

# Lesson 7: Global Education Reform

Emily Dunlop

Jia-Lin Liu

INTE-UE 10 – Introduction to Global Education

International Education, New York University



# UN VISIT

- Planned for November 7, 2019 (Thursday, 9:30 am)
- You must tell me (and pay me!) in advance - \$15.00
  - But! This is optional
- It takes 30 minutes to get there from here and 30 minutes to get back to campus. Tour is about 1 hour.
  - (i.e. – if MTA works, you can MAYBE get back to campus by 11:30... but no promises)

# Outline

# School Choice

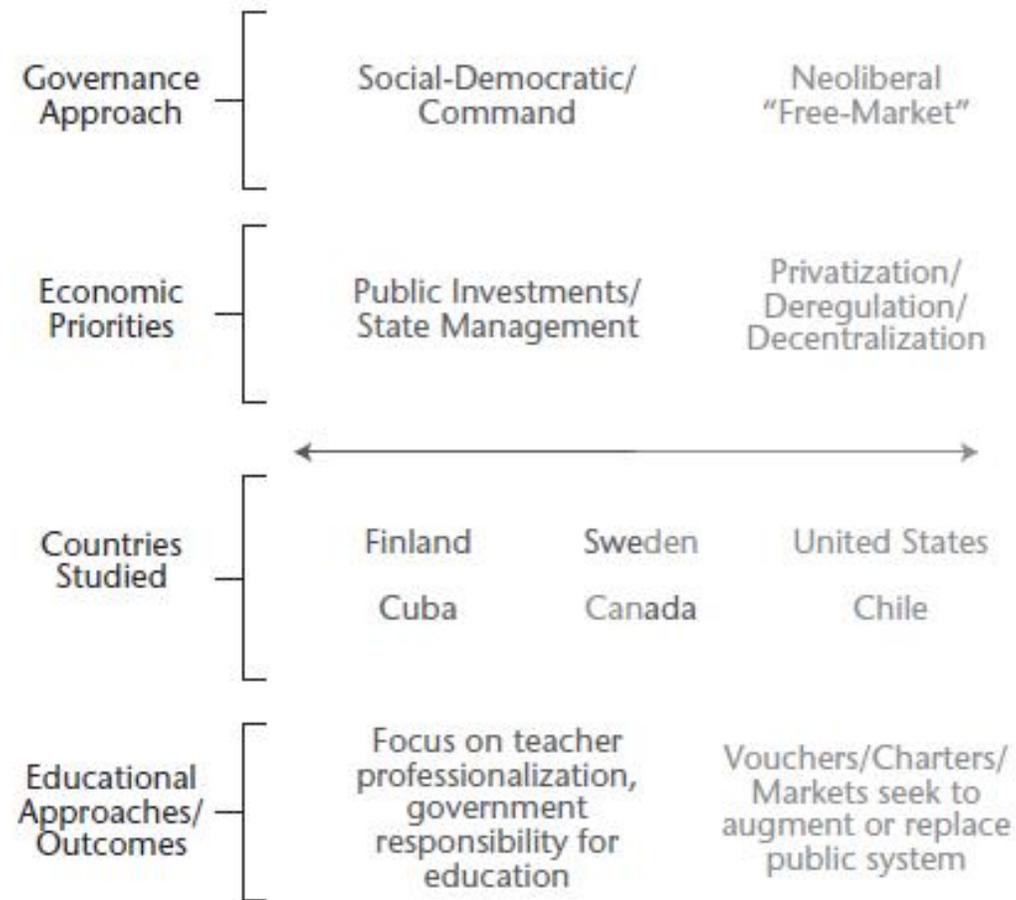
<https://www.youtube.com/watch?v=Xs3MOoeGn3Q>

