EMC5701 — KEY DEBATES IN COMPARATIVE EDUCATION

Co-Ordinating Lecturer: Professor Ronald G. Sultana
Value of study unit: 5 ECTS
Mode of Teaching: Group seminars, student presentations, case study approaches
Mode of Assessment: Attendance and participation: 20%; Presentation (group or individual): 30%; Term paper (group or individual): 50%.

Course Outline: This unit sets out to introduce students to the field of comparative education studies, its origins in the early 20th century, and the variety of orientations, trends and schools that have developed since then. The developments in comparative education approaches and paradigms will be linked to parallel debates in epistemology, research methods, and the social sciences more broadly. Students will in particular be required to focus on such areas as: defining comparison; paradigm shifts in comparative education; the use and abuse of comparative education; ideology in comparative education; and methodological and philosophical considerations in comparative education. Our main concern will be to understand education as a social practice and as a world-wide phenomenon, while focusing on education in Malta from an international perspective. Examples, comparisons and cases are selected from a broad range of countries, with special attention being given to the Mediterranean and European regions.

Course Learning Outcomes: By the end of this course, students will be able to address such questions as: ‘What is the purpose of comparison?’ ‘How did comparative education studies begin?’ ‘What were the key debates and issues over time?’ ‘Who were some of the leading figures in comparative education, and what was their respective contribution and legacy?’ ‘What were the main paradigm shifts in the field, and why did these take place?’ ‘Which philosophical currents have had an influence on comparative education?’ ‘What are some of the main pitfalls in comparative education?’ ‘What types of question and evidence provide a legitimate basis for comparison?’ ‘How are the comparative education methods similar to/different from comparative studies in other fields (e.g. sociology, politics, religion, literature, philosophy, economy, social history, cultural studies, cross-cultural psychology)?’ ‘What kind of disciplinary background do comparativists need?’

Requirements: The course combines lectures with student-led discussions, participatory activities, and presentations. Students are required to read session specific material in advance, and to be able to critique them in class discussions. In each session, students will be asked to lead a class discussion with a partner or small group. Student sub-groups will be assigned sessions for presentation according to their theme of interest. Each session will have a panel of discussants, but all students are required to actively participate by providing thoughtful, critical and constructive comments. Students are required to submit their final paper on a topic of their choice. The paper should strive to attain the standards associated with journal publications, and should be around 5,000 words in length. References should follow the style indicated in the course Guidebook.
TEXTBOOKS AND READING ASSIGNMENTS

A. Books:

I. General educational theory background:
[Recommended reading for all students, and required reading for all those who have not previously followed courses in educational theory].

Sultana, R.G. (ed.)(1997) Inside/outside schools: towards a critical sociology of education in Malta. Malta: PEG, and
Sultana, R.G. (ed.)(2001) Yesterday's schools: readings in Maltese educational history. Malta: PEG, and

II. Textbooks in Comparative Education:
[Students are to choose at least ONE of these books and adopt it as required reading].


**B. Selected Readings**

*[Note: these are suggested readings. Students are encouraged to select from these and to find other readings, focusing on their own interests and research focus]*

**I. Comparative Education: Definitions and Purpose**


Broadfoot, P.


**II. Comparative Education: History, Development and Protagonists**


**III. Comparative Education and its Philosophical Foundations**


IV. Comparative Education and its Contexts


V. Pitfalls for Comparative Education


**VI. Examples of Comparative Education**


EMC5702—Qualitative Research Methods in Comparative Education

Co-Ordinating Lecturer: Professor Ronald G. SULTANA
Value of study unit: 5 ECTS
Mode of Teaching: Group seminars, case studies; role play; weekend workshop.
Mode of Assessment: Paper

