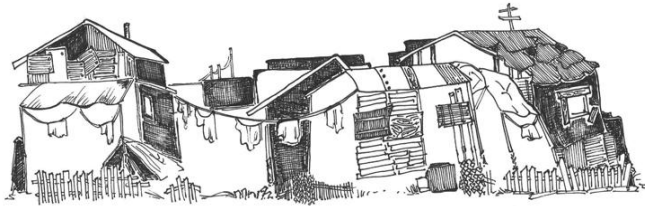




College of Liberal Arts and Sciences  
 Department of Global Studies and Sociology  
 Master of Arts in Transformational Urban Leadership (MATUL) Program

**TUL555 Educational Center Development (3 units)**



**Spring 2013**  
 [Jan. 07-June 26, 2013]

Course Designer: Richard Slimbach, 626/815-6000 x 3717 (campus)  
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 Course Facilitator: Dr Viv Grigg, [vgrigg@apu.edu](mailto:vgrigg@apu.edu), [Skype](#): vivgrigg

**I. Course Description**

This course trains students in the theory and practice of developing and improving education in the slums (e.g. preschools, elementary, vocational) as integral to urban poor churches and community development. Topics include school effectiveness, models, curriculum, management, financial viability, and the school's relationship to church and community.

**II. Expanded Course Description**

In the next few decades hundreds of millions of young, poor families will migrate to cities in the developing world in search of work and opportunity. (Already there are about five million people in the developing world moving to cities every *month*.) Many within this "next billion" of humanity will be the first generation in their family to attend school. What kind of education will they need? What kind of "educational centers" (projects, preschools, apprenticeships, schools, institutes, computer centers) might help them become micro-entrepreneurs, adaptive and resilient in the process of entering the city, with its myriad of new fields of knowledge, skills and value systems. Existing educational "system" contribute to the promise of human development. But with few resources, they often are bound to low levels of creativity, low aspiration, low investment, and low achievement within communities en route to capitalization. What processes are needed to supplement and channel positive learning dynamics, if massive amounts of human talent are not to be wasted.

Not surprisingly, private initiatives of all kinds, including those sponsored by Christian faith communities, are multiplying in slums. Set up by educational entrepreneurs from their own communities or from without, these innovative models cater to the needs of some of the poorest people on earth, usually with minimal outside help or state intervention. They have a single goal: to provide a good quality and affordable primary and secondary education. They are struggling but viable because accountable to parents through the payment of fees.

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The course will examine both public (state sponsored) and private (self-help) models of urban poor education, although our bias, reading wise, will be toward the latter. Through reading and direct observation and interviewing, students will be exposed to multiple examples of slum education, and then analyze the factors of what makes them effective or ineffective (e.g. leadership, teacher quality, pedagogy, [sustainable resourcing](#) and community participation).

[The question of how the urban migration gradient is supplemented by learning of skills, and values presents unique opportunities for new types of educational foci.](#) The models presented in the course, along with opportunities for first-hand involvement in slum-based schools (via an internship and ethnographic inquiry) will bridge **primary and secondary education** with **vocational and educational training (VET)**. Vocational or technical education is regarded as one of the most powerful instruments for enabling all members of urban poor communities to face the challenges of an increasingly technology- and skill-dependent economy, all the while achieving positive self-esteem and social cohesion. Although VET has, at times, suffered as the “stepchild” to general academic education, it should more rightly be seen as a complement, if not a necessary corrective, to the inefficiencies and irrelevancies of formal education. In fact, technical skill development is often a “last hope” for urban poor youth who are out of school, unemployed, unhealthy, and skill deficient. Vocational training centers can also give young people opportunities to design and make, produce and sell things, with their hands and their heads. As it connects “learning about” (knowledge acquisition) with “making and building” (real-world applications), “school” becomes a place of creative, satisfying, productive activity.

### III. How Faith Connects to Slum-based Schooling

#### *The Church and the schools*

Christians have historically been on the forefront of educational development. Mindful of both Jesus' extraordinary care and concern for children, they have labored to grow students intellectually, spiritually and socially, and to foster similar growth in society. To do anything less was to put an almost insurmountable stumbling block (Mark 9:36-42) in the path of that child.

Robert Littlejohn and Charles Evans underscore education as the cultivation and application of wisdom for the world in which one lives:

To be of any earthly good, a person must understand the world around him and recognize what it needs. He must be capable of discerning between what is true and good and beautiful in society and what is not, and he must be empowered to make a difference through perpetuating the former. In short, he requires wisdom and eloquence. Our activist must understand himself to be the inheritor of a dependable tradition of wisdom that he has the responsibility to steward and to articulate to his contemporary world. (*Wisdom & Eloquence*, p. 18)

For most children, adolescents, and young adults of the developing world, *public* schools have been the primary route for full participation in the economic, political, and social life of their communities. More recently, *private* schools have also provided an additional educational option, especially within slums. Schools, both public and private, teach children how to read and think; to be able to read (including reading the Bible) and compute; and in some cases to design, produce, and sell. Schools enable students to develop a positive self-esteem as their God-given talents are recognized and nurtured.

From earliest times, when the church first pushed out into the world, people have asked: What has Jerusalem (Church) to do with Athens (society)? Some answered, either fearfully or simplistically: “Nothing at all.” Others answered (in the name of ‘being relevant’): “Almost everything in every way.” The religious disjunction between

pietist-withdrawal and cultural-accommodation is still with us today, in our private and academic lives, and also church-sponsored activities, including the schooling of the young.

