

**Paper Title:****Harvesting Philanthropy for Development and Education- Case from Pakistan****Author:****Sehar Saeed, (Deputy Director Research, Idara-e-Taleem-o-Aagahi-ITA)****Sadaf Bari****ABSTRACT:**

Philanthropic contribution to CSO's and social causes, especially education, has become bolder and more visible in Pakistan recently. Almost 98% of households contribute more than Rs 250 billion a year to philanthropic activities while corporate Pakistan gives less than 0.7 % of its profits (Rs 9 billion) back to society<sup>1</sup>. There is no systematic data collection available which quantifies the value of philanthropy in Pakistan but the activity is enormous in terms of reach and impact<sup>2</sup>.

This study intends to explore the impact of philanthropy on three civil society organizations based across Pakistan. Idara-e-Taleem-o-Aagahi (ITA), The Citizens Foundation (TCF) and The Care Foundation are recognized as leading CSO's in education, establishing exemplary schools for the less privileged. A major chunk to sustain these schools is coming from crowd funding and philanthropy while the money is utilized on constructing classrooms, enrolling the less privileged, providing books and stationary etc. These organization together have reached out to 1,000,000 children across Pakistan and now making a difference by even adopting government schools.

Using data for the year 2015 and 2016, the paper explores the extent to which these organization have been able to generate from donations and the utilization made to provide good quality education in rural areas of Pakistan. Our results show that together these organizations (through donations) have reached out to 26000 plus schools and made a difference for more than 250,000 plus children (in terms of learning outcomes, teacher trainings, school infrastructure etc.) Individual case studies will also be shared to highlight the role played by these CSO's in communities and how the funds have been raised and used to make an impact.

**INTRODUCTION:**

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<sup>1</sup> The state of Individual Philanthropy in Pakistan, 2016.

<sup>2</sup> <http://dailytimes.com.pk/pakistan/28-Nov-16/image-of-philanthropy-in-pakistan>

Philanthropy is booming around the globe with every passing year but in Pakistan, the achievements of this sector and its performance are even more phenomenal. In a country with double digit inflation, soaring debts, natural disasters such as massive earthquake in 2005, around two million internally displaced people (IDPs) during Swat Operation, historic flood in 2010 and terrorism, it is conceivable to observe hunger, unrest and chaos across entire society. But in reality the situation is not that bleak, all because of the remarkable contribution of philanthropic sector of Pakistan towards helping people in need. Several things stand out about philanthropy in Pakistan in comparison to other nations. First, Pakistan has a long tradition of religious giving through Zakat and other forms of giving. Second, nearly 98 percent of Pakistanis either give through cash, in-kind, or time volunteered. Pakistan's position on the World Giving Index, which includes questions on volunteerism, donations as well as helping a stranger has not been consistent over the past few years; it ranked 34th in 2011, 85th in 2012, 53rd in 2013, 61st in 2014 and 94th in 2015. These figures represents a source of deep social investment that can contribute to alleviate poverty, both immediately and in the long-run, at a scale that may largely change people's circumstances than that observed for public social programs.

### **The meaning of Philanthropy**

It is important to understand what the term "Philanthropy" means in the socio-Cultural context of Pakistan, in the light of historical experience. The term is derived from Ancient, Greek meaning to live people. According to internationally accepted definition, Philanthropy, is the act of donating money, goods, services, time and/or effort to support socially beneficial cause, with a defined objective and with no financial or martial reward to the donor (Wikipedia). This broad definition of Philanthropy allows for the integration or various socio-cultural and religious practices of giving that have been prevalent in the country.

