Правительство Российской Федерации

Федеральное государственное автономное образовательное учреждение высшего профессионального образования "Национальный исследовательский университет "Высшая школа экономики"

Кафедра публичной политики факультета социальных наук

Программа дисциплины
«Образование и развитие»
(Education and development)

для направления 41.04.04 «Политология» подготовки магистра
для магистерской программы «Политический анализ и публичная политика»
специализация «Права человека и демократическое управление»

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Москва, 2016

Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.

National Research University – Higher School of Economics
Department of Public Policy of Social Sciences faculty course
Education and development
for Master degree in Political Science (41.04.04), Master degree program "Political Analysis and Public Policy"

1 Область применения и нормативные ссылки (Scope of Use)

Настоящая программа учебной дисциплины устанавливает минимальные требования к знаниям и умениям студента и определяет содержание и виды учебных занятий и отчетности.

Программа предназначена для преподавателей, ведущих данную дисциплину, учебных ассистентов и студентов направления 41.04.04 «Политология» подготовки магистров, обучающихся по программе «Политический анализ и публичная политика» дисциплине «Образование и развитие».

Программа разработана в соответствии с:

- Образовательным стандартом НИУ ВШЭ по направлению подготовки 41.04.04 «Политология (уровень подготовки – магистр);
- Образовательной программой «Политический анализ и публичная политика» по направлению подготовки 41.04.04 «Политология (уровень подготовки – магистр);
- Рабочим учебным планом университета по направлению подготовки «Права человека и демократическое управление» (уровень подготовки – магистр), утвержденным в .

The present program established minimum demands of students' knowledge and skills and determines content of the course.

The present syllabus is aimed at department teaching this course, their teaching assistants, and students of the degree program 41.04.04 'Political Science', master's program 'Political Analysis and Public Policy', studying public policy analysis.

This syllabus meets the standards required by:

- Standards of National Research University Higher School of Economics of Federal Masters' Degree Program 41.04.04 "Political Science",
- Master's program 'Political Analysis and Public Policy' of Federal Masters' Degree Program 41.04.04 "Political Science",
- Curriculum of the master's program 'Political Analysis and Public Policy' as of.

2 Цели освоения дисциплины (Learning Objectives)

Learning objectives of the course Education and development are:

- To provide students with general understanding about linkages between education and development all over the world
- To analyze how and why education serves as pre-condition for development in different countries
- To understand the challenges of formal and informal education practitioners face in a range of countries
- To develop skills and competencies to propose ***strategies*** and ***technologies*** for policy-makers

3 Компетенции обучающегося, формируемые в результате освоения дисциплины (Learning outcomes)

By the end of the course, the students are expected to:

-Know the range of concepts from the social and political sciences that assist the understanding and analysis of the relationship between education, learning and development in different countries;

-Understand correlations between education, development and social capital;
-Know main approaches to estimating educational policy and best practices in educational sphere all over the world

Be able to:

-Be able to discuss and reproduce these concepts and theories, be able to find links between them and analyze them;
-Be able to recognize formal and informal educational practices, analyze them and suggest improvements for them;
-Be able to analyze particular educational policy and propose expertise in this field

Get skills for:

- Working with the range of actors functioning in the sphere of education (including civic and informal education)
- Collecting objective and adequate information on the problems in this field
- Design and implement range of measures to enhance educational policy in different countries

Competence	Code	Descriptors (indicators for achievement the result)	Educative forms and methods aimed at generation and development of the competence
The ability to analyse, generalise and critically assess information	(IK-10)	Can analyse study and research material on the main topic of the discipline and the logic of causalities and effects and draw independent conclusions	Essay, seminars, independent student work
Ability to independently prepare generalizing analytical materials (reviews, notes, reports, recommendations, etc.) and offers for the persons, making decisions in the political sphere	(IK-7)	Possesses skills of preparation of analytical products	Essay, exam, seminars
The ability to apply the acquired knowledge of the subject of the discipline and the appropriate skills in research of political systems, institutions and processes and in the study of public policy and	(PK-1)	Is able to generate expert's knowledge in particular problematic field, can define main actors and processes in sphere of educational policy	Seminars, exam

human rights.			
The ability to find one's way in the materials and problems of research on the topic of the discipline; the ability to formulate new questions of research and to define ways of resolving them.	(PK-5)	Is able to find research information appropriate for the task, can plan research work and formulate a logical plan of the research outcome.	Essay, independent student work

