

INVESTING IN EDUCATION:

LESSONS FROM THE BUSINESS COMMUNITY



United Nations Global Compact

GLOBAL BUSINESS
COALITION FOR
EDUCATION

Guidance Documents

The Smartest Investment: A Framework for Business Engagement in Education – jointly developed by UNESCO, UNICEF, the UN Global Compact and the UN Special Envoy for Global Education and published in 2013 – serves as a guide for corporate engagement in education.

Planning for Impact: Measuring Business Investments in Education – jointly developed by A World at School, GBC-Education and PwC and published in 2014 – helps organizations to plan and communicate the impact of their investments in education.

GBC-Education

The Global Business Coalition for Education (GBC-Education) brings the business community together to accelerate progress in delivering quality education and learning for all of the world's children and youth. Since its launch in 2012, GBC-Education has grown to become the single forum connecting business to make a lasting impact on the lives of children and youth through education. GBC-Education members believe their core business assets, social responsibility and philanthropy, when used in collaboration with government and other stakeholders, can be a powerful tool to expand education for all.

gbc-education.org

United Nations Global Compact

The United Nations Global Compact is a call to companies everywhere to voluntarily align their operations and strategies with ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption, and to take action in support of UN goals and issues. The UN Global Compact is a leadership platform for the development, implementation and disclosure of responsible corporate policies and practices. Launched in 2000, it is the largest corporate sustainability initiative in the world, with over 8,000 companies and 4,000 non-business signatories based in 160 countries.

www.unglobalcompact.org

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Disclaimer

This publication is intended strictly for learning purposes. The inclusion of company names and/or examples does not constitute an endorsement of the individual companies by the partners or authors. The materials in this publication may be quoted and used provided there is proper attribution.

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INTRODUCTION

As world leaders prepare to approve the 2030 development agenda for education,¹ the international education community is increasingly recognizing the central role the private sector plays in supporting the opportunity for and delivery of quality education. Concurrently, education is the issue most commonly addressed by company actions taken to advance UN goals, demonstrating that the business community also views education as a top global development priority.² As the world becomes more interconnected and sustainability challenges are increasingly global, better coordination between the United Nations, Government, private sector and civil society is critical for delivering quality learning opportunities for all that benefit both society and business.

The business community can support the transformational efforts to realize the right to education and improve learning for all. [The Smartest Investment: A Framework for Business Engagement in Education](#) and [Planning for Impact: Measuring Business Investments in Education](#) are two guidance resources designed to enable businesses to target, leverage, execute and measure their investments in education.

The following analysis combines the strategic thinking of these two resources to showcase different examples of the rationale and strategic planning to develop a smart investment in education. These examples are intended to provide practical ideas on how to make the business case for investments in education and plan for impact. They also highlight specific elements of investments and lessons learned to guide responsible engagement in education.

This publication features companies who have made a strong commitment to changing education; however, none of them acted alone. All have worked with numerous partners to maximize the impact of their investments. These examples are intended to initiate conversation between stakeholders with shared goals to better understand how to work together. By working collaboratively to assess needs and implement activities, investments in education by the business community can be better coordinated, have a greater impact and make a larger contribution to achieving the 2030 education targets.

¹ A new global development agenda for the next 15 years with sustainable development at its centre will be adopted by UN Member States in September 2015.

² UN Global Compact Annual Implementation Surveys



Photo: UN Photo/Marco Dormino

“UN Global Compact signatory companies recognize education as an area they can have the greatest impact. Education is an enabler and equalizer, and indispensable for achieving sustainable development. These examples bring to life actions companies can take to advance education goals. We need more companies to help create learning opportunities for all children, youth and adults.”

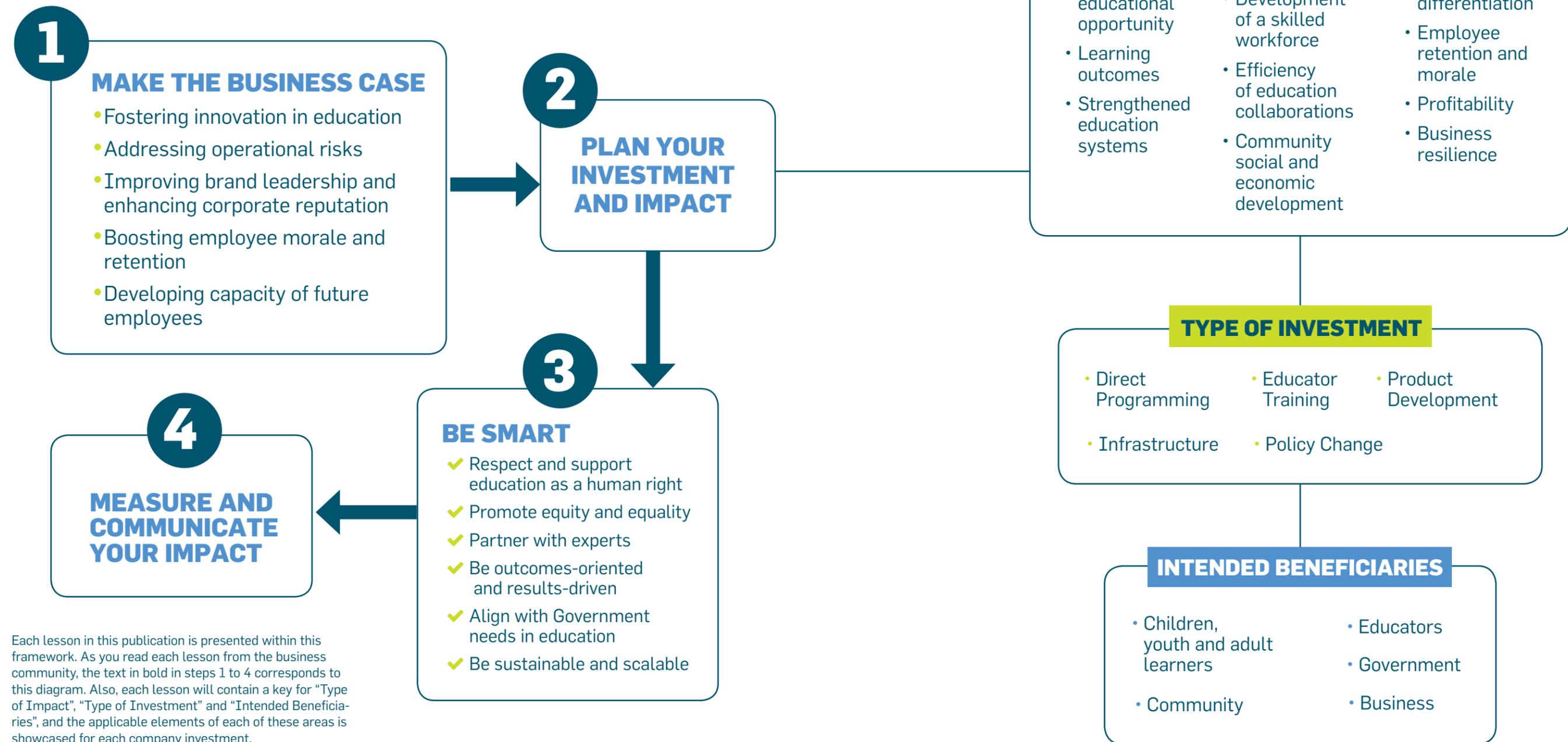
— Georg Kell, Executive Director, UN Global Compact