An understanding of how such giving is articulated, in Pakistan's socio-cultural context, will help to develop broader social policies for the welfare of needy population building meaningful social safety nets and systematically supporting the process of sustainable livelihoods for poverty alleviation. From this perspective, it is useful to make a distinction between charity and "Philanthropy". The former is aimed at providing immediate relief in the shape of welfare donations providing the needy people with food, clothes or shelter while the latter follows a longer term developmental approach, by building human and social capital through investments in education, health and income generation. Philanthropy, therefore, requires a systemic approach and intensive involvement with the target populations over a longer period. Such an endeavor requires the frame work of an organizational set-up working ideally in partnership with the government and private sector under the umbrella of supportive social policies that unfortunately are not in place.

### **Institutional Philanthropy in Pakistan**

The institutional arrangements that exist today for Philanthropy in Pakistan is also an imperative angle to understand. There are two main types of institutional agreements in place, including an institutional setup for corporative Philanthropy and the intermediate institutions that collecting donations for their Philanthropic activities but are independent of any formal corporate linkages. There are also intermediate institutions that are engaged in developmental activities through

grassroots groups targeting poor and disadvantaged communities, and often collecting individual contributions from the communities served besides putting in their own funds that are generated through Government and international donor grants. The rural support programmes in Pakistan fall in this category. These institutions however are not a part of the citizen-led initiative/ngo's that are the focus of the current study also there are intermediate institutions that receive voluntary contributions from citizen and are run by a religious or a political party or group these institutions are also not included in the scope under decision.

Family foundations include both the organizations established as a result of citizen-led initiatives and corporate Philanthropy. Their size in term of scope of work, the geographical area of coverage and the funding available for activities vary considerably. Usually they are legally registered, through some may work without seeking a registrations. However not all NGOs are family foundations and are formed with a variety of objectives. Undoubtedly. There is a need for a more systemic differentiation of organizations that are currently are lumped together as NGOs.

Before the inspection of Pakistan the colonial administration encouraged a formal registration Act in 1860. Some of the main social institutions established at the time in Punjab are still active today. Sir Ganga Ram, a leading philanthropist of the time, established Sir Ganga Ram Free Hospital, Hailey College of Commerce and lady Maclagan Girls High School, in addition to many other welfare institutions. Dayal Singh College was established by Dayal Singh Majithia Tust. Anjuman-e-Himayat-e-Islam, established by a small group of Punjabi Muslims, created a chain of Islamia colleges in Lahore, in addition to orphanages and other welfare institutions.

After independence, some of the main citizen-Led initiatives include All Pakistan Women's Association (APWA) was established by Begum Ra'ana Liaqat Ali Khan, wife of Pakistan's first Prime Minister, to initially mobilize women volunteers to help the large number of refugees that had migrated to Pakistan, and later to provide health, education and vocational training facilities to women and girls in all the four provinces. APWA now operates a large number of schools, colleges, industrial homes, cottage industry shops, hospitals, dispensaries and adult literacy centers throughout the country. The Behbud Association of Pakistan was founded by Begum Akhtar Riazuddin for emergency volunteer work by women during the country's war with India in 1965, but it has since evolved into a leading organization to provide services to poor women and children in the areas of reproductive health, adult education, skills upgrading and training, income generating activities including credit for small business, stipends and scholarships, counselling and legal services and community development. The Layton Rahmatullah Benevolent Trust was established by two business partners Graham Layton and Zaka Rahmatullah for the treatment of eye diseases focusing poor groups. Their programme is currently operational at many places in the country, including Lahore. The Edhi Eelfare Trust, founded by Abdul Sattar Edhi and his wife Bilquis Ddhi, is perhaps the largest philanthropic organization working throughout Pakistan in the areas of emergency services, health, poverty relief, shelter homes, prisoners' aid and animal protection. They operate the largest ambulance fleet in the country to meet a growing number of emergencies. The do not accept any international donor or government contributions and mainly rely on individual donations by Pakistani Nationals within the country and abroad. The Shaukat Khanum memorial Trust was established by the famous Pakistani cricketer, Imran Khan, mainly to run a cancer treatment hospital, in memory of his mother who died of the disease. About 80

percent of the patients, mainly belonging to poor families, are treated free of cost. The Punjab Government had donated land for the hospital and its affiliated research Centre.

