

**What would evidence for meaningful education
policymaking in fragile contexts look like under the
Sustainable Development Goals?**

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Our plot --

1. Review the global knowledge structure for international education
2. Place education in/and the SDGs in this structure
3. Assess references to conflict and education in this global knowledge production regime
4. Reflect on issues in current approaches for evidence generation
5. Ask: What would need to *shift* in this knowledge structure for the SDGs

Conclusions

- Remain vigilant of the dominant discourse frameworks
- Ask of the SDGs evidence framework: who decides, and whom is it for?
- Not rinse and repeat the MDGs: move from survey data to micro data collection
- Own Open Data as a framework for building sector-wide human development evidence

1. Defining the global knowledge structure

Background

There is a significant *global knowledge apparatus* on comparative and international education **constituted by “major reports” from “significant multilateral institutions”**.

So our key question is:

What does this apparatus have to say about what is (arguably) the most pressing global education challenge: effective policymaking for education in “fragile contexts under the SDGs?”

How real is this problem?

- Proportion of out-of-school children in **conflict-affected countries** increased from **30%** (1999) to **36%** (2012) (GMR 2015).
- **42% (28 million)** of **all** children out of school of primary school age are in **conflict-affected poor countries**.
- Conflict-affected: **79%** of young people are literate;
Other poor countries: **93%** (GMR 2011)

A major challenge in addressing or analyzing education in emergency situations is **a lack of evidence** on the educational and economic costs of disruption of school-age populations at the country level (GMR 2015)

2. Place of education in the SDGs

“Education” = **22** mentions in 2030 Agenda for Sustainable Development (every 1.6 pages)

- **7**: in the preamble; **1**: in summary list of 17 SDGs
- **3 non-SDG 4**:
 - **3.7** By 2030, ensure universal access to **sexual and reproductive health-care services**, including for family planning, information and **education**, and the integration of reproductive health into national strategies and programmes
 - **8.6** By 2020, substantially reduce the proportion of **youth** not in employment, **education** or *training*
 - **13.3** Improve **education**, awareness-raising and human and institutional capacity on **climate change** mitigation, adaptation, impact reduction and early warning
- **10** in the SDG 4 means of implementation
- **1** in: UNESCO among 10 members in **Technology Facilitation Mechanism**: established by the Addis Ababa Action Agenda in order to support SDGs.
 - multi-stakeholder collaboration between Member States, civil society, the private sector, the scientific community, United Nations entities and other stakeholders and
 - will be composed of a United Nations inter-agency task team on science, technology and innovation for the Sustainable Development Goals,
 - a collaborative multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals and an online platform.

3. References to conflict / education in post-2015

- Let's review 3 major reports from multilateral organizations:

- a) UNESCO *Global Monitoring Reports*
- b) World Bank *World Development Report*
- c) OECD *States of Fragility*

(a) “Conflict” and the UNESCO GMRs

- **GMR 2015:** 84 substantive mentions of “conflict” (mostly conflict-affected). 84 / 300 pp = every 3.5 pages or so
- **GMR 2002:** Women in burqa in Afghanistan on the cover:
 - - 79 references to conflict. 79 / 193 pp = every 2.4 pages
- **GMR 2011:** Education in conflict – report dedicated to the theme
- → Conflict is a serious concern in GMRs

(b) World Bank *World Development Reports*

- **WDR 2011 Conflict, Security and Development:** no low-income fragile or conflict affected country had achieved a Millennium Development Goal.
 - - 67 mentions of education: mostly in passing, then in terms of grievance (driver/consequence of conflict), along with health as a medium-term response. 67 / 291pp = every 4 pp
- **WDR 2016 Digital Dividends:** around 150 mentions / 317pp = every 2 pages
 - Education insert: concern of tech *for* education, not tech for tech
 - Returns to education of digital technologies
 - Computational skills development
 - Games-based learning, MOOCs
- **WDR 2017 = on EDUCATION** To be seen...

