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 non-governmental organisations (NGO) and foundations, and to a smaller degree includes public private partnerships with the private sector.

This unit reviews the historical rise of global actors in education and discusses different explanations for their behaviour. It also explores 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.

After completing the unit, students should:

- 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 that undermine the effectiveness and ability of the international aid architecture to improve learning outcomes;
- 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; and
- 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.

Lectures

1. [History and prospects](#) (Karen Mundy, University of Toronto)
2. [Is the international education aid architecture today fit for purpose?](#) (Karen Mundy, University of Toronto)

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

- 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

- 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

- 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

- Ball, S. J. 2012. Global Education Inc.: New Policy Networks and the Neoliberal Imaginary. London:
  Routledge. https://archive.org/details/globaleducationi0000ball
- 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

Supplementary Resources

- Do One Better Podcast: Dr Asyia Kazmi OBE, Gates Foundation's Global Education Policy Lead.
  Podcast: https://www.lidji.org/post/dr-asyia-kazmi-obe-gates-foundation-s-global-education-policy-lead