The organizations mentioned above not only receive donations from individuals but also grants from government, businesses and international donors, with only a few exceptions as already noted. Now many civil society organizations such as Idara-e-Taleem-o-Aagahi (ITA), The Citizens Foundation (TCF), The Care Foundation have been collecting donations and utilizing them for provision of good quality education. These organizations along with a number of others are running schools for the poor and deserving and receive huge sum of donations every year to run their schools. A major chunk to sustain these schools is coming from crowd funding and philanthropy while the money is utilized on constructing classrooms, enrolling the less privileged, providing books and stationary etc. These organization together have reached out to 1,000,000 children across Pakistan and now making a difference by even adopting government schools.

Therefore, this study intends to explore the impact of philanthropy on three civil society organizations based across Pakistan: Idara-e-Taleem-o-Aagahi (ITA), The Citizens Foundation (TCF) and The Care Foundation, to highlight the role played by these CSO's in communities and how the funds have been raised and used to make an impact.

## LITERATURE REVIEW

There is a dearth of systematic studies on civil society organizations/family foundations in the world in general and in South Asian Region in particular. The phenomenon remains largely unexplored despite the fact that they have played major role in promoting the role of philanthropy towards education.

Education enacts a quintessential role in every progressive society. It is by means of education that we deliver on our principles and customs, and also the technical capabilities required for constructing the forthcoming. Thusly, it is unquestionably of the most elevated pertinence for philanthropic initiatives around the globe, and the primary issue that should be tended to at whatever point we set out to help the young generation. Equal access to education is a basic essential for more noteworthy contribution and impartiality in society. Education is a fundamental civil right that ought to be experienced by every individual of the society. (E. Thümmler, N. Bögelein, A. Beller, H. Anheier, 2014)

A standout amongst the most noteworthy universal patterns in education is the inexorably significant role of private actors in the betterment of funded schools (Meyer and Rowan 2006). Worldwide advisory organisations, non-profit associations, corporate social obligation divisions of commercial ventures, singular experts and a developing number of philanthropic establishments have joined the arena which used to be entirely government zone (Bethge 2006; Rowan 2006). The government funded educational system is in this way turning into a domain where contemporary and expert actors meet so as to enhance its quality in potentially creative, often co-operative, and in some cases incessant approaches. Concurrently in Germany and the United

States, philanthropy establishments and their grantees perform an undeniably conspicuous, intense and evident function in this distinctive perspective (Czerwanski 2000; Carr 2012; Reckhow 2013).<sup>3</sup>

In a comparable and on a very basic level basic manner, Saltman (2010) and Kovacs (2011) analyse the "corporatization" of government funded schools in the USA by wander philanthropy performing actors. In addition, while the state funded educational system has gone under spasm because of its industrious powerlessness to ensure an abnormal state of accomplishment for all understudies, establishments' endeavours to locate a fundamental solution for these and related weaknesses have been depicted as disappointments too (Connell and Klem 2001; Bacchetti and Philanthropy and Education Ehrlich 2007; Lagemann and de Forest 2007; Thümmler 2011; Carr 2012). By and large, the dialog on education philanthropy is described by a consistent strain between conclusions of extremely direct genuine accomplishments, from one perspective, and high-flying desire for – or notices of – fundamental change on the other. This is the place the topic of social effect comes in. Given establishments' willful desire and societal desires, the expanded engagement in government funded instruction is sensible and important just if charitable exercises have a critical effect that can be exhibited experimentally and that is really advantageous to society.

It is against this background that we examine humanitarian activities to encourage scholarly learning in Germany and the United States. 1) Amid the time of compulsory education. 2) These two nations symbolise essentially distinctive national settings – for example, a liberal welfare state administration in the US versus German corporatism (Esping-Andersen 1990: 26– 27) – and their education frameworks, and in addition their non-profit and establishment areas, fluctuate far and wide. Be that as it may, in the meantime, there are imperative similitudes that make correlation conceivable.

