

# RESEARCH MONITOR

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Global Development Network

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**Local Research. Global Knowledge. Informed Policies. Better Lives.**



**GDN's 17<sup>th</sup> Annual  
Global Development Conference**  
Education for Development: Quality & Inclusion  
for Changing Global Human Capital Needs



# EDUCATION FOR DEVELOPMENT

## Quality & Inclusion for Changing Global Human Capital Needs

***“ ¡ La educación debe ser una obsesión ! ”***

**(Education should be an obsession ! )**

*Jaime Saavedra, Minister of Education, Peru.*

**“Education is an important topic, which should keep many of us awake at night. We need to put all the children around the world into school and provide them with quality education, and ensure that they graduate with skills that will make them ready for modern day jobs and the market.”**

*Alan Winters, Chair of the Board, Global Development Network & Member of the Conference Scientific Committee.*

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# INTRODUCTION

We are pleased to bring you another edition of the Research Monitor, the bi-annual compilation of research findings and trends from various Global Development Network (GDN) activities, designed to inform current debate and policies. This issue focuses on education.

GDN has curated more than a dozen annual conferences around the world, focusing on sustainable development. The 17<sup>th</sup> edition of the Annual Global Development Conference took place on March 17-18, 2016 in Lima, on 'Education for Development: Quality and Inclusion for Changing Global Human Capital Needs.'

The conference gathered some of the world's top researchers to interact with development practitioners and policymakers. Discussions represented some of the most current development thinking on the topic of education. We summarize them in this issue of the Research Monitor, to make them accessible to all.

More detailed and nuanced presentations on each of these topics may be viewed on our website [www.gdn.int/conference2016](http://www.gdn.int/conference2016).



*L to R: Gustavo Yamada (UP), Pierre Jacquet (GDN), Elsa del Castillo (UP), Jaime Saavedra (MinEdu) and Anwar Choudhury (British Ambassador to Peru) stop for a photo op before the conference begins.*



# KEYNOTE

The Peruvian Minister of Education, Jaime Saavedra, delivered the Keynote address during GDN's Annual Conference in Lima. "Quality education must be an obsession for all of us," was his central message. From planning to funding, from implementing to monitoring, from evaluating to benchmarking, all of us, policy-makers, academics, funders, entrepreneurs, parents and teachers have an obligation to ensure quality, inclusive and affordable education for our children. We need to internalize the magnitude of this challenge, and address it proactively, and daily, as a critical step towards development for the country, region and globe. Quality education impacts 11 of the 17 Sustainable Development Goals.

*"La historia de los pocos países que han logrado en pocas décadas transformar su sistema educativo de uno malo o "regular" a un sistema educativo de alta calidad nos muestra que la clave fue una obsesión con la educación. Una obsesión persistente y a todo nivel."*

"The story of the few countries that have succeeded in a few decades to transform their education system, from poor performance or 'regular' to a high quality education system, shows that the key was an obsession with education. A persistent obsession at all levels," he said.

In Peru, the four key pillars of education reform have been

- Increasing the number of well-equipped schools in rural areas
- Introducing a full day program in secondary schools
- Regulating the higher education sector
- Investing in teachers

The Minister, echoing other plenary speakers at the conference, argued that we can pursue both quality and equity, but higher public spending in education will be necessary to ensure that teachers are well trained and paid, and that schools are well-equipped and have sufficient space to accommodate students.

*"Política fiscal y política educativa no deben ser secuenciales. No debemos definir la política fiscal y luego, de lo que se pueda, definir cuánto invertimos en educación. La política fiscal y la política educativa se deben definir de manera conjunta y simultánea. Necesitamos más recursos, lo cual va implicar priorizar, lo cual va implicar en algunos casos tener que trabajar más como país, pero no pueden ser decisiones secuenciales si no simultáneas. ¿Suena utópico? Quizá. Pero es posible y es indispensable. Es difícil, pero es viable. Es costoso como país, pero es rentable como país."*

"Fiscal policy and education policy should not be sequential. We should not set fiscal policy and then do what we can, in terms of how much we invest in education. Fiscal policy and education policy should be defined jointly and simultaneously. (...) It sounds utopian? Maybe. But it is possible and it is indispensable. It is difficult, but feasible. It is expensive for the country, but also profitable for the country."

Finally, the Minister drew our attention to carefully monitoring implementation, not just design; and to the continued need for very rigorous, indepth research to understand what works — when, in what circumstances — and what does not.

## KEY INSIGHTS

- **Teachers**
- **Inclusion**
- **Skills Development**
- **Education Finance & Policy**
- **Enhancing Education Outcomes**
- **Research & Policy**

## KEY INSIGHTS

Fifteen years of progress, guided by the Millennium Development Goals (MDGs), have resulted in great strides towards improving access to education. This has happened across the world, including Latin America and the Caribbean. Improved access can be seen especially in primary and secondary education, but less so in pre-school and higher education. This trend, however, is not uniform within countries or socio-economic groups. Moreover, this increase in enrollment has been found to be sometimes negatively correlated with completion rates.

Student learning, however, has lagged behind and performance in basic reading, math and science tests leaves much room for improvement, especially in Latin America, where most countries under-perform for their level of development. While public spending on education increased in the last decade, it is likely to be impacted by both shrinking fiscal space and budget pressures in the region.

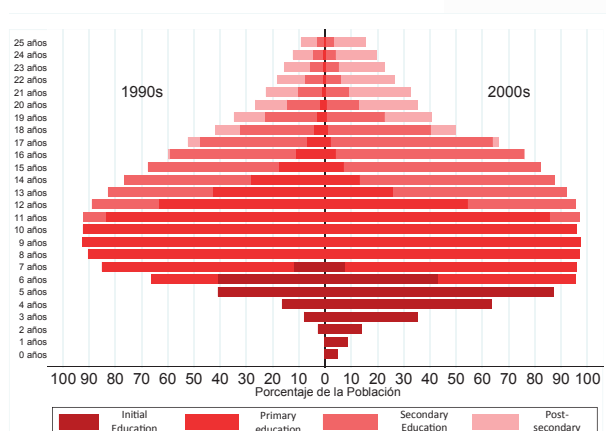
At the same time, private provision of education has expanded significantly, especially through private universities. These are however less regulated and the results they show are, in some

cases, questionable. This is not to say that private provision is a problem per se, but that regulation, monitoring, an emphasis on quality as well as skills development for the labor market of the 21<sup>st</sup> century, is needed. This will help solve the paradox of large numbers of unemployable youth on the one hand, and the high demand for skilled employees, on the other.

