



“Philanthropy for Education: Innovations and Opportunities”

Seminar Transcript

10 December 2012

Sabancı Center, Hacı Ömer Conference Room

İstanbul, Turkey

Speakers:

Irene Pritzker, Founder of Innovation Development Progress Foundation

M’hammed Abbad Andaloussi, Founder of Al Jisr

Moderator:

Deniz Kurtoğlu Eken, Lecturer at Sabancı University School of Languages

WELCOME

Deniz Kurtođlu Eken: Chairman of Sabancı Foundation Board of Trustees, Ms. Güler Sabancı, the representatives of the third sector, distinguished guests and distinguished members of the press, I would like to welcome you all to the sixth of the traditional Sabancı Foundation Philanthropy Seminars.

This year's theme is "Philanthropy for Education: Innovations and Opportunities". Today, we have two very distinguished speakers who will share their valuable insights and experiences as to how to enhance the quality of education through public-private sector partnerships combined with innovative approaches in philanthropy: Irene Pritzker and M'hammed Abbad Andaloussi. I would like to welcome them once again.

I am Deniz Kurtođlu Eken from Sabancı University School of Languages. I will be moderating today's seminar. Before we start the seminar, I would like to briefly review the program.. Following the opening speech by the Chairman of Sabancı Foundation Board of Trustees, Ms. Güler Sabancı, I will be introducing our speakers. They will each deliver for approximately 20 minutes presentation... Following the break, we will proceed with the panel discussion questions from the audience. Now I would like to invite the Chairman of Sabancı Foundation Board of Trustees, Ms. Güler Sabancı, for her opening speech.

OPENING REMARK

Güler Sabancı: Good morning to you all. Yes, we are very pleased to be together on this very rainy Monday marked by a traffic jam outside. Distinguished Members of Foundations, Distinguished Representatives of NGO's, Distinguished Speakers, Distinguished Members of the Press; Welcome to Sabancı Center.

We are holding the sixth Philanthropy Seminar at Sabancı Foundation this year... Yes, we are again together on December 10. We particularly try to ensure that this event corresponds to December 10, "World Human Rights Day", because the phenomenon of philanthropy is unique to human kind. Yes, our main goal is to primarily add value to individuals and then to society... Being human means caring deeply about anything that is about human kind; that is indeed the very essence of human rights.

As Sabancı Foundation, we endeavor to closely follow the global philanthropy sector operating in the axis of "human-oriented practices". We intend to share new themes and new approaches in the world with a view to broaden our horizons together. I hope this will be a meeting with high level of participation today. This year's seminar theme is "education", which constitutes the basis of human rights.

The theme of education has come to be a very essential realm of activity for both foundations and civil society through the course of history, since social development is possible through the development of the individual... And this is merely possible through education.

In the past, the approach to philanthropy was confined to constructing schools or extending donations and awards to youth with a view to contribute to society. This approach still preserves its validity and is a requirement today. Nevertheless, we witness the emergence of new approaches. We need to address education through different perspectives and generate new examples.

"Right to Education" is not solely restricted to access to education. Quality and content are indispensable elements as well as access. Additionally, we should always take into account equality of opportunity in education. We should promote the integration of girls and persons with disabilities in the education process, just like we do for boys.

Today, we have two distinguished experts renowned with their work and different perspectives in the field of education. Soon they will be sharing valuable information about the practices, models, and outcomes in their respective countries as well as in others. Furthermore, we will be listening to the positive impact of a multi-sectorial structure in this type of work, namely, cooperation between “private sector- civil society” and “state-foundations”.

On behalf of you all and the Sabancı Foundation, I would like to take this opportunity to thank our esteemed speakers, Irene Pritzker and M’hammed Abbad Andaloussi, for accepting our invitation and being with us today.

Distinguished Guests, Distinguished Philanthropists, We all know that investing in education is an essential investment in social development... As Sabancı Foundation, we have built approximately 120 institutions in Turkey, 81 of which are directly related to education, such as Sabancı University, schools, libraries, student dorms, and teacher houses... As I have just mentioned, the content of education is truly significant. That is what we try to focus on in setting our institutions. Sabancı University has brought about innovative viewpoints to the higher education system in Turkey adopting an interdisciplinary structure. Frankly, we aim to bring somewhat different and a new perspective in all our initiatives. Our esteemed professor, Prof. Üstün Ergüder is with us today; the Education Reform Initiative founded within the framework of Sabancı University is a body that generates education policies through incorporating the contribution of other foundations as well... This is a first in Turkey. It is not enough to build schools and dorms, but necessary to contribute intellectually, contribute to policies and offer guidance...

Yes, we try to do it all... Last year, we launched a Planetarium in Eskişehir to benefit the local youth... Since its inception, we offer art and museum training in both Sakıp Sabancı Museum in Istanbul and the one in Mardin... We care to slot in the education aspect regardless of what initiative it is we are taking. My colleagues work with such mindset. Until now, we have offered scholarships to more than 37 thousand university students and encouraged achievements of the young generation with more than 1000 awards. As you may have followed in recent years, we have been promoting life-long learning process via our grant programs. The NGOs receiving grant support embark upon major educational efforts. We hold support meetings for several programs such as Training on the Rights of People with Disabilities, Gender Training, Purple Certificate Training. The efforts are not unique to Sabancı Foundation. I observe with pleasure that foundations and NGO’s in Turkey, with several representatives in the audience, carry out very important work in the field. This can only be achieved in unity. Joining our forces is what will breed change, rather than working on an individual basis.

We are generally queried about the sum of money we have spent as we carry out our initiatives. At Sabancı, we don’t like to talk about this very much. We want the focus to be on the outcomes of our work and we want to see the lives we touch and how we make a difference. However, roughly speaking, our total investment in the field of education so far totes up to some 2 billion TL.

We are aware that we will enable social development through cooperation and partnerships. We should not disregard that point. As I mentioned, we always reap benefits out of working together and joining forces. We see this through our guest speakers today and our seminars. We see that the successful examples around the world are not individual achievements.

I would like to thank you all once more for your participation in our seminar on such an important day in the name of touching lives and philanthropy, despite the rain and the challenging circumstances outside. I expect that today’s seminar and speakers will open up new horizons in front of us. Thank you very much. May it be an auspicious event for us all...

Deniz Kurtoğlu Eken: Thank you very much, Ms. Güler Sabancı. Now, I would like to invite our distinguished speakers.

