of educational services	Ownership	Facilitation	Regulation
Role of corporation(s)	Annual budget: MN.120,000 US\$ L. V. 250,000 US\$	Monitoring of teachers	Equipment and furniture	school directors & teachers training		Fndt. Board approves annual work plan & budget	
Role of educational authority				Teachers working full time for Foundation	Schools	Provides office space for the Foundation	Education Law for students councils
Role of the school community & parents	USAID financed creation of stud. councils	Approve work, maintain improvements				Needs assessment, funding requests	
Regulatory Framework	1997 education law (Ley General de Educacion No. 66-97), Government's 1992-2002 Plan for Education (Plan Decenal de Educacion): decentralization of school administration						
Special incentives for businesses, including guarantees to cover risks	N.A.						
<p align="center"><b>Accountability</b> Foundation Board of Directors. President of the Board is Falconbridge Dominicana's President and General Manager <b>Evaluation</b> - Comparison of student achievement at 8th grade national final examinations. Report by USAID</p>							
<p align="center"><b>Contextual factors</b> <b>Economic:</b> GDP growth (8% 1999 &amp; 2000) but 14% unemployment rate Education: Government invests only 2.1% of GDP; 1991 National Education Congress setting up ambitious reform agenda; <b>Environment for children:</b> Lack of parent and community involvement, poor and uneducated families esp. in rural areas ; <b>Political and social:</b> Decades of neglecting education policies, Historically strong opposition from communities to Falconbridge</p>							

**TABLE 4 (2): Dominican Republic, Falconbridge Foundation School Sponsorship**

	Students reached	Academic Achievement	Teachers Trained	Teacher effectiveness	Absenteeism	Impact on community	Sustainability/ Scaling up
Assessment of effectiveness	73,903 pupils. 60 schools in Monseñor Nouel and 40 schools in La Vega	Lower scores than private schools but better than non sponsored public schools	over 100 workshops per year	Little use of teaching aids provided by Falconbridge	Schools reported decrease of absenteeism	Satisfaction of parents on security & cleanliness aspects, Increased involvement	Continuous increase of participating schools since 1990
Factors identified as facilitating the successful implementation	School communities as independent partners (sharing responsibilities) defining their own needs; Active parent's associations; Committed director; Composition of the Foundation's Board; Program Foundation staff are Ministry personnel						
Factors identified as hindering the successful implementation	Teacher-centred instruction, Widespread mistrust in value & reliability of national examinations, sometimes conflicting interests of public and private sector						
Aspects to be improved	Change of environment but not enough change of quality: low academic achievements of students; insufficient evaluation of pupils; difficulty for teachers to use innovative methods						
Suggestions for improvement	Annual or semi-annual examinations at all grades level; Increase monitoring of teachers in the classrooms; assist schools collecting additional reliable data as indicators of the quality of educational experience						

Sources: Alvarez, Benjamin. Reforming Education in the Dominican Republic: USAID/Dominican Republic Education Sector Assessment Report, prepared by Creative Associates International, Inc., August 11, 2000.

