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For Science & Math Basic English Teacher Students

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BY

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Chapter (1)

Comparative Education: Definition, Objectives and Scope, and Purposes

❖ Introduction

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 situation 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.

Isaac Kandel (1881-1965) took up Sadler'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 Egyptian education system, it is necessary first to study the Egyptian national character, as that has shaped the Egyptian 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".

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❖ 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*, (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 in 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.*

❖ Objectives and Scope of Comparative Education

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 in the development of educational institutions and practices.

3. To highlight the relationships between education and society.

4. To establish generalized statements about education which are valid in more than one country.

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.

❖ 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.

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 needs 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.

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 an 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.

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.

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 (courage). 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.

❖ 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- "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 situation in another country, or countries.", Identify the meaning of Comparative education, its purpose, and the factors influencing the educational development in countries.

2- Explain the Scope and Purposes of Studying Comparative Education.

Chapter (2)

Stages and Dimensions 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 as a field of study has prided itself on its commitment to the reduction of ethno-centricism 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.

❖ Stages of Comparative Education

Comparative education is not a recent phenomenon but it 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-Antione Jullien de Paris in 1817.

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 Herodotous (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 19th 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 19th 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 motivation 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 20th 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

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 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.

❖ Summary

This chapter has periscope the major issues in Comparative Education with reference to the stages, and the dimensions/ typologies of comparative education.

After studying the second chapter, answer the following questions:

1- "Comparative education is not a recent phenomenon but it is as old as education itself.", explain the stages of comparative education, illustrating the Characteristics of each one and its relevance to present day theory and practice of education.

2- "Comparative education has been seen within a number of interrelated sub disciplines.", explain with reference to the Dimensions/ Typologies of comparative education.

Chapter (3)

Research Methods and Factors of Comparative Education

❖ Introduction:

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.

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❖ Research Methods/ Approaches in Comparative Education:

There are several approaches of comparative education. They include the following:

1) The Historical Approach

This approach was developed by Kandel and Butler and focused on the causes of 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 Antoinne 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

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 (harmful) 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 (hinder) 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 (equality) 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 (unchanging) 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 (beginning) of formal education in most developing countries was largely through religious outfits (organizations) such as the Christian missionaries and Islamic groups. Religion affects education in the sense that some religious doctrines are against some proclamations (publications) 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 (decreasing) 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 theoretical Approaches in Comparative Education, the research methods in Comparative Education, and factors influencing systems of education in the world.

After studying the third chapter, answer the following questions:

1- "There is no single methodology for comparative research.", Explain with reference to the Research Methods in Comparative Education.

2- "Education systems are influenced by a number of factors which are at times challenges.", Illustrate with reference to the Factors influencing Education Systems.

Chapter (4)

The Egyptian Education System

❖ Introduction

In recent years, the Government of Egypt has given greater priority to improving the education system. Egypt aims to increase access in early childhood to care for and the inclusion of Information and Communication Technology (ICT) at all levels of education, especially at the tertiary (pre-university) level.

The government is responsible for offering free education at all levels. The Ministry of Education is also tackling (solving- addressing) a number of issues: trying to move from a highly centralized system to offering more autonomy to individual institutions, thereby increasing accountability.

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❖ Stages of Egyptian Education System:

Egyptian Education is made compulsory for 9 academic years between the ages of 6 and 14. Moreover, all levels of education are free within any government run schools. The Egyptian educational system is highly centralized, and is divided into three stages:

- **Basic Education Stage**
  - The Primary school phase
  - The Preparatory school phase
- **Secondary Education Stage**
- **Post-Secondary Education Stage**

These stages can be illustrated as follows:

1) **The Basic Education Stage:**

The basic education consists of pre-primary (kindergarten for two years optionally), primary and preparatory levels of education (from the age of 6 till 14, both compulsory) (ISCED Level 0, 1, 2). In Egypt, the Ministry of Education coordinates the preschool education. Irrespective of private or state run, all preschool institutions come under Ministry of Education. It is the Ministry's duty to select and distribute textbooks. According to the Ministry's guidelines, the maximum size of a preschool should not exceed more than 45 students. Ministry of Education is also getting support from the international agencies, such as the World Bank to enhance the early childhood education system by increasing access to schools, improving quality of education and building capacity of teachers.