Irene Pritzker is the Founding Member and President of Innovation, Development, Progress (IDP) Foundation. Believing that it is possible to resolve even the gravest problems in the world through education, Pritzker adjoins investment tools and philanthropy on a common ground to enable equal participation in education. She asserts that this innovative approach will inspire new hopes and encourage the flourishing of new opportunities while engendering positive economic outcomes at the same time. Presided by Irene, the IDP Foundation has launched a microfinance initiative named “Rising Schools Programs”, aiming at the development of low-cost private schools in Ghana in order to improve the quality of education. Irene Pritzker would like to see the “Rising Schools Program” to spill over to other developing countries. I would now like to invite Irene Pritzker to stage.

Our second guest speaker today is Mr. M’hammed Abbad Andaloussi... Mr. Andaloussi is the founder of Al Jisr, which means “bridge” in Arabic. Al Jisr aims to mobilize the private sector to enhance the quality of education, through enabling companies to offer financial and technical contribution to schools. Having supported hundreds of schools so far, Al Jisr aims to increase the number to 500 by 2015. Andaloussi is at the same time the Founding Partner of Al İkram, an NGO that works to send hundreds of school dropouts back to school. The NGO also offers initiatives that serve to unleash the entrepreneurial spirit of youth. Recently, Al Jisr ranked among the top 15 best and innovative models in the world, in the category of “Learning a Living”. I would now like to invite Mr. M’hammed Abbad Andaloussi to stage.

Welcome once again, dear Irene, welcome dear M’hammed. I’d like to echo Ms. Güler Sabancı’s words and share with you once again that we are truly honored and feel very privileged to have both of you here. We have seen in the videos already but we are looking forward to hearing the insights and experiences that you will be sharing with us. So without further ado, I would like to invite Irene to share with us her presentation.

SPEAKERS OPENING REMARKS

Irene Pritzker: Ms. Güler Sabancı, thank you very much for this incredible honor to be here today and visit your beautiful city and to be a guest of the Sabancı Foundation.

Ladies and Gentleman,

Good morning and thank you also for your commitment and passion to education which I believe is the most important way we can see out of poverty.

The IDP Foundation is relatively new. When it was formed in 2008 we really had absolutely no idea what we were going to do other than working in the area of poverty relief and education. But anyway, without knowing what we were doing, we called it the IDP Foundation, which stands for Innovation – Development – Progress.

I was always interested in sustainable rather than aid-based programs and this led me to a conference organized by Opportunity International, which was founded in 1971, and is a microfinance organization, which operates in 24 countries.

At this conference, I heard a speech by widely published Prof. James Tooley. He is a professor of education in England.

He pointed out in his speech that despite the billions of dollars dispensed to governments for education by the United Nations, multilateral funders and corporations, there is still a universal explosion of low cost privately owned schools in deprived areas.

This is a direct response to market demand from very poor and often illiterate parents who see education as the only way out of poverty and are frustrated with the inefficiencies and the lack of reach of government schools.

This whole idea intrigued me so much that I decided to go to Ghana with OI to observe their loan program for schools.

But when I got to Ghana, I discovered that the types of schools that OI was targeting were larger and much more prosperous than those about which Prof. Tooley had spoken. And when I asked, “Why?” I was told that regulated financial institutions could not take such great credit risks.

But I wanted to see the schools that James Tooley had talked about. So off I went into a giant slum market covering an enormous area in the heart of Accra.

Here I met Paulina. She had a school serving 450 children from kindergarten just through Grade 4. Her school was housed in the most disgusting, cramped conditions with no ventilation, no electricity, no sanitation, and no play space. Teachers were teaching out of grade inappropriate textbooks, trying to sort out how to adjust the material for the ages of the children in their class. The children had no books at all, trying to memorize material written on a very old blackboard.

Yet, although she had been a successful loan client of OI for several years and with a now successful wholesale yam business, Paulina was unable to secure a loan to improve her school.

And when I asked why these children were not in a free government school, she told me that the government school was very poorly managed – much too far away for children to walk to. And those that could walk that far, had to cross a busy road, where several children had been killed. Therefore, at the urging of parents, Paulina started a school. I found in that marketplace, just in one corner of it, 8 such schools.

The fees she charged were just over the equivalent of 5 USD a term and out of necessity, the school ran all year with no vacations, because those parents were working seven days a week just to eke out less than 2 USD a day. It was clear that the school was established in response to quite literally a very strong market demand. ”I learned that in Ghana there were several thousand such schools, which bore out everything” James Tooley had said. So I went back to speak to the President of OI and tried to urge him to include these types of schools in their loan program.

And this is when I learned that the most dangerous thing any aspiring philanthropist can ever say is “Well, this is terrible and something should be done about it”.

He just looked at me and said, “Well, as an organization dedicated to helping the poor, we are most grateful to you and excited to see what you are going to do!”

So I was not exactly thrilled at this answer – but long story short, I went many times back and forth to Ghana - did a lot of on the ground market research, figured out what common problems these schools faced, talked to all kinds of multilateral funders, governments and corporations, and this is what I learned:

That the situation in Ghana, which is considered a rapidly growing and middle of the spectrum developing country, still by and large is presenting a microcosmic picture of the same educational conditions that exist in developing countries world-wide.

Thus there are hundreds of thousands – more like millions – of these very low cost privately owned schools all over the entire developing world serving hundreds of millions of poverty stricken children.

Parents choose these schools because they find they are either the same cost or only slightly more expensive than the so-called “free” government schools, which have many hidden costs, but these schools have the added value of being available when sometimes there are no government schools.

They find that there is better governance in these schools because there is less bureaucracy, less teacher absenteeism and the class sizes are considerably smaller.

Yet, the schools lack infrastructure, adequate teaching and learning materials, trained teachers, and very often electricity or sanitation of any kind. In our initial meetings with government officials, we were surprised to learn that they denied the existence of these schools and they were stubborn in their conviction that all private schools were profit seeking and for the elite. It took a lot of photographs, site visits, bringing the government officials to see, a lot of relationship building to get them to back down and finally admit that they needed to consider this sector more responsibly.

Our data shows that contrary to popular belief, these school proprietors hardly eke out a living, much less make any kind of profit. Oftentimes schools are subsidized by proprietors finding other sources of income.

We found that the proprietors often extend multiple free scholarships to many families where there are several children and most particularly to girls whose education is the first to be sacrificed for poverty.

