

**UNIVERSITY OF GUYANA**  
**Faculty of Education and Humanities**  
**Department of Foundation and Education Management**

**COURSE OUTLINE**

---

**COURSE NUMBER:** EFN5301  
**COURSE TITLE:** Global Issues in Education and Development  
**CREDITS:** 3  
**EXEMPTIONS:** NIL  
**PRE & CO. REQUISITES:** EFN3101  
**INDICATION OF FOLLOW ON COURSES:** NIL

---

**COURSE DESCRIPTION:**

Many issues and problems that confront the educational systems of Guyana, the Caribbean and other parts of the world cannot be approached solely through a single discipline, but require an inter-disciplinary approach to explore the issues fully. This is the premise on which the course rests. Hence, the course is set up to provide a foundation in globalization and international work in education followed by the study of a range of global issues in education. Throughout, students are expected to develop understanding of international trends and issues and explore examples of those in the context of Guyana. The course is structured around sets of key questions emphasizing the fact that these topics and issues are all matter of debate among educators around the world and in Guyana.

**STUDENT LEARNING OUTCOMES:**

**By the end of the course students will be able to**

- Describe the main facets of globalization and identify examples of how these show up in the Guyanese context.
- Describe some of the impacts of globalization on education and critically assess those.
- Compare and contrast educational policies and practices in Guyana with those in other jurisdictions in the Caribbean and beyond. Students will describe the different forms globalization takes (economic, social, and cultural).
- Describe key global issues in education.
- Describe a range of ways those issues are dealt with in education systems around the world.
- Articulate a personal view of how those issues should be dealt with in Guyana and their own teaching practice.

**CONTENT:**

**Session 1: Globalization and Education – Borrowing, Transfer or Learning from Each Other**

- What are the different forms of globalization?
- To what degree are these forms negative or positive?
- What impact does globalization have on education and education in Guyana in particular?
- What are the different ways that educational policies and practices move from one jurisdiction to another?

**Tutorial Session**

**Session 2: International Players in Education**

- How is colonialism manifested in international educational movements today?
- What are the most important organizations and institutions shaping educational policy in the Caribbean region and the world?
- What are their priorities?
- How do they operate?
- What defines the ideal Caribbean citizen?
- What impact have they had and are they having on education in Guyana?

## **Tutorial Session**

### **Session 3: The Purpose of Education in Guyana and in a Global Context**

- What are the purposes of Education identified by the Ministry of Education in Guyana?
- How do those purposes compare with those of other jurisdictions in the Caribbean?
- How do those purposes compare with those from other jurisdictions and eras?
- What impact have colonial powers and colonialism on education in the Caribbean and Guyana in particular
- How can education systems and teachers combat or mitigate the effects of colonialism?

## **Tutorial Session**

### **Session 4: Technology and Education**

- What are the major trends around the world with regard to technology and education?
- Where does Guyana fit in terms of those trends?
- What are the benefits and challenges to the growth of computer technology in education and which are most applicable to the Guyanese context?

## **Tutorial Session**

### **Session 5: Educational Priorities and Challenges in Guyana**

- What are key challenges facing education in Guyana?
- What are the priorities for education in Guyana?
- Who established those priorities?
- How is Guyana doing in achieving those priorities?
- What accountability mechanisms exist within the education system?

## **Tutorial Session**

### **Session 6: Gender and Education**

- What are the key issues related to gender and education around the world?
- How are those issues the same or different in Guyana?
- What is the best way to address the gender issues in education facing Guyana?

## **Tutorial Session**

### **Session 7: Equity and Inclusion in Education**

- Who gets included and excluded in public education?
- Can schools serve all children regardless of ability or disability?
- What policies and resources are needed to support schools, teachers and families in moving toward inclusive education?
- What issues related to education affect Indigenous Peoples in Guyana?

## **Tutorial Session**

### **Session 8: Multiculturalism and Diversity in Education**

- What challenges has increasing attention to diversity and multiculturalism raised for education systems around the world?
- How are these challenges manifested in Guyana?
- How can public education in Guyana foster both respect for diversity (a stated goal of education) and social cohesion?
- What educational policies and strategies are needed to best serve Indigenous Peoples in Guyana and beyond?

## **Tutorial Session**

### **Session 9: Culture and Education**

- What implications does the concept ‘cultural capital’ have for education in Guyana?
- What roles does religion play in education?
- What roles should religion play in public education in diverse societies?
- How are issues of race, ethnicity, class, sexuality and gender addressed in the education system in Guyana?
- How does a teacher develop culturally relevant pedagogy?

