

AEC 3180: Global Governance and Educational Change

Ontario Institute for Studies in Education/University of Toronto

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Course Overview:

Most educators and educational researchers today operate with a considerable awareness of the global forces that affect their work – be it in terms of the rising emphasis on technology and information in the classroom, the aggressive popular discourse on preparing children and nations for a competitive international information economy, or issues raised by an increasingly diverse, border crossing population of learners. Yet our mounting sense of the global dimension of domestic educational issues has not been accompanied by attention to formal, cross-national co-operation in the field of education.

This course is a doctoral level seminar on evolving forms of international relations and co-operation in education. It has five primary goals:

- To orient students to various theoretical perspectives on globalisation and changes to world order, and to encourage reflection on the changing context for international relations in education.
- To introduce students to key organisations and actors involved in education internationally, through a review of their policies and practices. UNESCO, UNICEF, the World Bank, the OECD, the World Trade Organisation, bilateral aid donors, international nongovernmental actors (including NGOs, Foundations, unions and other network organizations), the private sector, and the work of regional organisations like the European Union may be among the organisations and actors studied.
- To look at the influence and impact of international actors on national and international educational policies and practices.
- To familiarise students with various research methods and approaches to studying the politics of education in the international arena.
- To stimulate normative debate and discussion about current changes in the format and focus of international educational relations and to explore the potential future of global governance in education.

Short introductory lectures will be given each week, but the primary format for this course is a participatory research seminar. Members of the seminar will be asked to read a variety of articles and to come to class with brief written interventions. Students will make one major presentation on the international educational activities of specific organisations or actors.

Course Requirements

Members of this seminar will be asked to participate fully in weekly discussions. It is essential that you come to class having read the assigned articles (150-200 pages per week). You will be asked to take the lead in presenting the main arguments of one of the articles at least three times during the quarter and to prepare for a variety of class activities. In addition to readings and class participation, there are three assignments.

1. One reflection paper (of approx. 8 double spaced pages), integrating the readings and class discussions from the first 4 weeks with reflections on a potential research topic. The reflection paper **MUST** cover readings from the earlier (theoretical) classes. The paper should analyze these readings and suggest their relevance to a specific issue that you hope to take up in your class presentation. **DUE October 15, 12 Noon.**
2. A class poster presentation on the topic of your final research paper. **DUE November 30.**
3. A 20-25 page research paper on some aspect of global governance and educational change. Your goal will be to provide an overview of some aspect of international educational relations not covered completely by weekly themes and readings. You must use a theoretical framework drawn from the early weeks of the course. Team presentations and papers are encouraged. **DUE December 15, 12 Noon.**

Evaluation

Course grades will be based on the following components. Please note the due dates for the assignments. Late submissions will not be accepted.

10%	Class participation (including weekly interventions on readings)
30%	Reflection paper
15%	Poster
45%	Research Paper

Plagiarism Policy

Plagiarism is representing the creative work of others as your own. It is a serious academic offense and is never acceptable or tolerated. You must acknowledge all sources used in your writing and not paraphrase the words of others. **You are responsible for knowing and acting on the University of Toronto plagiarism regulations.** More information on University of Toronto's plagiarism policy and instructions for how not to plagiarize is available at <http://www.utoronto.ca/writing/plagsep.html> .

Course Materials and Additional Resources

Most of the readings for this course have been collected in a Course Reader that will be available for students to buy during the first week of classes. In addition, students are encouraged to read widely on the topics related to international co-operation, international relations, globalization, and international development. Excellent web sites exist for most international organisations, including many non-governmental organisations. The major journals in the field of Comparative Education include articles on educational aid (i.e. Comparative Education Review, Compare, Comparative Education, Prospects, the International Journal of Education Development, Globalisation, Societies, Education). Political science journals are highly recommended as resources for your case studies: see especially International Organisation, World Development, Global Social Policy, Global Policy, Global Governance, Civil Society and Alternatives. Students are encouraged to explore these additional resources and are invited to add to the course bibliography and readings.

