



“PHILANTHROPY IN EDUCATION: GLOBAL TRENDS, REGIONAL DIFFERENCES AND DIVERSE PERSPECTIVES”

NORRAG SYMPOSIUM SERIES

22ND – 24TH NOVEMBER, 2017

Philanthropic Engagement in Education: In Support for Education Agenda 2030

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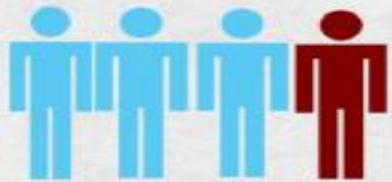
Unfinished Agenda of MDGs & EFA goals despite making progress on enrollment targets

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.



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



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



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

(GMR 2013-14)

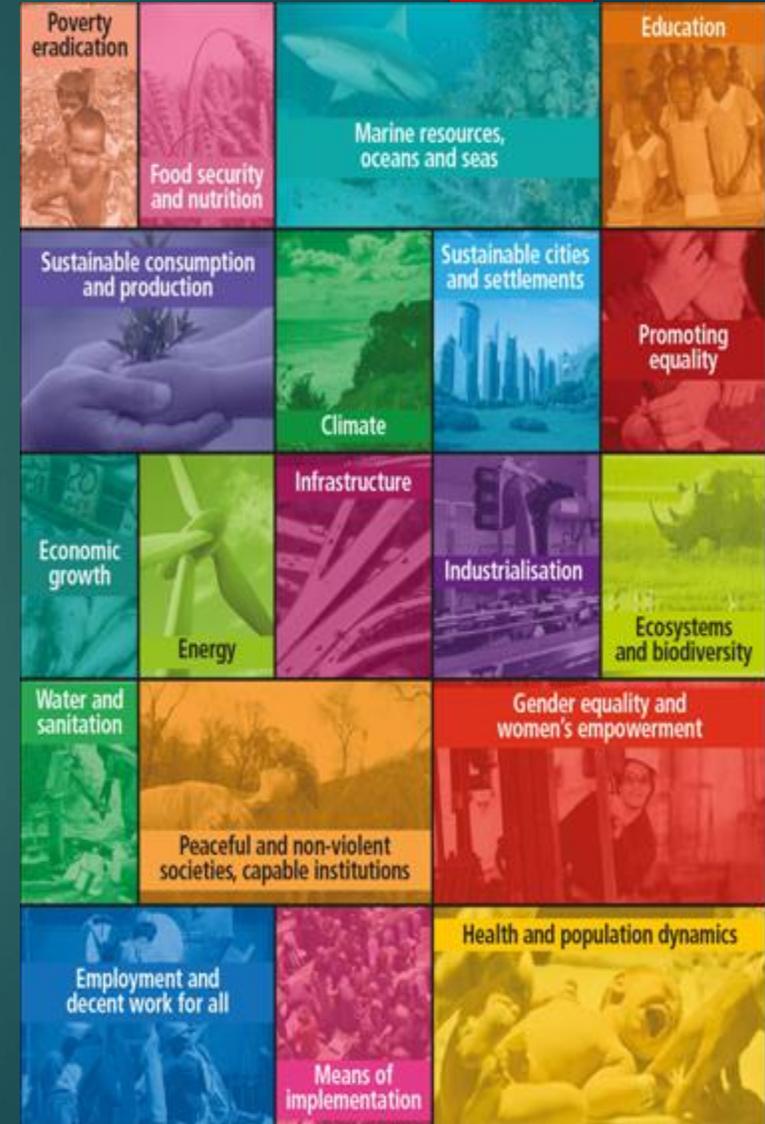
SDGs: 17 Sustainable Development Goals

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



effective learning outcomes
leading to relevant and

Not investing in education will have huge costs

Skills gaps will have major economic, social and political consequences



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.

