

Comparative Education

Code: 103527
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	1

Contact

Name: Jordi Pàmies Rovira
Email: Jordi.Pamies@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Mauro Carlos Moschetti

Prerequisites

It is highly recommended to have passed the course "Socio-Political Bases of Education." Its contents and skills acquired to give this subject.

Objectives and Contextualisation

This course is taught in the compulsory curriculum. It is considered essential for the formation of any educator knowledge and comprehension of the educational systems of other countries, especially Europe. The international perspective on educational phenomena constitute the core of this course. The training objectives are:

1. Know and apply the theoretical issues of Comparative Education.
2. Know, analyze and understand the educational problems in the world, from an international perspective, understanding the interrelationships that exist with economic, political, historical and cultural issues.
3. Understand, analyze and understand the educational systems of certain countries of international importance.
4. Analyze and understand the Spanish education system and education in Catalonia from international benchmarks.

Skills

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop strategies for autonomous learning.
- Evaluate policies, institutions and educational systems.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.

- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.

Learning outcomes

1. Deliver proposed activities on time and in the right way.
2. Demonstrating personal educational thinking based on the knowledge of the theoretical and historical references of education.
3. Evaluate education systems from a political, economic and international perspective.
4. Incorporating into their analyses the planning, economic and international references linked to specific problems and proposals about the educational system.
5. Knowing how to express ones ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
6. Organising the work in a structured way in terms of the demands.
7. Planning the educational system using existing data and including them in relation to the context.
8. Understand the processes that occur in educational activities and their impact on training while accepting that the exercise of the educational function must be refined and adapted lifelong to scientific, educational and social changes.

Content

- A. Theoretical Foundations of Comparative Education.
- B. Overview of global education.
- C. International Educational Systems
- D. Comparative analysis of educational systems in the international context.
- E. The Spanish education system and education in Catalonia in the international environment.

Methodology

The activity develops from exposure teacher and joint analysis of readings and other materials. The seminars are workspaces for a subset (one third of the group). Proposed activities of deepening and discussion of the subject.

Apart from the theoretical subject, the course aims to develop a supervised project.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Master class	30	1.2	3, 4, 2, 7
Seminars (small groups)	15	0.6	3, 4, 1, 2, 6, 7, 5
Type: Supervised			
Tutored projects and activities	30	1.2	3, 4, 1, 6, 7, 5
Type: Autonomous			
Reading articles, books and preparation of papers	75	3	3, 4, 1, 2, 6, 5

Evaluation

The work group will be based on one of the topics of the program and according to the parameters presented in the theoretical sessions. It will be presented the week before the final exam.

The individual task is based on the analysis of readings deepening and / or class discussions.

It is necessary to obtain at least 5 in each of the evaluation activities.

Class attendance is mandatory.

Plagiarism entails suspension.

Final exam: 17/01

Final exam second round: 31/01

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Final exam	50%	0	0	3, 8, 4, 1, 2, 6, 5
Individual task	20%	0	0	1, 2, 6, 5
Supervised group work	30%	0	0	3, 4, 1, 2, 6, 7

Bibliography

Apple, M. W. (2004). Creating difference: Neo-liberalism, neo-conservatism and the politics of educational reform. *Educational policy*, 18(1), 12-44.

Avelar, M., & Ball, S. J. (2017-forthcoming). Mapping new philanthropy and the heterarchical state: The Mobilization for the National Learning Standards in Brazil. *International Journal of Educational Development*.

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

Ball, S. J., & Junemann, C. (2012). *Networks, new governance and education*. London: Policy Press. [CHAPTER 1]

Beech, J., & Barrenechea, I. (2011). Pro-market educational governance: is Argentina a black swan? *Critical Studies in Education*, 52(3), 279-293. <http://doi.org/10.1080/17508487.2011.604077>

Bonal, X. Tarabini, A., Verger, A.(comp.). (2007). Globalización y Educación. Textos Fundamentales. Buenos Aires: Miño y Dávila editores.

