

CIES Perspectives



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Debating the World Bank's New Educational Strategy

Page 1, 6-12



CIES by the Numbers

Page 2



New CIES Board Members

Page 3-4

SIG and Committee Reports from the Annual Meeting in Montreal

Pages 5-6

CIES Award Winning Articles

Page 12



New Dissertations and Books in CIE

Pages 13-14



Debate over the World Bank's New Education Strategy

The World Bank recently advanced a new vision for achieving "Learning for all" and reaching the Millennium Development Goals in developing countries. Entitled *Education Strategy 2020*, the policy document prioritizes the acquisition of knowledge and skills over the years of completed schooling as a means of improving people's living conditions, and establishes as its main goal increases in "learning". Given the potential impact of the World Bank new strategy on educational aid and on-going educational policy reforms in the developing world, *CIES Perspectives* decided to facilitate a series of critical reflections by CIES members over *Education Strategy 2020*.

First some background: Prior to the publication of *Education Strategy 2020*, the World Bank circulated a concept note and engaged in a series of consultations to garner feedback about the new strategy. In November 2010, a draft document, "Learning for All: Investing in people's knowledge and skills to promote development" was published for comment. The document explained the role of education in development, provided the philosophy behind a new strategy and concluded with details about performance and impact indicators. An expanded and revised version of the document was released in May 2011, with the approval by the Bank's Board of Directors.

During the 2011 annual meeting in Montreal, two panels--one organized by Steven Klees, the other by Alex Wiseman--highlighted the scholarly work and dispositions of CIES members towards the development practices of the World Bank. Panel members presented a range of research interests, practical experience, and conceptual frameworks. Among the questions addressed by these panels were:

- In what ways has the World Bank strategy for education in developing countries changed over the past thirty years and to what degree have policies supported engagement in a more globalized knowledge-based economy?
- How does the World Bank strategy fit in with the broader and on-going development agenda, especially as related to education?
- What are the linkages and evidence that autonomy, accountability and assessment actually result in improved learning?
- What is the potential for scholarly research to contribute World Bank's education strategy?



Andreas Kazamias passionately argued that the World Bank discourse is dominated by economists and other social scientists and that the voice of philosophers, humanists and poets is largely ignored. He argued that thinkers in the latter disciplines are relevant to reducing poverty. Robert Arnove highlighted the importance of sociology and policy-making in looking at education systems and sub-systems in response to Helen Abadzi's focus on cognitive science. Other audience members critically noted that while the Bank strategy advocates various controls and assessments for low-income countries, similar controls are largely absent in wealthier countries.

To broaden the discussion of the World Bank's *Education Strategy 2020* to all Society members, *CIES Perspectives* invited panel participants to prepare brief statements outlining their main arguments. The views of six panelists--Stephen Heyneman, Steven Klees, Nelly Stromquist, Sangeeta Kamat, Carol Anne Spreen and Salim Vally--are presented below, beginning on page 6.

The impact of *Education Strategy 2020* will continue to be debated and evaluated over the next decade. A full copy of the Strategy can be found at: http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf.

We invite all CIES members to send their comments to the *CIES Perspectives* Editor.

FROM THE EDITOR...

The CIES newsletter is not so much a creation of the editorial team here at the CIES Secretariat as it is a result of the collaborative efforts of the entire membership. Your research, initiatives and activities form the bulk of this issue.

First, this issue of the newsletter focuses on the recently established education strategy of the World Bank. We selected this topic from two panels organized at the 2011 CIES conference in Montreal, in order to highlight both the policy itself, as well as several critical perspectives offered by scholars debating the development and implications of the new World Bank strategy. It represents what we hope to be a regular feature of the newsletter: articulating various dimensions of an important debate within the field of comparative and international education. We welcome your suggestions for additional topics to consider in future issues.

We also highlight in the following pages award winning essays and scholarship, as well as new dissertations published in the field. These represent substantial contributions to our understanding of their topics, and deserve our attention and appreciation. And the dissertations in particular demonstrate the generative capacity of our discipline to continue to develop new scholars with rigor and attention to methods.

Finally, we wish to extend an invitation to the membership to contribute brief essays--tales from the field--that emphasize the challenges and rewards of conducting comparative education research. Photo essays are welcome as well!

Best,
Kevin Kinser
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Letter from the CIES President

Dear Colleagues,

It was a pleasure to welcome all of you to CIES 2011 Montréal! We were delighted to have the opportunity to engage in academic and social discourse with returning CIES members, as well as with the many new members joining the Society for the first time.

This year's Conference hosted more than 2,100 participants from over 100 countries – a record for our association. From the feedback we have received thus far, we are glad to note CIES members' overall satisfaction with the Conference: the streamlined proposal submission and registration processes; additional spaces for scholarly exchange (such as the New Scholars Soirée); and, of course, the unique experience of spending time in Montréal, Canada.

Despite our best efforts two things ultimately remained beyond our control – the weather and the currency exchange rate. Having a program packed with 550 sessions and many special events, we were even forced to eliminate a scheduled lunch break in order to stay within the traditional CIES conference duration.

Merci infiniment to all those who made this year's Conference possible: all speakers and attendees; our host, McGill University's Faculty of Education; our generous sponsors, advertisers and exhibitors; nearly 100 indispensable volunteers; and our committed team of McGill doctoral students.

Please take a moment to complete the survey circulated by the CIES Secretariat to help in the organization of future conferences.

Hasta el próximo año en Puerto Rico,

**CIES by the Numbers**

As of November 2010 there were 2,063 members in the Comparative and International Education Society, 68% of which were based in the USA, while 32% resided in other countries.

In addition there were 877 'institutional' members that have subscriptions to the *Comparative Education Review*.

From 2007 to 2010 the total number of individual CIES members increased 18%: from 1,745 to 2,063. The increase in student members has outpaced the increase in regular members. In 2007 students made up 42% of all members (both US and international), whereas in 2010 almost 46% of all members were students.

In 2010 CIES members residing outside the USA hailed from 54 different countries. Among the largest contingents: Japan (78), China (40), Germany (36), Canada (33) UK (29), Spain (21), South Africa (18), South Korea (16), India (15), Taiwan (15), Italy (13) and France (12).

In regional terms, Asia is home to the largest group (181), followed by Western Europe (160), the Americas (55), Africa (25), Eastern Europe (14), Oceania (12) and the Middle East (7).

Gilbert Valverde

Vice President

Gilbert A. Valverde (The University of Chicago, Ph.D) is Chair of the Education Administration and Policy Studies Dept., University at Albany-State University of New York. He is also Senior Researcher of the Institute for Global Education Policy Studies (IGEPS) currently



being formed, and is affiliated with the Department of Latin American, Caribbean and US Latino Studies and the Nelson A. Rockefeller College of Public Affairs and Policy, Graduate School of Public Affairs.

Dr. Valverde specializes in scholarship and applied research in the areas of testing and curriculum policy and development assistance for education. Current work focuses on evaluation, standards, indicator systems and other aspects of curricular policies in the US and the developed world and in the developing world as well – especially Latin America. His research inquires into the role of curriculum policy in the configuration of the social, political, and pedagogical conditions that provide pupils opportunities to acquire knowledge, to develop skills, and to form attitudes concerning school subjects.

He is also currently conducting research on the international political economy of cross-national testing regimes such as the OECD's PISA and the IEA's TIMSS and PIRLS. He is a member of the Working Group on Standards and Evaluation of the Program to Promote Educational Reform in Latin America (PREAL). He has also served as advisor or consultant on testing, standards, and educational indicators policies to NASA, the World Bank, the Inter-American Development Bank, and the US Agency for International Development – and to a number of ministries, foundations, school districts, non-governmental organizations, and research institutions throughout the Americas. He has also been named a Fulbright Senior Specialist for the period 2006-2011 for work in curriculum policy, testing and evaluation.

