**LAIKIPIA UNIVERSITY**

**EDF 411: SOCIOLOGY OF EDUCATION AND COMPARATIVE EDUCATION**

**SECTION II**

**COMPARATIVE EDUCATION**

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**A. Comparative Education as a discipline.**

General Theory

i) Definition, aims, scope and purpose.

ii) Development of comparative education:

a) From early classical times upto 1900.

b) From 1900 to the present time.

iii) Learning Institutions International Agencies and societies in the development of Comparative Education.

iv) Methodology in Comparative Education.

a) Traditional Approaches.

b) Conventional Approaches.

**B. Area Studies: Comparative Studies of Systems of Education**

v) Determinants of systems of Education: - Factors/ Features which help to make systems of education to be the way they are.

vi) Sample systems of education in Europe – Britain and France.

vii) Sample systems of education in America – USA and Cuba.

viii) Sample systems of education in Africa – Eastern, West and Southern Africa.

ix) Sample systems of Education in Australasia e.g. China and Japan.

**C. Issues/ Problems in Education**

x) Comparative studies of issues in Education.

xi) Determinants of issues/ problems in Education – Factors creating problems in Education. e.g. Population Explosion.

xii) Levels of Education: A comparative perspective e.g.

a) Early Childhood Education

b) Primary Education

c) Secondary Education

d) Higher Education

xiii) Dependence and interdependence in Education: A comparative perspective. Extent to which certain countries are dependent on others as far as Education is concerned.

xiv) Education and training of Teachers.

xv) Education and Urbanisation: A comparative perspective.

**A. Comparative Education as a Discipline**

Focus:

1. - Definition

- Scope

- Aims

- Purpose

2. Importance of comparative Education.

3. Contribution of Comparative Education to Teacher Education Programmes.

**Comparative Education Defined**

A simple and generally accepted definition of comparative education is not possible. There are in fact many different understandings of Comparative Education.

i).Comparative education is concerned with establishment of similarities and differences in education. It is an analytical survey of systems of education and issues in education across borders with a view to making new discoveries of similarities and differences within these systems and problems. This process involves:

- Analysing forces which account for the resemblance and differences between systems of Education.

- Examining the different solutions that have been used to solve problems that seem common to all.

- Finding reasons why systems of education are as they are.

- Also in this process an examination is made of the result of the different solutions to similar problems.

**The Scope of Comparative Education**

a) What is it in Comparative Education that is compared?

We usually make comparisons in our daily lives when we observe, analyse, evaluate and classify objects and phenomena on the basis of similarities and differences.

We also make comparisons when we differentiate, select, sort, and arrange objects or phenomena on the same basis.

If we are going to make meaningful comparison we need a certain common basis for comparison.(Criteria). Thus anything which is unique i.e. which has nothing in common with anything else cannot be involved in a meaningful comparison with others. This is because of its very uniqueness. On the other hand when the similarity between the objects is so great that these objects are identical, comparison becomes pointless. Thus **neither** the **unique nor** the **identical** can be involved in any **meaningful comparison**; for comparison we need similarity and diversity.

b) Systems of Education and Comparative Education.

Systems of Education can be compared because they have certain similarities and differences.

**Similarities**

1. They have generally accepted principles e.g. – Structural principles e.g. Levels of Education: - Early Childhood Education

- Primary Education Universally accepted levels of education

- Secondary Education but internal differences exist in different countries.

- Higher Education

2. Method of teaching e.g. Lecture method, Child-centred method, Resource-centred method.

**Differences**

There are also differences in the systems of Education. These are brought about by the influence of national character/ factors/ features e.g. geographical, historical, political factors. Such influences shape the general structure into individual systems of education, and so we have the Kenyan system of education, the Zambian, the British system of education e.t.c.

Systems of education are stamped/influenced by the national characteristics.

c) Issues in Education and Comparative Education

Issues in Education can be compared because some of them have certain similarities and differences. These similarities and differences are brought about by the national contexts in which the issues occur.

**Aims of Comparative Education**

Scholars of Comparative Education at times differ in terms of the emphasis they give to each of the aims of Comparative Education. However the following are widely accepted:

1. It should lead to greater understanding of processes of education.

2. It should promote interest in and information about particular systems of education and be able to explain why they are as they are.

3. It should facilitate practical reforms and planned development of institutions within systems of education – i.e. schools.

4. Comparative education should promote the spirit of international understanding and cooperation among those who study it.

We may consider these aims from specific aspects:

**i) As means of reform**

We may study Comparative Education with the aim of using it as a means of reform in our country. In this respect we study systems of education in other countries with the aim of improving our own. We do this by selectively borrowing relevant aspects from other systems of education. In our attempt to help in the formulation of policies of reform we study what is going on in other countries in the hope that we can learn from the experience of other educationists. In the process of doing so, we must preserve what is best in our traditional systems e.g. methods of reform and classroom discipline.

**ii) Growth of realistic educational theories**

We may study Comparative Education with the aim of facilitating the growth of realistic educational theories. Thus practices in institutions within systems of education would be based on sound theories, which have been tested. This would give reformers and planners predictive (powers) advantage.

**iii) Collection of information**

We may study Comparative Education with the aim of collecting information on other systems of Education. In this respect national and international agencies (UNESCO) have been established in many countries with the aim of gathering this information for comparative and problem solving purposes.

**iv) Interpretation of Similarities and Differences**

We may study comparative Education not only to know about other systems of education but to interpret similarities and differences in them. We may use the historians aims which look for causes of differences in educational theory and practice in different Spatial-Temporal terms.

**Purpose of Comparative Education**

Scholars of Comparative Education at times differ in terms of the emphasis they give to the aspects in the purpose of Comparative Education. However the following aspects are generally accepted.

i) Comparative Education tries to give us reasons for similarities and differences in systems of education. If well carried out the similarities and differences become good lessons from which we can learn.

ii) Helps us to appreciate that the problems we face in Education are also found elsewhere in other countries and that other countries have tried to solve them in various ways; i.e. There are issues arising in education e.g. inequalities, unemployment, minorities in education systems.

iii) We study Comparative Education because we are curious:

- We want to know more about other systems of education.