4. Место дисциплины в структуре образовательной программы (Place of the discipline in the Master program structure)

This course is taught in the second year of Master's program 'Public policy and Political analysis'. This course strongly connected with the following disciplines:

- Human rights in globalizing world
- Regulation and reforms
- Freedom of Association and Freedom of Assembly: guidelines and "best practices"
- Foresight as a tool for democratic governance

The following knowledge and skills are needed to study this discipline:

- To know basic methods of political analysis
- To be able to analyse independently the most important aspects of political relations
- To have basic academic skills, such as collecting, analysing and logically presenting information and data on a certain topic, participating in a group discussion, writing an essay, making a presentation, etc.

The main skills developed by studying this discipline can be used to study the following disciplines:

- Academic research seminar
- Academic research practice

5 Course Plan

№	Topic	Total hours	Contact hours		Independent students' work
			Lectures	Seminars	
1.	**Evolution of views on role and place of education**		2	3	
2.	**Concept and aims of modern education**		2	3	
3.	**Formal and informal education**		2	3	
4.	**Human resources and social capital**		2	3	
5.	**Role of modern education in modernization of the**		2	3	

	Global South				
6.	**Emancipatory power of education for development and growth**		2	3	
7.	**Education as a key of development in knowledge-based economy**		2	3	
8.	**Universal education in the post-globalized uncertain world: asymmetrical growth and future trends**		2	3	
	Total		**16**	**24**	

6 Requirements and Grading

Type of grading	Type of work	2st year				Characteristics
		1	2	3	4	
Current	Test					
	Essay		2			5 pages essay with description of student's view on the issues of modern education
	Paper					
	Colloquium					
	Homework					
Midterm	Test					
	Exam					
Final	Exam		8			Oral exam based on lectures' presentations

a. Course Grade Criteria

Continuing assessment consists of grading students' work at presentations and of their essays.
In class students have to show:

- their knowledge of required readings and their acquaintance with at least some of the recommended readings;
- their ability to collect information on a particular topic independently;
- their ability to analyse and generalise the collected information and data;
- their ability to present their material, point of view and arguments;
- their ability to participate in a group discussion
- their ability to discuss other students' work

7 Course Description

Part 1. Education in contemporary world

Lecture 1. Evolution of views on role and place of education

Reading:
Solomon, L.C. 1987. The range of educational benefits. In, G. Psacharopoulos (ed.), Economics of Education Research and Studies. London: Pergamon Press, pp.83-93

Lecture 2. Concept and aims of modern education

Reading:
Pasacharopoulos G. and Patrinos H. (2002): "Returns to Investment in Education: A Further Update." World Bank Policy Research Working Paper 2881, September

Lecture 3. Formal and informal education

Reading
Claudio Zaki Dib "Formal, Non-formal and informal education: concepts\applicability" (http://techne-dib.com.br/downloads/6.pdf)

Part 2. The role of education quality in economic growth and development

Lecture 4. Human resources and social capital

Reading:
-Coleman, James S. 1998. Social capital in the creation of human capital. *American Journal of Sociology,* v.94 (Supplement): S95 – S120.
-Komarov, V.E. 1968. The relationship between economic development and the development of education. In, UNESCO, *Readings in the Economics of Education*. Paris: UNESCO, pp.85-92.

Lecture 5. Role of modern education in modernization of the Global South

Reading
-Heyneman, S.P. 1980a. Investment in Indian education: uneconomic? *World Development* 8(4): 145 – 163.

-Heyneman, S.P. 1980b. The evaluation of human capital in Malawi. Washington D.C.: The World Bank, Staff Working Paper 420 (October), pp.25-34.

