

Política educativa

2013/2014

Codi: 101159

Crèdits: 6

Titulació	Tipus	Curs	Semestre
2500262 Sociologia	OT	4	0

Professor de contacte

Nom: Antoni Verger Planells

Correu electrònic: Antoni.Verger@uab.cat

Utilització d'idiomes

Llengua vehicular majoritària: anglès (eng)

Algun grup íntegre en anglès: Sí

Algun grup íntegre en català: No

Algun grup íntegre en espanyol: No

Prerequisites

Preferably, students should have a background on education (i.e. training on subjects such as sociology of education, education sciences or economics of education).

Objectius

1. Introduce a variety of theoretical and methodological perspectives that can be used to examine education policy reform, processes, contents and outcomes.
2. Provide an international perspective to education policy change (focus on international organizations, international case studies and international data-bases) and develop a global governance approach to policy analysis.
3. Develop an understanding of the power, but also the limits of policy, as a lever for improving educational organizations.
4. Apply these perspectives in a range of education levels (basic education, higher education) and impact dimensions (education equity, efficiency, learning, etc.).
5. Assist the students to apply the course content in individual and group assignments on education policy analysis related topics.
5. Stimulate interest in further study of education policy and awareness of the complex, interdisciplinary and, at times, controversial nature of education policy analysis.

Competències

Sociologia

- Analitzar problemes derivats de l'aplicació de polítiques públiques i de situacions de conflicte reconeixent la complexitat dels fenòmens socials i de les decisions polítiques que afecten la democràcia, els drets humans, la justícia social i el desenvolupament sostenible.
- Aplicar els conceptes i els enfocaments de la teoria sociològica, especialment les explicacions de les desigualtats socials entre classes, entre gèneres i entre grups ètnics, a la posada en pràctica de les polítiques públiques i a la resolució de les situacions de conflicte.
- Avaluar les aportacions dels enfocaments sociològics a l'estudi de la cultura, l'educació, la interacció entre societat i medi ambient, la política social i el treball.

- Buscar fonts documentals a partir de conceptes.
- Comunicar de manera efectiva, mitjançant un nivell bàsic de llengua anglesa, les anàlisis bàsiques dels fenòmens socials.
- Demostrar que es comprenen els enfocaments de la teoria sociològica, així com els diversos vessants, interpretacions i el context històric.
- Demostrar que es comprenen les anàlisis dels fenòmens socials presentades en llengua anglesa, i observar-ne els punts forts i febles.
- Descriure els fenòmens socials de manera teòricament rellevant i tenint en compte la complexitat dels factors implicats, de les seves causes i dels seus efectes.
- Desenvolupar estratègies d'aprenentatge autònom.
- Desenvolupar un pensament i un raonament crítics i saber comunicar-los de manera efectiva, tant en les llengües pròpies com en una tercera llengua.
- Generar propostes innovadores i competitives en la recerca i en l'activitat professional.
- Gestionar el propi temps: planificar l'estudi propi, gestionar la relació amb un tutor o tutora o un assessor o assessora, i establir i complir els terminis adequats per a un projecte de treball.
- Respectar la diversitat i la pluralitat d'idees, persones i situacions.

Resultats d'aprenentatge

1. Buscar fonts documentals a partir de conceptes.
2. Comparar els diferents enfocaments teòrics sobre l'educació.
3. Comparar la lectura dels fenòmens educatius des de diferents ideologies presents en la realitat social d'Espanya i de Catalunya, i
4. Comunicar de manera efectiva, mitjançant un nivell bàsic de llengua anglesa, les anàlisis bàsiques dels fenòmens socials.
5. Definir els conceptes sociològics adequats per interpretar els fenòmens educatius i escolars.
6. Demostrar que es comprenen les anàlisis dels fenòmens socials presentades en llengua anglesa, i observar-ne els punts forts i febles.
7. Desenvolupar estratègies d'aprenentatge autònom.
8. Desenvolupar un pensament i un raonament crítics i saber comunicar-los de manera efectiva, tant en les llengües pròpies com en una tercera llengua.
9. Discriminar les explicacions de les desigualtats educatives entre classes, entre gèneres i entre grups ètnics que aquests actors donen per descomptades.
10. Distingir els conceptes sociològics sobre l'educació que adopten els actors implicats en el sistema educatiu.
11. Distingir els conceptes sociològics, així com els mètodes i les tècniques de recerca social comunament utilitzats per analitzar l'educació.
12. Distingir els fenòmens socials subjacents a les polítiques i els conflictes educatius.
13. Distingir les interpretacions socials de l'educació d'acord amb aquests enfocaments.
14. Expressar els debats al voltant d'aquests enfocaments, pel que fa a l'educació.
15. Generar propostes innovadores i competitives en la recerca i en l'activitat professional.
16. Gestionar el propi temps: planificar l'estudi propi, gestionar la relació amb un tutor o tutora o un assessor o assessora, i establir i complir els terminis adequats per a un projecte de treball.
17. Relacionar els conceptes, els mètodes i les tècniques utilitzats per analitzar l'educació amb els debats teòrics i metodològics generals.
18. Relacionar els debats entorn d'aquests enfocaments, referits a l'educació, amb el context històric en el qual han sorgit.
19. Relacionar els enfocaments teòrics amb els debats sobre l'ordre social, la desigualtat i les estratègies socials.
20. Relacionar les explicacions de les desigualtats educatives amb els debats teòrics i metodològics generals.
21. Respectar la diversitat i la pluralitat d'idees, persones i situacions.
22. Distingir els fenòmens educatius subjacents a unes polítiques o a uns conflictes determinats.

