

The Education for All Agenda



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Keynote Addresses: Highlights



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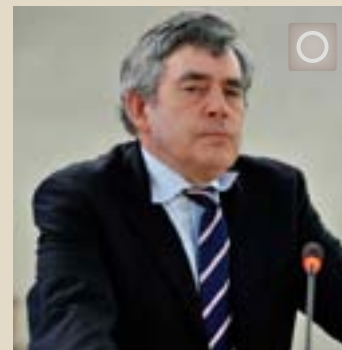
Ban Ki-moon



Micheline Calmy-Rey



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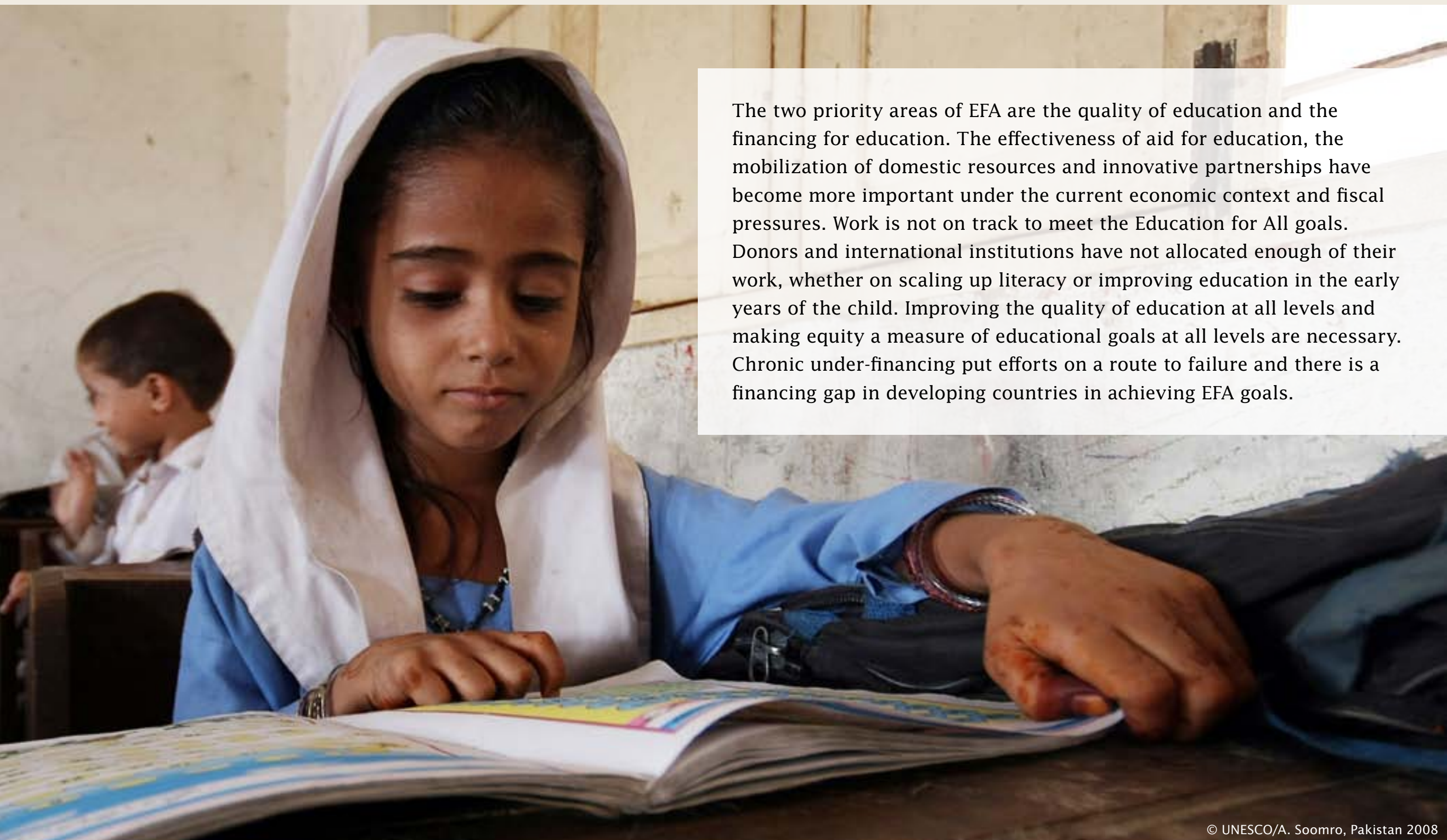
Simon Willis



Juliana Rotich

AMR discussions—“Education for All Agenda”

1 Accelerating Education for All (EFA): Mobilizing resources and partnerships



The two priority areas of EFA are the quality of education and the financing for education. The effectiveness of aid for education, the mobilization of domestic resources and innovative partnerships have become more important under the current economic context and fiscal pressures. Work is not on track to meet the Education for All goals. Donors and international institutions have not allocated enough of their work, whether on scaling up literacy or improving education in the early years of the child. Improving the quality of education at all levels and making equity a measure of educational goals at all levels are necessary. Chronic under-financing put efforts on a route to failure and there is a financing gap in developing countries in achieving EFA goals.

Shared responsibility

From the supply side, the government must guarantee enough resources to make education available and affordable for diverse groups. From the demand side, the government should address and fulfil the different demands from specific groups, such as the poor students and those from rural areas. Education is a shared responsibility between government, community and private sectors. Each country has the responsibility for educating their children, which governments must be reminded of when allocating more resources to subsidies for areas other than education. Municipalities and other government institutions need to provide good working conditions to address quality concerns of education.

Teachers

In many French-speaking countries in Africa, such as Senegal, the reduction in the numbers of teachers' motivation and funding were fuelling strikes, which have a negative effect on education.

The number one priority for improving education should be a focus on teachers. Additionally, increasing the number of teachers and also improving their education and thus, the quality of teaching should be priorities. In Ghana, increasing the number of teachers has been successful because it had mobilized its resources, such as retired teachers or teachers outside the system or in other professions. Finland has raised the profile of the teaching profession so high that there are a consistently higher number of applicants to teaching positions than positions available. It is not the salary but the working conditions that inspired interest in the profession in Finland. There were also incentives available to teachers, such as continuous training to keep teachers updated and motivated.