Reitu Obakeng Mabokela

Board Member

Reitumetse (Reitu) Obakeng Mabokela is a Professor in the Higher, Adult, and Lifelong Education Program in the Department of Educational Administration at Michigan State University. She received her Ph.D. in the Department of Educational Policy Studies at the University of Illinois at Urbana-Champaign and a Masters in Labor and Industrial Relations from the same institution. She received her Bachelor of Arts degree in Economics (*magna cum laude*) from Ohio Wesleyan University, where she was inducted into Phi Beta Kappa honor society.



Her research seeks to understand experiences of marginalized populations and aims to inform institutional policies that affect these groups within institutions of higher education. Her research centers or has centered on the examination of four interrelated themes: 1) organizational change and organizational culture in higher education; 2) gender in higher education; 3) higher education in transitional societies; and 4) the K-16 connection. A significant part of her research takes a multidisciplinary approach to the study of higher education issues in mostly developing countries.

Dr. Mabokela has published articles in national and international academic journals including *Comparative Education Review*, *American Educational Research Journal*, the *Journal of Negro Education*, *Higher Education*, *The Review of Higher Education*, and *African Education Review* among others.

Dr. Mabokela has been an active member of CIES for 15 years. She joined the organization in 1996 during her graduate student years at the University of Illinois at Urbana-Champaign. As CIES has grown over the past decade to an organization with approximately 1500 members and become more diverse, she believes that it is critical for the organization to foster a culture that supports scholars from developing countries and create an environment where emergent scholars can thrive. Emerging from her fundamental concern with increasing access and equity for marginalized groups, she sees the vitality of

CIES grounded in its ability to capitalize on the talents of its diverse members. Her service to CIES started as graduate student when she served as the co-coordinator of the Midwest CIES meeting that was hosted by the University of Illinois in 1997. Since then she has assumed a variety of service responsibilities within the organization including program chair of two CIES conferences (Chicago, 2010 and New Orleans, 2003 respectively); chair of the *Gail P. Kelly* dissertation award committee (2007-2009); member of Midwest CIES conference planning committee (2005); chair of *Joyce Cain* award committee (1999-2002); chair of UREAG; member of the Board of Directors (2004-2007); and currently member of the Comparative Education Review advisory board and the CIES Honorary Fellow selection committee.

Helen Abadzi

Board Member

Helen Abadzi is a Greek educational psychologist with a doctorate from the University of Texas at Arlington (1983). Since 1987, she has held technical specialist positions in the World Bank in operations, evaluation, and most recently a secondment at the Education for All Fast Track Initiative Secretariat. She has worked to establish information processing research as a framework for explaining, predicting, and improving the learning outcomes of students in low-income countries. Her initiatives include many presentations, several articles and books, such as "Efficient Learning for the Poor" (World Bank 2006). Dr. Abadzi's work was instrumental in raising early-grade reading to a high-level international priority.



In order to understand better the issues related to reading in multiple languages and scripts, Dr. Abadzi has studied 19 languages to at least intermediate level, including European languages as well as Asian languages with syllabic scripts. To optimize reading acquisition for beginning students, she monitors research on perceptual learning and tries to draw lessons for textbook formatting.

One important issue for CIES is competitiveness of graduates with degrees in comparative and international education. Dr. Abadzi would like to see skills enhancements in order to increase competitiveness for positions in international organizations. The studies could integrate humanitarian values with cutting-edge neurocognitive concepts. Graduates would also benefit from coursework in educational measurement, statistics, experimental designs, as well as from teaching internships. Such academic preparation would facilitate evidence-based decisions on the job and give graduates an edge. Also, CIES could promote cutting-edge international research in learning effectiveness, particularly for low-income populations.

Greg Misiaszek

Board Member
Student Representative

Greg William Misiaszek completed his doctorate at UCLA in comparative/international education under the advisement of Carlos Alberto Torres in late May 2011. His dissertation, entitled *Ecopedagogy in the Age of Globalization: Educators' Perspectives of Environmental Education Programs in the Americas which*



Incorporate Social Justice Models, focuses on adult, non/informal ecopedagogy programs in Argentina, Brazil, and the Appalachia region. The pluralistic term *ecopedagogy* refers to the teaching of the politically hidden connections between environmental devastation and social conflict (socio-environmental issues), and was found to be an essential element of citizenship education with environmental rights an element of citizenship.

He has presented, published and/or taught internationally on ecopedagogy, Freirean Pedagogy, globalizations and education, adult education, higher education, informal and non-formal education models, Latin American education, qualitative research methods within social justice models, educational technologies, and distance learning. Misiaszek has presented at CIES annually for

the past five years and was a CIES New Scholar in 2008; he has also presented at the World Council of Comparative Education Societies conferences in Sarajevo and Istanbul. He is one of three Honorary Founders of the *Paulo Freire Institute at UCLA* in which he currently holds the position of *Principal Advisor to the Director* after being the Institute's *Program Officer* for two years and a research member for five. He constructed an ecopedagogy curriculum for the Los Angeles Trade Community College entitled *Curricula for a 5-Course Certificate Program in Sustainable Development and Ecopedagogy*. Misiaszek was recipient of the UCLA Department of Education 2010 George F. Kneller Award based on both the fact that his work questions the traditional canon as well as on the ways in which he brings international perspectives into his work.

Over the past 17 years, Misiaszek has developed educational programs and managed transformative research which has focused on ending various types of social injustices including ageism, elder abuse, and disabilities discrimination at the University of Southern California's (USC) Andrus Gerontology Center. Currently he focuses his efforts on fall prevention of older persons at the Fall Prevention Center of Excellence, a topic often overlooked by policymakers, developers, healthcare professionals, and much of the public. He holds a B.S. degree in environmental studies with an emphasis of chemistry and an M.S. in Education from USC.

Tom Luschei

Board Member

Tom Luschei is an associate professor of education at the Claremont Graduate University, where he teaches courses related to education in developing countries, urban education in the United States, and teacher quality and teacher labor markets. He came to CGU in 2010 from Florida State University, where he taught courses on comparative education policy, education and culture, education and economic development, immigrant education



policy, and international development education. He also led international educational research and development efforts at FSU's Learning Systems Institute, including a 5-year project funded by the United States Agency for International Development to improve teaching and learning in Indonesia. Through the Decentralized Basic Education in Indonesia project, Luschei and FSU colleagues worked with seven universities in four Indonesian provinces to improve teacher education and faculty research capacity, as well as to train Indonesian graduate students in the United States.

Luschei earned an M.A. in economics and a Ph.D. in international comparative education from Stanford University, as well as a Master's of Public Affairs from the University of Texas at Austin. His research interests include international and comparative education, the economics of education, teacher labor markets and teacher quality, teacher-related policies in Latin America and Southeast Asia, and immigrant education cross-nationally. He has conducted research on educational issues in Brazil, Cambodia, Chile, Costa Rica, Ethiopia, Indonesia, Mexico, Panama, Peru, Spain, Turkey, the United Kingdom, the United States, and Uruguay. The primary focus of his research is the impact and availability of educational resources—particularly high-quality teachers—among economically disadvantaged children. Luschei's recent publications have appeared in the *American Educational Research Journal*, *Distance Education*, the *International Handbook on Teacher Education Worldwide*, the *International Journal of Educational Development*, the *Journal of Education and Work*, the *Latin American Journal of Research in Mathematics Education*, and *Research in the Sociology of Education*.

Prior to pursuing his Ph.D., Luschei was a bilingual elementary, high school, and adult education teacher in the Los Angeles Unified School District, where he taught students ranging in age from six to eighty-four. He has also worked as an educational consultant for the World Bank, UNICEF, and the United Kingdom's Department for International Development, and as an education policy advocate for CARE USA. When he is not working, he enjoys exploring and relaxing with his wife Yasmin and children Linda and Andrew.