At the primary level (ISCED Level 1) students could attend private, religious or government schools. Currently, there are 7.8 percent of students enrolled at primary level in private schools as of 2007. The total enrollment of students at primary level is 105 percent in 2007. The examinations at grade 3 are on district (edara) level. Though there is a push for Egyptian children to attend primary school, educators are often ill-equipped to teach them. As of 1995, a mere 7 percent of primary

school teachers in Egypt had received a university degree; the remaining 93 percent only had nine years of formal education.

The second tier of basic compulsory education equivalent to (ISCED Level 2) is the 'preparatory stage' or 'lower secondary' which is three years long. Completion of this tier grants students the Basic Education Completion Certificate. The importance of completion of this level of education is to safeguard students against illiteracy as early drop outs at this stage easily recede into illiteracy and eventually poverty.

2) Secondary Education Stage:

Secondary education consists of three tracks: general, vocational/technical and the dual-system vocational education known as Mubarak-Kohl schools. The general secondary stage includes 3 years of education, whereas the secondary vocational track could be for 3-5 years. To enter the secondary level, the students must pass a national exam which is given at end of the preparatory stage. As of year 2004 the 77.3 percent of students completing preparatory stage are estimated to be enrolled in secondary education. At this level, students have formative and summative assessments during the first year and the average of the end of year national standardized exams for year two and three qualifies the students to take the Certificate of General Secondary Education, which is one of the requirements for admission into the universities. So far efforts

are underway with the support of multilateral organizations to make the general and vocational secondary system less rigid and provide equal opportunities to students of various wealth quintiles in the two tracks to opt (choose) for higher education. This is also being implemented by the World Bank led secondary enhancement project in Egypt.

- **Secondary education consists of three different types: general, technical or vocational.**

Technical education, which is provided in three-year and five-year programs, includes schools in three different fields: industrial, commercial and agricultural. The UN and other multilateral organizations are working towards improving the technical and vocational training system in Egypt. It is recommended to the Ministry of Education to introduce broad vocational skills in the curricula of general secondary schools. In this way students will be able to gain certification in practical skills needed in the job market.

The Ministry of Education (MoE) controls pre-tertiary, school-based programs that can start after grade 6 and that enroll the largest number of students in TVET-over 2 million students. The Ministry of Higher Education (MoHE) controls the middle technical institutes (MTIs). These draw their enrollments from MoE's general secondary schools or technical schools and have much smaller enrollment numbers. Graduates of the MoE's vocational programs can enter vocational training centers

(VTCs). From the 2004 data, it is estimated that 30 percent of the secondary students have opted for the vocational track.

The Government of Egypt has undertaken some promising initiatives to strengthen the management and reform of the TVET system. In 2006 the Industrial Training Council (ITC) was created through a ministerial decree with a mandate to improve coordination and direction of all training related entities, projects and policies in the Ministry. Its action is framed by the global "Technical Education Strategy (2011/2012-2016/2017). The focus on technical education and training aims at resolving the issue faced by most firms to employ skilled work force: According to the Enterprise Surveys in 2007, 31 percent of the firms in Egypt identify labor skill level as the major constraint of doing business in the country.

❖ Al-Azhar Education System:

Another system that runs in parallel with the public educational system is known as the Al-Azhar system. It consists of six years of primary stage, a three-year preparatory stage and finally three years of secondary stage. The Ministry of education reduced the number of secondary school years from four to three years in 1998, so as to align (straighten) the Al Azhar system with the general secondary education

system. In this system as well, there are separate schools for girls and boys. Al Azhar education system is supervised by the Supreme Council of the Al-Azhar Institution. The Azhar Institution itself is nominally independent from the Ministry of Education, but is ultimately under supervision by the Egyptian Prime Minister .

