

# #10000Kids

## RESEARCH REPORT

2022



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**Makosi SA**

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# 01

## Background

### WHY WE STARTED

As an international, impact-focused company, we pride ourselves on offering world-class talent the room to grow with access to a global stage. That is why we believe that education is the most important key to giving every individual the opportunity to make their dreams a reality.

“Quality education equips children to succeed in life, providing them with life skills to take care of themselves, and fulfill their potential.” <https://www.unicef.org>

We feel that it’s critical for our organization to make an impact, and not just in general terms, but with something that is deep, meaningful, and long lasting.

Our journey began when we decided to provide quality education and support to 10 000 kids.

**Our goal is to:**



#### WHAT

Positively impact the lives of 10 000 kids and their communities



#### WHEN

Implement the project within the next 3 years



#### WHO

Support learners through school, from grade 1 to graduation



#### WHERE

Focus on developing countries and regions across all continents that need it



#### HOW

Give the youth a **hand up and not just a hand-out** so they can keep the momentum going

# Systemic issues within education

617 MILLION

Young people lack basic literacy and math skills

<https://www.compassion.com/poverty/poverty-and-education.htm>

Education is a fundamental human right and a decisive tool for the development of people and societies. It plays a vital role in building human capital, breaking the cycle of poverty, promoting economic productivity, and eliminating social disparities and inequities.

<https://www.unicef.org/lac/en/investing-education>

Based on our research and discussions with various experts, common issues include:

- A mismatch between traditional education and skills of the future
- Teacher and educational quality
- Threats of violence and safety concerns
- Political and social unrest
- Digital transformation during the pandemic and teacher skillset
- Digital poverty during Covid-19
- Hunger and nutrition
- Unaffordable quality education
- Not enough schools

*This list is not exhaustive, and the presence and prominence of each issue differs across the developing regions.*

## GEOGRAPHICAL CONSIDERATIONS

With systemic issues in mind, we also realize that each geographical area is different and a cookie-cutter solution won't work for all developing countries and regions.

To ensure our initiative is practical and successful, we've selected the following locations in which to research education-related issues:

- Southern Africa
- East Africa
- West Africa
- South America
- Europe: Developing countries

Key points and statistics from the research to follow in Annexure A below

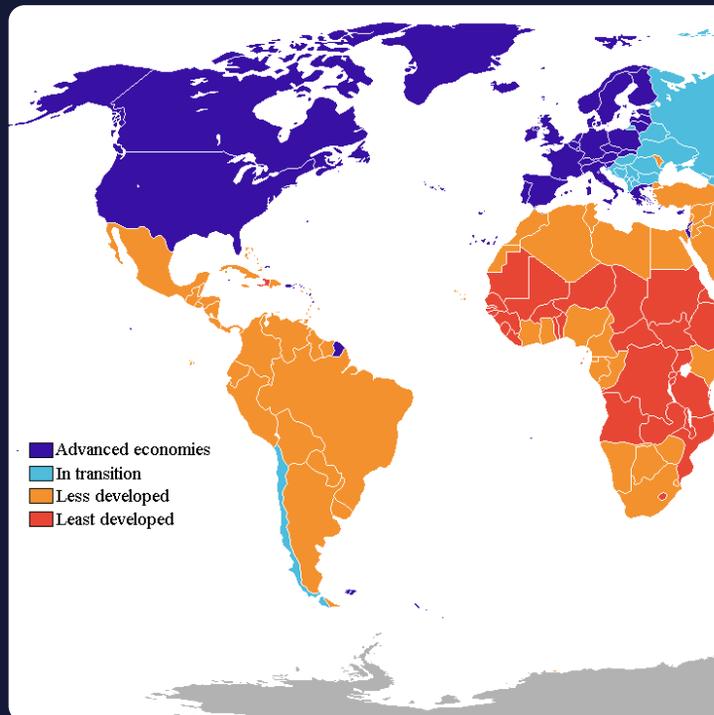


Figure 1

# Answering the “how”

“Education is the most powerful weapon which you can use to change the world.” – Nelson Mandela

## How will Makosi impact the educational experience for 10 000 kids?

To take our research a step further, we hosted five Think Tank events with expert panelists from the field.

These events gave us a better understanding of core issues and past efforts, and why they failed or succeeded.

## The Think Tanks covered the following topics:

**Think Tank 1:** Reimagine education

**Think Tank 2:** Innovation in education

**Think Tank 3:** Skills of the future with our clients

**Think Tank 4:** Venture capital firms investing in education

**Think Tank 5:** Students and what they think needs to change

Based on these conversations, we've selected four main categories for focus:



# Main takeaways

We've learned a lot from our research and the Think Tank sessions.