All this has dispelled the Ghanaian government's notion that these types of low cost and deprived private schools are profiting at the expense of the poor and that is a notion that is very pervasive throughout the world. There is always that stigma attached to anything called private. But now the government in Ghana has begun to rely on us to provide them information about this sector.

There are many more alarming characteristics of these schools, but the most amazing to me of all is that we have not been able to find a single person or any organization, aid agency or corporation that has ever extended credit to such poor schools in any kind of organized way and tracked the results.

So as a Foundation we decided to give it a try.

And this is where, as a private foundation we have been able to utilize our flexibility and unconstrained freedom to invest risk capital to take a long hard look at the low cost private school sector and embark upon a very innovative experiment, which most thankfully, actually worked.

We see this as investing in education with the possibility of having a wide impact; we see this as impact investing in education.

So, now that I have given you some background on what all this was about and how it got started, let me tell you a little bit about what has become known as the IDP Rising Schools Program.

It began as a pilot study with 105 schools, which serve 27 thousand children. Our goal was to develop a sustainable, scalable model based on microfinance to empower existing private schools, these very poor schools, we never start a school, they are always existing, and these schools are serving the very bottom of the economic pyramid. It was important to us that the model be scalable and could be replicated in other developing countries. The idea was to close the gap that existed between government reach and the underserved and to get the government to embrace them, to embrace these schools, thereby offering all children a chance to gain access to education.

So how were we going to set about doing this?

We hypothesized that if a course of financial literacy and school management training was delivered to these school owners, then it would be possible to provide them with a loan so that they could improve their schools, organize themselves into a network and lobby their elected officials for inclusion.

We argued that the model could be self-sustaining because the cost of the trainings could be factored into the loan terms.

We also argued that if there was a high level of repayment there would be a positive financial return on investment for the financial institution through loan interest, increased savings deposits from the community as well as a good deal of social credit.

We felt a successful model would encourage financial institutions in other countries to copy it since it opened a new, reliable, and significant market.

We divided the program into two distinct tracts: The Financial Services Tract and a Learning Enhancement Tract.

We started with the Financial Services Tract in order to stabilize the schools. First, we established a strong partnership with a very profitable and very well reputed Ghanaian microfinance NGO called Sinapi Aba Trust. You saw a little bit about them in the video. Sinapi Aba Trust was a perfect partner because it now has over 50 branches in deprived and rural areas in all ten regions of a rather small country.

Without a strong microfinance partner, we could never have brought this program to fruition.

So, based on our hypotheses we created a program. Then we interviewed school proprietors, enrolled them and tested their financial knowledge. The results showed us that indeed we had a big task ahead of us. During the training we had the school proprietors attend one full day a week for 12 consecutive weeks with compulsory attendance in certain modules, homework and other assignments. In the morning we taught them financial subjects, in the afternoon we taught them school management. Points, much like airline mileage points, were awarded for certain achievements and compliance with program rules. This resulted in a really healthy competition and quickly excellent mastery of arithmetic. These points could be redeemed for rewards or improved loan terms.

The courses were taught, and this is very important, the courses were taught by the same trained loan officers who would eventually be reviewing the loan applications. And with such high-risk loans we felt that this was essential.

So, upon successful completion of the course, the proprietors chose one of 6 loan products carefully designed to address their particular needs. And as I had said before this program turned out to be self-sustaining because the interest in the loans we factored in to make sure it paid for the cost of the training.

So, as I mentioned, we piloted this school program with 105 schools and we introduced them in three consecutive tranches, each set about 6 months apart. And this allowed us to correct the mistakes we made in earlier tranches.

As you might imagine, there were plenty of mistakes, because these were completely uncharted waters. We were often amazed by things we discovered along the way – some of them fantastic – and others a pretty good lesson in what not to do in the next tranche! By the time we had completed three tranches we thought we had the model pretty well done.

Our financial partner, Sinapi Aba Trust, is now in the process of adding 1200 more of these existing schools into its normal operating structures, proving that the concept of pilot worked.

The Second Phase of the Program we call The Learning Enhancement Tract: Before we even started the training we were very careful to start building relationships with the government officials. Many people told us “just don’t waste your time on this”, but I firmly believe that it is essential to have the cooperation, even though we did not exactly have the initial support of the government.

In my mind, there is no way this program could achieve our goals of inclusion for all children without government support for teachers and teaching and learning materials.

In any country, the only providers of teachers and teaching and learning materials are parents, governments, or NGO’s and multilateral funders. In the case of these schools, the parents are too

poor, the school owners can't afford trained teachers or to buy supplies, and the funders and the governments will not include them.

So how then can we possibly achieve education for all if we don't address this gap? It just doesn't make any sense.

While we as a foundation, or other funders and NGO's can fund interventions in some of the schools for a bit of time, it is clear to us that real learning enhancement must come from the government, the government has to buy in. We have found that most learning interventions are very siloed, disparate, disconnected and stop once the funding period is over. This is true of US Aid, UN programs and on. In short, they just often fizzle out. But by engaging the government and showing them the improvements in the schools, making them aware of the numbers of children enrolled in them and constantly advocating for subsidies for learning enhancements, we have now been asked to draft a Terms of Reference leading to a Public Private Partnership between the government and the school owners. This would be a direct partnership. So we are definitely making very important inroads.

We pointed out that these school owners actually reduce the financial burden on governments and also funders by taking the initiative to build and improve their schools. It is much cheaper to subsidize one of these schools with teaching and learning materials than to build one from scratch and to govern it. Now the government is now beginning to see the true advantages.

So after three years and a lot of work, and an investment of over 5 million USD, what have we found? We have found that it is indeed possible for a bank to extend credit and expect full repayment as long as there are carefully created modules of training and the cost of those trainings is integrated into the loan terms to ensure the program is self-sustaining and not aid dependent.

We found the training and access to capital led to huge improvements in infrastructure and governance, thereby increasing both enrollment and the number of days in school.

We discovered that these previously unconnected school owners started to meet with one another, resulting in alumni associations. And they have realized that they can use a Low Cost Private School Association to incorporate the school management skills that they have been learning and were taught, and they can also lobby their elected officials for inclusion.

So after all of this, why really does our work matter? It matters because it demonstrates how philanthropists can leverage risk capital to create market driven solutions to aid the goal of education for all. It matters because despite the billions of dollars in educational aid that have been expended over the last 6 decades, there are still an estimated 250 million children who do not have basic education, they do not have the foundational skills they need – the ability to simply read, write or master mathematics, just simple mathematics – to be able to be in a position to train and to develop transferable technical and vocational skills. You can hardly be an electrician or a mechanic or a plumber if you can't read and write and add up.

