Communication Kit

WB spring meeting:

Talking about teachers
Challenges to institutional coherence

and

Launch of the Study

The World Bank's Doublespeak on Teachers
- An analysis of ten years of lending and advice

By Clara Fontdevila and Antoni Verger.

Civil Society Policy Forum of the 2016 World Bank/IMF Spring Meetings

Thursday, April 14th, 2:00 – 3:30 pm Room I2-220

Talking about teachersChallenges to institutional coherence

Central to this event will be Education International's study *The World Bank's Doublespeak on Teachers— An analysis of ten years of lending and advice*, conducted by Clara Fontdevila and Antoni Verger. Drawing from the findings of this study that looks at how the World Bank portrays teachers as opposed to which teacher policies it recommends, the session will specifically address the discrepancies between recommended teacher policies and the new professional imperatives for deeper learning and whole system approaches. It will also discuss progressive examples of teacher policy and the potential for improving education quality through teachers' professional capital.

Speakers:

Antoni Verger Researcher and Lecturer, Universitat Autonoma de

Barcelona (UAB)

Amit Dar Education Global Practice, World Bank Group (WBG)

Karen Mundy Chief Technical Officer, Global Partnership for

Education (GPE)

David Edwards Deputy General Secretary, Education International (EI)

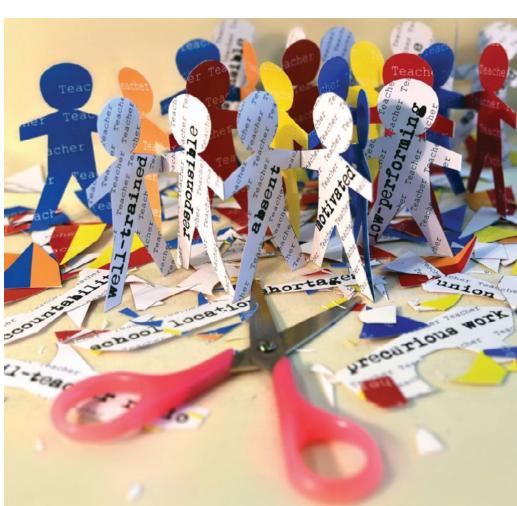


Image source: Education International, 2015

Direct links to download:

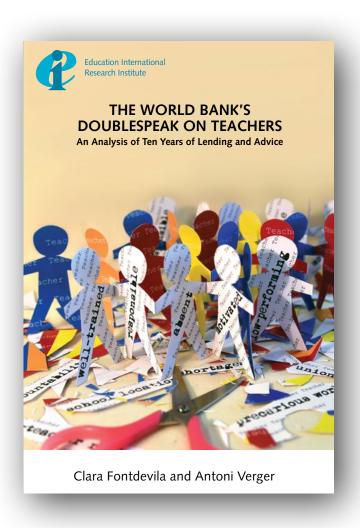
http://go.ei-ie.org/WBpictSMALL (223kb) http://go.ei-ie.org/WBpictBIG (3Mb)











Full report (In English) http://go.ei-ie.org/doublespeak



Résumé (en français) http://go.ei-ie.org/WBsummFR



Resumen (en español) http://go.ei-ie.org/WBsummSP



Summary (in English) http://go.ei-ie.org/WBsummEN



During the last few decades, the World Bank has become a central actor in shaping the global education policy agenda and is increasingly involved in education to the point of becoming the largest supplier of external funding to the sector. Its growing capacity to shape policy goes far beyond its lending activity and involves a significant "ideational" power also influencing educational issues such learning outcomes, education quality and teacher related issues. World Bank policy preferences can be analyzed through both its publications and interventions on the ground.

Antoni Verger

Antoni Verger is associate professor at the Department of Sociology of the Universitat Autònoma de Barcelona (UAB) and a researcher of the 'Globalisation, Education and Social Policies' research centre. His main areas of expertise are global governance and education reform (antoni.verger@uab.cat).

Clara Fontdevila Clara Fontdevila is a PhD candidate at the Department of Sociology of the Universitat Autònoma de Barcelona, with a thesis project on the post-2015 global education agenda. She has collaborated in different projects of the Globalisation, Education and Social Policies (GEPS) research center, and her main research areas of interest are private sector engagement in education, education and development and the global governance of education.





