EDUCATION CANNOT WAIT

a global fund for education in emergencies

FOUNDATIONS' ENGAGEMENT IN EDUCATION IN EMERGENCIES AND PROTRACTED CRISES

Policy Brief

Cover photo: UNICEF Ethiopia/2018/Mersha. South Sudanese student sits on the classroom's table and copies text from the Blackboard in Makod Primary and Secondary School in Tierkidi Refugee Camp, Gambella Region on 11 December 2018.

KEY MESSAGES

- Education in emergencies and protracted crises (EiE) is evolving as a priority of an increasing number of foundations after receiving limited attention for many years. The International Education Funders Group has hosted a group on Education in Emergencies for some years. This group took significant steps towards a more purposeful collaboration in 2018.

- Most recently, large grants in support of EiE were announced. In 2017, the MacArthur Foundation awarded a $100 million grant and in 2018, the LEGO Foundation awarded $100 million to education in emergencies to address forced displacement. Each one of these grants is about as large as the total estimated EiE funding of from all foundations for the last two years of 2015-2016.

- EiE is an important theme for several major foundations but not the only focus of their work, according to a recent survey of international education funders. New foundations are entering the EiE sector. Funding for EiE is expected to grow modestly with established EiE funders and may increase with some large entrants from foundations previously not involved in the space.

- Overall, foundation grantmaking to EiE increased slightly between 2008 and 2016, the years for which data was available. Total contributions are estimated to be US$294.5 million over the past 9 years. While this is a significant amount, it remains small compared to official contributions from bilateral government and multilateral donors (later referred to as "official donors"), who invested about 90 times as much in EiE over the same time.

- About 5.4 percent of all foundation funding to countries in emergencies went to education. This is above the global target of 4 per cent and above the actual proportion of 3.9 per cent of education funding as a share of humanitarian aid.

- Foundations gave on average 39 per cent of funding directly to local recipients and not through international organizations. This exceeds the 25 per cent target for humanitarian aid under the Grand Bargain commitment at the World Humanitarian Summit.

- Compared to official donors, foundations granted relatively more funds to secondary and early childhood education. Other priorities included "Child educational development" for children of all ages to foster social, emotional and intellectual growth; educational services; and equal-opportunity education.

- Most EiE funding supported programme development, followed by policy, advocacy and systems reform and individual development (stipends, loans, etc.). A growing number of grants are dedicated to unrestricted general support and also for research and evaluation. These priorities in giving modalities are in line with recent developments in humanitarian finance to provide less earmarked funding, invest in data and evidence-driven programme management, and support broader systems reform and collaboration.

INTRODUCTION

Seventy-five million children and youth, who are affected by conflict and war, natural disaster, and forced displacement are in desperate need of educational support. They are in danger of or already missing out on their education. Access to education is most at risk during emergencies, and it is also the exact time when it is needed the most.

Education in emergencies and protracted crises (EiE) is an investment in future generations. The economic returns for investing in education in emergencies are significant. Failure to progress on education for children and youth affected by crises will undermine efforts to

achieve the Sustainable Development Goals (SDGs), especially SDG4, which strives for universal, equitable education for all children by 2030.

When children are in school during crisis they are better protected, healthier, and have greater access to life-saving services. Children who receive quality education go on to help create more stable and peaceful societies in the longer-term, as they are less exposed to groups resorting to violence. Lack of a timely education response in crisis often perpetuates cycles of forced displacement, protection risks for affected populations, poverty, hunger and inequality. Education can reverse

Photo below: UNICEF Ethiopia/2018/Mersha

this negative cycle and perpetuate a virtuous cycle where a more educated public supports greater public goods, where poverty reduction reduces migration, and where economic and social empowerment end disenfranchisement and build a peaceful society.

Foundations play an important role in funding education in emergencies and protracted crises and EIE is becoming more of a priority for large funders. In 2017, the MacArthur Foundation awarded a $100 million grant to Sesame Workshop and International Rescue Committee (IRC) to educate young children displaced by conflict and persecution in the Middle East.[1] In 2018, the LEGO Foundation granted $100 million to Sesame Workshop to bring the power of learning through play to children affected by the Rohingya and Syrian refugee crises.[2] Each one of these grants is about as large as the total estimated EiE funding of $98.7 million from all foundations for the last two years of 2015-2016.

EiE is also emerging as a strategic priority for more and more foundations after receiving limited attention for many years. The International Education Funders Group has hosted a group on Education in Emergencies for some years, but took significant steps towards a more purposeful collaboration in 2018. Participating foundations share the goal of successful achievement of SDG4 on education and the belief that equitable and inclusive education cannot be achieved if we leave millions of displaced learners behind.

They aim to prioritize displaced learners and work towards strengthening access and learning outcomes for refugees, Internally Displaced People (IDPs), asylum seekers, and people on the move.

Education Cannot Wait (ECW) works to align foundation funding with education priorities at the humanitarian and development nexus and coordinates EiE funding in the field. International humanitarian and development aid actors, along with public and private donors launched ECW, the global fund for education in emergencies, to address the funding gap for EiE. ECW leverages foundation funding to help foundations materialize investment opportunities in humanitarian situations.[3] ECW designs its investments to usher in a more collaborative approach among actors on the ground, ensuring relief and development organizations join forces to achieve collective education outcomes.

This study aims at providing a better understanding of foundations' engagement on education in emergencies and protracted crises. It analyses past foundation funding and looks at funding priorities. It provides insights into some larger funders' plans for investments in the near future. It also compares foundation funding to the broader landscape of aid coming from official donors (traditional bilateral Development Assistance Committee (DAC) donors, multilateral donors, and non-traditional bilateral donors).

1. McArthur Foundation. Press Release, December 20, 2017. https://www. macfound.org/press/press-releases/sesame-workshop-and-international- rescue-committee-awarded-100-million-early-childhood-education- syrian-refugees/

2. LEGO Foundation. Press Release, December 5, 2018. https://www. legofoundation.com/en/about-us/news/the-lego-foundation-awards-100- million-to-sesame-workshop-to-bring-the-power-of-learning-through- play-to-children-affected-by-the-rohingya-and-syrian-refugee-crises/

3. Oversees Development Institute. Education Cannot Wait - Proposing a fund for education in emergencies. May 2016

BOX 1: HOW TO READ THE DATA

The ECW Secretariat developed the methodology for this policy brief. The policy brief defines giving for education in emergencies and protracted crises (EiE) as grants from foundations and development assistance from official donors given to education in countries in emergencies, that means countries that had a humanitarian or refugee response plan or appeal in an "emergency year." Some countries – such as Afghanistan, Central African Republic, Chad, Democratic Republic of the Congo, Palestine, Somalia, Sudan and Yemen – were emergency countries during all years of 2008-2016. Other countries were emergency countries only for a few years, and education funding during only these emergency years was counted (see Figure 1). This means, not all foundations may think of this or call this education in emergency funding but it was counted as it went to education in a country in an emergency.

This definition may overestimate funding where countries experience an emergency only part of the

year or when only a limited geography of a country is affected, for example in subnational conflict such as what is currently happening in Nigeria or the Ukraine. Also, it may overestimate funding when only a limited population is affected. Therefore, for displacement, the study only counts foundation funding targeted to displaced people, but counts all official donor funding due to a lack of a displacement marker in the OECD Country Reporting System (CRS) dataset.

For foundations, the main dataset is built off the Candid's database of more than 140,000 grantmakers as of November 27, 2018. This database underestimates foundation funding because not all foundations make their grantmaking public and do not share their funding figures with Candid. Candid tracks more than 140,000 grantmakers, but the majority is US-based and only recently more international grantmakers were integrated in the reporting. To mitigate this lack of information,

Figure 1: Heatmap of emergency countries, 2008-2016

Emergency years

1   9
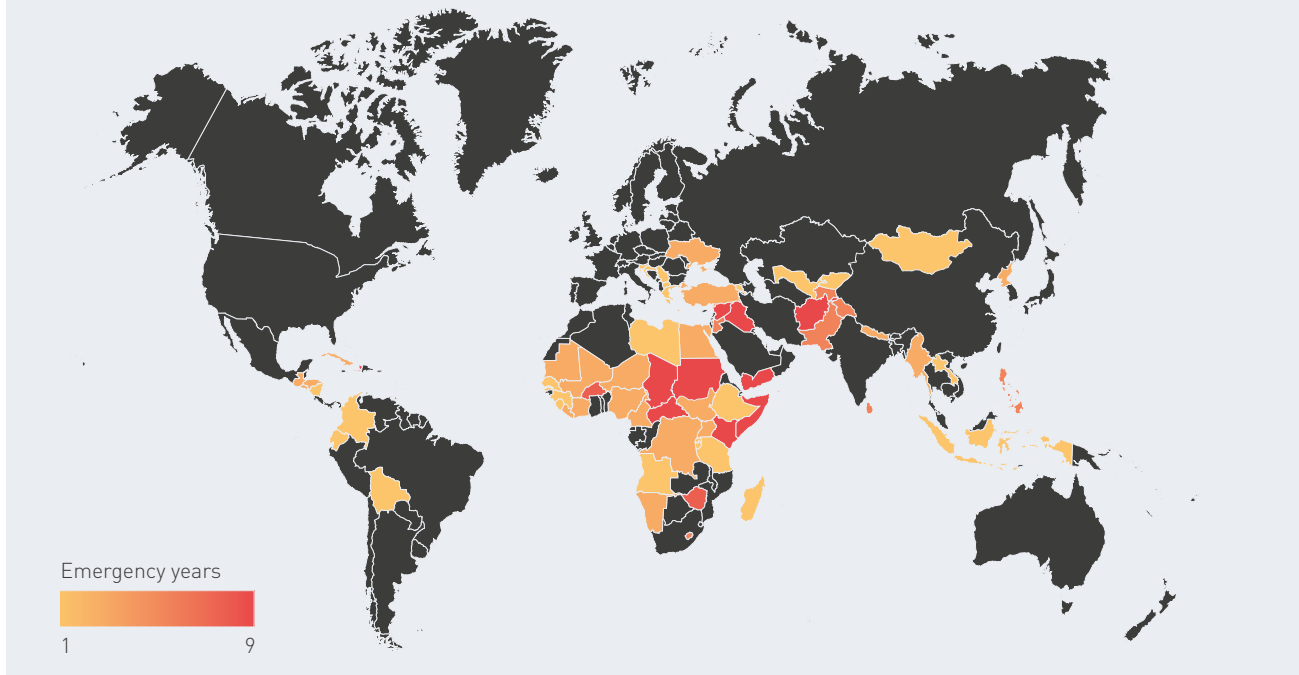
the ECW Secretariat contacted known EiE funders whose data was not included in Candid to collect their data individually. Dubai Cares, Jacobs Foundation, LEGO Foundation, and UBS Optimus Foundation reported their funding estimates individually. For the Children Investment Fund Foundation (CIFF), information was retrieved from its online grant database. Individually reported numbers are included in the overall funding estimate and where detailed enough were included in the estimates of largest recipients. This data did not contain enough information to be included in the more detailed analysis of foundations' priorities and grantmaking modalities. Some of these funders choose not to appear in the list of largest funders. Throughout the study, foundation grantmaking is compared to funding from official donors. Information on official donors was retrieved from the OECD Creditor Reporting System (CRS) database. The data includes gross disbursements at current prices from Development Assistance Committee (DAC) Countries, Multilaterals, Non-DAC Countries Official Development Assistance (ODA), and Other Official Flows (OOF).

In early 2019, Porticus and the International Education Funders Group (IEFG) surveyed the main international education funders and received replies from 18 foundations (referred to as the "Foundations Survey" in this policy brief). Information of foundations' strategies and intentions to engage on EIE in the future is summarized from this survey, without identifying any individual foundation.

A more detailed discussion of the methodology is included in the Annex on page 28.

THE BIG PICTURE: FOUNDATIONS' GRANTMAKING IS INCREASING

In total, foundations provided US$294.5 million to EiE between 2008-2016. The largest amount, US$213.2 million, went to countries affected by conflict, the second largest amount, US$77.2 million, went to countries affected by natural disaster, and US$12.7 million went to education interventions for displaced people in countries affected by forced displacement.

By comparison, total EiE funding from official bilateral and multilateral donors was US$26.3 billion, or about 90 times more than foundation funding for 2008-2016. The largest amount, US$12.7 billion went to countries in conflict. US$6.4 billion for EiE were disbursed to countries with natural disaster and US$6.3 billion to countries affected by displacement.[5]

Based on data for 1000 large foundations[6] and foundations contacted individually, grantmaking significantly increased over 9 years (see Figure 2). The average annual amount foundations granted was between US$102,211 and US$316,995. The average amount increased over time.

