

EAD 813: Education in Developing Countries

Dr. Amita Chudgar (amitac@msu.edu)

Class time and locations

Thursdays, 4:10-7:00pm,
228, Erickson Hall

Office hours and office locations

Thursday, 12:00-1:00 pm (or email for
appointment) 426, Erickson Hall

Course description

The challenges facing education researchers, practitioners and policy makers in the developing world can be vastly different from those faced by their counterparts in the developed world. This course aims to develop a comprehensive and systematic understanding of the key issues and debates in education research and policy in the developing countries.

The course will begin with a discussion of key theoretical concepts to create a conceptual framework to guide the discussions in later classes. We will then consider some of the current international conversations about education to create a broad understanding of education issues in the developing countries. We will also discuss the challenges of informing policy in the developing context. Next, we explore specific issues such as access to education, gender and education, quality of education, teacher shortage, lack of infrastructure (including technology), adult illiteracy, alternative forms of schooling, higher education, and wide spread inequity of educational opportunities in the developing world. In exploring these issues we will draw from research in Asia, Africa and Latin America. The course will conclude with a discussion of the role of international organizations such as the World Bank, UNESCO in shaping the education discourse in the developing world.

Late assignment policy

You are expected to turn in the assignments on time. Late submission will affect your grades. If you are unable to complete your work on time due to unavoidable circumstance, you must speak to the instructor at the earliest about this to ensure that your grades may not be affected.

Absence policy

If you must remain absent from a class, you need to a) inform the instructor ahead of time b) within a week of missing class, you must submit a one page summary for each readings covered in class on the day you missed class c) more than one absence may negatively affect your grade.

Course Assignments

1. **Class participation:** Students are expected to participate fully in weekly discussions. It is essential that you come to class having read all the assigned articles and ready to engage with your classmates. From time to time I may also bring newspaper articles and other such materials to generate a discussion in class. Your engagement in these materials is crucial. Please remember that how well you do on this part of the assignment benefits not just you but also your classmates because we all learn from each other (15 percent).
2. **Leading class discussion:** We will divide the class in to groups of 2-3 students for this assignment. Starting with class 6, each group will be responsible for leading one discussion section during the semester. Please note that since class 10 meets online, and class 13 effectively will not meet (Thanksgiving) those two days will not be available as options to choose from for this assignment. In other words, select a class from 6, 7, 8, 9, 11, 12 or 14. I will circulate a sign up sheet during class 5 where you can select your day (if more than one group wants a specific day, we will have a lottery!)
As a group, you will be responsible for preparing the readings and deciding the most appropriate discussion format for the readings. Some of the possible activities could include, a brief presentation by the group of the key issues, designing a debate that helps express and understand different points of views, planning a simulation or role playing etc. Also, you will be responsible as a group to confirm with me by Monday before the class what your planned activity will be and make changes per my feedback when necessary (20 percent).
3. **A small data driven paper:** I am currently finalizing the possibility to get access to some very recent data from rural India. In this small exercise, I will first guide you how to conduct very simple analysis using these data. Then in groups of no more than 3-4 students you will prepare a brief report based on a guided data analysis activity. My hope here is that we are able to compare and contrast what we learn from our own data analysis with the literature we are reading and the ground realities in developing countries as we understand them (15 percent).
4. **Policy Challenge:** A 3-5 page doubled spaced essay identifying an education policy issue in the country/region of your choice that you believe is important in the country/region's pursuit of EFA goals. Using statistics from the country/region and research literature provide evidence for why we should think this is an important issue. For example, If I select my policy challenge as 'attaining gender parity in Indian education', then I should give data that shows that this really is a problem in India and then use existing research to show why attaining gender parity may be an important goal for the nation. These papers will be due at the start of our session on education policy, after reviewing your work; I may initiate a class discussion based on your papers (20 percent).
5. **Research paper:** In a small group you will work on an international education issue of your interest. Your final output will be a research paper. Such a paper should include broadly the following elements, review of the country/region background, overall education situation in the country, the specific issue/research question you are

interested in, why is this an important or relevant research question, a review of the existing literature from this region and elsewhere that helps you understand the potential responses to your research questions, summary, conclusion and next step for research. During the last week of classes you will turn in a 15-20 double-spaced page paper on this as a group. Also in the final class, you will make a brief presentation on this final project. A part of your grade for this assignment will depend on the final presentation (30 percent).