Class Schedule

September 14	Introduction to Course
September 21	World Order, Globalisation and International Relations Theories
September 28	International and Transnational Policy Actors in Education: An Introduction
October 5	Globalisation and the International Organization of Education
October 12	Rise and Fall (and Rise?) of International Development Assistance in Education Simulation Exercise REFLECTION PAPER DUE OCTOBER 15, 12 NOON
October 19	Current issues in Aid for Education: The case of Education For All
October 26	UNESCO, UNICEF, and the UN (<i>Discussion of Reflection Papers</i>)
November 2	The World Bank and Education (Guest Lecture: Francine Menashy)
November 9	Civil Society in the International Educational Arena
November 16	Rich Country Co-Operation/Competition?: The OECD, the G8/20, and the EU
November 23	The WTO, Liberalisation and Private Authority in Education
November 30	POSTER PRESENTATIONS & Festivities FINAL RESEARCH PAPER DUE DECEMBER 15, 12 NOON

Suggested Themes for Term Paper

- The internationalization of a certain level or type of education (e.g. higher education, distance education).
- Look at a specific aspect of the work of a formal international organisation

- Look at the role of education in some aspect of a government's foreign policies (e.g., education in Canadian foreign policy; or compare two bilateral donors' work in Africa);
- Focus on a specific theme, program or initiative in international educational co-operation (e.g., the Education for All Forum; the internationalisation of higher education; educational programs for street kids, etc.)
- Describe the transnational diffusion of a specific educational reform or an instance of cross-border "policy borrowing"
- Look at a nongovernmental actor or social movement and its initiatives in the field of education

Weekly Readings and Questions for Discussion

NB: highlighted readings are book chapters. All other readings appear on the blackboard site

Class 1: Introduction, Overview of the Course (Sept 14)

Class 2: World Order and International Relations Theories (Sept 21)

Readings:

1. McKinlay and R. Little (1986) Chapters 2, 3 and 4: The Liberal, Socialist and Realist Models. Global Problems and World Order. London: Pinter, pp. 24-89.
2. Finnemore, M. and K. Sikkink. (1998). International Norm Dynamics and Political Change. International Organisation. 52(4), 887-917.

Discussion Questions

What are the different structural relations, key actors, and central goals and beliefs of the three theoretical frames described by McKinlay and Little?

What kinds of questions might these three frames pose about the evolution of international relations in the field of education?

How do the different theories view agency and structure? Compare to Finnemore and Sikkink.

Additional Reading

- Brown, C. (2001) Introduction, and The development of international relations theory in the twentieth century. In: Understanding International Relations second ed. New York: Palgrave pp. 1-42.
- Cox, R. (1996) Multilateralism and world order. In: Approaches to World Order. Cambridge: Cambridge University Press pp. 494-523.
- Cox, R. (1996) Globalization, multilateralism, and democracy. In: Approaches to World Order. Cambridge: Cambridge University Press pp. 524-536.
- Galtung, J. (1980). The True Worlds.
- Goldmann, K. (1994) Introduction, and A theory of internationalism. In: The Logic of Internationalism: Coercion and Accommodation. London and New York: Routledge pp. 1-60.
- Holsti, K.J. (1985). The Dividing Discipline: Hegemony and Diversity in International Theory. Mass: Allen and Unwin.
- Rosenau, J. (1995). Governance in the Twenty-first Century. Global Governance 1: 13-43.
- Wallerstein, I. (1984). The Politics of the World Economy: The States, the Movements and the Civilisations. Cambridge University Press.

Week 3: International and Transnational Policy Actors in Education: An Introduction (Sept. 28)

Common Readings

1. Mundy, K. (1998). Educational Multilateralism and World Disorder. *Comparative Education Review* 42(4), 448-478.
2. Mundy, K. (2007). Global Governance, Educational Change. *Comparative Education*, 43(3), 39-58.
3. Mundy, K., (with M. Ghali). (2009). International and Transnational Policy Actors in Education: A Review of the Research. In D. Plank, G. Sykes and B. Schneider, Eds., *American Educational Research Association: Handbook on Educational Policy Research*.
4. Chan, J. (2007) Between Efficiency, Capability and Recognition: Competing Epistemes in Global Governance Reforms *Comparative Education* 43(3), 359-376.

Discussion Questions

Who are education's "global governors"?

What factors shape their activities and approaches?

What competing ideologies or theories of change frame the approach to education taken by these different actors?

How have their activities and influence changed over time?