[Editor's note: CIES Perspectives will report on SIG activities as well as various CIES committees to keep the membership informed of the range of scholarly activities and opportunities supported by CIES. Please send short new briefs to the newsletter Editor for inclusion in future issues.]

News from the Higher Education SIG

The Higher Education SIG serves as a networking hub to promote scholarship opportunities, critical dialogue, and link professionals and academics to the international aspects of higher education. Accordingly, this SIG is a professional forum supporting development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education. The HESIG was recently recognized in 2011 as the Society's largest SIG for the second year in a row. There are over 100 paying members and its listserv includes more than 350 scholars, professionals, policy makers, and graduate students from around the world.

Current HESIG Co-Chairpersons are Val Rust from UCLA and James Jacob from the University of Pittsburgh. The Program Chairperson is Sheng Yao (Kent) Cheng from the National Chung Cheng University in Taiwan, and the Secretary is Jorge Enrique Delgado from the University of Pittsburgh.

As part of its projects, every year since 2010, the HESIG grants awards for the following categories: best dissertation, best research article, and best book, as well as to a lifelong contribution to scholarship in comparative and international higher education. This year, the recipients of the awards were:

- Ran Zhang, Indiana University (Best Dissertation)
- Jae-Eun Jon, University of Minnesota (Best Dissertation Honorable Mention)
- Cynthia K. Epperson, University of Missouri-St. Louis (Best Dissertation Honorable Mention)
- Peter Mayo (Best Research Article)
- David W. Chapman, William K. Cummings, and Gerard A. Postiglione (Best Book Award: 1st Place)
- Laura Portnoi, Val D. Rust, and Sylvia S. Bagley (Best Book Award: 2nd Place)
- Cynthia Miller-Idriss (Best Book Award: 3rd Place)
- Jürgen Schriewer, Humboldt University, Germany (Life-Time Contribution Award)
- Hans G. Schuetze, University of British Columbia, Canada (Life-Time Contribution Award)

The members of the HESIG Awards Committee are Rosalind Raby from California State University-Northridge (Committee Chairperson), Scarlett Benjamin from University of North Carolina, Gustavo Gregorutti from Universidad de Montemorelos (Nuevo Leon, Mexico), Diane Oliver from California State University-Fresno, Laura Portnoi from California State University-Long Beach, Janet Thomas from Zayed University (Dubai), and Matthew Wittenstein, Claremont Graduate University. If you are interested in nominating an individual for a HESIG Award, please send all nominations to Rosalind Latiner Raby (rabyrl@aol.com) by 1 July 2011.

The HESIG Newsletter, *Comparative and International Higher Education*, is semiannually published online at <http://www.higheredsig.org/cihe.html>. The *CIHE* Editorial Board is comprised of 14 individuals: W. James Jacob and Val D. Rust serve as Coeditors; and Regional Editors include Christopher B. Mugimu from Makerere University (Africa); Rebecca Clothey from Drexel University and Yi Cao from University of Minnesota (Asia/Pacific); Ligia Toutant from California State University-Long Beach (Europe); Gustavo Gregorutti from

Universidad de Montemorelos (Latin America); Manar Sabry from University of New York- Buffalo and Hana El-Ghali from University of Pittsburgh (Middle East and North Africa); and Ben Johnson from Ohio State University and Jose Chavez from Drexel University (United States and



Canada). The Managing Editors are Albert Biscarra and Alexandra Siedzik from UCLA, and Shanyun He from East China Normal University. The content and relevance of articles published in *CIHE* have experienced an important growth in its three years of existence.

During the HESIG Business Meeting at the 2010 CIES Annual Conference in Chicago, HESIG members agreed to co-sponsor the International Workshops on Higher Education Reform. Workshop venues rotate countries on an annual basis; the most recent Workshops were held Vancouver, Canada; Tokyo, Japan; and Mexico City. We encourage all HESIG members to mark their calendars for a trip to Berlin from 5-7 October 2011 when this year's International Workshop on Higher Education Reform will be held at historic Humboldt University. More information about this event can be found at the Conference website: <http://www2.hu-berlin.de/her8/>.

During the initial HESIG Business Meeting at the 2008 CIES Annual Conference in New York, we launched a HESIG-sponsored book series on current topics in international higher education. These volumes are edited and written by SIG members and published as part of Palgrave Macmillan's *International and Development Education Book Series*. For more information about this HESIG-sponsored project, visit our Projects webpage: <http://www.higheredsig.org/projects.html>. New members, volunteers, and ideas for new projects are always welcome and necessary for the development of the Higher Education SIG.

The New Scholars Committee in Montreal

The New Scholars Committee of the Comparative and International Education Society had a very productive conference in the beautiful city of Montreal, Canada. New Scholars include graduate students (master's and doctoral) as well as faculty and practitioners in the first years of their professional lives in comparative and international education and related fields. The New Scholar Committee within CIES currently seeks to promote scholarship and collaboration among the organizations' 940 student members (45.5% of the CIES membership) and members who are in the early years of their careers in the comparative education field. More specifically the New Scholars Committee seeks

- To improve the participation of new scholars in the Society.
- To inform people about the Society's activities and objectives. To enhance the quality and engagement of new scholars in the field of comparative and international education.
- To provide access to information about the CIES, its members, and professional research, internship, and employment opportunities for new scholars in the field.



- To encourage and support scholarly inquiry within the field of comparative education.
- To encourage contributions of new scholars to the Society.
- To facilitate network opportunities among new scholars and practitioners in the field.

CIES 2011 New Scholars Essential Workshops

In the last two years, the New Scholars Committee has developed a series of workshops that address a variety of topics graduate and recently graduated students find useful in the development of their academic and professional careers. At CIES this year we had four workshops open to anyone attending CIES. These included:

1. *Careers in Comparative and International Development Education (CIDE)* in which Dr. Shirley Miske, President and Senior Consultant, Miske Witt and Associates, Dr. Hans Wagemaker, Executive Director, International Association for the Evaluation of Educational Achievement (IEA); and Prof. Jack Schwillie, Assistant Dean International Studies in Education, College of Education, Michigan State University presented on their areas of work in CIDE.
2. *Fieldwork: Preparation and Action*, in which recent Ph.D. graduates and current Ph.D. students presented on their dissertation fieldwork experience.
3. *The Publishing Process* in which Michael Cunningham Publications Manager of the University of Chicago Press presented on the publishing process.
4. *The Academic Career Workshop* in which Fran Vavrus Assistant Professor at the University of Minnesota presented on what a student needs to think about in graduate school to prepare for a faculty position.

More than 250 individuals attended these workshops. Attendants were able to engage in rich discussions with both peers and individuals more established in the field of Comparative Education.

CIES 2011 New Scholar Dissertation Workshop

In addition to these four workshops, the New Scholars Committee again organized the New Scholars Dissertation Workshop in which Ph.D. students in their proposal stage and beyond gather for an all-day workshop. The workshop is a unique opportunity for Ph.D. and Ed.D. students to discuss their dissertation research with other doctoral students and experienced scholars in the field. It is hoped that it will improve young scholars work and it will strengthen links between new scholars in various comparative education programs across the globe.

This year we had 38 new scholars and 16 faculty participate in this year New Scholars Dissertation Workshop. There were some fascinating dissertation topics presented, with everything from the micro (looking at refugee students experiences in US classrooms) to the macro (looking at Mexican gender equity policies in the STEM fields).

Engaging discussions took place within in each group of faculty and new scholars.