“Business is playing a transformative role in elevating education as a political, social and economic priority, and can help ensure the right of every child and youth to receive a quality education by supporting government in the delivery of education. Business is uniquely positioned to support and create sustainable and scalable solutions to address the world's pressing education needs. We hope these examples help open new doors for investments in education by the business community.”

— Sarah Brown, Executive Chair, GBC-Education & President, Theirworld

BUSINESS INVESTMENT IN EDUCATION

The diagram merges the guidelines and detailed descriptions for each element outlined in *A Framework for Business Engagement in Education* and *Planning for Impact: Measuring Business Investments in Education*.



EMPOWERING GIRLS USING SPORTS AND LIFE SKILLS EDUCATION

STANDARD CHARTERED
(UNITED KINGDOM / FINANCIAL SERVICES)

SUMMARY:

Scaling through Partnerships

Standard Chartered is committed to empowering girls and women, to promoting gender equality and to unlocking economic growth in the low-income countries where the bank operates. Initially started as a pilot in 2006 targeting 70 girls in India, the Goal programme uses sports to teach life skills. More than 145,000 girls across 24 countries have benefitted from Goal to date through effective partnerships and strategic growth. Standard Chartered aims to reach 600,000 girls by the end of 2018. Standard Chartered believes that rigorous monitoring, evaluation and reporting, in addition to building its network of partners, will help the programme continue to achieve impact on a larger scale.



Photo: Standard Chartered

TYPE OF IMPACT

ON SOCIETY

- Access to educational opportunity
- Learning outcomes
- Strengthened education systems

ON SOCIETY AND BUSINESS

- Development of a skilled workforce
- Efficiency of education collaborations
- Community social and economic development

ON BUSINESS

- Brand differentiation
- Employee retention and morale
- Profitability
- Business resilience

TYPE OF INVESTMENT

- Direct Programming
- Educator Training
- Product Development
- Infrastructure
- Policy Change

INTENDED BENEFICIARIES

- Children, youth and adult learners
- Educators
- Community
- Government
- Business

1

THE EDUCATION ISSUE

Despite major progress to achieving gender equality in education, girls are more likely than boys never to attend primary school and are more than half of the out-of-school children globally.¹ This is the case despite the fact that an educated female population with equal paid employment rates could increase a country's productivity and fuel economic growth by as much as 14% per capita income by 2020 in 15 major developing economies.² Empowering women and girls, and providing them with a quality education, can improve their lives and the lives of their families, communities and society as a whole.

THE BUSINESS CASE

In many places where Standard Chartered operates, women are excluded from the formal economy and are a largely untapped resource. Standard Chartered recognizes an opportunity to drive market growth and support economic development in its communities of operation by empowering adolescent girls to enter into the formal economy through education and employment. By developing a trusted brand among girls and their families in its markets, Standard Chartered is able to **improve its brand leadership and enhance corporate reputation**. In addition, since employee volunteering is a big part of Standard Chartered's corporate culture, helping empower women and girls is viewed as an opportunity to **boost employee engagement**.

THE INVESTMENT

Standard Chartered's initiative, Goal, uses life skills education channeled through sports to empower adolescent girls from low-income communities with the knowledge and skills needed to make better informed life decisions. The programme – typically nine months long – teaches girls about health and hygiene, communication, rights and financial literacy to help transform their own lives as well as those of their families and friends.

In-country local partners committed to their communities typically implement the programme. Standard Chartered seeks out partners who have an existing positive relationship within the community, solid financials and experience working with girls and/or sports. A defining feature of Goal is the ongoing capacity building of its local partners – including training on data

2

PLANNING FOR IMPACT

As Standard Chartered explored ways to empower women, the company recognized the need to impact the trajectory of women's lives at an early stage. It decided to use sports as an innovative learning medium to teach life skills to adolescent girls and started with a pilot programme for 70 women in India in 2006.

To impact **communities' social and economic development**, as well as **develop a skilled workforce**, Standard Chartered planned from the onset to work with partners that could assist in successfully implementing, evaluating and ultimately scaling the programme.

An educated female population with equal paid employment rates can increase a country's productivity and fuel economic growth.

management tools and data analysis – and its rigorous monitoring and evaluation programme. Goal uses baseline/endline comparisons on knowledge, attitude and behaviour to measure the success of the programme. This enables Goal to expand where successful and scale back where inefficiencies are found.

There is variation in the model and structure of the programme in some contexts. These differences, such as the use of a peer-to-peer model in Nigeria or a shorter summer camp, contribute to Goal's ability to scale. A select group of girls identified to have leadership potential are invited to become Goal Champions; these Champions help to train other girls to lead the Goal programme themselves. In India a pilot job placement programme was tested to train select Goal Champions in preparation for internships that are connected to potential employers.

3

BE SMART

As a programme inherently focused on promoting girls' empowerment, Goal helps to **promote equity and equality in education**. Goal enables girls to understand opportunities to continue their education and training rather than dropping out of school as is common in some of the communities where the programme operates.

The programme also **respects and supports education as a human right** by supporting global initiatives that recognize this right. For example, after demonstrating success as a pilot in 2006, Standard Chartered supported the World Bank's Adolescent Girls Initiative in 2008 by renewing its commitment to Goal, and in 2013 made a commitment to the Clinton Global Initiative to scale Goal significantly.