Additional Readings

- Bassett, R. & Maldonado-Maldonado, A. (eds.) (2009). *International organizations and higher education policy: Thinking globally and acting locally?* New York: Routledge.
- Jakobi, A. P. (2009). Global education policy in the making: International organizations and lifelong learning. *Globalisation, Societies and Education* 7(4), 473-487.
- Koenig-Archibugi, M. 2010. Understanding the Global Dimensions of Policy. *Global Policy* 1(1): pp. 16-28.
- Samoff, J. (2007). Institutionalizing international influence. In R. F. Arnove & C. A. Torres (Eds.), *Comparative education: The dialectic of the global and the local* (3rd ed., pp. 47-77). Lanham, MD: Rowman & Littlefield.
- Steiner-Khamsi, Gita & Stolpe, Ines (2006). *Educational Import. Local Encounters with Global Forces in Mongolia*. New York: Palgrave Macmillan.
- Steiner-Khamsi, G., Silova, I., & Johnson, E. M. (2006). Neoliberalism liberally applied: Educational policy borrowing in Central Asia. In J. Ozga, T. Seddon, and T. Popkewitz, (eds.) *2006 World Yearbook of Education. Education Research and Policy: Steering the Knowledge-Based Economy*. New York/London: Routledge, pp. 217-245.
- Stone, D. 2008. Global Public Policy, Transnational Policy Communities and Their Networks. *The Policy Studies Journal* 36:1, pp. 19-38.

Week 4: Globalisation and the International Organisation of Education – Carly Manion/Gender, Education, & Development Guest Lecture (Oct. 5)

Readings

1. Carnoy, M. (1999). *Globalization and Educational Reform: What Planners Need to Know*. Chapter 3, 4, 5 (pp. 37-75). Paris: UNESCO and the IIEP.

2. Meyer, J. W. and Ramirez, F. O. (2000). "The World Institutionalization of Education" in Jürgen Schriewer, Discourse formation in comparative education. New York: Peter Lang. pp.111-132.
3. Susan Robertson. 2007. "Globalization, Education Governance and Citizenship Regimes: New Democratic Deficits and Social Injustices." Available online at: <http://www.bris.ac.uk/education/people/academicStaff/edslr/publications/11slr> [*linked on BB]
4. Popkewitz, R. and F. Rizvi. (2009). Globalization and the Study of Education: An Introduction. Yearbook of the National Society for the Study of Education Vol. 1008(2): 7-28.
5. Unterhalter, E. (2005). Global inequality, capabilities, social justice: The millennium development goal for gender equality in education. International Journal of Educational Development 25(2), 111-112.

Discussion Questions

- Compare the views of globalization and its impact on education set out by Carnoy, Meyer and Ramirez, and Robertson. How are they different? Can you place their ideas as liberal, realist or Marxist?
- John Meyer and colleagues have developed a particular view of education and its international organisation. How is their theoretical framework valuable? According to Robertson, Popkewitz/Rizvi, what is missing from this account?
- What core beliefs and image of world order underpin neo-liberal approaches to public policy? How do these ideas compare with earlier theories of world development? Of the role of education in a world polity?
- What implications might globalisation have for international co-operation and the future of global governance in social policy fields like education? What kinds of factors make education distinct from other social policy fields and their globalisation?

Additional Readings

- Appadurai, A. (1990). "Disjuncture and Difference in the Global Cultural Economy." In M. Featherstone, eds., Global Culture, Nationalism, Globalization and Modernity. Newbury Park, CA: Sage. pp. 295-310
- Dale, R. (1999). "Specifying globalization effects on national policy: A Focus on the mechanisms." Journal of Education Policy 14(1): 1-17.
- Ball, S. (1998). "Big Policies, Small World: An Introduction to International Perspectives in Education Policy." Comparative Education 34(2): 119-130.
- Dale, R. and S. Robertson. (2009). Capitalism, Modernity and the Future of Education in the New Social Contract. Yearbook of the National Society for the Study of Education 108(2): 111-129.
- Dale, R. (1998). Globalisation: A new world for Comparative Education? Reprinted from J. Schriewer, ed., Discourse in Comparative Education. Berlin: Peter Lang.
- Evans, P. (1997). The Eclipse of the State: Reflections on Stateness in an Era of Globalization. World Politics 50.1 (October), 62-87.
- Ferguson, J. (2010). The Uses of Neoliberalism. Antipode 41 (January): 166-184
- Ginsburg, M. (1991). Understanding Educational Reform in Global Context. Economy, Ideology and the State. New York and London: Garland.
- Hannum, E., and C. Buchmann. (2003) The Consequences of Global Educational Expansion Social Science Perspectives. American Academy of Arts and Sciences Project on Universal Basic and Secondary Education.
- Harvey, D. (2006). Spaces of Global Capitalism. Verso: New York.
- Held, D. (2005). "Democratic Accountability and Political Effectiveness from a Cosmopolitan Perspective." In D. Held and M. Koenig-Archibugi, Global Governance and Public Accountability. Oxford: Blackwell.
- Held and McGrew. (2002). "The New Politics of Globalization: Mapping Ideals and Theories." Pp. 98-115, Globalization/Anti-Globalization. Policy Press.

