

Introduction to Education and Development
Professor Joan Dassin
Spring 2018 Module I
Tuesdays 2:00pm-4:50pm
HS-310f
Room: TBD

The Heller School for Social Policy and Management
Brandeis University
Sustainable International Development Graduate Program
Course Meeting Dates: October 26, November 2, 9, 16, 30, December 7, 14

Prof. Joan Dassin, Ph.D.
jdassin@brandeis.edu
Office Hours: By appointment

University Notices:

1. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.
2. You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually as section 5 of the *Rights and Responsibilities Handbook*. Instances of alleged dishonesty are subject to possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about this policy, please ask.

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Course Description

Education is widely believed to be a fundamental pillar of development. Various development models and theories emphasize the benefits of education for both individuals and society, including providing people with skills that lead to better jobs, higher wages, improved health, nutrition and family life, as well as promoting economic growth, democracy and political stability. UNESCO summarizes this view: "Education is a right that transforms lives...quality education is the most influential force for alleviating poverty, improving health and livelihoods, increasing prosperity and shaping more inclusive, sustainable and peaceful societies..." (UNESCO 2013).

This course critically examines these assumptions and the relationships between education and development, especially the pivotal question of whether education reduces poverty. The first session presents the state of education at the global level and introduces concepts of access,

quality, outcomes and inequality that inform the way we present and understand education in the developing world. The second session examines both positive and negative theories about the role of education in development, allowing us to consider whether education leads to economic growth and helps create 'modern' democratic societies, or – conversely – whether education reinforces existing inequalities and impedes peace and stability. In the third session, we analyze the forces and trends shaping current debates and policies in the education sector, such as human rights versus more instrumental approaches and public versus private provision, all in the rapidly changing global context shaped by the rise of new information technologies, increasing reliance on evidence-based policies, and the emergence of non-Western donors.

Sessions 4 through 6 review innovative programs in educational policy areas with a high potential for producing positive impacts on poverty and human development. Of many areas that might be highlighted, we focus here on Early Childhood Education (ECD), Girls' Education, and Technical and Vocational Training (TVET). Finally, in Session 7, we look at potential 'game changers' such as educational technology and new methods for teaching and learning, as well as the most current assessment strategies and tools to monitor and evaluate policy choices and programs in the education sector.

Specific Goals

- To gain knowledge of the state of education at the global level, with a focus on developing countries and regions
- To gain exposure to the main theoretical and conceptual frameworks for understanding the relationship between education and development
- To gain familiarity with strategies for the education sector employed by major Western development agencies such as DFID and the World Bank
- To introduce students to policy issues in areas that have a high potential for impact in development, such as early childhood development, girls' education, technical and vocational training and technology in education
- To expose students to the analytic, strategic and assessment tools that are most useful in the education sector
- To help students apply the information they learn in the course to an educational policy or program of interest to them

Core Competency Statement

This course teaches concepts and skills that have been identified as core competencies for a degree in SID, although students in all degree programs are eligible --and welcome-- for the course.

Education is a key component of social and economic development, linking the topic of this course with the required literacy in the history, concepts, and goals of sustainable development, including theories of what development is, how it occurs, and how it affects economic, social, and environmental sustainability (*Competency 1*). Similarly, educational policies and programs are subject to the interaction of ecological, social, political and economic systems and to the relationship between market forces, governance institutions, social welfare strategies and environmental management approaches to desired development outcomes, requiring awareness and understanding of these interconnections (*Competencies 2 and 3, respectively*). The course also relies on contextual analysis to determine the appropriateness of specific

educational policies and programs for certain countries and groups, especially for marginalized children and youth in poor communities (*Competency 4*).

Competency 5 on problem solving methodologies is less connected to the course outline although we do focus on using evidence and research to frame programs, policy and advocacy. *Competency 6* on use of evidence is addressed directly in the course and opportunities will be created for students electing to go deeper into basic research on topics related to education, such as the relationship between poverty, educational opportunity, learning outcomes, and social mobility. *Competency 7* on scarcity and distribution is only indirectly connected to the course, although the focus on children and youth in poor communities implicitly raises these concepts. As in any policy area, educational policies and programs may be designed to address specific problems in an incremental or comprehensive manner, thus alerting students to the function of time in the social change (*Competency 8*). Finally, the course will help students to understand management and leadership functions in organizations promoting education policies and programs (*Competency 9*) and will also enable students to develop and practice their communication skills (*Competency 10*).

