

## Unit 4: International Aid Architecture

For more than 50 years, international actors have supported educational change in developing countries through the provision of educational aid. Such aid includes the “official development assistance” provided by sovereign states either bilaterally or through multilateral institutions. It also increasingly includes financial and technical support from non-state actors, including NGOs and foundations; and to a smaller degree includes public private partnerships with the private sector.

In this section of the course we will review the historical rise of global actors in education and discuss different explanations for their behaviours. We will also explore the effects of these actors on national educational policies and systems, focusing specifically on how international actors have shifted the quality and thematic focus of their financial and technical support to meet the challenge of the global learning crisis.

At the end of this unit you will be able to:

- Understand the origins and evolution of international cooperation and aid in education and the main actors in the international aid architecture.
- Demonstrate a knowledge of the international norms and goal setting exercises that putatively undermine the international aid architecture.
- Explain different factors that drive the quality and focus of international cooperation in education.
- Explore critically the role that moral vision and geopolitical self-interest play in the evolution of international cooperation in education.
- Understand some of the factors that may limit the effectiveness of aid to basic education and the ability of global actors to shape national policies on learning.

### Required Readings

Beeharry, G. 2021. The pathway to progress on SDG 4 requires the global education architecture to focus on foundational learning and to hold ourselves accountable for achieving it. *International Journal of Educational Development*, Volume 82.

REPRINTED: Center for Global Development, "Symposium: The pathway to progress on SDG 4, <https://www.cgdev.org/reader/pathway-progress-sdg4-symposium?page=1>

Mundy, K. 2021. Why do we keep failing to universalize literacy? A response to Girin Beeharry. <https://www.cgdev.org/reader/pathway-progress-sdg4-symposium?page=13>

Hares, S. and Rossiter, J. 2021. The State of Global Education Finance.

[Blog] <https://www.cgdev.org/blog/state-global-education-finance-seven-charts-update>

Piper, B. 2016. International education is a broken field: Can “Ubuntu” education bring solutions? *International Review of Education*, 62(1), 101–111. <https://doi.org/10.1007/s11159-016-9544-y>

## Further Readings

Mundy, K. 2016. "Leaning in" on education for all. *Comparative Education Review*, 60(1), 1-26.

<https://www.journals.uchicago.edu/doi/abs/10.1086/684434?journalCode=cer>