
GLOBAL CHILD FORUM IS INITIATED BY
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BUSINESS INVESTMENTS IN CHILDREN'S EDUCATION

A MAPPING STUDY

A close-up photograph of several children's hands working together to assemble a colorful jigsaw puzzle on a light-colored table. The puzzle pieces are scattered across the surface, with some already forming a border. The children's hands are positioned around the puzzle, with fingers pointing towards specific pieces. The lighting is warm and focused on the hands and the puzzle.

INTRODUCTION

This study analyses different types of business investments in children's education.¹ It showcases examples of how companies' investments in education lead to positive outcomes, not only for children, but also for business and society as a whole. The study also identifies trends, needs, gaps and best practice examples. A complete database categorizing collected data is available to download from the Global Child Forum website.² By providing real life examples of business engagement in the education sector, Global Child Forum hopes to inspire more companies to invest in education.

FINDINGS

This section presents the major findings of the mapping exercise. It is based on review and categorization of 103 specific education initiatives and on thematic reports produced by, amongst others, the Global Business Coalition for Education, Varkey Foundation, UN Global Compact, Center for Universal Education at Brookings Institution, and the Business & Human Rights Resource Centre.

BUSINESSES IDENTIFY EDUCATION AS A TOP PRIORITY

Business leaders around the world recognize that constraints in terms of well educated workers prevent their companies from pursuing market opportunities. In the Global Compact's 2013 Global Corporate Sustainability Report, education is identified as a top priority for the private sector to address. Companies see it as an urgent sustainability challenge, one on which they can have a powerful impact.³

CORPORATE SOCIAL RESPONSIBILITY SPENDING ON EDUCATION IS MODEST

From 2011 to 2013, the Fortune Global 500 companies spent \$2.6 billion on education annually according to a Varkey Foundation study. This represented 13% of their total corporate social responsibility (CSR) contributions. Of the \$2.6 billion, slightly less than 40% went to the world's hardest hit areas, including the Asia Pacific, Africa and Latin America.⁴ It is estimated that global corporate giving to healthcare is currently 16 times greater than to education.⁵

¹ For the purposes of this study, only education aimed at children, i.e. persons under the age of 18 has been covered, excluding initiatives aimed at youth employment skills and/or tertiary/university education.

² <https://www.globalchildforum.org/resources/business-investments-childrens-education>

³ United Nations Global Compact, Global Corporate Sustainability Report 2013, https://www.unglobalcompact.org/docs/about_the_gc/Global_Corporate_Sustainability_Report2013.pdf

⁴ Varkey Foundation, Business Backs Education, Creating a Baseline for Corporate CSR Spend on Global Education Initiatives, 2015, <http://www.unesco.org/education/BBE-EPG-Report2015.pdf>

⁵ <https://www.varkeyfoundation.org/business-backs-education>

TWO SUPPORT MODELS DOMINATE

It has been suggested that there are, broadly, three different models through which corporations carry out their CSR activities in the field of education⁶:

- A PROGRAM OWNER MODEL:** The company is actively involved in designing the initiative and is implementing the initiative on its own or with a partner entity. Roughly half of the initiatives reviewed in the mapping fit this profile.
- B FUND PROVIDER MODEL:** The company in this model provides financial or material support to an initiative implemented by other actors but has no role in designing the initiative. In the cases covered in this study, the support has usually been financial. In-kind support has mainly been provided by companies in the electronics and software sectors, which may be explained by the fact that their products are sought after in an education context (unlike, for instance, tobacco company products), and perhaps there is also an interest in introducing and promoting their products to potential customers.
- C IMPLEMENTATION PARTNER MODEL:** The company assists in the design or implementation of the education initiative implemented by a third party actor, such as an NGO or government agency, but does not provide financial support. The mapping suggests that this model primarily concerns more limited initiatives, for instance, those where company staff act as volunteer teachers.

PROJECTS ARE IMPLEMENTED IN COOPERATION WITH OTHER ORGANIZATIONS, AUTHORITIES OR COMPANIES

Almost all companies work in partnership with other actors. The most common partners are local NGOs, but many also work with international NGOs, international organizations (often UNICEF and UNHCR), other private companies and public authorities.

EDUCATION SUPPORT ENCOMPASSES A BROAD SET OF ACTIVITIES TO ADDRESS A VARIETY OF CHALLENGES

The education support provided by the companies examined in the mapping encompasses a broad range of activities implemented to address a variety of education sector challenges. Particularly common are initiatives providing schools with education and teaching supplies, including new technical equipment, and efforts designed to improve the quality of education by strengthening the capacity of teachers and introducing them to new teaching methodologies.

