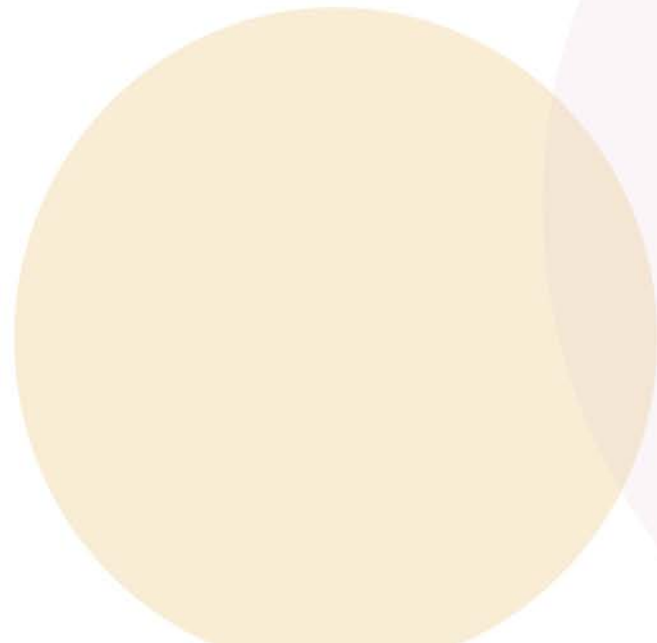


African Virtual University

Education: Education EDU11

COMPARATIVE EDUCATION

Dr. Emmy H. Mbozi



Foreword

The African Virtual University (AVU) is proud to participate in increasing access to education in African countries through the production of quality learning materials. We are also proud to contribute to global knowledge as our Open Educational Resources (OERs) are mostly accessed from outside the African continent. This module was prepared in collaboration with twenty one (21) African partner institutions which participated in the AVU Multinational Project I and II.

From 2005 to 2011, an ICT-integrated Teacher Education Program, funded by the African Development Bank, was developed and offered by 12 universities drawn from 10 countries which worked collaboratively to design, develop, and deliver their own Open Distance and e-Learning (ODeL) programs for teachers in Biology, Chemistry, Physics, Math, ICTs for teachers, and Teacher Education Professional Development. Four Bachelors of Education in mathematics and sciences were developed and peer-reviewed by African Subject Matter Experts (SMEs) from the participating institutions. A total of 73 modules were developed and translated to ensure availability in English, French and Portuguese making it a total of 219 modules. These modules have also been made available as Open Educational Resources (OER) on oer.avu.org, and have since then been accessed over 2 million times.

In 2012 a second phase of this project was launched to build on the existing teacher education modules, learning from the lessons of the existing teacher education program, reviewing the existing modules and creating new ones. This exercise was completed in 2017.

On behalf of the African Virtual University and our patron, our partner institutions, the African Development Bank, I invite you to use this module in your institution, for your own education, to share it as widely as possible, and to participate actively in the AVU communities of practice of your interest. We are committed to be on the frontline of developing and sharing open educational resources.

The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments - Kenya, Senegal, Mauritania, Mali, Cote d'Ivoire, Tanzania, Mozambique, Democratic Republic of Congo, Benin, Ghana, Republic of Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Ethiopia and Cape Verde.

The following institutions participated in the teacher education program of the Multinational Project I: University of Nairobi – Kenya, Kyambogo University – Uganda, Open University of Tanzania, University of Zambia, University of Zimbabwe – Zimbabwe, Jimma University – Ethiopia, Amoud University - Somalia; Université Cheikh Anta Diop (UCAD)-Senegal, Université d' Antananarivo – Madagascar, Universidade Pedagógica – Mozambique, East African University - Somalia, and University of Hargeisa - Somalia

The following institutions participated in the teacher education program of the Multinational Project II: University of Juba (UOJ) - South Sudan, University of The Gambia (UTG), University of Port Harcourt (UNIPORT) – Nigeria, Open University of Sudan (OUS) – Sudan, University of Education Winneba (UEW) – Ghana, University of Cape Verde (UniCV) – Cape Verde, Institut des Sciences (IDS) – Burkina Faso, Ecole Normale Supérieure (ENSUP) - Mali, Université Abdou Moumouni (UAM) - Niger, Institut Supérieur Pédagogique de la Gombe (ISPG) – Democratic Republic of Congo and Escola Normal Superior Tchicote – Guinea Bissau

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Production Credits

This second edition is the result of the revision of the first edition of this module. The informations provided below, at the exception of the name of the author of the first edition, refer to the second edition.

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Comparative Education

Prerequisite Courses or Knowledge

Students should be able to assess the impact of the past practices in education on the present. (See: Module on History of Education)

Time

To cover this module, it will require 120 hours distributed as follows:

Unit 1	8 hours
Unit 2	30 hours
Unit 3	30 hours
Unit 4	22 hours
Unit 5	30 hours

Required Materials

The following materials are necessary for this module:

- CD-ROM with reference materials
- Recommended textbooks and yearbooks such as UNECSO annual reports including web-based materials
- Encyclopedias of Education (e.g. The International Encyclopedia of Education)

Module Rationale

Educators improve their practice by adopting and adapting educational systems and practices that were developed elsewhere. Comparisons of educational systems thus provide a basis for assessing the suitability of current practices. This module focuses on training students to compare and contrast educational systems and exposes them to the comparative approaches in education.

