

## Helpdesk Report: International Education Training

Date: 26 June 2013

**Query:** Identify postgraduate level distance learning education courses based in the UK.

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#### 1. Overview

Findings include:

- The Institute of Education offers some relevant modules as distance learning but not all modules to complete an MA qualification. The full International Education MA course is mixed mode delivery.
- One relevant module was found run by the Open University: Education for Development.
- Two institutions from outside of the UK were included. The International Institute for Education Planning (IIEP) have a virtual campus with relevant modules that can go towards an IIEP Diploma or MA. A module based at Queen's University, Canada is included as it has a specific focus on evaluation.

#### 2. Institute of Education

The full International Education MA courses run by the Institute of Education are mixed mode, including face-to-face daytime or evening sessions, intensive modules, and online learning.

**The following four modules are delivered virtually:**

##### 1) Education and International Development: Concepts, Theories and Issues

[http://www.ioe.ac.uk/study/MMAEID\\_17.html](http://www.ioe.ac.uk/study/MMAEID_17.html)

This module introduces a range of concepts from the social and political sciences that assist the understanding and analysis of the relationship between education, learning and international development in low and middle income countries. The module also explores critically the changing links between these relationships at individual, local, national, regional,

international and global levels. It introduces and discusses issues of educational policy and practice in low and middle income countries. This module is also available on a distance learning basis beginning in the spring term studied through the electronic learning system Blackboard.

## **2) Planning for Education and Development**

[http://www.ioe.ac.uk/study/MMAEID\\_10.html](http://www.ioe.ac.uk/study/MMAEID_10.html)

This module provides an international perspective on collaborative education planning, governance and administration within and between non-governmental organisations (NGOs) and inter-governmental organisations (IGOs; bi-lateral agencies), the private sector, and governments. It considers conflicting demands on education and ways to put new ideas into action, working from an examination of how decisions are made, to how they are implemented. Dilemmas regarding resource allocation and dealing with corruption and violence are explored. In two problem-based case studies at the end of the module, participants look at significant contemporary issues and possible education planning approaches. This module is also available through distance learning.

## **3) Education and Development in Asia**

[http://www.ioe.ac.uk/study/MMACOM\\_25.html](http://www.ioe.ac.uk/study/MMACOM_25.html)

This module will examine the relationship between education (primarily at the level of schooling), state formation and patterns of economic growth in selected Asian countries and regions. It will be informed by a critique of various concepts of 'development', and will focus in particular on controversies relating to the significance of trends such as 'globalisation', cultural identity and autonomy in the developing world. While it will feature discussion of the relationship between education and economic development, the conceptualisation of 'development' adopted here will extend beyond a concern with GDP and poverty reduction, to broader considerations of the role of education in the search for Asian models of 'modernity'. Key themes will include the role of skills formation strategies in the East Asian 'Economic Miracle', the contribution of education to nation-building and identity formation, and the implications of globalisation (both cultural and economic) for education policy in Asia. A particular focus will be the tension in education policies in China, India and elsewhere between an elitist pursuit of high skills seen as crucial to competitiveness in the 'global knowledge economy', and the promotion of basic education for the masses with a view to fostering greater equality of opportunity and 'social cohesion'. The dangers inherent in the relationship between education (particularly schooling) and nationalism in East and South Asia are another major theme of this module.

This module is available as a stand-alone course and can be studied entirely online in the Spring term.

## **4) Gender, Education and Development**

[http://www.ioe.ac.uk/study/MMAEGI\\_02.html](http://www.ioe.ac.uk/study/MMAEGI_02.html)

This module aims to link work in education and international development with insights from gender and education and relate these to educational policy and practice. It is designed to develop an understanding of the circumstances in low and middle income countries, under which gender affects rights to, rights in and rights through education. The course looks at the gendered dimensions of processes of teaching and learning. It considers sexual divisions in education and the gendered political economy of family, work, political action and cultural production. Particular attention is given to gender and violence in school settings. Throughout the course there will be a concern to explore gender sensitive strategies and alternative

approaches in education to overcome social division and inequalities. The course is taught three times, (1) in the autumn term in face-to-face mode one evening per week, (2) in the spring term online, or (3) in the summer term in two intensive blocks of two and a half days (early May and late May).