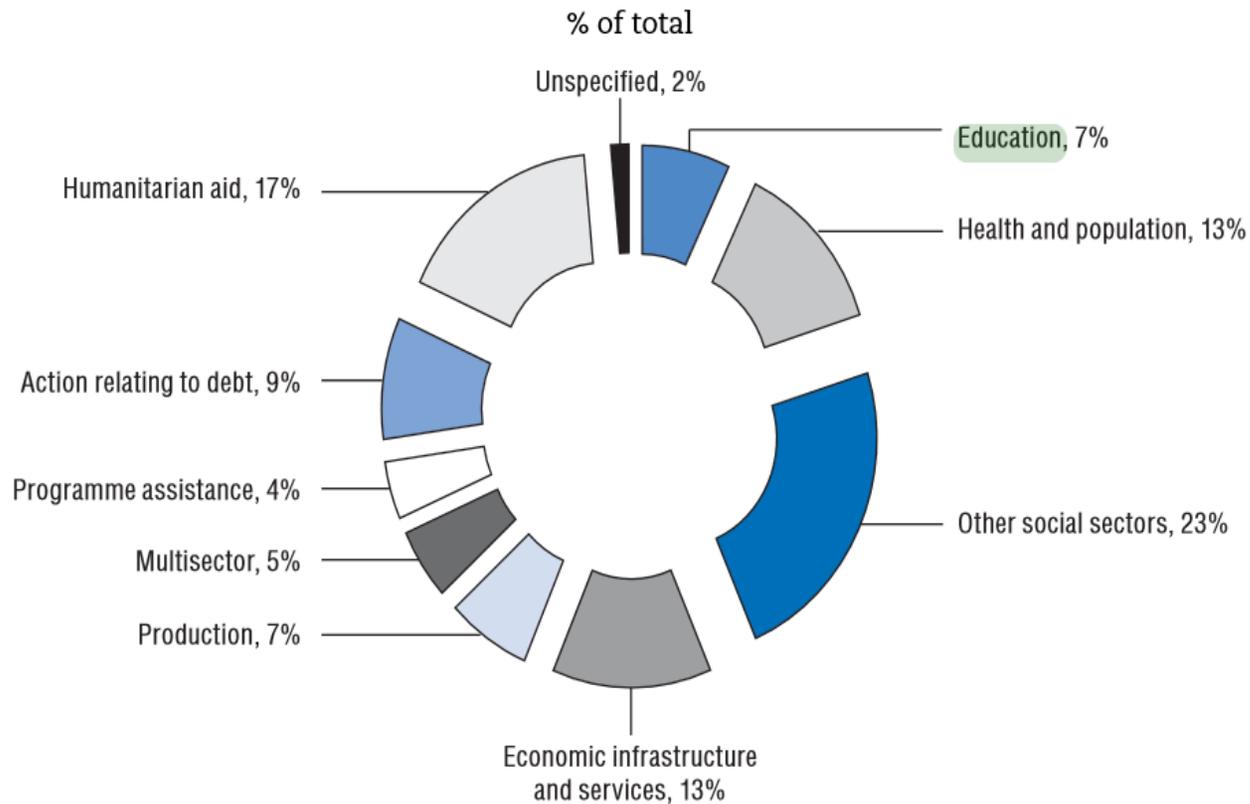
(c) OECD *States of Fragility*

- “Education” 15 mentions. 15 / 97 pp. = every 6.5 pages
- Shot-through with ‘instrumental’ approach to education.
- Focus on education as input into Economic foundations in fragile states (New Deal for Fragile States)

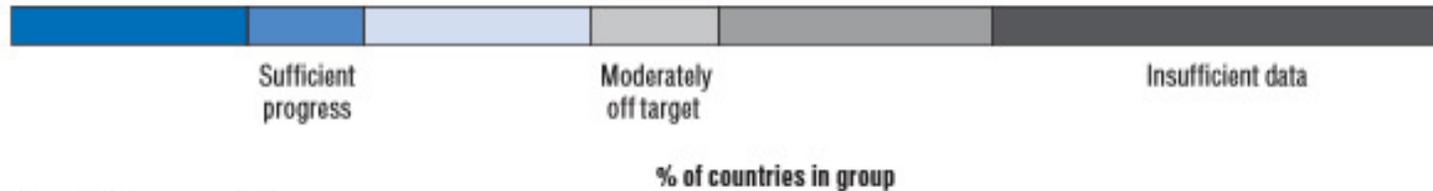
- Beyond this, review 3 points in this report:
 - Aid to education in fragile states
 - Overview of MDG achievements
 - Depressing projections

