INTE-GE 2803: FOUNDATIONS OF INTERNATIONAL EDUCATION: SOCIAL THEORY AND IMPLICATIONS FOR EDUCATION RESEARCH

FALL 2019
Thursdays 4:55- 6:35
Plenary: Silver Hall Room 401
Recitations
Thursdays 6:45- 7:45 & 7:55-8:55

"Read the word and the world; Read the text and the context". -Paulo Freire.

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COURSE DESCRIPTION

This course is designed as foundations course for entering graduate students in international education to help them develop as educational researchers and as critical readers of educational analysis. Over the course of the semester we will reflect upon the influences and ideas shaping education in both industrialized and developing countries. Throughout, attention is paid to social and intellectual contexts, conceptual frameworks and methods, and critical theoretical contributions to contemporary social analysis. Drawing on scholarship from the fields of comparative and international education, philosophy, sociology, and anthropology, we will first trace the theoretical frameworks and definitions often used to make sense of international education, and particularly globalization. Importantly, this course emphasizes **critical social theories** (that address issues and dynamics of structure, power, and inequality), since they are particularly relevant for educational thought that tries to transform education and society for the better.

 Upon completion of this course, students will be able to:

- Understand and differentiate various dimensions of international education and globalization related to social theory
- Interrogate dominant discourses regarding the role and purpose of education and development in an increasingly globalized world and critically engage in theoretical debates underlying these discourses
- Understand what we mean by critical social theory and its relevance to our everyday lives
- Nurture a community of critical thinkers inside and outside of the classroom; and develop skills in reflection, dialogue, oral and written presentation.

Thank you to Carol Anne Spreen for her leadership in guiding much of the content in this syllabus.

Book to purchase:
- Bradley Levinson (2011). *Beyond Critique. Exploring Critical Social Theory and Education*. Paradigm Press

Optional Purchase: Connell, R. (2007). *Southern Theory: The global dynamics of knowledge in social science.* Allen & Unwin.

The other books and articles are in PDF and posted in **NYUClasses Resources folder**.

GENERAL STRUCTURE AND REQUIREMENTS

This course will examine theories of internationalization and globalization in relation to schooling and educational issues broadly constructed. We will begin by exploring the ways that education has been theorized and problematized in the social theory literature. As the course develops, we will use critical social theorists to explore the ways in which current global forces are differentially shaping social relations and impacting education in various communities. We may also draw upon film and other media to help contextualize changes to education internationally. Critical social theory offers an alternative view to many of the dominant perspectives of education and will serve to help us develop analytic tools for inquiry and critique of its and other social sectors. This course involves a lot of difficult reading and theories that try to make sense of very complicated processes. During each session we will read about 3-4 articles/chapters that address a different set of critical theories and theorists and discuss the relationship of their ideas to contemporary issues in education and globalization. Since this is an introductory graduate class, students are expected to come to class having very carefully read the required readings and fully prepared to discuss them in both small groups (facilitated by doctoral students) and in the large plenary sessions. The weekly blogging assignment will help you with advance preparation so you can actively engage in class discussions. Your participation in the class will be assessed in terms of the quality of your verbal contributions—how detailed and earnest your engagement with the readings, how acute your observations and questions, how fruitful and imaginative your intellectual connections across the readings. By the end of the course, you will be able to effectively grapple with a number of theoretical positions, be able to understand the differences between them, position yourselves between them, and recognize how theory informs praxis (specifically a program or project you are interested in).

ASSIGNMENTS AND EVALUATION

Assignment	Weight of Final Grade	Due Date
1. Participation	20%	
2. Blog Posts (5)	25% (5% each)	#1 due by class Session 3 #2 due by class Session 5 #3 due by class Session 7 #4 due by class Session 9 #5 due by class Session 12
3. Report + presentation	25% (15% + 10%)	Report due Session 13 Presentation Session 13 & 14
4. Final exam (take-home)	30%	5 days after final class

PARTICIPATION: your participation grade is based on the quality of your contributions in class discussions, particularly the insights and questions that you contribute from the assigned readings. You are expected to attend every class, be punctual and to come prepared to actively contribute to discussion, debate and analysis. Each class session will have assigned facilitators. You should come each with a set of discussion points to stimulate your classmates' thinking about that week's readings and to facilitate discussion during both recitation and plenary.

