



Qena Faculty of Education  
Foundations of Education Dept.



**Lectures on**  
**COMPARATIVE EDUCATION**  
For Physics, Chemistry, Biology & Math  
English Teacher Students  
Fourth Year






BY

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## Basic Information





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## Used Cues

	Video and Power Point Presentations
	Text Book for Studying and Reading
	Google Drive Link for Recorded Sessions of the Course
	Questions for Self-Studying and Thinking
	Assignments and Skills

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Contents of the E-Book:

First: Subjects

# Chapter (1)

## **Introduction to Comparative Education**

## • Definition and Purpose

### • Introduction



The history of comparative education can be traced from the earliest times of human history. For example, prehistoric human differentiated between the two genders i.e. between man and woman. In order for the human to improve his/her life comparison has been an important aspect in their life. In political settings, leaders have been inspired to yield equal or more power and authority in comparison to their neighbors. In education circles reformers and educationists have been comparing their system with that found in other countries in order to improve their own. In line with this thinking, then what is education and comparative education?



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### • Meaning of Education



Education is a gradual process which brings positive changes in the human life and behavior. We can also define education as "a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other practical procedure".

Education also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. In democracies, through education, children and adults are supposed to learn how to be active and effective citizens. More specific, education helps and guide individuals to transform from one class to other. Empowered individuals, societies, countries by education are taking an edge over individuals stand on the bottom pyramid of growth.

Education is indispensable to individual and society, for without it there would be loss of all the accumulated knowledge of the ages and all the standard of conduct. An individual must learn the culture of the society or the accepted ways of doing things. He must be socialized into the prevailing culture and must learn the rules of conduct and expectations about future behavior.

### • **Importance of Education**



Education has many benefits and has positive impact in our life. An educated person is an asset for any country. In today's world, human capital is considered the best national resource. On one hand, he can explore better opportunities for himself, and on the other hand, the entire nation would get benefited from his works.

Education is the backbone of developing countries. Developing countries should understand the importance of education and develop a sound educational system. Sustainable development of

economy and society is closely related to education. The most important resource of a nation is its human-capital. Educated people have more understanding of themselves and of the others. They have the ability to become entrepreneurs, scientists and agriculturists. The world of today is driven by Information Technology and education in this field may become a deciding factor for the future economic development of developing countries.

- **Comparative education**



**Comparative education** is a fully established academic field of study that examines education in one country (or group of countries) by using data and insights drawn from the practices and situations in another country, or countries. Programs and courses in comparative education are offered in many universities throughout the world, and relevant studies are regularly published in scholarly journals such as Comparative Education, International Review of Education, International Journal of Educational Development, and Comparative Education Review. The field of comparative education is supported by many projects associated with UNESCO and the national education ministries of various nations.

Comparative education has been defined in different ways by various authors but what is common in the definitions is the emphasis on the use of data from another educational system. **Getao** (1996) defined Comparative Education as a discipline, the study of educational systems in which one seeks to understand the similarities and differences among educational systems. Noah and Eckstein (1969) defined comparative education as follows:



Comparative Education is potentially more than a collection of data and perspectives from social science applied to education in different countries. Neither the topic of education nor the cross-national dimension is central to any of the social sciences; nor are the social science concerns and the cross-national dimension central to the works of educators. The field of comparative education is best defined as an intersection of the social sciences, education and cross-national study.

On the other hand, **Sodhi** (2006) has quoted various definitions as put forward by renowned comparativists, taking another angle than the above comparativists, who either defines Comparative Education as focusing on various education systems, such as **Getao** or as an interdisciplinary social science, such as Noah and Eckstein. This angle departs from the premise first formulated by Sir Michael Sandler (1861-1943). In a well-known lecture which he delivered in 1900, he contended that in studying foreign systems of education it should not be forgotten that things outside the school matter even more than things inside; and that an education system is the outcome of (societal) forces which have been operating over an extended period of time. Thus he opened a new way of conceptualizing Comparative Education and foreign education systems, namely as the outcome of societal or contextual forces.

Isaac Kandel (1881-1965) took up Sandler's view that comparative education should not emphasize only educational set up, organization, administration, methods, curriculum and teaching but also the causes behind educational problems of different countries and attempted solutions in the light of their social, political, cultural and national ideologies. It is not sufficient to know that education

systems are different than one's own education system. It must explain as to why this difference is there. He believed in the theory of causation. This shaping factor of national education systems, he called "national character". The national character of a country shapes its education system. In order to understand a particular national education system, it is necessary to turn to the national character of the particular nation in question. For example, in order to understand the Japanese education system, it is necessary first to study the Japanese national character, as that has shaped the Japanese education system. Kandel explains this approach of his elaborately in his book *Studies in Comparative Education*, which was for many years the standard text of Comparative Education. Together with Jullien, Kandel is commonly called the "father of Comparative Education".

- **Definition and purpose of comparative education**

Comparative education is a contests discipline whose purpose is to discover and explain the factors responsible for the developments and differences in education systems in different contexts.

It is an interdisciplinary field of study that applies historical, philosophical and social science theories and methods for the comparative analysis of educational issues (Epstein, 1995).

It is an intersection of the social sciences, education and cross-national study which attempts to use cross-national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes (Altbach, 1998).

It applies descriptions; analyses and insights learnt in one or more nations to the problems of developing educational systems and institutions in other countries. It can take two or more regions as the basis of comparison and provide explanations for identified similarities or differences.

It is a field also concerned with the practical implications of borrowing of innovations among education systems. The word comparative involves comparison of one thing or system with another.

In his book, *Comparative Education: a Study of Educational Factors and Traditions*, Nicholas Hans (1888-1969) arrived at the following classification of **three groups of factors influencing the educational development in countries:**

- 1- **Natural factors:** race, environment and language
- 2- **Religious factors:** Catholicism, Anglicanism and Protestantism
- 3- **Secular factors:** Humanism, Socialism and Nationalism.

The operation of these factors he illustrates in his book with the examples of England, USA, France and USSR.

**Vernon Mallinson** agrees with Hans and Kandel about comparative education, laying emphasis on the societal contextual factors shaping education systems. To him comparative education means a systematic examination of other cultures and other systems of education deriving from these cultures in order to discover resemblances and differences and why variant solutions have been attempted to problems that are common to all.

**George Bereday** (1920-1983) has emphasized the importance of methodology Comparative Education, through which lessons (for improving the own, home education system) could be deduced from the variations in educational practices in different societies. In his classic book, *Comparative Method in Education* (1964) he describes Comparative Education as making sense out of the similarities and differences among educational systems. It catalogues educational methods across national frontiers and in this catalogue each country appears as one variant of the total store of mankind's educational experiences.

**Phillip E. Jones**, an Australian comparativist, too attaches importance to using the method of Comparative Education for educational planning. He notes that Comparative Education with its rapidly increasing resources and its hope for better methods seems admirably suited to provide a more rational basis for the planning of education.

**Edmund J. King** (1914-2002), in his book *Comparative Studies and Educational Decision* is takes the planning angle, when he expresses the view that Comparative Education is a discipline, which systematizes our observations and conclusions in relation to the shaping of the future. To him this world now is no longer possible to find the solutions of any educational or social problem within that country and thus we are to look for it from other countries, cultures and societies. Comparative education serves this purpose to a considerable extent, at least in the world of education.

For over the past five decades, comparative education theorists have continued to define and redefine the field of comparative

education and speculate about its future viability (Wolhuter et.al. 2011). As the range of definitions demonstrates, the field is diverse, fluid, and responsive to global shifts and needs. It also holds visible positions at universities worldwide. From the foregoing literature it is evident that comparative education does not have one agreed definition. The authors will give the following as his working definition in this book that "Comparative education is the analytical survey of systems of education across national borders with a view of establishing similarities and differences". In this view the intention is implied to find the factors that are influencing particular education systems to be the way they are. This would involve analysis of the forces that make for resemblances and differences in a particular education system. The scope of comparative education involves the study of educational system or systems. This would involve aspects of structure, organization, curriculum, financing, administration and educational problems such as repetition, dropout, access, urbanization and participation of various groups in education.

## • Objectives and Scope



According to Harold J Noah and Max Eckstein (1993), Comparative Education has four purposes:

1. To describe educational systems, processes, or outcomes.
2. To assist/ help in the development of educational institutions and practices.

3. To highlight the relationships between education and society.
4. To establish generalized statements about education those are valid in more than one country.

Comparative Education is often incorrectly assumed to exclusively encompass studies that compare two or more different countries. In fact, since its early days, researchers in this field have often eschewed such approaches, preferring rather to focus on a single country. Single unit studies (i.e. studies focusing on one system of education) dominate Comparative Education research (Wolhuter, 2008: 326). Although this is an apparent negation of the comparative in Comparative Education, Comparativists frequently advance several reasons why single-unit studies qualify as Comparative Education research. These include that such studies contribute to the field of knowledge of education systems, and that such studies hook onto general concepts employed in Comparative Education research. Still, some large-scale projects have made important findings through explicitly comparative macro analysis of massive data sets. These include the PISA and IEA studies. PISA (Program for International Student Assessment) was established in 1997. Coordinated by the OECD (Organization for Economic Cooperation and Development) it undertakes regular tests of 15 year-old pupils in the 65 OECD member states. The first of these tests took place in 2000. The objective is to improve educational policy and quality in these countries. Pupils are tested in reading, mathematics and science. The IEA (International Association of Evaluation of Educational Achievement) is an independent international cooperation of national research institutes and governmental

agencies, formed in 1959. The IEA conducts large scale comparative studies on educational achievement. Studies include the International Computer Information Literacy Study, the Trends in Mathematics and Science Study (TIMSS), PIRLS (reading literacy study), ICCS (civic and citizenship Education study) and TEDSM (Mathematics teacher education study).