In summary, our main takeaways are:

- ✔ Education is a complex space that needs intelligent investments to be successful.
- ✔ It's crucial to be flexible and adaptable, and to understand the real problems we are trying to solve.
- ✔ Implementing solutions to systemic issues isn't easy, because each developing region and country has unique constraints, risks, and issues.
- ✔ Our solution must empower community members and encourage them to be the long-term drivers. A mission without community empowerment will fail.

## WHAT WILL MAKOSI DO NOW?

We'll provide support every step of the way to ensure access to quality education, because helping 10 000 kids is a big and measurable impact that we can have.

We believe we can give these kids access to the education, tools, skills, and mindsets needed to live life on their own terms.

Education is one of the most significant challenges we can tackle, because uplifting 10 000 kids also enriches their families and communities.

We intend to dedicate a portion of the profits from every project to improving educational quality.

Every Makosi employee can participate in these projects, all expenses paid, to ensure we deliver on this promise.

An annual impact report will help us identify what worked and what didn't, so we can constantly hone these projects.

But what's the end goal?

Well, 10 000 kids is just the tip of the iceberg.

We hope that this 3-year project will teach us the lessons we need to address a multitude of other problems facing the world.

We invite you to join us as we embark on the journey of a lifetime: uplifting and empowering 10 000 kids, while showing the world that businesses can be the greatest forces for good.

**Watch this space...**

# Funding required

Our research estimates that the minimum funding required to financially support **10 000 kids** from grade 1 to graduation is...

**\$300 million!\***

*\*Note: This is only for the basics and excludes extra murals, tutoring, travel opportunities, and the cost of supporting any other gaps in educational systems worldwide.*



## KEY CRITERIA

While we understand that a significant amount of financial support is required to achieve our impact project, this is how we ensure the longevity of this life-changing initiative.

We want to ensure that our impact doesn't stop with the first 10 000 kids, but that the project is sustainable and continues to uplift surrounding communities and lives.

Our project needs to meet the following key criteria:

### Sustainability:

We need **community buy-in**. Communities need to be the ultimate, long-term drivers if the the initiative is to outlive us.

### Best value for dollar:

The initiative needs to use funding in an efficient and effective way to make the **biggest impact** possible.

### Systemic change

The current global issues facing educational systems are widespread, diverse, and complex. Our mission must be **clear and focused**.

# Annexure A: Research and Statistics

## EARLY CHILDHOOD DEVELOPMENT (ECD)

### What is ECD?

Early Childhood Development (ECD) is a comprehensive approach to programs and policies for children from birth to age seven. Its purpose is to protect children's rights and develop their full cognitive, emotional, social, and physical potential.

Quality education is one of the United Nation's [17 Sustainable Development Goals \(SDGs\)](#).

According to the Early Childhood Peace Consortium (ECPC), "Obtaining a quality education is the foundation to improving people's lives and sustainable development. Early stimulation increases duration of schooling, school performance, and adult income. In addition, early childhood

development provides a natural link to seven other goals, including poverty reduction, health and nutrition, women and girls' equality, and ending violence."

The first 1000 days of children's lives hold the key to unlocking their lifelong potential. **Almost 90% of a child's brain is developed by age five.** These are the formative years, when adequate healthcare, good nutrition, quality childcare, a clean and safe environment, early learning, and stimulation will, to a large extent, influence their future as an adult.

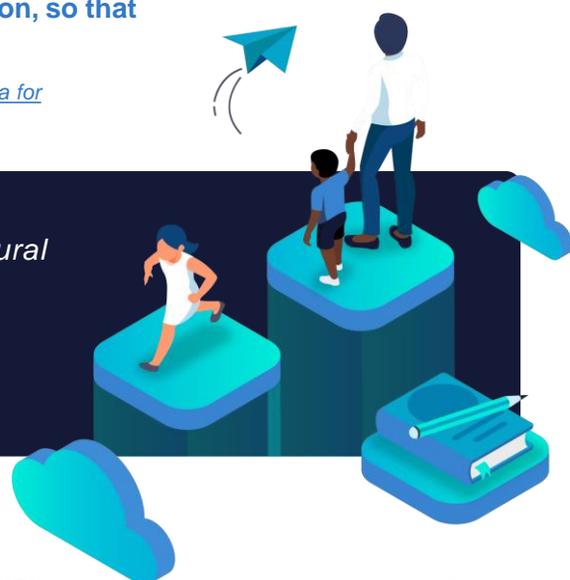
[\(https://www.firstthingsfirst.org/early-childhood-matters/brain-development/\)](https://www.firstthingsfirst.org/early-childhood-matters/brain-development/)

**Target 4.2: By 2030, all girls and boys have access to quality Early Childhood Development, care, and pre-primary education, so that they are ready for primary education.**

[Sustainable Development Goal 4 \(SDG 4\) | Education within the 2030 Agenda for Sustainable Development \(sdg4education2030.org\)](#)

*In the first few years of life, more than one million neural connections are formed each second – a pace never repeated.*

<https://www.unicef.org/early-childhood-development>



**Investing** in the early years is one of the smartest things a country can do to eliminate extreme poverty, boost shared prosperity, and create the human capital needed for economies to diversify and grow. Early childhood experiences have a profound impact on brain development, affecting learning, health, behavior,

productivity and income.

