

VIRGINIA TECH

Department of Teaching and Learning

War Memorial

Fall 2001

EDCI 5784 Seminar in Comparative Basic Education

Course Instructor: Dr. Josiah Tlou

Office Phone: 231 8344

Office location: Room 319

Office hours: W, Th, 10-12

E-mail: tlou@vt.edu

Course Description

The focus of this seminar will be the challenges of education in developing countries. The development theories of Carnoy, Llewellyn, Friere etc. and the Education for Self-Reliance theory of Nyerere will be used as stimulus materials. The course will include selected topics in curriculum and instruction, supervision, educational foundations, special education, research and evaluation. It will provide for the basic education needs of a graduate student and introduce the concepts, ideas and issues that confront the teacher educator who is preparing to accept the role of trainer, planner and curriculum developer in a developing nation.

Required Text Books for the Class:

Llewellyn, T.C (1995). Dependency and Development: An Introduction to the Third World

Freire, P. (19...) Pedagogy of the Oppressed

Carnoy, M (1992) The Case for Investing in Basic Education

Fiske, E. B. & O'Grady, B. Education for All: A Global Commitment

Course Objectives

This course has the following specific aims:

1. to introduce students to the models of development and underdevelopment as they relate to education of developing countries
2. to develop critical awareness and consciousness of the aims of education
3. to encourage the development of analytical skills that enable them to evaluate the quality of their own and other's scholarly research
4. to make education for all as a human capital investment for development
5. to recognize the role of women in education and development

Content/Syllabus

- I. Introduction on Purpose of Education.
 - Background to inherited education systems from the colonial heritage.
 - Modernization and dependency theories of underdevelopment.
 - Education and Development: Formal as an Agent of change.
- II. Making Primary Education a development priority.
 - Education for self-reliance
 - Education for productivity
 - Universal primary education
 - Education for development
 - Relevancy of education.
- III. Dual Economic Model: Typical of Developing Economies
 - Dependency Model – Basic education in a Modern State as a foundation for economic development.
 - Traditional African Education.
- IV. Comparative forms of education.
 - China, Cuba, Botswana, Tanzania, USA/UK
 - Case Studies for each of the selected countries.
- V. Education for All: A global commitment
 - Investing in Basic Education.
 - The role of women in Development
 - Mobilizing resources for Primary/Basic Education as a future investment strategy for development
 - Role of women in education.
- VI. Education and the external environment.
 - Education and economic development
 - Education and labor productivity

- Education and quality efficiency and access
- Education reforms in agriculture and economics

VII. Strategies for Teacher education in a Democratic society

VIII. Role of Donor Agencies in the Development of Education in Developing Nations.

- World Bank DANIDA
- USAID DIFID (CDA)
- EU SIDA
- JICA

IX. Policy documents in Education

- Policy Investment Framework (PIF).
- Malawi Integrative In-service Teacher Education Program (MIITEP)

SELECTED BIBLIOGRAPHY

Giroux, H. (1988). Teachers as Intellectuals: Toward a Critical Pedagogy of Learning. Massachusetts : Bergin & Garvey Publishers.

Klassen, F. & Leavitt, H.B. (1977) (eds.). Education for Development Expanding the role of Teacher Education. Washington DC :ICET(International Council on Education for Teaching)

Carnoy, M (1992) The Case for Investing in Basic Education. UNICEF < New York,

Canada Council for International Co-operation. (1991). Two halves make a whole: Balancing gender relations in development.

Young, K. (1988). Women and economic development: a critical assessment of local, regional and national planning strategies. Berg Publishers Limited, Oxford, UK. And UNESCO, Paris.

Young, K. (1993). Planning development with women: Making a world of difference. The Macmillan Press Ltd. London and Basingstoke.

International Development Research Center (1995). Missing links: Gender equity in science and technology for development.

Scott, C. (1995). Gender and development: Rethinking modernization and dependency theory. Lynne Rienner Publishers Inc. Colorado, USA.

The World Bank (1995). Advancing gender equality: From concept to action.

Gordon,A. (1996). Transforming capitalism and patriarchy: Gender and development in Africa. Lynne Rienner Publishers Boulder, Colorado

Heyzer, N., Kapoor, & S., Sandler, J. (Eds). A commitment to the world's women : Perspectives on development for Beijing and beyond.

Hafkin,N. and Taggart,N (2001) Gender, Information Technology, and Developing Countries: An Analytic Study. Washington DC, AED for WID Office USAID

Course Activities/Teaching strategies

Sequence of activities and the various kinds of teaching activities we intend to use

- Lectures
- Class discussion
- Class Presentations
- Projects

Readings and Audio-Visual Materials

Required Readings from :

August/September 4,	Llewellyn, T.C. Chapters 1, 2, 3 (pp. 1-70)
September 11	Llewellyn T.C. Chapters 4, 5, 6 (pp. 71-153)
September 18	Guest Speaker. On Role of Women in Development Readings from the Reserve List on women.
September 25	Llewellyn T.C. Chapters 9,& 10 (pp.217-254)
October 2	Carnoy, M <u>The Case for Investing in Basic Education.</u> Fiske,E.B. & O'Grady, B. <u>Education for All</u>
October 9	Guest Speaker (Dr Myra Gordon, Associate Dean, Arts & Science)
October 16	Guest Speaker (John Crunkilton, Assoc. Dean, Agri. Technology)
October 23	Guest Speaker (Dr Jeff Alwang, Assoc. Prof. Agri. Economics))
October 30	Freire, P. <u>Pedagogy of the Oppressed</u> (Read the whole Book and be ready for discussion on that day)

November 6	Education for Self Reliance, or Education for economic development or Education with production, etc.(Hand Outs)
November 13	Strategies for Teacher Education in a democratic society (hand-Outs)
November 20	Fall break...Thanksgiving
November 27	Comparing Education systems of China, Cuba, Botswana, Tanzania, USA, UK, etc.
December 4 December 11	Donor Agencies in support of educational development Examining Policy Documents from Malawi and other countries.
December 18	Final Project due.

Evaluation

There will be two short papers of five to six pages long , and one longer paper of twelve to fifteen pages long.

The first paper is due on 25th of September and the second paper is due on the 30th of October. The third and final paper is due on December 18 last day of class.. Each of the short papers carries 20% of the grade, and the longer paper carries 35% of your grade. The remainder of 25% will be based on your readings and class discussions and contributions..

END OF SEMESTER>