

PHILANTHROPY AND EDUCATION

# Quality Education for All: Lessons and Future Priorities



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The Development Centre of the Organisation for Economic Co-operation and Development was established in 1962 and comprises 27 member countries of the OECD and 30 non-OECD countries. The European Union also takes part in the work of the Centre.

The Development Centre occupies a unique place within the OECD and in the international community. It provides a platform where developing and emerging economies interact on an equal footing with OECD members. Together, they promote knowledge sharing and peer learning on sustainable and inclusive development. The Centre combines multidisciplinary analysis with policy dialogue to help governments formulate innovative policy solutions to the global challenges of development. Hence, the Centre plays a key role in the OECD's engagement with non-member countries.

To increase the impact and legitimacy of its work, the Centre adopts an inclusive approach and engages with a variety of governmental and non-governmental stakeholders. It works closely with experts and institutions from its member countries; establishes partnerships with key international and regional organisations; and hosts networks of private-sector enterprises, think tanks and foundations working for development. The results of its work are discussed in experts' meetings, as well as in policy dialogues and high-level meetings. They are published in a range of high-quality publications and papers for the research and policy communities.

For an overview of the Centre's activities, please see [www.oecd.org/dev](http://www.oecd.org/dev).

### **OECD Network of Foundations Working for Development**

The Network of Foundations Working for Development (netFWD) connects foundations from across the globe to maximise the impact of philanthropy for development.

netFWD's mission is to help foundations better collaborate with governments and each other. Bringing foundations and governments closer together delivers far greater development outcomes, helps identify comparative strengths and encourages the philanthropic sector to become more transparent.

Since 2012, netFWD has been an integral part of the OECD Development Centre, where foundations can gain visibility in the development arena. As the philanthropic sector contributes more ideas and innovation to tackle development challenges, the need for a platform to enable co-operation with and among foundations working for development has never been more pressing.

To learn more about netFWD, please see [www.oecd.org/site/netfwd](http://www.oecd.org/site/netfwd).

## Foreword

This policy note analyses foundations' support for education in developing countries. It provides key figures of philanthropic giving for education and gathers a selection of case studies to further explore how foundations are investing to expand access to schooling, better measure learning outcomes, empower teachers and school leaders to deliver quality education, and learn from their own work on the ground.

This policy note is part of the OECD's efforts to bring together leaders in philanthropy, policy makers and OECD experts to address the world's most pressing development challenges. Since its launch in 2012, the Network of Foundations Working for Development (netFWD) has been providing a space where those stakeholders can share evidence and strategic insights, explore promising novel approaches, and engage in genuine partnerships.

To shed light on ways in which philanthropy supports education in developing countries, netFWD launched an Education Working Group. This policy note builds upon insights from the first meeting of the working group in November 2018, additional desk research, interviews and material from leading foundations working on education in developing countries. The note is also informed by OECD Survey on Private Philanthropy for Development, and OECD DAC statistics unpacking data on philanthropic giving from 2013-15 and 2017.

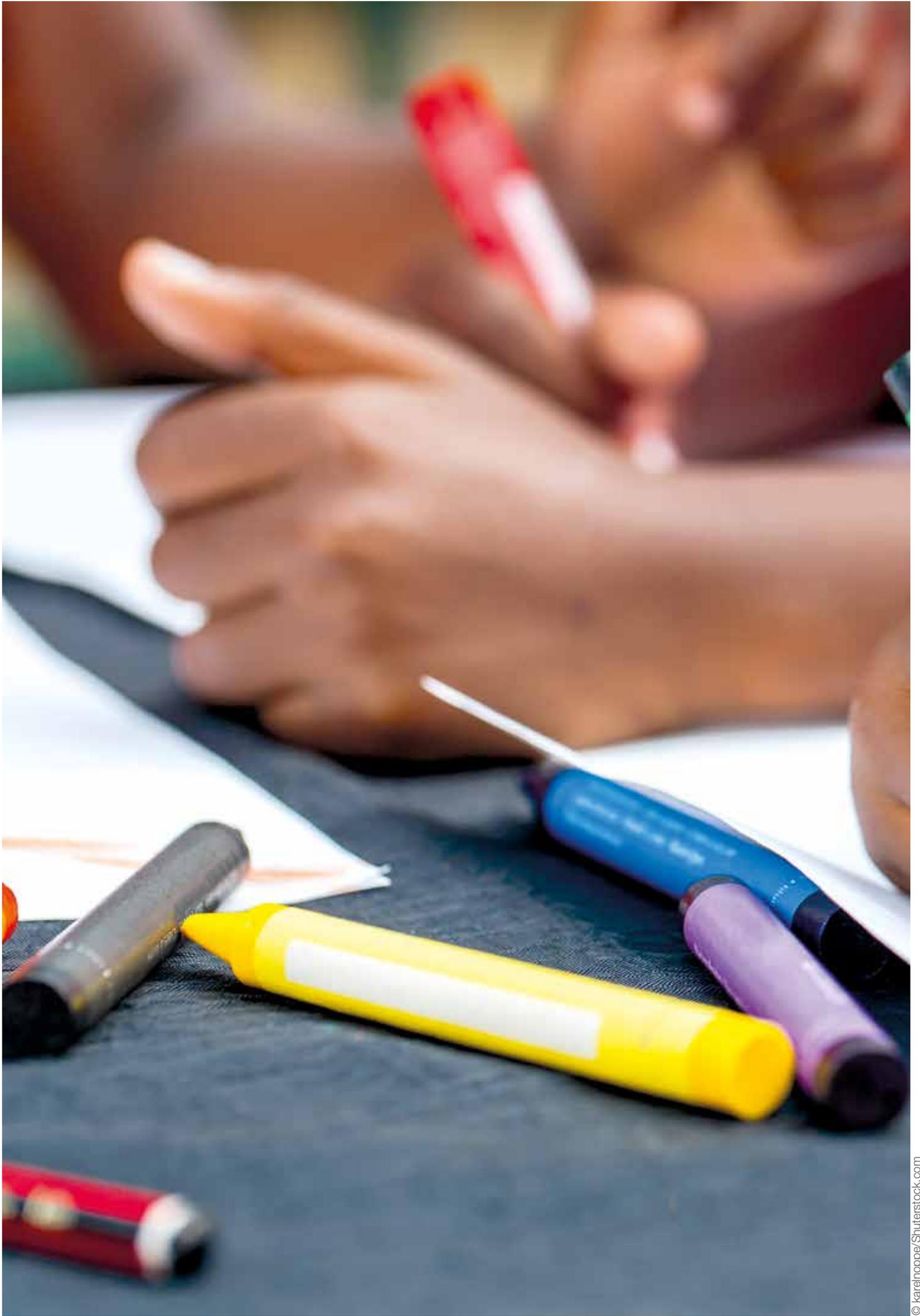
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The note was drafted by Laura Abadia, and Nelson Amaya, Policy Analysts for the OECD Network of Foundations Working for Development (netFWD). It benefited from inputs and comments from William Thorn (OECD Education Directorate), and colleagues in the Networks, Partnerships and Gender Division: Ewelina Oblacewicz and Luiza Salazar Andriotti.

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Finally, we wish to thank all of the foundations and partners that further supported this report with their inputs: Aga Khan Foundation, FHI 360, Franks Family Foundation, Hewlett Foundation, Instituto Ayrton Senna, Jacobs Foundation, Learning Links Foundation, Robert Bosch Foundation, Sawiris Foundation for Social Development, Strømme Foundation and Varkey Foundation.



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## Abbreviations and acronyms

<b>BMGF</b>	Bill & Melinda Gates Foundation
<b>CIF</b>	Children's Investment Fund Foundation
<b>DAC</b>	Development Assistance Committee
<b>DCD</b>	Development Co-operation Directorate
<b>ESSA</b>	Education Sub Saharan Africa Initiative
<b>FHI</b>	Family Health International
<b>GDP</b>	Gross domestic product
<b>INGO</b>	International non-governmental organisation
<b>KPI</b>	Key performance indicator
<b>LDC</b>	Least developed country
<b>LIC</b>	Low-income country
<b>LMIC</b>	Lower middle-income country
<b>M&amp;E</b>	Monitoring and evaluation
<b>netFWD</b>	Network of Foundations Working for Development
<b>NGO</b>	Non-governmental organisation
<b>NGS</b>	New Generation School
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PAL Network</b>	People's Action for Learning Network
<b>PISA</b>	Programme for International Student Assessment
<b>PPP</b>	Public-private partnership
<b>SDG</b>	Sustainable Development Goal
<b>SEL</b>	Socio-emotional learning
<b>SFSD</b>	Sawiris Foundation for Social Development
<b>STBF</b>	Susan Thompson Buffet Foundation
<b>UMIC</b>	Upper middle-income country
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund

## Executive summary

Many foundations recognise the remarkable contribution of education to society, as it provides individuals with skills to live a healthy, meaningful and productive life. Moreover, education empowers people with the civic values and critical thinking needed to contribute actively to their communities. It is therefore not surprising that many foundations see education as a lever to promote greater social cohesion and shared prosperity in the longer term.

**Overall, foundations working in developing countries are an important source of funding for education.** Between 2013 and 2015, an OECD survey of 143 foundations working in developing countries revealed that philanthropy allocated on average USD 693 million yearly towards the education sector (OECD, 2018<sup>[1]</sup>). In aggregate, philanthropic giving represented the sixth largest source of funding for education towards developing countries. This made it on par with the bilateral official development assistance (ODA) towards education provided by the United Kingdom or Japan. Higher education received the largest proportion of philanthropic resources. Between 2013 and 2015, close to USD 549 million for education went to scholarships, and degree and diploma programmes at universities, colleges and polytechnics. Asia and Africa attracted most education-related giving between 2013-15, while India, Turkey and the People's Republic of China ranked as the top recipient countries.

**However, in spite of increased attention and substantive funding, the promise of quality education for all is yet to be fulfilled.** Enrolment in pre-school and in post-primary education is growing globally, yet there is still much scope to improve access in many developing countries.<sup>i</sup> Compounding this challenge, while primary school enrolment has increased over the past two decades<sup>ii</sup>, millions of children complete primary education without mastering basic numeracy and literacy skills (Uwezo, 2017<sup>[2]</sup>; ASER, 2019<sup>[3]</sup>; USAID, RTI International, 2018<sup>[4]</sup>; USAID, n.d.<sup>[5]</sup>).

**It is difficult, if not impossible, for foundations to navigate and shape education systems alone.** Education systems involve an often rigid and intricate ecosystem of institutions and actors operating at a large scale. Furthermore, investments of governments and multilateral donors in education dwarf what a single foundation would ever be able to invest. In this context, the case studies featured in this Note identify the challenges faced by foundations when working with education systems, and the lessons learned. The case studies highlight that foundations are pursuing four broad strategies – often simultaneously – to move the needle in favour of quality education for all:

- **Filling gaps:** From community schools, and accelerated learning opportunities for out-of-school children, foundations are helping expand the supply of education services in well-delimited, deprived areas, to make education accessible to particularly vulnerable populations.
- **Innovating:** Foundations are testing innovations such as early learning delivery models, pedagogies for basic skills or teacher training methods. Some of these efforts are underpinned by rigorous monitoring and evaluation strategies to determine objectively whether a new approach is effective and ripe for scale. However, there is still room for many more programmes to incorporate impact evaluation.
- **Co-investing:** By co-investing with ODA donors, foundations are helping shape initiatives at a much larger scale than they would ever reach on their own. In addition, there are growing examples of donor collaboratives supporting investments in education, where foundations, high net worth individuals and private companies pool their knowledge, expertise, networks and resources.
- **Influencing and building a knowledge base:** Some foundations are strengthening government monitoring systems and injecting reliable data on student learning outcomes into the public sphere. These efforts help raise awareness on low levels of learning and advocate for greater focus on the quality of learning. Foundations are also pioneering research on effective approaches to improving education.

There are a number of outstanding areas which foundations supporting education could further reflect on and invest in, including the following:

- **Tackling root obstacles to schooling and learning:** Understanding the source of low school participation and poor learning, as well as those most affected, is essential to design contextually relevant solutions. Some obstacles may be obvious – such as the lack of schools in a given area – but many others may be harder to observe. By partnering with research teams, foundations could shed light on root obstacles to schooling and learning, such as discriminatory gender norms and child labour.
- **Testing alternative models:** By funding initiatives that can run at a sizeable scale, foundations could help design and experimentally test the effectiveness of alternative school models, such as charter schools and community schools. Foundations could, for instance, support empirical research to evaluate which models have the potential to go to scale without compromising their financial sustainability, inclusiveness or quality. Foundations could also further test approaches to improve teacher professional development and support through existing government training and mentoring systems.
- **Improving collaboration:** As efforts to improve socio-emotional competencies spread, clear definitions and reliable assessments are increasingly needed. Foundations could help address these dimensions, and in particular share lessons of successful and failed approaches around socio-emotional learning.



# 1\_ Philanthropy for Development in Education: The View from Above

This chapter provides an overview of philanthropic giving for education in developing countries<sup>iii</sup> between 2013-15 and for 2017. The analysis draws on quantitative data from an OECD survey of more than 140 foundations working for development between 2013-15 (OECD, 2018<sup>[1]</sup>). It is also informed by additional data for 2017 from the OECD DAC statistics on development finance. These data include a sample of 26 of the largest foundations active in international development that report to the OECD on a regular basis (OECD, 2019<sup>[6]</sup>).<sup>iv</sup>



## Education was the second leading sector targeted by philanthropic foundations in 2013-15

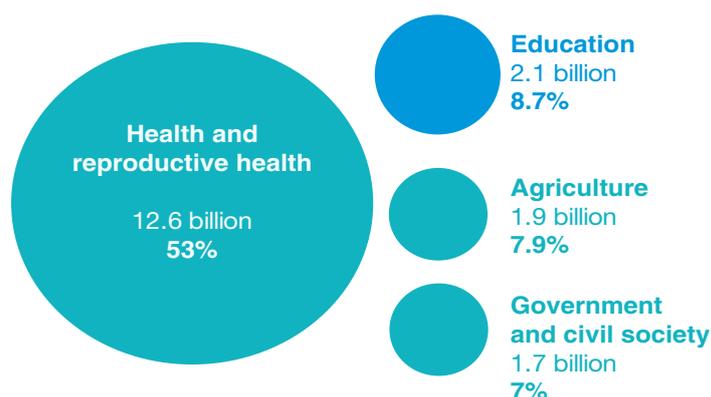
Education was the second most supported sector by foundations between 2013-15, after health and reproductive health (Figure 1.1). With a total of USD 2.1 billion over three years, or an average of USD 693 million per year, education represented 8.7% of total philanthropic giving for development in 2013-15 (OECD, 2018<sup>[1]</sup>). The magnitude of these flows are comparable to the allocations made by the United Kingdom and Japan towards the education sector through bilateral official development assistance (ODA) (Figure 1.2).

## Philanthropic giving for education was concentrated in Asia and Africa

Between 2013-15, Asia received USD 608 million for education, or 29% of total giving for education. It was followed by Africa, with USD 592 million (28% of total giving) (Figure 1.3). In line with the regional allocation of giving, India received the most funding for education with USD 290 million, or 14% of total philanthropic funding for education. It was followed by Turkey with USD 227 million and the People's Republic of China with USD 177 million (Figure 1.4).

The data available for 2017 (OECD, 2019<sup>[6]</sup>) reveals a greater concentration of funding for education in Africa. From a total of USD 329 million identified in gross disbursements (current prices), USD 241 million (73% of total philanthropic giving for education) was directed to countries in Africa. However, India still ranked as the main recipient country of philanthropic giving for education with USD 28 million, or 9% of total giving for education. It was followed by Uganda with USD 24 million and South Africa with USD 21 million.

