

International Issues in Education Policy

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Peabody Administration Building 104

Thursdays

1 – 4 PM

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This course is a mixture of international issues. It covers primary, secondary and higher education, history, politics, sociology, economics and business. Potentially, it may include discussion of any region—Asia, Africa, Latin America, Europe, and the former Soviet Union. It is only an introduction. It is designed for those who intend to enter the profession as an academic or policy leader. For those whose careers will be domestic it is designed to help distinguish between issues unique to the U.S. from issues in common with some or with all other countries. If successful this course should engage and intrigue; if it is very successful it may entice a student to seek out new international issues and circumstances, and it may provide guidance in knowing where to look.

As a result of taking this course, a student may not easily claim that they understand the world of international education. What a student should be able to understand are the five key reasons international education is important:

- because it helps define what is politically achievable
- because it provides a wider ‘laboratory’ to observe the consequences of different practices and policies
- because it may introduce concepts which have been overlooked domestically
- because it may raise important questions or challenge long-held assumptions which would not have been challenged using domestic sources of information; and
- because it may elicit results which were not anticipated but which may, nevertheless, be of high value.¹

The topics of discussion will be divided into seven sections. These include:

- *Education and its purposes (Topic 1)*

In this section, the origins of public education will be reviewed including the history of why nation states sponsor public schools. It will include a discussion of the mechanisms by which a common experience and philosophy manifest themselves, and some of the current challenges to their success.

- *Education and human capital (Topic 2)*

This section will provide a review of the economic principles for making investments in human capital and the evidence of the effectiveness of those investments.

¹ National Research Council (2003). *Understanding Others, Educating Ourselves*. Washington D.C.: National Academies Press pp. 8 – 10.

- *Choice and efficiency (Topic 3)*

This section will cover the issue of school effects and whether findings from the United States and other OECD countries can be generalized. It will raise the question of how true it is that on average children from low income families tend to perform worse on tests of academic achievement.

- *The nature of international education statistics (Topic 4)*

This section will cover the political history of international education statistics.

- *The role of international comparisons (Topic 5)*

This section will cover the use of international tests of academic achievement and the debates surrounding their use. It will also cover the political issues surrounding cross national comparison of many kinds.

- *The politics of education policy analysis (Topic 6)*

This section will cover the use of scientific models and the implications of their application to public policies. It will concentrate on the World-Bank-generated debate over basic and higher education in international development.

- *The role of education in international trade and education philanthropy (Topic 7)*

This section will cover questions of foreign aid, the setting of international targets for achieving Education-For-All, the global growth in the education industry and the issues of how that growth should be treated in the World Trade Organization.

Requirements

Students will be expected to:

- Make presentations of readings to help generate good discussion
- Submit a research paper covering a particular topic in some depth
- Present a concise summary of that research paper
- Take a midterm examination covering the first half of the course
- Take a final examination covering the second half of the course

Class Methodology

Classes will occasionally include lectures, but will be run as a seminar with group discussions. Each student will be expected to contribute to these discussions by sharing their understanding of the readings and by responding to questions for debate. Students will take the lead in many classes by framing the discussion of readings and presenting case examples.

Reading materials will be available on e-reserves or circulated separately.

Grading	%
Class discussion	10
Research paper presentation	10
Research paper	30
Midterm	25
Final	25

Honor code

Students are expected to do their own work on all assignments. Any evidence of cheating on exams, the paper, or other assignments will be reported to the authorities. Cheating includes but is not limited to copying from other students and plagiarism.

Requirements

Oral presentations

Each student will be given the opportunity to summarize some of the background materials, present major issues, and open up questions for discussion.

Term Paper

Each student will choose a topic for a research paper. Topics can be empirically or qualitatively based. Topics must be approved by the instructor. Topics may be supported by data from the IEA, UIS, or OECD data bases. They may represent

- Special policy reform themes such as school effectiveness, particular interventions, admissions policies, financial diversification, privatization, student loan schemes etc.
- Particular regional reforms in Western or Eastern Europe, the Former Soviet Union, Africa, etc.
- International institutional debates, such as the Bologna process, the role of the World Bank, the WTO etc.

Every paper topic will be considered for presentation at the annual meeting of the Comparative and International Education Society in Montreal, Quebec, May 1 – 5, 2011.