ODA to education in Fragile states – 7%

Figure 3.6. (Q.5) Official development assistance to fragile states and economies by sector, 2011-12

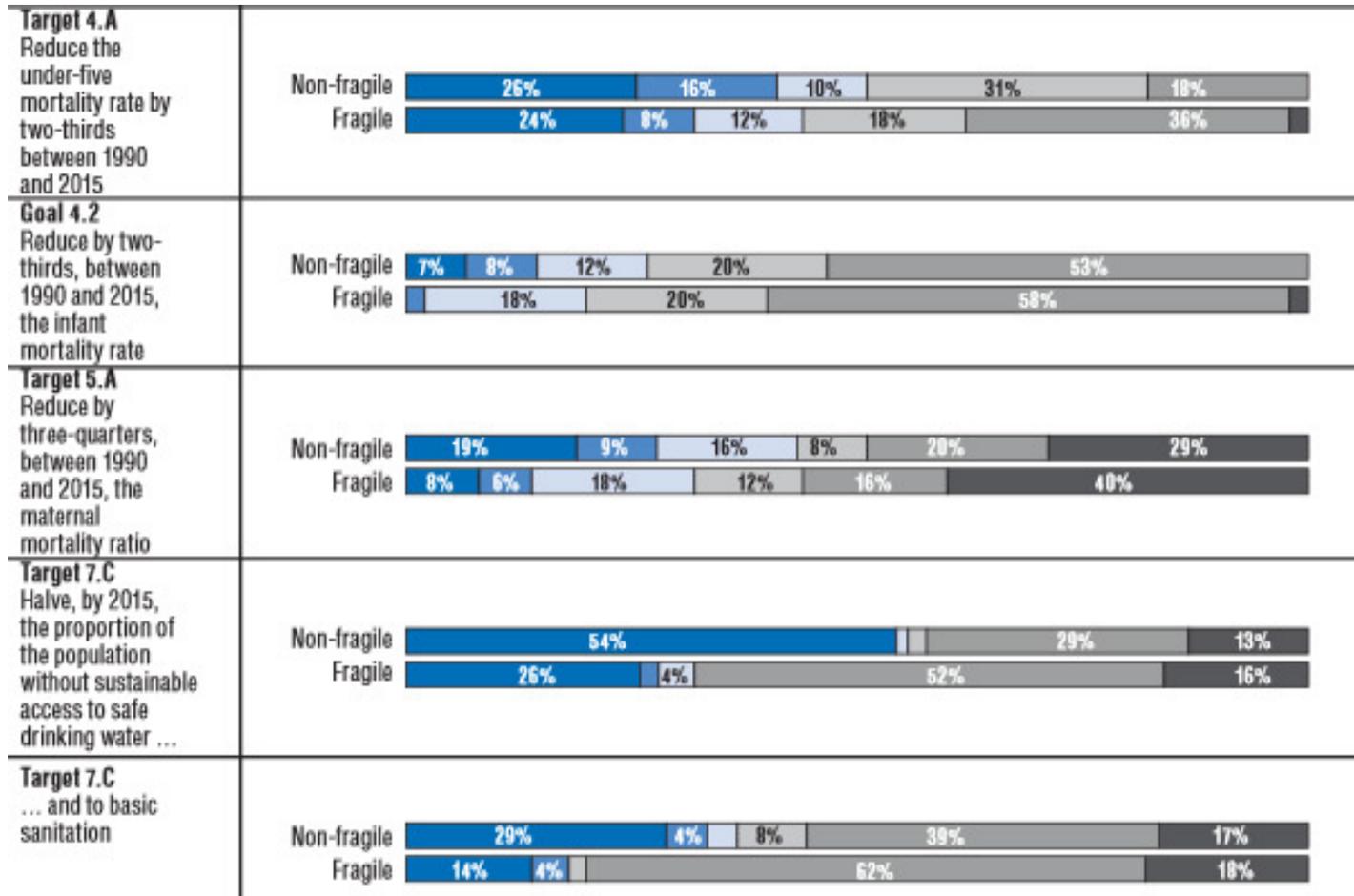


MDG progress: by fragile/non-fragile + lack of data

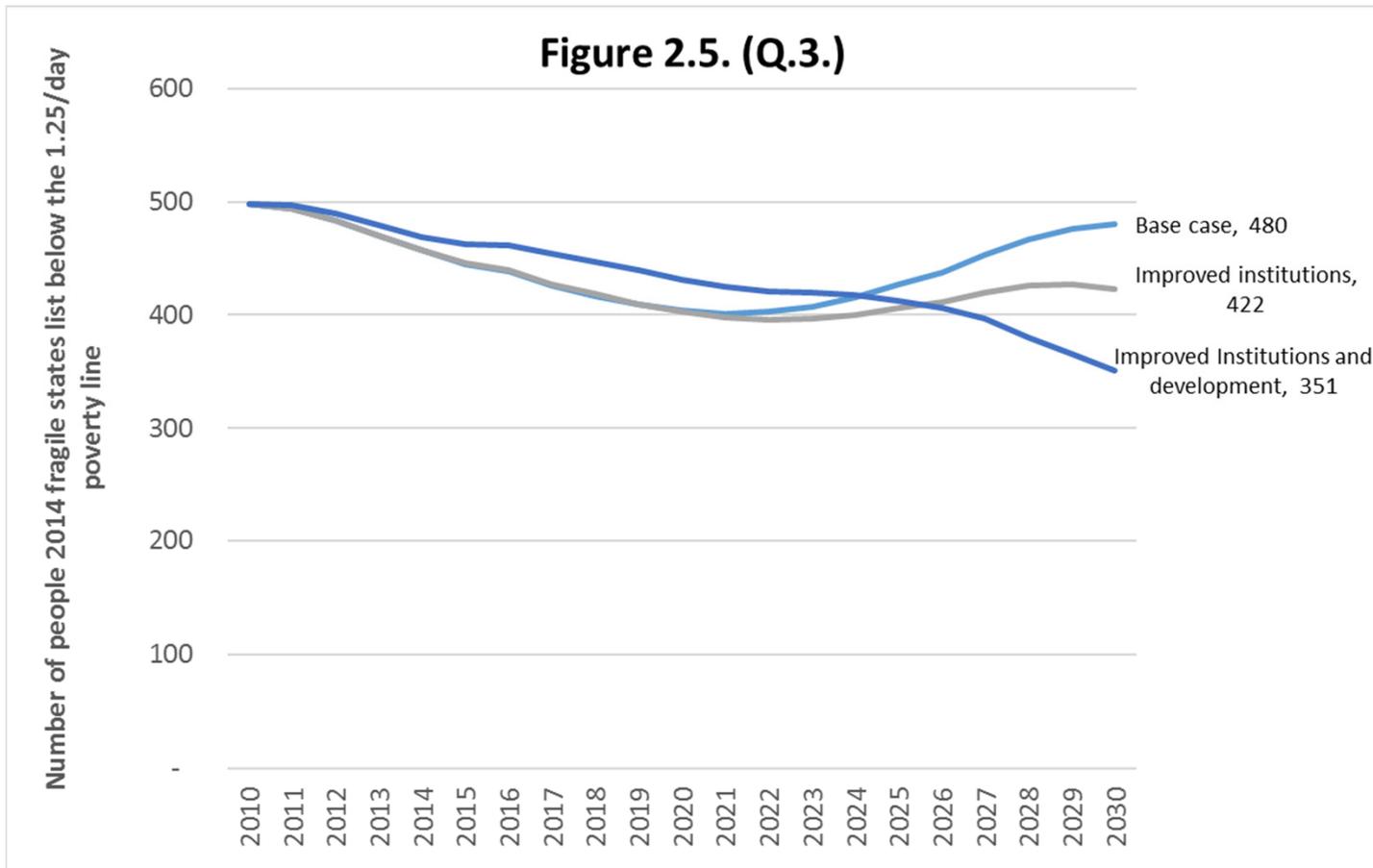


Target	Category	Sufficient progress	Moderately off target	Off target	Insufficient data
