



EDUCATION FOR DEVELOPMENT

QUALITY & INCLUSION
FOR CHANGING GLOBAL HUMAN CAPITAL NEEDS

#GDNedu2016



17-18 March 2016
LIMA, PERU



17th GDN Annual Global Development Conference

Lima, Peru 17th-18th March 2016

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56 Countries represented | 56% Female Participants

Growing Interest



Day two saw participant numbers exceed 400. Attendees returned once more to build on the discussions and themes of day one. The morning brought us together in a completely different part of the beautiful Universidad del Pacifico campus, refreshed, reinvigorated and ready for the day. Key speakers were interviewed by top TV channels and newspapers in Peru.

As the conference neared its conclusion so the conversations changed pace, both in and outside the auditorium. Participants began to look at how these

[Read the full timetable](#)

shared experiences and learning could inform and influence their work going forward.



What did the day bring?

The auditorium was filled to capacity this morning, as participants both local and international, returned to begin the day with a plenary session on enhancing education outcomes. This session presented compelling research from across the globe on the interventions that are working in enhancing education outcomes across the developing world.

It allowed for some honest reflection on the data emerging from multiple systematic reviews on the interventions proving to be most successful, their contexts and their conditions. Paul Glewwe, Professor at the University of Minnesota, and Emmanuel Jimenez, Executive Director, International Initiative for Impact Evaluation (3ie), underlined the significance of monitoring and evaluating the data around successful interventions, reminding us that good science replicates itself.

With over \$1 trillion spent on education each year it is very important to identify clearly what is working and why. 3ie has conducted over 48 studies, and similar to the work being done by Paul, they found that cash transfers had the biggest impact in improving school attendance as well as providing structured pedagogy.

Emiliana Vegas, Chief of the Education Division, Inter-American Development Bank, said that raising the quality of curricula and teaching is imperative in improving learning outcomes for students. Vegas acknowledged that 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. However, access is not the issue. The issue remains the disparity between the actual skills gained by the students and those expected for their level of schooling. She also showed that the best performing education systems in the world such as Ontario, Finland or Korea are organized very differently in terms of governance arrangements. Enrollment progress has been made for primary and secondary but more remains to be done for early childhood development and tertiary education.

Catherine Rodriguez highlighted the impact of under investment into the teaching sector (87% of teachers in Brazil think their profession is undervalued), while Liesel Ebersohn brought a South African perspective, exploring how social connectedness can enhance educational outcomes despite poverty and hardships. Significantly, social connectedness also improves resilience in children in difficult contexts, including

conflict or post conflict areas.

The final plenary of the conference brought us all together once more to discuss the role of research and policy in the evolving educational landscape. The general consensus among the World Bank, OECD and UNESCO is that we have accomplished universalization of education at all levels, yet low performance in low income contexts is real all over the region. This cannot be overcome while education policies continue to be oriented to short and medium-term results.

A key question was why we know so little about the ongoing politics of education reform. The answers posed were that in depth research remains the premise of a handful of political scientists and that data is very costly. Also, that reform outcomes are complex and difficult to measure, political process is long and often opaque and therefore not a popular pursuit.

A number of facts and myths about higher education were identified as particularly pervasive and as negatively affecting the construction of effective policies. Pasi Sahlberg, Harvard University, challenged those myths around the role of teachers and whether they have the highest influence on educational outcomes. He also said more research on education should be done by closely observing what goes on in the classroom and by education experts.

Instead of more research and information, what is required is better information delivered faster, to help the construction of public policies. Big data must be supplemented by small data; national level research must be combined with information about what is actually happening in the classroom.

The reduced visibility of research leaves the assumptions of policy agendas “untroubled”. The lack of research decontextualizes and makes local social relations and their effects invisible. The theoretical framing (of concepts like gender) and processes of research (methodologies) are in the background and need to come to the surface.

