

# Education A826: The Politics of Education in the Developing World

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Please contact Wendy Angus for office hours appointments.

Class: T 4-7PM

Class Room: Gutman G05

Office Hours: W 1:30-3:30 PM

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Have globalization and market-oriented reforms constrained or empowered domestic government efforts to provide broad-based education? How should developing country governments engage the private sector in the provision of education? What is the effect of political and administrative decentralization on parental participation and educational outcomes? This course will explore these and other questions as we try to understand the role that political institutions, elected leaders, civil society, and bureaucrats play in the provision of education across the developing world. We will ask who the key actors, interests, and incentives are in education politics through individual case studies across various countries in Latin America, sub-Saharan Africa, and South and East Asia. By the end of the course we will have learned to identify the incentives of actors, their options, and how to best engage them in education policy making. The class will use a series of case studies, policy evaluations, and theoretical readings to explore these questions in the context of the politics of the developing world. The emphasis will be on real world examples and policies, and we will leave with a broader understanding of the incentives and constraints political actors face in the developing world.

## Students with Disabilities

We encourage students needing accommodations in instruction or evaluation to notify us early in the semester. If you have a disability or health concern that may have some impact on your work in this class and for which you may require adjustments or accommodations, please contact Eileen Berger [bergerei@gse.harvard.edu](mailto:bergerei@gse.harvard.edu), Access and Disability Services (ADS) administrator in Gutman 124. No accommodations can be given without authorization from ADS, or without advance notice. If you already have a Faculty Contact Form for this course from ADS, please provide us with that information privately in our offices so that we can make those adjustments in a timely manner. All inquiries and discussions about accommodations will remain confidential.

## Assignments and Evaluation

1. Class Participation 25%
2. Problem Statement 15%
3. Literature Review 20%
4. Final Paper 40%

### Class Participation: 25% of Grade

You are expected to come to class prepared to discuss the readings in detail. For classes in which cases are assigned, you should read and prepare the case, ready to engage in the case discussion. Participation in class provides the opportunity to develop the ability to present ideas effectively as well as the ability to listen to others and identify the main direction of a conversation and contribute in ways that advance it in constructive ways in contrast to the common — and less productive — experience of team members talking past each other or to themselves.

The primary readings for this class will be cases that may be supplemented with additional readings. Each case should be read several times, carefully studied, and then discussed with classmates before arriving in class. The different perspectives of students in the class will enhance each individual's understanding of each case study. As such, you are encouraged to form teams to discuss the cases and readings together before class and come prepared to discuss the context, actors, and actions taken by all players, as well as potential solutions. I will not formally assign these groups.

Readings are accessible three different ways - via the iPa©page, web links, and via HOLLIS+. The syllabus indicates where to locate each reading. For the readings available in HOLLIS+, we have embedded persistent links (all you need to do is click on the word “link”) that should take you directly to the articles via HarvardKey log-in. If a link does not work, which is always a possibility, then you will need to use HOLLIS+ to locate the reading yourself.

If you know you will be absent, please inform me by the end of the first full week of class (Friday, January 27, 2017). Beyond that date, all absences will be considered unexcused except for those due to serious illness or death in the family. More than one unexcused absence will negatively affect your grade.

### Final Paper: Total 75% of Grade

For this class, you will pursue an independent research topic that provides you with the freedom to work individually on a topic of their choosing. Through a series of assignments and consultations with the TF and professor, you will develop their topic over the course of the semester. The research paper will be related to the topics covered in the class.

All assignments should be submitted using the American Political Science Format (learn about the APSA [here](#)) including using APSA citation rules.

### **Problem Statement 15% of Grade**

Write a 1,500 word memo identifying a political problem regarding education in a country, region, or organization of your choice. The problem statement should attempt to do three things:

1. Identify why the problem is important.
2. Identify the key political actors, their incentives and motivations, and their constraints.
3. Identify key sources and empirical evidence to justify your claims.

You are encouraged to write about an issue you wish to focus on for the rest of the semester. This must be done individually, although consulting with me, the TF, or fellow class mates is encouraged.

The proposal is due on **Wednesday, March 8, 2017 by 12PM EST** and you can expect grades back on Friday, March 31, 2017 by 5PM EST.

### **Literature Review: 20% of Grade**

The literature review should expand on the problem identified in your problem statement. It will be a 2,000 word paper that achieves a couple of things:

1. Identifies the relevant contextual literature about the country, region, or organization you selected in the problem statement.
2. Identifies the relevant theoretical and empirical literature from education, political science, economics, sociology, or anthropology on the topic you are interested.
3. Discusses the key implications and lessons learned from the literature.

The literature review is due on **Wednesday, April 12, 2017 by 12PM EST** and you can expect grades back on Friday, April 21, 2017 by 5PM EST.