Official donor funding to EiE also increased over the same period, from about US$1.5 billion in 2008 to US$4.5 billion in 2016 (Figure 3). The largest amount of funding was provided by bilateral DAC government donors, followed by multilateral donors.

Figure 2: Trends in foundations' EiE funding 2008-2016 based on grantmaking of 1000 large foundations and individually reporting foundations

— Total amount to EIE in US$ millions
— Average amount per Grant in US$ thousands

$R^2 = 0.2165$

$R^2 = 0.2257$
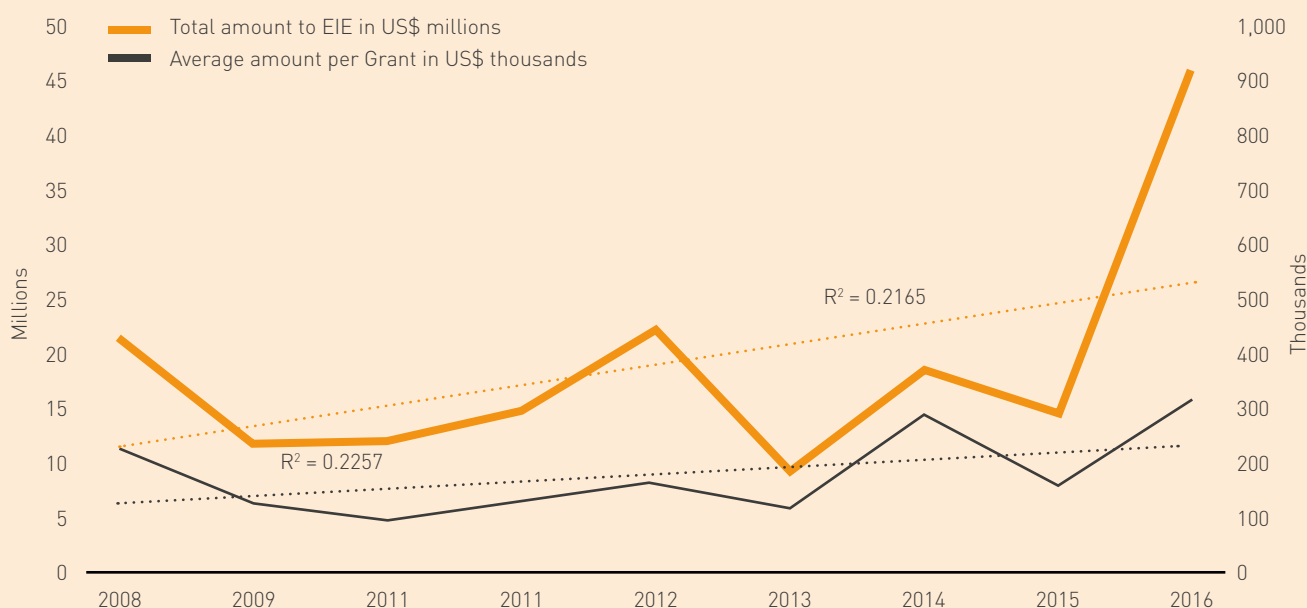
5. Note: Some countries were affected by multiple emergencies at the same time. The amounts for conflict, natural disaster, displacement and epidemic are therefore larger than the total contribution to EiE.

6. Timeline is based on funding of 1000 of the largest U.S. foundations only because the number of foundations, in particular non-U.S. donors and smaller U.S. foundations, reporting increased over time.

Figure 3: Aid from official donors to EiE, 2008-2016

Legend:
- DAC Countries
- Multilaterals
- Non-DAC Countries

Y-axis: 5.0 b, 4.5 b, 4.0 b, 3.5 b, 3.0 b, 2.5 b, 2.0 b, 1.5 b, 1.0 b, 0.5 b, 0.0 b

X-axis: 2008, 2009, 2011, 2011, 2012, 2013, 2014, 2015, 2016
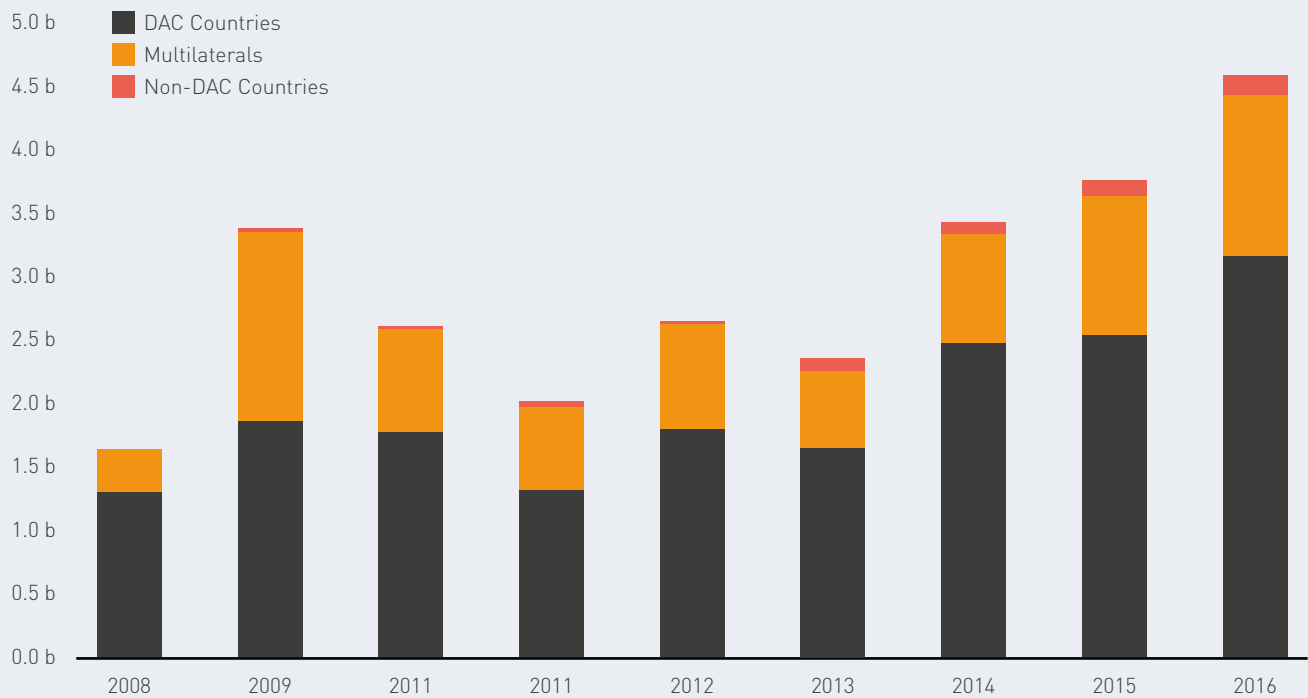
The largest share, 56.9 per cent of foundations' EiE grantmaking went to Sub-Saharan Africa; the second largest share, 16.9 percent of funding, went to Asia and the Pacific, and the third largest amount, 9.4 percent of funding, went to the Caribbean (Figure 4).

The Foundations Survey revealed that among major funders, there is little overlap in the list of target countries except for Syria, Jordan, and Lebanon.

Figure 4: Foundations' EiE giving by region

- Sub-Saharan Africa, 149.0
- Asia & Pacific, 44.2m
- Caribbean, 28.8 m
- North Africa & Middle East, 24.5 m
- Latin America, 14.7 m
- Eastern Europe, Central Asia, & Russia, 2.0 m
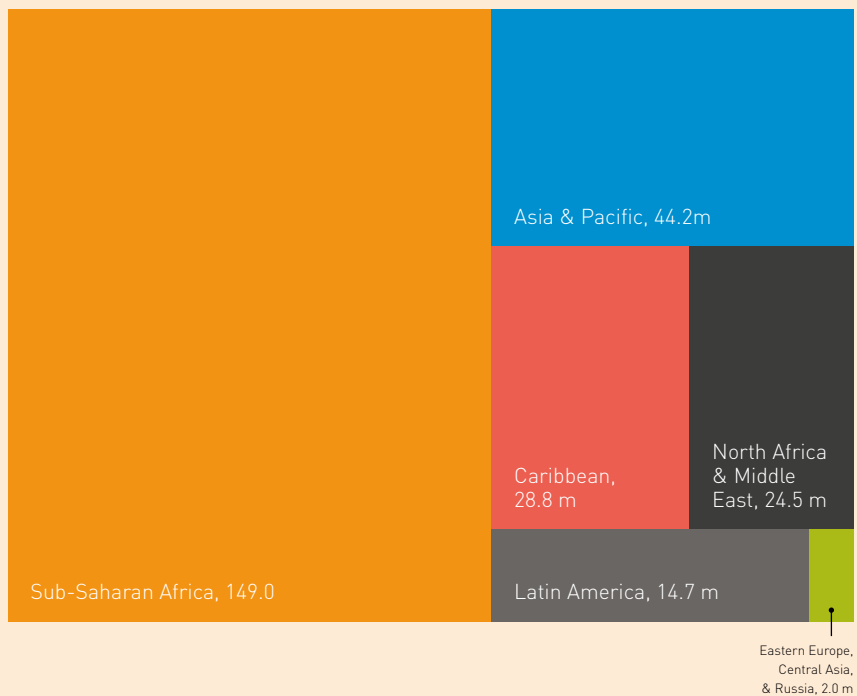
FORWARD LOOK: EDUCATION BECOMES A PRIORITY

According to the Foundations Survey, major EiE funders tend to approach EiE as an important theme within their work, but it is not their only focus or purpose. Out of 18 foundations, currently 10 have a program or portfolio focused on EiE (Figure 5).

Foundation engagement in EiE is expanding. In addition to the 10 foundations already engaged in EiE, five important new players are developing or have very recently developed EiE-focused programs.

Funding is expected to grow modestly among established players, but with some very large new sector entrants. One of the 18 foundations expects to grow its EiE funding significantly (Figure 6).

Foundations focus on EiE for a variety of reasons such as funding needs, geography, and theme but many highlight working with the most marginalized, vulnerable and underserved as a key motivation.

Foundations tend to cluster around various combinations of four major themes: Global and cultural issues; society and sustainability; learning through play; and whole child – socio-emotional skills.

Foundations find a broad set of learning outcomes important and take a holistic view on child development. Foundations listed literacy and numeracy, language development, STEM,[7] resilience, and wider life skills such as empathy, leadership, teamwork, conscientiousness, and creativity as key goals for their programs.

Figure 5: Do you have a program or portfolio focused on EIE?
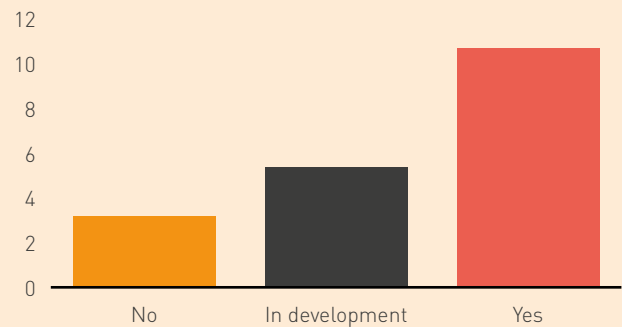
Figure 6: Is your funding for EiE likely to …

7. Science, technology, engineering, and mathematics.
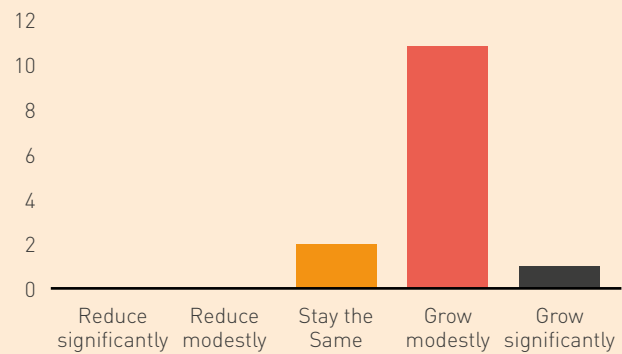
For a majority of foundations, coordination is important. Most of the foundations responded that they "sometimes" or "often" co-fund (Figure 7). Foundations collectively work with all types of grantees, but approaches vary significantly between individual foundations. A small number of grantees receive contributions from several of the surveyed foundations; most do not.

Around half of the foundations engage with international funding mechanisms. Half do not.

Some foundations align with collective objectives. 10 out of 15, align their work with the SDGs but do not report against the SDGs (Figure 8). Only 3 out of 15 foundations do not align their work with SDG4.

