

Global Education Initiative



The views expressed in this publication
do not necessarily reflect those of
the World Economic Forum.

World Economic Forum

91-93 route de la Capite
CH-1223 Cologny/Geneva
Switzerland
Tel.: +41 (0)22 869 1212
Fax: +41 (0)22 786 2744
E-mail: contact@weforum.org
www.weforum.org

© 2007 World Economic Forum
All rights reserved.

No part of this publication may be reproduced or transmitted
in any form or by any means, including photocopying and
recording, or by any information storage and retrieval system.

REF: 080108

Contents

Foreword	5
GEI – Year in Review and Outlook	6
Country Initiative Update – Rajasthan Education Initiative	8
Country Initiative Update – Egyptian Education Initiative	10
The Global Education Initiative Model of Effective Partnerships for Education	12
Partnerships for Education	13
Global Education Alliance	15
Acknowledgements	16



Launched during the Governors Meeting for Information Technology and Telecommunications on the occasion of the World Economic Forum Annual Meeting 2003, the Global Education Initiative (GEI) made significant progress over the past year. A key focus in 2007 was the shift from a country to a global focus. Building on the success of the Jordan, Rajasthan and Egyptian Education Initiatives launched in 2003, 2005 and 2006 respectively, two new major workstreams with global and far-reaching scalable implications were launched: a global partnership with UNESCO to codify, socialize and catalyse the use of multistakeholder partnerships in education (MSPEs) to all education stakeholders, and a Global Education Alliance to implement MSPE models in support of the Education For All Fast Track Initiative, a US\$ 1.2 billion global coalition of education bilateral country donors whose objective is to implement the United Nations Education for All (EFA) and Millennium Development Goals (MDGs) in education.

With 2007 marking the midway point of a 15-year global effort to achieve the EFA and MDGs for education, significant challenges remain in the areas of education inclusion, quality, literacy, capacity development and financing. The need to develop new and innovative models to address these challenges and help countries implement relevant, sustainable and scalable education systems is urgent. As already demonstrated by the early successes of the GEI country projects, adopting a collaborative multistakeholder approach will be an essential factor in achieving this.

We welcome and look forward to your continued support and engagement.

Klaus Schwab
Founder and Executive Chairman
World Economic Forum

GEI – Year in Review and Outlook

The UN Millennium Development Goals and Education for All movement jointly lay the framework to achieve a just, fair and quality education for children, youth and adults. Declared in 2000 with a timeline to 2015, several significant challenges remain at the midway point, specifically in areas related to education inclusion, quality, literacy, capacity development and financing.

UN Millennium Development Goals (relevant to education)

MDG 2: Achieve universal primary education

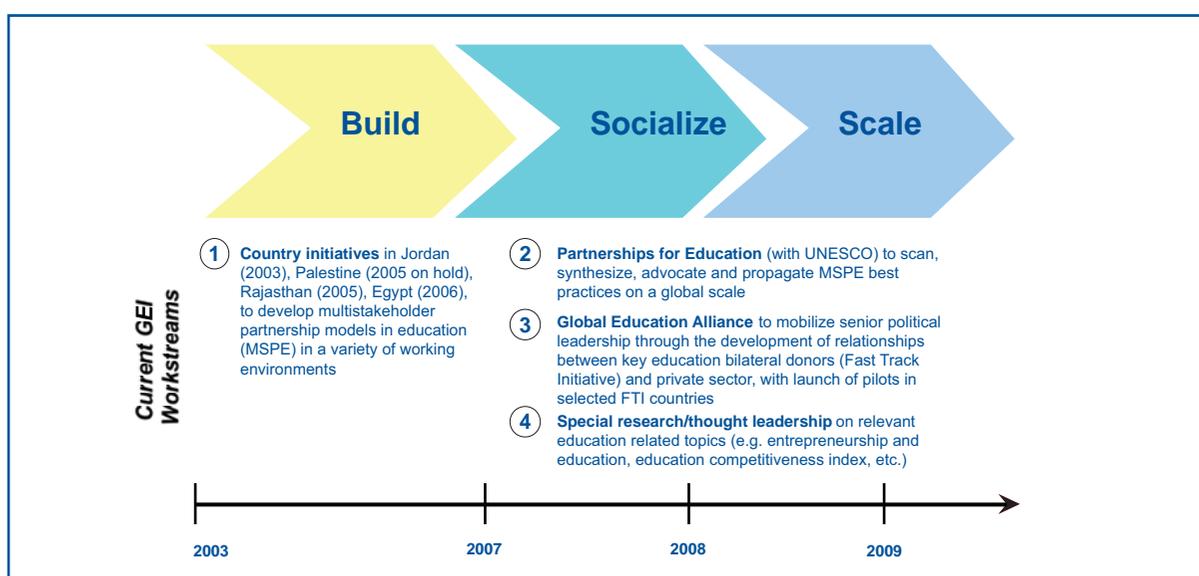
MDG 3: Promote gender equality and empower women