### **Final Paper: 40% of Grade**

For the final paper, you are required to write a research-based paper that incorporates the problem statement, literature review, and substantial original research and data. As in the problem statement, your final paper should seek to identify why the problem under study is important, the key actors, their incentives, motivations, and constraints. The literature review should be a condensed version of that submitted for the literature review. Finally, you should analyze why actors acted in a certain way, what their institutional constraints were to acting differently, education and structural outcomes, and finally, any potential unintended consequences of the actions taken. Sources may include primary and secondary sources of quantitative or qualitative nature, as well as original interviews, or data analysis.

The Final Paper should be approximately 7,000 words, including bibliography and footnotes (NB: 7,000 words is approximately 20 pages double-spaced using Times New Roman with 1" margins on all sides. I give the page count as a guide rather than requirement and would prefer you adhere to the word count). Please include a title page, page numbers, complete bibliography, and word count.

The final paper is due on **Monday, May 8, 2017 by 12PM EST**.

# Overview of Syllabus

## 1. Defining the Terms of the Debate

- (a) January 24: Politics & Power

## 2. Introducing the Actors

- (a) January 31: Teachers and Teachers Unions
- (b) February 7: International Development Organizations
- (c) February 14: Legislating from Above
- (d) February 21: Going Local: Interactions Between NGOs and Government
- (e) February 28: Parents

## 3. Case Studies

- (a) March 7: The Politics of Growth
- (b) March 21: The Politics of Data and RCTs
- (c) March 28: The Politics of Syllabi: Social Control and Identity
- (d) April 4: The Private Sector Part I
- (e) April 11: Education Technology
- (f) April 18: The Internationalization of Higher Education: Politics and Possibilities

## 4. Wrapping-Up

- (a) April 25: Policy Feedback in Education

## January 24: Politics & Power

Please email Bryan Mcallister-Grande a brief (one or two paragraph) description of what program you are in, your interests in education, and prior work, education, and research experiences by **Monday, January 23, 2017 by 12PM EST.**

- Lasswell, Harold D. *Politics: Who Gets What, When, How*. New York: Whittlesey House, 1936. Preface & Chapter 1. [link](#)
- Bachrach, Peter, and Morton S. Baratz. 1962. "The Two Faces of Power." *American Political Science Review* 56 (4): 947-52. [link](#)
- Hammond, John S. "Learning by the Case Method." Case Study. Harvard Business School, April 16, 2002. iPa©

## January 31: Teachers and Teachers Unions

- Moe, Terry M. 2015. “Vested Interests and Political Institutions.” *Political Science Quarterly* 130 (2): 277-318. [link](#)
- Murillo, Maria Victoria, and Lucas Ronconi. 2004. “Teachers’ Strikes in Argentina: Partisan Alignments and Public-Sector Labor Relations.” *Studies in Comparative International Development* 39 (1): 77-98. [link](#)
- Kim, Sung Eun, and Yotam Margalit. 2016. “Informed Preferences? The Impact of Unions on Workers’ Policy Views.” *American Journal of Political Science*. [link](#)
- Barrett, Diana, Rafael Aguila, Mladen Koljatic, and Monica Silva. 2003. “Education in Chile: A Venue for Individual, Business, and Community Involvement.” Harvard Business School Case Study 9-303-078. Harvard Business School. iPa©

## February 7: International Development Organizations

- Hunter, Wendy and David S. Brown. 2000. “World Bank Directives, Domestic Interests, and the Politics of Human Capital Investment in Latin America.” *Comparative Political Studies* February 33: 113-143. [link](#)
- Putnam, Robert D. “Diplomacy and Domestic Politics: The Logic of Two-Level Games.” *International Organization* 42, no. 3 (1988): 427-60. [link](#)
- Andrews, Matt. “What Makes a Policy Intervention Successful? Part A: Background.” Harvard Kennedy School Case Study. Harvard Kennedy School of Government, 2010. iPa©
- Andrews, Matt. “What Makes a Policy Intervention Successful?: Part B1: The Escola Municipal Francisco Gonsalves, Arapiraca, Alagoas.” Harvard Kennedy School Case Study. Harvard Kennedy School of Government, 2010. iPa©

## February 14: Legislating From Above

- Varley, Pamela, and Merilee S. Grindle. “Tackling Poor Performance, Extreme Inequality, Public Complaisance: Brazil’s Education Minister Forges a New Role for the Ministry.” Harvard Kennedy School of Government, 2000. iPa©
- Varley, Pamela, and Merilee S. Grindle. “Tackling Poor Performance, Extreme Inequality, Public Complaisance: Brazil’s Education Minister Forges a New Role for the Ministry (Sequel).” Case Study. Harvard Kennedy School of Government, 2000. iPa©

## February 21: Going Local: Interactions Between NGOs and Government

- Falleti, Tulia G. 2005. “A Sequential Theory of Decentralization: Latin American Cases in Comparative Perspective.” *American Political Science Review* 99 (3): 327-46. [link](#)