Figure 7: Do you co-fund?
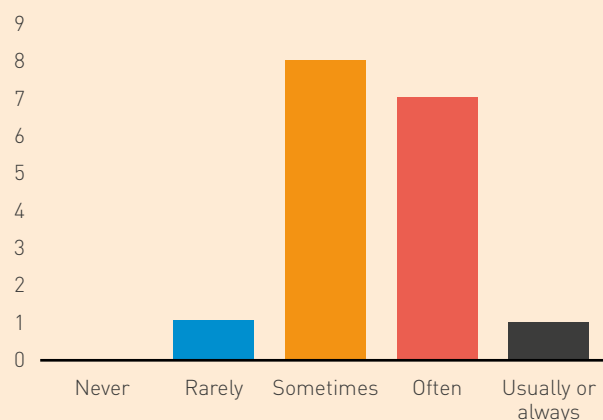
Figure 8: Do you align your EiE work with the UN Sustainable Development Goals?

We do not actively align our work with SDG4 but we are familiar with the goals
7%

tdb
7%

Yes, and we externally report data against them
0%

Not really or no
20%

Yes, but we don't report data against them
67%
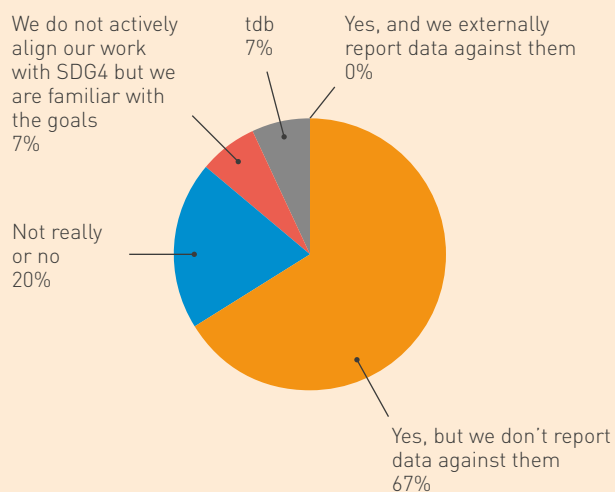
EIE FUNDING COMPARISONS

Education in emergencies and protracted crises is underfunded relative to other sectors. It received only 3.9 percent of total humanitarian funding in 2017.[8] The overview in Table 1 shows that foundations' EiE funding is 5.4 per cent of all funding to countries in emergencies and 5.5 per cent of all education funding to low- and middle-income countries. The details are explained below.

COMPARED TO TOTAL EMERGENCY FUNDING

From 2008 to 2016 on average about 5.4 per cent of total foundation grantmaking to countries in emergencies went to the education sector (Figure 9). This number fluctuated widely, between 3.0 per cent and 9.3 per cent.

Over time, there is a slight downward trend in the share of EiE funding.

Table 1: Foundations' EiE funding compared to total emergency funding and education funding

	WORLD	LOW- AND MIDDLE-INCOME COUNTRIES	EMERGENCY COUNTRIES
TOTAL FOUNDATION FUNDING	405.8 billion	30.5 billion	4.9 billion
	0.06%	0.9%	5.4%
FOUNDATION EDUCATION FUNDING		4.7 billion	261.8 million
		5.5%	

The percentages refer to foundations' EiE funding as a share of foundations funding to all sectors and/or more countries.

Figure 9: Grantmaking by foundations to EiE as a percentage of total grantmaking to emergency countries for all sectors

8.4%
R² = 0.0692
9.3%
7.7%
6.6%
6.2%
4.6% 4.5%
Average: 5.4%
4.0%
3.0%

2008 2009 2011 2011 2012 2013 2014 2015 2016
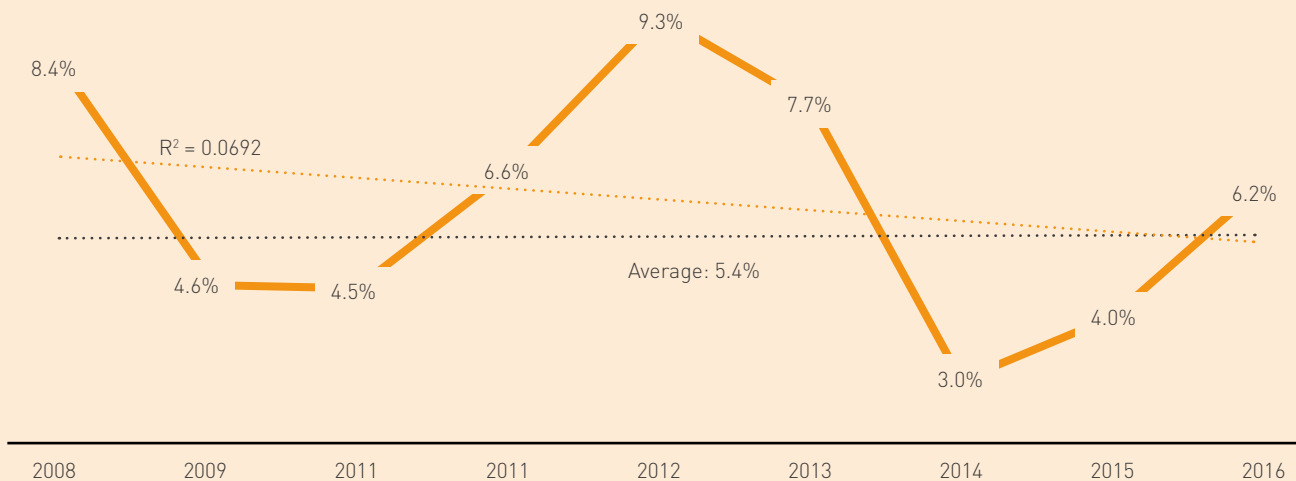
8. UNICEF Annual Results Report Education 2017, page 85

Figure 10: EIE as a percentage of total official aid to emergency countries to all sectors

8.5%

6.6%

5.3%   5.7%

5.2%

5.4%

4.6%

Average: 5.5%

4.4%

4.8%

R² = 0.01738

2008   2009   2011   2011   2012   2013   2014   2015   2016
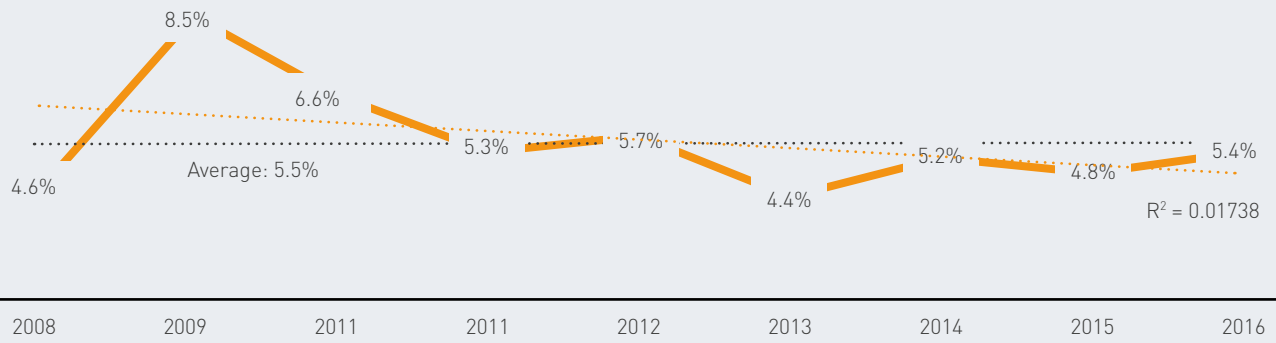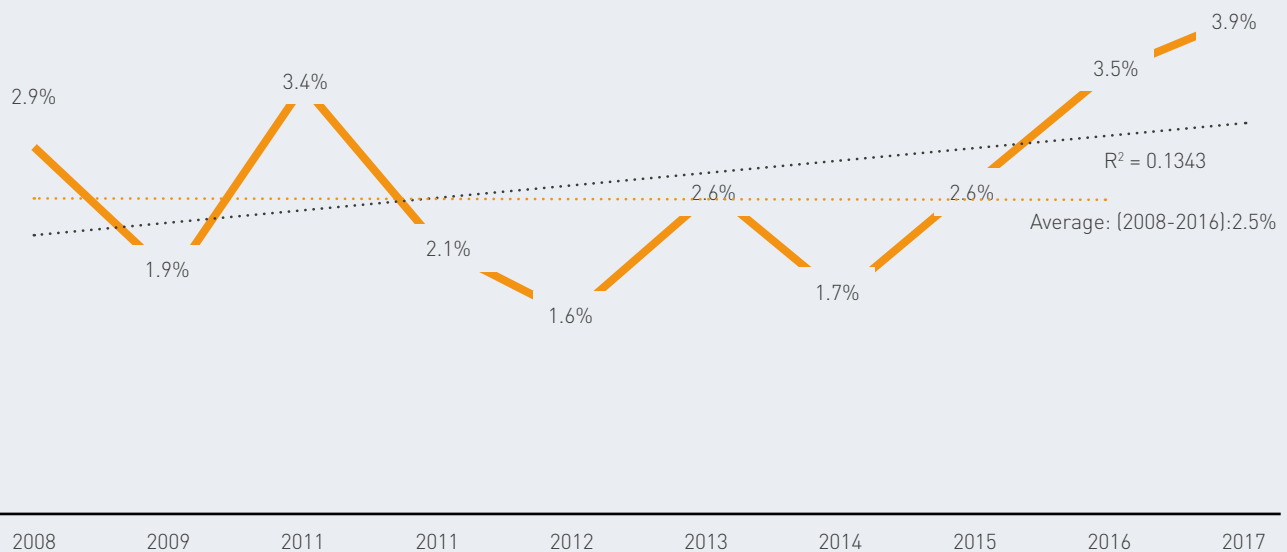
Figure 11: Education in global humanitarian funding

The average share of education funding to total aid is similar across official donors and foundations, when applying the same methodology.

The share of EiE funding can be determined based on official aid and humanitarian aid:

- Official donors on average provide 5.5 per cent of their aid to emergency countries to education (Figure 10), which compares to 5.4 per cent for foundations. This figure decreased for both official donors and for foundations between 2008 and 2016.

- Humanitarian donors on average provided between 1.6 per cent and 3.5 per cent of humanitarian aid to education between 2008 and 2016 according to UNOCHA Financial Tracking System (FTS) data (Figure 11). 9 Foundations provide a higher share of their funding to countries in Emergencies to education.[9]

There is a widely agreed goal, that education funding should exceed 4 per cent of total humanitarian aid.[10] ECW aims at increasing the overall annual funding to EiE to 4.2 per cent of global humanitarian funding.[11] Foundation giving exceeded this goal on average and for each year except for 2014.

COMPARED TO TOTAL EDUCATION FUNDING

Foundations on average provided 5.5 per cent of their education funding for low-and middle-income countries to emergency countries for 2008-2016 (Figure 12). The share of EiE funding to total education funding again fluctuated widely over the years and decreased slightly. Compared to total foundation funding to education worldwide, average foundation contributions to EiE were only 0.06 percent. This shows the still nascent role of foundations in financing education EiE compared to education funding to high-income countries.

Official donors invest a much larger share than foundations and an increasing share of their education budgets in EiE. Their share of education funding to countries in emergencies as a share of total education aid in average was 21.6 per cent for 2008-2016 (Figure 13). EiE gained much higher priority among official donors as this ratio almost doubled from 14 per cent in 2008 to 33 per cent in 2016.

