

Department of Public Administration
Maxwell School of Citizenship and Public Affairs
Syracuse University
<http://faculty.maxwell.syr.edu/cbertini>
PPA 730
Girls' Education in the Developing World
Spring 2009
Wednesdays 3:45 – 6:30 pm

Instructor: Catherine Bertini, Professor of Public Administration
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Office hours: Wednesday 1:00 – 3:00pm or by appointment, arranged by email

Course description:

Education of girls is one of the most effective means of enhancing the quality of life of all people in the world. Yet in many countries, girls' participation in school lags significantly behind that of boys. This seminar type course will explore the benefits of girls' education, will discuss many of the obstacles to higher numbers of girls in school, and will review the current state of play in various countries. The major student work project of the semester will be to write a business plan for how one specific country could take measures to significantly raise the numbers of girls in school.

Course materials:

Toward Universal Primary Education: Investments, Incentives, and Institutions

Nancy Birdsall, Ruth Levine and Amina Ibrahim

UN Millenium Project 2005, Task Force on Education and Gender Equality 2005

Download a soft copy (free) or Purchase hard copy for \$43 at

http://www.unmillenniumproject.org/reports/tf_education.htm

What Works in Girls' Education: Evidence and Policies from the Developing World

Barbara Herz and Gene B. Sperling

Council on Foreign Relations Press, April 2004, ISBN 0-87609-344-6

Download a soft copy (free) or Purchase hard copy for \$10 at:

http://www.cfr.org/publication/6947/what_works_in_girls_education.html

Partnerships for Girls' Education

Edited by Nitya Rao and Ines Smyth

Oxfam GB 2005, ISBN 0 85598 513 5

Download a soft copy (free) or Purchase hard copy for \$28 at:

http://publications.oxfam.org.uk/oxfam/add_info_008.asp

Growing Up Global: The Changing Transitions to Adulthood in Developing Countries

National Research Council and Institute of Medicine of the National Academies of Sciences

The National Academies Press, 2005, ISBN 0-309-09528-X

(Chapter 3: Schooling)

Read online or purchase PDF for \$5.80 at:

<http://fermat.nap.edu/books/030909528X/html/67.html>

All additional class readings are available on the internet as indicated for each session on the syllabus. Class readings may also be distributed in class and via email during the semester.

Course Requirements

Students will participate in lectures and student led discussions. The primary product will be a final paper. During the course of the semester, students will discuss their paper outlines with the professor, and toward the end, present some of their findings to the class.

Grading

Class Attendance and Participation:	30%
One Page Memo	10%
Final Presentation	20%
Final paper	40 %
Total:	100%

Class Attendance and Participation

This class is heavily participatory. There will be lectures by the instructor, but much learning occurs through active engagement rather than through passive listening. For this reason, your presence and active participation will be expected at all sessions. Class attendance and participation will be a component of your final grade. Your participation shall reflect your careful reading and consideration of each week's materials on the syllabus. Participation is active involvement in discussion, but also careful listening, consideration and respect for the opinions of members of the class. Missing more than one class session will affect your participation grade.

Writing

Writing clearly and succinctly is an important skill for those who progress in careers in international organizations. It will also be a key component of the course work for this class. Each student will be asked to write a one/two page research proposal, a detailed outline, and a final paper.

Instructions for Final Paper:

In the first class, students will receive a listing of countries with low percentages of girls enrolled in primary school. Students will be asked to do some preliminary research designed to help select one country on which she/he will write the semester paper. The purpose of the paper will be to write a business plan for how country X can significantly increase the numbers of girls in school.

Upon arrival at the fourth class, students will be asked to turn in a one/two page paper proposing a specific country, and present verbally a rationale for why that country was chosen. After all students have finished, the professor will formally assign the countries. Each student will spend the remainder of the semester researching and writing about "their" country.

During the last three classes, students will give presentations to the class describing their plans. They will ultimately turn in a paper that is a business plan for how "their" country can increase the number of girls in school. It should be double-spaced, using 12 point font with 1 inch margins. If you have any questions about what constitutes plagiarism, or how to make references in papers, see:

http://www.essex.ac.uk/sociology/course_materials/doc_down/PhD_handbook.pdf

The paper is due by 2pm, Tuesday April 28th

Statement on Plagiarism:

All students are expected to follow Syracuse University's rule against plagiarism. The *Syracuse University Bulletin* defines plagiarism as "the representation of another's words, ideas, programs, formulae, opinions, or other products of work as one's own, either overtly or by failing to attribute them to their true source." (*Syracuse University Bulletin* 2003-2004: p. 2).