Two things are necessary if Christians are to relate their personal allegiance to Christ to a public commitment to quality schooling among “the least of these.” They must, first of all, *be better informed* about school realities in poor communities. Then they must *work together* with school leaders, parents, and children to support and strengthen the schools. This is where local churches are challenged to be a catalytic agent for the educational development among the urban poor.

### Public theology and slum schools

Public theology strives to uncover the theological issues that underlie human culture, society, and experience, including schooling. It “points towards a wider and deeper strand of theological reflection rooted in the interaction of biblical insight, philosophical analysis, historical discernment and social formation” (Max Stackhouse). When applied to slum schooling, public theology raises questions that precede practical concerns over how the school is organized, the classroom managed, and the curriculum structured. Its focus, first and foremost, is on the school’s “religious” vision—that is, with the prior *what* and *why* questions. What human and community development goals energize the school? What life orientation or “calling” is reflected in those goals? Why does any of it matter?

How might MATUL students manifest their faith within the context of both the MATUL program and the present course (TUL555)?

1. **Lifestyle solidarity.** One of the MATUL program’s central assumptions is that insight and understanding is revealed, not through physical distance and emotional objectivity, but by sharing in a significant way the experience of being marginalized, un-resourced, and perhaps even mistreated—i.e., through *solidarity*.

2. **Service solidarity.** Building upon lifestyle solidarity (“downward mobility”) is solidarity in the context of cooperative action. The TUL555 course is one of five practical training (field internship) courses, each operating through community organizations based in or serving the urban poor communities where students reside. Each student completes forty hours of voluntary service under the mentorship of seasoned entrepreneur-practitioners.

3. **Personal piety.** The personal character and spirituality demonstrated by the servant-scholar is central to making theology relevant in the public realm (e.g. within schools). However, *piety* must be carefully distinguished from *pietism*. It is fearful of “public” tensions, so seeks to escape into a “bubble” of the private. It withdraws from history and culture into a safe, black-and-white world of rules and codes. Piety, on the other hand, seeks to practice the presence of God in the warp-and-woof of pluralistic urban life.

4. **Cultural engagement.** The MATUL program considers every vocation—whether in for-profit business, civil service, public health, or community education—as a religious vocation. “Religious” to the extent that we make things or change things as God’s image bearers and in accordance with what we understand to be God’s will in the world. invites cultural engagement. Culture happens when a host family pools resources to pay rent; when a church surrounds a substance abusing congregant with love and acceptance; when a teacher explains a mathematical procedure.

During the school internship, MATUL students engage culture as they support teachers and parents in assisting young learners (the “slow” as well as “fast”) in understanding literature and math and science and geography, as well as the “basic skills” that go along with them. Engaging these subjects is just as “religious” as a study of the Bible and church history. Not only do such subjects most directly and productively present the variety and complexity of human existence; they also directly and productively promote the major aims of “Christian” education, namely, growth in *intellectual* insight and understanding, growth in *moral* awareness and choosing, and growth in *creative* self-expression and action.

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**5. Cultural discernment and transformation.** While the integration of faith requires *doing* culture, it also involves *judging* culture. We live and learn in a world of systems, institutions, and structures can do good and evil at the same time.

A radical esteem for the humans created in the image of God may convince us that teaching be suited to the learner's way of learning, *rate* of learning, and developmental *readiness* for this or that concept or skill or inquiry. As image-bearers, young persons are "glorious ruins": "glorious" with a profound need for compassionate encouragement, but also "ruined" with a profound need for compassionate correction. Such a view of persons will inevitably shape *what* you observe during school visits, *how* you value some pedagogical practices over others, and, above all, the *hope* you sustain for human development in the midst of the broken urban systems.

#### IV. Student Learning Outcomes

The learning activities central to *Educational Center Development* aim to connect and enhance learning in several domains: intellectual ("head"), attitudinal ("heart"), and skill ("hands"). By the end of the course, students should be able to:

##### 1. Intellectual ("head")

- 1.1 Summarize factors related to high-performing ("effective") schools within developing countries. [Discussion 1]
- 1.2 Critically evaluate the strengths and weaknesses of "private" vs. "public" schooling for slum dwelling children and adolescents. [Disc 4, Project 2]
- 1.3 Analyze ethnographic data and effectively communicate findings/ideas in writing. [Project 3]
- 1.4 Use theoretical ideas and empirical evidence to formulate and communicate opinions through online Forums. [Disc 1-7]

##### 2. Affective ("heart")

- 2.1 Demonstrate personal warmth, humility, and empathy with school staff and "clients" (parents, children), in both formal (e.g., as a volunteer intern) and informal (e.g., as an informal interviewer) roles, within slum schools. [Projects 1, 3]

##### 3. Skills ("hands")

- 3.1 Demonstrate intercultural, interpersonal, and project management in supporting the goals of an educational center through the community internship. [Project 1]
- 3.2 Successfully use a variety of ethnographic methods (participant observation, informant interviewing, structured reflection) to gain access to, collect information from slum schools. [Project 3]

#### V. Course Materials

Students are responsible to obtain the "required" text (below) in either hard copy or electronic version. Other courses are available online, as indicated in the syllabus. Students will also want to identify local materials that feature case studies of education among urban poor populations from their particular region.

