Innovations and Challenges in the Aid Architecture for Education

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AGENDA

1. Challenges to the liberal world order.

2. What has happened to flows of education aid and their organization?

3. Innovation – or - Fragmentation in the aid regime?

4. Three questions and avenues for further research.

Embedded Liberalism and
the Crisis of the Liberal World Order

"Embedded liberalism"

Post World War II:

- Democratic "compensatory" liberal states embedded in free world order.

- International organizations to manage common challenges and secure a liberal world order.

- Aid based on "need"

UNESCO: "…full and equal opportunities for education for all"
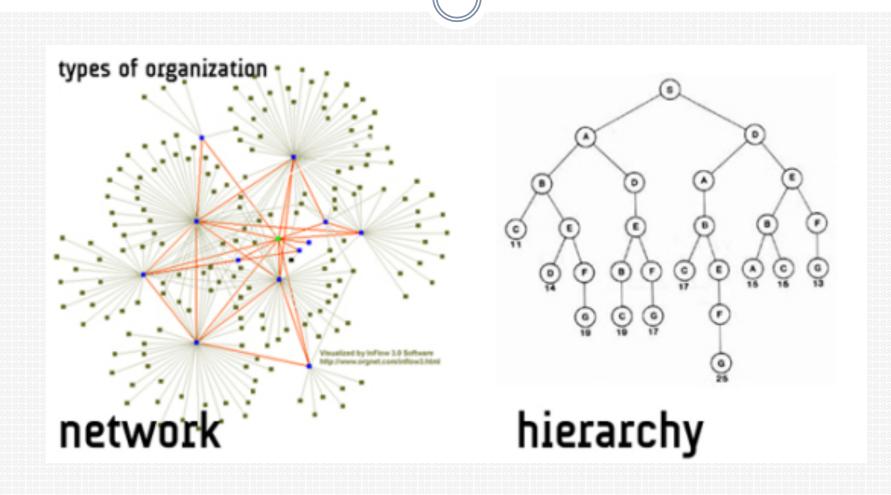
Erosion of Embedded Liberalism

End of the Cold War:

- Western (neo-) liberal consensus about world order.
- Rise of strategies that emphasize markets and civil society over states
- Unanticipated rise of conflicts – post-Soviet and Middle East/N.Africa
- Rising aid, and a new development consensus around aid effectiveness and the Millennium Development Goals

Globalization and the erosion of embedded liberalism:

- Increasing number of donors from non-OECD countries.
- Recent rise of "illiberal" donors – after 2008
- Traditional donors look for innovation and leverage

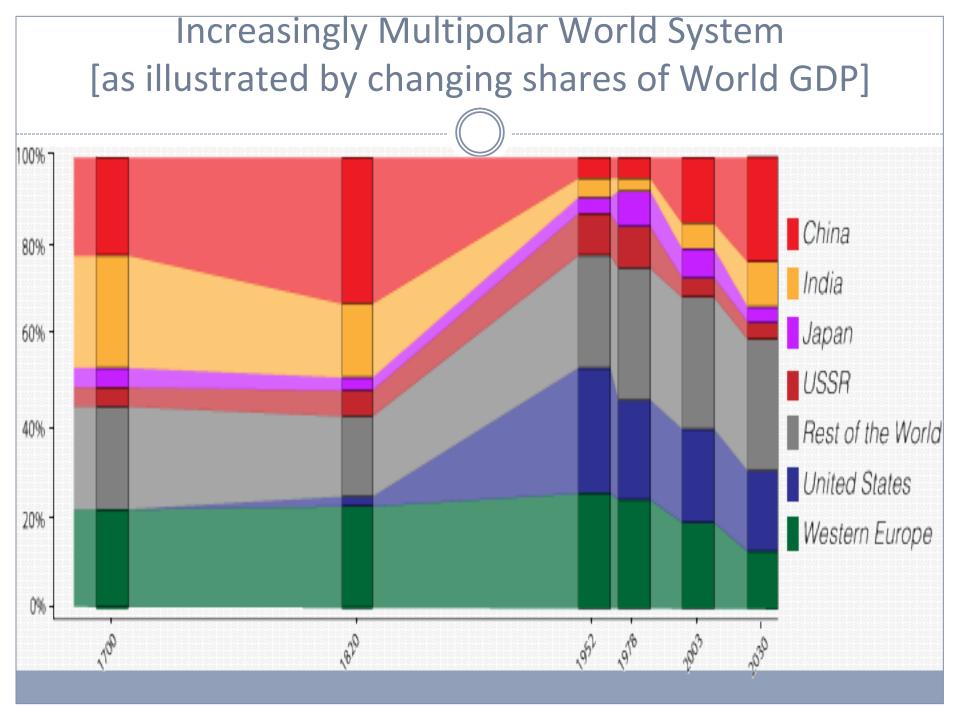# Rise of Networked Global Governance
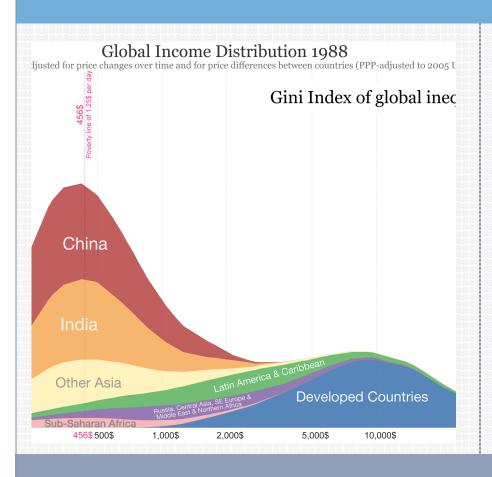
Erosion of Global Coordination