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Computers are not magic, teachers are. The role of technology could help to mitigate or provide a bridge to skills lacked by teachers in the classroom. One model is the “flipped classroom”. The flipped classroom makes it possible for students to listen to lectures by experts on their own, personal time. This allows for more time in the classroom for interaction between teachers and students, providing teachers the opportunity to guide students through learning, foster debate and even change their relationships with pupils.

Private-sector

Education and the importance of education are in the DNA and soul of Intel, as evidenced by their investment in the education for over 40 million children around the world every year. The Intel Teach Programme, established in 2000, has trained nearly 10 million

teachers around the world to bring information technology into their classrooms and improve students' employability by fostering problem-solving and teamwork. The overwhelming majority of these teachers are women and they have become role models in their classrooms, showing that women can be, and are, competent users of technology. The Programme provides basic computer skills training and how to apply the skills to solving practical problems. This work reflects how governments could work effectively with corporations to improve equity and use education to bring real and positive changes around the world. Intel practices its philanthropy by working in close partnership with the governments where programmes were implemented, seeking to produce systemic change. Real and lasting effect must be achieved to bring about internal-led transformational changes in countries. Intel helps to develop systems, which are cost-effective, where technology could serve as an inspiration for the design of educational programmes. Intel is interested in furthering collaboration with other corporations and is currently implementing

the Assessment and Teaching of Twenty-First Century Skills (ATC21S) evaluation, in collaboration with Cisco and Microsoft.

Conflict

In disaster and conflict-ridden countries, 18 million children are estimated not to attend school. Only 2 per cent of aid to education goes to countries in conflict. Education is then left to the development stage but when countries move from the conflict stage to the development stage is unclear. A displaced child could spend up to 12 years away from home and accessible education. Physical destruction of infrastructure is less important than a loss of life. However, it implies serious losses in human capital, when there is a loss of educational opportunities. Efforts must be made to ensure that education programmes continue in conflict contexts. The authorities of Nepal and Mali achieved this by promoting education despite ongoing political confrontation.

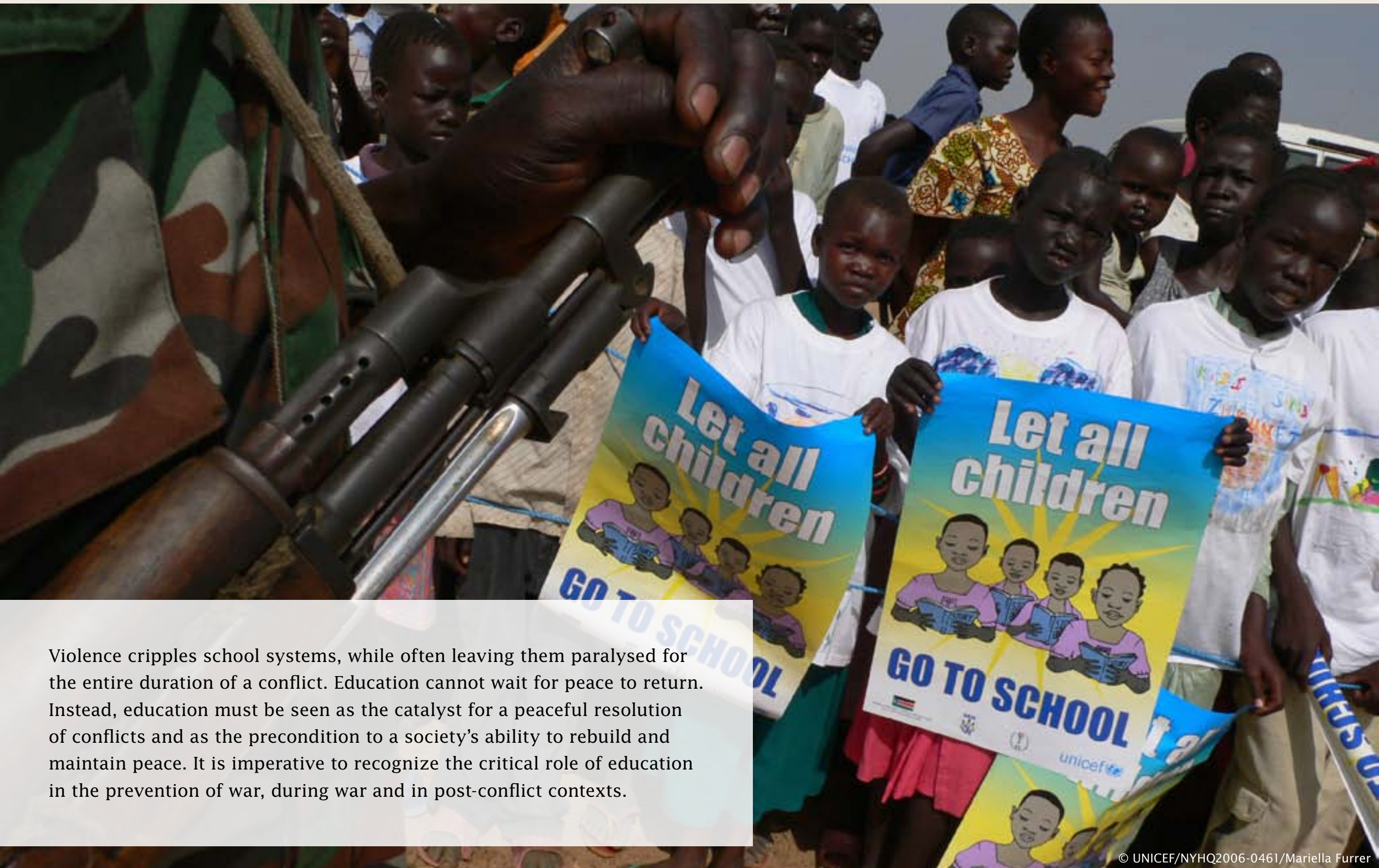
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2 Education, Human Rights and Conflict



Violence cripples school systems, while often leaving them paralysed for the entire duration of a conflict. Education cannot wait for peace to return. Instead, education must be seen as the catalyst for a peaceful resolution of conflicts and as the precondition to a society's ability to rebuild and maintain peace. It is imperative to recognize the critical role of education in the prevention of war, during war and in post-conflict contexts.

