

INTS 2701 (CRN# 2259) : Development and Education Policies

Instructor: Mohammod Irfan
Office hours: Tuesday, Thursday
(01:00 PM to 02:00 PM)
e-mail: mirfan@du.edu

Winter Quarter 2006
Days: Tuesdays and Thursdays
Time: 1100 AM – 1250 PM
Classroom: BCH 219

1. Introduction

Health aside, education is the major component of the human capital. It plays an important role in fostering economic growth and enriching the overall quality of life. Developed economies have already achieved high in terms of the average education of their population. Most of the middle income and some low-income countries have also succeeded in enrolling a high percentage of their children in elementary schools, thanks to the internationally coordinated emphasis in this sector in the sixties and seventies of the last century. On the flip side, some of the developing regions are still struggling to provide basic education to an appreciable share of their school age kids. Research on economic growth or the lack of it, has established a close connection between the economic performance of a country and the level of education of its population. These realities and the research have prompted a resurgence of focus on education in global development agenda. From the Jomtien conference on Education for All (EFA) in 1990 to the Millennium Declaration, the world community has set targets on universal primary and gendered balanced secondary education. Despite the thrust on national commitment on education supported by international efforts like the EFA/Fast Track Initiative, there still remains some inertia and uncertainties on issues like equity of access along different dimensions of deprivation- gender being an important one, balancing the demand and supply of education, the relative importance of basic education for capability creation and social cohesion versus mid-level education for knowledge diffusion or higher education for knowledge generation. Discussion of these issues in a regional comparative context is important in understanding and suggesting education policies for developing countries.

2. Purpose of the course: Audience and Learning Objectives

This course is primarily intended for students who have a broader interest on human capital development, and specific interest on educational policies and their outcomes. Students with a general interest on development policies and developing economies would also find the course beneficial.

It is expected that, after actively participating in the course the students will gather or enhance their understanding of the major education policy issues and debates in the context of developing countries. Students will also identify the best practices by

analyzing the national education policies of some of the high performing countries and regions in the developing world. Students will use this knowledge to examine the national and international education policy initiatives and develop their own recommendations as necessary.

3. Methods of Delivery

- a. Classroom lecture and discussion of the readings assigned for the session (visual presentations will accompany the lectures)
- b. Students will be exposed to computer analyses of education related data
- c. DU Blackboard will be used extensively as a supplemental course tool

4. Assessment

Students will be assessed through a combination of classroom participation, exams, presentation and a short paper.

There will be a total of 100 points for assessment. Distribution of points are given below.

a. **Midterm (in class) exam:** 25 points

Syllabus: Topics covered till the week before the exam

Duration: One hour

Type: Multiple choice quiz and short answer questions.

Date: Exam will be held on the second session of the fifth week.

b. **Presentation:** 20 points

Topic and schedule: Each student will present a case study on the educational policies of a developing country or region. Presentations will be scheduled for the second sessions of the 8th, 9th and 10th week. The country/region selected for the presentation should be one from the region on which the week's discussions are designed. The presentations should build on the topics (i.e., education policies and prescriptions) discussed in the first and second parts of the course. In the presentation, the student can critic one or more of the policies and suggest new or changed policies (if required) for the country/region of choice. Policy analyses has to be supported by data. The student might justify her arguments by comparing and contrasting the country/region under study with similar/neighboring countries/regions.

Format: Each presentation must be supported with a 2 to 3 pages written outline. The outline has to be submitted to the instructor immediately after the presentation. Preparing visual cues for the audience is highly encouraged.

