THE POLITICAL ECONOMY OF EDUCATION FOR ALL:
FROM JOMTIEN TO INCHEON AND BEYOND

EDHI 805: Seminar in Comparative Education
Spring 2016

Instructors: Mark Ginsburg and Steve Klees

Time: Mondays, 7:00-9:45
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COURSE DESCRIPTION AND OBJECTIVES:

In 1990, in Jomtien, Thailand, the international community made a 155-nation pact called Education for All (EFA) that set goals for the next 10 years. These goals were not met, and so in 2000, in Dakar, Senegal, they were modified and extended to 2015. Then in 2015, in Incheon, Korea, they were once more modified and extended to 2030. In 2000, some of these goals were incorporated into the U.N.’s Millennium Development Goals (MDGs) and right now these goals are being incorporated into the successor of the MDGs, the U.N.’s new Sustainable Development Goals (SDGs). This course will examine the political economy, in its broadest sense, of Education for All.

Based on readings from a variety of sources, we will try to answer questions, such as the following: What were the context and precursors leading up to Jomtien? How have EFA, the MDGs and the SDGs been interrelated? What has been the role of the Fast Track Initiative and its successor, the Global Partnership for Education, in attempting to achieve EFA? What are the dilemmas in financing EFA? Since 1990, what resources have been mobilized and what actions have been undertaken by governments in “developing” countries as well as by bilateral and multilateral “aid” organizations? What roles do other actors play in EFA, including the private sector, civil society, and teachers and teacher organizations? To what extent does EFA help fulfill international promises about education being a human right? The course will explore these issues and more as we try to understand one of the most challenging educational endeavors of our time.

The goals of the course are to:

- Give you an in-depth understanding of the nature of these reforms;
- Offer you an opportunity to apply and reflect on your knowledge of educational and social thought and issues; and
- Contribute to the debates as to where we are heading and how to get there.

PREREQUISITES: EDHI 605, 606 OR 607 OR permission of instructor
ASSIGNMENTS AND GRADING

Regular class attendance, participation and presentations in class, and reading prior to class are expected. Grades will be based principally on a term paper.

COURSE EVALUATION

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

HONOR CODE

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.

STUDENTS WITH DISABILITIES

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

RELIGIOUS OBSERVANCES

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

COURSE SCHEDULE AND READINGS

1. INTRODUCTION

2. OVERVIEW


Recommended:


3. JOMTIEN AND ITS PRECURSORS


Recommended:


**4. FROM JOMTIEN TO DAKAR**


Recommended:


5. EDUCATION TODAY: WHERE ARE WE NOW (LEADING UP TO INCHEON)


UNESCO. 2015. Education for All 2000-2015: Achievements and Challenges. (Summary)  
http://unesdoc.unesco.org/images/0023/002325/232565e.pdf

http://unesdoc.unesco.org/images/0023/002330/233029e.pdf

Recommended:


6. INCHEON AND THE SDGs


Recommended:


7. ROLE OF PRIVATE SECTOR


Recommended:


8. ROLE OF PRIVATE SECTOR: LOW-FEE PRIVATE SCHOOLS


Responses to The Economist articles (we will send by email)

Recommended:


“World Bank Response re Civil Society.”

“Bridge Response to Civil Society”

9. ROLE OF CIVIL SOCIETY

Are NGOs overrated?” Current Issues in Comparative Education (CICE) 10 (1) (April 2008)
ARTICLES BY GINSBURG AND KLEES + 1 OTHER


Recommended:


10. ROLE OF MULTILATERAL & BILATERAL INTERNATIONAL ORGANIZATIONS


Global Partnership for Education. http://www.globalpartnership.org/


Recommended:


Moyo, D. 2009 Aid is Not Working. In Dead Aid: Why aid is not working and how there is a better way for Africa, pp. 29-47. New York: Farrar, Straus, and Giroux.


11. THE RIGHT TO EDUCATION


Child Rights International Network. 2015. “Special Edition on the SDGs.” (we will send email)


Recommended:


12. CONCLUSIONS


Recommended:


**APPENDIX: COUNTRY & REGIONAL CASE STUDIES OF UPE/EFA**