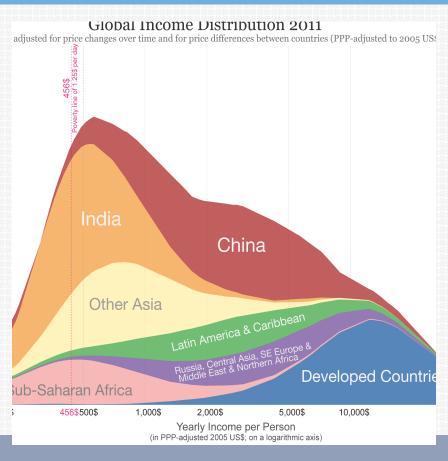A host of failures in global coordination, in both "traditional" compacts between states and on new issues:

- Trade/economic regulation.

- Climate

- Peace (i.e. NATO)

- Migration

- Information privacy.

Increasingly Multipolar World System
[as illustrated by changing shares of World GDP]

Changing patterns of poverty and inequality

1988

Global Income Distribution 1988
adjusted for price changes over time and for price differences between countries (PPP-adjusted to 2005 US$)

Gini Index of global ineq

456$

Poverty line of 1.25$ per day

China

India

Other Asia

Latin America & Caribbean

Russia, Central Asia, SE Europe & Middle East & Northern Africa

Developed Countries

Sub-Saharan Africa

456$ 500$ 1,000$ 2,000$ 5,000$ 10,000$

2011

Global Income Distribution 2011
adjusted for price changes over time and for price differences between countries (PPP-adjusted to 2005 US$)

456$

Poverty line of 1.25$ per day

India

China

Other Asia

Latin America & Caribbean

Russia, Central Asia, SE Europe & Middle East & Northern Africa

Sub-Saharan Africa

Developed Countries

456$ 500$ 1,000$ 2,000$ 5,000$ 10,000$

Yearly Income per Person
(in PPP-adjusted 2005 US$; on a logarithmic axis)

Multi-polarity Affects Flows of Concessional Aid (2015 d...)

TOP 10 DAC Donors	Net ODA	As a share GNI				are of
United States	30,986	0.17				1.02
United Kingdom	18,545	0.70	UAE	4,381		1.18
Germany	17,940	0.52	Turkey	,919		0.50
Japan	9,203	0.20				
France	9,039	0.37	China (P.R.)	3,401		0.03
Sweden	7,089	1.41				
Netherlands	5,726	0.75	India	1,398		0.07
Norway	4,278	1.05				
Canada	4.277	0.28	Qatar	1,344		0.83
Italy	4,003	0.22	Russian Federation	1,161		0.09

China's total may be as high as $ 354 billion against US official finance of $395 billion

Summary:

Challenges to a Liberal World Order

Implications for Education Aid

- "Embedded Liberalism" to Networked Global Governance.