Figure 12: Grantmaking by foundations to EiE as a percentage of grantmaking to education in low- and middle-income countries

7.1%

R² = 0.063

7.7%

9.0%

7.9%

3.2%

4.7%

Average: 5.5%

4.8%

5.0%

3.6%

| 2008 | 2009 | 2011 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
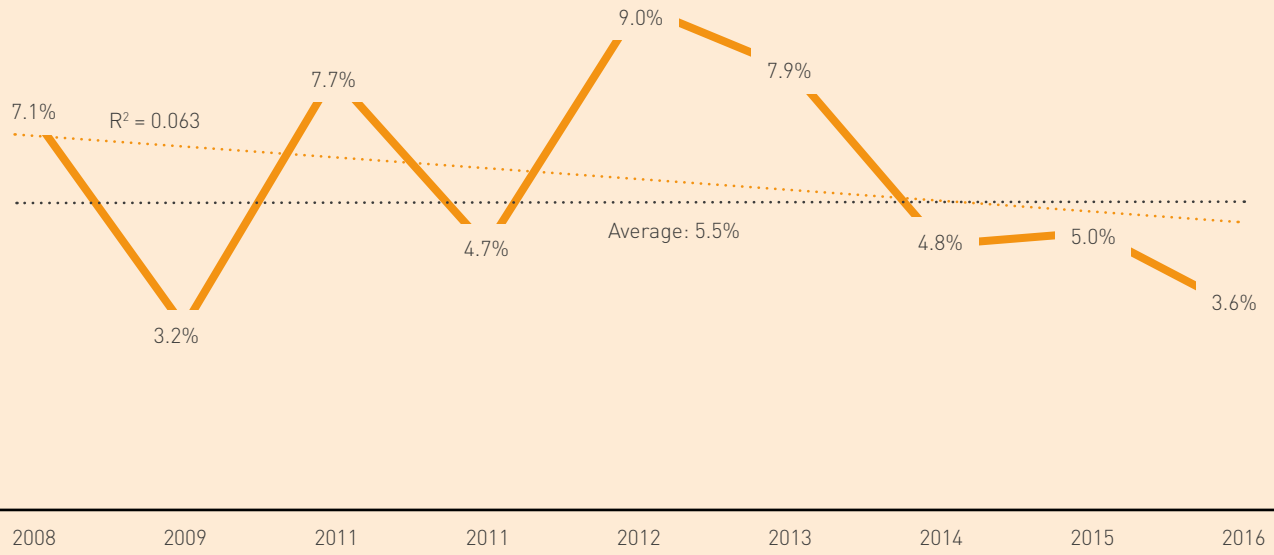
Figure 13: EIE as a percentage of total education aid by official donors

24%

R² = 0.5736

31%

33%

17%

18%

25%

14%

14%

18%

Average: 21.6%

| 2008 | 2009 | 2011 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
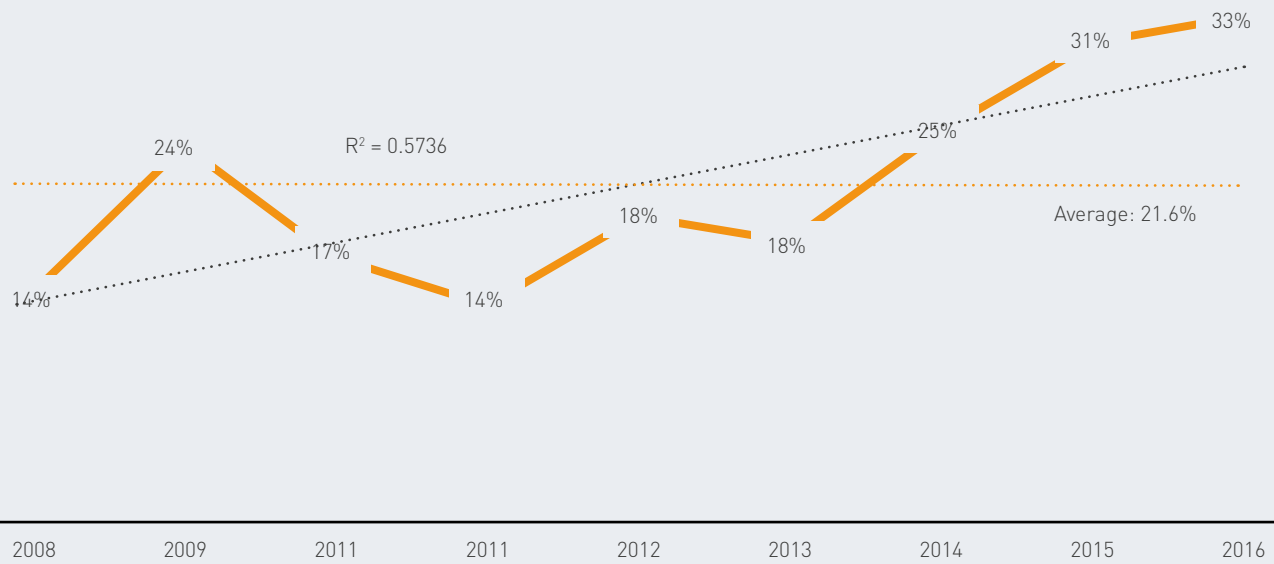
9. UNESCO Global Education Monitoring Report (GEM) 2017/8, pages 274-275,
    ECW Results Report 2018, page 16.

10. Ibid

11. ECW Strategic Plan 2018-2021, page 32

BOX 2: CLOSE LOOK AT OFFICIAL DONORS EDUCATION ALLOCATION IN EMERGENCIES

Official donors allocate a much larger share of education funding to emergency countries. However, this does not mean that donors focus in emergencies more on education.

For 59 countries that had emergency years and non-emergency years between 2008 and 2016, we compare average emergency and non-emergency funding levels.

Out of these 59 countries, the majority or 34 countries, received more education funding in non-emergency years and the minority, or only 25 countries, received more education funding in emergency years. The opposite occurs in all sectors.

Of the 59 countries with emergency years, 35 countries received more aid in emergency years and only 24 countries received more funding in non-emergency years. This is an indication that in emergencies donors do not focus on education but rather on other sectors.

A similar picture emerges when comparing the averages of emergency and non-emergency year funding across countries. On average, education funding in emergency years was only 0.3 percent higher than in non-emergency years. However, total aid in emergency years was 32.3 percent higher on average than in non-emergency years.

Figure 14: Average disbursements in emergency and non-emergency years from official donors
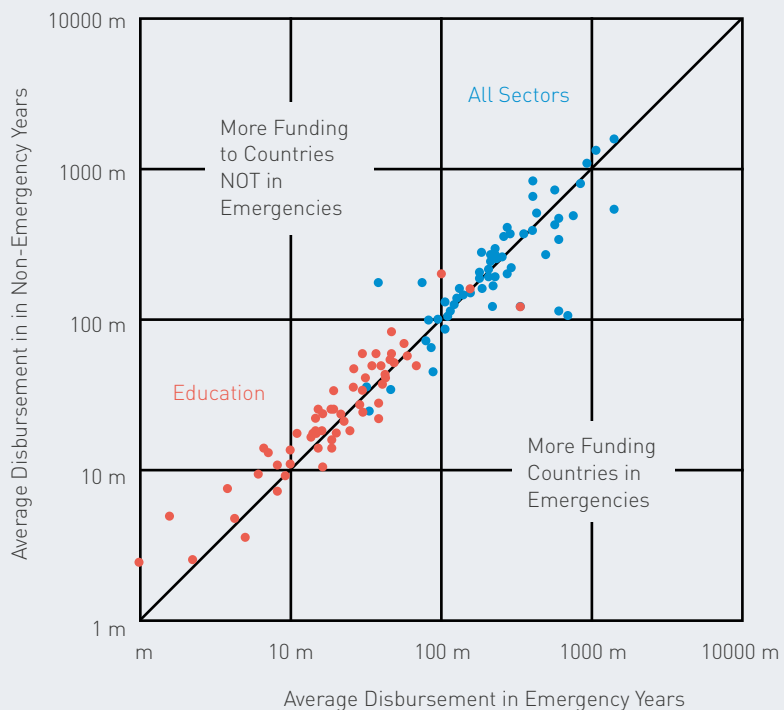
TOP EIE FUNDERS

According to Candid data and data from a few foundations that provided their funding figures for this report, the Mastercard Foundation, Dubai Cares and Comic Relief were the largest EiE funders 2008-2016 with Dubai Cares emerging as the largest funder, followed by Comic Relief and the MacArthur Foundation over the last three years. It should be noted, that this list of funders is incomplete and does not contain data on some funders, most of them from Europe.

Over the next few years, this list of largest funders is likely to change. As mentioned already, the MacArthur Foundation and LEGO Foundation awarded $100 million grants to EiE in 2017 and 2018. The Bill and Melinda Gates Foundation, for the first time announced that it plans to invest not only in US but also in global education.[12]

The average grant amount was small for most foundations. Average grant amounts were US$404,649 for the largest 20 funders and US$76,788 for all funders. Average foundation grantmaking to EiE was US$8.1 million per year for the largest 20 funders and

Figure 15: Largest foundation EiE funders. Cumulative contributions for the years 2008-2016

12. https://www.gatesfoundation.org/What-We-Do/Global-Policy/Global-Education-Program
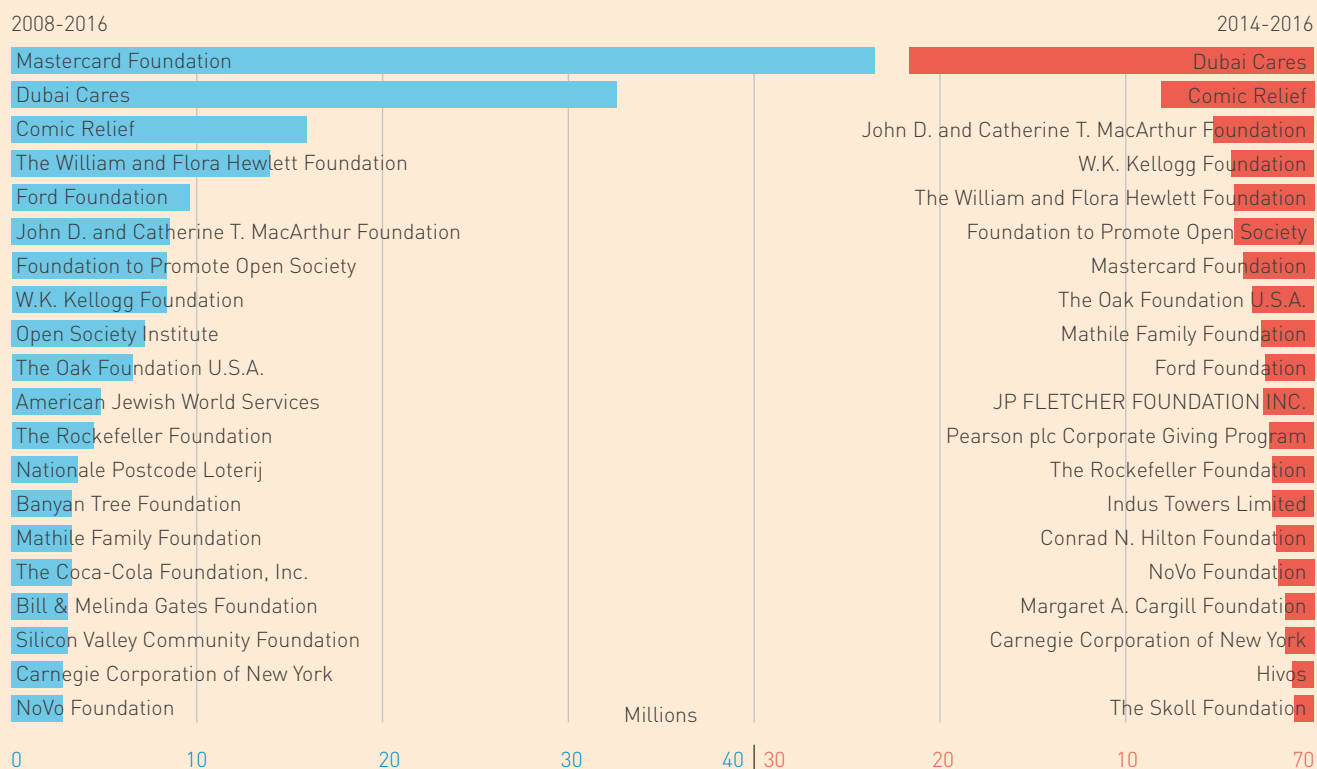
US$320,089 for all funders. A select few foundations made average grants of more than US$1 million to EiE: three foundations over the period of nine years and four over the period of the last three years (Figure 16).

Among official donors, the World Bank Group, the United States of America, and Germany were the largest funders of EiE (Figure 17). Expectedly, official donors are much larger players than foundations in this space.