Course Outline: This unit provides training and dissertation support in the methods, concepts and skills required for research in education of a comparative and international nature. Comparative research draws eclectically from a wide variety of research methods, since it is itself multi-disciplinary in nature. Depending on their previous research experience and strengths in particular fields of study, as well as on the specific focus of the dissertation to be submitted at the end of the Masters course, students may draw on one or more of the following research approaches: anthropological, ethnographic, qualitative, quantitative survey methods, case-study methods, historical analysis, analysis of country data sets (e.g. those produced by the OECD), and so on. Irrespective of the methodology or methodologies used, and independent of whether the key focus is analytical, descriptive, evaluative or exploratory, participants will need to keep in mind the main aspiration for this course, namely that, in comparing and contrasting educational phenomena, perceived as culturally-embedded social practices, one ends up understanding one’s own context better, as well as being better positioned to imagine alternatives. The course will therefore introduce students to the relevant literature and contemporary research and, given both the local context and its geographical position, special attention will be given to work relating to small states and developing and intermediately developed countries. Ways of dealing with comparative and international research are considered from both practical and theoretical perspectives.

Select Suggested Readings:


**Specialised journal:** *International Journal of Qualitative Studies in Education* (*QSE*) – Back issues available from my office [over 300 articles from *QSE* available from the UoM Ebsco search facilities].

**Key textbooks:**

Students are also required to read at least one book reporting research carried out using qualitative methodology, preferably based on ethnography.

**SPECIFIC SESSIONS**

**Session 1: Introducing qualitative research**

*Session leader: Professor Ronald G. Sultana*

This session focuses on introducing the origins, history and development of qualitative research. In particular, it addresses the philosophical underpinnings of the different approaches to qualitative research, and discusses the epistemological premises and challenges, particularly in relation to the positivist, post-positivist, and range of interpretive stances adopted by qualitative researchers. The session then provides a general overview of the key approaches that can be broadly referred to as ‘qualitative’, including: ethnography, grounded theory, interviewing (including focus group interviews), participant observation, case studies, ethnmethodology, life history, action research, and narrative inquiry. A special focus is placed on the place of qualitative research in comparative education. Finally, ethical issues specific to qualitative research are addressed.

**Readings:**

**Session 2: Educational approaches to traumatic memory in an age of transnationalism: How one ethno-graphies the unspeakable**
‘After Auschwitz, it is no longer possible to write poems’, writes Adorno in Negative Dialectics. Is it any longer appropriate to contain events of extreme atrocity in an ethnography or a didactics? In Adorno’s often recited motto, two kinds of loss are recognized but also downplayed against each other: the loss of dignity and the loss of trauma in the artistic reification of dehumanization. Dismissing the esthetic principle of stylization, rather than poetry itself, Adorno exposes the esthetic liability of art, writing and thinking when they make ‘an unthinkable fate appear to have had some meaning; it is transfigured, something of its horror is removed. This alone is an injustice to the victims.’ Yet the problem is not that language cannot speak about the inhuman. ‘Wither art’ refers to the aporetic dimensions of testimony rather than to the representational limits of language. Poetry, for example, cannot bear witness to the experience of dehumanization because this is an experience beyond understanding. To bear witness to such a trauma would mean to repeat, to re-cite the primary experience. Yet in speaking of this trauma, the quest for meaning built in narrative and poetic forms would bestow meaning to the experience that exceeded meaning (to speak of it would mean to leave out part of the horror). The paradox, however, with the questioning and emptying of narrative forms from testimonial liability is that it has been aestheticized and de-politicized. The aim of the seminar is to explore how the crisis in witnessing and the fissures and gaps of collective memory can by addressed with performative ingenuity in ethnographic research. What kind of ethnography can receive, offer hospitable topoi (e.g., tropisms) for traumatic memory, when the original traumatic experience has expelled the narrator from discourse, rendering her narrative incredulous if not hysterical? Where could an ethnography of traumatic memory derive its ethical force from if trust in the human community has been betrayed already, when the intimacy of the ‘mother tongue’ was damaged, when nobody was there, when horror took place, to stop it?

Readings:
Devrim & Evren (2004) Transcript of an interview by Zelia Gregoriou with two Turkish Cypriots, at Kardash, a bi-communal club located on the south side of the Buffer Zone (Fall of 2004).