Course material

Most readings you will need for this class are available online (indicated by the URL or journal title). The remaining readings are available in a course pack at the Spartan Bookstore in the International Center for \$32.60 Course packs may be purchased online at www.spartanbook.com, by phone at 877.267.4700, or in the store.

Please note: MSU seeks to ensure that its programs are accessible to all persons. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in the syllabus and discussed in class are advised to notify me immediately. We will meet privately to discuss a resolution of your issue, which may or may not include an appropriate referral. Confidentiality will be maintained regarding your special needs.

Course schedule and readings (subject to change)

I. SETTING THE STAGE

9/2, Class 1

Introduction

- Getting to know each other
- Getting to know the class syllabus and assignments
- Setting the stage for a course on education in the developing world

PLEASE QUICKLY REVIEW THIS ARTICLE BEFORE CLASS

1. Nadine Dolby and Aliya Rahman “Research in International Education”, *Review of Educational Research*, Vol 78, No.3, 676-726

9/9, Class 2

What is development, who are the developing countries, is development the same as economic growth? The relationship between education and development

1. Chapter 1 from Introduction to development economics by Subrata Ghatak (2003, 4th Edition) Rutledge Publication, London, New York.
2. The overview and Chapter 3 from Human Development Report 1996 <http://hdr.undp.org/reports/global/1996/en/>
3. Emily Hannum and Claudia Buchmann. 2005. “Global Educational Expansion and Socio-Economic Development: An Assessment of Findings from the Social Sciences.” *World Development* 33:333-54.
4. Gita Steiner-Khamsi. “The Politics and Economics of Comparison- Presidential Address ” *Comparative Education Review*, vol. 54, no. 3

5. Lumsdaine, D. (1993). Why Was There Any Foreign Aid at All? In *Moral Vision in International Politics*. Princeton: Princeton University Press. pp. 182-221. (at least REVIEW, if not able to READ)

9/16, Class 3

Current conversations in development and its critiques

(You may choose to read more updated versions for readings 1, 2 and 3. 2008 gives a good overview of the progress at the halfway point).

1. The Millennium Development Goals Report 2008,
http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG_Report_2008_En.pdf.
2. Education for All, Global Monitoring Report 2008, Summary report
<http://unesdoc.unesco.org/images/0015/001548/154820e.pdf>
3. Read the regional overview for the region of your choice for class discussion
<http://www.unesco.org/en/efareport/regions/>
4. Clemens, Michael, Charles, Kenny & Todd, Moss, “The Trouble with the MDGs: Confronting Expectation of Aid and Development Success” *World Development* 35: 735–751

Class Activity

Exploring <http://www.ibe.unesco.org/en/services/databases.html> and <http://epdc.org/> in class (would require you to bring a laptop to class or work with someone who has a laptop)

9/23, Class 4

Policy and Research

1. Ginsburg and Gorostiaga (2001). Relationships between Theorists/Researchers and Policy Makers/Practitioners: Rethinking the Two-Cultures Thesis and the Possibility of Dialogue. *Comparative Education Review* 45(2) (pp. 173-196).
2. Anderson-Levitt, K. and N. Alimasi. (2001). Are Pedagogical Ideals Embraced or Imposed: The Case of Reading Instruction in the Republic of Guinea. *Policy as Practice: Toward a Sociocultural Analysis of Educational Policy*. Westport: Ablex (pp. 25-58)
3. Sutton, M. (2001). Policy Research as Ethnographic Refusal: The case of women’s literacy in Nepal. *Policy as Practice: Toward a Sociocultural Analysis of Educational Policy*. Westport: Ablex (pp. 77-100)
4. Ward Heneveld, “Whose Reality Counts? Local educators as researchers on the quality of primary education, *International Review of Education* 53 (5-6), November 2007

Class Activity

Learning more about large-scale international databases and conducting simple analysis (TIMSS, PIRLS and time permitting DFHS) (would require you to bring a laptop to class or work with someone who has a laptop)

II. SPECIFIC ISSUES

9/30, Class 5

SIGNUP SHEET FOR ASSIGNMENT 2 CIRCULATED IN CLASS

Developing a conceptual framework, factors that affect education outcomes in developing countries, the role of family, community and schools in educational outcomes, challenges of access to education

1. Claudia Buchmann and Emily Hannum. 2001. "Education and Stratification in Developing Countries: A Review of Theories and Research." Annual Review of Sociology 27:77-102.
2. Martin Carnoy and Jeffery Marshall, "Cuba's Academic Performance in Comparative Perspective", Comparative Education Review, vol 49, no. 2
3. Chapters 1 and 2 from UNESCO report on "Children out of school: Measuring exclusion from primary education"
http://www.uis.unesco.org/template/pdf/educgeneral/OOSC_EN_WEB_FINAL.pdf

Class Activity

Getting to know the dataset we will use for assignment 3.