Figure 1.1. Philanthropic giving by sector 2013-15, USD



Source: OECD (2018<sup>[6]</sup>), Survey on Private Philanthropy for Development 2013-15: Data Questionnaire, [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm).

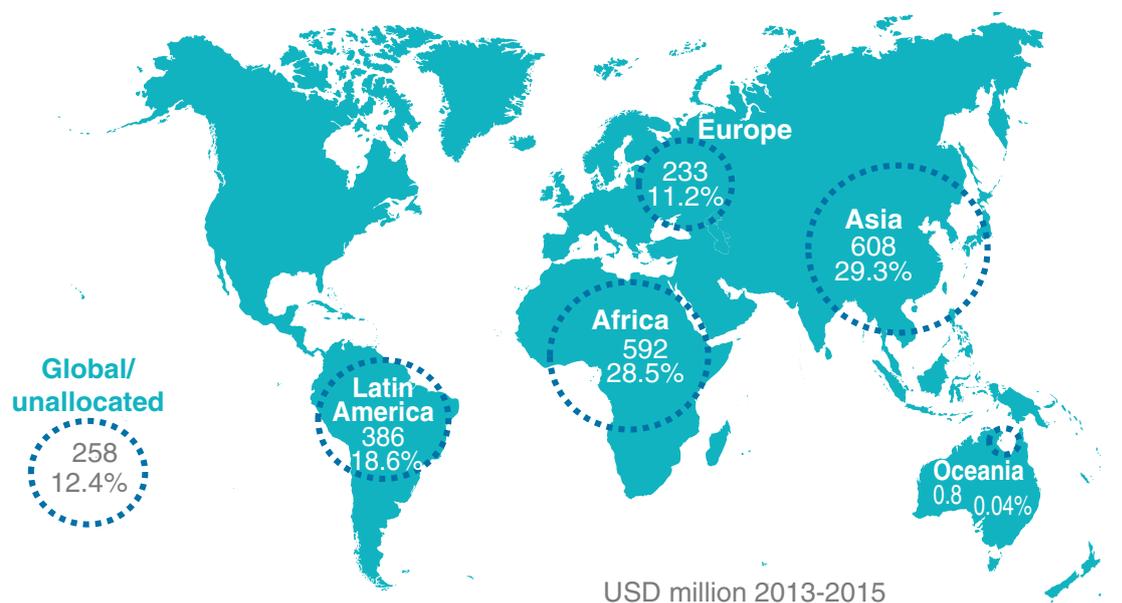
Figure 1.2. International providers of finance for education in developing countries 2013-15



Average per year USD billion 2013-15, commitments, current prices

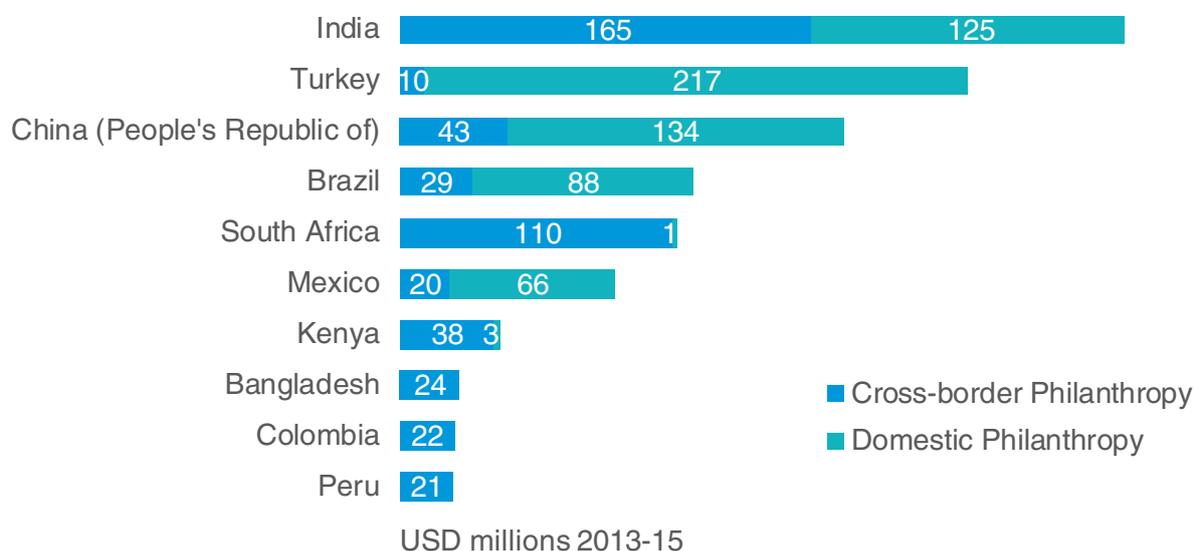
Source: OECD (2018<sup>[6]</sup>), Survey on Private Philanthropy for Development 2013-15: Data Questionnaire, [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm).

OECD (2019), OECD International Development Statistics: Creditor Reporting System (database), [www.oecd.org/dac/stats/idsonline.htm](http://www.oecd.org/dac/stats/idsonline.htm).

Figure 1.3. Philanthropic giving for education by region 2013-15, USD million<sup>v</sup>

Source: OECD (2018<sup>[6]</sup>), *Survey on Private Philanthropy for Development 2013-15: Data Questionnaire*, [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm).

Figure 1.4. Philanthropic giving for education by country 2013-15, USD million

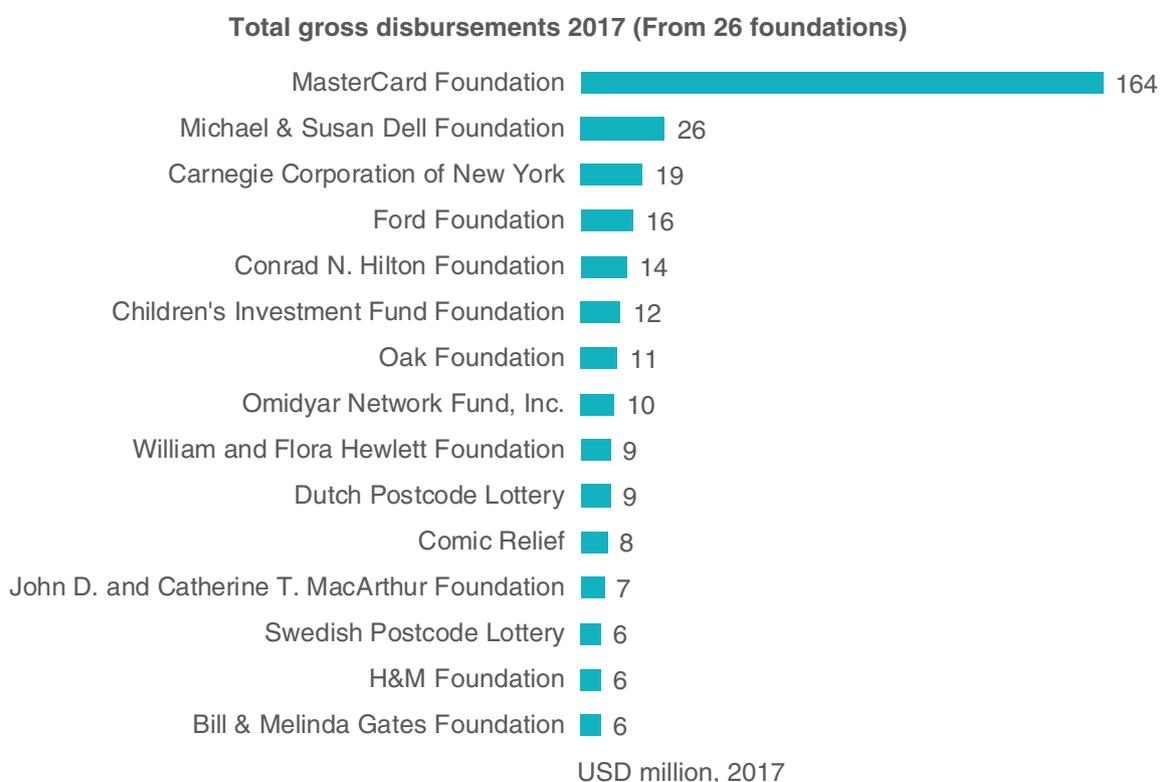
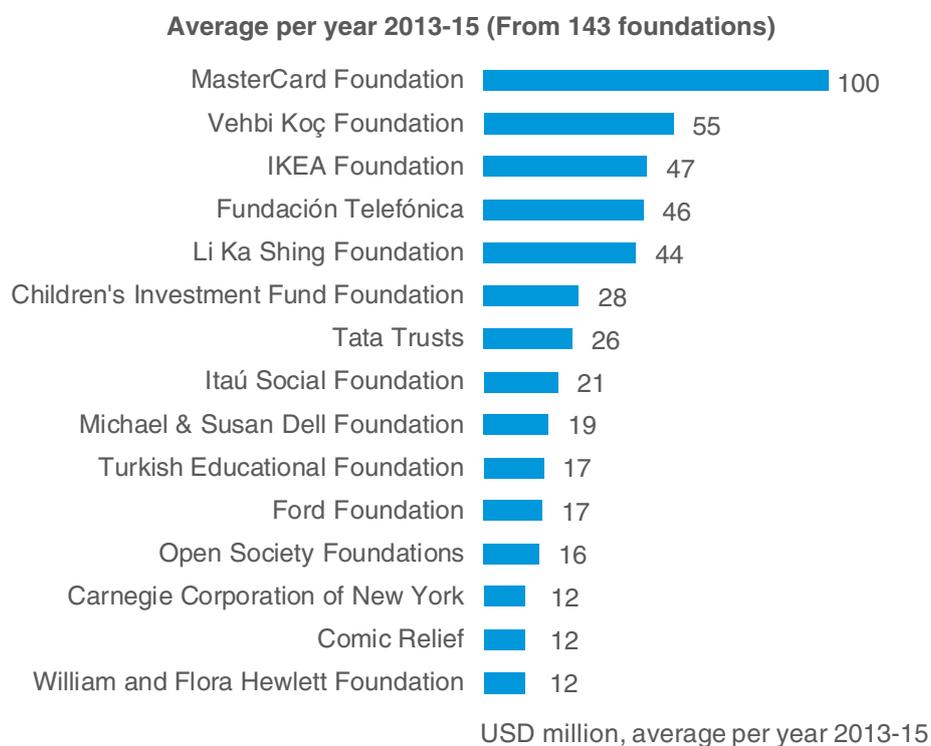


Source: OECD (2018<sup>[6]</sup>), *Survey on Private Philanthropy for Development 2013-15: Data Questionnaire*, [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm).

### Among the foundations in the survey, MasterCard Foundation was the largest philanthropic source of funding for education

Contributions from the MasterCard Foundation represented the largest share of philanthropic funding for education, with around USD 100 million per year, for a total of USD 301 million between 2013-15. It was followed by Vehbi Koç Foundation, IKEA Foundation, Fundación Telefónica and Li Ka Shing Foundation. In 2017, the MasterCard Foundation still ranked as the leading philanthropic funder, with gross disbursements of USD 164 million, followed by the Michael & Susan Dell Foundation with USD 26 million (Figure 1.5) (OECD, 2019<sup>[6]</sup>).

Figure 1.5. Top foundations in education



Source: OECD (2018<sup>[6]</sup>), *Survey on Private Philanthropy for Development 2013-15: Data Questionnaire*, [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-odafoundations.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-odafoundations.htm).

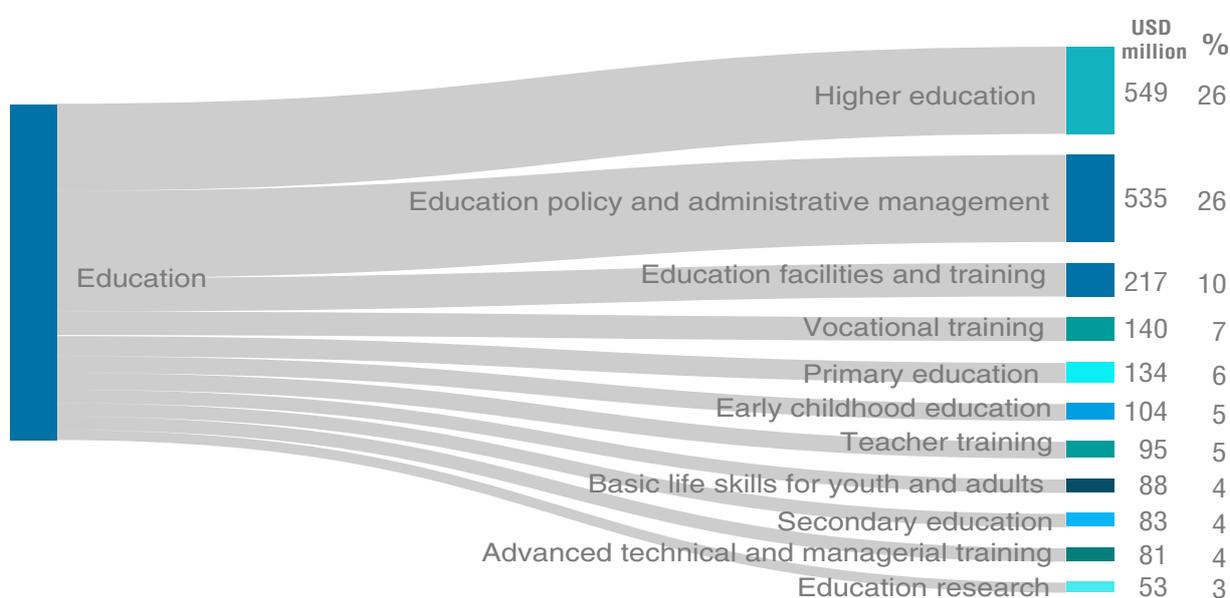
OECD (2019), OECD International Development Statistics: Creditor Reporting System (database), <http://www.oecd.org/dac/stats/idsonline.htm>

## International philanthropy focused on higher education

Higher education received the largest proportion of philanthropic resources. Between 2013 and 2015, close to USD 549 million for education went to scholarships, and degree and diploma programmes at universities, colleges and polytechnics (OECD, 2018<sub>[7]</sub>). Education policy and administrative management ranked second, with philanthropic resources providing USD 535 million to education ministries, institutional capacities and school management. Vocational training received USD 140 million, while basic education received USD 326 million. The latter was mostly for primary schooling (USD 134 million) and early childhood education programmes (USD 104 million) (Figure 1.6).

The channel through which philanthropic resources are deployed for education is known in 58% of cases (for around USD 1.2 billion). Non-governmental organisations (NGOs) and other civil society groups received USD 578 million (28% of total). For their part, universities, colleges, other teaching institutions and think tanks channelled USD 476 million (23% of education giving). The intermediary organisations that received the most philanthropic funding for education were the United Nations Children’s Fund (USD 82 million) and the World Bank Group (USD 45 million).