Sustainable Development Statement:

Issues of sustainability of policy and program impacts in the education sector are closely connected to the content of this course. Starting with an analysis of the state of education at the global level, the course examines how greater access to education may—or may not—lead to poverty reduction and greater social and human development. It is critical for students to consider the importance of specific settings and contexts for determining the conditions under which education enables children and youth to overcome structural inequalities in their societies, or merely reinforces them. It is similarly important for students to understand the forces and trends, such as globalization and privatization, which are affecting not only the structure of educational systems but also their relationship to society as a whole. In this dynamic context, the study of education acquires a fundamental importance for broader questions about the future of development.

Race and Ethnicity Statement:

This course examines educational policies and programs from a comparative perspective, as seen by researchers, policy makers and young people themselves who come from different cultural traditions. It is based on understanding the social construction of race, ethnicity, social class and other markers of ‘difference’ in contemporary societies, and how those perceptions lead to bias, social exclusion and marginalization in specific policy areas.

Gender Perspective Statement:

By definition, the concerns of both women and men in development need to be considered both separately and together, recognizing that different societies employ diverse approaches to gender relations. Students will learn how to incorporate a gender lens into discussions of educational policies and programs. This is especially critical in the education field, since investment in girls’ education has been shown to have the highest rates of return of virtually any social investment. At the same time, boys and young men have their own educational needs, especially in relation to technical and vocational training.

Course Requirements

1. Attendance at all sessions

2. Prompt arrival
3. Preparation of all readings
4. Participation in class discussions and small group work, and leading class discussions as requested
5. Timely submission/presentation of assignments
6. Class exercises and presentations
7. Helpfulness to other students.

Your **Grade** will be calculated as follows

1. Class attendance and participation (10%)
2. Reading responses (5 responses = 20%)
3. Group project (1 = 20%)
4. Final take-home exam (50%)

Key Sources:

Carbonnier, Gilles, Michael Carton and Kenneth King (Eds.) (2014). *Education, Learning, Training: Critical Issues for Development*. International Development Policy series No.5, Geneva: Graduate Institute Publications, Boston: Brill-Nijhoff. Available online: <http://poldev.revues.org/1765>

Harber, Clive (2014). *Education and International Development: theory, practice and issues*. Oxford: Symposium Books Ltd. (This volume has been ordered for our course and will be available at the Brandeis bookstore. If book does not arrive in time for the first session, I will put copies of the required chapters on reserve at the Brandeis library.)

McCowan, Tristan and Elaine Unterhalter (2015). *Education and International Development: An Introduction*. London: Bloomsbury Publishing.

Network for International Policies and Cooperation in Education and Training (Norrag). *Norrag News*, various issues. Available online: www.norrag.org

The Lancet. *Child Development Series*. Available online: <http://www.thelancet.com/series/child-development-in-developing-countries>

UNESCO (2015). "Education for All 2000-2015: Achievements and Challenges." EFA Global Monitoring Report UNESCO: Paris. Available online: http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_138653

Video: "The Girl Effect: the Clock is Ticking" (<https://www.youtube.com/watch?v=1e8xgF0JtVg>)
And materials found on www.girleffect.org

Other readings as indicated under each session will either be available online or posted as PDF files on Latte.

Class Schedule and Readings:

PART I – THE ROLE OF EDUCATION IN DEVELOPMENT: PROS AND CONS

Session 1 (January 15): The Value of Education for Development: An Open and Shut Case?

The class will begin with introductions by the participants who will explain why they are interested in education and development and what their experience has been in the education sector.

The professor will then review the syllabus, the class assignments and the grading system. She will explain the rationale, organization and scope of the course.