Session 3: Action Research, and Interviewing
Session Leader 1: Dr Joseph Fenech (16:00 – 18:00): Action Research

This session sets out by distinguishing between academic research of the traditional kind and action research, exploring the philosophy which underpins action research in
education. It then critically examines the most frequently presented models in the research literature as well as the methodologies which have been most successfully used in educational research carried out over the last few decades. Finally, an attempt is made to focus the discussion on the possibilities of action research as a tool in comparative education studies.

Readings:

Session Leader 2: Professor Ronald G. Sultana) Interviewing

Individual, group and focus interviews are among the most common strategies used in the qualitative research and fieldwork tradition. They are also one of the most often used tools in educational research, with structured, semi-structured or unstructured ‘conversations’ being carried out with one or more of a variety of actors that can include teachers, pupils, school and education system administrators, and other ‘stakeholders’ such as parents, employers, trade union officials, and so on. The qualities that are required to carry out a successful interview are often under-rated, particularly since the focus tends to be narrowly on ‘technical’ skills, with little attention given to the personal characteristics—as well as ethical dimensions—that are critical in the encounter with the ‘other’. Different forms of interviews are analysed, and specific issues related to interviews with particular groups of persons—including children, for instance, or officials in powerful positions—are raised.

Readings:

Session 4: Classroom Observation, and Grounded Theory
Session Leader 1: Dr Valerie Sollars (16:00 – 18:00): Classroom Observation
During the session, classroom observation as a means of data collection will be analysed in depth by considering:

- Various forms of observation (anecdotal records; time-sampling; event-sampling)
- Ways in which observation can help practitioners and researchers improve their understanding of children’s needs
- Advantages and limitations of observation as a research tool
- Observation skills which individuals need to nurture/develop
- Issues to consider for successful management of observations (physical setting; roles and relationships; ethical issues)

**Readings:**

**Session Leader 2: Professor Ronald G. Sultana: Grounded Theory**

Glaser and Strauss developed their grounded theory strategy in the 1960’s, when qualitative research was still trying to establish legitimacy and credibility in a largely positivist environment. Indeed, much of its initial appeal lay in the attempt of the authors to develop a systematic, ‘scientific’ approach to qualitative data collection and analysis. Despite the ‘narrative turn’ in qualitative research, grounded theorizing strategies have survived several critiques and proved their worth in several areas of study, education included. This session sets out to describe the key aspects of grounded theory, including theoretical sensitivity, theoretical sampling, coding, constant comparative methods, and memoing. It considers the case for and against grounded theory, revisiting some of the issues raised in relation to positivist and post-positivist epistemologies that were made in the introductory session. Finally, the key techniques associated with grounded theory are described, with reference made to their use in Maltese educational research.

**Readings:**
Session 5: Thinking through the Qualitative Research process

This session aims to give participants an opportunity to develop their ideas about ways in which qualitative research approaches can be used as the basis for high quality social and educational research investigations. In preparation for the workshop, students are asked to do the following:

- They are to prepare a short outline of their ideas about the research that they are hoping to do for their MA Dissertation. This only needs to be a short outline at this stage, and may simply describe the types of question(s) which the dissertation might address, and some of the ways in which such questions are important to them. At the workshop there will be an opportunity to discuss creative ideas relating to the way in which each of these studies might be developed and carried out.

- Students are to read the two short research outlines in the course reading pack. The first from Michael Buhagiar describes a research study, which he has recently completed. In relation to this, students are to think about some questions that can be addressed to Michael regarding his use of qualitative research. The second from Katya DeGiovanni describes a research study which she is currently planning. In this case, please consider the different ways in which this study might be designed and conducted.

