

The Nine Deadly Sins of the International Education Community

Nicholas Burnett

Education and Development: Challengers and Perspectives

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RESULTS FOR
DEVELOPMENT

The Nine Deadly Sins

1. Education *not* Development
2. Description *not* Measurement
3. Universal *not* Targeted
4. Children *not* Adults
5. Aid *not* Architecture
6. Teaching *not* Learning
7. Inputs *not* Outcomes
8. Opinion *not* Evidence
9. Northern *not* Southern/Global

Education *not* Development

Education *should be* central to everything being discussed in SDGs(environment, sustainability, equity. other sector goals) *but*

- Almost no attention goes to education and its role in all the other proposed goals
- There is no sign of the education community making this argument

The education sector's *insistence* on covering everything also *dilutes* everything

- No sense of relative importance
- Influence of special lobbies
- Danger of forgetting out of school

Everything could mean *nothing*

- Potential danger of education approach
- Broader issue of unfocused SDGs with 169 targets

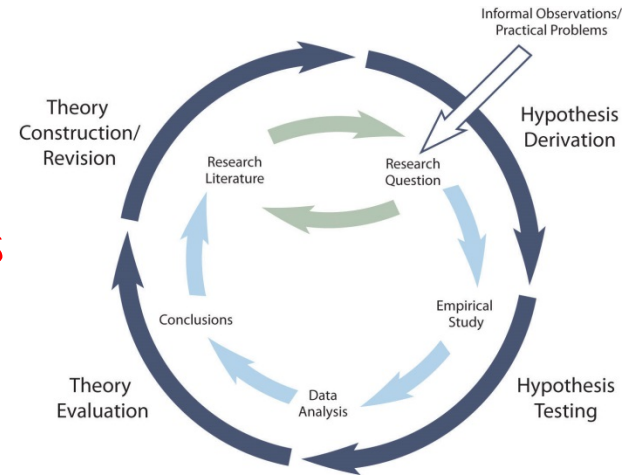


Description *not* Measurement



Long Tradition of Comparative Education Studies

- No research questions asked!
- Anti-scientific



Trouble making the case for education to investors

- Lack of agreed measures (compare DALYs in health)
- Unrealistic sense that the case for education does not need to be made in terms of needing funding
- Lack of crucial data - e.g. education spending

Beginning to change...

- Evaluation studies have begun - but surprisingly few results so far
- There are no good internationally comparable measures
- Confusion of values and empiricism

Universal *not* Targeted

Views stemming from Universal Declaration of Human Rights

- Free compulsory education for all
- Which levels?

There is some recognition of importance of targeting

- CCTs and other mechanisms to enroll the poor
- Language of instruction



But...

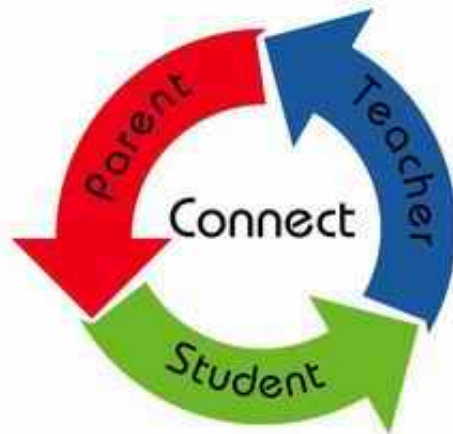
- Unrealistic views on free provision of secondary education
- Even higher education in some places (Latin America, Europe)
- Unwillingness to cross-subsidize within education



Children *not* Adults

Parents Forgotten

- Parents play an important role in ECD and early learning programs
- Parental involvement needed in primary and secondary schools



Adult Learning Forgotten

- Adult literacy goal ignored by almost everyone
- Training and skills still not properly included



Aid *not* Architecture

Aid Focus (especially now declining) has led to the Ignoring of:

- **Need for Global Architecture (“leaderless globalization”)**
 - Decline of UNESCO, UNICEF, World Bank as leaders
 - Unclear role of GPE
 - Separation of OECD and developing countries
- **New Players and their Need for a Seat at the Table**
 - Civil society
 - Non-DAC donors
 - Private sector
 - Private investors
 - Philanthropy including Foundations
- **Extraordinary growth of funding by developing country governments**
 - Low-income countries increased spending by 1% of GDP



Teaching *not* Learning

There *is* a positive shift away from just enrollment to focus also on student performance...

However, focus is still teacher-oriented:

- Teachers dominate classroom
- Play is not considered serious
- Teachers talk/write and students write down
- Right and wrong answers predominate
- Parents not involved



The Learner/Student is still not at the center of the classroom.



Inputs *not* Outcomes



Focus has largely been on inputs

- School construction
- Teacher training
- Teacher salaries
- (NOT) Books



Increasing attention to outputs

- Test scores

Still almost no attention to outcomes

- Lifelong learning
- Citizenship
- Employment and Productivity
- Other international goals/SDGs



Opinions *not* Evidence

Endless Sterile Debates

- Rights vs Development (and Capabilities)
- Public vs Private
- Basic vs All Education



Litany of Invocations

- Start reading and writing in preschool
- Don't teach to the test
- Pay teachers more
- Invest in teacher training
- Technology helps learning
- Technology does not contribute to learning



Northern *not* Southern or Global

2000:

- MDGs derived from OECD development targets
- EFA drafting (Dakar) done largely by Northerners and mainly owned by bilateral and multilateral agencies
- Indicators came from World Bank proposals
- GMR was a UK initiative (Minister Clare Short)



2015: Here we are again.....

- Learning metrics task force (Brookings)
- Very active Northern CSOs but where are the Southern ones?
- Major emerging economies uninterested in Education within the SDGs (China, Indonesia); Korea hosting in May but not involved in content, etc.



Where are the low income countries?

Thank you for your attention.

Contact Information

- Nick Burnett, Managing Director (nburnett@r4d.org)