Interdisciplinary Programmes

Academic year 2021-2022

Global Governance and Education: Debates and Approaches

MINT229 - Autumn - 6 ECTS

Course Description

This course is designed for students to critically engage with contemporary global governance. Students will learn key theories and modes of global governance and apply them to case study organisations or partnerships of their choice relevant to the governance of education. Through advanced readings, seminar discussions and lectures, this course provides theoretical and conceptual tools to critically analyse the contemporary global governance of education. It will allow students to develop a sound knowledge of the field of global governance, and then reflect on educational issues within increasingly complex systems of global governance.

Course learning outcomes

- Describe and distinguish between contemporary theories of global governance
- Critically evaluate the actors, interactions, processes and politics of global governance
- Analyse contemporary approaches to global governance as they apply to education
- Demonstrate excellent communication and informed independent thinking

> **PROFESSOR**

Moira Faul

Office hours

Syllabus

The course has three parts. First, it provides conceptual tools to critically analyse global governance across multilateral, bilateral and multistakeholder actors and systems. What are the politics, patterns and questions arising in contemporary global governance? What are the interactions between multilateral organizations, multistakeholder partnerships, bilateral actors, civil society campaigns, and more? How do they affect the global and national systems and discourses into which they intervene? Second, each student will select a case study organisation or partnership that they will follow throughout the semester, applying what they learn in class to their selected case study. Each week will be dedicated to examining four modes through which different organisations govern globally: norms and standards, data and metrics, financing, and private sector approaches. Third, a substantial

part of the course is devoted to original research, presentation and writing by students; by sharing their learning about individual case studies with each other, students will collectively come to a more rounded understanding of the global governance of education. Students will engage in these three components of the course and its topics through advanced readings, leading and participating in discussions, lectures, and sharing their empirical research on diverse global governance actors.

A great emphasis is placed on student research. Students will select a global organisation or partnership that is active in education, including, but not limited to: bilaterals (donor governments); foundations (Gates, for example), multilaterals (OECD, UNESCO (including IBE, IIEP, UIS, among others), UNICEF, World Bank); networks (IEFG, INEE); or partnerships (Education Cannot Wait, Global Partnership for Education). All assignments examine the selected organisation or partnership. Students will be actively mentored and advised throughout the semester, enabling them to produce high quality analysis of the role, mandate and activities of the global governance organisation of their choice, as well as its interactions with, and effects on, global multilateral and multistakeholder systems and (potentially) national education systems. The assignments throughout the semester lead up to a culminating research paper that reports on the students' analysis of their case study organisation and its role within and interactions with other actors in the current and evolving global governance system.

Evaluation

Assignments throughout the semester will allow students to demonstrate their mastery of the knowledge from readings, seminar discussions and lectures, and also examine their applicability to contemporary education governance. Each assignment builds in knowledge and complexity on the previous, scaffolding the students' learning.

The **'visual CV'** of the students' case study organisation or partnership (20%) will evaluate students' understanding of the role, mandate and activities of their selected case study organisation or partnership, and how its work might be interpreted using each theory we have discussed. Supplementary readings that focus on students' case studies are provided in the syllabus; more may be provided on request.

The **assessed presentation** (30%) will evaluate students' oral communication and understanding of the theories and concepts of global governance, and their application to their selected case study organisation or partnership. Since these presentations are grounded in research of the case study partnership, students should begin this research early in the semester. Supplementary readings that focus on students' case studies will be provided in the syllabus; more may be provided on request. Please use APA author-date system of referencing.

The **research paper** (50%) will evaluate students' academic writing and systematic examination of the role of their case study organisation or partnership in global governance, addressing the politics, modes and at least one of questions of effectiveness, legitimacy and accountability in existing and evolving governance systems to provide public goods. Requirements: 3,000 words; minimum 12 point type; double-spaced pages; references can be single-spaced; please use APA author-date system of referencing. The papers are due on **23 December at 17:00.** Further details about the structure of the assignments will be provided in class.

Counts	Assignment Name	Brief Description	Due Date
20%	Visual CV	One-page 'visual CV' for their case study organisation or partnership	1 November 17:00
30%	Class presentation	Presentation of global governance as applied to their case	In class during Sessions 12&13
50%	Research paper	3,000 word essay	23 December 17:00

There is no option to rewrite assignments in this class but ample opportunities are given to incorporate feedback given. Instructions on how to prepare the assignments will be distributed and discussed in class.

