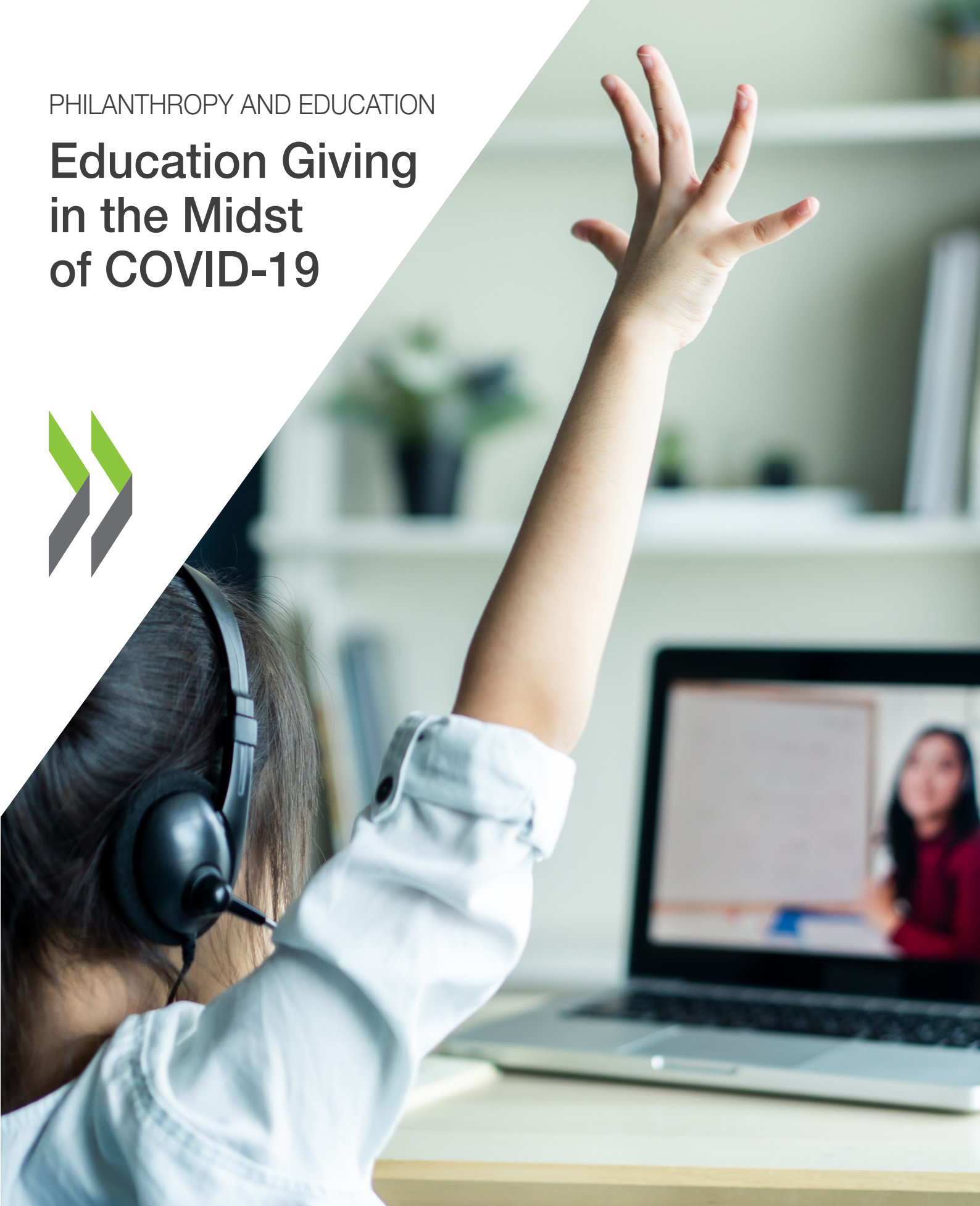


PHILANTHROPY AND EDUCATION

Education Giving in the Midst of COVID-19



OECD CENTRE ON PHILANTHROPY
Data and analysis for development



PHILANTHROPY AND EDUCATION

Education Giving in the Midst of COVID-19

Strategic shifts in philanthropy and official development
assistance during the Great Lockdown

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Private philanthropy is a growing source of funding for middle- and low-income countries – supporting global public health, education, agriculture, gender equality or clean energy. However, reliable, comparable and publicly available information on philanthropic funding, priorities and behaviours is surprisingly scarce. This lack of data and evidence has limited the potential of philanthropy to engage, collaborate or co-fund key issues outlined in Agenda 2030 with other actors working in developing countries and emerging economies.

The OECD Centre on Philanthropy contributes to the global demand for more and better data and analysis on global philanthropy for development. It seeks to bring together relevant efforts from research centres and projects, expand the OECD database, and provide research and analysis on global trends and impact of philanthropy for development in the context of the 2030 Agenda.

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Executive summary

The COVID-19 pandemic is by far the largest disruption witnessed by education systems in the 21st century. At the peak of the first wave, school closures affected over 90% of all learners worldwide. This placed educators in a challenging teaching environment, and put millions of households under economic stress. The learning loss and the heightened risk of student disengagement, particularly for the most vulnerable, can have long-lasting effects on their life outcomes and future economic growth and well-being. Yet, beyond the recovery phase, the COVID-19 pandemic has shed light on the need to explore new approaches in education delivery from pre-primary to higher education. These include a wider range of cognitive, social and emotional skills in the curricula; the active involvement of parents in their children's education; and the adoption of technologies that allow for flexible and personalised learning. However, with a rapidly evolving situation, many philanthropic donors are making quick disbursements of funds, redirecting committed resources to new issues, and in some cases, redefining their mid- and long-term strategies. However, the lack of reliable information has limited foundations' potential to engage, collaborate and co-fund education initiatives to address the COVID-19 pandemic.

To better understand foundations' strategic and programmatic shifts in the midst of COVID-19, this OECD Centre on Philanthropy report calls forth the knowledge, experiences and reflections of foundations funding education in developing countries. It draws on findings from consultations with 26 foundations, complemented by in-depth interviews, broad online consultations and desk research. To put findings into perspective, it also analyses data on Official Development Assistance (ODA) for education, complemented by insights from five ODA providers. Findings in this report should be interpreted with caution. In a rapidly changing situation, foundations face great uncertainty and their plans may still evolve as the pandemic unfolds. OECD's Centre on Philanthropy forthcoming flagship survey and report on Private Philanthropy for Development (volume 2) will include a larger sample of foundations investing in developing countries and analyse how COVID-19 has affected giving across different sectors.

Key findings:

Even if total volumes of ODA increase or remain constant after 2020, funds earmarked for education by ODA providers might be compromised in favour of other sectors of the economy, such as health systems, social protection and/or climate action. Before 2004, the share of ODA for education from sector-allocable ODA was comparable to that of health and reproductive health. However, education giving, as a share of sector-allocable aid, has been losing ground and stagnating ever since. Similarly, the giving capacity of private foundations is not shielded from the current economic crisis. The most common sources of income for foundations active in developing countries – endowments, individual donations and corporate donations – are vulnerable to the current economic downturn.

In 2020, consulted foundations increased their financial support to research. Respondents pointed to a dearth of high-quality evidence on the impact of disease outbreaks on education and effective mitigation strategies. They underlined the challenge of building an evidence-based response in low- and middle-income countries. Investing in research – which includes education assessments, surveys and evaluations – is thus crucial to achieve a lasting improvement in education delivery.

Most consulted foundations already focused their efforts on vulnerable population, and are not changing their intended end-beneficiaries. Donors are focusing on out-of-school children, girls, young women and vulnerable children who might be pushed into early marriage or child labour following the COVID-19 emergency.

In the short term, consulted foundations are focusing on bridging the access gap to remote learning by supporting a wide range of delivery channels, ranging from broadcast and print, to SMS and computer-enabled learning. In the longer term, foundations see hybrid instruction, social and emotional learning (SEL), and flexible and direct support to school teachers and school networks as priorities.

Recommendations for foundations:

- In the short term, prioritise actions to safely reopen schools, encourage learners to return and support teachers in delivering targeted instruction. Foundations can work with governments and ODA providers to deliver back-to-school campaigns, raising awareness on the value and importance of education among governments, other donors and local communities. Incentives that allow students to return to school will also be critical in a context where many households are under economic stress. For students in their foundational learning years, approaches that use simple, one-on-one oral assessments can help educators deliver tailored instruction to meet students where they are.
- Place educators at the centre of mitigation and recovery strategies. Professional development and change management skills of teachers, school leaders and local administrators are the cornerstone of any sustainable transformation in education delivery. Foundations and their partners must involve educators in the design and delivery of new approaches, and understand their needs and concerns, which vary across regions and communities. In the longer term, trialling solutions to improve teachers' professional development opportunities and their initial training, with a stronger focus on information and communication technology use for blended learning, constitute a promising avenue.
- Mainstream child well-being, and social and emotional competencies into recovery strategies. In the context of remote instruction and social distancing, social and emotional skills, like a strong sense of purpose and autonomy, have become essential to enable more independent learning and personal well-being. However, prolonged school closures risk the further narrowing of school systems on remediating measurable academic and technical skills. Education donors, and particularly private philanthropy, can play a critical role in trialling measurement of social and emotional learning (SEL), teaching and certification strategies, and in demonstrating the feasibility of whole child approaches in low-income settings.
- Support partners to understand how technology-enabled instruction can best enhance teaching and learning in school and at home. To help understand the need and potential best use of technology in education, foundations can support a nuanced diagnosis. This could look at learner variability, available technologies and infrastructure, and users' appetite and competence for EdTech in a given context. Foundations can also support the development of open and free educational resources as a complement to face-to-face learning for all. In addition, foundations can encourage the EdTech developers they support to apply learning sciences in their product design and development.
- Ground strategic decisions on existing evidence, while carefully considering partners' needs. With more competing demands, existing rigorous evidence should become a more visible compass to guide the investment of limited resources. In addition, in a context of shrinking or stagnant budgets, partners (governments and non-profits) may be less able to screen donor funding and negotiate conditions. Foundations must thus be particularly mindful that their funding addresses partners' needs and are fit to the given context. Providing more flexible, core funding is a good place to start. This would allow for trial-and-error and give partners greater autonomy to respond to shifting needs in the communities they serve.
- Be wary of gold-plated innovations. Foundations should privilege approaches with the potential to reach a high number of beneficiaries, with costs that can be realistically sustained in the longer term. Importantly, foundations should ensure innovations are improving opportunities to learn for the most vulnerable populations, and not only for those better off or more easily reachable.
- Contribute to a learning education community. To learn from effective strategies to improve education delivery and student outcomes, foundations can support evidence "brokers". These organisations, which comprise think tanks, research centres, international organisations and research-oriented non-profits, bridge rigorous research with policy and programmatic recommendations. They help policy makers and practitioners understand the evidence base and apply lessons into their decision making. Supporting networks that encourage peer learning and exchange – among schools, education practitioners and donors – is also central.
- Adopt a future-oriented culture. Finally, in a complex and rapidly evolving world, strategic foresight becomes more critical than ever. Scenarios for the future of schooling are a framework to guide long-term strategic thinking in education. They can help foundations stress-test assumptions, build contingency plans, and weigh risks and benefits to converge towards a common vision and actionable roadmap.

Introduction

“Never let a good crisis go to waste.”

Winston Churchill

The COVID-19 pandemic is by far the largest disruption witnessed by education systems worldwide in the 21st century. Even prior to the advent of the pandemic, low- and middle-income countries were already grappling with pockets of low enrolment and poor quality of instruction. In 2019, over 280 million children were out of school (UIS[1]), and many of those attending school had not reached minimum competencies in literacy and numeracy after many years of schooling (World Bank, 2018[2]). At the peak of the first wave in mid-April 2020, school closures affected 94% of all learners worldwide. Beyond students, this shock has affected teachers, families and school systems alike. If not addressed expressly, the crisis will have long-lasting and detrimental consequences for educational attainment, transition to the job market and socio-economic inequalities.

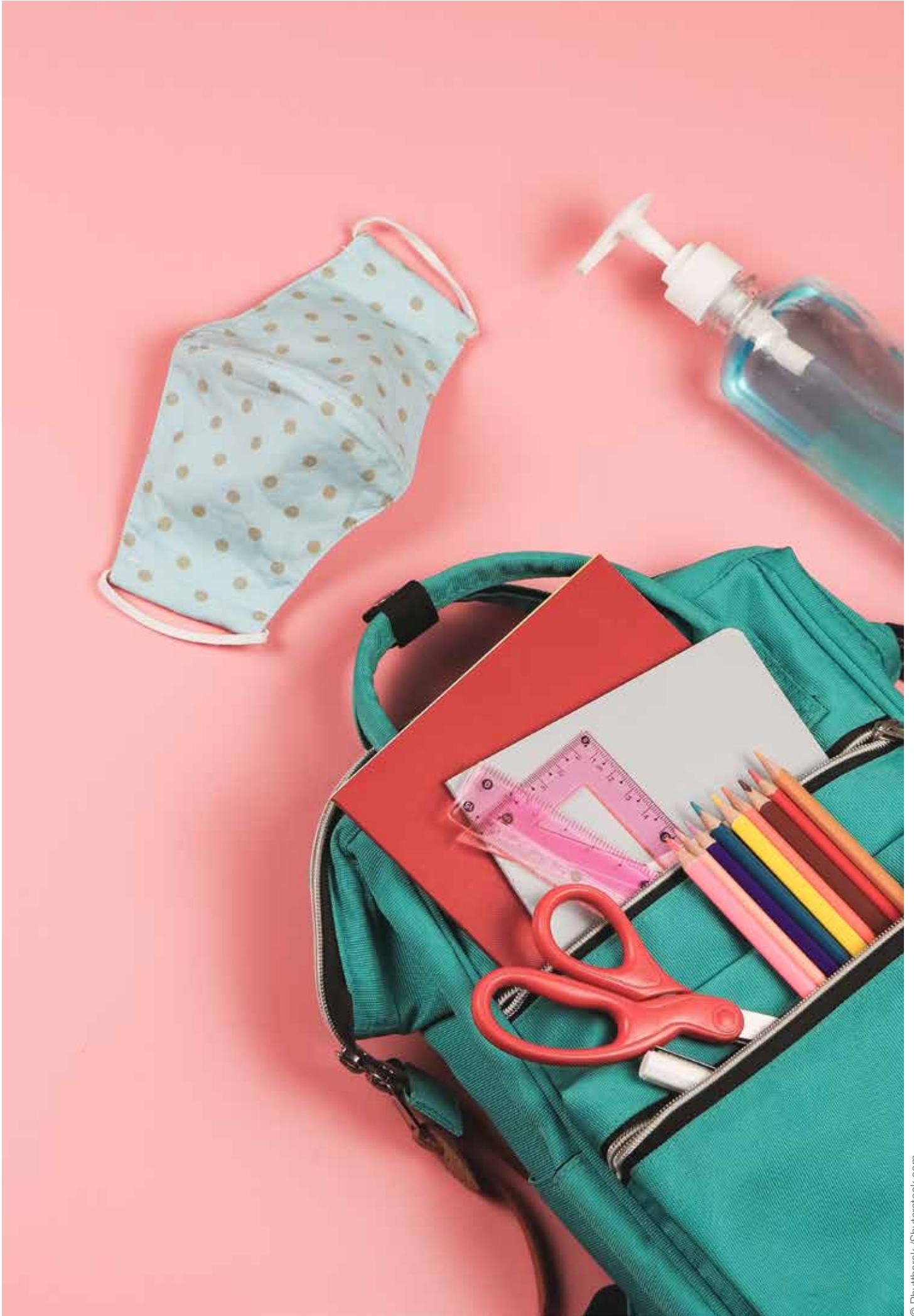
School closures, although crucial to combat the proliferation of the virus, can further dampen already low learning levels and increase dropout rates. Distance learning strategies result in a shift of the learning burden on families, making students' learning outcomes a function of domestic environments and parental support. Students from low socio-economic backgrounds are less likely to benefit from a supportive home environment. Furthermore, without the structuring school routine, and heightened household economic stress, vulnerable students can get permanently detached from their education.

