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

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

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

November 23, 2017 | Geneva, Switzerland

Andrew Cunningham,
AKF Global Advisor, Education

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Part 1: Who are we?

Part 2: What did we do?

Part 3: What next?

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Part 1

Who Are We?

We are a Network

The Imamat

AKDN

AGA KHAN DEVELOPMENT NETWORK

Economic Development

Aga Khan Fund for Economic Development

- Tourism Promotion Services
- Industrial Promotion Services
- Financial Services
- Media Services
- Aviation Services

Social Development

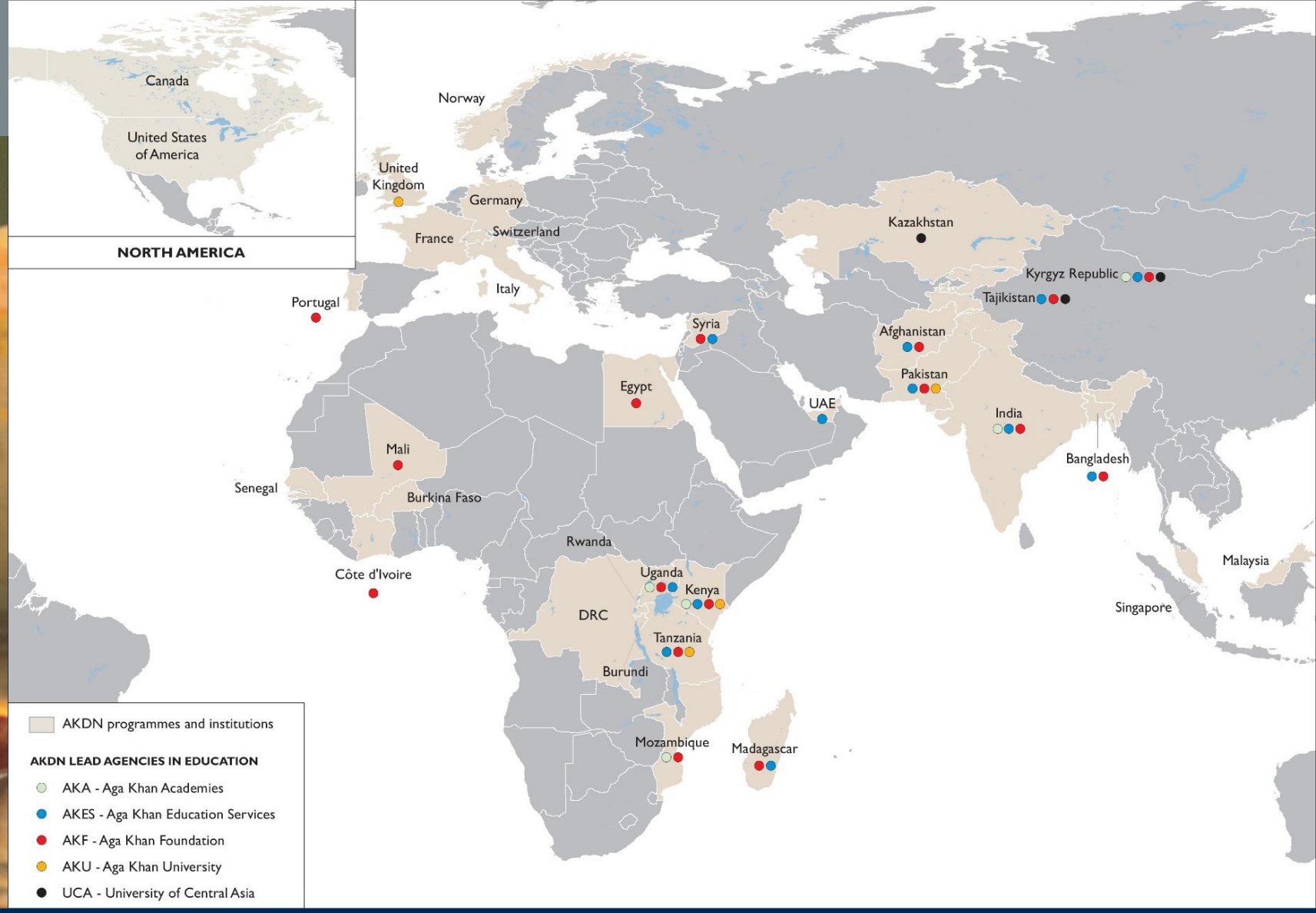
- Aga Khan Agency for Microfinance
- Aga Khan Foundation
- Aga Khan University
- University of Central Asia
- Aga Khan Education Services
- Aga Khan Health Services
- Aga Khan Academies
- Aga Khan Agency for Habitat