# **PARTNERSHIPS FOR GENDER EQUALITY IN EDUCATION**

**TABLE 5: Peru, The National Network for Girls' Education**

Peru The National Network for Girls' Education							
<b>Corporations involved</b> Peru 2021, The Organization of women in International Trade, CONFIEP							
<b>Description</b> <b>Start:</b> With the New Horizons project that gave technical support and coordination; <b>Duration:</b> Since 1998; <b>Geographical coverage:</b> National, concentration on rural areas most notably on Ayacucho							
<b>Goal</b> Improvement of girls' education							
<b>Motivation of Corporations</b> Country development by improving education, improve conditions for girls							
	Financing	Management/Monitoring	Resourcing (inputs)	Provision of educational services	Awareness raising	Facilitation	Regulation
Role of corporation(s)	55%*		Sanitary products		20% media spots, conferences		
Role of educational authority	Yes	Yes	Yes	Yes	Yes	Yes	Law in favour of girls' education, 2001
Role of NGOs	20%*	Yes		Yes	Yes	Majority of activities	Lobbying for law in favour of girls' education
Role of other civil society actors	Yes, communities, religious authorities	Yes				Yes	
Role of international agency	13,8% notably USAID	Yes			Conference, campaigns	Partnership	
Regulatory Framework						Law in favour of girls' education, 2001	
Special incentives for businesses, including guarantees to cover risks	N.A.						
<b>Accountability</b> Regular partnership meetings to monitor girls' educational advancement							
<b>Contextual factors</b> <b>Population:</b> 23 million; <b>Religion:</b> Mainly catholics; <b>Culture:</b> Strong traditional beliefs hindering girls' education; <b>Schooling:</b> Efficiency problem in primary school, over 50% of primary school children are over-aged, 1,7 years for rural girls and 3,5 for rural boys in the beginning of 1990s; <b>Poverty:</b> Strong especially in rural areas							

**TABLE 5 (2): Peru, The National Network for Girls' Network**

	Primary school enrollement	Gender gap in primary school enrollment	Rural completion rates	Urban completion rates	Girls' school participation	Corporate participation	Awareness building
Assessment of developments in the country during the partnership **	Increase	NA	7,9% increase	14,1% national increase, 32,7% increase among girls in target areas' primary schools	Improvements	Initial conference in 1998 led to another conference in 1999 creating long term local networks	Significant improvements, particularly via legislation
Factors identified as strenghts for the successful implementation	Credible, visible and well-organized national network, regular conferences, awareness-raising campaign targeting local communities, developing specific materials						
Factors identified as challenging the successful implementation	Lack of awareness, lack of confidence among girls, lack of civil society participation, lack of government activity in its own initiative, lack of specific materials and good data, country contextual constraints						
Aspects to be improved	Accountability mechanisms, cooperation and coordination, sustainability, provision of appropriate materials, gender sensitivity of teachers, traditional beliefs						
Suggestions for improvement	Training on sustainable partnership management, better regulatory framework, gender specific materials, awareness raising, use of local languages						

\* Of non-USAID resources

\*\* Girls' Education Monitoring System (2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru*

**TABLE 6: Guatemala, Girls' Education Association**

Guatemala Girls' Education Association in Guatemala							
<b>Corporations involved</b> Coffee growers' firms through Funnural, Sugar growers' firms through Fundazucar, Philip Van Heusen Corporation, Castillo Cordova Corporation, others							
<b>Description</b> <b>Duration:</b> Since 1991; <b>Geographical coverage:</b> National, concentration on rural areas particularly on Quiché							
<b>Goal</b> Mainly to improve girls' primary school enrolment and completion							
<b>Motivation of Corporations</b> Improve overall country development and corporate image							
	Financing	Management/Monitoring	Resourcing (inputs)	Provision of educational services	Awareness raising	Facilitation	Regulation
Role of corporation(s)	80%*, teachers' salaries	Scholarships program	Infrastructure materials, breakfasts	Instructional models, gender sensitive techniques	Important awareness campaign	Information	Yes
Role of educational authority	Scholarships	Scholarships program	Infrastructure materials	Teachers	Yes	Education	Yes
Role of NGOs	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Role of other civil society actors	Yes	Yes					
Role of international agency	\$ 1,5 million by USAID	Yes			Yes	Yes	Yes
Regulatory Framework	N.A.						
Special incentives for businesses, including guarantees to cover risks	Paying teachers' salaries after corporate financing	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Accountability</b> Regular meetings							
<b>Contextual factors</b> <b>Population:</b> 11 million; <b>Schooling in the beginning of the 1990's:</b> Primary school attendance 65% among females and 72% among males, secondary school attendance 18% among females and 19% among males; <b>Religion:</b> Mostly catholics, protestants and Indian syncretists; <b>Poverty:</b> 66 % of population, 90% of Mayans, strong in rural areas with subsistence agriculture; <b>Inequalities:</b> Strong; <b>Child labour:</b> Girls constitute labour force							

