Course Outline 2018
EDUC 705: EDUCATION AND DEVELOPMENT POLICY (30 POINTS)
Semester One (1183)

Course Prescription

Explores the following topics and themes: policy analysis and formulation in the context of development; the impact of the globalisation on, and the role of international agencies in, education for development; human capital theory and human resource development; education and aid; research and consultancy strategies and ethics; New Zealand's ODA policy towards Oceania; global and local intersections in Oceanic education.

Programme and Course Advice

Restriction: EDUC 766

Goals of the Course

Education has been considered a key factor for national development in countries throughout the Global South since the post-WWII emergence of development programmes. A vast array of research literature linking educational ideas, structures and processes with social, cultural and economic change has been produced in the decades since. This course examines the nature and role of education within the 'developing' world, with a particular focus on countries affected by conflict.

For countries in the midst of, or emerging out of violent conflict, education's contributions to national development are even more important. Education is recognised as an important catalyst for promoting psychosocial recovery, normalcy, hope, and the inculcation of values and skills for building and maintaining a peaceful future. It also has an important role in reconciliation or nation-building goals, through the messages and shared values it can promote, restoring social cohesion that is often eroded during conflict. Importantly, it also plays an important function in improving livelihood opportunities, health outcomes and future opportunities for individuals and society as a whole.

Yet, approximately 30 million children living in conflict-affected contexts remain out of school—half of the global out of school population—due to a lack of access to education. Furthermore, after the cessation of hostilities, efforts are often made to restore schooling to those affected by conflict, but often with little thought to underlying structural conditions in education which may have precipitated or fuelled conflict. Matters as simple as the distribution of textbooks or other learning materials across a country, or as complex as what language children should be taught in or the national narrative that should be taught, are not well considered by policymakers and international advisors tasked with reconstruction; or alternatively are manipulated by local and international actors to promote self-serving agendas.

This fails to ensure that education is safe, inclusive, equitable and accessible for all. It creates a vicious cycle, where education itself becomes a grievance against the state (or occupying power) for some, and a site of future conflict. In a global economy where knowledge has become commodified and a key instrument for upwards social mobility, education systems which actively or passively exclude citizens from full participation are demonstrated to have a strong correlation to the renewal of violence.

This year the course gives particular consideration to these issues, and identifies how the pathways for sustainable, inclusive development for all in conflict-affected contexts can be supported or hindered by education.

Learning Outcomes
By the end of this course it is expected that the student will be able to:

1. Critically assess debates on the role of education in relation to processes of globalisation, national development, and improvements in individuals' well-being in contexts affected by conflict;
2. Analyse and critically assess the role of key actors in relation to issues of global/national and local politics of education, particularly in (post-)conflict-affected and/or emergency situations;
3. Identify contemporary educational policies and practices in conflict-affected contexts from an interdisciplinary and multi-scalar perspective; and examine their theoretical basis, the practical implications, the strengths and weaknesses, and how they respond to context specific (learning) needs.
4. Demonstrate the ability to search and critically analyse an interdisciplinary body of literature, and to apply this knowledge in written and oral communication through individual and group assignments and by writing a final paper/article on a related topic.
5. Demonstrate the ability to compose an extended piece of writing, which presents a clear argument, and critically analyses an issue by presenting and assessing evidence from a range of reputable sources
6. Demonstrate the ability to present ideas orally to others through effective communication and presentation skills.
7. Demonstrate active listening and speaking skills by participating in debates and discussions with peers.

Learning and Teaching
This course comprises of four six-hour lectures and six online sessions.

Full participation in all the online sessions is a required part of enrolment in the course, and will be assessed.

Attendance in class as well as engagement with course activities and readings supports academic success. All students participating in the course are expected to come to each class having read the required readings and having given thorough thought to the issues raised in them. Lectures and online sessions will be developed from the understanding that the readings have been done by all students. Failure to complete these readings will greatly diminish your ability to follow along and engage with the lectures and online sessions.

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course director/lecturer and/or tutor.

Teaching Staff
Dr Ritesh Shah
Faculty of Education & Social Work

Learning Resources
There is no required textbook for this course.

A range of articles and course materials will be provided.

Assessment

100% of the final course grade will come from coursework, which includes a combination of an annotated bibliography, group presentation, and final essay. In addition, students are expected to participate in a series of online workshops/sessions in between block course days, and lead a presentation as part of this. Both of these additional components are assessed.

Students must complete all components of the assessment tasks to achieve an overall pass on this course. Completion to the satisfaction of the examiners means that students must achieve at least 50% for the course.

Assessment Type	Weighting
Student led discussion	10%
Online participation	10%
Group Assignment	25%
Annotated Bibliography	25%
Final Essay	30%
Total	100%