It is of particular importance to emphasize that governments have the primary responsibility to provide education for all and should spare no effort in ensuring the maintenance of education even in high-risk situations and armed conflict. Violence and conflict do not relieve the state of its obligation to protect and promote the right to quality education and the enjoyment of all human rights.

Although conflict does pose some significant challenges to the maintenance of education, it should not discourage investment in human and financial resources for this sector. On the contrary, governments should spare no effort in safeguarding education throughout these situations, in order to help communities navigate out of conflict and into development, peace and security.

Furthermore, it is crucial to regard access to education during conflicts as a necessary service and not allow it to be neglected because of the misconception that armed conflict is only temporary. With the growing number of wars and violence around the globe, it has become clear that this is simply not the case.

Peace

Quality comprehensive education is the antidote to violence, repressive policies and discriminatory ideologies. Considering that most modern conflicts are fuelled by lack of intercultural dialogue, intolerance and discrimination, education is a powerful tool for peacebuilding and peacekeeping processes. By promoting not only literacy and important life skills, but also human rights, respect for diversity and tolerance, education can cleanse a society in conflict of the inequalities and stereotypes that are often exploited by those who propagate violence. Thus, quality pluralistic education fosters a culture of peace, celebrates diversity and instills principles, such as negotiation and dialogue, in order to settle differences and



UN Photo, Jean-Marc Ferré

overcome social, religious, ethnic and cultural divisions. Educational policy must place great emphasis on the development of pluralistic, inclusive and tolerant curricula, aligned with the promotion and respect for human rights.

Psychological aspect/reintegration

Violence has also taken a horrific toll on the psychological well-being of children in high-risk societies. In this regard, the role of education as a means of returning some normalcy to children who have been traumatized and isolated by war and violence must be recognized and highlighted.



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Schools have the power of creating a social environment crucial for the integration of generations born and raised in conflict settings. This is particularly relevant for the effective rehabilitation and reintegration of child soldiers, internally displaced persons (IDPs) refugees and other affected populations.

Gender

Settings in which one sector of society is not interested in educating their female population are also a major impediment to the realization of universal primary education. Societies in which access to education for the girl child has been made particularly difficult by certain ideologies have not only severely hindered progress in reaching MDG2 but have also continued to pose a grave threat to the stable and peaceful development of regions emerging from conflict. An estimated 57 per cent of the primary school age children not enrolled in primary school are girls, with the percentage being significantly higher in areas where female attendance remains a taboo.

Providing quality education goes further than building a school. Comprehensive curricula must be developed, in order to eradicate taboos and stereotypes leading to conflict and discrimination. Education will prepare the next generations to contest the ideologies preventing marginalized groups from participating fully and equally in the social, cultural and economic development of their society.

Funding

While funding education in conflict areas is indeed more costly and more risky than other investments, it is absolutely necessary. The education sector is still far behind other social sectors in mobilizing development aid and humanitarian assistance. This has to change.

It is imperative to increase the national and international financial resources to ensure that quality education is available for all children, especially in regards to children and adolescents in conflict areas. It is through education that the affected communities will be able to make a stable and inclusive transition to peace; and it is, indeed, those educated children who will be tasked with constructing a tolerant society capable of fostering sustainable, inclusive and stable economic development.

Cooperation

The tremendous efforts made every day by parents at the community level to keep their children in school, the vital contribution from the local NGOs to keep the schools running and the partnerships established with the private sector to safeguard education in times of conflict must be recognized. Educational policy must build on, and continue to encourage, this multi-sectoral approach. Cooperation and collaboration in this area must encompass both funding and the development of curricula, in order to ensure that education systems have the necessary resources to function effectively and that children are learning skills attractive for employers, while enriching their minds and gaining a firm understanding of their rights and fundamental freedoms.

Key recommendations

States, non-governmental organizations (NGOs) and the private sector should partner to raise awareness of the crucial role played by education in the development and stability of a society, particularly in conflict and post-conflict contexts, while acknowledging that the primary responsibility to provide education lies with the government.

Governments must make access to education and the safeguarding of schools, teachers and students a priority, in order to avoid further deliberate attacks, especially during conflict situations.

Governments must send a clear message of zero tolerance for discrimination on any base, including gender, ethnicity and religion, in all sectors of society, including the educational system. Added emphasis needs to be placed on access to education for the girl child, especially in regions where this group has been marginalized and excluded from entering school, as a result of discriminatory policies and ideologies.

Funding for education must increase. In particular, access to education must be incorporated as a key component of humanitarian and development aid, while raising awareness of the importance of maintaining education during times of conflict. Funding for education in conflict areas should take constraints on the ground into account. Flexible grant programmes should be developed, with the aim of ensuring that the necessary financial resources reach community initiatives.

The development of teacher training modules and school curricula should follow a multi-stakeholder approach, resulting in increased collaboration between governments, civil society and the private sector. This will result in curricula based on relevant life skills and the principles of social inclusion, human rights, gender equality, tolerance and pluralistic values.

Education, including sports and arts programmes, is critical for creating a safe and stable environment suitable for the rehabilitation and reintegration of all victims of violence, including IPDs, refugees and child soldiers.