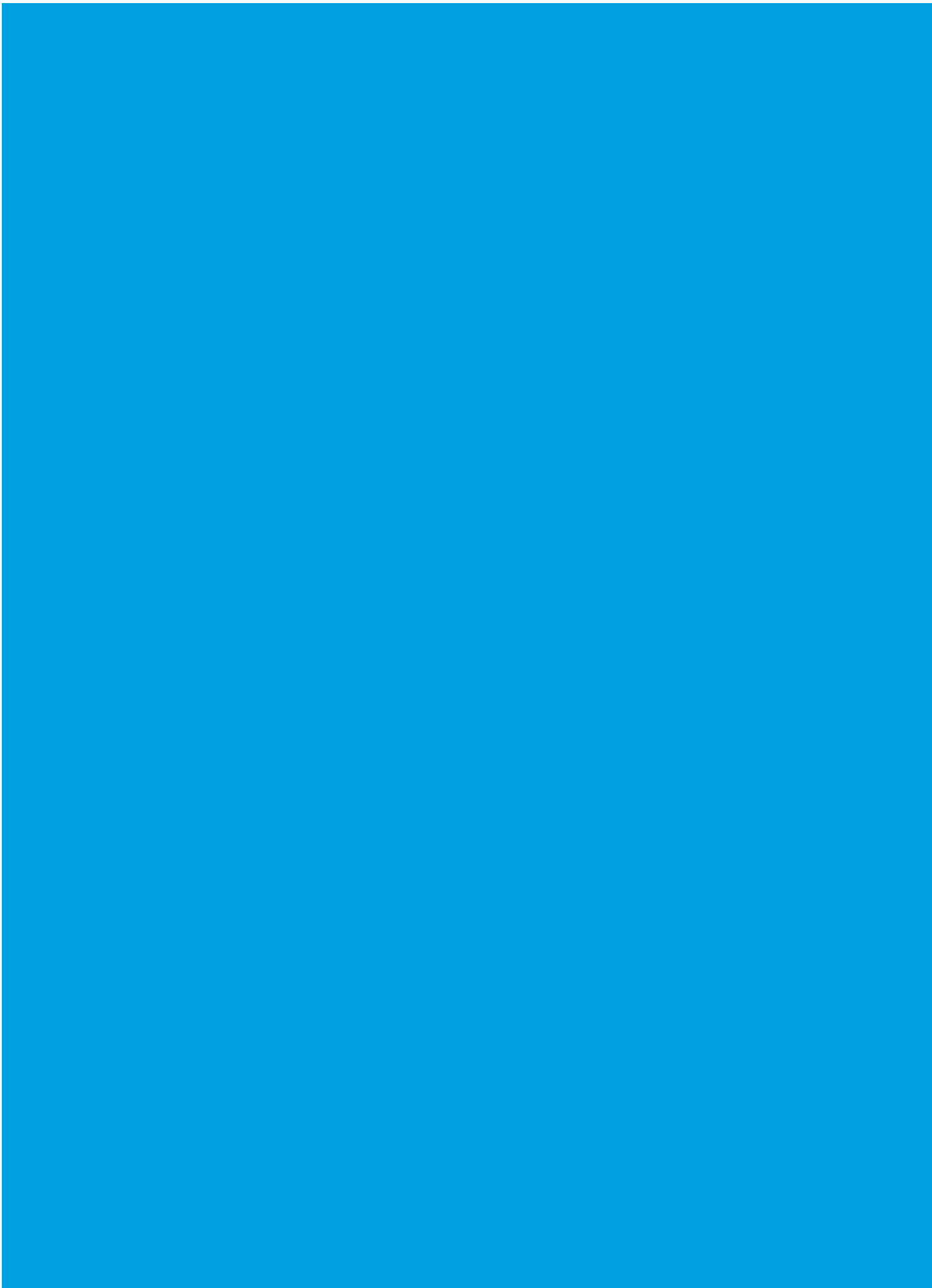
In addition to this, the economic downturn and health crisis pose a serious threat to education funding, resulting from governments' shrinking fiscal space, a drop in remittances and household income, and a possible decrease in aid (OECD, 2020[3]). Recent estimates suggest that the annual funding gap in low- and middle-income countries could increase from USD 39 billion annually in 2015 to USD 200 billion annually in 2020 (UNESCO, 2020[4]). Yet the COVID-19 pandemic has opened a window to explore new approaches in education delivery. These include the inclusion of a wider range of cognitive, social and emotional skills in the curricula; the active involvement of parents in their children's education; and the adoption of technologies that allow for flexible and personalised learning.

However, the drive for change can be cut short if in the short term, governments and civil society organisations (CSOs) lack the human and financial capital to reopen schools safely and support teachers and other frontline education workers with the capacity to deliver remedial and hybrid instruction. In the longer term, innovation that can lead to gradual improvements can also be compromised. Faced with the risk of stagnant and in some cases shrinking budgets, policy makers and CSO leaders may lack three key ingredients: incentives and capital to encourage experimentation in teaching and learning; well-funded, rigorous research to learn from what works; and platforms that allow for promising approaches to spread.

Against this backdrop, private philanthropy and official development assistance (ODA) donors could play an important role in supporting education delivery in developing countries. In low-income countries, donor funding can represent up to 12% of total education spending (UNESCO, 2019[5]). Philanthropic giving for education is small compared to ODA, representing approximately 8.5% of ODA for education between 2013 and 2015 (OECD, 2018[6]). Even so, the agility of foundations gives them a comparative advantage to fill gaps where most is needed and pilot approaches that can inspire wider reform. Through risk capital, expertise and networks, foundations can play a critical role in strengthening the innovation capacity of educators, communities and schools – particularly those in resource-constrained settings.

This OECD Centre on Philanthropy report calls forth the knowledge, experiences and reflections of education foundations to shape an aspirational vision for the future of education. It draws on findings from a survey targeting 26 foundations complemented by in-depth interviews, broad online consultations and desk research. To provide a larger perspective it also analysed data on ODA flows for education and gathered insights from five ODA providers. Chapter 1 provides an overview of the effects of the pandemic on individuals, schools and education systems, while Chapter 2 maps national responses across 30 developing countries. Chapter 3 dives deeper into education foundations' strategic shifts and Chapter 4 offers recommendations. Figures and insights in this report are of a preliminary nature. In a rapidly changing situation, education funders face great uncertainty and plans evolve as the pandemic unfolds. These initial findings will be further developed in OECD's Centre on Philanthropy forthcoming flagship survey and report on Private Philanthropy for Development (volume 2). The study will include a larger sample of foundations investing in developing countries and analyse how COVID-19 has affected giving across different sectors.





1_ Overview of COVID-19's impact on learners, teachers and households



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Data and analysis for development

Effects on learners

School closures, although crucial to combat the proliferation of the virus, can further dampen already low learning levels. Prior to the advent of the pandemic, low- and middle-income countries were already grappling with poor quality of instruction. Results from the Programme for International Student Assessment for Development (PISA-D) (OECD, 2019[7]) across Cambodia, Ecuador, Guatemala, Honduras, Paraguay, Senegal and Zambia showed that about 23% of 15-year-old students achieved the minimum level of proficiency in reading and only 12% of students did so in mathematics.¹ It is estimated that in the absence of remediation strategies, children stand to lose over a year's worth of learning even with a three-month school closure. This is owing to students falling further behind each year after they return to school because of the initial learning loss (Kaffenberger, 2020[8]). The impact of school closures on student learning loss hinges on multiple factors, including access to remote learning, student attitudes towards self-directed instruction, quality of remote instruction and home support. Children of a younger age are more likely to find self-directed learning difficult. For older students, the inability to attend lectures and access study material can generate frustration, and cancelled assessments can also take a toll on students' extrinsic motivation (Elikai and Schuhmann, 2019[9]).

In addition to “how much” students learn, a major concern is “how many” students remain engaged with remote learning (OECD, 2020[10]). Without the structuring school routine, and frequent contact and support from teachers and peers, students on the path of dropout can get further detached. Moreover, teachers can find it more difficult to identify and act on the warning signs. Several interventions in low- and middle-income countries have concluded structured pedagogy programmes – where educators receive detailed lesson guides, targeted materials for students and teachers, and short-term training courses – contribute to higher completion rates (Snilstveit et al., 2015[11]). Disruptions in schooling may also affect school progression, particularly for students on the verge of transitioning onto a higher level or into the job market.

Furthermore, student participation in remote instruction can be inconsistent. In Bangladesh, 86% of students in a study had access to TV-based distance learning programmes during COVID-19 school closures, but only half engaged with the content (Biswas et al., 2020[12]). In Malawi, survey findings demonstrate that while overall take-up of remote learning was extremely low, there were stark differences along socio-economic lines. In all, 25% of students from the wealthiest quintile engaged in some form of remote learning against 7% of those in the poorest (Chikoti et al., 2020[13]). Experience in Ecuador echoes these findings, as 91% of students with Internet access engaged in remote learning compared to 77% of students without Internet access. Moreover, while students with Internet access spent 4.4 hours (median) on instruction the day before the survey, the ones without Internet access spent 3.6 hours (Asanov et al., 2020[14]).

Reduced instruction and study time can have far-reaching negative impacts. In Argentina, one study estimated the long-term effects of teacher strikes on primary school children born between 1971 and 1985. Results show that diminished teaching hours owing to teacher strikes reduced educational attainment. Fewer teaching hours also reduced earnings of these students by the time they reached the age of 30-40 by 3.2% (for males) and 1.9% (for females) (Jaume and Willén, 2019[15]). Experience in Botswana has been encouraging. A randomised evaluation showed that continuing learning via SMS and follow-up phone calls with families yielded positive effects on both learning outcomes and parental engagement (Angrist et al., 2020[16]).

Effects on households

The pandemic-induced negative economic impact on households can further compromise student school engagement, especially in low-income settings. In theory, the effect of an economic recession on children's educational outcomes can vary. On the one hand, education outcomes can deteriorate if households' reduced income leads to lower investments in children's education. On the other, education outcomes can improve if lower wage rates, for both caregivers and children, reduce the opportunity costs for children to attend school, and for parents to support children with school work. The literature has shown that in general, in high- and middle-income countries, enrolment tend to improve during recessions. However, in low-income countries, enrolment rates tend to deteriorate in the face of negative income shocks (Ferreira and Schady, 2009[17]).

If unaddressed, the economic impact on low-income families could lead to a massive increase in dropout (Box 1.1). Girls, students in rural areas, migrant students, refugees and students with disabilities are particularly vulnerable to these shocks. Recent estimates suggest that an additional 9.1% (over 90 million individuals) of the population in sub-Saharan Africa have fallen into extreme poverty as a result of COVID-19 (Teachout and

Zipfel, 2020[18]). Many families have seen their savings diminish. The pandemic has severely thwarted the flow of remittances, further weakening the ability of families to pay for children's education (Asare et al., 2020[19]). On the one hand, this limits their capacity to cover the direct costs of schooling (such as school fees, uniforms, textbooks). On the other, it increases the opportunity cost for children to stay in school (instead of helping with domestic tasks, family business or engaging in paid employment).

Past experience from Burkina Faso has shown that a 30% fall in household real income was linked to a drop of over 10% in enrolment rates among 6-13 year-olds between 1994 and 1998. Negative shocks to households also disproportionately halt the education of girls (Grimm, 2011[20]). In Uganda, a sudden drop in household income resulted in a diminished enrolment rate and test scores for girls, especially older girls, while boys were largely unaffected (Björkman-Nyqvist, 2013[21]). Similar results were seen in Tanzania (Valero, 2018[22]). In these contexts, households seem to shelter boys, while letting girls' education bear the brunt of negative income shocks.

Box 1.1. The 2013-15 Ebola crisis indicates the effect of prolonged school closures on enrolment in low- and middle-income countries

The longer children are out of school, the less likely they are to return. After about a year of school closures due to the Ebola crisis, 13% of students in Sierra Leone and 25% in Liberia did not return to schools upon their reopening (Selbervik, 2020[23]). Household economic hardship was the most common reason cited for the dropouts. Furthermore, girls were at a heightened risk of dropping out, suffering from abuse, domestic violence and teenage pregnancies. Even though broadcast technologies were employed to continue instruction via radio, 60% of students in Liberia and 70% in Sierra Leone did not engage in any form of learning during school closures (Rothe, 2015[24]). Enrolment rates eventually caught up to pre-Ebola levels in both countries by 2016-17, yet the crisis represented a massive learning loss for the concerned cohorts (Selbervik, 2020[23]). Beyond providing information to families on education returns, back-to-school campaigns should try to neutralise the effect of households' financial hardship through, for example, supplementary cash transfers.

Source: (Rothe, 2015[24]); (Selbervik, 2020[23]).

Effects on teachers

The pandemic has affected teachers as much as students. Worldwide, school closures affected at least 63 million primary and secondary school teachers (TTF, 2020[25]). Due to the suddenness of changes in teaching and instruction, teachers were often tasked with implementing distance learning without sufficient training, resources and guidance (UNESCO, 2019[26]). In contexts where technology-enabled distance learning was possible, quality hinged on the skills of teachers in information and communication technologies (ICTs) and Internet access.

In sub-Saharan Africa, only about 64% of primary and 50% of secondary teachers have received the minimum pre-service training required, and this often excludes basic ICT training

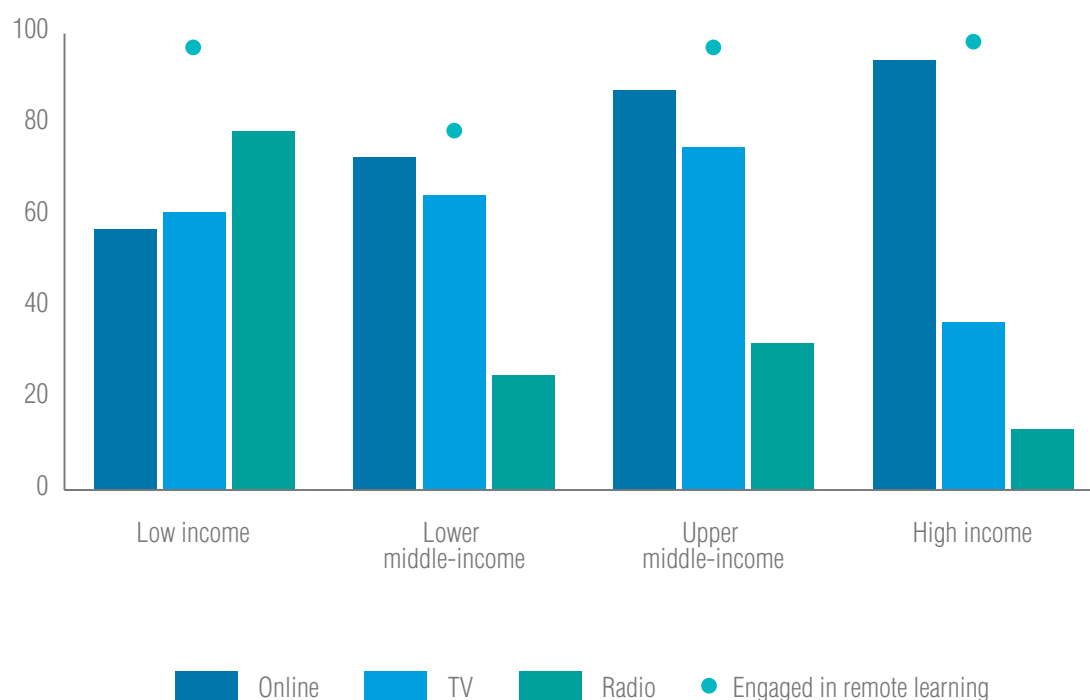
Teachers who covered ICT in their pre-service education and professional development are more likely to integrate technology into their teaching practice according to the OECD TALIS 2018 (OECD, 2020[27]). Results also indicate that when schools encourage educators to lead new initiatives, teachers are more likely to deliver technology-enabled instruction (OECD, 2020[27]). According to PISA 2018 (OECD, 2019[28]), less than 70% of students across the OECD went to schools where teachers had effective professional resources to learn how to use digital devices. This figure is likely lower for low- and middle-income countries. For instance, in sub-Saharan Africa, only about 64% of primary and 50% of secondary teachers have received the minimum pre-service training required, and this often excludes basic ICT training (TTF, 2020[25]). Moreover, pandemic-induced interruptions to pre-service teacher training will likely aggravate teacher shortages, putting universalisation of primary and secondary education at risk.

Bottom line: COVID-19 and school closures is a tale of growing inequality

Remote learning strategies employed by countries during school closures could potentially aggravate inequalities. While about 95% of high-income countries have continued instruction by means of online learning platforms, about 73% of lower middle-income countries and less than 60% of low-income countries were able to do so² (CGD, 2020[29]) (Figure 1.1). Low-income countries preferred radio as the most popular means of remote learning, followed by television. However, the reach of these media is limited by the household ownership of radio (~48%) and television (~30%) in these countries. Similarly, fewer than 20% of households in low-income countries and fewer than 40% of households in lower middle-income countries have Internet access (Carvalho and Hares, 2020[30]). Furthermore, any connectivity is prone to erratic electricity supply and poor network quality. This constitutes a veritable bottleneck in the efficacy of remote learning via online platforms, at least in the shorter term.

Within countries, gaps in basic technology access fall along socio-economic lines. Students from low socio-economic backgrounds are less likely to benefit from reliable access to virtual learning resources at home. They are also less likely to have the digital skills needed to reap the benefits of online instruction. PISA 2018 (OECD, 2019[31]) showed that access to digital devices at home depended on socio-economic background, represented by parental education level. Moreover, students' access to digital devices might be restricted, owing to multiple family members using a single device in many low- and middle-income households.

Figure 1.1. Share of countries that engaged in distance learning, by modality and income group

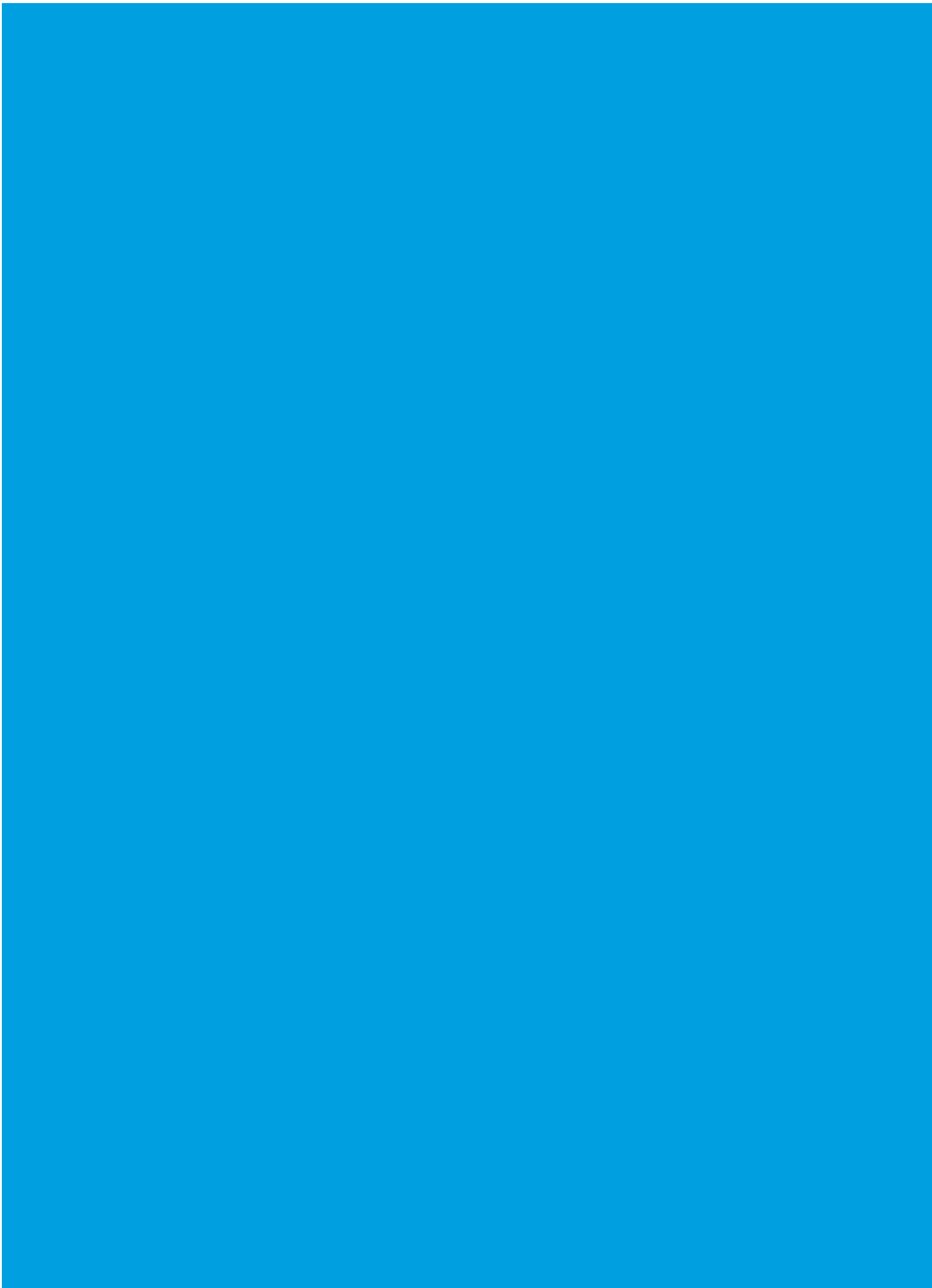


Note: Engaged in remote learning refers to percentage of countries that provided continued learning via online, television, radio, mobile phone or paper-based resources.