##### REQUIRED

- Tooley, James. (2009). *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Washington, D.C.: Cato Institute. <http://www.cato.org/store/books/beautiful-tree-personal-journey-how-worlds-poorest-people-are-educating-themselves-hardback>

#### VI. Workload Expectations & Grading

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In terms of slum-based schooling, both public and private, we might question the swing toward an authoritarian imposition of subject matter upon young persons in the name of "basic education" or "catechizing." We may find such bald subject-matter "conditioning" in violation of both human personality and good subject matter teaching fully as much as educational permissiveness does.

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*Workload expectations.* Credit values for MATUL courses (including practitioner training courses) are calculated by equating one credit with what, in the professional judgment of faculty, should require an average of approximately 50 hours of “invested learning” activity. Successful completion of *Educational Center Development* earns 3 units of graduate credit and represents approximately 150 hours of deliberate and structured learning activities. Those activities include: self-guided, reading, video viewing, voluntary service in schooling organizations (“internship”), participation in online discussions (“Forums”), ethnographic fieldwork, report writing, and any public presentations.

This 6 unit course delivered over a 15 week and a 12 week term will approximate 10 hours per week including: 3 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (chat), and an additional 6-10 hours consisting of faculty-guided instruction, learning activities / projects and assessment.

<u>Credit-hour Distribution</u>	<u>Approx hours per week</u>	<u>Hours over a term</u>
<u>1. Direct instruction by discussion</u> <ul style="list-style-type: none"> <li>• <u>Discussion Forums</u></li> <li>• <u>Adobe Connect</u></li> <li>• <u>Local Expert Content</u></li> </ul>	<u>1 clock hour per credit hour</u>  <u>1-3 hrs</u>	<u>7 ½ -15</u>  <u>22 ½</u>  <u>10-30</u>
<u>2. Faculty-directed instruction</u> <ul style="list-style-type: none"> <li>• <u>Readings &amp; research</u></li> </ul>	<u>2-5</u>	<u>30-50</u>
<u>3. Learning activities and projects (experiential learning)</u>  <ul style="list-style-type: none"> <li>• <u>Projects</u></li> </ul>	<u>2-7</u>	<u>20-40</u>
<u>4. Assessment (writing)</u>	<u>1-3</u>	<u>25-60</u>
<b><u>Total Hours</u></b>	<b><u>8-11</u></b>	<b><u>140-180</u></b>

The correlation of class hours and assignments with local delivery is to be evaluated in the first week of whichever starts first – local or online (See document *Planning Work Load with Partnering Schools Courses*).

**Grades** are assigned according to the following levels of proficiency:

	<u>APU</u>	
<u>Grade</u>	<u>GPA</u>	<u>Numeric</u>
<u>A+</u>		<u>Not given</u>

A	4.0	95-100
A-	3.7	92-94.99
B+	3.3	89-91.99
B	3.0	84-88.99
B-	2.7	81-83.99
C+	2.3	78-80.99
C	2.0	73-77.99
C-	1.7	70-72.99
D+	0	69-69.99
D	0	68-68.99
D-	0	65-67.99
F	0	0-64.99
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Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to "A", "B", "C", "D" and "F" grades are as follows:

- A** Outstanding performance: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class.
- B** Above average student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- C** Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- D** Below average or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.
- F** Repeat course. Inadequate/insufficient performance.

Grading. Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to "A", "B", "C", "D" and "F" grades are as follows:

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- C** Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- D** Below average or atypical student in terms of participation, preparation, attitude, initiative

in asking questions, time management, and assignment quality — minimally passing in performance.

F Repeat course. Inadequate/insufficient performance.

**VII. Assessments (On-line Discussions and Projects)**

Online Discussions & Course Projects	Weight/ Points
<b>Online discussions (7 Forum discussions):</b>	7
<u>Evaluative Criteria:</u> Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible Writing Mechanics; Timeliness	7
Adobe Connect: "attendance" at calls; quality of participation.	1.
<u>Evaluative Criteria:</u> Attendance; Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible	
<u>Course Evaluation</u>	
<b>Project #1: Educational Center Internship</b>	25%
<u>Evaluative criteria:</u> completed "Service-learning Agreement"; completed Service Performance Evaluation	20 pts.
<b>Project #2: Schools for the Poor</b>	20%
<u>Evaluative criteria:</u> timeliness, completeness, evidence of careful digestion of ideas from readings and videos, analytic depth, and writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness).	20 pts.
<b>Project #3: School Ethnography</b>	20%
<u>Evaluative criteria:</u> timeliness, completeness, evidence of idea integration from assigned materials, writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness).	20 pts.
<b>Local Knowledge:</b>	20%
<u>Evaluative Criteria:</u> Clarity of engagement with mentor/school; extent of engagement with local literature; analysis of input	20 points
<b>Totals:</b>	100% 100 pts.

**Online Discussion Guidelines**

Online discussions ("Forums" in Sakai) are typically organized dialogs or conversations that take place in Sakai. The Forums enable MATUL students and faculty to link messages in order to exchange project-related insights from geographically dispersed locations.

During discussions, students interact with *content* (e.g. assigned readings and videos), their *classmates* (via discussion, peer review), and with the *instructor* (as they seek to instruct, guide, correct, and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All students have a "voice" in the discussions; no one—not even the instructor—is able to dominate or control the conversation. Because the course is available *asynchronously* (i.e. at any time and from any location with an Internet connection), online discussions enable participants to reflect on each other's contributions, as well as their own, prior to posting. As "iron sharpens iron," each student's contribution enhances the learning of all other students, and feeds

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back into our life within our host communities.

To make this process work for all, "posts" must be made during specified time periods (as specified under each project). ***This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods.*** To write substantive posts, you will need to stay healthy, focused, and organized.