Lecture 6. Emancipatory power of education for development and growth

Lecture 7. Education as a key of development in knowledge-based economy

Lecture 8 Universal education in the post-globalized uncertain world: asymmetrical growth and future trends

a. Requirements for students

The readings are demanding and require intensive examination of a broad variety of issues and modes of thought. Students are encouraged to express diverse perspectives. Students and the instructors should interact with each other in a mutually respectful manner. They should articulate their ideas, concerns, arguments, critical questions and responses without alienating, marginalizing, or humiliating anyone.

8 Grading Estimation

a. Provisional Topics for Continuous Assessment (essays):

9 The rule of forming cumulative grade

Cumulative grade for current work formula is:

$$G_{final} = 0,5\ G_{cumulative} + 0,5\ G_{exam}$$

where

$$G_{cumulative} = 0,4_{Classwork} + 0,5G_{essay}$$

The discipline is taught during two modules but there is no intermediary assessment at the end of the first module. Active and competent participation at tutorials based on home work is an important contributing factor to the final grades.

10 Reading and Materials

a. Textbooks and Readers:

b. Required Reading (Основная литература)

Pasacharopoulos G. and Patrinos H. (2002): "Returns to Investment in Education: A Further Update." World Bank Policy Research Working Paper 2881, September.

Behrman, Jere R. (1990), Human Resource Led Development, Review of Issues and Development, New Delhi, India

Eric A. Hanushek, Ludger Wößmann "The Role of Education Quality in Economic Growth" World Bank survey http://library1.nida.ac.th/worldbankf/fulltext/wps04122.pdf

Data:

World values survey

c. Recommended Reading (Дополнительная литература)

Angrist, Joshua et. al. 2002. Vouchers for Private Schooling in Colombia: Evidence from a Randomized Natural Experiment. *The American Economic Review,* 92 (5): 1535-1558.

Becker, Gary S. 1991. *A Treatise on the Family*. Cambridge, MA: Harvard University Press, pp.93-112.

Bennell, Paul. 1996. Using and abusing the rates of return: a critique of the World Bank. *International Journal of Education Development,* 16(3): 235 – 248.

Benson, Charles S. 1978. *The Economics of Education.* Boston: Houghton Mifflin Company, pp.261-291 and 331-373.

Coleman, James S. 1998. Social capital in the creation of human capital. *American Journal of Sociology,* v.94 (Supplement): S95 – S120.

Coombs, Philip H. and Hallak, Jacques. 1987. *Cost Analysis in Education: A Tool for Policy and Planning*. Baltimore: Johns Hopkins University Press, pp.55-96.

Eisemon, Thomas, Patel, Vimla L., Abagi, J. 1988. Read these instructions carefully: Examination Reform and Improving Health Education in Kenya. *International Journal of Educational Development,* Vol. 8, No. 1, pp. 55-66

Grossman, Michael and Robert Kaestner. 2000. Effects of education on health. In, J.R. Behrman and N. Stacey (eds.), *The Social Benefits of Education*. Ann Arbor, MI: University of Michigan Press, pages 69-123.

Guttmann, A.1987. *Democratic Education*. Princeton: Princeton University Press, pp. 139-148 and 222-232.

Hanushek, E.A. 1994. The impact of differential expenditures on performance. *Educational Researcher,* v.18(4): 45 – 51

Hedges, L. V. Laine, R.D. and Greenwald, R. 1994a. Does money matter? A meta-analysis of studies of the effects of differential school inputs on student outcomes. *Educational Researcher,* v.23(3): 5 – 14.

Hedges, L. V., Laine, R.D. and Greenwald, R. 1994b. Money does matter somewhere? A reply to Hanuskek. *Educational Researcher,* v.23 (4): 9 – 10.

Heyneman, S.P. 1980a. Investment in Indian education: uneconomic? *World Development* 8(4): 145 – 163.

Heyneman, S.P. 1980b. The evaluation of human capital in Malawi. Washington D.C.: The World Bank, Staff Working Paper 420 (October), pp.25-34.

Heyneman, S.P. 1995. Economics of education: disappointments and potential. *Prospects,* XXV(4): 559-583.