Target 1.A Halve, between 1990 and 2015, the proportion of people living on less than USD 1.25 a day	Non-fragile	59%	6%	6%	12%
	Fragile	26%	10%	4%	32%
Target 1.C Halve, between 1990 and 2015, the proportion of people who suffer from hunger	Non-fragile	29%	7%	10%	37%
	Fragile	18%	6%	8%	38%
Target 2.A Ensure that by 2015, children everywhere, boys and girls alike, complete primary school	Non-fragile	42%	6%	8%	8%
	Fragile	12%	10%	14%	14%
Target 3.A Eliminate gender disparity in education no later than 2015	Non-fragile	59%	4%	20%	10%
	Fragile	28%	14%	4%	18%

MDG progress: by fragile/non-fragile + lack of data

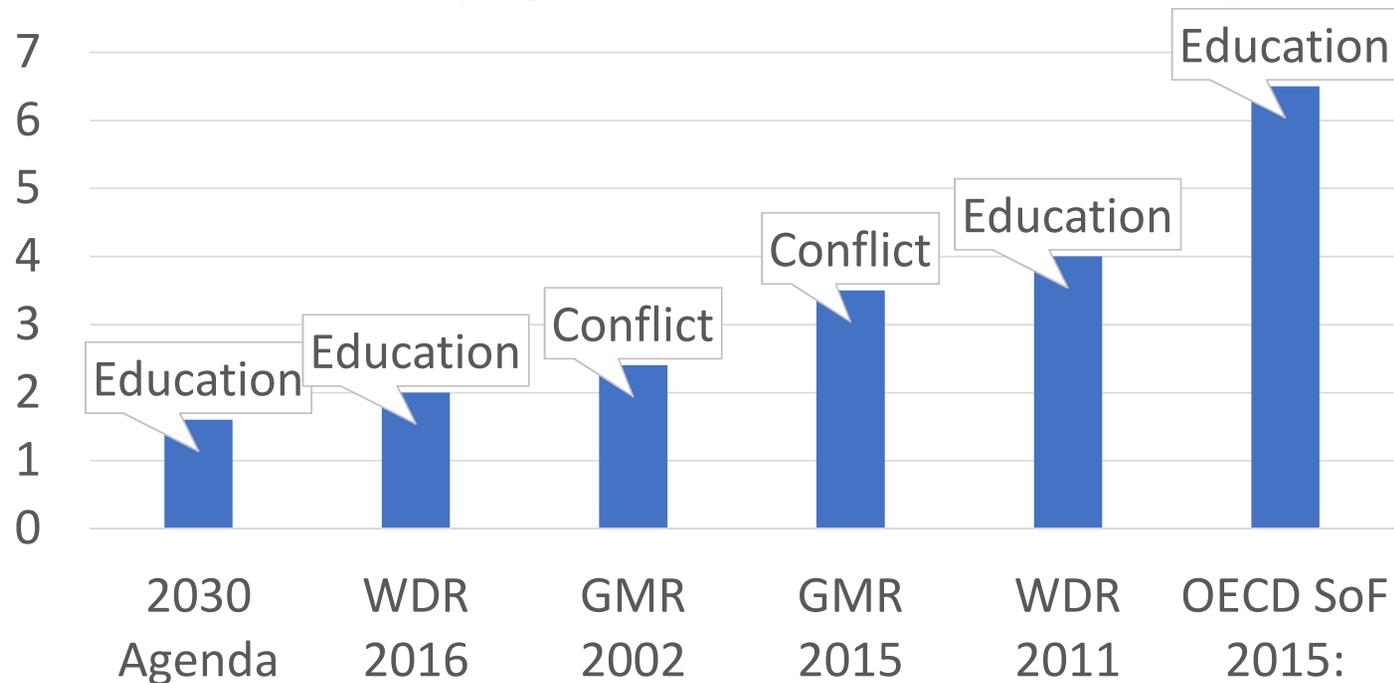


Depressing projections...