- Knowledge for its own sake is the ground upon which Comparative Education needs to make as an academic discipline. Therefore justification lies in the existence of systems of education around the world and our curiosity and desire for knowledge about them.

iv) Comparative Education helps us to examine educational issues or problems from a broad rather than a narrow and local outlook. “Think globally and act locally.” Solve problems with a cosmopolitan outlook. It helps us clear of parochialism when handling important educational issues.

NOTE:

Comparative Education enables us to find out whether educational projects being introduced into our country will have similar or different results to those other countries where they have been in operation. The lessons on similarities and differences, the success or failures of these projects in other countries can help us a lot when we try to implement them e.g. The use of child centered methodologies in our schools will take a different meaning and approach if we first observed what other countries have done, particularly the American Progressive Schools, French Experimental Schools e.t.c.

The purpose of Comparative Education is not only comparing existing systems of Education but also envisage reforms best suited to new social and economic conditions. Comparative Education looks into the future with a firm intention of reform. The subject has a dynamic character with a utilitarian purpose. Thus it is the purpose of Comparative Education to contribute to the following:

i) Better understanding of education in our own country, by noting what is similar and what is different.

ii) Education development, improvement or reform at home, and in other countries.

iii) Development of knowledge, theories, and principles about relationships between Education and society.

iv) International understanding and cooperation and solutions to problems of international kind.

***ACTIVITIES***

1. You have been invited to a curriculum development workshop that is given the task of writing syllabuses for various disciplines in education. Outline the areas in which you think Comparative Education as a discipline would be useful.

2. Discuss the definition and scope of Comparative Education.

3. Discuss the aims and purpose of Comparative Education.

4. Discus the importance of the study of Comparative Education Kenya today.

**DEVELOPMENT OF COMPARATIVE EDUCATION**

**Beginnings of Comparative Education**

To compare is a human activity as old as mankind itself. For instance, Eve found the forbidden fruit more desirable than other fruits in the Garden of Eden. In her view it was a fruit with ***a difference***.

Visitations to other countries whether for purposes of trade, conversation, curiosity, adventure or conflict go back to ancient History. The search for the origins of Comparative Education has made many scholars in many countries to press back hopefully into time e.g. In Europe, Frederick Schneider and Franz Hilpker were active in searching for European comparativists. In the USA, William Brickmann leads the search for the original comparative educator. He published several articles on the subject in which he reached as far back as Herodotus (184 – 525 B.C) as a competent comparativist. (Greek historian)

**Phases in the Development of Comparative Education**

**Four** main phases may be identified on the basis of major activities characteristic of each phase:

1. The Phase of Traveler’s Tales: From ancient classical times to the end of the 18th century – pre-history.

2. The Phase of selective Education borrowing during the 19th Century – The Period of Pioneers.

3. The Phase of concern for cultural content from 1900 – to the end of World War II.

- The period of philosophers, historians, sociologists.

4. The phase of Social Sciences perspective from the end of World War II to present.

**NB:** These phases are self-imposed, artificial. They should not be regarded as precise and sudden turning points. The changes were slow and gradual; e.g. towards the end of one phase/ stage the next one was already in operation. Also today we still have activities of traveler’s tales.

***Activity.***

Make notes which show how Comparative Education has developed; in phases based on major activities characteristic of each phase.

Focus will be on the following four (4) aspects:

- Background to the phase.

- Motivations and major activities characteristic of each phase.

- Contributions/ contributors to each phase.

- Relevance of each phase to present day theory and practice in education.

**1. PHASE I – Phase of Traveler’s Tales.**

**Background**

In the early times in the history of mankind communities lived in isolation, had little or no contact with other communities, limited knowledge about other aspects of education, limited scope and world-view. Various factors contributed to this isolation: some may be geographical, historical e.t.c.

Motivation and Characteristic Activities.

i) Curiosity

ii) Commerce

iii) Adventure e.g. Julius Caesar.

iv) Conflict/ Wars/ Conquests.

v) Going out as teachers to teach slaves.

**Major Activities**

Travelers of all kinds brought back facts and impressions about other cultures which they came across in the countries they visited. Their reports included comments relating to the young and their upbringing. They also made some remarks concerning similarities and differences in the ways of educating children. Some arrived at conclusions involving expressions of value judgement. The travelers gave descriptive accounts of:

- Their journeys and experiences in foreign lands.

- Features in foreign systems of education, as they saw them.

However, their accounts were:

a) Fragmental

b) Descriptive

c) Unsystematic

d) Full of exaggerations and understatements.

e) Superficial

f) Piecemeal

g) Ethnocentric and at times with racist overtones.

**Contributions to the phase of Traveler’s Tales**

In ancient times in Greece, Herodotus (484-425 BC) compared the cultures of Persians and that of Greece in his commentaries on the Persian wars.

Xenophone (430-355 BC) – He gave a detailed account of the education of Persians in his biography of King Cyrus. He described the training of Persian youth for citizenship. He compared the aims, and structure of the Persian and Greek systems of education.

Plato compared education systems in Sparta and Athens in his books “The Republic” and “The Laws.”

In Rome, Cicero (106-43 BC) made comparisons between Greek and Roman education. He initiated the debate of comparing the preset and the past education systems.

Julius Caesar (102-42 BC) made comment on the education of Belgians and other countries in Europe where he had made conquests.

**Middle Ages – 13th – 15th Century**

During this period, travel of one kind or other became greater in length and more comprehensive in character, e.g. during the 13th century Marco Polo traveled to China visiting the court of Kublai Khan. He reported about the Chinese system of education. There were more travels by individuals to the orient/ east and their reports made.

Ibn Khaldum (1332-1406) – a Tunisian born scholar, made comparisons between the Eastern Moslem culture and that of the West. He emphasized the need to establish similarities and differences between the present and the past conditions. He also stressed the need to know the causes of similarities and differences in systems of education.