# Chile and Privatization of Education

- <https://www.youtube.com/watch?v=qlA4Hz9xqGg>

# WTF is Neoliberalism?

- Though neoliberalism at times seems to encompass everything and nothing.... it describes the significant economic restructuring that has shaped life since the 1970s, with roots stretching back decades earlier. Naomi Klein uses the term “corporatism” to describe the many features that characterize these shifts in the “Global North”: the transition from an industrial economy to a service economy, the rise of finance capitalism, and the intensified consolidation of money and power by a small group of political and corporate elites. In this political and economic realignment, crises real and imagined pave the way for dramatic economic and social restructuring based on “the policy trinity—the elimination of the public sphere, total liberation for corporations and skeletal social spending.” This economic restructuring profoundly impacted the realm of education where corporate and political elites have projected a perpetual state of educational crisis—of funding, achievement, and pedagogy—to justify the transfer of public funds to private entities, attacks on teacher unions, divestment from funding universally accessible high-quality public education, and the embrace of market-based competition and choice by private sector actors, state officials, and corporate education reformers
- From “Political Education: Black Politics and Education Reform in Chicago since the 1960s”, Elizabeth Todd-Breland (2018)



**FIGURE 1.1** Spectrum of Selected Countries, by Approaches to Governance, Economics, and Education

# Hayek vs. Keynes (Keynesian Economics) (Neoliberalism 1.0)

- Opening markets using liberalization

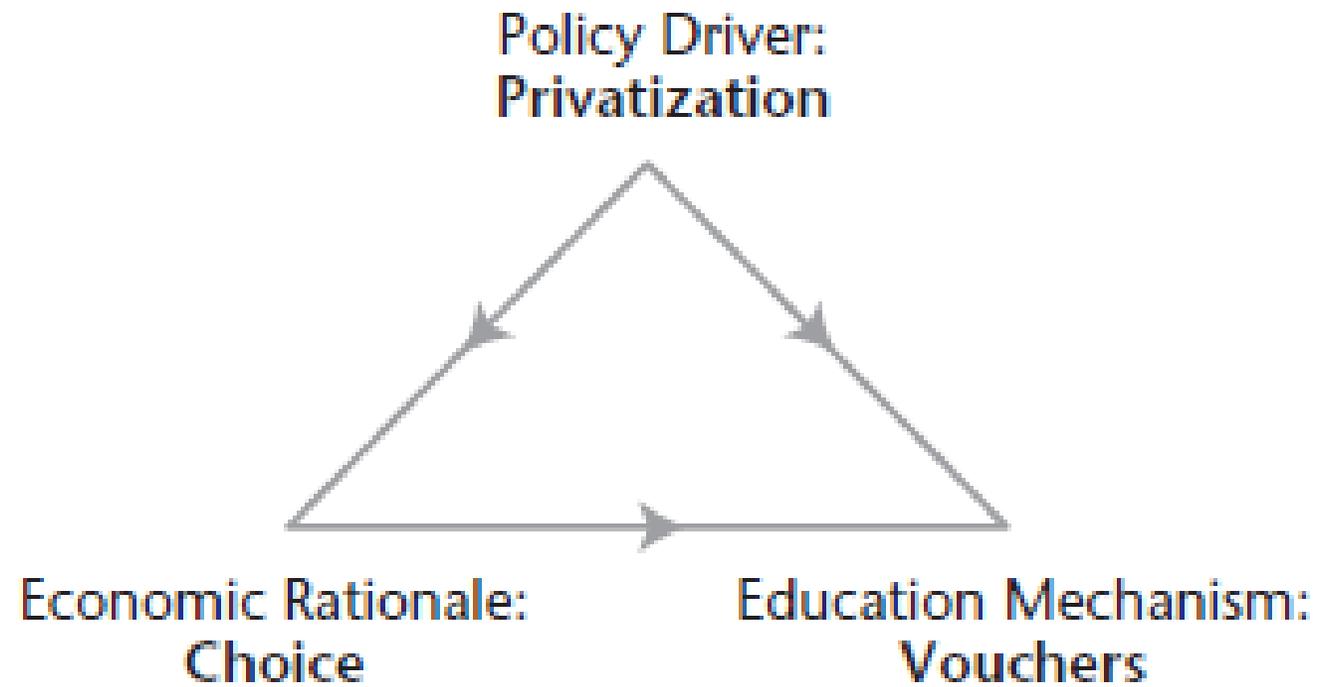
Keynes	Hayek
Must pull economy out of bust <b>(short term focus)</b>	Must avoid boom-bust cycles <b>(long term focus)</b>
People have chaotic 'animal spirit'	People are rational
The economy can be steered	The economy must consist of free market forces
A 'circular flow of income' exists	Markets are not easily predictable
Economic regulation is good	Economic regulation is bad
Bail-outs good	Bail-outs bad
The short run is most important	The long run is most important
Pro-Government Government acts in best interest of public	Anti-Government (causes malinvestment) People act in their own best interest
Savings should be spent now	Savings should be hoarded for future (classical view)
Kept bad businesses afloat to protect jobs	Liquidation of bad businesses necessary
Economy can settle at sub-optimal level without help	Economy will settle at optimal level unhindered
Respect for human suffering and job protection	Respect for entrepreneurship and economic stability