Goal identifies and **partners with nongovernmental organizations** in order to be **sustainable and scalable**. The programme's evaluation framework also supports its sustainability, which can in turn **drive outcomes and results** and inform the future development of Goal.

4

OUTCOME & IMPACT

Goal is achieving the impact it intended. Surveys to assess programme results demonstrate positive changes in girls' knowledge, attitude and behaviour around their own sense of empowerment. After completing Goal, on average 68% of participants felt more economically empowered and had increased confidence in their employability and ability to earn money and manage their finances. The girls were also 65% more confident in their potential to become a leader and 82% more knowledgeable about sexual and reproductive health and rights. This illustrates how Goal helps girls become more confident and knowledgeable as they are equipped with resources to contribute to the future **skilled workforce** in communities where girls commonly do not finish secondary school.

Through these community engagement efforts, Standard Chartered is able to **improve its brand leadership and enhance corporate reputation**, and contribute to **improving in-country relations**. By investing in girls and education and making Goal contextually relevant as well as sustainable in each locale, Standard Chartered demonstrates its brand promise of being "here for good" and is also able to gain trust within the communities.

In the long-term, the increased employment opportunities for Goal Champions allow for inclusion of girls in the formal economy and benefit the economic growth of the country. This can positively impact a **community's social and economic development**.

LESSONS LEARNED

Standard Chartered is committed to making Goal an effective and sustainable intervention. The sustainability of education programmes can easily be impacted by the availability of resources and the changing commitment of leadership. Goal invested in partnerships to ensure the programme's longevity as an independent initiative and brand separate from Standard Chartered helping to ensure sustainability.

Standard Chartered is exploring ways to better communicate the progress of Goal both internally and externally. One approach being tested is telling stories of individual girls instead of being numbers-driven, allowing Standard Chartered to highlight the human and social justice elements that Goal aims to address. Better communicating the social and business returns of Goal to a broader audience will help promote the programme and enable it to continue to scale.

Goal enables girls to understand opportunities to continue their education and training rather than dropping out of school.

¹ UNESCO. Women and Girls' Education – Facts and Figures. 2014

² UN Women. Facts and Figures: Economic Empowerment. Accessed 5 May 2015 at: <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/international-womens-day-2014/women-ed-facts-and-figure/>

MAKING “LEARNING THROUGH PLAY” A REALITY

LEGO EDUCATION
(DENMARK / EDUCATIONAL
SOLUTIONS)

SUMMARY:

Changing How We Learn

Recognizing that children learn by playing with their LEGO® bricks, the LEGO® Group deliberately created tools for teaching and learning. The new division that it created for this purpose – LEGO® Education – has evolved since its inception in 1980 to be a provider of learning solutions that brings subjects to life and makes learning fun. LEGO Education also ensures that LEGO products are relevant to children as both toys and educational tools. Initially, the division focused on bringing low-cost solutions to Science, Technology, Engineering and Mathematics (STEM) education and has since expanded its products to help children learn better cognitive and creative skills through literacy-focused products to support playful learning in schools.



Photo: UN Photo/Pasqual Gorriz

TYPE OF IMPACT

ON SOCIETY

- Access to educational opportunity
- Learning outcomes
- Strengthened education systems

ON SOCIETY AND BUSINESS

- Development of a skilled workforce
- Efficiency of education collaborations
- Community social and economic development

ON BUSINESS

- Brand differentiation
- Employee retention and morale
- Profitability
- Business resilience

TYPE OF INVESTMENT

- Direct Programming
- Educator Training
- Product Development
- Infrastructure
- Policy Change

INTENDED BENEFICIARIES

- Children, youth and adult learners
- Educators
- Community
- Government
- Business

1

THE EDUCATION ISSUE

It is essential that education equip the world's children and youth with the understanding, knowledge and skills necessary to face the opportunities and challenges of a rapidly changing world. There is growing evidence that a bias towards rote learning and high-stakes testing is stifling critical thinking, creativity and the ability to implement a learner-centric model of education. This coupled with a waning interest in STEM will have consequences for the future development of society. The United Nations also recognizes that education is indispensable for addressing issues of poverty, socio-economic divides and economic growth.¹

THE BUSINESS CASE

Driven by the Kristiansen family's (now in its fourth generation of private ownership) vision to put LEGO products at the center of learning, the LEGO Group strives to **foster innovation in education** to deliver a fun and meaningful learning experience. Through LEGO Education, the LEGO Group aims for its products to be relevant anywhere a child can learn through play.

THE INVESTMENT

Following its inception in 1980, LEGO Education grew for the next 17 years. In 1997, LEGO Education began to expand and shifted its focus to making itself an education company that is also a toy company.

In order to fill the internal gap in education expertise and develop education capabilities and capacities, rather than outsource or bring in external consultants, LEGO identified a number of innovative business models while maintaining the LEGO culture and ethos of "only the best is good enough".

LEGO Education also identified partnering with existing education companies around the world as the best way to create an education business that is scalable, sustainable and consistent with LEGO Education's corporate value of maximizing the impact on the learning outcomes of children. This provided the company

2

PLANNING FOR IMPACT

Founded in 1932, the LEGO Group began manufacturing its LEGO bricks in 1947. By 1980, LEGO was a household name and toy recognized around the world. At that time by some estimates, 70% of all Western European families with children under the age of 14 had LEGO bricks in their homes.² The LEGO Group recognized that educators and children used LEGO bricks in the classrooms and decided to explore how these products could be used as teaching and learning tools to improve the classroom experience and **learning outcomes**.

The educational community generally understands that hands-on learning can be more motivational and effective than some other learning processes. The LEGO Group recognized the long-term impact it could have in **developing a skilled workforce** by creating products that are not only fun but can also be used to teach STEM and literacy skills. To this end, the Group created LEGO Education in 1980 to manufacture educational products under the LEGO brand.

LEGO Education is able to balance the need to be profitable with its desire to impact learning outcomes by focusing resources on the most effective approaches and processes.

with the flexibility to experiment and foster an entrepreneurial spirit necessary for driving innovation.