To recap:

Mentions of "education"/"conflict" per number of pages (lower is more common)



3. Issues in current approaches for evidence generation

- Current approach embodied in global reports:
 - International vs national statistics
 - Data availability – or its lack...
 - Spending on statistical capacity building: in 2012, only 0.16% of ODA
 - Include ‘experts’ in advisory boards and research & drafting teams
 - Hold the target audiences of global and national policymakers: but who are these people?
 - **The data available conditions our knowledge --**

More data, more (knowledge on) progress?

- **Recall: WDR 2011 Conflict, Security and Development:**
no low-income fragile or conflict affected country had achieved a Millennium Development Goal.
- **2013 UNESCO Global Monitoring Report:** 20 fragile and conflict-affected states have **recently** met one or more targets under the MDGs.
 - Eight fragile and conflict-affected states – including Guinea, Nepal, Bosnia and Herzegovina, and Timor-Leste – have already met the target to halve extreme poverty – the number of people living on less than \$1.25 a day.
 - Nepal and Bosnia Herzegovina stand-out as fragile states with the most success in meeting MDG targets.

Consequences of this knowledge regime

- We use these data in:
 - Organizational strategies
 - Project design
 - Impact evaluation
 - Advocating change

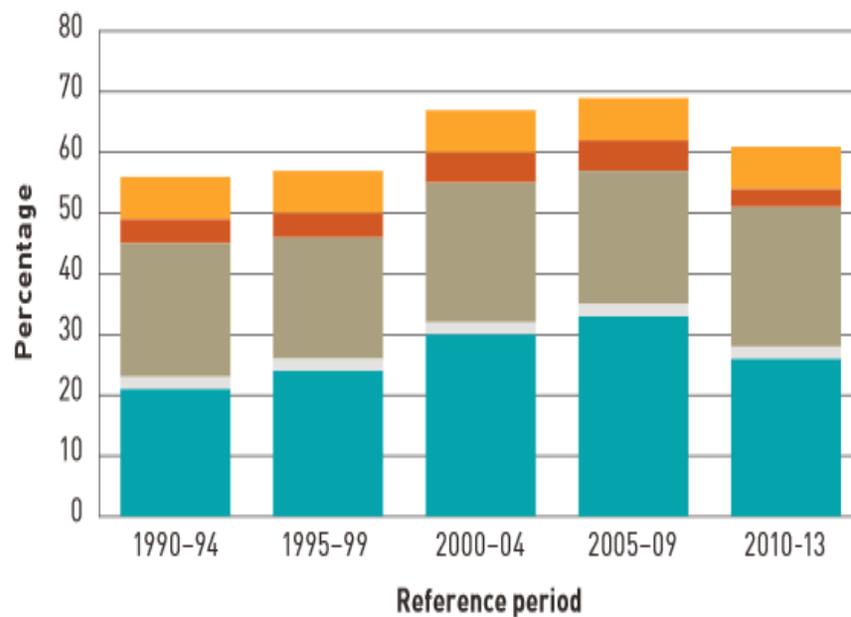
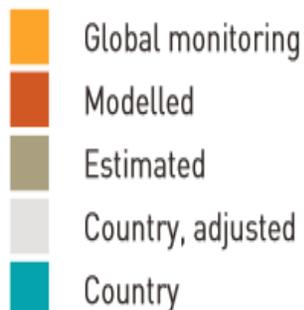
5. What would need to *shift* for the SDGs

- **Move from: debates about costs --**
- US\$3.82 billion needed over ten years to scale-up *Civil Registration and Vital Statistics* in 73 countries (excluding China and India)
- Taking into account domestic contributions and recurrent expenditures: need an additional US \$1.99 billion over 10 years, or
 - = an average of US\$199 million **more** per year.

