

**EDUC 306B/PUBPOL 316
GLOBAL EDUCATION POLICY & ORGANIZATION**

Spring Quarter 2016

Professor: Patricia Bromley
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Cubberley 311
Office hours: by appointment

Time: Th 12:00-2:50pm
Location: School of Education 130

TA: Daniel Scott Smith
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Guest Speakers:

4/13 at 2pm via Skype: Rekha Balu, Senior Associate at MDRC.

5/4 in class: Rudy Rubio, Manager of U.S. Partnerships, Coursera

5/18 in class: Clara Bennett, Associate Director, Program Content at Room to Read.

Course Overview

This course is oriented toward graduate students considering careers in the international education sector –schools, international development and donor agencies, non-governmental (NGOs) and community organizations, and institutions of higher education. It is also open to students from other disciplines with an interest in the field of international education. Importantly, it not an applied ‘how to’ class for developing or participating in global education policy. Instead, we will engage in normative debate and discussion about the contemporary context for global education, gain an understanding of strengths and weaknesses of existing policy and organizational arrangements, and gain an understanding of the evolution of this system. Specifically, this course has three main learning goals:

- (1) to provide students with an introduction to the key actors (e.g. IGOs, NGOs, social movements) and strategies (e.g. best practices, RCTs, standards, rankings, assessments) in the field
- (2) to reflect *critically* on the actors and strategies that are often celebrated as the solution to educational problems (e.g. NGOs, foundations, best practices, assessments, RCTs)
- (3) to situate the trends in education in the wider context of changes to nation-states and organizations (particularly the rise of neoliberalism and related concepts of new public management and new public governance, network, soft law, and multi-stakeholder forms of authority and governance, as well as associated trends like the rise of standards, rankings and assessments)

To achieve these goals, short summary lectures will be given at regular intervals, but the primary format is a participatory discussion seminar. Members of the seminar will be asked to write three short essays on the course content and discuss their reflections with the class. As final project, you will write your own final paper on a topic related to global education and organization.

Course Website

If you are registered for this course, you should already have access to the Canvas site: canvas.stanford.edu. Please contact the course TA if you do not have access to the site.

Course Materials

All required readings are posted on the Canvas course site. Optional recommended readings are available through the library.

Course Requirements

Assignment*	Weight	Due Date
Three short essays (4 pages each)	20% each (total 60%)	4/27, 5/18, 6/1, emailed to Daniel before class starts
Final paper	30%	5/4, one-page outline due, emailed to Daniel 6/1, detailed outline due, emailed to Daniel 6/8, emailed to Daniel
Participation	10%	Throughout & includes reading summary and final paper proposal

* Please save and send files as “lastnamefirstname_assignment.docx”

Late policy Assignments will lose one grade level for being less than 24 hours late (e.g. A to A-, A- to B+) and a full letter grade for anything more than 24 hours late (e.g. A to B, B to C). No outstanding assignments will be accepted after the final project is due.

Three short essays (20% each) These short essays (4 pages) are assignments to be completed at home where you should critically reflect on an aspect of the readings of your choice. Outstanding essays will (1) draw on the relevant course materials (you do not need to use them all, select from the materials that relate to the topic you are focusing on), (2) demonstrate an accurate understanding of the relevant material, and (3) extend that information with analysis, synthesis, or argument around a central thesis or question (i.e. these are the three criteria used for grading). The goal is not to test your ability to paraphrase the readings, but to give you a chance to deepen your thinking. Addressing questions like some of those raised in the “for discussion” sections of the syllabus are examples of topics you could consider (or feel free to use those if you are stuck). Essays are due by email to Daniel before class starts on their due dates of 4/27, 5/18 and 6/1.

Participation (10%) Your participation is crucial to the success of the class and our learning as a group. Class participation means coming to class having completed all the readings, enhancing

discussions by sharing your experiences and insights every session, and listening attentively to your classmates with the goal of understanding and learning from their perspective. To facilitate your participation, you are expected to take the lead (in a group) in generating student-led discussion for one session. This involves preparing a handout with a short (2-3 sentence) overview of the readings and 1-2 questions, comments or reactions to trigger conversation.