Culture

Aga Khan Trust for Culture

- Aga Khan Award for Architecture
- Aga Khan Historic Cities Programme
- Aga Khan Music Initiative
- Aga Khan Museum

We are Global



2 Million Students Reached Annually

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We are a Partner

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

Note this is just a sample of key global partners for AKF Education.

Our Goal

Ensure that **girls and boys** are equipped with the **knowledge, skills, attitudes** and **values** to help them **interact effectively** with the world and be **contributing members** of society.

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AKDN's Lifelong Ladder of Learning

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Striving towards the Education Dividend

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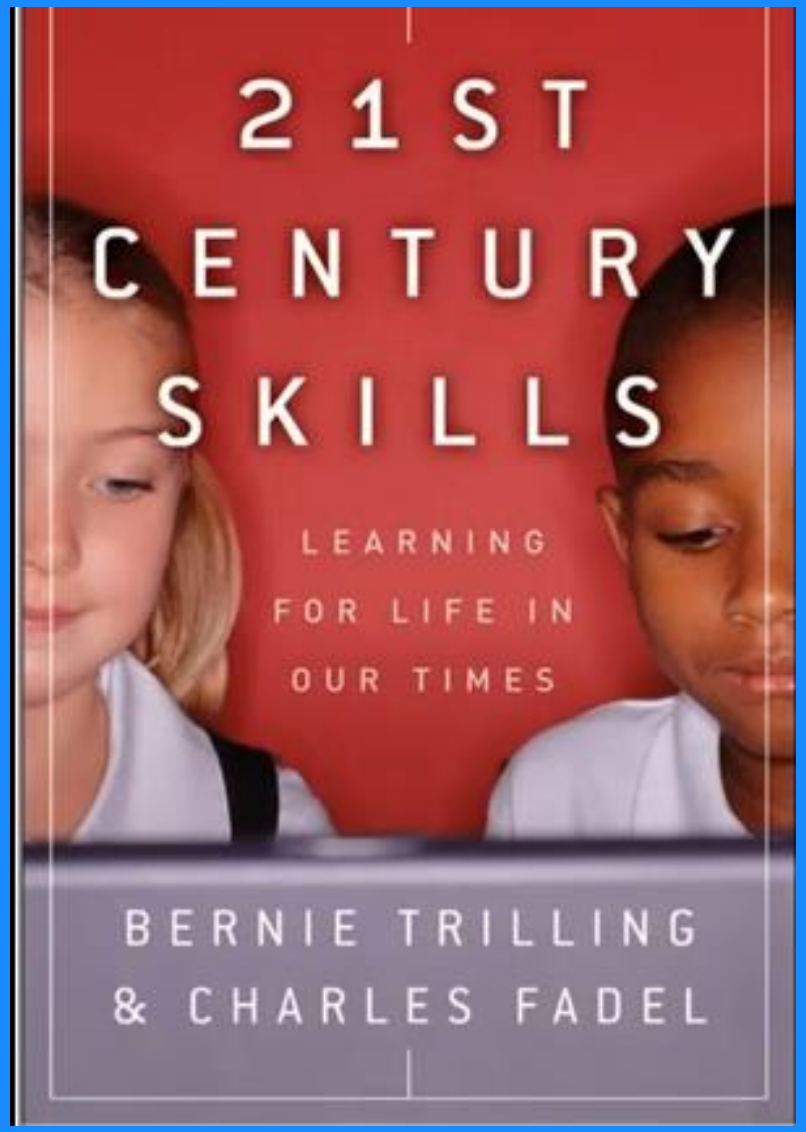
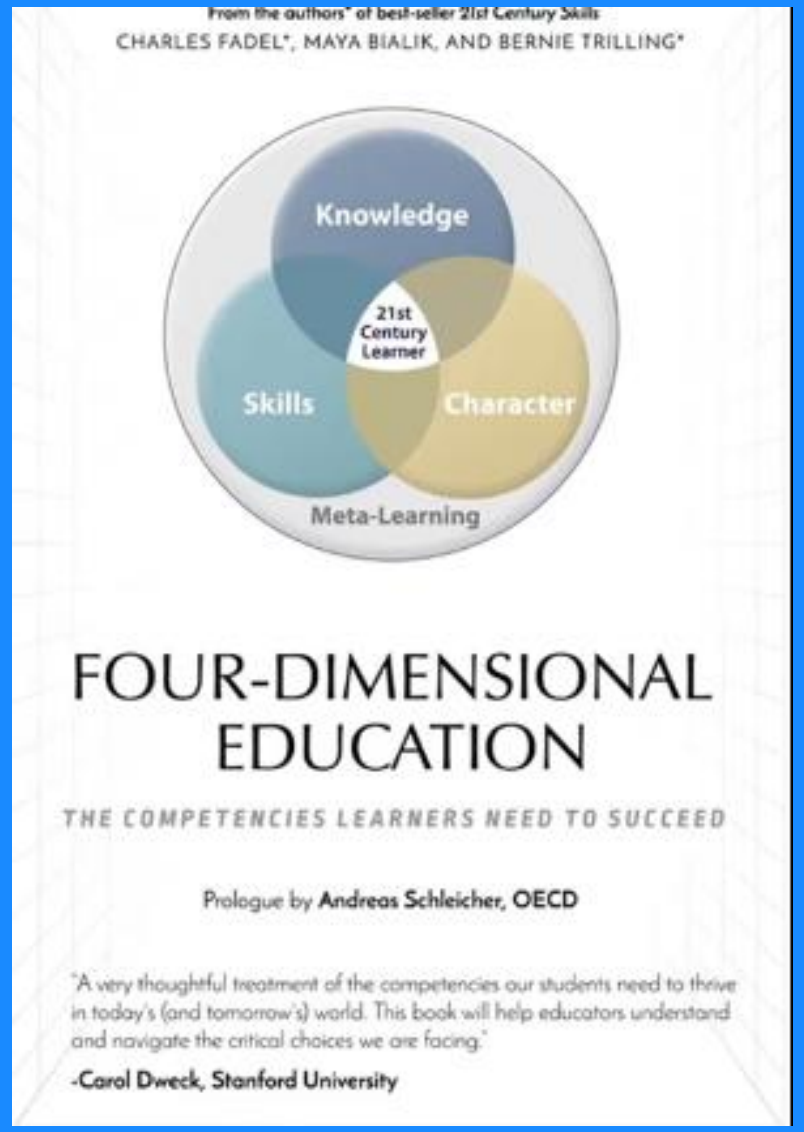
Part 2