Course Outline:

I. Classes 1 through 5: Overview of Girls' Education

Class 1: Jan. 14

Introduction and overview of the course

Students will receive a listing of countries with low percentages of girls enrolled in primary school. Students will be asked to do some preliminary research designed to help select one country on which she/he will write the semester paper. The purpose of the paper will be to write a business plan for how country X can significantly increase the numbers of girls in school.

Class 2: Jan. 21

Readings:

1. Teach a Child, Transform a Nation, Basic Education Coalition
<http://www.un-ngls.org/cso/TeachV1.pdf>
2. The Millennium Development Goals Report 2008
Goal 2- Achieve Universal Primary Education, page 14-16
http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG_Report_2008_En.pdf#page=15
3. Education for All (EFA) Global Monitoring Report 2009/UNESCO
Chapter 1- Education for All and Chapter 2- The Dakar Goals
<http://www.unesco.org/en/education/efareport/reports/2009-governance/>

Class 3: Jan. 28

Assignment: Students will choose an organization or agency that works in girls' education and submit a one page profile of their operations. The paper should consider the programs in place, specifically what they do, how they do it and what results have been had. The profile must be one page, single spaced and include a second page of sources

Readings:

1. Growing Up Global: The Changing Transitions to Adulthood in Developing Countries
Chapter 3 – Schooling, pp. 67-167
2. Partnerships for Girls' Education
Chapter 1 – Keeping Education on the International Agenda: The Global Campaign for Education, pp. 23-38

Class 4: Feb. 4

Presentations re: country selection and rationale

Students will be asked to turn in a one/two page paper proposing a specific country, and present verbally a rationale for why that country was chosen. After all students have finished, the professor will formally assign the countries. Each student will spend the remainder of the semester researching and writing about "their" country.

Class 5: Feb. 11

Readings:

1. Toward Universal Primary Education: Investments, Incentives, and Institutions
Executive Summary, pp. 1-15
2. The Power and Promise of Girls' Education 2005, Save the Children
http://www.savethechildren.org/publications/mothers/2005/SOWM_2005.pdf
3. What Works in Girls' Education: Evidence and Policies from the Developing World
Chapter 2 – The Impact of Educating Girls: The Evidence, pp. 21-39;
Chapter 3 – Understanding the Disconnect: The Benefits of Girls' Education versus the Low Levels of Girls' Enrollment and Attainment, pp. 41-43
4. Toward Universal Primary Education: Investments, Incentives, and Institutions
Chapter 2 – Education and Society: Multiple Benefits, Unrealized Potential, pp. 23-30

Feb. 18 – No Class – replaced by Class 7, March 2, 3, 4 individual meetings

II. Classes 6 - 9: Obstacles to Girls' Education

Class 6: Feb. 25

Readings:

1. Education for All (EFA) Global Monitoring Report 2006/UNESCO
Chapter 1- Literacy: the Core of Education for All and Chapter 5- Why Literacy Matters
<http://www.unesco.org/en/education/efareport/reports/2006-literacy/>
2. Girls Count 2008/ The Center for Global Development
All (1-96)
<http://www.cgdev.org/content/publications/detail/15154>
3. Education for All (EFA) Global Monitoring Report 2009
Chapter 3- Raising Quality and Strengthening Equity
<http://www.unesco.org/en/education/efareport/reports/2009-governance/>

Class 7: March 2,3, & 4

Individual Meetings with Professor re: detailed outline of paper: Students will schedule individual appointments with Professor Bertini to evaluate and improve their outlines for their final project. Your outline should be emailed or delivered by hand to Sallie Guyder (slguyder@maxwell.syr.edu) in Moynihan the Friday before your meeting with Professor Bertini (Feb. 27th).

