

## PROGRAM LEADERSHIP AND PRIMARY FACULTY:

Daniel A. Wagner, Director and UNESCO Chair in Learning and Literacy  
Ameena Ghaffar-Kucher, Associate Director  
Alex Posecznick, Program Manager  
Lauren Scicluna, Administrative Assistant

## CORE\* & AFFILIATED FACULTY:

Jere Behrman, Department of Economics  
Robert Boruch, Graduate School of Education  
Yuko Goto Butler\*, Graduate School of Education  
Alison Bутtenheim, School of Social Policy and Practice  
Lee Cassanelli, Department of History  
Xinyin Chen, Graduate School of Education  
Flavio Cunha, Department of Economics  
Richard Estes, School of Social Policy and Practice  
Steven Feierman, Department of History  
Marybeth Gasman, Graduate School of Education  
Ameena Ghaffar-Kucher\*, Graduate School of Education  
Toorjo Ghose, School of Social Policy and Practice  
Kathleen Hall\*, Graduate School of Education & Department of Anthropology  
Emily Hannum\*, Department of Sociology & Graduate School of Education

Femida Handy, School of Social Policy and Practice  
Nancy H. Hornberger\*, Graduate School of Education  
Michael Johaneck, Graduate School of Education  
Rebecca Maynard, Graduate School of Education  
Mohamed Maamouri, Linguistic Data Consortium  
Carol McLaughlin School of Medicine & School of Social Policy and Practice  
Neal Nathanson, School of Medicine  
Hyunjoon Park, Department of Sociology  
Jennifer Pinto-Martin, School of Nursing  
Alex Posecznick, Graduate School of Education  
Sharon Ravitch, Graduate School of Education  
Brian Spooner, Department of Anthropology  
Joseph Sun, School of Engineering and Applied Sciences  
Daniel A. Wagner\*, Graduate School of Education



## IEDP students have interned within the following countries:

Bosnia, Botswana, Chile, China, France, Germany, India, Kenya, Lebanon, Mozambique, Nicaragua, Rwanda, Senegal, South Africa, Taiwan, Tanzania, Thailand, Uganda, and United States.

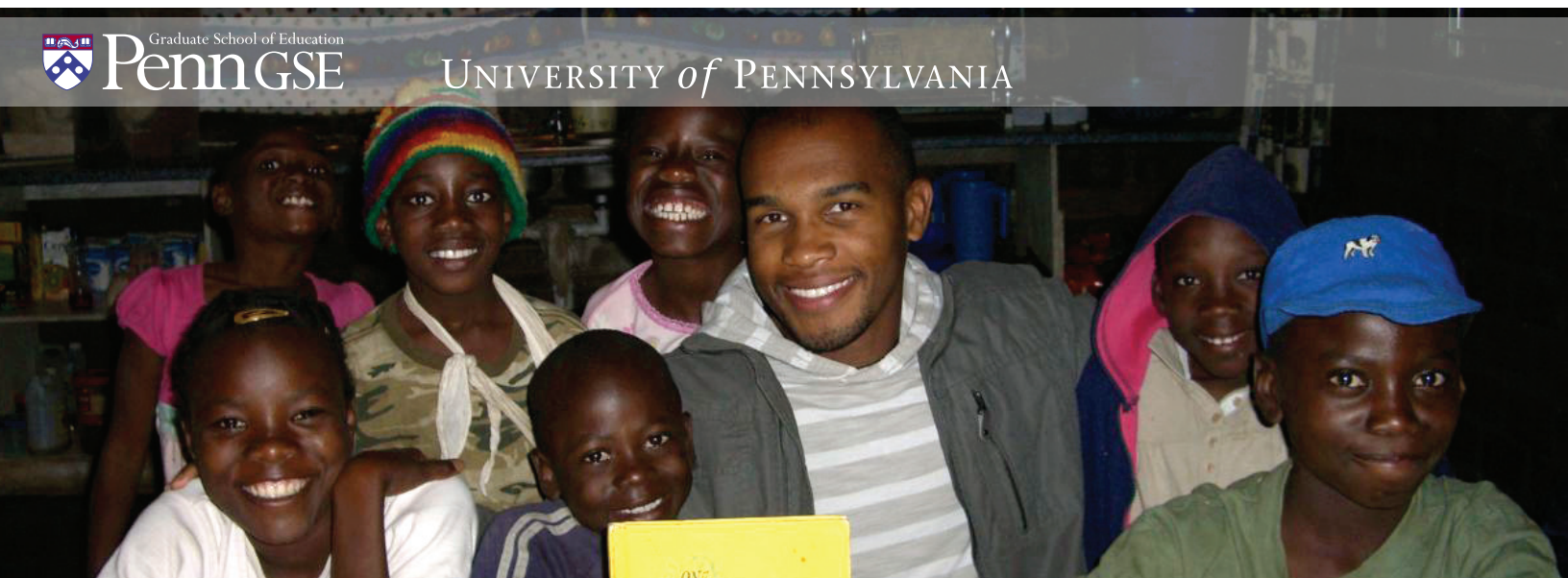


## Partnering organizations for field placement:

Aga Khan Foundation, Center for Educational Initiatives Step by Step (Bosnia), Fabretto's Children's Foundation (Nicaragua), IDEO (US), International Institute for Education, Molteno Institute for Language and Literacy (South Africa), National Taiwan University, Organisation for Economic Co-operation and Development (OECD), Beijing University, Plan International, Pratham (India), Research Triangle International, Save the Children, Stepping Stones International (Botswana), Unicef, UNESCO Headquarters, and UNESCO country offices around the world.



