

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

**Class time and locations**

Wednesdays, 12:40-3:30pm,  
C106, Wonders Hall

**Office hours and office locations**

Wednesdays, 10:30-11:30am,  
426, Erickson Hall

**Course description**

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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 then explore specific issues such as access to education, quality of education, teacher shortage, lack of infrastructure, adult illiteracy 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 then engage in case-study based discussions of challenges of education policy 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."

**Course Assignments**

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1. 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. Lead class discussion on two readings. I will circulate a signup sheet on the second day of class where you will note your two selected readings from the syllabus. On the day when we read that paper you will be expected to come to class prepared with a brief summary for your class, and a question or two that the reading prompted you to think about. At the end of the class, you will turn in the brief summary and your question(s) to the professor (no longer than one single spaced page) (15 percent).
3. A reflection paper (5-7 double spaced pages). Based on the class discussions generated till the end of class 8, 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 (20 percent).

4. In a small group (we will discuss the group formation depending on class enrollment) participate in one policy case study. <http://www.ksgcase.harvard.edu/search.asp> provides a rich variety of education policy case studies from all over the world. Depending on the regional interest of your group, in consultation with the professor you will choose a case-study and prepare a no longer than 30 minute presentation explaining what policy solution you propose and why for your class. These will be discussed in class during class 10, 11 and 12. At the end of your presentation submit a 5 double spaced memo justifying your policy decisions (20 percent)
5. In a small group (again we will discuss the group formation depending on class enrollment, and this does not have to be the same as the groups in 4 above) present the class with a 20 minute case study of an education development challenge from a region you select. This would include a review of the country/region background, overall education sector in the country, the specific challenge you are interested in, why is it a challenge, what are the policy conversations surrounding this issue, what if any is the role of international agencies in this region to address this and other education issues, finally how do you view this specific challenge from this region in the broader international comparative context. During the last week of classes you will turn in a 15-20 double spaced page paper on this as a group (30 percent).

### **Course material**

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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 \$55.97. Course packs may be purchased online at [www.spartanbook.com](http://www.spartanbook.com), by phone at 877.267.4700, or in the store.

### **Course schedule and readings**

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#### **I. SETTING THE STAGE**

##### **8/29, 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

##### **9/5, 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. Chapter 5.A, from Leading Issues in Economic Development by Gerald Meier & James Rauch (2000, 7th edition) Oxford University Press
3. The overview and Chapter 3 from Human Development Report 1996 <http://hdr.undp.org/reports/global/1996/en/>

4. 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.

**9/12, (Class 3 cancelled)**

**9/19, Class 4**

**FOR ASSIGNMENT 4 FINALIZE GROUPS, DATES AND POLICY CASE STUDIES WITH INSTRUCTOR IN CLASS**

*Current conversations in development and its critiques*

1. The Millennium Development Goals Report 2006  
<http://unstats.un.org/unsd/mdg/Resources/Static/Products/Progress2006/MDGReport2006.pdf>
2. Education for All, Global Monitoring Report 2007, Page 1-25 and conclusion  
<http://unesdoc.unesco.org/images/0014/001477/147785E.pdf>
3. Read the regional overview for the region of your choice for class discussion  
[http://portal.unesco.org/education/en/ev.php-URL\\_ID=49642&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=49642&URL_DO=DO_TOPIC&URL_SECTION=201.html)
4. Clemens, Michael, Charles, Kenny & Todd, Moss, "The Trouble with the MDGs: Confronting Expectation of Aid and Development Success" World Development 35: 735-751

**II. SPECIFIC ISSUES**

**9/26, Class 5**

**FOR ASSIGNMENT 5 FINALIZE GROUPS AND TOPIC WITH INSTRUCTOR 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, gender differences in school participation*

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. 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](http://www.unesco.org/education/efa_report/2003_pdf/chapter3.pdf)
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](http://www.uis.unesco.org/template/pdf/educgeneral/OOSC_EN_WEB_FINAL.pdf)
4. Continued discussion on regional overviews from previous class

**10/3, Class 6**

*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](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](http://www.unesco.org/education/GMR2006/full/chapt5_eng.pdf)
3. Freire, Paulo, Pedagogy of the oppressed: Chapter 2  
<http://www.marxists.org/subject/education/freire/pedagogy/ch02.htm>
4. Arnove, Robert and Carlos Alberto Torres, "Adult Education and State Policy in Latin America: The Contrasting Cases of Mexico and Nicaragua" *Comparative Education*, 31: 3, pp. 311-325.

