Investing in Education Policy Influence and Dialogue: What can happen in one year?

Philanthropy in Education: Global Trends, Regional Differences and Diverse Perspectives

Day 2 - Parallel Session 3: Role of philanthropy in global policy dialogue and financing

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Part 1: Who are we?
Part 2: What did we do?
Part 3: What next?
Part 1

Who Are We?
We are Global

2 Million Students Reached Annually
- **Investment:** $925 million of AKDN social development expenditure per year
- **Collaboration:** Steering Committee of the IEGF
- **Thought Leadership:** at CIES, UKFIET, OXSCIE, ICSEI, UNGA, GPE, GESF, and OECD
- **Implementing Partner** with UN, DFID, USAID, GAC and other bi-lateral and multi-lateral collaborations
Our Goal

Ensure that **girls and boys** are equipped with the **knowledge, skills, attitudes and values** to help them interact effectively with the world and be contributing members of society.
AKDN’s Lifelong Ladder of Learning
Striving towards the Education Dividend

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Part 2

What did we do?
We were very concerned about the ever narrowing definition of education quality, globally.
And yet inspired by a range of global and local leaders in broadening our definition of quality.
Shifting from 21st Century Skills to Four-Dimensional Education
Root Change and AKF Coast Region mapped 36 schools in Kwale County, identifying 544 system actors and 1461 interactions over the preceding 12 months.

powered by ORA, CASOS Center @ CMU
Our Map for Helping Afghan Girls *Trailblaze* through Multiple Pathways for Quality Lifelong Learning

**KEY TRANSITION POINTS**

A. ENTRY into GIRLS’ PRIMARY EDUCATION
B. ENTRY into GIRLS’ LOWER SECONDARY EDUCATION
C. ENTRY into GIRLS’ UPPER SECONDARY/TVET EDUCATION
D. ENTRY into HIGHER EDUCATION/EMPLOYMENT

**GOVERNMENT PRIMARY (Gr. 1-6)**

**CBE PRIMARY (Gr. 1-6)**

**GOVERNMENT LOWER SECONDARY (Gr. 7-9)**

**CBE LOWER SECONDARY (Gr. 7-9)**

**GOVERNMENT UPPER SECONDARY (Gr. 9-12)**

**VOCATIONAL TRAINING/TVET (Gr. 9-12)**

**HIGHER EDUCATION (Gr. 12+)**

**EMPLOYMENT**

**KEY OUTCOMES**

- IMPROVED LEARNING OUTCOMES
- HIGHER COMPLETION RATES
- BETTER TRANSITION RATES
- INCREASED COMMUNITY SUPPORT
- STRONGER GOVERNMENT CAPACITY

**BARRIERS TO GIRLS’ EDUCATION**

- Low community support.
- Early marriages.
- Exclusion of children with disabilities.
- Lack of schools close to home.
- Lack of girl-friendly classrooms.
- Lack of female teachers.
- Lack of transport to school.
- Household poverty and child labour.
- Lack of employment for women.

**Weak Education System/Institutions**

**Economic Constraints**

**WARNING:** SOME KEY TRANSITION POINTS DO NOT ALWAYS ALIGN WITH THE EXACT START OR END OF ACADEMIC TRAILS; THEY MAY REQUIRE CONTINUOUS ATTENTION.
But how could we invest in smarter ways to influence more transformative education policy and dialogue at scale?
Step 1 – Explore and Examine the Discourse
Step 2 – Democratize the Conversation
Step 3. Convene Cross-Sector Global Leadership
Step 4: Inspire New Connections and Different Questions
Step 5. Research Generational Change

- **Different Voices:** 2,030 Schools, 12 Countries
- **Different Timeline:** 12 Years
- **Different Funders:** New Coalition of Governments and Organizations
- **Different Data:** Annual Release of New Empirical Data Set at OXSCIE
- **Different Discourse:** SDG4 through a Generational Perspective

What is the educational response to uncertainty?
The Bigger Picture – Our Historic Opportunity

- **Research** – How do we enable *all* children with the skills, knowledge, values and attitudes needed to navigate multiple pathways of uncertainty?
- **Policy** – How do we enable *local schools* to drive *global education policy*?
- **Practice** – How do we champion *locally owned* education transformation?