Points distribution for presentation: Analysis of existing (prescribed) policies: 20%; Presentation of data in support of the analysis: 20%; Delivery: 20%; Question and answer- 20%; Written outline – 20%;

c. Short Paper 20 points

The paper will deal with a particular education policy issue (e.g., public expenditure on education, relative priority of different levels of education, gender parity in basic education, universal primary education) discussed during the first part of the course. The paper will

- define and describe the policy,
- outline the causal mechanism/s behind the policy and its desired outcome
- discuss the debates and uncertainties around the chosen policy and its desired/undesired outcome
- report some applications of the policy in the context of one or more developing countries with positive and/or negative outcomes,
- suggest modifications or adaptations in the policy

The paper has to be submitted at the end of the quarter. However, the students must decide on their topic and pass it on to the instructor by the week of the midterm. GSIS standards for formatting and citation has to be followed in writing the paper. The length of the paper will be 10-12-pages (double space, 12 points Times New Roman or equivalent)

d. Final (in class) exam: 25 points

Syllabus: Topics covered in the week of the midterm and the weeks thereafter

Duration: One hour

Type: Multiple choice quiz and short answer questions.

Date: Exam will be held during the finals week

e. Classroom Participation: 10 points

Active participation and regular attendance in the class will be evaluated for a maximum of 10 points. Students taking active part in the discussions of the class readings and their peers' presentations will get better grades.

Readings have to be finished before the class for which they are assigned.

f. Extra Credits:

In some of the classroom sessions group exercises will be performed. There will be 5 marks in each exercise. To get these points students must prepare a 1-2 page write-up on their experiences and learning in the group and submit it on the first session of the following week. Extra credits (or bonus points) will go straight as full points to the total score. There won't be more than 3 of these exercises and the total score of a student with the extra credit will be bound at 100 points. Possible topics for the exercise:

- Drawing the demand and supply side causal diagram of education (students will divide into two groups, one group drawing the demand side and the other doing supply side)
- Building scenarios with high educational spending in different educational levels using International Futures System software (one group will take up primary education, one secondary and the other tertiary)
- Engendering education policy of a low gender parity country (one group will play the role of the national government, one group gender empowerment advocates)

5. Texts

Many of the readings are available online at the websites of international agencies like UNESCO and the World Bank.

UN Millennium Project. 2005. *Toward universal primary education: investments, incentives, and institutions*. Final report from UN Millennium Project Task Force on Education and Gender Equity. E-book Available at <http://www.unmillenniumproject.org/documents/Education-complete.pdf>

UNESCO. 2005 Global Education Digest 2005. Free hard copies have to be requested by the school for students at least 4 weeks before the course through the UNESCO Institute for Statistics website. Soft copies are available online at http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf

UNESCO. 2005. Education for All Global Monitoring Report 2005 - The Quality Imperative. Electronic copies are available online at http://portal.unesco.org/education/en/ev.php-URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html

Mcmahon, Walter W. Education and development: Measuring the social Benefits. Oxford University Press, Oxford. 1999.

Lazear, Edward P. Ed. Education in the Twenty First Century. Stanford: Hoover Institution, 2002. Available at <http://www.hoover.org/publications/books/fulltext/ed21st/>

Todaro, Michael P. and Stephen C. Smith. Economic Development. Addison Wesley, 2003.

6. Schedule with Topics and Readings

The course is divided into three parts. During the first part we shall discuss the key education policy issues and debates. In the next part we shall study the recommended national policy frameworks and major international. Finally the students will examine the regional practices and present some exemplary cases of developing country education

policies. We shall call the three parts policy issues, policy prescriptions and policy practices respectively.

Week 1: Introduction and Overview

Week 1 Class 1 - 01/03/06 Tuesday: In this session, we shall get introduced to each other. We shall also learn about student's reasons for choosing this course and their expectations from this course. We shall then discuss the syllabus and the assessment methods. Finally, the instructor will conduct a small pretest to assess the students' level of understanding about the topics.

Reading the following few pages will help connect better with the discussions of the day.

Becker Garry S., "The Age of Human Capital." In *Education in the Twenty First Century*, ed. Edward P. Lazear, 3-6. Stanford: Hoover Institution, 2002.

Week 1 Class 2 - 01/05/06 Thursday We shall discuss the concepts of and links between development and education policies. We shall also try to justify the rationale for investing in education beyond popular perception. We shall enhance our understanding of related concepts like human capital development, endogenous growth and non-market (social) returns of education.