10/7, Class 6

FOR ASSIGNMENT 5 FINALIZE GROUPS AND TOPIC WITH INSTRUCTOR IN CLASS

Gender and education, girls are uniformly more deprived in terms of education, where as research shows uniformly the benefits of maternal education

1. Education For All, Global Monitoring Report 2003/04, Chapter 3, "Why are Girls Still Held Back?"
http://www.unesco.org/education/efa_report/2003_pdf/chapter3.pdf
2. Do Mothers in Rural China Practice Gender Equality in Educational Aspirations for Their Children? Yuping Zhang, Grace Kao, and Emily Hannum
Comparative Education Review. Volume 51, Issue 2, Page 131–157, May 2007
3. Nelly P. Stromquist, "Women and Illiteracy: The Interplay of Gender Subordination and Poverty, Comparative Education Review, vol. 34, no.
4. Un/Doing Gender? A Case Study of School Policy and Practice in Zambia , Monisha Bajaj, International Review of Education Volume 55, Numbers 5-6, 483-502,

10/14, Class 7

The challenge of illiteracy, how it matters in its own right and in terms of its impact on achievement of EFA

1. Education for All: Global monitoring report 2006, Chapter 7, Mapping the literacy challenge
http://www.unesco.org/education/GMR2006/full/chapt7_eng.pdf
2. Education for All: Global monitoring report 2006, Chapter 5,
http://www.unesco.org/education/GMR2006/full/chapt5_eng.pdf
3. Chapter 4, Chapter 8,9, 10, 11.
<http://www1.worldbank.org/education/adultoutreach/Doc/ENGAGING.pdf>

4. Chudgar, Amita "Does adult literacy have a role to play in addressing the Universal Elementary Education challenge in India?" *Comparative Education Review*, August 2009

10/21, Class 8

The role of infrastructure, schools, textbooks, in meeting education challenges in developing countries. How much does the investment in educational infrastructure matter, if we had to invest the limited resources somewhere, what areas should we pick based on this research to get the maximum benefit?

1. Heyneman, S. P. & Loxley, W. A. (1983). "The Effect of Primary-School Quality on Academic Achievement across Twenty-nine High- and Low-Income Countries." *American Journal of Sociology* 88(6), 1162-94.
2. Fuller, B. (1987). "What School Factors Raise Achievement in the Third World?" *Review of Educational Research* 57(3): 255-292.
3. Linden, L., & Banerjee, A. V (2003). Computer assisted learning: evidence from a randomized experiment. MIT Poverty Action. Lab Working Paper Series, 5.
4. Hanushek, Eric A, Interpreting recent research on schooling in developing countries The World Bank Research Observer, 10(2); pg. 227. Available here with MSU netid
<http://proquest.umi.com.proxy2.cl.msu.edu:2047/pqdweb?index=2&did=6866259&SrchMode=3&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1182396863&clientId=3552&aid=1#fulltext>

(This is optional for those who are interested: Following Hanushek's article in this journal is a response from Michael Kremer, also quite interesting)

10/28, Class 9

Teachers in developing countries, the problem of scarcity and qualification

1. Alcazar Lorena, Rogers Halsey et.al. "Why Are Teachers Absent? Probing Service Delivery in Peruvian Primary Schools"
http://siteresources.worldbank.org/INTPUBSERV/Resources/Rogers.peru_teacher_absence_2006.pdf
2. Akiba, M., LeTendre, G. K., and Scribner, J. P. (2007). Teacher quality, opportunity gap, and national achievement in 46 countries. *Educational Researcher*, 36(7), 369-387
3. Selections from J. Schwille & M. Dembélé. Global Perspectives on Teacher Learning: Improving Policy and Practice. Fundamentals of Educational Planning Series. Paris: International Institute for Educational Planning (IIEP),
http://unesdoc.unesco.org/images/0015/001502/150261e.pdf?class=IIEP_PDF_pubs&page=Fund84&estat_url=http://unesdoc.unesco.org/images/0015/001502/150261e.pdf
4. Welmond, M. "Globalization Viewed from the Periphery: The Dynamics of Teacher Identity in the Republic of Benin" *Comparative Education Review*, 46 (1), 2002