But, today, millions of young children aren't reaching their full potential due to inadequate nutrition, lack of early stimulation, inadequate learning, insufficient care, and exposure to stress that adversely affects their development.

## A substantial challenge:

In low- and middle-income countries across the world,

**250 million children under age five**

are at risk of not reaching their developmental potential because of poverty and stunted growth (low height for age).

Worldwide,

**only 60% of all 3 to 6-year-olds**

have access to pre-primary education. In low-income countries, only one in five children has access to pre-school.

**One in 200 children in the world is displaced,**

exposing them to the kind of stress that can undermine their development.

Worldwide,

**over 40% of children**

below primary school entry age (nearly 350 million children) don't have access to necessary childcare.

Smart investments in the physical, cognitive, linguistic, and socio-emotional development of young children from before birth to primary school are critical to promote greater prosperity, productivity, and competitiveness in a rapidly changing global economy.

Overwhelming evidence confirms that if we invest in high-quality programs that support children's health, nutrition, and early learning, we can improve learning outcomes and, ultimately, increase adult wages and productivity.

<https://www.worldbank.org/en/topic/earlychildhooddevelopment#1>

## KEYS TO A QUALITY EDUCATION:



## A summary of solutions listed by UNICEF:

- Revision of the curricula
- Textbook renewals
- In-service teacher training
- Distribution of teaching materials
- Building new classrooms and facilities
- Raising community awareness
- Giving cash grants to vulnerable families
- Effective and efficient monitoring and delivery of educational services
- Investing in quality education
- Implementing innovative programs for pastoralist cultures, allowing schools to be flexible while ensuring quality and relevance to the cultures of each region
- Safe environments, qualified and motivated teachers, and monitored learning outcomes that feed back into teaching
- Developing flexible ECD methods for hard-to-reach populations
- Giving teachers skills to continually assess the progress of individual students to inform their teaching
- Disaster management, water, hygiene and sanitation, and education management information systems.
- In addition, UNICEF provides support to increase access to safe water, gender sensitive sanitation facilities, and hygiene education, including menstrual hygiene management in schools.

<https://www.unicef.org/education#how>

# Southern Africa

## QUICK FACTS



Figure 2

## South Africa

Primary education enrollment

**87%**

Tertiary education enrollment

**24%**



Population  
**60 million**



Compulsory education  
**Grade 9**



Unemployment rate  
**33.6%**



Language of instruction  
**11 official languages: Afrikaans, English, Ndebele, Pedi, Sotho, Swati, Tsonga, Tswana, Venda, Xhosa, and Zulu**



Country GDP  
**\$419.9 trillion**



GDP per capita  
**\$6,994**

**“It takes a village to raise a child.”**

This African proverb emphasizes what it takes to raise a successful and well-rounded child into adulthood.



Figure 3

## Zambia



Figure 4

### Education in numbers:

Pass rates continue to be low: Grade 9: 55.3%; Grade 12 exams: 64.8%

<https://www.unicef.org/zambia/education>

Primary education enrollment

**83%**

Tertiary education enrollment

**4%**



Population  
**18,9 million**



Compulsory education  
**Grade 9**



Unemployment rate  
**13%**



Language of instruction  
**English**



Country GDP  
**\$21.2 trillion**



GDP per capita  
**\$1,121**

# East Africa

## QUICK FACTS



Figure 5

## Ethiopia

Primary education enrollment

**85%**

Tertiary education enrollment

**10%**

Population  
**117 million**

Unemployment rate  
**3.7%**

Country GDP  
**\$111.2 trillion**

GDP per capita  
**\$944**

Education is compulsory for children between the **ages of 5 and 16**, but with poor facilities and underprivileged backgrounds, many children do not get a high quality, full-time education.

