

THE POLITICAL ECONOMY OF EDUCATION FOR ALL: FROM JOMTIEN TO INCHEON AND BEYOND

EDHI 805: Seminar in Comparative Education
Spring 2016

Instructors: Mark Ginsburg and Steve Klees

Time: Mondays, 7:00-9:45
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COURSE DESCRIPTION AND OBJECTIVES:

In 1990, in Jomtien, Thailand, the international community made a 155-nation pact called Education for All (EFA) that set goals for the next 10 years. These goals were not met, and so in 2000, in Dakar, Senegal, they were modified and extended to 2015. Then in 2015, in Incheon, Korea, they were once more modified and extended to 2030. In 2000, some of these goals were incorporated into the U.N.'s Millennium Development Goals (MDGs) and right now these goals are being incorporated into the successor of the MDGs, the U.N.'s new Sustainable Development Goals (SDGs). This course will examine the political economy, in its broadest sense, of Education for All.

Based on readings from a variety of sources, we will try to answer questions, such as the following: What were the context and precursors leading up to Jomtien? How have EFA, the MDGs and the SDGs been interrelated? What has been the role of the Fast Track Initiative and its successor, the Global Partnership for Education, in attempting to achieve EFA? What are the dilemmas in financing EFA? Since 1990, what resources have been mobilized and what actions have been undertaken by governments in "developing" countries as well as by bilateral and multilateral "aid" organizations? What roles do other actors play in EFA, including the private sector, civil society, and teachers and teacher organizations? To what extent does EFA help fulfill international promises about education being a human right? The course will explore these issues and more as we try to understand one of the most challenging educational endeavors of our time.

The goals of the course are to:

- Give you an in-depth understanding of the nature of these reforms;
- Offer you an opportunity to apply and reflect on your knowledge of educational and social thought and issues; and
- Contribute to the debates as to where we are heading and how to get there.

PREREQUISITES: EDHI 605, 606 OR 607 **OR** permission of instructor

ASSIGNMENTS AND GRADING

Regular class attendance, participation and presentations in class, and reading prior to class are expected. Grades will be based principally on a term paper.

COURSE EVALUATION

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

HONOR CODE

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.

STUDENTS WITH DISABILITIES

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

RELIGIOUS OBSERVANCES

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

COURSE SCHEDULE AND READINGS

1. INTRODUCTION

2. OVERVIEW

Unterhalter, E. 2015. "Education and International Development: A History of the Field." In T. McCowan and E. Unterhalter (eds.) *Education and International Development: An Introduction*. London: Bloomsbury.

Mundy, K. and C. Manion. 2015. "The Education for All Initiative: History and Prospects Post-2015." In T. McCowan and E. Unterhalter (eds.) *Education and International Development: An Introduction*. London: Bloomsbury.

Torres, R. M. "25 Years of Education for All." <http://educacion-para-todos.blogspot.com/2013/03/25-anos-de-educacion-para-todos-25.html>

Sperling, G. 2006. "The Way Forward for Universal Education." In J. Cohen, D. Bloom, and M. Malin (eds.) *Educating All Children: A Global Agenda*. Cambridge, MA: MIT Press.

Cohen, J., Bloom, D., Malin, M. and H. Curry. 2006. "Universal Basic and Secondary Education." In J. Cohen, D. Bloom, and M. Malin (eds.) *Educating All Children: A Global Agenda*. Cambridge, MA: MIT Press.