**The following two modules are relevant but include face-to-face teaching:**

**Learners, Learning and Teaching in the Context of Education for All**

[http://www.ioe.ac.uk/study/MMAEID\\_16.html](http://www.ioe.ac.uk/study/MMAEID_16.html)

This module will look critically at current theories, policies, practice and approach to learning and teaching in the context of education for all (EFA). It will provide participants with an awareness of political, social, cultural and linguistic contexts in which teaching and learning take place. It will analyse challenges faced by governmental and non-governmental agencies in providing quality education for all. It will examine debates about planning and selection of knowledge, especially as related to teacher education and curriculum development systems in developing contexts. It will also consider different approaches to assessment of learning and consider the implications and effects on teaching.

Taught by a mix of online and face-to-face. *I have emailed to find out how hours are arranged*

**Gender: Theory and Practice in Education**

[http://www.ioe.ac.uk/study/MMAEGI\\_01.html](http://www.ioe.ac.uk/study/MMAEGI_01.html)

The module aims to encourage a critical examination of key debates concerning theory, research and practice in the field of gender and education, and to provide course members with an awareness of the complex social contexts in which gender relations are formed and changing. The module will engage with a number of key debates in the field, including, feminist theory and methodologies in educational research, analysing gender and educational policies, researching sexualities, femininities, masculinities and how (hetero)normativity shapes schooling. Crucially we take an intersectional lens, exploring how gender, race and class intersect in shaping educational experiences and outcomes to address a range of social inequalities. The module will draw out important issues relating to professional practice, providing teachers, researchers, leaders and managers, and those working in non-government organisations a forum for investigating their own interests in the field of gender and education.

Taught face-to-face only.

**Masters Programmes related to some of these modules**

Education and International Development MA

[http://www.ioe.ac.uk/study/PMM9\\_EID9IM.html](http://www.ioe.ac.uk/study/PMM9_EID9IM.html)

Educational Planning, Economics And International Development MA

[http://www.ioe.ac.uk/study/PMM9\\_EPE9IM.html](http://www.ioe.ac.uk/study/PMM9_EPE9IM.html)

Education, Gender and International Development MA

[http://www.ioe.ac.uk/study/PMM9\\_EGIDIM.html](http://www.ioe.ac.uk/study/PMM9_EGIDIM.html)

Education, Health Promotion and International Development MA

[http://www.ioe.ac.uk/study/PMM9\\_EIDHIM.html](http://www.ioe.ac.uk/study/PMM9_EIDHIM.html)

### 3. UK-based Distance learning

#### **Education for development, Open University**

<http://www3.open.ac.uk/study/postgraduate/course/et821.htm>

How can education support development? Does increased educational participation and achievement ensure that knowledge and skills can be harnessed to improve health, raise incomes, sustain economic growth and promote equity? Access to high-quality education is a widely recognised human right. But in many low-income countries, participation in even a full course of basic education is not universal. The course considers how these issues and questions are addressed by a variety of international organisations and governments.

This course explores contemporary perspectives, policies and debates, linking education to development, and examines the relevant actions of agencies and governments in a number of economically developing countries. The aim of this course is to support you in developing the skills, knowledge and terminology to understand and act on the relationship between education and development.

This is a wholly online course and can be taken on its own or as a module of the MA in Education or the MSc in Development Management.

#### **MA International Education (MAIE), University of Leicester**

<http://www2.le.ac.uk/departments/education/distance-learning/ma-international-education-dl>

The aim of the MAIE is to enhance understanding of contemporary educational issues, both national and international, with a particular emphasis on those which are of direct relevance to student's professional context. Following completion in Year 1 of two core modules, students will select from one of four specialist pathways designed to explore particular aspects of education from an international perspective. In the dissertation module students conduct an in-depth exploration, through research, of an issue of their particular interest. This is the only course of its kind offered by a UK University completely by distance learning. The course will be delivered using the latest online technologies.

The programme consists of four taught modules plus a research-based dissertation run over two years. The programme consists of four taught modules plus a research-based dissertation. You will study two core modules, you will then choose one of the four pathways (each pathway contains two modules) and complete the dissertation.