Language of instruction  
**Amharic, Somali, Oromo, Tigrigna, Afar**



Figure 6

## Rwanda

Primary education enrollment

**95%**

Tertiary education enrollment

**6%**

Population  
**13.2 million**

Unemployment rate  
**1.6%**

Country GDP  
**\$11 trillion**

**9 years** of free compulsory education

Language of Instruction  
**Swahili, English, Kinyarwanda, French**

GDP per capita  
**\$834**

*In Sub-Saharan Africa, Rwanda is one of the top-performing countries in education.*

<https://www.unicef.org/rwanda/education>

## Kenya

Primary education enrollment

**80%**

Tertiary education enrollment

**10%**

Population  
**54.9 million**

Unemployment rate  
**5.7%**

Country GDP  
**\$111.3 trillion**

GDP per capita  
**\$2.007**

**8 years** of compulsory primary education

Language of instruction  
**Amharic, Somali, Oromo, Tigrigna, Afar**

# East Africa

## QUICK FACTS



Figure 7

	Primary education enrollment (%)	Tertiary education enrollment (%)	Language of instruction
<b>Burundi</b>	93	5	Kirundi, French, English
<b>Eritrea</b>	51	3	Tigrinya
<b>Ethiopia</b>	85	10	Amharic, Somali, Oromo, Tigrigna, Afar
<b>Kenya</b>	80	10	Swahili, English
<b>Rwanda</b>	95	6	Swahili, English, Kinyarwanda, French
<b>Somalia</b>	14	2	Arabic, Somali
<b>Tanzania</b>	81	8	Swahili, English
<b>Uganda</b>	95	5	Swahili, English

As the youth population continues to swell and elementary and secondary education graduation rates dramatically increase in South Asia, Sub-Saharan Africa, Latin America, the Middle East and North Africa, the demand for expanded access to quality tertiary education intensifies.

<https://www.worldbank.org/en/topic/tertiaryeducation#1>

# West Africa

## QUICK FACTS



Figure 8

### Nigeria

Primary education enrollment

**64%**

Tertiary education enrollment

**12%**

- Population **211.4 million**
- Unemployment rate **9.8%**
- Country GDP **\$440.7 trillion**
- GDP per capita **\$2,085**

- Education is compulsory for all students between the **ages of 6 and 15**. Primary education is officially free and compulsory, about 10.5 million children aged 5-14 years are not in school.
- Language of instruction **English**

### Senegal

Primary education enrollment

**75%**

Tertiary education enrollment

**14%**

- Population **17.1 million**
- Unemployment rate **3.7%**
- Country GDP **\$27.6 trillion**
- GDP per capita **\$1,607**

- 8 years** of compulsory primary education. Education is compulsory and free up to the age of 16.
- Language of instruction **French**

### Ghana

Primary education enrollment

**86%**

Tertiary education enrollment

**19%**

- Population **31.7 million**
- Unemployment rate **4.7%**
- Country GDP **\$77.6 trillion**
- GDP per capita **\$2,445**

- 9 years** of free compulsory education. 6 years of primary education and the first 3 years of secondary school.
- Language of instruction **English**

### Millions of children in West and Central Africa are still denied an education

- The region accounts for **1/3** of global primary school aged children and **1/5** of lower secondary aged children who are out of school. Children and adolescents in humanitarian emergencies are particularly vulnerable to going without schooling or permanently dropping out.
- The region also lags in education gender equality: For every **10** boys enrolled in primary school, there are only **9** girls. These differences increase as children progress through the school system.
- Only **1/4** of children in the region has access to early childhood learning, care, and stimulation. This means that they start first grade at a disadvantage and are unprepared to tackle the demands of primary education.
- Even pupils who complete basic education face a slim chance of receiving high-quality learning. This is despite the need for quality education to help prepare children with the skills, knowledge, values, and attitudes required for success in the 21st century.

<https://www.unicef.org/wca/what-we-do/education>

# West Africa

## QUICK FACTS



Figure 9

	Primary education enrollment (%)	Tertiary education enrollment (%)	Language of instruction
Benin	97	11	French
Burkina Faso	79	8	French
Cape Verde	93	24	Portuguese
Ghana	86	19	English
Guinea	76	7	French
Gambia	77	3	English
Guinea-Bissau	71	3	Portuguese
Liberia	44	12	English, Liberian
Mali	59	6	French
Niger	65	4	French
Nigeria	64	12	English
Senegal	75	14	French
Sierra Leone	98	2	English
Togo	91	15	French