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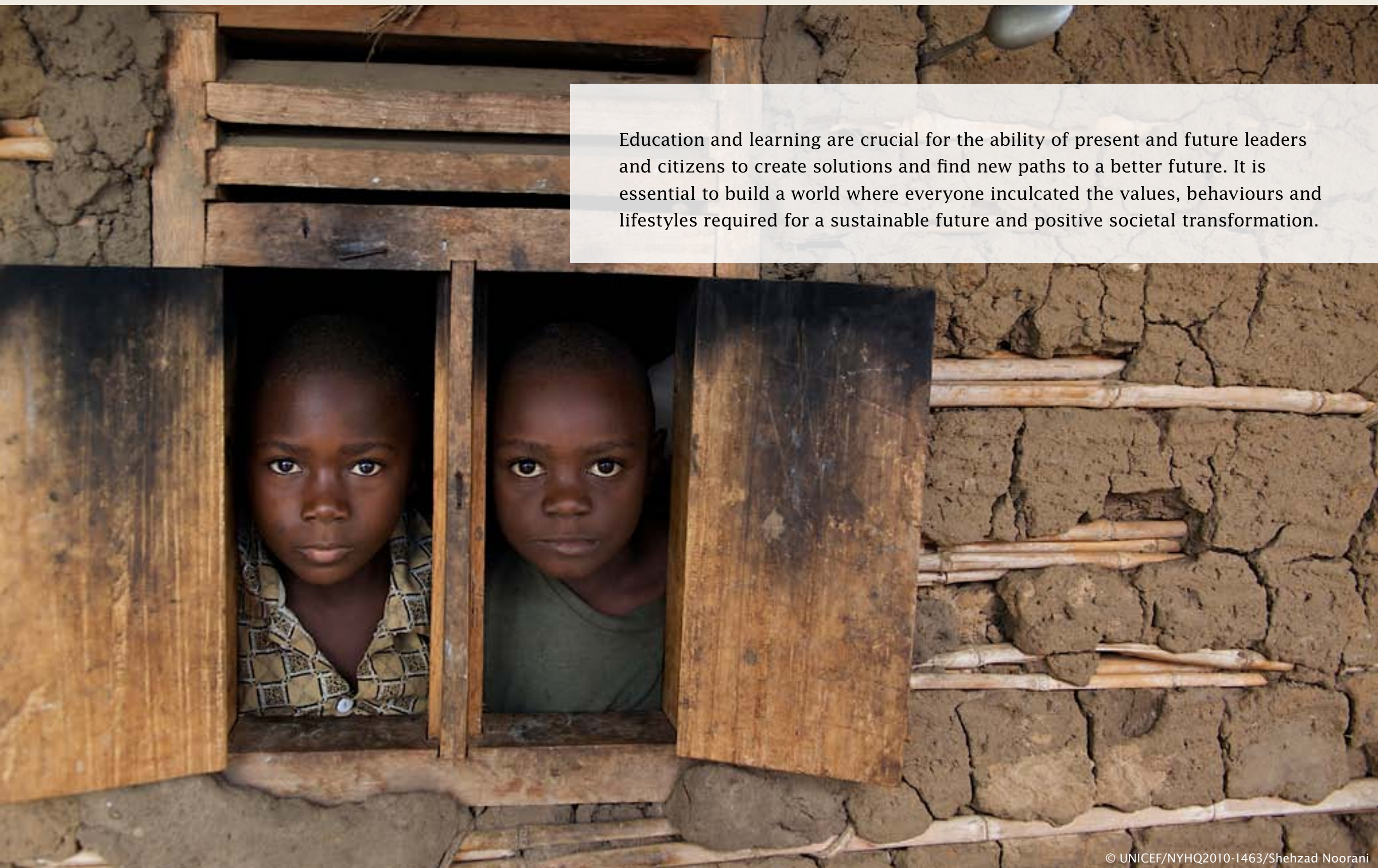


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3 Education for sustainable development

Education and learning are crucial for the ability of present and future leaders and citizens to create solutions and find new paths to a better future. It is essential to build a world where everyone inculcated the values, behaviours and lifestyles required for a sustainable future and positive societal transformation.





There are two important approaches. First is the generalist approach, which begins in the early grades and focuses on shaping values and lifestyles. Second, the specialist approach, which develops the specific skill sets needed to guide and, if necessary, transform society's relationship with the natural world in a sustainable direction. Both approaches are needed to address the social, economic and environmental challenges faced. Bold new approaches and better education are required to tackle the fundamental environmental challenges faced globally.

Education and sustainable development—the link

Addressing the issue of sustainability requires acknowledging that social, environmental and economic issues go together. Equity, harmony of nature and meeting everyone's basic needs are intertwined and require being addressed together. It is necessary to inculcate in the young values based on long-term thinking and incite a respect for life. Knowledge needs to be systematic, holistic and look to address root causes. Whether in the disciplines of engineering, economics, sciences or business, sustainability and long-term thinking need to be incorporated into education. The continued growth of the human population degrades the human condition by causing poverty and exclusion, loss of well-being and dignity, accelerated climate change and impact, through greenhouse gas emissions and thus, increasing communities' vulnerabilities and endangered biodiversity. A global curriculum on sustainable development is needed as part of educational goals.

Challenges

Sustainable development is about the intersection between economics, social justice and environmental sustainability, a triple bottom line that is crucial in the twenty-first century and yet remains systematically

almost not taught anywhere. Even in the United States, there is very little formal education regarding sustainable development. This was evident in the consequently weak national understanding and discussions on the issue, adversely affected by corporate propaganda, which has prevented the United States from playing a leading role and being a reliable international partner for sustainable development. In low-income settings, the challenge of the MDGs is to address the real life challenges for children and young people everywhere and that the curricula does not address issues, such as environmental sustainability. Too many people leave school without relevant skills and thus, states need to ensure the quality of education.

Tens of millions of children are without access to education. The very basic issue of literacy needs to be addressed. Without literacy, it is difficult to envision how people could contribute to a sustainable world. The commitments behind the goals of Education for All have not been followed through and remain distant goals; and the financial commitments have been waning in recent years.

Sustainability through equity

It is possible to use carbon offset resources to foster education, in particular, that of women and children, given the positive relationship between opportunities for women and girls and reduction of demographic growth and opportunities for carbon reduction. Job creation and education for women could have a dramatic impact by providing them with a source of income and confidence, resulting in a reduction of population growth. Therefore, investment in opportunities for women and girls could have a momentous impact, both in promoting development and in promoting environmental sustainability.

MDGs

Putting education at the centre of the fulfilment of the MDGs is also about addressing the challenges that many children and young people find in their lives. For this reason, information and communication technologies should be used to promote the education for development because connectivity could radically transform education everywhere, particularly in the developing countries and serve to empower the poorest places.

Technology leaders are willing to partner with countries, in order to achieve this and ministers should encourage this work. By connecting young children through video conferencing and a shared curriculum, they are being taught that an empowering global civil society was possible through increased connectivity and a worldwide network.

Addressing the gaps

Addressing the agenda on sustainability, climate change and biodiversity requires thinking about education. Achieving these goals requires knowledge, leadership, science and all other important components of education. By encouraging governments to put sustainable education policies in place on all levels of education, justice can be done to the sustainable development agenda. Education ministers should send the message that commitment to sustainable development in education cannot be put aside and that the technical challenges of implementing it, including the financial aspects, should not be forgotten. Regardless of the enormous gaps in order to achieve the established goals, primary education, as a goal, was not enough and secondary education would be needed to achieve sustainable development.