**16th Century**

During this period cases of early comparative education research became more frequent. In part this was due to the desire to make geographical explorations and discoveries. There were writings of traveling scholars sent to foreign countries to study education. Many of these scholars came from Germany. These were sent to find information about universities in France, Italy, Denmark, Poland etc.

Erasmus (1496-1536) a scholar of Renaissance. He had a great deal to say about education in different countries. He compared the state of Education in England with that of Italy.

Montaigne (1533-1592) a Frenchman, traveled widely to Germany, Italy and other countries in Europe making comments on education of the people he visited.

**17th Century**

During this period there were increasing and more significant international contacts and foreign travels became more common. There were Traveler’s Guide books indicating what to look for when visits are made e.g. Libraries, lectures, debates, the upbringing of children, relationships between children and teachers.

***William Petty (1623-1687)*** a professor of anatomy at Oxford presented a more scholarly approach to observation in foreign countries. In his book “The Method of Inquiry into the State of any Country” he gave the method of approach in collecting information about education e.g.

- The number of schools and pupils.

- The organisation of school education.

- The courses offered.

**18th Century**

During this period Russia became a focus of interest for many European travelers. Scholars from France compared the Russian education and that of the French.

In 1776, Diderot compared the quality of the Russian education with that of the French system. After the French Revolution Condorcet recommended the development of education system in France based on what could be found in England, Italy and Germany.

**Relevance of the Phase of Traveller’s Tales.**

**Present Theory and Practice in Education.**

Features of the Phase of Traveler’s Tales still remain with us in the works of journalists and educational tours.

Reports of travelers are the beginnings of our getting to know the experiences of other people in education. Stories given on return from visits to other countries add flavour to teaching in schools. The eye witness accounts are still regarded as valuable in research – we may use questionnaires, observations etc.

Reading novels, story books about other countries or communities is still recommended.

Use of guest speakers who tell us about their experiences in other countries.

Educational tours – students and teachers go out to look for specific information.

Reading of auxiliary documents e.g. magazines about other countries.

Research, field inquiry, visits – for verification on the ground of description in documents.

**2. PHASE II – Phase of Selective Educational Borrowing**

**Background**

The 19th Century was characterized by the aftermath of the Agrarian Revolution, Industrial Revolution, French Revolution and the process of colonization.

Most reformers of the time were disturbed by the social and political conditions of revolutions and reactions in Europe. In Education they saw a means of moral improvement and social betterment (amelioration). In their view, the political and business of life of the people were based on self-interests to a disturbing degree. It was lacking the necessary stability of religion and morality. The remedy lay in education.

The reformers were concerned that the ability of individual school systems to improve themselves seemed limited, even when there were good intentions.

What was needed was some kind of sharing the best ideas and practices available in many counties. This presented a significant change of approach suggesting a more systematic collection of data and selective borrowing in education.

**Motivation and Activities Characteristic of the Phase – Motivations**

Selective borrowing in education was motivated by:

a) The need to develop a methodology or systems of rules to be followed in studying foreign systems of education.

b) A drive to learn lessons from foreign systems of education.

c) The need to discover what was going on in education in other countries in order to borrow the best aspects for improvement of their own systems.

d) An interest in: - New educational theories and methodology.

- Organisation and financing of schools.

- Curriculum and teacher-training.

Reformers were of the view that their countries could borrow the best practices from other countries for improvement of systems of education at home.

**Activities**

19th Century was characterized by journeys to foreign countries by travelers with specialised interests in educational matters. There were serious attempts at observations and study of other systems of education. Travelers no longer made journeys out of curiosity or general enlightenment **but** they wanted to discover what was going on in education in order to borrow the best aspects for improvement of education at home.

They were interested in those aspects in other countries which if borrowed could advance their school system. The result was a series of reports comprising much information on foreign systems of education. The aim was to achieve better social development in their own countries through reorganizing institution within their systems of education.

Borrowing was encouraged by founding of colonies and missionary activities in Africa, America and Asia. There was emphasis to learn the best lessons or make available the best education practices for transplantation e.g. cataloguing descriptive educational data and then making comparisons with the hope of yielding the best educational practice for borrowing.

**Contributors to the Phase of Selective Educational Borrowing**

**1. Julian De Paris (1775 – 1848) in France**

He lived during the times of Napoleon Bonaparte and Napoleonic wars. He was disturbed by the social and political conditions of revolutions in the 19th Century Europe. He saw education as a positive science which could be used to improve the society. In 1817 he published a booklet entitled “Plan and preliminary views of work in Comparative Education.”

It was the first comprehensive skill for comparative studies of systems of education. The plan suggested a more systematic and comprehensive collection of data. He visited other countries like Prussia, Belgium etc. He used foreign examples (ideas) to herald the beginning of borrowing as a motivation for conducting comparative studies.

**2. Victor Cousin (1792 – 1867) in France**

He lived at a time when Europe was in chaos after the Napoleonic wars. He was commissionedby his national government to help in the improvement of education in France. He visited Prussia and other countries where he investigated systems of education. In his report he recommended selective educational borrowing from the Prussian experience. His report influenced ideas on education in France, America and England.

**3. Horace Mann (1796 – 1859) in America**

He became the first Secretary of the Board of Education in the state of Massachusetts in 1837. He made a 6-month tour to Europe, visited Scotland, Iceland, England, France, Germany and Holland (With sound educ. Systems) just as you can visit Kakamega, Kamusinga, Alliance and other well performing schools). On his return he made a report of his visits. The report was devoted to comparisons of school origins and methods of instruction. He recommended that America should borrow from the educational experience of Europe.

**4. Henry Barnard (1811 – 1900) in America**

He was a contemporary of Horace Mann, appointed the Secretary of the Board of Education in the State of Connecticut in 1839. He visited Europe like H. Mann. He was impressed by the Prussian ideas on education. He advocated the establishment of common schools or public schools similar to those he saw in Prussia. He founded a journal entitled “The Connecticut Common School Journal” where there were reports and details of foreign systems of education.