Reading:

Todaro, Michael P. and Stephen C. Smith. "What Do We Mean by Development?". In *Economic Development*, pp 15-22. Addison Wesley, 2003

Hall, Robert E. "The Value of Education: Evidence from Around the Globe." In *Education in the Twenty First Century*, ed. Edward P. Lazear, 25-40. Stanford: Hoover Institution, 2002.

Part 1: Policy Issues

Week 2: Education Systems: Classification, Indicators and Data Sources

Week 2 Class 1 - 01/10/06 Tuesday

National Education Systems. UNESCO ISCED classification scheme. Various indicators (e.g., intake, enrollment –gross versus net, dropout, survival or persistence, graduation rate, percentage of adult population with education, average years of education)

Reading:

UNESCO Country Profile: http://www.uis.unesco.org/profiles/selectCountry_en.aspx

UNESCO Institute for Statistics. "International Standard Classification of Education - 1997 version." http://www.uis.unesco.org/TEMPLATE/pdf/isced/ISCED_A.pdf
Accessed on 19 February, 2005

UNESCO Institute for Statistics. "Education Indicators - Technical Guidelines." http://www.uis.unesco.org/file_download.php?URL_ID=5202&filename=10526426091UIS_education_indicator_definitions_EN.pdf&filetype=application%2Fpdf&filesize=139152&name=UIS_education_indicator_definitions_EN.pdf&location=user-S/
Accessed on 19 February, 2005

UNESCO. 2005 Global Education Digest 2005. Free hard copies have to be requested by the school for students at least 4 weeks before the course through the UNESCO Institute for Statistics website. Soft copies are available online at http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf

Week 2 Class 2 - 01/12/06 Thursday: Computer Lab

We will use GSIS computer lab to tap into various global education databases (e.g. UNESCO Institute for Statistics database and the World Education Indicators, World Bank World Development Indicators, Millennium Indicators database). The students will also learn to use the education sub-model of the International Futures System (IFs), a global long-term computer simulation model.

Websites:

UNESCO Institute for Statistics. <http://www.uis.unesco.org>

Millennium Indicators database. http://millenniumindicators.un.org/unsd/mi/mi_goals.asp

World Development Indicators. <http://www.worldbank.org/data/wdi2004/index.htm>

International Futures System. <http://www.ifs.du.edu>

Searching the Penrose electronic database

Week 3: Economics of education: Demand and Supply at the Micro and Macro level

Week 3 Class 1 - 01/17/06 Tuesday

Topics covered in this session are demand and supply of education; the imbalances between demand and supply and the consequences thereof (e.g., educational certification or credentialism, brain drain).

Readings:

Todaro, Michael P. and Stephen C. Smith. "Educational Supply and Demand: The Relationship between Employment Opportunities and Educational Demands". In *Economic Development*, pp 380-383. Addison Wesley, 2003

Colclough, Christopher. "Towards Universal Primary Education." In *Targeting Development: Critical Perspectives on Millennium Development Goals* ed.

Richard Black and Howard White. pp 171-178 (discussion on demand and supply issues). London ; New York : Routledge, 2004. The book is on reserve at Penrose.

Todaro, Michael P. and Stephen C. Smith. "Education, Internal Migration and the Brain Drain". In *Economic Development*, pp 391-392. Addison Wesley, 2003

Week 3 Class 2 - 01/19/06 Thursday

We shall look at the externalities of, spillover from and market failure in human capital production. We shall contrast the private versus social returns from different levels of education. We shall also discuss the variation of private return across different regions for different genders.

Readings:

Todaro, Michael P. and Stephen C. Smith. "Social versus Private Benefits and Costs". In *Economic Development*, pp 383-385. Addison Wesley, 2003

Psacharopoulos, George and Harry Anthony Patrinos. 2002. Returns to Investment in Education: A Further Update. World Bank Policy Research Working Paper 2881. Available at http://econ.worldbank.org/files/18081_wps2881.pdf

Week 4: Investing in Education: The Benefits and the Costs

Week 4 Class 1 - 01/24/06 Tuesday

We shall study the benefits of education; education as a determinant of national economic growth; Non-market benefits of education at a societal level; tradeoffs and synergies of education with other development goals; tradeoffs between different levels of education (i.e., relative importance on basic versus higher levels of education, knowledge diffusion impacts of secondary education and knowledge generation impacts of tertiary education)

Required readings:

Barro, Robert J. "Education as a determinant of Economic growth." In *Education in the Twenty First Century*, ed. Edward P. Lazear, 9-24. Stanford: Hoover Institution, 2002.