Bonal, X., & Tarabini, A. (2013). The role of PISA in shaping hegemonic educational discourses, policies and practices: the case of Spain. *Research in Comparative and International Education*, 8(3), 335-341.

Bray, M., Adamson, B., Mason, M. (2010). Educación comparada. Enfoques y métodos. Buenos Aires: Granica

Brenner, N., Peck, J., & Theodore, N. (2010). After neoliberalization?. *Globalizations*, 7(3), 327-345.

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

Chubb, J., & Moe, T. (1988). Politics, Markets, and the Organization of Schools. *The American Political Science Review*, 82(4), 1065-1087.

Dale, R. (1999). Specifying globalization effects on national policy: a focus on the mechanisms. *Journal of Education Policy*, 14(1), 1-17.

European Commission. (2011). Progress towards the common European objectives in education and training (2010/2011) Indicators and benchmarks. En línea: http://www.includ-ed.eu/sites/default/files/documents/report_llp_policy_2010.pdf

- Fabretti, V. (2011). The public vs. private school choice debate: pluralism and recognition in education. *Italian Journal of sociology of education*, 3(1).
- Ferrer, F. (2002). La educación comparada actual. Barcelona: Ariel
- Ferrer, F., Castel, J. L., Valiente, O. (2009). Equitat, excel·lència i eficiència educativa a Catalunya. Una anàlisi comparada. Barcelona: Fundació Jaume Bofill.
- Friedman, M. (1997). Public Schools: Make Them Private. *Education Economics*, 5(3), 341-344.
- García Garrido, J.L. (2004). Sistemas educativos de hoy. Madrid: Dykinson.
- John, J. D. (2007). Albert Hirschman's Exit-voice Framework and its Relevance to Problems of Public Education Performance in Latin America. *Oxford Development Studies*, 35(3), 295-327.
- Languille, S. (2016). Public-private partnerships in education and health in the global South: A literature review. *Journal of International and Comparative Social Policy*, (ahead-of-print), 1-24.
<http://doi.org/10.1017/CBO9781107415324.004>
- Levin, H. M. (2002). A Comprehensive Framework for Evaluating Educational Vouchers. *Educational Evaluation and Policy Analysis*, 24(3), 159-174. <http://doi.org/10.3102/01623737024003159>
- Lubienski, C. (2003). Innovation in Education Markets: Theory and Evidence on the Impact of Competition and Choice in Charter Schools. *American Educational Research Journal*, 40(2), 395-443.
<http://doi.org/10.3102/00028312040002395>
- Martínez Usarralde, M.J. (2009). Educación internacional. València: Tirant lo Blanch.
- Morduchowicz, A., & Iglesias, G. (2011). Auge y avance de los subsidios estatales a las escuelas privadas en la Argentina. In R. Perazza (Ed.), *Mapas y recorridos de la educación de gestión privada en la Argentina*. Buenos Aires: Aique.
- Moschetti, M. C., & Gottau, V. (2016). From the Rockies to the Andes: the charter school experiment in the Argentine political context. *Educação & Sociedade*, 37(134), 55-72.
- Moschetti, M., Fontdevila, C., & Verger, A. (2017). *Manual para el estudio de la privatización de la educación*. Bruselas: Education International.
- Murnane, R. J., & Ganimian, A. J. (2014). Improving Educational Outcomes in Developing Countries: Lessons from Rigorous Evaluations. *NBER Working Paper Series*, 20284. <http://doi.org/10.3386/w20284>
- Narodowski, M., Moschetti, M., & Gottau, V. (2017). The growth of private education in Argentina: eight paradigmatic explanations. *Cadernos de Pesquisa*, 47(164), 414-441.
- Naya, L.M. (2003): La educación para el desarrollo en un mundo globalizado. Donostia: Erein
- Nusche, D. (2009), What Works in Migrant Education?: A Review of Evidence and Policy Options. *OECD Education Working Papers Series*, No. 22, OECD Publishing.
- OECD (2013). Education at a glance. En línia:
[http://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)--FINAL%2020%20June%202013.pdf)
- OECD (2013). *Synergies for Better Learning: An International. Perspective on Evaluation and Assessment*. OECD: Paris. [SUMMARY]
- OECD. (2011). School autonomy and accountability: Are they related to student performance? Pisa in Focus 9. <http://www.oecd.org/pisa/48910490.pdf>
- Parcerisa, L., & Verger, A. (2016). Rendición de cuentas y política educativa: Una revisión de la evidencia internacional y futuros retos para la investigación. *Profesorado: Revista de Currículum y Formación de Profesorado*, 20(3).