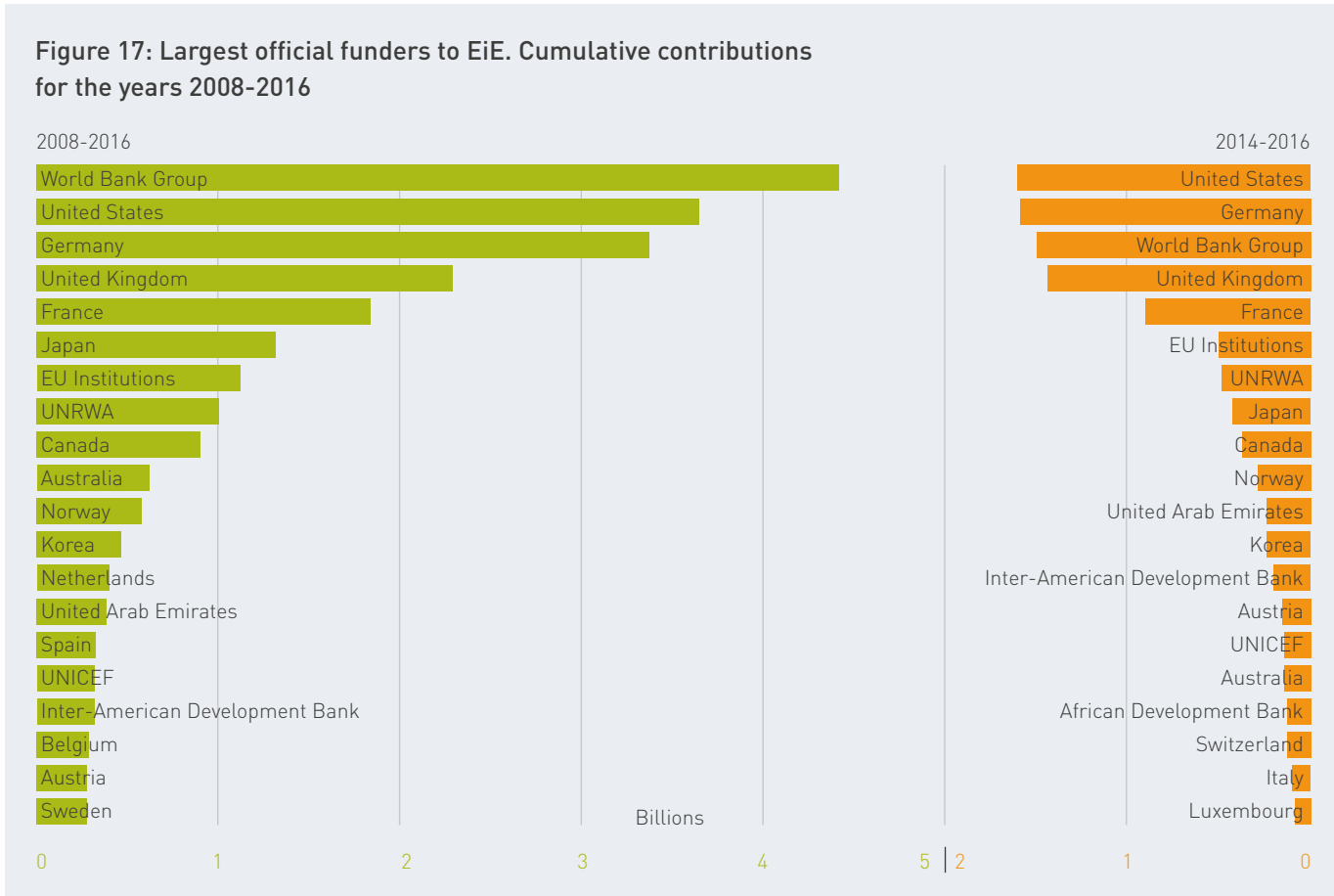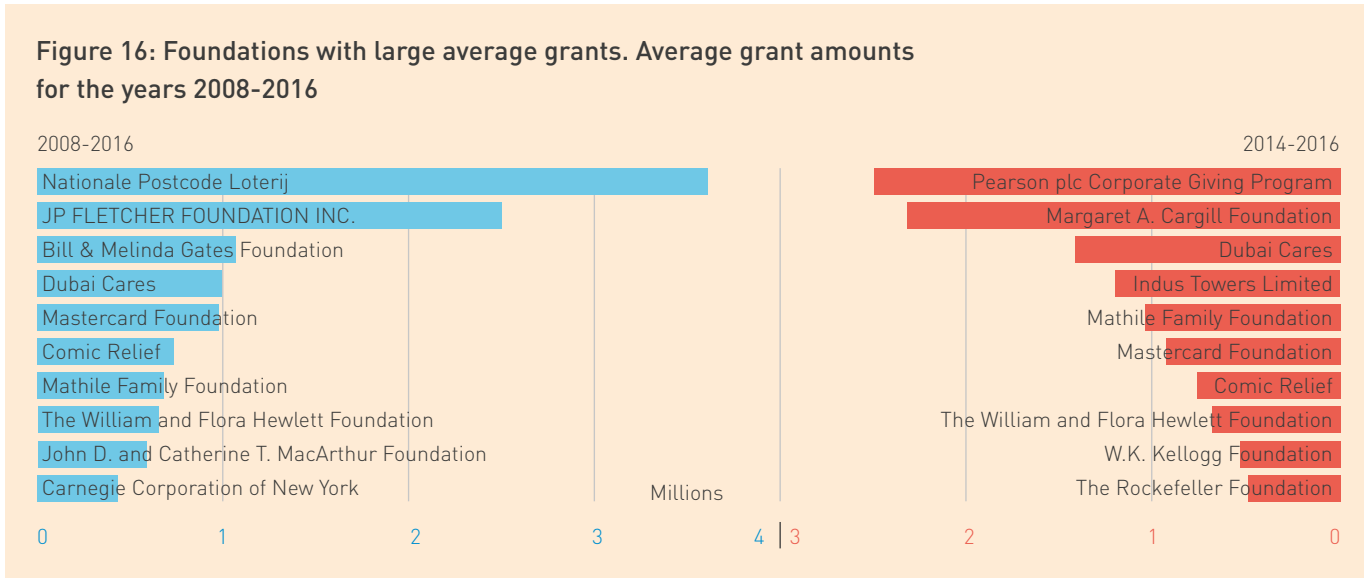## Figure 16: Foundations with large average grants. Average grant amounts for the years 2008-2016

2008-2016

Foundation
Nationale Postcode Loterij
JP FLETCHER FOUNDATION INC.
Bill & Melinda Gates Foundation
Dubai Cares
Mastercard Foundation
Comic Relief
Mathile Family Foundation
The William and Flora Hewlett Foundation
John D. and Catherine T. MacArthur Foundation
Carnegie Corporation of New York

Millions

0   1   2   3   4 | 3

2014-2016

Foundation
Pearson plc Corporate Giving Program
Margaret A. Cargill Foundation
Dubai Cares
Indus Towers Limited
Mathile Family Foundation
Mastercard Foundation
Comic Relief
The William and Flora Hewlett Foundation
W.K. Kellogg Foundation
The Rockefeller Foundation

2   1   0

Figure 17: Largest official funders to EiE. Cumulative contributions for the years 2008-2016

2008-2016

Funder
World Bank Group
United States
Germany
United Kingdom
France
Japan
EU Institutions
UNRWA
Canada
Australia
Norway
Korea
Netherlands
United Arab Emirates
Spain
UNICEF
Inter-American Development Bank
Belgium
Austria
Sweden

Billions

0   1   2   3   4   5 | 2

2014-2016

Funder
United States
Germany
World Bank Group
United Kingdom
France
EU Institutions
UNRWA
Japan
Canada
Norway
United Arab Emirates
Korea
Inter-American Development Bank
Austria
UNICEF
Australia
African Development Bank
Switzerland
Italy
Luxembourg

1   0

RECIPIENTS OF EIE GRANTS AND LOCALIZATION AGENDA

Figure 18: Largest recipients of foundations' EiE grants, 2008-2016
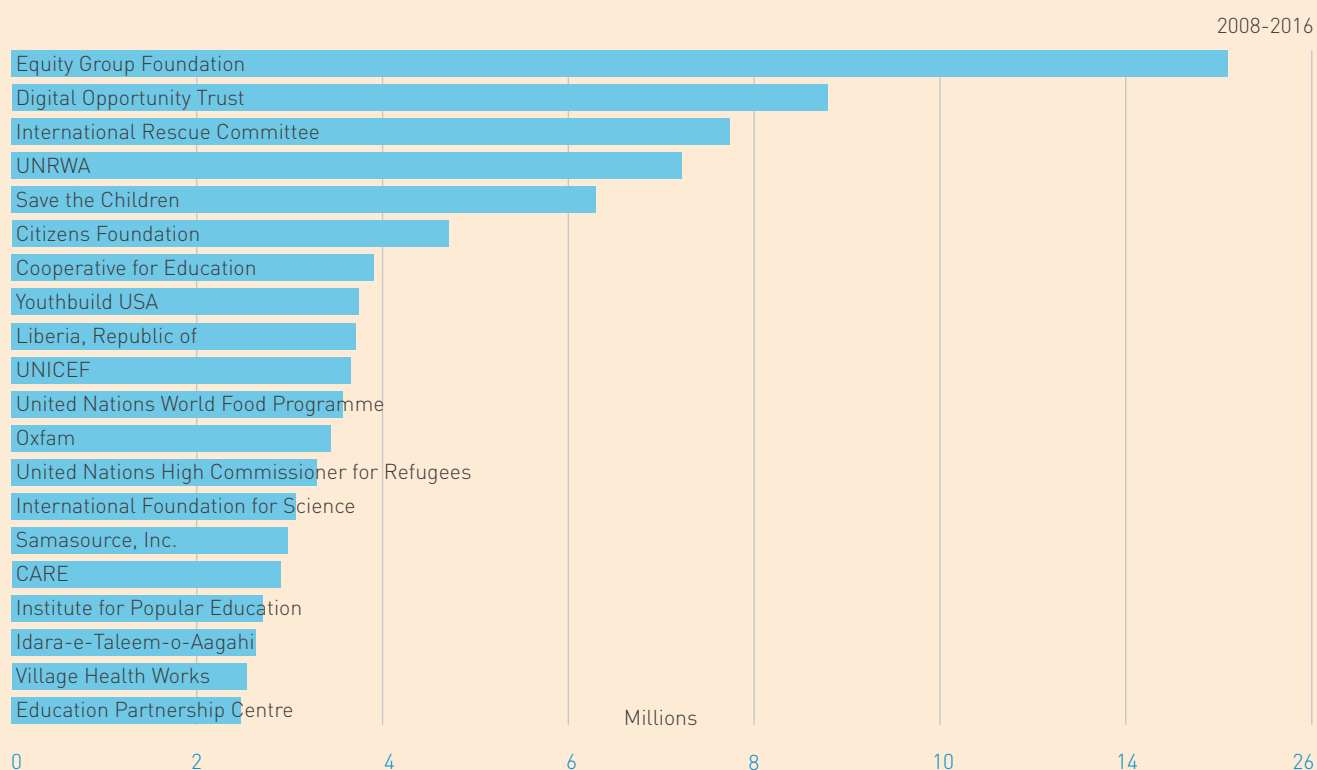
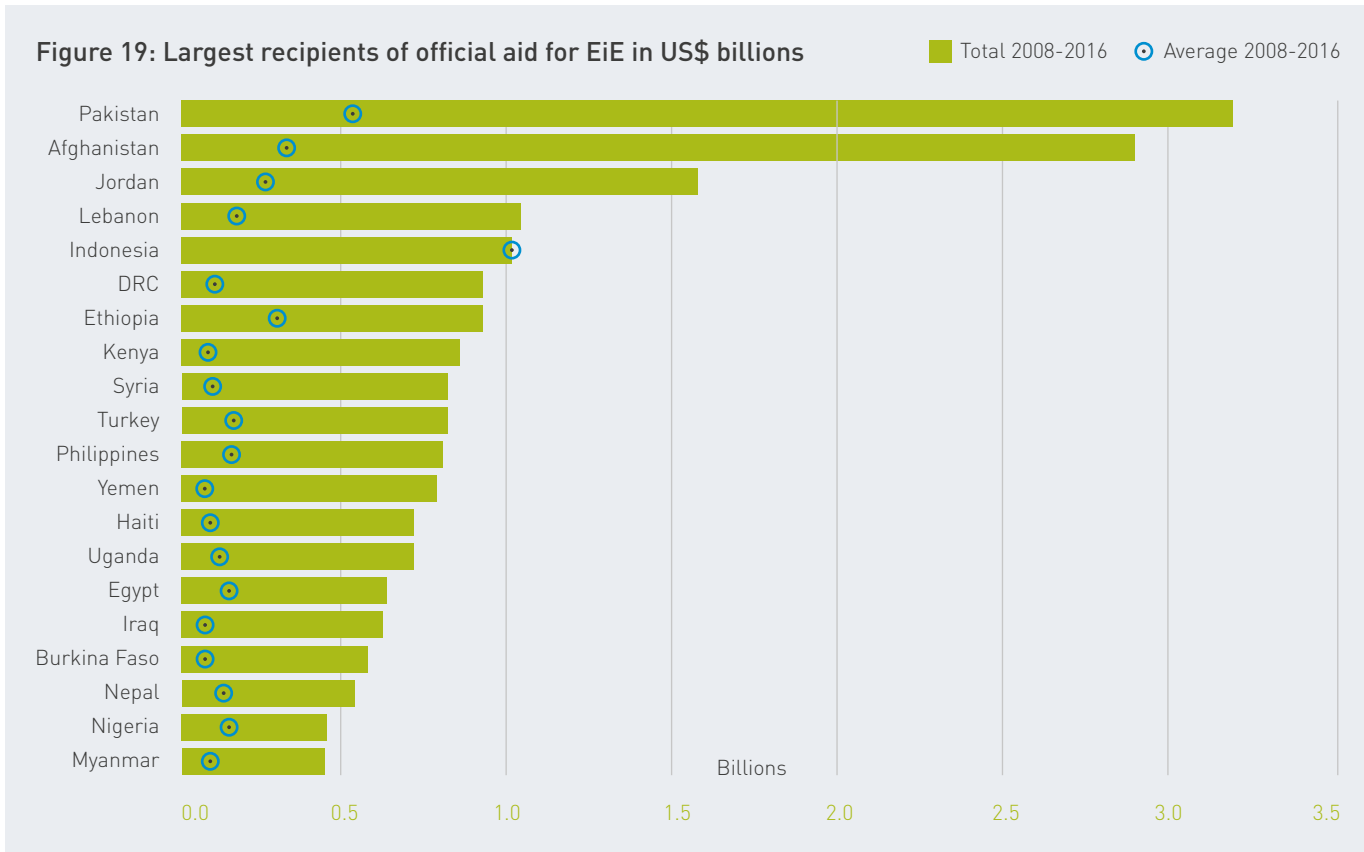The largest recipients of EiE grants from foundations 2008-2016 were the Kenyan Equity Group Foundation (US$15 million), Digital Opportunity Trust Canada (US$10 million), and the International Rescue Committee (US$8.9 million) (Figure 18).