Readings:

Session 6: Narrative Inquiry; the Use of IT packages in Qualitative Research

Session Leader 1: Dr Simone Galea: Narrative Inquiry

Narrative inquiry has become an increasingly important research method in educational contexts particularly in exploring the lives of teachers and one’s own personal and professional development as a teacher. The methodological principles of narrative research in education are deeply grounded in a political endeavour to enhance the voices of those who are not heard and to create spaces for the production of subjugated knowledges and knowledge communities. The politics of narrative is reflected in the various aspects of the research process; the collection of stories, their formation as well as their presentation and representation.

During the session we shall discuss the issues above and raise questions regarding the production of knowledge through narrative educational research. How do personal experiences and autobiographical accounts become a valid source of knowledge? What
are the issues related to life’s presentation as text? What are the ethical responsibilities of the researcher in dealing with stories of others? What is the relation between the creation of narrative and the creation of selves? In discussing the last question we shall touch upon the use of Foucauldian genealogies as specific forms of narrative inquiry in which the descriptive, fictive and critical elements of narrative are brought together to highlight the possible formations and transformations of our subjectivities as teachers and learners.

Readings:

Session Leader 2: Dr Paul Bartolo: IT software and Qualitative Research

This practical, workshop session will help students appreciate the usefulness of software like NUDIST in the coding and analysis of qualitative data. The advantages and disadvantages of the use of such software is discussed, with reference being made to research projects that have

Readings:
EMC5702—Quantitative Research Methods in Comparative Education

Co-Ordinating Lecturer: Professor Mark Borg  
Value of study unit: 5 ECTS  
Mode of Teaching: Hands-on sessions in the Computer Laboratory  
Mode of Assessment: Tasks for each session

Aim
The course aims to expose and equip students with those basic quantitative concepts, techniques and skills necessary to understand and interpret statistics as applied in comparative education settings.

Instructional Objectives
At the end of this component students should be able to:
- compute, explain the meaning of, and use basic summary statistics and their graphical representation;
- understand the nature of populations and samples in relation to the inferential leap;
- understand the conceptual and statistical meaning of ‘statistical significance’ and its use: explain the nature and purpose of various levels of statistical significance (p-values);
- understand the nature and use of inferential statistics;
- develop a working knowledge of the SPSS; organize data and prepare them for use with the SPSS; list and use several SPSS command lines to run a number of statistical techniques; understand SPSS print-outs of results and interpret findings;

Mode of Presentation
The emphasis throughout this component shall be on active, meaningful and hands-on student participation. In the main, sessions will center around case studies drawn from comparative education reports, including the First Results from PISA 2003 and the Education for All Global Monitoring Report 2005.

Course Outline
1. Summary statistics:
   - measures of central tendency
   - measures of variation
   - percentiles and interquartile range
   - measures of association and scatterplots
: tabulating data
: graphical representation of data

2. Inferential statistics
: populations and samples; the inferential leap
: statistical significance; p-values and levels of significance

3. Use of SPSS
: preparing data (dummy coding, missing data)
: procedural command lines (SORT CASES, SELECT CASES, RECODE)
: command lines for running several techniques
 (DESCRIPTIVES, CROSSTABS, MEANS)

**Course Value**
5 ECTS

**Contact Hours**
21 hours of lectures, and hand-on sessions.

**Mode of Assessment**
Practical Assignments and Presentations

**Course Texts**


**Suggested Readings**


Professor Mark G. Borg
Room: OH235  Tel: 2340 2193
e-mail: mark.borg@um.edu.mt
Course: MA in Euro-Mediterranean Comparative Education Studies (MA-EMCES)
Lecturer: Professor Ronald G. Sultana and guest lecturers
Unit weighting: 5 ECTS
Offered:
Assessment: 30% participation; 70% assignment.
Assignment: Students are to propose a topic linked to the focus of their dissertation, and explore that topic from a European dimension. The assignment can be a conventional essay, oral presentation, article publishable in a professional journal, etc.
Mode of delivery: Lectures, participatory workshops, self-directed study. One weekend workshop with foreign guest lecturer planned for.
Note regarding attendance: Students who miss a session, or a good part of a session, will be asked to synthesise the relevant readings related to that session and present them in addition to the assignment, irrespective of the reason for absence or lateness. This should ensure that learning objectives are attained and standards maintained.