#### *Procedure*

- Begin a particular project within the specified time period.
- Wait for the instructor to pose a topic-related query.
- Each student responds with an initial, substantive post.
- Students respond to each other's posts.
- Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

#### *Guidelines for participation*

- Students adhere to specific timeframes for discussion and reflection.
- For each topical thread, each student contributes at least three (3) posts.
- Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

## **VIII. Course Policies**

### **LATE ASSIGNMENTS**

All assignments are due by the specified deadlines. This strictness regarding the submission of completed assignments is to guard students from procrastination and falling behind in their academic and field assignments.

### **INFORMATION LITERACY**

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

### **ACADEMIC INTEGRITY**

The mission of the MATUL program includes cultivating in each student not only the knowledge and skills expected of a "master", but also the characteristics of academic integrity that are integral to Christian community. Those privileged to participate in the MATUL educational community have a special obligation to observe the highest standards of integrity, and a right to expect the same standards of all others. Students assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Some of the most noteworthy forms of academic misconduct include:

- Presenting the work of another as one's own.
- Quoting directly or paraphrasing without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- Receiving assistance from others in informational research or field data collection that constitutes an essential element in the undertaking without acknowledging such assistance.
- Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).

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Violations of academic honesty will result in sanctions that may include a failing grade for the assignment, a failing grade in the course, and/or academic probation.

**IX. Online Schedule At-a-Glance**

Viv Grigg's Skype name: <vivgrigg>

Adobe Connect call times: LA: Thursday 6:30 pm = Manila Friday 10:30 am = Bangkok Friday 9:30 a.m. = India Friday, 7:00 a.m.

TD = Threaded Discussion

WEEK	DATES	DISCUSSION (FORUM & ADOBE CONNECT)	PROJECT DUE DATE
1	01/07-01/12	01/08 Course orientation [Adobe Connect]	
2	01/13-01/19	#1: 01/07-01/19	
3	01/20-01/26	#2: 01/21-02/02	Project #1: 01/26
4	01/27-02/02		
5	02/03-02/09		Project #2: 03/02
6	02/10-02/16	#3: 02/12 [Adobe Connect]	
7	02/17-02/23	#4: 02/10-02/23	
8	02/24-03/02		
9	03/03-03/09		
10	03/10-03/16		
11	03/17-03/23	#5: 03/19 [Adobe Connect]	
<b>EASTER BREAK [03/24-04/01]</b>			
12	04/02-04/06		Project #3: 04/06
13	04/07-04/13	#6: 04/07-04/20	
14	04/14-04/20		
15	04/21-04/27	#7: 04/21-05/03	
16	04/28-05/03		

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**X. Syllabus**

## TOPIC 1. Third World Schooling [Weeks 1, 2]

Since the 1950s, enrollments in schools throughout the developing world have greatly expanded. But enrollment does not guarantee quality education—that is, the mastery of basic knowledge and skills. This is especially so during periods of sharp economic decline, where schools must do more with less. Child populations are also doubling every 20 years in many countries, increasing demand without a corresponding increase in supply. In many cases, the conflict between ever-rising enrollments and falling resources severely erodes school quality. We begin the course by framing the issues bearing upon “third world” schooling—both the causes of the problem and the strategies being proposed for addressing them.

### Preparations

- **Read:** “Issues in Basic Education in Developing Countries: An Exploration of Policy Options for Improved Delivery” <http://home.hiroshima-u.ac.jp/cice/chimombo8-1.pdf>
- **Read:** “Developing-world Education” <http://www.givewell.org/international/education/detail#Improvingqualityofschooling>
- **Read:** “Education for the Urban Poor in Bangladesh” [http://www.create-rpc.org/pdf\\_documents/Bangladesh\\_Policy\\_Brief\\_1.pdf](http://www.create-rpc.org/pdf_documents/Bangladesh_Policy_Brief_1.pdf)
- **Read:** “Primary Education in Developing Countries” [See “International Commitments” link in right-hand column. Read “The Right to Education,” “Education for All,” Millennium Development Goals,” and “Fast Track Initiative” links. [http://portal.unesco.org/education/en/ev.php-URL\\_ID=33163&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=33163&URL_DO=DO_TOPIC&URL_SECTION=201.html)]

### Discussion #1: Third World Schooling [Dates: 01/17-01/19]

The urban poor are among the worst-served groups, education wise, in the developing world. Our task this week is to understand *why*. (1) **Read** the materials for this week. (2) **Write:** In two paragraphs, explain five (5) of the most important issues framing “basic education in the developing [urban] world.” Provide direct references to the readings (author, page #). (2) Then describe what is being initiated at a global level to raise the access to and quality of schooling. (3) Lastly, venture an opinion, based on your reading, of how “quality basic education” (primary/secondary education) should best relate to “training in production skills” (technical education)? Should they be joined or separated? **Post** and **comment** no later than **Sat. 01/19**.

## TOPIC 2. Educational Center Internship [Weeks 3, 4]

You will select either a public or private school for a 40-hour internship by **01/26**. This internship is designed to help you develop a mentored, experiential awareness of the educational issues which we will read about and discuss during the course, all the while lending support to the teachers, parents, and/or children. Choose a school with either a general education (primary/secondary) *or* vocational training mission. *Note:* If you do choose one of the many “private” (for-profit) schools within a particular slum community, it must meet the following two criteria: (1) be primarily funded by urban poor student tuitions (i.e. not subsidized by outside/foreign funds); and (2) model social entrepreneurialism, with local school leaders also being creative business persons. At the close of the service term, a copy of the completed “Service-learning Agreement”, along with a brief Service Performance Evaluation, will be sent to your Supervisor. Scores on both products will factor into the grade for Project 1.