## **Tutorial Session**

### **Session 10: Attaining Quality Education within the System—ECE, Primary, Secondary**

- How is quality education defined?
- What factors comprise effective schooling?
- What role does teacher competency play in quality educational outcomes?
- How important is quality Early Childhood Education to achievement levels?
- What are the benefits of quality primary education for the society?
- What purpose does secondary education serve within the society?

**Tutorial Session**

**Session 11: Building and Applying Effective Leadership for Results**

- What place do large scale standardized assessments play in education?
- How does one effectively assess school performance?
- How does a principal become the instructional leader?
- How to build and maintain a learning community?
- How important is the professional development process?
- How are teacher-leaders developed?

**Tutorial Session**

**Session 12 Education and Public Health – The Case of HIV/Aids**

- What is the role of schools in public health?
- What are some of the global educational strategies that address HIV/ AIDS?
- How do educational policies and practices in Guyana fit with global trends?

**Tutorial Session**

**Session 13 Education and Public Health – The Case of Drug Abuse**

- What are the theories of drug abuse?
- What are the health implications of drug abuse?
- What are some global educational strategies that address drug abuse?
- How do educational policies and practices in Guyana fit with global trends?

**Tutorial Session**

**Session 14: Review**

**Session 15: Final Examination**

**METHOD OF TEACHING:**

Lectures/Discussions; tutorial presentation, seminar presentations, individual and group work, field work

**METHOD OF ASSESSMENT:**

**Course Work - 60%**

1. Group Assignment: Profile of an Issue (30%)

A paper and presentation profiling in more detail one of the issues covered in the course or another international educational issue approved by the instructor.

The profile should address, but not necessarily be limited to the following:

- What is the issue?
- How does it manifest itself in the education system in Guyana?
- Who are the individuals most affected by this issue?
- What do you consider to be the primary causes of this issue?
- What specific positions and policies (if any) in the education system relate to this issue?
- What recommendations would you make for effectively addressing this issue?
- What impact has it had on policy and practice internationally and in Guyana?

Each profile will be presented in an inclass seminar in sessions 12 and 13 as well as being written up in a paper addressing the points raised above. Paper (15%) Presentation (15%)

3. Mid-Semester Exam (30%)

**Final Exam (40%)**

## REQUIRED READING

Adichie, Chimamanda (2009) The Danger of a Single Story. TED Talk, available online at [http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story.html](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)

Ashdown, Paddy (2012). The Global Power Shift. TED Talk available online at [http://www.ted.com/talks/paddy\\_ashdown\\_the\\_global\\_power\\_shift.html](http://www.ted.com/talks/paddy_ashdown_the_global_power_shift.html)

Assembly of First Nations, Canada

<http://www.afn.ca/index.php/en>

Bacchus, M. K. (1996), 'Curriculum Development in a Colonial Society'. *Education and Society*, 14(2), 21-40.

Banks, J. A. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher*, 37(3), 129-139. Posted on D2L and available online at [http://education.washington.edu/cme/banks\\_ed\\_research\\_april\\_08.pdf](http://education.washington.edu/cme/banks_ed_research_april_08.pdf)

Bokova, Director-General of UNESCO (United Nations Educational, Scientific, and Cultural Organization)

<http://www.unesco.org/new/en/natural-sciences/priority-areas/links/resource-management/publications/articles/ik-ed/>

Caribbean Examinations Council

Available online at <http://www.cxc.org/>

Caribbean Examinations Council, Religious Education

<http://www.cxc.org/node/695>

Clips from the Conference on Colonialism and Urban Education

<http://www.youtube.com/watch?v=fFoN3zkEKc4>

Commonwealth of Learning, ICT in Education for Teachers: In-Service Guyana

<http://ccti.colfinder.org/education/guyana>

Contemporary Issues in Technology and Teacher Education

<http://www.citejournal.org>

Coombe, C. (2002, 2004). *The HIV Challenge to Education: A Collection of Essays*. Paris: UNESCO, International Institute for Educational Planning

<http://unesdoc.unesco.org/images/0013/001376/137638e.pdf>

Covaleskie, J. F. (2002). Two Cheers for Standardized Testing. *International Journal for Leadership in Learning*, 6(2).