It is students' responsibility to ensure that their computer and internet work properly and submit the assignments on time. In case of late submission of papers, they will be graded down by one quarter of a grade per day, e.g. 6->5.75, 5:75->5.50, etc. Not attending and engaging in either of the presentation sessions will result in grading down by half of a grade.

Academic integrity

Any act of academic dishonesty will result in a failing grade. For further information, please refer to Institute's internal guidelines governing citation of sources and plagiarism. It is students' responsibility to read and understand the guidelines before submitting any assignment.

Requirements

Students are expected to **have done the weekly readings**, which will be available on the Moodle page of the course, and **discuss them in class**. Students are expected to comment critically on assigned readings, backing up their statements with evidence and examples.

Office hours: Thursdays 16-17:30

Office hours are **for you**, the students. You are not bothering me by signing up.

Please sign up for one slot at a time here: https://www.wejoinin.com/sheets/mnzkv. At a minimum, I expect each student to sign up for and attend office hours at least twice in the semester: at a minimum, once in Part II and once in Part III for formative feedback on their draft presentations and research papers respectively.

You will get a much better answer by coming to see me in Office Hours than by email. Only use email if:
1. You have thoroughly checked, and cannot find the information in the syllabus
2. You are unable to talk a question through with me in class or in Office Hours
3. You need to inform me of an unavoidable absence

I respond to emails during normal university work hours (i.e., Mon-Fri. 9 a.m. – 5 p.m.), and students can typically expect a response to an email enquiry within two working days. I do not typically respond to emails in the evenings, on weekends or on statutory holidays. I do not respond to unprofessional or rude emails. If your question requires a substantive answer, I will reply with an invitation to sign up for Office Hours where you will get a better answer than I could provide by email.

The following class schedule may evolve in the course of the semester, please check the Moodle regularly.

Schedule and Reading

Part I: Conceptual tools

27 September | 1: Introduction

By the end of this class, the student will be able to
- Summarise what global governance is.
- Describe how global governance has been studied, and might be studied in the future.
- Consider the case study organisation or partnership they would like to study.
- Develop effective academic reading strategies.

Avant Deborah, Martha Finnemore and Susan K. Sell (2010). Chapter 1: Who Governs the Globe? In Avant Deborah, Martha Finnemore and Susan K. Sell, eds., *Who Governs the Globe?* Cambridge: Cambridge University Press. **Read pages 1-26.**

CGDev (2021) A symposium on Girin Beeharry's Manifesto for Global Education. **Read summary.**

Coen, David and Tom Pegram. (2018). Towards a third generation of global governance scholarship. *Global Policy*, *9*(1), 107-113.

Scholte, Jan Art. (2002). Civil society and democracy in global governance. *Global Governance*, 8(3), 281-304.

Stein, Zak with Tom Pegram, Jessica Knezy, Sam Coleman, Zoe Varenne (Hosts) (18 June 2021) Why All Global Crises Are Crises of Education (No.14) [Audio podcast] Global Governance Futures, UCL. https://www.ucl.ac.uk/global-governance/podcast/14-zak-stein-why-all-global-crises-are-crises-education. **Listen to first 20 minutes.**

4 October | 2: Decolonising, queering, feminising and racializing global governance

- How can we deepen conventional approaches to global governance?
- How can we critically interrogate readings and analyses of global governance?
- Consider the kind of case study organisation or partnership they would like to study

Sabaratnam, Meera (2011) IR in dialogue. But can we change the subjects? A typology of decolonising strategies for the study of world politics. *Millennium: Journal of International Studies*, 39 (3), 781-803.

Mawdsley, Emma. (2020). Queering development? The unsettling geographies of south–south cooperation. *Antipode*, *52*(1), 227-245.

Henderson, Errol A. (2013). Hidden in plain sight: racism in international relations theory. *Cambridge Review of International Affairs*, *26*(1), 71-92.

Takayama, Keita, Arathi Sriprakash, and Raewyn Connell (2017) Toward a postcolonial comparative and international education. *Comparative Education Review*, 61, S1-S24.

11 October | 3: Taking complexity and power seriously

- How can we use the analytical tools of complexity and power?
- What advantages might these ways of thinking about global governance offer?
- Select the case study organisation or partnership they would like to study

Jervis, Robert. (1997). Complexity and the analysis of political and social life. *Political Science Quarterly*, *112*(4), 569-593.

Ostrom Elinor. (2009). Beyond markets and states: polycentric governance of complex economic systems. Nobel Prize in Economics Lecture.

