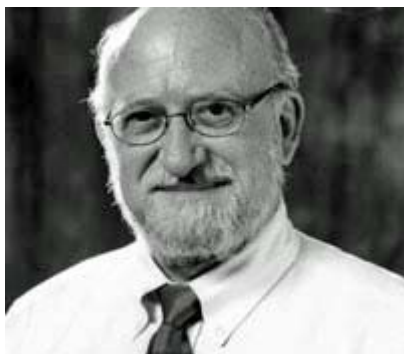


## GSID Open Seminars on Comparative Education by Dr. Stephen Heyneman



Being a former president of the Comparative and International Education Society (CIES) of the United States, Dr. Heyneman has made significant contributions to the academic discussions in this field. His statistical analysis of the relationship between school quality and students' academic achievement, conducted in the 1980s, is one of the classics. His CIES presidential address on the role of comparative education in international development and its academic boundaries,

which will be the topic of one of two open seminars, has provoked a lot of discussion. He served the World Bank for 22 years and had been involved in its educational policy-making and operation in various capacities, covering wide geographic areas from Africa, Middle East, Europe, and Central Asia. He will share his insider view on the World Bank education policies since the 1970s in the second open seminar on Nov. 11.

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### Open seminar (1)

#### The Future Role of Comparative Education in International Development

Date & Time: 15:00 – 17:00, November 10, 2008

Venue: Conference Room #1 (GSID 8<sup>th</sup> floor)

Education and human capital are traditional components in strategies for economic development. Recently however questions have been raised about the relevance of Comparative and International Education and the success of education as political strategy.

Dr. Heyneman will discuss each. He will point out how Comparative and International Education can regain its relevance and how the international community, including in Japan, can be more successful in using education in stimulating economic development.

### Open seminar (2)

#### Making Educational Policies at the World Bank

Date & Time: 10:00 – 12:00, November 11, 2008

Venue: Conference Room #1 (GSID 8<sup>th</sup> floor)

How has the World Bank developed its education-related policies and lending strategies? When the World Bank started to be involved in lending for education in the late 1960s, the focus was on technical and vocational education at the secondary level. Nowadays, the majority of the Bank's educational lending is directed to primary education. What have been the theoretical and political drives for the changes in the Bank's policies for educational assistance? Dr. Heyneman will share his analysis of causes and effects of these changes based on his 22-year experience of working with the Bank.