- An increasingly multipolar world system.

- New patterns of poverty and inequality.

- Failures in global coordination: climate, peace, trade/economic regulation and information privacy.

- Educational differentiation – within and across countries.

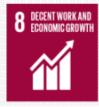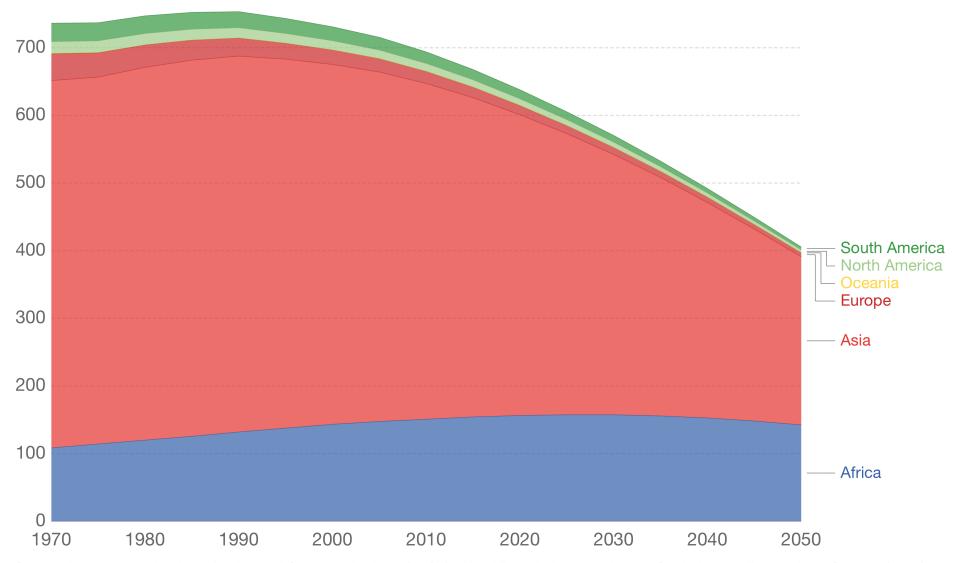# Quality Education for All: Is the international aid architecture fit for 2030 or 2050?

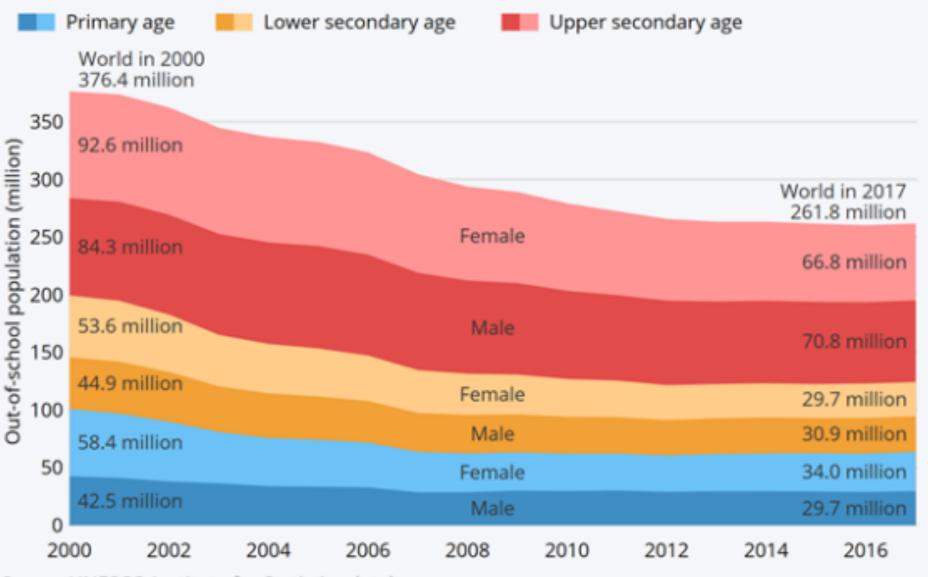# Number of people aged 15+ with no education (in millions) by continent