Tweets

New study by Verger & Fontdevila looks into what the @ worldbank says & does in relation to teachers & teacher policies http://goo.gl/8Sqefh #SMCSO16

New study reveals gap between talk & action @worldbank. Conflicting agendas within this institution! http://goo.gl/8Sqefh #SMCSO16

The @worldbank influence on education policy reform cannot be overlooked http://goo.gl/8Sqefh #SMCSO16

@worldbank bets on managerialist and market solutions ignoring the voice of teachers http://goo.gl/8Sqefh
#SMCSO16

New @eduint study on @worldbank: Teachers seen as human resources to be managed, not as agents of change http://goo.gl/8Sqefh #SMCSO16

@worldbank sees organised teachers' as a problem. Professional voice of teachers should be heard! http://goo.gl/8Sqefh #SMCSO16

@worldbank policy recommendations show preference for bureaucracy-heavy reforms ignoring the voice of teachers http://goo.gl/8Sqefh #SMCSO16

Teachers need trust, tools and time; not surveillance, pressure and instability @worldbank http://goo.gl/8Sqefh #SMCSO16

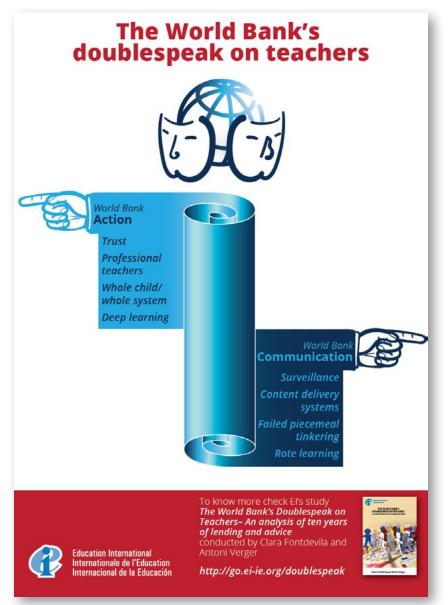
Teachers are more than content deliverers; complex work needs quality preparation http://goo.gl/8Sqefh @worldbank #SMCSO16

Quality teaching means time for collaboration amongst teachers http://goo.gl/8Sqefh@worldbank #SMCSO16

@worldbank prescribes wrong drivers for educational improvement. Future generations are shortchanged & locked in the worst of the present http://goo.gl/8Sqefh

An alternative short link for the study is: http://go.ei-ie.org/doublespeak

Infographic



Source: Education International, 2016

Direct link to download: http://go.ei-ie.org/WBinfograph (jpg)

Blogpost



Direct link: http://educationincrisis.net/blog/item/1322-do-as-you-say-or-say-as-you-do-the-double-speak-of-the-world-bank-on-teachers-policies

Short link: http://go.ei-ie.org/WBblogpost1

Advert published in DevelopmentFinance, Issue 3, April 2016



When the world defined its intent for a better future at the last United Nations General Assembly in September 2015, education figured prominently among the new Sustainable Development Goals (SDGs). And not by chance – Education International (EI) had tirelessly advocated for the inclusion of quality education in what is set to be the most influential policy agenda of the next 15 years.

The adoption of the Sustainable Development Goals is to be celebrated, but without committing the necessary means to make the education goal a reality, many of its aims will be elusive.

As the education goal, SDG 4, moves towards implementation, coherent, properly financed systemic planning is essential. How this will be done is still the subject of a controversial debate involving policy makers and education activists at national and global levels.

With this in mind, El commissioned Clara Fontdevila and Toni Verger of Universitat Autònoma de Barcelona to take a close look at recent World Bank publications and projects with a view to understand the World Bank's policy on teachers.

Since the World Bank is an influential player in the education policy debate as well as the largest supplier of

external funding to the sector, it exerts considerable influence in shaping education policy through suggestions and requirements. This influence takes the form of recommendations on a wide range of topics, from benchmarking learning outcomes to teacher issues.

In their study, *The World Bank's doublespeak on teachers – an analysis of ten years of lending and advice*, Fontdevila and Verger show that "different policy documents published by the World Bank offer varying positions on the same teacher-related themes. This doublespeak undermines policy coherence by advocating simultaneously for different (and sometimes even opposing) policy options."

The study, which can be downloaded at the end of this text, provides rare, in-depth insight into the challenges to institutional coherence and consistency of teacher policy recommendations and programmes at the World Bank.

The policy discourse expresses a preference for micro-management focused reforms, whereas the projects undertaken lean towards a teacher professionalism agenda, an approach which clearly is at the heart of improvement efforts in OECD

countries. This conflict of ideas and action is perplexing. The rhetoric and the practice do not match.

Given the impact its policies have in the sector, it is imperative that the global education community critically reflect on how the World Bank can contribute to improving education quality. To deliver on the promise of SDG 4 – to ensure inclusive and quality education for all – governments must acknowledge the diverse and challenging contexts in which teachers work, and provide sufficient means for improvement.

The World Bank can play a major role in strengthening the teaching profession. However, greater coherence on financial and policy aspects will be required.

Clara Fontdevila and Toni Verger

The World Bank's doublespeak on teachers

– an analysis of ten years of lending and advice

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