Moon, Suerie. (2019) Power in global governance: an expanded typology from global health. *Global Health* 15, 74.

Raymond, Mark, and Laura DeNardis. (2015). Multistakeholderism: anatomy of an inchoate global institution. *International Theory*, 7(3), 572-616.

Interview: Boulton, Jean with Belinda Reyers (Host) (19 August 2019) Understanding systemic change, complexity and development [Webinar] The Centre for Complex Systems in Transition, Stockholm Resilience Centre. https://www.stockholmresilience.org/research/research-videos/2019-08-20-understanding-systemic-change-complexity-and-development.html.

18 October | 4: Conventional and critical IR theories and global governance

- To what extent is 'global governance' useful for understanding contemporary world politics?
- What are the differences between 'problem solving' and 'critical' theory?

Krasner Stephen D. (1982). Structural causes and regime consequences: regimes as intervening variables. *International Organization*, 36(2).

Finnemore, Martha (2014) Dynamics of global governance: building on what we know, *International Studies Quarterly* 58: 207-215.

Cox, Robert W. (2014) Critical theory, in: Thomas G. Weiss and Rorden Wilkinson, eds., *Global Governance and International Organizations*. London: Routledge: 157-68.

Podcast: Susan K. Sell (2020) Winners and losers in the global political economy. (No. 8) [Audio podcast episode] Global Governance Futures, UCL. https://www.ucl.ac.uk/global-governance/podcast/8-susan-k-sell-winners-and-losers-global-political-economy.

25 October | 5: Reading and writing week (no class)

Student preparation
- Describe and distinguish between contemporary theories of global governance
- Develop a one-page 'visual CV' for their case study organisation or partnership, including at a minimum a description of the organisation or partnership, key achievements, and how its work might be interpreted using each theory we have discussed

Assignment 1: 'Visual CV' to be submitted by 17:00 CET on 1 November.

The **'visual CV'** of the students' case study organisation or partnership (20%) will evaluate students' research into and understanding of their selected case study organisation or partnership. Supplementary readings that focus on students' case studies are provided in the syllabus; more may be provided on request.

The submitted documents will be made available to all students on the class Moodle site in order to deepen class understanding of the actors involved in global governance, and how they – and their modes of governance – might interact with others.

1 November: Assignment 1 to be submitted by 17:00 CET.

Part II: Governing through different modes of global governance

Each week, the whole class will discuss the core readings first. Then, those students whose case study organisations or partnerships work primarily in the mode of governance which is the focus for the week will deepen the class discussion by giving 5-minute presentations based on the further reading materials provided. (These are **not** the assessed presentations, which are undertaken in Part III; rather, they should be considered warm ups for the assessed presentations.)

Class discussions in each week in Part II will address the following questions:
- What does it mean to govern through this mode of governance?
- What are the implications of this form of global governance in education?
- How does this mode of governance address questions of (at least one of the following key governance questions) effectiveness, equity, legitimacy, accountability in existing and evolving global governance systems to provide public goods.
- Develop appropriate academic writing strategies (preparation for presentation and research paper)

All students are expected to complete the core readings; additional readings are given to support those whose case study organisations may work predominantly in one mode of governance.

1 November | 6: Governing through expertise

Core readings

Haas, P. M. (1992). Introduction: epistemic communities and international policy coordination. *International Organization*, 46(1), 1-35.

Stone, D. (2003). The knowledge bank and the global development network. Global Governance, 9, 43.

World Bank (1998/99) World Development Report. Washington DC: World Bank. **Read Foreword and 1-14**.

Webinar: UNESCO IIEP (27 May 2021) Using 'Evidence' in Educational Planning and Management and introduction to IIEP Policy toolkit. (No. 9) [Webinar] KIX EAP Webinar series. NORRAG. https://www.norrag.org/kix-eap-webinars/.

For those students whose case study organization or partnership focuses on this theme:

Barnett, Michael, and Martha Finnemore. (2004). Expertise and Power at the International Monetary Fund. In Barnett, Michael, and Martha Finnemore, eds., *Rules for the World*, 45-72. Ithaca, NY: Cornell University Press.

Littoz-Monnet, Annabelle. (2017). Expert knowledge as a strategic resource: International bureaucrats and the shaping of bioethical standards. *International Studies Quarterly*, 61(3), 584-595.

Seabrooke, Leonard, and E. Rebecca Nilsson. (2015). Professional skills in international financial surveillance: assessing change in IMF policy teams. *Governance*, 28(2), 237-254.

