

Trends in US Education and their Relationships to International Development in Education

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Donor Logics and National Interest

- What is **donor logic**?
 - **Corporate logics**: standardization, scalability
 - **Political logics**: influence, global standing, historical relationships
 - **Pattern logics**: best practices, transferability
- What is **national interest**?
 - **Reflects domestic priorities**: economic development, diasporic interests
 - **Strategic political interests**: energy, markets, geopolitical concerns
 - **Moral and ethical interests**: human rights, freedoms

Uncovering the Deep Roots of National Interest

- **US:** Freedom (Ethnic Self-Determination, Colonialism), Democracy, Economic and Market Opportunities, Global Stature
- **CN:** Stability, Domestic Non-Interference, Economic Development, Global Stature
- **JP:** Access to Natural Resources, Market Opportunities, Domestic Stability
- **FR:** Equality, “French Values”, Global Stature
- **UK:** Merchantilism/Open Markets
- **RU:** Regional Stability, Global Stature

Exporting “generalizable values” > “national values”

How do these deep logics impact education development aid?

- Language promotion: US, UK, France, Japan, China, Germany
- Technology: US, UK
- Training: Singapore, Australia, Japan
- Curricular Reform: US, UK, multilateral organizations
- Equipment: Japan, Korea, China (emerging)
- Vocational Education: Germany, Denmark
- Many countries, and by extension, their NGOs and philanthropies, try to export what that country does “best” (Steiner-Khamsi, 2008)
- **Thus, how these “best” things emerge and develop *within* a country may help us understand how they will be exported abroad later.**

National Interest ≠ Donor Logic

- In the United States, private organizations, foundations, churches, donate over **six times** the development aid of the US government.
- Donor Logic may reflect **domestic, private, religious and corporate** interests
- **Hard Power** (*compliance*) and **Soft Power** (*persuasion*)
- Donor Logic also reflects the **pattern logics within the donor country**
 - *Technology*
 - *Accountability*
 - *Gender*

Technology in US Education

- Technology Integration into Classrooms
 - One computer per student / iPad Classrooms
 - Smart Boards
 - “Blizzard Bags”
 - Online Schools / Massive Online Open Courses (MOOCs)
- Technology Integration in Educational Administration
 - Online gradebooks
 - Predictive Analytics
- Technology Integration in Parental Relationships
 - Homework assignments
 - Parent-Teacher relationships
- Social Media:
 - Student activity / Cyberbullying
 - Teacher and School Activity

Tech: Some Critical Questions

- **Technology Integration into Classrooms**

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- **Technology Integration in Educational Administration**

- Online gradebooks
- Predictive Analytics/Early Interventions

- **Technology Integration in Parental Relationships**

- Homework assignments
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- **Social Media:**

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- **Technology Integration into Classrooms**

- Go to internet for “information” and “the answers” – need for **critical (media) literacy**
- Technology as Entertainment, Distraction
- Technology “Middle Men”, “Mediation”

- **Technology Integration in Educational Administration**

- Improved student access to assessments
- Deterministic approaches?

- **Technology Integration in Parental Relationships**

- Assumes that all parents/families can access internet, have hardware

- **Social Media:**

- Cyberbullying (Twitter, YikYak)
- Teacher’s Status in Community?

Accountability in US Education

- Accountability originates in Taxpayer Revolts and Post-Civil Rights “Dog Whistle” Politics (1970s); Neoliberalism (1980s), and Post-Cold War Politics (1990s)
- Strongly driven by anti-union, anti-professional approach to teaching
 - Charter Schools, Teacher/Faculty as Professional vs. Employee
- Impact of Comparative and International Assessments:
 - Case of Arkansas and Governor Clinton (1980s)
 - PISA Shocks – Global Competition
 - Common Core: Toward a National Curriculum (Sciences vs. Humanities – ERfKE example)
- From student to teacher accountability: Obama’s *Race to the Top* (2009)
 - Community and Parent Accountability: “Cultures of Study”
- The faces of Accountability:
 - Mayoral Takeovers of Urban Districts (NY, Chicago, Detroit have no school boards)
 - Rapid Expansion in State-wide testing
 - (Mis)Use of Testing Data: “Data-Driven”

Critical Reflections on Accountability

- “Data” not value-free; the questions that generate data are value-laden, thus we must ask not just “what do the data tell us”, but “what and how do the data ask?”
- Testing regimes are driven by corporate interests: \$\$\$\$
- Built on notions of **competition**, rankings
- Interest Convergence Theory (Bell, 1980): *policies negatively impacting poor and minority will only change when those in power see it in their interest to change*
 - Race-based preferences vs. “Holistic Approaches”
 - Middle Class Parents revolt in Seattle, NY State (2013-14)
- Anti-democratic and *Seeing Like a State*

Gender / Sex / SOGI-LGBT

- Girls' and Women's Education and Access
 - Primary education – 1840s
 - Higher Education – elite schools were not co-educational until the 1970s (Title IX)
- Feminization of the Teaching Force, and its Status
- Male and Female Performance in Sciences v. Humanities
- Gender Gaps in Pay, “Glass Ceiling”
- More women graduate from college than men; male students more likely to dropout and be suspended
- **Emerging Issues:**
 - SOGI-LGBT issues / bullying
 - Sexual Assault at Universities

Emerging Issues

- **SOGI (Sexual Orientation/Gender Identity) Representation in Schools**
 - Curricular:
 - California History Curriculum / “Humanities Wars”
 - Sex Education
 - Teacher Training and Employment Rights
 - Student Organizations: Gay-Straight Alliances
 - Bullying and School Safety
- **Sexual Assault / Women’s Safety**
 - Nearly $\frac{1}{4}$ of women report being sexually assaulted by the age of 25
 - Campus Reporting of Crime required by US Government
 - Campus Administrators often handle complaints, do not contact police

Critical Issues with Gender/Sex/SOGI

- Sexual assault issues are not considered problems, no legal ramifications; victim blaming very prevalent globally;
- 2012 Effort by USAID to create aid contingency around LGBT rights backfired – it put very negative attention on LGBT rights activists
- Strong cultural, religious objections in some parts of the world to LGBT rights
- Republican administrations are very unlikely to support LGBT until it can be seen in the 'national interest' (HIV/AIDS)

Donor Logics and US Expansionism

- The universalist and colonial foundations of American identity makes it particularly prone to *the logic of expansionism*.
- The rich nature of US civil society, coupled with a universalist identity, and domestic resources from interested parties, helps explain how national concerns become international over time
- *Failed* attempts in social policy can export themselves
- **US Government** promotion of policies and practices in education respond to domestic concerns:
 - **Economic**
 - **Strategic/Military**
 - **Moral/Socio-Political**

Critical Reflections on the Export of Educational Ideas

- Technology:
 - Heavily driven by corporate interests (Microsoft, Cisco, Apple)
 - *Hardware* mentality vs. *Developmental* approach in Education
- Accountability
 - Conceptual challenges with reciprocity: *does society give, or give back?*
 - Increasingly intrusive into classroom practices, challenging teach
- Gender/LGBT
 - Resistant cultural patterns in some countries
 - Cultural critiques suggestive of past colonial rule

Thank you, Professor Yamada!

Questions and Comments?

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