Education for All Goals

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

The GEI was launched during the Governors Meeting for Information Technology and Telecommunications on the occasion of the World Economic Forum Annual Meeting 2003 with a primary objective to **raise awareness and support the implementation of relevant, sustainable and scalable national education sector plans on a global level through catalysing multistakeholder partnerships, in particular, through increased engagement of the private sector.**

To accomplish this objective, the GEI has adopted a three-phase approach since its inception.





Phase 1: Build (2003-2006, with support through 2009)

From the launch of the GEI in 2003 through 2006, country initiatives were launched in Jordan, Palestinian Territories (on hold), Rajasthan and Egypt. Each initiative was granted up to three-year formal support from the GEI after which the host country would assume full ownership. This transition already occurred for the Jordan Education Initiative in November 2006. In addition to catalysing significant multistakeholder partnerships in education (MSPEs) in the relevant countries, there has been a significant and positive impact and an additional outcome was the establishment of a globally recognizable working model for MSPEs.

2007 GEI Accomplishments at a Glance

- Continued support of Egyptian and Rajasthan Education Initiatives; completed transition of Jordan Education Initiative to the government of Jordan under the patronage of H.M. Queen Rania of Jordan
- Development of general Multistakeholder Partnership Model for Education based on lessons learned from country initiatives
- Launch of Partnerships for Education with UNESCO, including completion of first phase deliverables
- Launch of Global Education Alliance to initiate MSPEs with education bilateral donors under the Fast Track Initiative framework

Phase 2: Socialize (2007-)

To begin socializing the role and effectiveness of MSPEs, a key focus in 2007 has been the shift to a global focus, and the beginning of an active socialization strategy. Two new major workstreams were launched to support this:

Partnerships for Education (PfE) – a global partnership with UNESCO to codify, socialize and catalyse the use of multistakeholder partnerships in education (MSPEs) to all education stakeholders. This will be accomplished through a combination of collecting and synthesizing existing literature and case studies on effective MSPEs, plus conducting research on MSPEs where none exists.

Global Education Alliance (GEA) – a senior level engagement with key education stakeholder leaders to implement MSPE models in support of the Education For All Fast Track Initiative, a US\$ 1.2 billion global coalition of education bilateral country donors whose objective is to implement the UN Education for All (EFA) and Millennium Development Goals (MDGs) in education.

Both of these workstreams will engage as many relevant education stakeholders as possible (governments, private sector, civil society, international organizations and foundations) to maximize exposure to MSPE concepts and models.

Additionally, building on the Forum's neutral platform, the GEI will conduct and socialize neutral, unbiased research in other relevant MSPE-related topics as required. In 2008, for example, potential research will be carried out on the link between entrepreneurship and education.

Phase 3: Scale (2008-)

The ultimate impact in the context of GEI's objective will be the scaling of the MSPE model and concepts on a global scale. Both the PfE and GEA workstreams have specific objectives to leverage the global education community to implement the MSPEs and support host country capacity building activities. Specifically in the GEA, a key objective for 2008 will be to include the MSPEs into some of the Fast Track Initiative ongoing and planned countries.

2008 GEI Focus Areas at a Glance

- Continued support of Egyptian and Rajasthan Education Initiatives; exploration of how the GEI can facilitate
- Deepening of relationships with key global education stakeholders from private sector, government, international organizations, civil society and the private sector
- Initiation of awareness raising, advocacy, communications and capacity building workstreams for MSPEs in Partnerships for Education
- Finalization of working arrangements to facilitate MSPE pilots under the Fast Track Initiative framework

The GEI Governance

The GEI is a cross-industry initiative under the World Economic Forum Industry Partnership Programme anchored with the IT and Telecoms Industry Partners Community. As with all Forum initiatives, the GEI has a Steering Board composed of Industry Partner companies. In this regard, AMD, Cisco, Google, HP, Intel, Microsoft, Satyam, SK Corporation and Edelman (from the Media & Entertainment Industry Partners Community) and Goldman Sachs (from the Banking Industry Partners Community) warrant special recognition as Industry Partners of the GEI Steering Board, which met three times in 2007 to provide overall leadership and stewardship.

Rajasthan Education Initiative

By Shubhra Singh

Commissioner, Rajasthan Council of Elementary Education and
Project Director, Rajasthan Education Initiative



Introduction

The Rajasthan Education Initiative (REI), launched in 2005, has evolved as a showcase of the public-private partnership potential in the field of education. The REI has engaged with global and national partners from the private sector, foundations and NGOs to support public education in the state of Rajasthan.

