“PHIANTHROPY IN EDUCATION: GLOBAL TRENDS, REGIONAL DIFFERENCES AND DIVERSE PERSPECTIVES”
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Philanthropic Engagement in Education: In Support for Education Agenda 2030
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Unfinished Agenda of MDGs & EFA goals despite making progress on enrollment targets

250 million Children In School But Not Learning: Majority Are Girls & the Poorest!

Education For All
Out-of-school children
Progress towards getting all children into school is too slow
Children’s education prospects at risk

Among children who attend school, 25% drop out before completing primary.

57 million children are out of school
31 million of these are girls
49%

Of those 57 million will probably never set foot in a classroom

South and West Asia reduced out of school children by two thirds between 1999-2011

More than 1/2 of out of school children are in sub-Saharan Africa


(GMR 2013-14)
SDGs: 17 Sustainable Development Goals

Goal 4:
Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

Target 4.1
by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
Not investing in education will have huge costs. Skills gaps will have major economic, social and political consequences.

By 2050:
- Half of today's jobs will be replaced by technology.
- New jobs will demand different and higher-level skills.
- The population of Africa will double to 2 billion; half will be young people.

And unless education systems can respond:
- A major shortage of skilled workers will stunt the global economy.
- Up to a quarter of the population in LICs could still live in extreme poverty.
- Income inequality will increase, fueling conflict and instability.
INTRODUCTION

- With the pressure to attain the ambitious targets set by Sustainable Development Goals, there is a clear need to mobilize additional resources to support the provision of quality education in developing countries.
- Despite education being a top priority for many countries aid for education is declining and in many cases insufficiently aligned with needs.
- This realization for raising more resources has led to tap the potential of private philanthropy and social movements without thinking about the repercussions of these investments.
- Not exactly repercussions, but more of the results and intentions behind such investments.
- There are concerns for transparency and accountability as there is no legal framework, no formal data collection and calculation.
In particular, philanthropic contribution to CSO’s and social causes, especially education, has become bolder and more visible in around the world and Pakistan recently.

Almost 98% of households in Pakistan contribute more than Rs 250 billion a year to philanthropic activities.

A recent survey of Indian philanthropists showed that education is the most important cause for support (Sheth et al. 2013) and India also received a high amount through philanthropy in 2015.

But are these contributions more shifted towards rewarding institutions? Are the receiving institutions actually reaching out the masses?

Second challenge is the diversity in private actors.

There are selfless philanthropy to more business like corporate endeavors, with different intentions, might be contracting to Education for All Agenda.
TYPES OF ACTORS

1. Individuals & Foundation
   private foundations, founded by individuals, families or companies and public charities

2. Corporate Foundations
   Corporate foundations are established by corporations and are independent

3. Corporations
   Corporate actors differ from traditional philanthropy and might have vested interests.
CHANNELS OF SUPPORT

- Philanthropy contributions can take many forms other than traditional cash transactions such as in-kind products and services, direct service provision and policy engagement.
- Types of contributions include:

  Cash Contributions: Direct transfer to a charitable cause
  In-Kind Contributions: Support through tangible products
  Policy Engagement: Participation in policy forums etc.
DISCUSSION

- While there are notable large scale foundations working for the education sector, nearly half of them do not have publicly available information on size of investment directed towards education.

- The degree of transparency is troubling and makes it difficult to hold accountable private entities making investments in a public good.

- Of the foundations with publicly available data, most make global education contributions of less than $1 million annually while several make contributions in excess of $10 million annually.

- On the other hand, corporations are making donations from the annual corporate budgets, and there is no public reporting.

- Disclose information through corporate communication and might make an overstatement.

- Based on publicly available materials for some of the largest global revenue-generating companies, 23 total corporate social investments to all sectors in all countries ranges from less than $1 million annually

- This all can have a conflict towards social goals of education.
Pakistan was at the centre of unmet global MDG/EFA targets.

The 18th Amendment (Article 25-A) made in 2010 to the constitution of Pakistan declares education as a fundamental right guaranteed by the State.

Still 21% children age 5-16 are still out of school (ASER Pakistan, 2016).

3 out of 4 provinces and federal areas have legislated to implement Article 25-A- rules just being framed.

As per surveys conducted in Pakistan, half of the school going age children studying in class 5, are unable to read basics in Language and English.
Universal Primary Education – Status of Pakistan

Source: National MDGs Orientation for Parliamentary Task Forces 2014, Pakistan Institute for Parliamentary Services – (PIPS)
CONCLUSION

- Philanthropy has huge potential and can assist in achieving the Education for All agenda.

- Philanthropy requires a systemic approach and intensive involvement with the target populations over a longer period.

- Such an endeavor requires the framework of an organizational set-up working ideally in partnership with the government and private sector under the umbrella of supportive social policies that unfortunately are not in place.

- It is important to develop broader social policies for the welfare of needy populations building meaningful social safety nets and systematically supporting the process of sustainable livelihoods for poverty alleviation.