Final Paper (30%) The final paper (18-20 pages, double-spaced, including references) is an opportunity for you to develop further your own ideas about global education and organization. We are flexible about what this involves and encourage you to be creative and pursue a path that is useful to your career goals. Possible options (but you are free to propose others):

1. An empirical report or mini-research project based on a primary or secondary data analyses. For this option, the standard sections would be required (e.g. introduction/justification, research question, literature review, arguments, data & methods, findings, discussion, conclusion, references). We could imagine things like a network analysis of professionals or organizations in the field, interviews, document analysis or other approaches. Be sure to have a clear question and source of data, and be confident in your ability to structure your time appropriately as you will have little oversight.
2. A standard class paper that develops an argument drawing on one or more of the course's major themes. For this option, you will have creative license on the structure and content of the argument, but there should be a central organizing thesis (i.e. a line of argument) that is developed through critical appraisal of literature. You are welcome to bring in outside sources.
3. A critical policy analysis taking a real world case that relates to themes covered in class and analyzing why some education intervention succeeded or failed. You are encouraged to consider the case of an organization or reform in the area you would like to work to help make connections. (A word of warning about cases/policy analyses though – be sure to pick a topic where you know you can get enough information to put together a detailed analysis, either there are plenty of public documents or you have insider access.)

5/4 Proposal due: A 1-page (minimum) proposal of the final project is due by Week 5 (May 4). This will outline (a) your research question(s) / thesis statement, (b) some of the literature you expect to engage with, (c) data sources (if relevant), (d) the expected findings/line of argumentation and (e) a very short timeline of the steps you envision being involved in your project and when you will complete each step. Please also let us know any concerns you have about the final project at this time. This step will count toward the paper grade as being complete or not, and not graded alone. You will not receive separate feedback unless we have specific concerns or you pose a specific question to us.

6/1 Detailed outline due: During our final class session you will be expected to come to class with a detailed outline of your final project and a set of questions/concerns you would like feedback on related to the project. We will oversee work in small groups where you describe your project and provide each other with feedback. This step will count toward the paper grade as being complete or not, and not graded alone. You will not receive separate feedback unless we have specific concerns or you pose a specific question to us.

6/8 Final paper due: Outstanding final papers will (1) draw on relevant materials including those from outside of the course if appropriate and (2) advance a persuasive, evidence-based argument related to a core theme. While an understanding of literature is critical for an outstanding paper, the final paper should be more than a literature review noting what others say – you should use literature (and data, if relevant) to advance your own argument.

Students with Disabilities

“Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).”

Note on Academic Integrity

Please respect and follow the rules described in Stanford's Honor code, which is available at: <https://studentaffairs.stanford.edu/communitystandards/integrity/honorcode>

Note on Writing

Your assignments are expected to be well-written and free of typos and grammatical errors. If you worry about your writing please try reading it aloud, having another person edit it, or take advantage of the Hume Writing Center services. The Center offers free, one-on-one tutorials to students at any stage of the writing or media process. In free one-to-one sessions, trained tutors help students get started on assignments; understand academic conventions in their fields; address and overcome writer’s block and speech anxiety; learn strategies for revising, editing, and proofreading; and refine their delivery. Appointment-based and drop-in tutors are available in Hume, located in Building 250. To see hours and locations or to schedule an appointment with a tutor, visit the [Hume Center website](#)

READINGS

PART I. INTRODUCTION & PROFESSIONALS

4/6 Week 1. Introduction to Global Education Policy

- “Introduction: The Globalization of Education Policy” in Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *Handbook of Global Education Policy*. John Wiley & Sons, pp. 1-20
- Chapter 1 in Ball, S. 2012. *Global Education Inc: New Policy Networks and the Neoliberal Imaginary*. Routledge, pp. 1-16.
- Stephen P. Osborne. (2006) “The New Public Governance?” *Public Management Review*, 8:3, 377-387.