Core modules:

- Contemporary Issues in International Education (30 credits)
- Introduction to Education Research Methods (30 credits)

Pathways:

- Pathway 1: Leadership for Social Justice in Education (60 credits)
- Pathway 2: Pedagogy (60 credits)
- Pathway 3: Innovation and Reform (60 credits)
- Pathway 4: Inclusion and Special Education Needs (60 credits)

### 4. Training based outside of the UK

**IIEP's Virtual Campus. Distance training offer 2012-2013. Worldwide training in educational planning and management**

[http://www.iiep.unesco.org/fileadmin/user\\_upload/pdf/2012/Brochure\\_cours\\_%C3%A0\\_distan%CE%9C%9Avis%C3%A90912.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/pdf/2012/Brochure_cours_%C3%A0_distan%CE%9C%9Avis%C3%A90912.pdf)

The course includes an 11-month distance education programme 'Education Sector Planning' on the fundamentals of educational planning. Participants who successfully complete this programme obtain credits, which allow them to complete their training in the framework of IIEP's residential Advanced Training Programme (ATP) in educational planning and management in Paris, leading to the IIEP Diploma or Master's degree.

In 2012-2013, IIEP is offering 10 short distance courses, each one of about two months' duration. They cover a range of important educational planning and management-related themes.

Participants in short distance courses are expected to be available five to eight hours each week for training. All course participants receive a certificate of attendance upon successful completion of the course. Participants who successfully complete the optional individual assessment will receive an IIEP course certificate.

Short courses with registration deadlines post July 2013:

- Educational planning for conflict and disaster risk reduction
- Projections and simulation models

**IIEP Specialised courses (Next session: 1 April - 30 May 2014)**

<http://www.iiep.unesco.org/capacity-development/training/courses-at-iiep/specialized-courses.html>

10-day course, face-to-face delivery.

The IIEP Specialised Courses Programme (SCP) responds to the needs of professionals interested in intensive, short-term, specialised training in specific areas of educational planning and management. The SCP targets educational planning and management professionals working in ministries of education and other government and non-government organisations. It also caters to professionals involved in the design, implementation and management of education programmes and projects in bilateral and multilateral agencies as well as to specialists in education planning and management from training institutions and universities.

Designed to strengthen the participants' knowledge in key areas of educational planning and management and their skills in related tools and techniques, each year eight specialisation courses are offered through the SCP. The programme is organised and delivered in two parallel specialisation streams of four courses each. Participants who complete one whole stream can thus acquire an integrated knowledge either in educational planning or in the management of education systems, programmes or projects.

Each course is 10-days long.

**Program Evaluation for International Education Professionals, Queen's University, Canada**

<http://educ.queensu.ca/pls/ietsp/intr100.html>

This module is not based in the UK but is included as it has a particular focus on evaluation.

The objective of this course is to provide international education practitioners with introductory concepts and tools to make sound programme decisions. This interactive on-line course, facilitated by a professional programme evaluator, will introduce candidates to the underlying theory that guides programme evaluation and provide them with practical assignments that lead to competency in conducting, commissioning, or using evaluations. The course presents various program evaluation options to illustrate the multitude of models and tools available to conduct an evaluation.

The course utilises the case-method approach to learning. Candidates will develop competencies in program evaluation by designing the preliminary stages of an actual evaluation. They will also have the opportunity to apply the knowledge and skills learned throughout the course to a programme with which they are familiar.

Course topics include:

- Programme evaluation and the international educator
- Key terms, concepts, and benefits of programme evaluation
- Using programme evaluation in learning organisations - stakeholder involvement and ethics
- Basic steps in the evaluation process and major approaches
- Building an evaluation framework using logic models
- Programme needs, improving performance, accountability, and programme results
- Multi-lines of evidence and the art of making design decisions: Data collection methods sensitive to the international education context
- Data Analysis, recommendations development, and reporting
- Communicating and utilising evaluation results

Part of:

**International Educators Training Programme**

<http://educ.queensu.ca/pls/ietp.html>

## 5. UK course with mixed mode delivery

**MBA Education (International), Keele University**

<http://www.keele.ac.uk/mbaeducationinternational/>

<http://www.keele.ac.uk/media/keeleuniversity/fachumsocsci/scjpppp/education/mba/Brochure%20Int-2013.pdf>