Special attention should be paid to countries that have been overspending on defense and under-spending on education. Social protection should be linked to keeping children in school. In order for countries to become more productive and alleviate poverty, focus

on research, technology and innovation is required. Education needs to be harmonized with the pursuit of specific economic systems and the lack of education should not be an excuse for eschewing a green economy.

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4 Education challenges in Africa and least developed countries (LDCs)

Progress continues to be made on the scale of accessible education opportunities in Africa and LDCs. Focus must now be placed on improving its equity and quality. As challenges are addressed and policies are amended accordingly, it must be understood that education systems are complex human organizations and not just administrative systems.





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Reforms should emphasize the changing behaviour of all the actors and stakeholders. As primary education activities have expanded, post-primary levels of education are rapidly becoming a key constraint to youth employment and economic development. A call for the creation of a new vision for education beyond primary education has been voiced.

Obstacles to education

Major challenges still exist in education sectors, especially in Africa and LDCs. Eighty per cent of the 67 million children who are not attending primary school are in rural areas. Inequitable access to education, poor quality of education and training, lack of relevance of education, lack of teacher recruitment and retention, domestic

resource mobilization, lack of infrastructure and ineffective management are widespread attributes, which hinder the ability for education systems to operate optimally and, as needed, to further economic and social development. Certain areas, especially rural, still lack the necessary teaching materials and resources. Schools continue to be plagued by a consistently high number of out-of-school children and considerable dropout rates. Many fee-based and fee-dependent schools are inaccessible to families experiencing socio-economic and financial constraints.

Gender

The potential of education to contribute to the reduction of poverty among women is unquestionable. However, school retention—especially for girls—remains an immense challenge in many of the LDCs. Women and children are two of the greatest assets of LDCs and, in order to harness their potential, they must be given equal access to education and social development opportunities.

Quality

Quality is a dually defined element of education. There must be quality in (1) the content delivered and (2) the method of delivery. Relevance of curriculum requires greater attention, which, therefore, requires greater analysis of the linkages between skills development and labour market needs. As progress has been made on primary enrolment rates in many African countries, attention has shifted to post-primary levels of education, including secondary, tertiary and vocational and technical trainings. Multiple learning pathways are important, in order to enhance the knowledge and skills of children.

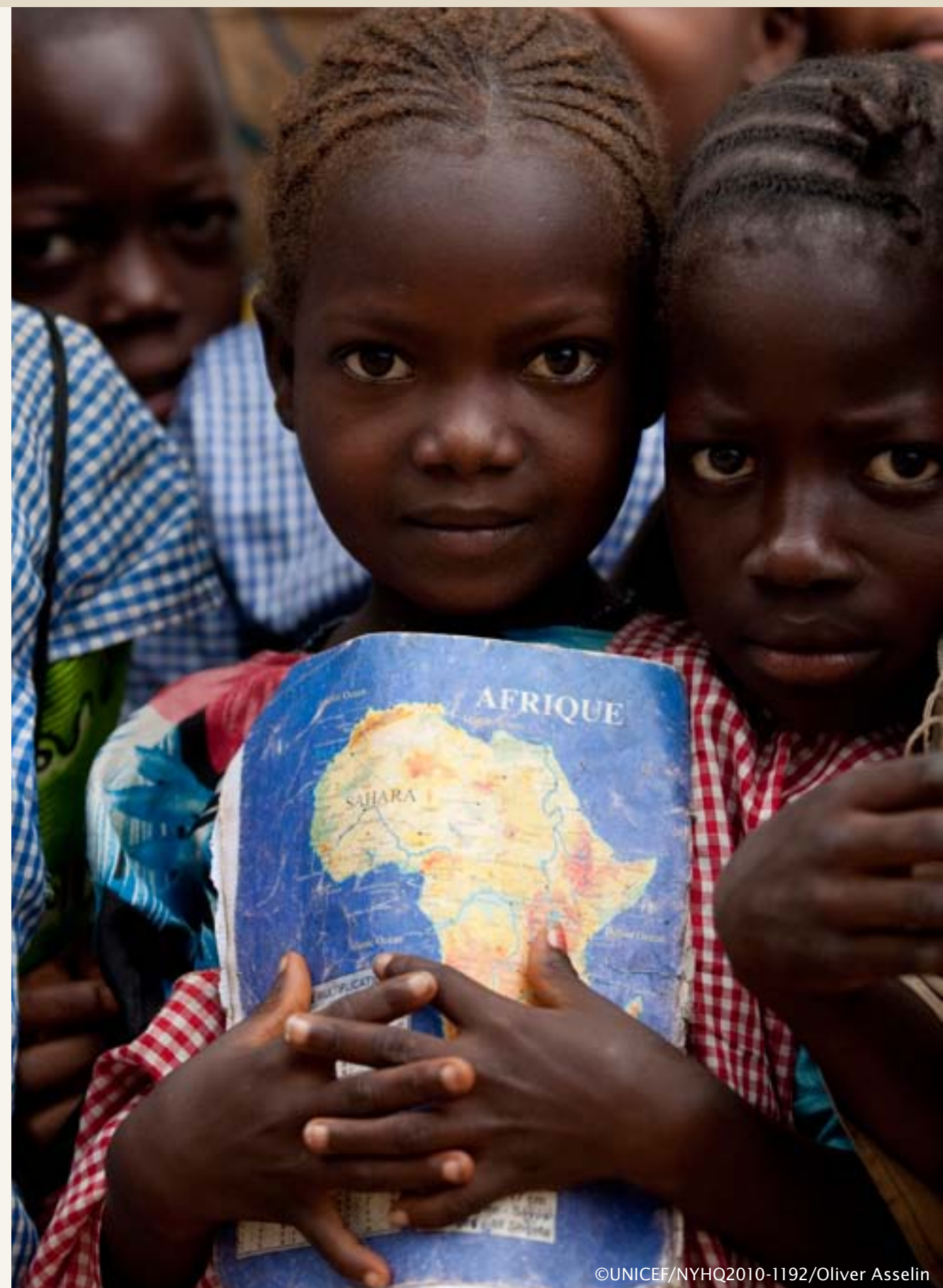
Not only is education content crucial to overall development but how it is taught is equally as important. At times, there is a gap

between the skills acquired during teacher training programmes and the skills needed in the actual classroom. In India, teachers are in dire shortage but to ensure quality education, it is required to take an eligibility test to become a teacher. Kenya has taken another step and has made conditions on teaching a constitutional mandate. Schools require resources to attract quality teachers but many of the allocated resources go to non-core activities, such as feeding programmes and health-related provisions (immunizations). Important activities, such as these must be provided when there are no other sources for them but they must not endanger the quality of education through over-consumption of its resources. There is a potential to increase quality through the obtainment of better education resources and teachers when a school may justifiably charge tuitions. However, charging enrolment rates can only be helpful at providing education when there is enough of a local population who can afford the rates. Fee-charging institutions must be complemented by education options, which are accessible to all, regardless of social and financial status. Maintaining quality content and delivery are essential to the betterment of not only education systems but also overall well-being.