Figure 1.6. Distribution of philanthropy for education 2013-15

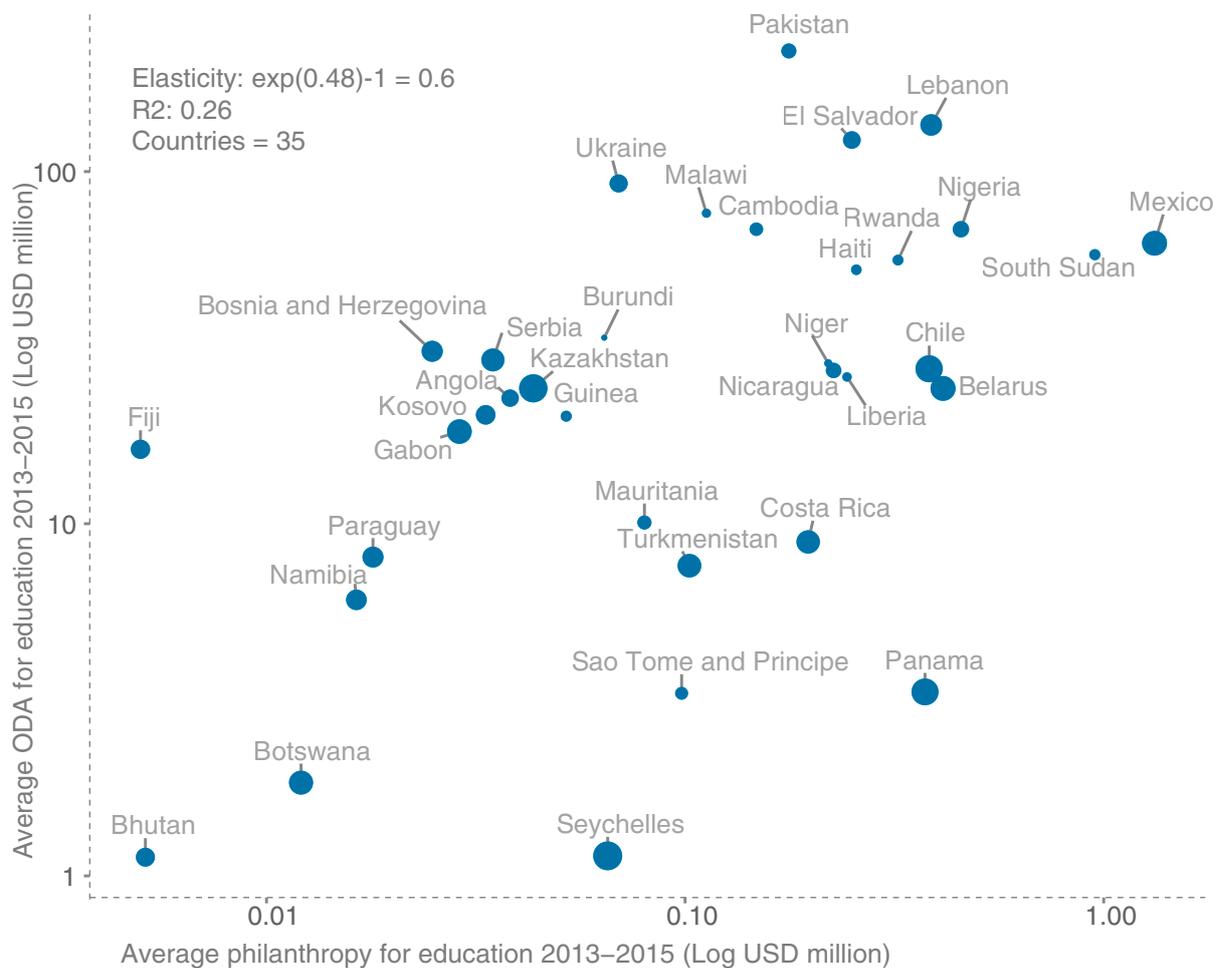


Source: OECD (2018<sub>[8]</sub>), *Survey on Private Philanthropy for Development 2013-15: Data Questionnaire*, [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm).

## There is a positive correlation between the scale of funding from ODA and philanthropy in education

Philanthropy for development is highly concentrated in health and education (OECD, 2018<sub>[11]</sub>). Conversely, ODA is widely distributed between many sectors that philanthropy does not address, such as transportation, energy or debt relief. Average philanthropic flows for education between 2013 and 2015 reached USD 693 million per year. However, average ODA for education towards all developing countries reached USD 8.5 billion per year, making philanthropic funding in education around 8% of ODA towards education. For the 36 countries receiving both sources of financing during this period, there is a slightly positive correlation between the scale of funding from ODA and philanthropy in education. This means that, on average, countries receiving larger amounts of ODA also received larger amounts of philanthropic flows. This correlation can be observed despite different magnitudes of resource flows and varied levels of income per capita for recipients (Figure 1.7).

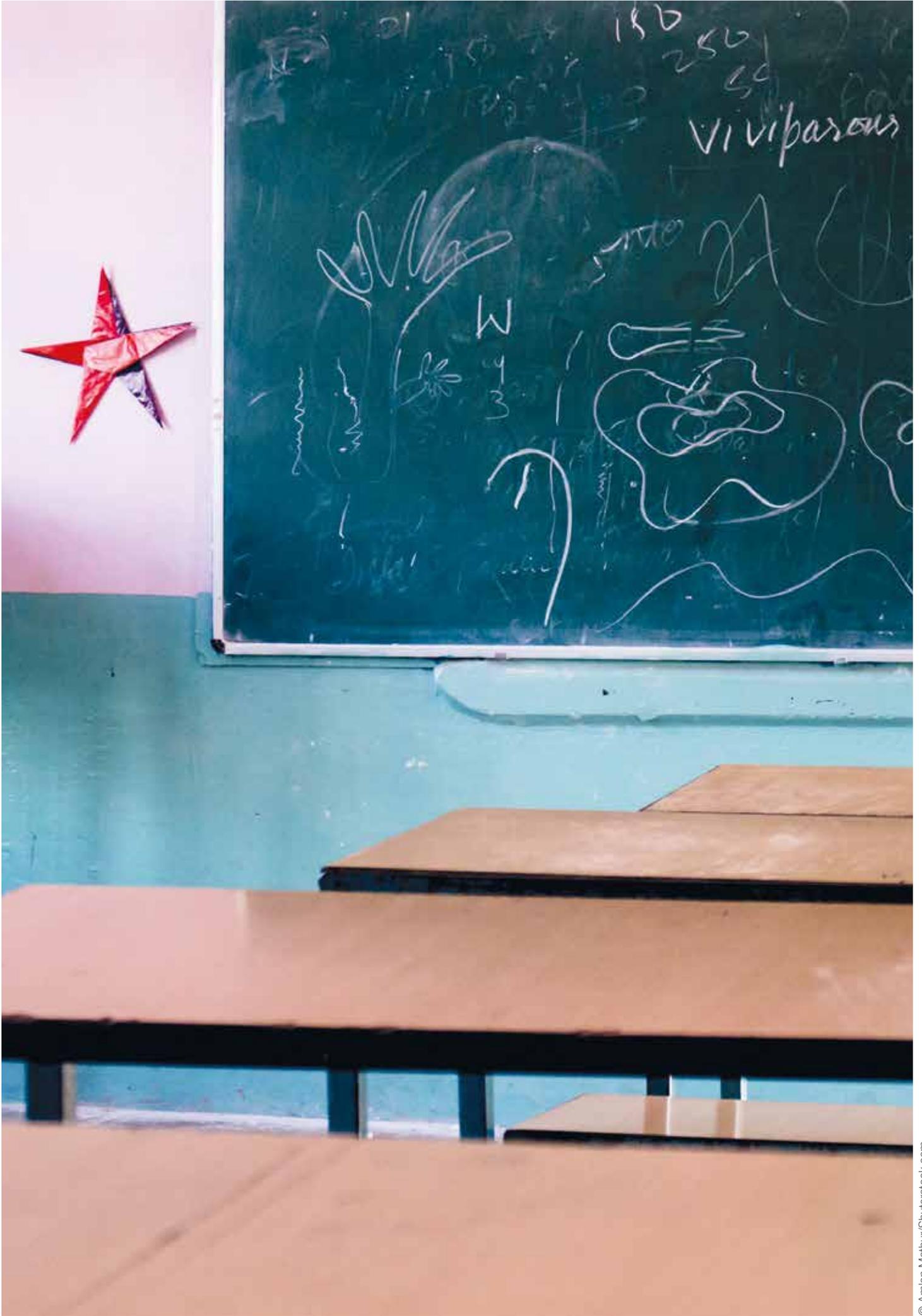
Figure 1.7. ODA vs. private philanthropy for education 2013-15



Note: Bigger size reflects higher GDP per capita in 2015 (constant 2010 USD), by country. ODA figures represent period average of commitments towards the education sector.

Note for Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo's declaration of independence.

Source: OECD calculations based on OECD DAC and World Development Indicators.





# 2\_ Learning for All: How Can Philanthropy Help Fulfil a Broken Promise?

This chapter looks into how foundations are engaging and navigating complex education systems in developing countries. It is not an exhaustive review of foundations' support for education, nor is it an analysis of the effectiveness, or efficiency of this support. Rather, it compiles and analyses case studies that illustrate how philanthropy is investing in some pillars of the education ecosystem, which range from school infrastructure and supplies, student health and rigorous measurement of learning to qualifications and motivation of teachers and school leaders.



Inspired by the Millennium Development Goal (MDG) of achieving equitable access to education, significant progress was made in getting children into schools. Under the MDGs, it was assumed that universal schooling would translate into universal learning. Between 2000 and 2017, the number of out-of-school children fell by 114 million, a 30% drop from 376 million (UIS, 2019<sup>[8]</sup>). Nonetheless, evidence suggests important quality gaps between OECD and non-OECD countries (Box 2.1). In many countries, particularly in Africa and Asia, millions of children are completing primary education without acquiring the most basic academic skills (Uwezo, 2017<sup>[2]</sup>; ASER, 2019<sup>[3]</sup>; USAID, RTI International, 2018<sup>[4]</sup>; USAID, n.d.<sup>[5]</sup>). With the advent of the Sustainable Development Goals (SDGs), education partners, ODA providers and foundations have shifted their focus to one of quality, specifically looking to achieve “inclusive, equitable quality education for all” (SDG4).

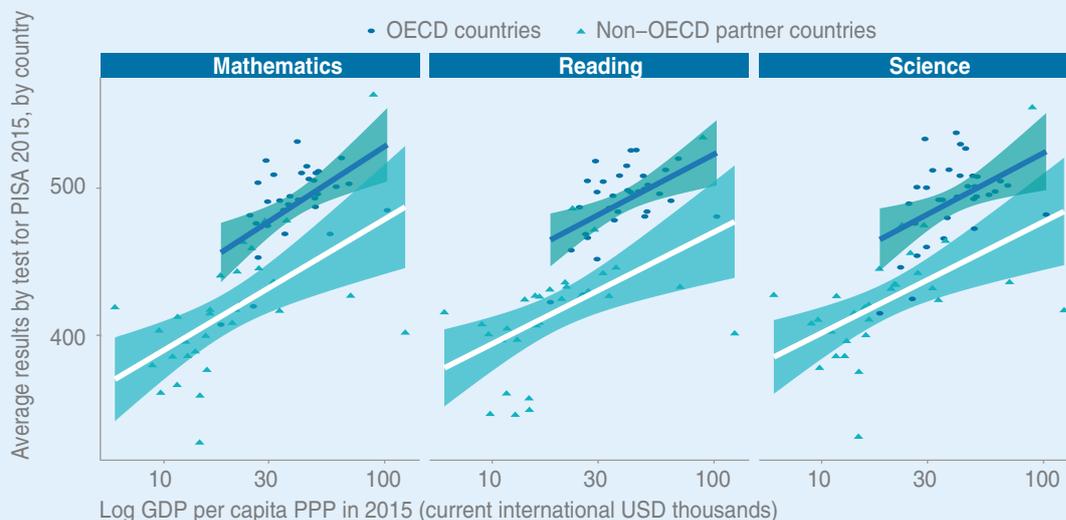
With funding and technical expertise, foundations are becoming full-fledged partners in the ambitious 2030 Sustainable Development Agenda. However, providing inclusive opportunities for lifelong learning in developing countries requires making significant headway against deep structural challenges. Obstacles include overambitious and rigid national curricula and weak data collection systems, pockets of low enrolment and high truancy rates, few opportunities for early- and post-primary education, overcrowded classrooms with often unprepared teachers, and weak school leadership (World Bank, 2018<sup>[9]</sup>). How can foundations, whose budgets are dwarfed by government and ODA spending in education, best play to their comparative advantage and contribute to improving education systems? How can philanthropy contribute to system change? What are effective initiatives to increase access and learning outcomes, and what are priority areas for future investments?

The case studies presented below highlight initiatives whose objectives are to expand access to schooling (section 2.1), better measure and improve learning outcomes (section 2.2), and empower teachers and school leaders (section 2.3). The note also provides examples of how foundations are themselves learning from their own work in education (section 2.4).

### Box 2.1. The prevailing learning gap

Relative performance in standardised tests shows a persistent gap between average results in OECD and non-OECD countries (Figure 2.1). The latest iteration of the Programme for International Student Assessment (PISA) was carried out in 72 countries in 2015 (OECD, 2016<sup>[28]</sup>). It shows 15-year-old school students in non-OECD countries were, on average, less proficient than those in OECD countries in mathematics, reading and science. This comparison does not include countries in sub-Saharan Africa as these countries have not been incorporated into PISA. However, the gaps in proficiency between students in this region and those in OECD countries are probably much wider. A recent harmonisation of data on standardised tests worldwide concluded that students who perform best in developing countries still “perform worse than the bottom performers in developed countries” (Altinok, Angrist and Patrinos, 2018<sup>[69]</sup>). These findings add to the growing evidence that students in some developing countries have not reached minimum competencies in literacy and numeracy after many years of schooling (Pritchett, 2013<sup>[82]</sup>; World Bank, 2018, pp. 71-89<sup>[9]</sup>).

Figure 2.1. OECD PISA 2015 results\* in OECD and non-OECD countries



\*Ordinary least squares fitted line, for each group of countries, and each type of test.

## Box 2.2. Summary of case studies: How is philanthropy moving the needle on education?

**Improving access to schooling**

Foundations are investing in community-based education and school-based health programmes to improve enrolment and attendance. In Africa, foundations are working with governments to improve accessibility to a still sparse tertiary education system.

**Building community schools in Egypt**

(Sawiris Foundation for Social Development).

**Offering accelerated learning opportunities for out-of-school children in West Africa**

(Strømme Foundation, Legatum Foundation, Turing Foundation, Norwegian Kavli Trust, AKO Foundation).

**Investing in school-based health programmes in Africa and Asia**

(Children's Investment Fund Foundation).

**Dismantling systemic barriers to higher education in Africa**

by compiling unprecedented data on current and future demand for faculty (Education Sub Saharan Africa, Jacobs Foundation, MasterCard Foundation, Schaufler Foundation).

**Investing in skills and measuring learning outcomes**

Foundations are investing in reliable metrics and information systems on student learning, supporting effective pedagogic approaches to strengthen foundational skills and going beyond the basics by promoting programmes on socio-emotional learning.

**Partnering with government to strengthen the education monitoring system in South Africa**

(Michael & Susan Dell Foundation).

**Supporting citizen-led assessments of children's basic numeracy and literacy skills**

(William & Flora Hewlett Foundation).

**Defining, measuring and investing in socio-emotional learning**

(Funders' Collaborative for Innovative Measurement, Ayrton Senna Institute, FHI 360).

**Empowering teachers and school leaders**

Foundations are supporting in-service training for teachers and education administrators, and experimenting with new school models that can potentially improve school governance.

**Upskilling teachers and school leaders in Argentina, and India**

(Varkey Foundation, Learning Links Foundation).

**Investing in municipalities' technical capacities in Brazil**

(Fundação Itaú Social).

