EDU 148:

Examining the Purposes of Schooling:

* Feinberg and Soltis chapter 1: “The point should be clear. We expect schools and societies to reflect each other, not just in terms of subjects taught, but also with respect to how the school is organized and functions” (pg. 5)
* School teaches you academic and social behavioral knowledge
* “Timeless’ goals/broad purposes of education:
	+ Preparation;
		- Personal enlightenment (can involve religious study)/Individual:
			* Cognitive skills
			* Critical thinking
			* Socialization
			* Learning to learn
			* Memorization
			* Organization
			* Literacy
			* Mental health
		- Civic participation/Preparing future citizens
			* Maintaining social order
			* Learning rules
		- Economic production/participation/Human capital
			* Notion of “the worker”
		- Binocular vision (understanding)
		- Religious or moral
		- Prosperity
		- Moral/ethical behavior
* Goals of Mann/Harris education and how they reflect the societies in which the philosophies emerged
* Plato:
	+ The goal of education is for the knowledge of good and remove the veil from peoples’ eyes to reveal knowledge in its truest and purest form
	+ Education was a political tool in reality that was shaped to reflect society and divisions and status quo
	+ Certain groups of people had different types of education fitted for different types of people to “fit the common good”, which Plato criticized as perpetuating and further entrenching the status quo
	+ Wanted education to remove the veil from peoples’ eyes (critical consciousness)
* Confucius:
	+ The peoples’ education was for hard work and perseverance
	+ Need long and careful study, not natural knowledge
	+ Emphasis on morality, proper speech, and fine arts
	+ Not just about learning, need to commit time to study
	+ Imitating the words and deeds of a good teacher is an effective method of learning
	+ Emphasis on the notion of enlightenment and the noble eight folds path
	+ Emphasis on thought, meditation, and mindfulness
	+ This system f education was very elitist (had to be a monk or nun)
* Harris:
	+ Idea of education grounded in the socialization of people
	+ Brining out good, orderly behavior in people
	+ Enabling all people to participate in civilized and orderly life
	+ Trying to create a well-reasoning person who was well-fit for society
	+ Push social betterment and order
* Mann:
	+ Goal of the common school was to try to unify American society which could only be achieved by bringing together heterogeneous students in schools
	+ Pre-civil was
* Dewey:
	+ Change is essential in education for adaptation to current times and social changes
	+ There is no such thing as truth, just truth in our societies
	+ The problems in society reflect how much we value certain things; if we emphasize certain problems then we should be educating people on those things
	+ Problems that affect most people have the greatest educational emphasis
	+ Goal: embrace multiple perspectives and enable education to reflect fluid change is society
	+ The center of education reflects whatever the majority of people are most concerned with
	+ Education should be democratic and address the modern/current ideas and issues of society
* Convention on the Rights of the Child:
	+ 1990 convention by UN
	+ Universal primary education and different forms of secondary education (including vocation education)
	+ Develop child mentally and emotionally, respect for one’s own culture, respect for environment, respect for human rights, respect for other cultures and societies (reflect and promote a cross-cultural and global society)
* Schools of the Future:
	+ Enhancing economic and work-related success, especially with tech emphasis
	+ Eradicating illiteracy
	+ Diversification and breaking down borders and inequity
	+ Going beyond the classroom
	+ “Reaching for the stars”
	+ Assessment of education institutions and not students through standardized testing
	+ Teach to the periphery and not just to where the money is
	+ Teaching more multiculturalism
	+ The economy has changed and we need to re-conceptualize our idea of the economy
	+ “The huge challenge for the twenty-first century will be to weave in some universal elements that will remind children all over the world that they belong to a single common humanity…one key stream of Western civilization, the spirit of Socrates, could well provide some key universal threads to weave humanity together”
* How are you beginning to make sense of the various historical and contemporary goals of education to develop your own working schema of the purpose of schooling?
* Do modern schools support these goals?
* “Modern education”—Cummings
	+ Modern education is nearing its institutional limit (it’s peaked)
	+ Modern education will not be able to become universal education
	+ The modern system has been effective in serving the needs of the established core but not the periphery
	+ Center=concentration of power
		- Major element is affirmative value towards established authority; dominant force/status quo
	+ Pg. 7 highlighted in orange
	+ There is no special center, but sometimes there is overlap
	+ Notion of hegemonic schooling
		- Schooling can be a hegemonic force
		- Hegemony refers to the power of the nation state (both political and militarily)
		- In terms of school and society, the idea that school is a hegemonic force—that it is an instrument of the existing hegemony
		- Control is not by force, but rather moral and intellectual persuasion
	+ Implications of modern schooling:
		- Emerging modern nations promote education to provide members with common educational experience to reinforce the center’s authority
	+ Common characteristics of modern schools:
		- Centrally funded instruction
		- Centrally devised curriculum
		- Separate classes for separate grades
		- Teachers trained for standard settings
		- Principals appointed from the center
* Schooling the World clip:
	+ With modern schooling, old values of cooperation and compassion are starting to decline. Focus is on becoming doctor, lawyer, engineer, etc.
	+ Focus on spiritual teachings is lost and instead focus is with material success
	+ Diversity is being destroyed through modern schooling
	+ The traditional forms of knowledge fostered sustainability
	+ Modern education teaches corporate programs for a modern consumerist culture (ie: computer programming)
	+ Education is the indoctrination of children into a way of knowing, learning, and being
	+ Education systems create different human beings with different relationships with the environment and understandings of the planet
	+ School is now a factory for grinding out information
	+ What does it mean to become part of the mainstream society? How do local and global economies, cultures, and resources play a role in that
	+ Schools work to produce workers in a consumerist culture

Conceptualizing Development:

* Connections between modern schools and development
* Education reflects the society in which it was created
* What are implications for “modern schools?”
	+ Emerging modern nations promote education to provide members with common educational experience to reinforce the center’s authority
	+ Cummings identifies 6 patterns:
		- French/continental
		- Prussia
		- Lowlands (Netherlands, Belgium, Denmark)
		- Japanese
		- Socialist
		- Anglo and American
* Global diffusion of modern education:
	+ Following WWII, organizers emerge to support provision of compulsory education for “all”
	+ Increasingly so, world global economy demands processing of codified knowledge as key to success
	+ In order to succeed in this world you must have s certain kind of knowledge
* Modern schooling:
	+ How, according to the film *Schooling the World*, are notions of modern schooling connected to mainstream ideas about development?
		- Western world believes that their understanding of development is “objective” and “scientific”
		- Mainstream development:
			* New form of colonialism
			* Development neglects religious beliefs and certain worldviews
			* Development is linked to a specific set of values
				+ Values: skills for modern word and modern global economy
			* Development is also built on the concept of interconnectedness
			* Development is destructive
			* Exacerbates inequality and teaches only about another society to which most do not have access
			* Underlying assumption is that world is homogenous and one education system will work for all in the modern world
			* Goal: “modern, urban, consumer culture”
				+ Development means “urban”
			* “Fixing”, “voluntourism”, “missions”
			* What to students need to know according to their teachers vs. what the students want to know/what is useful to know within their context
		- In developing countries people are physically leaving the periphery (rural areas) to the core (urban areas). In Hondouras they assume that within 10 years very few will live in rural areas, so investment in those areas seems futile
	+ What are the connections to the main arguments of Rist?
		- Development=colonialism
		- Development=buzzword
		- Development only benefits certain nations and enables those nations to take control of others
		- Development is destructive (to people, societies, cultures, environment, etc.)
		- “fixing”
	+ What are the connections to the main arguments of Larrain?
		- Development as historical process
		- Development is not a “one size fits all”
		- Unequal exchange (capitalist market) results in unequal development
* Connections between modern schooling and mainstream development:
	+ How does Rist conceptualize development?
		- The essence of “development” is the general transformation and destruction of the natural environment and of social relations in order to increase the production of commodities (goods and services) geared, by means of market exchange, to effective demand
		- Rist argues that this truly reflects the actual processes and observables (what development is as it’s actually done in practice, not what development should be)
		- Rist thinks we should use a different word to describe what we want, because development is not what we want
* Historical precedents—origins of development
	+ Larrain: what is key for him?
		- Capitalism has a historical connection with development (the story of development is a story of capitalism)
		- Development goes hand in hand with capitalism and social conflicts
		- Theories of development are inextricably linked with capitalism and feudal society
			* Competitive (1700-1860)
			* Imperialism (1860-1945)
			* Late capitalism (1945-1980)
		- What remains is the unequal nature of the world system (pg. 15)
		- Some of the results of capitalism have resulted in an “abyss of inequality”
* Capitalism:
	+ Free market exchange of goods and services
	+ Profit as motive
	+ Private ownership
	+ Based on the assumption that man is good in nature and has the best interests of their neighbor in mind:
	+ Google definition: an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
	+ Key assumption is that people have access to information
	+ Why Capitalism Has an Image Problem (Walstreet Journal article)
	+ Issues are with how capitalism is practiced
	+ Private property and ownership facilitates domination of a larger system
	+ Regardless of whether or not capitalism is good or bad, it is what we have (some form of capitalism)
	+ Is it possible to create a new social system and global order and go back to days before capitalism, and if so, what does that even look like??
* If the problem with these various economic and social systems is that they are reliant on values and that universally upholding those values does not happen, then should values be completely eliminated from social and economic systems? What would that even look like? Is there such a thing as creating something without values (ie: what are values?)?

Life After Development:

* All types of freedom are interconnected and reinforce each other. Typically we focus on private incomes, but we also need to focus on what social services the government provides that give people access to opportunities and resources
* Notion of unfreedoms (ie: people experiencing homelessness)
	+ Poverty
	+ Tyranny
	+ Poor economic opportunities
	+ Systematic social deprivation
	+ Neglect of public facilities
	+ Intolerance or overactivity of repressive states
* Has tried to challenge the traditional paradigm of development, saying that the concept of development needs to go beyond purchasing power
* Concept of freedom (Sen):
	+ Central to the process of development
		- Evaluative reason: “assessment of progress has to be done primarily in terms of whether the freedoms that people have are enhanced”
		- Effectiveness reason: “achievement of development is thoroughly dependent on the free agency of people”
	+ “it’s not that you bestow development, but you make people more enabled” (Sen, video from class)
	+ Freedom includes:
		- Processes—allow freedom of action (ie: voting privileges, political and civil rights, public debate etc.)
			* Ability to act on behalf of what matters
			* Agency
		- Opportunities—available to people given their social circumstances (ie: capabilities to escape premature death, involuntary slaughter, etc.)
			* Real opportunity to achieve valued functionings sleeted from among various goods possibilities
			* Capability
	+ “The real opportunity that we have to accomplish what we value”
	+ “the ‘good life’ is partly a life of genuine choice, and not one in which the person is forced into a particular life—however rich it might be in other respects”
	+ It is authentic self direction—the ability to shape one’s own destiny as a person and a part of various communities
	+ Five distinct types of freedom (pg. 75-76):
		- Political freedom
		- Economic facilities
		- Social opportunities
		- Transparency guarantees (trust as a form of freedom)
		- Protective security (strong social safety net)
	+ Freedom is regularly misunderstood:
		- Freedom is not a “paper
		 freedom: it has to be effective freedom, a real possibility
		- Freedom is not maximizing of choices without regard to their quality of people’s values
		- “Indeed sometimes more freedom of choice can bemuse and befuddle, and make one’s life more wretched”
		- Groups, states, etc can increase freedoms by public action and investment
	+ An agent-oriented view of development:
		- “With adequate social opportunities, individuals can effectively shape their own destiny and help each other. They need not be seen primarily as passive recipients of cunning development programs”
		- There is indeed a strong rationale for recognizing the positive role of free and sustainable agency—and even of constructive impatience”
	+ Agency:
		- “What a person is free to do and achieve in pursuit of whatever goals or values he or she regards as important”
		- “Someone who acts and brings about change, and whose achievements can be judged in terms of her own values and objectives, whether or not we assess them in terms of some external criteria as well”
		- Agency for Sen is the person’s ability to action what they value and have reason to value
	+ Objective of Development:
		- “Development can be seen…as a process of expanding the real freedoms that people enjoy”
* Nature of human beings and society:
	+ Human being: spiritual and material, full of potential, essentially noble
	+ Society: cooperation, reciprocity, unity (amalgamation of individuals)
* Unity/Interconectedness:
	+ The defining characteristic of this stage of human history is global interdependence
	+ Attempts to advance human prosperity and well-being can no longer ignore this reality
* Justice:
	+ Provides the means to eradicate poverty
	+ Advancement of laws
	+ Adjustment of economic systems
	+ Redistribution of wealth and opportunity
	+ Justice and equity are the only means through which a social body can be maintained
* Unity and Justice:
	+ Pillars of vision development that demand: personal growth (individuals develop outward oriented perspective so that they also think about the well-being of others), organic change in social structures
* Acquisition, generation, and application of knowledge are at the center of this development process
* Purpose of education:
	+ Many poverty eradication programs have focused on increasing enrollment in primary and secondary education—notion of modern schooling
* Roe of Knowledge:
* Development is “the building of capacity in individuals, communities and institutions in region after region to participate in the creation of civilization in which the material and spiritual join” (Arbab, 6)
* Schooling the world—film from class

Modernization/human capital theories of education

* Ecology of leadership institute
* Changing Educational Paradigms video:
	+ Every country in the world is trying to reform
		- Economic driver
		- Cultural driver (giving children cultural identity while being part of global society)
	+ Current system of education was conceived for the age of enlightenment. It has not been engineered to fit current society
	+ Built into it are understandings of social structure and capacity
	+ Modern education was primarily an economic driver
	+ School divides people into academic (smart) and non-academic (stupid) people
	+ The incidence of ADHD has risen at the same time as standardized testing. The “epidemic” of ADHD is a fictitious epidemic. They are the victims of modern education
	+ We are getting our children through education by anesthetizing them
	+ Moderns schooling is about conformity and has a factory-type model
	+ Divergent thinking is the ability to see lots of possible answers to a question, lots of ways to interpret a question, and is necessary for creative thinking
	+ The habits of the institution and the habitats that they occupy
	+ Schools were created as an instrument of the industrial revolution for the factory-line production model; they were created to serve the economy and capitalism
* Functionalism:
	+ Originating in biology-functionalism states that each pat of the body serves a different survival function
	+ As applied to social systems, functionalism examines how a particular system serves the survival of a social system as a whole
	+ Sees schools as serving to socialize students to adapt to the economic, political, and social institutions of that society
	+ Neutral, non-power based theory of education
* Traditional/Indigenous societies
	+ In traditional indigenous societies, what do you think is the function of education?
	+ What kinds of education might there be?
	+ For example, ne might learn: food gathering, hunting, crafting, childbearing, physical survival skills, etc.
* Education and the Industrial Revolution:
	+ A major turning point happened during the Industrial Revolution:
		- Parents working in factories
		- Need for children to be schooled while parents were working
		- Different cultural and social needs
* Modern Schooling:
	+ Formal education vs. informal/community-based
	+ Buildings where many children could be housed
	+ Removal from the land-separation into buildings (like factories)
	+ Classrooms, age-graded
	+ Time bound
	+ Focus on creating specific skills and mindsets
* Key ideas:
	+ On the functions of modern schooling:
	+ To establish a singe, national identity (create social solidarity)
	+ Develop “new” habits and attitudes
	+ To sort—identify talent from all segments of society, role differentiation
* Functionalism and Equality:
	+ Does the modern school create equality of opportunity?
	+ “In the ideal, functionally organized, modern society, individuals with equal talent and motivation to perform in an area of comparable need would be rewarded equally”
* Key critique of functionalist perspective:
	+ Removes individual agency/desires of individuals (social systems are not agents)
	+ Fails to acknowledge the power relations that are found in modern Western society. Because they conceal these relations, functionalism has been maintaining them
	+ Lacks a critical perspective—seemingly claims that education evolves naturally without naming the powers that are contributing to this

Modernization/Human Capital Theories of Education:

* Functionalism is how schools are currently run
* Functionalist perspective:
	+ Sees schools as serving to socialize students to adapt to the economic, political and social institutions of that society
		- Similar to Dewey
		- Notion of adaptation
* School is in a vicious cycle of reflecting a flawed unequal society
* Sen is building on human capital theory
* Is functionalism a normative (the way the world should be) ideological stances, or descriptive (describing facets of the world)
* Theoretical perspectives:
	+ Core question of: what do you think is going on?
* “Manifest” and “d” purpose of schools:
	+ Manifest—clear and obvious intellectual purpose of schooling in society (conscious and deliberate)
	+ Latent: producing people who share the basic economic, political, and cultural practices and norms of society (unconscious and unintended)
* What is the role of schooling?
	+ Schooling is an integral, functioning part of society that is vital to its continuation and survival
	+ Also uses body analogy—to train people to be arms, brains, feet, shoulders, etc. in our world (and indeed this theory is adapted from biology)
* The primary requirements of social life:
	+ Role differentiation
	+ Social solidarity
	+ Four key norms: independence, achievement, universalism, specificity
* On the “hidden curriculum”;
	+ The organizational features and routines of school like that provide the structure need to develop the psychological dispositions appropriate for work and citizenship in industrial society (pg. 19, Feinberg, Stolis)
* Modernization:
	+ Economic and social concept: the development of the meritocratic, bureaucratic and individualistic form of life that is associated with modern society and is viewed as a prerequisite for technological and economic development
	+ Usually refers to a process whereby preindustrial society develops its agriculture, industry and technology in a way that parallels the development that took place in the US and Western Europe during and after the Industrial Revolution
* Modernization and Functionalism;
	+ Parts of our society have evolved to meet needs and enhance capital survival
* Critiques of functionalism:
	+ Equal opportunity?
		- What prevents this from happening?
			* Three explanations: historical (liberal)—some groups had a head start, which has caused cycles of inequality, with the solution known as compensatory education (like affirmative action), intellectual (assumes that not everyone is created equally, with the same intelligence. This has historically been very racist and oppressive), and cultural (for cultural reasons, whole groups of people have types of cultures that are resistant to academic achievement)
	+ Removes individual agency/desire of individuals (social systems are not agents)
	+ Fails to acknowledge the power relations that are found in modern Western society. Because they conceal these relations, functionalism has been maintaining them
* Functionalism emphasizes the importance of the development human capital:
	+ What is human capital?
		- Development of human skills linked to the development of societies and economies
* Equity—notion of fairness. Equality—everyone treated equally

Conflict/Marxist Perspectives on Schools in Society:

* Schultz vs. Heckman:
	+ Schulz says don’t remediate while Heckman does
* Need for a new paradigm video
* Marxist or conflict theory perspective:
	+ Conflict theory:
		- “the driving force in complex societies is the unending struggle between different groups to hold power and status” (F&S, 41)
	+ Marxist theory:
		- Class struggle
	+ Core beliefs:
		- Schools reproduce the attitudes and dispositions that are required for the continuation of the present system of domination by the privileged class (not just wealth, but also privileged position in society)
	+ Connected to the capitalist mode of production:
		- The class struggle is intimately connected to the capitalist mode of production
	+ Capitalism:
		- Conflict exists between those who own/control mode of production and the working class
	+ Features of conflict/Marxist perspective: intent doesn’t matter:
		- There is no necessary and direct relation between the intent behind the action/policy and the social effects of that action—it is not a conspiracy theory
		- People are intentionally trying to exclude historically marginalized groups
	+ Core problem with functionalist perspective according to conflict theory:
		- “…it takes the interests and perspectives of the dominant social groups in society and elevates them to the status of universal norms” (F&S, 44)
	+ Theory of cultural reproduction:
		- Habitus and symbolic violence (pg. 60 in School and Society):
			* Schooling produces certain deep-seated ways of understanding and perceiving that allow subordinate groups to be reproduced and the dominant class to maintain its status without resorting to physical violence
			* Latent purpose of schools; relates back to hidden curriculum
			* Imposition of the meaning system of one group onto another
			* Subjugated individuals see their domination as natural
			* Perpetuated by both the dominator and dominated subconsciously
			* Modern schools as depicted in Schooling the World are an example of symbolic violence
		- Habitus:
			* Our deep-seated ways of perceiving and understanding, this happens through our participation in the discourses of society and through social interaction; how we make sense of the world. It’s so internal we don’t know it’s there
			* Physical embodiment of social capital (ie: cultural capital)
			* At the individual and larger group and cultural levels
			* Habitus is something that helps us explain culture and how culture forms
			* Habitus forms culture, and culture forms habitus
			* Connected to the notion of Hidden Curriculum
	+ Hegemony and false consciousness:
		- Key ideas for Marxists:
			* Having a preponderance of influence and authority over others (through schools and ISAs [ideological state apparatus—religion, media, etc.])
			* False consciousness, slave that espouses the values of master
	+ Evidence to support Marxist/Conflict theory:
		- Bowles and Gintis, Schooling in Capitalist America
			* Economic success cannot be explained by IQ tests
			* An IQ based meritocracy does not exist
			* However, even if this claim does not hold up as a matter of fact, it does hold up as a matter of belief (that schools perpetuate)
			* In short, schools spread the functionalist ideology
			* Randall Collins (1971):
				+ “Functional and conflict theories of educational stratification”
	+ Functional and Conflict Theories of Educational Stratification Reading:
		- Technological advances require new skills, which only certain people obtain, which will shape the new class
* Your mother is so classless, she’s a Marxist utopia!
* Sustainable Development Goals replacing MDGs