For discussion: Over what period of time has education policy become globalized, and in what ways? Who are some of the key actors in this process and how do they shape education policy (i.e. the mechanisms)? What is neo-liberalism and how does it relate to global education policy? What is a network (versus a market or hierarchy)?

Further reading (not required):

- Powell, W. (2003). Neither market nor hierarchy. *The sociology of organizations: classic, contemporary, and critical readings*, 315, 104-117.

4/13 Week 2. Global Professionals

Guest Speaker: [Rekha Balu](#), Senior Associate at MDRC. 2pm via Skype.

- Haas, P. M. (1992). Introduction: epistemic communities and international policy coordination. *International organization*, 46(01), 1-35.
- Finnemore, M. (1993). International organizations as teachers of norms: the United Nations Educational, Scientific, and Cultural Organization and science policy. *International Organization*, 47(04), 565-597.
- Suárez, D. (2007). Education professionals and the construction of human rights education. *Comparative Education Review*, 51(1), 48-70.
- Bryan, A. (2011). Another cog in the anti-politics machine? The 'de-clawing' of development education. *Policy & Practice: A Development Education Review*, 12(Spring), 1-14.

For discussion: How do the readings discuss the roles of professionals and experts? What are benefits and drawbacks of the professionalization and scientization of education policy?

Further reading (not required):

- Ferguson, J. (1990). *The anti-politics machine: 'development', depoliticization and bureaucratic power in Lesotho*. CUP Archive.
- Chabbot, C. (2013). *Constructing education for development: International organizations and education for all*. Routledge.

PART II. GOVERNMENT ACTORS

4/20 Week 3. International Cooperation & Government Aid Agencies

- Snyder, J. (2004). One world, rival theories. *Foreign Policy*, (145), 52-62.
- ***NOTE limited pages assigned *** Milner, H. (1992). International theories of cooperation among nations: strengths and weaknesses. *World politics*, 44(03), 466-470 and 494-496.
- Dale, R. (1999). Specifying globalization effects on national policy: a focus on the mechanisms. *Journal of Education Policy*, 14(1), 1-17.
- Tabulawa, R. (2003). "International Aid Agencies, Learner-centred Pedagogy and Political Democratisation: A Critique." *Comparative Education* 39(1), 7-26.
- Novelli, M. (2010). "The new geopolitics of educational aid: From Cold Wars to Holy Wars?" *International Journal of Educational Development* 30(5), 453-459.

For discussion: What is international cooperation and why do states cooperate? How can domestic politics shape international cooperation? What is the role of aid agencies in international education? What is the perception of official aid versus other sources of funding? Is education aid a form of cooperation? Do aid professionals see themselves as instruments of foreign policy?

4/27 Week 4. IGOs

Essay 1 addressing Part II of class due this week

- Barnett, M. and Finnemore, M. (1999). "The Politics, Power and Pathologies of International Organizations." *International Organization* 53(4): 699-732
- Chabbot, C. (1998). Constructing educational consensus: International development professionals and the world conference on education for all. *International Journal of Educational Development*, 18(3), 207-218.
- Menashy, F and Mannion, C. "The Historical Evolution and Current Challenges of the United Nations and Global Education Policy-Making" in Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *Handbook of Global Education Policy*. John Wiley & Sons, pp. 319-334.
- Mundy, K and Verger, A. "The World Bank and the Global Governance of Education in a Changing World Order" in Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *Handbook of Global Education Policy*. John Wiley & Sons, pp. 335-354.

- A recent publication by three World Bank economists that triggered debate because it suggested neoliberal policies were “oversold”:
<http://www.imf.org/external/pubs/ft/fandd/2016/06/ostry.htm>

For discussion: How would you describe the different influences and roles of UN agencies and the World Bank in education? What things are problematic about these roles/influences and what things are valuable? To what extent do domestic politics shape the different IGOs? What is the role of professionals?