ASSIGNMENT #1: 5 BLOG POSTS: Throughout the course of the semester, you will write 5 blog posts that will help you actively engage with course readings by making connections, comparisons, and drawing out overarching themes within and between the different dimensions of global education. You can and should write about what strikes, resonates, and challenges you; what angers or upsets you; what excited or intrigues you. And most importantly, why. **DUE: Post in NYUClasses "FORUMS" when complete (due dates are listed above).** (Please note that once you post others will be able to see your post and you will be able to see theirs – I'd encourage you to read others posts).

ASSIGNMENT #2: GROUP PROJECT. One paper based upon a group project which will involve an analysis of a recently completed or ongoing project in one of the following areas of specialization: Global Education; International Educational and Cultural Exchange; International Development Education. You will be divided into groups of approximately 6 persons, and each group will be assigned a specific project. You should identify and analyse the underlying theoretical assumptions and models of modernization that inform the project, evaluate the project's prospects for success, and formulate recommendations to modify and/or improve it. As a group, you should also prepare a report of no more than 15 pages that analyses the entire project on the basis of your findings at the specific sites, including your recommendations to modify/improve the project. The written version of your group project is due on 12/5. Each group will present an oral report to the rest of the class on one of the following dates: 12/5, 12/12. You will be graded on both the written report prepared by the entire group and on your group's in-class presentation.

FINAL ASSIGNMENT: RESEARCH PAPER Select an IE program or project for a theory-in-action research paper, of 8-10 double-spaced pages, you are to critically assess and review an international education program or project informed by a theoretical tradition or set of social theories from class. The goal of the paper is to closely examine the ways that social theory informs educational research and practice, how a particular theory or ideology shapes your interests and understandings about engaging with a particular education project. **Due 5 days after last class.**
- How does social theory seem to inform the conceptualization of the project or problem under study?
- How do the authors "apply" theory to the analysis of educational processes or materials? Is the theory embedded, or made explicit?
- Does the use of theory seem accurate? Appropriate? What changes might you recommend?

Some guiding questions for blog posts:

Why Blog?
In a world of information overload and "always on" technology, ability to distil multiple sources of information and write a coherent, persuasive and well-informed argument is an important skill. The purpose of blog is to sharpen this skill by connecting course learnings with new media. This will also help in creating a portfolio of the course outcomes.
Here is a related article: Konnikova, M. (2013, April 12). Why grad schools should require students to blog. *Scientificamerican.com*. Retrieved from http://bit.ly/1hrvtVZ

Expectations
1. Reflect on readings assigned and focus your blog entry on those reflections not a summary of the readings, but your thoughts and reactions. It may also help to keep in mind the following guiding questions, which will help organize your post:
• What is the role or conception of POWER, if any, in these reading selections?
• What is the relationship between power, culture, and knowledge, broadly speaking?
• What role does identity or subjectivity play in the account?
• What are the implications for education, if you can discern any?
2. Post blog entry by Wednesday, 7:00 pm
3. Read blog posts from rest of the class for discussion

Standards of quality:
1. A typical blog post will be between 400-600 words, excluding any quotes

2. A conversational tone of writing is acceptable; however, blog format is not an excuse for light content. It should be a well-researched post adhering to high standard of analysis and critical thinking.

3. You are expected to refer to scholarly sources which includes books, journal articles and reports. While it is acceptable to use magazines, newspapers, the other online sources from the popular media, you should critically assess their worth.

4. Your blog posts will be graded on three dimensions:
4.1. Content/Relevance-Aligns with the critical social theory framework and articulates a well-structured and supported argument. Shows an evidence of critical thinking (application, analysis, synthesis, and evaluation).