LEGO Education invested in building an education company through the development of its products for pre-primary through the beginning of secondary school. In the culmination of a collaboration with the Massachusetts Institute of Technology on developing computer-controlled LEGO products to facilitate STEM learning in 1998, LEGO Education introduced its flagship robotics product line, LEGO® MINDSTORMS® Education. With this product, LEGO Education is often credited as mainstreaming robotics as a learning medium for STEM education. LEGO Education solutions also include tools to help develop creativity, language and literacy skills, such as LEGO Education StoryStarter. These products allow teachers to be purposeful in their pedagogical approaches to learning through play.

3

BE SMART

Throughout its growth as an education company, LEGO Education has **partnered with education experts**, such as academic institutions and, as always, teachers, to fill gaps where it lacks its own internal knowledge and capacities. This enables LEGO Education to create products that are valued by educators as quality learning tools.

Being a profit-driven company requires LEGO Education to be **outcomes-oriented**. It only expands product lines that prove to be valuable to its customers while it scales back other products as they become less impactful due to changes in educator needs.

LEGO Education also promotes universal design for learning (e.g., using pictures rather than words in its building instructions) that does not differentiate between learning abilities and intended learning outcomes to make its products accessible and usable by everyone. These approaches help to **promote equity and equality in learning**.

4

OUTCOME & IMPACT

LEGO Education provides educators with easy-to-use solutions that bring hands-on learning into the classrooms through its products; these solutions are deliberately designed to align with research supporting student-centric learning and notions of play, explored further in the last five years through the work of LEGO Foundation. LEGO Education relies on academic research to demonstrate that its products improve **learning outcomes** such as STEM and literacy skills. There is also anecdotal evidence supporting the belief that LEGO products provide inspiration to future engineers, scientists and other STEM-related professions.

Research in the United States shows that by 2020, 96% of jobs will require strong critical thinking skills and 70% will require mathematics and computational knowledge.³ Governments around the world – such as Peru and Singapore, and a variety of local and state agencies in the United States – are using LEGO Education solutions to provide foundational building blocks of creativity and innovation that are essential to **develop a skilled workforce**.

LEGO bricks are relevant in homes, schools and other learning environments and have global **brand recognition** that parents and teachers view as both educational and fun.

LESSONS LEARNED

To successfully transform itself as a company, LEGO Education made a long-term commitment to obtaining capacities and capabilities needed to develop solutions for the education issues it aimed to solve. This also required strategic thinking around how to fund and grow the investment. Focusing on the long term enabled LEGO Education to evolve into a solution-driven company that remains relevant in the changing education landscape.

Investing for the long term also allowed LEGO Education to challenge and vet its approach. Although driven by a vision at the executive level, the company motto is applied to its process as well as its products and services. LEGO Education is able to balance the need to be profitable with its desire to impact learning outcomes by focusing resources on the most effective approaches and processes.

¹ UNESCO. Sustainable Development Begins with Education. Paris: UNESCO, 2014.

² LEGO Group. The LEGO Group History: Timeline 1980 – 1989. Accessed 22 April 2015 at http://www.lego.com/en-us/aboutus/lego-group/the_lego_history/1980.

³ A.P. Carnevale, N. Smith and J. Strohl. Recovery: Job Growth and Education Requirements through 2020. Washington, DC: Georgetown University, 2013.

These solutions are deliberately designed to align with research supporting student-centric learning and notions of play.

SUPPORTING A QUALITY EDUCATION SYSTEM IN NIGERIA

OANDO FOUNDATION
(NIGERIA / ENERGY)

SUMMARY:

Taking a Holistic Approach

Oando Foundation, launched and supported by Oando PLC, is committed to increasing access to and improving the quality of basic education in Nigeria by focusing on the areas of education with greatest need. Understanding that improving education quality is a multifaceted problem, Oando Foundation's education programme addresses multiple challenges facing education and learning inside and outside of the school environment. With the assistance of the community and through its Adopt-A-School Initiative, Oando Foundation takes a holistic approach to education in addressing gaps in the education system in Nigeria.



Photo: Oando Foundation

TYPE OF IMPACT

ON SOCIETY

- Access to educational opportunity
- Learning outcomes
- Strengthened education systems

ON SOCIETY AND BUSINESS

- Development of a skilled workforce
- Efficiency of education collaborations
- Community social and economic development

ON BUSINESS

- Brand differentiation
- Employee retention and morale
- Profitability
- Business resilience

TYPE OF INVESTMENT

- Direct Programming
- Educator Training
- Product Development
- Infrastructure
- Policy Change

INTENDED BENEFICIARIES

- Children, youth and adult learners
- Educators
- Community
- Government
- Business

1

THE EDUCATION ISSUE

Nigeria has the largest number of primary-school-age children out of school of any country in the world, with some 10.5 million children of this age not attending school.¹ Although primary education is free in Nigeria, various barriers including school fees for school uniforms and books can prohibit a child from getting an education. As Nigeria's population grows, additional strain will be put on public resources to provide access to quality education.

THE BUSINESS CASE

Headquartered in Nigeria, Oando PLC's long-term operational plans are solely focused within the country. By improving access to quality basic education in Nigeria, Oando PLC, through Oando Foundation seeks to **develop a skilled workforce** in the long term to drive economic growth and poverty reduction and create a safe and equitable Nigeria.

2

PLANNING FOR IMPACT

Prior to 2011, Oando PLC's corporate social responsibility department managed the company's social investments, including education. Oando PLC limited its investments in education to improving school infrastructure. Once the CEO decided to increase its investments in education in order to improve learning outcomes in the communities where Oando operates, Oando PLC established the Oando Foundation.

The Foundation conducted an extensive analysis of the education sector in Nigeria to identify where its investments in education could have the most impact to improve **learning outcomes**. After conducting a needs-based assessment and determining that significant investment in secondary and tertiary already existed, Oando Foundation made a strategic decision to focus its investments in primarily primary education, particularly girls' education in the northern states of Nigeria. Oando Foundation embraced this as an opportunity to innovate and strengthen the delivery of education in Nigeria, and take a leading role in changing the education landscape in Nigeria.

Oando Foundation works closely with the government and partners with experts in their education specialties to maximize impact.

THE INVESTMENT

Initiated in 2007 as an initiative focused on improving infrastructure, Oando Foundation started its flagship programme, the Adopt-A-School Initiative (AASI), in 2011 in partnership with the Ministry of Education and State Universal Basic Education Boards to focus on specific aspects of education and learning.