The substantive portion of the session will assess the state of education in developing countries. Education has been a priority of the international development for decades. What advances have been achieved? What are the most pressing challenges that remain? Beyond the data and statistics, what underlying issues need to be addressed when considering the factors affecting access, quality, outcomes and inequality in education? Does education always lead to positive outcomes?

Required:

United Nations Sustainable Development Goals: #4 Quality Education

<https://sustainabledevelopment.un.org/sdg4>

Global Partnership for Education. <https://www.globalpartnership.org/education>

Harber, Clive (2014). *Education and International Development: theory, practice and issues*.

Oxford: Symposium Books Ltd.

Chapter 1: "Education and Development: introductory ideas," pp. 11-27

Chapter 2: "The Nature of Formal Education in Developing Countries: access, quality, outcomes and inequality," pp. 27-52.

McCowan, Tristan and Unterhalter, Elaine (2015). *Education and International Development: An Introduction*. London, Bloomsbury Publishing.

Read:

Chapter 1: *Education and International Development: A History of the Field*, pp. 13-29.

Background Data: UNESCO (2015). "Education for All 2000-2015: Achievements and Challenges." EFA Global Monitoring Report UNESCO: Paris. Available online:

http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_138653

Session 2 (January 29): Theoretical and Historical Approaches to Education and Social Transformation

This session reviews influential theoretical approaches to the role of education in development, including human capital dependency and theory, modernization theory, and rights and capabilities. It examines the utility of these theories for assessing whether educational programs and policies have intrinsic value for human development and also accelerate progress towards other development goals, such as improved health, nutrition and livelihoods. Based on these texts and our own experience and observation, we will ask whether—and under which conditions—education promotes greater equality of opportunity and social mobility or reproduces social and economic inequalities.

Harber, Clive (2014). *Education and International Development: theory, practice and issues*. Oxford: Symposium Books Ltd.

Chapter 3: "Economic Development: human capital or dependency and socio-economic reproduction?" pp. 53-68.

Chapter 4: "Modernisation or the 'Prismatic Society and Institution?" pp. 69-82.

Chapter 5: "Political Development and Democratisation," pp. 83-100.

Chapter 6: "Education as Harmful to Development?" pp. 101-118.

McCowan, Tristan and Unterhalter, Elaine (2015). *Education and International Development: An Introduction*. London, Bloomsbury Publishing.

Read:

Chapter 2: Theories of Development, pp. 31-48.

Unterhalter, Elaine (2009). "Education" in S. Deneulin and L. Shahani, eds., *An Introduction to the Human Development and Capability Approach*. London: Earthscan, pp. 208-217. Available online: <http://idl-bnc.idrc.ca/dspace/bitstream/10625/40248/1/IDL-40248.pdf>

Recommended:

Robbys, I. (2006), Three models of education: rights, capabilities and human capital. *Theory and Research in Education* Vol. 4, no. 1. Posted on Latte.

Illich, Ivan (1971). *DeSchooling Society*. New York: Harper and Row. Selections.

Unterhalter, Elaine (2009). "What is Equity in Education? Reflections from the Capability Approach." *Studies in the Philosophy of Education* 28, pp. 415-424. Posted on Latte.

Session 3 (February 5): From Theory to Policy and Practice: Education Strategies of Development Organizations

This session reviews the education strategies adopted by major international development organizations in recent years. What are the priorities of these international donors? What are the evaluation criteria and metrics for assessing progress? What types of critiques have been made of these dominant ideologies?

Required:

Department for International Development (DFID) (2018). *DFID Education Policy: Get Children Learning*, London: DFID. Available online: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/225715/Education_Position_Paper_July_2013.pdf

World Bank (2018). *We are Living a Learning Crisis*. <http://documents.worldbank.org/curated/en/821801540479977693/pdf/131338-WP-OverviewBalivWEB.pdf>

See links to World Bank projects and reports.