Winthrop, R. and E. McGivney. 2015. "Why Wait 100 Years? Bridging the Gap in Global Education." Brookings Institution. http://www.brookings.edu/research/reports/2015/06/100-years-gap-global-education-winthrop-mcgivney?utm_campaign=Center%2bfor%2bUniversal%2bEducation&utm_source=hs_email&utm_medium=email&utm_content=18272507&_hsenc=p2ANqtz-9Tn9GiCGWP8vAqHuzaSq43TkkC4_C9J6EqBTvjkbYGT7MyLur2_f5BmQyN6ryEfcRZXKL_wofitb-cED2b83zoUrSJ-Q&_hsmi=18272507

King, K. 2015. *NORRAG NEWSbite*. <https://norrags.wordpress.com/2015/09/25/the-100-year-background-and-history-of-the-33-lines-in-the-sustainable-development-goal-sdg-and-targets-for-education/>

Recommended:

Rose, P. 2016. "Lessons from 25 Years of Education for All." In S. McGrath and Q. Gu (eds.) *Routledge Handbook of International Education and Development*. NY: Routledge.

McLean, M. 1983, Universal Primary Education in Unesco Literature. *International Review of Education* 29 (2): 261-264.

Bray, M. 1981. Policies and Progress towards Universal Primary Education. *Journal of Modern African Studies* 19 (4): 547-563.

3. JOMTIEN AND ITS PRECURSORS

Chabbot, Collette. 2003. *Constructing Education for Development: International Organizations and Education for All*. Chapter 6: Conferences to Universalize Education, 1945-1990 (pp. 136-61).

Chabott, C. 1998. Constructing educational consensus: International development professionals and the World Conference on Education for All. *International Journal of Educational Development* 18 (3): 207-218.

King, K. (ed.) 1990. *What Happened at the World Conference in Jomtien?* NORRAG News 8. PP. 1-39 articles. <http://www.norrag.org/en/publications/norrag-news/online-version/what-happened-at-the-world-conference-in-jomtien.html>

Recommended:

Inter-Agency Commission. 1990. *World Declaration on Education for All*. (Document adopted by the World Conference on Education for All: Meeting Basic Learning Needs, Jomtien, Thailand, 5-9 March, 1990). New York: Inter-Agency Commission.

Inter-Agency Commission. 1990. *Meeting Basic Learning Needs: A Vision for the 1990s*. (An official background document for the World Conference of Education For All). New York: Inter-Agency Commission.

Inter-Agency Commission. 1990. *World Conference on Education for All: Meeting Basic Learning Needs*. (Conference proceedings of the World Congress of Education For All). New York: Inter-Agency Commission.

4. FROM JOMTIEN TO DAKAR

King, K. (ed.) 1997. *Education for All? For Whom? An Issue Related to the Midterm Review of EFA in Amman, Jordan*. NORRAG News 19. First King article and one by Brock-Utne. <http://www.norrag.org/en/publications/norrag-news/online-version/education-for-all-for-whom-an-issue-related-to-the-mid-term-review-of-efa-in-amman-jordan.html>

Torres, Rosa Maria (2000) *One Decade of Education for All: The Challenge Ahead*. IIEP: UNESCO

King, K. (ed.) 2000. *The World Education Forum in Dakar*. Articles by King, Schaeffer, Little, Watkins, Brock-Utne + one additional. <http://www.norrag.org/en/publications/norrag-news/online-version/the-world-education-forum-in-dakar.html>

Tomasevki, K. 2003. *Education Denied: Costs and Remedies*. London: Zed. (Chapter 7)

Recommended:

UNESCO. 2000. *The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments*. Text adopted by the World Education Forum Dakar, Senegal, 26-28 April.

United Nations. 2000. *United Nations Millennium Development Declaration: Resolution 55/2* adopted by the General Assembly. New York: United Nations. <http://www.un.org/millennium/declaration/ares552e.pdf>

Hallak, J., S. 1991. *Education for All: High Expectations or False Hopes?* Paris: UNESCO Institute for International Educational Planning.

Ito, H. 2012. Jomtien to Jomtien: The Evolving Coordination Process of Education for All 1990-2011. *International Education Studies* 5 (5): 1.

5. EDUCATION TODAY: WHERE ARE WE NOW (LEADING UP TO INCHEON)

Mundy, K. 2010. "Education for All and the Global Governors." In Avant, D., Finnemore, M. and S. Sell (eds.) *Who Governs the Globe?* Cambridge, UK: Cambridge.