The AASI currently takes a more holistic approach to improve learning outcomes and to increase enrolment, retention and transition rates in public schools in Nigeria through seven programmatic areas and activities: 1) constructing and renovating

school building and facilities; 2) providing teacher training and instructional aids; 3) establishing and strengthening "School Based Management Committees" (parent-teacher associations); 4) building capacity of Local Government Education Authorities including training on Education Management Information Systems; 5) setting up Information and Communications Technology (ICT) Creative Centres; 6) establishing Early Childhood Care and Development Centres; and 7) providing financial aid to students through the Oando Scholars Programme.

3

BE SMART

Given that the majority of children in Nigeria attend government-sponsored schools, Oando Foundation invests in public schools to improve the state of education in Nigeria. In order to **align with government needs** and address gaps in the education system. Oando Foundation works closely with the government and **partners with experts** in their education specialties to maximize impact. The Foundation also works with carefully selected nongovernmental organization (NGO) partners in each state where Oando adopts a school that have experience within the education system. As a result, not only do the AASI's programmatic activities respond to the local context, but partners are also able to be the eyes and ears of the company to address needs as they arise. At the same time, the Foundation is cognizant of not overstressing its partner NGOs to ensure the quality of its programmes.

The AASI also **respects and supports the right to education**, and it **promotes equity and equality in education** by placing a strong emphasis on girls' education in the most vulnerable and marginalized states in Nigeria.

4

OUTCOME & IMPACT

The broad scope of Oando Foundation's investments demonstrates that it is committed to radically improving the quality of teaching and learning in Nigerian primary schools. By investing for the long term, Oando Foundation hopes to help **develop a skilled workforce** in Nigeria.

To date, the AASI's investments in school construction, ICT Creative Centres, Early Childhood Development Centres and the Oando Scholars Programme have improved **access to educational opportunities**. Specifically, these investments improved school infrastructure, provided new learning opportunities and enabled marginalized children to access education. Additionally, the provision of Early Childhood Development Centres and the Oando Scholars Programme has resulted in an average 11% increase in annual enrolment in primary school and a 42% increase in pre-school enrolment because of the existence of an environment conducive to learning and funds to support progression. Through its Teacher Training Programme, ICT Creative Centres and Early Childhood Development Centres, Oando Foundation has also been able to impact **learning outcomes**. To date, through the AASI, Oando Foundation has awarded 870 scholarships, adopted 58 schools in 23 states, and trained 600 teachers. Quarterly monitoring and evaluation surveys demonstrates that this led to 300 pupils per year transitioning from primary to secondary school and more than 50 teacher and 1,500 pupils to be exposed to ICT education in order to improve ICT skills. Oando Foundation anticipates that these interventions will improve learning outcomes for more than 25,000 pupils at the end of the 2014/15 school year.

Oando Foundation's work with School Based Management Committees, Local Government Education Authorities, and its investment in Education Management Information Systems have **strengthened education systems**, increased the **efficiency of education collaborations**, and aided **community social and economic development**. Employee engagement through its education programmes has also helped to improve **employee retention and morale** at Oando PLC.

LESSONS LEARNED

The Oando Scholars Program helped prevent an early marriage. Oando Foundation's local partner and the School Based Management Committee identified a 13-year-old girl as a candidate for a scholarship to transition from primary to secondary school, but her parents refused.

The parents planned for the girl to be married as the immediate financial gains outweighed potential school costs. These

education partners convinced the girl's parents to allow her to continue her education with the financial support of the scholarship. In a country with an estimated 20% of girls married each year before the age of 15,² this action strengthened the Foundation's conviction that investing in girls is a smart investment. Oando Foundation's investments in education have the capacity to transform lives through education.

¹ UNESCO. Education for All Global Monitoring Report. Paris: UNESCO, 2014.

² UNICEF. The State of the World's Children 2014 in Numbers: Every Child Counts - Revealing disparities, advancing children's rights. New York: UNICEF, 2014.

PROMOTING HEALTHIER LIFESTYLES FOR BETTER LEARNING

NESTLÉ S.A.
(SWITZERLAND /
FOOD PRODUCERS)

SUMMARY: **The Convergence of Health and Education**

Nestlé, as a one of the largest nutrition, health and wellness companies, is well versed in the health-related challenges affecting billions of children around the world ranging from malnutrition to obesity. In 2009, Nestlé launched the Nestlé Healthy Kids Global Programme, which aims to raise nutrition and health knowledge and promote physical activity among school-age children. Healthy Kids is implemented in partnership with a wide range of stakeholders at the school and local level and it reached more than 7 million children in 2014 alone.



Photo: Nestlé Philippines

TYPE OF IMPACT

ON SOCIETY

- Access to educational opportunity
- Learning outcomes
- Strengthened education systems

ON SOCIETY AND BUSINESS

- Development of a skilled workforce
- Efficiency of education collaborations
- Community social and economic development

ON BUSINESS

- Brand differentiation
- Employee retention and morale
- Profitability
- Business resilience

TYPE OF INVESTMENT

- Direct Programming
- Educator Training
- Product Development
- Infrastructure
- Policy Change

INTENDED BENEFICIARIES

- Children, youth and adult learners
- Educators
- Community
- Government
- Business

1

THE EDUCATION ISSUE

Education and health outcomes are inextricably linked; a child's nutrition levels affect learning outcomes, and levels of education have a dramatic impact on access to health, wellness and life expectancy. Poor nutrition can affect brain development and the ability to learn. Conversely, in high-income countries, childhood obesity is viewed as one of the largest public health challenges.¹ Educating children and parents about nutrition and health not only improves education outcomes, it can save millions of lives.²

THE BUSINESS CASE

Nestlé strives to be a trusted leader in nutrition, health and wellness and its motto, "Good Food, Good Life," is rooted at the core of its strategy and operations. Nestlé commits to creating shared value by providing nutrition education to address malnutrition and promote healthier lifestyles in its communities. Nestlé also aims to enhance trust in the communities of its consumers and **improve its corporate reputation.**

THE INVESTMENT

The Nestlé Healthy Kids Global Programme delivers nutrition and health education to school-age children around the world while promoting physical activity. Healthy Kids works with partners worldwide, typically with about three in each location, including national and local government, nongovernmental organizations, nutrition and health institutions, and sport federations. The local partners co-design Healthy Kids, help to decide the immediate needs and implement the programme in the schools. In many developed economies the health issue being addressed is childhood obesity, whereas in developing economies the initiative often focuses more on malnutrition.