**Innovating with school governance through charter schools in South-East Asia**

(Franks Family Foundation).

**Building the evidence base**

Foundations are pioneering research on effective approaches to improve education. Examples include cross-country longitudinal research and rigorous impact evaluation of education programmes.

**Developing a cross-country longitudinal study**

to learn from early childhood providers, schools and youth development partners that improve learning outcomes in some of the most marginalised environments (Schools 2030 donor collaborative).

**Supporting action-research to facilitate the transition of education pilots to scale in Côte d'Ivoire**

(Jacobs Foundation).

**Investing in rigorous impact evaluation**

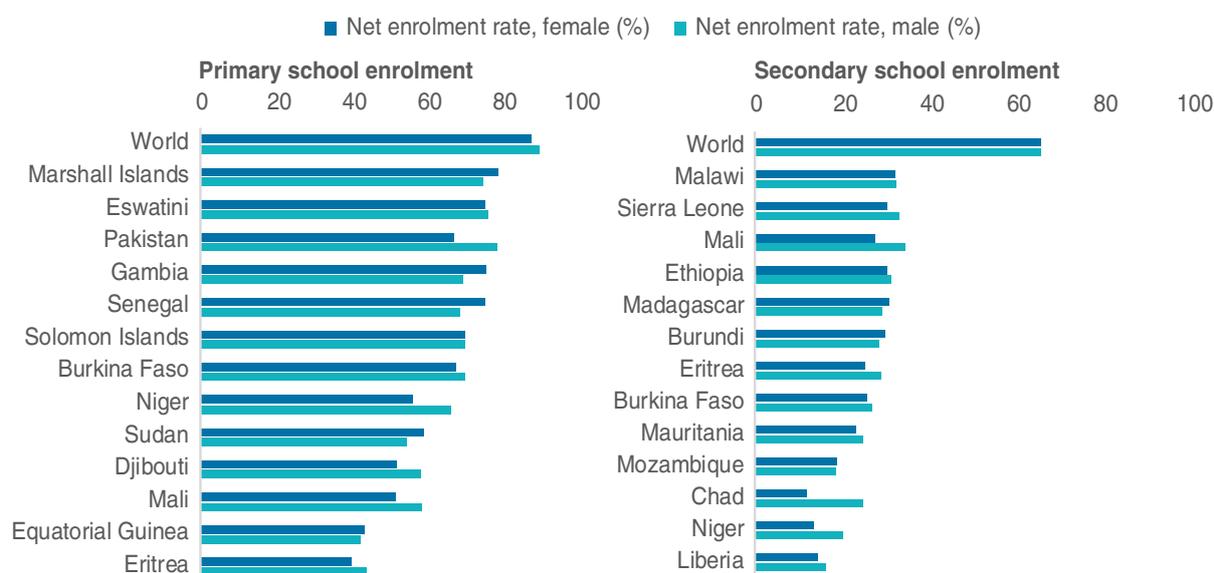
(Children's Investment Fund Foundation, Echidna Giving, MasterCard Foundation, Douglas B. Marshall Jr. Family Foundation, MacArthur Foundation).



## 2.1 Better access to schooling: A first step for better learning

Although significant progress has been made towards universal primary education, pockets of low enrolment persist (Figure 2.2). School fees and the opportunity cost of education – for example, the output lost (in the market or household sector) due to children’s attendance at school – are still common barriers to schooling.

**Figure 2.2. Net school enrolment in low income countries vs. world enrolment average, 2015 (lower tail of the distribution)**



Source: World Bank (2019), World Development Indicators (database). <http://datatopics.worldbank.org/world-development-indicators>.

### Addressing the visible barriers to education: Geography and cost

On average, in rural regions in sub-Saharan Africa, one out of three children are out-of-school (UIS, 2019<sub>[10]</sub>). In these areas, which are generally sparsely populated, children must often travel longer distances to reach the nearest school. This can be a barrier to schooling, particularly for girls if safety concerns and social norms make it difficult for them to commute far from home (Kremer, Brannen and Glennerter, 2013<sub>[11]</sub>). Some foundations are supporting community schools as an alternative to primary education in areas, or for specific populations, that would otherwise have no access to conventional public schooling (Box 2.3).

By covering the upfront costs of establishing new schools, and working with local education NGOs, foundations can bring education services to remote, rural communities in a relatively short time. Through these schools, foundations can also tailor education services to meet the needs of the students they serve (Marchand, 2000<sub>[12]</sub>). For example, community schools generally recruit teachers from the community. Such teachers, unlike those from conventional public schools, are more likely to share a common background and language with their students (DeStefano and Moore, 2010<sub>[13]</sub>; Miller-Grandvaux and Yoder, 2002<sub>[14]</sub>). Children’s mother tongue is not always the same as the official language of instruction. In these cases, a teacher who can understand and more easily relate to children and their families can positively influence learning (UNESCO, 2016<sub>[15]</sub>; UNESCO, 2008<sub>[16]</sub>). In addition, through novel pedagogies, community schools can offer different learning experiences to those provided by regular public schools (Marchand, 2000<sub>[12]</sub>).

Community-based solutions can also benefit from greater flexibility to provide targeted services for particularly vulnerable populations. This is the case of “bridge classes”, which enable out-of-school children to follow an accelerated course as a bridge into the formal school system. This approach has received significant support from foundations. They have funded the piloting, evaluation and roll-out of bridging classes in Burkina Faso, Mali and Niger, as well as their replications in other contexts in East Africa and the Middle East (Box 2.3).

There is one essential difference between community schools and bridging classes. Community schools replace regular public schools in underserved areas while, bridging classes bring out-of-school children into regular public education, and are generally established near an existing public school. Yet, through both models, foundations

collaborate closely with governments. Such collaboration is necessary as national education authorities set curricula for the classroom, and government monitors supervise teaching in the schools. Both approaches are also designed to be temporary. In the example below, community schools receive philanthropic support for up to seven years before being transferred to government, which takes over the running costs. Similarly, bridging classes are typically established in a village for two years. Each bridge course also sets up a school management committee, which oversees teacher and student attendance and raises awareness in the community about the importance of education. This committee stays after the bridge course ends, and continues to encourage parents to send their children to school.

### Box 2.3. Bringing education to underserved communities

#### Investing in schools' infrastructure and providing education services in underserved areas in Egypt

Egypt has made important strides towards universal primary education with a net enrolment rate of 99% (UIS, 2019<sup>[16]</sup>). However, this figure hides stark disparities. In 2012, girls in rural Upper Egypt represented half of total children aged 10-17 across the country who never went to school (Elbadawy, 2014<sup>[17]</sup>). Through the Schools for Egypt Initiative, the Sawiris Foundation for Social Development (SFSD), in partnership with Star Care Egypt, Sherouk Misr and Orascom Construction PLC, established 60 community primary schools in remote villages in Assiut, Sohag and Qena, three governorates in Upper Egypt.

While the SFSD and its partners are helping improve the supply of education in underserved areas, they are not substituting for government. Public education authorities retain stewardship, as they set the curriculum and, jointly with their philanthropic partners, recruit teachers from the community. In the case of SFSD, the foundation covers the school set-up costs and initial running costs for the first few years. This comprises three years for teachers' salaries and seven years for teachers' training costs. The Ministry of Education signed an agreement committing to fund the running costs of the community schools in the middle term. At the end of this period, public authorities thus take over education services, including paying for teacher salaries and training. However, few other initiatives in Egypt have received a government commitment to cover the community schools' running costs.

Community schools also aim to tailor teaching to children's special needs. In these schools, multi-grade classrooms are commonplace, with children from two or more grades sitting in the same classroom. Therefore, training focuses on helping teachers manage heterogeneous classrooms. The programme is also training teachers in accelerated learning techniques, where they can transfer fast-learners to higher grades more quickly.

#### Offering bridging classes for out-of-school children

In 2004, 3.4 million children of primary school age were not enrolled in school in Burkina Faso, Mali and Niger (UIS, 2019<sup>[18]</sup>). To help address this issue, Norway's Strømme Foundation launched the Speed School programme in some rural villages in the three countries.

Speed School was designed to respond to the needs of out-of-school children in sub-Saharan Africa. It condenses three academic years into nine months, to help children quickly catch up and reintegrate formal education. Together with local NGOs, Strømme Foundation West Africa trains teachers, who are generally recruited from the community. It provides basic classroom supplies, while local communities contribute with a temporary classroom.

The Hewlett Foundation funded an external impact evaluation of this programme in Mali. It showed that Speed Schools led to significant improvements in numeracy and literacy skills, helping two out of three students catch up and re-enter the public school system.<sup>vi</sup>

Based on the early success of the programme, other foundations have provided catalytic funding to scale the approach in the three countries. This allowed for more than 150 000 out-of-school children to complete the programme between 2004 and 2018. Participating foundations included the Legatum Foundation, Turing Foundation, Norwegian Kavli Fund, AKO Foundation and bilateral co operation agencies, such as the Norwegian Agency for Development Cooperation. The Legatum Foundation replicated the approach in Ethiopia in 2011 and, three years later, created the Luminos Fund. This pooled fund provides accelerated learning opportunities to the most marginalised children in Ethiopia, Liberia and Lebanon. Partners of this new venture include the Legatum Foundation, Dubai Cares, Cartier Philanthropy, UBS Optimus Foundation, Mulago, the Hirschmann Stiftung and the Peter Cundill Foundation.

By working at the fringes of the education system, foundations are helping address enrolment gaps in targeted areas or for marginalised populations. However, sustaining a good number of high quality community schools may be challenging in the longer term. On the one hand, if foundations and external donors establish new schools at a pace that bypasses government's financial and management capacity, the schools may face unreliable financing or poor administration once handed over to government (Hoppers, 2005<sup>[19]</sup>). On the other hand, if community schools rely solely on external or private funding, either from philanthropy, ODA or community contributions, affordable education services in underserved areas will depend on the continued availability of these funds (DeStefano and Moore, 2010<sup>[13]</sup>). This creates dependency and may undermine the government's control over education services. Finally, community-based solutions with local instructors or volunteers may not be replicable at higher levels of education, where more complex curricula requires more qualified teachers.

Access to higher education deserves particular attention. Across contexts, enrolment in higher education remains relatively low when compared to enrolment in primary and secondary school (World Bank, n.d.<sup>[20]</sup>). This is particularly glaring in sub-Saharan Africa, where the gross enrolment rate of 9% (8% for women and 11% for men) is the lowest in the world. It represents just one-quarter of the global average of about 36% (UIS, 2019<sup>[18]</sup>). These numbers hide an important trend, however: while enrolment remains low on absolute terms, it has doubled over the past two decades (World Bank, n.d.<sup>[20]</sup>). Furthermore, enrolment in higher education is expected to increase as the bulge of primary school students continues its way through the system.

Foundations have widely used scholarships to reduce the financial barriers to participation in higher education (OECD, 2018<sup>[1]</sup>). Research in the United States has shown that scholarships can increase college enrolment and persistence (Angrist et al., 2016<sup>[21]</sup>). Similarly, there are a number of studies in developing countries, showing that financial incentives can improve participation and attainment in education (Angrist, Bettinger and Kremer, 2006<sup>[22]</sup>; Al-Samarri and Zaman, 2006<sup>[23]</sup>; Attanasio, Meghir and Santiago, 2011<sup>[24]</sup>).

However improvements to access do not necessarily ensure the adequate provision of higher education services. Addressing the lack of individuals qualified to take up university teaching positions can be a lever to improve the supply of higher education (Hénard, 2010<sup>[25]</sup>; World Bank, 2011<sup>[26]</sup>). The Education Sub Saharan Africa Initiative illustrates how foundations are partnering with governments to understand the current and future demographics of faculty, and feed data to inform scholar training and recruitment policies (Box 2.4).

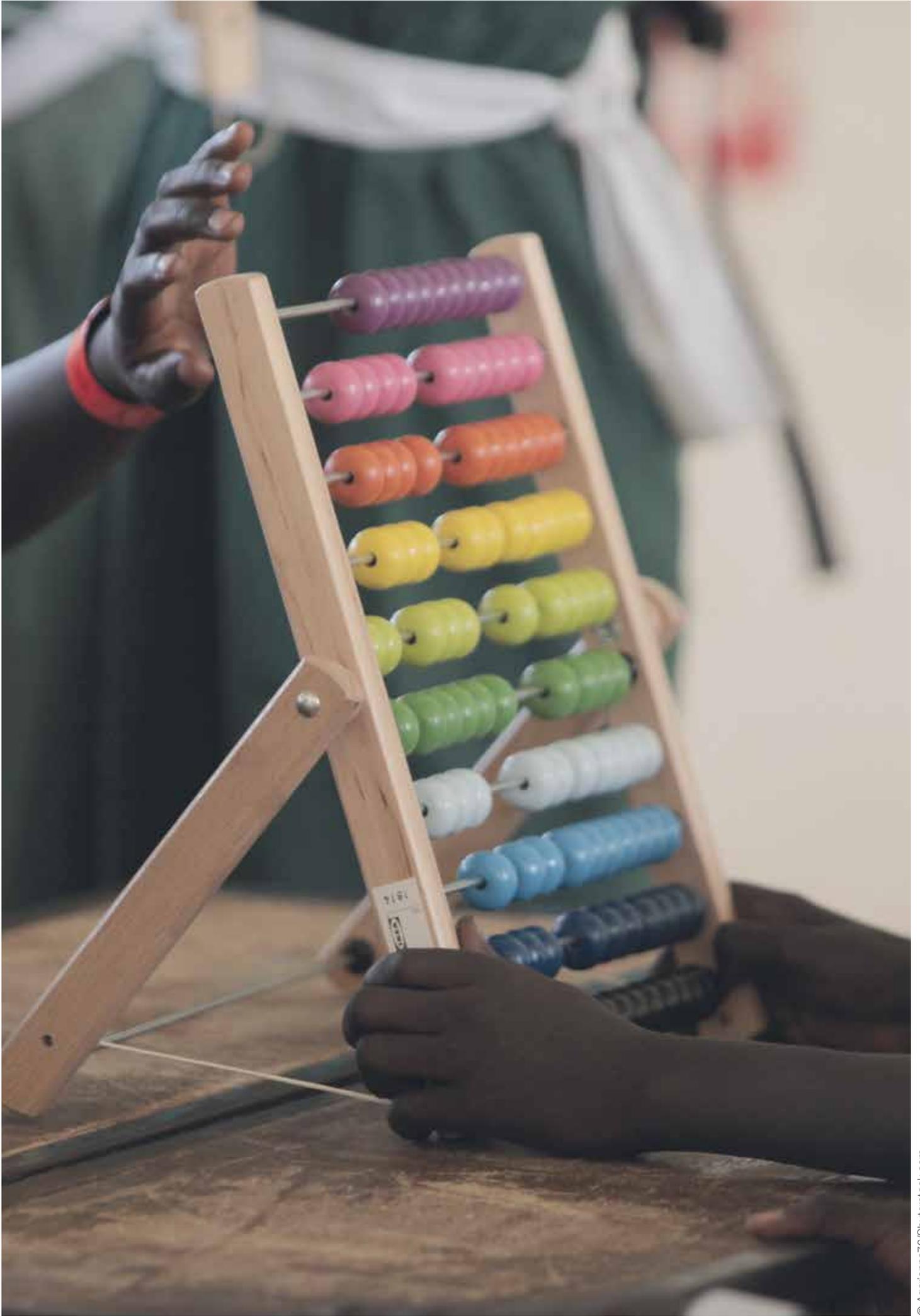
#### Box 2.4. Dismantling systemic barriers to higher education

In 2016, the Robert Bosch Foundation provided seed funding to the Education Sub Saharan Africa Initiative (ESSA), an independent charity striving to develop tertiary education in the region. Since its launch, other donors have joined the initiative, including the Jacobs Foundation, the MasterCard Foundation and the Schaufler Foundation.