By other estimates, there are still at least 61 million children that are not even enrolled in any kind of school. Other estimates are much higher.

Our work matters because clearly the millennium development goal of basic education for all by 2015 will not come anywhere near being met.

Report after report is now being published on the failure of this education for all. And Ban Ki Moon, the head of the UN; he has just launched a new initiative called Education First, and it was announced this past September. And very likely that will fail, too. Why will it fail? It will fail because it is more of the same top down rhetoric that we have been hearing for years. Pour more aid into governments! Pour more aid into NGO's who will implement programs in government schools. Over and over again – the same thing... A whole lot of "this should be done - this needs to happen – we must challenge one another – and on and on and on– but where is any useful information that

is widespread and widely acknowledged as to how it can be done. There is a lot of philosophy, but not much practicality.

Confucius said: “When it is obvious that the goals cannot be reached, don’t adjust the goals, adjust the action steps.”

Nowhere in these sweeping reports or concept papers prepared by the World Bank, United Nations and others is any mention made of the necessity to galvanize the efforts of tens of millions of very poor people all over the world who are trying to take education into their own hands to create and fund schools within their villages and slum communities. There is never a recommendation that we should embrace and empower a bottom up approach to reach all children.

On a side note here, I am not an advocate for the privatization of education. On the contrary, I believe emphatically that education should be free and provided by governments. I also believe that education is a universal human right and find it absolutely appalling to see that the very poorest of us actually do not view it as much of a universal human right as they do a commodity - something they will somehow find the money to pay for. And that they have had to resort to this because government funding and policy failure is absolutely shocking.

All I am saying is that the action steps need to be adjusted to factor the efforts of parents and the school owners into the funding and policy equation.

Doing all of these seems to be the province of private philanthropy – philanthropists who are willing to take huge risks and expend a lot of energy to try innovative and new approaches to solving age-old problems. And this can be tough.

Many times during the creation of the IDP RS program I was really ready to give it all up. But my daughter said, “Mama: if it was easy, somebody would have already done it! Nobody has – so you do it!”

I’m still working on it, particularly with advocacy for policy change at the highest levels. But I am hopeful that the IDP RS program will show you that risky innovation can lead to positive development and real progress.

Thank you very much.

Deniz Kurtoğlu Eken: Well, thank you for this terrific speech dear Irene. It has only been 20 minutes but in only 20 minutes you have shared with us both quantity and quality in terms of what you set out to do, what you have so far accomplished and what you are further aspiring to do. We applaud your accomplishments but more so I think your will, determination, and perseverance. Thank you very much.

I would now like to invite M’hammed Abbad Andaloussi to share with us his experiences and insights as a key leader in building civil society as well as his pioneering work in the field of education. M’hammed...

M’hammed Abbad Andaloussi: Ms. Güler Sabancı, Ladies and Gentlemen, first of all I would like to express my warm thanks to Sabancı Foundation and to its President for their kind invitation. Thanks to them I am very happy today to be here and to share my modest experience in education and to learn from the experienced participants of this seminar. I think that we need to join our efforts, to work together, to learn from each other to address the global challenges in education. I love an African proverb, which states, “If you want to go fast, go alone. But if you want to go far, go with others.”

Concerned by the development of my country, I always had 3 passions: Education, Education, and Education. To date, I created a number of initiatives all contributing to the modernization and improvement of the educational system in Morocco and its link to the job market.

The private sector is convinced that the quality of education has to be improved to face the 21st century's challenges. In fact, it suffers from the lack of human resource quality necessary to improve its competitiveness. The labor supply does not meet the private sector's needs. Education is often based on memorization and does not encourage initiative, imagination, teamwork and entrepreneurial spirit.

As their qualifications do not match the requirements of the labor market in my country, 300 thousand graduates end up unemployed, lacking necessary skills and entrepreneurial spirit. Besides, nearly all graduates aim to be employed and take no initiative to establish their own business, not even on a small scale.

Why?

In my opinion, first, because teachers in general ignore the world of business and live in some sort of alienation away from any technological and scientific advances because they lack a continuous training. As a result, they are not able to communicate with the students who are faced with a rigid institution, which does not respond to societal trends nor reality.

Schools' management schemes do not generally operate with systematic evaluation, neither analytical assessment of causes behind poor performances.

The world of business overlooks the world of education except for a few charitable donations invested merely in construction. Consequently, students are not well prepared for the labor market.

These immense problems have been there for decades, but the government represented by the Ministry of Education failed to offer a sustainable structural solution to this issue.

This led me to launch initiatives to address these issues through mobilizing the collaboration between the business sector and the school community to improve our educational system. As I was a former banker, I have been working for a bank for 34 years, so I decided to use my connection with the private sector to get it involved in education. The business sector is the first client of the education system, so I think it has to be involved.

So the first initiative is a partnership of school - business called Al Jisr; Al-Jisr meaning "Bridge", to adopt schools by Businesses.

I do not only lead businesses to give money to schools, which can be done by anybody, but I also try to convince them to be more interested in the school management by interacting with schools' principals, teachers, parents and students in the context of the school Support Committee. I am very happy to notice that the Moroccan government introduced management council in the school that we launched in 1999. We need to create a board in the school like a board in a company.

They all act as a partner who exchange and collaborate to have a better school with better education. The school community and businesses collaboration aim to make schools more capable of providing higher quality of education leading to change, progress and development. They are all invited to start by analyzing the schools' needs, they start by SWOT analysis, based on which the School Support Committee develops an action plan to respond to this need and start implementing it jointly. The aim is to use the expertise and the tools of the business sector to improve the education system ensuring an international standard of school graduates who can compete in global and modernized markets. We don't tell business what to do in each school adopted. We tell them just, "You are competent, you have experience, so please be innovative. Propose, suggest to school community some ideas about extracurricular activity, about entrepreneurship education" and so on. And now we notice that business compete in innovation. Some of them, for example, introduce chess in the school. Some of them developed basketball, music, even training on sailing, training

teachers on communication, on new methods of teaching. They often organize community day in school with all the staff.

So, today I have succeeded in involving hundreds of businesses through their financial and technical contribution. To date, we have adopted nearly 400 schools by businesses and we hope to reach 500 by 2015.

This is the first initiative. The first is to update the school and to participate in the management of the school. But the second idea, which I find more interesting, aims to reduce the unemployment rate.