Al Azhar schools are named "Institutes" and include primary, preparatory, and secondary phases. All schools in all stages teach religious subjects and non-religious subjects. The bulk of the curriculum, however, consists of religious subjects as described below. All the students are Muslims. Al-Azhar schools are all over the country, especially in rural areas. The graduates of Al-Azhar secondary schools are eligible to continue their studies at the Al-Azhar University. As of 2007 and 2008, there are 8272 Al-Azhar schools in Egypt. In the early 2000s, Al-Azhar schools accounted for less than 4% of the total enrollment. The graduates of this system are then automatically accepted into Al-Azhar University. In 2007, the Pre-University enrollment in Al- Azhar institutes is about $1,906,290$ students.

Egypt has a very extensive higher education system. About 30% of all Egyptians in the relevant age group go to university. However, only half of them graduate. The Ministry of Higher Education supervises the tertiary level of education. There are a number of universities catering (meeting the needs) to students in diverse fields. In the current education system, there are many (may be more than 17) public universities, 51 public non-university institutions, 16 private universities and 89 private higher institutions. Out of the 51 non –university institutions, 47 are two-year middle technical institutes (MTIs) and four are 4–5 years higher technical institutes'. The higher education cohort (force) is expected to increase by close to 6 percent (60,000) students per annum (year) through 2009.

● Challenges facing the educational system in Egypt:

Although significant progress has been made to increase human capital base through improved education system, still the quality of education experience is low and unequally distributed. Due to lack of good quality education at the basic and secondary levels, there has been a

mushrooming market for private tutoring. Now to take private tuition has become more of an obligation than a remedial activity.

Egypt's overpopulation is a persistent problem that affects every facet of the nation. Currently, Egypt's population growth is among the highest in the world, so the Egyptian parliament is encouraging families to have no more than two children per household, half the national average of four children. The Egyptian education system is in dire need of this decrease in population size, especially in relation to the number of school-aged children, because many Egyptian children are not receiving the education they need.

There are various problems and challenges that are facing the educational system in Egypt. They are as follows:-

1) Private tutoring.

58% of students in Egypt depend on private tutoring. Private tutoring started out with students from the national system (due to the large number of students within a class room, that lead parents who can afford a private tutor to help out their children by devoting (allocating/ giving) them private time). Teachers within the national system take very low salaries, and for that reason they resort to (tend to) private tutoring.

2) Poor teachers, willing to accept bribes:

Teachers in Egypt are more often than not underpaid. This forces teachers to take up second jobs or be open to accepting bribes, usually from parents, to pass their children.

3) Crowded classrooms:

It's hard to find a country that doesn't have this problem these days. However, Egypt is unique in this as its schools are not proportionality placed, forcing some parents to send their kids across town to find a large school in a majorly adult community. Some experimental schools turn students away and instead accept students whose families may be willing to "pay a little" to have their children enrolled in them.

4) No accountability:

Unlike western and European schools, Egypt has no major accountability infrastructure: schools rarely have to report to their districts about numbers or grades, and dialogue between schools and the Ministry of Education is rare.

5) Grades based on repetition not understanding:

While a lot of school systems do this, it doesn't mean Egypt's is better. The system of grading by repetition is proven to be ineffective in teaching

students concepts and causes a false sense of understanding. Students are bombarded (attacked) with a lot of information to memorize.

6) **Poor understanding of courses by teachers:**

The curriculum has been changing faster than national leaders and this means teachers are no longer up to speed on what they are teaching.

7) **Tuition in public schools:**

Public schools have tuition fees due to a lack of funds from the government.

8) **Tuition is not based on income and there are no low income subsidies:**

I can't stress this one enough. A large amount of kids who could go to school can't because of this one reason. The tuition may be relatively small however that doesn't mean it's still affordable.