Many governments lack comprehensive data on the state of faculty, or the capacity to model anticipated growth in demand and future faculty skills needed by specialisation. Against this backdrop, in 2017, ESSA joined forces with the Association of African Universities, a pan-African membership organisation of more than 400 universities, and the Population Reference Bureau. Together, they launched the Demographics of Faculty programme, which aims to compile unprecedented data needed to analyse current and future demand for faculty and its financial implications.

The first pilot was launched in Ghana as a partnership with the African Association of Universities, the National Council of Tertiary Education and the MasterCard Foundation. They collected and analysed data from more than 200 Ghanaian tertiary institutions, providing a snapshot of the state of faculty staff. Using these statistics, the initiative forecasted how the situation might evolve by 2025. It thus identified potential pipelines for the recruitment, development and retention of scholars.

Compiling data and creating an appropriate methodology for analysis has allowed ESSA to shape the conversation around higher education, placing a stronger focus on the need for better supply of academics and teachers. The availability of such evidence can lay the groundwork for more relevant, longer-term investments in high-quality faculty. In the short term, project partners, the Ghanaian government and other higher education stakeholders are working together on the development of digital tools to forecast recruitment and budget needs, as well as concrete scholar training and recruitment policies.



## Addressing less visible constraints to schooling: Household education, health and income

Accessibility is a necessary, albeit insufficient, step to have children attend and learn in school. Educated, financially stable and healthy families are more likely to provide children with the resources and support they need to attend and perform well in school (UNESCO, 2016<sup>[27]</sup>; OECD, 2016<sup>[28]</sup>; Thomson, 2018<sup>[29]</sup>; Filmer and Pritchett, 1999<sup>[30]</sup>). Household education, income and health can thus also indirectly affect schooling.

Foundations that seek to improve access to education are also investing in the communities in which they work. For example, SFSD's Schools for Egypt Initiative aims to enhance the economic, educational and health conditions of the communities where the schools it supports are located. The initiative is upgrading the health units in these areas and implementing economic empowerment programmes for families in the same communities. Similarly, the Speed School programme invests to improve the children's family environment. It invites mothers of students to join self-help groups for mutual support, adult literacy programmes and microenterprise projects.

At the individual level, student malnourishment and illness can result in high truancy rates and affect children's capacity to effectively learn (Glewwe and Miguel, 2008<sup>[31]</sup>). Foundations are investing to improve health conditions that affect primary school enrolment and performance. A notable example is the roll-out of school-based deworming in heavily affected countries (Box 2.5).

### Box 2.5. Investing in school-based health programmes

The Children's Investment Fund Foundation (CIFF) is investing to scale deworming programmes in countries with high prevalence of worm infections. Repeated infections can affect children's nutritional uptake, and result in lethargy, anaemia, malnourishment and stunting. They can increase school absenteeism, and impair the cognitive development of young children. Rigorous impact evaluations have shown that the distribution of deworming pills in primary schools can be a cost-effective strategy to improve health and school attendance in endemic areas (Kremer and Miguel, 2007<sup>[32]</sup>; Miguel and Kremer, 2004<sup>[33]</sup>; Ozier, 2019<sup>[34]</sup>, 2011<sup>[35]</sup>; Baird, 2016<sup>[36]</sup>).

The benefits of deworming treatment go beyond schooling. In the long term, deworming is associated with higher enrolment rates in secondary school for girls, and better job productivity for boys.<sup>vii</sup> Deworming medicine is cheap, costing only a few USD cents per tablet. Moreover, deworming programmes can take advantage of school infrastructure and train teachers to deliver the treatment to students.

To scale deworming efforts in Kenya, India and Ethiopia, CIFF is providing financial and technical support to national governments and other operational partners like Evidence Action and its Deworm the World Initiative. CIFF is also investing in scientific and operational research to test different methods of breaking the transmission of worms.

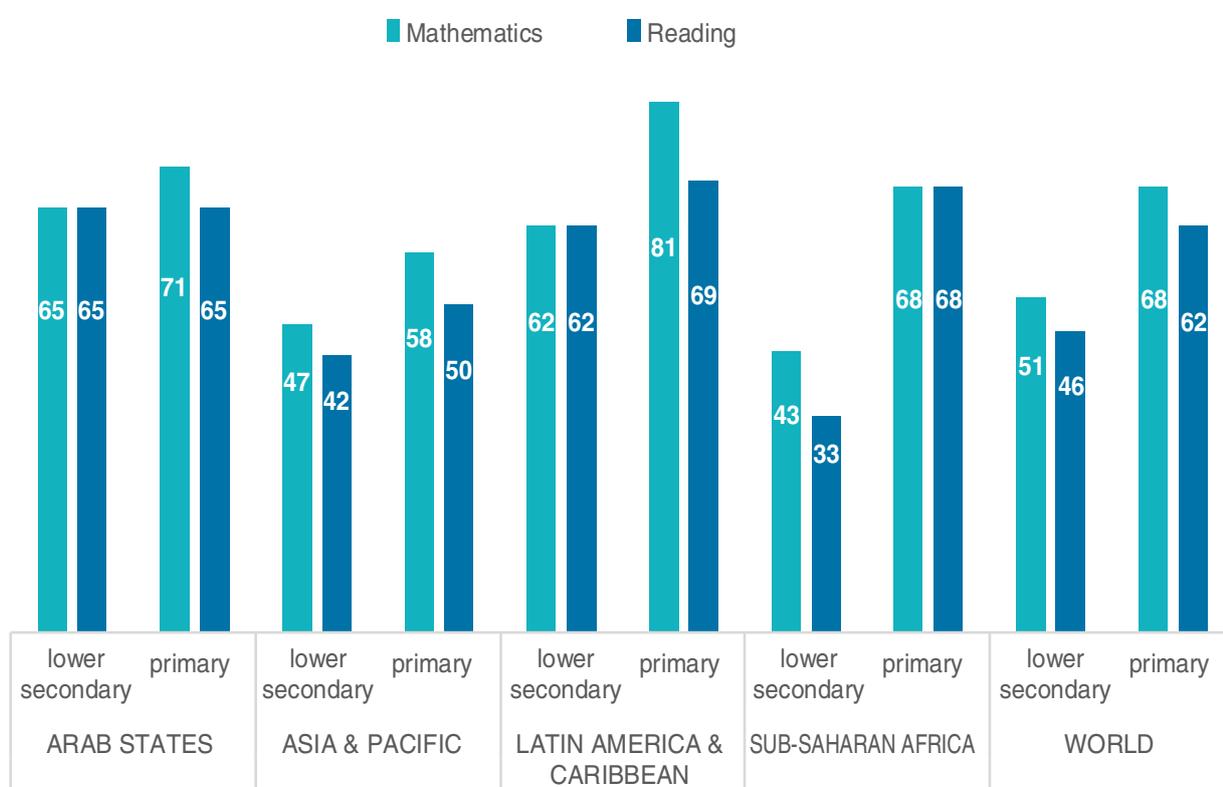
These examples illustrate how foundations are supporting initiatives to address barriers to schooling. Some obstacles are visible, such as geography, lack of qualified faculty or schooling fees. Others are less visible, such as those related to children's health and family environment. In the future, foundations could further engage to identify and address rooted barriers to access and persistence in school. These include obstacles such as discriminatory gender norms (e.g. early marriage), child labour, parents' beliefs in the returns to education and other opportunity costs of schooling.

## 2.2 Measuring learning outcomes

Measurement is essential to ensure that teaching and learning achieve the desired outcomes. However, many developing countries do not have the necessary information to assess and improve learning. For instance, in sub-Saharan Africa, only 68% of countries monitored primary students' reading outcomes, and 33% monitored those of secondary students' outcomes. In Asia and the Pacific, the situation is equally dire: only 50% of countries reported data for primary students' reading outcomes and 42% did so for secondary students (see Figure 2.3).

Some foundations are leading initiatives to strengthen governments' education monitoring systems, as well as grassroots movements to measure and report on learning outcomes. Foundations are also promoting more comprehensive measures to define education's success, which not only focus on academic skills, but on socio-emotional competencies.

Figure 2.3. Percentage of countries with data to monitor progress toward the Sustainable Development Goals for learning



Source: World Bank (2018), World Development Report 2018: Learning to Realize Education's Promise, <http://dx.doi.org/10.1596/978-1-4648-1096-1>

### “If you can't measure it, you can't improve it”

Teachers need reliable information on students' outcomes to assess whether they are making progress and to then further tailor instruction to their needs. With this same information, pedagogical advisors can provide more relevant mentoring support to teachers. For their part, education policy makers can gauge the progress of their reforms, unveil learning inequalities and target resources where the need is greatest (UNESCO, 2014<sub>[37]</sub>). Beyond schools and education authorities, data on learning can be an important source of accountability for parents and communities.

**Some foundations are establishing long-term partnerships with national education authorities to enhance education monitoring systems.** A notable example is the Data Driven Districts (DDD) launched by the Michael & Susan Dell Foundation in South Africa. Through this initiative, the foundation has helped strengthen the government's capacity to gather timely and standardised data. In doing so, it has built the largest data pool of learner achievement in the country. It covers 11.1 million learners, or over 85% of primary and secondary students (Box 2.6).

### Box 2.6. Helping build scalable monitoring systems in South Africa

In 2012, the Michael & Susan Dell Foundation partnered with the National Department of Basic Education in South Africa to launch the Data Driven Districts (DDD) approach.

An initial diagnostic study confirmed the system had education monitoring data, but that they were often of poor quality. Furthermore, these data did not reach officials best placed to design interventions that could impact learners in the classroom. Against this backdrop, the foundation and its partners brought in technical know-how and funding. They conceived a simple, scalable data collection strategy to improve the quality and use of information. A new software simplified data collection, which could be visualised through an easy-to-use dashboard.

The project worked with existing systems and processes, integrating the new software into SA-SAMS, the information system used by most South African schools. In the early phase, the DDD team focused on iterating and improving the dashboard to make it more intuitive, and more reliable in poor-connectivity settings. It also encouraged and trained new schools and government officials to support and drive data collection themselves.

After reaching a critical number of schools, efforts shifted to promote deeper user engagement with the tool. Schools needed data in their dashboard to guide concrete action more easily. Consequently, the DDD team adapted the software to use predictive analysis to flag students most at risk of drop-out or failing the academic year.

The DDD team is now handing over programme support activities to the government and will continue to build the capacity of authorities to maintain the system in the longer term.

There are three crucial takeaways from the DDD initiative that can inform similar efforts. First, generating data does not guarantee that it will be used. Investments to generate reliable evidence should be paired with equally intensive efforts to help decision makers and teachers understand the data. Second, the link between the supply of good quality data, and improved student outcomes is complex. Making information available is a first step, but the effective use of data for decision making hinges on a mix of factors. These include users' interests and incentives, as well as their capacity to analyse data and act upon it (Custer et al., 2018<sub>[38]</sub>). Third, technology adoption and data use clearly require intensive capacity building and collaborative work (MSDF, 2015<sub>[39]</sub>). The DDD team worked closely with seasoned educators to ensure the technology added value and addressed their needs. Older, more experienced educators were not as proficient at navigating technology as younger teachers, but they had a precise idea of what data could make their jobs easier. They were also helpful resources to identify learners or other teachers who needed support.

Grassroots learning assessment initiatives are complementary to strong government information systems, while philanthropic funding has been essential to sustain and grow such efforts. Unlike school-based monitoring, citizen-led initiatives test children at home and focus on a limited range of basic reading and math competencies. They thus capture outcomes for all children, including those not attending or enrolled in school. These initiatives use simple methods and tools, easy to understand by ordinary citizens. In addition, although they often partner with national statistical institutes, they are independent from government structures or funding, and their findings are placed in the public domain. This makes them an important source of accountability for education systems (R4D, 2015<sub>[40]</sub>)(Box 2.7).<sup>viii</sup>

### Box 2.7. Strengthening the equity of assessment systems

The Hewlett Foundation has provided catalytic financial support to the People's Action for Learning (PAL) Network. The network brings together a group of civil society organisations across 14 countries<sup>ix</sup> that co-ordinate citizen-led assessments of children's basic numeracy and literacy skills. These assessments recruit volunteers who test children in their communities using a simple, oral, one-on-one approach.

By relying on volunteers, this strategy uses fewer resources than other nationally representative assessments (R4D, 2015<sub>[40]</sub>). Moreover, it has proven to be a powerful tool to inject learning data into the public debate. In this way, it continually raises awareness on low learning outcomes, and advocates for greater focus on the quality of learning domestically and internationally (Alcott et al., 2018<sub>[41]</sub>).

### Box 2.7. Strengthening the equity of assessment systems (Cont.)

Furthermore, results from these citizen-led assessments, along with an important body of rigorous impact evaluations (Banerjee et al., 2007<sup>[45]</sup>, 2016<sup>[43]</sup>, 2017<sup>[42]</sup>; Banerji et al., 2010<sup>[44]</sup>) have fuelled additional philanthropic investments in support of new pedagogies that can address low learning levels.

Co-Impact's recent pledge to Teaching at the Right Level Africa (TaRL Africa) is a case in point. The TaRL approach was pioneered by the Indian NGO Pratham as a response to the dismal learning outcomes reported by citizen-led assessments in India. Through TaRL, children are grouped according to their learning level rather than their grade or age. Trained facilitators adapt their teaching to the level of each group, while qualified mentors provide continual feedback and support. This approach has proven to be effective when implemented by teachers, paid tutors and volunteers, both in school and outside school hours.

### Most recently, foundations have placed a strong focus on equally important, yet less visible skills

While developing academic skills is indispensable, success in life also depends on the acquisition of other qualities. These include the knowledge, attitudes and skills needed to make responsible decisions, cope with adversity, and feel and show empathy for others. These competencies are positively related with school attendance, engagement, motivation, and mental and physical health, as well as future income (Heckman, Stixrud and Urzua, 2006<sup>[46]</sup>; Corcoran, 2018<sup>[47]</sup>; Durlak et al., 2011<sup>[48]</sup>).

Foundations are pursuing different strategies to enhance these skills. One strategy directly conceives and oversees programmes that can help teachers, children and youth nurture and develop these skills. These interventions can be particularly critical in a crisis, where children are exposed to higher stress, anxiety and depression. A second strategy consists in partnering with government to facilitate and promote SEL planning and instruction in the classroom. A third approach focuses on creating simple, publicly accessible tools to help educators and decision makers navigate the complexities of SEL assessments and definition. Indeed, there are many competing definitions of SEL, and no consensus on how best to measure them has emerged (McKown, 2017<sup>[49]</sup>) (Box 2.8).

### Box 2.8. Foundations' support to socio-emotional learning (SEL)

#### Honing life skills in fragile contexts

Education programmes that include SEL can equip children and youth with skills that reduce the adverse developmental and behavioural effects of exposure to violence, abuse and neglect (INEE, 2016<sup>[50]</sup>).

In Northeast Nigeria, FHI 360 provides a range of education activities to over 300 000 conflict-affected children and youth so they have a safe, caring and nurturing place to learn, develop and be protected. Activities include sequenced and explicit lessons, games and recreational activities that strengthen learners' social-emotional skills.