What did we do?

We were very concerned about the ever narrowing definition of education quality, globally.

And yet inspired by a range of global and local leaders in broadening our definition of quality.





Shifting from 21st Century Skills to Four-Dimensional Education

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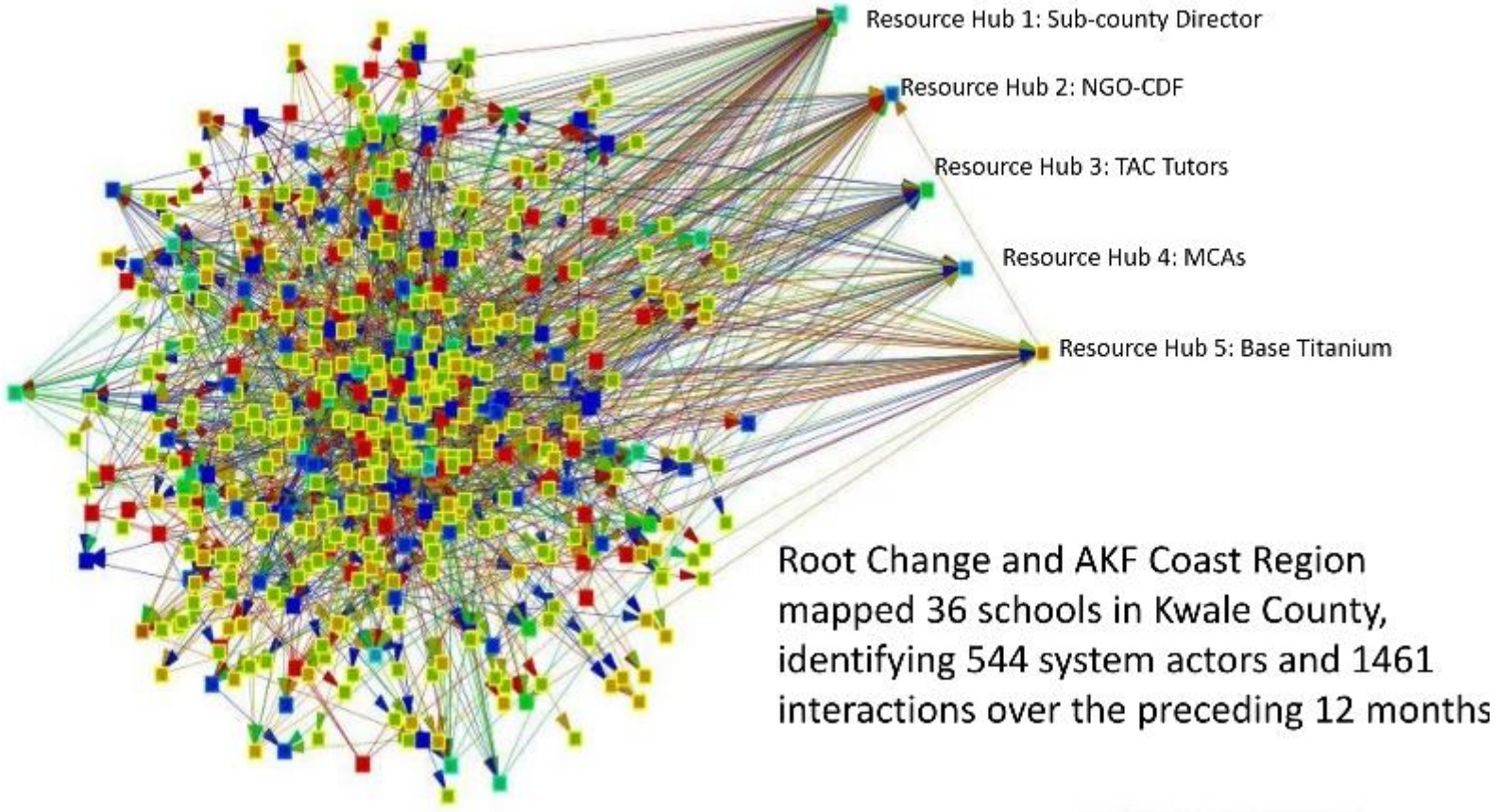
Local Research