Also common are projects aimed at building or renovating classrooms or other school-related infrastructure, such as toilets or playgrounds. Projects focusing on providing children with school uniforms and school supplies and on addressing health and nutrition needs, such as school lunch programmes, have also been identified. A smaller number of initiatives focusing on education reform, curriculum development and improved school management are also implemented. It is not unusual for projects and programs to adopt a holistic approach and tackle most or several of the above-mentioned issues.

A BROAD SET OF EDUCATION ACTORS ARE TARGETED TO VARYING DEGREES

From the points outlined above, it follows that most education activities are directed at schools or other institutions providing education for children. However, children and the communities in which they live may also be directly targeted, as are teacher training institutions and organizations. Policy makers and national or local authorities, on the other hand, are less often the primary target of supported interventions.

LONG-TERM INITIATIVES ARE COMMON

Companies tend to have a long-term engagement in the education sector, and many projects have already been running for well over a decade. Projects with a duration of less than three years appear to be comparatively rare.

The Varkey Foundation's 2015 study of the Fortune 500 companies suggests that most Western European and North American companies made short-term contributions to CSR as compared to companies from Asia and Latin America.⁷ The mapping suggests, however, that regardless of where they are based, companies primarily provide long-term contributions to the education sector.

⁶ Tata Strategic Management Group, Best Practices of CSR in the Field of Education in India, 2010, <http://www.bhartifoundation.org/uploads/bhartifoundation/files/1487307948-csr-in-the-field-of-education-unicel-on-bharti-foundation.pdf>

⁷ Varkey Foundation, Business Backs Education, Creating a Baseline for Corporate CSR Spend on Global Education Initiatives, 2015

COMPANY BENEFITS FROM EDUCATION CONTRIBUTIONS ARE RARELY MENTIONED

While many companies provide a general rationale for their involvement in CSR, it is rare that companies explicitly express how their contributions are of value to them from a business perspective. A small minority of companies state that the support improves relationships with the communities in which they work, prevents child labour (which might negatively affect a company's reputation), or increases employee job satisfaction.

It has been argued in the literature that improved access to education and learning quality contributes to:

- Sustainable societies
- Saved lives
- Economic development
- Strengthened local workforce
- Expanded business opportunities
- Increased wages

SIZE OF FINANCIAL CONTRIBUTIONS RARELY REPORTED

In the majority of interventions mapped, the company has not provided information as to the amount of its financial contributions, or at least not done so in a manner that can be easily accessed through publicly available information.

SMALL NUMBER OF CAUSE-RELATED MARKETING INITIATIVES HAVE BEEN FOUND

The mapping assumed, when no other source is noted, that the financial support provided comes directly from the company or its owners. A small number of interventions have been supported through so-called cause-related marketing. An example of this is IKEA's Soft Toys for Education campaign. For every soft toy sold to a customer, IKEA has donated one toy to UNICEF's Schools for Africa programme and to Save the Children.

TELECOMMUNICATION, COMPUTER AND ELECTRONICS COMPANIES ARE COMMON DONORS

A 2015 study by the Varkey Foundation shows that the world's largest technology companies are not only significant contributors to the education sector, they are among the companies spending the most globally on CSR relative to their size.⁸ Telecommunications, computer and electronics companies make up no less than 1/3 of the companies included in the mapping. A possible explanation can be found in the link between education and the products they manufacture. In remote areas, these

companies might be “creating the only access for young learners to keep abreast of the development opportunities that their urban counterparts are exposed to.”⁹ There may, as previously mentioned, also be a direct business interest in introducing or promoting products and technological solutions to students and teachers.

FEW INITIATIVES FOCUS EXPLICITLY ON GIRLS

Only four of the projects mapped have an explicit focus on girls. All other projects target both girls and boys and it has not been possible to determine whether the actual number of boys and girls benefitting from interventions is roughly the same.

A study carried out by the Global Business Coalition for Education has shown that companies that do invest in girls’ education are primarily focusing on secondary education. The study argues that “earlier investment at critical stages would yield a more transformative effect.”¹⁰

MOST INTERVENTIONS ARE NOT DIRECTED AT GROUPS AFFECTED BY A SPECIFIC VULNERABILITY

Most of the education initiatives do not have a particular target group, aside from a general focus on children living in developing countries, or a general focus on disadvantaged children. Specific groups on which a number of projects have focused include children who live in refugee camps and children who are affected by natural disasters or endemics/pandemics. Very few initiatives have been found that specifically target children living with disabilities or children living on the streets or in institutions.

PRIMARY AND SECONDARY EDUCATION PRIORITIZED

The mapping indicates that there are more companies focusing on primary and secondary education than there are companies attempting to contribute to pre-schools and other forms of early childhood education.