8 November | 7: Governing through data and metrics

Core readings

Broome, André., and Quirk, Joel. (2015). Governing the world at a distance: the practice of global benchmarking. *Review of International Studies*, 41(5), 819-841.

Best, J. (2017). The rise of measurement-driven governance: the case of international development, *Global Governance: A Review of Multilateralism and International Organizations,* 23(2), 163-181.

Grek, Sotiria. (2020) Fabricating 'non-knowledge': International organisations and the numerical construction of an evaluative world. Working Paper 5: METRO project.

Webinar: Hickel, Jason with Lisa Takehana (Host) (13 November 2020) The divide: a brief guide to global inequality and its solutions. [Webinar] in Talks at Google. Google. https://www.youtube.com/watch?v=IZHZbGb3PUA

For those students whose case study organization or partnership focuses on this theme:

Davis, Kevin. E., Kingsbury, B., & Merry, S. E. (2012). Indicators as a technology of global governance. Law & Society Review, 46(1), 71-104.

Wulff, Antonia. ed. (2020). Grading Goal Four: Tensions, threats, and opportunities in the Sustainable Development Goal on Quality Education. Leiden: Brill Sense. [Overview and update in two webinars: https://www.norrag.org/21-and-24-june-2021-grading-goal-four-a-look-at-what-covid-has-highlighted/]

Faul, Moira V., Patrick Montjouridès and Arushi Terway (2021) Education and the New Inequality Divides. *Global Challenges*, 9, Graduate Institute, Geneva.

Podcast: Piattoeva, Nelli, Ezekiel Dixon-Román and Noah W. Sobe with Will Brehm (Host) (May 28 2018) The Datafication of Comparative Education. (No. 116) [Audio podcast episode] In *FreshEd*. FreshEd. https://freshedpodcast.com/freshed-116-the-datafication-of-comparative-education/

15 November | 8: Governing through financing

Core readings

Mawdsley, Emma, Savage, Laura, & Kim, Sung-Mi. (2014). A 'post-aid world'? paradigm shift in foreign aid and development cooperation at the 2011 Busan high level forum. *The Geographical Journal*, *180*(1), 27-38.

Dietsch, Peter and Thomas Rixen. (2016). Global tax governance: what it is and why it matters. In Peter Dietsch, ed., *Global tax governance: what is wrong with it and how to fix it*, 1-23.

Cobham, A., Janský, P., & Meinzer, M. (2015). The financial secrecy index: Shedding new light on the geography of secrecy. *Economic Geography, 91*(3), 281-303.

Podcast: Lewin, Keith, interview with Alexandra Draxler (Host) (8 March 2021) Peak Aid, Catalytic Change, and Sustainable Educational Financing (No. 8) [Audio podcast episode] In *NORRAG Podcast series*. NORRAG. https://vimeo.com/513913965

For those students whose case study organization or partnership focuses on this theme:

Archer, David. (2020). Domestic financing: tax and education. NORRAG Special Issue #5. Geneva: NORRAG. **Pages 8-11.**

Dietrich, Simone. (2016) Donor political economies and the pursuit of aid effectiveness. *International Organization*, *70*(1), 65-102.

Hujo, Katja. (2015) Destination: Socially Sustainable Development. Will Addis Lead the Way? UNRISD Blog post, Geneva: UNRISD.

Nelson, Stephen C. (2014). Playing favorites: how shared beliefs shape the IMF's lending decisions. *International Organization*, *68*(2), 297-328.

22 November | 9: Governing through norms and standards

Core readings

Cairney Paul and Kippin Sean. (2021) The future of education equity policy in a COVID-19 world: a qualitative systematic review of lessons from education policymaking [version 1; awaiting peer review] *Open Research Europe* 1:78 **Read pages 1-10**.

EFA Global Monitoring Report (2015) Education for All 2000-2015: Achievements and Challenges. Paris: UNESCO. **Read pages 27-29**.

Menashy, Francine, & Manion, C. (2016). The historical evolution and current challenges of the United Nations and global education policy-making. In Karen Mundy, Andy Green, Bob Lingard, eds., *The Handbook of Global Education Policy*, Chichester: John Wiley & Sons, 319-334.

Vaughan Rosie, P. (2019) Global campaigns for girls' and women's education, 2000–2017: insights from transnational social movement theory. *Comparative Education*. 55(4), 494–516.