In the two nations the governmentally sorted out state funded educational system confronts strikingly comparative issues and the methodologies sought after by public and private actors are additionally very comparative. Whereas, in the United States, it is the accomplishment disparity that is in the concentration of consideration (Carr 2012), German concerns frequently address out of line school structures (Maaz et al. 2010). In the two nations, charitable actors try different things with various strategies to address erstwhile problems in new and conceivably more viable courses, for example by seeking after unequivocally key (Frumkin 2005), entrepreneurial (Gerber 2006; Quinn et al. 2013) or political methodologies (Reckhow 2013). However, there persists significant difference and vulnerability with regards to the subject of how establishments can effectively and capably cultivate better learning.

Simultaneously, functioning in the field of education antagonise establishments with substantial issues and, contingent upon the point of view one takes, the very viewpoints that address for education may likewise be viewed as disadvantages. As a matter of first importance, the societal significance of education is not minimum because of the enormous size of target group and framework. In the USA, 54.7 million students were enlisted in 132,183 basic and elementary schools in 2011/2012 (Snyder and Dillow 2012), in Germany, 11.4 million understudies were enrolled in 34,528 schools (Statistisches Bundesamt 2012a, 2012b).

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<sup>3</sup> Philanthropy and Education: Strategies for Impact 2014

While a significant offer of philanthropic assets has been put resources into education over the time, establishments in both Germany and the United States stay minor actors in connection to the enormity of the general population framework. To outline this claim by an examination of spending plans: In the United States, the general total of establishment consumptions in the field of instruction in an entire year is spent by the state in minimal over two days, while in Germany it is spent in eight hours<sup>4</sup>

In 1945, The United Nations Education, Scientific and Cultural Organization began with the aim "focused on a comprehensive and humanistic vision of quality education around the world, the acknowledgment of everybody's entitlement to education and the conviction that training assumes a basic part in human, social, and financial advancement." Their central goal is to help in the working of peace, annihilation of neediness and enduring improvement. They look to accomplish these objectives and make an intercultural exchange through worldwide instruction. Their membership incorporates 204 nations, 9 of which are relate individuals.

Some of them even try to change the entire state funded educational system, or if nothing else extensive and imperative parts of it. Education frameworks are just great in the event that they are intense and in the meantime offer reasonable open doors. The Bertelsmann Foundation is focused on a comprehensive comprehension of training, which empowers interest and individual help autonomously of individual necessities and social and ethnic starting point. The Bertelsmann Foundation, for instance, "set out on a wide battle to in a general sense change and reposition the German instructive framework" (Bertelsmann Stiftung 2007: 62)<sup>5</sup>.

The Aga Khan Foundation (AKF) is one of the biggest global nongovernmental associations with outreach in 16 nations. The association with more than 3,000 staff is presently caught up with doing productive and charitable exercises from North to South. The AKF was established in 1967 in Geneva by the Prince Karim "Aga Khan" to work for the improvement of minimized ranges in the creating scene. As a major aspect of the Aga Khan Development Network (AKDN), AKF is a "private, not-for-benefit, non-denominational, advancement office" (AKF, 2008), and because of the visionary chairpersonship, the Foundation is currently generally acknowledged as an improvement and charitable association.

In the United States, the Bill and Melinda Gates Foundation aspires to "significantly enhance instruction with the goal that all youngsters have the chance to achieve their maximum capacity" (Gates Foundation 2011). In any case, the real or potential social change caused by establishments require not really be viewed as advantageous to society, and pundits have censured them for mutilating general society framework instead of enhancing it. In Germany, for example, specialists have asserted that establishments prevailing with regards to increasing real impact on instructive arrangement, going for a neo-liberal change of the national instructive framework (Schöller 2006).