**5. Mathew Arnold (1822 – 1888) in England**

He was a poet by inclination. He became inspector of schools in England. He noted 3 groups in the English society:

a) The Aristocratic Class (Barbarians) characterized by (lack) want of ideas and lack of flexibility.

b) The Middle Class – he called them the Philistines and wascharacterized by self-satisfaction (Bourgeoisie).

c) The Working Class – were hidden in poverty and squalor.

Arnold saw the need for a new democratic force in the English society. He toured countries on the continent of Europe like France and Italy. On his return he advocated for the expansion of state activities in education i.e. the state could do more in providing education for the people. This could help in narrowing the gap between the rich and the poor.

**RELEVANCE**

1. The reports were mainly descriptive. Today descriptive studies are features still relevant in our education. Major activities of the phase were utilitarianism i.e. were to make it respond to the needs of the society it is supposed to serve.

2. We still have visits to other countries, institutions to observe what may be of value in order to bring it back home. Emphasis here is the importance of learning from experiences of others.

**3. PHASE III – Phase of Concern for Cultural Context (1900-1945)**

**Background**

In the transition from 19th to 20th Century, two (2) points are worthy of note:

i) Sociology was gaining ground; there was a trend towards the study of relationships between education and society.

ii) Essays were being written on Comparative Education i.e. establishing similarities and differences in systems of education i.e. culture can inhibit certain aspects of the curriculum.

The role of government in encouraging and even sponsoring studies of foreign systems of education was growing. As it did the people involved in these studies became more concerned with problems of comparison. It was not enough to accumulate masses of information about educational practices in other countries to borrow indiscriminately. There was need to: - Interpret observed practices

- Judge or predict whether a particular practice could be transplanted successfully from one country to another.

**Motivations and Major Activities**

There was need to:

- Move away from encyclopedic descriptive and sometimes uncritical approach of the earlier phase to a more analytical approach

- Understand forces or factors which helped to shape systems of education to be the way they were.

- Predict the likely success of transplants from one country to another. This called for knowledge of cultural contexts in both the exporting and the receiving countries.

- Understand the school within the context of society.

- Promote international understanding ***vis a vis*** nationalism.

**Major Activities**

- Concern with accounting for features existing in systems of education i.e. accounting for factors and forces which shaped systems of education.

- Emphasis on the importance of analysing cultural forces and factors which were within and beyond national boundaries. These factors and forces would explain the variations in systems of education (similarities and differences).

- The problem was no longer one of selective education borrowing but predicting the likely success of educational transplants through knowledge of cultural contexts i.e. respect cultures.

- Using education to break through national boundaries and develop international harmony and goodwill.

**CONTRIBUTORS**

Among the contributors to the development of Comparative Education are the following:

i) Michael Sadler (1886-1943)

ii) William T. Harris (1838-1909)

iii) Isaac Candel (1881-1965)

iv) Nicholas Hanns

**1. Sadler Michael**

At the University of Manchester in England in 1900 at Guildford, he gave a lecture on the topic “How far can we learn anything of practical value from the study of the foreign systems of education?” In this lecture, Sadler drew a lot of attention to relationships between the school and the society. He noted that in studying foreign systems of education, we need to understand that things outside the school matter more than things inside the school. They govern and interpret things inside the school. Thus aspirations of the society must have their expression in the school and aspirations of the school must have their basis in the society.

**2. William Harris in America**

Was a successor of Horace Mann and H. Bernard. His main interest was in philosophy. He stressed the need for care when using statistics in education especially statistics of foreign education. He stressed the need for scientific approach in studying problems of education. He noted that each individual nation puts its own stand on its systems of education. Therefore, it is not possible to borrow as freely as we may wish. This is because what may work in one place may not work in another, due to cultural differences.

**3. Isaac Candel in America**

Was at the University of Colombia took interest in relationships between education and political systems in several countries. He took effect of nationalism and prospects in internationalism.

He was concerned with accounting for systems of education in terms of forces and factors which shaped them. He emphasised the importance of studying the national character. This is because the character of the school can best be understood by getting information on the country’s national character.

He contributed to the theory of the relationship between school and society called “Theory of Causation” – i.e. similar factors can lead to different effects in different contexts.

**4. Nicholas Hans – University of London**

He edited many books on Comparative Education which have influenced the teaching of Comparative Education.

His articles on Comparative Education are found in the World Year Book of Educational Periodical.” His book “Comparative Education – A Study of Factors” has been used as a textbook. at university and colleges of education.

**4. PHASE IV – Phase of Social Science Perspective 1945 – to date**

**Background**

The period has been characterized by:

-explosion of aspirations soon after World War II. These are heightened expectations some of which have not been fulfilled. They are creating problems in education.

- explosion of population due to the developments in science and medicine.

- explosion of knowledge especially in science and technology.

- urbanization as a result of industrialization.

- the desire for peace since the end of World War II, in order to facilitate construction which may be material, moral and/or spiritual.

**Motivations and Activities**

There has been need for:

a) Refining methodology in Comparative Education.

b) Teaching Comparative Education in institutions of higher education.

c) Establishing Comparative Education centres for research and teaching.

**Activities**

1. Efforts to reach agreement on methodology in Comparative Education.

2. Use of technology in comparative studies of education.

3. Support from international institutions.

**Contributors**

Since the end of World War II there have been widespread contributions to the development of Comparative Education in Europe, America, Africa and Australasia.

Among the many individuals who contributed may be included.

**1. V. Mallison** at the University of Reading wrote a book “An introduction to the Study of Comparative Education”.Wrote many articles on systems of education in Europe.

**2. Joseph A. Lauwreys,** professor of Comparative Education at the University of London was an editor and wrote many articles in “The World Yearbook of Education” – a periodical.

**3. George Z.F Bereday** at University of Colombia was a professor of Comparative Education. He wrote extensively on the methodology of Comparative Education. He contributed to the systematic areas study approach in Comparative Education. He was a visiting professor of Comparative Education in the University of London and many others where he taught and shared ideas on Comparative Education.