<http://iejll.synergiesprairies.ca/iejll/index.php/iejll/article/view/432/94>

Davis, Wade (2003), Dreams from endangered cultures. TED Talk, available online at

[http://www.ted.com/talks/wade\\_davis\\_on\\_endangered\\_cultures.html](http://www.ted.com/talks/wade_davis_on_endangered_cultures.html)

Dhingra, Raj (2012). Can Technology Change Education? Yes! Video talk available online at

[http://www.youtube.com/watch?v=l0s\\_M6xKxNc](http://www.youtube.com/watch?v=l0s_M6xKxNc)

Directory to Caribbean Ministries of Education

<http://www.educationcaribbean.com/directory/ministries.asp>

Edutopia (2012). Core Strategy: Comprehensive Assessment. A teacher friendly website with a range of articles and videos available online at <http://www.edutopia.org/assessment>

Fox, H., Dr. Desrey Caesar. (2007). *Guyana Country Report: Caribbean Symposium on Inclusive Education*: UNESCO: International Education Bureau

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Inclusive\\_Education/Reports/kingston\\_07/guyana\\_inclusion\\_07.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Inclusive_Education/Reports/kingston_07/guyana_inclusion_07.pdf)

Gaible, E. (2009). *Survey of ICT and Education in the Caribbean Volume 1: Regional Trends and Analysis*. Washington: The International Bank for Reconstruction and Development/The World Bank.

<http://www.infodev.org/en/Publication.441.html>

Government of Guyana. (2011). *Millennium Development Goals Guyana, Progress Report 2011*. Georgetown: UNDP. Available online at [http://www.guyana.org/MDG\\_Full\\_Report.pdf](http://www.guyana.org/MDG_Full_Report.pdf)

Inclusion International Website

<http://www.inclusion-international.org/>

Indigenous knowledge and pedagogy, a literature review with recommendations

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCUQFjAA&url=http%3A%2F%2Fwww.afn.ca%2Fuploads%2Ffiles%2Feducation%2F24\\_2002\\_oct\\_marie\\_battiste\\_indigenousknowledgeandpedagogy\\_lit\\_review\\_for\\_min\\_working\\_group.pdf&ei=f587ULrJ8Pk0QHgwYGAAQ&usg=AFQjCNHkfVikSJTtgqTLMQBPZaYNbAjA1Q&sig2=FNnzST-bpjICoq3bUuaitw](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCUQFjAA&url=http%3A%2F%2Fwww.afn.ca%2Fuploads%2Ffiles%2Feducation%2F24_2002_oct_marie_battiste_indigenousknowledgeandpedagogy_lit_review_for_min_working_group.pdf&ei=f587ULrJ8Pk0QHgwYGAAQ&usg=AFQjCNHkfVikSJTtgqTLMQBPZaYNbAjA1Q&sig2=FNnzST-bpjICoq3bUuaitw)

Indigenous Portal

<http://www.indigenousportal.com/>

International Organizations, Education and Culture

Available online at [http://www.lib.berkeley.edu/doemoff/govinfo/intl/gov\\_education.html](http://www.lib.berkeley.edu/doemoff/govinfo/intl/gov_education.html)

Jennings, Zellynne, Educational Reform in Guyana in the Post-War Period. Available online at [http://www.educoas.org/portal/bdigital/contenido/interamer/bkiacd/interamer/Interamerhtml/Millerrhtml/mil\\_jen.htm](http://www.educoas.org/portal/bdigital/contenido/interamer/bkiacd/interamer/Interamerhtml/Millerrhtml/mil_jen.htm)

Jha, J., & Kelleher, F. (2007). *Boy's Underachievement in Education: An Exploration in Selected Commonwealth Countries*: Commonwealth Secretariat and the Commonwealth of Learning. (UG Library and online at

<http://siteresources.worldbank.org/INTLACREGTOPGENDER/Resources/CommonwealthBoysUnderachievement.pdf>)

Kassin, S. (2004). *Psychology*. New Jersey: Pearson Edu. Inc.

Kohn, A. (2000). *Standardized Testing and Its Victims*. Retrieved September 10, 2012, from <http://www.alfiekohn.org/teaching/edweek/staiv.htm>

Lewis, M., & Lockheed, M. (Eds.). (2007). *Exclusion, Gender and Education: Case Studies from the Developing World*. Washington: Center for Global Development. Available in full text at <http://www.cgdev.org/content/publications/detail/14466/>

Meeks, L., Heits, P., Page, R. (2009). *Comprehensive Health Education*. Boston: McGraw Hill

Ministry of Education Guyana. (2008). *Strategic Plan 2008-2013: Meeting the Quality Imperative*. Georgetown: Ministry of Education - B.E.A.M.S.