For the first time this year we also had returning dissertation workshop fellows conduct the afternoon workshops, enabling this year's dissertation fellows to select a workshop that best met their particular dissertation stage needs. For those fellows in the analysis and writing stage of the dissertation there was a Peer Writing workshop offered. Then for those fellows in the proposal and data collection stage of their dissertation there was a Fieldwork and Data Management Workshop offered. I think it is safe to say while most were thoroughly exhausted at the end of the day, fellows came out of the workshop feeling excited to grapple with new ideas, technology or literature around their dissertation topic!

The New Scholars committee's programming is always evolving to meet the needs of a growing and divergent group of scholars. If you have any suggestions for future activities, collaborations or interest in helping with the planning of New Scholar activities and events for the CIES conference in San Juan, please contact Rhiannon Williams – will1395@umn.edu

The World Bank's New Educational Strategy: Critical Perspectives

The World Bank's New Education Strategy: A Disaster for Children

Steven J. Klees
University of Maryland

There are almost 70 million children of primary school age who are out of school (GMR, 2011). The new World Bank (2011) Strategy pays little attention to their plight, not proposing the resources needed and rather moving the focus to higher levels of schooling. Hundreds of millions of children who are in primary school are receiving an inadequate education. The new Strategy treats this superficially in its "Learning for All" title. But the Strategy offers little attention to learning and education and instead proposes what is simply a "Testing for All" strategy focused on two of the dozens of outcomes schools are supposed to produce. Moreover, there is no attention paid to the resources it would take to give these children a good education nor to the training and working conditions that teachers must have to offer it. Instead, the Strategy devotes most of its attention to problematic approaches to educational governance like systems analysis and privatization. The remainder of this article elaborates these points (also see Klees, Samoff, and Stromquist, forthcoming).

Testing for All

In many ways, the Strategy is an exported version of the U.S.'s failed strategy, No Child Left Behind, which offered narrow and extensive testing but little to improve schools. Under the Strategy all countries will be pushed to test their students in reading and math. Now, of course, reading and math are important, but the tests used only offer partial and inadequate measures of reading and math and neglect the many other outcomes that we want schools to produce. The Bank briefly recognizes this and mentions that other outcomes are important, like critical thinking, problem solving, and teamwork and



says it will develop broader measures. However, this same claim was made in their 2005 Education Sector Update (World Bank, 2005) and nothing has been done. Moreover, we need schools to foster: higher order thinking, creativity, curiosity, civic-mindedness, solidarity, self-discipline, self-efficacy, compassion, empathy, courage, resilience, leadership, humility, peace and more (Bracey, 2009). It is simply irrational and inefficient to base education policy on a partial measure of two outcomes when we want and need education to do so much more.

System Approach

The report spends a lot of time talking how everything the Bank will do in developing countries should be based on a "system approach." That approach is never defined or supported. In a Bank that is obsessed by evidence, there is no evidence offered that a system approach is productive. Yet it is touted as globally applicable, one-size-fit-all yet again. While not defined, as described, the system approach is a resuscitated form of systems analysis that was popular in the 1960s and 1970s, but was strongly critiqued from its inception and is generally considered outmoded today. For example, one major critic offered:

Supposed to solve social problems, [systems analysis] has merely served to redefine them in a way amenable to...technical treatment....Carried to logical extremes, emphasis on quantification could so limit and bias perspectives as either to distort and violate the essential nature of social problems by forcing them into a tractable...state or to institutionalize and legitimize neglect of...their vital parts [Hoos, 1972, 241-2]

The Bank's related Results-Based Financing (RBF), while also not well defined, is destined to repeat the failures of Program-Planning-Based-Budgeting systems, Zero-Based Budgeting, and Output-Based Aid, all of which relied on a narrow, mechanical, engineering version of systems analysis (Klees, 2008).

Privatization

Privatization of education for the Bank is no longer a question, as it has been in the past. It is simply one element of an "educational system" that may need some regulation or perhaps even subsidization by the government. There is nothing in the report about education as a public good -- private vs. public is no longer an issue. Supposedly this is based on evidence but it, and the framework underlying it, is based on Bank neoliberal ideology. Some years ago, I attended a meeting at the Bank soliciting comments on a health sector-oriented World Development Report. The Bank presenter pointed out how, in many poor countries, poor people chose to be treated at private health clinics for a fee instead of going to free public clinics. This was touted as evidence of the success and value of privatization. To the contrary, I pointed out that this is simply evidence of the success of 30 years of neoliberal ideology in which public clinics had been systematically decimated, ending up without doctors, nurses or medicine. The same has happened in education. It boggles the imagination how we have let neoliberal ideology run so rampant that we accept "low cost private schools for the poor" as good educational policy. What kind of world is it where we consider it legitimate to charge the poorest people in the world for basic education?



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Conclusion

There are many other problems with the report, including:

- the World Bank continues to refuse to take seriously the right to education;
- there is no critique of past failures and no self-critique;
- the immense need for more resources is downplayed;
- the Bank once again wants to be the Knowledge Bank, the global repository of best practice, when best practice is debated and the Bank is not a Knowledge Bank but an Ideological Opinion Bank;
- the report and Bank policy overemphasize the educational implications of a narrow interpretation of neuroscience research; and
- it is assumed there is one path to educational development, with different countries at different stages of "maturity."

Perhaps, most importantly, there is no debate in the report. It is as if everything in it is agreed upon. And this in an agency where even its own staff have referred to the internal "thought police" that force ideological conformity. In a meeting about a World Development Report, I once asked one of the Bank authors why it contained no debate. The answer I got was that debate would be too confusing. This should simply be an embarrassment and unacceptable.

To conclude, the World Bank is too one-sided and one-dimensional to be improved. Relying on the Bank for education policy is not in the interests of the world's children. The Bank needs to stop giving education advice. A bank has no business being the architect of global education policy.

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Gender and the World Bank Education Strategy 2020: A Critique in Seven Points*

By Nelly P. Stromquist



For over two decades the World Bank has declared itself a supporter of women's issues. It is legitimate then to treat it as an institution whose understanding of gender should be both mature and refined. The *World Bank Education Strategy 2020* (WBES 2020, hereafter), the Bank's latest iteration on education and its role in development, presents a terrain from which to examine its views and proposals on gender.

A basic content analysis, in terms of frequency of key terms, reveals that WBES 2020 mentions gender 15 times, women 13, and equity 13. However, these terms are never defined or examined in relation to each other. Femininity and masculinity, key concepts in the understanding of the construction of gender in society, are mentioned 0 times. Empowerment—a construct that is widely accepted in feminist theory as fundamental to the process of social change—is mentioned 3 times, none of which refers to dynamics of individual and collective gender transformation. Today, as women's issues are seen as intrinsically linked to human rights, such a referent is crucial to frame demands for women's access to multiple rights. WBES 2020 mentions human rights three times, in all cases in reference to the Universal Declaration of Human Rights—but never to the notion of women's advancement as a human right. Moreover, social justice is mentioned 0 times. With this brief preamble, let me present my seven-point critique.

First point:

In WBES 2020, gender according to the World Bank is one more element in a list of *disadvantaged populations*, which also include groups by income levels, ethnolinguistic groups, rural residents, and persons with disabilities. This classification is deficient in that: (1) it misses the fact that women constitute half of the population, (2) gender is a deep cultural construction with substantial manifestation in society, (3) some of the people who speak minority languages, live in rural areas, or experience physical disability are *also* women, and (4) the powerful interlocking effects of gender on other social markers are not problematized.