The scope of Comparative Education could be viewed in the following ways. First there is the subject matter/content perspective which covers the essential components of educational systems such as aims, content or curriculum, administration, financing, teacher education and structure. Secondly, there is the geographical unit/area study perspective which comprises intra-national, international, regional, continental and global or world systems studies and analysis. Intra-national studies involve studies done within a nation. The national studies may involve several nations within a region or a continent. Then there is also the ideological approach, which compares countries educational systems on the basis of differing political, social and economic ideologies that are followed. The national philosophy in a country influences the kind of the education that is provided. This can further be affected by the political party manifestoes that propagate a particular ideology. The Socialist countries have used socialism as the main ideology that is followed in their countries and this has affected the education system in those countries. On the other hand, Western countries have used several ideologies such as pragmatism, nationalism and democracy in furthering their educational ideals. The thematic scope focuses on themes, topical issues or problems and compares them within one or more

geographical units. This can further be done by analyzing of a topical issue in education and understanding it. Lastly the special/historical scope deals with the study of historical development of education.

- **Rationale for the field**



Many important educational questions can best be examined from an international-comparative perspective. For example, in the United States of America there is no nationwide certificate of completion of secondary education. This raises the question of what the advantages and disadvantages are of leaving such certification and even the choice not to have such a public examination' to each of the 50 states. Comparative Education draws on the experience of countries such as Japan and France to show how a centralized system works, and what are the advantages and disadvantages of centralized certification. This information could then be used to improve the home or own education system.

- **Purposes of Studying Comparative Education**



There are various reasons why Comparative Education should be studied by prospective teachers and reformers of education in any country of the world. The reasons are:



## **1. Description**

The most basic utility of comparative education is to describe education systems/learning communities, within their social context, in order to satisfy the yearning for knowledge which is part of human nature. Bereday (1964: 5) puts it that: "The foremost justification for Comparative Education is intellectual. [Humans] study Comparative Education because they want to know".

## **2. Understanding/Interpreting/Explaining**

On the next level Comparative Education also satisfies the need to understand: education systems are explained or understood from surrounding contextual forces which shape them. Conversely if education systems are also shaped by the societal matrix in which they are embedded (and if education systems, in turn, shape societies and cultures) then the comparative study of education systems also fosters an understanding of cultures or societies. Noah's (1986) thesis of "education as the touch stone of society" is very topical here. In this respect the value of Comparative Education is very topical in times of multicultural societies and of Intercultural Education.

## **3. Evaluation**

Comparative education serves the purpose of evaluating education systems: the own education system as well as universal evaluation of education systems. In the current age of competitive globalized world, the evaluation of the domestic education projects assumes even bigger importance-hence the proliferation of studies such as the PISA (International Program for the Assessment of Student Achievement) and IEA (international Educational Assessment)

studies, and the international ranking of the universities. The universal evaluation entails how well the education systems of the world rise up to the challenges of the twenty first century world as well as an estimation of the limits and possibilities of the societal effects of education.

#### **4. Intellectual**

Comparative education is an intellectual activity that scholars can pursue to the highest level possible in the academic ladder. They can pursue it in their masters and doctoral programs. An individual can do this in order to enhance his/her intellectual capacity concerning other systems of education with the purpose of enlightenment. This knowledge would help the individual to understand their education system better and that of others with the intention of improving and solving problem in their own system. Knowledge for its own sake is the sole ground upon which comparative education need to make a stand in order to merit inclusion among other academic fields.

#### **5. Planning Modern societies**

This has come to appreciate the importance of planning. Various problems that are associated with over-population, under production, diseases, economic non-viability, industrialization and social ills can be tackled through planning. Planning requires careful formulation of objectives, establishment of priorities and the identification of the means to achieve those objectives. Since an educational policy affects millions of people, rational decisions need to be made so that the policy can achieve the desired results. Comparative education is also pursued to design a new education

system, to plan education, and to reform education systems (Steyn and Wolhuter 2010). In reforming or improving the education system or in grappling with an educational issue, challenge or problem, one country could benefit from the experience of other countries that once had faced the same problem, could reveal the full extent and implication of the problem and possible contributory causes; and could also suggest possible solutions to the problem. This call for proper planning that comparative education can provide a helping hand.

## **6. Practicability**

We are living in a practical age in which education is regarded as a consumer good. The pattern of education, which loses its practicability, goes on being replaced by such patterns, which have practical utility. Those patterns of education that have no practical utility are being reformed. For example, in United Kingdom the state supported primary schools whose objectives was to teach the masses how to read and write, so as to enable them work better in the industrial society. These systems have survived with modification and improvements. In the former USSR and China work experience was emphasized and was very much reflected in the curriculum. In United States of America, comprehensive schools on the principle of utility and practicability have replaced grammar schools. In Kenya the education system was reformed in 1985 with a view to make it more practical. There were various arguments that had shown that the education system was more elitist and had no practical utility to the pupils involved. The problem of reforming an education system to make it more practical and of utility must be studied for solutions and this can be done better

through the study of comparative education. Moreover, recently there have appeared a number of publications proclaiming the value of Comparative Education in assisting the teachers to improve his/her teaching practice. Comparative Education can assess the track record of particular teaching methods in particular contents. Not the least significance is the value of assisting to improve teaching practice in multicultural classrooms.

## **7. Humanitarian viewpoint**

The original inspiration source of the scholarly field of Comparative Education, the philanthropic ideal of the time of Jullien (1775-1848) remains the most noble cause in comparative education. Serving and improving the state of humanity is in the current age of globalization more urgent than ever by nurturing a global citizen, equipped with a creative, critical and caring mind set. The current world is characterized by increasing problems that are affecting the human population in various ways. Many parts of the world are or have recently been affected by wars, such as Iraq, Togo, Liberia, Sierra Leone, Durfur region in Sudan and Democratic Republic of Congo. The problems experienced in these countries do affect their neighbors and other countries of the world in various ways. For example, the Gulf War of 1991 affected the world oil prices just as had happened in 1971 during the crisis in the Middle East. This episode was later repeated during the war between the United States of America and Iraq in 2003. Since the Universal Declaration of Human Right by the United Nations assembly in 1948; people have aspired for peace, freedom, equality and a better life. Education has been highlighted as a human right and need to be accessed to all irrespective of age. Most of the countries

in the world are aspiring to provide education to their masses. Countries like Kenya, Nigeria and Uganda are providing universal primary education. However, the economic and social implication of providing education to the masses is not well known. Nations need to co-operate in order to create better world. Therefore, the knowledge of each other education system is necessary and can better be acquired through comparative education.

### **8. Education problems in world perspective**

Most countries of the world have identical problems in their educational perspective. Therefore, it is possible for them to learn lessons from each other on how they resolved a particular problem. For example, when Kenya was implementing her **free primary education** in 2003, Nigeria could have provided some of the clues of the problems, which were to be expected, and the solutions to them. Uganda, a close neighbor to Kenya also implemented her universal primary education earlier and she could have provided Kenya with practical solutions on how she managed her problems. Other lessons could have been learnt from Cuba on how she managed to obtain total literacy while India has problems in achieving it. These countries can provide important lessons to Kenya during her implementation of **free primary education**. Also, one would want to know how nations have struggled **to establish media of instruction**. The comparative approach would yield a deeper understanding of educational problems and their solutions. In this era, the purpose of Comparative Education would be better understanding of the changed circumstances and to have better equipment to fulfill the new responsibilities. This will help in understanding of why some countries education systems are

progressive while others are backward. The administrative system of the land influences the state of the educational system. For example, the administrative machineries of Switzerland, Canada, U.S.A. and Japan are combined with local autonomy and decentralized control. Consequently, in the educational system of these countries, we find a reflection of their political philosophy. Thus the political philosophy and administrative systems of various countries determine the administration and control of education.

### **9. Innovation in education**

There are many innovations, which are being introduced to education today. The development of technology has facilitated new methods of organizing learning. For example, the use of **Radio and Television** to deliver knowledge, **use of other aspects of the media, Open University, African Virtual University (AVU)** and **computer assisted distance learning** has been introduced to education. All these have facilitated education in a comparative context. The U.S.A. system has facilitated the spread of innovations in education in the world. In most of the developing countries distance education with the use of computer assisted learning is viewed as the panacea of educational access and the associated problems. In this regard the main problem to scarcity of qualified teachers in most of the developing countries would be whether the new technology would replace the real teachers in the classroom settings.

### **10. Economics of education**

Much of the massive expansion in the provision of education since the middle of the twentieth century took place on the basis of the

belief that the provision of education results in economic growth and increased economic productivity. In the recent years, research has generated the realization that the spread of education is positively correlated with increasing productivity. For example, the former U.S.S.R. set out to improve her economy by taking as a first step the eradication of illiteracy. Also, all the developed countries have progressed by investing more in education. On the other hand, most of the developing countries have generated the problem of educated unemployment or brain drain by improving their education systems. The belief in the value of education as instrument to effect economic growth took off in the second half of the twentieth century. This belief was spurred by the publication of a book and the formulation of a new theory. F. Harbison and C.A. Myer published their book *Education, Manpower and Economic Growth* in 1964. This book was based on a correlation between educational enrolment ratios and the level of economic development of 75 countries in the world. In 1961, Theodor W. Schultz, in his presidential address to the American Association of Economists, explained his theory of human capital. This theory, for which he was awarded the Nobel Prize for Economics in 1979, saw education as a productive investment, and no longer as a consumption item as it has been seen in history up to that point in time. This theory resulted in a revolution in Economic thought and in thought in Education alike (*cf.* Sobel. 1982). While the subsequent experience of more than half a century of educational expansion has proved this belief in the economic returns to educational investment very naive and simplistic, and economic expansion should not be the only reason for the provision and expansion of education; much of the expansion, in education

worldwide takes place in the belief that education will effect economic growth, and can countries learn a lot from each other regarding the use of education to effect economic growth.