**TABLE 6 (2): Guatemala, Girl's Education Association**

	Primary school enrollment	Gender gap in primary school enrollment	Completion in rural areas	Completion in urban areas	Fifth grade attainment	Corporate participation	Awareness building
Assessment of developments in the country during the partnership **	NA	3% decrease	5,6% increase among females, 25% of scholarships program beneficiaries completed 3rd grade	6,1% increase among females	6,1% increase	Successful network increased the number of participants	Substantial improvements
Factors identified as strengths for the successful implementation	Awareness raising, use of gender specific materials, creation of local networks, regular conferences and meetings, good data available						
Factors identified as challenging the successful implementation	Lack of awareness, costs of scholarships program, lack of specific materials, differing views of actors, country contextual constraints						
Aspects to be improved	Cooperation between different actors, mutual understanding, accountability mechanisms, incentive mechanism, regulatory framework, traditional beliefs						
Suggestions for improvement	Increase in government support, training on sustainable partnership management, corporate incentives, awareness raising campaigns with local focus, engagement of religious leaders						

\* Of non-USAID resources

\*\* Girls' Education Monitoring System(2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru*

**TABLE 7 : Morocco, BEBA and CSSF**

<b>Morocco</b>							
<b>The Business-Education Partnership Association (BEBA, the Bridge or Al Jisr) and the Girls' Scholarship Project of the Girls' Education Support Committee (CSSF)</b>							
<b>Corporations involved</b>							
16 banks of the Groupement Professionnel des Banques du Maroc and approximately 1,600 members of the Confederation Générale des Entreprises Marocaines including small, medium and large enterprises							
<b>Description</b>							
<p><b>The Bridge - Start:</b> Through national and international conferences with active involvement of WafaBank; <b>Target recipients:</b> Rural schools; <b>Role:</b> Keeping private sector involved, establishing quality controlling system, planning, fundraising, giving technical assistance; <b>Duration:</b> Since 1999; <b>Geographical coverage:</b> National</p> <p><b>The Girls' Scholarship Project of the CSSF - Start:</b> CSSF through national conference with the help of GEA/USAID, the Girls' Scholarship Project through the CSSF; <b>Target recipients:</b> Poor, rural girls in secondary school; <b>Role:</b> Providing visibility on girls' schooling issues, providing assistance in schooling issues, coordination; <b>Duration:</b> CFFC since 1999, the Girls' Scholarship Project 3 years, launched in 1999; <b>Geographical coverage:</b> CSSF national, the Girls' Scholarship Project had 10 pilot sites</p>							
<b>Goals</b>							
<p><b>The Bridge -</b> Support national development</p> <p><b>The Girls' Scholarship Project -</b> Show that barriers to girls' education are rather logistical and economic than cultural, give scholarships to girls in order to increase school completion, promote solidarity between rural and urban areas</p>							
<b>Motivation of Corporations</b>							
What is good for country, is good for business							
	Financing	Management/ Monitoring	Resourcing (inputs)	Provision of educational services	Awareness raising	Facilitation	Regulation
Role of corporation(s)	61%* Scholarships	Schools	Infrastructure, materials	Teacher training, doctors' visits		Yes	
Role of educational authority		School selection	Yes			Education, partnerships	
Role of NGOs		Yes			23%	Education	
Role of other civil society actors	Yes	Yes				Partnerships	
Role of international agency	Yes, USAID	Planning, evaluation			Community campaigns	Partnerships	
Regulatory Framework	NA						
Special incentives for businesses, including guarantees to cover risks	NA						
<b>Accountability</b>							
<p><b>Everyday monitoring -</b> Coordination of the Bridge by WafaBank, administration of Girls' Scholarship Project by the CSSF</p> <p><b>Financial accountability -</b> Financial administration of Girls' Scholarship Project by an NGO authorized by the Moroccan government</p> <p><b>Evaluation -</b> Documentation in training manuals, annual meetings, studies</p>							
<b>Contextual factors</b>							
<p><b>Estimated fertility rate:</b> 4.1 children per woman; <b>Illiteracy:</b> 48 % among whole population, 75 % among rural population, 89 % among rural women; <b>School enrollement:</b> 58% primary school, 89,4 % primary school in urban areas, 36,7 % primary school in rural areas, 22,3% for girls in rural areas, 50,4 for boys in rural areas; <b>Poor conditions:</b> No electricity or potable water in 55 % of rural households; <b>Education initiatives:</b> Mobilization campaigns on importance of schooling in rural areas, satellite schools</p>							