Term Paper important dates:

Topics should be cleared by **September 16th**

Proposed bibliography due by **October 7th**

Outline due by **November 11th**

Final copy due by December 9th

Midterm and final exam

An essay exam will be designed to incorporate the most important themes of the course. Students will be permitted to take the examination in the privacy of their homes.

Date of Midterm Exam: **October 8 – 10**

Date of Final Exam: **December 10 – 12**

General contribution to discussion

All reading material is required. Students will be expected to have mastered the reading material prior to the class in which it is discussed. Discussion in class will include many value-laden and sensitive issues. Students will be expected to be well prepared, participate actively, and be constructive in their style of discourse. Empirical reasoning will be encouraged; but this class will include the implications and ramifications of empirical models, and will attempt to incorporate the political implications of various reforms. Students will be expected to understand different sides of an issue; and they will be expected incorporate evidence of many kinds because makers of public policy and those who advise them do not have the luxury of depending on a single model or source of evidence to make wise decisions.

Course schedule:

August 26 th	Introduction
September 2	The Social Purposes of Education
September 9 th	The Purposes of Education (In Jamaica, Brian Heuser to take the class)
September 16 th	Human Capital
September 23	Choice and Efficiency
September 30 th .	Choice and Efficiency
October 7	The Origin of International Education Statistics
October 14 th	Fall Break
October 21	The Role of Cross National Comparisons
October 28	The Politics of Education Policy Analysis
November 4	The Politics of Education Policy Analysis
November 11	International Trade and Philanthropy
November 18	Paper presentations
November 25 th	Thanksgiving
December 2	Paper presentations
December 9	Course summary

Readings:

1. The Social Purposes of Education

September 2

Salmi, J. 2006 Violence, Democracy and Education: An Analytic Framework pp. 9 – 29 in Eluned Roberts-Schweitzer (ed.) *Promoting Social Cohesion Through Education: Case Studies and Tools for Using Textbooks and Curricula*. Washington D.C.: The World Bank

Heyneman, S.P. 2002/2003 “Defining the Influence of Education on Social Cohesion,” *International Journal of Education Policy, Research and Practice*. Vol. 3 No. 4 (Winter), pp. 73 – 97.

----- 1999 “American Education: A View From the Outside,” *The International Journal of Leadership in Education* Vol. 2 No. 1 pp. 31 – 41.

----- 2000 “From the Party/State to Multi-Ethnic Democracy: Education and Social Cohesion in the Europe and Central Asian Region,” *Educational Evaluation and Policy Analysis* Vol. 21 No. 4 (July) pp. 345 – 61.

----- 2004 “Education and Corruption,” *International Journal of Educational Development* Vol. 24 No. 6 pp. 638 – 48

----- 2007 “Three Universities in Georgia, Kazakhstan and Kyrgyzstan: the Struggle Against Corruption and for Social Cohesion,” *UNESCO Prospects* No. 3 (September), pp. 305 – 18

----- 2007 “Buying your way into Heaven: the Corruption of Education Systems in Global Perspective” *Perspectives on Global Issues* (New York University) Vol. 2 No. 1 (Autumn), pp. 1 – 8.

----- 2006 “The Role of Textbooks in a Modern System of Education”. 2006 in Textbooks and Quality Learning for All: Some Lessons Learned From International Experiences. Edited by Cecelia Braslavsky Geneva: UNESCO/International Bureau of Education.

----- 2010 “ The concern with corruption in higher education,” in Tricia Bernman Gallant (ed.) *Creating the Ethical Academy: A Systems Approach to Understanding Misconduct and Empowering Change*. New York: Routledge and Kegan Paul (forthcoming).

Heyneman, S.P., Anderson, Kathryn H. and Nuraliyeva, Nazym 2008 "The Cost of Corruption in Higher Education," *Comparative Education Review* Vol. 51 No. 2 pp. 1 – 25.

Kissane, C. 2005 "History Education in Transit: where to for Kazakhstan," *Comparative Education* Vol. 41 No. 1 pp. 45 – 69.

Silova, Iveta. (1996). 'De-Sovietization of Latvian Textbooks Made Visible,' *European Journal of International Studies* vol. 7, pp. 35 – 45.

Perkins, H. 1984 "The Historical Perspective," Pp. 17 – 55 in Burton Clark (ed.) *Perspectives on Higher Education: Eight Disciplinary and Comparative Views*. Berkeley (California): University of California Press.