### **11. Education for international understanding**

International understanding is a central purpose for studying comparative education. The two world wars made man to seek even more seriously the various ways of promoting international understanding. United Nations Educational Scientific and Cultural Organization (UNESCO) have recognized that wars begin from the minds of men. Therefore, in order to stop another war from occurring international understanding is essential so that national pride can be curtailed in the people's minds. This was the spirit of the League of Nations in 1921; International Bureau of Education in 1925 and Commission of Intellectual Cooperation in 1926. To deal with labor problems and education, International Labor Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) have been established. The declaration of human rights by United Nations Organization (UNO) as a way of enhancing peace has contributed to international understanding. Unilateral and multilateral co-operation programs have been developed to promote international understanding. Education is seen as the possible way to enhance international understanding. To understand other nations of the world, their philosophies of life, education, culture and sociology and to understand the forces, be they geographical, cultural, local and religious influencing their life, to know more about their customs, traditions and culture is absolutely essential. An understanding of how these cultures are affecting education systems and how these



cultures are shaped by education is important for the development of clear concept of internationalism. Exchanging students, teachers and other social workers is intended to promote the international systems of education.

## **12. Relax national pride**

This is necessary for combat feelings of superiority, especially among, the populations of countries technologically and economically developed and with military prowess. They need to understand that other countries are essential for their sustenance and therefore have to work for mutual benefit of each other. As Kubow and Fossum (2007), comparative thinking and international perspectives taking are essential for citizens to get along in diverse, global society. Comparison challenges students to suspend judgment of these foreign systems that they might base on their limited and localized perspectives. Through the development of comparative thinking skills, students should be able to undertake analyses of their home cultures and systems with a more nuanced understanding of various cultural factors at play. Comparative education also encourages students and educators to ask, "What kinds of educational policy, planning, and teaching are appropriate for what kind of society?" The field of Comparative Education focuses our attention on what might be the appropriate and inappropriate policy, while fostering awareness of the ideologies underlying educational practice. Hence, comparative study can also cultivate a political consciousness.

It has been explained above that Comparative Education studies operate on different geographical levels. The utility and value of

Comparative Education at the different levels of the global level, the supra-national, the national, the sub-national, the institutional, the class and the individual level will now, in conclusion be illustrated.

On a global level, the significance of Comparative Education has been raised by the phenomenon of globalization. For example, according to Larsen *et al.* (2008: 148) and O'Sullivan (2008: 140) globalization has resulted in a renaissance of Comparative Education in teacher education programs at respectively Canadian and Irish universities. Comparative Education identifies and describes world trends and movements in education (Tretheway, 1976: 34). Forces of globalization have acted upon education internationally, creating greater uniformity and standardization (Philips & Schweisfurth, 2006: 42). Planet-wide societal (economic, political, social and technological) forces have come to shape education, and need to be taken cognizance of in order to understand education. Comparativists involve themselves in the universal evaluation of education systems globally La. by assessing how these systems live up to global trends and challenges of the twenty-first century. The *Millennium Developmental Goals* and the campaign for *Education for All* are global education policies. Similarly, global initiatives such as universal adult literacy, the *Millennium Development Goals* and *Education for All* call for the expertise of Comparativists to assist with educational planning in order to achieve these goals. In the global village taking shape, other fields/disciplines of educational studies, such as Philosophy of Education, History of Education and Sociology of Education are transcending any parochialism and

constructing global frames of reference. The refinement of such an edifice creates another niche for Comparative Education to use by enunciating the relations and interrelations between global society and education, and by explicating the remaining roles of context in shaping education. Current world wide trends such as the information and communication revolution, the technological revolution, and the neoliberal economic revolution at the same time hold the possibility of dragging humanity in the twenty-first century to new, unfathomed depths, and the promise to uplift humanity to unprecedented planes; placing at the door of Comparative Education the assignment of helping education to steer the world towards the latter.

The most obvious current example of the significance of Comparative Education on the supra-national level is with respect to the nascent European Union. Therefore, for instance, at the University of Athens a course called "European Integration: An educational challenge" exists, explicating and explaining to student teachers the uniformisation of education in an integrated Europe (Popov & Wolhuter, 2007: 367). At the African University of Zimbabwe, Comparative Education is taught as part of the courses "African Studies I and II", elective courses open to students from any faculty (Machingura & Mutumeri, 2006: 94). The aim of Comparative Education in these courses is to explicate education within the context of the African continent. According to Bray and Thomas (1995: 474), a substantial amount of literature focuses on the nature of educational provision in different regions of the world. Such regions include, besides the European Union, also for example the Balkan States, South Eastern Europe. Regional units

are constructed on one or more (educational or contextual) characteristics common to the region. Such characteristics obtain increased significance if they distinguish the particular region from other regions. Characteristics can include level of educational development, goals of education, forms of educational administration, institutional fabric of educational institutions, or contextual characteristics such as political organization, colonial history, cultural origin, or level of economic development. For a complete understanding of national systems of education and individual institutions, it is necessary to turn to regional forces. Regional foci also enlarge the geographic range of educational planning and philanthropic activities.

The level of the nation-state is, of course, the level at which the overwhelming majority of published Comparative Education studies occurs (*cf.* Wolhuter, 2008: 325). Here Comparative Education studies describe and explain (from societal forces shaping education systems) national education systems. There is a wide-spread contention among Comparativists that the study and comprehension of foreign education systems facilitates a fuller understanding of the own education system (Mallinson, 1975: 10; Phillips & Schweisfurth, 2006: 14). In a recent survey of students' motivations for studying Comparative Education, Comparative Education students in Bulgaria cited that it will assist them in comprehending their own national education system (Mihova, 2008). Comparative Education research assists with the evaluation of national education systems. EA and PISA study results, for example, are published in the form of national aggregates. Comparative Education research invokes the educational

experience of foreign countries to guide educational reform projects in the home country. National level studies in the field of Comparative Education can also be of value to other fields of educational inquiry. Combinations of national, political, social and economic forces result in configurations of societies discernible at national level, and by explicating such national education societal interrelationships, Comparative Education yields valuable information to the field of Sociology of Education. It is when an education system requires a nation-wide change that Comparative Education serves the philanthropic ideal at national level. Many studies of institutions such as IIEP (International Institute for Educational Planning) are, for this reason, on a national level.

Current worldwide societal trends of the demise of the once omnipotent nation-state, the resulting decentralization, and the rise of multicultural societies, bring the sub-national category as level of comparative analysis to the fore. In Germany, for example, the challenge of the educational handling of the substantial number of immigrant (guest worker) children, in the second half of the twentieth century played a pivotal role in the rise of Comparative Education as a field of teaching in German universities and in the rise of Comparative Education as an organized field of scholarly inquiry in Germany - in fact, the name of the German Comparative Education Society is (Section of International and Intercultural Comparative Education) (Waterkamp, 2008: 66). A paradigm such as feministic studies reveals the experience of women in education, and understanding this experience is the first step towards re-designing education systems and teaching practice to rectify any wrong. It is also by assessing equity in educational

systems, not only with respect to the trinity gender, ethnicity/race and socioeconomic status, but also with respect to other, newer, contemporary dimensions of diversity, that Comparative Education plays its part in evaluating education systems. A more positive message emanates from studies in the paradigm of cultural revitalization. The cultural revitalization paradigm focuses on deliberative efforts by members of a society to create a more satisfying culture, both at local and national levels, by means of educational initiatives (Paulston, 1977: 390). An example is Mojab and Hall's (2003) study of a Kurdish University in Iran. All these sub-national level studies promote the pursuit of social justice as part of the philanthropic ideal.

Turning to the level of the institution, the paradigm of ethnography (focusing on the culture of a particular educational institution), a fuller description of a school or other educational institution could be obtained, as well as a more complete understanding. The same applies to the paradigm of critical ethnography. Maseman (1986: 11) defines critical ethnography as studies which use a basically anthropological, qualitative, participant-observer methodology, but which rely on a body of theory deriving from critical theory for their theoretical foundation, i.e. conflict theories, with the emphasis on power relations in society. The method is mainly participant-observation small scale, but in order to understand the culture and the life of the actors involved, such a study is then placed finally within a wider theoretical framework of reproduction in which the researcher can make statements about the research that they themselves would never say.

In the competitive globalized world of neo-liberal economies ("survival of the fittest") and decentralization of power to individual schools, the evaluation of individual schools and lessons that schools can take from best schools internationally assume ever bigger importance. Holik (2008: 81), for example, linked these to the rise of Comparative Education in post-1990 Hungary. There is strong pressure on schools to attain better results (Fidler, 2002: 1). In assisting schools in this regard, Steyn and Wolhuter (2010) have used their Comparative Education expertise to develop a model for strategic planning in schools. The model has been successfully implemented in a number of schools assisting them to improve and to obtain better results.

On the level of the class, once again the paradigms of ethnography (studying the culture of a particular class) and of critical ethnography, as well as the paradigm of ethnomethodology (studying the social dynamics and norms within a particular class) can be valuable in knowing and understanding what is happening at class-room level. Claire Planel (2008) makes a convincing case, illustrated by an empirical study of 10 student teachers from England doing their teaching practice in France, that Comparative Education in teacher education courses should be reconstructed as Comparative Pedagogy (Pedagogy is understood to mean the theory and practices of teaching). In times of increasing multicultural classrooms, comprehensive schools and inclusive education, Planel argues that Comparative Pedagogy is useful and relevant for teachers as it helps to enhance teachers' understanding of children of diverse socio-economic and cultural backgrounds, and thus culminates in more effective teaching and

learning, in view of the importance of teaching to have resonance with, to be linked to the life-world of the students.

In an age of individualization and human rights, the individual level is destined to assume ever increasing importance in Comparative Education. It is here where the paradigms of phenomenology and phenomenography come into play. Phenomenology limits the scope of ethnomethodology even further, from the classroom to the individual. Individuals and their experiences of situations and contexts, and especially the meanings they attached to these situations and contexts are studied. An example is Milligan's (2003) research on how education influences the forming of identity under Philippine children. Phenomenography (a method, which was established by Tenorth Marton and his research associates in Sweden), as phenomenology attempts to reconstruct individuals' experience and attachment of meaning to phenomena, but unlike phenomenologists' strict limitation to each individual's experience and attachment of meaning as being unique, phenomenography goes over to attempt to classify individual experiences and attachment of meaning. An example is Brew's (2001) study on how seniors experience research. The philanthropic ideal ultimately means the maximum quality of life for every individual, hence the significance of comparative studies at the level of the individual.