Continguts

I. The sociological analysis of education policy

1. The political sociology of education
2. Theories on the role of the state in education
3. The formation of education systems
4. Varieties of education policy in the Center, Semiperiphery and Periphery
5. The governance paradigm: the role of non-state actors and collective action in education
6. Sociological approaches to the evaluation of education policies (realistic evaluation, multiple-perspectives approach)

II. Globalization and education policy

1. Theoretical approaches to the globalization and education relationship
2. Global mechanisms and education policy influence
3. The role of international organizations

- OECD: governance by numbers
- World Bank: the power of lending and the monopoly over ideas
- UNESCO: resting on its laurels
- WTO: trying to liberalize education globally
- EU: harmonizing policies around Europe

4. The emerging private authority in education policy: transnational civil society, private foundations and transnational corporations

5. The case of the Bologna Process

III. Policies and programmatic ideas in education reform

1. Decentralization and municipalization
2. Privatization and quasi-markets in education
3. Teachers in education reforms
4. Curriculum and pedagogy reforms
5. Internationalization policies in higher education
6. University-industry links
7. Case studies in Catalonia, Spain and other European countries

IV. Impact dimensions of education policy

1. Funding and efficiency
2. Inequalities (social class, gender and territorial)
3. Ethnic minorities and schooling. The segregation problem
4. Students' achievement: outcomes and outputs
5. School organization and management
6. Teachers labour and professionalism
7. School, territory and participation

Metodologia

The subject is structured according to four type of activities that will follow very different methodological principles:

1. Theoretical classes organized around the lecturer presentation but that will be open to the intervention and participation of students.
2. Practical sessions (debates around the readings, documentaries and other multimedia materials, and practical exercises to solve problems).
3. Tutorial meetings to provide feed-back and guidance individually and/or in small groups.

4. Autonomous activities by the students (both individual and in group) such as reading the course texts or writing the assignments.

Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
Tipus: Dirigides			
Classes teòriques	23	0,92	2, 3, 5, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 22
Seminaris	15	0,6	1, 2, 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 21
Tipus: Supervisades			
Tutories	30	1,2	4, 7, 16
Tipus: Autònomes			
Treball autònom	75	3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

Avaluació

The final mark will be formed by:

1. Final exam (50%)

2. Assignments (50%), that will include a role-playing assignment, an assignment based on the course literature and/or a practical case.

Participation in class will be considered as an important criterion that can contribute to upgrade the final mark.

Activitats d'avaluació

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
Assignments	50%	4	0,16	1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 19, 21
Final exam	50%	3	0,12	2, 3, 5, 7, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 22

Bibliografia

COURSE LITERATURE

Note: Some of the references in the list might change and be substituted by others.

COMPULSORY READING

Ball, S. and D. Youdell. 2007. Hidden Privatisation in Public Education. Brussels: Education International. PAGES 18-40.

Bonal, X. 2012. [Education policy and school segregation of migrant students in Catalonia: the politics of non-decision-making](#). Journal of education policy

Bonal, X., A. Verger and A. Zancajo (2012). The measure of educational progress: state of the art and a new index proposal. Paper for UNESCO

Carnoy, M. 1999. Globalization and Educational Reform: what planners need to know. Paris: UNESCO. [CHAPTERS 3&4]

Carnoy, M., A. K Gove, and J. H Marshall. 2007. Cuba's academic advantage: why students in Cuba do better in school. Stanford Univ Pr. [CHAPTER 7]

Cochran, M. et al. Sticks, Stones and Ideology: The Discourse of Reform in Teacher Education. Educational Researcher, 30(8): 3-15.

Dale, R. 1999. "Specifying Globalisation Effects on National Policy: focus on the Mechanisms." Journal of Education Policy 14 (1): 1-17.