UNESCO. 2015. *Education for All 2000-2015: Achievements and Challenges*. (Summary) <http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>

UNESCO GMR 2015. "Education 2030: Equity and Quality with a Lifelong Learning Perspective." <http://unesdoc.unesco.org/images/0023/002330/233029e.pdf>

Recommended:

Mundy, K. 2006. "Education for All and the New Development Compact," *International Review of Education*, 52: 23-48.

McCormick, A. 2014. Who are the custodians of Pacific 'post-2015' education futures? Policy discourses, education for all and the millennium development goals. *International Journal of Educational Development* 39: 163-172.

UNESCO Institute for Statistics. 2015. "Fixing the Broken Promise of Education for All." <http://allinschool.org/wp-content/uploads/2015/01/OOSC-EXECUTIVE-Summary-report-EN.pdf>

UNICEF. 2015. *Progress for Children*. NY: UNICEF.

UNESCO. 2009. *Education for All Global Monitoring Report*. Chapter 3: Raising quality and strengthening equity: Why governance matters, pp. 127-202. Paris: UNESCO.

UNESCO. 2004. *Education for All: The Quality Imperative*. (EFA Global Monitoring Report 2005). Paris: UNESCO.

UNESCO. 2007. *Education for All by 2015: Will We Make It?* Paris: UNESCO.

UNESCO. 2010. *The Education for All Global Monitoring Report 2010*. Paris: UNESCO.

6. INCHEON AND THE SDGs

Norrag. (2015) "Quality Education – at all Levels – for Everyone." *NORRAG NEWSbite*. <https://norrags.wordpress.com/2015/08/03/quality-education-at-all-levels-for-everyone-education-in-the-outcome-document-on-post-2015-development-goals/>

Benavot, A. and Antoninis, M. 2015 “Education 2030: Framework for Action.” <https://efareport.wordpress.com/2015/11/04/education-2030-framework-for-action-lets-get-started/>

King, K. (ed.) (2015) *Reflections on the World Education Forum and Financing Education and Skills*. NORRAG News 52 (Articles by King (Editorial I and pp. 23-25), Shaeffer (21-22), Bahadur (62-64) + one additional). <http://www.norrag.org/en/publications/norrag-news/online-version/reflections-on-the-world-education-forum-and-financing-education-and-skills.html>

King, K. and Palmer, R. 2015. “What Will Happen to the Global Education Christmas Tree in January 2016?” *NORRAG NEWSbite* <https://norrag.wordpress.com/2015/09/17/what-will-happen-to-the-education-christmas-tree-in-january-2016-global-governance-and-the-implementation-of-the-sustainable-development-goal-for-education/>

Klees S. 2015. “Getting Universal Education Right.” *Project Syndicate*. <http://www.project-syndicate.org/commentary/universal-education-financing-sdgs-by-steven-j--klees-2015-09>

Klees, S. 2015. “The Need for an SDG Demonstration in Education: Why Wait Till 2030?!” *NORRAG NEWSbite* <https://norrag.wordpress.com/2015/11/13/the-need-for-an-sdg-demonstration-in-education-why-wait-till-2030/>

Lewin, K. 2015. “Are the Sustainable Development Goals Sustainable?” *UKFIET: The Education and development Forum*. <http://www.ukfiet.org/2015/are-the-sustainable-development-goals-sustainable/>

Lomborg, B. 2015. “Unsustainable Development Goals.” *Project Syndicate*. https://www.project-syndicate.org/commentary/unsustainable-development-goals-by-bj-rn-lomborg-2015-09?utm_source=project-syndicate.org&utm_medium=email&utm_campaign=authnote

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Recommended:

United Nations. 2015. “Transforming our World: The 2030 Agenda for Sustainable Development.” <https://sustainabledevelopment.un.org/post2015/transformingourworld>

UNESCO et al. 2015. “Education 2030: Incheon Declaration and Framework for Action.” http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-27Oct15.pdf

McGrath, S. 2016. “Education and the Post-2015 Development Agenda.” In S. McGrath and Q. Gu (eds.) *Routledge Handbook of International Education and Development*. NY: Routledge.