2

PLANNING FOR IMPACT

To act on its commitment to promote nutrition and health, Nestlé initially explored ways to invest in communities where malnutrition and or obesity were prevalent. Approximately fifteen years ago, it launched projects focused on improving nutrition education in a few countries including Brazil, Russia and Portugal. Over the next decade these programmes expanded to over 20 countries.

Building on the positive results from these local projects, Nestlé executives decided to grow the education programme into a global initiative and launched the Nestlé Healthy Kids Global Programme in 2009. Nestlé designed the Programme to change children's behaviour around nutrition and health with a desired long-term impact of improved **learning outcomes** and **social and economic development of communities.** As of 2014, the Healthy Kids Programme is active in 73 countries and is aiming to reach 80 countries by the end of 2015.

Nestlé partners with local health and education authorities as well as experts in nutrition, health, sports and education to implement its Healthy Kids Programme.

Although Healthy Kids can differ greatly between locations, in most instances government, a university or research institution, and civil society organizations work with schools to train teachers and sometimes even school cafeteria staff about nutrition and health in theory and in practice. These lessons are brought back to the classroom where children and youth are taught how to lead a healthy lifestyle. Healthy Kids invests in teacher training and learning materials, as well as monitoring and evaluation (M&E), and often engages families and communities to help promote good nutrition and healthy behaviour.

3

BE SMART

To meet the specific needs of local communities and to maximize the impact of the Programme, Nestlé **partners with local health and education authorities as well as experts in nutrition, health, sports and education.** In addition to local partnerships, Nestlé has two long-term partnerships: one with the International Association of Athletics Federations and another with the EPODE International Network, an organization that addresses childhood obesity by using a proven methodology. Ministries of education often support the Healthy Kids Programme, allowing for widespread integration into school curriculum.

Nestlé uses an extensive set of Key Performance Indicators to collect information on activities at the national level to inform global progress as part of its global monitoring and evaluation (M&E) scheme. 5% of the Healthy Kids' total budget is allocated towards M&E and has been **outcomes-oriented and results-driven** from its onset. In fact, Nestlé decided to scale the programme because it demonstrated early positive results.

4

OUTCOME & IMPACT

In 2014 alone, Nestlé reached 7.6 million children through Healthy Kids. With 294 implementing partners in 73 countries worldwide, the Nestlé Healthy Kids Global Programme has a strong network working to increase children's knowledge of the importance of good nutrition and physical activity. In turn, Healthy Kids has improved **brand recognition** by helping Nestlé build its corporate reputation as a nutrition, health and wellness company.

Nestlé has committed to support the UN Secretary-General's Global Education First Initiative, which aims to boost child and youth education worldwide. In 2011 Nestlé made a public commitment to the Secretary-General's global movement *Every Woman Every Child* to strengthen business-related activities in support of the initiative, which includes the expansion of Healthy Kids. Nestlé's decision for this commitment and broader alignment with UN goals is based on the company's shared value approach of promoting **communities' social and economic development.**

An indirect impact of Healthy Kids is **strengthening education systems** through the work it undertakes with education authorities, schools and its partners. Nestlé found that Healthy Kids helps build capacity within schools; it also improves the **efficiency of education collaborations** through the partnerships it helps create.

LESSONS LEARNED

As the Nestlé Healthy Kids Global Programme has expanded, one of the keys to its success is remaining locally relevant by including the community in design and implementation to address specific community needs. Nestlé has also learned to set targets that balance the aspirational and the realistic, adapting to the opportunities and limitations of each context. Significantly, Nestlé presumes from related research and understands anecdotally that its programmes have resulted in increasing enrolment and attendance in school and improving learning outcomes. Although improving learning outcomes was not an intended impact of the programme, Nestlé may consider ways to use indicators to formally measure this impact in its existing M&E scheme.

¹ World Health Organization. Childhood overweight and obesity. Geneva: WHO, 2015.

² UNESCO. Sustainable Development Begins with Education. Paris: UNESCO, 2014.



Educating children and parents about nutrition and health can improve education outcomes save lives.

MOBILE AND TECHNOLOGY SOLUTIONS FOR EDUCATION

ECONET WIRELESS
(ZIMBABWE / MOBILE TELECOMMUNICATIONS)

SUMMARY:

Leveraging Technology for Education

Econet Wireless Zimbabwe – part of the diversified telecommunications network Econet Wireless Group – began investing in education through its philanthropic activities in 1996. Over the years, the company's investments have expanded. From granting scholarships impacting over 200,000 students to establishing learning hubs across Zimbabwe, Econet is now making commercial investments in education by leveraging its core business expertise: mobile technology. Launched in 2013, Econet's EcoSchool aims to improve access to educational content for learners in formal and informal institutes of learning, with the goal of impacting the lives and opportunities of its customers.



Photo: HigherLife Foundation

TYPE OF IMPACT

ON SOCIETY

- Access to educational opportunity
- Learning outcomes
- Strengthened education systems

ON SOCIETY AND BUSINESS

- Development of a skilled workforce
- Efficiency of education collaborations
- Community social and economic development

ON BUSINESS

- Brand differentiation
- Employee retention and morale
- Profitability
- Business resilience

TYPE OF INVESTMENT

- Direct Programming
- Educator Training
- Product Development
- Infrastructure
- Policy Change

INTENDED BENEFICIARIES

- Children, youth and adult learners
- Educators
- Community
- Government
- Business

1

THE EDUCATION ISSUE

By 2050, Africa's population is expected to double in size and its under 18 population will reach almost 1 billion.¹ This population growth will require greater efforts and investments in education. For example, while primary school completion rates in Zimbabwe have improved and are now estimated at over 80%, the secondary school attendance rate is as low as 50%.² There is a high drop-off rate between secondary and tertiary education in Zimbabwe – and across Africa – which results in one of the lowest tertiary school enrolment rates globally at an estimated 6%.³

THE BUSINESS CASE

Inspired by the potential of mobile technology to redefine traditional notions of education, Econet seizes the opportunity to address the educational needs of students in Zimbabwe, focusing on the development of new, learner-centric modes of learning. Today, Econet facilitates equitable access to educational content and interactive learning environments delivered through mobile devices.

