

Globalisation, Education Policies, and Inequality

Code: 44040
ECTS Credits: 6

Degree	Type	Year	Semester
4313228 Social Policy, Employment and Welfare	OT	0	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Teachers

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Prerequisites

None

Objectives and Contextualisation

This module explores the impact of globalization processes on education systems and educational policies on an international scale. Its objectives are to familiarize students with the main actors involved in the definition of the global educational agenda, identify the main policies and educational reforms that expand and standardize on a global scale and highlight its main effects on social and educational inequalities and on poverty. The module will explore current debates on globalization, poverty and inequality as a key element to situate and understand the global education agenda. Specific policies will be analyzed in the areas of the privatization of education, accountability, the fight against poverty or compensatory policies. Students at the end of this course should be able to understand the link between policy paradigms and their consequences for the planning of educational policies and the formulation of policies.

Competences

- Design, implement and evaluate social policies and processes for resource redistribution and improvement of citizens' welfare, in different contexts and from a European perspective.
- Recognise the main economic, political, social and cultural transformations of complex societies in order to analyse the fundamental challenges they pose to equality and welfare.
- Work individually and in multidisciplinary, international teams.

Learning Outcomes

1. Analyse the political and social processes that affect education policies at the local, national and global levels of social action.
2. Apply theoretical knowledge of education policies to international case studies.
3. Design and assess the impacts of education policies pursued by governments, regions and international bodies.
4. Identify and analyse the interactions between education and all facets of human development and multi-dimensional poverty.
5. Link the concepts used to analyse globalisation and its implications for education to general theories of development.
6. Work individually and in multidisciplinary, international teams.

Content

S1. Políticas educativas globales. Los efectos de la globalización en la educación. Implicaciones teóricas y metodológicas de la globalización para el análisis de políticas educativas. La globalización de la política educativa: los debates sobre la transferencia de políticas.

Lecturas obligatorias:

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

Verger, A., M. Novelli and H. K. Altinyelken. 2017. 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*. Continuum, London.

Complementarias:

Dale, R. and Robertson, S. (2007), 'Beyond methodological "isms" in comparative education in an era of globalisation', in A. Kazamias and R. Cowan (eds), *Handbook on Comparative Education*. Netherlands: Springer, 19-32.

Koenig-Archibugi. 2010. "Understanding the Global Dimensions of Policy." *Global Policy* 1 (1), 16-27.

S.2. La evolución de las políticas educativas de lucha contra la pobreza. Definiciones contrapuestas de equidad educativa y la medida de la pobreza y la desigualdad. Expansión educativa y sus efectos limitados sobre la pobreza: límites y omisiones. El menú corto de la política educativa y sus efectos sobre la pobreza y la desigualdad.

Lecturas obligatorias

Bonal, X. (2007) "On global absences: reflections on the failings of the education and poverty relationship". *International Journal of Educational Development*, vol. 27 (1), pp. 86-100.

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

Complementarias

Meschi, E. & Scervini, F. (2012) *Expansion of Schooling and Educational Inequality in Europe: Educational Kuznets Curves Revisited*. GINI Discussion Paper n. 61.

Knight, J. B., & Sabot, R. H. (1983). Educational Expansion and the Kuznets Effect. *The American Economic Review*, 73(5), 1132-1136.

S3. La globalización de las transferencias de renta condicionadas como política de lucha contra la pobreza. El aumento de las transferencias monetarias condicionadas en educación y su expansión global. Dilemas de los CCTs. Estrategias de evaluación de impacto de CCT.

Lecturas obligatorias

Bonal, X.; Tarabini, A.; Rambla, X. (2012) Conditional cash transfers in education for development: emergence, policy dilemmas and diversity of impacts. In: Verger A, Novelli M, Kosar-Altinyelken H(eds) Global Education Policy and International Development: New Agendas, Issues and Programmes. New York: Continuum.

Peck, J., and N. Theodore (2010) "Recombinant Workfare, Across the Americas: Transnationalizing 'fast' Social Policy." *Geoforum* 41 (2): 195-208.

Complementarias

Baird, S., Ferreira, F. H. G., & Özler, B. (2013). Relative Effectiveness of Conditional and Unconditional Cash Transfers for Schooling Outcomes in Developing Countries: A Systematic Review. *Campbell Collaboration*, (September), 1-124. doi:10.4073/csr.2013.8

Fiszbein, A. and Schady, N. (2009) *Conditional Cash Transfers. A World Bank Policy Research Report*. The World Bank: Washington D.C.