Second point:

The World Bank positions itself as a major knowledge institution, stating that it has produced since 2001 over 280 pieces of "research and other analytical work that examines critical education issues," "over 900 analytical works that include the dimension of education topics," and "more journal articles than the 14 top universities and only Harvard University comes close" (p. 34). In spite of its work on gender and education it chooses to ignore copious evidence showing that schools are *gendered institutions* and fails to take into account the need to work on the educational content and the educational experience that reproduce gender ideologies and hierarchies. In other words, the World Bank's analysis of gender and education continues to be focused exclusively on access. In so doing, it fails to recognize that, while it is true Africa and South Asia indeed evince very serious inequalities in access to the detriment of girls and women at all levels of education, this is not the situation in Latin America, East Asia, and Central Europe. Access is only one facet of schooling; further, access to primary education in these areas has been long resolved, as well as has access to secondary even to tertiary education as a way to advance women's conditions. What has not been problematized in the Bank's analysis are the content of learning and the schooling experience, both of which

contain powerful messages that account for the reproduction and maintenance of gender ideologies and hierarchies.

Third point:

Research on ways to break the vicious circle of the intergenerational maintenance of low levels of education has identified the crucial importance of working with parents. It is mainly the parents who must be made to understand how schooling can help their children, including daughters, move into more independent and successful lives. WBES 2020 notes that the Bank has invested less than 1% on *adult education*—0.7% to be exact. From gender analytical perspectives, this is seriously insufficient; the lack of attention to adult education signals a limited understanding of the need to work at the household level, a level indispensable to the altering gender relations and their reproduction over time.

Fourth point:

WBES 2020 repeatedly refers to the need to be inclusive and to integrate all *stakeholders*. Yet, at no point does it identify as potential partners the large and growing number of women-led NGOs, nor does it seem aware of the existence of powerful transnational networks active in women's issues, such as REPEN in Latin America. The document does acknowledge that "people learn through life" (p. 12), but this point is not developed. As a multinational institution, the Bank deals primarily with nation-states. The contradictions and tensions in working with an institution (the state) that plays an active role in the domination and subordination of women are not examined.

Fifth point:

The World Bank continues to cite itself for most intellectual work. WBES 2020 contains easily identifiable World Bank authors for 56 of 105 references; in other words, 53.3% of the citations are in-house. Such an amount of *self-reference* is simply not acceptable in academic circles and makes doubtful the Bank's capacity to self-correct, an essential ingredient of academic inquiry. Under those conditions, to position oneself as a provider of technical assistance is dangerous. It is clear that the World Bank's analysis of gender in education is not only hopelessly anchored on access issues, but in addition chooses to dismiss the considerable progress in gender theory in multiple academic settings, an intellectual progress that has demonstrated the impact of ideology as well as the compounding effects of multiple social markers in shaping disadvantages for girls and women.

Sixth point:

In subtle ways, while not mentioning *decentralization and privatization* explicitly, the World Bank continues to push these as strategies that will secure better achieving schools. WBES 2020 claims that "school-based management empowers actors at the local level and that as parents become more involved, teacher behaviors change." It also asserts that "private entities are important providers of education, even to the poorest communities." At no point does WBES 2020 consider that calling for fees goes against the Universal Declaration of Human Rights, which explicitly requires that "education shall be free, at least in the elementary and fundamental stages." Moreover, the conclusions presented by WBES 2020 on privatization and decentralization are not based on a comprehensive review of the literature. In fact, there are several scholarly investigations, from Nepal to South Africa, that evince the strong disparity between the World Bank's assumptions and realities. Local communities can be less sensitive to women's issues than central governments, and the fee-paying features of private schools, even those charging small fees, operate to the detriment of participation by girls, who typically have low priority in household expenditures. One wonders why an institution that seeks to be a knowledge institution does not recognize research with findings that contradict its own cherished beliefs.

Seventh point:

Finally, those of us who conduct research on gender fully recognize the importance of working simultaneously on redistribution and recognition issues, if gender as a social marker is to be minimized in society (Fraser, 1995). The World Bank, by pursuing an economic approach to gender, considers only the potentially redistributive aspects of schooling (and in so doing emphasizes merely the basic level of education) and does not acknowledge the need to alter social perceptions of women's inferiority and their frequent subordination in multiple social arenas. The World Bank still has to design a *gender approach to development* that considers the circumstances in which formal education can indeed play a transformative role.

The World Bank policy on gender is still guided by a policy document produced in 1994, *Enhancing Women's Participation in Economic Development. A World Bank Policy Paper*, which is complemented by another document called Operational Guidelines 4.20 (also adopted in 1994 and updated in 2002). The policy paper calls for investing proportionally more in women than in men and asks for a systematic treatment of gender issues in country assistance strategies. It highlights the importance of the "package approach" to schooling interventions to improve the condition of girls' schooling. The package approach is defined as the deployment of multiple interventions—from the provision of latrine and washing facilities, to the removing of sex stereotypes in educational materials, the building of fences around school to provide a safe environment for students, the training of teachers in gender issues, and the increased recruitment of women teachers. Nothing of this is recalled in WBES 2020. While there is explicit reference to training, it appears only in reference to the Education Management and Information System, which the World Bank is now proposing as one of the core strategies to improve education systems, the other being its intention to become a knowledge powerhouse by building a knowledge base at the global level.

In short, and regrettably, the WBES 2020 cannot be looked to as a sign of progress in the treatment of gender issues.

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The World Bank and Human Rights

By Salim Vally

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At the outset of the World Bank's new 'Education Strategy 2020' document, the right of all children to access education is proclaimed together with a ringing

endorsement of the Universal Declaration of Human Rights and the Convention on the Rights of the Child. Yet, human rights do not feature again in the document. Our critique embraces Uvin's sardonic sentiment concerning the rhetoric behind the World Bank strategy as an attempt to colonize the human rights discourse, "...like Moliere's character who discovered that he had always been speaking prose, that human rights is what these development agencies were doing all along. Case closed; high moral ground safely established." (Uvin, 2010:165)



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We argue that an explicit human rights focus and evidence of an understanding of the right to, in and through education is absent throughout the document. The World Bank continues in fact to eschew a rights-based approach to education promoting instead a 'systems approach' based on a cost-benefit analysis. There is no indication that human rights considerations inform any facet of the education system including policy, access, budgeting, curriculum, management, assessment, teaching and learning. In contrast, embracing a human rights framework would impose obligations on duty bearers to promote, respect, protect and fulfill the right to education. Yet, the document is denuded of these vital political aspects, favoring instead a banal and narrow economically-defined skills-oriented interpretation of education. Conceptually, *Education Strategy 2020* remains firmly ensconced in market dynamics, privatization and modernization theory, all of which actually undermine the right to education specifically, and human rights generally.

The "new" World Bank strategy still views education as a means of accumulating human capital to increase economic growth, labour productivity, competitiveness and technological skills for the labour market. There are numerous references throughout the document that speak to this instrumental vision for education. The document is also focussed on issues of 'quality' learning coupled to the global 'knowledge economy'. It promotes the need for an "agile" workforce—a current preoccupation of transnational corporations who require a mobile productive workforce to be distributed at short notice to temporary employment without the burden on the employers to carry the cost of training. Watkin's (2011: 16) explains, "This new concern has again been fundamental in reshaping the private sector's agenda for public education. There is now growing interest in the private sector in influencing the assessment of learning outcomes, to test the skills they prioritize, and smooth the way for an easy selection of optimally "productive" employees".

While education has undoubted value in relation to economic development and the potential for employment and meaningful work, that is not the sole or primary end of education. The benefits of education (like the requirements of development) are predicated on specific contexts, and the value of education is largely dependent on its socially-defined purposes constituted by reference to history and context. Through its strategy the Bank though continues to employ a 'template' and formulaic approach to education and development, ignoring the basic principle of education as a fundamental human right. Particularly in countries evincing high levels of poverty, unemployment and social inequality, schooling, technological acumen and other learning attributes are important. That importance is



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derived, however, not only from their uses in the labour market, productivity and competitiveness, but in their social, political and cultural uses, and in enhancing the ability of the citizenry to participate in democratic processes. Furthermore, the ostensibly direct and functionalist relationship assumed to exist between education and economic growth, or 'economic success', in the context of global unemployment and financial crises should be contested.