The REI, driven by the state government and supported by the activities of the core partners, namely the Confederation of Indian Industries (CII), the Global e-Schools and Communities Initiative (GeSCI) and the World Economic Forum, focuses on girls, rural children, urban underprivileged children and children with special needs, through various ICT and non-ICT track interventions.

The REI promotes the state's educational objectives by focusing on improving the delivery of educational services, in particular on promoting equitable access, enrolment and retention of children in school; reducing gender disparities; promoting skill development; and enhancing learning levels.

The REI has envisaged a two-pronged strategy: technological interventions, particularly ICTs, for modernizing educational service delivery, skill development and quality learning; and enhancing the enabling environment and providing social empowerment.

"The REI is a trendsetter in the country in terms of qualitative and quantitative impact."

Vasundhara Raje

Chief Minister, Government of Rajasthan,
India

The REI Updates

- During 2007, the REI carried out various activities together with core and co-partners. A snapshot of these activities is presented below.
- The REI engaged with new partners in both ICT and non-ICT workstreams. The number of partnerships under the REI has now reached 26.
- The REI proposed various themes for partnership with potential partners to address the educational needs of the state. Adopt the School Programme attracted several partnerships.
- A Monitoring and Evaluation framework was proposed for the REI. GeSCI developed the Logical Framework Analysis (LFA) and initiated the process of Baseline Study of the REI.
- The REI organized a meeting with the core and co-partners on 15-16 May 2007. The meeting provided an opportunity to review the progress and strategize the future interventions of the REI.



Klaus Schwab, Executive Chairman, World Economic Forum; Vasundhara Raje, Chief Minister of Rajasthan; and Ghanshyam Tiwari, Minister of Education of Rajasthan, at the launch of the Rajasthan Education Initiative during the India Economic Summit in November 2005

- As an outcome of the meeting, a Base Paper was developed to identify gaps and sectoral needs of the REI and to recommend institutional and implementation frameworks and guidelines. It also provided partnership vistas for collaboration in the education sector in the state.
- The REI initiated the process of periodic monitoring of various ongoing projects of the co-partners. The reporting format was developed for submission of periodical reports by the partners. The REI fielded an evaluation to Educate Girls Globally (EGG), which completed a pilot project promoting girls education in 50 schools in Pali and Jalore districts of Rajasthan. EGG is expanding the programme to 500 schools in Pali district.
- The REI Steering Committee had its first meeting on 15 October 2007. The Committee made several significant decisions about the future of the REI. The term of the REI and the Sarva Shiksha Abhiya (SSA) will end in 2011.
- The process of the selection of an agency to carry out the Baseline Study has been completed by GeSCI. The study will begin in January 2008.
- The government of Rajasthan, GeSCI and the World Economic Forum have outlined their deliverables and plan of action for 2008. CII is expected to do so soon.
- The REI PMU liaised with co-partners and addressed various implementation issues.
- Approximately 6,000 schools were impacted through various REI interventions; 22,000 teachers received ICT training. The REI reached wider geographical areas in the state and addressed the needs of rural and urban underprivileged children, especially girls and children with special needs.
- 26 MoUs have been signed with various organizations under the ICT and non-ICT streams.
- The District Executive Committee of SSA has been delegated the responsibility of coordinating and monitoring the REI partnerships.
- The REI has developed various partnership themes, estimated costs and guidelines for partnership. This will help the potential partners in engaging with the REI in their areas of interest and expertise.
- The REI has registered its website with the name "www.rei.org.in". The website, to be supported by GeSCI, will provide a platform for awareness building about the REI and dissemination of information among various stakeholders and the public.

The REI Action Plan for 2008

The government of Rajasthan, the World Economic Forum and the GeSCI have submitted their deliverables and action plans for 2008. The CII is expected to do so soon. The REI will compile all the plans into an integrated action plan for 2008.

Achievements

- The REI has significantly contributed to the fulfilment of SSA goals and different facets of educational development in Rajasthan, including widening access, promoting efficiency and enhancing quality.

