AEC 3180: Global Governance and Educational Change

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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 organisations), 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](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.

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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:

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

Common Readings


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


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

Readings


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


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

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

Readings


**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)


**Additional Readings (on the colonial construction of Education)**


**Readings**


**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:**


Web Resources

- http://www.oecd.org/dac/ Development Assistance Committee of the OECD, including review of all major bilateral aid programs


**Readings**


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


UNICEF (various). Education News: Special Issues: Six Years After Jomtien. 6 (3).

UNICEF. (Various years). Annual Report.


### Week 8: The World Bank and Education – Guest Lecture with Francine Menashy (Nov. 2)

#### Readings


#### 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
- Globalization Challenge Initiative
Global Governance and Educational Change Fall 2008


**Additional Readings**

Readings


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


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

Readings


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:


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

Readings


**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**


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