## The quality of Africa's education system, rated

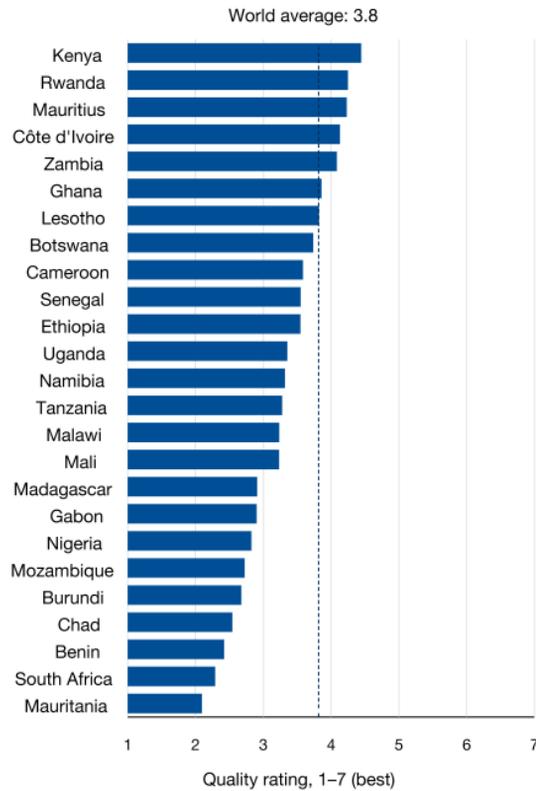


Figure 10

## What the future holds **without urgent action**

Africa is home to an increasing share of the world's out-of-school and uneducated populations.

The Sustainable Development Goals agreed by world leaders include this target: "By 2030, **all girls and boys have access to quality early childhood development, care, and pre-primary education** so that they are ready for primary education."

With current trends, according to the Education Commission, by 2030:

- Africa's children will make up **1/3** of the world's child population, but **70% of the out-of-school population**, compared with 40% today.
- **Over 60% of children will not achieve primary-level skills**, compared with 40% today.
- A population lacking skills and opportunity will mean that **90% of the world's poor will be in Africa.**

<https://theirworld.org/news/day-of-african-child-lack-of-crucial-early-childhood-education-pre-primary>

# South America



## QUICK FACTS

		Argentina	Brazil	Colombia	Venezuela
	Population (millions)	45.8	213.9	51.3	28.7
	Unemployment rate (%)	10.9	14.4	14.3	6.4
	Country GDP (USD) (trillions)	491.5	1 608.9	314.3	482.4
	GDP per capita (USD)	10,729	7,519	6,131	16,056
	Primary education enrollment (%)	99	96	93	87
	Tertiary education enrollment (%)	95	51	55	79
	Language of instruction	Spanish	Portuguese	Spanish	Spanish, Venezuelan Spanish

Figure 11



# South America

## QUICK FACTS



Figure 12

### Education

In South America, the education gap mirrors the income gap between rich and poor. According to WorldFund, “74 million South Americans (about 12.4% of the region’s population) live on less than \$2 per day. Over half of them are children. Children in the bottom income quintile complete an average of eight years of school versus over ten years completed by children in the top income

quintile.” In addition, access to quality education in South America for those below the poverty line is incredibly rare and difficult to achieve. “Education investments are inadequate, poorly directed and favor high-income students,” states WorldFund.

[\*Education In South America - The Borgen Project\*](#)

### Latin America

Latin America and the Caribbean have made progress in increasing pre-primary, primary, and secondary education enrollment over the last few decades. But there are still gaps in the access and completion of education, with 12 million children and adolescents between the ages of 7 to 18 out of the educational system.

In the region, 2.3 million children are out of primary school, 2.5 million children and adolescents are out of lower secondary school, and 7.2 million are out of upper secondary.

Over 8 million children and adolescents under 14 have a disability and are at risk of being excluded; 30% of these children do not attend school.

### Strategic areas of work:

# 01

Improving access to quality education and equity, including in fragile and humanitarian settings

# 02

Enhancing learning and skills development, including in fragile and humanitarian settings

# 03

Integrated early childhood development, including in fragile and humanitarian settings

<https://www.unicef.org/lac/en/investing-education-0>

# Europe: Developing countries



Figure 13

## QUICK FACTS

	Belarus	Romania	Serbia	Ukraine
Population (millions)	9.3	19.1	6.8	43.8
Unemployment rate (%)	5	5.2	11.8	8.9
Country GDP (USD) (trillions)	68.2	284	63	200
GDP per capita (USD)	7,304	14,862	9,215	4,836
Primary education enrollment (%)	95	82	95	92
Tertiary education enrollment (%)	87	51	68	83
Language of Instruction	Russian, Belarusian	Romanian	Serbian	Ukrainian

### 14 poorest countries in Europe 2022

The European Union is currently among the top three largest economies in the world. While many European countries are very wealthy, others are still struggling.