- Held, D. and A. McGrew. (2000). "The Great Globalisation Debate" In Held and McGrew, eds., The Global Transformations Reader, pp. 1-45.
- Jones, P. (1998). "Globalization and Internationalism: Democratic Prospects for World Education. Comparative Education 35(2): 143-155.
- Lechner and Boli, (2005). Analyzing World Culture: Alternative Theories. World Culture: Origins and Consequences. 30-59.
- Lingard, B. (2009). Researching Education Policy in A Globalized World: Theoretical and Methodological Considerations. Yearbook of the National Society for the Study of Education 108(2): 226-246.
- Little, A. (1996). Globalisation and Educational Research: Whose Context Counts? International Journal of Educational Development. 19(4-5): 249-272.
- Castells, M. (2004). "Global Governance and Global Politics" Political Science and Politics, pp. 9-16.
- Martins, K., et al (Eds) (2010). Transformation of Education Policy. London: Palgrave MacMillan.
- McGinn, N. (1996). Education Democratization, Globalization: Challenges for Comparative Education. Comparative Education Review, 40(4): 341-357.
- Olssen, M. (1996). "In defence of the welfare state and publicly provided education." Journal of Education Policy, 11: 337-362.
- Ozga, J. and Lingard, B. 2007. Globalization, Education policy and politics. In the Routledge Falmer Reader in Education Policy and Politics. Pp. 65-82.
- Keohane, R. (2005). Global Governance and Democratic Accountability. Chapter 6 in The Global Governance Reader. Rorden Wilkinson ed., London and NY: Routledge.
- Schriewer, J. (2000). World System and Interrelationship Networks: The Internationalization of Education and the Role of Comparative Inquiry. In T. Popkewitz, ed. Educational Knowledge. Albany NY: State University of New York Press. 305-343
- Spring, J. (2008). Research on Globalization and Education. Review of Educational Research. 78(2), 330-363.
- Steiner-Khamsi, G. (2000). Transferring Education, Displacing Reforms. In J. Schriewer (Ed). Discourse Formations in Comparative Education. Frankfurt/New York: Lang, pp. 155-187.
- Steiner Khamsi, G. 2010. The Politics and Economics of Comparative Education. Comparative Education Review. 54(3): 323-342.
- Robertson, S.L. and Roger Dale. (2006) "Changing Geographies of Power in Education: the politics of rescaling and its contradictions." Downloaded from <http://www.bris.ac.uk/education/people/academicStaff/edslr/publications>

Week 5: The Rise and Fall (and Rise?) of the International Development Regime (Oct.12)

Readings

1. Lumsdaine, D. (1993). "Why Was There Any Aid at All?" Chapter 2 in Moral Vision in International Politics. Princeton: Princeton University Press, pp.30-69.
2. Estava, G. (1995). "Development" in W. Sachs, ed., The Development Dictionary. London: Zed Press, pp.6-25.
3. Therien, J.P. (2004). The Politics of International Development: Towards a New Grand Compromise? Journal of Trade and Environment Studies. Special Issue 2004-5: 1-19. Available online at: [this is the current link http://www.ecolomics-international.org/epal_2004_5_therien_towards_new_grand_compromise....pdf] [linked on BB]
4. M. Severino and O. Ray. (2010). The End of ODA: The Birth of Hypercollective Action. Working Paper 218. Washington D.C.: Center for Global Development. Available online at: <http://www.cgdev.org/content/publications/detail/1424253/> [linked on bb]

Discussion Questions

1. Compare Lumsdaine and Estava's assessments of the motives for post World War II co-operation. How do they differ? What evidence supports each argument?
2. Contrast the changes in the international development regime as seen by Therien and Severino.
3. How do these changes in international development and aid mesh with the international relations theories discussed in Week 2?

Additional Readings (on the construction of International Development)