11/4, Class 10 (Amita in DC for NAED/Spencer conference. We will meet online)

ASSIGNMENT 3 DUE IN CLASS

Increasing focus on achievement often/increasingly thought of as a measure of quality of education

1. Education for All, Global Monitoring Report 2005, Chapter 1, "Understanding Education Quality" http://portal.unesco.org/education/en/ev.php-URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html
2. Katharina Michaelowa, "Primary Education Quality in Francophone Sub-Saharan Africa: Determinants of Learning Achievement and Efficiency Considerations" *World Development*, 29 (10), pp. 1699-1716
3. Variations in Reading Achievement Across 14 Southern African School Systems: Which Factors Matter? Njora Hungi and Florence W. Thuku, *International Review of Education* Volume 56, Number 1, 63-101,

11/11, Class 11

Alternative forms of education provision

1. A Dime a Day: The Possibilities and Limits of Private Schooling in Pakistan, Tahir Andrabi, Jishnu Das, and Asim Ijaz Khwaja, *Comparative Education Review*, August 2008
2. James Tooley and Pauline Dixon, "Private Schools for the Poor: A Case Study from India" <http://www.cfbt.com/PDF/91001.pdf>
3. Hopper, Community Schools in Africa- a critique, in *International Review of Education*, 51 (2-3), May 2005
4. The Hall in the Wall study: Acquisition of computing literacy on shared public computers: Children and the 'Hole in the Wall' , Sugata Mitra, Ritu Dangwal et.al. *Australasian Journal of Educational Technology* 2005, 21(3), 407-426. (This article and other related readings available here <http://www.hole-in-the-wall.com/Publications.html>)

11/18, Class 12

Higher education in the international context (very brief overview/discussion)

1. Expansion vs. Quality: Emerging Issues of For-Profit Private Higher Education Institutions in Ethiopia, Daniel S. Alemu, *International Review of Education* , Volume 56, Number 1, 51-61
2. Access, satisfaction, and future: undergraduate education at the Indian Institutes of Technology, Roli Varma and Deepak Kapur, *Higher Education*, Volume 59, Number 6, 703-717
3. Brain gain or brain circulation? U.S. doctoral recipients returning to South Korea , Jenny J. Lee and Dongbin Kim, *Higher Education*, Volume 59, 5
4. Accessibility and Affordability of Tertiary Education in Brazil, Colombia, Mexico and Peru within a Global Context, Yuki Murakami, Andreas Blom. 2008, <http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/wps4517.pdf>

III. INTERNATIONAL ORGANIZATIONS IN EDUCATION

ASSIGNMENT 4 DUE online on 11/23, by 5pm

11/25, Class 13 (No class, Thanksgiving Holiday, Optional readings)

1. Chapman, D.W. and Quijada, J. J., (2008). An analysis of U.S assistance to basic education in the developing world,1990-2005, *International Journal of Educational Development*, 29, 3, 268-280
2. Samoff, J. (1996). Which Priorities and Strategies for Education? *International Journal of Educational Development*, 16(3). pp. 249-271.
3. S. P. Heyneman (2003). The history and problems in the making of education policy at the World Bank 1960–2000. *International Journal of Educational Development* Volume 23, Issue 3, May 2003, Pages 315-337

12/2, Class 14

Following articles from *International Journal of Educational Development*, Volume 30, Issue 5, September 2010, *The New Politics of Aid to Education*

1. The impact of aid on education policy in India, Christopher Colclough and Anuradha De
2. Private foundations, philanthropy, and partnership in education and development: mapping the terrain, Prachi Srivastava, and Su-Ann Oh
3. Beyond aid effectiveness: The development of the South African further education and training college sector, 1994–2009, Simon McGrath
4. China's cooperation in education and training with Kenya: A different model? Kenneth King

VI. FINAL CLASS, PRESENTATIONS

12/9, Class 15

Final class presentations