

From Education Policy to Practice: drivers, incentives and threats

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This lecture explores the nature and range of education policy and asks 'who are the key policymakers and planners of changes in practice'? It examines technical and political economy approaches to education policy and its translation into practice. Technical approaches are very important for planning and involve situation analysis, the generation of policy options, decision-making, the planning of policy implementation, the assessment of policy impact and policy adjustments. Key to a political economy approach is the analysis of (i) underlying drivers and (ii) the interests of a wide range of actors, in particular contexts. Changed practices implied by policy reform can both motivate and de-motivate changes in behaviour. Actors can respond to incentives in ways that promote policy reform. But actors may also perceive reforms as threats to their interests. These perceived threats encourage actors to resist reform.

During the discussion that follows the lecture there will be an opportunity for you to explore the implications of both the technical and political economy approaches for your own professional work, as well as for the work of governments and development partners.

Development Alternatives Beyond Aid Dependence in Sub-Sahara Africa: How much, to whom, for what?

Keith M Lewin
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The Global Education Monitoring Report (GEMR 2018) estimates over 250 million children fail to complete nine years of education successfully. The World Bank World Education Report (WDR 2018) stresses the existence of a “Learning Crisis” that excludes most from the benefits of an education that enhances capabilities for development. The Sustainable Development Goals commit all countries to make rights to education realities for all school age children by 2030. The SDGs follow on from similar unfulfilled commitments by the international community made in 1990 at Jomtien and in Dakar in 2000.

Over the last three decades well over half a trillion dollars has been disbursed as aid to education through bilateral and multilateral agencies. National investments have partnered with external assistance to help some countries transform their education systems. In other countries progress has been disappointing raising the question as to whether more aid of the same kind will make a difference in future. New global campaigns seek to massively elevate levels of aid to education and quadruple its volume and transform education systems that have so far proved resistant to change.

Aid to education should accelerate progress towards high enrolment and enhanced learning outcomes. But it is also possible that aid can trap countries in a recurrent cycle of external financing and dependence. About 30 countries have received as much as half their national budgets in external assistance for over 30 years. Dependency theory can help explore why some aid is not working and address a paradox. If aid is working and it is effective in catalysing endogenous development then the need for aid should reduce over time. If there is a persistent need for more and more aid this signals the limited impact of previous aid. The worrying thought is that without new and more strategically focussed approaches more aid to education may not lead to sustainable educational development, but to more dependence and exogenously led development.

This presentation uses data from large scale data sets complemented with insights arising from participant observation in the development of multi-lateral strategies for aid. Key questions for remapping global aid to education and addressing South-North dependence are:

- What are recent patterns educational development in countries that receive aid to education and is more needed?
- How has aid to education been changing as a result of commitments to the Sustainable Development Goals and incomes?
- What are the alternative strategies for development that can result in more effective and efficient aid and lead to a reduction in the need for more aid to reach the SDGs?

The next decade will determine whether aid to education increases dramatically and whether this generates a new period of dependence on external financing, or whether “Peak Aid” occurs as more and more countries become fiscal States able to manage their own education systems and generate endogenous development that is sustainable.

Useful Recent Publications

Lewin K.M 2017 The Educational Challenges of Transition towards 2030

<http://www.globalpartnership.org/content/educational-challenges-transition-key-issues-2030>

Lewin K M 2015 Goals and Indicators for Education and Development

<http://keithlewin.net/wp-content/uploads/2015/08/keithlewin-goals-indicators-OSFUKFIET-2015.pdf>

Lewin K M 2015 Educational Access, Equity, and Development: Planning to Make Rights Realities: IIEP

Fundamentals. <http://unesdoc.unesco.org/images/0023/002350/235003e.pdf>

Keith Lewin Video

Critique of Learning Matters World Development Report 2018 World Bank

<https://www.ukfiet.org/2018/learning-matters-reactions-to-the-world-development-report-2018/>

Keith Lewin Blogs

Blog: Is the Education Outcomes Fund a Game

Changer? <https://www.ukfiet.org/2018/education-outcomes-fund-eof-for-africa-and-the-middle-east-is-it-a-game-changer/> and

https://worldsofeducation.org/en/woe_homepage/woe_detail/15981/%E2%80%9Ceducation-outcomes-fund-for-africa-and-the-middle-east-is-it-a-game-changer%E2%80%9D

Blog: World Development Report on Learning

<https://www.ukfiet.org/2018/learning-matters-and-the-world-development-report-2018/> also on Education International

https://worldsofeducation.org/en/woe_homepage/woe_detail/15789/wdr2018-reality-check-22-“learning-matters-and-the-world-development-report-2018”-by-keith-lewin

Blog: More Aid and the GEMR

Report <https://gemreportunesco.wordpress.com/2017/06/09/making-space-for-more-and-better-aid-to-education/#more-10302>

Blog: Is Sustainable Development Sustainable

<http://www.ukfiet.org/2015/are-the-sustainable-development-goals-sustainable>

Keith M Lewin

Biography Keith Lewin

Keith Lewin is the Emeritus Professor of International Development at the University of Sussex. Over the last 45 years he has worked extensively on education and development in Asia and Africa for over 40 years for the UK Department for International Development (DFID), the World Bank, AFDB, UNICEF, UNESCO and many national governments. Recently he has directed a major research centre on Educational Access and Equity (www.CREATE-rpc), advised the Global Partnership on Education (GPE), and acted as Senior Research Advisor to the Government of India programme to universalise access to secondary school. He is currently working with the African Development Bank advising on a global fund for educational finance in Africa.

Keith has supervised more than 50 PhD students and published over 150 scholarly articles. He founded the International Masters programme at Sussex in 1979 and directed the Centre for International Education for 17 years. Keith is a Fellow of the UK Academy of Social Sciences and a Chartered Physicist, he is an honorary Professor at Beijing Normal and at Zhejiang University, and is Chair of the Trustees of the U.K. Forum for International Education and Training.