- Escobar, A. (1995). Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
- Ferguson, J. (1990). The Anti-Politics Machine: "Development", Depoliticization, and Bureaucratic Power in Lesotho. Cambridge: Cambridge University Press.
- Fredriksen, B. (2008). "The Evolving Allocative Efficiency of Education Aid: A Reflection on Changes in Aid Priorities to Enhance Aid Effectiveness" Washington, D.C.: World Bank.
- Gendzier, I. (1985). Managing Political Change: Social Scientists and the Third World. Boulder: Westview Press.
- Kothari, R. (1981). "The Cultural Roots of Another Development," Development Seeds of Change 3/4.
- Marchand, M. (1994). "The Political Economy of North-South Relations." In Stubbs and Underhill, eds., Political Economy and the Changing Global Order, Toronto: McClelland and Stewart, 289-302.
- Maxwell, S. (2005). "The Washington Consensus is dead: Long Live the Meta-Narrative." Working Paper 243. London: Overseas Development Institute. (Available online at: www.odi.org.uk/publications/working_papers/wp243.pdf)
- Noel, A and J.P. Therien. (1995). From Domestic to International Justice: The Welfare State and Foreign Aid. International Organisation 49 (3), 523-53.
- OECD (1996). Shaping the 21st Century: the contribution of development co-operation. Paris: OECD Development Assistance Committee. <http://www.oecd.org/dac/htm/stc.htm>
- Therien, J.P. and C. Lloyd. (2000). Development Assistance on the Brink. Third World Quarterly 21(1): 21-38.
- Therien, J.P. (2002). Multilateral Institutions and the Poverty Debate. International Journal 57(2): 233-252.
- Fraser, N. (2010). Who Counts? Dilemmas of Justice in a Post-Westphalian World. Antipode 41 (January): 281:297.

Additional Readings (on the colonial construction of Education)

- Altbach, P. and G. Kelly. (1992). Education and the Colonial Experience. New Brunswick: Transaction Press.
- White, B. (1996). Talk about school: education and the colonial project in French and British Africa. Comparative Education 32(1): 9-25.
- Berman, E. (1971). American influence on African Education: The Role of the Phelps-Stokes Fund's Education Commissions. Comparative Education Review. 15(2): 132-145.
- Fuller, B. (1991). "A Faithful Yet Rocky Romance Between State and School" and "What Drives the Expansion and Deepening of Mass Schooling?" Chapters 1 and 2 in Growing Up Modern: The Western State Builds Third World Schools. New York: Routledge.

Week 6:	Official Development Assistance and Education: New Trends/Canada in Context (Oct. 19)
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Readings

1. UNESCO. (2010). Chapter 4: The Aid Compact: Falling Short of Commitments. EFA Global Monitoring Report. Paris: UNESCO.
2. Mundy, K. (2010). "Education for All and the Global Governors." In M. Finnemore, D. Avant and S. Sell, Eds. Who Governs the Globe? Cambridge: Cambridge University Press.

3. Novelli, M. (2010). The new geopolitics of educational aid: From Cold Wars to Holy Wars? *International Journal of Educational Development* 30(5), 453-459.
4. Steven Klees. (March, 2010). Aid, Development and Education. (unpublished manuscript).
5. Mundy and Bhanji. (2004). The problems and prospects for Canadian aid to education (Unpublished manuscript).

Discussion Questions

- What new targets and approaches are being proposed for aid to education among bilateral development agencies? What are the pros and cons of a sector wide approach? Of targeting basic education?
- How does Canadian international development assistance for education compare to that of other OECD donors?
- Reflect back on the earlier readings on world order and international relations theory. What do the authors of these articles believe drives the current dynamics of foreign aid to education?

Additional readings:

- Altbach, P. (1977). "Servitude of the Mind? Education, Dependency and Neo-Colonialism." *Teachers College Record* 79, 187-203.
- Ashford, R. & Shampa, B. (2010). Aid effectiveness, transaction costs and conditionality in the education sector. *International Journal of Educational Development* 30(5), 481-487.
- Bujazan, M., S.E. Hare, T. Labell and L. Stafford. (1987). "International Agency Assistance to Education in Latin American and the Caribbean 1970-1984," *Comparative Education* 23(2), 161-171.
- Cambridge Education, Mokoro, Ltd., & Oxford Policy Management. (n.d.). *Mid-term evaluation of the EFA fast track initiative*. Retrieved from <http://www.educationfasttrack.org/newsroom/focus-on/mid-term-evaluation-of-the-efa-fast-track-initiative/#evaluation>.
- Chapman, D.W. & Quijada, J.J. (2010). An analysis of USAID assistance to basic education in the developing world, 1990-2005. *International Journal of Educational Development* 29(3), 268-280.
- Chabbott, C. 2007. Carrot Soup, Magic Bullets and Scientific Research for Education and Development. *Comparative Education Review*. 51(1): 71-94.
- Chisholm, L. & Steiner-Khamsi, G. (eds.) (2008). *South-South cooperation in education and development*. International Perspectives on Educational Reform. New York: Teachers' College Press.
- Christie, P. (2010). The complexity of human rights in global times: The case of the right to education in South Africa. *International Journal of Educational Development* 30(1), 3-11.
- Colclough, C. & De, A. (2010). The impact of aid on education policy in India. *International Journal of Educational Development* 30(5), 497-507.
- Fichtner, S. (2010) A laboratory for educational reform or a battlefield of donor intervention?: Local debates on primary education and the New Study Programmes in Benin. *International Journal of Educational Development* 30(5), 518-524.
- Fukuda-Parr, S., & Hulme, D. (2009). *International norm dynamics and 'the end of poverty': Understanding the millennium development goals* (BWPI Working Paper No. 96/2009). Manchester, UK: Brooks World Poverty Institute, University of Manchester. Retrieved from <http://www.bwpi.manchester.ac.uk/resources/Working-Papers/working-papers-2009.html>
- Hurst, P. (1981). "Aid and Educational Development: rhetoric and reality." *Comparative Education* 17 (2), 117-125.
- Hyden, G. (2006). Learning problems in foreign aid agencies. In M. L. Brown, M. Kenney, & M.J. Zarkin (Eds.), *Organizational learning in the global context* (pp. 237-251). Ashgate Publishing.
- Ilcan, S. and L. Phillips. 2010. Developmentalities and Calculative Practices: The Millennium Development Goals. *Antipode*, 42(4): 844-874
- King, K. (1992). *Aid and Education in the Developing World*. Essex: Longman.
- King, K. (2010). China's cooperation in education and training with Kenya: A different model? *International Journal of Educational Development* 30(5), 488-496.
- King, K. (2007). Multilateral agencies in the construction of the global agenda on education. *Comparative Education*, 43(3),

377-391.

- McGrath, S. (2010). Beyond aid effectiveness: The development of the South African further education and training college sector, 1994-2009. *International Journal of Educational Development* 30(5), 525-534.
- Mundy, K. (2007). "EDUCATION FOR ALL: Paradoxes and Prospects," In David. P. Baker and Alexander W. Wiseman, eds., *Education for All: Global Promises, National Challenges*. Volume 8, International Perspectives on Education and Society Series. Oxford UK: Elsevier, pp. 1-31.
- Nagel, J. and C. Snyder Jr. (1989). "International Funding of Educational Development: External Agendas and Internal Adaptation -- The Case of Liberia." *Comparative Education Review*, 33(1), 3-20.
- Nordtveit, B., in press. An emerging donor in education and development: a case study of China in Cameroon. *International Journal of Educational Development*, doi:10.1016/j.ijedudev.2010.01.004.
- North, A. (2010). MDG 3 and the negation of gender in international education organizations. *Compare: A Journal of Comparative and International Education* 40(4), 425-440.
- Novelli, M and S. Robertson. (2007). The Politicization of Development Aid to Education. Available online at www.bris.ac.uk/education/people/academicStaff/edslr/publications/politics_of_disaster
- Rose, P. (2010). Achieving Education for All through public-private partnerships? *Development in Practice*, Volume 20, Issue 4 & 5 June 2010 , pages 473 – 483.
- Samoff, J. (1999). Education Sector analysis in Africa: limited National control and even less national ownership. *International Journal of Educational Development*. 19(4-5): 249-272.
- Samoff, J. Metzler and T. Salie. (1992). "Education and Development: Deconstructing a Myth to Construct Reality." In A. Seidman and F. Anang, eds., *Twenty-First Century Africa: Towards a New Vision of Self-Sustainable Development*. Africa World Press.
- Steer, L. & Wathne, C. (2010). Donor financing of basic education: Opportunities and constraints. *International Journal of Educational Development* 30(5), 472-480.
- Tarabini, A. (2010). Education and poverty in the global development agenda: Emergence, evolution and consolidation. *International Journal of Educational Development* 30(2), 204-212.
- Turrent, V. & Oketch, M. (2010). Financing universal primary education: An analysis of official development assistance in fragile states. *International Journal of Educational Development* 29(4), 357-365.
- Weiler, H. (1983, October). *Aid for Education: The Political Economy of International Co-operation in Educational Development*. International Development Research Centre Manuscript Report, Ottawa: IDRC.

Web Resources

- <http://www.oecd.org/dac/> Development Assistance Committee of the OECD, including review of all major bilateral aid programs
- <http://www.oecd.org/dac/html/dacsites.htm> List of the websites for all the major bilateral aid donors.