The document lodged in a human capital approach to education continues to treat vital pedagogical processes

and classroom interactions as a 'black box'. Subjects and learning areas, not seen to have a purchase in the global marketplace also receive less funding and are seen as merely 'ornamental'. In contrast, a human rights approach is attentive to learner-centred, participatory and democratic school processes and issues of redistributive policies; teachers working conditions as well as issues of discrimination along lines of 'race', gender, class, ability and citizenship.

The framework introduced by the late UN Special Rapporteur Katarina Tomasevski, on the right to education resting on the 4As--availability, acceptability, accessibility and adaptability--with further subsequent refinements, provide a conceptual and a pragmatic basis for human rights in education and development. In addition, the writers of the World Bank document willfully disregard the seminal work by Amartya Sen whose key proposition is that development must be judged by the expansion of substantive freedoms--not just by economic growth or technical progress. While Sen is concerned with economic development, it is not regarded as, "merely the expansion in the production of inanimate objects of convenience--the goods and services" (Dreze and Sen, 2002:3). Much like education rights, these goods and services are important in relation to their role in enhancing 'social opportunities and freedoms of people' in their social, class and gendered locations. Sen's concept of capabilities extend beyond narrowly-based skills and certainly not the fetish which the World Bank document reduces it to.

The latest World Bank document is once again 'old wine in new bottles'. For as long as the World Bank's prescriptions on education are predicated on human capital theory, where education is seen as a marketable commodity and human rights conveniently confined to a mere declaration we will continue to have 'more of the same'. Those serious about education should rather focus their praxis on the broader humanising purpose of education.

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The emperor has no clothes! The World Bank's non-strategy for Education for All

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Global inequality is growing at staggering rates. A pioneering study by the World Institute for Development Economics Research (WIDER) of the United Nations University reports that the richest 1% of adults own 40% of global assets, and that the richest 10% of adults account for 85% of the world total. In contrast, the bottom half of the world adult population own barely 1% of global wealth. The number of people living in poverty has only increased while the "super rich", households earning an average of \$20 million, are "getting richer almost twice as fast as the rich", that is households with an average of \$940,000 income (NY Times 2006). The Asia-Pacific regions represent a record high growth in billionaires in 2011 are also the countries with the highest levels of wealth and income inequality. Meanwhile food prices have skyrocketed setting off deadly food riots in a dozen countries including Philippines, Malawi and Tunisia, and at least three dozen countries face social unrest over food and fuel prices according to World Bank President Robert Zoellick.

The list could go on, of scandalous wealth and wrenching poverty not just in a few countries but worldwide. Economic polarization has increased to astounding levels with the poor increasingly losing ground and leaving them with no basis for survival.

Reading the World Bank's newly launched Education Strategy against this backdrop, I can only conclude that the Bank is uninterested in how to mitigate global inequality. Instead I find the current package of reforms propels us further into a more unequal world and into deeper social and economic crisis. For reasons of space, I highlight two key proposals in *Education Strategy 2020* to show how the World Bank's policy orientation is not simply ineffectual but undermines its own stated intentions of 'Education for all' for economic and sustainable development (for further analysis, see Kamat, forthcoming).

Learning for all? The goal of Education for All (EFA) has been reformulated into Learning for All; and while it sounds more inclusive, it actually institutionalizes inequality in two significant ways. First, it translates the rather clichéd observation that learning occurs in different contexts, inside and outside schools, and in formal and informal ways into a new policy orientation wherein EFA targets would include those who may not be in formal schools. This reformulation effectively permits governments and international institutions to minimize the salience of quality formal education for economic and social mobility in the current economic context and places different forms and contexts of formal instruction and even non-formal learning on par with formal education.

How progressive, you say! Well, if states and economies did indeed value and solicit different forms of learning that are not transacted as formal recognized degrees, this would indeed be a commendable proposal. As things stand, however, such a radical breakthrough in economic arrangements appears remote. Quite perversely, the Bank presents the current economic crisis as natural to which education must adapt rather than ask whether there is something deeply wrong with the economy that the World Bank and its global audience need to confront and rethink. Promoting 'learning for all' in an economic context where degrees and formal qualifications of all varieties, dubious and otherwise, have become even more essential to one's

survival suggests that the Bank has basically concluded that universal formal education is an impossible aspiration and is seeking to achieve EFA by any means necessary.

Leading from this, the Bank determines that just about anyone investing in some form of schooling and instruction should be considered as legitimate stakeholders in the EFA mission, along with states and elected governments. Faith based initiatives and private entrepreneurs in the education sector are welcomed as valuable partners in the new strategy to help achieve the EFA mission. To concede ground to private actors, whether faith based non-profit initiatives or profit oriented investors is to forfeit education as a human right (a value commitment the strategy paper mentions in passing).

As we already know, the growth of private education does not result simply in greater access as the Bank claims but also leads to highly stratified education markets, intensifies competition for access in which large swathes of young people are poorly served or not at all, and investors reap profits from the desperation of poor and middle class families. In absolving states from being the primary providers of education, and encouraging the growth of private actors the Bank institutionalizes inequality by guaranteeing unequal access and uneven quality of education. The growth of faith based initiatives in education has its own set of destabilizing effects on secularism, democracy and gender and sexuality rights, serious concerns that are shared by people in recipient and donor countries, yet ignored in the strategy paper.

Knowledge for all? For decades, the Bank has claimed that it represents the interests of the developing world in global policy forums. However, its governance structure, selective recruitment of staff, appointment of the President and veto power of its majority shareholder, the U.S. government, give lie to this claim (see Broad, 2006 for an excellent exposition of the Bank's systematic bias). To reposition itself now as a Knowledge Bank is similarly a counterfactual claim.

As a Bank representing the interests of its majority shareholders, specifically its five permanent members all of which are developed countries, the institution is hardly in a position to develop a knowledge base that is genuinely evidence based and non partisan. Internal and independent evaluations of the World Bank's research tell a damning story of a great deal of "bureaucratic conformity" (Ellerman cited in Wilks, 2004), burying evidence that is contrary to Bank prescriptions, very little scope to offer alternatives, and that public image matters more than germane research findings (Wilks, 2004; for a commissioned internal evaluation see World Bank, 2006).

To insist that the Bank can be a large-scale funder governed by rich and powerful countries and at the same time a committed advocate of global sustainable development sidesteps the conflict of interest issues that have been raised by scholars, activists and former Bank staff from the North and the South, and that without drastic reform of the Bank's governing structures it is ludicrous for the Bank to present itself as a credible knowledge bank. Perhaps it is time the winds of democracy from the Arab spring blow in the direction of the Bank as well.

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Brief Comment on the World Bank Education Policy Paper of 2011

By Stephen Heyneman



The World Bank has a lot of publications on education. Some are authored and are the responsibility of that author. These may be circulated in a journal as a product of research or as a discussion series to generate debate. A policy paper is different. It must be approved by the executive directors, and the World Bank is listed as the author.

From the beginning, policy papers have shared certain characteristics, this one included. None may contain a statement which would challenge long-standing convention. It may infer. It may suggest. But in the end, it must be approved by all the executive directors which represent the 185 members. No draft policy paper would be put to a vote of the executive directors if were to generate opposition or even controversy. Essentially a policy paper must represent a consensus.

Policy papers reiterate that it is the Bank which is the subject of their suggestions. Countries are autonomous and independent entities. If directives are included in the paper they are turned inward and suggest that the Bank will operate differently in one or another arena, or that the Bank will place new criteria for its operations, or respond warmly to new initiatives in the arenas under discussion.