The above explicated (potential) of Comparative Education amounts to a tall order, a by no means insignificant assignment; contributing to the coming to fruition of the ideal that every one of the global population of 7 billion people receives an education ensuring quality of life for him/her. As mapped out in the previous



chapter, there is huge scope for the evolving field of Comparative Education to expand, to rise to the occasion.

### • **Bereday's Comparative Method in Education**

George Bereday is considered to be one of the pioneers of comparative methods in education.

Bereday's method is one of the best-known systematized approaches to Comparative Education, in which an educational system is viewed as a component within a larger cultural context. Bereday perceived Comparative Education as a political geography of schools whose task was to search for lessons that can be deduced from the variations in educational practices in different societies.

Bereday advised comparative educators to familiarize themselves with the culture of the societies they were going to study as well as guard against their own cultural or personal biases. In order to compare school systems, Bereday proposed a four-stage method.

### • **Stages in Bereday's Comparative Method in Education:**

- 1) **Description and data collection**
- 2) **Interpretation**
- 3) **Juxtaposition**
- 4) **Comparison**

#### 1) **Description and data collection:**

In this stage, pedagogical data from various countries selected for the study is collected and presented using tables and graphs. The data should

be presented in descriptive form to facilitate further analysis at later stages.

## **2) Interpretation:**

This stage involves an analysis of the facts using methods of different social sciences.

For example, the researcher could use perspectives from sociology to explain the varying attitudes of pupils towards social science studies. Factors in the contextual background, such as historical, geographical, socioeconomic, and political factors, can be used to explain the issues that have shaped the educational system.

## **3) Juxtaposition:**

In this stage, preliminary comparisons of facts and findings, concepts and principles are used to classify data and process the data. The criteria for comparability are also set out during this stage.

## **4) Comparison:**

This is the final stage of Bereday's comparative method and it involves a final fusion of data from other countries for the purpose of comparison and to derive plans for action. The step also involves hypothesis testing.

### **• Summary**



In this chapter, we have thrown light on the Meaning of Education, its Importance, definition of Comparative education, its Objectives and Scope, a Rationale for the field, Purpose of Studying Comparative Education and its relevance in teacher preparation and engagements in the field.

**After studying the first chapter, answer the following questions:**



- 1– Illustrate the Meaning of Education and its Importance in our life.
- 2– Explain the meaning of Comparative education and its Objectives and Scope.
- 3– Illustrate the Purposes of Studying Comparative Education.

# **Chapter (2)**

## **Stages, Dimensions, Methods, Approaches and Factors, and Theories of Comparative Education**

- **Introduction:**



Many important educational questions can best be examined from an international-comparative perspective. Comparative education provides teachers with an international and comparative understanding of education including the global description and classification of systems of education, underlying national educational philosophies, classic and emerging trends in education and interactions between different aspects or systems of education and how they relate to society. It fosters international understanding, peace and cooperation among nations of the world. The processes of internationalization and globalization are having lots of implications to the education sector requiring that national systems, teachers and even learners have a good grasp of them.

Teacher training and pedagogics today can therefore not be transmitted without the international context in which the youth of today live. No country is an island and as such no educational system anywhere in the world is worth anything unless it is comparable to some other systems in the world.

Comparative education is essential in providing insights into the conditions under which changes occur or are prevented within the education system. It is thus crucial in reforming or improving the education system as it provides useful reference points. It also enables us to question antinationalistic attitudes on the superiority of individual education systems by giving foreign examples that can trigger alternative action and innovative strategy. It contributes to the satisfaction of intellectual curiosity i.e. the desire to know more

about the education systems of other nations as it meets the learners' or teachers' need for information, inspiration and intellectual communication. It therefore contributes to the teacher's professional critical awareness and prepares him for responsible decision making.

Comparative education is thus part of the wider attempt to explain phenomena within educational systems and institutions and linking it with its social environment. Comparative studies always require identification of links, correlations and differences. Some scholars relate comparative education to other disciplines such as development education and international education. These categories overlap and are not mutually exclusive.

Comparative education as a field of study has prided itself on its commitment to the reduction of ethno-centrism by promoting international understanding through education. It today concentrates more on explanation and prediction rather than mere description. It is therefore revealing that comparative education enables us to learn from the mistakes and achievements that other nations have made in the process of solving similar educational problems.



[https://drive.google.com/drive/folders/1fP3aW\\_XHS\\_lcVXCkxn\\_FyoQX02o\\_O5X?usp=drive\\_link](https://drive.google.com/drive/folders/1fP3aW_XHS_lcVXCkxn_FyoQX02o_O5X?usp=drive_link)

- **Historical Developments in Comparative Education**



Comparative education is not a recent phenomenon but is as old as education itself. Traditional societies borrowed several educational aspects from one another. Comparative Education as a discipline has its roots in the works of Marc-Antoine Jullien de Paris in 1817. He proposed the purpose and method of comparing different education systems. His aim was to lay ground for systematic trans-national studies of education. Jullien required that governments provide quantitative data on their education systems. His vision has been taken up by several international bodies, resulting on massive collection of data on education which have been useful in shaping and influencing policy across many systems. At this time, there was little interest in Comparative Education.

Some attempts were made decades later by Mathew Arnold who gave a series of reports on the education systems of some countries in Europe. He wanted England to look at what France and other countries were doing and gather adequate data to support reforms. By the beginning of the 20th Century, there was renewed interest in this field. In addition to the works of Michael Sadler in 1907, there were more developments in the field. Sadler was against the use of simple descriptions of education cross-nationally as a way of making education reforms. He advocated for the use of tangible and successful aspects. Both Sadler and Jullien believed that comparativists needed to take into account factors beyond the school or system in order to understand education. Their

approaches were however different. Jullien's approach was basically nomothetic i.e. isolating a few social factors and underlying trends and patterns which could then be applied to education. Saddlers' method was ideographic i.e. analyzing the social, cultural and contextual circumstances that differentiated schooling in one society from the other.

## • Stages of comparative education



The development of comparative education has been marked by five different stages, each characterized by a different motive. These stages intersect in time.

### i) Travelers' Tales (From Antiquity to 1817 A.D.)



This was the earliest stage which was prompted by simple curiosity and was mainly based on tales brought home by travelers to foreign parts. They gave descriptions of educational systems and practices abroad which were then used to review the education systems of their homelands. Since they were not professionals in education, their attention to education was fragmented, generally unsystematic and subjective. Major contributors at this stage included Herodotus (the Greek historian), Xenophon (on Persian education), Cicero, (Greek education), Erasmus and Ibn Khaldun. Though their works were very subjective and had no empirical basis, they made significant contributions to the education of these countries.



- **Characteristics of this phase**



Interesting as those stories may have been to the reading public of their times, they were not scientific accounts and had many shortcomings. Among them were that they were mostly descriptive. They were giving descriptive accounts of their journeys and experiences in foreign lands. They gave descriptive accounts of features in foreign systems of education as they saw them. Therefore, they were influenced by writer biases and prejudice. In addition, they were not systematic. Their attention to education was fragmented and generally unsystematic. Most of them had gone to foreign lands for purposes other than education. In this regard their statements included obvious exaggerations, understatements and at times deliberate falsehood since the purpose of the author was usually to entertain. However, although they were stimulating, they were superficial and piecemeal. Cultural biases were prevalent. The observer was always gauging the one group as inferior to other. This at times went hand in hand with racism.

Lastly, most of this information had little comparative value since it was influenced by the curiosity of the author.

- **Relevance to present day theory and practice of education**



Features of travelers' tales still remain with us in the work of journalism and education trips. Indeed, their reports are informal, getting to know the experiences of other societies. They form the first step to understanding education in other countries. Stories given on return from visits to other countries add flavor to our

teaching in schools. Eyewitness accounts are still deemed as valuable in research work. Reading of novels and stories about other countries are all commendable in our present day educational practices.

## **ii) Selective Educational borrowing (Pioneers)**



During this period, the desire to learn useful lessons from foreign practices was the major motivation. It began at the beginning of the 19<sup>th</sup> C after the industrial revolution, the French revolution and coincided with colonialization. It also coincided with the rise of national systems of education in Europe. Different countries sent educationists abroad to gather useful educational experiences for the development of their own systems. They were predominantly educational practitioners, experts, politicians and activists. They were mainly concerned with educational theory, methodology, finance, and organization. Marc Antoine Jullien De Paris (France) and Mathew Arnold (England) and Henry Bernard, (USA) were the most prominent contributors at this stage. Jullien lived during the time of the Napoleonic times and saw education as a positive way to improve the French society. This stage also lacked objectivity and was mainly utilitarian and descriptive.

### **• Characteristics of this phase**



This phase comprised of cataloguing of descriptive educational data and then the comparison of data with the hope of yielding the best educational practices as lessons for borrowing. The main motive of comparative education was utilitarian. The studies were descriptive in nature but hardly analytical. Moreover, most writers in

this stage of comparative education ignored not only the rather obvious pitfalls of cultural biases, but also the technological problems arising from international differences in terminology and statistical procedures.

- **Relevance of the selective borrowing phase to present day education theory and practice**



Despite the above shortcomings this phase is relevant to present day theory and practice of education. First, they were mainly descriptive and utilitarian in purpose. Descriptive studies are features that are still relevant in education today. We also endeavor to make education more utilitarian. Second, we still have visits to other countries or institutions, for the purpose of observing what may be of value to be brought back and used at home. Lastly, there is the importance of learning from experience of others in order to improve institutions in our own systems of education.