Patrinos, H. A., Barrera Osorio, F., & Guáqueta, J. (2009). *The role and impact of public-private partnerships in education*. Washington D.C.: World Bank Publications.

Prat, Enric (2013). *L'educació, una qüestió d'estat. Una mirada a Europa*. Barcelona: UBe.

Prats, J; Raventós, F (dir.) (2005) *Els sistemes educatius europeus ¿Crisi o transformació?*. Barcelona: Fundació "la Caixa". En línia: http://obra-social.lacaixa.es/estudiossociales/vol18_ca.html [accés: 11.9.2006].

Rizvi, F., & Lingard, B. (2009). *Globalizing education policy*. London: Routledge. [CHAPTER 1]

Schleicher, A., & Zoido, P. (2016). The policies that shaped PISA, and the policies that PISA shaped. In: Mundy, K., Green, A., Lingard, B., & Verger, A. (Eds.) *The handbook of global education policy*. London: Wiley.

Tarabini, A., & Bonal, X. (2011). Globalización y política educativa: los mecanismos como método de estudio. *Revista de Educación*, 355(2), 235-255.

Taylor, S., Rizvi, F., Lingard, B., & Henry, M. (1997). *Educational policy and the politics of change*. London: Routledge. [CHAPTER 1 & 2]

Termes, A., Bonal, X., Verger, A., & Zancajo, A. (2015). *Public-Private Partnerships in Colombian Education: The Equity and Quality Implications of "Colegios en concesión"*. London: Open Society Foundations.

Tolofari, S. (2005). New Public Management and Education. *Policy Futures in Education* 3(1), 75-89.

UNESCO. (2013). Informe de 2013/4. Enseñanza y aprendizaje: Lograr la calidad para todos. En línia: <http://unesdoc.unesco.org/images/0022/002261/226159s.pdf>

Valiente, O. (2014). The OECD skills strategy and the education agenda for development. *International Journal of Educational Development*, 39, 40-48.

Verger, A. (2012). Framing and selling global education policy: the promotion of public-private partnerships for education in low-income contexts. *Journal of Education Policy*, 27(1), 109-130.

Verger, A., Bonal, X., & Zancajo, A. (2016). What Are the Role and Impact of Public-Private Partnerships in Education? A Realist Evaluation of the Chilean Education Quasi-Market. *Comparative Education Review*, 60(2), 1-26.

Verger, A., Fontdevila, C., & Zancajo, A. (2016). *The privatization of education: A political economy of global education reform*. New York: Teachers College Press.

Verger, A., Fontdevila, C., Rogan, R., & Gurney, T. (2018-forthcoming). Manufacturing an illusory consensus? A bibliometric analysis of the international debate on education privatisation. *International Journal of Educational Development*.

Verger, A., M. Novelli and H. K. Altinyelken. (2012). Global Education Policy and International Development: An Introductory Framework. In: Verger, A., M. Novelli and H. K. Altinyelken (Eds.). *Global Education Policy and International Development: New Agendas, Issues and Policies*. London: Continuum

Vior, S. E., & Rodríguez, L. R. (2012). La privatización de la educación argentina: un largo proceso de expansión y naturalización. *Pro-Posições*, 23(2), 91-104.

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. [PAGES 28-45]