In post-conflict southern Senegal, FHI 360 addresses children's social-emotional needs in community-based education classes and formal schools. A comprehensive package targets school-related gender-based violence. Interventions include professional development and coaching for teachers, boys and girls school leadership clubs, reporting systems, remedial tutoring, and parent outreach and awareness on SEL principles and protection-related topics.

In El Salvador, FHI 360 implements a teacher SEL workshop series funded by the Millennium Challenge Corporation. It aims to help teachers in schools affected by a high prevalence of gang violence improve their SEL capacity and well-being. A study will measure teachers' well-being improvements and the linkage between classroom climate and student well-being. All FHI 360 SEL interventions include regular rolling assessments and rigorous experimental evaluations to assess whether they are having the intended impact and why.

### Box 2.8. Foundations' support to socio-emotional learning (SEL) (Cont.)

#### Facilitating and promoting SEL planning and instruction

In Brazil, the Ayrton Senna Institute is partnering with the government to encourage teachers and decision makers to plan for the development of socio-emotional skills in the classroom.

Data on students' socio-emotional skills can guide teachers with instructional planning. For this reason, the Senna Institute developed a tool to assess socio-emotional skills in public schools. The "Senna" tool adapts the comprehensive Big Five framework to educational settings<sup>x</sup> (Primi et al., 2016<sub>[51]</sub>) and targets youth aged 11-19. It maps how individuals perceive their own performance in each social and emotional skill of the framework, and how well they believe they can master such skills.

After piloting it with over 340 000 students, the Senna Institute is working with teachers and government officials to roll it out on a large scale. In 2019, three Brazilian states and six municipalities were current users of this tool.

#### Identifying, selecting and using SEL assessment

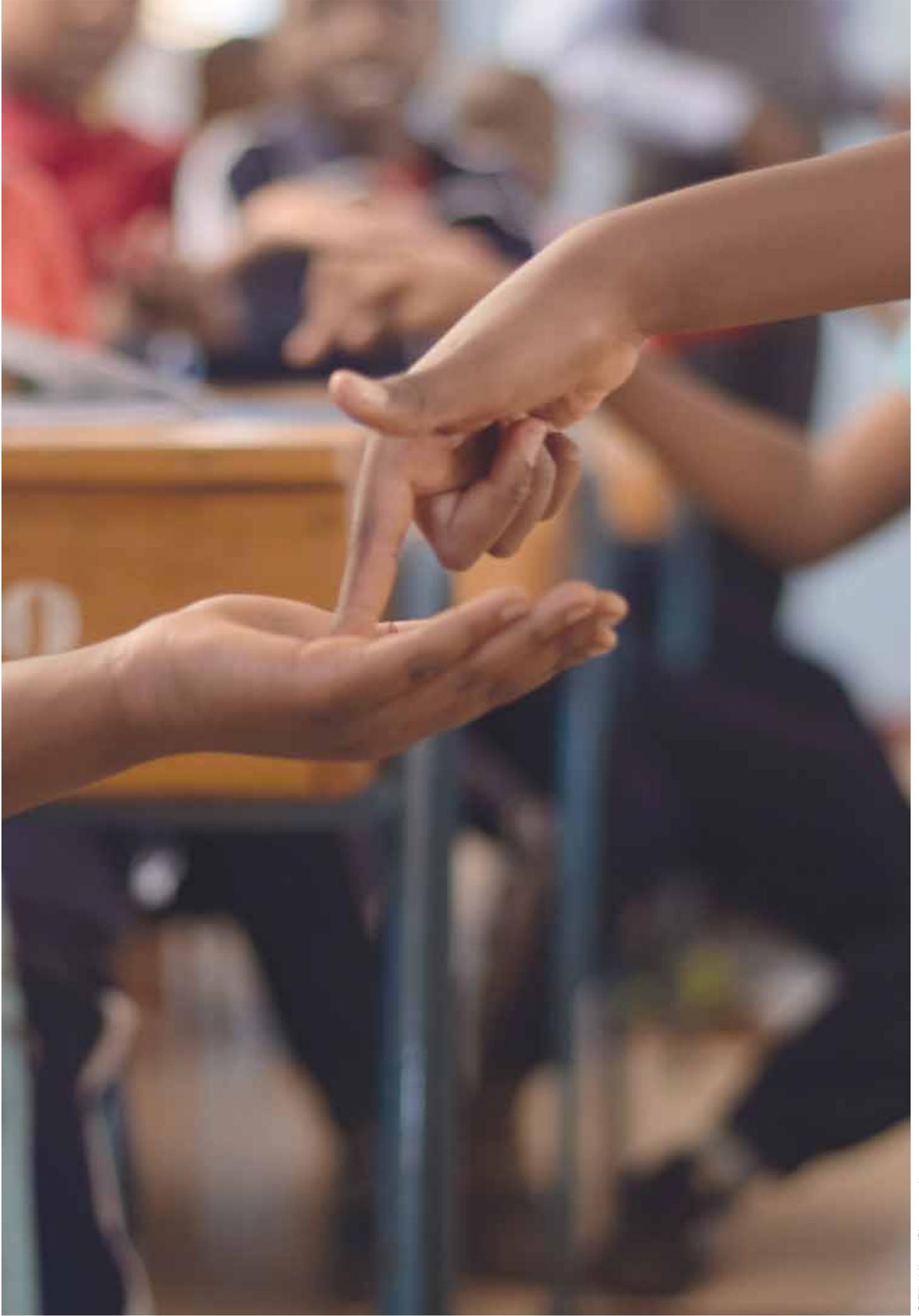
The Funders' Collaborative for Innovative Measurement, which brings together ten North American foundations, supports co-ordinated development of measurement tools to assess "hard-to-measure" competencies.

The collaborative has helped develop an online assessment catalogue. This enables teachers, education practitioners and policy makers to explore different assessments for intrapersonal and interpersonal skills.<sup>xi</sup> It offers detailed information about the competencies measured, how they are administered and scored, and evidence of their technical quality.

Related to these efforts, the collaborative funded the EASEL Lab at the Harvard Graduate School of Education. At the lab, they developed the Taxonomy Project, a set of interactive web-based tools to help education practitioners navigate the complex field of socio-emotional learning (SEL). These tools provide detailed definitions of each framework and analyse similarities and differences across frameworks.

By helping produce information on academic outcomes, foundations are contributing a key ingredient to help drive improvements in the quality of education. These efforts occur both by working with government information systems and by strengthening citizen-led assessments. In addition, foundations have been promoting broader measures of success, including social and emotional competencies.

Further questions for foundations, however, remain. For example, similar to the Funders' Collaborative for Innovative Measurement, and the Senna tool in Brazil, foundations could help standardise measurement tools for SEL skills and tailor them for large-scale use in middle- and low-income countries. Foundations could also support research to identify inclusive school-based pedagogies that can develop socio-emotional skills without compromising (often weak) academic outcomes. Research could also identify effective strategies to engage frontline educators to use data on student outcomes to foster improvements in learning. Finally, the information on the specific SEL competencies foundations, partner NGOs and education authorities are prioritising in developing countries is scant. Foundations could act as conveners and improve dialogue across different stakeholders on these issues.<sup>xii</sup>



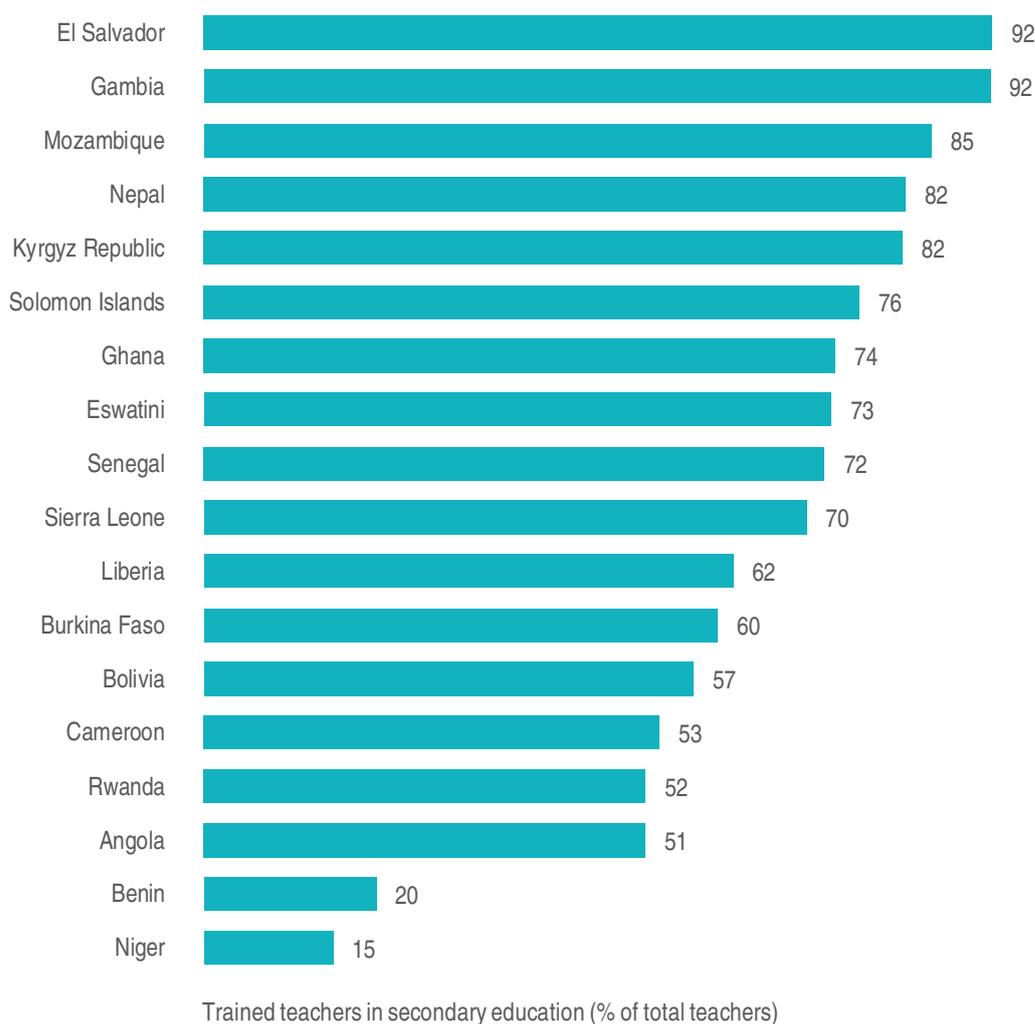
## 2.3 Investing in teachers and school leaders

By investing in public education managers, school leadership and in-service teacher training, foundations are building capabilities at different levels of the education system. They are also experimenting with new school models that can potentially improve learning outcomes.

### Investing in teachers and school leaders

Teachers' jobs are difficult. Their social status and pay are low in many countries (Dolton et al., 2018<sup>[52]</sup>). They often have to cope with difficult work environments in the form of overcrowded classrooms and scant teaching materials. Furthermore, evidence shows that in many countries, teachers do not have the necessary qualifications to teach, and rarely benefit from in-service training and coaching (Figure 2.4) (UNESCO, 2014<sup>[37]</sup>).

Figure 2.4. Teachers trained in secondary education, 2015 (lower tail of the distribution)



Source: World Bank (2019), World Development Indicators (database). <http://datatopics.worldbank.org/world-development-indicators>.

Similar to the role of teachers, an effective school leadership can enhance student performance. School principals can provide instructional advice, motivate teachers and guide them through difficult challenges in the classroom (Grissom and Loeb, 2011<sup>[53]</sup>; Pont, Nusche and Moorman, 2008<sup>[54]</sup>). Principals can also involve parents in their children's education, and use school resources effectively to create thriving learning environments (OECD, 2008<sup>[55]</sup>). For these reasons, foundations are partnering with government on new forms of in-service teacher training and classroom support (Box 2.9).

### Box 2.9. Investing in teachers and school principals

#### Professional development and mentoring for public school teachers, in India

The Learning Links Foundation in India supports public school teachers through its Student and Teacher Empowerment Program (STEP) across four Indian states.

STEP seeks to increase the effectiveness of teaching-learning practices through a mixture of professional development and continuous mentoring. Teacher training helps teachers improve classroom management and environment and hone their subject-specific pedagogy skills. This is followed by classroom observation and onsite mentoring to ensure regularity in the use of professional learning. Teachers receive direct support from an expert, who observes classroom teaching and mentors the teachers in challenging areas accordingly. The resource person also reviews teachers' lesson plans and provides feedback.

In addition, the programme trains school leaders to provide guidance and support to teachers in their school and engages with parents and the community to build a supportive home environment.

#### Continous profesional development for school principals, in Argentina

In Argentina, the Varkey Foundation's Programme on Leadership and Innovation in Education equips school leaders with the knowledge to create a friendly, safe and stimulating working environment for school personnel and students.<sup>xiii</sup>

The project stemmed from the Ministry of Education's belief that school principals are a crucial driver for institutional improvement. Traditionally in Argentina, school principals focused primarily on administrative tasks, at the expense of leadership on pedagogy. There were no in-service opportunities for principals to hone their leadership skills, and their recruitment and career promotion did not consider their managerial and leadership capacity and track record.

Seeking to address this shortcoming, the National Ministry of Education partnered with the Varkey Foundation to deliver a comprehensive training programme for school leaders. Facilitated by local tutors, the six-week workshop emphasised teaching-learning processes, curriculum innovation, teacher professional development, information technology systems for schools and community engagement. Participants also analysed the challenges in their schools and conceived a project to address them. Since its launch in 2016, the programme has trained over 3 800 principals and teachers from more than 1 900 schools, en route to its goal of reaching 15 000 school leaders.

The foundations that have primarily invested in teachers and school leaders can expect to see important payoffs for students. One competent school leader and strong teachers can translate into better learning for the thousands of students that attend his/her school over the years. However, there is limited rigorous evidence on which approaches for teacher training are most effective. In addition, philanthropic funding cannot bridge the shortfall of national in-service training opportunities, and of government monitoring and coaching support to schools. Foundations must continue their quest for cost-effective and scalable strategies to help strengthen government-led teacher training and mentoring systems in low-resource settings.

### Moving up the ladder: Working with education authorities and new school governance models

Successful stewardship of the education system relies on competent education practitioners, but in many contexts, technical capacities are low (World Bank, 2018<sub>[56]</sub>). Some foundations have opted to partner with governments and build institutional capacities to plan, implement and assess education policies. In Brazil, for example, Fundação Itaú Social launched a programme to help develop the technical competencies of school system leaders, teachers and principals in high-need municipalities and regions (Box 2.10).

### Box 2.10. Investing in municipalities' technical capacities in Brazil

The Improvement of Education programme, launched in 2019 by Fundação Itaú Social, provides professional development opportunities for public education managers and educators.

The programme stemmed from two observations. First, piecemeal strategies, which addressed only one aspect of the education system, did not allow the foundation to take a more holistic approach, that is, to help support various dimensions of the school system simultaneously. For example, weak financial planning at the municipal level could curtail the implementation and long-run sustainability of a new pedagogy.

### Box 2.10. Investing in municipalities' technical capacities in Brazil (Cont.)

Second, the foundation decided to prioritise municipalities where the need was greatest and where low technical capacity undermined outcomes. Through the programme, the foundation directly trains municipal teams to assess education needs and develop a strategic plan based on the assessment's results. Municipal education managers and educators also receive professional development in four key areas. The first is financial planning and operational support to schools, including supply of materials and school meals. The second is pedagogy, including curriculum development and implementation, and teacher and school leadership training. The third is communication and collaboration with other education stakeholders, such as community members, families, other municipalities and state agencies. The fourth is monitoring and evaluation, aimed at improving equity and quality in education.