In terms of governance, the most successful education systems in the world, such as Ontario, Finland or New Zealand, have used a variety of models. Success seems to become possible when there are clear and differentiated functions across levels of government, including between political and technical roles. The profession of education (school principals and teachers) needs to be elevated to attract the best and the brightest, to help maintain commitment and avoid absenteeism, as well as to enhance student learning. In addition, the role of civil society, including parents, in demanding good quality and inclusive education cannot be understated.

Not least, there is a continued need for research capacity development to better study the field of education. This includes not only the use of solid, varied research methodologies but also the constitution of productive research teams, made up of various disciplines.

**Enrollment rates by age and education level**



IDB/EDU calculations based on household surveys



Source: Inter-American Development Bank (in a presentation by Emiliana Vegas in Plenary C).

# TEACHERS

Analysis across contexts points to the fact that teachers are a critical factor in student learning. Evidence also shows that public interventions that focus on teachers are among the most effective. Trending areas of focus include: how to promote teacher excellence, how to evaluate teachers' capacities and how to promote meaningful training beyond the formal education system.

Teachers do not share the same capacities or classroom practices even when they share the same formal education background, or school. In fact, there is no correlation between the level of formal training and practical teaching skills or

classroom delivery. This points, first of all, to the need for reforms within teacher-training curricula at university level, both in terms of content and practical skills. Public policies that can support pre-service education include: the creation of specific universities focused on education, and creating accreditation processes that create the correct incentives for universities to improve their career training. Furthermore, the selection process for those who want to become teachers should be made more competitive – and be better rewarded – in developing countries. Second, at-work training should be an important element of education policy. Providing regular feedback to teachers helps to track and improve performance. Feedback from standardized evaluation systems, for both teachers and students, leads to better insights for behavior change in the classroom.

**“According to studies made in low income settings in the US, the added value that a teacher gives to the life of a student can add up to US\$200,000 – US\$300,000.”**

*Hugo Ñopo, Researcher, GRADE, Peru and Member of the Conference Scientific Committee.*

Teacher evaluations, and how to do them best, are a topic of great interest. With increasing information on monitoring and evaluation and standardized testing, several points of input can be employed to create a holistic picture of performance. Using only one source of evidence is likely to yield an incomplete picture, and a pursuant lack of incentive may lead to negative behavior in the classroom. Having clearer career paths, which teachers can expect when becoming teachers, is also necessary, and must be aligned with the evaluation process.



The Minister of Education in Peru, Jaime Saavedra showing the decline in teacher salaries which are now a third of what they were 40 years ago.



# INCLUSION

Research and policies have tended to focus on overcoming the false dichotomy between quality and inclusion. School enrollment drives tend to indirectly reduce the focus on the quality of education, especially since the focus can be on getting children from poorer homes to access education. However inclusion is not only granting equal access to education, but to quality education.

Investing in infrastructure and teacher training in rural areas is key to reducing gaps in the level of equity and inclusion within developing countries. Policies that prioritize these are seen as progressive and much more likely to succeed. An example of this can be observed in Peru, where the Minister of Education Jaime Saavedra sees quality and equity as twin, urgent priorities: Calidad, Equidad.

The most crucial time for human cognitive development is up to the age of two years, and this is before a child enters school. Poor children tend to develop significant language and cognitive delays at this stage. In many developing countries, there are marked developmental differences between urban and rural schools. Early childhood investments that may include day care programs or parenting programs may have a significant impact on reducing these inequalities,

if they are of good quality. Teachers and caretakers have an especially significant role in the outcomes of children. In fact, following students educational outcomes shows that development skills are cumulative – meaning that those with better education earlier on also show better results later on in their educational life. While the evidence is clear on the benefits of early childhood interventions, countries tend to invest very little on this age group, perhaps as a result of lower political power.

Higher education, on the contrary, is an often politicized issue. Evidence from Latin America and beyond shows that young people have enrolled massively in higher education, which has low, and sometimes even negative returns. This is because the system promotes inequality not only within itself, but also when students enter the labour market. In other instances, there is a negative correlation between enrollment rates (low) and drop-out rates (high), particularly for the ‘first generation’ of college students who find it harder to pursue higher education. Thus inclusion means looking at the quality of services and putting in place mechanisms for the accreditation of higher education programs, the level of access to information, the monitoring of quality and the return on investments per student.



*Fifty four percent of conference participants were female.*

Image: Barriopixel/GDN

## SKILLS DEVELOPMENT

Education forms the basis of skill formation, and future employment. Graduates with secondary and higher education training are unable to find employment, while, paradoxically, employers complain about shortages of skilled labor.

Partnering with the private sector and employers in general is vital to ensure convergence between a) teachers, who think that they are preparing their students for the labor market, b) students, who think they are employable (though less confidently so than their teachers), and c) employers who need basic Information and Communication Technology (ICT) or other specific skills, for instance.

Innovative research by Hugo Ñopo from the Group for the Analysis of Development (GRADE) on the schooling premium for Latin America and the Caribbean (LAC) workers in the US, compared to other immigrant workers, shows that it has been permanently low for the last 50 years, even after controlling for the non-random selection of migrants. This applies both at the secondary and tertiary levels. On the other hand, the evolution of India, especially at the tertiary level, is remarkable.

Vocational training needs to be prioritized, particularly in places such as Africa or South Asia where high numbers of youth cannot all be absorbed by universities.

Socio-emotional abilities are very important, and are found to increase the probability of receiving a job offer by 5% and 7% in Peru for high school and college graduates respectively, and by around 11% for individuals with incomplete secondary education. Education systems are slowly adapting to focus on developing non-cognitive skills as well in their students. Peru, for instance, is pursuing a new model for secondary schools, called the “full school day.” This new policy does not consider skills for employment from a perspective of the use of machinery, but rather in transferable skills or non-cognitive abilities. It prioritizes ICT abilities, persistence, self-control, among others. They hire hundreds of psychologists and appoint teachers to coordinate, so that coaching and mentoring services can be made available.

Non-cognitive and socioemotional skills are as important as cognitive abilities. They do not only increase the chances to obtain a job offer, but also show how to tackle challenges during a job or school task. Recent evidence is showing that employers place greater relevance on those skills.

Finally, research presented during the conference also showed the importance of early childhood development in skill formation. There seemed to be a consensus that this area deserves expansion, especially in LAC, given its potential to level the field for learning ability by the time children enter formal school.