Skim for mentions of education and culture: Statement to the media by the United Nations Working Group of Experts on People of African Descent, on the conclusion of its official visit to Belgium, 4-11 February 2019.

For those students whose case study organization or partnership focuses on this theme:

Compare UNESCO Futures of Education (2021) with WEF (2020)

UNESCO Futures of Education (2021) Progress Report, March. Paris: UNESCO.
Initiative: https://en.unesco.org/futuresofeducation/
Podcast: https://freshedpodcast.com/futures/

World Economic Forum (2020) Schools of the future. Geneva: WEF.

Faul, Moira. (2016) Scoping Study: Education System Diagnostics Tools. London: HEART.

Finnemore, Martha. (1993). International organizations as teachers of norms: the United Nations Educational, Scientific, and Cutural Organization and science policy. *International Organization*, 47(4), 565-597.

Klees, Steven J., and Omar Qargha. (2014) Equity in education: The case of UNICEF and the need for participative debate. *Prospects* 44**,** 321–333.

29 November | 10: Governing through private sector approaches

Core readings

Abbott, Kenneth. W., Green, Jessica. F., & Keohane, Robert. O. (2016). Organizational ecology and institutional change in global governance. *International Organization*, *70*(2), 247-277.

Aubry, Sylvain, Mireille de Koning, and Frank Adamson (2021) Developing human rights guiding principles on state obligations regarding private education. In Adamson, Frank et al., eds., *Realizing the Abidjan Principles on the Right to Education*. Cheltenham, UK: Edward Elgar Publishing, 1-23.

Belfield, Clive and Levin, Henry M. (2002). *Education Privatization: Causes, Consequences and Planning Implications*. Paris: UNESCO, International Institute for Educational Planning. **Read pages 8-33**.

Wößmann, Ludger (2007) International evidence on school competition, autonomy, and accountability: A review, *Peabody Journal of Education*, 82:2-3, 473-497.

For those students whose case study organization or partnership focuses on this theme:

Komljenovic, Janja. (2020). The future of value in digitalised higher education: why data privacy should not be our biggest concern. *Higher Education*, 1-17.

Robertson, Susan L. and Antoni Verger (2012) Governing education through public private partnerships. In Susan L. Robertson, Katherine Mundy, Antoni Verger, *Public private partnerships in education: New actors and modes of governance in a globalizing world*. Cheltenham, UK: Edward Elgar Publishing, 21-42.

Terway, Arushi (2019). Introduction. In Natasha Ridge & Arushi Terway, eds., *Philanthropy in Education: Diverse Perspectives and Global Trends.* Cheltenham, UK: E. Elgar, 1-14.

NORRAG (2020) Innovative financing mechanisms for education.

Part III: Students' research: assessed presentation and writing

Assignment 2: Research presentations to be submitted on Moodle

The **assessed presentation** (30%) will evaluate students' oral communication and understanding of the theories and concepts of global governance and their application to their selected case study organisation or partnership. Since these presentations are grounded in research of the case study partnership, students should begin this research early in the semester. Supplementary readings that focus on students' case studies will be provided in the syllabus; more may be provided on request. Please use APA author-date system of referencing.

All students should attend both sessions and will give peer feedback. Not attending and engaging in either of the presentation sessions will result in grading down by half of a grade.

6 December | 11: Presentations of research

Presentations should be **submitted electronically to the Moodle class site before 12 midday** on the date of the class in which they will be presented (13 or 20 December).

13 December | 12: Presentations of research

Presentations should be submitted electronically to the Moodle class site before 12 midday on the date of the class in which they will be presented (13 or 20 December).

20 December | 13: Guest speaker (tbc) and revision

Please come to class with questions for our guest speaker.

Followed by class discussion reviewing theoretical approaches and challenges
- What theories are useful for understanding and explaining which aspects of global governance?
- What methodological challenges does studying global governance pose?
- What is global governance of education for?

Assignment 3: Research paper

The research paper (50%) will evaluate students' academic writing and systematic examination of the role of their case study organisation or partnership in global governance, addressing the politics, modes and at least one of questions of: effectiveness, equity, legitimacy, accountability in existing and evolving governance systems to provide public goods. Requirements: 3,000 words; minimum 12 point type; double-spaced pages; references can be single-spaced; please use APA author-date system of referencing. The papers are due on 23 December at 17:00. Further details about the structure of the assignments will be provided in class.

23 December: Assignment 1 to be submitted on Moodle before 17:00