

Comparative Remarks

International Symposium

Critical Perspectives on Education and Skills in the Emerging Post-2015 Development Agenda

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RESULTS FOR
DEVELOPMENT

Outline

- International Goals 101
- Do Goals Matter?
- Lessons from the Past
- Problems with the Present
- Fears for the Future
- The Disappointing East Asian Response
 - Japan
 - China
 - Korea
- Conclusion: Getting Global Priorities Right



International Goals 101

Five Crucial Elements

- 1) Widespread ownership - across countries, within countries
- 2) Easy to understand and communicate
- 3) Financeable and financed
- 4) Monitorable and monitored
- 5) System to hold countries accountable

Do Goals Matter?

Compare 1990-99 and 2000-15

Is progress to reduce global poverty the result of MDGs?

Is progress on education the result of EFA goals and the education MDG?



- Goals or sustained economic growth?
 - Stop-go of 90s or sustained growth of 21st century (China!)
- Goals or parents' demand for education?
 - Since 2000 parents everywhere want education for children for first time e.g. attitude shifts among West African Muslims (China!)
 - Expansion of low cost private schools for the poor - India, Pakistan, urban anglophone Africa

Lessons from the Past – the 2000 goals

- **Who owned 2000 goals?**
 - UN and UN organizations, DAC donors (at least verbally), LICs and LMICs - donor prospects and donor pressure
 - No ownership by UMICs, emerging economies or HICs for themselves
 - Lack of ownership undermined EFA goals
 - MDGs and single education goal undermined EFA goals
- **Communicability**
 - Universality easy to communicate, despite non-universal ownership
 - EFA and MDG goals as a whole reasonable number and relatively easy to communicate - “basic education for all”
 - Detail of some EFA goals actually not so clear e.g. skills
- **Financeable and financed**
 - Not expressed in terms of financeable programs till very late e.g. GPE
 - Good record on domestic finance; huge increase in ODA but inadequate and now declining
- **Monitorability and Monitoring**
 - Indicators not established from outset
 - EFA Global Monitoring Report good overall job but no detailed country monitoring
- **Accountability**
 - No system for either countries or donor finance (UNESCO HLG, UN meetings attempted)