1. Moldova
2. Ukraine
3. Kosovo
4. Albania
5. North Macedonia
6. Bosnia and Herzegovina
7. Belarus
8. Montenegro
9. Serbia
10. Bulgaria
11. Croatia
12. Romania
13. Poland
14. Hungary

<https://www.thetealmango.com/featured/poorest-countries-in-europe/>

## Belarus

Like other former Soviet republics, Belarus faced economic hardship following the disintegration of the USSR. In previous years, Belarus had a strong economy and one of the highest living standards among Soviet republics. However, Belarus faced economic hardship until the economy began to recover in 1996. Between 2006 and 2011, when many countries in Europe felt the effects of the recession, Belarus's expenditures increased among the lowest 40% of the population. And by 2020, the country's per capita GNI stood at \$6,330.

<https://worldpopulationreview.com/country-rankings/poorest-countries-in-europe>

## Serbia

The distribution of schools in Serbia does not correspond to its population. Although the gross enrollment rate (GER) for preschool education is 98% overall, the GER is at 7% of children in rural areas. These children must often walk between three and ten kilometers to attend school.

Serbia's learning outcomes are below the region's international average, which is partially due to the school system's failure to address the psychosocial needs of children emerging from conflict. School safety, drinking water, and restroom sanitation also need improvement.

<https://borgenproject.org/education-in-serbia/>

## Ukraine

Despite its independence of the Soviet Union for 25 years, Ukraine continues to experience trials as a sovereign state. Although its economy has performed well over the past decade, recent data from the World Bank shows a GDP growth rate of around -10%, with inflation soaring at 50%. With poverty rates expected to increase, it is crucial that education in Ukraine improves so students can grow into productive employees that are ready to transform the economy.

<https://borgenproject.org/education-in-ukraine-a-work-in-progress/>

## Romania

- Some efforts have been made to improve the quality of early childhood education and care and strengthen teacher education
- Despite several initiatives, there is a need to increase the digital skills of teachers, trainers and students and better equip schools with digital equipment
- A large percentage of young people have inadequate basic skill levels and ensuring quality and labor market-relevant education and training remains a key challenge
- Socio-economic background significantly affects students' performance, limiting the role of education creating opportunities. Despite measures to mitigate the impact of Covid-19 on education, the shift to remote learning risks inequalities worsening

<https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/romania.html>



Figure 14

# Annexure B: Case Studies

A critical part of planning a successful mission is understanding where others have failed and why.

**“Learn from the mistakes of others. You can’t live long enough to make them all yourself.”**

Eleanor Roosevelt

The following unpacks research into three major initiatives - and why two have failed.



# Gates Foundation - Unsuccessful

## INVESTMENT

A 7-year, nearly \$1 billion education initiative centered on improving teaching quality in low-income schools

## CONCLUSION

While schools improved measures to increase teacher effectiveness, they failed to use these measures to improve student outcomes.

## GOAL

The Intensive Partnerships for Effective Teaching initiative aimed to change the way schools recruit, retain, and reward teachers, improving teacher effectiveness to promote higher quality education and increase graduation rates and college acceptance for low-income and minority students.

<https://www.businessinsider.com/bill-melinda-gates-foundation-education-initiative-failure-2018-6?IR=T>

## Four key lessons:

1

Evaluations demanded too much time and distraction for teachers to invest in more meaningful teaching insights. Principals ended up giving teachers a high rating to avoid conflict.

2

The evaluation systems increased teacher recognition but didn't help to attract talent as expected, causing the opposite.

3

Teachers reported that relatively modest one-time bonuses were not enough to inspire them to alter how they did their jobs, but instead raised concerns about how they'd be evaluated under the new systems.

4

The challenge? Tackling evaluation rather than designing workable systems and incorporating details, cultural shifts, contractual modifications, and interpersonal dynamics.

<https://www.forbes.com/sites/frederickhess/2018/06/25/5-lessons-from-the-failure-of-the-gates-foundations-575-million-effective-teacher-initiative/?sh=7194303133fe>

## Google Initiative: Project Loon - Unsuccessful

### INVESTMENT

A 9-year, \$125 million investment from a major external investor

### GOAL

To build giant, self-navigating balloons beaming the internet to rural areas

### CONCLUSION

It failed to reduce enough costs to build a long-term, sustainable business. Many people in rural areas either couldn't afford the 4G phones that Loon required or weren't interested in access. However, Loon wasn't a total failure as it signed a major deal with a Kenyan telecommunications company, Telkom, to bring 4G to remote parts of the country.