Education Systems Analysis – Kwale, Kenya



New Social Network Analyses

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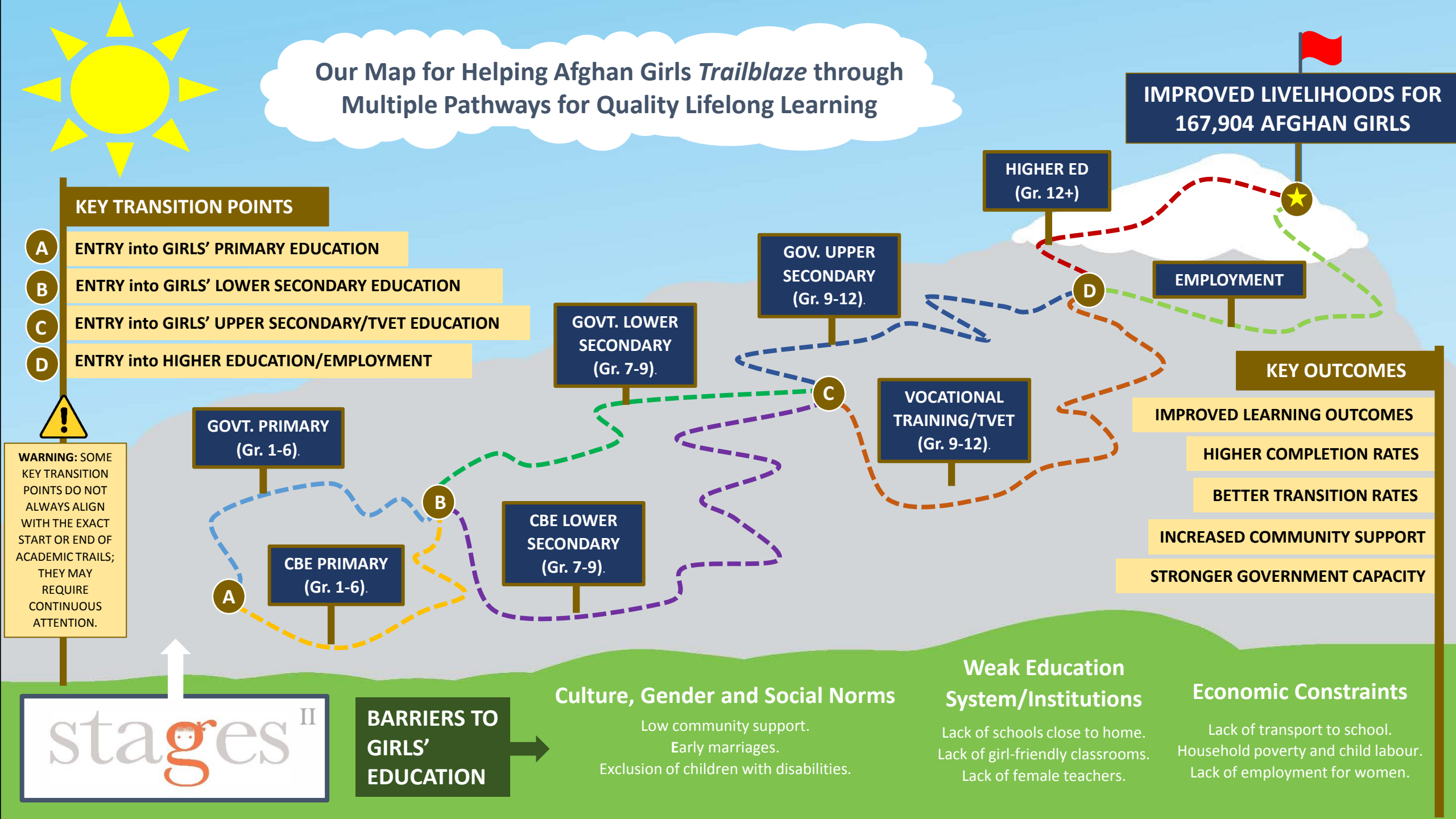
Our Map for Helping Afghan Girls *Trailblaze* through Multiple Pathways for Quality Lifelong Learning
IMPROVED LIVELIHOODS FOR 167,904 AFGHAN GIRLS
KEY TRANSITION POINTS
A ENTRY into GIRLS' PRIMARY EDUCATION
B ENTRY into GIRLS' LOWER SECONDARY EDUCATION
C ENTRY into GIRLS' UPPER SECONDARY/TVET EDUCATION
D ENTRY into HIGHER EDUCATION/EMPLOYMENT
WARNING: SOME KEY TRANSITION POINTS DO NOT ALWAYS ALIGN WITH THE EXACT START OR END OF ACADEMIC TRAILS; THEY MAY REQUIRE CONTINUOUS ATTENTION.
GOVT. PRIMARY (Gr. 1-6).
CBE PRIMARY (Gr. 1-6).
GOVT. LOWER SECONDARY (Gr. 7-9).
CBE LOWER SECONDARY (Gr. 7-9).
GOV. UPPER SECONDARY (Gr. 9-12).
VOCATIONAL TRAINING/TVET (Gr. 9-12).
HIGHER ED (Gr. 12+)
EMPLOYMENT
A
B
C
D
KEY OUTCOMES
IMPROVED LEARNING OUTCOMES
HIGHER COMPLETION RATES
BETTER TRANSITION RATES
INCREASED COMMUNITY SUPPORT
STRONGER GOVERNMENT CAPACITY
stages II
BARRIERS TO GIRLS' EDUCATION
Culture, Gender and Social Norms
Low community support.
Early marriages.
Exclusion of children with disabilities.
Weak Education System/Institutions
Lack of schools close to home.
Lack of girl-friendly classrooms.
Lack of female teachers.
Economic Constraints
Lack of transport to school.
Household poverty and child labour.
Lack of employment for women.