South America
North America
Oceania
Europe

Asia

Africa

700

600

500

400

300

200

100

0

1970   1980   1990   2000   2010   2020   2030   2040   2050

FIGURE 1

Global number of out-of-school children, adolescents and youth, 2000-2017

Legend:
- Primary age
- Lower secondary age
- Upper secondary age

World in 2000
376.4 million

World in 2017
261.8 million

Y-axis: Out-of-school population (million)

Upper secondary age:
- 92.6 million (2000) → Female 66.8 million (2017)
- 84.3 million (2000) → Male 70.8 million (2017)

Lower secondary age:
- 53.6 million (2000) → Female 29.7 million (2017)
- 44.9 million (2000) → Male 30.9 million (2017)

Primary age:
- 58.4 million (2000) → Female 34.0 million (2017)
- 42.5 million (2000) → Male 29.7 million (2017)

X-axis: 2000, 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016

Source: UNESCO Institute for Statistics database.

Proportion of Children and Adolescents Not Achieving Minimum Learning by Country Income Grouping

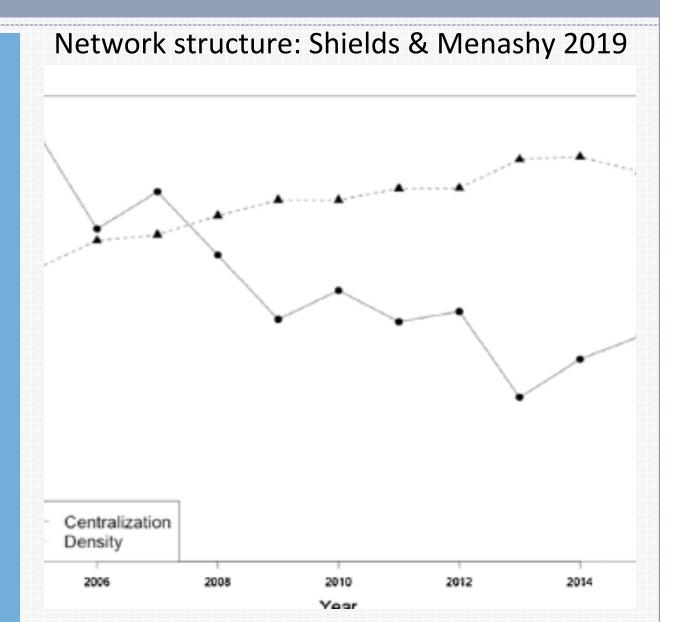# Evolution of Aid for "Education For All"

International aid to education – an imperfect architecture:

- Low levels of funding for education.

- Skewed towards middle income countries and higher levels of education/scholarships – in part due to geo-political drivers.

- Limited support to basic education.

- Lack of coordination, Limited use of multilateral channels, and interagency competition

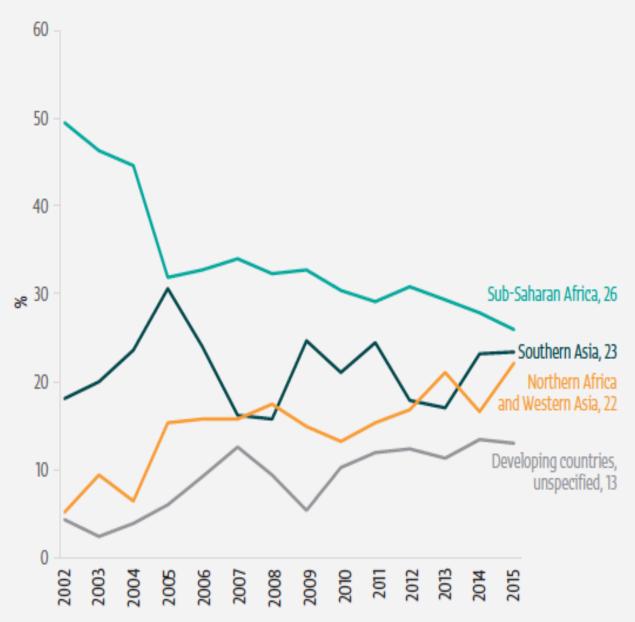- High use of "project" aid instead of use of country systems.