For further reading (not required):

- Jones, P. (1999). "Globalisation and the UNESCO mandate: multilateral prospects for educational development." *International Journal of Educational Development* 19, 17-25.
- Heyneman, S. (2003) “The history and problems in the making of education policy at the World Bank 1960-2000.” *International Journal of Educational Development* 23 (3), 315-337.
- King, K. (2007). “Multilateral agencies in the construction of the global agenda on education.” *Comparative Education*, 43(3), 377-391.

PART III. NON-GOVERNMENTAL ACTORS

5/4 Week 5. Business & Cross-sector Partnerships

Guest speaker: Rudy Rubio with [Coursera](#)

- Bhanji, Z. “The Business Case for Transnational Corporate Participation, Profits, and Policy-Making in Education” in Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *Handbook of Global Education Policy*. John Wiley & Sons, pp. 419-432.
- Verger, A & S. Robertson. “The GATS game-changer: International trade regulation and the constitution of a global education marketplace” in Robertson, S., Mundy, K., Verger, A. & F. Menashy (Eds.). (2012). *Public private partnerships in education: New actors and modes of governance in a globalizing world*. Edward Elgar Publishing, pp. 104-127.
- Bhanji, Z. “Microsoft Corporation: A case study of corporate-led PPPs in education” in Robertson, S., Mundy, K., Verger, A. & F. Menashy (Eds.). (2012). *Public private partnerships in education: New actors and modes of governance in a globalizing world*. Edward Elgar Publishing, pp. 182-198.
- Browse the “About Us” section of the Global Partnership for Education (GPE), looking especially at the roles of various “Partners”: <http://www.globalpartnership.org/about-us>

For discussion: What is the role of for-profit companies in education? What should it be (and what theories of the state/market underpin your opinion)? How important are non-state actors versus states in global education policy and organization? In what ways are different actors more/less legitimate for certain activities? To what extent can partnerships and shared-power governance structures mitigate concerns of self-interest (e.g. when you look at the regulations over Board membership for the GPE)?

For further reading (not required):

- Bray, Mark (2009). Confronting the shadow education system. What government policies for what private tutoring? Available at:
<http://unesdoc.unesco.org/images/0018/001851/185106e.pdf>

5/11 Week 6. Foundations

- Chapter 4 in Ball, S. 2012. *Global Education Inc: New Policy Networks and the Neoliberal Imaginary*. Routledge, pp. 66-92.
- Srivastava, P & L. Baur. “New Global Philanthropy and Philanthropic Governance in Education in a post-2015 world” in Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *Handbook of Global Education Policy*. John Wiley & Sons, pp. 433-448.
- Sievers, B. (1997). If Pigs Had Wings. *Grantmakers in the Arts*.
- Letts, C. W., Ryan, W., & Grossman, A. (1997). Virtuous capital: What foundations can learn from venture capitalists. *Harvard business review*, 75, 36-50.
- SKIM (for 10-15 minutes, skip section 3): Global Justice Now. (2016). “Gated Development: Is the Gates Foundation always a force for good?” available at:
<http://www.globaljustice.org.uk/sites/default/files/files/resources/gated-development-global-justice-now.pdf>

For discussion: Should the government, or the public, be concerned about if/how the wealthy want to donate their money (e.g. by limiting it or promoting it)? What is the appropriate role for philanthropy in society? Are contemporary issues in philanthropy new, or have they always been around – and what do you expect for the future?

For further reading (not required):

- Parmar, I. (2002). American foundations and the development of international knowledge networks. *Global networks*, 2(1), 13-30.
- Tompkins-Stange, M. E. (2016). *Policy Patrons: Philanthropy, Education Reform, and the Politics of Influence*. Educational Innovations Series. Harvard Education Press.

5/18 Week 7. NGOs

Essay 2 addressing Part III of class due today

Guest speaker: Clara Bennett, Associate Director, Program Content at [Room to Read](#)

- Archer, D. (1994). “The Changing Roles of Non-governmental Organisations in the Field of Education (in the context of changing relationships with the state).” *International Journal of Educational Development* 14(3), 223-232
- Karen Mundy and Lynn Murphy (2001) Transnational Advocacy, Global Civil Society? Emerging Evidence from the Field of Education. *Comparative Education Review*, vol. 45 (1).