But how could we invest in smarter ways to influence more transformative education policy and dialogue at scale?

Centre Symposium Seminar Series

Oxford Comparative and International Education Seminar Series

Re-Examining the Meaning of Learning in an Uncertain World

Department of Education | St. Antony's College | University of Oxford
Hilary Term | January - March
Supported by the Aga Khan Foundation

Step 1 – Explore and Examine the Discourse

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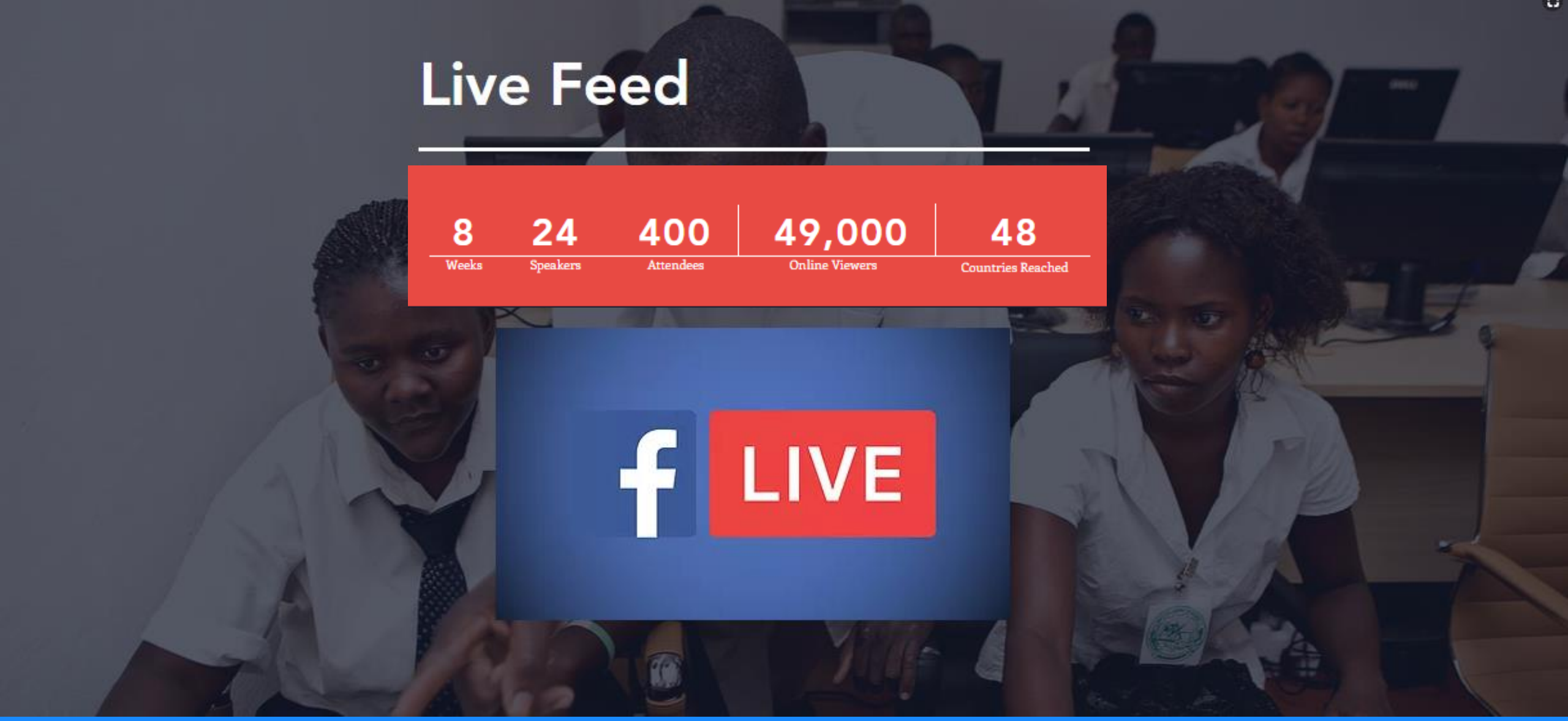

Step 2 – Democratize the Conversation

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Step 3. Convene Cross-Sector Global Leadership