...and MDG sources of data

PERCENTAGE OF MDG DATA CURRENTLY AVAILABLE FOR DEVELOPING COUNTRIES BY NATURE OF SOURCE*

Nature of data source:



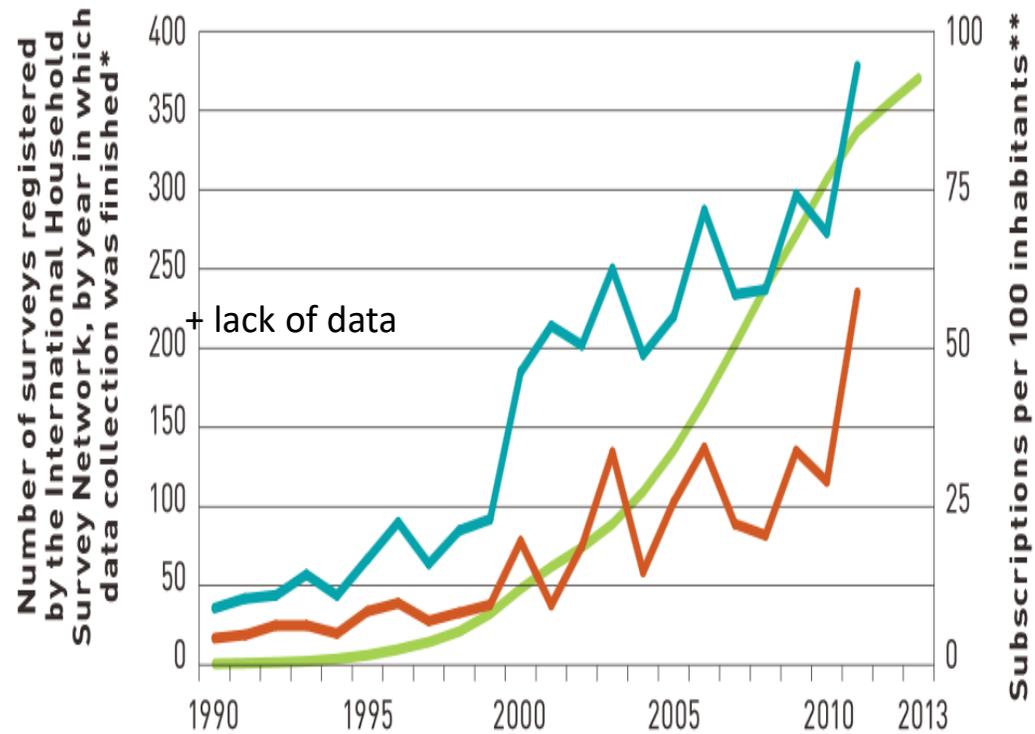
* Availability is defined as the proportion of country-indicator combinations that have at least one data observation within the reference period. Figures are based on 55 MDG core indicators, as of October 2014.

Source: MDG database, maintained by the United Nations Statistics Division

To... New potential sources of data

THE GROWTH OF DATA: TRENDS IN DATA AVAILABILITY, DATA OPENNESS AND MOBILE PHONE USE

- All Surveys
- Open Access Surveys
- Mobile-cellular subscriptions (per 100 inhabitants)



Enter: data revolution

- “Data revolution” – sounds great.
- But reference to education?
- Funding will be needed to implement an education program aimed at improving people’s, intermediaries’ and public servants’ capacity and data literacy to break down barriers between people and data (p. 3)
- “**Many people are excluded** from the new world of data and information by language, poverty, **lack of education**, lack of technology infrastructure, remoteness or prejudice and discrimination.” (p. 7 of 32 pages).
- There is considerable variation in data availability between indicators, where, for example, data on malaria indicators is very scarce, while for the ratio of girls to boys enrolled in primary, secondary and tertiary education there is relatively good country level data available for most countries and years (though much remains to be done in tracking other indicators essential to monitoring educational outcomes).

Maintain vigilance:

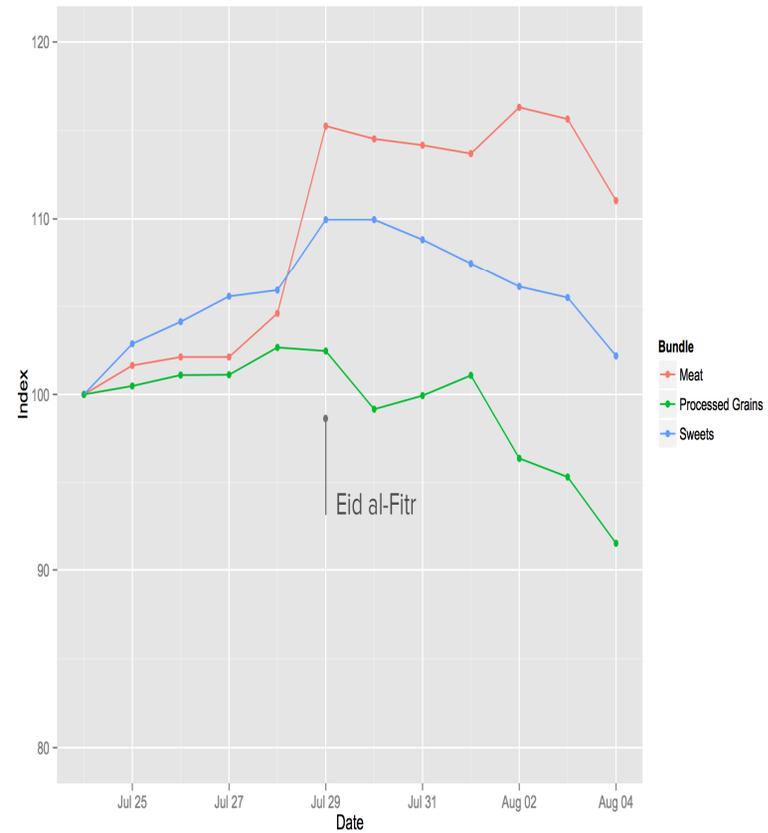
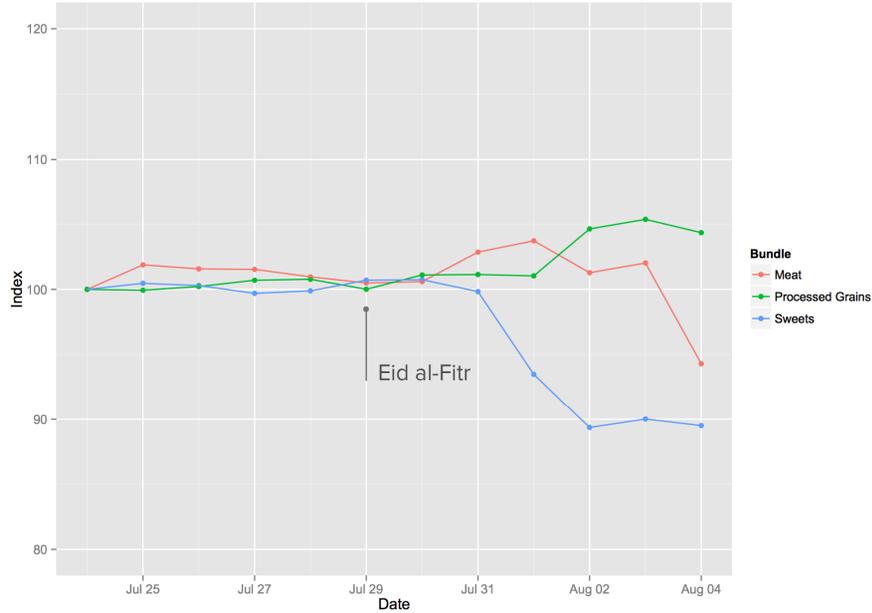
- *Who defines 'evidence'?*

- New sources:

- 'Micro-data' revolution
- Emerging technologies: crowd-source (mobile polls and text message-based) – www.premise.com
- Big data for development
- Granularity, getting rid of blind spots
- "Sector wide"
 - NGOs + RCTs + academics = wealth of unstructured, underused data
 - How to build "sector-wide" data sharing
 - Open data = concept to embrace

Potential: crowdsourced data

Premise: price index in Kano (Muslim)
vs Lagos (Christian)



Final thoughts towards: a new analytical optics

- Take caution: don't rinse and repeat the MDGs processes – *or critiques*
- Local perspectives: national vs subnational: granularity
- Accountability.
 - Must support **individuals, communities and organisations** that seek to use the SDGs as a means to hold governments **accountable** and promote social and political change in difficult environments rather than taking an exclusively state, national government focused approach