Key recommendations

“Invest early”, because early interventions have the highest returns and “invest for all”, especially for those living in remote areas and in order to promote equity and social inclusion.

Emphasis on an enabling environment for children to be in school is needed. Early childhood care and education are not enough by themselves but should be complemented by programmes that promote improved nutrition, enhanced training in parenting and child-rearing, and parents’ improved health literacy for young



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children. In order to close the gap in access to and quality of education, a wide range of interventions, such as institutional capacity-building, innovative financing, the involvement of local communities and policy measures to ensure the quality of teachers is needed. There needs to be an enhanced partnership between the public sector and civil society. Certain countries, such as Kenya, have decentralized education management to the local level to create a sense of ownership. There is now a need to build the capacity to ensure accountability and effectiveness at the local level, with the involvement of parents and communities.

Further efforts required include: (i) better targeting of programmes to ensure that most marginalized students have access to quality education; (ii) enhanced inter-ministerial cooperation to ensure a holistic approach to education policy; (iii) improved capacity in school management; (iv) better monitoring and evaluation systems for the education sector; and (v) improved school infrastructure and teaching and learning tools. It should be understood that education systems are complex human organizations, not just administrative systems. Reforms should emphasize changing the behaviour of the actors or stakeholders.

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5 Education for the future: Changing needs—Thematic roundtable



Technology has the potential to fundamentally revolutionize education. There exists indisputable evidence of the positive impact that can be generated from the integration of technology into education systems.



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As the educational needs of the world continue to expand, not only do new methods of education delivery need to be developed and quality addressed but also the conventional understanding of education must be re-evaluated as needs change.

Challenges to education development

There is a rising concern that education systems do not adequately prepare students to meet the demands of neither tomorrow's world nor the labour market. Furthermore, the benefits of an effective

education system have been found to have a direct, positive impact on other social sectors, such as a reduction in child mortality rates through the increased knowledge-base of women. In particular, many students lack basic competencies as well as problem-solving skills. It has been reported that the greatest challenges exist in countries in special situations, particularly those affected by conflicts or in communities exhibiting the restrictive attributes of gender inequality. As the educational needs of communities continue to grow, it is imperative that donor countries strengthen efforts to develop aid for education, health and infrastructure sectors.

Information and communication technology (ICT)

It is often stated that technology can improve education systems, especially in developing countries, through various new channels of learning, such as distance education. However, it is warned that governments should be cautious about the view that technology is the answer to the quality problems of education. The high maintenance costs that accrue after technological devices have been purchased are one key component to the limitations of ICT mechanisms. In such cases, costs often outweigh potential benefits. Additionally, technological devices can often distract from learning processes and research on the relationship between technology and education has produced mixed results. Technology only amplifies underlying pedagogic philosophy of school systems and would be useless if a school's foundation was not functional. The belief that the use of technology must be the pillar of a good education system loses its credit with the example of Finland as one of the consistently highest-ranking education systems with its limited use of technology. It is urged that nations remember to provide a good core knowledge

foundation, such as mathematics and reading. Investing in technology after a solid basis of education allows true proficiency and progress with a strong ability to manipulate technology.

ICT is often treated as a “quick fix” when, in fact, wider human and physical infrastructures, such as stable electric grids, are required to effectively make use of technology. If education fundamentals are mismanaged, then adoption of technology becomes irrelevant to the success of the education system. Once adequate infrastructure has been established and foundations are developed, technology in education could potentially be useful in furthering education attainment.

There are many initiatives for ways in which technology can help education, such as mobile computer labs. The principal message is simple—technology can be useful but certain conditions must exist for its successful use and even then it should not be relied upon too heavily for the development and delivery of education.

To make ICT work in education an understanding of the so-called “black box” of learning achievement and what the key ingredients for quality education are is crucial. Evidenced by the success of the German approach to education, emphasis must be placed on dialogue and evaluation with the participation of partners. Quality is key. Peru exhibits a successful, quality approach through “transformative” teaching, which is organized around three principles: academic, aspiration and access.

Gender

We need new insights on meeting education challenges. Gender inequalities must be addressed. The correlation between the indicators of mean years of schooling for women/men (25-35 years) and income per person across most countries has consistently exhibited that

the increase in education for women and men correspond with their increase of income. Along with increasing gender equality, there is a demographic window of opportunity and the global community has to strategize on ways of utilizing these opportunities. Improving gender equality in access to education continues to be of vital importance in pursuit of the entirety of the MDGs.

Funding

Donor countries are not on target to reach the financial commitment of approximately \$16 billion required for education. Currently, funding has stagnated at less than approximately \$3 billion. There is now a call for a global fund for education and to bring education back on the agenda of the G8 and the G20. A global fund for education is urgently needed, especially to help LDCs.

Teachers

A prerequisite for the proper implementation of technological devices is the delivery of education, namely teachers. Nothing can replace the teacher in the classroom as the best option for delivery, and it must be acknowledged that technology is not the missing link in ensuring high quality teaching and improved learning outcomes.