Source: (CGD, 2020[29]).

Home environments and parental support add another layer to inequality in education as instruction shifts to remote delivery. Distance learning strategies result in a shift of the learning burden on families, making students' learning outcomes a function of domestic environments and the time parents can invest in their children's learning (Sayer, Gauthier and Furstenberg, 2004[32]). More advantaged families can provide their children with (often multiple) digital devices, supplementary study material, extracurricular activities and parental support.

Better educated parents are potentially better positioned to assist their children with schoolwork (Holmlund, Lindahl and Plug, 2008[33]). Studies have shown that student test scores tend to decline over the summer break, in a phenomenon called the summer slide. The impact is stronger for low-income students, who do not have the same resources and learning opportunities at home than their better-off peers (Cooper et al., 1996[34]). These “summer” lags tend to be small, and may gradually dissipate as students return to school. However, prolonged absence of schooling or the lack of engaging remote learning mechanisms can lead more students to disengage from their education, with long-term detrimental effects (OECD, 2020[35]). A nationally representative survey in India showed that, amidst COVID-19, more educated parents had greater contact with school teachers, and engaged children with more learning activities at home (ASER Centre, 2020[36]). With the focus on digital learning, parents’ digital skills are instrumental to the effectiveness of their children’s learning strategies and higher educated parents have been shown to be more digitally advanced (Zhang and Livingstone, 2019[37]). Beyond learning, home environments are critical for student well-being. Higher educated parents are usually more likely to provide better emotional care to their children (OECD, 2019[28]).



2_ Mapping national COVID-19 recovery plans in education



OECD CENTRE ON PHILANTHROPY

Data and analysis for development

Countries across the world responded quickly with recovery plans in several sectors, including education. These plans outlined strategies to tackle the short-term impact and mitigate learning losses. This chapter focuses on the COVID-19 education response plans of low- and middle-income countries.

The review prioritised the top 30 country recipients³ of private philanthropy for development between 2013-18 that had publicly accessible COVID-19 education response plans (OECD, 2018[6]), (OECD, 2020[38]). The analysis draws on these plans, issued by the concerned ministries in these countries, and compiled by the authors. It is further complemented with data from a joint UNESCO, UNICEF and World Bank survey. Finally, it provides examples from a live education policy tracker compiled by the Centre for Global Development. As these plans evolve due to rapidly changing contexts, the following sections are an indicative rather than exhaustive account of the selected countries' priorities (Annex A provides a detailed overview of the sample, methodology and mapping results).

Most countries planned to mobilise additional funds. However plans rarely include detailed information on the magnitude or funding required and areas most in need.

Overall, the mapping shows that most COVID-19 education response plans considered early childhood, primary and secondary education, girls' return to school and remedial classes. Conversely, no more than half of the countries included in the sample considered vocational education and training (VET), post-secondary education, readjusting the curricula, or social and emotional learning (SEL) in their recovery strategies. Most countries planned to mobilise additional funds. However plans rarely include detailed information on the magnitude or funding required and areas most in need. This lack of information makes it difficult for foundations, particularly for those with no in-country presence, to identify funding gaps they could help fill.

Key findings

Beyond primary and secondary education, much focus is given to early childhood education and development. Vocational education and training, and post-secondary education, are considered less often.

Of 30 countries with national education COVID-19 response plans, 23 outlined early childhood education as a priority. They also prepared programmes to enable the continuity of learning at this level during school closures. About half the countries (15) in the sample featured non-formal education and VET in their plans (Figure 2.1). Burkina Faso, Lao People's Democratic Republic (hereafter "Lao PDR") and Nepal are among these 15 countries. They focused on continuing instruction in non-formal learning and VET, and prioritised these sectors in their recovery plans. Colombia, India, Malawi, Niger and the Philippines reportedly provided support and counselling to high school students transitioning into higher education or employment and to job seekers.

Ensuring students, especially girls, stay engaged with school is high on the policy agenda.

Of 30 countries with national COVID-19 response plans, 26 reported design of a back-to-school campaign to reduce dropouts upon school reopening (Figure 2.2). Particular groups are more susceptible to falling behind in learning as schools close, and are at a heightened risk of abandoning school. These include girls; refugees; ethnic, religious and linguistic minorities; students with disabilities; and students in rural areas. Education response plans have taken stock of the disadvantages faced by these groups, and attempted to address gaps, especially those relating to gender. Of the 30 countries, 23 identified girls as a disadvantaged group and sought to ensure their continued learning and return to school (Figure 2.2). Refugees and ethnic minorities were the next important priority, with 15 countries identifying their need for supplementary support. In countries with multiple languages of instruction, producing learning content in only one language can be an added disadvantage for linguistic minorities. Countries that have produced content in multiple languages include Afghanistan, Guatemala, India, Kenya, Rwanda and South Africa (CGD, 2020[29]).

Education response plans have taken stock of the disadvantages faced by vulnerable groups, and attempted to address gaps, especially those relating to gender.

Figure 2.1. Level of learning featured in national education plans

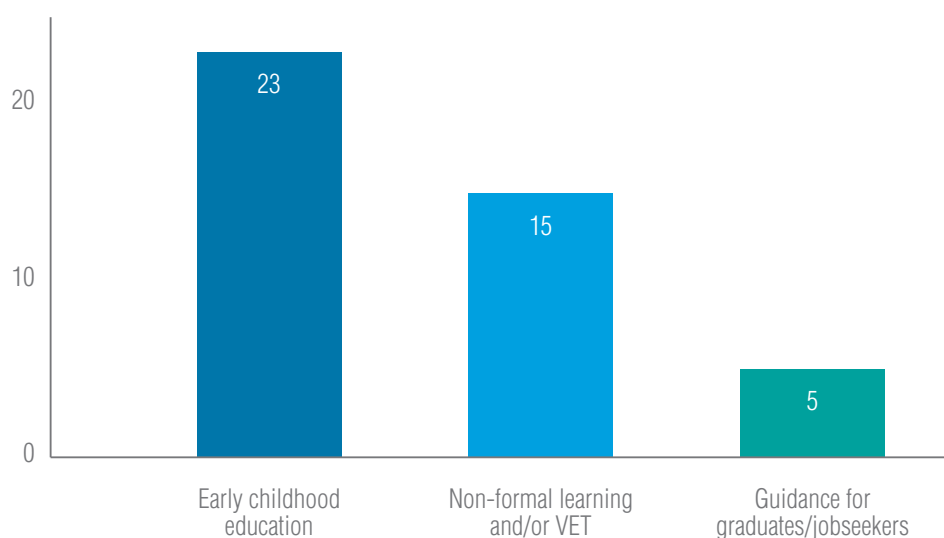
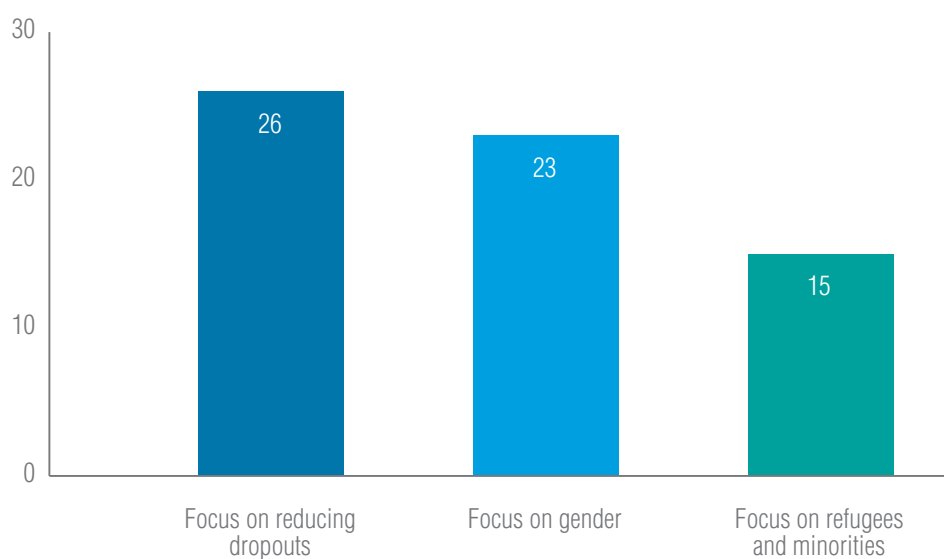


Figure 2.2. Focus on engagement by vulnerable groups in national education plans



Note: The sample comprises 30 countries with publicly available national education COVID-19 response plans.

Source: Authors' calculations based on national education plans.

While most countries consider remedial courses, few highlighted an adjustment of the curricula.

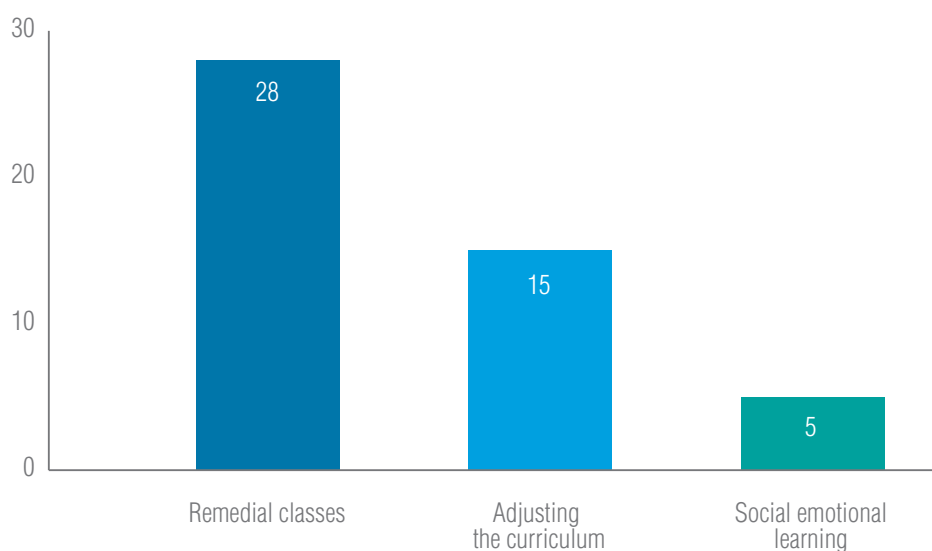
Most countries [28 out of 31, including the People's Republic of China (hereafter "China")] are considering remedial courses to speed up recovery and minimise learning loss among students (Figure 2.3). However, less than half of the countries in the sample (15) outlined reducing or adjusting the curriculum in their plans. Interestingly, this varies by income group. While all the sampled upper middle-income countries reported an adjustment in the curriculum, only 38% of low- and lower- middle-income countries reported so. It is estimated that remediation can halve long-term learning losses. However, in the absence of other measures like revising overly ambitious curricula, and adapting instruction to the level of each child, learners stand to lose half a year's worth of learning (Kaffenberger, 2020[8]). Furthermore, as examinations were disrupted, countries like Afghanistan, the Philippines and Indonesia introduced alternative assessments to validate student learning.

Social and emotional learning is rarely explicitly featured.

SEL is one of the least common dimensions mentioned in national education COVID-19 response plans. Only 5 of 31 countries in the sample reported having prioritised elements of SEL in their response strategies (Figure 2.3). China developed a programme for 0-3 year-olds and 3-6 year-olds with activities to develop a wide range of capabilities including SEL, updated weekly via WeChat. Rwanda also introduced elements of SEL in the remote learning package designed for the pre-primary level during school closures. In Colombia, resources for continued learning and teacher professional development include modules on fostering social and emotional competences.

SEL is one of the least common dimensions mentioned in national education COVID-19 response plans.

Figure 2.3. Strategies to support education recovery



Note: The sample comprises 31 countries with publicly available national education COVID-19 response plans.

Source: Authors' calculations based on national education plans and (UNESCO, UNICEF and World Bank, 2020[39]).

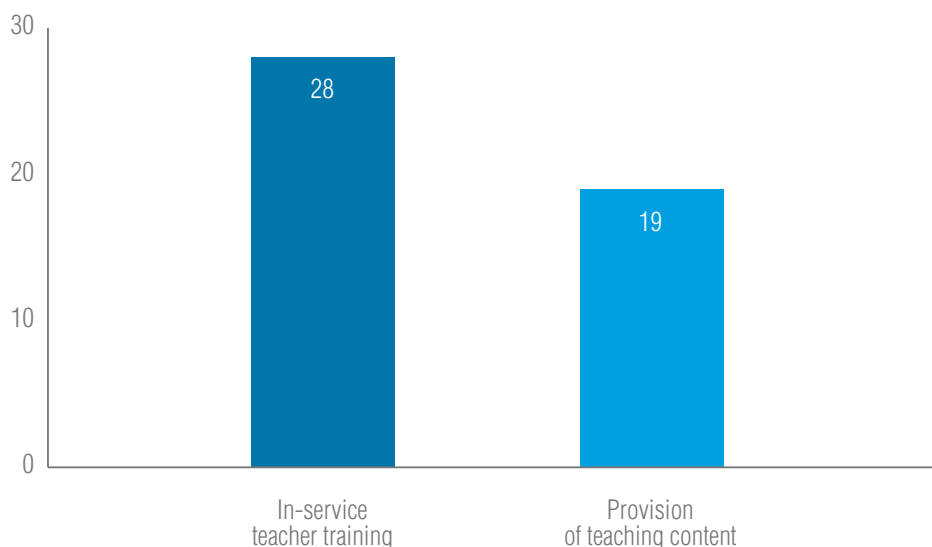
Most countries have planned to provide in-service teacher training.

The suddenness of the migration to remote learning platforms in the wake of the crisis found most teachers unprepared at all levels of education. Most countries in the sample (28 of 31) introduced some form of teacher training on distance teaching techniques (Figure 2.4). This ranged from online seminars to teaching instructions distributed by ministries of education. Moreover, about 19 countries in the sample provided teachers with content such as open educational resources and shared lesson plans via WhatsApp groups and other fora. Several countries such as Côte d'Ivoire, Pakistan and Ghana, among others, also trained teachers in the provision of psychosocial and emotional support to students and their families. Examples of countries that prioritised the recruitment of new teachers upon reopening to drive remediation include Argentina, Indonesia, Myanmar, the Philippines and South Africa.

Most countries in the sample provided psychosocial support to students.

More than 90% (Figure 2.5) of the countries in the sample prioritised psychosocial support to students. Plans include counselling services provided by specially trained teachers, while several countries (including Ghana, Bangladesh and Kenya) also chose radio, television and printed media to attend to learners' psychosocial needs. In the sample, 22 countries also reported providing psychosocial support to teachers, while 19 countries planned for similar support to parents and caregivers. In certain countries like Pakistan and Mozambique, teachers – although trained to provide psychosocial support to learners and their families – did not explicitly receive support themselves.

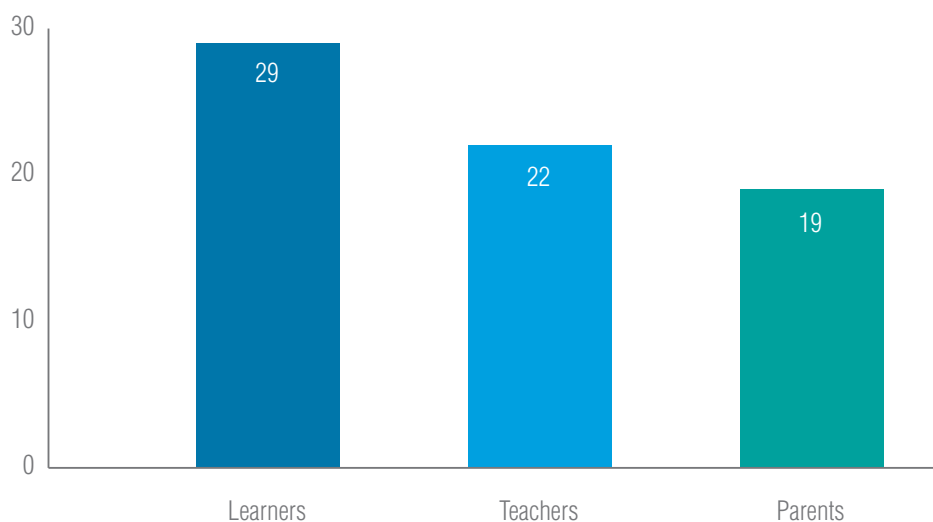
Figure 2.4. Support for teaching remotely



Note: The sample comprises 31 countries with publicly available national education COVID-19 response plans.

