EAD 813: Education in Developing Countries  
Dr. Amita Chudgar (amitac@msu.edu)  

Class time and locations  
Wednesdays, 12:40-3:30pm,  
321, Baker Hall  

Office hours and office locations  
Wednesdays, 4:00-5:00pm,  
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. 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, 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. Having explored specific issues we will discuss challenges of education policy making in the developing context. 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 students for this assignment. Starting with class 5, each group will be responsible for leading one discussion section during the semester. I will circulate a sign up sheet 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. **Reflection paper:** A 3-5 double-spaced reflection paper. Based on the class discussions generated till the end of class 4, I will prepare three questions. You can select any one of the three questions and write your reflections on the issue, supported by materials we have or will discuss in class and literature from other sources that you can cite (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 $44.63. Course packs may be purchased online at [www.spartanbook.com](http://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)**

### 1. SETTING THE STAGE

**9/9, 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
- The world we live in, thinking about some of the key challenges facing us in the 21st century

**PLEASE QUICKLY REVIEW THIS ARTICLE BEFORE CLASS**


**9/16, Class 2 (UKFIET Conference)**

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


**9/23, Class 3**

*Current conversations in development and its critiques*
1. The Millennium Development Goals Report 2008,
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

Class Activity
1. 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)

II. SPECIFIC ISSUES

9/30, Class 4
SIGNUP SHEET FOR ASSIGNMENT 2 CIRCUALTED IN CLASS
ASSIGNMENT 3 DISTRIBUTED 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

3. Chapters 1 and 2 from UNESCO report on “Children out of school: Measuring exclusion from primary education”
4. Continued discussion on regional overviews from previous class

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)

10/7, Class 5
ASSIGNMENT 3 DUE 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?"

10/14, Class 6
FOR ASSIGNMENT 5 FINALIZE GROUPS AND TOPIC WITH INSTRUCTOR IN CLASS
The challenge of illiteracy, how it matters in its own right and in terms of its impact on achievement of EFA
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 7
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?
10/28, Class 8

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”


5. Thomas F. Luschei; Surachman Dimyati; Dewi Padmo Maintaining e-learning while transitioning to online instruction: the case of the Open University of Indonesia Distance Education, 1475-0198, Volume 29, Issue 2, 2008, Pages 165 – 174

11/4, Class 9

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


3. Hopper, Community Schools in Africa- a critique, in International Review of Education, 51 (2-3), May 2005

   (This article and other related readings available here http://www.hole-in-the-wall.com/Publications.html)
11/11, Class 10
We started with issues of access, we stop at the increasing focus on achievement often/increasingly thought of as a measure of quality of education

III. EDUCATION POLICY IN DEVELOPING COUNTRIES

11/18, Class 11
ASSIGNMENT 4 DUE in CLASS
Education policy and policy analyses in the developing country context

11/25, Class 12
The challenges of informing policy through research


IV. INTERNATIONAL ORGANIZATIONS IN EDUCATION

12/2, Class 13


Additional readings


VI. FINAL CLASS, PRESENTATIONS

12/9, Class 14

ASSIGNMENT 5 DUE IN CLASS