

Sharing Knowledge, Sharing the Future

글로벌 지식공유 포럼

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Expanding Goals, Different Strategies: Knowledge Management 2.0 for the SDGs

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Overview

- 1. Orthodox Development, Knowledge Management 1.0**
 - Providing technical solutions to technical problems
- 2. The MDGs (1990 - 2015) as (mostly) orthodoxy**
- 3. The SDGs (2015 - 2030): wider, higher, 'different'**
 - Taming the Expectations-Experience gap
 - *Building capability for policy implementation*
- 4. Crafting Knowledge Management 2.0**
 - Finding, fitting adaptive solutions to adaptive problems

1. Orthodox Development, Knowledge Management 1.0

Key tasks

- Build things; get policies, prices, incentives 'right'
- (Romer 1993: development = object gaps + ideas gaps)

Role of Knowledge Management 1.0

- Upgrade to, transfer latest 'technology'
- Find, share, replicate 'best practices', 'tool kits'
- Provide lots of 'training' to 'beneficiaries'

Key assumptions: knowledge we need is...

- Known (or knowable); readily shareable, scale-able
- Best discerned, curated by technical 'experts', 'analysts'

2. The Millennium Development Goals

1990 – 2015



25 years to reach 8 goals, 21 targets, via 60 indicators
Verdict: Mostly achieved in most places... Great!

3. The Sustainable Development Goals

2015 - 2030



15 years to reach 17 goals, 169 targets, via 230 indicators
Prediction: Huge outcome variation; pervasive data mining

Two Quick Examples: Education (#4), Justice (#16)

A. Education

- From attendance (MDGs) to ‘lifelong learning’ (SGDs)
- A *vastly* more complex implementation challenge...
- ...thus *vastly* different knowledge challenge
 - We mostly know how to build schools, train teachers, print textbooks, provide computers (KM 1.0)
 - But we have much to learn about learning (KM 2.0)
- Education ‘policies’ quite similar, but outcome quality varies widely – even for ‘the rich’
- Where? For whom? Why?



Parents smuggling answers to students doing exams (Bihar, India; 2015)

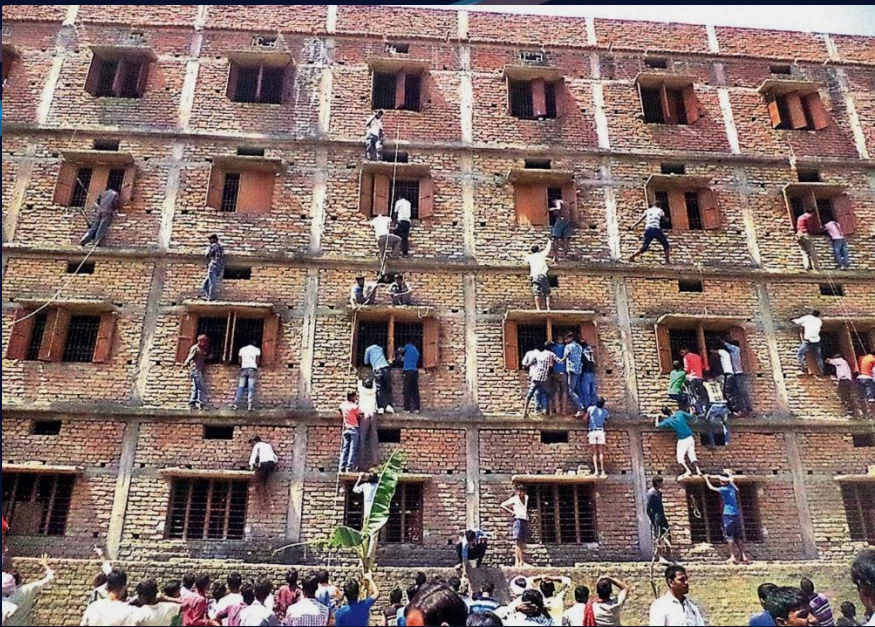
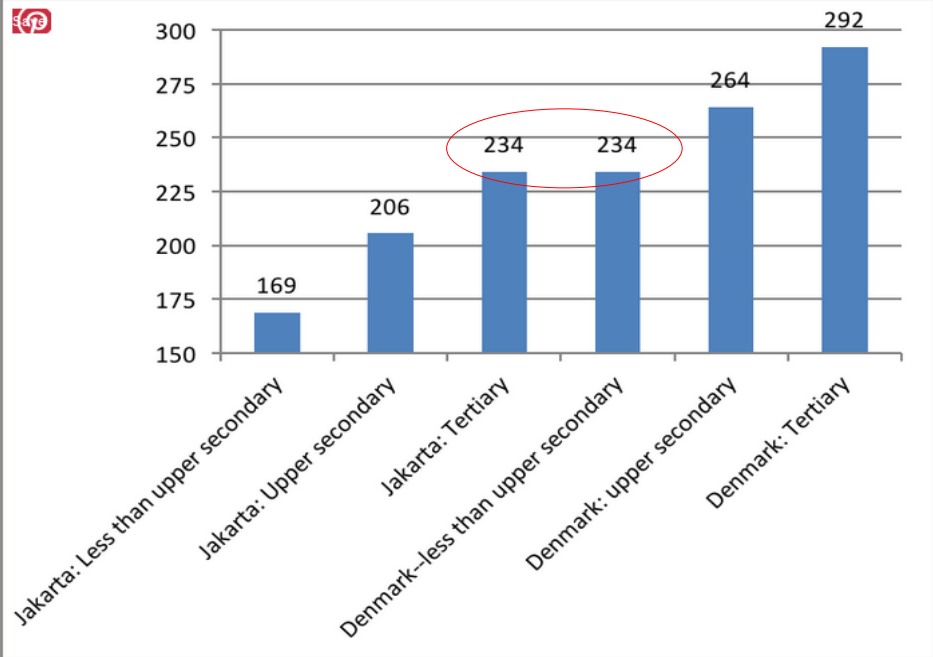
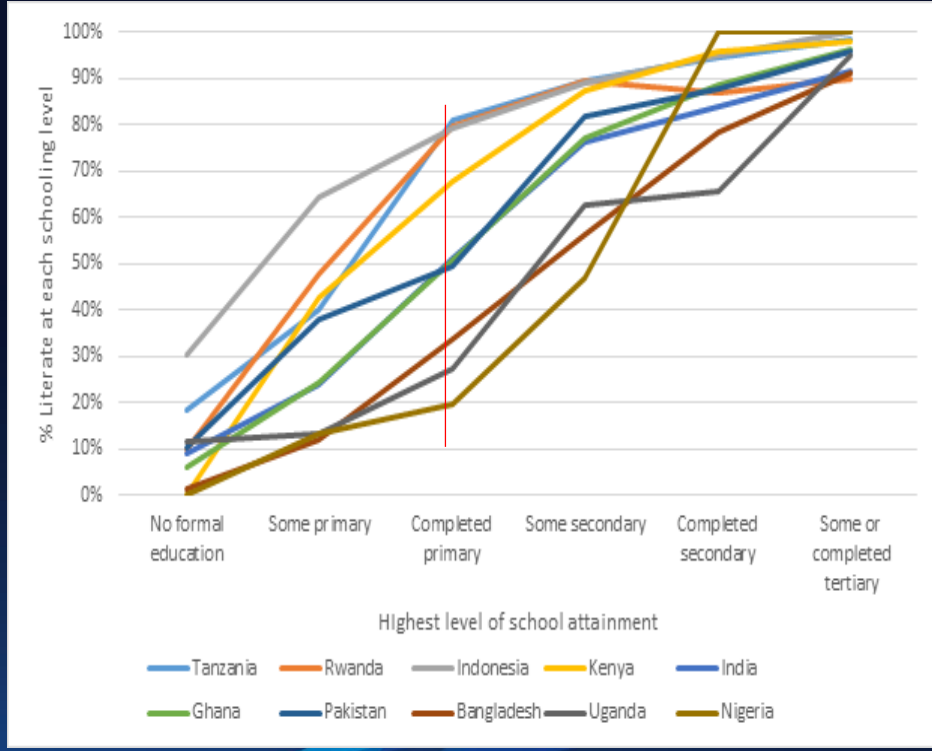