Source: Authors' calculations based on national education plans and (UNESCO, UNICEF and World Bank, 2020[39]).

Figure 2.5. Provision of psychosocial support to learners, teachers and parents

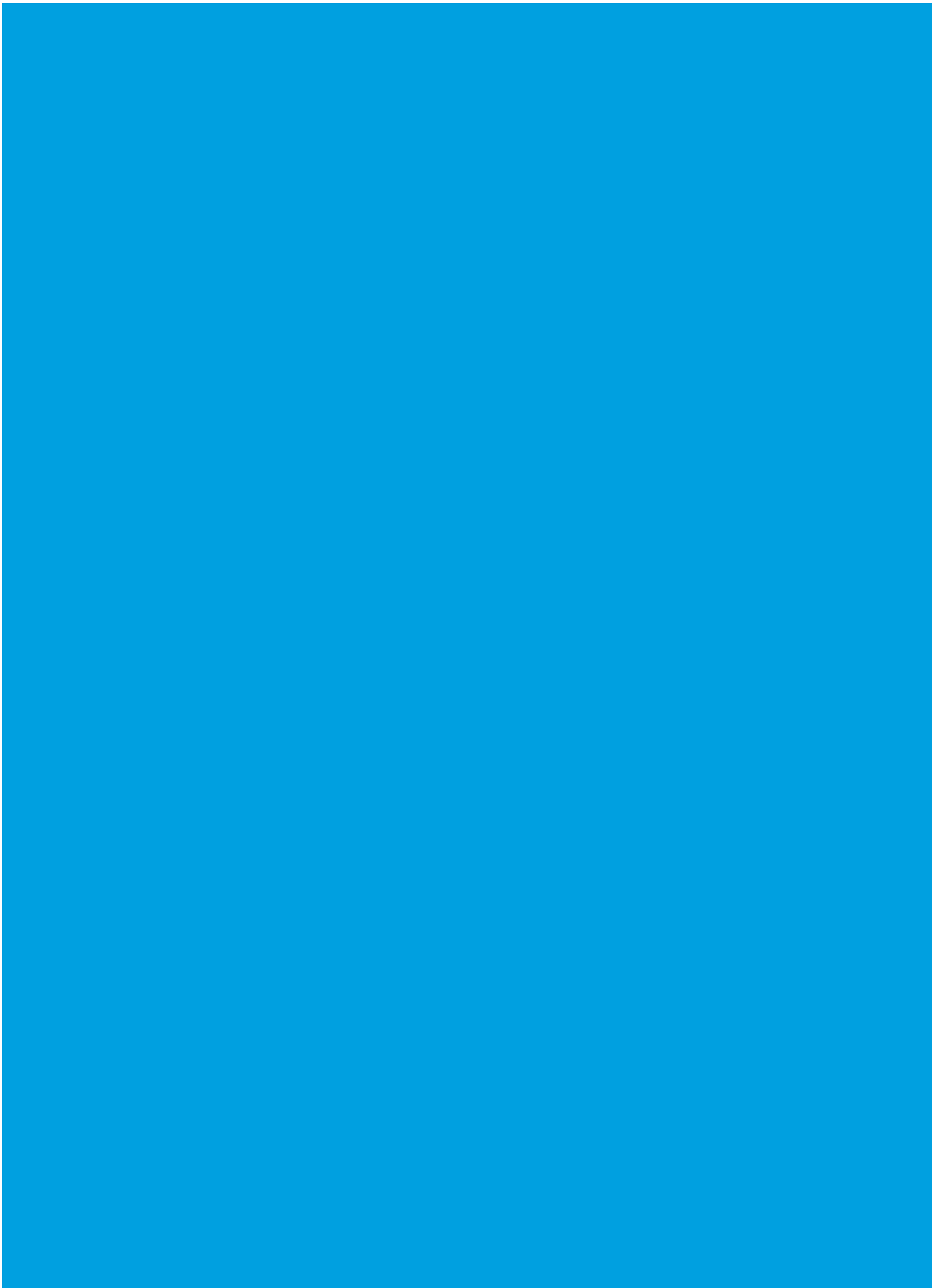


Note: The sample comprises 31 countries with publicly available national education COVID-19 response plans.

Source: Authors' calculations based on national education plans and (UNESCO, UNICEF and World Bank, 2020[39]).

Many countries provided support to families to ensure continuity of learning.

Several countries in the sample provided a variety of support to parents and households to ensure the continuity of learning. For example, Colombia, Guatemala, Rwanda and South Africa issued guides to support parents in distance education. As a decline in household incomes can precipitate dropout rates, middle-income countries such as Argentina, Bangladesh, China, Colombia, India, Indonesia, Pakistan, the Philippines and South Africa supplemented cash transfers (CGD, 2020[29]). In about a third of the countries in the sample, including Argentina, Bangladesh, Colombia, Kenya and Lao PDR, teachers or school principals regularly followed up with parents on learning progress (UNESCO, UNICEF and World Bank, 2020[39]).

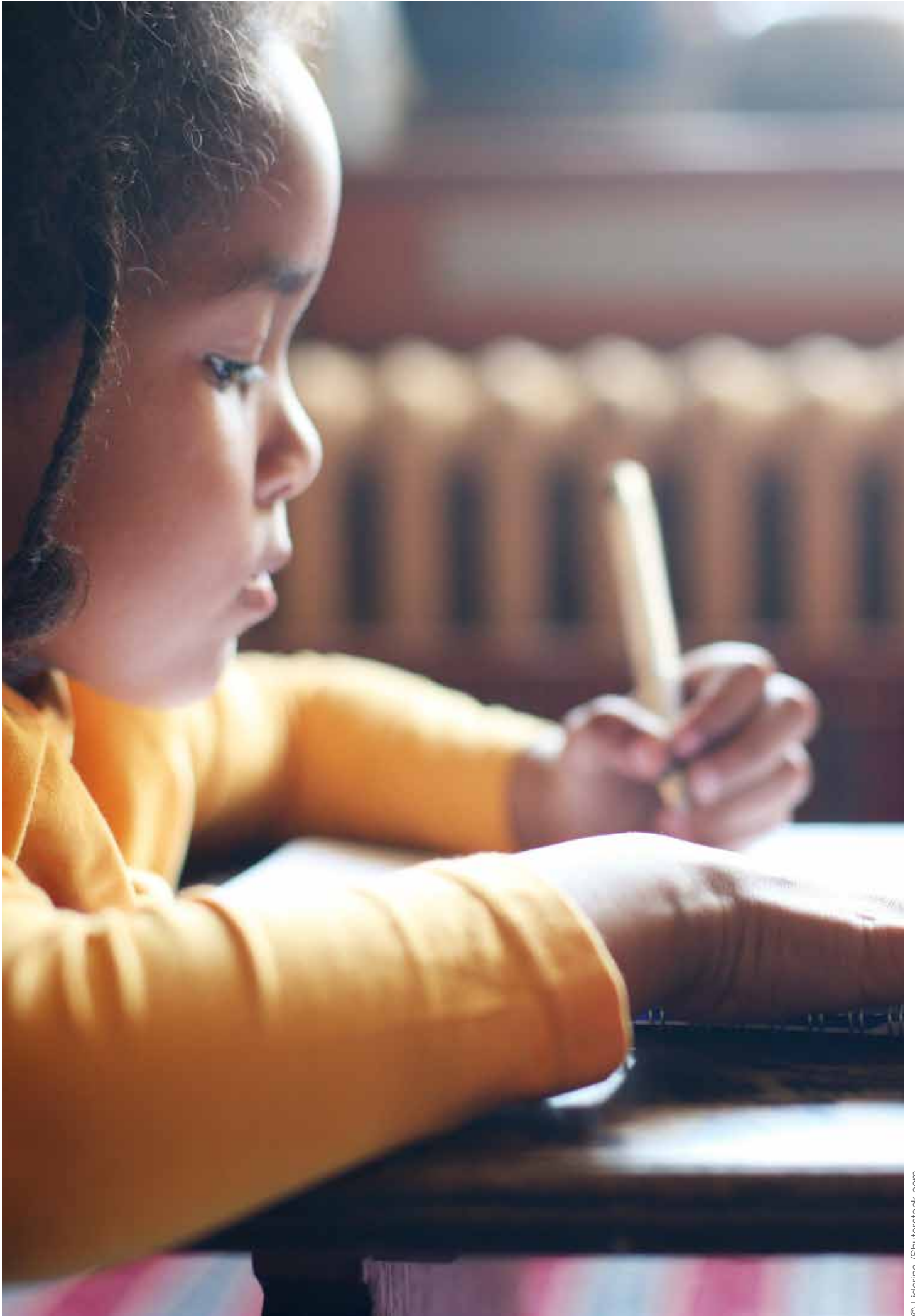


3_ Education funders' response to COVID-19



OECD CENTRE ON PHILANTHROPY

Data and analysis for development



This chapter provides insights into foundations' strategic and programmatic priorities to improve education in developing countries. To put findings into perspective, it also analyses data on ODA flows and provides information from a selected group of ODA providers active in education. It explores how COVID-19 has affected their funding for education and conditions of giving, as well as targeted end-beneficiaries and geographies. It also provides insight into their programmatic priorities to support mitigation and recovery. In addition, it identifies the channels through which foundations and ODA providers are deploying their funds and new players entering the education space. It draws on qualitative insights collected through a survey and interviews among 26 philanthropic foundations and 5 ODA providers (Annex B provides an overview of the methodology used for these consultations).

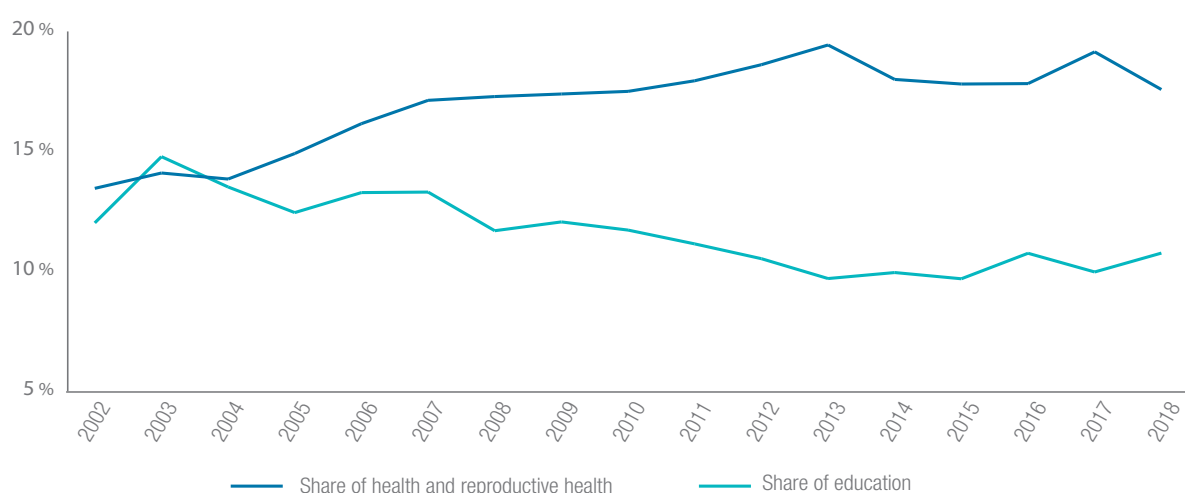
Education funding for education: A view from above

The economic downturn and health crisis pose a serious threat to education funding. Governments' shrinking fiscal space, a drop in remittances and household income, and a possible decrease in aid could hit education budgets (OECD, 2020[3]). Recent estimates suggest that the funding gap in low- and middle-income countries could increase from USD 39 billion annually in 2015 to USD 200 billion annually in 2020 (UNESCO, 2020[4]).

Prior to the crisis, donor spending represented 0.3% of total education spending globally, yet in low-income countries, it was substantially higher (UNESCO, 2019[26]). Before COVID-19 hit, annual global spending on education represented approximately USD 4.7 trillion, 65% of which was spent in high-income countries (compared to 0.5% of the total in low-income countries). Governments were the main source of education spending, accounting for 79% of total spending, followed by households (20% of total). In high-income countries, donors represented 0.3% of total education spending, while in low-income countries they represented as much as 12%.

Against this backdrop, there is much concern that the economic shocks induced by COVID-19 may dry up financial flows for education in developing countries from both ODA and private philanthropy. Even if total volumes of ODA increase or remain constant after 2020, funds earmarked for education might be compromised in favour of other sectors in need, such as health systems, social protection and climate action. Before 2004, the share of ODA for education from sector-allocable ODA was comparable to that of health and reproductive health. However, education giving, as a share of sector-allocable aid, has been losing ground and stagnating ever since (Figure 3.1).

Figure 3.1. Health and reproductive health, and education, as a share of sector-allocable ODA (percentage)



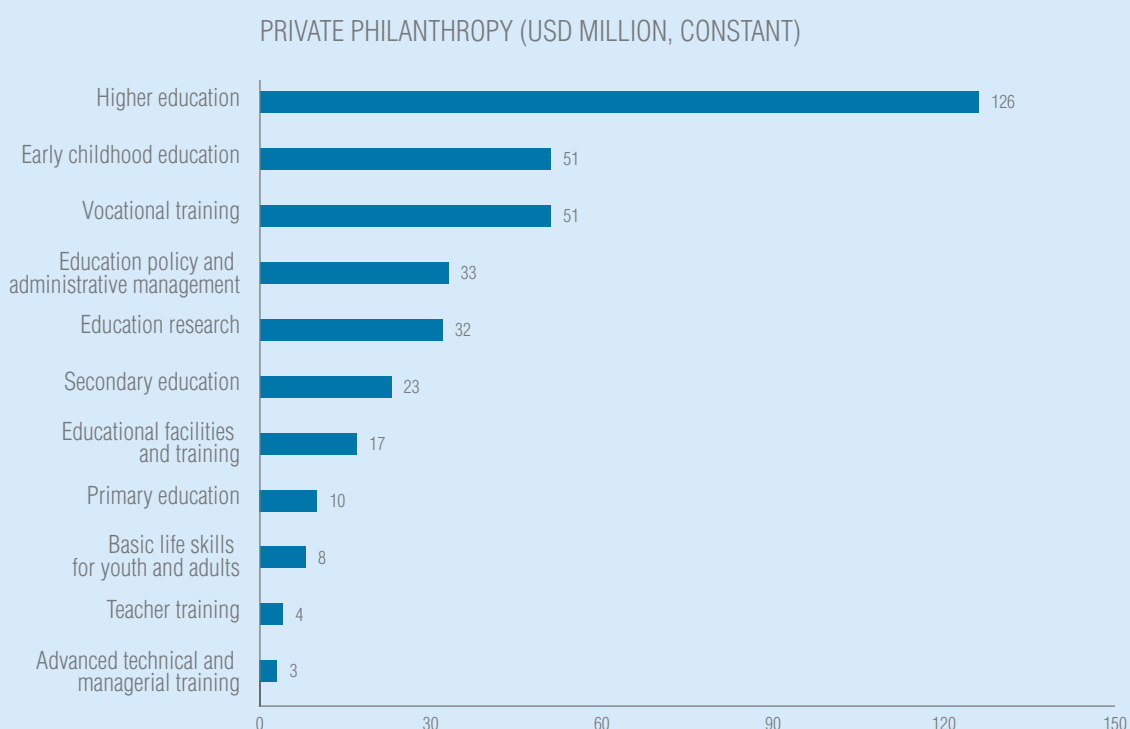
Source: Authors' calculations based on (OECD, 2020[38]).

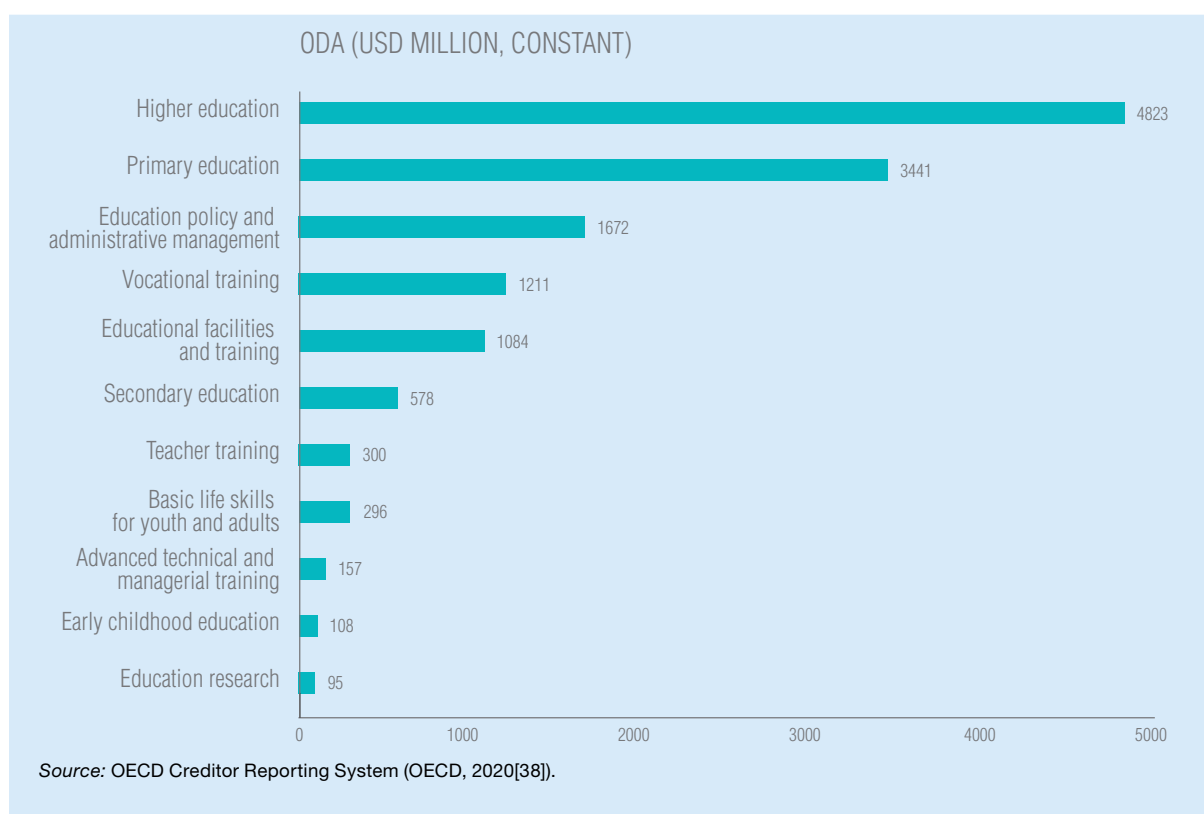
The unprecedented global recession may also hit foundations' revenue streams. Between 2013 and 2015, aggregate philanthropic giving for education represented the sixth largest source of external funding for education in developing countries (OECD, 2018[6]). Box 3.1 decomposes private philanthropy to education, with respect to ODA flows to the sector. With an average of USD 693 million per year, philanthropic flows for education were comparable to the bilateral ODA provided to education by Japan or the United Kingdom. More recent data on a smaller sample of 33 foundations reporting regularly to the OECD confirm that philanthropy plays a key role in financing education in developing countries. Between 2017 and 2018, philanthropy ranked as the tenth largest source of development funding for education⁴ (OECD, 2020[38]). In addition, education is a top targeted sector by philanthropy. Between 2013 and 2015, education was the second most targeted sector by cross-border philanthropy, after health and reproductive health (OECD, 2018[6]). Data on domestic giving in India between 2013 and 2017, Colombia and South Africa (between 2013 and 2018) also show domestic foundations supported the education sector above all other sectors (OECD, 2019[40]) ; (OECD forthcoming, 2021[41]) ; (OECD forthcoming, 2021[42]). However, the giving capacity of private foundations is not shielded from an economic crisis. The most common sources of income for foundations active in developing countries are endowments (65%), individual donations (41%) and corporate donations (37%)⁵ (OECD, 2018[6]). All three revenue streams are vulnerable to the current economic downturn.