Moore, A. (n.d.). *ICT Professional Development Strategy for Teachers in Guyana*: Commonwealth Secretariat.

[http://www.ictf2012.org/docs/Guyana%20Case%20Study\\_Full%20Detail.pdf](http://www.ictf2012.org/docs/Guyana%20Case%20Study_Full%20Detail.pdf)

Noddings, N. (2007). Teaching Themes of Care. *Character 2012*(September 7), 1-5. Available online at <http://www.bu.edu/ccsr/files/2011/04/Spring-2007.pdf>

OECD Education

Available online at <http://www.oecd.org/education/>

Ofsted. (2010). *Transforming Religious Education: Religious Education in Schools 2006-2009* (No. 090215). Manchester: The Office for Standards in Education, Children's Services and

Skills. Available online at at <http://www.ofsted.gov.uk/resources/transforming-religious-education>

Porter, G. (2001). Disability and Inclusive Education. Available online at [http://www.disabilityworld.org/05-06\\_01/children/inclusiveed.shtml](http://www.disabilityworld.org/05-06_01/children/inclusiveed.shtml)

ProCon.org, Standardized Tests  
<http://standardizedtests.procon.org/>

Program for International Student Assessment  
<http://www.oecd.org/pisa/>

Religion in Education. Video about practice and law in Europe. Available online at <http://www.youtube.com/watch?v=LdsmFb3odCQ>

Sears, A., & Hughes, A. S. (2005). Learning from Each Other: Toward a Democratic Approach to International Collaboration in Civic Education. *International Journal of Citizenship and Teacher Education*, 1(1), 16-31. (Public Domain)

Selwyn, N. (2013). *Education in a digital world: Global perspectives on technology and education*. New York: Routledge.

Smith, M. K., & Doyle, M. E. (2002). Globalization And Education Retrieved September 7, 2012, from [http://www.infed.org/features/globalization\\_feature.html](http://www.infed.org/features/globalization_feature.html)

Smith, R. T. (2002). Guyanese Politics Retrieved September 9, 2012, from <http://home.uchicago.edu/~rts1/guyanese.htm>

Stewart, D. (2004). Purposes of Public Education: Philosophical Reflections. *Education Canada*, 45(1), 4-7. Available online at <http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-2005-v45-n1-Stewart.pdf>

Stiggins, R. J. (2002). Assessment Crisis: The Absence of Assessment For Learning. *Phi Delta Kappan*.

Survival for Tribal Peoples  
<http://www.survivalinternational.org/>

Teaching A Peoples' History, Zinn Education project  
[http://zinnedproject.org/posts/category/explore\\_by\\_time\\_period/colonization](http://zinnedproject.org/posts/category/explore_by_time_period/colonization)

The International Bank for Reconstruction and Development/The World Bank. (2011). *Learning for All, Investing in People's Knowledge and Skills to Promote Development: World Bank Group Education Strategy 2020*. Washington: The World Bank. Available online at [http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education\\_Strategy\\_4\\_12\\_2011.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf)

Tigabu, Bruktawit (2011). The Purpose of Education. Video talk available online at <http://www.youtube.com/watch?v=8G6TPYCbU5A>

UNESCO. (2000). *The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments*. Paris: UNESCO, World Education Forum. Available online at <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

UNESCO, Education  
Available online at <http://www.unesco.org/new/en/education/>

UNESCO International Bureau of Education  
Available online at <http://www.ibe.unesco.org/en.html>

UNESCO Education for All

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

UNESCO Film, HIV and AIDS Education in the Classroom: Guyana

[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&id\\_page=33&id\\_film=2409](http://www.unesco.org/archives/multimedia/index.php?s=films_details&id_page=33&id_film=2409)

UNESCO. (2011). *UNESCO's Strategy for HIV and AIDS*. Paris: UNESCO.