4.2. Presentation- Uses related data, charts and graphs that supports the blog post.

4.3. References and Connections: Uses references to journals, readings, or personal experience to support comments.

5. List of blogs on international education (it is optional to use open blogging accessible to the public).
http://oecdeducationtoday.blogspot.com/
http://www.insidehighered.com/blogs/world-view
http://blogs.worldbank.org/category/topics/education
http://hechingerreport.org/category/special_reports/lessonsfromabroad/
http://blogs.edweek.org/edweek/international_perspectives/

CLASS POLICIES

● Late assignments: Barring serious illness or family emergency (both require documentation), late papers will be reduced by 1/3 of a grade for each 24-hour period for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of a B would mark down to a B-. This is a strict policy. Exceptions are granted only in exceptional circumstances (e.g., hospitalization) and require written documentation. Changes in topics for assignments, poor time management, and procrastination do not count as exceptional circumstances.

● Laptop/Screen policy: Please do not use phones in class. Laptops are accepted, however be aware that data shows students who use laptops in class learn less (read this article and find out why). It is very difficult not to do other things (e.g. check email or facebook), which can undermine your participation in the class as well as the participation of those sitting near you. Please note that if the TA or I notice use of screens for purposes other than class work (usually apparent re: lack of full attention to whomever is speaking), it will impact your participation grade in the course. If you need special accommodation (see below), please let me know.

● Special Accommodation: Any student attending NYU who needs an accommodation due to a chronic psychological, visual, mobility, and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street,

● FERPA: Please see the University's policies about FERPA (the U.S. Family Educational Rights and Privacy Act) and harassment at this website.

● NYU Classes and email will be used to manage and coordinate the course. Much of the reading material and important course announcements will be posted electronically on NYU Classes. You are expected to regularly check your email and the course page regularly to ensure you have access to this material and announcements. While we will endeavour to answer your weekday questions within 24 hours, we do not typically check email on the weekends.

● A Note about the Syllabus: The syllabus and the course assignment documents contain detailed instructions. Please read them carefully and refer to them regularly! What you will get from the class depends significantly on your participation

CLASS SESSIONS AND READINGS

SESSION 1: 9/5   THE CONTOURS OF THE FIELD

This course works within a historical frame, exposing students to broader social theory/meta-theory over the last two centuries (functionalist, consensus, conflict) and subsequent theoretical thinking that evolved from these (positivism, Marxism, post-structuralism, postmodernism, post-colonial theory, feminist theory, etc). Upon building these foundations you will begin to understand discipline-specific theory within international and comparative education (because education and development is necessarily multi-disciplinary). This week we will begin to consider and critique debates about the nature of the state and civil society, the meaning of 'development', and the role of education.

- Arnove & Torres (Intro) Introduction: Reframing Comparative Education: The Dialectic of the Global and the Local.
- Dolby & Rahman. (2008). Research in International Education. *Review of Educational Research*, 78(3), 676–726.
- Stromquist and Monkman, (2015), Chapter 1 - Defining Globalization and Assessing its implications for knowledge and education

In class: Sir Ken Robinson on divergent thinking and outdated ways of teaching, Changing Paradigms Ted Talk

Sugata Mitra on self-directed learning, the role of technology, and asking how we should change education.

SESSION 2: 9/12 SOCIAL THEORY AND FOUNDATION BUILDERS

In this session we trace the origins and development of social theory, its relation to education and discuss how social theory comprises different strands of intellectual thought which at their broadest level have in common a desire to critique and change society rather than to merely understand or explain it.

Required Reading:
- Levinson, B. (2011). Introduction and Chapter 1 in *Beyond Critique. Exploring Critical Social Theory and Education*. Paradigm Press.
- Klees, S (2017) Beyond Neoliberalism: Reflections on Capitalism and Education

Suggested Reading:
- Marx, Capital Vol III
- Giddens, Capitalism (pp 1-64)
- Althusser, How to Read Marx's Capital
- Klees, Human Capital and Rates of Return. Brilliant Ideas or Ideological Dead Ends?

In class: Evonomics, "Hunter-Gatherers may hold key".
Noam Chomsky: Education Is a System of Indoctrination of the Young

SESSION 3: 9/19 KNOWLEDGE, POWER AND HEGEMONY

Required Reading:
- Levinson, B. (2011). Chapters 2, 5   in *Beyond Critique. Exploring Critical Social Theory and Education*. Paradigm Press.
- Jaumont, F. (2016). Chapters 7, 9 in *Unequal Partners: American Foundations and Higher Education Development in Africa*. Palgrave-MacMillan.