Stein, Sharon (2018). *Rethinking Critical Approaches to Global and Development Education*. Policy and Practice: A Development Education Review. Autumn 2018. Available online: <https://www.developmenteducationreview.com/issue/issue-27/rethinking-critical-approaches-global-and-development-education>

PART II – INNOVATIVE POLICIES AND PROGRAMS WITH HIGH POTENTIAL FOR IMPACT ON POVERTY AND DEVELOPMENT

Session 4 (February 12): Early Childhood Education (ECD)

Early Childhood Education (ECD) is increasingly seen as the most effective and cost-efficient way to intervene to address inequalities and break the intergenerational cycle of poverty. After an initial overview of why early childhood development is so critical for individual children, families and societies at large, this session looks at several examples of ECD policies and challenges in developing countries at different stages of economic growth and poverty reduction. Featured cases include China, Cuba and South Africa.

Required:

Global Partnership for Education (2016). GPE's Work for Early Childhood Care and Education. Washington, D.C.: World Bank Group, Nov. 2016. Available online:

<https://www.globalpartnership.org/content/policy-brief-gpes-work-early-childhood-care-and-education>

Global Partnership for Education (2016). *Factsheet: Early Childhood Care and Education*. Washington, D.C. : World Bank Group, Dec 2016.

<https://www.globalpartnership.org/content/early-childhood-care-and-education-factsheet>

Faculty of Education, University of Hong Kong (2015). *Early Childhood Development and Cognitive Development in Developing Countries: Evidence Brief*. London: UK Department of International Development. 2015.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488541/early-childhood-cognitive-dev-brief.pdf

Engle, Patrice L. and M.M. Black (2007). "Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world." *The Lancet*. Vol. 369, No. 9557, January 2007, pp. 229-242. This is the third article published in the *Child Development Series*. Available online: <http://www.thelancet.com/series/child-development-in-developing-countries>

Recommended:

Wu, Kin Bin, Mary Eming Young and Jianhua Cai (2012). *Early Child Development in China. Breaking the Cycle of Poverty and Improving Future Competitiveness*. Washington, D.C. : World Bank. Available online:

<https://openknowledge.worldbank.org/bitstream/handle/10986/9383/709830PUB0EPI0067926B09780821395646.pdf?sequence=1>

Tinajero, A.R. (2010). "Scaling up Early Child Development in Cuba. Cuba's Education your Child Program: Strategies and Lessons from the Expansion Process." Working Paper 16. Washington, D.C.: Wolfensohn Center for Development at Brookings. Available online:

http://www.brookings.edu/~media/research/files/papers/2010/4/child%20development%20cuba%20tinajero/04_child_development_cuba_tinajero.pdf

See Video: Cuban home visiting programme 'Educate your Child' (2014). Available online:

<https://www.youtube.com/watch?v=NbgHSNBLWYI>

Bierstekar, Linda (2007). *Early Childhood Development. Rapid Assessment and Analysis of Innovative Community and Home Based Childminding and Early Childhood Development Programs in Support of Poor and Vulnerable Babies and Young Children in South Africa*. Pretoria: UNICEF. Available online: http://www.unicef.org/southafrica/SAF_resources_ecdrapid.pdf

Session 5 (February 26): Girls' Education

This session will focus on the state of education for adolescent girls in developing countries and on 'second generation' priorities for girls' education: access, safety, quality learning, transition and local leadership. We will discuss the lessons from and key features of girls' education programs, and then examine various examples of projects developed by NGOs as well as intergovernmental organizations. What are the strategies behind these efforts, what targets do they set, and are they realistic given the dimensions of the problems? For international NGOs and private foundations, in particular, to whom (or what) are they accountable?

Required:

Global Partnership for Education (2016-2018). <https://www.globalpartnership.org/focus-areas/girls-education>

Publications:

Policy Brief. Advancing gender equity across GPE countries.

Factsheet: Breaking down barriers to gender equality and girls education.

Missed Opportunities: The high cost of not educating girls.

Yousafzai, Malala, with Christina Lamb (2013). *I am Malala. The Girl Who Stood Up for Education and Was Shot by the Taliban*. New York, Boston and London: Little, Brown and Company. 2013.