**“In challenging contexts, with continued high structural disparity, comparable to that of South Africa, or Southern Africa, negative education effects can be mitigated by using interventions that support teacher and student resilience and (that) are based on social connectedness, as is indicated by relationships, social support and socio-emotional competence.”**

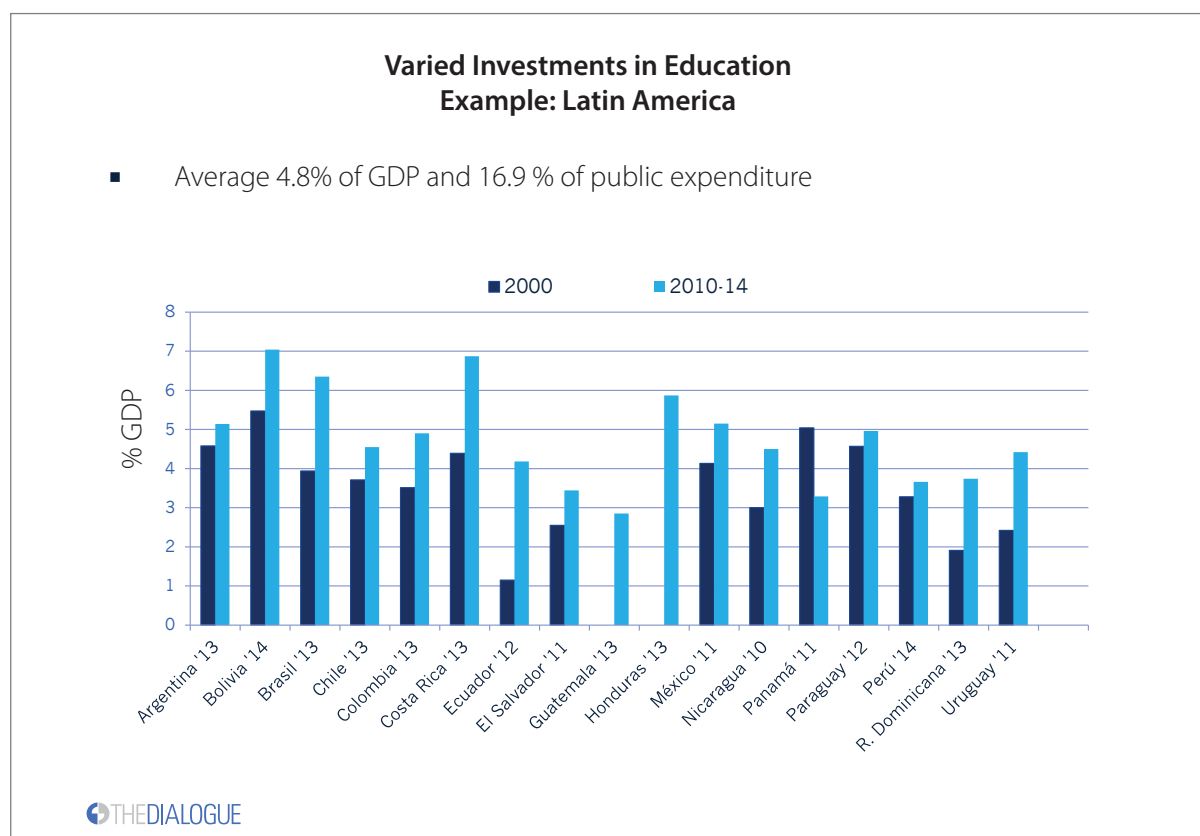
*Liesel Ebersöhn, Professor, University of Pretoria in South Africa and World Education Research Association, WERA.*

# EDUCATION FINANCE & POLICY

Across the globe, over a trillion dollars is spent annually on education. In Latin America, for instance, according to the latest data available from the UNESCO Institute of Statistics (UIS) and the World Bank, an average 4.8% of the GDP and 16.9% of public expenditure is spent on education. This has been increasing substantially since 2000, with the exception of Panama. How to finance quality and equitable education and how to do so sustainably, especially in view of tightening fiscal space in many parts of the developing world, remains a key question.

**“You cannot improve the efficiency of education spending without maximizing the productivity of your most expensive and your most important resource: your teachers.”**

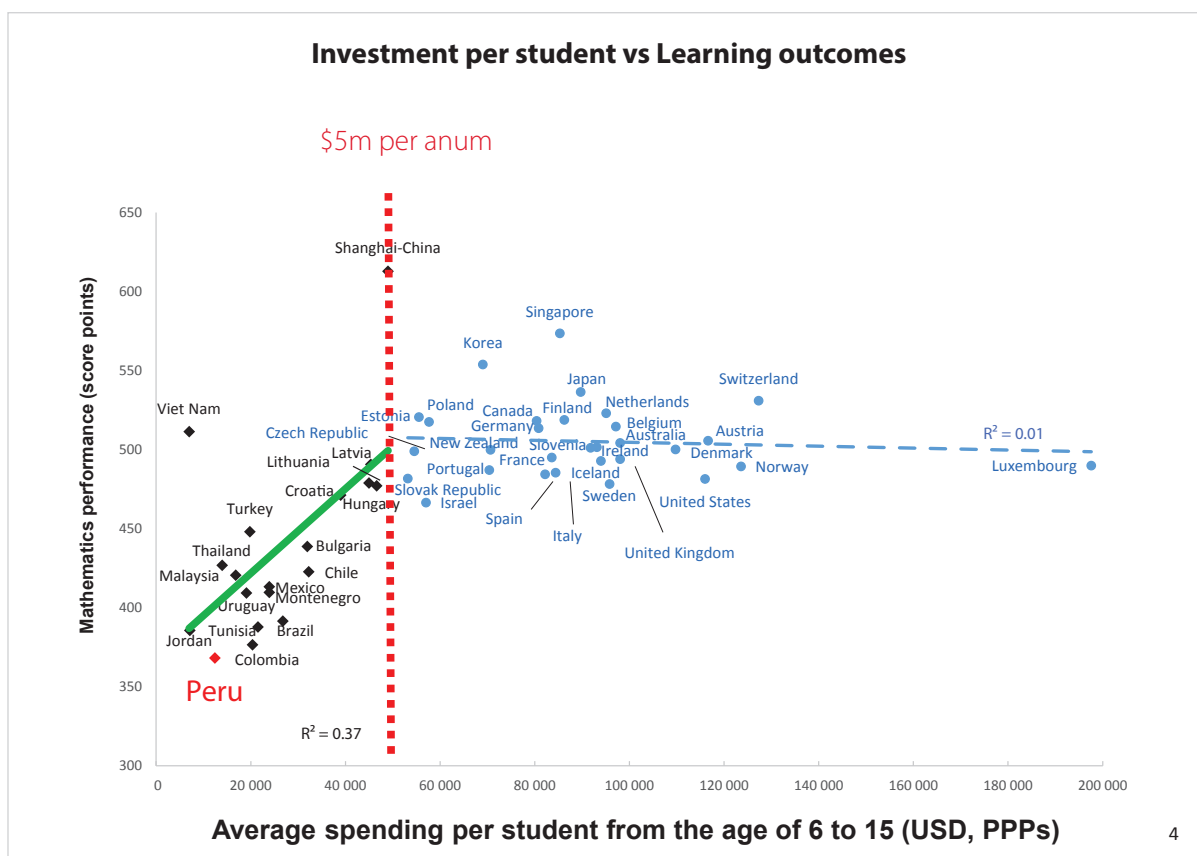
*Barbara Bruns, Visiting Fellow, Center for Global Development.*