The REI Partners

ICT Based Partners	Non-ICT Based Partners
Microsoft Intel HiWel American India Foundation Cisco IBM Azim Premji Foundation (Computer Aided Learning Programme) Hindustan Zinc Limited & Sterlite Foundation Blossoms Charitable Trust	Bodh Shiksha Samiti Educate Girls Globally Naandi Foundation CII Azim Premji Foundation (Learning Guarantee Programme) ICICI, Digantar and BVB Piramal Foundation Bharti Foundation K C Mahindra Education Trust Pratham Rajasthan

Egyptian Education Initiative

By Hoda Baraka

Director, Egyptian Education Initiative

First Deputy to the Minister of Communications and Information Technology of Egypt



Background

In May 2006, at the World Economic Forum on the Middle East, held in Sharm El Sheikh under the auspices of Her Excellency the First Lady of Egypt, the Egyptian Education Initiative was launched as a public-private partnership between the government of Egypt, the World Economic Forum and the multinational private sector community as a progressive model for reforming Egypt's education system. Building on the established core principles of the national education system, it has become a full-fledged project transforming the lives of millions, irrespective of age and social level.

"The Egyptian Education Initiative (EEI) is a tremendous opportunity to provide Egypt's greatest asset, its people, with the skills necessary for the 21st century. Technology plays a vital role in today's world. We undertook this initiative with the ambition of transforming Egyptian society through education, using technology as the integral ingredient for success. Technology is the most powerful tool we can employ to rapidly improve education, and so the EEI is a comprehensive plan to proliferate technological education throughout Egypt."



H.E. Suzanne Mubarak
First Lady of Egypt

The EEI Strategic Objectives

- Improve the development and delivery of education for all citizens through PPP
- Speed up national education reform by enhancing the creativity of teachers and students through effective use of ICT
- Advance the capacity of the local information technology industry to promote innovative and economically viable learning solutions in partnership with international firms
- Improve channels of lifelong learning through e-learning and content delivery centres
- Establish a connected learning community that removes traditional obstacles related to time and place, allowing all to realize their full potential
- Prepare all school and university students for the digital workforce
- Leverage the environment of government commitment and corporate citizenship in building a model of educational reform that can be exported and replicated in the region

The EEI Achievements

<p>Pre-University Education Track Technology Infrastructure</p> <ul style="list-style-type: none"> – 39,000 computers in schools – 6,000 modern classrooms in schools – 900 schools connected to broadband Internet <p>E-content</p> <ul style="list-style-type: none"> – Providing all schools with a repository of more than 1,200 accredited learning objects – Development of computer aided lessons design tool to be used by teachers 	<p>Higher Education Track Technology Infrastructure</p> <ul style="list-style-type: none"> – Connecting all public universities and research centres – Connecting all public universities to Internet II – Equipping all universities with an e-content development lab and a training/accessibility lab – Equipping higher education with more than 300 IT clubs <p>E-content</p> <ul style="list-style-type: none"> – Accrediting e-content from multinationals as undergraduate courses; IT essentials, CCNA
<p>Lifelong Learning Track E-Learning Delivery Network</p> <ul style="list-style-type: none"> – 253 schools, 21 faculties, 54 IT clubs and NGOs are certified as Cisco Networking Academies for ITE, and certified as e-learning centres <p>E-content</p> <ul style="list-style-type: none"> – Create Cisco Business Essentials version 2.0 in Arabic to meet the need of the local market – Cisco in collaboration with ELCC announced the launch of Egypt's iExec Program 	<p>e-Learning Industry Development Track</p> <ul style="list-style-type: none"> – In partnership with the Information Technology Institute and IBM a new focus programme for the e-learning industry has been created as a new track for the ITI, nine month professional training programme – Graduation of the first batch (16 students) in July 2007

In addition to the track-specific achievements mentioned above, the EEI has been planning and achieving the three overarching areas of Monitoring and Evaluation, Quality Development and Partnership.

Monitoring and Evaluation

The EEI monitoring and evaluation unit has laid out a comprehensive monitoring and evaluation strategy to: (1) monitor EEI interventions to provide feedback that would guide improvements in the implementation process; (2) evaluate EEI effectiveness in bringing about targeted performance changes at the individual and institutional levels; (3) explore approaches and methodologies for assessing the impact of the EEI, as an ICT programme that fosters education quality; (4) build the field capacity in monitoring and evaluating ICT-related interventions. Achievements under this track include the development of monitoring and evaluation strategy and work plan; developing performance indicators to be used in assessing the fulfilment of objectives; conducting outcome mapping exercise; conducting a baseline as well as a formative evaluation study; and capacity building in monitoring and evaluation.