The largest recipient countries of official aid to EiE were Pakistan with US$3.2 billion and Afghanistan with US$2.9 billion over 9 years (Figure 19). The largest annual amount received was US$1 billion to Indonesia in 2009. Other average annual amounts were US$500 million and less per year and country.

Aid organizations committed to provide 25 per cent of global humanitarian funding to local responders by 2020 under the Grand bargain.[13] There is an increasing recognition of the contribution of local actors to humanitarian and development assistance. Local actors can facilitate an improved emergency response, since they are close to the crisis and can act with speed, have local access, and bring strong knowledge of local circumstances, politics and culture.

13. The Grand Bargain – A Shared Commitment to Better Serve People in Need, 2016

Figure 19: Largest recipients of official aid for EiE in US$ billions

Legend: ■ Total 2008-2016   ⊙ Average 2008-2016

Country	Total 2008-2016 (Billions)
Pakistan	3.2
Afghanistan	2.9
Jordan	1.55
Lebanon	1.05
Indonesia	1.0
DRC	0.9
Ethiopia	0.9
Kenya	0.85
Syria	0.8
Turkey	0.8
Philippines	0.8
Yemen	0.78
Haiti	0.7
Uganda	0.7
Egypt	0.62
Iraq	0.62
Burkina Faso	0.57
Nepal	0.52
Nigeria	0.45
Myanmar	0.43

Billions: 0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5

Foundation giving[14] exceeded the 25 per cent Grand Bargain target on localization for all years except 2010 (20 per cent) and 2015 (21 per cent). Over the last nine years, foundations provided an average of 39 per cent of funding to local recipients, far above the target. However, for the last three years, the average share of contributions to local actors decreased slightly to 31 per cent (Figure 20). In addition to providing funding directly to local organizations, a few members of the International Education Funders Group brought up the importance engaging host communities and provide a local voice to education programming.

Figure 20: Share of foundation giving to local recipients

Legend: ■ Funding to Local Recipients   ■ Funding to International Recipients

Period	Funding to Local Recipients
2008-2010	42%
2011-2013	44%
2014-2016	31%
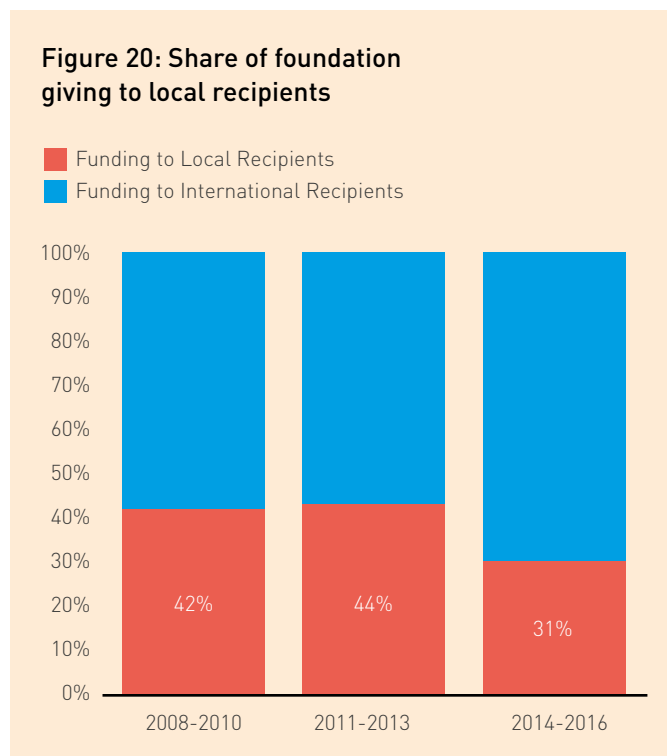
14. Giving was defined as local when the recipient was a local or national NGO or organization (see Annex page 28).
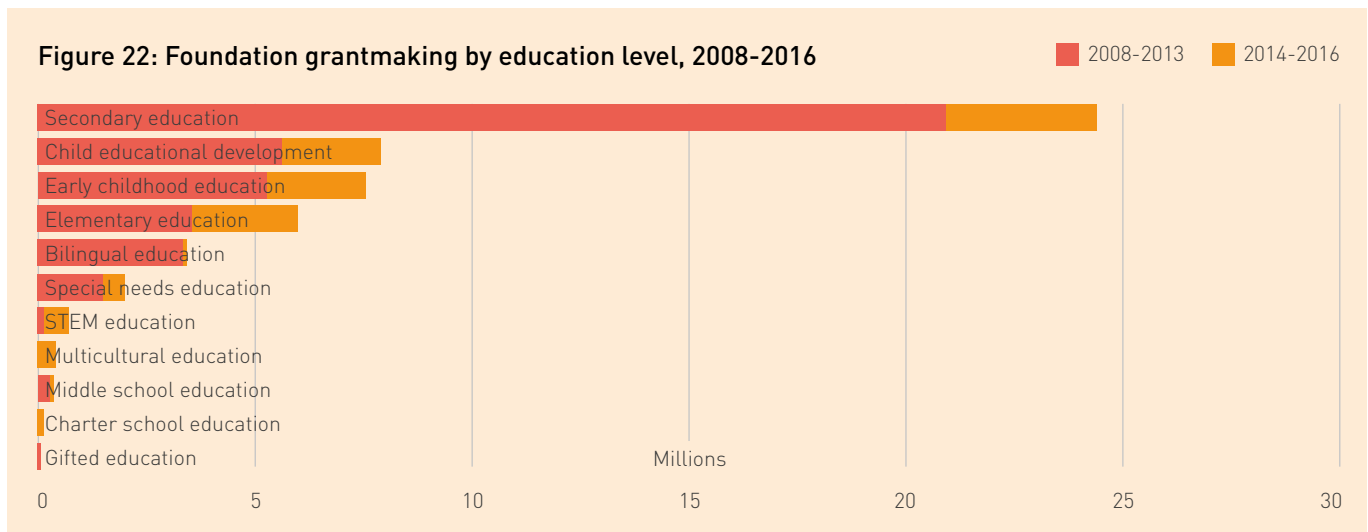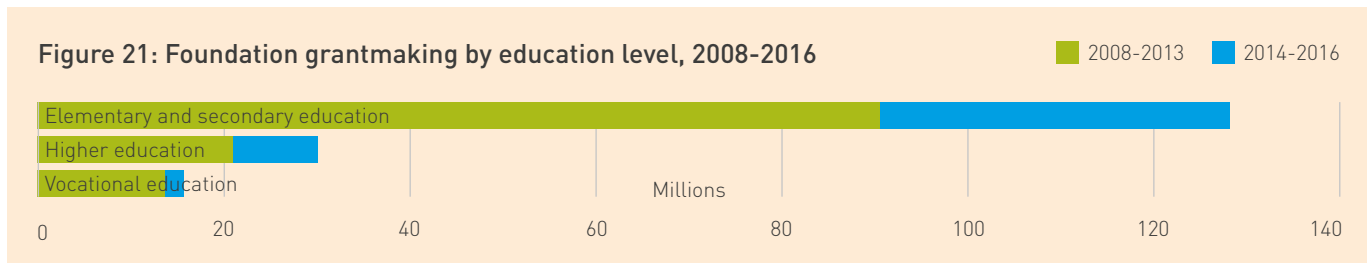
EDUCATION PRIORITIES

According to the Foundations Survey, foundation activity spans the full education age spectrum, but individual foundations vary significantly in their target age range.

Candid data shows that foundations focus on lower levels of education and provided a total of US$128 million to elementary and secondary education in 2008-2016. Higher education received US$30 million and vocational training US$15.4 million (Figure 21).[15] (Other adult education and continuous learning was not included in this study.)

Within the lower education levels bucket, secondary education received by far the largest amount of foundation EiE funding (US$24.4 million for 2008-2016, (Figure 22). However, support to secondary education was slowing down in 2014-2016 with only US$3.5 million in grants. Early childhood education received about a third of this amount (US$7.5 million), while elementary education only received a quarter (US$5.9 million).

A significant share of funding (US$7.5 million for 2008-2016) went to "child educational development,"

Figure 21: Foundation grantmaking by education level, 2008–2016

Legend: 2008-2013, 2014-2016

- Elementary and secondary education
- Higher education
- Vocational education

(Millions — x-axis: 0, 20, 40, 60, 80, 100, 120, 140)

Figure 22: Foundation grantmaking by education level, 2008–2016

Legend: 2008-2013, 2014-2016

- Secondary education
- Child educational development
- Early childhood education
- Elementary education
- Bilingual education
- Special needs education
- STEM education
- Multicultural education
- Middle school education
- Charter school education
- Gifted education

(Millions — x-axis: 0, 5, 10, 15, 20, 25, 30)

15. Not all grants describe the level of education, others support several levels. Therefore, amounts do not add up.

Figure 23: Foundation grantmaking to educational services, equal access and other cross-cutting priorities
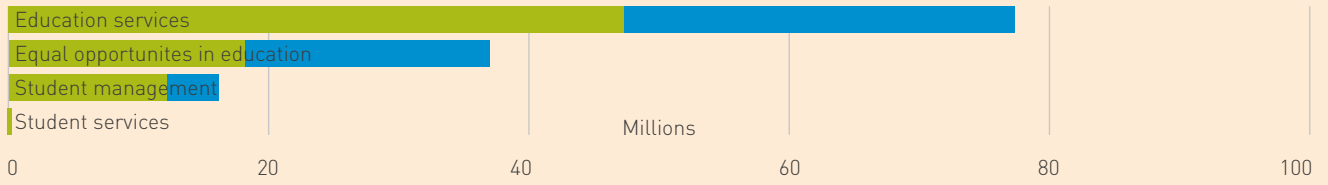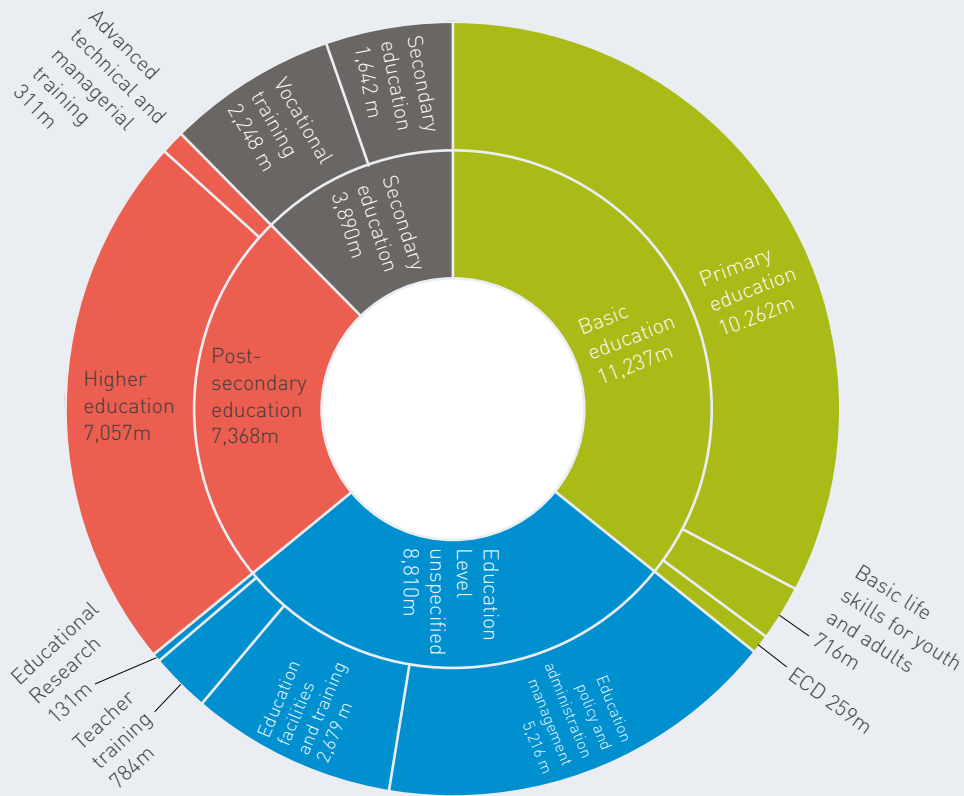
■ 2008-2013 ■ 2014-2016

Education services
Equal opportunites in education
Student management
Student services

Millions

0   20   40   60   80   100

Figure 24: Official contributions to EiE by education level, 2008-2016

Advanced technical and managerial training 311m

Vocational training 2,248 m

Secondary education 1,642 m

Secondary education 3,890m

Primary education 10.262m

Basic education 11,237m

Higher education 7,057m

Post-secondary education 7,368m

Education Level unspecified 8,810m

Basic life skills for youth and adults 716m

ECD 259m

Educational Research 131m

Teacher training 784m

Education facilities and training 2,679 m

Education policy and administration management 5,216 m

which includes educational activities and experiences for children of all ages to foster social, emotional and intellectual growth and prepare them for formal learning at a variety of levels. The Foundation Survey also shows that foundations focus on soft skills, learning through play, and socio-emotional learning.