In spite of these organizational restrictions, *Education Strategy 2020* pioneers new arenas for the Bank. It redefines the term 'education system'. The new definition includes learning wherever it occurs and can be organized. It places a heavy emphasis on early childhood education and adult literacy. It includes corporate training. It includes providers of all kinds--public, private, charitable and for-profit. It includes not only providers of education programs but providers of education products and services. In fact it leaves out very little and, other than early childhood education, it places no priority anywhere.

But will it do things differently? Rather than building schools this new strategy suggests that it will emphasize the efficiency of the education system and help reform its management, governance and finance. Rather than provide new curricula, it will try to lay the foundations of an education knowledge base by supporting the use of assessments of academic achievement, both local and cross-national. Countries will be asked to measure their progress against statistical evidence. The Bank may also experiment with a reorganization of its education staff. Instead of World Bank staff working on regions in isolation from one another, they will begin working on education systems divided by their stages of development. While none of these changes are entirely new; in my view, all represent progress.

Early childhood education is nice, but has the Bank made progress on the elements that were the subject of past criticism? One criticism was that it was ideological. On the basis of a narrow interpretation of economic rates of return it advocated a 'short policy menu' demanding that countries shift public resources from tertiary to primary education. The major proponent of this view was George Psacharopoulos. In the 1995 education policy paper, the one to which 20 division chiefs signed a memorandum of protest (Heyneman, 2003 and 2005), Psacharopoulos was cited nine different times. However, in the new policy document, Psacharopoulos was not cited at all. There are some (perhaps including myself) who would interpret this as progress.



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Another past criticism of the World Bank has been its insular orientation--that is, it tended to cite only its own work and that of its staff members. This implied that it saw development in a narrow way, and ignored much of the analytic work done by the world outside itself. This was said to be parochial and counterproductive.

For instance in the 1995 policy paper, over 13% of the references were other policy papers and 32% of

the references were to its own staff members. If one includes the references to the reports from other agencies, the Bank only used sources outside the development community about 50% of time. In *Education Strategy 2020* the sources of references have changed dramatically, but in the wrong direction. 26% of the references are derived from other policy papers; 16% from its own staff and 29% from other agencies. This latter figure is the result of James Wolfenson's efforts. The official rationale was to collaborate with other agencies as though development should be a team effort. But it also serves the Bank's needs for political coverage to protect itself from external criticism. It is more difficult to criticize the Bank when UNICEF and Save the Children and the Sierra Club are sitting on the podium. This is not an accident. The problem is that the portion of the cited references from other sources has declined. In 1995 it was 50%. Today it is 28%.

One might counter with the suggestion that this is an accurate reflection of the insight and knowledge in the field of education and development. To explore this I looked at the sources for the report on basic education published by the U.S. National Academy of Sciences in 2006. This report cites the World Bank policy papers 2.2% of the time; they cite academic other sources 89% of the time. This suggests to me that the insularity of the Bank has gotten worse, not better.

Another criticism of the Bank was that it did not consult enough; that it developed its policy papers in isolation from the opinions of 'stakeholders'. This paper goes a long way to convince the reader that its consultations were extensive. It lists a total of 69 meetings held to discuss the content of this paper, meetings across all regions and with all donors. It even lists the most frequently asked questions. Here the first three questions (out of 16) in order of importance:

1. What is the 'strategic' component of ESS 2020?
2. How does ESS2020 address the Millennium Development Goals and support countries to reach the two education MDG's?
3. How does ESS2020 relate to the Education for All Fast Track Initiative (EFA FTI)?

My reaction to this list of questions from the consultation meetings is one of horror. If anyone needed a sign as to whether the Bank was out of touch with the world of education and development, all they need to do is read through these questions. They constitute what the Soviets used to call a 'langue de bois', a wooden language. They have no importance to the scholars of development and they have no relationship to the real questions about the new policy paper. They reflect the fact that the World Bank continues to listen to itself and to those in similar agencies.

What might be a frequently asked question about this policy paper? I would ask: Is the Bank still recommending that public finances shift from higher to primary education? Is it able to work outside of government ministries of education to assist the development of the private sector? Is it prepared to confront the fact the greatest threat to the quality of education is from within the system itself in terms of corruption? Is it prepared to stop lending to a country which steals our assistance? Is it prepared to sanction staff who propose conditionalities

(e.g., payment by results might apply to both borrower and lender) which later prove to be professionally incorrect? Is it prepared to equip low-income countries with policy advisors so they might negotiate loan conditionalities with more equity? Is it willing to confront the fact that education constitutes only a tiny percent of the development agenda?

To these questions, and perhaps others, there is no response in this new policy paper.

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Award Winning Articles

Keita Takayama (2010) *Politics of Externalization in Reflexive Times: Reinventing Japanese Education Reform Discourses through Finnish PISA Success*. *Comparative Education Review* 54 (1): 51-75

2011 George Bereday Award Winner

Drawing on a critical theoretical paradigm and critically engaging with the externalization thesis that Steiner-Khamsi and Schriewer have developed, this article examines the politics of "Finnish education" in the ongoing Japanese education reform debate. Situating the politics of externalization in the sociological discussion of reflexive modernity, the study demonstrates how progressive--and to a lesser extent neoliberal--observers appropriate the symbolic signifier "Finnish education" to construct a given truth about the state of Japanese education, authenticate their preferred definitions of its "crisis," and then naturalize given "solutions." In particular, the author focuses on how progressive observers refer to Finnish education to redefine the "crisis" and legitimize their dissenting voices against the ongoing conservative-led reform. The author identifies in the progressive articulation the same set of discursive strategies as used in the conservatives' appropriation of U.S. and British education reform discourses. In conclusion, the author discusses the implications of the study for the conceptualization of externalization and the comparative studies of education in general.

Sarah Dryden-Peterson (2010) *Building Relationships Between Immigrant and Long-Time Resident Youth*. *Teachers College Record*.

CIES 2011 Joyce Cain Award Winner

This article examines the processes of building relationships between immigrant and long-time resident youth and explores the meaning and consequences of these processes for the individuals involved. The article suggests ways in which schools might adopt strategies to promote personal interaction, cooperative action, and collective identification to aid in the development of these relationships. Using the methodology of portraiture, this study examines the relationship between two students in Lewiston, Maine: a Somali immigrant, and a White long-time resident. The participants capitalized on the common space of their new immigrant destination school to transform casual personal interactions into a bridging relationship based on collective identification. The research identifies processes of personal interaction, cooperative action, and collective identification as central to the building of bridging relationships. Lessons for educators and schools seeking to foster relationships between immigrant and long-time resident youth include engaging students in direct dialogue about race and cultivating skills in empathetic storytelling and listening in order to "double-think," or receive a counter-story.

Kristy Kelly (2010). *Learning to Mainstream Gender in Vietnam: Where Equity Meets Locality in Development Policy*. University of Wisconsin-Madison.

2011 Gail Kelly Award Winner

This dissertation is about a development policy called gender mainstreaming and how gender equality discourses and practices are engaged, resisted, ignored and otherwise transformed in the process of training. Drawing on empirical field research conducted in Vietnam, the author argues that current models for explaining the movement of equality discourses and practices from one policy context to the next fail to account for power struggles and complex responses that occur at the interstices of social scale. She presents an alternative framework linking projects to multiple, simultaneously occurring opportunity frames and to the personal commitments and intentions of individual actors. The political project policy wheel highlights the dynamic interconnectedness of the projects as concurrently local and translocal, and embedded in related but different assumptions about gender, generation and class. By conceptualizing training as sites of actors' struggles and engagement, my research illuminates notions of "the global" and "the local" as co-produced, and advances theories of social change.

Donna Tonini (2010). *The Wide Divide Between Policies and Impacts: Examining Government Influence Over Parental Educational Choice in Tanzania*. Columbia University.