### Discussion #2: Educational Center Internship [Dates: 01/21-02/02]

**Write** responses to the following questions: (1) What *level* of school (primary, secondary, young adult) and *type* of school (basic education or technical training) are you most interested in? Why? (2) In what *school*, serving what student *population*, have you secured a placement? (3) Have you met with a supervisor to draft an Agreement? (4) What do you most look forward to learning within that school setting? What are you most insecure about? **Post and comment** no later than **Sat. 02/02**.

### **Project 1: Educational Center Internship**

*The essence of creating sustainable social change lies in cultivating linkages between ecology, economy and social systems to facilitate community development such that indigenous communities increase their capacity to address their own issues. (Alan Fowler)*

The 40-hour internship project aims to create an intersection between urban poor educational development and voluntary service. Internships or service learning projects have become increasingly popular and powerful pedagogical tools within higher education. In pairing voluntary community activity with course content, "service learning" becomes something much more than merely faculty-directed volunteerism. Rather, it becomes a carefully planned, deliberate integration of course content with compassionate service in and with the community. As a foreign "intervention," the internship aims to increase the capability of school stakeholders (leaders, teachers, parents, students) to improve the health, relevance and viability of educational centers within turbulent slum environments. It also serves the learning goals of student-servers, as it contextualizes course material in a real-life setting. Students learn to think more critically, act in relation to complex problems, and strengthen their personal values. By integrating course content with real work, the internship becomes meaningful to both students and school stakeholders.

Especially within private (for-profit) slum schools, education is a social enterprise, combining social (educational) and economic activity to achieve three key objectives: educational development, economic viability, and sustainability. The educational center internship enables you to gain awareness of the opportunities and constraints on urban poor schooling, especially as local residents take action to improve educational access and quality for the next generation.

#### **Procedure**

1. *Placement*: No later than 01/26, identify an educational center that meets the two stated criteria and welcomes you to be involved in their work. (No more than one student at any school site.)
2. *Supervision*: Identify someone in the school that is willing to serve as your supervisor-mentor.
3. *Agreement*. Complete the "Service-learning Agreement" in consultation with the school supervisor. That Agreement should detail the meaningful project work you will be involved in.
4. *Work & Write*. Write a 3-4 page paper that compares and contrasts the internship school with at least five (5) schools profiled under Topic #3 ("Slum Schools"). As described in Project #1, address five features: (1) physical setting, (2) student population, (3) leadership, (4) curriculum, and (5) pedagogy.
5. *Evaluation*. Supervisor completes the "Service Performance Evaluation" sent by course instructor, and sends it back to instructor

### **TOPIC 3. Slum Schools** [Week 5]

The video and written profiles below document the remarkable diversity of school types serving urban poor populations. As your internship gets under way, dedicate several hours of reading and viewing in order to appreciate the creative ways education is being made accessible, affordable, and relevant to slum dwellers. Take notes on (1) physical setting, (2) student population, (3) leadership, (4) curriculum, and (5) pedagogy, perhaps by organizing a

table of some kind. You can then draw on that information to produce your Educational Center Internship report (see Project 1).

### Preparations

- **View:** Charles Leadbeater, "Educational Innovation in the Slums" <http://www.youtube.com/watch?v=6X-8TA4RBog> [20 min.]
- **Read:** Pratham (India): <http://www.educationnews.org/international-uk/the-global-search-for-education-more-from-india/> And: [http://www.youtube.com/watch?v=R5z\\_b4aw20c](http://www.youtube.com/watch?v=R5z_b4aw20c) [3:30]
- **Read:** Pushcart Classrooms (Manila): <http://thisgivesmehope.com/2012/06/28/344-pushcart-classrooms-for-manilas-slum-children/>
- **Read:** Sugata Mitra's "Hole in the Wall": <http://getideas.org/resource/education-30-examples-hole-wall/>
- **View:** "Barefoot College" (vocational education in India): <http://vimeo.com/37794746#> [2:30]
- **Read:** "Education Against All Odds" (vocational education in Afghanistan): <http://www.guardian.co.uk/global-development/video/2012/apr/25/education-against-odds-afghanistan-audio-slideshow>
- **Read:** Grameen Slum School (Dhaka): <http://blogabiv.com/?p=141>
- **Read:** Slum School (Bali): <http://www.sacredchildhoods.org/projects/slum-school>
- **Read:** Mercy Center (Klong Toey, Bangkok): [http://www.mercycentre.org/index.php?option=com\\_content&view=article&id=131%3Ahuman-development-foundation--klong-toey-bangkok-revolutionizes-slum-education&catid=3%3Aspecial-events&Itemid=44&lang=en](http://www.mercycentre.org/index.php?option=com_content&view=article&id=131%3Ahuman-development-foundation--klong-toey-bangkok-revolutionizes-slum-education&catid=3%3Aspecial-events&Itemid=44&lang=en)
- **Read:** Independent Slum Schools (Kibera, Nairobi): <http://redrosechildren.blogspot.com/2007/05/kibera-slum-schools-educational-day.html>

### Discussion #3 (Adobe Connect call): Slum Schools [Date: Tues., 02/12]

During this week's [Adobe Connect](#) call, we will check in regarding our various internship experiences, and discuss some of the elements of school cultures within slum communities (e.g. physical setting, student populations, leadership, curriculum, pedagogy).