September 9th

Coleman, J. S. 1998 "Social Capital in the Creation of Human Capital," *American Journal of Sociology* Vol. 94 (Supplement) pp. 95 120

Schultz, T. W. 1964 "Education and Values Conducive to Economic Growth," *Agricultural Policy Review* Vol. 2 pp. 4 – 6.

Glenn, Charles Leslie, Jr. 2002 *The Myth of the Common School*. Oakland (California): ICS Press. Chapters One and Two on Guizot: the Government of Minds and Hofstede De Groot: The Defense of the Common School. Pp. 15 – 63; and Chapter 4: Sources of the Common School Idea pp. 86 – 11

Sen, A. 2006 *Identity and Violence: The Illusion of Destiny*. New York: WW Norton and Company. Chapters 2 (pp. 18 – 40); 4 (pp. 59 – 84); 5 (pp. 84 – 103); and 8 pp. 149 – 70).

Engelbrecht, A. 2006 "Textbooks in South Africa from Apartheid to Post-Apartheid: Ideological Change Revealed by Racial Stereotyping," pp. 71 – 81 in Eluned Roberts-Schweitzer (ed.) *Promoting Social Cohesion Through Education: Case Studies and Tools for Using Textbooks and Curricula*. Washington D.C.: The World Bank

Feinberg, W. 1998 *Common Schools, Uncommon Identities: National Unity and Cultural Difference*. New Haven: Yale University Press. Chapters 2 (pp. 31 – 59), 5 (pp. 123 – 58), and 8 (pp. 203 – 29).

Guttmann, A. 1987. *Democratic Education*. Princeton: Princeton University Press, pp. 139-148 and 222-232.

Bossert, S.T. 1979 *Tasks and Social Relationships in Classroom*. New York: Cambridge University Press.

Dreeben, Robert. 1967 "The Contribution of Schooling to the Learning of Social Norms,"

Harvard Educational Review Vol. 37 No. 2 pp. 211 – 37.

2. **Education and Human Capital**

Psacharopoulos, G. 1994 “Returns to Education: A Global Update,” *World Development* Vol. 22 No. 9, pp. 1325 – 43

Psacharopoulos, George and Woodall, Maureen. 1985 *Education for Development: An Analysis of Development Choices*. New York: Oxford University Press. Pp. 72 – 104; 166 184.

Desjardins, R. 2001 “The Effects of Learning on Economic Well Being: A Comparative Analysis,” *Peabody Journal of Education* Vol. 76 Numbers 3 / 4 pp. 141 – 53

World Bank 2002 *Constructing Knowledge Societies: New Challenges for Tertiary Education*. Washington D.C.: World Bank. Chapters 1 – 4 (pp. 7 – 67).

----- 1998 “The Transition from Party/State to Open Democracy: The Role of Education,” *International Journal of Education Development* Vol. 18 No. 1 pp. 449 – 66.

Organization for Economic Cooperation and Development 2001 *The Well Being of Nations The Role of Human and Social Capital*. Paris: OECD.

Bowman, M.J. 1962 “Land Grant Colleges and Universities in Human Development,” *The Journal of Economic History* Vol. 22 No. 4 (December), pp. 523 – 46.

Hanushek, Eric and Ludger Woessmann 2007 *The Role of Education quality for Economic Growth* Washington D.C.: World Bank Research Working Paper #4122

3. Choice and Efficiency

On average, do children of the poor perform worse in school? Suggestion: *read the following in the order in which they are listed.*

Heyneman, S.P. 1976 "A Brief Note on the Relationship Between Socio-Economic Status and Test Performance Among Ugandan Primary School Children," *Comparative Education Review* Vol. 20 No. 1 (February), pp. 42 – 7.

-----, 1980 "Differences Between Developed and Developing Countries: A Comment on Simmons and Alexander's Determinants of School Achievement," *Economic Development and Cultural Change* Vol. 28 No. 2 (January), pp. 403 – 6.

-----, 1983 "The Effect of Primary School Quality on Academic Achievement Across Twenty-Nine High- and Low-Income Countries," *American Journal of Sociology* Vol. 88 No. 6 (May), pp. 1162 – 94 (co-authored with William Loxley).