### **iii) The Rise of International Educational Cooperation:**



This was the period just towards the end of the 19<sup>th</sup> C. Exchange of information about foreign countries and particularly about foreign education was considered desirable simply to break down the barriers of ignorance that divided nation from nation. It was characterized by extensive exchanges of scholars, students, publications, increase in international contacts and networks to promote international understanding and sharing of knowledge. The main concern was how different contexts shaped

education systems. Scholars were concerned with being able to predict the likely success of educational borrowings in implementing reforms. Michael Sadler and Isac Kandel were major contributors at this time.

- **Contribution by institutions of learning**



In the 1930s and 1940s courses in comparative education became part of teacher training programs in many colleges and universities of the world. Where they become established they tended to use books written by Kandel and Hans. The endeavors of these individuals lead to founding of national and international agencies, like the International Bureau of Education in Geneva in 1925. Among the main functions of these agencies was to study educational problems of international nature and to disseminate educational data worldwide. This phase is relevant to the modern day theory and practice in education has helped in understanding of the forces and factors that shape the systems of education worldwide.

- **The following are the main motivations for comparative education during this phase:**



- 1) Studying of educational problems of international nature.
- 2) Promotion of humanitarian and international sentiments.
- 3) Contribution to the solutions of the world's gravest social and political problems especially those arising from nationalism and using education for social advancement.
- 4) Outpouring of educational data by identifying worldwide

movement in education such as basic education and lifelong education. This was accompanied by exchange of scholars and students as a way of helping developing countries to improve their education system. Moreover, the promotion of understanding and elimination of racial, ethnic and gender biasness from books also motivated this stage.

#### **iv) The Rise of the Social Sciences (From the End of WW2 in 1945 to Present)**



This period begun at the onset of the 20<sup>th</sup> C. and laid the foundation for the search for explanations for the wide variety social phenomena. The social sciences such as economics, philosophy, psychology, and sociology took a center stage. The main concern was to provide scientific explanations for relationships between education and society, as the two influenced each other. The interaction between education and society was to be analyzed by looking at how historical, economic, social and contemporary factors shaped education. Interest was not only in the nature of the relationships, but the possibility of using the conclusions for educational reform for better societies. Studies were also made on how education determines national character. This period marked the beginning of empirical studies of comparative education.

#### **• The outcome of the above forces can be noticed**

**in:**



1- Greater efforts to democratize education to make it available

to all as a way of ensuring a reasonable good life.

- 2- Diversification of education to serve and suit diversified societies and communities.
- 3- Greater concern and effort to provide quality education for the purpose of progress.
- 4- Creation of international organizations like UNESCO, UNICEF, WHO, UNEP in order to promote human welfare, reconstruction of peace, democratization, diversification and improvement of education and management of knowledge.

- **Motivation and characteristic activities**



Since the end of Second World War in 1945, there has been less concern for analysis of antecedent and more for analysis of contemporary relationships. The mode for analysis has been less historical and more quantitative and empirical drawing on the techniques and conceptual frameworks 'of sociology, economics and political science in particular. It has become important to collect facts. It has become necessary to organize and interprets the collected facts. The comparativists have to change the collected facts into systems, and must offer explanation and theories regarding the collected data. Consequently, the comparativist have been pre-occupied with debate in an effort to identify the best method of conducting comparative education studies so as to yield the most valid data, information and advice.

Some of the individuals who have contributed to the development of comparative education during this phase involved: Vernon

Mallinson, Joseph A. Lauwerys, George Z.E. Bereday, Brian Holmes and Edmund J. King.

Institutions of learning, various agencies and comparative education societies have contributed to the development of this phase. After World War Two University centers developed comparative education studies. Today they have developed comparative education as a discipline in various countries of the world in Africa, Asia, Europe, Latin America and North America. The scope of work in comparative education has broadened through the development of international, regional and national agencies. For example, the International Bureau of education, UNESCO, UNICEF and many others. Their functions include: collecting, analyzing and disseminating educational documentation and information. They are involved in undertaking surveys and projects studies in the field of comparative education.

Lastly, individuals interested in the field of comparative education have formed a number of societies to promote comparative studies in education. Their aims are: to initiate and co-ordinate research; and to cooperate with other persons and organization in international and comparative studies. In 1956 the comparative education society was established in New York. British and German sections of the society were also established. Similar comparative education societies have been organized in Canada, Korea, Japan, and in Africa. Most of these societies are affiliated to the world council of comparative education societies.

## v) Comparative Education as a Discipline:



This stage has been marked with the fruitful growth of comparative education as a scientific discipline in education. It was fueled by the aftermaths of WW2. The devastations of WW2 were followed by unprecedented international cooperation which enhanced more international interactions through education. Education was one of the main ways of promoting international interactions and peace after the war. The end of the war resulted into the establishment of new and influential international agencies such as the United Nations (UN), the International Monetary Fund (IMF) and the World Bank which have been crucial in the growth of the discipline. Through UNESCO, UNICEF and UNDP comparative education has flourished. Comparative education now became characterized with social science explanations and use of empirical methods to clarify the relationships between education and society. The methods of explanation have become more scientific and robust. This has strengthened the explanatory power and relevance of Comparative Education as a social science field.

Many governments are concerned with improving their education systems. Institutions also want to inculcate best practices. Professional associations and research centers on comparative education are also continuing to flourish. They collect analyses and document educational data/information for use in comparisons. The Comparative and International Education Society (CIES) and Association of International Educators (NAFSA) foster cross cultural understanding, scholarship and academic achievement



through international study of educational ideas, practices and systems. Many top universities have also established departments of comparative education.

The contemporary effects of globalization, internationalization of education and the growth of the “knowledge society” or the network society are continuing to make comparative education more relevant than ever before. The field has grown steadily from its precarious beginnings to its current state of academic institutionalization and respectability. Problems and challenges over the period of its existence, **Comparative Education has faced several legitimacy questions:**

**- Definition:**

Comparative education lacks a precise and agreeable definition. Several propositions have been made as definitions to comparative education making it a contested field with no one unitary definition.

**- Legitimacy:**

Scholars in other fields of education have been of the view that Comparative Education is not a legitimate field of study due to several reasons. Instead, they see it as a cooperative activity of the other social sciences.

**- Lack of a strong foundation as a discipline:**

Comparative education as a field of study has a weak foundation as a discipline as it does not have any major classic literature, massive accumulation of research work or founding fathers of stature as in other social sciences. Comparative education is largely seen as a method, an approach or a way of carrying out investigations

in different systems and not a discipline. Elder comparativists such as Hilker (1962) took the view that comparison as a method justified the existence of Comparative Education.

### - **Theory:**

It lacks its own theoretical underpinning and mainly explains its subject by use of theories from other social sciences.

### - **Methodology:**

Methodology defines how new knowledge maybe acquired, or be rejected as not having the status of knowledge. Methodologies of data collection, analysis and arriving at conclusions in Comparative Education have been largely debated by critics as wanting. There are also recent debates concerning the dimensions of comparison (Herbison & Meyers, 1964).

### - **Content and Boundary:**

The academic boundaries and contents of this field are also not clear. More publications in this field are now moving more towards developing countries making it closer to development education. The different social contexts lead to different areas of focus in different countries (See Halls, 1990).

## • **Dimensions/ Typologies of comparative education**



Comparative education has been seen within a number of interrelated sub disciplines.

## **1) International Education**



Comparative education is closely allied to and may overlap with international education. International education is a comprehensive approach to education that prepares learners to be active and engaged participants in an interconnected world. Understanding of a broad array of phenomena is enhanced and deepened through examination of the cultures, languages, contexts, governments, religions and history of the world. International education includes knowledge of other parts of the world, familiarity with international/global issues and respect of other peoples and cultures. Globalization, the growth of the knowledge society and international exchanges and collaborations in education and research promote international education.

## **2) Internationalization of Education**



Internationalization is the process of integrating the international dimension into the teaching and learning activities of an institution or an educational system. It includes activities such as incoming students and staff, outgoing students and staff, collaborative projects, joint researches, internationalization of the curriculum, language and area studies and internationalization at home. It has both advantages and disadvantages which have to be responded to. It results into cross-pollination of knowledge, improves quality, develop capacity and resources while at the same time develop scholars who are citizens of the world.

### **3) Transnational /Cross-Border Education**



The word transnational education and cross-border education are used interchangeably. It mainly applies to instances where a country or institutions provides educational programs within another country. It means the provision of education beyond the nation-state borders. This is therefore a case where an institution could have a branch in another country offering programs and qualifications of the mother institution. It is mostly common in higher education where several universities open satellite campuses in other countries to offer academic programs, joint or dual programs and virtual institutions.

### **4) Development Education**



This dimension looks mainly at the role of education in societal development, social transformation, change processes, democratization, promotion of human rights and sustainable development especially in developing countries. Key in this respect is the Education for All (EFA) movement and the overall role of education in attaining the Millennium Development Goals (MDGs) for sustainable development. It also looks into the role of development partners and international agencies, both positive and negative in education in developing societies.

### **5) Multicultural Education**



Multicultural education is a field of study whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social class and cultural groups. Its main goal is to

enable all students acquire the knowledge, attitudes and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate and communicate with peoples from diverse groups in order to create a civic and moral community. It promotes intercultural understanding and dialogue. It draws its content, concepts, paradigms and theories from specialized interdisciplinary fields especially in the social sciences.

- **Theoretical Approaches in Comparative Education**



Comparative education draws its theoretical approaches from an array of other disciplines, research traditions and educational practices. These are mainly used to juxtapose and interrelate knowledge and practices. Theoretical approaches in comparative education have been changing with changes in the representation of knowledge. The following are some of the theoretical approaches in comparative education;

- i. Functionalist Theory**



The Functionalist theory is derived from the wider Consensus theory that postulates that societies are composed of interdependent parts which have to work together for harmony. It is also referred to as Structural Functionalism and calls for maintenance of social order, harmony and consensus in society. The functionalist approach argues that all these interdependent parts have a role to play to keep the whole society in equilibrium. Education is seen as an important component of

society which has a role to play to keep society stable. It has to socialize individuals to conform to societal values and be useful to their societies. Teachers are therefore significant social agents in maintaining social order. Comparative educationists look at how education systems socialize individuals and make them useful for the continuity of their societies. The theory does not address the issue of conflict in society. It contends that conflict and challenge to status quo is harmful to society.