To make the business case to invest in education, Econet first recognizes the social need and good. However, this investment materialized following an analysis on the commercial benefits of investing in education, including potential new revenue streams and minimal capital investment as existing core competencies and infrastructure could be leveraged. The annual mobile education (mEducation) market size is estimated to reach US\$70 billion by 2020,⁴ offering a range of revenue opportunities for any mobile operator.

THE INVESTMENT

Econet's mEducation portfolio includes products and services that address a broad range of learning needs from primary school all the way through to employment.

Econet's web-based e-learning platform Ruzivo offers classroom access to educational content tailored to primary students across Zimbabwe. A different service targeting tertiary level learners, Econet Zero, enables access to education websites, including globally-recognized massive open online courses. Additionally, EcoSchool University partners with tertiary institutions in Zimbabwe to provide digital content via the EcoSchool tablet,

while EcoSchool Academy offers mobile courses suitable for all learners.

Supplementing EcoSchool is Muzinda Hub, founded in 2014, which aims to promote 21st century skills for Zimbabwean youth through digital and entrepreneurial skills training and development.

In addition to the education solutions it brings through technology, Econet also provides scholarships to 200,000 disadvantaged children to cover school fees and to adolescent youth to support their continued education in secondary school and university.

2

PLANNING FOR IMPACT

Econet's continual investment in education, starting with scholarships in 1996, led to the identification of gaps in the existing education system. Although scholarships awarded from primary through tertiary education fulfilled Econet's fundamental desire to improve **access to education** for children and youth, scholarships alone could not impact the quality of teaching or academic content for better learning outcomes. Econet opted to take a more engaged and comprehensive approach to making an impact on access to quality educational resources and skills development for youth. This approach aimed to equip students with knowledge and skills relevant to meet and exceed the needs of the market for the **development of a skilled workforce**.

When developing its investment strategy, Econet planned to measure its impact around three aspects: 1) **access to education**; 2) **brand differentiation**; and 3) **profitability**. Some of the indicators used to measure the impact of its investments from the planning stage include education access rates, financial contributions towards education, brand visibility/awareness, visibility of Econet's business leaders as education champions, revenue growth, sales, number of educators/schools adopting Econet products/services and number of students using Econet products/services.

3

BE SMART

The inequality that exists in accessing education in Zimbabwe was the motivation for Econet's investments in education. Ranging from scholarships distributed through its Higher Life Foundation and Capernaum Trust to delivering free digital educational content to learners on tablets, Econet's investments **promote equity and equality** and **align with government needs** in education by enabling access to education for marginalized students and youth, and addressing the short supply of textbooks and educational resources endemic to the country.

The investments are innately **outcomes-oriented and results-driven** seeking both profitability as well as social returns. Key Performance Indicators are monitored regularly to assess impact on the company's bottom line and society.

4

OUTCOME & IMPACT

Econet's efforts to improve **access to educational opportunity** have reached over 320,000 students and community members. Through the work conducted at the Muzinda Hub, over 1,000 technology developers have been trained since July 2014, aiming to alleviate Zimbabwe's high youth unemployment rate and contributing to the **development of a skilled workforce**.

Econet's flagships investments in education help to improve its **brand differentiation** and establish the company as a champion of education. At six months since commercial introduction of its newest service, EcoSchool, user adoption is estimated at 25% of the total tertiary enrolment of Zimbabwe and has driven **profitability** in Econet's other lines of business.

There is a high drop-off rate between secondary and tertiary education in Zimbabwe and across Africa which results in one of the lowest tertiary school enrolment rates globally.

LESSONS LEARNED

Econet sees the hope that is imparted on students when they feel supported and empowered. Econet's commitment to continue its investments in education is driven by the belief that those investments have tangible impact. Econet's investments provide an opportunity for children and youth to continue their education and to excel personally and academically. These successes reinforce that investments go beyond Key Performance Indicators; they are about people, and ultimately, an investment in the future.

Through the work conducted at the Muzinda Hub, over 1,000 technology developers have been trained since July 2014.

¹ Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat. World Population Prospects: The 2012 Revision. New York: United Nations, 2013.

² UNICEF. Zimbabwe: Statistics. Accessed 5 May 2015 at: http://www.unicef.org/infobycountry/zimbabwe_statistics.html

³ UNESCO Institute for Statistics. Data Centre. Accessed 5 May 2015 at: <http://www.uis.unesco.org/datacentre>

⁴ McKinsey & Company, and GSMA. Transforming learning through mEducation. 2012.

ENGAGING EMPLOYEES TO CLOSE THE FINANCIAL LITERACY GAP

PwC¹
(GLOBAL / FINANCIAL SERVICES)

SUMMARY:

Combining Skills-Based Volunteering and Financial Resources for Maximum Impact

As a professional services firm, PwC US has over 41,000 employees in the United States who provide specialized services to a diverse client base. PwC recognizes that the skills of its employees can be leveraged to address a major gap in the education system of the United States, and in June 2012, launched the Earn Your Future commitment with two goals: 1) help develop critical financial skills; and 2) provide educators with the resources and training to teach those skills. EYF is a multi-year investment which leverages US\$190 million in cash and in-kind contributions over five years.



Photo: PwC

TYPE OF IMPACT

ON SOCIETY

- Access to educational opportunity
- Learning outcomes
- Strengthened education systems

ON SOCIETY AND BUSINESS

- Development of a skilled workforce
- Efficiency of education collaborations
- Community social and economic development

ON BUSINESS

- Brand differentiation
- Employee retention and morale
- Profitability
- Business resilience

TYPE OF INVESTMENT

- Direct Programming
- Educator Training
- Product Development
- Infrastructure
- Policy Change

INTENDED BENEFICIARIES

- Children, youth and adult learners
- Educators
- Community
- Government
- Business

1

THE EDUCATION ISSUE

In the United States, only 17 states require a personal finance course as a high school graduation requirement² and most teachers do not feel comfortable teaching financial capability concepts in their classrooms. However, 89% of primary and secondary school teachers agree that students should either take a financial education course or pass a competency test for personal finance before graduating from secondary school.³ This is validated by economic data which shows that students from states where a financial education course is required are more likely to use credit cards responsibly, save more money and take reasonable financial risk.⁴

THE BUSINESS CASE

PwC has a long-standing commitment to both its clients and the communities in which it works, and sees social and environmental programmes as investments in the long-term success of both. PwC's leadership believes that its success requires each one of its employees to drive its vision. Therefore, it is critical for employees to understand both the values and behaviours of the firm, as well as its services and approach to the marketplace. This comprehensive understanding allows PwC employees to serve its clients better. The firm believes it is critical for employees to understand the firm – from its values and behaviours to its services and approach to the marketplace – in order to serve clients better. Through Earn Your Future (EYF), PwC sees an opportunity to engage its employees and provide them with valuable skills building opportunities while addressing the shortfalls in the education system of the United States, especially in underserved communities.