9) **Education spending is focused on university and high school:**

This is due to a lack of foresight by the education ministry. The government has decided that high school and post-secondary are more important than primary school education – which isn't necessarily true.

10) **"Polite" education not practiced:**

Teaching kids by fear rather than respect. Some could argue that this is a more direct and effective method – however the violent nature promotes violence in the students' lives.

11) Primary education is not relevant to students:

When students are not engaged, their desire to stay in school is lowered. All school systems struggle to reach a good balance. Egypt is one of them.

12) Job prospects for high school graduates are little:

This is also a unique situation to other third world nations. The lack of distinction and job prospects for high school graduates reduces parents' willingness to spend the tuition when they could invest the money in something else.

13) Sharp increase in high school difficulty:

For those who have been through the Egyptian education system recently, then they can relate to this. The peak of difficulty is extremely high. Egypt's attempts to compete on an international level are in-vain, as primary school education does not receive enough attention.

14) No school bus system for most schools:

Often over looked in North America, a mostly free or for little cost school bus system for rural students is non-existent in Egypt. Although buses exist, they are usually overpriced and privately run, leaving lower income students to commute (travel) to school via public transit (transport) .

15) Students don't usually have enough money for appropriate school supplies:

A lot of parents deemed (considered) school to be important, so they make room in their budget for their children to go, however, proper supplies are often out of reach.

16) Lack of money for modern tech, computers and printers, limit what the kids can learn:

Whether we like it or not, the world is modernizing and those who can't keep up are left behind. Egypt seems to be doing just that.

17) Constant changing of how things are taught in class:

There is a lack of consistency, with the school year facing various changes in the teaching methods.

18) Sanitation and building quality doesn't promote anything good:

This is again very over looked. When a building and its surroundings are not clean, they don't promote cleanliness or good hygiene. Some experts say it can also prevent early development growth.

19) No student services programs:

Although student services have mixed results, no services at all is a disadvantage. These services can include: an assigned police officer, career centers, credit recovery, and individual personalized plans.

20) No counselor or guidance teachers:

Guidance counselors are essentially "teachers." They are there to help the students, hear their concerns, and assist them with any personal issues they may face.

21) No consistency, cooperation, or coordination:

When you switch schools and learn the same things again it causes problems. But hey, there are A-Y reasons to worry about first!

• Holidays:

Academic weekly holidays are on Fridays and sometimes, in addition to, either Thursdays or Saturdays. In addition to some of the state official holidays, religious or secular, there are two main vacations. The school summer vacation starts at the beginning or middle of June and ends around the middle of September. Winter vacation starts from the middle of January and goes to the beginning of February.

❖ Summary:

In this chapter, many points have been discussed. These points are: Education in Egypt, Stages of Education (The Basic Education Stage, Secondary Education Stage, Post-Secondary Education Stage), and the Challenges facing the educational system in Egypt.

1- "In recent years, the Government of Egypt has given greater priority to improving the education system.", Explain with reference to Stages of Egyptian Education System.

2- "Another system that runs in parallel with the public educational system is known as the Al-Azhar system.", Illustrate this system from the first stage till the university education at Al-Azhar.

Chapter (5)

Contemporary Trends in Education

This chapter examines Contemporary Educational Trends in some developed countries. It reports a systematic review of literature on these trends, both in Pre-Tertiary and Tertiary Education. these trends can be illustrated as follows:

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❖ First: Pre-Tertiary Education Contemporary Trends

We have four main Pre-Tertiary Contemporary Trends in Education. They are: comprehensive schools, Cooperative Education, Community Schools, and Technical Academies. They can be illustrated as follows:

1) comprehensive schools:

- **Meaning of a comprehensive school:**

It is a school for secondary-aged children which does not select its intake on the basis of academic achievement or aptitude, in contrast to the selective school system where admission is restricted on the basis of selection criteria.

- **Grammar Schools vs. comprehensive schools:**

Traditionally **grammar school** were designed for pupils who would go on to higher education (and therefore better jobs) while **secondary schools** were for children who would go straight into trade jobs.