**TABLE 7 (2): Morocco, BEBA and CSSF**

	Enrollment	Gender gap	Completion in rural areas	Completion in urban areas	Fift grade attainment	Corporate participation	Awareness building
Assessment of developments in the country during the partnership **	16,2% increase in girls primary school enrollment, 22,5% increase in gross enrollment ratio since 1995, increase in female gross enrollment ratios	2 percentage points decrease in national enrollment gap favoring boys	36,1 % for girls, 33,8% for boys, 5% increase among girls, 7th grade graduates receiving scholarships complete lower secondary level	32% overall completion, 57,7% for girls, 46,4% for boys	NA	NA	Graduated girls teaching other girls, increase in social status, diffusion of positive role models, increased awareness on benefits of girls' education
Factors identified as strenghts for the successful implementation	Support of the government and civil society actors, involvement of international agency, taking cultural factors into consideration						
Factors identified as challenging the successful implementation	Attitudes about corporate involvement, organizational arrangements, scale and lack of sustainability, country contextual constraints						
Aspects to be improved	Organization structure, awareness of the benefits of partnerships, self-sustainability						
Suggestions for improvement	Facilitation of organization building training local personnel, promoting benefits of responsibility sharing via partnerships, offering different participation options						

\* Of non-USAID resources

\*\* Girls' Education Monitoring System(2002) : USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru

**TABLE 8: Guinea, Local Alliances and the National Alliance**

Guinea Local Alliances and the National Alliance							
Corporations involved Local businesses							
Description <b>Local Alliances - Start:</b> Active involvement of the SAGE/Guinea; <b>Target recipients:</b> Girls in communities; <b>Role:</b> Spreading awareness, planning and mobilizing, undertaking support projects, defining and implementing actions; <b>Duration:</b> Since 1996; <b>Geographical coverage:</b> 19 communities <b>The National Alliance - Start:</b> Active involvement of the SAGE/Guinea; <b>Target recipients:</b> Girls and local alliances; <b>Role:</b> National umbrella forum, monitoring and evaluating promoting public dialogue, developing strategies; <b>Duration:</b> Since 1997; <b>Geographical coverage:</b> National							
Goals <b>Local Alliances -</b> Represent communities' girls' education interests <b>The National Alliance -</b> Reinforce community-based initiatives for girls' education activities							
Motivations of corporations Direct information not available - Implicitly support for local communities							
	Financing	Management/ Monitoring	Resourcing (inputs)	Provision of educational services	Awareness raising	Facilitation	Regulation
Role of corporation(s)	Yes		Infrastructure		Yes		
Role of educational authority	Increase				Yes	Partnerships, the Equity Committee	Curriculum changes
Role of NGOs	25%	88% regarding school persistence				Education, Partnerships	
Role of other civil society actors	Yes				Yes	Education	
Role of international agency	Yes					Partnerships	
Regulatory Framework	NA						
Special incentives for businesses, including guarantees to cover risks	NA						
Accountability <b>The National Alliance -</b> Multisectoral working group of 12 members meeting every month for oversight and coordination <b>The National Fund (FONSEF) -</b> Coordinating body established in 2000 including 41 contributors from different sectors Question of the responsibility for administrative functions and funding of administrative support in national level remained unresolved in 2002 <b>Evaluation -</b> Conferences and evaluation studies							
Contextual factors <b>Population:</b> 7,6 million, 30 % between 6 and 17 years old, 70 % rural , 30% urban; <b>School enrolment:</b> 53 % , 40 % for girls, 46 % in rural areas, 90 % of non-enrolled girls live in rural areas; <b>Religion:</b> Over 80 % of population are Muslims, local traditional beliefs; <b>Poverty:</b> Over 25 % of population below the poverty line of less than US \$1; <b>Education reforms:</b> Building schools closer to families, PASE I (1990–1994) and PASE II (1995–2000); <b>Government policies:</b> Setting standard of enrolling all children; <b>Migration:</b> Refugees from Liberia and Sierra Leone increasing urban population							