Suggested Reading:
- Deacon, R (nd) "Michel Foucault on Education: a preliminary theoretical overview"
- Gramsci Reader

In class: Chomsky & Foucault - Justice versus Power

SESSION 4: 9/26 DEVELOPMENT AND MODERNIZATION THEORY

Required Reading:
- Levinson, B. (2011). Chapter 3 in *Beyond Critique. Exploring Critical Social Theory and Education*. Paradigm Press.
- Klees, S. (2011) The Language of Development
- Durkheim (1956) "Education: Its Nature and Its Role" in Lauder et als *Globalization, Society and Education*.

Suggested Reading:
Harber, C. Education and International Development

In class: Chomsky & Foucault - Modernization and Dependency Theories

Group Project Preparation

SESSION 5: 10/3 SOCIALIZATION, SOCIAL REPRODUCTION, STRUCTURE AND AGENCY

Required Reading:
- Levinson, B. (2011). Chapter 4 in *Beyond Critique. Exploring Critical Social Theory and Education*. Paradigm Press.
- Weis, L. (2007) *The Way Class Works: Readings on School, Family, and the Economy.* NY: Routledge. (Selected chapters)
- Au, W. and M. Apple. "Rethinking Reproduction: Neo-Marxism in Critical Education Theory," in Apple, M., Au, W., and Gandin, L. (Eds.) *The Routledge International Handbook of Critical Education.* NY: Routledge, 2009.

Suggested Reading:
- Apple, (1978) "Ideology, Reproduction and Educational Reform," Comparative

Education Review
- Farrell, J. (2013). Equality of Education: Six Decades of Comparative Evidence Seen from a New Millennium. In R. Arnove, C. A. Torres, & S. Franz (eds.), *Comparative Education: The Dialectic of the Global and Local*, pp. 149-174. 4th edition. Lanham, MD: Rowman & Littlefield Publishers.

SESSION 6: 10/10 DEPENDENCY, POSTCOLONIALISM AND SUBALTERN STUDIES

Read Escobar's Encountering Development: the making and unmaking of the third world for an understanding of development theory. Through a close reading of either Said (the father of post-colonial theory) or Bhabha (one of its most prominent culturalist thinkers today) we will analyze the continued relevance of colonial history for education systems across the world today, and discuss the relevance of post-colonial thinking for understanding the policies and practices of education in an increasingly globalized world.

Seen as a close relative to post-colonialism, Subaltern Studies has had an especially important role in contemporary critiques of history and nationalism, and of orientalism and Eurocentrism in the construction of social science knowledge. Beginning in the 1980s with the scholarship of South Asian scholars it challenges elite centered narratives of history which have tended to fetishize "the subaltern" as a monolithic category. Subaltern theorists instead advocate for more complex understandings of social relations, power and resistance from uneven and often hard to discern insider and outsider perspectives. We will discuss these theories and the ways in which they challenge and transform our understanding of education in an increasingly globalized world.

Required Reading:
- Escobar, A. Encountering Development, Ch 2 and 6.
- Said, E. *Orientalism and Orientalism reconsidered*

Suggested Reading:
- Bhaba, H, *Location of Culture*
- Spivak, G "Scattered Speculations on the Subaltern and the Popular"
- Mbembe A, On the Post-Colony
- Tickly (2010)"Globalization and Post-colonial studies: implications for CE research"
- Chaterjee, P "Subaltern Studies and Capital" (good example of engaging with theory)

In class: Said on Orientalism and Power, Politics and Culture

SESSION 7: 10/17 DEMOCRACY, (GLOBAL) CITIZENSHIP AND EDUCATION

From Rousseau to Dewey education philosophers have highlighted the key role education plays in promoting democratic citizenship. Beginning first in liberal democracies, but then spreading across the world this social and political purpose has led to education being conceptualized as a state provided public good. The rise and spread of neo-liberalism have however taken education away from the public domain. It is instead increasingly organized and administered by market-driven forces. Revisiting Giroux's work as a starting point for our discussions we will consider the implications of this shift away from the social and cultural foundations of formalized public education, and the democratic values it was intended to promote.