UN Millennium Project. 2005. "Education and Society: Multiple Benefits, Unrealized Potential". Chapter 2 in *Toward universal primary education: investments, incentives, and institutions* (Final report from UN Millennium Project Task Force on Education and Gender Equity). Available at <http://www.unmillenniumproject.org/documents/Education-complete.pdf>

Birdsall, Nancy. 1996. "Public spending on higher education in developing countries: too much or too little?" *Economics of Education Review*, 15(4). Available through ScienceDirect electronic database (subscribed by Penrose Library).

Recommended reading:

McMahon, Walter W. *Education and development: Measuring the social Benefits*. Oxford University Press, Oxford. 1999. Chapter 12. pp 179-186.

Barro, Robert J. 1999a. "Determinants of Democracy." *Journal of Political Economy*, 107 (6), pp. S158-83.

Week 4 Class 2 - 01/26/06 Thursday

The costs of education. Public expenditure on education in different regions and at different levels of education.

Readings:

UN Millennium Project. 2005. "Financing the Education Goals". Chapter 7 in *Toward universal primary education: investments, incentives, and institutions* (Final report from UN Millennium Project Task Force on Education and Gender Equity). Available at <http://www.unmillenniumproject.org/documents/education-complete.pdf>

Bray, Mark. 2002. *The Costs and Financing of Education: Trends and Policy Implications*. ADB Series on Education in Developing Asia, Vol 3. Asian Development Bank. Manila. Chapters on Contextual Features, Scale and Nature of Existing Education Provision and Volume of Expenditures on Education. Available at: http://www.adb.org/Documents/Books/Education_NatDev_Asia/Costs_Financing/default.asp

Delamonica E., S. Malhotra and J. Vandemoortele, 2001, Is EFA affordable? Estimating the global minimum cost of 'education for all'. Division of Evaluation, Policy and Planning, Staff Working Paper No. 01-01. New York: UNICEF. Available at: <http://www.unicef-icdc.org/publications/pdf/iwp87.pdf>

Week 5: Access and Equity: Capability and Gender Empowerment

Week 5 Class 1 - 01/31/06 Tuesday

Rights based approach to education. Education for capability creation. Universal access to basic education. The Millennium Development Goal on education.

Readings:

Todaro, Michael P. and Stephen C. Smith. "Distribution of Education". In *Economic Development*, pp 386-390. Addison Wesley, 2003

UNESCO. 2003. *The Right to Education - Scope and Implementation*. Available at http://portal.unesco.org/education/en/file_download.php/c144c1a8d6a75ae8dc55ac385f58102erightededuc.pdf

UN Millennium Project. 2005. "The Goals and the History of Goal-Setting in Education". Chapter 3 in *Toward universal primary education: investments, incentives, and institutions* (Final report from UN Millennium Project Task Force on Education and Gender Equity). Available at <http://www.unmillenniumproject.org/documents/Education-complete.pdf>

Week 5 Class 2 - 02/02/06 Thursday

Hour 1: Mid Term Exam

Hour 2: Gender parity in education. Spillovers from girl's education. Costs of missing gender parity in education. Engendering education.

Reading:

Todaro, Michael P. and Stephen C. Smith. "The Gender Gap: Women and Education". In *Economic Development*, pp 376-379. Addison Wesley, 2003

UN Millennium Project. 2005. "Trends in Primary Education and Gender Parity". Chapter 4 in *Toward universal primary education: investments, incentives, and institutions* (Final report from UN Millennium Project Task Force on Education and Gender Equity). Available at <http://www.unmillenniumproject.org/documents/Education-complete.pdf>

Abu-Ghaida, Dina and Stephen Klasen (2004), *The economic and human development costs of missing the millennium development goal on gender equity*, World Bank Working Paper. Available at http://www1.worldbank.org/education/pdf/MDG_Gender_Equity.pdf

Week 6: Efficiency and Quality

Week 6 Class 1 - 02/07/06 Tuesday

Efficiency of education systems in developing countries. Measures of efficiency: dropout, repetition, and survival. Classroom size and pupil-teacher ratio.