The unemployment rate among Moroccan youth is at a staggering 30%. Job creation is not keeping up with the growing number of young people entering the workforce every year.

Yet youth are not taking advantage of the government program opportunities. For example, in 2009, a government program, Moukawalati, which means “my business,” that offers mentoring and loan through 300 desks, invites youth who have just an idea to come to one of these 300 desks. We accompany them for feasibility study, we give them loans, and we coach for one year and too many incentives... but this program received only 900 applicants; their target was 30 thousand. So the achievement rate even all this investment is only 3%. So the reason in my opinion is due to the fact that youth are not prepared very early to take initiatives. When they are 25 year-old, it is late.

This is why the NGO INJAZ Morocco that I launched in 2007 commits to cultivating entrepreneurial spirit and ability among youth by scaling up the size and scope of Junior Achievement programs launched in 1990 and implemented today in 120 countries and in Turkey also.

Volunteers from the private sector train students in an effort to reduce the lack of encouragement for entrepreneurship within the education system.

The methodology is based on learning by doing. I give you an example because we have a lot of programs on entrepreneurship, on financial literacy, on life skills, but let me give you just an example about Company Program. With professional mentorship a class of 25 students agree on a product or service, conduct a feasibility study, elaborate a business plan, sell shares, create a management committee, buy all materials, produce, sell, prepare a financial report at the end of the academic year. And they have to liquid this company at the end of the academic year. They are frustrated because they want to continue the adventure. But we tell them we want just to inspire you, because we tell them when they are 17 years old or 18, we do not have to create a company at this age.

And through this experience, students acquire the necessary skills, such as communication, teamwork, problem-solving, initiative, and are encouraged to use their imagination, and adventurous spirit to enter and succeed in the entrepreneurship world.

Listen to this. According to the surveys conducted in Europe in perhaps 30 or 40 countries, 30% of students who benefit from this training create their own Business when they are 25 years. So imagine, if we train only 10 thousand students a year, we will generate 3 thousand small companies in 5 years. So, we don't need to invent the wheel. And even the 70% remaining, they succeed in their professional life as they have acquired entrepreneurship spirit and the skills needed by the market.

Over the next five years, we aim to reach more than 72 thousand students, with half of the participants being girls. Through topics like entrepreneurship, financial literacy, and life skills, our programs empower youth with the knowledge and skills they need to start and grow business.

The achievement programs that we launched have been supported by the 70 largest companies in Morocco, and more and many other stakeholders wanting to get involved. I give you an example. The Boston Consulting Group has conducted a pro-bono project providing us with recommendations on our strategy and organization, including planning, key performance indicators, and processes, which will be used by our operations, fundraising, and communications departments. I think, if we had to pay for this study, we would have paid 500 thousand dollars. Everybody is interested by youth and by empowering youth.

This energy speaks to the great potential there is for businesses to partner with government and youth to lend their expertise and help promote entrepreneurship as a way of closing the youth unemployment gap.

I am faced by the challenge of convincing more and more businesses to support schools and get involved in the schools, and to mobilize their executives.

But a social entrepreneur is never discouraged. They just keep persevering. I will give you an example. The largest conglomerate in Morocco; I tried to convince this conglomerate to get involved their top managers, because they have 1000 top managers. But they told me since 2008 it is impossible. We are investing 15 billion dollars in our conglomerate. All our top managers are very busy. Just we ask them two hours a week. But at the end, one month ago the top managers decided to create their association. And they come to us and they said please, we decided 600 top managers to provide 32 hours in school and university for youth and to implement your program. Do you see the contrast between the companies who feel that it is impossible? And with youth, because executives they love to get involved, because it is win-win. When you have an executive who comes into school 2 hours a week to coach students, he acquires some skills in management, in communication, in training.

I have deployed five arguments to engage Moroccan businesses in the work of education. First, I argue, the work represents powerful professional development of company staff. Second it changes the image of businesses. I don't know what the image of business in Turkey is but in Morocco businesses are seen as greedy predators. Third, it improves the loyalty of the staff, because they can become involved in something that they believe in. Fourth, they have - and should have - an interest in preparing the consumer of tomorrow. And finally, through this involvement companies are contributing to the stability of the country. The Arab Spring demonstrated that I was not wrong.

Economists have always been looking for a short-cut to reduce the gap between developing countries and developed countries. I am convinced that this short-cut exists: it is a New Generation of Entrepreneurs.

I strongly believe that businesses can create and can contribute to the creation of this new generation of entrepreneurs by stimulating entrepreneurial spirit of youth. One or two hours a week of involvement and the result is stunning.

I always give an example I came across 20 years ago when I visited a branch of Citibank in New York. The branch manager showed me a card called "Balanced Scored Card" which indicates five key performance indicators taken into consideration each year for employee' evaluation. To my surprise and satisfaction, one of these indicators is the service to the community. So at the end of every year, before we ask the staff what you have done for your company, we start by asking them what you have done for your country.

So, let's develop this volunteerism culture, let's all remember what President J. Fitzgerald Kennedy said: "Don't ask what your country can do for you but ask what you can do for your country".

In order for me to illustrate the importance of the entrepreneurship spirit, let me tell you two short testimonials from the students. One student said, "I was on earth contemplating my dream until INJAZ. INJAZ is my NGO-gives me the wings to reach it". And another one said, "This experience changed the course of my life and gave me a reason to wake up every morning".

So, we need to create hope. I think, if we can't survive without air, if we can't survive without food, if we can't survive without water, we can't survive without hope.

As a conclusion, I would like to transmit this message to the business leaders attending this seminar. By investing in education, you invest in your future, which will be in the hands of the future generations. Indeed, this rising generation can increase your competitiveness if they are well prepared thanks to your technical and financial contribution.

So, together let's reinvent the school. Together let's build the future. Together we can change the world. Thank you for your attention.

Deniz Kurtoğlu Eken: Thank you for this excellent and inspiring speech, dear M'hammed. You started off saying, education, education, education... And I think we could feel your passion, passion, passion... Thank you very much.

Both of the speeches have been so inspiring, and among many key words, key concepts; there is a few I noted down. "Quality", no doubt; "sustainability"; "learning by doing"; "practical rather than theoretical applications", "methodologies"; "involvement of stakeholders"; and I think we are all aware of the role of feedback and data in education in particular when it comes to projects like this. I would actually like to ask you about that. In terms of what feedback there has been from parents, from school proprietors, from businesses, companies in terms of the projects, the IDP Rising Schools and the INJAZ work... Irene?