Anderson, K. and R. Winthrop. 2016. "Building Global Consensus on Measuring Learning," In S. McGrath and Q. Gu (eds.) *Routledge Handbook of International Education and Development*. NY: Routledge.

7. ROLE OF PRIVATE SECTOR

Steer, L., Gillard, J., Gustafsson-Wright, E. and Latham, M. 2015. "Non-State Actors in Education in Developing Countries." Brookings.
<http://www.brookings.edu/~media/research/files/papers/2015/10/non-state-actors-education-developing-countries/102215--non-state-actors-in-education--framing-paper--final.pdf>

Verger, A., C. Lubienski, G. Steiner-Khamsi. 2016. "The Emergence and Structuring of the Global Education Industry: Towards an Analytical Framework". In Verger, A., C. Lubienski, G. Steiner-Khamsi (eds). *World Yearbook of Education 2016: The Global Education Industry*. New York: Routledge.

Srivastava, Prachi 2010. "Privatization and Education for All: Unravelling the mobilizing frames." *Development* 53 (4): 522-528.

Macpherson, I., Robertson, S. and Walford, G. 2014. "An Introduction to Privatisation, Education and Social Justice." In Macpherson, I., Robertson, S. and Walford, G. (eds.) *Education, Privatisation and Social Justice*. Oxford; Symposium.

Draxler, A., 2016. "Public-Private Partnerships and International Education Policies." In S. McGrath and Q. Gu (eds.) *Routledge Handbook of International Education and Development*. NY: Routledge.

Ginsburg, Mark, Kristin Brady, Alexandra Draxler, David Edwards, Steve Klees, Paula Luff, and Harry Patrinos (2012). "Public-Private Partnerships and the Global Reform of Education in Less Wealthy Countries – A Moderated Discussion." *Comparative Education Review* 56 (1).

Srvisastava, P. and S.-A. Oh. 2010. 'Private foundations, philanthropy, and partnership in education and development: mapping the terrain', *International Journal of Educational Development*, 30, 460-71.

Klees, S. 2014. "The Rhetoric and Reality of Business Distorts Education." *Our Schools/Our Selves*. 24(4).

Recommended:

Van Fleet, Justin. 2011. *A Global Education Challenge: Harnessing Corporate Philanthropy to Educate the World's Poor. Working Paper 4*, pp. 1-30. Washington, DC: Center for Universal Education, Brookings Institution.
http://www.brookings.edu/~media/Files/rc/reports/2011/04_corporate_philanthropy_fleet/04_corporate_philanthropy_fleet.pdf.

Bhanji, Z. 2008. "Transnational corporations in education: filling the governance gap through new social norms and market multilateralism?" *Globalisation, Societies and Education* 6 (1): 55-73.

Brady, K. and K. Galisson. 2008. *Dynamics of Private Sector Support for Education: Experiences in Latin America*, Washington, DC: Academy for Educational Development and United States Agency for International Development.

Burns, Robin. 1992. "Privatisation and Educational Crisis in Comparative Perspective." In R. Burns & A. Welch (eds.) *Contemporary Perspectives in Comparative Education*, pp. 3-33. New York: Garland.

Verger, A. 2012. "Framing and Selling Global Education Policy: The Promotion of Public-Private Partnerships in Education in Low Income Contexts." *Journal of Education Policy* 27(1): 109-30.

Draxler, Alexandra. 2008. *New Partnerships for Education: Building from Experience*. Paris and Geneva: UNESCO and World Economic Forum.

Education International (EI). (2009). *Public Private Partnerships in Education*. Brussels, Belgium. <http://www.ei-ie.org/research>.