- Diploma and certificate also available
- Semi-distance learning with three, two-day residential taught components in Thailand

The six taught modules are:

- Organisational behaviour and development – the culture, operation and evaluation of education organisations, management and leadership
- Quality, improvement and effectiveness – best practice and best value in the pursuit of advanced professionalism
- Strategic management – planning for and coping with change in a high performing education environment
- Human resource issues – individual performance management and team enhancement
- Resource management – maximising resource creativity, evaluation and audit
- Research methods – introduction and guide to contrasting research methodologies, concepts and issues. The application of diverse research methods within a cross-cultural perspective.

**MA Management of International Higher Education, Edge Hill University**  
[http://www.edgehill.ac.uk/study/courses/management-of-international-higher-education#summary\\_2014](http://www.edgehill.ac.uk/study/courses/management-of-international-higher-education#summary_2014)

This course aims to:

- Enhance practical management skills and expertise on an innovative programme designed for professionals working, or planning to work, in the field of international education
- Develop a solid theoretical understanding of the issues surrounding international and transnational education

Benefit from flexible study on a programme delivered primarily through online learning. The MA Management of International Higher Education is a unique course which provides a cohesive Continuing Professional Development framework, consisting mainly of online classes supplemented with a face-to-face residential session each term. The structure is modular, allowing you to complete it at your own pace.

The development of the MA has been guided by the advice of International Directors and representative bodies that have extensive experience in international education. It will build on the professional experience of participants, with skilled practitioners from around the world leading teaching sessions.

#### 6. UK courses with face-to-face delivery

The focus of this report is on virtual delivery but the following two courses are included as an idea of the face-to-face courses available.

**International Education and Development, University of Sussex**  
<http://www.sussex.ac.uk/study/pg/2013/taught/1991/27390>

This course is not available as virtual learning.

This MA has established its reputation over the last three decades and is highly regarded internationally. This innovative degree links theory with research, policy and practice, and critically engages with the educational challenges of low- and middle-income countries. It adopts a multidisciplinary approach to analyse the complex educational issues of resource-constrained and/or rapidly expanding educational systems.

You have the opportunity to develop research skills and to specialise in one of two areas:

- Educational Policy, Planning and Governance
- Teaching and Learning for Development

Course outline:

- Autumn term: Policy and Practice: Issues in International Education and Development; and Theories of International Education and Development
- Spring term: Research Methods in International Education and Development. You also choose from two specialisms, each with two modules: *Educational Policy, Planning and Governance*: Contemporary Issues in Policy, Planning and Governance; and *Foundations of Education, Policy, Planning and Development Teaching and Learning for Development*: Curriculum, Learning and Society; and Teachers: Policy and Practice in International Contexts

- Alternatively, with approval, you may take a different combination of modules from the degree, or one module from within the degree and another from related degrees from across the University
- Summer term: tutorial support is provided as you work on your dissertation. The module Academic Skills for International Education and Development runs throughout the year

**International Studies in Education MEd/MA/BPhil/Postgraduate Diploma/Postgraduate Certificate/Advanced Certificate, University of Birmingham**

<http://www.birmingham.ac.uk/students/courses/postgraduate/taught/edu/international-studies-education.aspx>

This course is not available as virtual learning.

This programme is for people who are interested in taking an international and comparative perspective on educational issues. The International Studies in Education programme is offered with five pathways (the general International Studies in Education, plus Management and Policy, Intercultural Communication, Citizenship Education; and Education and Development) which share the same core themes and outcomes. However each pathway has a distinctive focus and different compulsory modules. This programme may be of interest to teachers, headteachers/principals, education administrators, and those working with non-governmental organisations and international agencies that play a role in formal and non-formal education. It will enable you to have a critical understanding of key debates surrounding education as an international issue and to make analytical comparisons between educational issues in different contexts, including your own.

## 7. Additional information

### Author

This query response was prepared by **Laura Bolton** [l.bolton@ids.ac.uk](mailto:l.bolton@ids.ac.uk)

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