Class 8: March 4

Readings:

1. Toward Universal Primary Education: Investments, Incentives, and Institutions
Chapter 5- Education Systems in Developing Countries, pp 46-52 and Chapter 6- Strategies for Creating More and Better Educational Opportunities, pp. 53-77
2. Education for All (EFA) Global Monitoring Report 2009/UNESCO
Chapter 5- Policy Conclusions and Recommendations
<http://www.unesco.org/en/education/efareport/reports/2009-governance/>
3. Education for All Fast Track Initiative (FTI)
<http://www1.worldbank.org/education/efafti/documents/FrameworkNOV04.pdf>

March 11: No Class- Spring Break

Class 9: March 18

Readings:

1. Education for All (EFA) Global Monitoring Report 2009/UNESCO
Chapter 4- Increasing Aid and Improving Governance
<http://www.unesco.org/en/education/efareport/reports/2009-governance/>
2. Toward Universal Primary Education: Investments, Incentives, and Institutions
Chapter 7- Financing the Education Goals, pp. 78-81 and Chapter 9- What Donors Should Do, pp. 88-93
3. Every Child in School: A Challenge to Finance and Development Ministers
http://www.oxfam.org.uk/what_we_do/issues/education/downloads/bp20_school.pdf
4. Global Section: News and Campaigns, Africa's Finance Ministers Look at Education as Opportunity, Not as Expenditure, 2008\UNGEI
http://www.ungei.org/infobycountry/247_1790.html
5. The White House and the World: A Global Development Agenda for the Next President, Nancy Birdsall, Center for Global Development/2008.
Chapter 13- Aid for Education: More Bang for the Buck
http://www.cgdev.org/doc/books/White%20House%20and%20the%20World/WHW_CH13.pdf

III. Classes 10 and 11: Case Studies of Girls' Education programming

Class 10: March 25

Readings:

1. Education for All (EFA) Global Monitoring Report 2008/UNESCO
Regional Overviews- Arab States and Sub-Saharan Africa, SKIM Asia, Eastern/Central Europe, Latin America and the Pacific
<http://www.unesco.org/en/education/efareport/reports/2008-mid-term-review/>
2. Partnerships for Girls' Education
Chapter 2 – Flying High: the Partnership on Sustainable Strategies for Girls' Education, pp. 39-48 (Bangladesh, Bolivia, Peru) and Chapter 3 – Pressure from within: the Forum for African Women Educationalists, pp. 49-63
3. What Works in Girls' Education: Evidence and Policies from the Developing World
Chapter 4 – What Works to Educate Girls: The Evidence, pp 45-74
4. Education for All (EFA) Global Monitoring Report 2006/UNESCO
Chapter 9: Good Policy, Good Practice
<http://www.unesco.org/en/education/efareport/reports/2006-literacy/>

Class 11: April 1

Readings:

1. Beyond Access, 2005/Oxfam
Learning to improve policy for pastoralists in Kenya- Ian Leggett
Crossing boundaries and stepping out of purdah in India- Mora Oommen
Pastoralist schools in Mali: gendered roles and curriculum realities- Salina Sanou and Sheila Aikman
http://publications.oxfam.org.uk/oxfam/add_info_010.asp
2. Exclusion, Gender and Education: Case studies from the developing world, Center for Global Development/2007
Chapters 3,4,6 and 8- Chapter 3- Girls in Gansu, China, Chapter 4- Rural Girls in Pakistan, Chapter 6- Indigenous Girls in Guatemala, Chapter 8- Tunisia
<http://www.cgdev.org/content/publications/detail/14466>

IV. Classes 12 - 14: Student Presentations

During the last three classes, students will give presentations to the class describing their plans. They will ultimately turn in a paper that is a business plan for how “their” country can increase the number of girls in school. It should be double-spaced, using 12 point font with 1 inch margins. If you have any questions about what constitutes plagiarism, or how to make references in papers, see:

http://www.essex.ac.uk/sociology/course_materials/doc_down/PhD_handbook.pdf

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Class 12: April 8

Class 13: April 15

Class 14: April 22

Extra Material for those interested:

United Nations Girls' Education Initiative

<http://www.ungei.org/>

Inexcusable Absence: Why 60 Million Girls Still Aren't in School and What We Can Do About it,
Center for Global Development, Maureen Lewis and Marlaine Lockheed. 2006

<http://www.cgdev.org/content/publications/detail/11898/>