The common factor across all successful systems—in developed and developing countries alike—was the high status ascribed to teachers and the professional support to them throughout their careers. Research has demonstrated that, in many developing countries, and particularly in Africa, the best teachers are often (*a*) in the best urban, often private schools, and (*b*) in the higher grades. Teachers could be motivated to perform better if a culture of evaluation permeated their careers, from recruitment to training to ongoing professional development. This would inculcate a culture of excellence early

in their career development. Peru promotes teacher recruitment, training and professional development—as well as raising the status of teaching. The best approach currently used is tracking teacher performance based on students’ learning outcomes. What is needed

is an effective allocation system that addresses disadvantage and the need for quality teaching interventions in the earlier years, in order to promote improvements over the long term. Tanzania is one country where reforms in this vein have shown promise.

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Other events

1 Innovation Fair

To showcase best innovative experiences and mobilize a wide range of stakeholders in support of the Education for All Agenda, the United Nations organized an *Innovation Fair* during the High-level segment of the annual substantive session of the Economic and Social Council (ECOSOC).

The Innovation Fair contributed to the objectives of the 2011 AMR, in particular, by: promoting broad multi-stakeholder engagement in the work of the Council; sharing innovative solutions and best practices in the area of education; demonstrating the strong links between education and the internationally agreed development goals (IADGs)/ Millennium Development Goals (MDGs); and encouraging interaction among participants in the Fair and Member States, which could possibly lead to the replication of projects.

The innovative products and projects showcased met the following criteria: created an enabling environment for improvement, potentially leading to policy change through legislation, regulation or resource allocation; showcased sustainability and replicability; and promoted partnerships and fostered synergetic activities with other stakeholders.

ECOSOC aims to bring together all development actors, be they governmental or non-governmental, from around the world. Consequently, a wide range of institutions was invited to take part in the Fair: governments, international and regional organizations, private sector entities, academia, civil society organizations, foundations and the media.



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Discover some of the innovative projects presented at the Innovation Fair. For additional projects and complete list of participants, visit the official site of the Fair at www.un.org/en/ecosoc/innovfair2011.

Private sector

- The *Cisco Networking Academy*¹ is a global education programme that teaches students how to design, build, troubleshoot,

¹ Visit the official site of the Cisco Networking Academy (www.cisco.com/web/learning/netacad/index.html); and read more on this programme (www.un.org/en/ecosoc/innovfair2011/docs/cisco.pdf).

and secure computer networks for increased access to career and economic opportunities in communities around the world. As Cisco's largest and longest running corporate social responsibility programme, Networking Academy demonstrates Cisco's commitment to education as a catalyst to improve economic conditions.

The Networking Academy teaches ICT skills to students from virtually every socioeconomic background and region of the world. The programme today reaches more than 1 million students who study at more than 10,000 networking academies in 165 countries. Over 4.5 million students have developed ICT skills through Networking Academy since its inception.

- The *Nokia MoMaths*² is a mobile mathematics service, which provides learners and teachers access to interactive mathematics learning materials, using a mobile delivery platform combined with a social media application for peer-to-peer support.

The global vision is to facilitate a cutting-edge mobile learning community for teens; while ensuring that commercial principals underpin all transactions so that social investment can be sustained to support the global goal of "Education for All".

- *Philips SchoolVision*³ is a dynamic lighting system with pre-programmed light scenes that enhances the learning environment and contributes to the well-being of children and teachers.

² Visit the site of Nokia MoMaths (<https://projects.developer.nokia.com/Momaths>); and read more on this project (www.un.org/en/ecosoc/innovfair2011/docs/nokia.pdf).

³ Visit the official site of the Philips SchoolVision system (www.lighting.philips.co.uk/application_areas/school/schoolvision/index.wpd); and read more on this project (www.un.org/en/ecosoc/innovfair2011/docs/philips.pdf).

SchoolVision lighting is a lighting system, which allows both the intensity and the colour temperature of the light to be adjusted to suit the activity in the classroom. Using a control panel, the teachers can tailor the lighting in the classroom to suit what they are doing at the time. They can choose between the “energy”, “calm”, “standard” or “concentration” settings. “Energy” corresponds to the light on a clear summer’s day, whilst the “calm” setting recreates the gentle light from the evening sun.

Non-governmental organizations

- The *Ak’ Tenamit’s*⁴ Teacher/Student Teaching Model is an adapted curriculum designed specifically to eliminate the critical barriers faced by rural, indigenous Guatemalans. The curriculum is designed to provide an alternative to the Guatemala education system, which, through a lack of schools, culturally-appropriate material, and economic obstacles, has isolated rural communities.

Ak’ Tenamit has, for years, worked to push the greater education system to take into account all realities and to recognize that a universal curriculum, designed for the country’s powerful, urban and non-indigenous minority, creates little opportunity for the rural, indigenous majority to develop. Therefore, the non-governmental organization designed a rural-appropriate system, teaching relevant material and skills that directly respond to the reality, challenges and potential, rural job market from which its students come.

⁴ Visit the site of Ak’Tenamit (<http://www.aktenamit.org/>); and more on this project (www.un.org/en/ecosoc/innovfair2011/docs/aktenamit.pdf).



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- The *World Innovation Summit for Education (WISE)*⁵ is a global platform for building the future of education through innovation. Inaugurated in 2009 by Qatar Foundation, under the patronage of Her Highness Sheikha Moza bint Nasser, the WISE initiative includes:
 - ▶ An annual Summit, which brings together over 1,000 thought leaders and pioneering practitioners from multiple

⁵ From the Internet site of the World Innovation Summit for Education (WISE) (<http://www.wise-qatar.org/content/about-us>).

sectors worldwide to foster new collaborations and develop innovative solutions with the goal of inspiring creative change in education;

- ▶ The WISE Prize for Education, the world's first major international prize to reward an individual or a team for an outstanding, world-class contribution to education;
- ▶ The WISE Awards, which identify and spotlight six innovative projects every year that demonstrate a real and positive impact on education and societies;
- ▶ The WISE Publications. The first WISE publication, *Innovation in Education: Lessons from Pioneers around the World*, raises awareness of successful high-impact projects throughout the world and encourages their replication and expansion;
- ▶ Learners' Voice that aims to encourage students (aged 18 - 25) to make their voices heard. They play an active role in the WISE Summit and are also involved in WISE on a year-round basis;
- ▶ The WISE Haiti Task Force that brings together innovators and successful projects to contribute to rebuilding Haiti's education system;
- ▶ The WISE Program for Education Leadership that helps prepare newly appointed education leaders from the developing world;
- ▶ The online collaborative web platform, an interactive knowledge base which offers a wide range of tools for people working in education-related sectors. It is a forum for information and inspiration, and demonstrates the action-oriented approach of WISE to promoting innovation in education;

- ▶ MyWISE, a social networking feature of the WISE online collaborative web platform, that enables the WISE community to connect and share knowledge and best practices on a continuing basis;
- ▶ *Learning World*, a weekly TV magazine program on education developed in partnership with Euronews.