## **ii. Culturalist Approach**



Culture is seen as a standardized pattern of activity and beliefs that are learnt and manifested by the people in a collective life. Culture and educational features are linked and act reciprocally upon each other. Dominant political or religious ideologies in society would have an impact on education. Comparative educationists use such approaches to explain how culture and ideologies determine education policies in different societies.

## **iii. Contextual Approach**



The contextual approach proclaims that comparative education can be used to make informed decisions which would be useful for policy making. The task of comparative educationists is to analyze and recommend reforms but with the total consideration of the social environment. Comparative analysis must be undertaken with specific social, economic and political contexts taken into consideration. This view argues that what happens outside the school system is important in influencing that very system. It sees the national system of education as a living thing.

Emphasis has to be put on the educational context before borrowings or transplants are made.

#### **iv. The Marxist Approach**



This approach is drawn mainly from the wider Conflict theory. It proposes that society is always at conflict due to the demands of the different interest groups. It looks mainly at the social stratification of society mainly in terms of ownership of capital and the means of production. This theory proposes that most societies are divided into a dominant group and a subordinate one. The dominant one i.e. bourgeoisie exploit the poor ones i.e. proletariat and this leads to conflict as the masses aspire to dislodge the dominant ones. This theory is used in Comparative Education to explain how education helps in transforming societies. It is also important in analyzing how class factors determine citizens' access to education. Realists and liberals disagree with the Marxists theory as being outdated especially after the collapse of the Soviet Union and the end of the cold war. The Marxist theory has been developed into the World Systems theory which applies Marxism to contemporary international relations between the developed and developing countries mainly using the principles of the center and the periphery.

#### **v. Human Capital**



Theory Education in this approach is seen as an integral resource and fabric for the society. Societies are therefore are expected to invest in the education of their populations because this is the most valuable resource they could have. The human capital

theory dominated education discourse of most newly independent countries as there was need to invest more in the education of these new societies. In order to develop, they had to invest significantly in their education systems. Educated populations are considered to be more productive to societies than illiterate ones. Comparative education looks also at how education has been used to add value to societies.

#### **vi. Modernization Theory**



This looks at how education has been used to modernize societies. Most societies invest in education with the hope that it will enable them modernize and develop. The main difficulty with modernization theory was its focus on changes within societies or nations and comparisons between them with Western societies as their main reference points - to the neglect of the interconnectedness among them, and, indeed, their interdependence, and the role played by non-Western countries in the development of the West. Comparative education used this approach to look at the contribution of education to societal development.

#### **vii. Dependency Theories**



It is linked up with the Marxist theory and argues that developed countries, in their pursuit for power, penetrate into developing countries through different ways to integrate them into the capitalist system with an aim of fostering dependence. This approach claims that the educational relationships between the developed and less privileged societies could lead to dependency



i.e. some societies believing that they cannot make meaningful change without the external support. The theory sees the current world situation as a result of domination by the developed nations over the poor ones. It explains the world in terms of the center and the periphery. The center always wants to control the periphery. It is also based on the notion that resources flow from the developing countries to the developed ones due to inequalities of the free market. In education, external support has led to developing countries adopting most educational practices from the supporting countries. This denies them freedom and autonomy to decide what their education should do for them. When a society is economically dominant its members assume that it also reflects a deeper superiority, rather than an accident of timing or geography. Modernization without dependency is one of the best approaches to development.

- **Research Methods/Approaches in Comparative Education**



Comparative research is the act of comparing/juxtaposing two or more things with a view of establishing similarities and differences. There is no single methodology for comparative research. It usually depends on the aspect being studied and the purpose of the comparison. Comparative research concerns itself with middle-range theories and methods that do not support to generalize on social systems but a subset of it. Several approaches have been proposed to the study of comparative education. They include:

## **1) The Historical Approach**



This approach was developed by Kandel and Butler and focused on the causes educational theory and practice. It argued that past experiences could be used to formulate hypotheses for the present as this exposed achievements and mistakes of the past that could be used for present day planning. Every society or system was seen as a product of history which needed to be understood, especially how each society developed its education. This method was popularized by Isaac Kandel and Michael Sadler with the argument that educational policies and practices had a cause and effect. Each national system of education was to be studied separately in a historical context with an analysis of factors responsible for similarities and differences.

## **2) The Descriptive/Statistical Method**



Pioneers of comparative education such as Marc Antoine Jullien and Mathew Arnold extensively used this method. It emphasizes the collection, interpretation, verification and comparison of data in education using statistical/ analytical charts to facilitate borrowing of useful lessons from foreign countries. They believed that only scientific methods could be comparable. This method is still being used but faces a limitation on the unreliability and imprecision of statistical data.

## **3) The Philosophical Approach**



This is very closely related to the national character approach as was proposed by Hall and John Dewey for the American education system. Philosophy helps us understand the world and how we can improve it. This approach helps influence the theory

and practice of education. It sees society as living in a process of transmission just like a biological body. It sees life as a self-reviewing process. This approach enables us to arrive at the best educational practices for each society i.e. What knowledge is of more worth? Comparative educationists philosophically interpret certain characteristics of the society and then develop the right education system.

#### **4) Methodological Approach**



It originates from the works of John Stuart Mills who offered a system of research strategies for making experimental generalizations through agreement. The basic argument is that if two or more instances of an issue being studied has only one of several causal circumstances then the circumstance in which all the instances agree is the causal phenomenon. An education system could then be compared to a constant e.g. government strategy. The analysis and comparison of differences is essential.

#### **5) Triangulation**



Triangulation implies the application of a variety of methodologies. This is to ensure that all dimensions of the phenomena are taken care of. Contemporary leading scholars in Comparative Education such as Philip Altbach recommend this method. This was mainly based on their argument that there may be no single methodology that would provide explanation to all comparative education phenomena. The methodological debate in Comparative Education continues and has not been completely settled.

## • Factors influencing Education Systems



Education is an important sector for all societies. It has a role in socialization, developing qualified manpower, seeking solutions to societal problems and enabling learners to fit well and be useful to their societies. Education therefore has a significant place in the agenda of nations, societies and even individuals. Due to its significance education has a crucial role to play in the lives of both individuals and their societies. This significance notwithstanding, education systems are influenced by a number of factors which are at times challenges. Behind every system, there is a combination of factors responsible. These factors at times reduce attainment of success in education. Some of the challenges currently facing education are;

### 1) Economic factors/ funding



Education is an expensive investment which however has to be paid for. Due to their difficult economic situations, most developing countries find it difficult to meet the full cost of education. Even though most developing countries spend a lot on education, most of this mainly end up paying for staff emoluments and not educational resources. Most developing countries now depend on external support and students fees to sustain the sector. The inability to self-fund the education sector leads to dependency which at times brings in the curriculum of the donor countries into the education systems of the developing countries. Effective and successful formal education requires investment in adequate facilities and resources. These include physical facilities, adequate and qualified human resources. In most

developing countries, education faces a big resource challenges. The system has to do much with so little. Most education institutions ranging from basic education providers to higher education institutions lack basic facilities for effective formal education. There are inadequate library recourses, classrooms, laboratories, teachers, teaching materials, lack of basic school materials, inadequate infrastructure, overcrowded classrooms etc.

## **2) Geographical/ environmental factors**



Geographical factors or the environment plays a significant role in influencing education. Environmental factor influence the curriculum and educational practices of societies concerned. For most developing countries, geography has always had attendant disasters such as wars earthquakes, floods, famine etc. impact differently on education depending on their magnitudes. When such occurrences take place, education largely comes to a stop. Several years of war has hampered education in several African countries such as Angola, Somalia, Sierra Leone, Liberia and Sudan. There have also been instances where other emergency situations such as earthquakes and droughts have hindered education. These call for disaster preparedness by countries so as to avoid the full consequences of disasters.

## **3) Language of instruction Language**



It is a major question in education. Language may not be everything in education, but education is nothing without a language. After independence most developing countries adopted the languages of their colonial masters for usage in the school system. In Africa for example, English, French and Portuguese are

the most widely used languages of instruction. Research has shown that one of the biggest challenges facing African education is the language question. From a tender age, children are denied the opportunity to learn in their local languages at the expense of the foreign languages. In the first place, they spend a lot of time learning the new language and it is also difficult for them to understand or form new concepts in these new languages. In addition, language and culture are inseparable and this trend only denies the child his or her culture and identity. However, due to the complexities of the language situations in most developing countries, new language policies now propose a mix of both local and a foreign language at the initial levels of schooling. It has been ascertained that many students fail to succeed in education due to the complexities arising from the foreign languages. The issue of language of instruction has been debated and still attract lots of discourse.

#### **4) Social and Cultural Factors**



Education is usually seen as a social factor in the sense that any system of education must reflect the norms and ethos of the people it should serve. Education therefore ensures cultural preservation, continuity and renewal. There can be no society of humans, however, primitive, that does not have a culture. Each society when closely analyzed reveals how cultures influence education or vice versa. Cultures change very slowly and as such have profound influences on education. While some cultures influence education positively, some are detrimental to education. There are several attempts to change negative cultural values in most societies.

## **5) Quality Education**



It has to be relevant and useful to society. Quality is therefore a central issue in education. Knowledge of value should develop the individual, make him useful to the society and enable him grapple with the social challenges of his context. There are many factors that affect the quality of education. Some countries teach out dated curriculum, do not adequately resource their systems and use untrained teachers, borrowed curriculum and poor management styles. These hamper the quality of education.