Reading:

UN Millennium Project. 2005. "Education Systems in Developing Countries". Chapter 5 in *Toward universal primary education: investments, incentives, and institutions* (Final report from UN Millennium Project Task Force on Education and Gender Equity). Available at <http://www.unmillenniumproject.org/documents/Education-complete.pdf>

Adams, Don and David Chapman. *The Quality of Education: Dimensions and Strategies*. ADB 2004. Chapters on Concerns and Problems and Teaching and Learning: The Classroom and School. Available at:
http://www.adb.org/Documents/Books/Education_NatDev_Asia/Quality/default.asp

Week 6 Class 2 - 02/09/06 Thursday

Quality of human capital. International comparisons of quality. International Adult Literacy Survey. International surveys on achievements in Mathematics and Science of Secondary Students.

Reading:

UNESCO. 2005. *Education for All Global Monitoring Report 2005 - The Quality Imperative*. Read Ch 1- Understanding Education Quality and Ch 2: The importance of good quality what research tells us. Electronic copies of the entire report is available online at http://portal.unesco.org/education/en/ev.php-URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html

Hanushek, Eric A., and Dennis D. Kimko. 2000. "Schooling, Labor Force Quality, and the Growth of Nations." *American Economic Review* 90 (5), pp.1184-1208. (Read pages from 1184 to 1191) Available through JSTOR (Penrose library website provides free access)

For the key findings of an international cognitive quality survey (Third International Mathematics and Science Study Repeat) browse <http://www.iea.nl/iea/hq/>

Part 2: Policy Prescriptions

Week 7: Education policy recommendation at national and international level

Week 7 Class 1 - 02/14/06 Tuesday

We shall analyze the patterns in the national commitments towards the education sector. We shall identify the benchmarks following the high achievers. We shall also identify the major education policies recommended for implementation at the national (domestic) level.

Reading:

Mingat, Alain and Barbara Bruns, 2002. *Achieving Education for All by 2015: Simulation Results for 47 Low-Income Countries*; World Bank; The report is the work of a team led by Alain Mingat and Barbara Bruns. FIRST DRAFT - NOT FOR CITATION, April 16, 2002. Read Chapter III: Is Universal Primary Completion Achievable by 2015? and Chapter IV: A Framework for Achieving Universal Primary Completion. Available at <http://www.millenniumgoals.net/EFACompleteDraft.pdf>

UN Millennium Project. 2005. "Strategies for creating more and better educational opportunities". Chapter in *Toward universal primary education: investments, incentives, and institutions* (Final report from UN Millennium Project Task Force on Education and Gender Equity). Available at <http://www.unmillenniumproject.org/documents/education-complete.pdf>

Aoki, Aya et. Al. Chapter 19 on "Education." In *PRSP Sourcebook*. World Bank. 2004. Available at http://poverty.worldbank.org/files/5798_chap19.pdf

Week 7 Class 2 - 02/16/06 Thursday

We shall discuss the donor commitments sought or set at major international conferences like Jomtien and Dakar. We shall then examine the effectiveness of donor led initiative like the EFA/FTI

UN Millennium Project. 2005. "What Donors Should Do". Chapter 9 in *Toward universal primary education: investments, incentives, and institutions* (Final report from UN Millennium Project Task Force on Education and Gender Equity). Available at <http://www.unmillenniumproject.org/documents/education-complete.pdf>

World Bank, Development Committee meeting report attachment. 2004. "Education for all (EFA) – Fast Track Initiative." Available at [http://siteresources.worldbank.org/DEVCOMMINT/Documentation/20190709/D2004-0002\(E\)-EFA.pdf](http://siteresources.worldbank.org/DEVCOMMINT/Documentation/20190709/D2004-0002(E)-EFA.pdf)

Part 3: Policy Practices: Regional trends and country case studies

Week 8: South and Southeast East Asia

Week 8 Class 1 - 02/21/06 Tuesday

We shall discuss the general trends in South and Southeast Asia; examine the high performers (especially the East Asian countries) and the laggards. High performers with low income (e.g., Srilanka, State of Kerala in India), a special feature of this region will be discussed in detail.