United Nations Declaration on the Rights of Indigenous Peoples

[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

United Nations Girls Education Initiative

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

Video: Globalization and Cosmopolitan Citizenship with Dr. Hugh Starkey

[http://www.youtube.com/watch?v=edDhmu9gl\\_k](http://www.youtube.com/watch?v=edDhmu9gl_k)

Weareedeos (2011), Globalization. Brief introductory video available online at

<http://www.youtube.com/watch?v=3oTLyPPrZE4>

World Bank, Girls Education Website

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20298916~menuPK:617572~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

World Bank. (2004). *Guyana: Education For All – Fast Track Initiative (EFA-FTI) Program Amerindian Peoples' Strategy* World Bank.

[http://www.wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2004/10/06/000012009\\_20041006102054/Rendered/PDF/ipp95.pdf](http://www.wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2004/10/06/000012009_20041006102054/Rendered/PDF/ipp95.pdf)

Zainulabideen, F. (n.d.). A Critical Review of the Aims of Education in the Western Tradition. Retrieved September 7, 2012. Available online at <http://www.ips.org.pk/education/1111-a-critical-review-of-the-aims-of-education-in-the-western-tradition-.html>

### **RECOMMENDED READING**

Academic Colonialism, False Consciousness, and the Western University Ideal

<http://chronicle.com/blogs/worldwise/academic-colonialism-false-consciousness-and-the-western-university-ideal/28513>

Ajegbo, S. K., Kiwan, D., & Sharma, S. (2007). *Diversity and Citizenship Curriculum Review*. London: Department for Education and Skills.

<http://www.teachingcitizenship.org.uk/downloads/diversityandcitizenship.pdf>

Ali, E. R. (2010). Decolonizing Educational Policy in the Caribbean: Shifting Our Practices From and Internationally-Dependent Policy Consumption Model to Contextually Relevant Policy Research Model. *Caribbean Educational Research Journal*, 2(1), 75-86.

Andrews J A , Tildesley E , Hops H Li F. The influence of peers on young adult substance use. *Health Psychology*, 2002; 21 :349–357.

Ashby Wills T, Cleary S D .Peer and adolescent substance use among 6th–9th graders: Latent growth analyses of influence versus selection mechanisms. *Health Psychology*, 1999; 18 : 453–463.

Banks, J. A. (Ed.). (2004). *Diversity and Citizenship Education*. San Francisco: Jossey-Bass.

Banks, J. A. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher*, 37(3), 129-139.

Banting, K., & Kymlicka, W. (2010). Canadian Multiculturalism: Global Anxieties and Local

Debates. *British Journal of Canadian Studies*, 23(1), 43-72.

Available at [http://post.queensu.ca/~bantingk/Canadian\\_Multiculturalism.pdf](http://post.queensu.ca/~bantingk/Canadian_Multiculturalism.pdf)

Center for Multicultural Education, University of Washington  
<http://education.washington.edu/cme/index.html>

Beaie, Sonkarley Tiatun 2007. The Co-Operative Republic Of Guyana Population And Housing Census 2002 National Census Report. Chapter 2. Georgetown: Bureau of Statistics Guyana. Available online at <http://www.statisticsguyana.gov.gy/download.php?file=19>

Carver ( eds), Alcohol; and Drug Problems : A Practical Guide for Counsellors. 2004 ; 199-228

Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities

Freire, P. (1970). *Pedagogy of the Oppressed*. [New York]: Herder and Herder : Continuum Publishing Corporation

Gates, B. (2007). *Transforming Religious Education*. London: Continuum.

Hunter-Henin, M. (Ed.). (2011). *Law, Religious Freedoms and Education in Europe* (Vol. 5). Farnham, UK: Ashgate.

Joshee, R., & Johnson, L. (Eds.). (2007). *Multicultural Education Policies in Canada and the United States*. Vancouver: UBC Press.

Multicultural Policies in Contemporary Democracies website  
<http://www.queensu.ca/mcp/index.html>

Noddings, N. (1993). *Educating for Intelligent Belief or Unbelief*. New York: Teachers College Press.

Peck, C., Thompson, L. A., Chareka, O., Joshee, R., & Sears, A. (2010). From Getting Along to Democratic Engagement: Moving Toward Deep Diversity in Citizenship Education. *Citizenship Teaching and Learning*, 6(1), 61-75.

Reid, A., Gill, J., & Sears, A. (Eds.). (2010). *Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education*. New York and London: Routledge.

Sears, A., & Christou, T. (2011). Religion and Education. In J. Arthur & A. Peterson (Eds.), *The Routledge Companion to Education* (pp. 341-349). London and New York: Routledge.