- **Comprehensive high schools:**

The **comprehensive high school** was a uniquely American phenomenon. It sought to gather all youths into a single institution that **would** prepare them for different roles, in workplaces, in civic life, in families and communities. It was, of course, suffused with stereotypical assumptions and invidious discriminations.

- **Comprehensive schools vs. Secondary Modern:**

The only real **difference** is the intake; **secondary** moderns are **in** areas where the most able will have been roughly creamed off by the grammar **schools**. Otherwise, no real **difference**; same qualifications available, help with university entrance etc.

Comprehensive school, in England, secondary school offering the curricula of a grammar school, a technical school, and a secondary modern school, with no division into separate compartments. Pupils are placed in A, B, or C "streams" according to their aptitudes and

abilities. Comprehensives are similar to the large, multipurpose American high school, in which the ability grouping system is known as "tracking."

The purpose of the comprehensive school is to democratize education, do away with early selection procedures, and provide equal opportunity for all children. In 1975 legislation was passed in the United Kingdom to hasten the transition to this system, reflecting the long-term policy of the Labor government to organize all secondary education on a comprehensive basis. Although some comprehensive schools have been quite successful, the transition has been slow, and the issue is complicated by mixed attitudes toward the long-revered public schools and strong residual devotion to the traditional grammar school system. *Compare* grammar school; public school.

A Grammar school, in Great Britain, or a secondary school offers an academic course in preparation for university entrance and for the professions. Students usually begin attendance at age 12.

- **Pros and cons of comprehensive schools:**
- **Pros:**
- They attempt to break social barriers between different social groups and encourage social cohesion as they do not base admissions on social or academic factors.

- They have better resources and facilities due to the amount of funding they receive. Schools are funded by amount of students, as anyone can join, they have high admission rates and therefore high funding.

- Equal opportunities are offered to all students regardless of background or ability.

- **Cons:**

- They accept lower standards

- They offer parents a limited choice

- More able students may be held back by lower achieving ones due to the range of students accepted.

- They're larger so more subjects and facilities can be offered.

Despite the fact comprehensive education is the most common form of schooling in Britain the debate continues regarding the strengths and weaknesses of this type of education.

The most common features of such a debate are as follows:

- **Advantages:**

- Late developers can flourish in comprehensive schools better than in secondary moderns (schools which those who failed the 11+

went to). For those people who argue intelligence and ability continues to develop the comprehensive system is better placed to help late developers reach their full potential. Their evidence comes from high ability students doing just as well as those in grammar schools favoring working-class students

- Large comprehensives teach a wider range of subjects as well as providing a wider range of facilities than purely academic institutions like grammar schools. This allows all children to reach their potential through a number of avenues other than just academic ones

- true mixed ability teaching means classrooms are full of children of all abilities so weaker students can learn from stronger ones

- setting and streaming within comprehensives allows students to move between sets or streams depending on the changing abilities this makes for a more tailored education as well as allowing lower ability students to make better progress

- they help create a common culture whereby one social group learns about the dynamics of another and so helps pull down social barriers and so removing social-class barriers

-

- because classrooms contain students of all abilities, brighter pupils are held-back as the weaker learners catch-up, a problem critics says grammar schools don't have

- as comprehensive schools have such large intakes, it makes discipline more challenging in addition the anonymity students feel in such large schools makes it difficult for teachers to get to know pupils at an individual level

- setting and streaming with comprehensives means comprehensive education is no different to the tripartite system where working-class students are invariably found in the bottom sets and streams

- **Evaluation:**

Comprehensive schools are good at encouraging social cohesion and not discriminating based on background or abilities, however due to this the high achievers, needs may go unnoticed as teacher's attention will be focused on the struggling students. They also do not have high teaching standards and so subject content is taught badly.

2) Cooperative Education:

- **Cooperative high schools:**

Cooperative Education is a program that provides supervised workplace employment opportunities and learning experiences for

qualified **high school** students. … The decision to accept a student for Co-op is based on the student's vocational skill level, academic grades, attendance, and conduct records

Co-operative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university or the workplace.