Feminist/Interpretivist Perspectives

* Critiques of the Conflict Perspective:
	+ Assumes that society has agency
	+ Assumes that the upper classes have a collective agency and an intent to screw everyone else over
	+ Assume that there is some kind of collective agency for a social group
	+ Who are the actors? Who makes these decisions?
	+ Who is actually reproducing these paradigms?
	+ Agency: the culturally constrained capacity to act
	+ Comparison with other capitalist countries
	+ When you compare across countries that work within a capitalist system, not all have the same social hierarchy and inequality
* Feminist Perspective:
	+ A political, social, intellectual, and artistic movement that strives to eliminate the subordination of women (F&S, 72)
	+ “Feminism as a movement to end sexism, sexist exploitation, and oppression” (Bell Hooks, Feminism is for Everybody
	+ Additional dimension to oppression that goes beyond class—Marxists have underemphasized the extent to which women are dominated by men
	+ Call alone is an insufficient lens—we must look at the sexual division of labor
	+ What does this perspective bring to the analysis of schooling?
		- Different opportunities for boys and girls
		- Sorting based on gender
		- Interventions can be implemented to address this within classrooms and schools
		- “a set of interrelated practices may be highly functional, but they still may be wrong from an ethical point of view (F&S, 73)
	+ Feminist perspective critiques both Marxism and functionalism. Just because something serves a functionalist purpose doesn’t make it just
	+ Asks us to look beyond structure of work and attend to the pervasive social meanings and assumptions that are called forth by different practices
* Interpretivism:
	+ How does the interpretivist see the world?
		- “Made up of purposeful actors who acquire, share, and interpret a set of meanings, rules, and norms that make social interaction possible…
		- The social forces at work are shared meanings and interpreting individuals who interact in particular social contexts” (F&S, 7)
	+ What do we need to understand?
		- The way of life in the society/context of ways of doing things in the educational setting
		- We need to learn the purposes of the individual actors, and the social meanings that they share with others
	+ Interpretists hold that the Marxist and functionalist views are two interpretations of the social world
	+ There is no universal, politically salient theory of explanation of social reality. Descriptions of social reality are interpretations
	+ Hermeneutics: the science of interpretation
	+ Our system of interpretation is based on:
		- What is distinctively human, our shared meanings and understandings of the social situations in which we act
		- We do not engage this in some mechanical way, but rather in a way that requires human agency, interpretation, understanding and monitoring
	+ Scientific—there are established norms regarding how social scientists can craft their interpretation
	+ Key is to understand the context, the lived experience, and the perspectives of those in the educational setting
	+ Critiques of Interpretivism:
		- Even our interpretations are developed within the existing social structures (and so therefore are suspicious)
		- Perception of an inconsistent relativism—are all interpretations equally valid?
* Assumptions of orthodox Marxism and functionalism:
	+ Social world is governed by “natural” laws/unchanging rules
	+ We can reach “true” descriptions of social reality based on objective evidence
	+ Relates to epistemological and ontological assumptions about the world
* Amy Gutmann, Democratic Education:
	+ Neither the functionalist’s deterministic socialization nor the Marxist’s hegemonic, unconscious legitimization, but rather the conscious and intentional attempt to produce the kind of society we want to live in.
	+ “We [can] disagree over the relative value of freedom and virtue the nature of the good life, and the elements of moral character but nevertheless we share a common commitment to collectively recreating this open society we share” (F&S, 106)
* Bartlet:
	+ Interpretivist: Focus on the means that individuals ascribe
	+ Brazilians have a different conception of schooling (space for networking as well as content)
	+ From this perspective one doesn’t generalize to others (I found this in this segment of the population)
	+ Page 46—other benefits of education
	+ Habitus: education gave people the social tools to access society (doesn’t specifically mention habitus, but that is what she’s essentially talking about)
	+ Functionalist—schools are still serving a certain function (still enabling people to enter and interact with society)
* Manion:
	+ Interpretivist—trying to understand how people use and invoke the notion of gender equality
	+ How do people make meaning of this idea of gender equality?
	+ Competing policy orientations—some view gender equality in education as economic and others as human rights
	+ Issue with boys enrollment dropping, so some people wanted to shift focus from girls’ education to gender equality

Kizito Omala, Senior Examinations Officer, Uganda National Examinations Board:

* One of the largest fresh water lakes (source of the Nile) is found in Uganda
* Education is an emergency: everywhere?
* What we are is characterized by an infinite thirst for beauty, love, justice, peace…freedom (satisfaction)
* This unceasing desire for what explains everything, this infinite desire for a unitary hypothesis is within
* This infinity longing for beauty…is ultimately happiness (satisfaction) [Giussani, 2001]
	+ If there is an infinite longing for happiness, then does that mean that happiness is unattainable??
* “This desire for thoroughly good work was at once seen by early travellers who entered the country” [Walker, 1917]
* Again, “Uganda is from end to end a ‘beautiful garden’ where ‘staple food’ of the people grows as if without labour. Does it not sound like paradise on earth? It is the Pearl of Africa” (Churchill, 1907)
* We are restless until we comprehend and yet within what we comprehended a new provocation emerges…and then what?
* This is the dynamic path of knowledge—provocation, wonder, curiosity (search and research)
* Parents introduce their children to reality well before they go to Kindergarten
* To educate is to introduce total reality (Joseph Jungman)
* To communicate what is proper of the infinite human need
* That human flow endeavor to introduce and recall me to all factors of the world
* To train is easy (manual) but to truly educate is a task
* Informal and Formal education are fused and interdependent
* Character is derived from school, home, and all people with whom we interact
* The first recorded elementary school in Uganda at Mengo in 1895
* Formal instructions must have started much earlier
* Initiatives of Missionaries (Muslim, Christian)
* Government came in later—some point nationalized missionary schools
* Kindergarten:
	+ All privately run
	+ Children 3-5 years
	+ Net enrollment ration is 10%
	+ Government has no control of what curriculum is taught
* Primary Level:
	+ 6-12 years
	+ 33% Private and 67% government aided
	+ Net enrollment ratio is 95%
	+ Retention to final grade (7) is 30%
	+ Student-teacher ratio 50—class of 200
* Secondary Level: O’ Level
	+ Children 13-17 years
	+ 60% prvate and 40% are government aided
	+ Net enrollment ratio is 25%
	+ Government has control of what curriculum is taught
* Secondary: A’ Level
	+ 17-20 years
	+ Only 40% of the 70% who transit from Grade 7 complete O’ Level
* Assessment System:
	+ Primary Level:
		- National examinations at Grade 7
		- Written; Math, engineering, Science, and social studies
		- NAPE at Grade 3 and 6: Literacy and Numeracy
	+ Secondary Level O’ Level:
		- National examinations at end of 4 years
		- Written, Orals (language), etc.
		- Entry Exams for High School, Teacher Training for Primary or Vocational Institutes
		- NAPE as S 2: Bio, Math, and Engineering
* Education Financing:
	+ Primary Level:
		- Universal Primary Education 1997
		- Enrollment: 1996 $3.1m to $7.6M
		- Government pays teachers salaries and construction but contributes $3 per child per year
		- Households not asked to make contributions to schools
	+ Secondary Level:
		- Launched in Universal Sec Educ (USE) in 2007
		- In addition to teachers salaries and Capital grants contributes $40 per child per year
* Teacher Training:
	+ Per-service:
		- Primary teachers complete O level and 2 years at Primary Teachers College
		- Secondary teacher Complete A’ level—2 years at NTC to teach O level or 3 years at University to teach O and A level
	+ In-service:
		- Professional Teacher Development programme is very irregular
		- Secondary teachers—almost absent save for SESEMAT for Science teachers
* Teacher Management:
	+ Primary School Teachers:
		- Appointed and deployed at District level
		- Involuntarily transferred across schools within the district
	+ Secondary School Teachers:
		- Appointed and deployed by Central government
		- Involuntarily transferred across school anywhere in the country
	+ Claim that involuntary transfer will produce better productivity
* Opportunities:
	+ Policy evaluations—teacher hire, promotion, rotation and welfare
	+ Professional Ongoing Teacher Development—formative assessment
	+ Re-thinking about Boarding Schools—movement to school
		- Breakdown of family unity, familial relationships, and family unit
	+ A country gifted in hospitality and beautiful nature
	+ Critical thinking, critical verification, and innovations
	+ Parental Involvement in children’s learning
	+ Private schools are beginning to crop up in rural areas
* Teaching is not a popular job because of the type of working conditions, benefits, living standards, and involuntary standards
* Majority of private schools are run as a business
	+ Culture is to get a grade at any cost. Teach to the test
* In the government schools, they also teach to the test, but they try to give students the fundamentals