International Monetary Fund (IMF). 2004. Public Private Partnerships. http://www.servicesforall.org/html/Privatization/IMF_Public_Private_Partnerships.pdf.

Miraftab, F. 2004. 'Public-private partnerships: The Trojan Horse of neoliberal development?' *Journal of Planning Education and Research*, **24** (1), 89-101.

Organization for Economic Co-operation and Development (OECD). 2008. *Public-Private Partnerships: In Pursuit of Risk Sharing and Value for Money*. Paris: OECD.

Patrinos, Harry; Barrera-Osorio, Felipe; and Guáqueta, Juliana. 2009. *The Role and Impact of Public-Private Partnerships in Education*. Washington, DC: World Bank.

Robertson, Susan, Verger, Antoni, and Mundy, Karen (eds.) 2012. *Global Governance and Partnerships with the Private Sector in Education for Development*. London: Edward Elgar Publishing.

8. ROLE OF PRIVATE SECTOR: LOW-FEE PRIVATE SCHOOLS

Tooley, J. 2009. *The Beautiful Tree*. Washington: Cato Institute. (EXCERPTS)

Srivastava, P. 2013. "Low-fee Private Schooling: Issues and Evidence." In P. Srivastava (ed.) *Low-fee Private Schooling: Aggravating Equity or Mitigating Disadvantage*. Oxford: Symposium.

Tooley, J. 2015. “Low-Cost Private Schools: Controversy and Implications Concerning EFA Debate.” *ZEP*. 38(2): 22-26.

Tooley, J. 2016. “Low Cost Private Schools.” In S. McGrath and Q. Gu (eds.) *Routledge Handbook of International Education and Development*. NY: Routledge.

Macpherson, I. 2014. “Interrogating the Private School ‘Promise’ of Low-Fee Private Schools.” In Macpherson, I., Robertson, S. and Walford, G. (eds.) *Education, Privatisation and Social Justice*. Oxford; Symposium.

Walford, P. 2013. “Low-fee Private Schools: A Methodological and Political Debate.” In P. Srivastava (ed.) *Low-fee Private Schooling: Aggravating Equity or Mitigating Disadvantage*. Oxford: Symposium.

The Economist. 2015. “Low-Cost Private Schools: Learning Unleashed.” <http://www.economist.com/news/briefing/21660063-where-governments-are-failing-provide-youngsters-decent-education-private-sector>

The Economist. 2015. “For-Profit Education: The \$1-a-Week School.” <http://www.economist.com/news/leaders/21660113-private-schools-are-booming-poor-countries-governments-should-either-help-them-or-get-out>

Responses to The Economist articles (we will send by email)

Recommended:

Tooley, J. and D. Longfield. 2015. “The Role and Impact of Private Schooling in Developing Countries: A Response to the DFID-Commissioned ‘Rigorous Literature Review.’” Pearson.

Riep, C. 2014. “Omega Schools Franchise in Ghana.” In Macpherson, I., Robertson, S. and Walford, G. (eds.) *Education, Privatisation and Social Justice*. Oxford; Symposium.

“Civil Society Response to World Bank Praise of Bridge Academies.” <http://globalinitiative-eser.org/wp-content/uploads/2015/05/May-2015-Join-statement-reaction-to-WB-statement-on-Bridge-14.05.2015.pdf>

“World Bank Response re Civil Society.”

“Bridge Response to Civil Society”

Ball, S., Junemann, C., And D. Santori. 2015. “Following Policy: Global Education Policy Networking – The Case of Low Fee Private Schools.” The Leverhulme Trust.