Malen, B., & Knapp, M. (1997). Rethinking the multiple perspectives approach to education policy analysis: Implications for policy-practice connections, Journal of Education Policy, 12

Mundy, Karen. 1998. "Educational Multilateralism and World (Dis)Order." Comparative Education Review 42 (4): 448-478.

Mundy, Karen, and Lynn Murphy. 2001. "Transnational Advocacy, Global Civil Society? emerging Evidence from the Field of Education." Comparative Education Review 45 (1): 85-126.

Nusche, D. (2009), "What Works in Migrant Education?: A Review of Evidence and Policy Options", OECD Education Working Papers, No. 22, OECD Publishing. <http://dx.doi.org/10.1787/227131784531>

Pawson, R., and N. Tilley. 1997. Realistic Evaluation. London: Sage (SEE COURSE MATERIALS).

Subrahmanian, R. (2005). [Gender equality in education: definitions and measurements](#). International Journal of Educational Development, 25 (4), 395-407.

Sultana, R.G. (2011) 'Career management skills in Europe: a critical review.' Journal of Education and Work, vol.24(3), 1-24. http://www.um.edu.mt/_data/assets/pdf_file/0020/144119/CMS_in_Europe-JE_and_W.pdf

SUGGESTED READING

PART I

Archer, M. 1984. Social Origins of Educational Systems. Londres: Sage.

Ball, S. 1990. Politics and Policy Making in Education. London: Routledge. Chap 3.

Bonal, X. 1998, "La sociología de la política educativa: aportaciones al estudio de los procesos de cambio", a Revista de Educación, n.317, pp. 185-202.

Boyd, W. L. 1988. Policy analysis, education policy and management: Through a glass darkly. In N. Boyan (Ed) Handbook of research on educational administration, pp. 501-522. New York: Longman.

Carnoy, M. 1984.-The State & Political Theory. Princeton, NJ: Princeton University Press.

Dale, Roger. 1989. The State and Education Policy. Milton Keynes: Open University Press.

---. 1997. The State and the Governance of Education: An Analysis of the Restructuring of the State-Education Relationship. In Education, Culture, Economy and Society. Oxford: Oxford University Press.

Fowler, F. C. 2000. Defining policy & Types of policies, pp. 9-13; 239-245; and 249-255. In Author, Policy studies for educational leaders. Upper Saddle River, NJ: Prentice-Hall.

- Elmore, R.C. & Sykes, G. 1992. Curriculum policy, pp. 185-195. In P.W. Jackson (Ed), *Handbook of research on curriculum*. New York: MacMillan.
- Green, A. 1990.-*Education and State Formation. The Rise of Education Systems in England, France and the USA*. Londres: MacMillan.
- Hannaway, J. & Woodroffe, N. (2003). Policy instruments in education, *Review of Educational Research*, 27, 1-24.
- Kingdon, J. 1995. Agendas, alternatives and public policies, pp. 1-4, 15-89.
- Klees, S. J. 2008. Reflections on theory, method, and practice in comparative and international education. *Comparative Education Review* 52(3): 301-328.
- Levin, H. 2002. A comprehensive framework for evaluating educational vouchers, *Educational Evaluation and Policy Analysis*, 24, 159-174.
- Malen, B., & Knapp, M. (1997). Rethinking the multiple perspectives approach to education policy analysis: Implications for policy-practice connections, *Journal of Education Policy*, 12, concentrate on first 7 pages.
- Pawson, R., and N. Tilley. 1997. *Realistic Evaluation*. London: Sage.
- Popkewitz, T. S. (1988).- "Education Reform: Rethoric, Ritual and Social Interest" a *Educational Theory* vol. 38 (1).
- Ramirez, F. O, and J. Boli. 1987. "The political construction of mass schooling: European origins and worldwide institutionalization." *Sociology of Education* 60 (1): 2-17.
- Rothstein, R. (2002). *Out of balance: Our understanding of how schools affect society and how society affects schools*. Chicago, IL: Spencer Foundation.
- Smith, S. R. & Ingram, H. (2002). Rethinking policy analysis: Citizens, community and the restructuring of public service, *The Good Society*, 11, (1), 55-60.
- PART II
- Carnoy, Martin. 1999. *Globalization and Educational Reform: what planners need to know*. Paris: UNESCO.
- Dale, R. 1999. "Specifying Globalisation Effects on National Policy: focus on the Mechanisms." *Journal of Education Policy* 14 (1): 1-17.
- Fleet, J. forthcoming. A Disconnect between Motivations and Education Needs: Why Corporate Philanthropy Alone will Not Educate the Most Marginalized. In Robertson, S., Verger, A., Mundy, K. and Menashy (ed) *Public-Private Partnerships and the Global Governance of Education*. London: Edward Elgar.
- Heyneman, S. P. 2003. "The history and problems in the making of education policy at the World Bank 1960-2000." *International Journal of Educational Development* 23: 315-337.
- Lawn, M., and B. Lingard. 2002. "Constructing a European Policy Space in Educational Governance: the role of transnational policy actors." *European Educational Research Journal* 1 (2): 290-307.
- Martens, Kerstin, and Klaus Dieter Wolf. 2009. Boomerangs and Trojan Horses: The Unintended Consequences of Internationalising Education Policy Through the EU and the OECD. In *European Integration and the Governance of Higher Education and Research*, ed. Alberto Amaral, Guy Neave, Christine Musselin, and Peter Maassen, 26:81-107. Dordrecht: Springer Netherlands.
- Mundy, Karen. 1998. "Educational Multilateralism and World (Dis)Order." *Comparative Education Review* 42 (4): 448-478.
- Mundy, Karen, and Lynn Murphy. 2001. "Transnational Advocacy, Global Civil Society? emerging Evidence from the Field of Education." *Comparative Education Review* 45 (1): 85-126.