Box 3.1. Distribution of philanthropy and ODA for education in developing countries, 2018

ODA and a sample of 33 private foundations channelled most their education funding to higher education in 2018. Interestingly, the average ODA grant to education amounted to USD 0.56 million, comparable to the average philanthropic grant (about USD 0.5 million).

Figure 3.2. Philanthropy and ODA gross disbursements in education, 2018





Shifts in education giving

While financial information is scarce, available data suggest education foundations are protecting and, in some cases, increasing their education giving in 2020 and 2021.

Of the sample, 18 of 25 foundations provided financial figures for 2018-21 (Annex B provides an overview of the methodology used for these consultations). A total of 14 foundations sustained or increased their funding for developing countries between 2019-20, and half of those increased it by 20% or more. Only four foundations reported a decrease in their 2020 development budgets. These findings mirror financial shifts specific to the education sector, with 12 foundations sustaining or increasing their education giving from 2019-20, and 6 reporting a decrease. The outlook for 2021 provides room for (cautious) optimism: while 14 foundations expect to sustain or increase their funding in education next year, as of September 2020, only 2 anticipate a budget cut (Table 3.1).

There is large variability among respondents in their year-to-year funding. This is true of both the direction and the magnitude of their funding shifts. The sample is small and not representative enough to establish any robust trends.

Table 3.1. Philanthropic finance in education for 2020-21

Yearly budget change with respect to previous year (percentage)	N = 18	N = 16
	2019-20 budget	Expected budget
Decrease (More than -20%)	2	2
Decrease (-10% to -20%)	3	0
Decrease (-1% to -10%)	1	0
Neutral (0%)	4	4
Increase (+1% - +10%)	2	3
Increase (+10% to +20%)	3	2
Increase (More than +20%)	3	5

Source: (OECD, 2020[43]).

Some foundations traditionally supporting education strategically expanded their support to health and relief initiatives.

Interestingly, some organisations mentioned that while they remain committed to supporting public education, they had strategically channelled some short-term investments to health research and relief. For example, the Lemann Foundation, together with an alliance of Brazilian corporations, non-profits and foundations,² partnered with the University of Oxford and the Federal University of São Paulo. Together, they led the first round of trials of the Oxford-developed vaccine in Brazil. In the United Arab Emirates, the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research started to support relief interventions for migrant workers. These workers do not benefit from social protection networks and financial safety nets provided by government. Both organisations perceive these interim changes as a means to an end: healthy and solvent communities are essential to achieve quality education.

Box 3.2. Examples of emergency giving in education by ODAs in the wake of COVID-19

Between 2014 and 2018, Germany, the International Development Association (IDA, World Bank Group), the United States, France and EU institutions were the biggest ODA providers in education followed by Japan and the United Kingdom (OECD, 2020[44]).

Germany contributed USD 30 million to the COVID-19 response budget of the Global Partnership for Education (GPE), a global fund and multi-stakeholder partnership dedicated to transforming education in lower-income countries.⁷ Through its Federal Ministry of Economic Cooperation and Development (BMZ), and GIZ, the implementation arm of BMZ, Germany is also providing support to partner countries in their distance learning efforts (BMZ, 2020[45]).

The World Bank released fast-track funding to support education recovery in countries such as Afghanistan, the Gambia, Nepal, Tajikistan and Yemen, among others (CGD, 2020[47]). Its education team also provided support to member countries in implementing remote learning at scale both in the immediate and short term. It hosted remote learning resources and lessons that can be used over various media such as radio, television, mobile phones and the Internet (World Bank, 2020[48]). Furthermore, the Bank is extending support to member countries in ongoing systemic education reform to ensure that students have access to conducive and safe learning environments once schools reopen (World Bank, 2020[49]).

The United States in its bilateral aid response plan aimed at providing children and youth access to quality distance education in foundational skills. It helped partner governments implement data-driven emergency response plans and offered psychosocial support and protection to educators, children and youth, particularly to the vulnerable and marginalised. US Aid for International Development also helped provide distance learning in Morocco, Nigeria and Zambia, as well as essential supplies in Cambodia (USAID, 2020[50]).

The French Development Agency (Agence Française de Développement) together with the GPE, contributed to distance learning in Senegal. It worked with the GPE and UNICEF to mobilise funds to continue learning in Niger. It also extended a USD 46 million loan to Rwanda to help address social implications of the pandemic, including for the education sector (AFD, 2020[51]).

The European Union extended USD 42 billion in budget support to 90 partner countries and overseas territories. This allowed them to implement response strategies in the social sector, including health and education (European Commission, 2020[52]).

Japan, through the Japan International Cooperation Agency worked with Laos, Myanmar and Egypt in strengthening the provision of remote learning and preparation of teaching material through online workshops (JICA, 2020[53]). The United Kingdom contributed USD 6.2 million to Education Cannot Wait, the global fund for education in emergencies (Education Cannot Wait, 2020[54]). In addition, the UK's Foreign, Commonwealth and Development Office in conjunction with the World Bank Group and Building Evidence in Education established the Global Education Evidence Advisory Panel. This brings together renowned academics and policy makers that provide evidence-based guidance to improve the education sector in low- and middle-income countries (World Bank, 2020[55]).

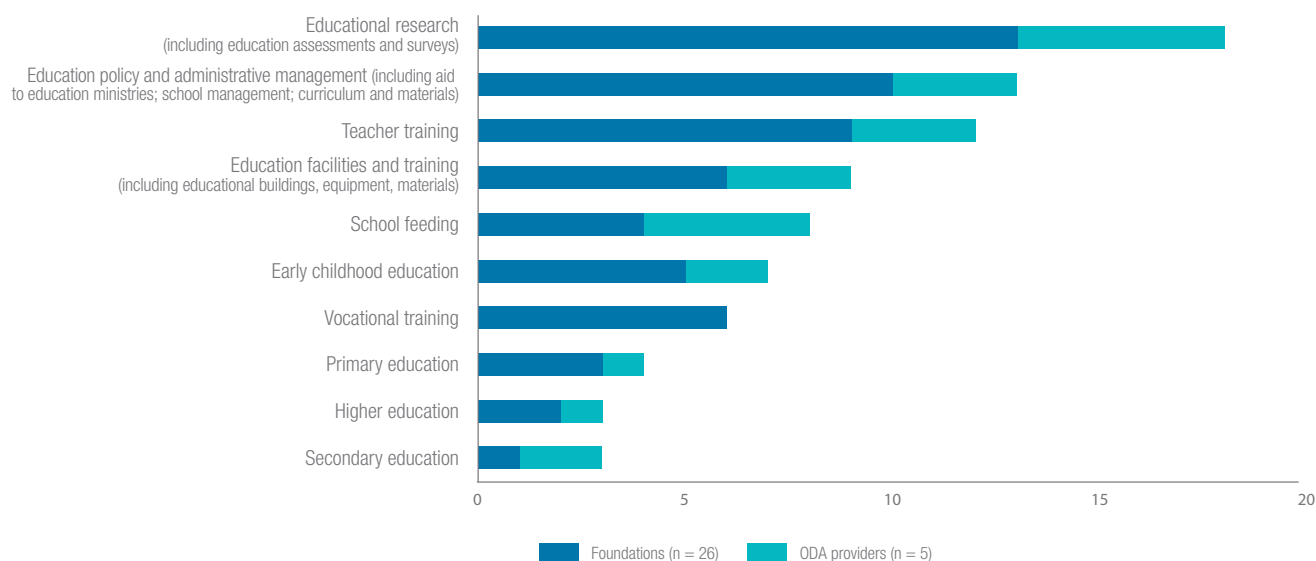
Global funds and multilateral institutions also committed to responding to the impact of COVID-19 on education systems. The GPE, for example, mobilised more than USD 500 million to support partner countries with planning and implementing their response to the pandemic (GPE, 2020[56]). The Inter-American Development Bank provided research, policy and technical support to its members on education, and advocacy support to global alliances (OECD, 2020[43]). Meanwhile, the Islamic Development Bank and Asian Development Bank prioritised education in their relief programmes for member countries (CGD, 2020[29]).

Within their education portfolio, foundations have reallocated their 2020 funding to cope with and adapt to the new conditions created by the COVID-19 crisis.

[...] instead of promoting hasty education reforms, donors can encourage incremental improvements, underpinned by frequent data collection and rigorous evaluation.

In 2020, foundations have increased their financial support to research (Figure 3.3). Interviewed foundations highlighted that instead of promoting hasty education reforms, philanthropy can encourage incremental improvements, underpinned by frequent data collection and rigorous evaluation. Respondents underlined that the dearth of high-quality evidence on the impact of disease outbreaks on education and effective mitigation strategies have made it challenging to build an evidence-based response in low- and middle-income countries (Hallgarten, 2020[57]). Investing in research – which includes education assessments, surveys and evaluations – is thus crucial to achieve a lasting improvement in education delivery. For example, in Brazil, Fundação Itaú Social is supporting research to better understand students' home learning environment and adherence to remote education initiatives provided by state and city public school systems. In the Pacific region of Colombia, Fundación Carvajal is supporting the impact evaluation of the “Aula Global” programme, which provides tutoring in basic language and math skills for struggling students in grades two to five. Amid school closures, the evaluation will assess the effectiveness of distance one-on-one tutoring support to students and their families using WhatsApp and telephones. In Switzerland, the Jacobs Foundation is funding evaluations of policy and school responses in order to better understand the variety of measures schools are taking in response to COVID-19 as well as the factors that influenced schools' ability to respond.

**Figure 3.3. Increase in education giving by purpose, 2020
(number of organisations that increased funding in 2020)**



N=30

Source: (OECD, 2020[46]).

Box 3.3. Examples of monitoring and evaluation, and research by ODA

The Global Partnership for Education (GPE) COVID-19 accelerated grants aim to improve the monitoring capacities of beneficiary partner countries and apply that learning adaptively. In Ethiopia, for example, GPE funding aims to help strengthen the monitoring capacity of schools through increased frequency of school visits and low-cost remote monitoring using SMS and phone calls. In Rwanda, GPE grants are supporting a new system for large-scale remote assessments. In Malawi, the grants are helping the government incorporate a gender lens in monitoring and evaluation (for example, through gender disaggregated reporting).

In addition, as part of its Knowledge and Innovation Exchange, the GPE established a COVID-19 Observatory. This initiative will examine policy responses and emerging research. It aims to provide policy makers in GPE member countries in Africa with actionable evidence to inform their decisions. The Observatory will focus on two broad categories of issues. The first pertains to educational systems (e.g. teacher training and support, school and educational system management, distribution of learning materials, learning assessment, financing and planning, and recovery efforts). The second pertains to children's well-being (e.g. nutrition, health assistance, social isolation, sexual exploitation, increased vulnerability and exclusion).

Source: (OECD, 2020[46]).

Following the COVID-19 outbreak, the World Bank's Strategic Impact Evaluation Fund has been supporting a series of experimental and quasi-experimental evaluations. These aim to build the evidence base on the benefits of technology-based interventions that can improve learning of children and adults. Examples include SMS messaging campaigns to encourage positive parenting attitudes, the impact of adaptive learning software on children's learning outcomes and teachers' effectiveness, and the impact of technology-enabled solutions on vulnerable children's well-being.

It gives a special focus to affordable and scalable technologies in low- and middle-income countries. Beyond evidence on the effects of these technologies, it will gather data on the costs associated with their development, deployment and maintenance. It also encourages iterative experimentation with frequent feedback loops, to identify barriers to adoption at scale and facilitate timely course corrections.

Source: (World Bank, 2020[58]).

Although most respondents sustained or increased their investments in early learning (21 out of 30 respondents), the sector is thought to be particularly vulnerable to budget cuts.

With some notable exceptions, early learning remains underfunded relative to other education levels across the developing world. In 2016, lower middle-income countries earmarked 6.5% of their total education budget to early learning, while in low-income countries early learning represented just under 2% of education budgets. By contrast, low-income countries allocated 47% and 24% of their total education budget to primary and secondary education, respectively. Meanwhile, lower middle-income countries allocated 39% and 36% to primary and secondary education, respectively (UNESCO, 2019[26]). External funding has also been precarious. Philanthropic giving for early learning in developing countries represented only 5% of total giving in education between 2013-15. This is a small share compared to funding that targeted higher education (26% of total) (OECD, 2018[6]). Similarly, during the same period, only 0.4% of total ODA for education targeted early learning (USD 113 million) compared to 39% for higher education (USD 9.5 billion) (OECD, 2020[38]). Some of the multilateral donors and global funds interviewed, including the Inter-American Development Bank⁸ and the GPE, are ramping up their support to early learning and testing a range of early childhood services. Philanthropic organisations, like the Lego Foundation, the Children's Investment Fund Foundation and the Bernard van Leer Foundation, are also playing a significant role in both funding and raising awareness of early learning on the donor and domestic agendas (OECD, 2020[38]).

Overall, education foundations have not changed their intended end-beneficiaries.

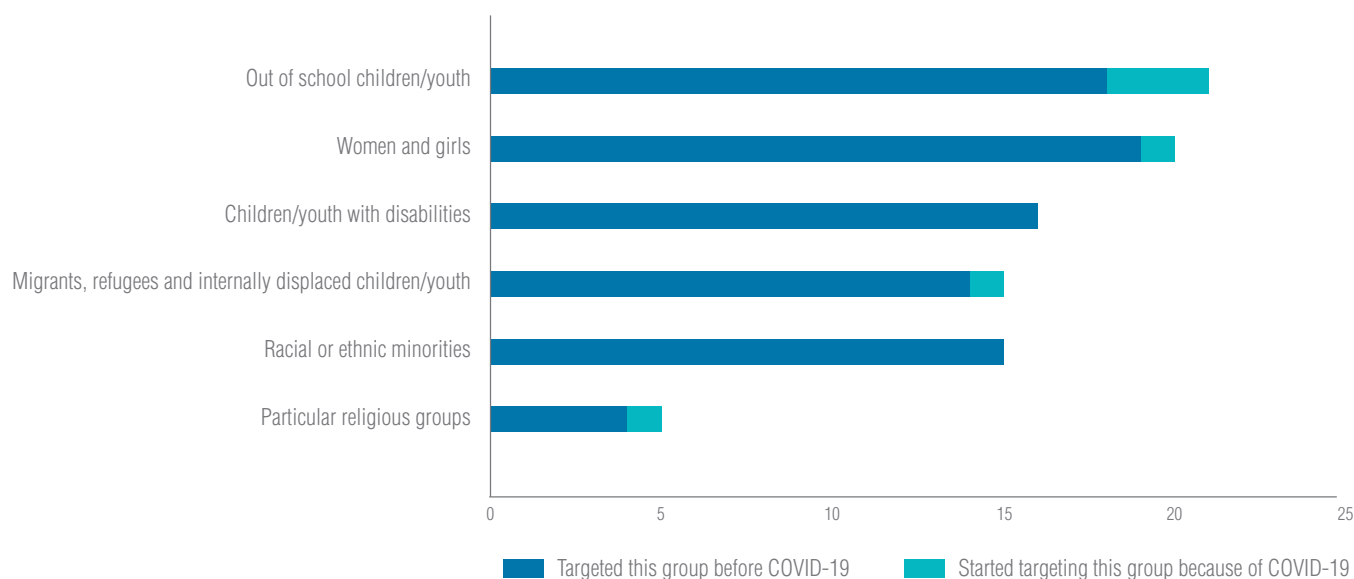
Most education foundations are already focused on vulnerable populations, and are not changing their intended end-beneficiaries (Figure 3.4). Foundations are focusing on out-of-school children, girls, young women and vulnerable children who might be pushed into early marriage or child labour following the COVID-19 emergency.

Vulnerability can be cumulative, with children who belong to more than one underprivileged social group facing greater disadvantage. Across many contexts, most out-of-school children are girls (UIS[1]). Girls and young



women, and predominantly those from poor and marginalised communities, are particularly exposed to the economic and social fallout and the interruptions of educational services as schools close. Even for those enrolled in school, the risks of early marriage, adolescent pregnancy and permanent school dropout increase as they lose access to the social support networks and protective environments that school can offer. However, philanthropic giving for gender equality channelled through education programmes has been negligible when compared to that channelled through health and reproductive health (Box 3.4).