- Medina, Luis Fernando. 2013. “The Analytical Foundations of Collective Action Theory: A Survey of Some Recent Developments.” *Annual Review of Political Science* 16 (1): 259-83. [link](#)
- Datar, Srikant, Stacey M. Childress, Rachna Tahilyani, and Anjali Raina. “Pratham - Every Child in School and Learning Well.” Harvard Business School Case Study. Harvard Business School, 2010. iPa©

## February 28: Parents

- Corrales, Javier. 2006. “Does Parental Participation in Schools Empower or Strain Civil Society? The Case of Community-Managed Schools in Central America.” *Social Policy & Administration* 40 (4): 450-470. [link](#)
- Ganimian, Alejandro J. 2016. “Why Do Some School-Based Management Reforms Survive While Others Are Reversed? The Cases of Honduras and Guatemala.” *International Journal of Educational Development* 47 (March): 33-46. [link](#)

## March 7: The Politics of Growth

- Bills, Mark, and Peter J. Klenow. “Does Schooling Cause Growth?” *American Economic Review*, 2000, 1160-1183. [link](#)
- Mangla, Akshay. “Inclusive Growth in India: The State and Education.” Harvard Business School Case Study. Harvard Business School, March 31, 2015. iPa©
- Musacchio, Aldo, Rafael Di Tella, and Jonathan Schlefer. “The Korean Model of Shared Growth, 1960-1990.” Harvard Business School Case Study. Harvard Business School, 2012. iPa©

## March 21: The Politics of Data and RCTs

- Datla, Anjani. “Primary Education in Pakistan: Show Me the Evidence.” Harvard Kennedy School Case Study. Harvard Kennedy School of Government, 2012. iPa©
- Castillo, Nathan M., and Daniel A. Wagner. 2014. “Gold Standard? The Use of Randomized Controlled Trials for International Educational Policy.” *Comparative Education Review* 58 (1): 166-173. [link](#)
- Banerjee, Abhijit V., and Esther Duflo. 2009. “The Experimental Approach to Development Economics.” *The Annual Review of Economics*, no. 1. [link](#)
- Deaton, Angus, and Nancy Cartwright. 2016. “Understanding and Misunderstanding Randomized Controlled Trials.” National Bureau of Economic Research. [link](#)

## March 28: The Politics of Syllabi: Social Control and Identity

- Husock, Howard, Gary Orren, and Mark Moore. 2000. “Implementing Education Reform in India: The Primary School Textbook Debate and Resistance to Change in Kerala.”

Harvard Kennedy School Case Study C15-00-1573.0. Harvard Kennedy School of Government. iPa©

- Darden, Keith, and Harris Mylonas. 2015. "Threats to Territorial Integrity, National Mass Schooling, and Linguistic Commonality." *Comparative Political Studies*. 1446-1479 [link](#)

#### **April 4: The Private Sector Part I**

- Dyck, Alexander, and Danielle Melito. "Private Management and Public Schools (A)." Harvard Business School Case Study. Harvard Business School, 1997. iPa©
- Muralidharan, Karthik, and Venkatesh Sundararaman. 2015. "The Aggregate Effect of School Choice: Evidence from a Two-Stage Experiment in India." *Quarterly Journal of Economics* 130 (3): 1011-66. [link](#)

#### **April 11: Education Technology**

- Thomas, Hugh, and Robert P. Lee. 2015. "Cisco and Cloud-Based Education in China." CUHK Business School Case Study W14746. The Chinese University of Hong Kong. iPa©
- Linden, Leigh L. 2008. "Complement or Substitute? The Effect of Technology on Student Achievement in India." [link](#)
- Bussell, Jennifer. "Why Get Technical? Corruption and the Politics of Public Service Reform in the Indian States." *Comparative Political Studies* 43, no. 10 (May 2010): 1230-57. [link](#)

#### **April 18: The Internationalization of Higher Education: Politics and Possibilities**

- Knight, Jane. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education*, 8(1), 5-31. [link](#)
- Knobel, Marcelo (2017). Latin American Universities: Stuck in the Twentieth Century. *International Higher Education*. 88. 26-28. [link](#)

#### **April 25: Policy Feedback in Education**

- Mettler, Suzanne. 2010. "Reconstituting the Submerged State: The Challenges of Social Policy Reform in the Obama Era." *Perspectives on Politics* 8 (3): 803-24. [link](#)
- MacLean, Lauren M. 2011. "State Retrenchment and the Exercise of Citizenship in Africa." *Comparative Political Studies* 44 (9): 1238-66. [link](#)
- Altschuler, Daniel, and Javier Corrales. 2012. "The Spillover Effects of Participatory Governance Evidence From Community-Managed Schools in Honduras and Guatemala." *Comparative Political Studies* 45 (5): 636-666. [link](#)

- Fleming, David J. 2014. “Learning from Schools: School Choice, Political Learning, and Policy Feedback.” *Policy Studies Journal* 42 (1): 55-78. [link](#)