Reading:

Adams, Don. Education and National Development: Priorities, Policies, and Planning. ADB 2004. Chapter titled "The Changing Pattern of Policy and Planning". Available at http://www.adb.org/Documents/Books/Education_NatlDev_Asia/Priorities_Policies_Planning/prelims.pdf

Week 8 Class 2 - 02/23/06 Thursday

Student Presentation. Students will pick-up either a high performing or a low performing country from the regions of choice for this week and make a presentation on some of the good or bad of the education policies in that country.

Possible Resources:

Asian Development Bank Good Practices Website. <http://www.adb.org/Education/education-goodprac.asp>

UNESCO Country (Education) Policies at http://portal.unesco.org/education/en/ev.php-URL_ID=8369&URL_DO=DO_TOPIC&URL_SECTION=201.html

World Bank website search results on education (has in-depth studies on different aspects of education for countries from different parts of the world): http://www1.worldbank.org/education/publications/search_all_date.asp

Week 9: Africa, Middle East and the Transition Economies**Week 9 Class 1 - 02/28/06 Tuesday**

Regional trends in these three regions. Special emphasis on Sub-Saharan Africa (poverty and HIV/AIDS impacts), Middle East (Girls' education), transition economies (fallbacks after the 90s)

Reading:

Verspoor, Adriaan, Angel Mattimore and Patrick Watt. World Bank. 2001. A chance to learn: knowledge and finance for education in Sub-Saharan Africa. Chapter 1 and 2. Available at http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2001/04/24/000094946_01032905304794/Rendered/PDF/multi0page.pdf

- Lockheed, Marlaine Avins et. al. World Bank Working Paper, 1999. Education in the Middle East and North Africa: a strategy towards learning for development. Chapter 1 History and Context. Available at http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2001/01/20/00009496_01010905322286/Rendered/PDF/multi_page.pdf
- World Bank 2002. Education and HIV / AIDS - a window of hope. Chapter 2. The Impact of HIV/AIDS on Education. Available at http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2002/05/14/00009496_02043004023371/Rendered/PDF/multi0page.pdf
- World Bank. Beyond transition the World Bank in Europe and Central Asia. Chapter on Ensuring human development and environmental sustainability. Available at [http://Inweb18.worldbank.org/ECA/eca.nsf/Attachments/ECA+Brochure/\\$File/BeyondTransition.pdf](http://Inweb18.worldbank.org/ECA/eca.nsf/Attachments/ECA+Brochure/$File/BeyondTransition.pdf)

Week 9 Class 2 - 03/02/06 Thursday

Student Presentation. Same guideline as in last week.

Possible Resources:

African country case studies available at

http://www.adeanet.org/publications/en_pubs_new.html

Bruns, Barbara; Mingat, Alain and Rakotomalala, Ramahatra [editors]. Achieving universal primary education by 2015 - a chance for every child. World Bank 2003. Available at http://www-wds.worldbank.org/servlet/WDS_IBank_Servlet?pcont=details&eid=00009496_03082204005065

Week 10: Latin America and the Caribbean

Week 10 Class 1 - 03/07/06 Tuesday

Regional trends in Latin America and the Caribbean. Special emphasis on the implications of high achievements in women's education in Latin America.

Readings:

Mcmahon, Walter W. Education and development: Measuring the social Benefits. Oxford University Press, Oxford. 1999. Chapter 4 Education and Growth in Latin America. pp 52-67

Week 10 Class 2 03/09/06 Thursday

Student Presentation.

Possible Resources:

The World Bank And Education In The Latin American And Caribbean Region. Website:
<http://wbln0018.worldbank.org/LAC/LAC.nsf/ECADocbyUnid/832C06C60911A4BE85256C68005B2C90?Opendocument>

Final Exam in the finals week.

(cb before DS)