Figure 3.4. Foundations and ODA providers' intended end-beneficiaries (number of organisations)



Source: (OECD, 2020[43]).

Box 3.4. Education has attracted a small share of philanthropic giving for gender equality

Girls stand to lose from protracted school closures. With higher burdens of domestic and unpaid care, and lower access to technology, girls have fewer opportunities to engage in remote learning. They also face an increased risk of pregnancy and early marriage, reducing their chances to return to school once they eventually reopen.

Research from West Africa shows that school closures during the Ebola epidemic led to increased pregnancy rates for girls aged 12-17. This rise in early childbearing was in turn closely linked to lower school re-enrolment rates after the crisis (Bandiera et al., 2020[59]). In addition, when resources are scarce, parents are less able to invest in their children's education and may be forced to choose which children can go to school. Discriminatory gender norms can influence such decisions and lead to choices that disfavour girls. This is especially the case if parents have low levels of instruction and lack information on the value of girls' education. Evidence from Ethiopia and Uganda shows that sudden financial instability often leads parents to invest preferentially in boys' human capital at the expense of girls' education (Björkman-Nyqvist, 2013[21]); (Asfaw, 2018[60]).

Against this backdrop, the education sector attracted only 5% of philanthropic giving for gender equality over 2013-15. Meanwhile, the health and reproductive health sector attracted 73% of such funding over the same period (OECD netFWD, 2019[61]).

Priority mitigation and recovery strategies

In the short term, foundations are focusing on bridging the access gap to remote learning.

Expanding remote learning through a broad spectrum of delivery formats was the most oft-cited short-term priority (Figure 3.5). In India, for example, the Aga Khan Foundation is producing contextually relevant and low-cost learning kits for children in the community who cannot access technology-enabled learning. These kits were designed in consultation with children, families and teachers and are produced with the support of local women's self-help groups.⁹ In Côte d'Ivoire, Jacobs Foundation is supporting the government in developing and providing remote learning opportunities through local radio broadcasts and free access to a mobile device learning platform. In Brazil, the largest education foundations and multilateral organisations formed a coalition to co-ordinate their responses to the crisis and collectively offer remote learning opportunities across the country.¹⁰ Meeting dozens of times during the year, they identified education's main challenges and designed, funded and implemented a range of solutions. These included producing content and broadcasting remote classes through TV, reaching an estimated 8 million students. The coalition also developed a publicly accessible platform for learning assessment, and a national campaign to avoid school dropout. Similarly, remote learning solutions supported by GPE funding vary widely, and three-quarters of GPE partner countries rely mostly on radio, television and print materials. These approaches ensure that the most marginalised children – those without access to Internet connectivity or even electricity – are not falling too far behind.

Foundations also see a window of opportunity in the crisis to remove some barriers to connectivity. For example, the DG Murray Trust, a foundation in South Africa, created the Zero Rating Initiative, a coalition of non-profits. The initiative is leveraging the data subsidy provided by the state in response to the COVID 19 pandemic. In so doing, it aims to optimise online learning platforms and substantially reduce the data cost for low-income students. Ultimately, by taking advantage of this unprecedented opportunity, it wants to build a case for the continuation of this benefit beyond the period classified as a national disaster.

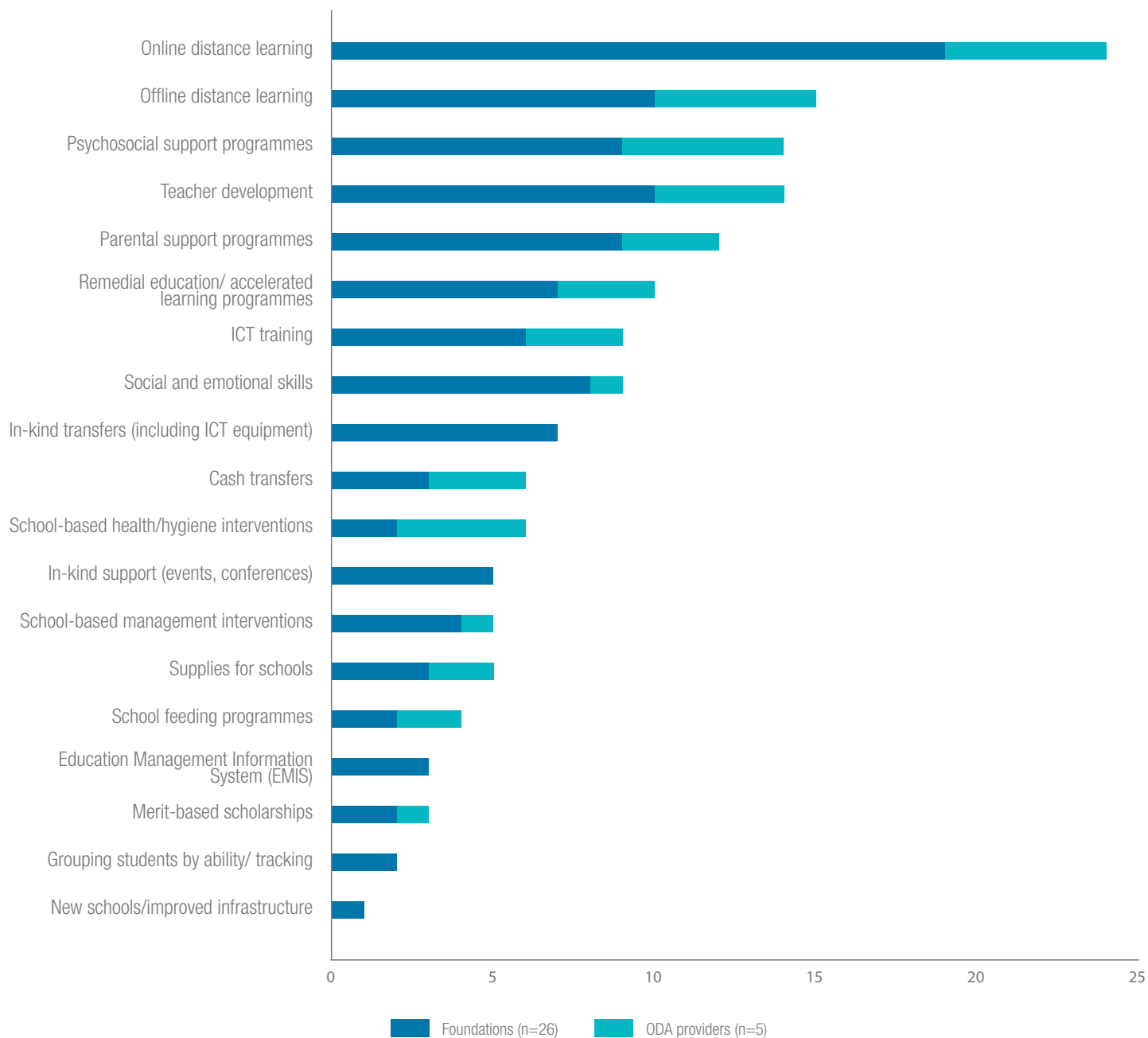
Beyond reducing mobile data costs, philanthropy has been involved in multi-stakeholder research and advocacy initiatives to improve Internet connectivity in developing countries, even before the pandemic. For example, foundations active in public health, such as the Novartis Foundation and the Carlos Slim Foundation, are members of the Broadband Commission for Digital Development. The Commission, established in 2010, aims to position broadband on the international policy agenda, and provide concrete recommendations to expand broadband access globally.¹¹ Similarly, philanthropic organisations such as Omidyar Network and Grameen Foundation participate in the Alliance for Affordable Internet. The Alliance uses research, policy advocacy and country engagement to promote universal, affordable Internet across Africa, Asia and Europe. Finally, the Bill & Melinda Gates Foundation, in partnership with the University of Oxford, EdTech Hub, the Omidyar Network, the Netherlands and UK Aid, launched the Pathways for Prosperity Commission on Technology and Inclusive Development. Between 2018 and 2020, this Commission explored different questions through research and multi-stakeholder consultations in technology and inclusive development. Its final publication provides a roadmap with specific recommendations to improve connectivity and access to digital technologies in low-income settings (Pathways for Prosperity Commission, 2019[62]).

Interestingly, according to respondents, COVID-19 has strengthened ties between teachers and caregivers, opening a window for families to become more actively engaged in their children's education.

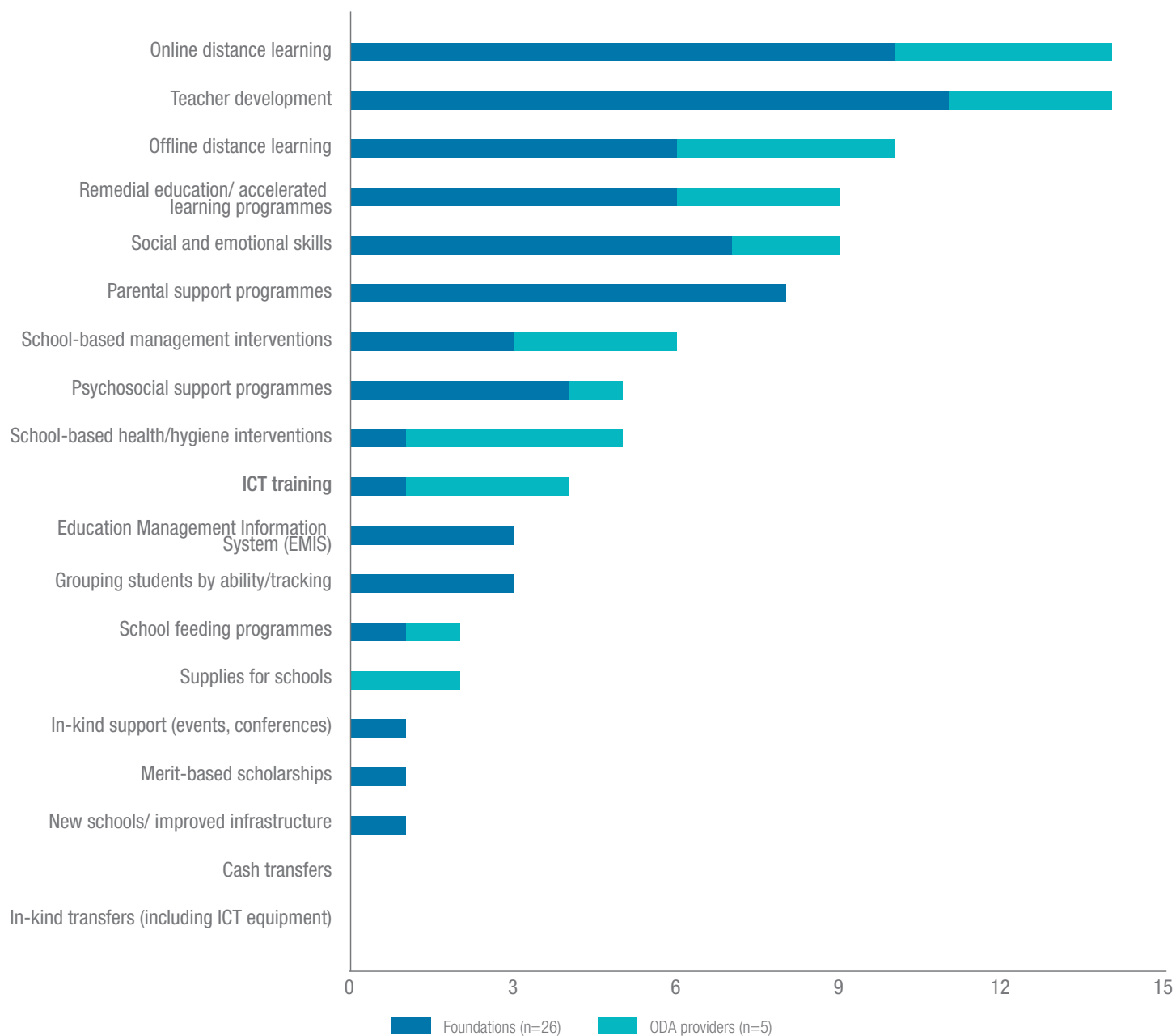
Some encouraging evidence is emerging. Amid school closures in Botswana, the NGO Young 1ove ran a rapid randomised evaluation to test different engagement strategies with 10 000 families across the country. They sent weekly SMS messages with numeracy exercises to all families, while for a subset of families, they added a 20-minute call to provide further guidance on the exercises. Preliminary results show that both strategies significantly improved students' numeracy skills. In addition, parents became more engaged in their children's education and had a better understanding of their children's learning levels (Angrist et al., 2020[16]). Similar ongoing studies look at how low-tech interventions (SMS) can foster parental support and children learning across five Latin American countries.

Figure 3.5. Programmatic priorities in the short term and long term (number of organisations prioritising each programmatic area)

MITIGATION



RECOVERY



N=30

Source: (OECD, 2020[43]).

In the longer term, foundations see flexible instruction, individual resilience and empowered educators as the building blocks of stronger education systems (Figure 3.5).

Flexible curricula and hybrid models that blend in-person and distance learning can ensure the continuity of education, while catering to individual students' needs. In the short term, foundations' support to remote learning has mostly relied on immediately available resources. However, for the longer term, respondents highlighted that revamping digital infrastructure (including connectivity, hardware and software) will be crucial.

COVID-19 has shifted the debate from whether to adopt technology-enabled instruction to how technology can best enhance teaching and learning in school and at home.

Evidence to date is mixed on the effectiveness of technology-enabled instruction on student outcomes (Escueta et al., 2017[63]). However, COVID-19 has shifted the debate from whether to adopt technology-enabled instruction to how technology can best enhance teaching and learning in school and at home. In contexts where natural disasters, pandemics and economic shocks are likely to disrupt schools, technology can help ensure the continuity of education. This requires investing in the digital infrastructure of schools and communities, in high-quality digital learning content, as well as in the digital and pedagogic skills of educators (Box 3.5). It also calls for curricula that focus on core competencies and promote project-based learning, while leaving sufficient room for educators and learners to adapt them to their needs and interests.

Box 3.5. Towards flexible, blended learning environments: How foundations can make their support more efficient

Education foundations can support governments and partners in making their support more efficient in three different ways:

1. Support a comprehensive diagnosis

When available, administrative data and international student assessments (e.g. PISA, PISA-D, TALIS, TIMSS and PIRLS)¹² already provide a wealth of information on needs, infrastructures and teacher attitudes. Where data are lacking, education foundations can support data collection efforts to enable a nuanced diagnosis covering the following dimensions (Ganimian, Vegas and Hess, 2020[64]):

- **Learner variability:** Different technologies cater to different learning goals. In contexts where most students fail to master foundational skills, institutions might want to improve learning across the board; those where a fraction of students is lagging behind might want to provide targeted remedial instruction; and those with a few high performers may want to stimulate them with more advanced learning. Understanding the distribution of learner outcomes will help governments and partners define the end goal of technology-based solutions.
- **Available technologies and infrastructure:** This is mapping access to reliable power supply and Internet connectivity, availability of outlets and devices at schools and students' homes, and capacity of schools to protect hardware from extreme weather or theft.
- **Users' appetite and competence for EdTech:** This includes the ease of educators, families and students with technology and beliefs about its benefits for learning.

2. Bridge research with action

Foundations can help bridge research with action at two different stages:

First, encourage the use of learning science research in the design and delivery of EdTech products and platforms. For decades, fields as varied as neuroscience, cognitive and educational psychology, behavioural economics and computer science have provided insight into how people learn. However, EdTech companies do not always invest in or use learning sciences. Foundations can encourage the EdTech developers they support to apply learning sciences in their product design and development.

Second, promote the use of rigorous evidence on the impact of different technology-enabled instruction approaches by decision makers in governments, CSOs and schools. The impact of technology on student achievement has been documented. For example, computer-assisted learning or software that allows students to practise a skill and advance at their own pace shows great promise in improving learning outcomes, and can be cost-effective in schools where hardware is already available (World Bank, 2020[65]). Benefits stem from the capacity of software to tailor content to students' needs (Escueta et al., 2017[63]). Similarly, evidence on live-broadcasting instruction is encouraging, particularly in contexts where children have no access to education, or where quality of instruction is low (Ganimian, Vegas and Hess, 2020[64]).

However, decision makers in government, non-profits and schools do not always have the time or skills to explore the body of research, single out high-quality studies and connect how nuanced findings can inform their day-to-day practice. By supporting “evidence brokers” – organisations that help decision makers navigate the growing body of rigorous evidence on education technology – foundations can maximise the potential of technology to improve student learning. These organisations take stock of evidence in education and technology, synthesise and disseminate results, and work closely with decision makers to translate findings into actionable and contextualised recommendations.¹³

3. Fill evidence gaps

Foundations can invest strategically to produce new research where critical evidence is missing. In low- and middle-income countries, several areas of education and technology warrant further investigation. The long-term impacts of computer-assisted learning, as well as the subjects in which it can add most value, could be assessed. The effectiveness of other uses of technology on learning and engagement (such as pre-registered video and audio tutorials, live one-on-one tutoring and gamification) could be evaluated. Policy makers could also explore the potential of EdTech to help students develop social and emotional skills, and better understand how higher exposure to technology affects students' sense of belonging, health and well-being (Escueta et al., 2017[63]); (OECD, 2020[10]). Finally, understanding how technology can be best leveraged to improve teacher in-service training, mentoring and collaboration remains a crucial, yet understudied question (Popova et al., 2019[66]).

To better cope with rapid change, education needs to provide learners with the habits and mind-sets that promote resilience and positive attitudes towards learning.

Preparing students with academic and technical skills alone will not be enough for them to succeed in their studies and careers, and live healthy and fulfilling lives (OECD, 2020[67]). Moreover, in the context of remote instruction and social distancing, social and emotional skills such as a strong sense of purpose, autonomy, self-monitoring and executive function have become even more important to enable independent learning. However, prolonged school closures create a risk that school systems further narrow their focus on remediating measurable academic and technical skills. Indeed, from the 30 countries sampled in Chapter 2, only 5 had explicitly featured SEL in their national education COVID-19 response plans.

in the context of remote instruction and social distancing, social and emotional skills [...] have become even more important to enable independent learning. However, prolonged school closures create a risk that school systems further narrow their focus on remediating measurable academic and technical skills.