This is perhaps driven by a fundamental split in opinions and requirements between those who research and create investigative reports and those who are responsible for implementing policies. Those who do research are often comfortable with taking a macro view, allowing them to draw grand conclusions from big data, whereas those in charge of implementing policies are often required to take a more micro view, focusing in on the impacts of individual decisions. Juan Pablo Silva described this as the responsibility of the signature, which fundamentally changes the way in which factors are weighed and decisions are reached. He also talked about the tight timeline for making decisions (often 48hrs) and the need, therefore, to have a stock of good research to consult. He also reminded us that, ultimately, our shared concern is improving the lives of children.

The day closed with some key considerations to be taken forward beyond the conference. Firstly that it is vital for countries to know more about what works and how to get programmes implemented. Secondly that research must be broadened to become more comprehensive and must involve not only policy professionals, scholars, and experts, but also teachers and educators who are directly involved in the practice of educational reform. Finally, Jaime Saavedra summed up the need for a more integrated approach stressing that if educational outcomes are to improve, fiscal policy and educational policy must be defined simultaneously and in conjunction.

As we leave Lima and return to our respective homes and workplaces, the issues continue and we will continue to discuss, share learning and experiences through the networks formed and strengthened during this

conference - as it is only by taking a macro and a micro view that we are going to address these challenges successfully. Let's keep sharing!

Thoughts from the floor



"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
NAMEY, NIGER.

"SOCIAL COMPETENCIES ARE ONE OF THE MOST IMPORTANT OUTPUTS OF SUCCESSFUL EDUCATION, RIGHT UP THERE WITH ACADEMIC COMPETENCIES. THIS IS ACROSS THE GLOBE. SOCIAL COMPETENCIES ARE WHAT WILL MAKE THE DIFFERENCE IN EMPLOYABILITY."

DR. ELIZABETH MARY WARD,
VIOLENCE PREVENTION ALLIANCE
JAMAICA

Highlights



Assessing Inclusion in Education & Mechanisms to Promote it

A lot of change that has been made in the field of education has been within the traditional model. However, disruptive innovation is needed to develop learning opportunities in Latin America and the Caribbean.

"Education systems must be transformed into learning systems to be developed throughout an individual's life". – Denise Vaillant

Today's Top Tweet



See the
conversation

@NinosdelMilenio

Schneider: compensation strategies to gain teacher support means increasing 50% of their salary. [#GDNedu2016](#)



And the winners are...



The Global Development Awards and Medals Competition (AMC) was launched in 2000 with the support of the Government of Japan. This competition seeks to unearth new talent and support innovative ideas on development.

The awards specifically target early-career researchers and development practitioners from developing and transition countries.

This year saw 271 submissions from 59 countries to the two categories: Japanese Award for Outstanding Research on Development (ORD); Japanese Award for Most Innovative Development Project (MIDP). The Ministry of Japan was represented by Mr Ichiro Tambo, the Director of the Japan International Cooperation Agency Research Institute. Mr Tambo said he was very excited to be presenting the awards, worth \$90,000 in total, and he stressed the importance of the conference in providing an invaluable platform for discussing such an important topic.

The winners of the 2016 Japanese Awards are:

Outstanding Research on Development- Marcos Agurto, University de Piura, Peru

Most Innovative Development Project- Fakhira Najib, [POWER99 Foundation](#)

The poster winners were also acknowledged.

All finalists are to be congratulated on their inspiring achievements and their continuing work in research and development.

Extra news...

"Doing Research" is a unique GDN project that develops a comprehensive understanding of the factors that influence the organization of social science research, its quality, quantity and social relevance in developing countries. The project is supporting seven multi-disciplinary research teams to investigate the research environment and research productivity, and to develop a framework of assessment in 11 developing countries around the world. Implemented in Cambodia, Cameroon & Ivory Coast, India and Bangladesh, Indonesia, Niger, Peru, Bolivia and Paraguay, as well as South Africa. The project recently launched a series of blogs which will capture insights and learning from the different research teams across the programme. Read the series [here](#).





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