**TABLE 8 (2): Guinea, Local Alliances and the National Alliance**

	Primary school enrollment	Gender gap in primary school enrollment	Completion in rural areas	Completion in urban areas	Fift grade attainment	Corporate participation	Awareness building
Assessment of developments in the country during the partnership *	14,5%ratio increase for girls	7,9%decrease, 8 percentage points decrease in enrollment ratio favoring boys	8,1%increase among females, 26,7%increase among females in six local pilot alliances	Non-completion of 74%of urban girls enrolled in primary school	About 25%among rural girls, about 33%or less among rural boys, estimated 8,2 % increase urban among girls, 37% among urban boys	N.A	N.A
Factors identified as streights for the successful implementation	Involvement of an international agency, national and international activities, developing communication and credibility with the community						
Factors identified as challenging the successful implementation	Attitudes about corporate involvement, organizational arrangements, differing views of actors, country country contextual constraints						
Aspects to be improved	Credibility and accountability, awareness of partnership benefits						
Suggestions for improvement	Facilitation of reliable organization building promoting benefits of girls education and responsibility sharing via partnerships						

\* Girls' Education Monitoring System(2002) : *USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru*

# **PARTNERSHIPS FOR ADULT LITERACY**

**TABLE 9: Brazil, ALFASOL, Solidarity in Literacy Program**

Brazil ALFASOL - Solidarity in Literacy Program							
<b>Corporations involved</b> Local and international: 11 in the beginning of the program, 135 for the first semester 2004							
<b>Description</b> <b>Characteristics:</b> Articulating a series of partnerships at municipal, state and federal levels and in each part of the program such as financing, management, evaluation; <b>Start:</b> Initiated by a NGO Alfamol; <b>Scope:</b> 4,9 million people involved today in a 6-month literacy program in 2010 towns; <b>Duration:</b> Since 1997, in urban centers since 1999; <b>Geographical coverage:</b> Primary focus on the most illiterate counties in North/ North East, more than 72,5% of classrooms in rural zones							
<b>Goal</b> <i>"To lower illiteracy rates in Brazil and promote the public provision of Education to Adolescents and Adults"</i>							
<b>Motivation of Corporations</b> Develop social responsibility and assure sustainability of business in a literate environment							
	Financing	Management/Monitoring	Resourcing (inputs)	Provision of educational services	Ownership	Facilitation	Regulation
Role of corporation(s)	50% of literacy courses *	No	No	No	No	No	No
Role of government	50% of costs/ student		Didactic material	Transport for students and teachers	Classroom provision		
Role of universities	No	Pedagogical monitoring and evaluation	Volunteers for monitoring	Selection and teacher training			No
Role of citizens	"Adopting" students in urban centers	No		Volunteer training by former teachers	No	No	No
Role of the NGO Alfamol		Onset of partnerships	No	Yes		Phonenumber and website for information and fundraising	
Regulatory Framework	N.A						
Special incentives for businesses	Authorized use of the "Solidarity Company" stamp for example in campaigns, products and labeling to promote social responsibility of corporation						
<b>Accountability</b> <b>Everyday monitoring</b> - Municipal coordinator organizing partners' visits to classrooms, weekly monitoring and evaluation of pedagogical progress by a special coordinator <b>Financial accountability</b> - Accounts analyzed by external auditors and announced in annual publications, regular reports on use of funds and success of programs to partners <b>Evaluation</b> - Qualitative and quantitative results in literacy by Universities, a general research Evaluation of the Impact on the Solidarity Literacy Program in 213 municipalities by the Sate University of Campinas							
<b>Contextual factors</b> <b>Complete illiteracy:</b> 13,6% of more than 15 year olds, 16,3 million in total; <b>Functional illiteracy</b> **: 32,5% of more than 15 year olds; <b>Characteristics of illiteracy:</b> Mainly in rural areas, often worsen by poverty; <b>Schooling:</b> Compulsory for 7-14 year olds							