Heyneman, S.P. 1997. Economic growth and the international trade in education reform. *Prospects,* XXVII(4): 501 – 30.

Heyneman, S.P. 2000. From the party/state to multi-ethnic democracy: education and social cohesion in the Europe and Central Asia region. *Educational Evaluation and Policy Analysis,* 22(2): 173 – 191.

Heyneman, S. P. 2002-03. Defining the Influence of Education on Social Cohesion. *International Journal of Educational Policy, Research and Practice,* 3 (4): 73-97.

Heyneman, S.P. 2003. The history and problems in the making of education policy at the World Bank: 1963 - 2000. In Baker, David P. and Gustafson, Darcy (editors), *International Perspectives on Education and Society*. Oxford: Elsevier Science, pp.315-337.

Heyneman, S.P. and Loxley, W. 1983. The effect of primary-school quality on academic achievement across twenty-nine high and low- income countries. *The American Journal of Sociology*, 88(6): 1162 – 94.

Hinchliffe, K. 1987. Forecasting manpower requirements. In, G. Psacharoupoulos (ed.), *Economics of Education: Research and Studies*. London: Pergamon Press, pp.315-323.

Kaufman, Bruce and Julie Hotchkiss. 2000. *The Economics of Labor Markets, Fifth Edition*. Fort Worth, TX: The Dryden Press, pp.339-362, 383-392.

Kim, J., H. Alderman, and P.F. Orazem. 1999. Can private school subsidies increase schooling for the poor? The Quetta urban fellowship program. *World Bank Economic Review*, 13(3):443-466.

Komarov, V.E. 1968. The relationship between economic development and the development of education. In, UNESCO, *Readings in the Economics of Education*. Paris: UNESCO, pp.85-92.

Lam, D. and S. Duryea. 1999. Effects of schooling on fertility, labor supply, and investments in children. *Journal of Human Resources*, 34(1): 160-192.

OECD. 2001. *The Well Being of Nations: The Role of Human and Social Capital*. Paris: OECD, pp.39-65.

Psacharopoulos, George. 1987. The manpower requirements approach. In G. Psacharopoulos (ed.), *Economics of Education: Research and Studies.* London: Pergamon Press, pp. 331-335.

Psacharopoulos, George. 1985. Returns to education: a further international update and implications. *Journal of Human Resources,* 20 (4), pp. 583 – 604.

Psacharopoulos, George and Woodhall, Maureen.1985. *Education for Development: An Analysis of Investment Choices*. New York: Oxford University Press, pp.72-104.

Schultz, Theodore W. 1964. Education and values conducive to economic growth. *Agricultural Policy Review*, v.2: 4 – 6.

Solomon, L.C. 1987. The range of educational benefits. In, G. Psacharopoulos (ed.), Economics of Education Research and Studies. London: Pergamon Press, pp.83-93.

Vaizey, John. 1968. What some economists said about education. In, UNESCO, Readings in the Economics of Education. Paris: UNESCO, pp.50-567.

Wiseman, J. 1969. Vouchers for education. In, M. Blaug (ed.) *Economics of Education, Vol. 2*. London: Penguin Modern Economics, pp.360-381.

World Bank. 1993. *The East Asian Miracle.* Washington, DC: The World Bank, pp.43-69.

World Bank. 1994. *Higher Education: Lessons of Experience*. Washington D.C. The World Bank, pp.1-15.

World Bank. 1998. Staff Appraisal Report Republic of Hungary Higher Education Reform Project. Report No. 16536-HU. Washington, DC: The World Bank, pp. 7-22, 46-50.

World Bank. 1999. Project Appraisal Document on a Proposed Loan of US$20.0 Million and a Higher Education Reform Project. Report No. 19146-CHA. Washington, DC: The World Bank, pp.1-21.

World Bank. 2001. *Engendering Development. A World Bank Policy Research Report*. Washington, D.C.: World Bank ; New York, N.Y. : Oxford University Press, pp.73-107 and 147-180.

11. Equipment: laptop/projector