The partnership spans four years. Following the initial assessment and strategic planning phase, the foundation helps municipalities identify and connect with relevant partners (non-governmental organisations, other municipalities and government agencies) that have the technical capacities and mandate to help implement the municipal plan. Part of the selected non-profit organisations receive financial support from the foundation in order to provide customised training and technical assistance to municipal teams. Additionally, the foundation provides an online portfolio of resources, such as self-instruction courses, guides, tools and other support materials, that non-participating municipalities can also access. The programme will be piloted in eight municipalities between 2019-20, and will scale to around 20 municipalities in 2021.

Partnering with municipalities is a strategy to address the lack of capacity of the education system in a more systemic way. At the same time, by working with the government, the initiative faces an indisputable challenge: political cycles and changes in leadership, ownership of reforms and priorities can reverse or weaken investments in public capacities. With this in mind, sustainability requires engaging and training a mix of elected officials with political legitimacy to build buy-in around education policy, alongside non-elected cadres, teachers, school and community members who will stay regardless of election results.

Finally, the autonomous public school model has drawn the attention of foundations as an alternative approach to traditional school governance (Box 2.11). Autonomous schools are independently managed public schools. They operate under a contract that holds them accountable for meeting certain outcomes, such as student learning. Proponents of this model believe autonomous school leaders have greater incentives to perform better than traditional public school managers. This, in turn, can lead to positive impacts on student learning.

### Box 2.11. Innovating with school governance and the enabling environment

New Generation Schools (NGS) is a programme that establishes and manages charter schools in developing countries in Asia. NGS transforms existing schools to achieve new levels of performance, particularly in key departments like STEM and English. NGS facilitates the enhancement of school facilities, teaching standards and teacher training and incentives to create a positive in-school culture that is rewarding for both teachers and students.

The NGS programme was a response to a chronically underperforming school system both in terms of learning and attendance. In the early 2000s, secondary net enrolment in Cambodia ranked among the lowest in Asia, at around 38% (UNESCO, 2008<sup>[57]</sup>). NGS, then called "Beacon" schools, was originally devised by a local NGO, Kampuchean Action for Primary Education as a local initiative. In 2013, the Franks Family Foundation (FFF) started engaging with KAPE to develop a plan that could allow the programme to grow from a local to a national scale. With start-up funding and support from the FFF, KAPE was able to overcome initial opposition and gain support from the Ministry of Education to expand to Phnom Penh. In 2017 KAPE and the FFF signed an agreement with the Cambodian government to expand the NGS network across the country. Following an adapted version of the charter school model, New Generation Schools are in the public sphere, receiving hybrid funding from the state, external donors and parents. They are granted flexibility over financial management, staffing and curriculum, but must report to an oversight board established by the Ministry of Education (MOEYS).

### Box 2.11. Innovating with school governance and the enabling environment (Cont.)

In the context of corruption, the NGS model may improve school transparency. For instance, public schooling should be provided for free. However, some charge unofficial enrolment fees, as well as other irregular fees for practice exams or private tutoring (UNESCO, 2008<sup>[57]</sup>; MoEYS and UNICEF, 2005<sup>[58]</sup>). Through their charter, NGS institutions are required to implement high standards of accountability and governance. If they do not meet benchmarks, they may lose their NGS status. They select staff through a competitive process; teachers can no longer ask students to pay for private tutoring or mock exams; and principals are held accountable for achieving educational results. The programme also emphasises equipping students with transferable skills through extended hours of instruction in English, science and technology, and encourages leadership skills and a commitment to civil society. To ensure the financial sustainability of NGS, the model put in place a scale for school fees. Low-income students can enrol at no charge, while middle-class parents may pay a voluntary fee of around USD 65 per year.

There will be 15 NGS schools by 2019, and the programme is expected to keep growing. The government plans to establish two schools in each of Cambodia's 25 provinces. Building on its initial experience with NGS in Cambodia, the FFF signed a letter of intention with the government of Laos in 2018 for the launching of an NGS pilot.

Autonomous publicly funded schools may create positive benefits such as better performance and management standards, and greater choice for parents (Barrera-Osorio et al., 2009<sup>[59]</sup>; CREDO, 2015<sup>[60]</sup>). They can also help the education system leverage additional private investments, and can serve as a blueprint for the government to learn from new administrative and accountability frameworks (Zimmer and Buddin, 2007<sup>[61]</sup>; Bulkley and Fisler, 2003<sup>[62]</sup>).

Despite its benefits, the autonomous school model's quality and financial viability may be compromised in countries where the government has limited regulation and experience in contracting out education services (Patrinos, Barrera-Osorio and Guaqueta, 2009<sup>[63]</sup>; Rose, 2007<sup>[64]</sup>; Bjarnason et al., 2008<sup>[65]</sup>). Indeed, the contracts that frame these PPPs may be complex and need to evolve over time, while allowing the government to retain stewardship and build its own capacity. Their benefits largely depend on government's capacity to design, oversee and enforce the accreditation of schools effectively (UNICEF; Asian Development Bank, 2011<sup>[66]</sup>; Hanushek, Link and Woessmann, 2013<sup>[67]</sup>). More research is warranted on the impact of autonomous schools on school governance, educational practices and, ultimately, student outcomes.<sup>xiv</sup>

Teachers and principals are essential human capital for the quality of public education. Foundations are increasingly partnering with governments to conceive new training modules, and deliver continuous professional development. Foundations are also experimenting with new school models to match autonomous school management with high standards of performance and accountability.

Looking ahead, there is still much room to explore how foundations can best invest to strengthen existing government training and mentoring systems. Foundations could help develop new models using technology, such as "blended learning", or mentoring via SMS, to expand professional development and coaching opportunities for principals, teachers and education managers. They could also support rigorous evaluations to see if or how these technologies complement or substitute for human interaction with traditional school mentors. Finally, foundations could invest in rigorous evaluation (e.g. randomised field experiments) to test the effectiveness of new school models in low-resource settings – compared with traditional public schools – and identify the ingredients driving these effects.



## 2.4 Foundations as learning organisations: Building knowledge on effective education approaches

Foundations' significant involvement in education systems in developing countries offers a unique opportunity to conduct research and evaluation and assess what works or what would warrant further piloting. This final chapter highlights how some foundations have focused on evaluating, improving and refining their programmes, while learning about what works best and why.

Foundations are learning from their engagement in different ways. One common approach is action-research, which involves a disciplined and interactive process of inquiry led *by* and *for* those undertaking the action. The field of education often uses this approach to improve and tweak programmes as they unfold. Participants involved in action-research: i) identify a research question; ii) conduct an action (for instance, a new pedagogy); iii) collect and analyse data (such as student outcomes, or changes in student behaviour); and iv) recommend necessary adjustments. Once course corrections have been made, new questions can emerge and the process begins again.

Foundations are employing this strategy to help their grantees explore topics of curriculum development, teaching practice and other education strategies. Action-research also guides the transition of education pilots to larger scale (Box 2.12). Nonetheless, this method cannot quantify the effectiveness of education programmes.<sup>xv</sup> Some foundations combine action-research and monitoring with rigorous impact evaluations to gain a better picture of a programme's success.

### Box 2.12. M&E and action-research probes best practices in lifelong learning

The barriers to achieving quality lifelong learning for all are manifold. However, some early childhood development providers, schools and youth development partners are succeeding. Against the odds, they are providing quality care, education and livelihoods for their children and young people, even in some of the most marginalised environments.

#### Schools2030 – a longitudinal action-research programme

Beginning in January 2020, a coalition of seven private foundations will launch Schools2030 as a new, ten-year longitudinal action-research and learning improvement programme. Schools2030 will track and support the learning progression of three simultaneous cohorts (aged 5-15 yrs.; 10-20 yrs.; and 15-25 yrs.) across 1 000 pre-schools, primary schools and secondary schools in marginalised contexts. In this way, it will generate actionable evidence about how school actors can improve lifelong education.

Locally rooted school-, community- and local government-level practitioners could design, implement and test new solutions for promoting quality lifelong learning and successful progression from education to work. If this happens, Schools2030 believes it will equip more national and global education/skilling policy makers with new evidence to scale effective strategies from the bottom-up.

Schools2030 will collaborate with schools and communities in ten countries: Afghanistan, Brazil, India, Kenya, Kyrgyzstan, Pakistan, Portugal, Tajikistan, Tanzania and Uganda. It directly involves 10 national governments, 10 local research partners in the Global South, 1 000 schools, 50 000 teachers and 500 000 learners. Schools 2030 will measure the progression of learning based on 27 dimensions of quality education for children and young people. These indicators will identify progress towards an integrated set of skills, knowledge, attitudes and values needed to interact effectively with the world and become contributing members of a pluralistic society.

At the country level, Schools2030 will organise data-sharing events to showcase school-level innovations with updated data and evidence by teachers and school leaders themselves. It will also share evidence with national education authorities, including a yearly Schools2030 National Forum across each of the ten countries. Finally, at the global level, local education stakeholders will present school-level best practices at an annual Schools2030 World Forum and at the annual UN General Assembly.

#### Learning pathways from pilot to scale

The Jacobs Foundation has developed rigorous M&E and action-research strategies to provide essential insights from the pilot to scale transition. Many of these learnings come from Côte d'Ivoire, where it rolls out Transforming Education in Cocoa Communities (TRECC), a partnership to improve the living conditions of children and youth through quality education. Over the last three years, the Ivorian government, 12 cocoa and chocolate companies, 20 civil society organisations and academic partners, and 3 foundations have joined this effort. By early 2019,

### Box 2.12. M&E and action-research probes best practices in lifelong learning (Cont.)

TRECC's partners and co-investors have jointly committed USD 85 million to pilot and scale evidence-based parenting/early childhood development, literacy/numeracy and youth education programmes, with a focus on rural areas.

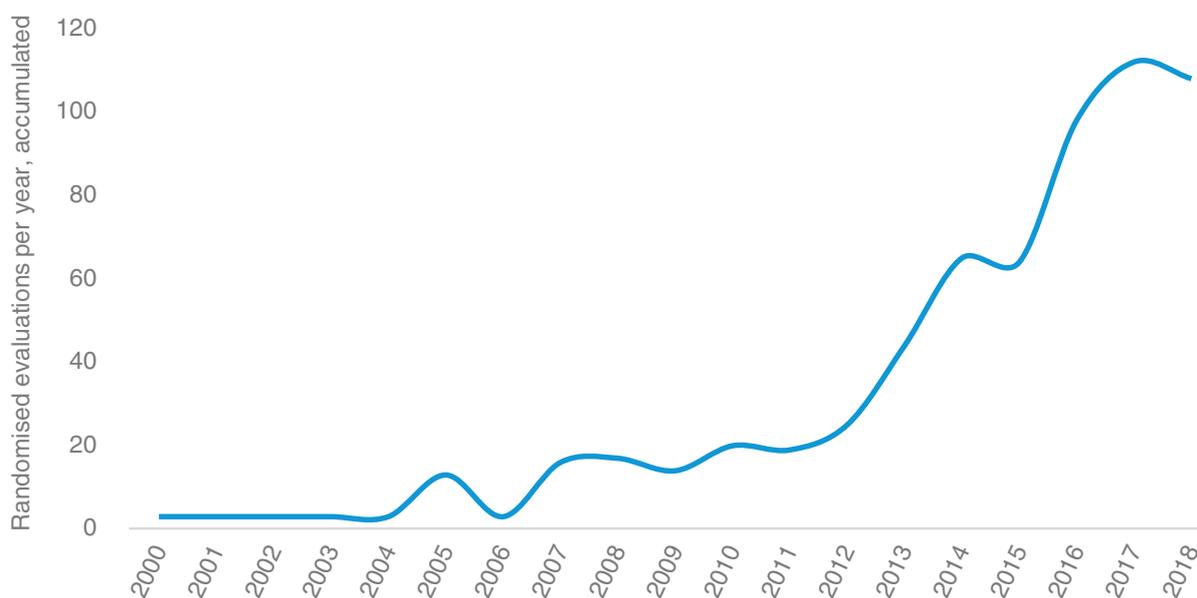
TRECC aspires to inform public education policy, corporate social responsibility practices of the cocoa and chocolate industry, as well as the engagement strategies of foundations and other donors. To achieve this, learning sessions involving government and companies take place with support from two partners: Innovations for Poverty Action (IPA) and the Center for Universal Education at the Brookings Institution. IPA evaluates and documents the effective implementation of each individual intervention. It assesses its relevance for the community; quality of outputs and direct outcomes; costs and operations management; capacity of implementers to learn, improve and innovate; and sustainability of the design. IPA's recommendations inform iterative adjustments of each pilot.

Brookings brings a learning methodology known as the Real Time Scaling Labs. These labs gather different stakeholders – from government, civil society and the private sector – around a particular education programme. In this way, they identify bottlenecks as the programme scales, develop strategies and learn from the process in real-time. Brookings provides ongoing evidence-based guidance on how to identify, adapt and expand effective approaches to scaling education interventions.

### Investing in rigorous impact evaluation

Several foundations have supported rigorous impact evaluation of education policies and programmes. A number of methods measure impact, but randomised evaluations – when properly designed and implemented – yield the most reliable results.<sup>xvi</sup> This may in part explain the dramatic increase in education randomised evaluations over the past two decades (Figure 2.5).

Figure 2.5. Randomised evaluations in education, 2000-18



Source: AEA RCT Registry (n.d).

Across geographies and education levels, foundations are joining forces with multilateral agencies and research institutions to fund impact evaluations of education programmes. Generally, these evaluations are embedded in a broader research agenda that aims to answer important policy questions where the evidence base is thin. The Children's Investment Fund Foundation's Early Learning Partnership is a prime example (Box 2.13).