Roadmap 2008

- Continuing the development of faculties of education
- Activation of School Management System and medical records of students
- Roll-out of Business Essentials Programme for SMEs
- Monitoring and Evaluation; Impact Assessment and Quality Assurance

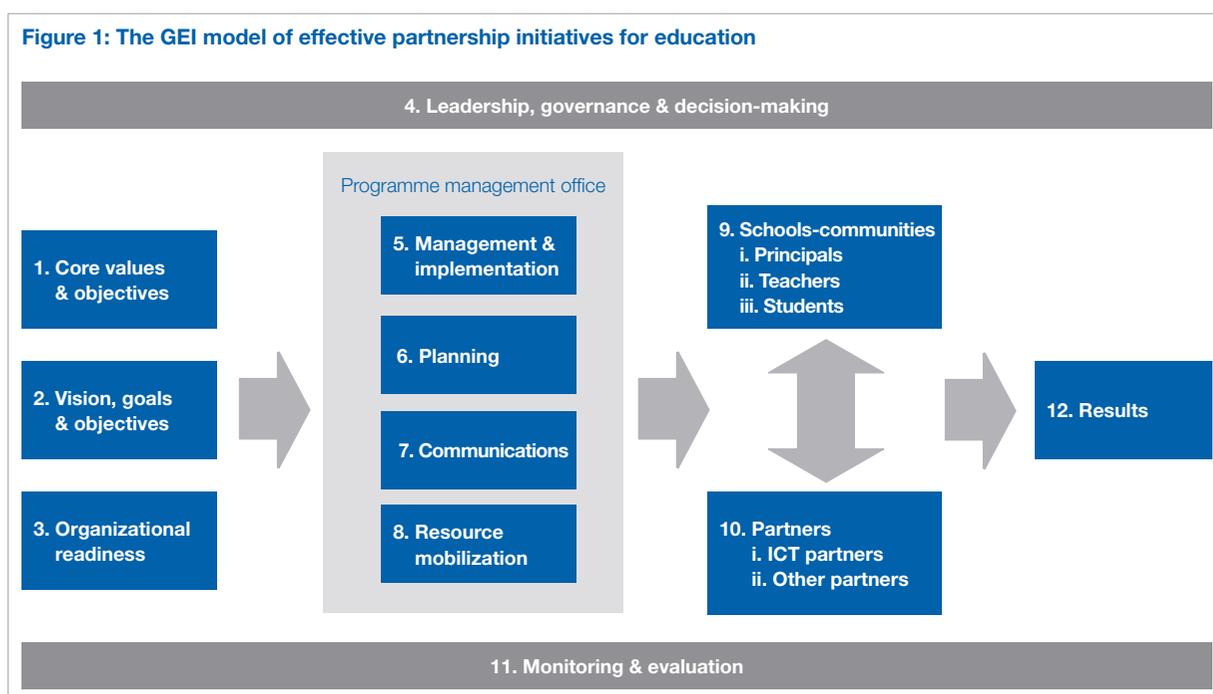
The EEI Partners

The EEI gains its strength from the support of numerous reputable international companies and institutions. It is a unique and extensive programme that is transforming the Egyptian landscape in education, government and the private sector, as well as for individuals. The partners are:

Ministry of Communications and Information
Technology of Egypt
Ministry of Education of Egypt
Ministry of Higher Education of Egypt
World Economic Forum
British Council
Cisco
Computer Associates (CA)
HP
IBM
Intel
Microsoft
Oracle
Siemens
United Nations Development Programme (UNDP)
29 local companies, hardware companies, software companies, Internet service providers, content providers and applications providers

The Global Education Initiative Model of Effective Partnerships for Education

The Global Education Initiative has gained considerable experience in delivering multistakeholder partnerships for education through its initiatives in Jordan, Egypt and Rajasthan. A major output of 2007 was documentation of the GEI model of effective partnerships for education, and the start of observations on the country education initiatives including emerging promising practices and lessons learned based on this model.¹ In doing so, the resulting tool can help support and expedite the development of effective education partnership initiatives in other countries.



The 12 elements/criteria above of the GEI model together provide a comprehensive framework and approach for multistakeholder partnerships in education.

In assessing the GEI country initiative against the model, seven promising practices emerged:

1. High level championing of an initiative from a senior figure or figures within each country or state
2. Project Management Office/Unit to manage and direct the initiatives
3. State or national steering committee
4. Organization of initiative activities into clear tracks
5. Careful plan including an outline of the required resources
6. Establishment of an Initiative Trust Fund
7. Activities that provide public sector employees with opportunities to work in private sector settings

Seven key lessons also resulted from the assessment:

1. MSPEs can support education reforms
2. MSPEs must be very well and systemically managed
3. Leadership teams must include a balanced representation of educators, ICT experts and other types of partners
4. Changing teaching practices is a complex and challenging undertaking
5. Teachers and principals are at the heart of the change process
6. Sustained partner involvement should not be taken for granted
7. Monitoring and evaluation methods must be employed from the beginning

¹ The GEI team would like to thank Tom Cassidy, Harvard Graduate School of Education, for documenting the GEI model and conducting this assessment. The full report of this work is available under separate cover The GEI Model of Effective Partnerships Initiatives for Education published by the World Economic Forum.