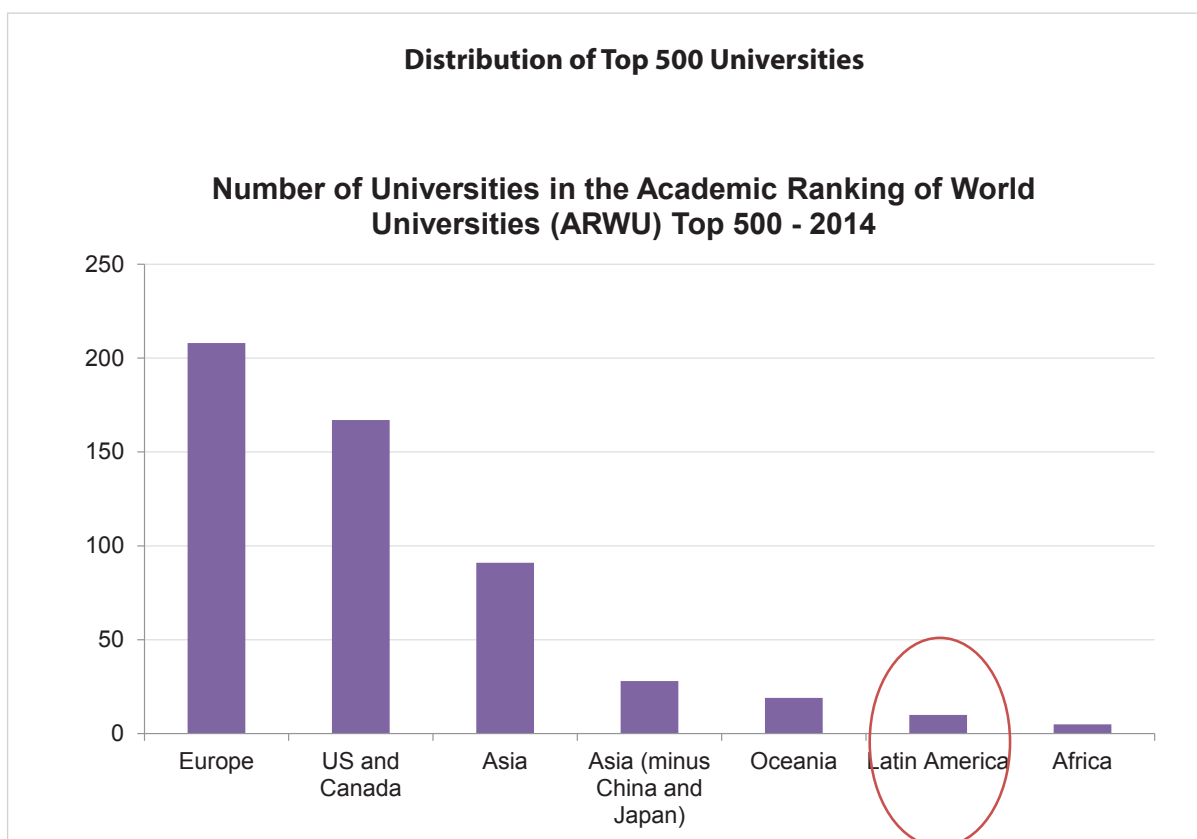
Source: UNESCO (UIS) and World Bank (EdStats), January 2016 (in a presentation by Ariel Fiszbein in Plenary B).

Both public and private funding is increasingly available across all levels of education (primary, secondary and tertiary), and a key way to measure the impact of education finance is using a return on investment model. How money is allocated between investments in infrastructure, teacher salaries and training, scholarships, monitoring etc. is crucial. Spending is currently

skewed towards older children and not enough investment is made in early childhood development. There is substantial variation in the cost effectiveness of various education programs which should be carefully monitored. Most of all, out of pocket expenditures, which are substantial especially for higher education, need to be in line with the return on investment.



Source: OECD (2013), *PISA 2012 Results: What Makes Schools Successful? Resources, Policies and Practices (Volume IV)*, PISA, OECD Publishing (in a presentation by Minister Saavedra in Plenary B).



Source: ARWU 2014 (in a presentation by María Marta Ferreyra in Parallel Session 2.1).

# ENHANCING EDUCATION OUTCOMES

Access to education has increased significantly, but learning and skills development have remained big challenges. For instance, Latin America and the Caribbean have made impressive progress in improving access to education, from an average of only 3-4 years of schooling in the 70s to an average of 8-9 years of schooling in the last decade, according to the Inter-American Development Bank (IDB).

How can public policy in a developing or transition country help? Systematic reviews, case studies of the best performing education systems and other types of research point to a few successful and needed interventions: training existing teachers, hiring better teachers, linking pay for performance rather than seniority, reforming the curricula, enhancing

school autonomy and community participation, providing cash transfers to improve access for disadvantaged children monitoring and evaluating programs as well as investing in adequate infrastructure, including technology.