Another organization with the philanthropic aspirations was established over 75 years back, Plan International is one of the most seasoned and biggest children's improvement associations on the

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<sup>4</sup> Philanthropy and Education: Strategies for Impact 2014

<sup>5</sup> International Encyclopedia of Civil Society

planet. Plan's optimal world is one in which "all children understand their maximum capacity in social orders that regard individuals' privilege and poise." They want to increase enduring enhancements in the personal satisfaction of children in creating nations by joining individuals crosswise over societies. They help deprived children, their families, and their groups by empowering them to meet their essential needs and building connections to expand understanding among individuals of various societies. In the majority of their attempts, the privileges of the world's children take precedence.

#### METHODOLOGY:

Using data for the year 2016, the paper explores the extent to which the organizations (TCF, ITA and the Care Foundation) have been able to generate from donations and the utilization made to provide good quality education in rural areas of Pakistan. Separate institutional profile along with descriptive statistics will show the outreach of their programs/schools and children reached through donations in the last two years while individual case studies will also be shared to highlight the role played and the difference made in communities.

#### 1) IDARA-E-TALEEM-O-AAGAH

Idara-e-Taleem-o-Aagahi (ITA) or the "Centre of Education and Consciousness" Public Trust, was established in 2000. With humble beginnings in Lahore, ITA has expanded programs (capacity building, services, research, advocacy and policy influence) across the country with 23 modest offices and 131 staff. It is certified by the Pakistan Centre for Philanthropy (PCP) and has a tax exempt status. It has been recently accorded special consultative status by the UN ECOSOC on April 27, 2017.

The mission of ITA is to advocate and demonstrate universal access to quality learning and standard setting in education as a comprehensive inclusive learning experience for human evolution. ITA, since 2000 has been engaged actively in the education sector through a rights based partnership approach, in improving service delivery, capacity building and evidence based advocacy for policy influence – mainly within the public sector space. It was set up both as a response to the deeply felt layered crises of learning and systems by its original sponsors, and also to the government's demand to help improve failing public sector schools. The journey since 2000 has been dynamic, informed by activism on one hand, and robust citizen led innovations and evidence, on the other. Over the years three clear phases of institutional growth were experienced: a) developing innovations in education through sector wide prism /approach for school, community and systems improvement at the grass roots level in one province 2000-2004 (Punjab)- b) expanding to other provinces and areas in response to emergencies, policy and advocacy 2005-2009 c) 2009/10-2015 scaling up programs along with ASER assessment initiative, Right to Education (RTE) Article 25 A Campaign, CPB – Chalo Parho Barho or the Accelerated learning Program, the Children's Literature Festival (CLF), Education Youth Ambassadors (EYAs) with multiple partners youth and parliamentarians for coverage and impact at local, national, regional and global levels.

ITA's implementation is through a sector wide lifelong learning approach. The programs range from Early Childhood Development-ECD (0-8); school improvement (5-16); non-formal catch up programs (4-14) to technical vocational (15-30); college and tertiary level (17+) embedded in health hygiene, environmental responsibility, learning for understanding. Programs are preferred within geographical clusters through seamless linkages across all age groups for sustainable development and human happiness. Each initiative is underpinned by gender activism, youth focus, public private partnerships, alliance building and CSR mobilization. Partnerships are at the core of ITA's work with communities; parents; children, youth government, parliamentarians, civil society organizations and coalitions, media, teacher unions private/corporate sector; foundations, donors and INGOs.

ITA's primary focus is a comprehensive education reform to actively pursue universal access and standard setting in education as a comprehensive learning experience for human evolution. Working through a sector wide approach, ITA works across the public sector, low cost private schools throughout Pakistan. However, in Lahore with the help of philanthropist Shiekh Farooq Jamil's initiative have been taken to elevate the socio-economic status of children who aspire to participate in higher education and play a productive part in society at large.