Rationale: The European Union has developed a keen interest in education, despite the fact that, strictly speaking, education falls outside its ‘area of competence’, and educational policy-making remains the prerogative of individual Member States. Initially, and particularly through the Maastricht Treaty, the competence of the EU in matters educational remained restricted to the area of Vocational Education and Training, and the justification for this was that VET is directly linked to the economic objectives of the EU, aspirations most recently declared at the European Council in Lisbon in March 2000 and which entail nothing less than making the Union “the most competitive and dynamic knowledge-based economy in the world by 2010”.

The borders between ‘general’ and ‘vocational’ education have, however, become increasingly blurred, with general education becoming more vocational, and vocational education integrating aspects of what was previously referred to as ‘academic’ education. Much of the latter can be attributed to current understanding of skills requirements in the so-called ‘knowledge economy’, and to efforts to halt the ‘academic drift’ and to encourage more students in further and higher education to take up vocational routes enjoying ‘parity of esteem’ with other pathways. One result of this is that the impact of the EU on the educational field has become more pronounced, pervasive, and indeed ubiquitous—and certainly not restricted to the VET field. The mechanisms by which such influence is exerted differ, but there is little doubt that there is what can increasingly be referred to as an EU education policy-field, despite the fact that individual member states jealously guard the autonomy of their national education systems.

Objectives: By the end of the study unit, students will:
1. Have a deeper understanding of the European Union, its founding principles, present aspirations, the institutions and structures that shape it, and the relationships that the EU has developed with the countries in the south Mediterranean region.
2. Develop a critical appreciation of the historical relationship between the European Community and education, particularly how the EU shifted from a sole focus on Vocational Education and Training to a broader concern with education at all levels.

3. Be able to identify the key mechanisms that are at the disposal of the EU in order for it to influence educational policy-making across the Member States.

4. Have a critical understanding of the different areas in education in which the EU has had an impact, by focusing on a number of case studies (such as lifelong learning, career guidance, European Qualifications Framework, and teacher training) in order to tease out potential agendas and their significance for the definition of education.

1st set of Themes: Historical development of the EU; key Treaties; main structures and institutions; aspirations of the EU (economic, political, cultural); contestations over the European Union project; relationships between the EU and the world, particularly with the Mediterranean countries. [Guest lecturers: Dr Roderick Pace, Director, European Documentation Research Centre; Dr Stephen Calleya, Director, Mediterranean Academy of Diplomatic Studies].

Suggested Readings:

European Union Resource Guide: a good starting point for understanding the basics of the EU: http://www.unc.edu/depts/europe/conferences/eu/msie4.htm
Europe in 12 Lessons: http://europa.eu/abc/12lessons/index_en.htm

2nd set of Themes: Key documents defining the relationship between education and the EU; influence of the EU in education beyond the boundaries defined by formal treaties; corporate and sector interest lobbying in Brussels and the setting of education agendas Europe-wide.

Suggested Readings:

3rd set of Themes: The education programmes of the EU (Leonardo, Socrates, Erasmus...) and the changes that are to be implemented; ‘soft policy steering’ mechanisms, such as the Open Method of Co-Ordination and the ‘tuning’ process; convergence and divergence in European education systems; the Bologna Process. 

[Guest lecturers: Dr Suzanne Gatt, Faculty of Education].

Suggested Readings:


4th set of Themes: Specific areas where the EU is having an impact on educational policy and practice (e.g. Vocational Education and Training; European Qualifications Framework, higher education, teacher education, science education). The impact on the New Member States, and particularly on the transformation of the educational landscape in Central and Eastern European countries. Educational policy-borrowing across the EU.