**4. Brian Holmes** – a professor of Comparative Education at the University of London Institute of Education was concerned with the development of methodology in Comparative Education. He contributed to the **problem solving approach** in Comparative Education.

**5. Edmund J. King** – Professor of education at the University of London, Kings College. He was a prolific writer on Comparative Education. He wrote many books and journal articles including “Other schools and Ours,” “Society, Schools and Progress in the USA,” “Comparative Studies and educational Decisions.”

**INTERNATIONAL ORGANISATIONS, LEARNING INSTITUTIONS AND SOCIETIES IN THE DEVELOPMENT OF COMPARATIVE EDUCATION**

**a) Contributors by Learning Institutions**

Soon after World War II in 1945 a number of universities have developed Comparative education as a discipline. These universities included London, Colombia, Berlin, Reading e.t.c. `Today university centres have developed this discipline in Africa, Asia and Latin America.

**b) Contributions by the Institutions**

The curriculum development – they have enriched the content of Comparative Education.

They have established areas that can be subjected to comparative analysis e.g. the three parts

a) Comparative Education as a discipline – general theory.

b) Area studies/ Macro studies in Comparative Education.

c) Comparative Studies of Issues of problems in Education.

**c) Contributions by Agencies/ International Organisations**

The scope of work in Comparative Education has broadened through the development of international agencies/ organisations. Among the international organisations that have contributed to the development of Comparative Education may be included.

- The International Bureau of Education (IBE)

- UNESCO

- UNICEF

- World Bank

- IMF

and many others.

**i) International Bureau of Education – IBE**

Founded in 1925

a) It manages world data in Education presenting the profiles of National systems of education.

b) Organizes courses in curriculum development in most countries.

c) Collects and disseminates innovations in education.

d) It co-ordinates preparation of national report on the development of education.

e) It publishes a journal on education.

IBE has established regional and sub regional networks. Each year a conference is organised which is attended by representatives of Ministries of Education. The discussions of a selected theme provide content for publication.

**ii) UNESCO**

The work of UNESCO in education has been complimentary to that of the IBE, i.e. work hand in hand with IBE, particularly collection of data, demographic profiles, types of institutions of Higher Education.

Its major reference books include:

a) The Survey of Education

This provided:

- Brief accounts of systems of education of more than 200 member states.

- Brief statistical information and major educational legislation are referred to.

b) Diagrammatic Representations of the Structure of Educational Systems make for easy comparisons of trends of development.

UNESCO also published many educational statistics in its “Demographic Year Book.” Comparatives can draw information and make statistical analysis. In this periodical profiles are given showing for example:

How may students/ pupils are enrolled at various levels in systems of education e.g. Number of children in Primary education, Secondary education and Higher education.

The statistical data got from such from such profiles can be analysed in comparative perspectives showing similarities and differences.

However as Saddler and William T. Harris pointed out, we must be careful in drawing conclusions based on pure statistical data on foreign systems of education – some may be misleading.

In addition there are series and special publications which are of relevance to the work of Comparative Education. Information in such publications may help students of Comparative Education to have materials for comparisons.

Special UNESCO agencies also deal with and publish valuable literature for workers in the field of Comparative Education e.g. the Institute for Educational Planning (IEP) based in Paris.

There are also regional agencies of UNESCO. These collect data of interest to them in the past we had OECD – Organisation for European Cooperation Development, The Council of Europe, now we have European Union (EU), African Union (AU).

These organise studies on various areas and on systems of education and publish them. The volume of literature providing cross-cultural and case studies has strengthened the theoretical position of Comparative Education.

**iii) The World Bank**

Sponsors, Research, Programmes on various aspects of education it gives the financial support and provides the personnel to assist in the collection of information on the process made.

Problems of World Bank

The World Bank is too much bent on economic returns at the expense of other aspects of development.

**iv) The International Monetary Fund (IMF)**

Like the World Bank it sponsors projects for development. Some of these projects are on education. Findings of their research projects become good source materials for people doing Comparative Education.

**v) UNICEF**

Sponsors projects on education particularly the education of children. The information gathered on children becomes useful resource materials for those doing Comparative Education.

**COMPARATIVE EDUCATION SOCIETIES**

Individuals interested in Comparative Education have formed a number of societies to promote Comparative Education studies.

These societies normally have seminars, workshops, and conferences on various themes in the field of education. Their outcomes are usually put in form of documents for publication. Content of these publications help to increase the theoretical base in the field of Comparative Education.

These deliberations help to sharpen ideas on content of Comparative Education as a discipline. They look at the difficulties involved in the teaching of Comparative Education and how solutions to these difficulties may be arrived at.

Examples of societies include:

- The Comparative Education Society launched in 1958 in USA initiated by William Brickmann in New York.

The society published a journal, “Comparative Education Review.” Content of journal act as resource materials relevant for use by those in the field of Comparative Education. The society holds national and regional conferences; deliberations at these conferences are published, contents of this publication are a source of useful materials for those in the field of Comparative Education.

It organises International Seminars in most parts of the world. Contents of these seminars are published and form resource materials for those in the field of Comparative Education.

- In 1961, Comparative education Society in Europe with functions similar to those of the American society.

- The South African Comparative and History of Education Society(SACHES) holds conferences and seminars on specific themes that are of specific themes that are relevant to the development of Comparative Education.

- The Kenya Comparative Education Society started in 1989 had similar aims as those in Europe.

These societies are affiliated to the World Council of Comparative Education. This council provides a forum for mutual enlightment on international development in Education.

**Contributions of Higher Learning Institutions**

1. Curriculum Development – They have enriched the content of Comparative Education.

2.Established areas that can be subjected to comparative analysis e.g. three parts/ sections:

i) Comparative Education as a discipline.

ii) Area Studies.

iii) Comparative Studies of Issues in Education.

i) Comparative Education as a Discipline

a) Given the rationale for the study of Comparative Education.

b) Development history of Comparative Education.