Week 7: UNESCO, UNICEF: Organisational Hypocrisy/Targeting and Rights (Oct. 26)

Readings

1. Barnett, M. and Finnemore, M. (1999). The Politics, Power and Pathologies of International Organisations. *International Organization* 53(4): 699-732.
2. Ruggie, J. G. (2003). The United Nations and Globalization: Patterns and Limits of Institutional Adaptation. *Global Governance* 9: 301-321.
3. Jones, P. (2006) Elusive Mandate: UNICEF and Educational Development. *International Journal of Educational Development* 26(6): 591-604.
4. Jones, P. (2005). UNESCO. Chapter 6 in *The United Nations and Education: Multilateralism, development and Globalisation*. Routledge Falmer, pp. 44-94.

5. Nieuwenhuys, O. (1998). Global Childhood and the Politics of Contempt. Alternatives 23: 267-289.[not available for BB linking – need hard copy]

Discussion Questions

1. What features of the resource base, governance, ideology and organisation of UNICEF and UNESCO make them distinctive?
2. What criticisms can you offer of the current tendency to use rights talk to defend education, and especially the right of children to education?
3. What kinds of politics, power and pathologies are common among international organisations? Which of these forms of power and organisational pathologies do UNESCO and/or Unicef share?
4. What kinds of limits are inherent in the UNICEF project? In the UNESCO project?

Additional Readings

- Albright, M. "United Nations: Think Again." *Foreign Policy* Sept/Oct 2003, p. 16.
- Barnett, M. (1997). Bringing in the New World Order. Liberalism, Legitimacy, and the United Nations. World Politics, 49(4): 526-551.
- Bennel, P. (1999). Education for All: How Attainable is the DAC Target in Sub-Saharan Africa? Paper Presented at the Oxford Conference on Education and Development. September 1999. Mimeo
- Black, M. (1996). Children First: The Story of UNICEF, Past and Present. Chapter 1 "Children: A Cause Comes of Age", and Chapter 8 "Learning for All". New York: Oxford University Press.
- Brown, C. (2001) Human rights. In: J. Baylis and S. Smith eds The Globalization of World Politics: An Introduction to International Relations second ed. Oxford: Oxford University Press pp. 599-614.
- Chabbott, C. (1998). "Constructing Educational Consensus: International Development Professionals and the World Conference on Education for All." International Journal of Educational Development 18(3), pp. 207-208.
- Comparative Education Review. (1986). "Symposium: Forum on UNESCO." 30 (1), 112-156.
- Convention on the Rights of the Child - <http://www.unicef.org/crc/crc.htm>
- Hartmann, E. (2010). The United Nations Educational, Scientific and Cultural Organisation: Pawn or global player? Globalisation, Societies and Education 8(2), 307-318.
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- Jones, P. (1988). UNESCO and the Politics of Global Literacy. Comparative Education Review 34(1), 41-60.
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<p>Week 8: The World Bank and Education – Guest Lecture with Francine Menashy (Nov. 2)</p>

Readings

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Discussion Questions

- How does the notion of investing in people compare to the rights and needs based approaches adopted by other UN organizations?
- What kind of reforms has the World Bank made in its education sector work? How would you evaluate them?
- What organisational features continue to shape and constrain the World Bank's ability to translate these new directions into implementable programs and actions?

Source Documents/Web Resources

- World Bank Education Sector website: <http://go.worldbank.org/GMDMICVFF0>
- World Bank EDINVEST Initiative: <http://www.ifc.org/edinvest>
- New approaches to poverty at the World Bank and the IMF (www.worldbank.org/poverty/strategies/); www.imf.org.
- Globalization Challenge Initiative

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Additional Readings

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Week 9: Civil Society in the International Educational Arena (Nov. 9)

Readings

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Discussion Questions

1. What is civil society - in education? What kinds of key differences exist among different civil society actors in relation to their funding, links to local communities, representativeness, levels of operation, and ideological or normative frames?
2. What kinds of roles have CSOs played in the context of current educational reform agendas?
3. How are CSOs thought to be contributing to the construction of global civil society?

Supplemental Readings

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- Archer, D. The Evolution of NGO-Government relations in education: Actionaid 1972-2009. *Development in Practice* 20(4/5), 611-618.