Network structure: Shields & Menashy 2019

Bilateral Education Aid Still Geo-political

❑ Aid is organized around colonial relationships and trade.

❑ Functional determinants (e.g. "need") are weak overall.

❑ Networks becoming less centralized around donors

Centralization
Density

Year
2006   2008   2010   2012   2014

Share of basic education aid to Africa declines.

Sub-Saharan Africa, 26

Southern Asia, 23

Northern Africa and Western Asia, 22

Developing countries, unspecified, 13

%

60
50
40
30
20
10
0

2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015

Source: GEM Report team analysis based on OECD Creditor Reporting System (2017).
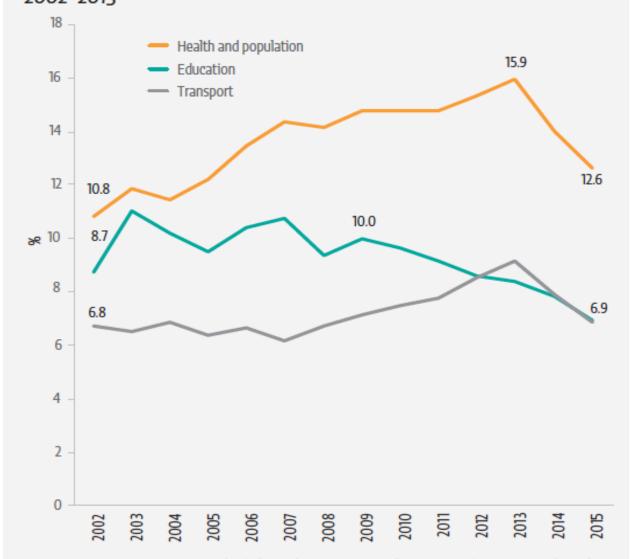
Smaller priority given to education than other sectors.

FIGURE 3:

Donors continue to give less priority to education

Share of education, health and population, and transport in total aid, 2002–2015

Legend:
- Health and population
- Education
- Transport

Data labels: 10.8, 8.7, 6.8, 15.9, 12.6, 10.0, 6.9

Y-axis: % (0 to 18)
X-axis: 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

Source: GEM Report team analysis based on OECD Creditor Reporting System (2017).

Innovation or Fragmentation?

CHANGING SHAPE OF THE GLOBAL AID ARCHITECTURE

Rise in New Actors

- Partnership based models

- New focus on refugees and migration

- New mechanisms to leverage funding
  - International Facility for Financing Educational Development (IFFED)
  - Education Outcomes Fund

- Non-Western Donors

GLOBAL PARTNERSHIP for EDUCATION
quality education for all children

EDUCATION CANNOT WAIT
a global fund for education in emergencies

the Education Commission

Explosion of "Private Authority"

Both "civil society" and the "market" increasingly shape global education governance.

- Market
  - Global private provision networks (funded by Omidyar, Chan Zuckerberg, Pearson among others)
  - Global education franchises
  - Other commercial providers of goods and services
- Civil society:
  - "Global Campaign for Education
  - "Abidjan Principles"

Do Two Global Education Reform Movements inform Aid to Education?

Building an Inclusive Culture of Equity and Excellence

- Governments create a culture of high aspirations for all children.
- Fund education appropriately.
- Work with front line providers (teachers) to build their professional capacity.
- Learning for all a central focus.
- Co-construct professional and instructional standards and norms.
- Use data on outcomes to target financing and support for change.

Stronger Systems Via Incentives and Rewards

- Governments use market based mechanisms and models to increase competition and grow innovative, cost effective alternatives.
- Stronger standards and measurable outcomes in core areas (reading, math, science)
- Incentive actors through material rewards and/or sanctions
- Test based accountability of schools and teachers.

Decentralization and accountability featured in both

"High Modernism" in the Use of Evidence

Three questions and avenues for future research

1. **What/who should be prioritized (by whom)?**

2. **How should evidence be used to prepare for both "short term" progress and "long term" challenges?**

3. **What new types of coordination are needed and/or possible?**