Broken into stages and given each one of them

- Background

- Motivations

- Major activities characteristic of each phase.

- Relevance of each stage to present day theory and practice in Education.

- Analysed the contributions made by the development of Comparative Education by individuals, institutions and international organisations.

c) Refined methodological approaches to comparative studies in education – divided them into:

i) Traditional methods of approach.

ii) Social science methodology.

iii) Conventional Methods of approach.

ii) Areas Studies

- Comparative studies systems of education.

- Determinants of systems of Education i.e. factors/ features which helped to make systems of education to be the way they are.

- The approach of studying systems of education e.g.

i) A comparative study of indigenous systems of education.

- Compare national systems of education.

- A horizontal approach in study of systems of education.

iii) Comparative Studies of Issues in Education

- Determinants of issues in education i.e. factors/ features that create problems in education e.g. population explosions, explosion of aspiration, explosion of knowledge, urbanisation.

- Compare some of the solutions to the problems.

- Lessons to be learnt from the solutions.

3. Produced books written by the teaching staff.

4. Write articles in journals, contents of the articles are useful as resource materials for Comparative Education.

5. Members of staff have sharpened ideas on the methodology in Comparative Education.

6. They have research-oriented programmes focused on established of similarities and differences in systems of education.

7. Hold seminar discussions within university institutions. These enrich the body of knowledge in Comparative Education.

**Methodology in Comparative Education**

No defined methodology in Comparative Education exists.

Reason:

i) Because of the great breadth of the field of Comparative Education. Comprises identification and analysis of similarities and differences in various aspects of educational disciplines, e.g. psychology of education, philosophy of education and history of education e.t.c.

ii) Its attractiveness to workers who define it in different ways. These workers employ a variety of methods and procedures.

iii) Field stages of development are not very old.

iv) Application to it of methodological frameworks and techniques of the social sciences. These social sciences have their own problems.

**Methodology: Schools of Thought**

Methodology in Comparative Education may be divided into three (3).

a) Traditional Methods of Approach.

- Selective educational borrowing.

- Descriptive and explanatory approach.

b) Social Science Methodology in Comparative Education

- Sociological approach.

- Historical approach.

- Philosophical approach.

c) Conventional Methods of Comparative Education

- The systematic area studies approach.

- Problem solving approaching.

**Note:**

Methodology in Comparative Education is determined by the purpose which the study is to fulfill.

**Traditional Methods of Approach in Comparative Education**

**Selective Educational Borrowing**

Assumptions

That it is possible to study institutions in other countries with the intention of improving ones own. By implication therefore reform in one system of education/ society is dependent on the study of another.

Application

Invitation of experts: we may invite foreign experts to advice on reform of institution in the system of education e.g. An expert may be asked by the school to make suggestions for reform in the school. Members of the school may be sent to other countries to study a particular kind of institution with the intention of setting up similar institutions in the home country. Similarly the government may send officials to other countries to study the kind of education that is carried out with the intention of coming back and giving advice.

Reading about other systems of education and basing on the knowledge acquired , be in a position to advice.

Selective Education borrowing may lead to the establishment of general theories which may have universal application. These theories are useful in reform in the home country. Through our study of other systems we may identify general principles about the operation of education which can be applied in our country. In so doing we may separate what is peculiar and incidentally to our local needs from what is of universal application and useful to other systems of education.

Limitations

We need to be careful about uncritical education borrowing. Indeed, the principle itself may be questioned for various reasons:

-Schools are deliberately fostering among people an awareness of nationality and unique national character. Therefore, there is unwillingness in cultural borrowing.

-Different conditions and different character of two or more countries make selective borrowing difficult: That which operates well in one country may not in another country. Thus while encouraging the value of educational borrowing as a method of approach in Comparative Education studies we need to note that National institutions grow out of the needs to serve the people.

**Contributors to this Approach.**

Julien De Paris

Victor Cousin

Mathew Arnold

**Conventional Methods of Comparative Education**

Since the early 1960s there has been a major re-thinking about methodology in Comparative Education. The field had previously borrowed methods from social sciences mainly from History, Philosophy, Sociology, e.t.c.

Scholars of Comparative Education began to demand a science of Comparative Education. They therefore have attempted to develop systematic bases for methodology in the field. These include

i) Systematic areas study approach

ii) Problem solving approach

iii) Ethno-methodological approach

**A. Systematic Areas Study Approach**

i) It is possible to make an analytical survey of systems of education in selected countries and establish similarities and differences.

ii) It is possible to seek assistance from other fields of study to explain the similarities and differences – Sociology, History, Economics, Politics.

iii) It is possible to cooperate with other resource persons in comparative studies of systems of education.

Application

The approach has the following stages:

a) Description

b) Interpretation

c) Juxtaposition

d) Comparison

e) Conclusion

a) Description

We describe how things are in systems of education in countries we have chosen for our comparative study. Description begins with extensive reading

Sources of the reading:

1. Primary including:

i) Eye witness accounts.

ii) Reports and transcripts of proceedings.

iii) Written materials which may be regarded as authentic and first hand.

iv) Visits to institutions within systems of education under study.

2. Secondary source – textbooks.

3. Auxiliary source – novels, magazines, study films, slides about the systems of education.

b) Interpretation

Explanation of why things are the way they are. This involves explaining or interpreting the collected information. Here we give reasons and justification for features in the system of education. Reasons may be historical, economic, social, cultural e.t.c.

c) Juxtaposition

Involves preliminary matching of data secured from the first 2 stages; namely

Description

Interpretation

This involves putting the information into groups or categories according to those which can be compared and those which cannot be compared.

In this way similarities and differences are clearly seen. We may use charts, sketches to bring out aspects of similarities and differences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Country** | **Primary** | **Secondary** | **Higher** | **Total** |
| **Kenya** | 8 | 4 | 4 | 16 |
| **Uganda** | 7 | 4 + 2 | 3 | 16 |
| **Tanzania** | 7 | 4 + 2 | 3 | 16 |
| **Rwanda** | 6 | 3 + 3 | 4 | 16 |
| **Burundi** | 6 | 3 + 3 | 4 | 16 |

Sum-total in each country for duration of years in education system is 16 yrs but the variation occurs at the different levels of education.