Suggested Readings:


**Additional Resources:**

- Readings saved on USB pen.
- EURYDICE data base: The information network on education in Europe.
  Website: [http://www.eurydice.org/index.shtml](http://www.eurydice.org/index.shtml) - Provides information about the education systems of the different EU Member States, and several thematic studies on different aspects of education in Europe.
- Access to the reports available on the EURYDICE website: [http://www.eurydice.org/portal/page?_pageid=237,165585&_dad=portal&_schema=PORTAL&sortByCol=2](http://www.eurydice.org/portal/page?_pageid=237,165585&_dad=portal&_schema=PORTAL&sortByCol=2)
- European Schoolnet: the Gateway to Education in Europe: [http://www.eun.org/portal/index.htm](http://www.eun.org/portal/index.htm)
- Short guide to EU policy-making: [http://www.eurordis.org/article.php3?id_article=47](http://www.eurordis.org/article.php3?id_article=47)
- Europeanisation of higher education: [http://www.pjb.co.uk/npl/bp60.htm](http://www.pjb.co.uk/npl/bp60.htm)
EMC5707 EDUCATIONAL POLICY MAKING IN A COMPARATIVE PERSPECTIVE

Co-Ordinating Lecturer: Dr Grace Grima
Value of study unit: 5 ECTS
Mode of Teaching: seminar discussions, case study approaches
Mode of Assessment: coursework

Course Outline: The unit explores educational policy making in a global environment. In particular it raises questions as to how educational policy is generated, where it comes from, and the extent to which it addresses educational problems. The unit provides the students with the opportunity to learn about different approaches to educational policymaking, to identify the role of the social actors that participate in policymaking processes, and the contexts which frame them at national and international levels. Students in particular will be required to become familiar with theoretical and conceptual frameworks which implicitly and explicitly influence educational policy and the influence of personalities, institutions, international organizations, supra-national agencies such as the OECD and the EU Commission and foreign assistance on such processes. Similarly, they need to explore the impact of international research such as PISA and TIMSS in establishing international benchmarks that define educational goals and practices. With this knowledge, students will gain understanding of the complexities of policy making in a rapidly changing world. Are there trends of convergence or divergence in policy making in different countries? Case studies using local personalities from the major political parties, the Union of Teachers and the Policy Unit within the Ministry of Education will be integrated in the unit. In these sessions, students will be given the opportunity to obtain valuable first hand information regarding policy making strategies and procedures and develop skills in obtaining such information from the social actors. These sessions will enable the students to analyze the policy-making process at work, the different agendas that may be present, the way such agendas are articulated, the way they are perceived by different actors, how policies are implemented, and how they are subject to processes of acceptance, accommodation, resistance and/or rejection.

Course Learning Outcomes: By the end of the course, students will be in a position to:
1. identify appropriate theories and models to comprehend and explain substantive, administrative and political implications of educational problems.
2. understand the complementarities between theory and practice in educational inquiry for policy.
3. conceptualize and frame educational problems that can be subject to policy interventions.
4. plan and execute inquiries into educational problems.
5. use effective strategies for presenting the results of analysis in a persuasive, well organized and concise written form.

Requirements: The course will be conducted as seminar discussions in which the students and the lecturer will examine the pertinent literature and, via these readings will analyse various aspects of policy making in a comparative perspective. Students are
required to read session specific material in advance, and be able to critique them in class
discussions. Student sub-groups will be assigned preparatory tasks for the sessions with
the guest speakers but all students are required to actively participate by providing
thoughtful, critical and constructive comments in the sessions. Students are also required
to submit reflective write-ups on the guest sessions in which they combine the insights of
the processes identified with the theoretical models and theories presented in the unit.