The Business Coalition on Education argues that “the earlier the investment in a child’s growth and development, the higher the rate of return on

⁸ Varkey Foundation, Business Backs Education, Creating a Baseline for Corporate CSR Spend on Global Education Initiatives, 2015

⁹ Janinine Moseithi, CSR as a Possible Answer to Our Education Challenges, 22 January 2014, <http://www.ngopulse.org/article/csr-possible-answer-our-education-challenges>

¹⁰ Global Business Coalition for Education, The Journey of a Girl: Opportunities for Business Investment in Girls’ Education, <http://gbc-education.org/wp-content/uploads/2015/09/The-Journey-of-a-Girl.pdf>

that investment.” They also state that “early investments offer the best opportunity for maximum impact, while simultaneously reducing the high costs of future interventions.”¹¹

INTEREST IN PROMOTING STEM

Some companies have chosen to promote a specific skill or academic subject. A few of the companies included in the mapping have, for instance, focused exclusively on contributing to improved literacy. More common, however, is a focus on STEM (Science, Technology, Engineering and Math). A limited number of companies have an explicit focus on promoting social sciences, arts or humanities.

PROMOTION OF EDUCATION POLICY REFORM ARE RARE

Few companies are explicitly promoting policy reforms in the education sector, though there are exceptions. The fashion retailer H&M, for instance, is working with UNICEF to “help shift perceptions of the importance of early childhood development and education as well as mobilize public opinion toward recognizing the value of investing in the early years of life.”

The idea that “business has enormous political weight and can call attention to education challenges with a collective voice” is often noted in the literature.¹²

INDIAN AS WELL AS FOREIGN COMPANIES CONTRIBUTE SIGNIFICANTLY TO EDUCATION IN INDIA

Many interventions concern education activities in Asia, and of these a large proportion relate to India. Indian companies with annual revenues of more than 10 billion rupees are by law required to provide 2% of their net profit to charity. A number of Indian companies (i.e. companies originating from and headquartered in India) have contributed significantly to children’s education.

LIMITED REPORTING ON RESULTS

Businesses often report on the amount of funding they have provided to a particular project, what the general focus of a project is, and at times some basic facts about activities carried out or materials purchased. Often there is also a general estimate of the number of children who have benefitted from the support. However, business organizations rarely report on the actual impact their support has on the lives of the children targeted or even on improvements in terms of learning outcomes.

Recognizing the need for businesses and other organizations to better measure and understand the benefits of their investments in education – for a given company as well as for society as a whole – in 2014 PWC published a report titled, *Planning for Impact: Measuring Business Investments in Education*.¹³

SOME BUSINESS CASES EXIST

A small number of organizations have compiled information about business initiatives focusing on education, and a number of business cases for private sector investment in education have been drafted. Existing compilations and business cases can, for instance, be found in the following documents:

- Global Business Coalition for Education, *Opportunities for Impact: The Business Case for Early Childhood Development*
http://gbc-education.org/wp-content/uploads/2016/06/opportunities_for_impact-the_business_case_for_early_childhood_development_final3-1.pdf
- Global Business Coalition for Education, *The Journey of a Girl: Opportunities for Business Investment in Girls' Education*
<http://gbc-education.org/wp-content/uploads/2015/09/The-Journey-of-a-Girl.pdf>
- Rebecca Winthrop et al., Center for Universal Education at Brookings, *Investment in Global Education: A Strategic Imperative for Business*
<https://www.brookings.edu/wp-content/uploads/2016/06/Investment-in-Global-Education-Final-web.pdf>
- Business & Human Rights Resource Center
<https://business-humanrights.org/en/business-initiatives-on-education>
- UNESCO, UNICEF, the Global Compact and the UN Special Envoy for Global Education, *The Smartest Investment: A Framework for Business Engagement in Education*, 2013 https://www.unglobalcompact.org/docs/issues_doc/development/Business_Education_Framework.pdf

While these reports stress the importance of education for individual children, society and business development, they provide few illustrations as to how an individual business can directly benefit from making such investments.

¹¹ Global Business Coalition for Education, *Opportunities for Impact: The Business Case for Early Childhood Development*, http://gbc-education.org/wp-content/uploads/2016/06/opportunities_for_impact-the_business_case_for_early_childhood_development_final3-1.pdf

¹² UNESCO, UNICEF, the Global Compact and the UN Special Envoy for Global Education, *The Smartest Investment: A Framework for Business Engagement in Education*, 2013, https://www.unglobalcompact.org/docs/issues_doc/development/Business_Education_Framework.pdf

¹³ PWC *Planning for Impact: Measuring Business Investments in Education*, 2014, <http://www.pwc.com/us/en/about-us/corporate-responsibility/assets/pwc-cr-planning-for-impact.pdf>

ANNEX I:

METHODOLOGY AND LIMITATIONS

The mapping exercise was limited to cases in which a business acting alone or in cooperation with an NGO, bilateral donor, international organization or public authority implements or supports a project in a developing country aimed at:

- Getting children under the age of 18 into the classroom in formal or informal schools or
- Strengthening the learning outcomes of children attending these schools

The findings of the mapping exercise are presented in this report. These findings are partly based on an assessment of business investments in education that have been identified, categorized and entered into a database. It also draws on a review of a limited number of thematic reports.

