

EDPL 788M – SPRING 2004

ANALYZING SYSTEMWIDE EDUCATION POLICY:

A CASE STUDY OF MARYLAND BASED ON INTERNATIONAL APPROACHES

Prof: Steven Klees
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COURSE DESCRIPTION AND OBJECTIVES:

In this course, students analyze educational policy and practice in Maryland. This will be a hands-on course bringing together students with interests in any and all aspects and levels of education. The course is also designed to bring together those interested in Maryland educational policy with those interested in analyzing education policy elsewhere in the U.S. as well as in other countries.

There is no well-defined approach to analyzing education policy “systemwide.” Our point of departure will be to look at the variety of approaches that international agencies, like USAID, UNESCO and the World Bank, have used to analyze and evaluate an entire country’s educational system. These “sector assessments” aim to give a comprehensive analysis of the education “sector” in order to guide national policy. In the first few weeks of the course, we will critically review these sector assessment approaches.

The focus of the remainder of the course will be on constructing a sensible version of sector assessment from our joint perspective and applying it to analyzing education policy in Maryland. Most sector assessments have been short-term, intensive examinations of national education systems by a team of consultants, relying primarily on secondary source data. We will try to apply the same approach. To focus our effort, we may concentrate on certain levels of education, depending on the interests of the class. At its best, a sector assessment contributes to a participative process through which stakeholders concerned with education can be engaged in research and policymaking. While moving very far in this direction is limited by our classroom context, we can explore possibilities for this more “action research” side as well.

This course is relevant for those interested in education in the U.S. or in other countries. No knowledge of education in Maryland is required. In fact, the teams that international agencies send in often have no specific knowledge of the country (I am not saying that is sensible, only that it is common). They work through key informants, which will be how we will operate as well. We will treat most class sessions as a meeting of our sector assessment team in which we share information, problems, on-going analyses, etc. The main purpose of this course is not to produce a sector assessment, but to bring graduate students together in a context that allows us to share and synthesize our various experiences and perspectives and to reflect on the issues involved in educational research, policy, and practice today.

ASSIGNMENTS AND GRADING

Regular class attendance, participation, and reading of required readings prior to class are expected. Participation in this course requires active research on education and education policy in Maryland throughout the semester, presentations in class, and group work. Grading will be based primarily on a term paper that researches and analyzes some aspect of education and education policy in Maryland.

REQUIRED READINGS

A course packet will provide a portion of the readings. Additional readings will be generated by the students.

UNIVERSITY POLICIES

All students are expected to abide by the university honor code. A student with a disability or any other special needs who wishes to discuss academic accommodations should contact me. Students will not be penalized because of observances of their religious beliefs. Please contact me if you need to miss a class for religious reasons.

PARTIAL LIST OF COURSE READINGS:

The readings below are mostly about international education sector assessment. After focusing on them during the first few classes, we will read one or two of them per class for the remainder of the semester. The majority of our time will be spent sharing and discussing readings and experiences about education in Maryland.

1. Introduction to Sector Assessment

Morgan, R. and Chadwick, C. (Eds.) Systems Analysis for Educational Change: The Republic of Korea. Washington: USAID, 1971 (pp. 1-16).

FSU Center for International Studies. The IEES Project: Ten Years of Helping Developing Nations Strengthen their Educational Systems. Washington: USAID, 1995 (excerpts).

Mingat, A. and Tan, J.P., Analytical Tools for Sector Work in Education. Baltimore: Johns Hopkins, 1988 (pp. 1-19).

2. Extensions of and Alternatives to Sector Assessment

Pigozzi, M.J. and Cieutat, V.J., Education and Human Resources Sector Assessment Manual, Washington DC: USAID, Aug. 1988.

DeStefano, J. Hatwell, A., and Tietjen, K. Basic Education in Africa: USAID's Approach to Sustainable Reform in the 1990s. Washington: USAID, 1995 (pp.128-151).

Gushee, S. and Jain, M. "Seeing Open Learning Communities: Towards a New Mode of Sector Analysis" Paris: UNESCO, 1997. (+comments).

Klees, S. "Final Report: Lusophone Comprehensive Education Analysis (CEA) Workshop, Recife", Brazil, Oct. 2-6, 1995" NY: UNICEF, 1995.

Over the Rest of the Semester

Patton, C., & Sawicki, D. *Basic Methods of Policy Analysis and Planning*. Engelwood Cliffs, NJ: Prentice Hall, 1986.

Weiss, C. The Many Meanings of Research Utilization. In M. Bulmer (Ed.), *Social Science and Public Policy*. London: Allen & Unwin, 1986.

Prunty, J. Signposts for a Critical Educational Policy Analysis. *Australian Journal of Education*, 92(2), 1985.

Easton, P.A., *The Role of Economic Analysis in Educational Policy Making: Case Study of an Education Sector Assessment in the Republic of Haiti*, Vol. 1, Chapters I-VII. Unpublished doctoral dissertation, Florida State University. YEAR?? <<<<

Samoff, J. *Defining What Is and What Is Not An Issue: An Analysis of Assistance Agency Africa Education Sector Studies*, March 1990. Paper presented at the Annual Conference of the Comparative and International Education Society, Anaheim, March, 1990.

Samoff, J. Education Sector Analysis in Africa: Limited National Control and Even Less National Ownership, *Int. J. of Ed. Dev.*, (1999) pp. 249-272.

Samoff, J. *When Research Becomes Consulting*. Paper presented at the African Studies Association meeting, Nov. 23-26, 1996, San Francisco, CA.

Samoff, J. Responses to Crisis: (Re)Setting the Education and Training Policy Agenda

Frank, L. The Development Game. In M. Rahnerra and V. Bawtree (Eds.), *The Post-Development Reader*. London, 1992.

UNESCO's Approaches to Sector Analysis: A Presentation of Country Upstream Activities Undertaken by the Division of Policy and Sector Analysis (BER/PSA). UNESCO, April 1995.

Reimers, F. Participation, Policy Dialogue and Education Sector Analysis. In J. Lynch, C. Modgil and S. Modgil (Eds.), *Non-formal and Non-governmental Approaches*. NY: Cassell, 1997.

Reimers, F. & McGinn, N. *Using Research to Shape Education Policy Around the World*. Praeger, 1997.