### TOPIC 4. Private or Public Schools for the Poor? [Weeks 6, 7, 8]

Over the last few decades, the accepted wisdom throughout the developing world has been that private schools are for rich people and everyone else, especially the rural and urban poor, are to be educated within public (government-sponsored) schools. More recent research conducted by scholars like Justin Sandefur, James Tooley, and Pauline Dixon have begun to challenge this orthodoxy. They have discovered that poor people have remarkably innovative ways of helping themselves, and in some of the most destitute places on Earth. For the next **3 weeks**, we will immerse ourselves in this debate. We will assess the benefits and drawbacks of both models in relation to parent/student motivation, cost, instructional quality, and learning productivity (achievement). Our reading and video viewing, in tandem with our practical training (internship), prepares us to compose an analytic report (**Project 2**) that conceptually "frames" the ethnographic research that will follow (**Project 3**).

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## Preparations

- **Read:** Opposing viewpoints in the debate:
  - *Justin Sandefur* (Center for Global Development): <http://www.oxfamblogs.org/fp2p/?p=11047> [pro-privates]
  - *Kevin Watkins* (Brookings Institution): <http://www.oxfamblogs.org/fp2p/?p=11064> [pro-publics]
- **Read:** Oxfam, "Resourcing Global Education" <http://www.oxfam.org/sites/www.oxfam.org/files/resourcing-global-education.pdf>.

This document expands on the pro-publics position. The good people at Oxfam make the case for increased levels of **bilateral assistance** by the U.S. and other rich countries to poor countries in order to build schools, train teachers, and provide school supplies. They would also support the **Millennium Development Goals (MDGs)**, one of which is to achieve universal primary education. To help poor countries make progress toward this goal, Oxfam advocates for the financing of the Fast Track Initiative (FTI), which, since 2002, has contributed hundreds of millions of dollars to an educational fund serving the poorest of the poor worldwide.

- **View:** James Tooley on Stossel. <http://www.cato.org/multimedia/video-highlights/james-tooley-discusses-private-education-poor-countries-fbns-stossel> [7 min.]
- **View:** "The Education Divide in Hyderabad": <http://www.youtube.com/watch?v=olGE0QeHiG8> [4:15]
- **View:** Pauline Dixon, "How slum schools are serving the poorest": <http://www.youtube.com/watch?v=gzv4nBoXoZc> [15:30]
- **Read:** James Tooley. (2009). *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Washington, D.C.: Cato Institute. <http://www.cato.org/store/books/beautiful-tree-personal-journey-how-worlds-poorest-people-are-educating-themselves-hardback>

This is the core text for the course and should be read in its entirety. Tooley is a great storyteller, descriptively chronicling his own "journey" to social worlds where he documents private forms of schooling serving slum dwellers and rural poor.

## Discussion #4: Private or Public Schools for the Poor? [Dates: 02/10-02/23]

Most developing countries provide public education at the elementary and high school levels. Such schools enroll approximately 90 percent of primary and 70 percent of secondary school students, and are free, or almost free. But increased demand and reduced public sector funding has produced a situation where private schools have proliferated in urban poor communities. Should countries relax restrictions on establishing or expanding private schools? Should governments provide loans to private schools, and restrict the number of available places in public schools? Would doing so generate more resources for education, and also lead to greater efficiency and improved quality? Since private schools compete for students, and are accountable to parents who pay the bills, would state support for private schools incentivize schools to adopt teaching practices and use staff and educational materials effectively and economically?

These are some of the "policy" questions being debated today, and the assigned readings on the topic should at least enable you to venture a very tentative opinion as a way to "prime the pump" for Project #2. (1) **Read** and **view** the assigned materials. (2) Then **write** a two-paragraph (minimum) response to the following question based on your reading, viewing, and personal experience: *Would a high school student, selected at random from a general student population in a slum community, do better in a public or private school?* Be sure to support your response with

empirical evidence drawn from the assigned materials. **Post and comment** no later than **Sat. 02/23**

## Project 2: Schools for the Poor

*The Beautiful Tree* tells the story of *private* education among the world's poor—not mission schools for the rich, or even government schools run for the poor, but co-operative, community-based schools that are accountable to, and paid for, by the poor themselves. The book begins in the slums of Hyderabad, and then moves to Nigeria, Ghana, Kenya and China to tell the story of the slum schools of the developing world. In every place, he traces the story of the forgotten and undervalued community school, some of them sponsored by churches or churchpersons.

In a 4-5 page, single spaced paper, respond to the questions below. Organize the paper with a title page, reader-friendly sub-heads, and page numbers. Carefully and generously reference (author, page #s) ideas with direct quotations from at least 6 chapters of *The Beautiful Tree*. This is the primary source, along with the Oxfam report. Scored on the basis of timeliness (submitted on time), completeness, evidence of careful digestion of ideas from readings and videos, analytic depth, and writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness). **Submit no later than Sat. 03/02.**

1. What factors underlie the growth of private schools throughout the developing world?
2. What do Tooley and Dixon describe/illustrate as the main problems with state-sponsored schools?
3. What two (2) stories of private slum schools in *The Beautiful Tree* particularly captured your imagination? What features of these school inspired you?
4. What problems or limitations do Kevin Watkins and Oxfam highlight with the market-based “solutions” espoused by Tooley and Dixon?
5. Tove Wang of Save the Children also doubts if private schools, however plentiful, can ever cater for the very poorest. Poor parents go private, she argues, only when state schools are dire. If the publicly financed ones improved, they would be more popular. Do you agree? Why or why not?
6. After processing both positions, venture a reasoned opinion in response to our central question: *How can a high-quality (creative, relevant) and affordable education be made available to children and adolescents resident in the world's slums?*