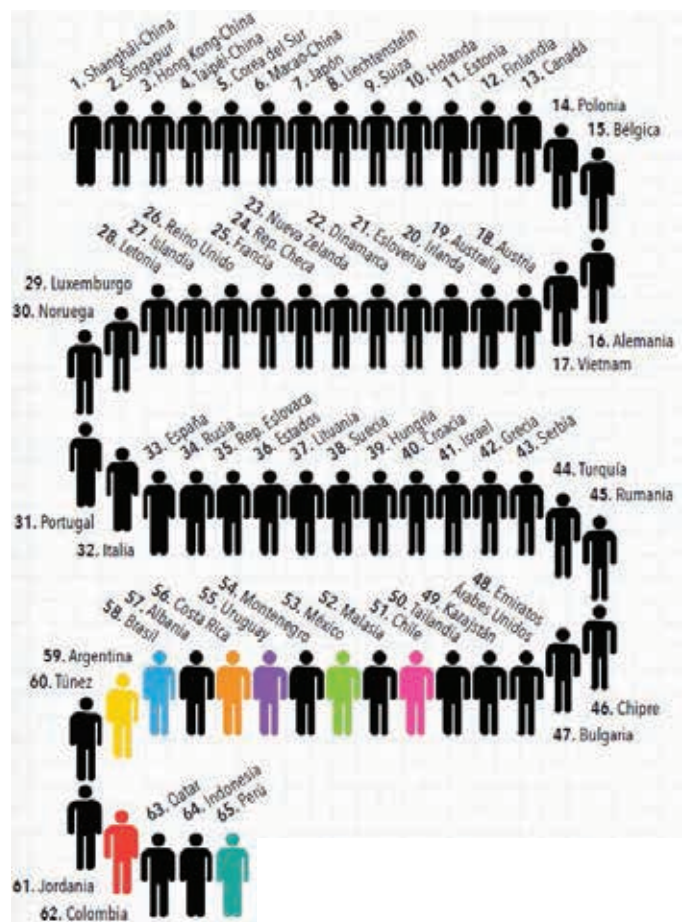
**“Cash transfers have a positive effect on participation... and structured pedagogy has a consistently strong positive effect on student learning.”**

*Emmanuel Jimenez, Executive Director, International Initiative for Impact Evaluation (3ie).*

But...

Latin American countries continue to underperform in PISA compared to other countries

Average math scores in PISA 2012



Source: Bos, Ganimian y and Vegas 2013. Calculations based on OCDE/PISA 2012 data (in a presentation by Emiliana Vegas in Plenary C).



## RESEARCH AND POLICY

The link between research and policy is fairly tenuous. This link is impacted by the methods, theoretical frameworks and concepts being used for research in education. Researchers should look critically at the concepts in which they base their work. These include looking at their personal belief systems, which can have a strong impact on how issues are discussed at policy levels. The information landscape is diverse, as is the ability of policymakers to access it. For instance, small samples can blow up large and contentious issues, and big data from international assessments tend to get more attention. The landscape could also yield divergent results and recommendations. Researchers must be able to maintain the balance between big data analysis and context specific research to explain findings from the education sector.

Those who fund research must also maintain the utmost transparency. This is so that policymakers, tasked with distilling evidence from a wide range of research, can understand whether results are truly independent or not. Politics also modulate the use of research for policy. Experts have for a long time argued in favor of education for economic development, and used it as the basis for investment in the sector. In addition, there is a growing body of evidence that supports some investments, over others. For example, the relevance of early education is highlighted by a significant body of knowledge; nonetheless, in many countries, there are no political and social agreements to promote a shift of policies towards this age group. Within the education sectors, teachers are powerful vectors of policy. They can

promote education reforms – or veto them. For research to make a positive impact on policies and practices, teachers and administrators must be able to interpret research and data. This means being able to distil the most critical aspects of a research piece, and for education policy-makers and bureaucrats to demand or commission relevant research. Without these capacities across the education system, the work of researchers cannot fulfil its potential to change policies and practices positively.

Finally, a focus on local research is needed to counter external agents' research priorities and the dominance of macro-economic lenses, and to support research capacity development.

**“Re-invigorated research can change concepts, theories and methodological space to better address some of the most intractable problems such as early marriage, child labor, and ‘school girl’ mothers. But, we always have to deal with the power of the dominant discourse that silences, erases accounts from the margin.”**

*Mairead Dunne, Director, Centre for International Education, Sussex University, UK & Member of the Conference Scientific Committee.*



Image: Barriopixel/GDN

*Juan Pablo Silva, Vice Minister of Institutional Management at Ministry of Education, Peru reminds us why education is key to human development.*

# HIGHLIGHTS

- **The Global Development Awards Competition**
- **Policy Lab: The Quality of Education in Latin America**
- **The Environment for Social Science Research**
- **Building Research Capacity in the Least Developed Countries**
- **Poster Competition**



# THE GLOBAL DEVELOPMENT AWARDS COMPETITION

Six outstanding ideas in the field of education and development were awarded for their innovation and impact during the conference. The Japanese Award for Outstanding Research on Development awarded three policy relevant research ideas: Dr Marcus Agurto from the Universidad de Piura in Peru claimed the first prize for his proposed impact analysis of the Peruvian social program Beca 18, at a top level private university in Peru. The research will use randomized control trials to assess the program's effect on learning and social connections between students from wealthy and vulnerable backgrounds. Ana Mickovska - Raleva from the Center for Research and Policy Making in Macedonia won the second prize for her mixed-method proposal to study the ways through

which the 'learning to learn' competence is taught, and how developed the competence really is, in Macedonian schools. Gloria Carrión Fonseca, of Fundación Internacional para el Desafío Económico Global in Nicaragua won the third prize for a proposal to provide policy recommendations based on a study of gender inclusive education and gender sensitive public finance.

The 2016 Global Development Awards Competition also featured the Japanese Award for the most innovative development project, which funds innovative social development projects benefiting marginalized groups in developing and transition countries.



Image: Barriopixel/GDN

Six winners of the Global Development Awards Competition (front row) congratulated by GDN, GRADE, Universidad del Pacifico, Ministry of Education, Peru and representatives of the Government of Japan and the World Bank trust funds that finance the competition.

# POLICY LAB: THE QUALITY OF EDUCATION IN LATIN AMERICA

As a precursor to the conference, nine research teams from the smaller countries of the region – Bolivia, El Salvador, Nicaragua, Guatemala, Ecuador, and the Dominican Republic – gathered in Lima, to discuss research priorities in reference to public expenditure on quality of education in the region. This Policy Lab, an initiative of the GDN team as part of an on-going program funded by the Inter-American Development Bank (IDB), and in-kind support from the Group for Analysis and Development (GRADE), gathered policy-oriented research institutions, policymakers from the region and international experts to look at

the quality of education policies embraced by governments in the region. It brought to light the increasingly strategic role of teacher training programs, early childhood education efforts and the importance of combining standardized test data (PISA, SERCE, etc.) to inform education policy. The event was part of a GDN program that strengthens the capacity of research institutions in the region to conduct public expenditure analysis, taking into account both financial and non-financial dimensions of policy design and implementation.