----- 1984 "Textbooks in the Philippines: Evaluation of the Pedagogical Impact of a Nation-wide Investment," *Educational Evaluation and Policy Analysis* Vol. 6 No. 2 (Summer), pp. 139 – 50. (Co-authored with Dean Jamison and Xenia Montenegro)

Baker, David P., Goesling, Brian, and Letendre, Gerry 2003 "Socio-Economic Status, School Quality and National Economic Development: A Cross-National Analysis of the Heyneman-Loxley Effect," *Comparative Education Review* Vol. 46 No. 3, pp. 291 – 313.

Gamoran, A. and Long, Daniel A. 2006 "Equality of Educational Opportunity: A 40 Year Perspective" in Richard Teese (ed.) *Macro-social perspectives on Educational Inequality* Spring Press (Forthcoming). Mimeographed copy available.

Chudgar, Amita and Luschei, Thomas F. 2009 "National Income, income inequality, and the importance of schools: A hierarchical cross national comparison," *American Education Research Journal* Vol. 46 No. 3 Pp 626-58

Heyneman, Stephen P. 2005 "Student Background and School Achievement: What is the Right Question," *American Journal of Education* Vol. 112 No. 1 (November), pp. 1 – 9

Efficiency based on demand: read the following in any order you wish:

Heyneman, Stephen P. 1987 "The Uses of Examinations in Developing Countries: Selection, Research and Education Sector Management," *International Journal of Education Development* Vol. 7 No. 4 pp. 251 – 63.

----- 1997 “Educational Choice in Eastern Europe and the Former Soviet Union,” *Education Economics* Vol. 5 No. 3 (December), pp. 333- 39.

----- 2009 “International Perspectives on School Choice,” in Mark Berends, Matthew G. Springer, Dale Ballou and Herbert J. Walberg (eds.) *Handbook of Research on School Choice*. Mahwah (New Jersey): Lawrence Erlbaum Publishers pp. 1-36.

Is higher education tuition a hindrance or an asset to the poor?

Shavit, Yossi, Arum, Richard and Gamoran Adam (Eds.) 2007 *Stratification in Higher Education: A Comparative Study*. Stanford: Stanford University Press. (Introduction)

Heyneman, S.P. 2008 Review of Shavid, Arum and Gamoran (Eds.) *Stratification in Higher Education: A Comparative Study*. Stanford: Stanford University Press. *Review of Higher Education* Vol. 31 No. 3 (Spring), pp. 366 7.

4. **The Origin of International Education Statistics**

----- 1993 “Educational Quality and the Crisis of Education Research,” *International Review of Education* Vol. 39 No. 6 pp. 511 – 17.

----- 1999) “The Sad Story of UNESCO’s Education’s Statistics,” *International Journal of Education Development* Vol. 19 (January), pp. 65 – 74.

Guthrie, JW and Hanson, J.S. (eds.) 1995 *World Wide Education Statistics: Enhancing UNESCO’s Role*. Washington D.C.: National Academy of Sciences.

Puryear, J. 1995 “International Education Statistics and Research: Status and Problems,” *International Journal of Education Development* Vol. 15 No. 1 pp. 79 – 91.

Smith, T.M. and Baker, D.P. 2001 “Worldwide Growth and Institutionalization of Statistical Indicators for Education Policy-Making,” *Peabody Journal of Education* Vol. 76 Numbers pp. 141 – 53

Heyneman, S.P. and Lykins, C. 2008 “The Evolution of Comparative and international Education Statistics,” pp. 105 – 127 in Helen F. Ladd and Edward B Fiske (eds.) *Handbook of Research in Education Finance and Policy*. New York: Routledge.

5. **The Role of International Education Comparisons**

Schmidt, William H. 2003 “Too Little too Late: American High Schools in International Context” Pp. 253 – 309 in Diane Ravitch (ed.) *Brookings Papers on Education Policy* Washington D.C.: The Brookings Institution

Comments by Iris Rotberg and Alan Seigel pp. 278 – 309

Baker, David P. 2003 Should America Be More Like Them? Cross National High School Achievement and U. S. Policy Pp. 309 – 339 in Diane Ravitch (ed.) *Brookings Papers on Education Policy* Washington D.C. The Brookings Institution

Comments by Jaekyung Lee and Stephen P. Heyneman pp. 326 – 339.