- **Benefits of Co-op Experiences**

Benefits of Co-operative Education include:

- Gain practical work experience in areas that complement your personal strengths, interests and educational needs

- Discover new personal strengths and skills

- Actively learn and thrive as a responsible team member in the "real world" in an area chosen by you

- Have a co-op teacher facilitate entry into a workplace not usually available to students prior to formal training

- Extend your high school experience to include a practical component before choosing your post-secondary destination

- Confirm career decisions before starting post-secondary education, including apprenticeships

- Build an evidence-based career portfolio to support the application process for work, college or university

- Establish contacts in the workplace for networking opportunities and gain references for future employment

- Earn multiple credits towards your high school diploma- two co-op credits can be used to fulfill the OSSD compulsory requirements

- Develop the marketable skills necessary for success in the workplace

3) Community Schools:

A **community school** is both a place and a set of partnerships (cooperation) between the school and other **community** resources. Its integrated focus on academics, youth development, family support, health and social services and **community** development leads to improved student learning, stronger families and healthier communities.

- **Community schools vs. academies:**

Essentially, **academies** have more freedom than other state **schools** over their finances, the curriculum, and teachers' pay and conditions. A key **difference** is that they are funded directly by central government, instead of receiving their funds via a local authority.

- **Advantages of community schools:**

By paying attention to both academic and non-academic **learning**, community schools reach the whole child and encourage the growth and development of a range of reinforcing competencies—social, emotional, physical, and academic.

- **Characteristics of a community school:**

Research suggests that an effectively scaled-up system of **community schools** exhibits four **characteristics**: shared ownership, spread, depth, and sustainability.

- **Functions of community schools:**

A **community school** is both a place and a set of partnerships between the **school** and other **community** resources. Its integrated focus on academics, health and social services, youth and community development and engagement leads to improved learning, stronger families and healthier communities.

Technical schools, also called **technical** colleges or **technical** institutes, provide specialized training in a specific career field, trade, or profession, including computer **technology**, business administration, culinary (cooking) arts, electronics, medical assisting, legal assisting, automotive (cars) **technology**, and cosmetology (beautifying the face).

● **Technical programs**:

Career and **technical** education is a term applied to schools, institutions, and educational **programs** that specialize in the skilled trades, applied sciences, modern technologies, and career (profession) preparation.

● **Tech prep courses**:

Students who take **Tech-Prep courses** at their high school receive either a specially designed curriculum or use the same curriculum, textbooks, and exams as the college **classes**. Some **Tech-Prep** programs have students take their college-level **classes** at the community college with college students.

- **Technical fields of study:**

'Technical studies' is a broad term that describes the more practical aspects of hands-on fields such as engineering and **computer science**. Technical courses are generally more practical and vocational (career-oriented) than their theory-oriented academic counterparts.

- **The role of technical education:**

The main aim of the **technical education** is that, it makes the students skilled and technically fit for the industries. The **technical education**, it contributes a major share to the overall **education** system and plays an important **role** in the social and economic development of our nation.

- **Benefits for students in a Tech Prep program:**

State evaluations in Texas and New York found some evidence that **Tech Prep** improved **students'** grade point averages, lowered dropout, reduced absences, increased high school completion, and improved postsecondary enrollment.

- **Objectives of technical schools:**

Objectives of the Technical education concentrate on the preparation of graduates for occupations that are classed above the skilled crafts but below the scientific or engineering professions.

- **Technical skills:**

Technical skills are the abilities and knowledge needed to perform specific tasks. They are practical, and often relate to mechanical, information technology, mathematical, or scientific tasks. Some examples include knowledge of programming languages, mechanical equipment, or tools.