BACKGROUND

- ▶ 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

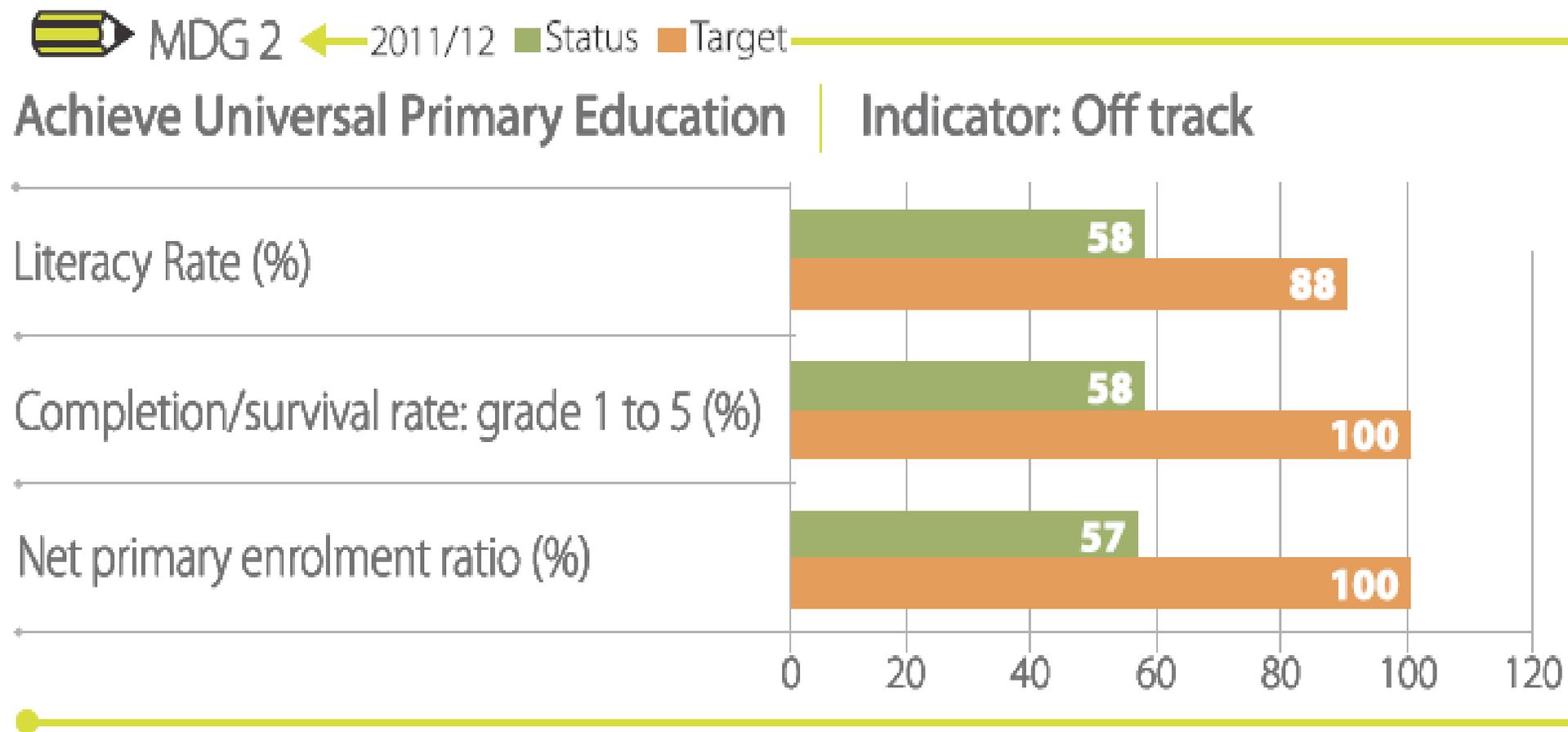
- ▶ While there are notable large scale foundations working for the education sector, nearly half of them do not have publicly available information on size of investment directed towards education.
- ▶ The degree of transparency is troubling and makes it difficult to hold accountable private entities 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.

EDUCATIONAL CHALLENGES of PAKISTAN

- ▶ 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



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 frame work 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 population building meaningful social safety nets and systematically supporting the process of sustainable livelihoods for poverty alleviation.