## **6) Access, Success and Equity**



Education at all levels is a human right and as such all human beings irrespective of their gender, creed/faith, nationality, religion, or race have a right to education. Thus all people should have equal access opportunities to education. In developing countries the participation rates at all levels of education are alarmingly low. Africa for example has the highest level of illiteracy and access in the world. Even with the campaign for Education for All by international agencies, access to primary education is still far below the targets. This has even worsened in the higher levels of education.

In most developing countries, the participation of females and other disadvantaged groups in formal education is dismally low. This is for all levels of education. Should this state of affairs continue to prevail, then it would have to lead to a more inequitable society. Most communities prefer taking the boy child to school at the expense of the females.

The Education for All Conference held in Thailand in 1990

recognized this and recommended several steps that developing countries had to increase the participation of females and disadvantaged groups in education. It had been ascertained that there were serious gender inequities in education with very low female participation reported in many developing countries. It was proposed that by 2000, there was to be gender parity in the education systems of all countries in the world.

Currently most countries offering free primary education have attained this but it might be difficult to sustain due to several reasons. Other aspects such as early pregnancies, arranged marriages, female circumcision etc. might still make it hard for gender parity to be attained in education.

## **7) External/ Foreign Influences**



Influences from foreign cultures or countries influence education a great deal. The colonial legacy of Africa significantly influenced African education. Such external influences can at times be good in enhancing quality and bringing in new ways of doing things. At times, however, they can be detrimental/ harmful. Through external affiliation, developing countries have lost a lot of qualified staff due to brain drain. These qualified local expertise leave for other regions for better working conditions or remunerations. This leaves the developing countries with inadequate qualified staff for the education sector but with more concentration of knowledge in some parts of the world and a reduction in others which eventually leads to underdevelopment in other parts. External influences have also at times led to imitation of bad education policies and even systems.



## **8) Political Factors/Role of government**



Governments play an important role in education. They are the main agencies in governance, funding, policy making and implementation of most aspects of education. Countries experiencing political instability or the complete absence of the government undergo several challenges. Where governments exist, they at times interfere with the education sector and impede the growth and freedom required for constructive education to take place. Governments should play more regulatory work than control of the systems of education. They should also not politicize their involvement in education. Such instances have always led to deterioration of education. Ideologies of governments e.g. Communism, capitalism also influences the education sector.

## **9) Religious factors**



Religion has been a significant factor in education especially in developing countries. The onset of formal education in most developing countries was largely through religious outfits such as the Christian missionaries and Islamic groups. Religion affects education in the sense that some religious doctrines are against some proclamations or undertakings in education. They thus inhibit the free inquiry of knowledge. Others have supported education in different ways.

## **10) Demand Education**



It is considered as a valuable and fruitful gain. Over the years, demand for education at all levels has been increasing. Coupled with dwindling resources and financial support from governments, the education sector in many countries cannot manage to cope

with student numbers. This has led to many instances of overcrowding and over utilization of educational facilities available in the institution. To cope with this, governments need to expand the capacity of the sector to enable it manage the rising demand and effectively provide useful education to the growing numbers of young people. With many countries agreeing to implement the requirements of Education for All, adequate measures should be made to make the sector responsive.

- **Summary**



This chapter has periscope the major issues in Comparative Education with reference to the historical developments in Comparative Education, the stages, the dimensions/ typologies of comparative education, the theoretical Approaches in Comparative Education, the research methods/approaches in Comparative Education, and factors influencing the national character of education systems of countries in the world.

**After studying the second chapter, answer the**

**following questions:**



- 1– Illustrate the Stages of comparative education.
- 2– There are five dimensions of Dimensions/ Typologies of comparative education, explain.
- 3– State some Theoretical Approaches in Comparative Education.
- 4– Explain the Research Methods in Comparative Education.
- 5– Illustrate the factors influencing Education Systems.

# Chapter (3)

## Country Case Scenarios in a Comparative Perspective

- **Country case scenarios in a comparative perspective**



[https://drive.google.com/drive/folders/1fP3aW\\_XHS\\_IcVXCkxn\\_FyoQX02o\\_O5X?usp=drive\\_link](https://drive.google.com/drive/folders/1fP3aW_XHS_IcVXCkxn_FyoQX02o_O5X?usp=drive_link)

## **1) The USA**



The USA has a population of about 300 million people. It has about 95% enrolment in primary school, about 90% enrolment in secondary school and 83% in tertiary education. Government spending on education stands at 15.3%. After the collapse of the former USSR, the USA has remained the major super power in the contemporary world. Education has played a significant role in the rise of the USA to be the world's major economic and technological power. This advancement gives the USA a dominant position on most global issues. American Education was largely an offshoot of European Education especially influenced by the views of Herbert Spencer. Early American education theorists wanted a holistic and encompassing education system to prepare the youth for complete living. The curriculum was therefore to be pragmatic so as to train the individual for specific social roles and utility. Education was seen as the agency for rapid social change, progress and reform. John Dewey also influenced American Education greatly. To develop a society that was innovative, members had to be trained to develop

personal initiative, adaptability and innovative skills. Individuals were trained to control their environments rather than adapt to them.

The schools system was therefore to promote spontaneous knowledge and mold good habits i.e. promote democratization. They believed that all things change from simplest to complex, through continued struggle and their society could achieve this via education. They believed that the only way to gain useful knowledge was through a scientific approach. The question "What Knowledge is of Most Worth?" needed to be answered before any curriculum was chosen or any instruction commenced. Individual freedom and self-discovery in education was very important. Learning was to be a sensory experience where students interacted with their environments gradually and in an inductive process. Children were to be encouraged to explore and discover knowledge naturally and pleasantly. Rote memorization and recitation was strongly opposed. Special emphasis was placed on the sciences. USA leads in opening up the education system to most of its people and would like to be the first in the world in Mathematics and Science achievement.

The management and administration of the education system is very decentralized with each of the 50 states controlling their own education systems. The structure of the system depends on the states. The federal states are responsible for the curriculum and funding of education in each region. Primary school takes between five to six years while secondary school takes between three to four years.

The USA has a robust higher education system composed of about 3,501 universities, leading in research and innovation. The main goal was to teach subjects that would contribute to successful living. Through education, America had to be on the cutting edge of the world economy. Today it is the largest centers for knowledge generation and utilization and leads in scholarship in almost all disciplines. American education has today influenced many other systems in the world. Currently due to competition from other countries, mainly Japan and China, America is realigning its education system more towards the needs of the new knowledge economy.

## **2) Russia**



Russia has a population of 143 million people. Difficult economic times and pressure for reforms led to the collapse of the former USSR in the early 1990s and led to the creation of Russia and the other breakaway states. Compared to the American system, the Russians had a collective approach and was mainly aimed at training the collective minds of the young Russians for communism. Education was not for democratization but for Marxist ideologies.

The right to education is stated in the constitution of the Russia Federation and as such education is open to all citizens. It's ensured by compulsory primary and secondary schooling. In the mid-20<sup>th</sup> C. Russia was a major world power in economy, science and military. This was pegged on its advanced discoveries and investments in science. Their prowess could only be competed by the U.S.A. Education in Russia is compulsory. Primary and

secondary educations take 11 years in total. Those who wish to go for higher education must complete an extra two years in secondary school. Core subjects include Russian language, history and math.

Due to the desire by the USA to establish itself as the new world power, ideological differences with USSR emerged at a time when the USSR was facing hard economic times. These differences were quite passionate and led to the cold war which almost brought the world to a 3WW. Each country wanted to lead in Science and Technology. In the end, American supremacy reigned with the former Soviet Union crumbling in the early 1990s. This marked the end of the socialist inclinations in Russia.

With the collapse of the communist USSR, USA dominated in education and scientific developments. Russia, however, still remains a strong power in Europe and is currently reforming and strengthening its education system to attain its lost glory and tending to move towards capitalistic thinking.

### **3) France**



The modern era of French education begins at the end of the nineteenth century. Jules Ferry, a lawyer holding the office of Minister of Public Instruction in the 1880s, is widely credited for creating the modern Republican school by requiring all children under the age of 15 to attend. He also made public instruction free of charge and secular. Before him, there was criticism and discontent with the school system. Since the reigns of Napoleon

(beginning 1779), the French system has been mainly public and remained highly centralized with strong control by the state and uniformity in its provision. These characteristics are still evident in the French system. Napoleon established a state school system, controlled and financed by the state and administered by the communes.

France is divided into 35 académies, the most commonly used administrative unit with headquarters usually located in the largest city in the concerned territory and is headed by a rector. The main responsibility of the academy is to manage personnel and state budgets pertaining to the education. It serves as a link between regional specificities and the centralized governing body in Paris. It ensures the implementation of the official educational programs produced by the Ministry. Education is the responsibility of the state.

At the primary and secondary levels, there is a national curriculum. Schooling in France is mandatory. Primary education lasts for five years. Students usually have a single teacher who instructs in many different disciplines, such as French, mathematics, natural sciences, history and geography. Religious instruction is not supplied by public schools.

In a March 2004 ruling, the French government banned all "conspicuous religious symbols" from schools and other public institutions with the intent of preventing proselytization and to foster a sense of tolerance among ethnic groups. Secondary school education is divided into lower and upper secondary sectors, of four and three years respectively.



Radical reforms after 1968 student revolts, led to many changes to the education system. Rationalism was highly regarded in the education system i.e every course had a professional/ vocational purpose. While most countries in Europe adopted the French system, the system has recently been so much influenced by the American system. The French have strong higher education and research tradition. Another characteristic is the low tuition costs as there are subsidies from the state. There is a scholarship program for students from low income families.

#### **4) England**



The English education system has influenced many other systems in the world. England has been a very successful country since the industrial revolution. By then it was the leading development center. Education in England was mainly based on the collectivist tradition of Europe where institutions were considered as state organs. Most schools came under state control in the Victorian era. Based on the Education Acts of 1902 and 1944 the day to day administration and funding of state schools is the responsibility of the local authorities, making it a devolved system.