### 10/10, Class 7

#### ASSIGNMENT 3 DISTRIBUTED IN CLASS

*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. Baker, D.P., Goesling, B., & Letendre, G.K. (2002). Socioeconomic status, school quality, and national economic development: A cross-national analysis of the "Heyneman-Loxley Effect" on mathematics and science achievement. *Comparative Education Review*, 46(3), 291-312.
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>

### 10/17, Class 8

#### ASSIGNMENT 3 DUE IN CLASS

*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](http://siteresources.worldbank.org/INTPUBSERV/Resources/Rogers.peru_teacher_absence_2006.pdf)
2. R.Govinda and Y. Josephine, "Para teacher in India"  
<http://www.unesco.org/iiep/eng/research/basic/PDF/teachers5.pdf>
3. Maria Teresa Tatto. "Improving teacher education in rural Mexico: The challenges and tensions of constructivist reform" *Teaching and Teacher Education* 15 (1), pp 15-35
4. 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](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)

**10/24, Class 9**

*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*

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](http://portal.unesco.org/education/en/ev.php-URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html)
2. Hanushek, Eric A.; Woessmann, Ludger, "The role of education quality for economic growth" World Bank Policy Research Working Paper 4122, February 2007, [http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2007/01/29/000016406\\_20070129113447/Rendered/PDF/wps4122.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2007/01/29/000016406_20070129113447/Rendered/PDF/wps4122.pdf)
3. Katharina Michaelowa, "Primary Education Quality in Francophone Sub-Saharan Africa: Determinants of Learning Achievement and Efficiency Considerations" *World Development*, 29 (10), pp. 1699-1716

**III. EDUCATION POLICY IN DEVELOPING COUNTRIES**

**10/31, Class 10**

**ASSIGNMENT 4 CLASS PRESENTATION AND MEMO DUE**

*What is education policy and policy analyses in the developing country context?*

1. Ham, C. and Hill, M. (1993). Policy and Policy Analysis (Chapter 1). The Policy Process in the Modern Capitalist State. London, Wheatsheaf Harvester (pp. 1-21).
2. Haddad, W. (1995). Framework for Education Policy Analysis (Chapter 1). Education Policy-Planning Process: An Applied Framework. Fundamentals of Educational Planning Series. Paris: International Institute for Educational Planning (IIEP) (pp. 17-39). [http://www.unesco.org/education/pdf/11\\_200.pdf](http://www.unesco.org/education/pdf/11_200.pdf)
3. Plank, D. and W. L. Boyd. (1992). Educational Policy Studies. International Encyclopedia of Education 2nd Edition. Oxford: Pergamon (pp. 1835-1841).
4. Farrell, J. (1997). A Retrospective on Educational Planning in Comparative Education. *Comparative Education Review* 41(3) (pp. 277-313)

**11/7, Class 11**

**ASSIGNMENT 4 CLASS PRESENTATION AND MEMO DUE**

*The challenges of informing policy through 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. Reimers, F. and N. McGinn. (1997). Research Utilization: Why it is Important, Why it is an Issue, Why it is Difficult (Chapter 1) and Why are Education Policies So Difficult to Inform? (Chapter 3). *Informed Dialogue: Using Research to Shape Education Policy Around the World*. Westport: Praeger (pp. 3-28 and 43-66).
3. Riddell, A. (1999). Evaluations of Educational Reform Programmes in Developing Countries: Whose Life is this Anyway? *International Journal of Educational Development* 19 (pp. 383-394)

**11/14, Class 12**

**ASSIGNMENT 4 CLASS PRESENTATION AND MEMO DUE**

1. Carasco, Clair and Kanyike (2001). Enhancing Dialogue among Researchers, Policy Makers, and Community Members in Uganda: Complexities, Possibilities, and Persistent Questions. *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. London, N. (1997). Educational Planning and Its Implementation in Trinidad and Tobago. *Comparative Education Review* 41(3) (pp. 314-330).

**IV. INTERNATIONAL ORGANIZATIONS IN EDUCATION**

**11/21, Class 13**

1. Lumsdaine, D. (1993). Why Was There Any Foreign Aid at All? In *Moral Vision in International Politics*. Princeton: Princeton University Press. pp. 182-221.
2. Gareau, F.H. (2002). The Founding of the United Nations, Its Basic Elements, and Those of Intergovernmental Institutions. Chapter 2 in *The United Nations and Other International Institutions*. Chicago, IL: Burnham, Inc. Publishers. pp. 31-44.
3. Mundy, K. (1998). Educational Multilateralism and World (Dis)Order. *Comparative Education Review* 42(4), 448-478.

**11/28, Class 14**

1. Chabbott, C. (1998). Constructing Educational Consensus: International Development Professionals and the World Conference on Education for All. *International Journal of Educational Development*, 18(3), 207-128.
2. Samoff, J. (1996). Which Priorities and Strategies for Education? *International Journal of Educational Development*, 16(3). pp. 249-271.
3. Bonal, X. (2004). Is the World Bank Education Policy Adequate for Fighting Poverty? Some Evidence from Latin America. *International Journal of Educational Development*, 24, 649-666.
4. Barnett, M. & M. Finnemore. (1999). The Politics, Power and Pathologies of International Organizations. *International Organization* 53 (4), 699-732.

**VI. FINAL CLASS, PRESENTATIONS**

**12/5, Class 15**

**ASSIGNMENT 5 DUE IN CLASS**