Materials and resources on website: The Girl Effect – www.girleffect.org

Case Studies:

Actionaid: Girls' Education <https://www.actionaid.org.uk/about-us/what-we-do/girls-education>

Camfed – Campaign for Female Education (<https://camfed.org>)

Care: Girls Education (<http://www.care.org/work/education/girls-education>)

MacArthur Foundation - Girls' Secondary Education in Developing Countries
<http://www.macfound.org/programs/girlseducation/>

Save the Children: Empower Girls to Succeed

(http://www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.6196511/k.846C/Girls_Education.htm)

UN Girls Education Initiative - <http://www.ungei.org/index.php>

Report from Kenya: Francis Ole Sakuda. Simba Maasai Outreach Organization (www.simookenya.org) and video (<https://www.youtube.com/watch?v=YtSp7mbE4Yk>).

Session 6 (March 5): Technical and Vocational Education (TVET)

This session will focus on the role of education and training in providing young people with the skills to make a successful transition to the world of work. What types of education and skills are most important? Is secondary schooling, in particular, paving the way for work, especially for disadvantaged urban and rural youth? What education and training models have been developed for early school leavers? And perhaps most important, do the educational options available to young people seeking a better future actually enable them to achieve not only 'decent work' but also to attain social mobility and opportunities to develop their full potential and capabilities? In analyzing different types of source material (e.g. official reports, NGO policy briefs and academic research articles), the session will also focus on different styles of data presentation, argument and use of intellectual frameworks.

Required:

UNESCO-UNEVOC (2018). *Moving Forward*. Bonn, Germany: International Centre for Technical and Vocational Education and Training. <https://unevoc.unesco.org/up/UNESCO-UNEVOC%20Biennial%20Report%202016-2017.pdf>

McGrath, Simon. (2012) "Vocational education and training for development: A policy in need of a theory?" *International Journal of Educational Development* 32. pp. 623-631.

King, Kenneth. (2012) The geopolitics and meanings of India's massive skills development ambitions." *International Journal of Educational Development* 32, pp. 665-673.

Recommended:

UNESCO (2012). *Youth and Skills: Putting education to work. Global Monitoring Report*. Paris: UNESCO. Read Part 2, "Youth, Skills and Work," pp. 174-305. Available online: <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

Session 7 (March 12): Technology and New Approaches to Teaching and Learning

Rapid changes in technology have the potential to revolutionize teaching and learning, especially higher education. Do massive open online courses (MOOCs) reach the educationally underserved, or do they reinforce the 'digital divide'? More generally, what are the key issues for development practitioners related to technology in education?

Required:

Trucano, Michael (2012). Ten trends in technology use in education that you may not have heard about. *EduTech*. A World Bank Blog on ICT use in education. Washington, D.C.: World Bank. <http://blogs.worldbank.org/edutech/some-more-trends>

Literat, Ioana (2015). Implications of massive open online courses for higher education: mitigating or reifying educational inequities? *Higher Education Research and Development*, Vol. 34, No. 6, 1164-1177.

Winthrop, Rebecca and Marshall S. Smith. (2012) "A New Face of Education: Bringing Technology Into the Classroom in the Developing World." Brooke Shearer Working Paper Series. Working Paper 1. Washington, D.C.: Brookings Institution. Available online: http://www.brookings.edu/~media/research/files/papers/2012/1/education%20technology%20winthrop/01_education_technology_shearer.pdf

Case study: CiênciaWeb (Brazil)

<http://www.cienciaweb.com.br>

Low-cost video to improve science education in Brazilian schools

Sugata Mitra's 5 favorite education talks. Available online:

http://www.ted.com/playlists/89/sugata_mitra_s_5_favorite_educ

Recommended:

Gumucio-Dragon, A. (2003). "Take Five: A handful of essentials for ICTs in development". In: *The One to Watch: Radio, New ICTs and Interactivity*. Friedrich Ebert Foundation and Food and Agriculture Organization of the United Nations: Rome. Available on website of Prof. Belda's Proseminar on Digital Media and Community Development (<http://ticobelda.wix.com/dmcd-proseminar>) or at <http://orecomm.net/wp-content/uploads/2009/02/take-five-gumucio.pdf>