Problems with the Present



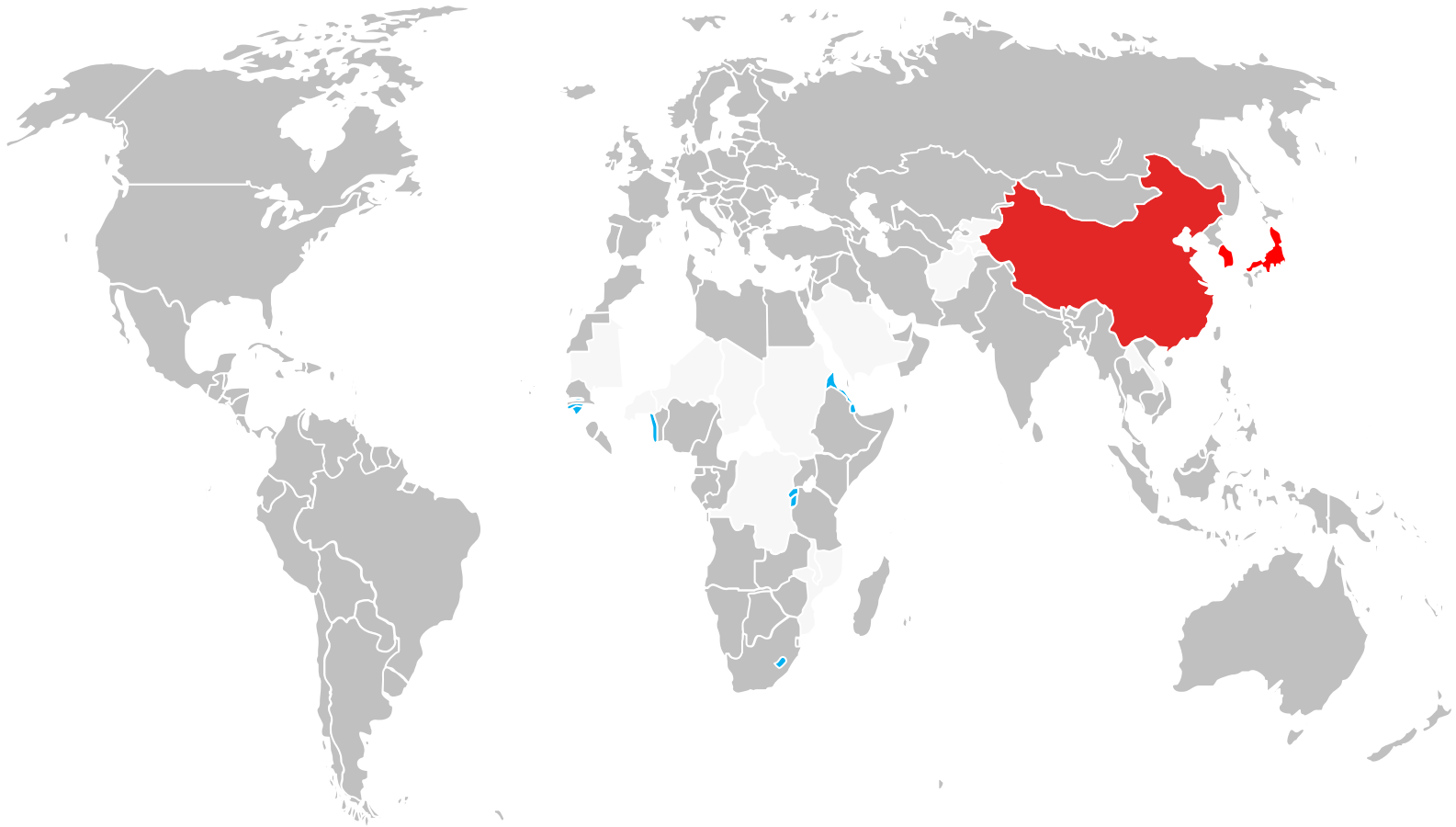
1. Proliferation of goals and indicators
2. Country leadership sounds good but dilutes global attention
3. Lack of leadership by countries (neither emerging economies nor OECD countries seriously involved) and agencies (UNESCO abdicated on education?)
4. Illegitimate leadership by northern NGOs, Brookings etc. in vacuum created by this.
5. Lack of linkage overall goals and education
6. Danger of forgetting what has still to be achieved on current agenda
7. Donors cutting aid (exc. Norway, Korea) and GPE having to revise down its alleged pledges
8. No talk of monitoring or accountability

Fears for the Future

- Education central to everything being discussed (environment, sustainability, other sector goals) but **almost no attention to education**
- Education sector's insistence on **covering everything also dilutes everything**
- **Everything could mean nothing**



The Disappointing East Asian Response



Japan

Stuck in the Past

- 1) Only ever lip service to EFA
- 2) ODA declining but anyway focused mainly on higher education and Japanese technical cooperation
- 3) Not adopting goals for itself
- 4) Some global leadership on ESD but none otherwise - UNESCO, GPE etc.
- 5) A pity as Japan has much to teach the world
- 6) Opportunity with new ODA Charter and new policy period for education cooperation

China

Does Not Yet See Need to Assert Leadership

- 1) Own needs best met for now with a multipolar world without hegemony
- 2) Own extraordinary recent development owes nothing to MDGs or EFA so hard for it to understand others' interest, though pay lip service
- 3) External education assistance (e.g. Africa) not in EFA/MDG framework but about geopolitics and access to resources
- 4) Is it advocating any education goals?
- 5) An even greater pity.....

Korea

Some Very Modest Leadership but Too Focused on Process?

- 1) Similar to China, can get what it needs without exercising leadership
- 2) Some leadership with World Education Forum Incheon - more concerned to host than with content or results?
- 3) Focus on Global Citizenship Education wonderful but won't do anything for Out of School Children, the poor in Africa, etc. Unresolved tension with ESD.
- 4) Like China, own extraordinary recent development owes nothing to MDGs or EFA
- 5) External education assistance growing but focused mainly on higher education and bilateral relations rather than global priorities

Conclusion

Getting Global Priorities Right:

- Focus on poor people as much as on poor countries
- Have some universal education goals with minimum targets
- Draw implications of push for Global Citizenship education
- Focus on Monitoring and Accountability even more than on goals
 - Agreement on mechanisms could lead to collaboration, mutual learning, appropriate international funding and assistance etc.
- Assert regional East Asian and Emerging Economy leadership
 - World looks up to you but you don't reach out enough
 - Put some external funding into global public goods, not just as instruments of foreign and resource policy