# Neoliberalism 2.0

- Privatization and regulation as main policy drivers
- Privatization of education systems, choice and vouchers

# Key Components of Education Systems

- Policy Drivers
- Economic Rationales
- Education Mechanisms



**FIGURE 1.3** Primary Elements of Chile's GERM Approach to Education

**TABLE 1.1** Policy Questions and Drivers (Top of Triangle see [Figure 1.4](#))

<i>Policy driver questions</i>	
<ol style="list-style-type: none"><li>1. Who decides issues of ownership and investment?</li><li>2. What processes and actions are defined as legal?</li><li>3. At what level of governance do decisions happen?</li></ol>	
<i>Neoliberal policy drivers</i> Privatization Deregulation Decentralization Liberalization	<i>Public investment policy drivers</i> Public ownership Public responsibility Equity Democratic decision-making

**TABLE 1.2** Economic Questions and Rationales (Bottom Left of Triangle see [Figure 1.4](#))

<i>Questions that economic rationales address</i>	
<ol style="list-style-type: none"> <li>1. What are the main goals of education systems?</li> <li>2. Who's responsible for providing education?</li> <li>3. How much do different approaches cost?</li> </ol>	
<p><i>Neoliberal economic rationales</i></p> <p>Efficiency</p> <p>Choice/Competition/Quality</p> <p>Scarce resources (apparent)</p> <p>Equity</p>	<p><i>Public investment economic rationales</i></p> <p>Universal access</p> <p>Preparing citizens for economy and democracy</p> <p>Equity</p>

**TABLE 1.3** Education Questions and Mechanisms (Bottom Right of Triangle see [Figure 1.4](#))

<i>Questions that education mechanisms address</i>	
<ol style="list-style-type: none"> <li>1. What's the best delivery mechanism for education?</li> <li>2. What curriculum gets taught?</li> <li>3. How do we know if students learn?</li> </ol>	
<p><i>Neoliberal education mechanisms</i></p> <ul style="list-style-type: none"> <li>Vouchers</li> <li>Charter schools</li> <li>School Markets</li> <li>Market-based teaching</li> <li>Test-based accountability</li> </ul>	<p><i>Public investment education mechanisms</i></p> <ul style="list-style-type: none"> <li>Well-prepared teachers</li> <li>Equitable funding of schools</li> <li>High-quality infrastructure</li> <li>Whole-child curriculum and pedagogy</li> </ul>