Partnership for Education

Introduction

Partnerships for Education (PfE), a joint programme of the World Economic Forum Global Education Initiative and UNESCO, was officially launched in January 2007. Its goals are to enhance global understanding of the value of Multistakeholder Partnerships for Education (MSPEs), focusing particularly on the roles of governments and the private sector, and to support the delivery of such partnerships to help achieve the Education for All (EFA) goals. It combines UNESCO's strengths as the United Nations' specialized agency for education, which grants the highest priority to the promotion of education as a fundamental right, with the Forum's strengths as an independent international foundation committed to improving the state of the world by engaging business leaders in partnerships to shape global, regional and industry agendas.

Outputs

Partnerships for Education has six core outputs which are being delivered in the first instance over a three year period until January 2010:

1. **Creation of a sustainable partnership framework:** including governance structure; ethical partnership framework; monitoring and evaluation strategy; and Technical Advisory Group mechanism (completed in 2007)
2. **Identification and application of principles and models of successful MSPEs:** publication of meta-review of existing experiences and models of MSPEs (launched at the World Economic Forum Annual Meeting 2008); creation of an online database of MSPEs (launched at Annual Meeting 2008); dissemination of information about successful MSPEs and lessons learned from their delivery and development of toolkits and guidance notes (to be developed in 2008)
3. **Awareness raising and advocacy:** convincing governments and the private sector of the value of MSPEs in delivering the EFA goals (begun in 2007)
4. **Internal and external communications strategy:** crafting of website, discussion forums and information media to disseminate core messages; promotion of PfE in global forums on education and partnerships (begun in 2007)
5. **Capacity development and implementation:** review of existing global capacity in delivering MSPEs; development of training modalities to support capacity development in MSPE delivery; and facilitating implementation of MSPEs on the ground in support of countries with appropriate education strategies (to be developed in 2008)
6. **Contribution to greater global understanding of MSPEs:** coordination with existing MSPE organizations; support for community of MSPE stakeholders; and mechanisms for recognizing good practices

Achievements

During 2007, Partnerships for Education hosted two key workshops for the Technical Advisory Groups associated with the second, third and fourth main outputs noted above. These have led to the delivery of two core outputs that are being launched at the World Economic Forum Annual Meeting 2008:

- *Meta-review of Multistakeholder Partnerships for Education* which provides a synthesis of global understanding on the ways in which multistakeholder partnerships can contribute most effectively to enhancing the quality and quantity of education. The report highlights the following five categories of features that are essential for the successful delivery of such partnerships:
 1. Clear definition of educational needs that the partnerships are intended to deliver
 2. Ownership of the initiative by all stakeholders, including partners and intended beneficiaries
 3. Conscious focus on the impact of the partnership on educational goals
 4. Strong regulation and accountability, including particular attention to effective monitoring and evaluation
 5. Clear emphasis placed on the sustainability of the educational impact

The report highlights that the main comparative advantages of MSPEs are that they can:

- Make education relevant to the economic needs of a country
- Encourage innovation in educational delivery
- Target educational interventions to particular groups, such as women and people with disabilities
- Introduce new technologies as well as enhanced financial and management techniques
- Improve the overall learning environments in places where they are implemented

- *Interactive database of existing MSPEs* which provides detailed information on existing MSPEs from different sectors across the world. All those involved in delivering MSPEs are encouraged to share relevant information about their work through this collaborative environment. Governments, companies and civil society organizations can all learn more about existing initiatives through the database, enabling them to identify potential new partners, as well as the factors that have led to the success or failure of such activities.

Modalities and Partners

UNESCO and the World Economic Forum signed the formal partnership agreement creating *Partnerships for Education* at the World Economic Forum Annual Meeting 2007. The programme is run by a small secretariat consisting of UNESCO in Paris and Forum staff in Geneva. Its outputs are supported by Technical Advisory Groups, whose role is to provide advice, resources and advocacy in the fulfilment of its objectives (see boxes). Members of these advisory groups are drawn from leading private sector, government, civil society, multilateral organizations and academic practitioners from around the world, and collectively they form the partnership's Associate Partners, currently numbering some 26 organizations. Partnerships for Education places the highest emphasis on transparency and has a clear ethical code to which all Associate Partners are expected to adhere.