Irene Pritzker: Well, one of the things that we do with this program is that we are extremely careful to collect a lot of data; ongoing, independent research firms collecting data on just about everything. When we start with a school, before, we do a baseline study. So, it is sort of like a census. And we collect information from the proprietors, from community members, from parents. And then one year after they get a loan, after they have access to a loan, we do conduct exactly the same census. So in terms of the feedback from the parents and the school owners, and people in the community, of course it is what they say, so it has to be rather than quantitative it is qualitative, and so we do this through focus groups. And we find that the parents are extremely excited by the improvements they see in the school and the fact that their children can attend more days and also that the proprietors are beginning to put pressure on the government officials to get materials and have support for teacher training.

Deniz Kurtoğlu Eken: And qualitative data is no doubt as important if not more important sometimes than as quantitative data, especially if we are talking about education. And I think M'hammed in your speech you were referring to several student testimonials. So maybe you can expand on that in terms of what feedback you have been receiving.

M'hammed Abbad Andaloussi: First of all we have many feedbacks from businesses, from parents, from the world of education. Today we noticed that we don't still need to contact the companies, they contact us. And they say we want to get involved. I'll give you an example. Just two weeks ago I received a call from one company called Euro Energy. And they said, we want to meet you. And when I met them they say, we want you to train 3000 students- 1000 students at college level during 3 years. In total 3000... What are your needs? I said, I need volunteers. This is just an example to show, and we have other companies. They provide me with about 20 volunteers. And I said we need money for the pedagogical tools. And I need 150 thousand USD. Immediately

they made me a check of 150 thousand USD. This is just an example to show money is not an issue when you have a good idea. And all companies want to get involved. Now the parents... In the beginning, the parents were afraid because their students spent a lot of time managing their junior company. And they were afraid about the impact on their studies. And they come to us, our children are always on the phone calling “how much do I sell”. And I said, please, wait and see. We will wait until the end of the year. And they receive their marks. And they get the best marks because they learn a lot of things.

Now, about the work of education, I am very very proud and very happy that all Moroccan universities when they have seen the impact on the students, they have implemented a module called entrepreneurship, and they asked an NGO. It is incredible, this partnership between public and private. They ask an NGO to deliver our company program. Now, our volunteers are becoming professors. So students are very very happy. So I think all the stakeholders are very happy about this program.

Deniz Kurtoğlu Eken: So you have data coming from all kinds of activities and also the results show that the project is being very successful.

M’hammed Abbad Andaloussi: The project is scaling up, because when all Moroccan universities ask us to get involved but we can’t implement our program in all Moroccan cities. This is why we invited Boston Consulting Group to accompany us and that is what we are doing now.

Deniz Kurtoğlu Eken: Irene, M’hammed was referring to this as well. You were referring to a bottom up approach. You emphasized this several times. How can governments or agencies foster such an approach, do you believe? I mean, in terms of maybe highlighting several key aspects that you believe are most important...

Irene Pritzker: Well, I think the very first thing is to get the funders and the governments to recognize that the sector really exists. It is also very important to get them to realize just exactly how many children are in these schools because they are failing to provide schools in these areas. So I think that the way to mostly empower and support this bottom up approach is to get the educators, the people, the governments, the Ministries of Finance who give the money to the Ministries of Education to recognize the sector and to look carefully at how they can subsidize it.

Deniz Kurtoğlu Eken: Anything to add to that M’hammed?

M’hammed Abbad Andaloussi: Until now we have not got one dollar from the government, but we haven’t asked for support. Because we decided to prove our efficiency before to sign an agreement with the government. But today when they allow us to enter in the school, to enter in the university, it is a beginning, and a good beginning. Now, we will ask them to finance, to fund our program if we want to scale up in all Moroccan cities. And I hope they will respond. Because when we intervene in a module if we don’t do it, they have to pay teachers to do it. So I think I am optimistic that they can support us.

Deniz Kurtoğlu Eken: And would you say that your work has been a model for others in education?

Irene Pritzker: I think that it serves as a model. Nobody has actually done what I am doing. We looked very hard to see if anybody else has attempted what we have done with here IDP Rising Schools Program. We haven’t been able to find anybody. So a lot of people are now coming to us, “can you bring that to our country, can you do it here, can you do it there?” Well, when we want to create a model that other people can do, we are not about to expand worldwide and run and manage programs. We need to just keep on proving the concept, we need to keep advocating for policy

change. So, yes, I do think that we are creating a model that can be replicated. But of course every country will be a little different.

Deniz Kurtoğlu Eken: Sure. And hence the role of training, I suppose, right, underlined? In terms of not just replicating it, but taking it further, so the need for training for whoever wants to adopt...

Irene Pritzker: Yes. With all of our materials, they were extremely detailed, very very detailed... And so we would license that to another financial institution that wanted to implement the program so that they would have a very clear guide of what we did in Ghana and make their own adjustments. And so, we want to do that as a Foundation because we have spent a lot of money and a lot of time developing this model, but we would not like other people to use the name of the training model unless we had some kind of license.

Deniz Kurtoğlu Eken: M'hammed?

M'hammed Abbad Andaloussi: We have noticed that many other initiatives have been taken. I give you few... First one that I appreciate a lot is after school for the children of the staff of companies. It is called Senedi. They ask the company to pay for the children of their staff and they have prepared some program because as I told you the quality of education is not good. So children, students need after school. So today we have more than 10 thousand students benefiting from after school.

We have other organization because many students asked us to accompany them when they decide to create their startup. But we say we can't; we need to focus on education. So other organizations have been created for those who benefit from our Company Program to continue supporting them. And we have other for potential dropouts, we have some organization created and we have also for preschool, for kindergarten, because it is very important. So now everybody is on board.

QUESTION AND ANSWER

Deniz Kurtoğlu Eken: Well, thanks very much. In fact I do have more questions to ask, but I also want to make sure that our audience gets a chance to ask you questions they may have.

Now, let's turn to our audience for questions... There is a roving microphone. Can you pass it over here? You can pose your questions in Turkish or English; there is interpretation service.