Nussbaum

* Nussbaum is reacting to human capital theory
* Using GDP per capita. Focuses on a person’s productive ability measured in terms of the goods and services they produce, with consumption as the ultimate goal of economic activity
* Consumption is the ultimate goal of economic activity
* This approach masks inequalities
* Doesn’t include cultural dynamics (gender inequalities, birth order inequalities)
* Human capital theory is larger than using GDP as the indicator of economic growth
* Advocates for capabilities approach
* Human capital theory is not enough. It can be one component of development theory, but our conception of development needs to be widened (encompasses key components of human capital theory, but also goes beyond that)
* Unlike Marxist and Functionalist theories, which are descriptive, the capabilities paradigm is a normative framework
* Normative framework for evaluating individual well being and social arrangements
* “A person’s capability refers to the alternative combinations of functionings that are feasible for her to achieve. Capability is thus a kind of freedom: the substantive freedom to achieve alternative functioning combinations (less formally put, the freedom to achieve carious lifestyles)” (Sen)
* Capabilities Approach:
	+ “All over the world people are struggling for lives that are worthy of human dignity” (1)
	+ It is a comparative quality-of life assessment
	+ Also a theory about basic social justice
	+ Asks question: what is each person able to do and be?
	+ Nussbaum is a philosopher
	+ Builds on the idea of human dignity
* GDP doesn’t indicate how people are doing in other areas of life (health, education, etc.). Health and education are not strongly correlated with GDP
* Measure health opportunities not health achievements
* List of capabilities, not a list of functionings (opportunities not requirements)
* How does a universal list reconcile cultural and religious differences and practices
* Transformative or adaptive language used to discuss development and education?
* Walker article provides good framework for helping to guide case studies analysis
* Nussbaum views the Capabilities approach as a supplement to standard human rights approach—says with few “tweaks” that we can embrace the language of rights
	+ Important tweak is the active role of the state in service provision
* Uvin:
	+ Many reasons to critique Human Rights approach—is it more than “rhetorical packaging”?
	+ But, RBA can lead us to engage in actions or supply services we never would have thought of before
	+ Redefines the nature of the problem to look at root causes
	+ Rights Based Approach:
		- “If RBA means empowering marginalized groups, challenging oppression and exclusion, and changing power relations, much of this task lies outside the legal arena falling squarely in the political realm” (604)
* Exam will have short and medium answers
* Short Terms:
	+ Human Capital
	+ Symbolic Violence
	+ Habitus
	+ Functionalism
		- 4 norms
		- Critiques
	+ Modern Education
	+ Conflict Theory
		- Marxism
	+ Hidden Curriculum
	+ Unfreedom
	+ Interpretivist
	+ Agency
	+ Equity vs. equality
	+ Feminism
	+ Capitalism
	+ Development
	+ Cohen’s goals of education
	+ False consciousness
	+ Hegemony
	+ Keep track of names associated with key ideas
	+ Should know every reading
* COHEN: What were the goals and how do they reflect society??