- Jaeger, H. M. (2007). “Global civil society” and the political depoliticization of global governance. *International Political Sociology*, 1(3), 257-277.
- Dupuy, K., Ron, J., & Prakash, A. (2016). Hands Off My Regime! Governments’ Restrictions on Foreign Aid to Non-Governmental Organizations in Poor and Middle-Income Countries. *World Development*, 84, 299-311.

For discussion: What are the main critiques of NGOs? What could NGOs do to counteract critiques? What are the various relationships between NGOs and the state and how do these relationships help/harm education?

For further reading (not required):

- Edwards, M., & Hulme, D. (1996). Too close for comfort? The impact of official aid on nongovernmental organizations. *World development*, 24(6), 961-973.
- And for entertainment: <http://aidforaid.org/>

PART IV. STRATEGIES IN GLOBAL EDUCATION

5/25 Week 8. Research Practices, Standards & Scaling

- Overman, E. S., & Boyd, K. J. (1994). Best practice research and postbureaucratic reform. *Journal of Public Administration Research and Theory*, 4(1), 67-84.
- Roodman, D. 2011. “The Smartest RCT Critic”: <https://www.cgdev.org/blog/smartest-rct-critic>
- Samoff, J., & Stromquist, N. P. (2001). Managing knowledge and storing wisdom? New forms of foreign aid? *Development and Change*, 32(4), 631-656.
- Higgins, W., & Hallström, K. T. (2007). Standardization, globalization and rationalities of government. *Organization*, 14(5), 685-704.
- SKIM (for 10-15 minutes): Brookings Report “Millions Learning”: <https://www.brookings.edu/wp-content/uploads/2016/04/FINAL-Millions-Learning-Report.pdf>
- Contrast Brookings Report with this blog post: <http://www.globalpartnership.org/blog/myths-scaling>

For Discussion: What reforms (or programs) can be generalized and/or scaled? How would you characterize the relationships between global and local when it comes to reform? What would it mean for a reform to be ‘international’ or ‘global’? What are things professionals should consider when modeling a program or reform after a ‘best practice’?

For further reading (not required):

- Deaton, A., & Cartwright, N. (2016). *Understanding and misunderstanding randomized controlled trials* (No. w22595). National Bureau of Economic Research.
- Cartwright, N. (2007). Are RCTs the gold standard?. *BioSocieties*, 2(1), 11-20.

6/1 Week 9. Assessments & Rankings

Essay 3 addressing Part IV of class due today

Detailed outline due, small group work to support final projects

- Meyer, H. D. (2016). The limits of measurement: misplaced precision, phronesis, and other Aristotelian cautions for the makers of PISA, APPR, etc. *Comparative Education*, 1-18.
- Grek, S. (2009). Governing by Numbers: the PISA effect in Europe. *Journal of Education Policy* 24(1): 23-37.
- Schleicher, A & Zoido, P. “The policies that shaped PISA and the policies PISA shaped” in Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *Handbook of Global Education Policy*. John Wiley & Sons, pp. 374-384.
- Letter to Schleicher: <http://www.globalpolicyjournal.com/blog/05/05/2014/open-letter-andreas-schleicher-oecd-paris>
- OECD Response: <https://www.oecd.org/pisa/aboutpisa/OECD-response-to-Heinz-Dieter-Meyer-Open-Letter.pdf>

For Discussion: To what extent can we measure success in education (either of students, particular institutions, or whole systems)? What is gained and lost in the conversion of a process (like learning) or context (like the US education system) to a number or set of numbers? What are possible unexpected consequences of quantification of education? How can these be mitigated?

For further reading (not required):

- Sauder, M., & Espeland, W. N. (2009). The discipline of rankings: Tight coupling and organizational change. *American Sociological Review*, 74(1), 63-82.