Technical Advisory Group for Output on Principles and Models of Successful MSPEs	Technical Advisory Group for Outputs on Awareness Raising and Advocacy, and on Communications Strategy
Centre for Commonwealth Education Chartwell Education Cisco Digital Opportunity Trust Global e-Schools and Communities Initiative (GeSCI) Global Knowledge Partnership (GKP) Harvard University Intel International Business Leaders Forum (IBLF) International Institute for Educational Planning (IIEP) Juárez Associates Microsoft Organisation for Economic Co-Operation and Development (OECD) Oxfam World Bank Institute	BBC Brazilian government Business in the Community Committee for Economic Development Chinese government Cisco Council of European Municipalities and Regions Edelman Global Institute for Tomorrow Google infoDev Jordanian government Microsoft South African government UNHCR USAID

Global Education Alliance

The Global Education Alliance was launched at the World Economic Forum Annual Meeting 2007 in a private session, organized in cooperation with the office of Gordon Brown, current Prime Minister of the United Kingdom and under the patronage of Her Majesty Queen Rania of Jordan, to further socialize and propagate MSPEs at the senior-most levels. Building on this outcome, the GEI identified the Fast Track Initiative, a US\$ 1.2 billion global coalition of bilateral education country donors whose objective is to implement the UN Education For All and Millennium Development Goals in education.

During 2007, several meetings were convened between the GEI private sector partners and key bilateral education donors in the Fast Track Initiative (FTI) which resulted in an agreement to collaborate following the FTI principles and practices, building on the partnership principals developed through the Partnerships for Education process. Countries where these principles and practices will be implemented are currently being identified through ongoing discussions between the GEI, the FTI Secretariat, donors and governments, with full expectation that the first set of countries to be piloted under this new framework will be launched in 2008.

EFA – Fast Track Initiative

With more than 100 million children out of school, it would be impossible to achieve universal primary education without drastic efforts. In response, in 2002, the Education For All – Fast Track Initiative (FTI) was created as the first-ever **global compact on education**. The FTI is a global partnership between developing countries and donors (30 bilateral and multilateral donor agencies) to accelerate progress towards the goal of universal completion of quality primary education by 2015. Between the FTI Catalytic Fund (CF) and Education Program Development Fund (EPDF), it manages up to US\$ 1.2 billion, and all low-income countries are eligible for technical and financial support from the FTI.

Concept, Principles and Objectives of the Alliance

FTI Goals	FTI Guiding Principles
<ol style="list-style-type: none"> 1. More efficient aid for primary education 2. Sustained increases in aid for primary education 3. Sound sector policies in education 4. Adequate and sustainable domestic 5. Increased accountability for sector results 	<ol style="list-style-type: none"> 1. Country ownership 2. Benchmarking 3. Support linked to performance 4. Lower transaction costs 5. Transparency

Building on the principles of the Paris and Monterrey declarations and the practices of the Education For All Fast Track Initiative (FTI) on learning by doing, focusing on one national education sector plan (could also be city or region based), using harmonized principles and adopting a country-driven approach	Under the overall leadership/vision of the host country government (or equivalent body in cases where a functioning government does not exist), adopt a philosophy that recognizes and celebrates each company/organization's objectives and interventions with an agreement to do so in a coordinated fashion
Build on current processes and lessons learned in models already developed in fragile states, low-income countries, and in the World Economic Forum Education Initiatives in Jordan, Egypt, etc.	Scope of interventions to address the entire education system that recognizes importance of both the broader EFA goals and individual country economic development objectives
Focus on systemic engagement that results in a sustained impact	Concrete objective to select pilot country or countries with a mix of countries that represent both medium- and low-income economies

Acknowledgements

The World Economic Forum is pleased to recognize AMD, Cisco, Edelman, Goldman Sachs, Google, HP, Intel, Microsoft, Satyam and SK Corporation as Steering Board partners of the GEI.



Cisco believes corporations have a significant role to play in the global communities in which they live and work.

Our social investment portfolio is focused on combining the power of education and the Internet to deliver sustainable economic growth and social development. Our programmes drive whole system reform and foster collaboration, the development of teachers and the acquisition of skills for the 21st century.

To deliver on this promise, Cisco leverages our core competencies in networking, our business principles and our financial strength in collaboration with effective, powerful multistakeholder partnerships (MSPs) built to deliver all facets of a programme. The Global Education Initiative is one of these programmes; we are delighted to be a founding member.

Cisco has a long history and deep culture of corporate social responsibility. As a global company we have an opportunity to apply our core skills and resources to address major issues facing global society, such as education. The GEI is a powerful global effort, which has matured from a handful of significant and ambitious field initiatives to a strong multistakeholder partnership for international development. My expectation is that the GEI will continue to provide a scalable, replicable and sustainable model that will promote and support long-term social and economic impact."