Singh, K. 2015. "Report of the Special Rapporteur on the Right to Education." http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNSR_Report_HRC_Commercialisation_Education_2015.pdf

9. ROLE OF CIVIL SOCIETY

Are NGOs overrated?" *Current Issues in Comparative Education (CICE)* 10 (1) (April 2008)

ARTICLES BY GINSBURG AND KLEES + 1 OTHER

<http://devweb.tc.columbia.edu/centers/cice2012/index.asp?Id=Past+Issues&Info=Volume+10%2C+Issue+1%2F2>

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Verger, A. and Novelli, M. 2012. "Understanding the Outcomes of Advocacy Coalitions in Education." In Verger, A. and M. Novelli (eds.) *Campaigning for Education for All*. Rotterdam: Sense. (pp. 159-175)

Verger, A. Yusuf Sayed, Ito Hiroshi , Camilla Croso & Sarah Beardmore. 2012. "EFA, civil society and the post-2015 agenda." *Compare*, 42:6, 881-902.

Magrath, B. 2015. Information Politics, Transnational Advocacy, and Education for All. *Comparative Education Review* 59 (4): 666-692.

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Magrath, B. 2016. "The Role of Civil Society in Education for Development." In S. McGrath and Q. Gu (eds.) *Routledge Handbook of International Education and Development*. NY: Routledge.

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<http://devweb.tc.columbia.edu/centers/cice2012/index.asp?Id=Past+Issues&Info=Volume+1%2C+Issue+1>

Miller-Grandvaux, Y., M. Welmond and J. Wolf 2002. *Evolving Partnerships: The Role of NGOs in Basic Education in Africa*, Washington, DC: Academy for Educational Development and USAID Bureau for Africa, Office of Sustainable Development.

Wallace, Tina. 2007. *The AID Chain: Coercion and Commitment in Development NGOs*. New York: Practical Action.

Willets, P. 2004. What is a Non-Governmental Organization? *Encyclopedia of Institutional and Infrastructure Resource Issues, Section on Conventions, Treaties and other Responses to Global Issues*, edited by Gabriela Maria Kutting, in *Encyclopedia of Life Support Systems (EOLSS)*,

Developed under the Auspices of the UNESCO, Eolss Publishers, Oxford, UK,
[<http://www.eolss.net>].

10. ROLE OF MULTILATERAL & BILATERAL INTERNATIONAL ORGANIZATIONS

Sutton, Margaret, Smith, Peter, Mary Joy Pigozzi, Katarina Tomasevski, Harbans S. Bholra, Kazuo Kuroda and Karen Mundy. 2007. "UNESCO's Role in Global Educational Development: A Moderated Discussion." *Comparative Education Review* 51 (2): 229-245.

Jones, Phillip. 2006. "Elusive mandate: UNICEF and educational development." *International Journal of Educational Development* 26 (6): 591-604.

Rizvi, Fazal and Lingard, Bob. 2006. "Globalization and the Changing Nature of OECD's Educational Work." In Hugh Laudner et al. (eds.) *Education, Globalization and Social Change*, 247-60. Oxford: Oxford University Press.

Heyneman, S. 2012. "When Models Become Monopolies: The Making of Education Policy at the World Bank." In C. Collins and A. Wiseman (Eds.) Education Strategy in the Developing World: A Conversation about the World Bank's Education Policy Revision. Bingley, UK: Emerald Publishing Group.

Klees, S., Samoff, J. and N. Stromquist. (eds.) 2012. *The World Bank and Education: Critiques and Alternatives*. Rotterdam: Sense. (CONCLUSIONS)

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11. THE RIGHT TO EDUCATION

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Klees, S. and Thapliyal, N. 2007. "The Right to Education: The Work of Katarina Tomasevski." *Comparative Education Review*. 51(4).

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Child Rights International Network. 2015. "Special Edition on the SDGs." (we will send email)

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Recommended:

United Nations. 1948. *UN Declaration of Human Rights*. New York: United Nations.

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Tomasevski, K. 2006. *Human Rights Obligations in Education: The 4-A Scheme*. Nijmegen, Netherlands: Wolf Legal Publishers.

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12. CONCLUSIONS

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