Philanthropy is striving to increase the profile of SEL in formal education systems. For example, Echidna Giving, a US-based private donor, has recently launched, in collaboration with several other private foundations, two regional collectives in East Africa and India to create life skills assessment tools. These will be locally grounded in developing countries' contexts (Kenya, Tanzania, Uganda and India), but also internationally comparable. With a concrete definition of skills and reliable metrics, governments and implementers can better track progress and empirically test interventions that aim to improve these skills. Beyond SEL, funders are also piloting models to push the boundaries of what educational systems can deliver. For instance, the Templeton World Charity Foundation funds interdisciplinary research to identify promising approaches to develop character traits that can help students improve their mental and physical health, life satisfaction, meaning and close social relationships. The OECD Centre on Philanthropy is conducting a study to better understand how foundations and their partner NGOs and education authorities are supporting SEL in developing countries.

COVID-19 has been a wake-up call to rethink the perception of teachers – from technicians who deliver a curriculum to designers and facilitators of innovative, student-centred pedagogies.

Educators are at the heart of foundations' mitigation and recovery strategies.

Consulted foundations have stressed that COVID-19 has been a wake-up call to rethink the perception of teachers – from technicians who deliver a curriculum to designers and facilitators of innovative, student-centred pedagogies.

Foundations highlight the need to tap into the latent innovation potential in teaching, within the classroom and through new channels, to foster learning environments where educators can be active agents for change. This requires increased investments in teachers, school leaders and local administrators' professional development and change management skills. A school environment conducive to innovation has three qualities for educators:

- tools to diagnose the situation of their students and identify learning needs
- pedagogical knowledge and capacity to mobilise diagnostic evidence and engage with peers to design potential solutions
- access to discretionary capital to develop and monitor solutions (Paniagua and Istance, 2018[68]).¹⁴

Consulted foundations stressed the need to invest more, not only in in-service teacher training and support, but in pre-service teacher training institutions. For example, in Brazil, Fundação Itaú Social partnered with the Institute of Advanced Studies of the University of São Paulo to launch a Chair of Basic Education. The objective is to provide high-quality research on teacher training and mentoring to Brazil's leading teacher training institutions.

Foundations see school networks, both public and private, as tactical partners to prototype, test and spread bottom-up innovations.

School networks provide a platform to identify shared challenges, pool innovative practices and share experiences of what is working and what isn't in a particular setting. They also provide an opportunity to test innovations across a diversity of contexts and offer the social connections to accelerate diffusion of promising practices (OECD, 2017[69]).

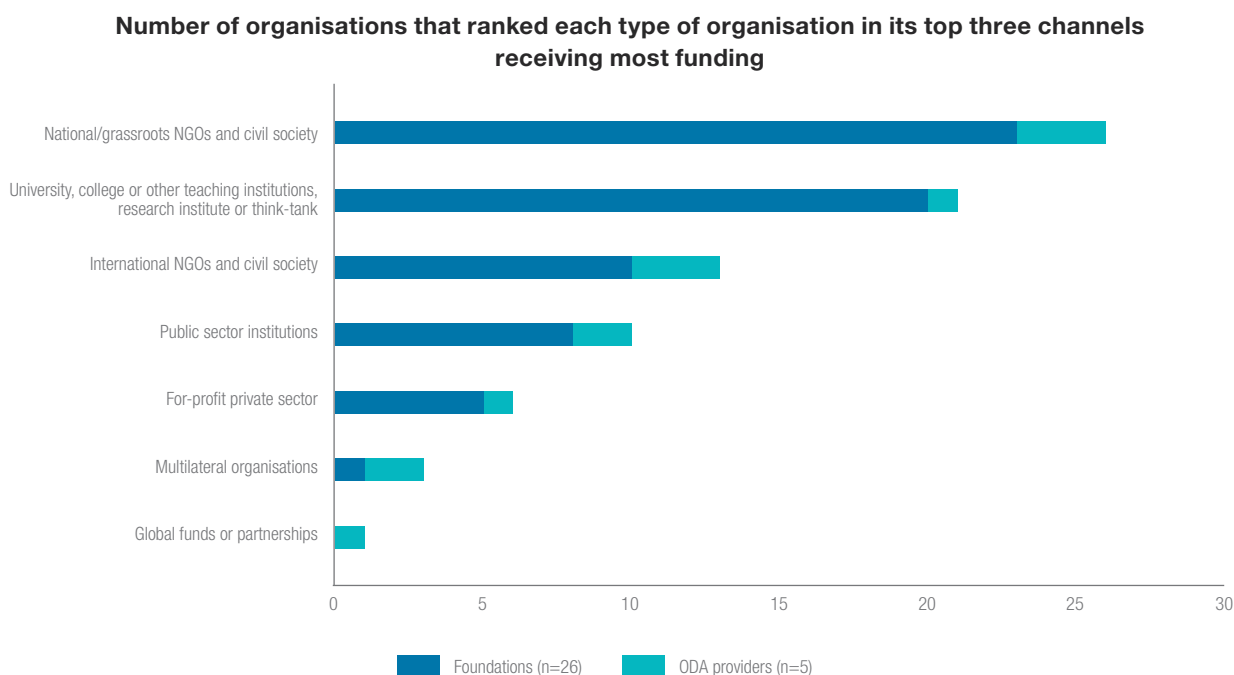
Schools 2030, a donor consortium comprising nine foundations, is a case in point. Across 1 000 government schools in 10 countries, teachers and school leaders receive professional development support on human-centred design, as well as holistic learning assessment tools that are simple and culturally relevant. This allows teachers to assess their students' holistic learning outcomes and to design classroom interventions to address learning gaps. Schools receive micro-grants to develop and implement those solutions, track progress and iterate their approach. Teachers and school leaders are connected to a larger community of practice to further promote their capacity to innovate in their teaching. In South Africa, the Michael & Susan Dell Foundation partners with non-profits that support networks of no-fee government schools to learn from effective approaches on school improvement. In these networks, partners are implementing an approach to adopt tools that ensure children are learning at the right level, increase time on task and support teachers to adapt more data-driven instruction. In Haiti, the Kellogg Foundation helped create the Model School Network, a coalition of government, research institutions and established school networks comprising 202 schools. The network aims to embed socio-emotional skills in the curricula. Further, it seeks to promote an evidence-based approach through longitudinal and experimental studies to assess learners' outcomes. Finally, the Jacobs Foundation, through its "Learning Schools" portfolio, engages with public and private schools to produce and apply evidence and share best practices on teaching and school management. The foundation recently launched a research partnership with a global network of private schools to identify and evaluate approaches that encourage student creativity and curiosity.

Donor partnerships

The COVID-19 crisis has (temporarily) eased the conditions attached to education foundations' giving.

Foundations have prioritised channelling funds through national and international NGOs, research centres and universities (Figure 3.6). The most common shifts in giving conditions were an increase of financial support to rapid response funds, a loosening of application and reporting requirements, and grants for longer periods. All three conditions are, for most, temporary changes that will apply only during 2020. The most common permanent change in funders' giving is their proactive support to partners' fundraising by connecting them to other donors (Figure 3.7). In addition, some respondents are considering leaner processes. For example, instead of asking applicants to fill out long and often complex applications, some foundations would like to treat them as job candidates. Prospective partners can provide a short "resume" with an overview of the organisation's track record, participate in an interview and provide a reference check.

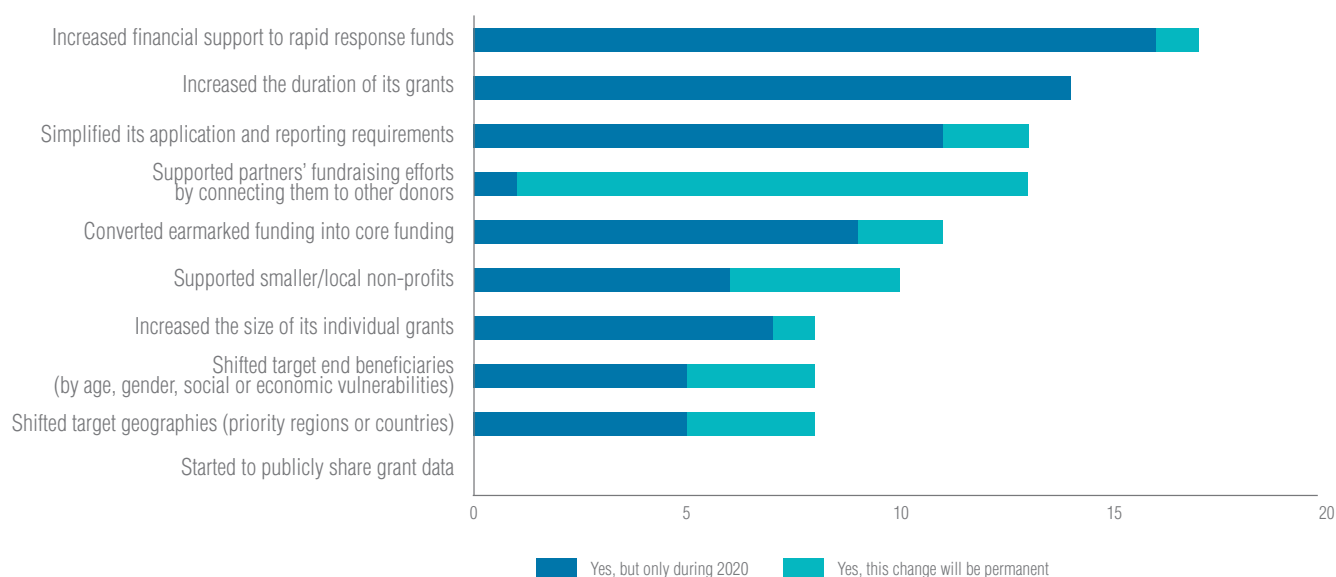
Figure 3.6. Channels through which foundations and ODA providers deployed education funding



N=30

Source: (OECD, 2020[43]).

Figure 3.7. Shifts in giving conditions



N=30

Source: (OECD, 2020[43]).

Some respondents also highlighted they are shifting earmarked funding into core funding, which echoes a broader push from the philanthropic community to loosen funding conditions and focus more on grantees' autonomy and financial health. Non-profits struggling to cover their core costs is not new. Unearmarked or core contributions to implementing institutions represented only 14% of total philanthropic giving between 2013-15 (OECD, 2018[6]). Some foundations had been advocating for, and providing, core support well before the COVID-19 crisis. For example, the Dutch Postcode Lottery provides over 70% of its grants for development as unearmarked funding.

They believe their beneficiaries are the experts in their specific field, and can therefore decide how best to spend their funds to achieve their objectives. Similarly, in 2018, five foundations (the Ford Foundation, MacArthur Foundation, the William and Flora Hewlett Foundation, the David and Lucile Packard Foundation and the Open Society Foundations) launched a collaboration to pilot solutions to increase their general operating support to partners and address non-profits' chronic underfunding.

With the COVID-19 emergency, and the ensuing lockdowns, core funding is all the more determinant for non-profits' survival. In a recent survey of 544 non-profits across 93 countries, more than a third of respondents reported a decline in funding by the end of March 2020. Future prospects also seemed grim, with more than 97% of respondents anticipating a decrease in their funding in the next 12 months (CAF America, 2020[70]). With the cancellation of public events and suspension of income-generating direct services, traditional sources of earned revenue for non-profits have withered. This makes foundations' giving a crucial source of steady income. Amid the emergency, several foundations have committed to loosen restrictions on current grants, make new grants as flexible as possible and minimise reporting expectations, among other things. For example, more than 785 foundations signed Philanthropy's Commitment during COVID-19 Pledge by the US Council of Foundations. Similarly, more than 186 foundations adhered to the European Philanthropy Statement on COVID-19 issued by Donors and Foundations Networks in Europe and the European Foundation Centre. While this trend is encouraging, the long-term effect on foundation practices needs to be assessed.

Amid the emergency, several foundations have committed to loosen restrictions on current grants, make new grants as flexible as possible and minimise reporting expectations

As education delivery shifted from classrooms to home, COVID-19 has dynamised the global education landscape of funders and implementers.

The COVID-19 pandemic has provided momentum for multi-stakeholder partnerships and private investors to enter or expand their portfolio in education. Business coalitions are channelling funds to education. Meanwhile, multinational education, tech and social media companies are increasing their investments and developing new products to facilitate hybrid learning (Box 3.6).

Box 3.6. Which actors are entering or expanding their education giving/programming amid the COVID-19 emergency?

Business coalitions

The Global Business Coalition for Education brings together private companies interested in helping address the global learning crisis. Through its Rapid Education Action initiative, the coalition is mobilising corporate resources and expertise for education across five domains: distance learning; teacher training; student connectivity; materials distribution in remote areas without access to digital infrastructures; and content broadcasting (TV/radio).

Education and tech companies

Pearson: A private education conglomerate, Pearson has announced an expansion of its investments into the EdTech market. Amid the COVID-19 crisis in June 2020, the company announced a new GB 350 million social bond (approximately USD 460 million). Net proceeds from this bond aim to help students seeking vocational qualifications in the United States and internationally; students using Pearson's virtual schools network; and those working to get their high school education certificate in the United States.

Microsoft: The company launched a global skills initiative to facilitate the use of data to identify in-demand jobs and the skills needed to fill them; provide learning opportunities and content to help people develop these skills; and offer low-cost certifications and job-seeking tools. In addition, in partnership with UNICEF, and the University of Cambridge, Microsoft launched the Learning Passport initiative, which aims to help children affected by COVID-19 continue their education at home. The initiative was designed to deliver digital (on line and off line) remote learning to displaced and refugee children. However, it was expanded to deliver remote instruction for children and youth affected by school closures through a digital platform across several countries.

Google: Google.org, the company's philanthropic arm, announced a USD 10 million Distance Learning Fund to help organisations, educators and parents around the world deliver quality learning opportunities to children.

Amazon: AWS Educate, the company's global initiative to provide students and educators with the resources and training on cloud-related learning, created an Educator Mobilization initiative. The initiative leverages AWS Educate's network of educators with online teaching experience to guide educators worldwide as they migrate to virtual instruction. Resources include webinars facilitated by educators who are members of AWS Educate and virtual office hours.

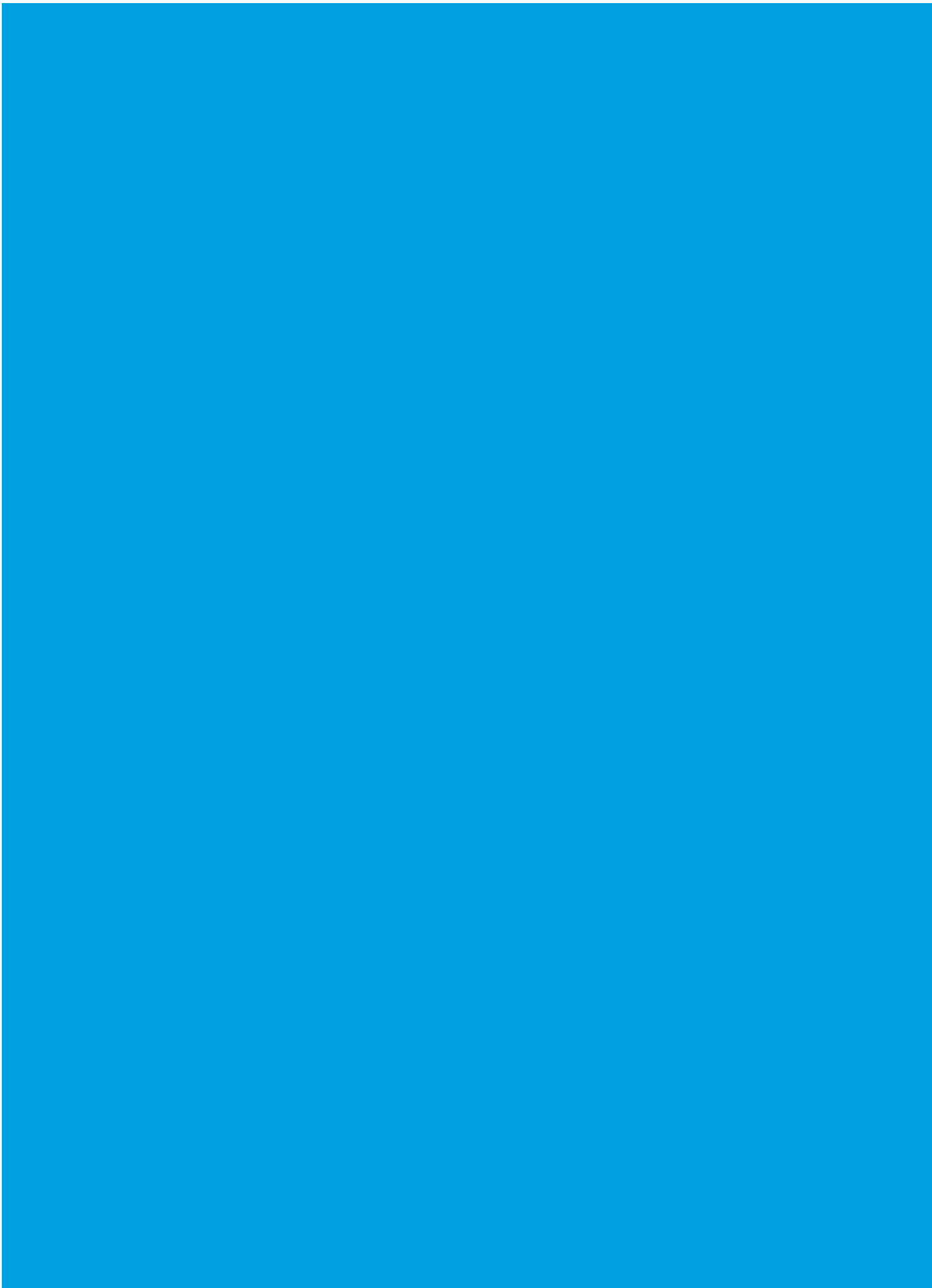
Social media

TikTok: the video-sharing app is entering the online education market. It will deliver short instructional videos through its #LearnOnTikTok platform.