**READING ASSIGNMENTS**

education policy’ *Comparative Education*, v34, 2, 119-130

lessons learned’ *Comparative Education Review*, v47, 4, 423-443

Greek Educational Reform in 1997-1998’ *Comparative Education*, v38, 2, 155-169

*Comparative Education*, v38, 2, 133-135

Cheng, K. (1999) ‘Education and Market: how could it be different and what is new?
Current issues in Comparative Education*, v1, 2, 15 November, 1-8

system?’ *Current issues in Comparative Education*, v1, 2, 30 April, 1-8

Cowen, R. (2006) ‘Acting comparatively upon the educational world: puzzles and
possibilities’ *Oxford Review of Education*, v32, 5, 561-574

mapping approach’ *Comparative Education*, v35, 1, 45-61

reception and consequences of the PISA study in Germany’ *Oxford Review of
Education*, v32, 5, 619-634

Fitz, J. and Beers, B (2002) ‘Educational Management Organisations and the Privatisation of
Public Education: a cross-national comparison of the USA and Britain’ *Comparative
Education*, v38, 2, 137-154

Policy Makers/Practitioners: rethinking the two cultures thesis and the possibility of
dialogue’ *Comparative Education Review*, v45, 2, 173-196


Klees, S (1999) ‘Privatization and Neo-liberalism: ideology and evidence in rhetorical reforms’ *Current issues in Comparative Education*, v1, 2, 30 April, 1-7


EMC5708 Education and Development

Course: MA in Euro-Mediterranean Comparative Education Studies (MA-EMCES)
Course Co-Ordinator: Professor Ronald G. Sultana
Unit weighting: 5 ECTS
Assessment: 25% participation; 75% assignment.
Assignment: A formal comparative education paper focusing on a substantive area covered in the course. Students are to submit a proposed outline to the course leader for feedback and approval prior to commencing work on the paper. The proposal should reach the course leader by the fourth session, and the paper is to be submitted within 6 weeks from the last session.
Mode of delivery: Lectures, participatory workshops, self-directed study.

Rationale: The course aims to introduce a range of concepts related to development and educational development, with a special focus on the Mediterranean region, and the Arab states in particular. Depending on the interests of students, an alternative focus can be offered on educational development in small states. The course sets out to help students understand and assess the role played by education in the development process, by engaging with a variety of theories, issues, as well as practical case studies that illustrate the complex and dynamic relationship between institutions of formal learning and society. Student will need to draw on insights from diverse disciplines, including economics, sociology, history and anthropology in order to develop their own views on defining ‘education’ and ‘development’, and the relationship between both. In doing this students will draw on the learning from the preceding courses, particularly EMC5701 (Key Debates in comparative education). This study unit will prepare the ground for other themes raised in subsequent modules on globalization (EMC5705), and policy analysis (EMC5707).

Learning Outcomes: By the end of the course, students will have:

- become acquainted with a wide range of literature dealing with education and international development and been introduced to some of the different disciplines and interdisciplinary discussions that contribute to writing in this area;
- gained a broad understanding of the economic, social and political dimensions of educational development within and across national boundaries;
- reflected critically on a range of contemporary debates and issues regarding education and international development;
- developed knowledge and understanding of policy initiatives and practice on the ground relating to education and international development at the international, regional, national and local level, with a particular focus on the Mediterranean;
- developed skills in group discussion, critical reading and reflective and critical writing in the area of education and international development.

Two useful textbooks are:
**1ST SET OF THEMES: THEORETICAL PERSPECTIVES**

**Suggested Readings:**


2ND SET OF THEMES: COLONIAL, POST-COLONIAL AND NEO-COLONIAL DYNAMICS
[INCLUDING A CONSIDERATION OF THE ROLE OF UNIVERSITIES]

Suggested Readings:

3RD SET OF THEMES: ECONOMICS OF EDUCATIONAL DEVELOPMENT

Suggested Readings:


4TH SET OF THEMES: POVERTY, INEQUALITY AND LITERACY

**Suggested Readings:**


5TH SET OF THEMES: AID AND DEVELOPMENT AGENCIES

**Suggested Readings:**


6TH SET OF THEMES: GENDER, EDUCATION AND DEVELOPMENT

Suggested Readings:


**7TH SET OF THEMES: SOCIAL MOVEMENTS, NGOs AND COMMUNITY-BASED EDUCATION**

**Suggested Readings:**


**8TH SET OF THEMES: RELIGION, CULTURE AND EDUCATION**

**Suggested Readings:**