THE INVESTMENT

PwC has committed its core resource – the time and skills of its employees – and has made charitable grants in direct programming (curriculum, events and other resources) to deliver quality financial education. Examples include:

- PwC's EYF financial literacy curriculum and other complementary resources, such as the *JA Build Your Future* app. PwC employees are trained to collaborate with educators and teach the curriculum domestically to students. Understanding that education should be contextualized, each PwC office collaborates with local public and private schools, and nongovernmental organizations (NGOs).
- PwC's collaborative relationship with Knowledge@Wharton

2

PLANNING FOR IMPACT

EYF is designed to drive impact towards 1) improving financial education for students in a way that provides increased **access to educational opportunities** and leads to **learning outcomes** and economic benefits on both a personal and country level; and 2) providing valuable training and resources to equip educators to teach financial skills.

PwC also aims to improve **employee retention and morale** by creating a volunteering programme that utilizes and develops its employees' work skills. Given that EYF is one of the largest corporate commitments of its kind, it also provides **brand differentiation**, demonstrating the value that this type of investment can bring as well as PwC's values.

In PwC's 17th Annual CEO Survey, 63% of CEOs cited the availability of skills as a serious concern.⁵ PwC is also contributing to **developing a skilled workforce** by 1) providing students with the ability to make better financial decisions, which ultimately allows them to invest in their education or job training; and 2) providing PwC staff, many of whom will go on to careers in other companies, an opportunity to develop new skills that will serve them over the course of their careers. In the long-term, a more skilled workforce will be better equipped to reach its personal goals and reinvest in its communities, leading to greater **social and economic development**.

- High School to deliver a business and financial responsibility education seminar. Since September 2012, PwC has sponsored educator training for more than 500 secondary school educators and administrators to address high school teachers' financial literacy knowledge gap.
- Strategic collaborations with leading NGOs aid in building EYF's platform. PwC works with a diverse network of organizations, such as the Clinton Global Initiative, Junior Achievement, First Tee, DonorsChoose.org, MIND Research Institute, the Council for Economic Education and a number of higher-learning academic institutions. These NGOs have specific capabilities that better allow PwC to deliver EYF's benefits.

3

BE SMART

Consistent with its client-service strategy, PwC is ensuring that EYF is **outcomes-oriented and results-driven**. To measure impact, PwC tracks data points both internally and externally. Internally, PwC has demonstrated a significant increase in employee engagement, including the retired PwC partner community. Externally, PwC tracks students' knowledge and skills improvements via pre and post assessments and measures its impact with educators via professional development surveys.

In order to maintain its level of commitment to EYF, PwC continually reevaluates its allocated resources. Most recently, PwC extended its commitment by US\$30 million, bringing its total commitment to US\$190 million. PwC also solicits feedback from staff, students and educators on ways the programme can be improved upon. The combination of a financial commitment and staff engagement positions EYF to be a **sustainable and scalable** programme.

4

OUTCOME & IMPACT

PwC is on track to achieve the outcome and impact it intended when it launched EYF. To date, over 500,000 hours have been contributed towards youth education and development and over 47,000 educators have received educational, financial or development resources and training.

PwC is also collecting and monitoring data to demonstrate the **learning outcomes** of EYF. While a longer-term study is needed to prove that EYF statistically contributes to the development of a skilled workforce and community social and economic development, anecdotal evidence suggests that EYF improves both **employee engagement** as well as student engagement.

EYF is becoming ingrained in PwC's culture from the most senior leaders to newest staff members. EYF is also directly tied into the PwC pro-bono service offerings and the firm has contributed nearly US\$2.3 million since 2012 in pro-bono services focused on youth education.⁵

PwC sees social and environmental programmes as investments in the long-term success of both its clients and the communities in which it works.

LESSONS LEARNED

EYF underscores the importance of involving all staff levels within an organization. PwC's new hires are provided with a clear understanding of the EYF mission and shown how to get involved. Employees who are more experienced with EYF volunteering are empowered to train other employees on the curriculum and classroom tactics. Often, the EYF trainers are the junior staff members, which further demonstrates PwC's culture of promoting coaching as a two-way street. While the goal to improve financial literacy is singular, the opportunities to participate in a volunteer/leadership capacity are diverse and PwC's

staff voice that EYF is an excellent vehicle for internal networking and team building. EYF also shows the value of empowering local networks, teams and individuals to act as change agents. EYF was announced and supported by senior leaders, but it is successful largely in part because local offices have taken ownership, led by dedicated EYF Partner Champions within each of the 21 geographic markets. The infrastructure of EYF successfully balances the national-local connection, using the competencies of both levels to drive engagement and impact.

¹ PricewaterhouseCoopers LLP, a Delaware limited liability partnership. All rights reserved. PwC refers to the United States member firm, and may sometimes refer to the PwC network. Each member firm is a separate legal entity. Please see www.pwc.com/structure for further details.

² Council for Economic Education. Economic and Personal Finance Education in our Nation's Schools. New York: Council for Economic Education, 2014.

³ W. L. Way and K. Holden. Teachers' Background & Capacity to Teach Personal Finance: Results of a National Study. Denver: National Endowment for Financial Education, 2010.

⁴ Council for Economic Education. The 2014 National State of Financial and Economic Education. Accessed 11 May 2015 at <http://www.surveyofthestates.com/#state-of-financial-and-economic-programs-across-the-nation>.

⁵ PwC. 17th Annual Global CEO Survey. Accessed on 11 May 2015 at <http://www.pwc.com/gx/en/ceo-survey/2014/index.jhtml>.

The Ten Principles of the United Nations Global Compact

HUMAN RIGHTS

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

LABOUR

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

ENVIRONMENT

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

ANTI-CORRUPTION

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