## TOPIC 5. Inside Slum Schools [Weeks 9, 10, 11, 12]

In Project #2, we asked how a high-quality (creative, relevant) and affordable education might be made available to children and adolescents resident in the world's slums. But the unpleasant fact is that high-quality *opportunities* rarely translate into full *enrollments*. As UNESCO discovered through its program Education for All, educational systems can provide free, universal *access* to primary schooling, temporarily increasing school enrollments, sometimes quite dramatically, only to see many children drop out before finishing school. *Why don't these kids persist? What factors influence whether or not slum-based parents continue to send their children to school?*

Many locate the problem *inside* slum schools. Foreign visitors are especially shocked at the conditions of schools across the developing world, with many lacking the most basic equipment and school supplies—textbooks, blackboards, desks, benches, and sometimes even classrooms. Trained teachers are often unavailable, especially in remote rural areas. Shortages of teachers and school buildings result in double shifts or very large class sizes (upwards of 70 students). Teachers who are “present” often have weak incentives and little supervision. Consequently, absenteeism and “time off task” run high. Like in India where government teachers are absent 25 percent of days and teaching less than 55 percent of the time.

And these are just the *school*-based problems. Other factors—rooted in family, culture, and community—make the provision of quality, affordable education one of the great human development challenges of the 21<sup>st</sup> century. Project #3 explores these dynamics through structured observation and interviewing in slum-based schools. The goal is to

comprehend the complex set of factors that underlie educational center development in urban poor communities throughout the world.

### Preparations

- **Read:** Orangi, Karachi: <http://blogs.tribune.com.pk/story/13302/is-education-for-karachi-slum-dwellers-a-waste-of-time/>
- **Read:** Y. P. Aggarwal & Sunita Chugh (2003). "Learning Achievement of Slum Children in Delhi" <http://www.nuepa.org/Download/Publications/Occasional%20Paper-34schugh.pdf>
- **Read:** Stuart Cameron, "Education in Slums of Dhaka, Bangladesh": [http://www.create-rpc.org/pdf\\_documents/UKFIETstuartcameronpaper.pdf](http://www.create-rpc.org/pdf_documents/UKFIETstuartcameronpaper.pdf)

### Discussion #5 (Adobe Connect call): Producing a School Ethnography [Date: 03/19]

During this week's [Adobe Connect](#) call, we will again check in regarding our internships. Then we will review the expectations and procedure in completing Project 3. Special emphasis will be given to *analyzing the factors affecting the relative efficiency of public and private schools*.

### Project 3: School Ethnography

Over the past 50 years, ethnographic research has helped us understand how schools operate in culture and society. It has created a basis for critiquing purely behavioristic (psychological) explanations of teaching and learning by widening the framework of data collection and analysis to include family, community, and organizational (sociocultural) factors. Our limited ethnography (Project 3) will be the product of a questioning process, informed by experience in the field (internship) and knowledge of issues (course-related reading and video-viewing). Through the internship, you will have learned to observe and ask questions as a means of serving with certain contextual understandings. Now, during the ethnographic research phase, you will use a more explicit set of questions as an idea base from which to comprehend various educational processes in two different types of schools.

#### Procedure

1. Identify two (2) schools serving slum-resident children or adolescents—one **private** and the other **public**. (One of the two schools can be the slum school where you are interning.)
2. Conduct a series of broad, "big picture" observations on 8 dimensions of organizational life (below). Take detailed notes. Convert these notes into a rich **description** (approx. 3 pages for each school).
  - *Space:* the physical plant
  - *Actors:* the people involved as students, teachers, administrators, parents, volunteers, etc.
  - *Activities:* the typical set of related acts that school actors do
  - *Objects:* the physical things which are present in the setting for educational purposes
  - *Acts:* single acts that people do that have special meaning
  - *Events:* a set of related activities that people carry out (e.g. a "lesson")
  - *Goals:* the main things people are trying to accomplish
  - *Feeling:* the emotions that are felt and expressed by actors
3. Conduct semi-formal interviews with **school leaders** and either **teachers or parents**.

*School leaders*

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- Collect information related to the following questions: (1) When and how was the school founded? [Probe for the steps taken to develop an educational center—from original vision to actual student enrollment. What were the political, financial, and human resource (finding competent leaders and teachers) obstacles?] (2) How did they overcome the many forces that discourage schooling among slum children (see readings)? (3) Is their *primary* goal to improve school attendance (increase # of students) or to improve school quality? What strategies do they have in place to make progress in either area? In particular, what indicators do they use to track improvements in school quality?