Second: Tertiary or Post-Secondary Education

Contemporary Trends

In the Tertiary Education, we have one main Contemporary Trend. It is the virtual university. It can be illustrated as follows:

5) The virtual university

The virtual university is an important example of the use of Information and Communication Technology (ICT) to deliver higher education both in developed and developing countries. New initiatives are growing steadily as universities seek to address increasing demand and reach a broader, and in many cases, an international student body.

This new model has three components--instruction, self-study, and collaboration. The instructional portion is the teacher-based model. Currently the instructional portion of courses is delivered via satellite live transmission broadcast, as well as on the Internet. The self-study portion is the student contribution to the learning process. Books, notes, Internet, and research are sources of self-study. Collaboration is the group contribution to the learning process.

- **Pros and cons of online college education：**

Like most things in life, there are ups and downs, pros and cons, to getting an online college education, and the truth is somewhere in the middle

- **Pros of an online college education：**

1）More flexibility：

Online learning has opened up educational opportunities for people who might not have had them before, whether due to where they live, work/family responsibilities, even being differently abled. With online education, no matter where you live, as long as you have a computer and Internet connection, you have options. You can access to the coursework from anywhere at any time. You have the freedom to study and complete

your coursework 24/7 from anywhere and at any time that suits your busy schedule.

Virtual learning is flexible because it can usually take place at a time that is convenient for the student. There is no longer any need to be in a classroom at a specific time on a specific day.

2) **More options:**

You'll find practically any type of degree you'd want offered online: associate, bachelor's, master's, certificates, and even doctorates. Virtual learning is accessible to anyone who has a computer, tablet or smartphone. You can take part in an online course from any location where you can get a Wi-Fi signal. Because you can learn from the comfort of your own home it means that there are no travel costs involved in virtual learning. So, it is affordable. It is convenient; because you can study at your own convenience which makes this type of learning preferable for those with young families, those with full time jobs and those who have other responsibilities that require input at specific times or places.

3) Lower cost:

No matter what online college program you attend, you will almost certainly save money on room, board, or commuting costs, and you can apply for **financial aid** just like an on-campus student.

Online programs tend to be cheaper than their in-person counterparts as well, since colleges can save money on overhead costs.

4) Faster completion of the program:

You may be able to finish an online college degree more quickly than a traditional degree program. This can be especially helpful to students who want to use online programs to complete a degree they started elsewhere, since they may be able to take only the classes they need to graduate, rather than gen eds. It also puts you into the workforce that much sooner.

5) Working with a driven group of peers:

It takes a lot of dedication, determination, and drive to earn a college degree online, so although attrition (weakening) rates still seem to be higher among online classes, the students who do stick with them are the kind of people you want in your professional network.

6) Expanded world view:

Online degree programs attract students from across the U.S. and around the world, who bring different perspectives from diverse cultures. You may have opportunities to work on group projects and collaborate with

international classmates. Insights into other business cultures, attitudes, and problem-solving approaches can inform your own approaches to problems and opportunities.

7) Better writing and communicating in general:

When most or all of your interactions take place online, it's communicate well or bust. You will be judged primarily on your writing abilities, so you'll learn to put forth your best work and clearly articulate your meaning.

8) Online class discussions are a unique and democratized experience:

In an online class, you will almost certainly have to participate in discussions—often for credit. So if a fear of public speaking has held you back in the past, you may enjoy the ability to type out your responses and review them before you post. And when everyone is required to participate, you can read and learn from *all* of your classmates' thoughts. It's harder for one or a few people to dominate the conversation when everyone is required to speak.

9) Immediate feedback on tests:

When you're enrolled in one of the many online degree programs available, you don't have to worry and wait for days for test results. You take your tests online, and they are usually scored when you finish. You can quickly see where you did well and where you need

improvement. When you submit papers and projects, you'll use a private "drop box" where your teacher will access your assignments confidentially and provide written or video feedback.

- **Cons of an online college education:**

1) You need to be highly motivated and self-directed:

It is self-discipline. It's essential that you have the motivation necessary to sit and do the course. This type of learning is more difficult for those who are prone (liable) to procrastination (postponing).