A significant share of foundation grantmaking is not related to an educational level but went to educational services, management and other priorities more generally. A large amount of funding (US$77 million 2008-2016) went to educational services which provide instruction to improve academic performance, assist students to succeed in their studies, or enhance their learning experience (Figure 23). Grants to equal opportunity through programmes or policy initiatives to ensure equal access to education regardless of race, ethnicity, age, ability or disability, gender, religion, social class, citizenship and sexual orientation received US$36.9 million and is a fast-growing area of support.

While different definitions of education sub-sectors of foundations data and official donor data make these datasets only partially comparable, some big picture differences between foundation grantmaking and official contributions to EiE are apparent (for official contributions to education sub-sectors see Figure 24). Official donors focus much more on primary education and much less on secondary education than foundations. Early childhood development is not a priority of official donors, but is a priority of foundations.

Photo below: 2019 UNRWA Photo by Khalil Adwan

INCLUSION: GENDER AND DISABILITY

The impact of conflict and disaster is different for girls, women, boys and men. Emergency situations often magnify discrimination informed by social-cultural expectations, traditions and customs that girls and boys experience in other contexts. In various countries with active conflicts, girls and women are targets of attacks on education because of their gender: in 2014, there were three times more attacks on girls' schools than on boys' schools. Girls in emergency settings are less likely to attend and complete school. In 2015, an estimated 39 million girls were out of school because of war and disasters.[16] Therefore, promoting gender equality (transforming gender-based power relations) and equity (fairness and justice regarding benefits and needs for women, girls, men and boys) is at the core of the programmes of Education Cannot Wait and other grantmakers.

The Candid dataset tracks if grants specifically target women and girls. The value of grants to EiE that also specifically targeted women and girls, declined from 24 per cent in first period (2008-2010) to 15 per cent in the second period (2011-2013) and remained at about that level in the third period (2014-2016) (Figure 25).

Official aid data also reports on gender equality and women's rights. The principal objective of 10 per cent of all aid to EiE was gender equality for 2008-2016 (Figure 26). An additional 51 per cent of aid had gender equality as an important and deliberate objective. Gender equality in education financing was a higher donor priority in emergency countries compared to all developing countries, where about 6 percent of all education projects had a principal gender equality objective and 47 per cent had a significant gender equality objective.

Children with disabilities are among the most marginalized and excluded segments of the population, in particular in conflict and disaster. Destroyed infrastructure reduces access to education and psychosocial support. In conflict, children with disabilities are more likely than other children to experience violence, including sexual violence.[17] Children with disabilities are more vulnerable than others in conflict and crisis.[18]

About 1.5 per cent of foundations' EiE funding targets children with disabilities (Figure 27). The amount increased for 2014-2016. Foundations may increase their focus on inclusion. Five foundations listed disability as an 'at-risk group' of particular interest. Also, the dataset used may be not granular enough and underestimate foundations' contribution to disability and inclusion in EiE. For example, the open Society Foundations supports a programme on early childhood education for all children, particularly those who are disadvantaged and on inclusion and disability rights.[19]

16. Theirworld, 39 million girls are at risk. Are humanitarian responses doing enough?

17. Lisa Jones et al., Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies, in The Lancet, Vol. 380, 2012, pp. 899-907.

18. Women's Refugee Commission and International Rescue Committee, I See That It Is Possible – Building Capacity for Disability Inclusion in Gender-based Violence (GBV) in Humanitarian Settings, 2015.

19. https://www.opensocietyfoundations.org/about/programs/early-childhood-program and https://www.opensocietyfoundations.org/topics/disability-rights

Figure 25: Share of foundation grants to EiE that specifically target women and girls

21%

14%

12%

2008-2010   2011-2013   2014-2016
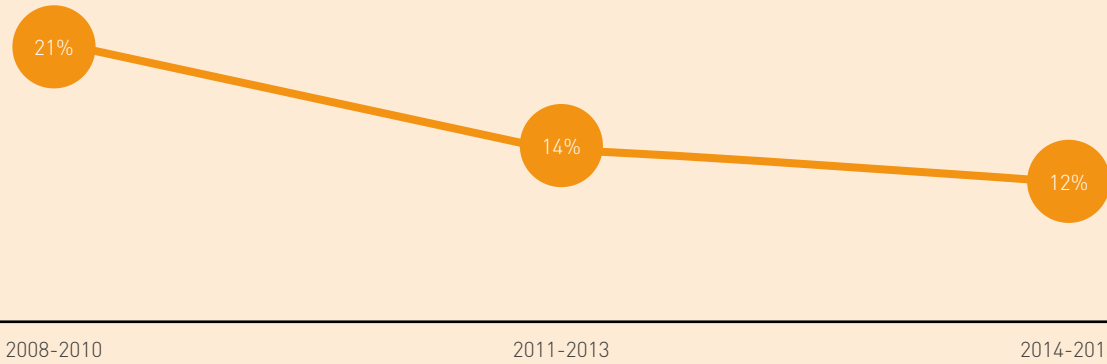
Figure 26: Official aid to EiE with support to gender equality

■ Screened, not targeted   ■ Principal
■ Significant   ■ Not screened[20]

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
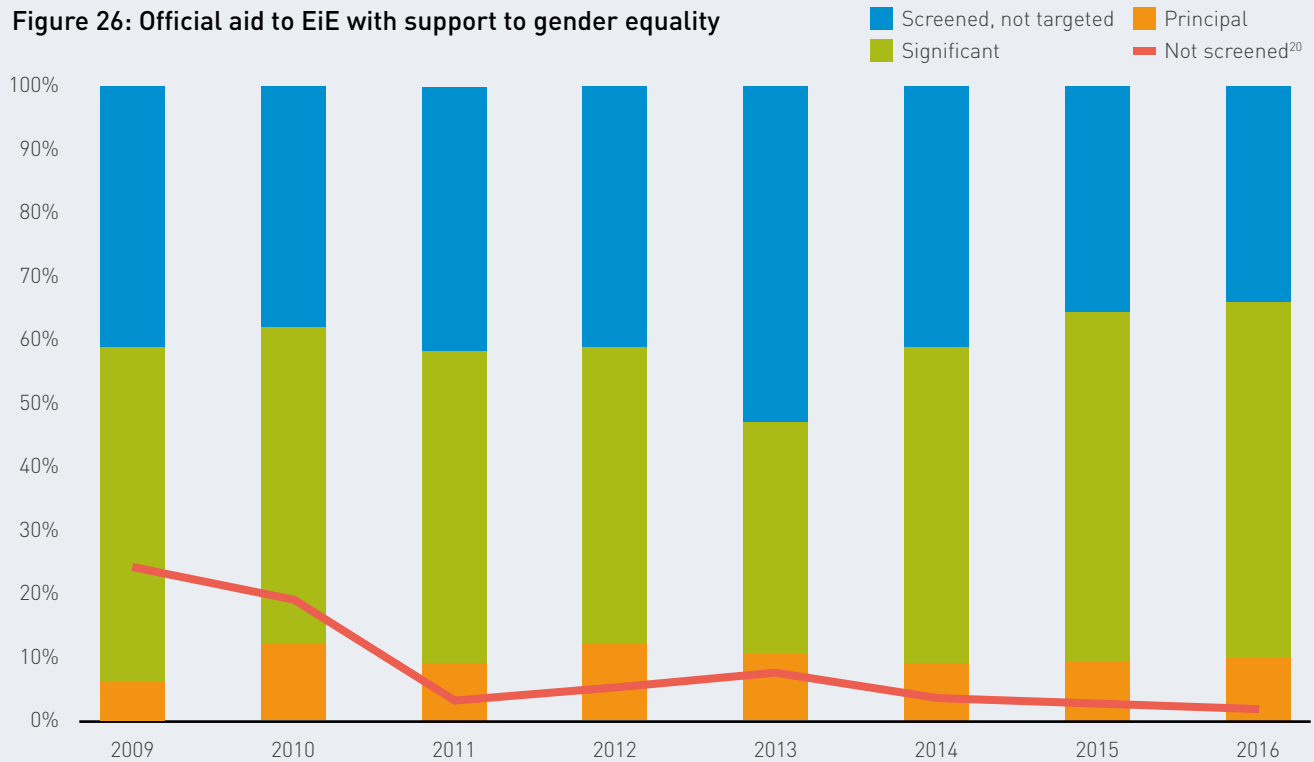
20. The OECD screened an increasing share of development assistance for its support to gender equality. While for 2009 24 per cent were not screened for 2016 only 2 per cent were not screened. The percentages for principal and significant support and not targeted refer to the screened share of the portfolio only.

Figure 27: Share of foundation grants to EiE that specifically target people with disabilities
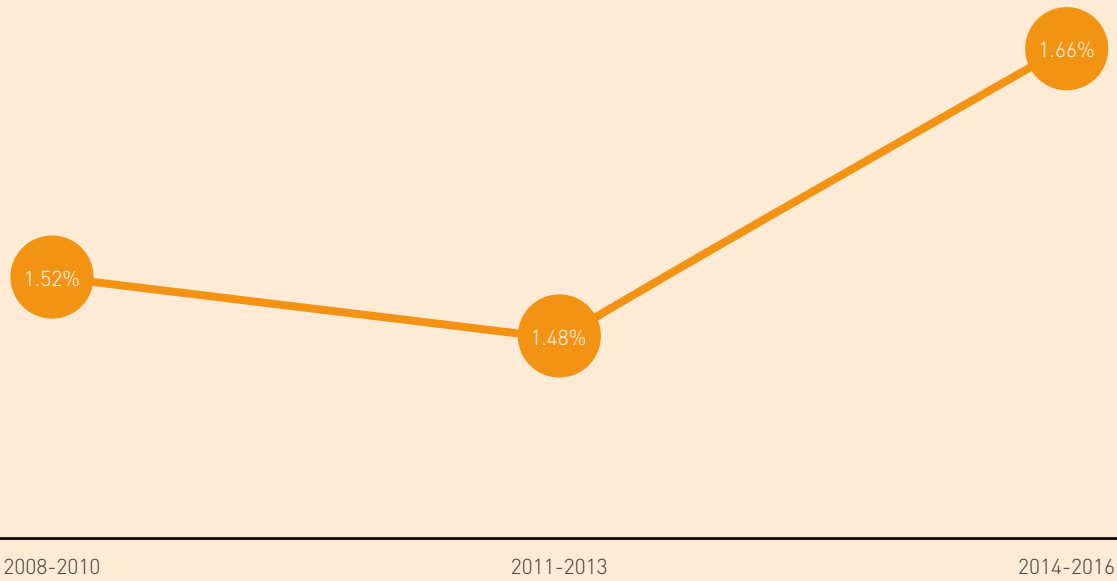
1.52%

1.48%

1.66%

| 2008-2010 | 2011-2013 | 2014-2016 |

Photo above: RATSIMBAZAFY Olivas Josias

INTERVENTIONS

Foundations support EiE through their whole toolbox of interventions or "support strategies" describe how the goals of a grant are being implemented or supported. Areas that received most of the funding are (Figure 28):[21]

- Program development ($165.3 million for 2008-2016) for specific projects or programs as opposed to general purpose support.

- Policy, advocacy and systems reform ($92.5 million) to develop, promote, and transform public policies

- Individual development (US$42.8 million) to provide assistance to individuals in the form of grants-in-aid, stipends, loans, work-study, or other awards for pursuing educational, research, or professional goals. Individual development was one of the areas with the largest decline in funding for 2012-2014. It received only US$3 million over the last period of this study.