Kabeer, N., Piza, C., & Taylor, L. (2012). *What are the economic impacts of conditional cash transfer programmes? A systematic review of the evidence*. 59 pp. Retrieved from <http://r4d.dfid.gov.uk/Output/191915/Default.aspx>

S4. Organizaciones internacionales en política educativa: las agendas en evolución y los mecanismos de influencia del Banco Mundial y la OCDE en educación

Lecturas obligatorias

Sellar, S. & Lingard, B. (2013) "The OECD and the Global Governance of education". *Journal of Education Policy*, 28 (5), pp. 710-725.

Mundy, K. and Verger. 2015. The World Bank and the global governance of education in a changing world order. *International Journal of Educational Development*

S5. La privatización de la educación en la agenda de la política educativa mundial. Establecimiento de una agenda y difusión de políticas en políticas de privatización. Diferentes caminos hacia la privatización. Alianzas público-privadas y mercados en educación. Escuelas privadas de bajo coste.

Lecturas obligatorias

Lubienski (2013) Privatizing form or function? Equity, outcomes and influence in American charter schools, *Oxford Review of Education*, 39:4, 498-513, DOI: 10.1080/03054985.2013.821853

Verger, A., Fontdevila, C., & Zancajo, A. (2017). Multiple paths towards education privatization in a globalizing world: a cultural political economy review. *Journal of Education Policy*, 1-31.

Complementarias

Ashley, L.D. et al (2014). *The role and impact of private schools in developing countries*. London: DFID.

Verger, A., X. Bonal and A. Zancajo. (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*

S6. Autonomía escolar con reformas de rendición de cuentas. Políticas de evaluación y pruebas estandarizadas. Incentivos y responsabilidad de los docentes. Gestión basada en la escuela. Nuevas formas de rendición de cuentas y evaluación en los países en desarrollo

Lecturas obligatorias

Maroy, C. and A. Voisin (2017). *Accountability in Education Think Piece*. UNESCO. Available at <http://unesdoc.unesco.org/images/0025/002595/259572e.pdf>

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

Complementarias:

Falabella, A. (2014). The Performing School: The Effects of Market & Accountability Policies. *Education policy analysis archives*, 22(70)

Neave, G. (1998). 'The evaluative state reconsidered'. *European Journal of Education*, 33, (3), 265-284.

Benveniste, L. (2002), 'The Political Structuration of Assessment: Negotiating State Power and Legitimacy'. *Comparative Education Review*, 46, (1), 89-118.

S7. Educación, capacidades y educabilidad: los efectos de la pobreza en la educación. Nociones de pobreza en el enfoque de 'capacidades' y sus implicaciones para la educación. Una crítica al enfoque de capacidades desde la noción de educabilidad. Políticas de subjetividad, pobreza y educación.

Lecturas obligatorias

Bonal, X. & Tarabini, A. (2014) "Being poor at school: Exploring conditions of educability in the favela". *British Journal of Sociology of Education*. DOI:10.1080/01425692.2014.924394.

Walker, M. (2006) Towards a capability-based theory of social justice for education policy-

making. *Journal of Education Policy* 21, no. 2, 163-185.

Complementarias

McCowan, T. (2011) Human rights, capabilities and the normative basis of 'Education for All'. *Theory and Research in Education* 9, no. 3, 283-298.

Unterhalter, E. (2009). What is equity in education? Reflections from the capability approach. *Studies in Philosophy and Education* 28, no. 5, 415-424.

S8. Producción de conocimiento e instrumentos la gobernanza educative global

Lecturas obligatorias

Freeman, R. (2007) Epistemological Bricolage: How Practitioners Make Sense of Learning. *Administration & Society* 39(4): 476-496.

Grek, S. (2009) Governing by numbers: the PISA 'effect' in Europe, *Journal of Education Policy*, 24:1, 23-37, DOI: 10.1080/02680930802412669

Methodology

The methodology will combine master classes and practical exercises.

The students must attend previously prepared sessions, having made the mandatory readings and, where appropriate, preparing the practical sessions individually or collectively.

The practical sessions will consist of debates, case analysis, role-play and other participatory methodologies.

Activities



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
master classes	75	3	1, 2, 3, 4, 5
Type: Supervised			
tutorials	40	1.6	1, 2, 3
Type: Autonomous			
seminars	35	1.4	1, 3, 6

Assessment

The evaluation of the course will be based on two indicators:

- 1) Active participation in class in reading seminars and debates on case studies (20%)
- 2) Preparation of a paper based on a case analysis of an educational policy worked on in the course (80%).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment	80%	0	0	1, 2, 3, 4, 5, 6
PARTicipation	20%	0	0	1, 2, 3, 6

Bibliography

See contents section