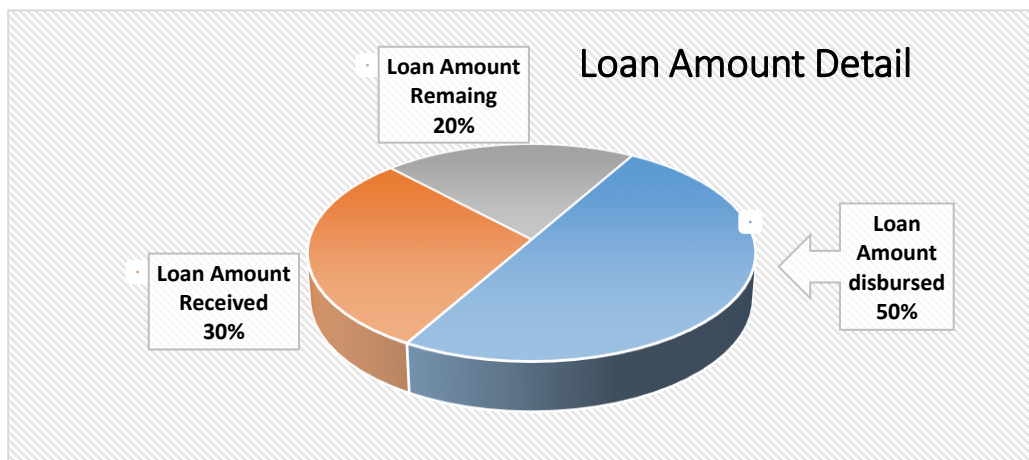
- Farooq Jamil Scholarship Program:

Idara-e-Taleem-o-Aagahi (ITA) aims to elevate the socio-economic position of the needy & deserving students by providing access to quality education through needs-based scholarships. ITA duly acknowledged the students who get high marks in exams but they not are able to pay high charges to get the higher education. The program "Mian Muhammad Jamil & Begum Lal Shah Bukhari Scholarship Programs" named after illustrious parents/citizens of Sheikh and Mrs Farooq Jamil provides an opportunity for talented students who are financially disadvantaged. The program Farooq Jamil Scholarship has helped the youth specially the women of the community to enhance their skills and livelihood plus help the society in building a bright future of their community. Mian Mohammad Jamil and Begum lal Shah Bukhari Scholarships were started from 2006 and continue to date. Recently, in June 2017, ITA has given scholarships to more than 300 students including, 240 females and 60 males.



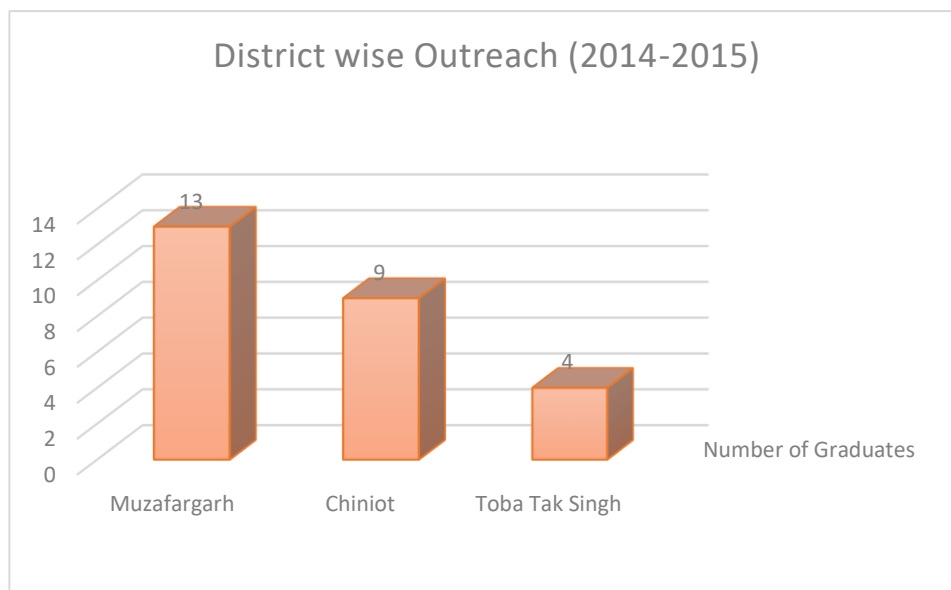
Under this scheme, ITA also provide micro credit facility to the passed out students of ITA-TVET programs. The program is known as “Loan for Change "APNA KAROBAR-----KUSH HAL GHAR BAR". The program has introduced different models to give financial support to the deserving students passed out from formal schooling and also from skill development programs. “APNA KAROBAR-KUSHHAL GHAR BAR” is a small loan product which can support competent and deprived TVET graduates those are in process to start and enhance their businesses after getting skills from ITA TVET Programs. This project is being initiated and tested in three districts Khanewal, Toba Tek Singh, Muzaffargarh (SanjaWhara) where ITA have skilled graduates and they are enthusiastic to start and enhance their businesses requirements and also capacity of the students are more productive.