Figure 28: Foundation grantmaking by areas of interventions
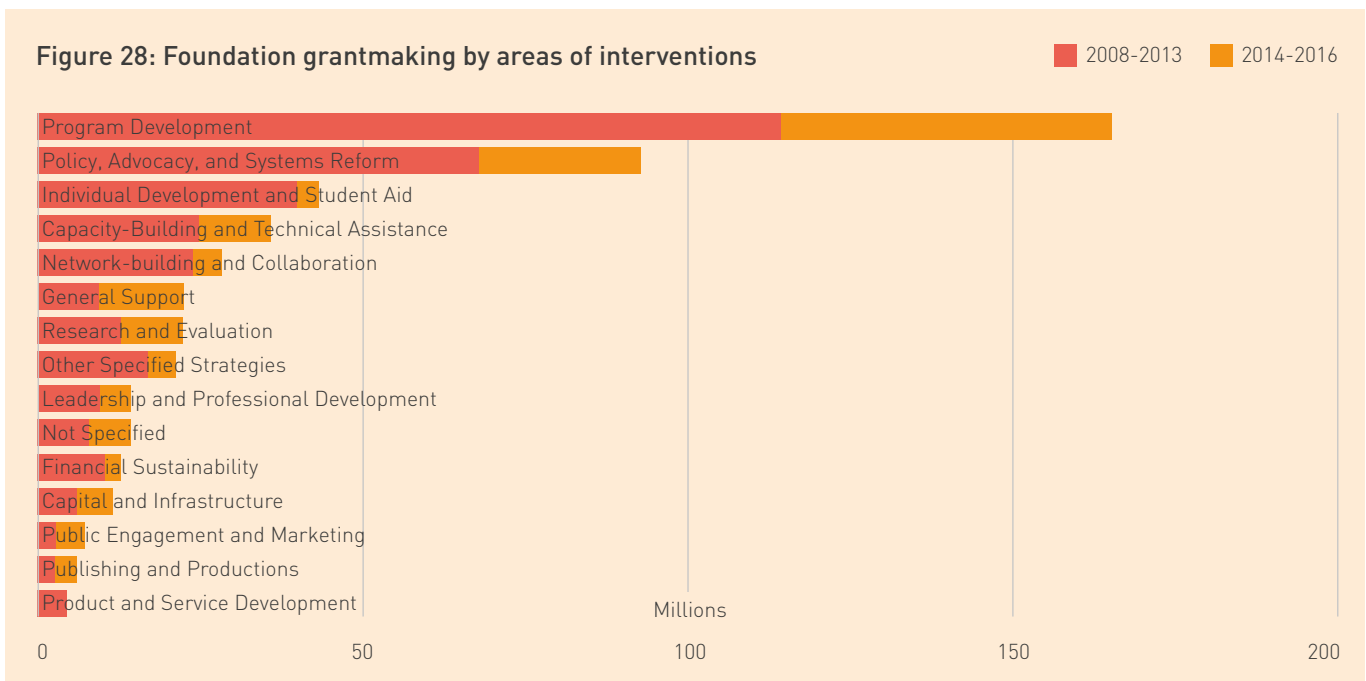
21. Note: Grants can support more than one type of intervention/strategy. Therefore, all amounts for interventions do not add up with total grant amount.

General support for day-to-day operating costs and unrestricted funds was only US$22.0 million for 2008-2016, but one of the fastest growing areas with support for the last three years being higher than the first six. Similarly, research and evaluation including efforts to collect, analyze, interpret, test, document, and disseminate data, information, knowledge, and the applications of that knowledge was US$21.6 million dollars for 2008-2016 and showed strong growth over the last years.

These trends in the methods of working that foundations support seem to be in line with broader trends in humanitarian finance, which are to provide less earmarked funding, invest in data and evidence-driven programme management, and support broader systems reform and collaboration.

Photo below: UNICEF Ethiopia/2018/Mersha

CONCLUSIONS AND RECOMMENDATIONS

The policy brief leads to several conclusions and Recommendations.

First, foundations already provide a significant financial contribution to education in emergencies and protracted crises, across education levels and for important priorities such as gender equality and equity. However, the enormous need to close the $8.5 billion annual funding gap for EiE requires more funding from foundations and other funders.

Second, foundations increasingly see funding as just one and not the only tool in their toolbox. Foundations sometimes have deep roots in a country that go back well before the current emergency. If the EiE community reaches out to foundations narrowly as just another source of funding, then it is unlikely to engage the foundations to their full potential. As a result, the EiE community should engage with foundations in a way that shares and builds knowledge, networks and systemic capacity.

Third, foundations have provided a smaller share of their international education funding to countries in emergencies than official donors although overall interest in, engagement around, and financing for EiE is clearly increasing. This may be because of the higher risks of operating in these countries, the complexities of implementing in emergencies, and/or the need for local capacity for grant supervision. Closer collaboration, cooperation, and co-financing with other humanitarian actors – both non-profit organizations and UN agencies may be a way forward to facilitate greater prioritization of EiE. Engagement in the multilateral funding system can help influence the global agenda. Being part of larger coordination mechanisms such as the humanitarian coordination architecture (education cluster and local EiE working groups) and the development coordination mechanism (local education groups, LEGs) can manage risks of operating in countries in emergencies.

Fourth, in order to operationalize coordinated financing on the ground, all EiE actors should develop and/or review their operating procedures and frameworks. This would enable public-private partnerships between foundations, governments, and multilateral organizations including global funds.

Fifth, foundations seem to be more likely and more comfortable to work directly with local actors than are government and multilateral donors and not only through international organizations. Foundations could help the wider EiE sector to better understand how to implement the localization agenda, select local partners, and supervise grant implementation from afar.

Sixth, foundations are a crucial voice in advocating for EiE. They can play an important role in joint advocacy, engaging private sector champions, and lifting the profile of education in emergencies on the global agenda.

Finally, in their aspiration to support a holistic whole child approach, foundations have implemented education innovations such as socio-emotional learning, development of soft-skills, learning through play, empathy, leadership skills, teamwork, conscientiousness, and creativity, all important topics for supporting children living in emergencies. Foundations could work more closely with official donors to share their knowledge on this approach, help scale up what works and ensure these programs are available to a much larger number of learners in emergency situations by integrating them into the larger programmes of official donors.

ANNEX: METHODOLOGY

DATA SOURCE FOUNDATIONS

Candid, 2019. Based on Candid's database of publishable grants and foundation-administered programme awards by foundations and public charities, as of November 27, 2018. Data sources include Internal Revenue Service (IRS) returns (IRS Forms 990 and 990-PF), information reported directly to Candid, website research, and through partner organizations. Some transactions may also be sourced to the news or press releases. Depending on how data were collected, they may be either the paid amount or the authorized amount. For community foundations, discretionary grants are included, as well as donor-advised grants when provided by the foundation. To avoid double counting of transactions, grants to grantmakers in the dataset are excluded, except when counting grantmakers. Candid switched from human coders to a machine learning algorithm, greatly increasing the volume of transactions processed and they caution against making comparisons of data from their database before and after 2014, due to this change in methodology.

Timeline data (Figure 2) is based on grants of US$10,000 or more awarded by the FC 1000 – a set of 1,000 of the largest U.S. foundations by giving.

Definition for Education: In line with ECW's mandate, the data does not include "adult education" and "graduate and professional education."

The ECW Secretariat double checked all large grants over US$1 million manually to ensure they focus on EiE. The ECW Secretariat also double checked all large grants for vocational training and higher education over US$50,000 to ensure these focus on EiE. This lead to the exclusion of some major grants.

LOCAL RECIPENTS

Local versus international recipients was determined manually based on desk research following the definition of the "Humanitarian Finance Task Team (HFTT) Localisation Marker Definitions Paper"[22] from January 2018. Where no better information was available, recipients and grants they received were classified local if the recipient was based in the receiving country according to the Candid database. They were classified international if the recipient was not based in the receiving country. When the recipient was an international organization that was only set up to receive and channel funds to a local or national organization and that has no or little impact on strategy of the local or national organization (for example a circle of friends of a school) the recipient was classified as local.

22. https://interagencystandingcommittee.org/humanitarian-financing-task-team/documents-public/hftt-localisation-marker-definitions-paper-24.

DATA SOURCE OFFICIAL DONORS

Based on OECD DAC CRS Data. Includes Official Development Assistance (ODA) and Other Official Flows (OOF). Gross Disbursements at Current Prices in US$ millions. Includes disbursements from DAC Countries, Multilaterals, and Non-DAC Countries.

SELECTION OF EMERGENCY COUNTRIES

The query in the Candid database for grants to EIE was based on a list of emergency countries. Emergency countries were defined as countries with a humanitarian or refugee appeal or response plan in a given year between 2008 and 2016. The list of countries with a humanitarian or refugee appeal or response plan was retrieved from the website of the UNOCHA Financial Tracking Service[23] and was cross-referenced with information from other UN websites and information provided by UN agencies.

Grants for the subcategories "conflict" and "natural disasters" were based on countries in emergencies selection only.

The query for grants for "displacement" was based on countries in emergencies plus an additional search for refugee population codes (Asylum seekers, Internally displaced people, and Refugees and displaced people)

The query for "epidemics" was based on countries in emergencies plus and an additional search for the Ebola subject code.

23. fts.unocha.org

Table 3: Countries with a humanitarian or refugee response plan or appeal 2008–2016.[21]

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afghanistan	•	•	•	•	•	•	• •	•	•
Angola		•							
Bolivia	•								
Burkina Faso		•	•		•	•	•	•	•
Burundi									•
Cameroon							• •	• •	• •
Central African Republic	•	•	•	•	•	•	•	•	• •
Chad	•	•	•	•	•	•	• •	• •	• •
Colombia				•					
Congo			•				• •	•	•
Cote d¨Ivoire	•	•			•				
Croatia									•
Cuba		•				•			
Democratic Republic of the Congo	•	•	•	•	•	•	• •	• •	•
Djibouti	•			•	•	•	•	• •	•
Dominica									
DPR Korea					•	•		•	•
Ecuador									•
Egypt						•	•	• •	•
El Salvador		•		•					
Ethiopia							•	•	•
Fiji								•	
fYR Macedonia									•
Gambia							•	•	•
Georgia	•								
Greece									•
Guatemala			•					•	•
Guinea							•		
Haiti	•		•	•	•	•	•	•	•
Honduras	•							•	•
Indonesia		•							
Iraq	•	•	•		•	•	• •	• •	• •
Jordan			•		•	•	•	•	•
Kenya	•	•	•	•	•	•	•	•	•
Kyrgyzstan	•		•						
Lao PDR	•	•							
Lebanon			•		•	•	•	•	•
Lesotho					•				
Liberia	•				•	•	•		
Libya				•				•	
Madagascar					•	•	•	•	•

Legend:

- 🔴 Conflict
- 🟢 Epidemics
- 🔵 Natural Disaster
- 🟠 Displacement

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Mali					🔴	🔴	🔴	🔴	🔴
Mauritania					🟠	🔵	🔵	🔵	🔵
Mongolia			🔵						
Mozambique									
Myanmar	🔵					🔴	🔴	🔴	🔴
Namibia		🔵		🔵					
Nepal	🔴 🔵	🔴	🔴					🔵	
Nicaraga				🔵					
Nigeria							🔴	🔴	🔴
Pakistan		🔴	🔴 🔵		🔴	🔴		🔴	🔴
Palestine	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴
Peru									
Philippines		🔵		🔵	🔵	🔵	🔵 🔵		
Regional			🟠		🟠	🟠	🟢 🟠	🟠	🟠
Rwanda								🟠	🟠
Sahel							🔵	🔵	🔵
Senegal							🔵	🔵	🔵
Serbia									🟠
Sierra Leone							🟢		
Slovenia									🟠
Somalia	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴 🟠
South Sudan				🔴	🔴	🔴	🔴	🔴	🔴
Sri Lanka	🔴	🔴	🔴	🔴 🔵	🔴				
Sudan	🔴	🔴	🔴	🔴	🔴	🔴	🔴 🟠	🔴 🟠	🔴 🟠
Syria	🔵	🔵	🟠		🔴	🔴	🔴	🔴	🔴
Tajikistan	🔵	🔵	🔵						
Tanzania								🟠	🟠
Timor-Leste	🔴								
Turkey					🟠	🟠	🟠	🟠	🟠
Uganda	🔴	🔴	🔴				🟠	🟠	🟠
Ukraine			🔵				🔴	🔴	🔴
Uzbekistan			🔵						
Vanuatu								🔵	
Yemen	🔵	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴
Zambia									
Zimbabwe	🔵	🔵	🔵	🔵	🔵	🔴			🔵

21. Source: OCHA Financial Tracking Service (FTS) (https://fts.unocha.
org/), UNHCR (https://www.unhcr.org/en-us/the-global-appeal-and-
supplementary-appeals.html) and UNHCR staff. The ECW Secretariat
determined the type of emergency based on type of appeal and
document research.