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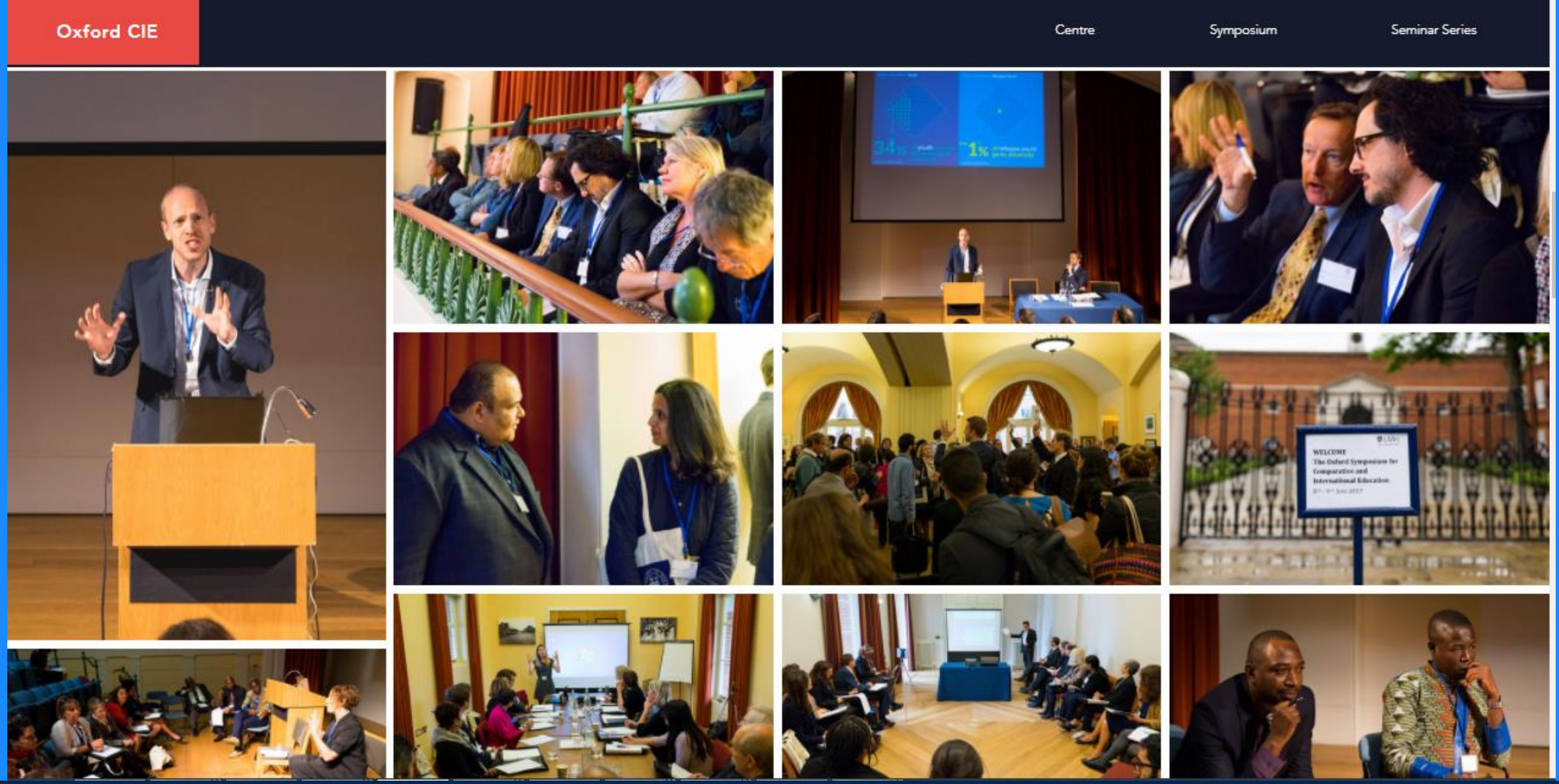

Step 4: Inspire New Connections and Different Questions

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SCHOOLS 2030

A New, Inclusive 12-Year Longitudinal Research Programme that Explores How Children and Young People Navigate Multiple Pathways of Uncertainty

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

What is the educational response to uncertainty?

Step 5. Research Generational Change

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SCHOOLS 2030

The Bigger Picture – Our Historic Opportunity

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