Image: Barriopixe/GDN

*The Policy Lab participants assemble for a photo outside GRADE offices in Barranco, Peru.*



# THE ENVIRONMENT FOR SOCIAL SCIENCE RESEARCH

A key presentation at the conference was GDN's Doing Research program, which aims to assess the research environment for the social sciences in developing and transition countries systematically, to expose shortcomings and to inform and influence research policy to address identified problems. A selection of findings from the case studies illustrated these problems: The Latin American comparative study of Peru, Bolivia and Paraguay showed that countries' historical trajectories have shaped the current research environment, which is characterized by the increasing predominance of technocratic research and corresponding under-investment in blue sky research. In Niger, however, there were praiseworthy initiatives by local universities to promote research and new local publication outlets. In Indonesia, prevailing bureaucratic practices and nepotism in recruiting and promoting faculty in the universities continue to hamper the quantity and quality of local research.

The poor state of investment and research production in developing countries, including in large growing middle income countries, also


came to light. Social science research is generally under-funded, and is not representative of the local research community. Expenditure on social science research is generally less than 20% of the gross expenditure on research and development, and much lower in many lower and middle income countries (WSSR 2013). The majority of the published social science research produced on developing countries is not produced by local researchers. The nature of demand for research influences the research agenda, as well as the type of research conducted; there are few incentives for high quality research; the state of research training, to develop a future cadre of researchers, is poor; a 'research culture' is not fostered; and formal and informal peer review mechanisms are limited.

The silver lining is the observed push towards greater academic freedom and quality research in most countries investigated, and the will for many policy-makers to change the status quo, with an eye towards international competition. Perhaps the best place to start would be to examine research policies, funding avenues and the regulatory framework at the national level.


**Learning in context**

**Why study the research environment: a webinar summary**

22 June 2016




How to maintain freedom and non-bias in research findings; how to stimulate both local funding of southern research and appetite for its findings; and whether...

 Research to Action

**Learning in context**


**GDN Doing Research Webinar. Why the research environment matters.**

13 May 2016



**R2A WEBINAR**  
**JOIN THE DEBATE**


Wednesday, 18th May, 2016 2pm-3pm (BST); 6am-7am (PDT); 6.30pm-7.30pm (IST); 8am-9am (CDT); The GDN Doing Research project team are pleased to announce the first of...

 Research to Action


**Featured**

**Social research in Indonesia: Why and what next**

5 May 2016



Despite being one of the fastest growing economies in Asia, Indonesia continues to lag behind its neighbouring countries in terms of research capacity and publication....

 Inaya Rakhmani

Screenshot: R2A Website

*In collaboration with Research to Action, the GDN dialogue space brings together insights and blogs from across the Doing Research project. See [www.researchtoaction.org/dialogue/gdn-doing-research](http://www.researchtoaction.org/dialogue/gdn-doing-research) for details.*



# BUILDING RESEARCH CAPACITY IN THE LEAST DEVELOPED COUNTRIES

The panel “Small is Beautiful?” discussed the importance of supporting demand-driven decision making in education at the institutional level, in Least Developed Countries (LDCs). The representatives of institutions from Bhutan, Ethiopia and from an institutional partnership between Vietnam and Cambodia’s higher education institutions, discussed their ongoing efforts to expand and strengthen research capacity building opportunities at home, as an urgent alternative for students and young researchers who cannot afford an education in top regional or global institutions. Pilots that benefit from external support, the conversations concluded, can be an effective way to showcase how change can unravel in the higher education sector, empowering actors who have an insider understanding of the education system to push for progressive change and innovation in teaching and research training.

**"Coming to Peru for the GDN conference has helped us understand the role of universities in higher education and research. Bhutan is facing similar issues to Latin America, Sub Saharan Africa and South Asia. The higher education landscape, the role of government and the role of research in social sciences are the three big ideas that I will take back home."**

*Jamba Tobden, Program Coordinator, the Institute for Gross National Happiness Studies, Royal University of Bhutan.*



Image: Barriopixel/GDN

*Jamba Tobden, from the Institute for Gross National Happiness Studies, Royal University of Bhutan arrives for the conference. He is part of a team that is working to improve the quality of policy relevant research in Bhutan with support from GDN and the IDRC.*

## POSTER COMPETITION

Young researchers presented their research on education through posters displayed at the conference. Six poster finalists flew to Lima to participate and were commended for their work on: the determinants of enrolling in public universities in the Philippines, the

biggest beneficiaries of government spending on the universal secondary education program in Uganda, Gender and the completion of secondary education in Cameroon, the congruence of higher education in Colombia, and whether reading comprehension in Spanish is predicted by oral skills.



Image: Barriopixel/GDN



Image: Barriopixel/GDN

## A TRIBUTE TO THE ORGANIZERS

**“The story of how this conference came to be, in record time, has to do with a meeting of minds and tremendous institutional commitment from all partners.”**

*Ramona Angelescu Naqvi, Conference Director and Director of Programs, Global Development Network.*



# PARTNERS

Educational impact and outcomes are often achieved through extraordinary partnerships. A group of influencers, with a common sense of purpose can spur the sector towards both innovative and sustainable change. In fact, the educational insights, news and innovations you are reading in this volume are based on the discussions at a conference that was made possible by one such group of partners.

The Global Development Network's 17<sup>th</sup> Annual Global Development Conference was held in partnership with the Ministry of Education, Peru and GRADE (the leading think tank in Peru) and hosted generously by Universidad del Pacifico. The combination of an international organization, a ministry, a think tank and a university allowed us to tap into a variety of audiences who can play a role in strengthening educational research and policy across the globe. Other than contributing to the content for the event, including identifying potential speakers, the partners helped with funding, premises, equipment and expertise – including interpreters and local media outreach – that resulted in a world class event.

Jaime Saavedra, an alumni of GDN, now the Minister of Education in Peru and member of the Scientific Committee of the Conference, was a constant source of inspiration. Much of the content and participation from key stakeholders would not have been possible without the excellent support of the Peruvian Ministry of Education, and Minister Saavedra himself.

GDN is very grateful for the partnership with the Group for the Analysis of Development (GRADE), a leading think tank in Peru that has been involved in high quality research for policy making for many years, with a substantial body of expertise and knowledge on education.

The Universidad del Pacifico very generously supported the conference by lending us their world class campus and facilities. In addition, their staff worked tirelessly to deliver excellent support services, right on time.