Many of these new players bring technical expertise, financial resources and platforms to deploy flexible learning solutions at scale. However, particular attention must be given to the relevance and sustainability of these solutions, and to their capacity to strengthen (and not replace) public education delivery. Accessibility, and long-term sustainability in low-and middle-income settings, should supersede financial gain for business. Consulted foundations highlighted the importance of supporting open source, free access educational resources and technologies, aligned with country needs.

Accessibility, and long-term sustainability in low-and middle-income settings, should supersede financial gain for business.

Finally, digital platforms have the capacity to capture, analyse and store personal data on take-up and outcomes. While this opens the possibility to provide personalised learning, serious safeguards are essential to guarantee data protection and transparency. A 2019 analysis of the privacy policies of 150 popular EdTech solutions used in US schools showed that 80% did not meet a minimum level of safeguards to protect child or student information (Common Sense, 2019[71]).



4_ Looking ahead: Rethinking giving in the face of disruptions to education



OECD CENTRE ON PHILANTHROPY

Data and analysis for development



In the short term, prioritise actions to safely reopen schools, encourage learners to return and support teachers in delivering targeted instruction.

Foundations can work with other development partners to deliver back-to-school campaigns, raising awareness on the value of education among governments, donors and households. Incentives and financial support that allow for students to return to school will also be critical in a context where many households are under economic stress. For students in their foundational learning years, approaches that use simple, one-on-one oral assessments can help educators quickly understand the level of students and deliver tailored instruction to meet them where they are.

Place educators at the centre of mitigation and recovery strategies.

Professional development and change management skills of teachers, school leaders and local administrators are the cornerstone for any sustainable transformation in education delivery. Foundations and their partners must involve educators in the design and delivery of new approaches, and understand their needs and concerns. Working closely with educators does not necessarily require additional funding, but it helps ensure solutions address their pain points. Exploring approaches to improve teacher agency in the classroom, and strengthen teacher capacity to deliver differentiated instruction and hybrid learning is a pressing priority. In the longer term, trialling approaches to improve professional development opportunities and initial training, with a stronger focus on ICT use, is a promising avenue.

Mainstream child well-being and social and emotional competencies into recovery strategies.

In the context of remote instruction and social distancing, social and emotional skills have become essential to enable more independent learning and personal well-being. These skills include a strong sense of purpose, autonomy, self-monitoring and executive function to cite a few. However, with prolonged school closures there is a risk that school systems further narrow their focus on remediating measurable academic and technical skills. Private philanthropy, can play a critical role in raising the profile of these skills in relation to government education authorities. With their funding, foundations can trial new SEL measurement, teaching and certification strategies, and demonstrate the feasibility of whole child approaches in low-income settings.

Support partners to understand how technology-enabled instruction can best enhance teaching and learning in school and at home.

To help understand the need and potential best use of technology in education, foundations can support a nuanced diagnosis looking at learner variability, available technologies and infrastructure, and users' appetite and competence for EdTech in a given context. Foundations can also support the development of open and free educational resources as a complement to face-to-face learning for all. In addition, foundations can encourage the EdTech developers they support to apply learning sciences in their product design and development.

Ground strategic decisions on existing evidence rather than fads...

With more competing demands, existing evidence should become a more visible compass to guide the investment of limited resources. Within their own portfolios, foundations can ask two important questions as part of their due diligence. Are proposed approaches grounded in empirical evidence? In other words, do partners propose a theory of change that establishes the connection between existing evidence, local context and programme design? If there is not sufficient evidence, do partners consider a credible plan to produce it?

In a context of decreasing resources and higher needs, innovation can be a driver of higher educational productivity. Instead of promoting hasty education reforms, foundations can encourage incremental innovation, underpinned by rigorous data and evaluation. Philanthropy's nimble funding can be channelled to prototype, test and adapt promising innovations in education. To source auspicious ideas, foundations can rely on evidence reviews that centralise rigorous research on a given topic. They can also issue calls for results, inviting researchers and

practitioners to share recent and ongoing studies on promising approaches that are not yet easily accessible. Through pilot projects, foundations and partners can contextualise promising approaches and identify and address bottlenecks to take-up and implementation. They can also collect valuable cost data and assess the scale potential for an idea. In this process, it is of central importance that foundations ring-fence monitoring and evaluation budgets, and support, along traditional research methods, strategies of improvement science. This entails regular waves of data collection to help governments and partner organisations design, test and refine different implementation options in real time. For those ideas with proved feasibility and strong scalability potential, yet little evidence on effectiveness, foundations can invest in high-quality impact evaluations.

...while carefully considering partners' needs.

In a context of shrinking or stagnant budgets, partners (governments and non-profits) may be less able to screen donor funding and negotiate conditions. Foundations must thus be mindful that their funding addresses partners' needs and are fit to the given context. Providing more flexible, core funding is a good place to start. This would allow for trial-and-error and give partners greater autonomy to respond to shifting needs in the communities they serve. In addition, where descriptive data are lacking, foundations can support thorough needs assessments and beneficiary consultations. These would ensure partners have the information to identify gaps and potential solutions, and to decide how best to achieve the desired results.

Be wary of gold-plated innovations.

There is a risk that foundations pilot promising innovations that are difficult to rollout. For example, innovations may rely on technologies that are not easily accessible in a given context. Their implementation may also hinge on a highly qualified and motivated team. In these cases, the approach will be difficult, if not impossible, to reproduce at scale. Foundations should privilege approaches with the potential to reach a high number of beneficiaries, with costs that can be realistically sustained in the longer term. Importantly, foundations should ensure innovations are improving opportunities to learn for the most vulnerable populations, and not only for those better off or more easily reachable.

Contribute to a learning education community.

To learn from effective strategies to improve education delivery and student outcomes, foundations can support evidence “brokers”. These organisations, which comprise think tanks, research centres, international organisations and research-oriented non-profits, bridge rigorous research with policy and programmatic recommendations. They help policy makers and practitioners understand the evidence base and apply lessons in their decision making. Supporting networks that encourage peer learning and exchange – among schools, education practitioners policymakers, ODA providers and foundations is also central.

Adopt a future-oriented culture.

With the advent of the COVID-19 pandemic, many assumptions about the reality and future of education changed at a stroke. In a complex and rapidly evolving world, strategic foresight becomes more critical than ever. Scenarios for the future of schooling are a framework to guide long-term strategic thinking in education. They can help foundations stress-test assumptions, build contingency plans, and weigh risks and benefits to converge towards a common vision and actionable plan. Ultimately, a future-oriented culture and a disciplined exercise of foresight can allow foundations to weather difficult and unexpected shocks. “Back to the Future of Education” (OECD, 2020[72]) explains how a variety of audiences can use scenario planning and provides a framework to kick-start these reflections.



Annex A. Methodology for Chapter 2

The mapping of priorities identified by 30 countries* in their national COVID-19 education response plans involved a two-step process. The authors first analysed data from education plans published by the respective ministries of education (see Table A.1) in these countries. They supplemented this analysis with results from the joint survey by UNESCO, UNICEF and the World Bank, as well as a live education policy tracker hosted by the Centre for Global Development. This first step was reanalyzed using text analysis to determine the relative frequency of keywords in each plan entry. These plans, drafted in general terms, can evolve. Results indicate countries' priorities, yet do not provide a definitive or exhaustive account of their policy responses in education (see Table A.2 and Table A.3 for a summary).

Table A.1. List of countries in the sample and their national education plans

Country	Primary national education response plan	Supplementary resources
Afghanistan	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/afghanistan_moe_covid-19_alternative_learning_plan_-_eng.pdf	
Argentina	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/argentina_protocolo_marco_y_lineamientos_federales.pdf	
Bangladesh	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/bangladesh_moe_covid_19_response_and_recovery_plan.pdf	
Burkina Faso	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/burkina_faso_menapln_covid.pdf	
China	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/china-ece-policy-response-to-covid.pdf	
Colombia	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/colombia_lineamientos_para_la_prestacion_del_servicio_de_educacion_en_casa_y_en_presencialidad.pdf	
Côte d'Ivoire	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/cote_ivoire_covid-19_reponse_education_vf-du-05-mai-20201.pdf	
Ethiopia	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_concept_note_for_education_sector_covid_19-preparedness_and_response_plan.pdf	
Ghana	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/education-response-plan-to-covid-19-in-ghana-april-2020-1.pdf	
Guatemala	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/guatemala_plan-de-respuesta-coronavirus-covid-19.pdf	
Haiti	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/haiti_ministere_education_plan_reponse_covid-19.pdf	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/haiti_gpe-covid-19.pdf
India	https://www.mhrd.gov.in/sites/upload_files/mhrd/files/India_Report_Digital_Education_0.pdf	
Indonesia	https://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Indonesia%20COVID-19%20Situation%20Report%20-%202013%20August-09%20September%202020.pdf	
Kenya	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/kenya_emergency_response_plan_4_may_2020.pdf	
Lao PDR	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/lao_pdr_education_covid-19_response_plan.pdf	

Country	Primary national education response plan	Supplementary resources
Liberia	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/liberia-covid-19-education-response-plan_24-may_2020_0.pdf	
Malawi	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/national-covid-19-preparedness-and-response-plan_08-04-2020_final-version.pdf	
Mali	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/mali_strategie_covid_education_11052020.pdf	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/mali_2020-07-requete-financement-accelere-covid-19-document-programme.pdf
Mozambique	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/mozambique_2020-05-18-covid-19_request.pdf	
Myanmar	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/myanmar_covid-19_national_response_recovery_plan_for_education_sector_may2020-oct2021.pdf	
Nepal	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/nepal_covid-19-education-cluster-contingency-plan.pdf	
Niger	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/niger_2020-06-requete-financement-accelere-covid-19.pdf	
Nigeria	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/nigeria-education-sector-covid-19-contingency-plan.pdf	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/nigeria_education_sector_covid-19_response_strategy_north_east_.pdf
Pakistan	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/pakistan_national_education_response_resilience_plan_covid-19.pdf	
Philippines	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/philippines_basic_education_learning_continuity_plan_covid-19.pdf	
Rwanda	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/rwanda_education_sector_covid_plan_0.pdf	
Sierra Leone	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/sierra-leone-covid19-education-response-plan-pdf.pdf	
South Africa	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/south_africa_coronavirus-orientation-guidelines.pdf	
Uganda	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/uganda_covid19.pdf	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/final-version-of-the-framework-17.4.20.pdf
Zambia	https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/moge-novel-coronavirus-covid-19-response-and-recovery-plan-2020-final.pdf	

* For some indicators, China is included in the sample, totaling 31 countries.

Table A.2. Areas prioritised in national education plans I

Country	Reducing dropouts	Providing support to girls	Providing support to refugees and minorities	Continued early childhood education	Continued non-formal learning and/or VET	Continued guidance for graduates/jobseekers
Afghanistan	X	X				
Argentina	X	X	X		X	
Bangladesh	X	X	X		X	
Burkina Faso				X	X	
Colombia	X		X	X	X	X
Côte d'Ivoire				X	X	
Ethiopia	X	X				
Ghana	X	X	X	X		
Guatemala	X			X		
Haiti	X			X		
India		X		X	X	X
Indonesia	X	X	X	X		
Kenya	X	X	X	X		
Lao PDR	X	X	X		X	
Liberia	X	X	X	X	X	
Malawi	X	X	X	X		X
Mali	X	X		X	X	
Mozambique	X	X		X		
Myanmar	X	X	X	X	X	
Nepal	X	X	X	X	X	
Niger	X	X		X	X	X
Nigeria	X	X		X	X	
Pakistan	X	X	X	X		
Philippines			X	X		X
Rwanda	X	X		X	X	
Sierra Leone	X	X		X		
South Africa	X			X	X	
Uganda	X	X	X			
Zambia	X	X	X	X		

Note: VET = Vocational Education and Training.

Source: Based on national education plans and (UNESCO, UNICEF and World Bank, 2020[39]).

Table A.3. Areas prioritised in national education plans II

Country	Remedial classes	Providing support to girls	Social emotional learning	In-service teacher training	Provision of teaching content	Psycho-social support to learners	Psycho-social support to teachers	Psycho-social support to parents
Afghanistan	X			X		X		
Argentina	X	X		X		X	X	X
Bangladesh	X			X		X		X
Burkina Faso		X			X			
China	X	X	X	X	X	X	X	X
Colombia	X	X	X	X	X	X	X	
Côte d'Ivoire						X	X	
Ethiopia	X	X		X		X		
Ghana	X			X		X	X	X
Guatemala		X	X	X	X	X	X	X
Haiti	X			X		X	X	X
India	X	X		X	X	X	X	X
Indonesia	X	X		X	X	X	X	X
Kenya	X			X	X	X	X	X
Lao PDR	X			X	X	X	X	
Liberia	X	X		X	X	X	X	X
Malawi	X			X		X		
Mali	X			X		X	X	
Mozambique	X		X	X	X	X		X
Myanmar	X	X		X	X	X	X	X
Nepal	X	X		X	X	X	X	X
Niger	X			X	X	X		
Nigeria	X			X		X	X	
Pakistan	X	X		X		X		X
Philippines	X	X		X	X	X	X	X
Rwanda	X		X	X	X	X	X	X
Sierra Leone	X	X		X	X	X	X	
South Africa	X	X		X	X	X	X	X
Uganda	X				X			
Zambia	X			X		X	X	X

Source: Based on national education plans and (UNESCO, UNICEF and World Bank, 2020[39]).



Annex B. Methodology for Chapter 3

The authors first rolled out a survey to a non-random sample of foundations and official development assistance (ODA) providers funding education in developing countries. This was supplemented with semi-structured interviews and consultations with some of these organisations. These aimed to better understand the constraints, opportunities and motivation underlying their response to education recovery amid the COVID-19 crisis. Table B.1 lists the foundations and ODA providers that participated in the qualitative survey.

Table B.1. Foundations and ODA providers that participated in the qualitative survey

Foundation/ODA provider	Type of organisation
A.T.E. Chandra Foundation	Grant-making foundation
Atlassian Foundation International	Mixed foundation
Central Square Foundation	Mixed foundation
Credit Suisse's Global Education Initiative	Grant-making foundation
Echidna Giving	Grant-making foundation
Education Cannot Wait	Official development assistance institution
European Commission, DG for International Cooperation and Development	Official development assistance institution
Fondation L'Oreal	Mixed foundation
Fundación Bancolombia	Mixed foundation
Fundación Carvajal	Operational foundation
Fundación la Caixa	Mixed foundation
Fundación MAPFRE	Mixed foundation
Fundación Santo Domingo	Mixed foundation
Deutsche Gesellschaft für Internationale Zusammenarbeit	Official development assistance institution
Global Partnership for Education	Official development assistance institution
Inter-American Development Bank	Official development assistance institution
Itaú Social	Mixed foundation
Jacobs Foundation	Mixed foundation
Lemann Foundation	Mixed foundation
Luminos Fund	Re-granter foundation
Michael & Susan Dell Foundation	Mixed foundation
Moshal Scholarship Programme	Mixed foundation
Oak Foundation	Grant-making foundation
Ozyegin Social Investments	Mixed foundation
Sabancı Foundation	Mixed foundation
Sawiris Foundation for Social Development	Grant-making foundation
Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research	Mixed foundation
Templeton World Charity Foundation	Grant-making foundation
Varkey Foundation	Operational foundation
W.K. Kellogg Foundation	Grant-making foundation

Note: Grant-making foundations only provide donations to grantees; mixed foundations provide grants and operate their own programmes; operational foundations only operate programmes and initiatives; re-granter foundations distribute and manage grants from other foundations; official development assistance institutions include multilateral and bilateral development banks, agencies and funds.

Notes

- 1 Minimum proficiency level in reading is the ability of students to read simple and familiar texts and understand them literally. They can also connect several pieces of information; draw inferences that go beyond the explicitly stated information; and connect a text to their personal experience and knowledge. Minimum proficiency level in mathematics is the ability of students to carry out arithmetic operations in situations where all the instructions are given to them, and to interpret and recognise how a (simple) situation (e.g. comparing the total distance across two alternative routes or converting prices into a different currency) can be represented mathematically.
- 2 A total of 28 low-income, 48 lower middle-income, 56 upper middle-income and 68 high-income countries.
- 3 Based on the availability of data, some indicators have 31 countries in the sample. The countries in the sample have been enumerated in Annex 1.
- 4 Including DAC donors, multilaterals and EU institutions.
- 5 These percentages do not add up to 100% as individual foundations could indicate more than one source of income.
- 6 Votorantim Institute, Brava Foundation, the Behring Family Foundation, Ambev, Americanas, Itaú Unibanco and Stone.
- 7 The GPE is almost entirely financed by ODA donors: <https://www.globalpartnership.org/funding/financial-reporting>.
- 8 The ECD Innovation Fund, a partnership between the Inter-American Development Bank and philanthropic foundations, recently launched the Early Childhood Development Hub. To learn more about the hub and the fund:
<https://www.iadb.org/en/news/idb-and-its-partners-launch-early-childhood-development-hub>
<https://www.iadb.org/en/sector/social-investment/e.cd-innovation-fund/home>
- 9 In women self-help groups, members regularly contribute small savings until the group has enough money to provide credit.
- 10 For more information, please refer to <https://aprendendosempre.org/sobre/>
- 11 broadbandcommission.org
- 12 PISA = Programme for International Student Assessment; PISA-D = PISA for Development; TALIS = The OECD Teaching and Learning International Survey; TIMSS = Trends in International Mathematics and Science Study; PIRLS = Progress in International Reading Literacy Study.
- 13 Some examples of evidence brokers include:
The OECD Centre for Educational Research and Innovation (CERI), EdTech Hub, The Abdul Latif Jameel Poverty Action Lab (J-PAL), Innovations for Poverty Action (IPA), the International Initiative for Impact Evaluation (3ie) and the Center for Universal Education at Brookings Institution.
- 14 The OECD Centre for Educational Research and Innovation has devoted considerable energy to building such a knowledge base about innovative policy and practice over recent years and produced practical tools to support educators.

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