Robertson, Susan, and Roger Dale. 2006. Changing Geographies of Power in Education: the politics of rescaling and its contradictions. In *Education Studies: Issues and Critical Perspectives*, 221-232. Buckinghamshire: Open University Press. www.genie-tn.net.

Robertson, Susan, Mario Novelli, Roger Dale, Leon Tikly, Hillary Dachi, and Ndibelema Alphonse. 2007. *Globalisation, Education and Development: ideas, actors and dynamics*. London: DFID.

Tarabini, A. 2010. "Education and poverty in the global development agenda: Emergence, evolution and consolidation." *International Journal of Educational Development* 30 (2): 204-212.

Verger, A. 2009. "The merchants of education: global politics and the uneven education liberalization process within the WTO." *Comparative Education Review* 53 (3): 379-401.

Verger, A. 2012. Framing and selling global education policy: the promotion of PPPs in education in low-income countries. *Journal of Education Policy*.

PART III

Apple, M. W. 1988. *Teachers and texts: A political economy of class and gender relations in education*. Psychology Press.

Ball, S. et al. 1995. *Markets, Choice and Equity in Education*. Milton Keynes: Open University Press.

Ball, S. and D. Youdell. 2007. *Hidden Privatisation in Public Education*. Brussels: Education International.

Bray, M. 2003. Control of Education: Issues and Tensions in Centralization and Decentralization. In: Arno, R. & C.A.Torres (eds). *Comparative Education: The Dialectic of the Global and the Local*. Lanham, Maryland: Rowman & Littlefield Pub. pp 204-228

Levin, H. M. 1999. The public-private nexus in education. *American Behavioral Scientist* 43(1): 124.

Hargreaves, A. 1994. *Changing Teachers, Changing Times. Teachers Work and Culture in a Postmodern Age*. New York: Teachers College Press.

Lawton, D. 1993. "Political Parties, Ideology and the National Curriculum" *a Educational Review* vol. 45 (2).

Le Grand, J. & Bartlett, W. (ed.) 1993. *Quasi-Markets and Social Policy*. London: MacMillan.

Marginson, Simon. 2004. "Competition and Markets in Higher Education: a 'global' analysis." *Policy Futures in Education* 2 (2): 175-244.

PART IV

Bonal, X. 2003. "Una evaluación de la equidad del sistema educativo español", *Revista de Educación*, vol. 330, pp. 59-82.

Brown, P., A. Green, and H. Lauder. 2001. *High skills: globalization, competitiveness, and skill formation*. Oxford University Press, USA.

Calero, J. 2003. "La educación superior en España: financiación y acceso", en *Revista de Educación*. n. 330, pp. 205-215.

Carnoy, Martin. 1997. "The great work dilemma: Education, employment, and wages in the new global economy." *Economics of Education Review* 16 (3) (June): 247-254. doi:16/S0272-7757(96)00075-1.

Carnoy, M., A. K Gove, and J. H Marshall. 2007. *Cuba's academic advantage: why students in Cuba do better in school*. Stanford Univ Pr.

O'Sullivan, M. 2006. Lesson observation and quality in primary education as contextual teaching and learning process. *International Journal of Educational Development* 26, pp 246-260

Subrahmanian, R. 2005. Gender equality in Education: Definitions and measurements. Int. Journal of Educational Development 25, pp 395-407

Rambla, X. 1999. "La participación ciudadana en la escuela." Revista Internacional de Sociología (24): 55-73.

---. 2003. "Las desigualdades de clase en la elección de escuela." Revista de Educación 330: 83-98.

Unterhalter, E. 2006. "Gender, schooling and global social justice." Routledge, London

Waslander, S., C. Pater, and M. van der Weide. 2010. Markets in Education: An Analytical Review of Empirical Research on Market Mechanisms in Education. OECD EDU Working Paper 52.