Poverty alleviation is one of the primary goals of ITA TVET program. The Eradication of poverty and promotion of sustainable livelihoods is the Program core objective. Under sustainable livelihoods program all TVET graduate will have the opportunity to satisfy their basic needs by initiating their businesses in an appropriate way through Micro credit facility. Under this Program ITA is providing an interest free microcredit facility to its graduates to start their own business and make a difference in the society and in their own lives. 26 graduates have been provided with the microcredit amount with which they are successfully running their business in their localities. The amount ITA gives to its graduates is Rs. 20,000/- which is the principle amount. The graduates can pay back this amount on monthly installment basis. The graduates pay Rs. 1820/- per month and can fully disburse their loan amount within one year. So far the recovery in loan distributed area are 100 percent. ITA has disbursed loan amount of Rs 520,000/- in Muzafargarh, Chiniot and Toba Tek Singh districts and has received back Rs. 307,580/- with in seven months.



## Microcredit Overview

Total Loan Amount	1.0 Million
Loan Amount disbursed	0.5 Million
Amount paid back	0.3 Million
Districts covered	3 Districts
First Loan Amount	20000
Payback Period	11 Months
Payback instalment per month	1820
Services charges for bank services	1500 per candidate
First Phase total Loans	26
First Screening from each district	50 Graduates
First Screen conduct by	District Coordinator with the help of trainers
First Screen timeline	One week
Final Screening by ITA head office	One Week
Mode of payment	Through Cheque
Mode of Repayment	Bank Transfer
Second Phase total Loans	40 (Total 66)



## SUCCESS STORIES OF THE PROGRAM

Kiran Shezadi,  
From Kamalia.



Kiran belongs to a lower middle class family At Kamalia, her husband is a worker on daily wages. After completing her certification of beautician as a Guddi Bajji through ITA and TEVTA she started her home based business of beauty parlor and got opportunity of availing a chance of getting Micro credit. Kiran feels very confident after starting her own business she has realized the strength of her personality. She has intentions to support her family from financial point of view. She has had good business this Eid by providing services to ladies in her area .Kiran has an average of 3 customers daily with a lump sum business of around 5000 RS per month .she very proudly announces that she bears the payment of the monthly installment of the loan from her savings from business.

Gulshan Tahira,  
From Pir Mahal.



Gulshan Belongs to a village of Pir Mehal. she did not knew about her qualities earlier but after joining the course and training as a GUDDI BAJJI she started her business with a dream that she can do something in her life. Thanks to her Husband who has fully supported her and has promised to help her in establishment of her beauty parlor. She was leading her life simply as normal domestic girl and was not confident. She did not know about her abilities before this

experience. Now she feels very confident and has developed a desire to grow as an individual and to make a name as a professional. Her clients are increasing on daily and she has a business of a range of 3500 to 4000.