<https://www.bbc.com/news/business-55761172>

<https://www.forbes.com/sites/jilliandonfro/2019/04/25/alphabet-unit-loon-raises-money-from-softbank-subsiary/?sh=2746820b4ac6>

**Key lesson:** A long-term, sustainable project requires effective planning and costing.

## Elon Musk – Starlink

### INVESTMENT

An ongoing 3-year project with nearly \$885.5 million in grant funds from the Federal Communications Commission

### GOAL

Launching satellites into orbit to deliver high-speed broadband internet worldwide through small satellite dishes attached to homes

<https://www.cnet.com/home/internet/starlink-satellite-internet-explained/>

### CONCLUSION

In February 2021, Starlink served more than 10,000 customers.

Today, it is releasing a second-gen home internet satellite dish, exploring the possibility of in-flight Wi-Fi for passenger aircrafts. It has already shipped over 100,000 satellite internet terminals to customers across 14 countries. Starlink's service is currently only available in select regions of the US, Canada and abroad.

However, Starlink isn't without its controversies. Members of the scientific community have raised concerns over the impact of Starlink's low-earth orbit satellites on night visibility.

**Key lesson:** Have a clear goal, but be flexible enough (and have sufficient funds) to respond to unplanned challenges.

# Annexure C: Think Tank Panelists

GUESTS



## Think Tank 1 – Reimagine education



**Vera Ng'oma**  
The British Council Malawi Country Director



**Priyanka Handa Ram**  
Country Lead, Innovator and Academy Member of HundrEDorg



**Nikki (Luxford) Khoram**  
Corporate Partnerships Manager at RIPPLE Africa



**Katie Kerr**  
Vice President (External Relations) at Impact Network



**Michael McInerney**  
Senior Student Engagement Officer at Milpark Education

## Think Tank 2 – Innovation in education



**Monique Baars**  
CEO and founder of FinEazy



**Rama Raphalalani**  
Freelance Researcher and a Monitoring, Evaluation, Research, and Learning (MERL) Consultant at Data Innovators



**Michael Okwuma**  
Ambassador (Country Lead) at HundrED

## Think Tank 3 – Skills of the future with our clients



**Melissa  
Chadwick**

Director, Talent  
Management,  
People Solutions  
at Baker Tilly



**Christine  
Thomas**

Executive VP, Talent  
Alignment Group at  
DHG (Dixon Hughes  
Goodman)



**Meredith  
Hauptman**

Director, Human  
Resources at  
Marks Paneth



**Christopher  
Ryan**

Director,  
Learning and  
Development at  
AAFCPAs



**Amy L  
Foglyano**

GigNow  
Experience  
d Recruiter  
at EY



**Laura  
Moss**

Audit Manager  
at Cooper  
Parry

## Think Tank 4 - Venture capital firms investing in education



**Fiyin  
Adedoyin-Ogunlesi**

Chief of Staff at Oui Capital



**ViVienne Ochee  
Bamgboye**

Organizational Change and Institutional  
Capacity Development Practitioner,  
Abuja Lead at Rising Tide Africa



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## Think Tank 5 - Students and what they think needs to change