- *Power Within: Learning to Lead programme*⁶ of CARE launched in 2008, enables girls around the world to complete their primary education and develop leadership skills that will empower them to work with their families, communities and countries to overcome poverty. The programme's three key objectives are: (i) increase the number of girls completing primary school; (ii) build girls' leadership skills; and (iii) advocate for the rights of girls.

United Nations system

- *UNESCO Capacity Development for Education for All (CapEFA)*⁷ translates global advocacy on the Education for All (EFA) Agenda into concrete action at the country level. It currently operates on a two-year cycle, with a total of \$13 million and provides target capacity development for EFA in some 28 countries in close partnership with its Member States and alongside international development partners.

CapEFA aims to mobilize donors and technical partners around Member States' priority EFA objectives. It recognizes the

⁶ More information on "Power Within: Learning to Lead" (<http://www.un.org/en/ecosoc/innovfair2011/docs/care.pdf>)

⁷ See www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/capacity-development/



South South News Photo

particular importance of multi-stakeholder forums and participatory dialogue as key to finding solutions for entrenched EFA access, quality and equity issues. These channels open up spaces for exploring the kinds of learning and delivery methodologies that can extend EFA to areas that the government has, so far, been unable to reach and, most importantly, improve quality in education provision, as well as promote personal growth and empowerment. They are also the first steps in bringing together diverse partners who, by working together, could substantially increase delivery capacity at the community level. Even the most effective States need

partnerships with local NGOs, community organizations, the private sector and education research foundations. The scope and number of such partnership arrangements are expanding in CapEFA countries.

- The *United Nations Children's Fund (UNICEF)* showcased initiatives that covered innovative product inventions, partnerships and new uses for ICT. The initiatives enable and assist adolescents and young people from different countries and cultural backgrounds to improve their learning environment infrastructure and to increase interaction with, and through, ICTs.

The UNICEF Supply Division showcased initiatives from the finalists and the prize winner of the INDEX awards⁸ on design for innovation in education products and presented new appropriate technology developments to support Child Friendly Schools. The INDEX aims to find design solutions to the problem of lack of adequate quality education infrastructure and facilities, particularly school furniture for students. The INDEX challenge centres around three sub-themes: improved education facilities; sanitation and hygiene; and gender parity in education. The prizewinners designed a portable desk and chair that can be folded to carry as a backpack. A prototype was built to be displayed in the exhibit.

The UNICEF Private Sector Partnerships presented the following projects:

⁸ The INDEX is a Danish-based, nonprofit organization established in 2002. INDEX Design Challenge asks design and business students, as well as cross-disciplinary student teams, to develop design solutions for better education and education environments in developing regions. The winner is awarded 100,000 Euros.

- ▶ *Imagination Playground*⁹ by Rockwell Company is a breakthrough play space concept conceived and designed by architect David Rockwell to encourage child-directed, unstructured free play. Giant foam blocks, tubes and mats are used to release creative potential for children. The design shows promise for use in creating safe spaces for children to play for example in refugee camps where the children's important need for developmental play is often overlooked.
- ▶ In the context of the child-friendly "*Schools for Africa*"¹⁰ initiative, UNICEF is working with governments, local authorities, communities and other partners in 11 of Africa's most needy countries, including Angola, Burkina Faso, Ethiopia, Madagascar, Malawi, Mali, Mozambique, Niger, Rwanda, South Africa and Zimbabwe to create those conditions that will attract children to school, keep them there and provide them with a safe and protective environment, where they can learn and play. The focus is on helping the most disadvantaged: orphans, children living in extreme poverty and girls. Scalability and sustainability are key elements of the campaign.
- ▶ Together with UNICEF, MTV developed the "MTV Ignite" campaign that challenges young people to ignite a movement to stop the spread of HIV/AIDS, specifically in Kenya, Trinidad and Tobago and Ukraine. Ignite used radio spots and interviews with cast members and funding partners to encourage viewership as well as the campaign's messages.



UN Photo, Jean-Marc Ferré

- ▶ "Fairy Vitaminka" was displayed as a new learning tool product for Russian-speaking populations. This included a storybook and calendar to educate children on HIV and assist in taking anti-retrovirals.
- ▶ The "Lifeplayer", an MP3 (media player), delivers sustainable access to information, using robust solar and crank-powered radios. It is the first educational tool engineered specifically for the humanitarian sector to overcome these barriers and is equally valuable for development and emergencies. "Lifeplayer" is created by Lifeline Energy with its subsidiary, Lifeline Technologies Trading Ltd., a UK, US and South

⁹ Visit the official page of Imagination Playground (<http://imaginationplayground.com/>).

¹⁰ See www.schoolsforafrica.com/aboutsfa/index.htm.

African non-profit social enterprise that provides sustainable access to radio and light to those most in need: vulnerable women, children and refugees.

The UNICEF Youth Section showcased the following ICT based projects:

- ▶ The “*Connecting Classrooms*”¹¹, which is an innovative online programme that brings together classrooms around the world to create learning opportunities, dialogue and debate around key global issues, including global health, food and agriculture, and climate change.
- ▶ The “Digital Citizenship and Safety Project” are two youth friendly videos around the main digital safety risks, namely, cyber-bullying and suggestive self-exposure.

¹¹ See www.connectingclassrooms.net/publicfacingpages/about-connecting-classrooms.

- The *school feeding of the World Food Programme (WFP)* provides an important opportunity to assist poor families and feed hungry children. These programmes have the potential to combat hunger and support nutrition through micronutrient-fortified food and deworming. They can provide an incentive for poor families to send their children to school—and keep them there—while improving their children’s education. These programmes can be targeted to benefit the most vulnerable, especially girls and children affected by the Human Immunodeficiency Virus (HIV).¹²

¹² See <http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp204667.pdf>; <http://www.un.org/en/ecosoc/innovfair2011/docs/wfp.pdf>.

2 Ministerial Round Table Breakfasts



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