Participant 1: I would like to ask a difficult question. We all know that achieving quantitative goals is easier than achieving qualitative goals. So, what I mean is this: Development level of countries depends on many factors including geography, tradition, beliefs, ideas and history. So there can be some traditional resistance against your innovative ideas. So how you can overcome, for example to educate girls and etc.? So you have an idea, you want to apply this, but if you want to apply this in a closed community you can have lots of threats. For example in Germany their successful story in technical education was copied by some other countries including the UK and USA, but they couldn't achieve the same results. And they ask why you educate the workers of your potential rivals, I mean the workers of small and medium-sized companies, and they said, there is a tradition in our country, and we feel a great pressure on us. So traditions are of vital importance to implement what we want to do in these closed communities and I believe this is the most difficult part of what you want to do. So could you please give your suggestions or experiences on this issue? Thank you very much.

Deniz Kurtoğlu Eken: Shall we clarify it? Are you referring to the possible potential resistance?

Participant 1: Yes, the traditional resistance, how we can overcome this...

M'hammed Abbad Andaloussi: So, before we start our project, we communicate with association of parents. In each school, we have association of parents. So sometimes we invite all the parents to come to the school and we explain to them what our objectives are. And then when we organize competition for the best student of the year, we invite the parents to see the performance of the students. So I think when we have arguments it is very easy to convince them.

Deniz Kurtoğlu Eken: So opportunities to share ideas and discuss things with them and to make your principles maybe insights shared and known. Anything you would like to add to the issue of resistance?

Irene Pritzker: Well, of course our experience is Ghana. That's where we work and there is not resistance in Ghana at all. In primary school there is gender parity, however as the children get older or where poverty is just making it impossible for the parents to keep all their children in school and not have them working or whatever, we find that the girls are of course the first to be sacrificed. But in the school management portion of our training, the afternoon sessions, we talk a lot about how to market your school in the community and the sorts of things you talk to the community about. So we teach them how to strengthen the parent-teacher associations and they do their own work. We do not tell them how to do this. They see the community problems; they address that. We give them the tools that they need to think about things and how they might approach their community members. So that's all we can do. It is not our job to get out there, it is the job of the entrepreneur, the school owner...

Deniz Kurtoğlu Eken: Thank you very much. Other questions? Any other questions? We can take 2 more questions in a row...

Participant 2: Thank you very much. We were just talking outside with Irene but I did want to raise it here again. We know about the proliferation of private education in underdeveloped or developing countries. And we know that there are many many challenges. And one of the risks is that it can mean that governments are almost absolving themselves of the responsibility, because there is an alternative that people can reach at low cost. I mean, I saw this first time in Pakistan. I was actually shocked to see that almost 50% of the education in the country was actually private education. And the pictures were no different from the ones that you showed.

My concern here is that although both of you are representing the private sector, whoever it be, for philanthropy or for businesses, becoming more part of the conversation on education. Does that mean that we are also not expecting as much of the government? Is this a result of government failure and how can we actually work to ensure that they are pulling their weight as well? Because the private education movement at the moment, there are very few examples unfortunately of where they are actually able to produce quality as well as quantity. So, my concern is that we are going to have a whole rash of privately funded small entrepreneurial movements but the learning outcomes are really not going to be that much different from what you'd get in the government schools. But people have such a poor alternative that they'd rather send their children somewhere rather than nowhere. Sorry, it is a bit of a loaded question, but I think the presenters have got it...

Deniz Kurtoğlu Eken: So you are basically asking about where does the role of the government fit within all this picture? Is it all going to have to be private and privatized?

Participant 2: Yes, two, and it is really about the quality of education and all this. I know that Irene is advocating for the subsidization of these private entities, but here, what could be the interplay between this; because if you are subsidizing the private sector, then what does that leave for your own public sector and how is this going to work out? I am a little bit confused. Thank you.

Irene Pritzker: Well, you know here is the thing. This is where a lot of people are asking these questions because what we are doing is really different. People like the old traditional ways of funding education. Let's fund NGO's that give money to the government. Let us, the corporations,

you know, carry the favor of the government, let us do this. It is the same stuff. I am not arguing for the privatization of education. I am arguing that the government system and the present policies are failing to include all children. If you don't look at this sector what is the point of Ban Ki Moon standing up and UNESCO and this ones saying, "We have to have education for all. We have to make more of an effort. We are falling far short of our goals." So I think that what you have to do here is to encourage the governments and the policymakers and funders to have more accountability to have more transparency. What are they doing with all of these billions of dollars in educational aid? So the quality of education is not being addressed. The reality is that no matter what you do and no matter what you say and no matter what the ideals are there is a giant proliferation of these schools. In Ghana, in a two-year period these types of schools grew by 26%. The government schools for the same age group grew by 9%. It shouldn't be like that, but the reality is, it is like that. So what are you going to do? You are not saying, OK, the government- how does this interplay or how can you get them to support it? You do it through advocacy, standing up in places like this, and trying to convince people to start thinking in a different way.

Deniz Kurtoğlu Eken: Thanks a lot Irene. M'hammad, would you like to add anything to that?

M'hammed Abbad Andaloussi: Yes, I have just a few comments. First of all, we don't deal with the private school. Even they ask us to implement our program, and they are willing to pay, and to pay much money. We say we need to focus on public schools first. The second thing, the question is not a question of money. In my country, 27% of the budget is allocated to education. So we have created 1000 of experts to look all over the world about the best practices and to see how we can improve the quality of education. And the first recommendation they create was what we call, National Charter of Education. And the first recommendation is opening the school on its own right. Today in my opinion the problem is the governance of the school. Often in the school we have as principal a former teacher. So, it is not the same profile. We can't have the teacher as principal. So with the involvement of the private sector, we improve the management of the school.

Deniz Kurtoğlu Eken: Thanks a lot. Do you have other questions?

Participant 3: Hi. My name is Semra Çetinkaya. I am a board member of the Turkish Spinal Injury Association. I had an accident followed by erroneous first aid, which left me with spinal cord injury and bound to a wheelchair. I used to be a businesswoman. I never knew and thought about what people with disabilities went through. I never knew or thought about why they are not out on the streets, not in employment and in social life. We have great efforts in that direction, we are engaged in many activities. We act as a bridge, like the gentleman said, in the field of education and philanthropy, because we have several members with disability who go to school. We get in line since they experience challenges about the accessibility of schools. It is more effective since we also experience the same problems ourselves. And we have a team at our association that serves on a volunteer basis in this area. We visit schools together for discovery, we sketch a project and we do it all on a volunteer basis. Then we have major problems finding resources in the aftermath, of course. Ramps and bathrooms for the disabled are extremely important. It is vital for children to be able to climb up to upper floors. That is where philanthropists come aboard. Several philanthropists around us helped improve many schools, yet problems still abound. I don't know how your projects could be adapted to the conditions in our country, but I am interested in your opinions on the matter. Thank you.