Pie chart.

Bar graph.

Thus tabular and contextual juxtaposition can be used. This agreement permits a review of practices in various countries.

d) Comparison

We compare features in one system with those in other countries or institutions under study. We identify similarities and differences, as shown by the graphs, charts, sketches etc. This process involves a systematic crossing of national frontiers again and again establishing similarities and differences.

e) Conclusion/ Generalization

On the basis of what has been observed in stages above we draw conclusions or generalizations e.g. Highly centralized systems those systems with similar structural durations at primary, secondary etc.

Limitations

What difficulties are we likely to encounter in application of this report.

- Description and interpretation: Those two stages suggest two distinct processes, one to follow the other. It is not easy to separate the two. Rarely do these facts that have been collected have meaning without the help of explanation, using other disciplines.

- Juxtaposition and comparison. Here we need to be aware of the dangers of trying to force similarities where they do not exist, (or differences). We may draw forced and invalid situations which show an imbalance of judgment.

Followers of Systematic Area Study Approach

- Bereday George Z.F

**B. Problem Solving Approach**

**Assumption**

We look at Comparative Education as a field that is mainly practical in nature and providing a basis for solutions to educational problems. In this respect we identify a problem examine the conditions under which it is found, its possible solutions and predict the most likely outcomes of such issues/problems.

It is possible to use stages of reflective thinking in Comparative Education studies. The function of reflective thinking is to clear up confused situation.

In the face of a problem possible solutions immediately spring to mind. Further reflection involves a process of intellectualization out of which the problem to be solved becomes clearly formulated. Out of these emerge refined or new possible solutions which are then put forward as hypotheses to be tested one after the other. Testing involves comparing the predicted events with the actual events. Agreement between the predicted and the observed events provides verification of the hypothesis i.e. successful solution to the problem found. However, disagreement between the two events (predicted and observed) constitutes a reflection of the hypothesis.

**Application: Stages to be followed**

1. Problem selection or identification.

2. Problem analysis

3. Proposed solutions to the problem (hypothesis)

4. Specification of the context

5. Prediction from the adopted solutions (prediction of likely outcomes)

6. Comparison

E.g. an accident takes place – identify, ask people who were there what took place – they will explain what they saw happening, what solution to the immediate problem – Good Samaritans took victims to hospital – You go to hospital. – Specification to the solution – what took place on the way to the hospital? – Another accident, nurses on strike, e.t.c – At the hospital – compare hoped for solutions (that they will be treated at the hospital) the expected.

1. Problem Identification

This involves a vaguely perceived problem to which our attention may be drawn. Choice of the problem or the issue will depend on each one of us as an investigator e.g. – Personal experience.

- Background of knowledge regarding the problem.

- Awareness of educational discussions or debate e.t.c.

This may focus our attention to an identifiable problem.

2. Problem Analysis

We describe the conditions under which the problem is found. We may describe trends of change and aspects of non-adjective change; related to the problem e.g. population explosion/ unprecedented population growth may lead to enlarged environment in primary schools e.g. Increased number of children

Problem – Shortage of qualified teachers.

- Shortage of facilities.

- Inadequate methods of teaching.

3. Proposed Solutions

This stage constitutes reform proposals put forward as likely solutions to the problem we have identified for our study we describe the suggested solutions to the problem i.e. proposals put forward by other people and not by us, as investigators e.g. proposal to expand PTCs (Primary Teachers’ Colleges) as a likely solution to the problem of shortage of teachers in primary schools. – Inservice courses for practicing teachers (

questionnaires prepared).

4. Specification of the Content

We identify and describe factors, determinants and conditions likely to influence the outcomes of the proposed solution to the problem. There may be major areas of the social context which may hinder the implementations of reform policies. In this area we look for the:

a) Ideological factors or cultural factors e.g. poor quality of teaching in primary schools – teachers to go for INSET to improve pedagogical skills.

b) Patterns of mental states/ attitudes.

5. Prediction from Proposed Solution of the likely outcomes

The anticipated outcomes from the proposed solutions – we specify in a theoretical perspective the kind of institution needed for the implementation of reform proposals. We describe how in this institution the expected/ anticipated activities ought to be put into practice if the problem is to be solved. We describe activities of an ideal typical institution – we use statics – remove some aspects and study one aspect.

6. Comparison

This is a verification stage. We ask ourselves the question:- “Have things worked out as expected by those who put forward proposals as solutions to the problem?” Thus we compare the anticipated/ expected activities described in stage 5 above with actual observable practices. This stage brings to our recognition the nature of functional relationships between the proposals and the practices as these relate to solution of the problem.

People who are proponents of this methodology are:

**Brian Holmes** (1965) Problems in Education: A Comparative approach. London: Routledge and Kegan Paul.(1981) Comparative Education: Some considerations of Method. London: George Allen and Unwin. (Chapter Six.)

**SYSTEMS OF EDUCATION: COMPARATIVE STUDY**

**Determinants of Systems of Education**

All over the world systems of education do not just come to be. They don’t just happen. Behind every system there are factors, features or determinants that help to shape each on of them. These systems have been influenced by an intricate combination and interweaving of all sorts of factors. Some factors have been more dominant than others. Thus the character of a given system of education is never determined by one factor.

To understand the determinants of systems of education we should study:

- Their physical surroundings.

- Their social condition.

The determinants or factors may be

1. Geographical

2. Economical

3. Political

4. Social and cultural

5. Historical

6. Language

7. Religious

**Political Factors**

The political may dictate:

- The extent to which policies of reform in an educational system are subjected to debate.