Figure 1: Jakartans with tertiary education have the same literacy proficiency on the OECD PIAAC assessment as Danes who have less than upper secondary schooling.



Source: OECD, Skills Matter: Further Results, Table A3.2



Source: Kaffenberger and Pritchett 2017

Two Quick Examples: Education, Justice

B. Justice

- From nothing (MDGs) to something (SDGs)
 - ‘Provide access to justice for all’
 - ‘Inclusive institutions at all levels’
- But ‘cry for justice’ is thousands of years old...
 - Is super-hard to measure
 - Prone to manipulation
 - i.e., ‘fake reform’, ‘dodgy’ data
 - Faces powerful, fierce resistance
 - coordinated, well-funded
- Few RoL ‘project’ successes
 - Even fewer replications
 - “Don’t know what we’re doing”

GOAL 16

PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

Two Major (Related) Challenges

1. Taming the Expectations-Experience Gap

- What citizens reasonably expect their government to deliver, versus what they experience on a daily basis
- Historically, flagged by every major social theorist as a source of serious political discontent
- Yet 193 governments have signed the SDGs...
- ...even as key services remain woefully inadequate
- ...and population growth in LICs will double by 2050

2. Building Capability for Policy Implementation

- Still plenty of noble tasks for KM 1.0...
- ...but it can only do so much.
- Attaining expanding goals (SDGs) needs KM 2.0

KM 1.0: Provide technical solutions to technical problems

- Much achieved; plenty of important 'work' remaining
- But now for the hard part...

KM 2.0: Find adaptive solutions to adaptive problems

- Implementation problems locally nominated, prioritized
 - Different kind of 'expertise': protecting space, not filling it; curating 'best fit', not selling 'best practice'
- Projects themselves as real-time learning systems
 - Explore an array of plausible solutions
 - Stronger emphasis on innovative, detailed monitoring
 - Scaling through expanding community of practice
- **Global Delivery Initiative** as one example of KM 2.0
- Need new administrative systems to do this well
 - Complementing 'logframe' with 'searchframe'

Further Reading

Andrews, Matt, Lant Pritchett and Michael Woolcock (2017) *Building State Capability: Evidence, Analysis, Action* (New York: Oxford University Press)

Brixi, Hana, Ellen Lust and Michael Woolcock (2015) *Trust, Voice and Incentives: Learning from Local Success Stories in Service Delivery in the Middle East and North Africa* (Washington, DC: World Bank)

Gonzales, Maria and Michael Woolcock (2015) 'Operationalizing the Science of Delivery Agenda to Enhance Development Results' (Washington, DC: World Bank)

<https://bsc.cid.harvard.edu/>