The purpose of the database was not to obtain a random sample on which unbiased estimates could be made. Rather, the database serves as a tool to document, store and obtain an overview of the many different types of education initiatives currently being implemented around the world.

In total, 103 interventions supported by 53 companies were reviewed. Information about the interventions has been entered into the database,¹⁴ which allows data to be grouped, filtered and sorted by:

1	Company name	9	Targeted body	17	Results beyond output
2	Company headquarters	10	Type of intervention/ Problem area addressed	18	Description of results
3	Industry	11	Academic issue/subject	19	Financial support
4	Initiative	12	Geographic area	20	Source of funding
5	Description of intervention	13	Ongoing activity	21	Company rationale
6	Age	14	Duration of support	22	Value for company
7	Gender	15	Support model	23	Description of value for company
8	Vulnerability	16	Immediate partner	24	Source

ANNEX II:

THEMATIC REPORTS REVIEWED

The list of documents below includes the thematic reports reviewed during the mapping exercise. They do not include the considerably larger quantity of documents used to assess and present the initiatives entered into the database.

- Business & Human Rights Resource Center, <https://business-humanrights.org/en/issues/other/education>
- FSG, The New Role of Business in Global Education, <https://www.fsg.org/publications/new-role-business-global-education>
- Global Business Coalition for Education, Opportunities for Impact: The Business Case for Early Childhood Development, <http://gbc-education.org/early-childhood-education-issue-briefs/>
- Global Business Coalition for Education, The Journey of a Girl: Opportunities for Business Investment in Girls' Education, <http://gbc-education.org/the-journey-of-girl-report/>
- Janinine Moseithi, CSR as a Possible Answer to Our Education Challenges, 22 January 2014, <http://www.ngopulse.org/article/csr-possible-answer-our-education-challenges>

- PWC, Planning for Impact: Measuring Business Investments in Education, 2014, <https://www.pwc.com/us/en/about-us/corporate-responsibility/assets/pwc-cr-planning-for-impact.pdf>
- Rebecca Winthrop et al, Center for Universal Education at Brookings, Investment in Global Education: A Strategic Imperative for Business, <https://www.brookings.edu/research/investment-in-global-education-a-strategic-imperative-for-business/>
- Tata Strategic Management Group, Best Practices of CSR in the Field of Education in India, 2010, <http://www.bhartifoundation.org/uploads/bhartifoundation/files/1487307948-csr-in-the-field-of-education-unicef-on-bharti-foundation.pdf>
- UNESCO, UNICEF, the Global Compact and the UN Special Envoy for Global Education, The Smartest Investment: A Framework for Business Engagement in Education, 2013, https://www.unglobalcompact.org/docs/issues_doc/development/Business_Education_Framework.pdf
- United Nations Global Compact, Global Corporate Sustainability Report 2013, https://www.unglobalcompact.org/docs/about_the_gc/Global_Corporate_Sustainability_Report2013.pdf
- Varkey Foundation, Business Backs Education, Creating a Baseline for Corporate CSR Spend on Global Education Initiatives, 2015, <http://www.unesco.org/education/BBE-EPG-Report2015.pdf>

CONCLUSIONS

Businesses recognize the central importance of education both for the development of society as a whole and for the business sector in particular. While it is well documented that the education sector globally suffers from a significant lack of resources, contributions from the private sector are limited.

A number of business cases have been produced to encourage companies to take a greater interest in children's education. The arguments as to why their involvement is of importance for society are well developed, and the efforts made to develop business cases are likely to add value if accompanied by sustained advocacy campaigns and coalition building efforts. There is, however, little information about how companies can benefit more directly from their investments. In order to obtain this information, interviews with key informants in selected companies will be necessary.

The findings from the mapping exercise provide some ideas about particular education needs that warrant further attention. They support the findings of others that sufficient attention is still not being paid to issues such as the education of girls and early childhood education. Findings also support the conclusion that few initiatives specifically target children living with disabilities, children living on the streets or in institutions. Furthermore, the mapping shows that companies need to pay greater attention to assessing results in order to ensure the effectiveness of their contributions.

XADREZ					
NOMES	DIA	HORÁRIO	NOMES	DIA	HORÁRIO
	28/06				
NOEMI	29/6	9h30			
LET	29/6	15:00			
SHIAN	29/6	15:00			
	29/6	15:00			



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THIS MAPPING STUDY WAS CONDUCTED AND WRITTEN BY HENRIK ALFFRAM AT RIGHTSHOUSE FOR GLOBAL CHILD FORUM.