Required Reading:
- Dewey, "The Democratic Conception in Education, Ch 7"
- Torres, CA Education for Global Citizenship
- Olssen, M "Neoliberalism, Globalization, Democracy: Challenges for Education, Ch18" in Lauder et als (2010) *Globalization, Society and Education*.

In class watch: Giroux, "Neoliberalism, Youth and Social Justice"

Suggested Reading:
- Davies - Globalising citizenship education A critique of global education and citizenship education
- Verger, Novelli, Altinyelken. Global Education Policy and International Development Part One Introduction Theoretical and Methodological Insights
- Klees and Edwards (2015) "Unpacking Participation in Development"
- Hansen, "On Dewey"
- Giroux, H. "Introduction: Democracy, Education, and the Politics of Critical Pedagogy" in McLaren and Kincheloe (2007).

SESSION 8: 10/24 CRITICAL RACE THEORY

An important analytic tool in the field of education, CRT offers critical perspectives on race, and the causes, consequences and manifestations of race, racism, inequity, and the dynamics of power and privilege in schooling. Recognizing that racism is endemic to American life CRT is a radical body of scholarship that is sceptical of dominant legal claims of neutrality, objectivity, colour-blindness, and meritocracy. "Race" also has global connotations. It places a strong emphasis on understanding race and racism as a product of social thought and power relations. Through our readings and discussion, we will consider how education intersects with race and whiteness (understood as a property of individuals) and discuss what this means for the maintenance or transformation of racial inequality, as well as for multicultural teaching and learning in an increasingly globalized world.

Required Reading:
- Levinson, B. (2011). Chapter 7 in *Beyond Critique. Exploring Critical Social Theory and Education*. Paradigm Press.

- Dixson, A. & Rousseau, C. (2014). *Critical Race theory in education: All God's children got a song.* New York, NY: Routledge. (Selected chapters - PDF of book in folder)
- Hill-Collins, P "Black Feminist Theory" (pdf of book)

Suggested Reading:
- Fox, C. (2013). The Question of Identity from a Comparative Education Perspective. In R. Arnove, C. A. Torres, & S. Franz (eds.), *Comparative Education: The Dialectic of the Global and Local*, pp. 133-147. 4th edition. Lanham, MD: Rowman & Littlefield Publishers.
- Moland, N. Can Multiculturalism Be Exported? Dilemmas of Diversity on Nigeria's Sesame Square

SESSION 9: 10/31 GENDER, SEXUALITY AND SCHOOLING

A crucial strand of critical social theory has been the recognition that much social theory is premised on patriarchal views of society and heterosexual (or a binary of homosexual – heterosexual relations). We will trace this literature from its early beginnings with feminist thought in the 1970s through to queer theories which eschew male-female categorical thinking and recognize the diversity of gender and sexual expressions through social performance. This allows Queer theory to be applied to a variety of social contexts – including those that encompass education - for which there are no clear answers.

Required Reading:
- Levinson, B. (2011). Chapter 6 in *Beyond Critique. Exploring Critical Social Theory and Education*. Paradigm Press.
- Weiler, K (2017) Feminist analysis of gender and schooling*
- Fine, M & McClelland, S (2017) Sexuality, Education and Desire*

Suggested Reading:
- Butler, J. (1990). *Gender trouble: feminism and the subversion of identity.* New York, NY: Chapman & Hall, Inc.
- Page, M (2017) LGBTQ Inclusion as an Outcome of Critical Pedagogy*
    - *From Critical Pedagogy Reader (Darda et als)
- Anyon, J (2009) Theory and Education Research: Towards Critical Social Explanation. Routledge. (Selected Chapters - PDF of book in resources)

SESSION 10: 11/7 CRITICAL PEDAGOGY, POPULAR EDUCATION AND SOCIAL JUSTICE

Required Reading:
- Darder, A. (2018). Chapter 3: In dialogue with the text. *The Student Guide to Freire's' pedagogy of the Oppressed'*. Bloomsbury Publishing.
- Freire, P (1976) Pedagogy of the Oppressed, Ch 2 (or optional whole book is in folder).