**TABLE 9 (2): Brazil, ALFASOL, Solidarity in Literacy Program**

	Teachers	Social and economic benefits	Evaluation	Management
Assessment of effectiveness	170 000 teachers trained	99% improvement in the quality of life, 87 % improvement in family attention to education of children ***	Effective and regular visits to the majority of classrooms	Increase in number of partners since 1997
Factors identified as facilitating the successful implementation	1 month out of 6 dedicated to teacher training, teachers' salaries included to costs of the courses, implementation of municipality level activities since the beginning, regularity, separation of pedagogical and administrative evaluation and management, bottom-up approach, progressive extension of scale and scope with clear identification of priorities			
Factors identified as hindering the successful implementation	N.A.			
Aspects to be improved	Lack of follow-up on literacy of beneficiaries to ensure long-term "return on investment" for companies			
Suggestions for improvement				

\* Compulsory minimal "adoption" of 250 students in 6-month course

\*\* The 2000 Census carried out by the Instituto Brasileiro de Geografia e Estatística (IBGE)

\*\*\* Evaluation of the Impact on the Solidarity Literacy Program, a research coordinated by sociologist Regina Marta Barbosa Faria, from the University of Campinas (Unicamp) in 213 municipalities in 2002

**TABLE 10: Brazil, COPEL Light of Literacy**

Brazil Luz das Letras - Light of Literacy							
Corporations involved Parana state-owned energy company Companhia Paranaense de Energia (COPEL)							
Description <b>Role:</b> Offering complete 200 lesson course to be studied during the first four years of primary school, the Equivalence Examination run by the Department of Education held in the end; <b>Target recipients:</b> Initially employees and their family members; <b>Scope:</b> Has reached 3000 students; <b>Duration:</b> Since 2001, for 4 years, second phase to be launched in July 2005; <b>Geographical coverage:</b> First initiated in the state of Parana							
Goal Eradicating illiteracy in the communities and introducing computer skills							
Motivation of Corporation Improve corporate image via social responsibility							
	Financing	Management/Monitoring	Resourcing (inputs)	Provision of educational services	Ownership	Facilitation	Regulation
Role of corporation(s)	\$ 300,000 for software		Computers, machine upgrades and promotion materials	Volunteer training			
Role of educational authority				Final examination, certification			Yes
Other actors and respective role Ethos Institute		Yes					
Regulatory Framework	NA						
Special incentives for businesses, including guarantees to cover risks	NA						
Accountability NA							
Contextual factors <b>Attitude of participants:</b> Reluctance from the part of firm and potential participants							

**TABLE 10 (2): Brazil, COPEL Light of Literacy**

	Teachers	Social and economic benefits	Evaluation	Sustainability
Assessment of effectiveness	NA	NA	Ability to attain level to read text in capital letters achieved among some illiterate students in 8h lessons and in 15h lessons in average	Upgrade as sustainable source for hardwares
Factors identified as facilitating the successful implementation	Free time given for community work, provision of teacher training, cost covery by gains from positive publicity, evaluations on long-term effectiveness			
Factors identified as hindering the successful implementation	NA			
Aspects to be improved	Small scale of program			
Suggestions for improvement	Participating in a portal to find new national and interanational partners			

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