- The kind of administration a system of education will have – political philosophies adopted by countries partly help to determine systems of education i.e. they underlie elements within systems of education e.g.

a) Socialization as a political philosophy

Fundamental ideas of socialism as a political philosophy are about exploitation of labour by capital and the resulting class wars. In this connection, Plato noted:

1. Owners of means of production who do not work.

2. Workers who produce but do not own.

Socialist political philosophy may advocate for nationalization of the means of production in labour. Such a change in a social may be achieved with a reform in education. This would be through a state with full control of education and the curriculum. State must control the education, the curriculum e.t.c. The citizens must be trained by the state for the state and in state institutions – no private institutions. The details of the curriculum are to be decided by the state authorities. The socialist political philosophy may emphasise the importance of compulsory military training for both sexes and labour trading as part of national education. This philosophy may advocate and insist on training in science disciplines for the purpose of bettering the society. Examples of countries are:

- Mexico

- Bulgaria

- Yugoslavia

- Cuba

- China

- Tanzania (small extent)

These countries introduced socialist education.

Common features in socialist education:

- Monopoly of the state in education.

- Secularism – absent of religion.

- Physical and military training.

- Political indoctrination in and out of school.

- Emphasis on science subjects.

- No private schools.

France has a highly centralized system of education based on its political philosophy. Everything to do with the countries education is controlled from the centre. USA has a decentralized system of education based on the capitalist political philosophy of the country.

b) Nationalism as a Political Philosophy

This may play a role in determining features in the system of education. Education may be used as a means to national unity. This may be brought about by a psychological feeling within a group believing to have a common and tradition based on a myth which a country may have race, language, religion and territory may strengthen the consciousness of nationality.

c) The Racial aspect within the political ideology

This determines features in the system of education e.g. education given on racially segregatd lines e.g. South Africa.

d) Political Party Ideology

May influence features in systems of education e.g. Labour Party in Britain advocates for comprehensive schools. Conservative Party advocates/ encourages class n schools.

**Historical Factors**

Different countries of the world have different histories that have helped in shaping their systems of education to be the way they are.

1. Geo-historical/ Geo-political aspect.

We draw a distinction in periods of time when attempts were made to unify groups within geographical boundaries; e.g. East Africa – Anglophone

South Africa – English – Anglophone

West Africa – French (Francophone)/ English

North Africa – Arabic.

Features in education here have certain similarities like in East Africa – Primary Leavers Exam.

Kenya and Tanzania – Primary Education (1-4)

- Upper Primary (5-8)

- Secondary - 4 yrs

- University education.

2. Colonialism

The voyages made by the Portuguese, by Spanish and the French made discoveries and which were followed colonization. There was transplantation of systems of education e.g. Portuguese occupying Brazil, Mozambique, Angola. The Spanish occupying Argentina and parts of West Africa.

3. Missionary Factor

Missionaries from Britain, France and Holland have largely influenced the development of systems of education in countries where they have operated. Most of these missionaries brought with them some of the characteristics of their home countries and planted them in systems of education in many countries in Asia, Africa, Asia and Latin America are products of past colonial penetration.

**DEPENDENCE AND INTERDEPENDENCE IN EDUCATION**

a) Definition

b) The context of educational dependence in Africa

c) Dependence in education today

d) Towards educational interdependence

a) Definition

Dependence refers to a situation of dominance and sub-ordination to the existence of super-ordinates and sub-ordinates.

Sub-ordinates depend on super-ordinates for most of the materials and non-material which they require for basic existence. They depend on the super-ordinates. They constitute the periphery. The dominant super-ordinate constitute the centre.

The theory came from economic analysis to refer to a situation in which the economy of a country is dominated by another.

In Africa educational dependence refers to the promotion through the education system of cultures from other countries particularly Britain, France, Belgium, Portugal and recently USA.

b) The Content of Educational Dependence in Africa

Colonization brought Africa within the Western capitalist camp. Here the European countries conquered Africa out of the need for raw materials for their new factories. They also conquered Africa to have overseas markets. However, in so doing, they penetrated their cultural values into Africa. Thus the Africans have had to depend on Western values.

c) Educational Dependence Today

Dependence in economies and Education reflects patterns of wealth and power. In Africa there are international forces which have made systems of education be dependent on other systems.

i) Legacies of Colonialism i.e. the pattern of dependence has implications for educational and intellectual life in Africa e.g. - Western European languages which are part of colonial heritage continue to dominate education in Africa.

- Most books, journals and scientific communications appear in a handful of western countries; Britain, France, Germany, Spain.

- Virtually most of the elites in Africa are literate in western languages. These are used as the medium of instructions in schools.

ii) Industrial nations produce the bulk of the world’s intellectuals/ scholars; for many years, the colonial educational systems, have been controlled by personnel from the Metropolitan countries. At the time of independence there has been heavy reliance on expatriates as teachers, technical assistantse.t.c.

iii) Western Methodologies i.e. styles of conducting research, ideologies and fashions dominate the intellectual practices in Africa. Many authors in Africa prefer to publish their woks in the West for wider circulation of their ideas and recognition of their work. These practices skew the intellectual life of African scholars in a Westerly direction.

iv) Most educational leaders in Africa have had western style training. Many them obtained their advanced degrees from Western Universities. These leaders tend to turn to the West for new ideas about education and on many uncritically perpetuate Western modes of patterns of intellectual thought.

The intellectual elites from Africa have got to go to the centre, the seeds of learning:

USA – Harvard

Yale

Stanford e.t.c

Britain – Oxford

Cambridge

London

France – Paris

They are shaped by the cultures and technologies at the centre. When they come back home, their positions are strengthened by these contacts.

v) Educational dependence has been deepened through the influence of foreign aid. African countries receive some bilateral and multination aid. Two forms of aid are common:

- Capital aid – buildings, equipment e.t.c.

- Technical aid – Agencies giving aid usually have mixed motives for doing so. Cultural penetration is one of their motives.

Towards Interdependence

Counteracting:

1. Getting some ideas from the East.

2. Strengthening the African curricula.

3. Encouraging Africans to write their own materials.

4. Tapping the African talent.