- Jaumont, F (2017) Foreword, Introduction, and Chapter 1. *The Bilingual Revolution: The Future of Education is in Two Languages*. TBR Books.

In class film and discussion: Independent Lens | Precious Knowledge

Suggested Reading:
- de Melo Neto, J. F., & Pereira da Costa, F. X. (2015). Popular education in solidarity economy. *International Journal of Lifelong Education*, 34(1), 47-58.
- Giroux and McLaren readings in Critical Pedagogy Reader

SESSION 11: 11/14 WORLD SYSTEMS AND GLOBAL GOVERNANCE THEORIES

A key facet of globalization has been the emergence of transnational education policies from multi-lateral organizations such as the World Bank and United Nations. How do global institutions like the World Bank and IMF affect local educational practices and how do local education groups respond to them?

Required Reading:
- Robertson, S., Mundy, K. Verger, A. and Menashy, F. (eds) (2012) *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World*, Cheltenham: Edward Elgar.
- Steer, L., Gillard, J., Gustafsson-Wright, E. and Latham, M. (2015). Non-State Actors in Education in Developing Countries." Washington, DC: Brookings Institution.
- Davies, L. & Talbot, C. (2008). Learning in Conflict and Postconflict Contexts. *Comparative Education Review* 52 (4): 509-517.
- Klees, S. J., Samoff, J., & Stromquist, N. P. (Eds.). (2012). *The World Bank and education: Critiques and alternatives* (Vol. 14). Springer Science & Business Media.

Suggested Reading:
- Lewin, K. (2015). Are the Sustainable Development Goals Sustainable? *UKFIET: The Education and Development Forum*.
- Hickel, J. (2015). The Problem with Saving the World: The UN's new SDGs Aim to Save the World without Transforming it. *Jacobin*.

SESSION 12: 11/21 SOUTHERN CRITICAL THEORY

Southern Theory presents the case for a radical re-thinking of social science and its relationships to knowledge, power and democracy on a world scale. Mainstream social science pictures the world as understood by the educated and affluent in Europe and North America. From Weber and Keynes to Friedman and Foucault, theorists from the global North dominate the imagination of social scientists, and the reading lists of students, all over the world. For most of modern history, the majority world has served social science only as a data mine. Yet the global South does produce knowledge and understanding of society. *Southern Theory* introduces readers to texts, ideas and debates that have emerged from Australia's Indigenous people, from Africa, Latin America, south and south-west Asia. It deals with modernisation, gender, race, class, cultural domination, neoliberalism, violence, trade, religion, identity, land, and the structure of knowledge itself.

Required Reading:

- Connell, R. (2007). *Southern Theory: The global dynamics of knowledge in social science.* Allen & Unwin. (chapters 5, 6, 7 and 8)

11/28 No Class

SESSION 13: 12/5 Group Projects

SESSION 14: 12/12 Group Projects

GROUP PROJECTS FOR INTERNATIONAL EDUCATION

Listed below are a number of projects and organizations to choose from.

- Council of Europe, *Human Rights.* The Office of the Commissioner for Human Rights was established in 1999 as an independent institution within the Council of Europe. This Office addressed racism in a human rights context, underlining that discrimination based on factors such as race, ethnic or national origin, religious, linguistic or cultural background constitute serious violations of human rights and must be combated by all lawful means.
- Council of Europe, *Gender Equality,* the Council of Europe seeks to combat any interference with women's liberty and dignity (for example violence against women, trafficking in human beings), to eliminate discrimination based on sex and to promote a balanced representation of women and men in political and public life.
- National Endowment for Democracy, The National Endowment for Democracy (NED) is a private, nonprofit foundation dedicated to the growth and strengthening of democratic institutions around the world. Each year, NED makes more than 1,600 grants to support the projects of non-governmental groups abroad who are working for democratic goals in more than 90 countries.
- National Democratic Institute. Since 1983, NDI has undertaken projects to promote democratic values, practices and institutions in countries throughout the world.
- U.S. Agency for International Development, *U.S. Government Strategy on International Basic Education*
- UNESCO, *Early childhood care and education Initiative*
- Asia Pacific Regional Network on Early Childhood (ARNEC) aims to share knowledge of effective policies and practices related to early childhood for the benefit of all countries in the region.
- Aga Khan Foundation aims to improve the quality of basic education – including early childhood development - by a programme of grants to governments and NGOs.
- Bernard van Leer Foundation funds and shares knowledge about work in Early Childhood Development to support programmes that create significant positive change for children up to the age of eight.
- Consultative Group on Early Childhood Care and Development (CGECCD) is an inter-agency consortium with strong regional and international networks, working actively to identify gaps, critical issues and emerging areas of need and interest related to ECCD.
- Education International, the world's largest federation of teachers unions and education employees, works in the field of early childhood education through promoting early childhood education (ECE) that is publicly funded and universally accessible, advocates for the integration of ECE into education systems under the auspices of the Ministries of Education, and seeks continuous professional development for teachers and other professionals.
- European Commission aims at improving access to and the quality of early childhood education and care services, through developing policy guidance, compiling data and