Image: Barriopixel/GDN

*L to R: Miguel Jaramillo, GRADE; Gustavo Yamada, Universidad del Pacifico; Jaime Saavedra, Minister of Education in Peru; and Alan Winters, Chair of the GDN Board at a press conference to stimulate a wider debate on education.*

The conference was also supported by the International Development Research Centre, the Development Bank of Latin America, the World Bank Group and the Inter-American Development Bank. Sessions and side events were organized by Alianza Peruana para el Uso de la Evidencia, British Council, the Campbell Foundation, the British Embassy in Lima, the International Initiative for Impact Evaluation, Japan International Corporation Agency, On Think Tanks, United Nations Educational, Scientific and Cultural Organization (UNESCO), and United Nations International Children's Emergency Fund (UNICEF).

Not least, our very own GDN staff gave both their days and nights to ensure the conference was a big success.



Image: Purple Communication/GDN

*Conference artwork, showing the four partners and the conference logo, based on a Peruvian weave.*

## HOW FAR WILL THE STORY TRAVEL?

**The conference welcomed nearly 400 attendees, over 90% of whom were from developing and transition countries.**

**“It has been great to learn about the experiences of different countries on the issue of quality of education. It is very interesting to meet people from other countries working on the same thematic areas.”**

*Mounkaila Harouna, Abdou Moumouni University of Niamey, Niger, quoted in “Growing Interest,” the third issue of GDN’s daily newsletter published during the conference.*





# HOW FAR WILL THE STORY TRAVEL?

The conference welcomed 390 attendees excluding GDN staff. Of these, 31% were international participants from outside Peru, and 55% were under 40. The proportion of self-sponsored participants was 42%. In addition, the conference was webcast, and watched by 190 unique viewers from across the world.

The Conference App, which contains links to all the conference information, was downloaded by 315 people, mostly conference participants.

Over 90% of participants came from developing and transition countries. (Developing countries are characterized by a Human Development Index of 0.8, or lower.) A total of 55 countries were represented at the conference which is noteworthy, given the relatively small size overall. On the downside, some regions were under-represented notably East/Central Europe, the Middle East and North Africa, the Commonwealth of Independent States and Oceania. Of the participants in Lima, 54% were female. All but one of the plenaries included female speakers, and in Plenary 3 for instance, there were more female speakers than male. For the parallel sessions, the female to male ratio was 57: 43.

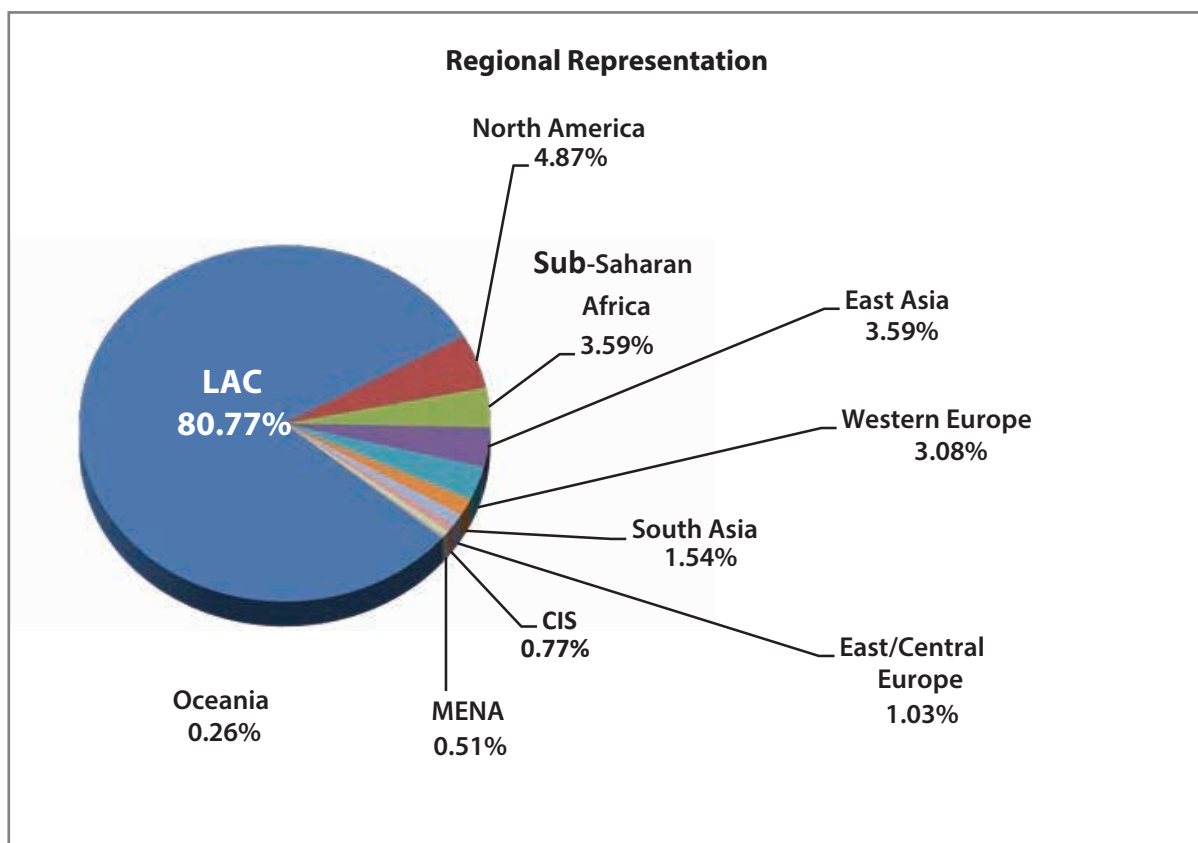
There was a high level of satisfaction expressed by participants, speakers, session organizers and general participants alike. The vast majority indicated that the conference met their expectations (83%) and that it was worth attending (88% gave this question a 4 or a 5 rating). In addition, 77% of the respondents gave the conference a 4 or a 5 rating (where 5 is the highest) as a good opportunity to network, and 83% said that the conference informed their thinking on the topic. In fact, 50% of those surveyed after the conference said they followed up work-related contact with conference participants, 8.6% said they wrote a blog or an article about it, and 60.2% said they sent information about the conference to others. Forty percent downloaded conference presentations from [www.gdn.int/conference2016](http://www.gdn.int/conference2016).