UNIVERSITY of PENNSYLVANIA



# International Educational Development Program

MASTER OF SCIENCE IN EDUCATION: M.S.ED.

WWW.GSE.UPENN.EDU/IEDP / 1-877-PENN-GSE / 3700 WALNUT STREET / PHILADELPHIA / PA 19104



Political and economic shifts in the relationship between international organizations, states, civil society, and markets worldwide have had a significant impact on educational purposes, policies, and practice across national contexts. Working in the field of educational development in the 21st century requires analysts to consider the complex inter-relationships between local and global political, economic, and cultural dynamics.

The International Educational Development Program is designed to meet this challenge by providing students with a set of distinctive skills and dispositions required for working in the field of education and development in the era of globalization. The program will provide students with:

- A foundational knowledge of the history of international development institutions, their efforts, as well as key theoretical frameworks in the field.
- An ability to understand issues of educational policy and practice from a comparative and international perspective, as well as within specific cultural contexts.
- Enhanced understanding of the interplay of local, national, and international politics, policies, and priorities in the dynamics of educational change.
- Quantitative and qualitative research and evaluation skills necessary for examining educational issues and assessing the value and contribution of programs and projects in a variety of national and international contexts.
- Preparation for reading critically and communicating evidence-based knowledge persuasively to diverse stakeholders, ranging from local to national to international decision makers.
- An international internship experience that fosters the application of academic knowledge to policy and practice in applied settings.



*IEDP students with UNESCO Director General, Mme. Irina Bokova*

Applicants are generally expected to have at least two years of work experience, or its equivalent, and to have spent substantial time in a culture other than their own (or studying a language and culture of another nation). Students are encouraged to concentrate on developing a deeper appreciation of a particular cultural-linguistic region while they are at Penn.

There has been a tremendous growth in regional and international studies across the University, as well as engagement in linkages between research and practice. In addition to the four federally funded regional resource centers on campus (African Studies Center, Center for East Asia Studies, Middle East Center, and South Asia Center), there are numerous institutes and centers with international specializations (see the IEDP website for a complete list). Moreover, many faculty across the University have long-term experience in studying educational processes in other parts of the world. Given these strong international dimensions, IEDP students are encouraged to access faculty and courses from across the University. In addition, the annual IEDP lecture series brings in external speakers as well as members of the Penn community who are engaged with research, policy, and practice in the field of international educational development to provide students insights into the latest trends, ideas, and research in the field.

### PROGRAM OF STUDY

The M.S.Ed. degree requires a minimum of 10 courses of approved graduate work beyond the baccalaureate degree (two core courses, two research methods courses, three courses in an area of specialization, two electives, and a fieldwork course). Possible areas of specialization have included (but are not limited to): higher education; organizational (non-profit) leadership; economics and education; public health; technology for development (ICT4D); policy and measurement; anthropology and education; literacy and development. The degree can be completed in one calendar year – two semesters and a summer session – but many students choose to return in the Fall for a final semester. Part-time study is also an option. The capstone paper for the degree is a policy brief that addresses a particular educational issue within a geographic area. The policy brief is a persuasive paper in which students must define an issue, critique existing policies, or review literature on the topic where policies are under debate, and conclude with a set of possible solutions or policy recommendations to address the issue.

### FELLOWSHIPS AND FINANCIAL SUPPORT

The Graduate School of Education offers generous merit-based financial support to all qualified students (international and US citizens). In addition, the IEDP offers a UNESCO Fellowship for Developing Country Scholars for students from low-income countries and an Edmund S. Muskie Graduate Fellowship for students from low income countries in Eurasia specifically.

### INTERNATIONAL INTERNSHIP

At the heart of the program is the IEDP international internship. This internship is designed primarily as a summer hands-on field experience with an international organization involved in development work outside the U.S. The internship provides an opportunity to apply what is learned in IEDP to 8-10 weeks of fieldwork. Some of our internship partners include: Organisation for Economic Co-operation and Development, UNICEF, Plan International, Research Triangle Institute, and Pratham/India. In addition, we have a special relationship with UNESCO – the only one of its kind in the country – that places our students in UNESCO offices around the world. IEDP Internship travel support is available for qualified IEDP students.

*“In the summer of 2010, I embarked on a journey to southern Africa as an intern at the Ministry of Health of Botswana and a non-profit NGO in Zambia. These Penn-sponsored internships provided me with an incredible opportunity to supplement my Penn coursework as a master’s student in the International Educational Development Program. Having shaped the focus of my program of study on the intersection of global health issues and education, the internships allowed me to further investigate the impact of infectious diseases, such as HIV/AIDS, on educational quality and access in developing countries. I believe that these experiences allowed me to expand my network base, presented me the opportunity to see the process of policy development and its implementation in the real-world context of a developing nation, and provided meaningful and stimulating work that allowed me to build specialized skill sets, including report writing, grant proposal construction, and the dissemination of policy recommendations and strategic action plans. It was impressive to see how various policies and programs I had studied extensively at Penn were being implemented to improve health and education in Botswana and Zambia.”*

*- Vernon Caldwell, M.S.Ed. 2010*