John Chambers,
Chairman and Chief
Executive Officer



As a global technology leader, Intel is committed not only to creating innovative technology but also to helping people around the world use it effectively to better their lives. Since the company was founded in 1968, Intel has invested more than US\$ 1 billion to improve education. Through the Intel(R) Education Initiative, Intel works with governments and educators in more than 50 countries to improve teaching and learning through the effective use of technology, and to advance mathematics, science and engineering education and research. Intel's education programmes are adapted to the needs of individual countries and utilize an approach focused on building local competency for teacher training and technology innovation.

Intel is pleased to be part of the World Economic Forum's Global Education Initiative and its efforts to improve education worldwide through public-private partnership.

"At Intel we firmly believe that young people, everywhere, deserve the chance to positively change the world. Opportunities begin with a quality education. The public and private sectors each play a critical role in enabling quality education for all, which is why Intel has been actively involved in education since our founding and why we support the advancement of public-private partnership in education through the Global Education Initiative."



Craig Barrett
Chairman of the Board,
Intel Corporation, USA



At Microsoft, our mission is to help people reach their potential. We believe that all human life has equal value and that information technology plays a unique role in increasing economic opportunity and the quality of life.

Nowhere is this mission more relevant or more critical than in education. In the global information economy, the future prospects of individuals and entire nations rest on the quality of the education available to them. When high quality education is widely accessible, citizens will have the skills needed to succeed. With an educated citizenry, countries and industries flourish, people's lives improve through access to better economic opportunities, and the spark of innovation fosters continued human progress.

This is why we are committed to the Global Education Initiative. Together with our partners we can improve the quality and extend the reach of education so that universal access to education becomes a reality. We must address the technology issues of infrastructure and access, the people issues of teacher preparation and lifelong learning, and the governance issues of funding and accountability. We must put the most brilliant minds and the most innovative technologies to work to achieve the central challenge of this millennium – education for all.

“Broadening access to quality education for all people is a critical building block of peaceful and prosperous societies. As a partner in the Global Education Initiative, Microsoft is committed to working with governments, businesses, education leaders and development organizations to advance innovative approaches to teaching and learning, and school effectiveness.”



William H. Gates III
Chairman



SK Group, Korea's leader in energy and telecommunications, is redefining the role of the global corporation in the 21st century by basing its business on three core principles: Creating customer and shareholder value; Playing a key role in social and economic development; and Contributing to society's happiness

SK's own management philosophy, the SK Management System (SKMS), emphasizes the importance of education and the fostering of human resources. Based on this basic principle, SK has sponsored and funded various education-related programs for underprivileged youth for more than three decades. Amid times of the country's rapid economic growth, SK recognized the value and significance of cultivating the next generation. Since 1973, the company has been sponsoring Korea's longest-running TV scholarship quiz program, *Janghak Quiz*, while also establishing The Korean Foundation of Advanced Studies in 1974 contributing towards the advancement of higher learning.

As SK expands its boundaries beyond Korea, it aims to further its contributions to underprivileged youth around the world. In the spirit of corporate citizenship, SK is committed to promoting “education for all” with a firm belief that sharing love, happiness and a willingness to build a better society can truly change the world.

References

For further information on the Global Education Initiative, please contact:

Alex Wong

Senior Director
Head of Centre for Global Industries (Geneva) and
Head, Global Education Initiative
Tel. +41 (0)22 869 1460
Alex.wong@weforum.org

Sandra Betemps

Senior Team Coordinator, Information Technology and
Telecommunications Industries
Tel. +41 (0)22 869 3508
Sandra.betemps@weforum.org

Tim Unwin

Senior Advisor, Partnerships for Education
Global Education Initiative
Tel. +44 (0)1784 443655
Tim.unwin@weforum.org

Shireen Khan

Global Leadership Fellow, Global Education Initiative
Tel. +41 (0)22 869 1530
Shireen.khan@weforum.org

Nadia Boulifa

Global Leadership Fellow, Global Education Initiative
Tel. +41 (0)22 869 1267
Nadia.boulifa@weforum.org

For further information relating to the Jordan
Education Initiative and the Egypt Education Initiative,
please contact:

Nadia Boulifa

Global Leadership Fellow, Global Education Initiative
Tel. +41 (0)22 869 1267
Nadia.boulifa@weforum.org

For further information relating to the Rajasthan
Education Initiative, please contact:

Pial Islam

Global Leadership Fellow
Tel. +1-212-703-2334 (NY office)
Pial.islam@weforum.org



COMMITTED TO
IMPROVING THE STATE
OF THE WORLD

The World Economic Forum is an independent international organization committed to improving the state of the world by engaging leaders in partnerships to shape global, regional and industry agendas.

Incorporated as a foundation in 1971, and based in Geneva, Switzerland, the World Economic Forum is impartial and not-for-profit; it is tied to no political, partisan or national interests. (www.weforum.org)