conducting relevant research, as well as promoting the most effective use of European funding, in collaboration with international organizations and other key stakeholders.

- International Labour Organization supports international education goals, including universal access to high-quality early childhood services through setting principles for the promotion of decent work for early childhood personnel.
- International Rescue Committee: (IRC) The IRC's education programs provide access to learning and well-being for people whose lives have been affected by conflict and disaster.
- International Step by Step Association (ISSA) is a network of early childhood development professionals and organizations primarily in Central Eastern Europe and Central Asia, working to make quality early childhood education accessible to all children.
- OMEP is an international, non-governmental and non-profit organisation concerned with all aspects of Early Childhood Education and Care (ECEC).
- Open Society Foundations (OSF) promotes young children's healthy development through parent and community engagement, professional development and government accountability.
- Organization for Economic Co-operation and Development (OECD) assists countries to develop effective and efficient policies for education and learning – including early childhood education and care – to meet individual, social, cultural and economic objectives
- Save the Children promotes a culture of caring and support for Early Childhood Development, with an emphasis on happy, healthy children ready to learn.
- UNICEF 's work in Early Childhood is to support community and family care practices that impact the lives of young children including health.
- World Health Organization provides global leadership on health isssues, with a particular focus on improving maternal, newborn and child health and immunization campaigns for young children.
- World Bank supports early childhood development through financing, policy advise, technical support, and partnership activities at the country, regional and global levels.
- United Nations Development Program, *Democratic Governance Programme* The overall objective of the Democratic Governance Programme is to promote a better understanding of how the capacities for good governance of the various actors - public, private and civic - at the appropriate levels - national, provincial, district, municipal, village or community - can be strengthened in the areas of policy formulation, resource management, and service delivery/access in order to achieve poverty eradication and other SHD (sustainable human development) goals. In different regions and countries there are a wide range of education related projects designed to promote democratic governance.
- World Bank, *A New Framework for Education in the Middle East and North Africa.* The purpose of the World Bank adult education and literacy programs is to improve communication skills, both oral and written, and mathematical skills. The aim of these programs is to produce adults who are: better informed on health-related issues, thus contributing to disease prevention and better family health; politically empowered, especially women and girls; more productive economically, thus leading to higher income levels and improved quality of life; aware of the power of education, thus

leading to increased participation in children's education; and more prepared and willing to actively participate in their community and society.

- The Rockefeller Foundation, *Promoting the well-being of humanity throughout the world*
- IIE Scholar Rescue Fund
- Ed Networks: Thinking Beyond Borders
- Education International (EI) is a global union federation of teachers' trade unions consisting of 401 member organizations in 172 countries and territories that represents over 30 million education personnel from pre-school through university. This makes it the world's largest sectoral global union federation.

IE PROGRAMS OR PROJECTS
FOR THEORY-IN-ACTION RESEARCH PAPER

Examples of Theory in Action

Forray, K. & Kozma, T. Social Equality vs. cultural identity:Government Policies and Roma Education in East-Central Europe

Hannum, E., Liu, R. & Alvarado-Urbina, A. (2017). Evolving approaches to the study of childhood poverty and education. *Comparative Education* 53 (1): 81-114. Available at:

Battiste, Marie; Bell, Lynne; Findlay, L M. Decolonizing education in Canadian universities: An interdisciplinary, international, indigenous research project. Canadian Journal of Native Education; Edmonton Vol. 26, Iss. 2, (2002): 82-95,201,201,201

Munroe et al. Decolonizing Aboriginal Education In The 21st Century. McGill Journal of Education Vol. 48 No 2 Spring 2013

Guinee, N. (2014). Empowering Women through Education: Experiences from Dalit Women. *International Journal of Educational Development* 39: 183–190.