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WEEK 10: Rich Country Co-operation or Competition? The OECD, the G8/20, and the European Union (Nov. 16)

Readings

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2. Mundy, K. and J. Farrell (2008). "International Student Assessment." Chapter 10, in Mundy, K. Bickmore, K., and Hayoe, R., Madden, M., and Madjidi, K., eds. (2008, in press). Comparative Education: Issues for Teachers. Toronto: Canadian Scholars Press.
3. Rubenson, Kjell. (2008). OECD Education Policies and World Hegemony. Chapter 13 in R. Mahon and S. McBride, The OECD and Transnational Governance. Vancouver: University of British Columbia Press, p. 242-259.
4. Grek, S. (2009). Governing by Numbers: the PISA effect in Europe. Journal of Education Policy 24(1): 23-37.
5. K. Martens and C. Balzer. "Comparing the Governance of International Organizations -- The EU and the OECD, and Educational Policy." Paper presented to the European Consortium for Political Research, 2004. Available online at <http://ww.essex.ac.uk/ecpr/events/jointsessions/paperarchive/uppsala/wsl/Martens.pdf> [linked on BB]
6. Robertson, S.L. (2010). The EU, 'regulatory state regionalism' and new modes of higher education governance. Globalisation, Societies and Education 8(1), 23-37.

Discussion Questions

1. In what ways are the OECD and its education sector work distinct from UN-related international organisations active in education?
2. What explains the continuing emphasis on education at G8 summits? How would different theoretical perspectives explain this emphasis and its motivation?
3. What kinds of regime for educational co-operation are emerging under the European Union?

Additional Readings:

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- Stedman, L.C. (1997). Deep Achievement Problems: The Case for Reform Still Stands. Educational Researcher 26(3), 27-29.
- Stevenson and Stigler et. al (1992). The Learning Gap: Why Our Schools Are Failing and What We Can Learn from Japanese and Chinese Education. New York: Simon and Schuster.
- Takayama, K. (2009). The Politics of Externalization in Reflexive Times: Reinventing Japanese Education Discourses through Finish PISA Success.
- Third International Mathematics and Sciences Study (TIMSS) website, at <http://nces.ed.gov/timss/>
- Verger, A. & Hermo, J.P. (2010). The governance of higher education regionalization: Comparative analysis of the Bologna process and MERCOSUR-educativo. Globalisation, Societies and Education 8(1), 105-120.

<p>WEEK 11: The WTO, Liberalisation and Private Authority in Education Zahra Bhanji, Guest Lecture (November 23)</p>

Readings

1. Rodney Bruce Hall and Thomas Biersteker. (2002). "Private Authority as Global Governance." Chapter 10 in Hall and Biersteker eds, The Emergence of Private Authority in Global Governance. Cambridge University Press. Pp.203-223.
2. Dale, R. Bonal X. and Robertson, S. (2002). GATS and Education Service Industry: The Politics of Scale and Global Reterritorialization. Comparative Education Review 46(4), pp. 472-496.

3. Verger, A. (2009). The merchants of education: Global politics and the uneven education liberalization process in the WTO. Comparative Education Review 53(3), 379-401.
4. Bhanji, Z. (2008). Transnational corporations in education: Filling the governance gap through new social norms and market multilateralism? Globalisation, Societies and Education 6(1), 55-73.

Discussion Questions

What potential implications for the governance, content and organisation of education does the liberalisation of international trade in educational services have?

What types or levels of educational services seem most “tradeable”?

What other kinds of influence and impact (in addition to the growth of privatized services) might private sector actors have on the international organization of education?

Additional Reading

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- Marginson, S. (2007). Global position and position taking: The case of Australia. Journal of Studies in International Education. 11(1), 5-32.
- Martens, K. 2008. Small Country, Big Business? New Zealand as an Education Exporter. Comparative Education. 44(1): 3-19.
- Ottaway, M. 2001. "Corporatism Goes Global: International organizations, nongovernmental networks and transnational business." Global Governance 7(3): 265-292.
- Pierre Sauve. (2002). “Trade, Education and the GATS: What’s In, What’s Out, What’s All the Fuss About?” Higher Education Management and Policy. 14(3), November.
- Ruggie, J. G. (2003). Taking embedded liberalism global: The corporate connection. In D. Held & Koenig-Archibugi (Eds.), Taming globalization: Frontiers of governance. Cambridge: Polity Press. Bhanji, Z. (Under Review).

Transnational Corporations in Education: Filling the Governance Gap Through New Social Norms and Market Multilateralism?

Verger, A. (2008). Measuring educational liberalization: An analysis of GATS. *Globalization, Societies and Education* 6(1), 13-31.

Verger, A. (2009). GATS and higher education: State of play of the liberalization commitments. *Higher Education Policy* 22(4), 551-553.

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<http://www.worldbank.org/edinvest/12000.htm>

World Economic Forum. Global Education Initiative Annual Report 2009. Available online at:

http://www.weforum.org/pdf/GEI/GEI_Annual_Report_2009.pdf (see also. Global Agenda Council Report 2010)