### Box 2.13. Learning about what works in education through field experiments

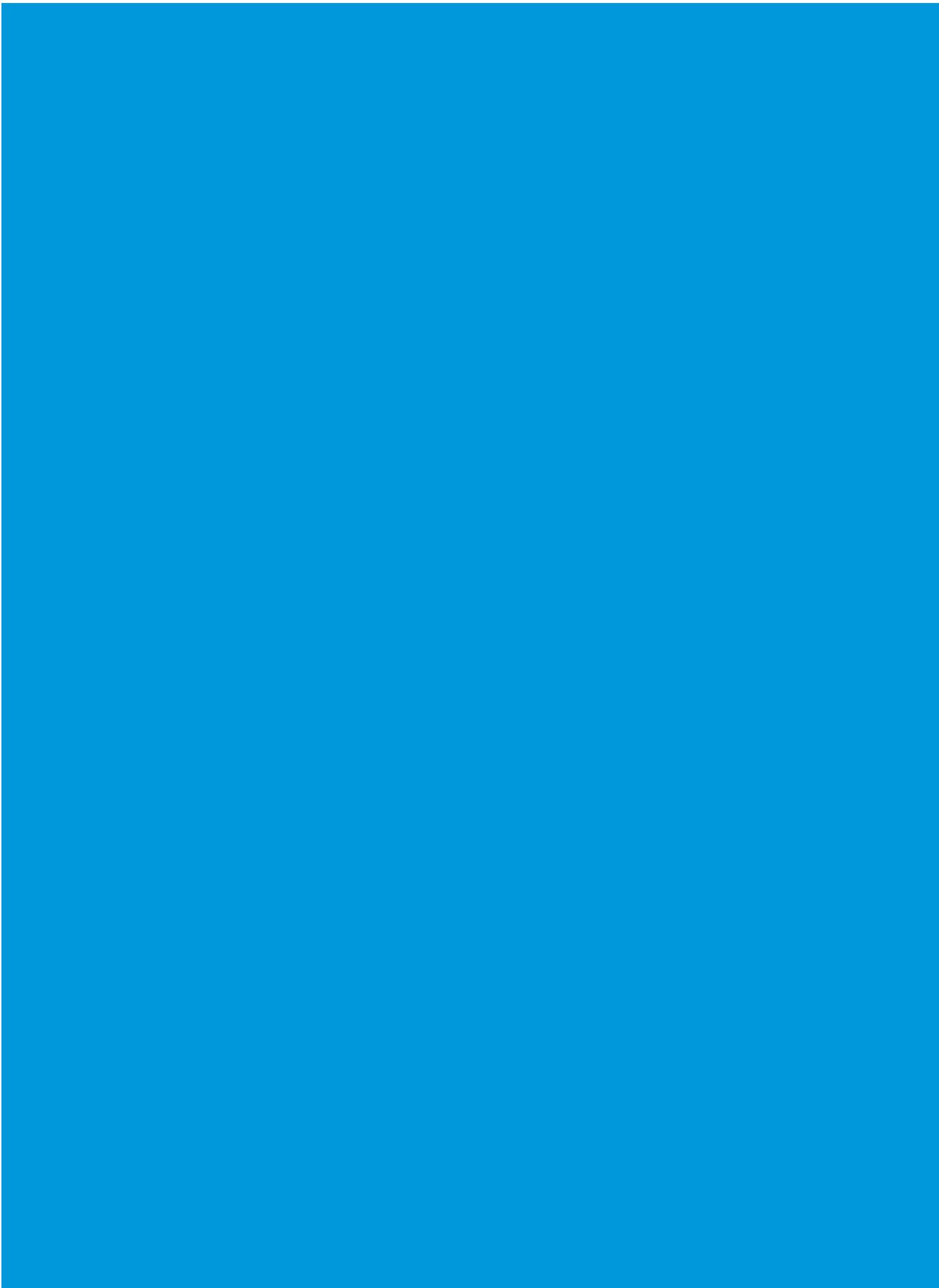
The Children's Investment Fund Foundation partnered with the UK Department for International Development and the World Bank to launch the Early Learning Partnership. The initiative aims to improve early learning and early childhood development in Africa and South Asia, and prepare more than 12 million children for primary school. The World Bank Strategic Impact Evaluation Fund received part of the funding to run ten rigorous impact evaluations. These will help build the evidence base on early childhood development and education. Evaluations are looking at the impact of different early learning delivery models, including interventions to encourage early childhood parenting, community-based early childhood development centres and community preschools.

Secondary, tertiary and vocational education in low- and middle-income countries have also been important areas of focus for foundations. Echidna Giving, the MasterCard Foundation, Douglas B. Marshall Jr. Family Foundation and the MacArthur Foundation are among the funders that support rigorous impact evaluations to shed light on ways to deliver high quality post-primary education.

These partnerships illustrate how philanthropy is helping shape the way bilateral and multilateral ODA donors operate in education. Traditional ODA donors' investments in education outstrip the amount most foundations will ever be able to provide. By combining efforts, foundations are providing inputs into project design, delivery and research. In so doing, they are likely helping motivate how ODA actors deploy their investments in the field.

By investing in new knowledge on effective education approaches, foundations can generate benefits to the whole education community, beyond one single implementing organisation, government or donor. Furthermore, by producing hard evidence on impact, foundations can help attract additional funding and government buy-in. This, in turn, can support effective approaches, and scale down or iterate less successful ones. However, there is still much scope for foundations to invest in rigorous research, and openly share their findings, successes and failures with the broader education community.





# Conclusion

Foundations' efforts to improve education in developing countries are as diverse as foundations themselves. Some focus on improving access to fill gaps in underserved pockets where government has little presence. Others focus efforts on crosscutting aspects of the education system, such as monitoring structures. Regardless of the approach, the case studies in this Note highlight that foundations are mainly pursuing four broad strategies – often simultaneously – to move the needle in favour of quality education for all: Filling gaps, innovating, co-investing, influencing and building a knowledge base.





The case studies in this Note highlight that foundations are mainly pursuing four broad strategies – often simultaneously – to move the needle in favour of quality education for all:

**Filling gaps:** Foundations are supporting initiatives that directly provide education services in well-delimited, deprived areas, thus seeking to “leave no one behind”. From community schools, and accelerated learning opportunities for out-of-school children, foundations are helping expand the supply of education services to make education accessible to particularly vulnerable populations. All these efforts are time-bound. In the initial years, philanthropy covers initial set-up and running costs. Ideally, initiatives are then transferred to the government or to the community. Yet, long-term funding is not always available, which raises the issues sustainability and scalability.

**Innovating:** Foundations are particularly well-placed to hatch new ideas at a relatively small scale, and help inform broader education reform. By testing innovations such as early learning delivery models, pedagogies for basic skills or teacher training methods, foundations are demonstrating what can be achieved. Ultimately, they help create aspirations for wider policy change, provided this dialogue with governments and policy makers occurs. Some of these efforts are underpinned by rigorous monitoring and evaluation strategies to determine objectively whether a new approach is ripe for scale. However, there is still room for many more programmes to incorporate impact evaluation.

**Co-investing:** Traditional ODA donors’ investments in education outstrip what most foundations could ever provide financially. By co-investing with ODA donors, foundations are helping shape initiatives at a much larger scale than they would ever reach on their own, while leveraging their comparative advantage. In addition, there are growing examples of donor collaboratives supporting investments in education like Co-Impact or the Luminos Fund. In these collaboratives, foundations, high-net worth individuals and private companies pool their knowledge, expertise, networks and resources to achieve system-level change.

**Influencing and building a knowledge base:** Some foundations are strengthening government monitoring systems and injecting reliable data on student learning outcomes into the public sphere. These efforts help raise awareness on low levels of learning and advocate for greater focus on the quality of learning.

Researchers, with foundations’ financial support, are also developing M&E strategies to assess broader measures of success in education, and conducting rigorous impact evaluation of education policies and programmes.

**There are a number of outstanding areas which foundations supporting education could further reflect on and invest in. These include:**

**Tackling root obstacles to schooling and learning:** Understanding the source of low school participation and poor learning, as well as those most affected, is essential to design contextually relevant solutions. Some obstacles may be obvious – such as the lack of schools in a given area– but many others may be harder to observe. By partnering with research teams, foundations could shed light on root obstacles to schooling and learning, such as discriminatory gender norms and child labour.

**Testing alternative models:** By funding initiatives that can run at a sizeable scale, foundations could help design and experimentally test alternative school models. Foundations could, for instance, support empirical research to evaluate which models have the potential to go to scale without compromising their financial sustainability, inclusiveness or quality. Foundations could also further test approaches to improve teacher professional development and support through existing government training and mentoring systems.

**Improving collaboration:** As efforts to improve socio-emotional competencies spread, clear definitions and reliable assessments are increasingly needed. Foundations could help in addressing these dimensions, and in particular share lessons of successful and failed approaches around socio-emotional learning.

## **Annex: OECD data on private philanthropy for development**

This policy note draws on results of the OECD Survey on Private Philanthropy for Development (2018, 2019) by the OECD Development Co-operation Directorate (DCD) in co-operation with the OECD Development Centre.

### **Methodology 2013-15 data**

The survey recorded information from 143 philanthropies worldwide working for development during 2013-15. Data were collected between 2016-17 through two questionnaires:

- A data questionnaire collected activity-level (or project-level) data. These included data on geographic and sectoral allocation, financial instrument used, channels of delivery and modality of giving. The format and definitions used in the questionnaire were compliant with the OECD-DAC statistical standards to ensure comparability with ODA flows.
- A qualitative questionnaire with 24 multiple choice questions on foundations' activities, transparency and accountability practices and co-operation with other development actors.

The survey collected inputs from 143 foundations for the data questionnaire and from 82 foundations for the qualitative questionnaire. Four foundations filled only the qualitative questionnaire due to capacity constraints or confidentiality concerns.

### **Methodology 2017 data**

Building on the encouraging results of the survey covering the 2013-15 period, the OECD DCD has been reaching out to the largest philanthropic foundations working for development. The aim is to establish regular and sustainable data-sharing partnerships on their grant-making and programme-related investments. As a result, in 2018, 22 new foundations started reporting to the OECD on a regular basis, which means the OECD DAC statistics on development finance now includes 26 foundations. This survey provides the main features of these foundations' activities in 2017.

### **Scope of the survey: Private philanthropic flows for development**

A working definition of private philanthropic flows for development was developed for the OECD data questionnaire. This aimed to ensure comparability with OECD DAC statistics on development finance such as ODA, as well as to avoid double counting at the international level.

Private philanthropic flows for development refer to transactions from the private sector that aim primarily to promote the economic development and welfare of developing countries. They originate from foundations' own sources, notably endowment, donations from companies and individuals (including high net worth individuals and crowdfunding) and legacies, as well as income from royalties, investments (including government securities), dividends, lotteries and the like.

Following this definition, philanthropic activities funded by other philanthropic foundations or governments were out of scope. Furthermore, charitable giving from religious institutions was only included if aimed at supporting development and improving welfare.

For more information, see [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm).

### **Purpose definition of flows targeting education**

For more information see: [www.oecd.org/dac/stats/purposecodessectorclassification.htm](http://www.oecd.org/dac/stats/purposecodessectorclassification.htm)

### **Other key concepts and definitions**

#### ***Channels of delivery***

Channels of delivery refer to the first implementing partner of foundation giving. This is the entity with implementing responsibility over the funds. It is normally linked to the extending agency by a contract or other binding agreement, and is directly accountable to it.

For more information, see paragraph 164 of [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/DCDDAC\(2016\)3FINAL.pdf](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/DCDDAC(2016)3FINAL.pdf) (OECD, 2018[1]).

### **Country income group classification**

Countries are structured, according to their income level as defined by the World Bank, in the following income group categories:

- Least developed countries (LDCs): a group established by the United Nations. To be classified as an LDC, a country's income, economic diversification and social development must fall below established thresholds.
- Other low-income countries (LICs): all non-LDCs with per capita gross national income (GNI) of USD 1 045 or less in 2013 (World Bank Atlas basis).
- Lower middle-income countries (LMICs): countries with GNI per capita (World Bank Atlas basis) between USD 1 046 and USD 4 125 in 2013. LDCs that are also LMICs are only shown as LDCs, not as LMICs.
- Upper middle-income countries (UMICs): countries with GNI per capita (World Bank Atlas basis) between USD 4 126 and USD 12 745 in 2013.

For more information, see <http://data.worldbank.org/news/2015-country-classifications> and [www.oecd.org/dac/stats/daclist.htm](http://www.oecd.org/dac/stats/daclist.htm).

### **Official development assistance (ODA)**

The DAC defines ODA as those flows to countries and territories on the [DAC List of ODA Recipients](#) and to [multilateral institutions](#) which are:

- i. provided by official agencies, including state and local governments, or by their executive agencies; and
- ii. each transaction of which:
  - a) is administered with the promotion of the economic development and welfare of developing countries as its main objective; and
  - b) is concessional in character and conveys a grant element of at least 25% (calculated at a rate of discount of 10%).

For more information, see [www.oecd.org/dac/financing-sustainable-development/development-finance-standards/officialdevelopmentassistancedefinitionandcoverage.htm](http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/officialdevelopmentassistancedefinitionandcoverage.htm).

## Notes

- i In 2014, the average global gross enrolment ratio in pre-school was 44%, and in secondary school 75%. In regions like sub-Saharan Africa and South Asia these ratios were below the world average. These two regions had gross enrolment preschool ratios of 22% and 18%, and gross enrolment secondary school ratios of 43% and 65%, respectively (World Bank, n.d.<sup>[20]</sup>)
- ii Between 2000 and 2017, the number of out-of-school children decreased by 114 million, a 30% drop from 376 million (UIS, 2018).
- iii The terms “developing countries” and “developing economies” refer to all countries and territories on the OECD Development Assistance Committee List of Official Development Assistance recipients. The list comprises all low- and middle-income countries based on gross national income per capita as published by the World Bank, with the exception of G8 members, European Union members and countries with a firm date for entry into the European Union. It also includes all of the least developed countries as defined by the United Nations (OECD, 2018[1]).
- iv OECD-DAC Creditor Reporting System (CRS) data include cross-border flows only, while the survey data of Private Philanthropy for Development (2013-15) included many foundations located in developing countries, working domestically.
- v OECD-DAC Creditor Reporting System (CRS) classifies Turkey as a European country.
- vi The evaluation showed that children in treatment villages where Speed Schools were established improved by 42% in French and by 25% in mathematics compared to children in comparison villages. This allowed them to catch up with peers in standard public schools. At the end of the programme, two-thirds of Speed School graduates re-entered the formal school system (Innovations for Poverty Action: [www.poverty-action.org/study/speed-school-out-school-children-mali](http://www.poverty-action.org/study/speed-school-out-school-children-mali)).
- vii Technically, better health should automatically translate into more schooling. However, evidence suggests investments in health translate to more schooling for women as compared to men, and to higher earning for men relative to women. According to (Pitt, Rosenzweig and Hassan, 2012<sup>[94]</sup>), men and women have different biological responses to improvements in nutrition, with men gaining more physical strength than women. In labour markets where employment opportunities reward brawn more than academic skills, men will sort into brawn-intensive jobs at the expense of schooling. In contrast, as better nutrition does not increase women’s physical strength significantly, women do not see the opportunity cost of schooling increase. As a result, better health translates into more schooling.
- viii For an overview of citizen-led assessments’ concurrent validity, and inter-rater reliability see (R4D, 2015<sup>[41]</sup>).
- ix Bangladesh, Cameroon, Ghana, India, Kenya, Mali, Mexico, Mozambique, Nepal, Nigeria, Pakistan, Senegal, Tanzania and Uganda.
- x The big five framework measures five broad categories of personality traits: agreeableness, conscientiousness, extraversion, neuroticism and openness to experience.
- xi The RAND Repository is a web-based tool that helps teachers, education practitioners and policy makers explore different assessments for intrapersonal and interpersonal skills, detailing the competencies they measure, how they are administered and scored, and evidence of their technical quality. <https://www.rand.org/education-and-labor/projects/assessments.html> <https://www.rand.org/education-and-labor/projects/assessments.html>
- xii The OECD Centre on Philanthropy will study philanthropy’s contribution to socio-emotional learning for development.
- xiii For a full case study, refer to Alonso (2018), PLIE: Improving the Capacity of School Leaders in Argentina, Public Education Leadership Project, Harvard University, <https://pelp.fas.harvard.edu/files/hbs-test/files/pel089p2.pdf>
- xiv Research on the impact of charter schools on student learning in the United States is mixed, with great variation in the performance of individual schools (Gleason et al., 2010<sup>[89]</sup>; Imberman, 2011<sup>[76]</sup>; Dobbie and Fryer Jr, 2011<sup>[88]</sup>; Fryer Jr, 2014<sup>[78]</sup>; Angrist et al., 2016<sup>[77]</sup>).
- xv Impact evaluations need to credibly establish what would have happened if the intervention had not been implemented. To do so, they compare outcomes of participants (who receive the education programme) to those of a credible comparison group or counterfactual (very similar to participants, except they do not receive the intervention). These evaluations need a well-defined intervention or programme implemented consistently across a sufficiently large sample of villages, schools or students.
- xvi For a general overview of different impact evaluation methods, please refer to Gertler et al. (2011[93]), available at: [https://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact\\_Evaluation\\_in\\_Practice.pdf](https://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact_Evaluation_in_Practice.pdf).

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