**“I was impressed by the research work being carried out on education for development by young researchers in Latin America. I am afraid very little of such research that could lead to policy formulation is carried out in Africa. GDN could perhaps give some thought on how to encourage such research in Africa; of course funding is always a major issue.”**

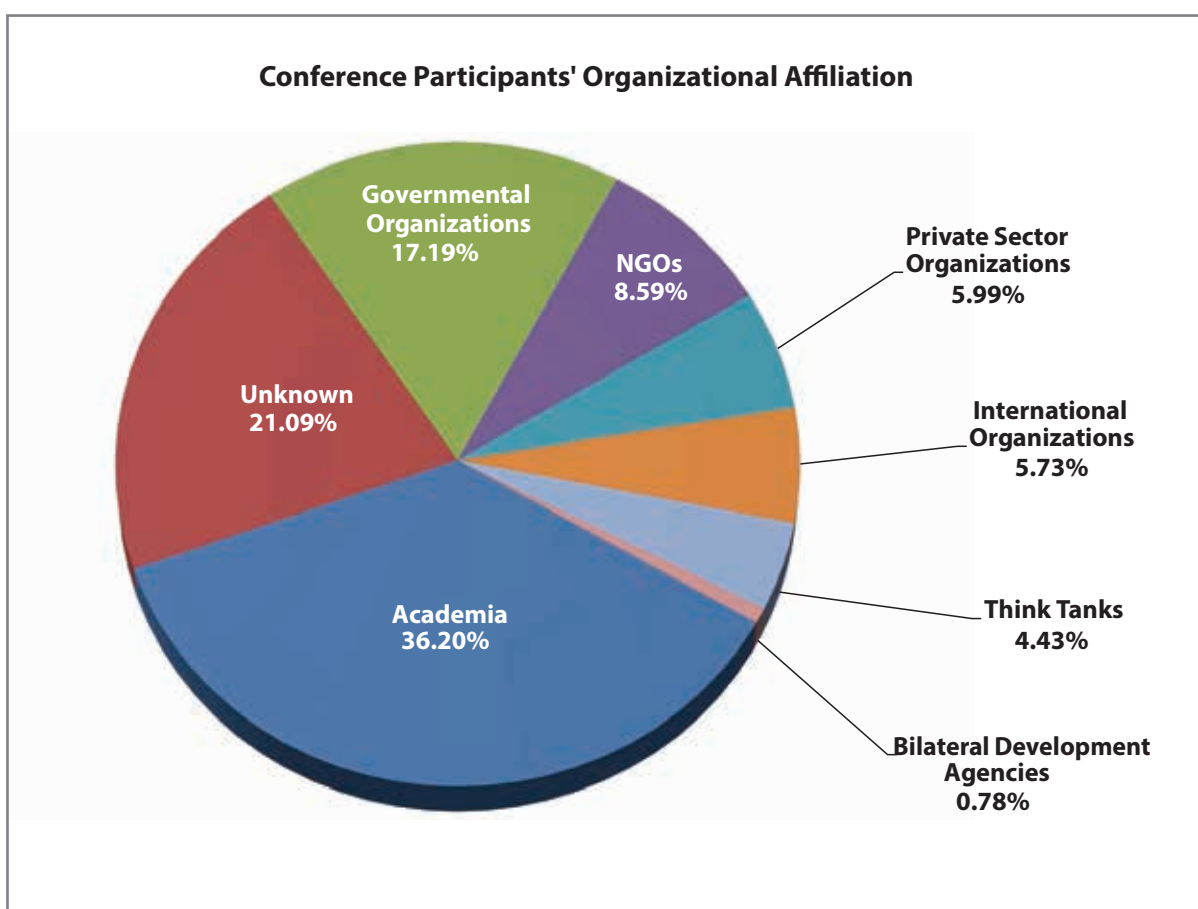
*Goolam Mohadmedbhai, Former Secretary General of the Association of African Universities.*

Presentations at the Conference were made by a wide range of men and women from several countries including Argentina, Bhutan, Brazil, Chile, Colombia, Ethiopia, Ghana, India, Indonesia, Macedonia, Mauritius, Nicaragua, Pakistan, Paraguay, Peru, South Africa, Sri Lanka, The Philippines and Uruguay. Developed country speakers came from the UK, US, Canada and Japan.

Thanks to the strong engagement of the Ministry of Education, many policymakers participated in the conference (17% of all participants) and many spoke in plenary and parallel sessions.



Source: Global Development Network 2016.



Source: Global Development Network 2016.

There were 32 media stories from the conference, including five stories printed in other developing countries, India and South Africa, from where journalists were invited to cover the event through an open call for interest. Pasi Sahlberg (Harvard University) was interviewed live from the conference media room on national Peruvian TV, and Emiliana Vegas (Inter-American Development Bank), Halsey Rogers (The World Bank) and Paul Glewwe (University of Minnesota) were among the other international experts interviewed by local Peruvian media. We also received plenty of coverage for Jaime Saavedra (Minister of Education, Peru) in the local news: 28 of the stories were in Spanish.

Key presentations from the conference have been seen by 761 unique visitors on our website. Photos and ideas discussed at this conference were also broadcast on social media – particularly Facebook, Twitter and LinkedIn.



Screenshot: Canal 7.3;

*Pasi Sahlberg, Visiting Professor, Harvard University, was interviewed live from the conference on national Peruvian television, TV Peru Canal 7.3. He highlighted the education initiatives undertaken in Finland. Noting the importance of inclusive education, Sahlberg said that teachers must have a passion to teach.*

The popularity rating for our hashtag **#gdnedu2016** was 17.4. This is a score that indicates how popular the topic was relative to all other conversations on social media at the time (most popular score is 100). The biggest influencer for the score was GRADE (Hashtagify).

This compendium will be shared with policymakers and development actors interested in these education insights. The hashtag #GDNedu2016 should continue to be used on social media to keep the conversation alive. Detailed presentations about each of the trends and insights presented here may be downloaded and shared via [www.gdn.int/conference2016](http://www.gdn.int/conference2016).

## Recaudación tributaria debe orientarse a la educación

Ministro Jaime Saavedra indica que aumento del presupuesto tiene que ser permanente.



*Twenty eight of the news stories about the conference were in Spanish. Clippings courtesy of the Ministry of Education.*

**“It’s hard to imagine making progress on... health or environment or jobs ... without making progress on education. We believe that education is really the foundation for everything in development.”**

*Halsey Rogers, Lead Economist, World Bank.*



*The Global Development Network (GDN) is a public international organization that supports high quality, policy-oriented, social science research in developing and transition countries, to promote better lives. It supports researchers with financial resources, global networking, and access to information, training, peer review and mentoring. GDN acts on the premise that better research leads to more informed policies and better, more inclusive development. Through its global platform, GDN connects social science researchers with policymakers and development stakeholders across the world. Founded in 1999, GDN is currently headquartered in New Delhi with an office in Washington DC.*



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