Education is compulsory for all children from age five. Children are educated in state funded schools financed through the tax system and so parents do not pay directly for the cost of education. Pupils study all subjects in the curriculum except foreign language. Public secondary school education is also free and has two public examinations. The higher education

systems include universities, polytechnics and colleges. A large portion of the English education system is funded by the state.

England follows a policy in which all teachers are to assume the role of the parents once a child is in the school territory. After the WW2 newly emerging countries such as USA and Japan challenged the supremacy of England in education, especially in scientific innovations. England was largely surpassed in Science and Technology but still remains a very high achiever in education. Not only have the politics of education changed in important ways, but the substance of the debate about education has also shifted in recent years.

The rationale for education reform is increasingly based on economic needs, especially in regard to international competitiveness. The Thatcher governments passed a series of laws that changed education in England dramatically. The reforms largely involved efforts to create more of a market-like organization in education. Almost all commentators agree that the reforms in England have been driven by an explicit ideology based on the superiority of market mechanisms over state provision of services, and a strong distrust of the views of professional educators.

Britain emphasized on reform within an alternative pluralist culture. However, Britain is still a major power in the world and has a very strong and impeccable university tradition.

## **5) The Public Republic of China**



China is one of the fastest emerging world economies and has the largest population in the world i.e 1.3 billion. Education has

a long tradition in the Chinese society derived from the teachings of Confucius and philosophers of the middle and late eras. They taught that social harmony could be achieved only if humans were free from deprivation and given proper education. They believed that all people possessed the same potential through education. Education was free for all, was seen as a way of social mobility and as a powerful mechanism for implementing the ethical and social norms.

Traditional Chinese education consisted primarily of rote learning and memorization of the classics. Education was to create bureaucratic generalists familiar with an accepted ethical outlook and body of knowledge, not with the growth of knowledge or with academic specialization. Those who worked with their heads were to rule, while those who worked with their hands were to serve. During all this time, China was a leading civilization than most western countries. They had to follow Japan in adopting western values without sacrificing Chinese identity In the 1960s, Mao Tse Tung led China into a Cultural Revolution i.e the march toward communism. This led to communist teaching and constriction of free inquiry into knowledge. Intellectuals had to perpetuate communist ideologies.

Mao Zedong brought higher education to those who otherwise could not afford and made China to import the soviet model of education as the Soviet i.e poly-technicalism was the prototype of success. Many comprehensive universities and Polytechnics were then built and emphasis was on vocational education and industrial skills at the expense of other subject areas. Communism was thus brought in and emphasized during

Mao's time. During this period, education in China suffered as a result of revolutionary struggles and watered down curricula.

After Mao, the process of regularization in the schools was resumed, whereby academic standards were reintroduced at all academic levels, thereby placing an emphasis on quality as opposed to quantity in the delivery of education. China is currently reforming its system, has increased funding to the sector,, concentrates more on vocational education and given more autonomy to the sector. The curriculum has broadened somewhat to more closely that in American colleges and universities. There is a clear commitment to a universal education, as well as to one that will produce both scholar/scientists and skilled laborers. China is today a leading knowledge center, irreversibly part of the international community, and developments in China's educational system will have an increasingly profound influence on the other systems of the world, just as so many of them have influenced the present Chinese system of education.

## **6) Japan**



Japan has a population of 128 million. It has attained 100% enrollment in primary school while 55% of the tertiary age are in tertiary institutions. 9.8% of government spending goes to education. Education is an important issue in Japanese society and has played a central role in enabling the country to meet the challenges presented by the need to quickly absorb Western ideas, science, and technology. Japan is a relatively small country

devoid of resources but has attained super economic competitive advantage surpassing many other countries.

The Japanese traditions and belief in oneness in body and mind has played a role in this. Knowledge has been the key to the Japanese success. The Japanese educational system lays emphasis on cooperative behavior, group discipline, and conformity to standards. It stresses respect for society and group goals above individual interests and has produced skilled industrial workforce that has made Japan a global economic power.

The Japanese system is very competitive and has high educational attainment rates characterized by high enrollment and retention rates throughout the system. Schooling emphasizes diligence, self-criticism, and well-organized study habits with strong ingrained beliefs that hard work and perseverance will yield success in life. Much of official school life is devoted to teaching correct attitudes and moral values and to developing character, with the aim of creating a citizenry that is both literate and attuned to the basic values of culture and society.

Formal education in Japan began with the adoption of Chinese culture in the 6th century. When Japan was opened up during the Meiji Restoration, the adoption of western learning was seen as way to make Japan a strong, modern nation. Japan borrowed a lot from China, Europe and USA. In the earlier years, the system was mainly to prepare the nation for war. The aftermath of WW2 propelled Japanese education to even higher levels with emphasis on Science & Technology.

The Japanese hold several important beliefs about education, especially compulsory schooling, that all children have the ability to learn, that effort, perseverance, and self-discipline, not academic ability, determine academic success; and that these study and behavioral habits can be taught. Thus, students are not grouped or taught on the basis of their ability, nor is instruction geared to individual differences. The national curriculum exposes students to a balanced education and is known for its equal educational treatment of students and for its relatively equal distribution of financial resources among schools. There is close to 100% completion rate of basic education and about 90 percent of the students graduate from high school, academic achievement tends to be high, and schools contribute substantially to national economic strength.

Reasons for Japanese successes include: clear purposes rooted deeply in the culture, well-defined and challenging curricula, well-ordered learning environments, high expectations for student achievement, strong motivation and study habits of students, extensive family involvement in the mission of schools, and high status of teachers. Challenges and criticisms include inattention to variations in students' abilities and needs, rigidity and uniformity of the system, and insufficient concern for development of creative and independent thinking. Japan is today a leading world hub in technology.

The education system and the hard work associated with the Japanese promote this. It is quickly rising as the major challenge to the USA domination. Japan is a realistic miracle case and it has used education to outperform most countries of the world. From

the case of Japan, Comparative educationists may learn of how a centralized and competitive system works.

## • **Qualities of a Good Comparative Educationist**



Education Comparative is to set out provide reliable information about educational systems, ideals, challenges and activities aimed at improving educational ideas, methods and organizations among the various educational systems of the world. This being the case, there is the need for the arrowhead this whole process being the Educational Comparativist to possess certain qualities that will give credibility to his/her findings and conclusions. These qualities according to Lawal (2004) include the following:

### **1) Objectivity:**



A good Comparative Educationist should be objective in his/her analysis of other people's educational theories and practices regardless of their population, race, size and complexion. In other words, he/she should not be biased against the system he or she is about. The report must be based on what is found on the ground concerning education.

### **2) Readiness to Visit Foreign Places:**



A good Comparative Educationist should not always stay at home relying on information gathered from books alone. He/she should go beyond this by visiting the places whose educational theories and practices he is studying, as this will enhance the objectivity of the study. In essence the Comparative Educationist

should not be an armed chair researcher but should read to visit other places in his/her search for information to enhance his/her work. The presence of the internet to a great extent has made this a lot more much easier.

### **3) Interest to Read Education Books Widely and Vastly:**



A good Educational Comparativist should have special interest in reading books on foreign education systems as he/she ought not to be ignorant of educational theories and practices not only in his/her country but also outside his/her country. He/she read vast and widely to enable him/her make valid comparison.

### **4) He/ She must be Honest:**



This is needed for the Educational Comparativist to arrive at an objective, acceptable, valid and reliable conclusion that can stand the test of time.

### **5) Should Be Computer/Internet Friendly:**



In addition to the above qualities listed by Lawal (2004), there the need for an Educational Comparativist his salt to be a friend of both the computer and the internet as they needed to make him/her be in tune with current trends in the field. This is to enhance the gathering up-to-date pieces of information concerning the issues under his/her consideration. The internet has made the sourcing of authentic information a lot easier as the Educational Comparativist only need to make online contacts to any of the internet service providers such as



## 6) Skype, Google talk, g-mail yahoo group:



(and several social networks), through telephoning, internet means etc. These were not available in the past, but are in full utilization today for sourcing audio, video and textual information by the Educational Comparativist.

## • Common Educational Challenges of Developing Countries



These are countries that neither have stable political nor economic systems. This state of affairs in these countries is caused majorly by their forceful integration into world capitalist system through the colonialism. The effect of this on these countries state of development is that they are poor, backward in educational attainments among others things. Our concern here is, however, limited to the educational challenges of these countries. It is true that no two states or countries in the world may have same challenges, yet the challenges of these states or countries in terms educational provisions are similar. Some of **these similar educational challenges of these countries as listed** by Lawal (2004) **are:**

- 1) Underfunding of the educational sector
- 2) Poor statistical data
- 3) Ethnicity in the provision of educational facilities
- 4) Religious challenges
- 5) Political and governmental instability

- 6) Cultural differences
- 7) Poor school attendance among children due to urge to make quick wealth
- 8) Lack of qualified teachers due to the poor image of the teacher in most of these countries as well as government inability to employ teachers in the right proportion to execute the educational policy of their respective countries.
- 9) Inadequate motivation of the teaching personnel
- 10) Poor economy leading to the financial difficulty to in implementing the policy of education in most of these countries as provided in the statues books.

- **Summary**



This chapter has periscope the major issues in Comparative Education with reference to it's the experience of many educational systems, like that of the USA,

It has equally thrown light on the qualities required of a good Comparative Educationist as well as some common challenges facing developing countries of the world with reference to educational development. All these are aimed at equipping the budding Comparative Educationist in one piece the basic things he/she needs to resolve the challenges he might be faced with in his/her attempt at studying the educational systems of various countries of the world. It is hoped that, by this way the Comparative Educationist might be in a better position as he is equipped with

tools to rescue the world from what Okorosaye-Orubite (1995:28) called the global education crises.

**After studying this chapter, answer the following questions:**



- 1– Illustrate some qualities of a Good Comparative Educationist.
- 2– From a comparative view point, explain some Common Educational Challenges of Developing Countries.

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