SEMINAR ON
WDR 2018: LEARNING
TO REALIZE EDUCATION'S PROMISE

Comments

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Significance of WDR2018

- First WDR that features education
  - Poverty ('90, 00), workers ('95), knowledge ('98), SD ('03), equity ('06), gender ('12), jobs ('13)

- Focuses on learning in line with SDG4
  - Identifies factors for not learning
  - Presents policy responses to make learning happen:

Assess learning

to make it
a serious goal

Act on evidence

to make schools
work for all learners

Align actors

to make the whole
system work for learning

Education development ~ Global Discourse

Education for All

Jomtien ('90)
WCEFA

➢ "Meeting basic learning needs"

➢ UPE: Access

Dakar FFA('00)
MDGs (2&3)

➢ clear 6 goals

➢ UPC

Incheon('15)
SDG4 (7+3)

➢ "Inclusive & equitable quality education and LLL"

➢ Learning outcomes incl. 4.7

90   00   15   30

History and Types of Education Economics

- **Human capital** (whether)
  - A Smith ➔ G Becker/T Schultz ➔ J Heckman

- **Education rate of return** (whether)
  - J Mincer/G Psacharopoulos ➔ H Patrinos

- **Education production function** (what)
  - (J Coleman ➔) E Hanushek/P Glewwe

- **School improvement** (how)
  - M Fullan/L Stoll/P Dalin

Combined approach

Why promising?

- After identifying 4 factors {T, L, Si and Sm} following input-output approach,

- It addresses both system issues (PR1: assessment)

- .. and school level issues (PR2: evidence-based)

- .. with all efforts for learning (PR3) ≒ Japan Policy

Where are possible pits?

- After identifying 4 factors {T, L, Si and Sm} following input-output approach,
  - ➢ what (inputs) but not how
- It addresses both system issues (PR1: assessment)
  - ➢ insist on global standard and comparability;
- .. and school level issues (PR2: evidence-based)
  - ➢ too prescriptive, missing link with policy, too many parallel change agenda
- .. with all efforts for learning (PR3) ≒ Japan Policy
  - ➢ speed, results than aligned process

Gaps in the practice and Challenges ahead

- Topy heavy: emphasis on policy
- Insufficient knowledge on "how"
  - Scanty knowledge pool
  - Which can't be generalized anyway
- Insufficient capacity to move from intermediate to final outcomes (eg DLIs)
  - But donors keep distance from hands-on
- Ownership of knowledge and the whole process
- Inclusive and equitable quality learning

Reference

Yoshida, K & van der Walt, JL (2017) "The policy-implementation-results linkage for education development and aid effectiveness in the Education 2030 era" *Compare* 48/1:39-55.

Yoshida, K., Hirosato, Y. and Tanaka, S. (forthcoming) "Transforming education financing for inclusive, equitable and quality learning outcomes in the era of the Agenda 2030/SDG4." T20 Policy Brief.