

ITL-833: Education and International Development

Credit Hours:

3+0

Prerequisites:

None

Course Objectives:

This course provides a critical examination of the theories, policies, and practices that shape the field of international education and development. It explores persistent and emerging challenges, including systemic inequalities, migration, forced displacement, and educational disruptions such as global school closures. Special emphasis is placed on the interplay between poverty, gender, disability, race, and class within diverse contexts, particularly in the Global South. Students will interrogate paradigms of globalization, development frameworks from both Northern and Southern perspectives, and the politics of knowledge production. The course also encourages reflection on unequal power relations that influence international commitments, program design, funding mechanisms, and the dominance of Northern-led research over indigenous knowledge systems. By the end of the course, the students will be able to:

1. To develop a critical understanding of the historical and contemporary issues in international education and development.
2. To analyze the intersections of inequality—poverty, gender, disability, race, and class—within global education systems.
3. To examine education systems across diverse contexts, with emphasis on the Global South.
4. To evaluate competing paradigms of globalization and development and their implications for education policy and practice.
5. To interrogate the politics of international aid, policy borrowing, and donor-driven initiatives.
6. To reflect on the role of knowledge production, including the dominance of Northern epistemologies and the marginalization of indigenous knowledge.

Course Contents:

- Foundations of International Education and Development
 - Historical evolution of international education
 - Global agendas: EFA, MDGs, SDGs, and Education 2030
 - Key actors: Multilateral organizations, NGOs, and private actors

- Inequality and Intersectionality in Education
 - Structural and systemic inequalities: Poverty, gender, race, disability, and class
 - Intersectionality as a framework for understanding educational inequities
 - Case studies: Gender parity and inclusive education in Sub-Saharan Africa and South Asia
- Migration, Displacement, and Educational Access
 - Educational challenges of internal migration and rural-urban mobility
 - Refugee education and forced displacement: Policy and practice
 - Education in conflict-affected and post-conflict settings
- Educational Disruptions and Community Engagement
 - Impact of global school closures (COVID-19 and beyond)
 - The digital divide and implications for equity
 - Re-scripting the role of families, communities, and local actors in education
- Comparative Education Systems with a Global South Focus
 - Structures, governance, and reform in selected Global South countries
 - Privatization, low-fee private schools, and shadow education
 - Policy borrowing and transfer: Risks and opportunities
- Paradigms of Globalization and Development
 - Modernization, human capital theory, and neoliberalism
 - Southern perspectives: Postcolonial critiques and indigenous models
 - Global governance, policy networks, and power dynamics
- Power Relations, Policy, and Funding Mechanisms
 - Donor conditionalities and programmatic influence
 - Global partnerships and aid effectiveness
 - North-South knowledge hierarchies and their policy implications
- Knowledge Production and Research Ethics
 - Dominance of Northern research and epistemic injustices
 - Decolonizing education research methodologies
 - Valuing indigenous knowledge and localized innovations
- Future Directions in International Education
 - Reimagining education post-crisis: Equity and sustainability
 - Digital transformation and education futures

- Policy advocacy for inclusive and context-responsive education

Course Learning Outcomes:

At the end of the course, the students will be able to:

1. Critically assess the challenges and priorities in international education and development.
2. Apply theoretical frameworks to analyze inequalities and their impact on educational access and quality.
3. Compare and contrast education systems globally and evaluate their responsiveness to development agendas.
4. Critique donor policies, funding mechanisms, and global governance structures in shaping education reforms.
5. Evaluate ethical dimensions of international education research and advocate for decolonized, context-sensitive approaches.
6. Produce evidence-based policy recommendations for equitable and inclusive education in diverse contexts.

Reference Materials/ Books:

1. Tikly, L., & Barrett, A. M. (2011). *Education Quality and Social Justice in the Global South: Challenges for Policy, Practice and Research*. Routledge.
2. Unterhalter, E. (2005). *Global Inequality, Capabilities, Social Justice: The Millennium Development Goal for Gender Equality in Education*. *International Journal of Educational Development*, 25(2), 111–122.
3. Robertson, S., Mundy, K., Verger, A., & Menashy, F. (Eds.). (2012). *Public-Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World*.
4. Connell, R. (2019). *Southern Theory: Social Science and the Global Dynamics of Knowledge*. Polity Press.
5. McCowan, T. (2019). *Higher Education for and beyond the Sustainable Development Goals*. Springer.
6. Novelli, M., & Smith, A. (2011). *The Role of Education in Peacebuilding: A Synthesis Report*. UNICEF.

Supplementary Readings:

1. Tikly, L. (2020). *Education for Sustainable Development in the Postcolonial World: Towards a Transformative Agenda for Africa*. Routledge.
2. Sriprakash, A., Tikly, L., & Walker, S. (Eds.). (2020). *The Politics of Knowledge in Education*. Routledge.
3. Sayed, Y., & Ahmed, R. (2011). *Education Quality in South Africa: A Political Economy Approach*. International Journal of Educational Development.