Survival International:

* Stephen Corry-director of Survival International
* High schools that are brought to tribal peoples push people into a certain way of thinking, promote what the government wants rather than what the people want, and try to eliminate differences
* Tribal children were/are taken to boarding schools where their native languages are forbidden and they undergo tons of abuse (physical, psychological, sexual, etc.) and are then sent back to their villages where they replicate those patterns of abuse
* Question of what the school should teach. Do Amazonians really need to learn the same curriculum as students in the capital (Lima)? Some Amazonian parents have said that they want to be the ones to teach their children their traditions and not the schools
* Abolition of slavery in British Empire 1785-1843
	+ Abolitionist movement used similar methods (pamphlets, jewelry with specific imagery, etc.) to what we use today to influence policy
	+ Took a complex situation and described it with slogans and graphics to influence people and get them involved in the issue.
* Battles are actually winnable—the Awa in Brazil
* Stamp it Out: campaign against media negative/racist/icky portrayal of tribal peoples and trying to correct it
* Attempting to change the narrative from tribal peoples of savage, brutal, backwards, etc. which has been gaining traction recently
* Bushmen in Botswana are often imprisoned and tortured and beaten for hunting, which is how they traditionally sustain themselves
* Written policies don’t matter much. What matters is how to get information and the issue into the public domain (mainly into the media) so that it will be accessible to ordinary people
* There are many tribes throughout the world who remain un-contacted
* National park models begin with removing tribal peoples from their lands
* Close link between national parks and eugenics movement
* The conservation model as promulgated by major conservationist organizations whitewashes its history and produces a narrative which is in many ways false

Empowering Education:

* Goal of fostering empowerment through education
* Shor:
	+ What does traditional education do? Bottom of page 19, top of page 24 (effects of competition)
	+ Wants to build something that’s locally responsive and intepretivist
* Theoretical context For Professor Graham’s book:
	+ Human capital theory: influential economists write about the importance of “investing” in women’s empowerment (WB 1993)
	+ As part of “gender mainstreaming”
	+ As a component of social justice (capabilities approach of Sen/Nussbaum)
* Power as domination: Marx
* Power as capacity: Bell Hooks
* What is empowerment?
	+ Recognition:
		- Inherent worth
		- Equality
		- Ability to contribute to personal and social betterment
	+ Capacity development:
		- Critically examine their lives and broader society
	+ Action:
		- Towards personal and social betterment
* Sistema de Aprendizaje Tutorial (SAT) Tutorial Learning System:
	+ Grades 7-12
	+ Rural and peri-urban areas
	+ Coeducational
	+ Operates in Colombia, Honduras, Nicaragua, Guatemala
	+ Initial implementation in Africa
	+ Supported by foundations and other international development organizations
	+ The fact that the majority of the operating cost is paid for by the state makes it more sustainable
	+ Created by FUNDAEC-Colombian NGO in 1980s
	+ Overall program goal:
		- “To empower students to become protagonists of their own spiritual and intellectual growth and contributors to the transformation of society”
	+ Key components of SAT conceptual framework:
		- Education is viewed within broader context of social actions
		- Gender equality is linked with goal of “justice” (justice is hidden curriculum)
			* Very explicit about what the values it is trying to inculcate are
	+ Recognition
	+ Capacity development
	+ How is this understanding of empowerment distinct?
		- Emphasizes the relational nature of power, and on men changing their beliefs and actions
		- Not individualistic
		- Normative: stresses self and community improvement
* Pathways to Choice: Suggested Interventions for Adolescent Girls in Niger (Daniel Perlman):
	+ Intervention Components: Safe space clubs
		- Reproductive health knowledge
		- Teaching about consent and how to say no to sex
		- Teaches life skills
		- Essential to have 15-17 girls at most, other wise too many
		- Finding friends planning, developing skills, basic health information, entrepreneurship training, control over savings, finding adult mentors, financial literacy skills, learning their rights, accessing health services, building capacities
		- Overcoming obstacles together that would not be possible when tackled individually
		- Place where girls can come together
		- Strict confidentiality rules
		- Not a classroom
		- Areas of emphasis:
			* Life skills
			* Learning spaces
			* Livelihoods
		- Working with poorest girls in poorest areas
	+ (Village Savings and Loans) VSLA and Conditional Cash Transfers
	+ In-school girls 10-16: reading and writing
		- Think about an intervention two years before you need it
		- Girls get married on average around age 14, so programs begins working with girls at age 12
		- Focus on reading and writing because they asked people what they wanted and what they needed and people discussed the shortcomings of the educational system (children aren’t actually gaining literacy schools after they graduate so parents aren’t getting any return for the opportunity cost of sending their daughters to school)
		- Improve self-expression and build social networks
			* Building feelings of self worth and self efficacy
	+ Major increase in the number of girls in communities attending school
	+ Worked with people to find out what the obstacles were and what they wanted
	+ Out-of-school 10-15:
		- Most vulnerable girls
		- Most difficult to work with
		- Very difficult to delay marriage with out-of-school girls
		- 3 afternoons a week, girls receive concrete income-generating skills
			* Parents wanted daughters to learn income-generating skills because in Muslim households women keep the money they make the husband is responsible for maintaining the household
		- Girls in these groups are given money to start their own start up enterprises
		- Teach them to read and write because some girls want to go back to formal education
			* In terms of literacy they are able to learn in 1 year what girls in formal education would learn in 5
	+ Married Adolescents:
		- Married women stay in spaces that are private (their own courtyard, their sister’s, their families, etc.) while the men stay in public spaces, such as the market and fields
		- Very little mobility for women, yet unmarried girls have the freedom to go anywhere. This lack of mobility is very hard on young married adolescents
		- Successful business women in Niger and Northern Nigeria are highly empowered
		- Having babies early helps new brides obtain status in their new extended families and move up in the hierarchy
	+ A woman entering formal employment can be enormously empowering, but it is highly uncommon in these areas. Girls who see women in foreign employment then see that it is possible for people like them to pursue these lives and be empowered
	+ Leadership Training: Cascading Mentors:
		- Girls who cannot go on to tertiary schools because they didn’t learn the skills in school become mentors for the safe spaces
* Social Capital:
	+ Social capital is an “elastic term” (Moore Lappe & Dubois, 1997, p. 119) because it has come to mean many different things, it has been applied to different ways, and it is
	+ In exploring this understanding of social capital in the context of Hondouras we do not attempt to measure social capital, but, rather to explore these features of social organizations
	+ There is evidence that students relate the values they are learning to community values
	+ Social capitalis is: (Bordieu, p. 51)
	+ Portes and Landolt (2000)
		- 546-547
	+ SAT is not a panacea
* Jamaica:
	+ Small nation
	+ Pro-social policies
	+ Structural adjustment policies
		- Made them remove many of the government subsidies they were providing, which destroyed many local enterprises
	+ Education sector:
		- Context of the Caribbean
		- Boys tend to lag behind girls in terms of access and completion rates of secondary school
		- Secondary school holds intermediary status, requires mastery of primary
		- Preparation of economy (skills)
		- Important for psychological development
	+ Unattached Youth:
		- Pg 295-296 in the reader
		- “Los ninis”- neither working nor studying
		- Stigma
		- Estimated 21.7M in Latin America
		- Youth with nothing to do
		- Transient
		- 70% have no academic qualifications or skill training
		- Pg. 422
		- Higher rates of participation in crime
		- Proposed Solution: invest in human capital
		- Findings:
			* Jamaican youth look for jobs, but limited success and quick abandonment
			* But consider themselves adept at career decision makers with high levels of youth assets
			* Lack necessary educational requirements
		- Recommendations:
			* “Second chance programs” (life skills and vocational training)
			* Changing budgets of schools to target most at risk youth
* Josie Ramos:
	+ Wicked problems: huge problems that need to be attacked from multiple angles; complex, interrelated, multidimensional problems
	+ Youth-anyone between 18 and 30
	+ Why adolescent girls?
		- Emotional extremes (which in turn affect their behavior)
		- Time when they differentiate themselves from their parents; identity finding and exploration
		- 600M girls live in poverty
		- 70% of out-of-school youth are girls
		- 82M girls between 10 and 17 are child brides
		- In Latin America and the Caribbean, the proportion of adolescent girls ages 15-19 who have begun childbearing ranges from 13% in Peru to 24% in Honduras
		- In Ethiopia, 80% of married girls have received no education and 81% cannot read
		- In Ethiopia, 3% of married girls ages 15-19 are in school, compared to 34% of unmarried girls
	+ Why is education important?
		- Girls with 7+ years of education marry 4 years later and give birth to 2 fewer children
		- Each additional year of a girl’s education is associated with a 10-20% increase in income
		- In a country’s population, when 10% more girls go to school, national GDP increases by 3%
		- Women’s control over resources=better outcomes in family planning, maternal/newborn/child health, nutrition, and economic/agricultural development
	+ How do LGL and GJ Ignite Change?
		- Engage girls, women, and youth to create exponential solutions to the challenges they face through leadership development, education, and health training
		- Amplify the voices, sorties, and power of girls, women, and youth through film digital storytelling, and media
		- Invest in girls, women, and youth to advocate for girl friendly laws, programs, policies, and funding to achieve scalable impact and sustained change
		- Nigeria, Guatemala, Honduras, Belize, Mexico, India, Pakistan, US South
	+ Core program models:
		- Capacity building
			* Girls and youth leaders
			* Civil society leaders and policymakers
		- Leadership development, mentoring and coaching
		- Seed grants and technical assistance
		- Networking and intuitional strengthening
		- Field building: policy briefs, case studies, curricula
		- Storytelling: films, digital stories, media advocacy
	+ Rights-based approach:
		- A participatory youth and girl-centered approach: whenever possible, the strategies reflect the leadership of girls and boys of different ages, in and out of school, with and without disabilities, and from different ethnic groups, geographic locations and socio-economic situations
	+ Leading cause for adolescent girl mortality just changed from maternal mortality to suicide
* Review Session: December 10th, 9:30-11 this classroom
* Final exam in this classroom
* Noddings:
	+ “One of the worst betrayals of those aims (21st century democracy) appears in the single-minded obsession with future incomes. Everywhere students are urged to prepare for college so that they will earn higher incomes (p. 95)
	+ Cosmopolitanism—a perspective that regards the whole world as a focus for citizenship
		- “ecological cosmopolitanism—a way of moving toward world citizenship that starts with cooperative study of Earth as the home of all life” (p. x of preface)
	+ “If we love a particular place, we know that its welfare is intimately connected to the health of the Earth on which it exists…because I love this place, I want a healthy Earth to sustain it…I have a selfish as well as a cosmopolitan reasons for preserving the home-places of all human beings” (p. 98-99)
	+ Pedagogy of natural caring (p. 119)
	+ “Rejecting the notion that schooling should concentrate on intellectual development academically conceived, we should design programs that support satisfying ways to life for whole persons in all three great domains (home and personal, occupational and civic)” (p. 137)
	+ I do not believe that all children are capable of high levels of academic achievement, but I do believe that all children deserve the very best. The best we can offer should depend on the capacity of the child to achieve a high level of academic competence. The task of educators, I have argued, is to help children find what they are good at and to develop those capacities with respect, enthusiasm, and competence…we need to expand (p. 137)
* Final:
	+ Long essay response—10 paragraphs
	+ Bring green or blue book
	+ Not cumulative
	+ Sustainable development goals
	+ Acronyms from handout (Mundy)
	+ World Bank
	+ Education for All
	+ Empowerment
	+ Human capabilities (Nussbaum)
	+ Human rights approach
	+ How case studies from speakers are examples that illustrate some of the key concepts from the course
	+ Walker
	+ Unattached youth
	+ SAT program and her book (focus on class presentation; how is power and empowerment conceptualized)
	+ Noddings: ecological cosmopolitanism, natural care, etc.
	+ Shor