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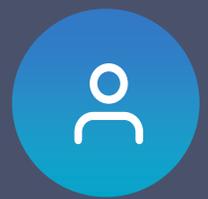
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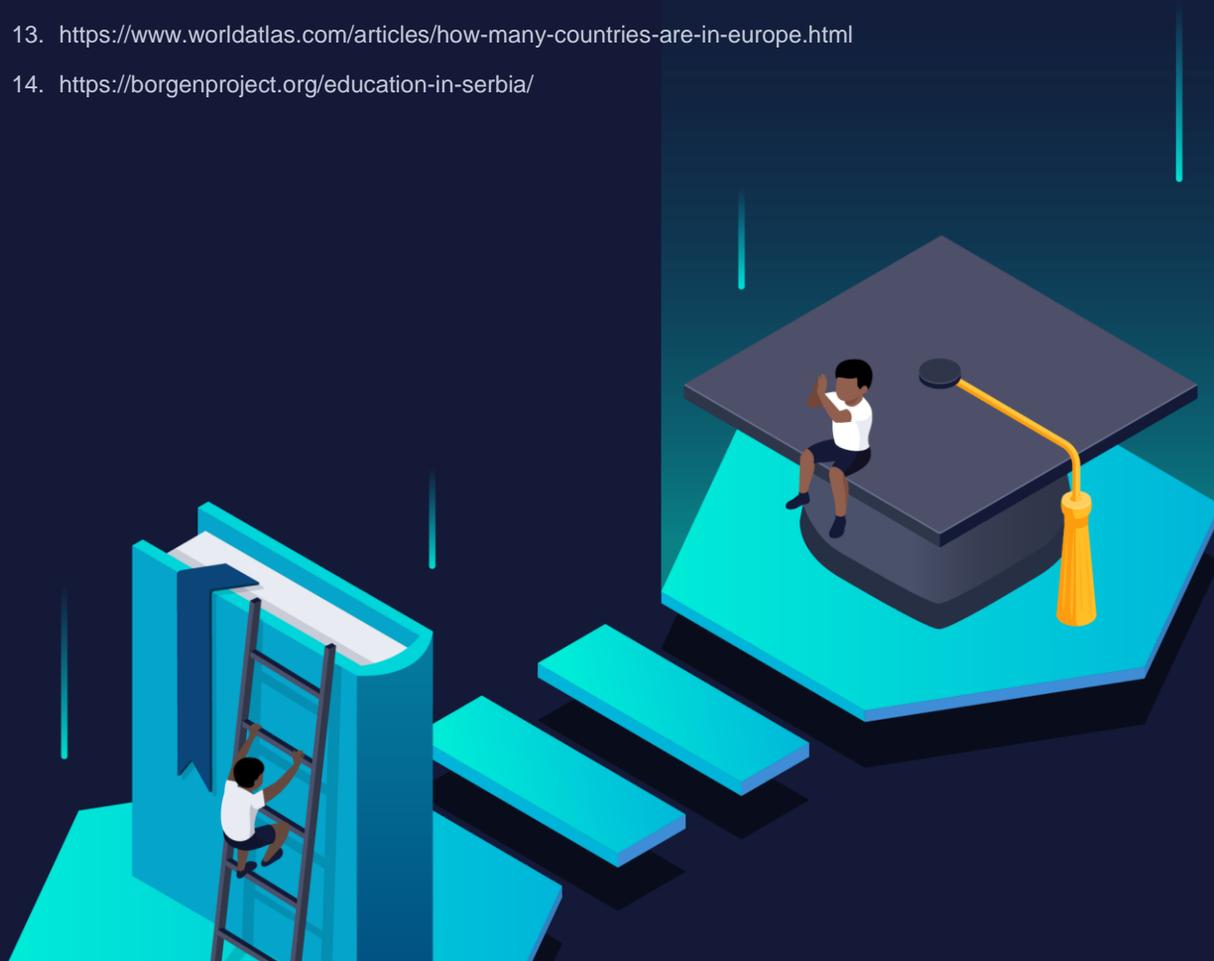
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# References:

## Figures:

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14. <https://borgenproject.org/education-in-serbia/>



# Data:

## 1. School enrollment, primary (% net)

- a) Net enrollment rate is the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age. Primary education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music.
- b) UNESCO Institute for Statistics (<http://uis.unesco.org/>). Data as of February 2020.

## 2. School enrollment, tertiary (% gross)

- a) Gross enrollment ratio is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Tertiary education, whether or not to an advanced research qualification, normally requires, as a minimum condition of admission, the successful completion of education at the secondary level.
- b) UNESCO Institute for Statistics ([uis.unesco.org](http://uis.unesco.org/)). Data as of June 2022

## 3. Population, total

- a) ( 1 ) United Nations Population Division. World Population Prospects: 2019 Revision. ( 2 ) Census reports and other statistical publications from national statistical offices, ( 3 ) Eurostat: Demographic Statistics, ( 4 ) United Nations Statistical Division. Population and Vital Statistics Reprot ( various years ), ( 5 ) U.S. Census Bureau: International Database, and ( 6 ) Secretariat of the Pacific Community: Statistics and Demography Programme

## 4. Primary education enrollment

- a) <https://data.worldbank.org/indicator/SE.PRM.NENR>

## 5. Tertiary education enrollment

- a) <https://data.worldbank.org/indicator/SE.TER.ENRR>

## 6. Population

- a) <https://data.worldbank.org/indicator/SP.POP.TOTL>

## 7. Unemployment rate

- a) <https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS>

## 8. Country GDP

- a) <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD>

## 9. GDP per capita

- a) <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

## 10. Compulsory education

- a) SOUTH AFRICA - <https://www.expatica.com/za/education/children-education/education-in-south-africa-803205/>
- b) ZAMBIA - <https://www.expatarrivals.com/africa/zambia/education-and-schools-zambia>
- c) ETHIOPIA - <https://borgenproject.org/education-system-in-ethiopia/>
- d) RWANDA - <https://wenr.wes.org/2019/10/education-in-rwanda>
- e) KENYA - <https://wenr.wes.org/2015/06/education-kenya>
- f) NIGERIA - <https://www.unicef.org/nigeria/education>
- g) SENEGAL - [https://en.wikipedia.org/wiki/Education\\_in\\_Senegal](https://en.wikipedia.org/wiki/Education_in_Senegal)

## 11. Language of instruction

- a) <https://www.wikipedia.org/>