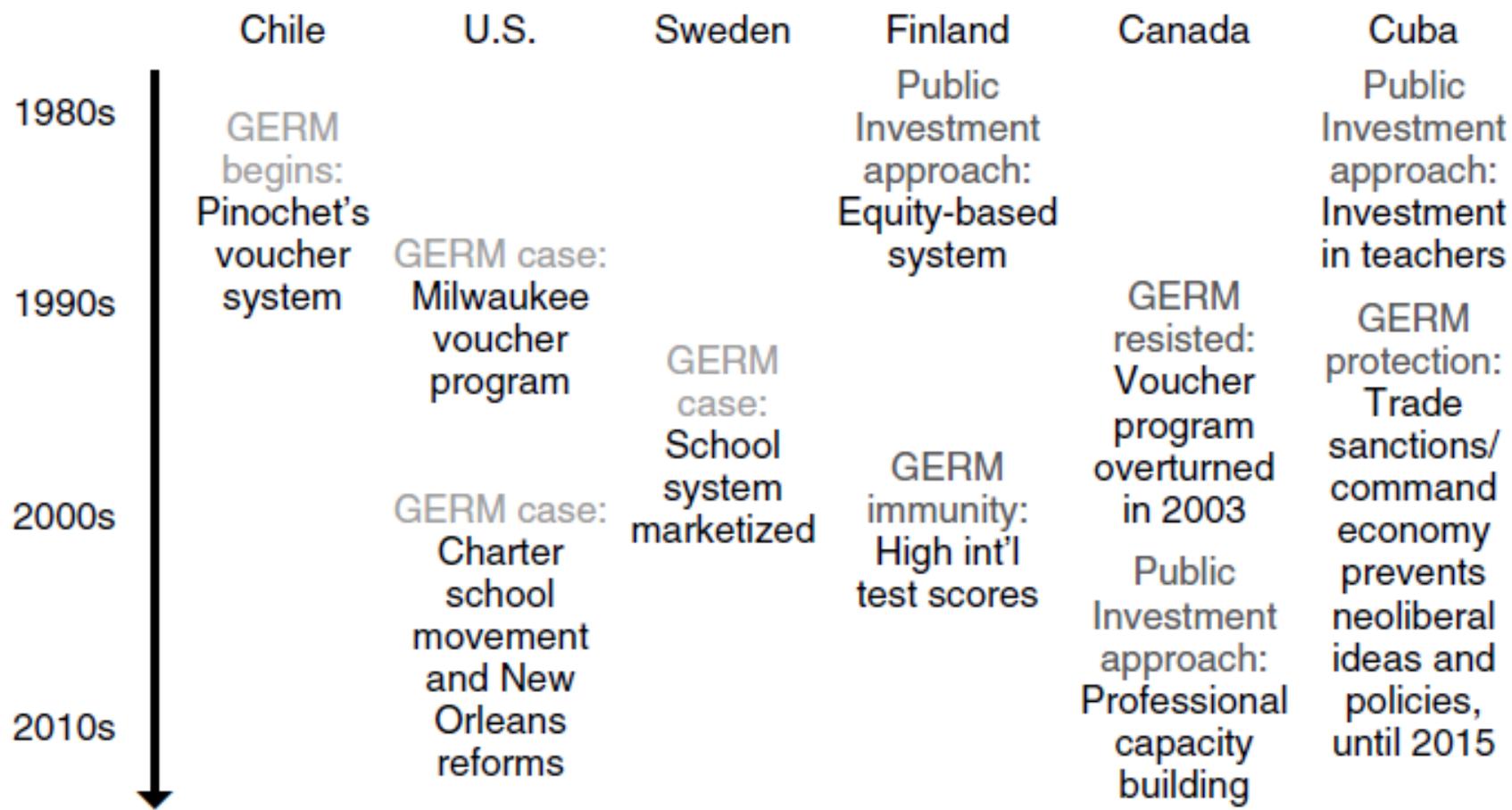


FIGURE 1.5 Tracking the GERM: Susceptibility and Resistance in Recent Decades

- Should public tax monies subsidize private ambitions?
- Why would someone with no children or someone who has completed his/her education be willing to pay taxes to support public school?
- Is education a product, service, or a right?
- Who should influence what is taught in public schools – to whose ends?
- What are the roles of education in a democracy?
- Is the role of education Nation building?
- Is the role of education to create citizens; if so, what does this entail?
- If the purpose of schooling is to create workers, who decides what makes a “good” worker?

# For Thursday: Culture and Education

- Please Read
- Nieto, S. (2004) Language, Literacy and Culture: Aha! Moments in Personal and Sociopolitical Understanding. *Journal of Language and Literacy Education*, 9(1), 8-20.
-