Deniz Kurtoğlu Eken: Any comments?

M'hammed Abbad Andaloussi: Yes. I would like to speak about one organization in Morocco. One woman who became paralyzed decided to do something for all the paralyzed. So she did what the government has not succeeded to do. Please look at Google. AMH, l'Amicale Marocaine des Handicapés... They created a wonderful hospital. And this hospital, all the staff is managed by handicapped. And this is not only a hospital, but they produce all the orthopedic tools and they

accompany paralyzed until they find jobs. So as I told before we know we need to share our experience. And this woman she has no problem for the funding. For example, she is the first woman to in Morocco which launched, in French we call, Teleton, a TV just to raise money and commitment from people, during one full day and call for volunteers. And she succeeded in one day perhaps 1 or 2 million dollar. So the problem is not that. The problem, first we have to be passionate and I think when we are passionate we become contagious. We transmit our passion.

I would like to give you just a short story. I launched a few years ago a project to collect 200 thousand used computers so as to refurbish them and those who are obsolete to recycle them, because we don't have a solution to this problem, so to protect environment, and all the refurbished computers, we would give them to school. And we need a van, because companies tell us we have 1000 computers, but you need to come and take them. So I need a van. So I took an appointment with a company, which sells vans just for a discount. When I met the CEO I started with enthusiasm, with passion to speak about my work, and at the end he listened to me and at the end I said, please I need a van and I need a discount. He stood up and he told me, please follow me... He took me to the showroom. I noticed different size of vans. He told me, choose one, it is all free... So you see, when you are passionate, everything is... But also, passion is not enough. We need credibility. We need to have innovative ideas, to communicate on this idea. But I think it is not impossible...

Deniz Kurtoğlu Eken: Question back there... Yes, please.

Participant 3: You are very right. I will make sure to access the web page of the lady in Morocco and perhaps we have the chance to cooperate. Unfortunately, it is too early for a lot of things in Turkey. For instance, after becoming paraplegic, a person requires rehabilitation to adapt to his new life. Unfortunately, we still lack such a rehabilitation center in our country. We initiated a campaign across Turkey; we aim to reach 1 million members... They will be paying a monthly membership fee of 2 TL for a period of 12 months, which adds up to a yearly sum of 24 TL. Our goal is to establish a rehabilitation center with that money... I hope we can succeed as it has been the case in your projects. Thank you.

Deniz Kurtoğlu Eken: We hope so. Thank you. I believe that will be one of the final questions.

Participant 4: I would like to welcome our guests to Istanbul to begin with. I am Batuhan Aydagül, from Education Reform Initiative. I would like to thank Irene: She said that she viewed this as a tool to contribute to education rather than as a solution to privatization; this is very important. We should all acknowledge that in Turkey, today, Ministry of Education will not be able create any added value to teacher training. However, rather than getting angry with them, private sector and civil society should join their innovative forces with the public sector and try to achieve results together. Perhaps that's why such partnerships are more important. As Ms. Sabancı pointed in her speech, multi-partnered cooperation is essential. In addition to such innovative opportunities, there is an absolute need for partnerships.

I have a question to Mr. Andaloussi. In Turkey, private sector works or gradually works more closely particularly in the field of vocational education. However, our observation is that only large companies succeed in this. Unless we have small and medium scale enterprises involving in this process, we will end up reaching out to a limited number of students. If you could consider your own country and the companies you partner with in your projects, how could you disseminate it further to especially small and medium scale enterprises if you had the chance? Thank you very much.

Deniz Kurtoğlu Eken: Thank you ... M'hammad?

M'hammed Abbad Andaloussi: First of all, when I meet small and medium business, I don't ask for money. I ask for involvement. I ask them to give, to provide some 1 hour or 2 hours a week to

train students. Because all these leaders, they can share their experience with youth. And they love it. Believe me, they love it. Even if they haven't many executives, they can mobilize one or two or three. It is enough. If we can get all SME; I have also decided to collaborate with Association of Businesses. This Association is like in French, MEDEF, and so today in many regions, my office is in the office of this Association. So we work with small and medium business associations and invite them to get involved their members. And they do, and the small and medium business... And I think I can tell you that they are more involved than large companies.

Deniz Kurtoğlu Eken: We can get a last question then. Go ahead please.

Participant 5: I have been working with a foundation of 20 years. I am the third male in the Foundation after our accountant and security personnel. The Foundation is composed of approximately 300 volunteers or staff. I would like to learn this male-female breakdown in your foundations or in the foundations that you cooperate with. How is the situation there? Is this unique to Turkey?

Deniz Kurtoğlu Eken: Do you mean the ratio of men and women?

Participant 5: Look, we are only 3 males among a total of 300 people.

Deniz Kurtoğlu Eken: Irene?

Irene Pritzker: Our organization is quite small, so I would say that if you go to a conference, if you go to any conference that is to do with philanthropy you will find about 90% of the people in the room are women. By and large, men are not attracted to philanthropy. And I go to a lot of conferences in a lot of countries and it is always the same. It is mostly women. So therefore, by that stance to reason that most foundations are going to be staffed by more women than they are going to be staffed my men. So at least by my calculation and deduction this is probably why. But I think what's very interesting is to know who you partnered with, who is a foundation partnered with. We have partnered with banks. They are all men. So I suppose that balances out and you can say it is probably fifty fifty; men and women. I think that that is the only way that I can look at it.

Deniz Kurtoğlu Eken: Thank you Irene. M'hammed?

M'hammed Abbad Andaloussi: I would like to tell you that we have more female than male as volunteers. What is our approach? All what we ask businesses to do is to organize meetings for us half an hour. That is all what we ask them to do, with their staff as we present our project... When we present our project, we have some students with us, some volunteers to testimony. At the end of the presentation, I ask them, who wants to be volunteer? And in general, 75% are female. And I told you something else. I have seen in general we prefer to have volunteers coming from our partner. We have some female, some ladies who contact us, who want to get involved. Our company is not partnering with you but we want to participate as individuals. And I have one excellent example. She was very passionate. And at the end she succeeded to get her company member of our board.

Deniz Kurtoğlu Eken: I would like to take this opportunity to thank you all for attending our seminar on Philanthropy for Education: Innovations and Opportunities. Of course, our special thanks go to our guests Irene Pritzker and M'hammad Abbad Andaloussi... Thank you both very much. Thank you very much indeed for your inspiring speeches and for being with us today.

Thank you.