Baker, David P. 2005 *National Differences, Global Similarities, World Culture and the Future of Schooling*. Stanford (California): Stanford University Press.

Postlethwaite, T. Neville 1999 “Overview of Issues in International Achievement Studies,” pp. 23 – 61 in Barbara Jaworski and David Phillips (eds.) *Comparing Standards Internationally: Research and Practice in Mathematics and Beyond*. Oxford (UK): Symposium Books.

Heyneman, S.P. 2004 “The Use of Cross-National Comparisons to Shape Education Policy,” *Curriculum Inquiry* Vol. 34 No. 3 (Fall) pp. 345 – 53.

Lewis, Karen Seashore et. al. 2010 “Educational Political Cultures” Presentation to the American Education Research Association (April). (Power Point)

6. **The Politics of Education Policy Analysis**

Suggestion: read the following in the order listed. The World Bank policy papers are lengthy. Students will not be asked to know their detail, but to understand *their political purpose*.

Psacharopoulos, G. Tan, G.P., and Jimenez, E. 1986 *Financing Education in Developing Countries: An Exploration of Policy Options*. Washington D.C.: The World Bank.

Bennell, Paul. 1996 “Using and Abusing the Rates of Return: A Critique of the World Bank,” *International Journal of Education Development* Vol. 16 No. 3 pp 235 – 248

World Bank 1994 *Higher Education: Lessons of Experience*. Washington D.C. The World Bank.

----- 1995 *Priorities and Strategies for Education: A World Bank Review*. Washington D. C.: World Bank.

Heyneman, S.P. 1995 “The Economics of Education: Disappointments and Potential,” UNESCO *Prospects* Vol. XXV No. 4 (December), pp. 559 – 83.

----- 2003 “The History and Problems of Making Education Policy at the World Bank: 1960 – 2000,” *International Journal of Education Development* Vol. 23 pp. 315 – 37.

Task Force on Higher Education and Society 2000 *Higher Education in Developing Countries: Peril and Promise* Washington D.C.: The World Bank

Task Force on Higher Education and Society. 2004. Moderated discussion: The Task Force on Higher Education and Society. *Comparative Education Review* Vol. 48 No. 1 pp. 70 – 88.

7. **The Role of Education in International Trade and Philanthropy**

Tilak, J. B.G. 2005 “Higher Education: A Public Good or a Commodity for Trade? Commitment to Higher Education or a Commitment of Higher Education to Trade?” Barcelona: Second Nobel Laureates Meeting. (December).

Cowen, T and Papenfuss, S. 1999 “The Economics of For Profit Higher Education, “ Fairfax, Virginia, Department of Economics George Mason University (mimeographed).

Currie, J. and Vidocichy, L. 2000 “Privitization and Competition Policies for Australian Universities,” *International Journal of Education Development* Vol. 20 No. 2 pp. 345 – 59.

Payne, B. 2005 “Influences and Implications of International Trade in Education Services,” PhD dissertation. Vanderbilt University. Nashville, Tennessee.

Heyneman, S.P. 1997 “Economic Reform and the International Trade in Education Reform,” *Prospects* Vol. XXVII No. 4 (December), pp. 501 – 31.

----- 2001 “The Growing International Commercial Market for Educational Goods and Services,” *International Journal of Education Development* Vol. 21 pp. 135 – 53.

----- 2004 Foreign Aid to Education: Recent U.S. Initiatives: Background Risks and Prospects” *Peabody Journal of Education* Vol. 80 No. 1 pp. 107 – 119.

----- 2007 International Trade in Education: What Should India Do?” *India Economic Review* Vol. 4 # 4 (December 31st), pp. 86 – 93.

----- 2005 “International Philanthropy: The International Dimension,” pp. 253 – 75 in Hess, R. (ed.) *With the Best of Intentions: Lessons Learned from K – 12 Philanthropy*. Cambridge: Harvard University Press.

----- 2005 “On the International Dimension of Education and Social Justice,” *Journal of Education* (Boston University). Vol. 185 No. 3, pp. 83 – 103.

----- 2008 “The Failure of Education-For-All As Political Strategy,” UNESCO Prospects Vol. 39 No. 1 (March) pp. 5-10.

----- 2010 “Education and Development: A Return to Basic Principles,” *Development* Vol. 53 No. 4 (forthcoming).