2011 Gail Kelly Award Honorable Mention

Donna Tonini's dissertation investigated the extraordinarily low secondary enrollment rate in the East African country of Tanzania. She focuses her analysis on the two policy tools that the Tanzanian government might use to increase secondary enrollment: (1) lowering fees – a strategy that might increase demand for secondary education; and (2) constructing new schools – a strategy that aims to increase supply of opportunity. Through the sophisticated integration of both quantitative and qualitative data, Tonini found that investments in facilities – increasing the supply of educational opportunity – was a far more cost-effective strategy than lowering fees. As her nominator to the Gail Kelly Award, Professor Henry Levin noted, "This is a beautifully reasoned, executed, and written dissertation which has much to offer to both Tanzania and countries with similar challenges."

Paula Gains (2010). *Learning about Literacy: Teachers' Conceptualisations and Enactments of Early Literacy Pedagogy in South African Grade One Classrooms*. University of Witwatersrand.

2011 Gail Kelly Award Honorable Mention.

Paula Gains's dissertation examines the relationship between early literacy teachers' understandings of literacy, and their practice in the classroom. Gains explores how South Africa's transition from apartheid to democracy, and the accompanying political and educational changes, have shaped the process of learning to read and teachers' understandings of children as learners. Her analysis of the way in which teacher practice in South Africa is intimately connected to both teachers' individual literacy histories and national political histories is profoundly illuminating. As her nominator, Dr. Kerry Dixon noted her findings "provide a more textured set of reasons as to why literacy teaching is in a crisis in [South Africa], in ways that large scale quantitative studies are unable to address."

Patricia Wotila Croom (2010). *Institutional Strategy in a Global context: The land-grant University Experience*. Michigan State University.

This qualitative case study examined how a large, public, research-extensive, land-grant university framed various forms of internationalization and who was involved in these decisions. It also considered how this institution approached the opportunity to open a branch campus relative to other strategic international decisions. The findings highlight the critical role of leadership in furthering a strategic international agenda. Ensuring sustainability of strategic international initiatives was also important. The institution's leadership emphasized creating a "global presence," which many understood to imply raising rankings and creating an international brand. This focus on international image and ratings versus more traditional internationalization and capacity building calls into question the tie of such efforts to institutional mission and the implications for global higher education more generally.

Ancell Scheker Mendoza (2011). *Educational Reform and Teachers' Decision Making: Relationship between the Intended and the Implemented Reading Curriculum in Dominican Primary Schools*. University at Albany-State University of New York.

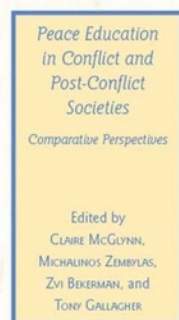
Ancell Scheker's dissertation characterizes and analyzes the specific implementation decisions made by teachers in Dominican primary schools as they set out to put into action the intended reading curriculum. A new curriculum was developed in 1995 as part of a Ten-Year Plan to reform the educational system. The study attempts to reveal how the curriculum is implemented across schools and what configuration of conditions influence teachers' decisions regarding what to teach and how to teach reading comprehension. The study contributes to improving our understanding about curriculum policy and the complex relationship between the intended and the implemented curriculum as well as of the conditions and the dynamics that make possible for education policies and reforms to influence instructional practices.

Antigoni Papadimitriou (2011). *The Enigma of Quality in Greek Higher Education: a Mixed Methods Study of Introducing Quality Management into Greek Higher Education*. University of Twente.

This study investigated the adoption of quality management in Greek universities as an outcome of organizational processes. It examined a period in the first decade of the 21st century when program evaluation and quality management were heavily debated in Greece. This study furthers our understanding of the forces that stimulate or impede changes in Greek higher education by choosing a multi-level mixed methods research design. Using concepts from neo-institutional theory (DiMaggio & Powell, 1983) along with organizational characteristics, this research shows that coercive, normative, and mimetic isomorphic pressures were present, though rarely all at the same time. The lack of coherence among the three isomorphic pressures seems to explain the widespread failure to adopt quality management. Leadership proved to be the crucial intra-organizational factor for change promoting quality management.

Claire McGlynn, Michalinos Zembylas, Zvi Bekerman and Tony Gallagher (editors). *Peace Education in Conflict and Post-Conflict Societies: Comparative Perspectives*. Macmillan, 2010.

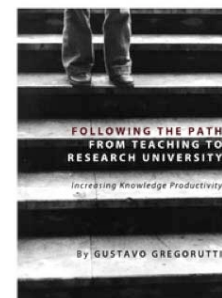
2011 Jackie Kirk Award Winner



The book presents interdisciplinary and comparative research to guide the development and inform practice in the field of peace education. It brings together an international group of scholars to offer the very latest theoretical and pedagogical developments for long term educational solutions in divided societies. The use of peace education as a central and explicit organizing framework is a strong contribution to the field. The book also captures critical issues related to education and conflict. The inclusion of new scholars and well-known international scholars is notable, as is the scope of the country case studies. The focus on peace education speaks directly to one of Jackie Kirk's primary priorities in her work, and when taken individually, several chapters also speak to other issues that she was committed to, including teacher development, identity (and acknowledging personal experience), participatory research methodologies, to name a few.

Gustavo Gregorutti. *Following the Path from Teaching to Research University: Increasing Knowledge Productivity*. Cambridge Scholars Publishing, 2011.

Universities around the world are experiencing an increasing pressure to produce revolutionary ideas that can be translated into publications, patents, business, and the like. As a way of welcoming the third mission for universities, elite winners of this tough game are gathering prestige, visibility, and all kind of human and financial assets. Training and research (the first and second missions) are no longer enough; universities are in a race for resources expressed in rankings that tend to model the whole higher education system. But, what about the small and middle size universities? They are watching the game and want to be part of it. This book is concerned with that group, especially private higher education that is looking for ways to become visible and attract more resources. Leadership at these institutions is becoming more entrepreneurial, and following in the steps of highly research productive schools. Changes like these do not come without resistance from, among others, faculty members who see these shifts as a threat to their traditional teaching mission. In short, this wave of producing inventions has put an incredible amount of stress on human resources and funding at smaller institutions.



David Blake Willis and Jeremy Rappleye (editors). *Reimagining Japanese Education: Borders, Transfers, Circulations, and the Comparative*. Symposium Books, 2011.



Reimagining Japanese Education brings together some of the foremost scholars in the field of Japanese education and analyzes these recent changes in ways that help us 'reimagine' Japan and Japanese educational change at this critical juncture. Rather than simply updating well-worn Western images of Japan and its educational system, the aim of the book is a much deeper critical rethinking of the outmoded paradigms and perspectives that have rendered the massive shifts that have taken place in Japan largely invisible to or forgotten by the outside world. This 'reimagining' thus restores Japan to its place as a key comparative link in the global conversation on education and lays out new pathways for comparative research and reflection. The volume is indicative of new directions in educational scholarship worldwide: approaches that center global interactions on domestic education and contribute to a far greater recognition of the polycentric, polycontextual World unfolding today.

Justin J.W. Powell. *Barriers to Inclusion: Special Education in the US and Germany*. Boulder, CO: Paradigm Publishers, 2011.

Barriers to Inclusion provides an in-depth comparative and historical account of the rise of special education over the twentieth century in the United States and Germany. This institutional analysis demonstrates how professional groups, social movements, and education and social policies shaped the schooling of children and youth with disabilities. It traces continuity and change in special education classification and categorical boundaries, explores the growth of special education organizations, and examines students' learning opportunities and educational attainments. Highlighting cross-national differences over time, this book also investigates demographic and geographic variability within the federal democracies, especially in segregation and inclusion rates of disabled and disadvantaged children. Germany's elaborate system of segregated special school types contrasts with diverse American special education classrooms mainly within regular schools. Joining historical case studies with empirical indicators, this book reveals persistent barriers to school integration as well as factors that facilitate inclusive education reforms in both societies.