*Teachers or parents*

- Arrange interviews with at least 2 teachers or parents from each school. (1) Ask teachers/parents at the private school: *Why are parents willing to make a considerable financial sacrifice (i.e. pay fees) when “free” public schools are available?* (2) Ask teachers/parents at the public school: *What are the main reasons children enroll in public schools rather than private schools?*
4. **Analyze** the observational and interview data for the key factors—individual, family, cultural, community, and school—that explain (a) school participation and (b) learning productivity (academic quality) in both the private and public school. (The table below can help you mentally organize the data.) Include references to the articles (see “Preparation”) that explain why many slum parents and kids make a rational choice *not* to attend school.
  5. Write a 7-8 page, single spaced report of your observational and interview data. Organize the report into three sections: (a) **Introduction**: overview of slum community and research methods used to collect data. (b) **Description** of the 8 dimensions of organizational life for each school. (c) **Analysis** of the factors that facilitate and/or impede the access of urban poor kids to a quality education, and what could be done in order for a high-quality education to be broadly available to them. Give the report a title. Include sub-heads and page #s. Spell- and grammar-check prior to submission.
  6. [Required step] Present a copy of the report to the lead administrator at each of the two schools. Ask them to correct any inaccurate data and suggest any revisions (additions, deletions) that would strengthen the report. Schedule a meeting to review the recommendations and to discuss related issues. Revise the report based on this feedback. **Submit the report no later than Sat. 04/06.**

*Factors affecting the relative efficiency of public and private schools*

Factors	Private	Public
<b>Individual Factors</b> - Gender of student - Caste background of student/family - Student's motivation		
<b>Family Factors</b> - Family size - Household income - Parents' educational level - Parents' educational aspirations		
<b>Cultural Factors</b> - Parental fear of harassment and abuse (female students)		
<b>Community Factors</b> - Environmental conditions - Job opportunity structure - Transport access to schools		



- Peer effects		
<b>School Factors</b> <ul style="list-style-type: none"> <li>- School admission procedures</li> <li>- Cost of tuition and uniforms</li> <li>- Medium of instruction</li> <li>- Overcrowding (pupil-teacher ratios)</li> <li>- Infrastructure: lack of piped water; lack of toilets for girls;</li> <li>- Teachers: lack of female teachers; high rates of teacher lateness and absenteeism; teacher behavior</li> <li>- Availability of instructional aids and materials</li> <li>- Incentives: e.g. mid-day meals,</li> <li>- Classroom pedagogy</li> </ul>		

**TOPIC 6. Improving Female School Participation** [Weeks 13, 14]

If there is one conviction that most development activists share, it is this: Gender equity is the biggest moral challenge facing the international community today, and girls' education is the single most cost-effective instrument for achieving it. Increasing female participation in schools is not only cheap; it opens minds, gives girls new career opportunities and ways to generate cash, leads them to have fewer children and invest more in those children, and it tends to bring women from the shadows into the formal economy and society. While no panacea, educating girls probably has a greater transformative effect on a country than anything else one can do.

**Preparations**

- **Read:** *The State of the World's Children 2004* [chs. 2, 4] [http://www.unicef.org/publications/index\\_18108.html](http://www.unicef.org/publications/index_18108.html) The report focuses on the relationship of girls' education to social and economic development.
- **View:** The 3 short video clips of that underscore the need for expanding women's schooling opportunities <http://www.halftheskymovement.org/issues/education>
- **View:** "Kibera School for Girls" <http://inkibera.org/baba-diana/> [4:16]
- **Read:** Maureen Lewis and Marlaine Lockheed. "Overview" (p. 1-17) in *Inexcusable Absence: Why 60 million girls are still out of school and what to do about it*. Washington, DC: Brookings Institute and the Center for Global Development. <http://www.cgdev.org/content/publications/detail/11898/>

**Discussion #6: Improving Female School Participation** [Dates: 04/07-04/20]

After digesting the readings and video clips for this week, **write** a two-paragraph (minimum) response to this question: *Drawing from the week's materials and your own experience, what factors restrain urban poor girls, along with their mothers, from fully participating in local educational centers, whether at the primary, secondary, technical levels?* **Post** and **comment** no later than **Sat. 04/20**.

**TOPIC 7. Educational Innovation in the Slums** [Weeks 15, 16]

To round out the course, we will consider examines how social entrepreneurs around the world are devising new approaches to learning in extreme social circumstances (slums and shanties) where financial and human resources are limited at best. The radically innovative approaches presented by Charles Leadbeater, Mark Epstein, and Kristi

Yuthas challenge conventional wisdom about schooling and provide new insights into how the developed world should reform its education systems.

**Preparations**

- Charles Leadbeater, "Educational Innovation in the Slums" <http://www.youtube.com/watch?v=6X-8TA4RBog> [19:30]
- Charles Leadbeater, "Learning from the Extremes" white paper. Retrieved May 5, 2012, from [http://www.cisco.com/web/about/citizenship/socio-economic/docs/LearningfromExtremes\\_WhitePaper.pdf](http://www.cisco.com/web/about/citizenship/socio-economic/docs/LearningfromExtremes_WhitePaper.pdf).

*Mapping educational innovation*

	FORMAL	NON/INFORMAL
Sustaining	Improve	Supplement
Disruptive	Reinvent	Transform

- Mark J. Epstein & Kristi Yuthas, "Redefining Education in the Developing World": [http://www.ssireview.org/articles/entry/redefining\\_education\\_in\\_the\\_developing\\_world](http://www.ssireview.org/articles/entry/redefining_education_in_the_developing_world)

**Discussion #7: Educational Innovation in the Slums [Dates: 04/21-05/03]**

In the final analysis, the "text" of education for slum dwellers cannot be separated from the "context" of megacity life, and especially the intense pressures (congestion, job scarcity, water and food provision, moral decay, pollution, and income inequality) that are everyday realities. To prepare for our final discussion, please view and read the materials for this week. Then write a two-paragraph (minimum) response to the following questions: *What forms should urban education at the primary and secondary levels take in the coming decades? What unique combination of relevant content, practical applications, and moral/spiritual development will slum children need in order to thrive (or at least survive) in the urban worlds they will inherit?* Reference relevant ideas from the readings and videos. **Post and comment** no later than **Friday 05/03**.