Self-discipline is also a finite resource, and it takes a lot of it to carve out time to watch lectures and work on projects, particularly if you're fitting them into the end of a busy day or workweek. And, obviously, the more responsibilities you have to juggle, the harder that balancing act becomes.

2) You'll have limited face time with professors and peers:

Even though your online college professors might hold digital "office hours," you still may find it difficult to engage with them, whether you have questions about the material or are looking for some professional advice or mentoring. Professors are also much more "hands off" in teaching online classes, so if you're looking for extra help or one-on-one time with them, you're going to get very little (if any) of it. This isn't to say you

can't develop mentoring and networking relationships with your online professors, but it's harder.

As for your peers, forget about old-fashioned socializing. You'll have chat rooms and online hangouts, but other opportunities for study groups and networking after class are hard to come by. Again, it's not impossible, but it's definitely going to take extra effort, like organizing a meet-up in a central location.

This type of learning is solo learning. If you need clarification on a topic, it's not instantly available as it would be if a teacher were present whom you could ask. You can still ask for clarification in a virtual learning situation, but the answer may be delayed due to online availability of the person who could answer your question.

3) You lose the campus experience:

No study sessions in the library. No joining campus clubs and extra curricula. No running to the academic or career center for help. No college computer labs with all their fancy (and expensive) software. No hitting up a frat party on the weekend. Your house is your lecture hall, and your neighborhood is your campus. Again, this might be part of the appeal of earning your degree online. But if you think you'll regret missing the on-

campus experience, especially if you're coming straight from high school, you may want to reconsider attending an online program.

This type is impersonal; because there is no actual human communication involved, the virtual environment can feel a little lonely. It has some kind of isolation. There are no other students with whom to discuss the course so the types of classroom discussions that can lead to understanding of the subject do not happen.

4) You need to have the right technology:

You need a fast, reliable, and up-to-date computer and Internet connection. Most online schools will post the technology recommended—or required—to take their courses. If you don't have it, you'll need to get it, which can be an extra financial burden. And depending on the online school and their IT services, you may not have much support.

5) Your peers and professors may not be as good at communicating as you would like:

Online learning is probably a new undertaking for your peers and perhaps even your professor, so you may need to be patient with them when your online-only interactions are not quite as fast/helpful/friendly/easy to understand as you would like.

The reputation of online education has been steadily improving, especially as more and more "traditional" schools like UNC Chapel Hill, Texas A&M, and University of Florida get in on the online education game. (In fact, a lot of higher education experts say online education will be the new normal in the coming years.)

Still, a lot of people think of online education as easier and less reputable than an in-person education. That's simply not the case. To be sure, there are some lower-caliber online degree programs out there—and that's not including scam "schools" or diploma mills. But online education programs vary in their selectivity and rigor just like brick-and-mortar schools do. And their course work is just as challenging as it would be in person, if not more so, given the self-discipline required to complete an online degree.

7) You need to beware of online education scams (tricks):

Though the government and law enforcement are cracking down on diploma mills and other online degree scams, they're still out there, preying on students. Red flags include a guaranteed degree, guaranteed scholarships, lack of accreditation, super-short programs, and virtually nonexistent admission requirements. Basically, if it sounds too good to be true, it is.

8) Your major might not be covered (or covered well) online:

Not all majors are available online, and even among those that are, some work better in a virtual setting than others. If you're interested in a more hands-on major, like those in the health care, you may be better served by an in-person degree program.

❖ Summary:

This chapter has discussed many points concerning contemporary trends in education as follows: First: Pre-Tertiary Education Contemporary trends, which include comprehensive school, Cooperative Education, Community School, and Technical Academies. Second: Tertiary or Post-Secondary Education Contemporary Trends, which include The virtual university.

After studying the fifth chapter, answer the following questions:

1- "Education system in developed countries has many contemporary trends.", Explain with reference to contemporary trends both in Pre-Tertiary and Tertiary Education.

<mark>Third</mark><mark>: References</mark>

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