Megahed, N. & Lack, S. (2013). Women's Rights and Gender-Educational Inequality in Egypt and Tunisia: From Colonialism to Contemporary Revolution. In D. Napier & S. Majhanovich (ed.), *Education, Dominance and Identity*, pp. 201-222. Rotterdam: Sense Publishers.

Ali, S. (2002). Women's Rights, CEDAW, and International Human Rights Debates. In J. Parpart, S. Rai, & K. Standt (eds.), *Rethinking Empowerment*, pp. 61-77. London: Routledge.

Hall, D., & McGinity, R. (2015). Conceptualizing Teacher Professional Identity in Neoliberal Times: Resistance, Compliance and Reform. *Education Policy Analysis Archives,* 23 (88).

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Sample Grading Rubric

	Level 1 (A-A+)	Level 2 (B-B+)	Level 3 (C-C+)	Level 4 (D-C-)
A) Knowledge and Understanding of Main Concepts, Key Terms How much understanding does the student show of the works studied in the course? How detailed and/or appropriate are the student's references to the works studied? Is key terminology used appropriately?	Excellent understanding of course material. Perceptive understanding of the parts of the works used to answer the question as well as the subtleties of their meaning. Detailed and persuasive references to the works and a clear mastery of concepts.	Good understanding of works and of the parts of the works used to answer the question. Detailed and pertinent references to the works. Effective and appropriate use of terminology without significant lapses.	Adequate understanding of works and of the sections of the works used to answer the question. Adequate and appropriate references to the works. Some care shown in the choice of terminology.	Little knowledge of works. Little knowledge of, or familiarity with, the sections of works used to answer the question. Superficial understanding of the works used overall. Little or no use of terminology, reference to main concepts.
B) Response to the Question How well has the student understood the specific demands of the question and illustrated claims?	Excellent response to the main implications as well as the subtleties of the question. Ideas are convincing and show independence of thought. The analysis of the ideas is consistently detailed and persuasively illustrated by carefully chosen examples.	Good response to the main implications as well as some of the subtleties of the question. Ideas are carefully explored. Analysis of the ideas is generally detailed and well-illustrated by relevant examples.	Adequate response to the main implications of the questions. Ideas are relevant and analysis of the ideas is adequate and appropriately illustrated by some examples.	Little or no awareness of, or response to, the main implications of the question. Ideas are sometimes irrelevant. The essay consists mainly of unsubstantiated generalizations.
C) Organization How well has the student organized the essay? How effectively have the student's ideas been presented? To what extent are supporting examples integrated into the body of the essay?	A clearly focused, well-developed and persuasive argument. Purposeful and effective structure to the essay. Supporting examples are well integrated into the body of the essay.	A clearly focused and well-developed argument. Clear and logical structure to the essay. Supporting examples are mostly integrated into the body of the essay.	A generally focused and developed argument. Adequate structure to the essay. Ideas are generally presented in a logical sequence. Examples are sometimes appropriately integrated into the essay.	Little sense of a focused and developed argument. Some evidence of a structure to the essay. Some attempt to present ideas in an ordered or logical sequence.
D) Technical Elements How accurate, clear and precise is the language used by the student? Are there issues with spelling, grammar, word choice, punctuation, and citation of sources?	The language is clear, and the answer is well written with few errors. Sources are cited appropriately.	The language is clear, varied and precise. There are some errors, but they do not impede an understanding of the work. Sources are cited most of the time.	The language is generally understandable, but technical errors have not been corrected, suggesting that it was not edited or written carefully. Use of citations is minimal.	Little clarity and coherence in the use of language, with grammatical errors impeding understanding. Inappropriate formatting and few or no citation of sources.