Content

Overview

This module provides a basis for educational comparisons aimed at creating an understanding of issues influencing the focus, structure, organization and practice of education at international level, regional level and local level. The module also discusses the comparative approaches used in education.

Outline

Unit 1: Introduction to Comparative Education

Topic: The Meaning of Comparative Education

Topic: The Purpose and Uses of Comparative Education

Unit 2: Comparative Approaches in Education

Topic: Bereday's Four-Stage Method

Topic: Holmes' Problem Solving Approach

Topic: Eckstein and Noah's Scientific Method

Unit 3: Comparative Study of International Systems of Education

Topic: Western Europe

Topic: USA

Topic: East Asia Topic: Latin America Topic: Africa

Unit 4: Comparative Study of Regional Systems of Education

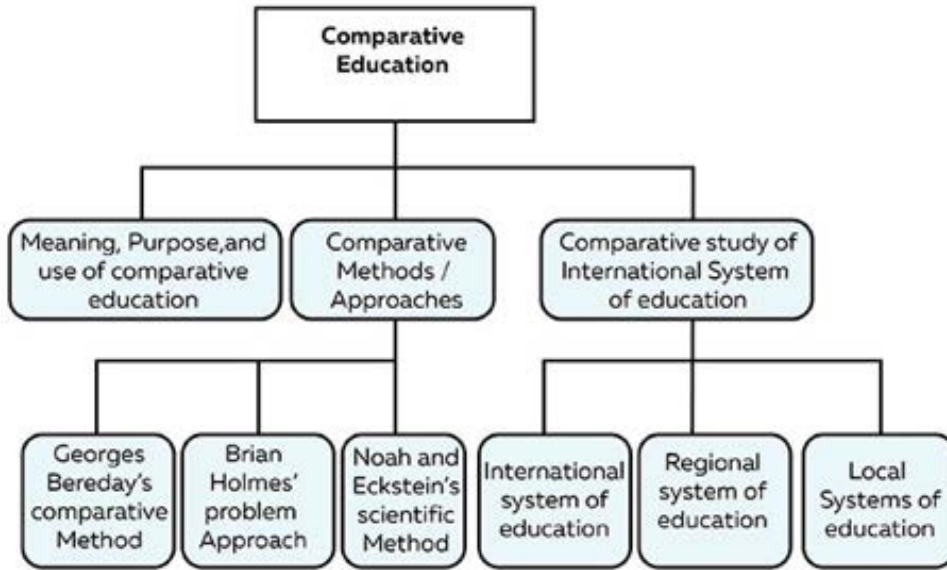
Topic: Anglophone Topic: Francophone Topic: Lusophone

Unit 5: Comparative Study of Local Systems of Education

Topic: Pre-School Topic: Primary Topic: Secondary Topic: Technical Topic: Tertiary

Topic: Comparative education and the teacher

Graphic Organizer



General objective(s)

The general objectives of this module are:

- To widen your understanding of international, regional and local educational systems so that you are able to identify similarities and differences between educational systems as well as strengths and weaknesses within each system.
- To introduce you to educational comparative approaches to enable you to compare and contrast educational systems and enhance your capacity to draw some lessons from various systems of education for your use.

Specific learning objectives (Instructional objectives)

Unit	Learning Objective(s)
1. Introduction to comparative education	At the end of this unit you should be able to: a) Define comparative education b) Describe the purpose of comparative education

<p>2. Comparative approaches in education</p>	<p>At the end of this unit you should be able to:</p> <p>a) describe Bereday's, Holmes' and Eckstein and Noah's methods of comparative education</p> <p>b) compare and contrast Bereday and Holmes' methods of comparative education</p> <p>c) explain the appropriate use of Bereday's or Holmes' comparative method in education</p>
<p>3. Comparative study of international systems of education</p>	<p>At the end of this unit you should be able to:</p> <p>a) outline the goals of education of the selected international systems of education</p> <p>b) state the Education for All (EFA) goals</p> <p>c) describe the similarities and differences of the selected international systems of education</p>
<p>4. Comparative study of regional systems of education</p>	<p>At the end of this unit you should be able to:</p> <p>a) outline the goals of education in regional systems of education</p> <p>b) describe the similarities and differences in regional systems of education</p>
<p>5. Comparative study of local systems of education</p>	<p>At the end of this unit you should be able to:</p> <p>a) outline the national goals of education of selected countries b) describe the similarities and differences between education systems in selected African countries</p>

Teaching and learning activities

Pre-assessment

Self-check Exercise on Comparative Education

The multiple choice questions in this pre-assessment are designed to test what you already know about comparative education.

Rationale:

The purpose of this pre-assessment exercise is to enable you gauge your current knowledge of comparative education. The test result will provide a measure of your grasp of the subject matter and show you what you will need to know about comparative education.

Questions

1. What is the use of comparative education?
 - a. to improve the development of the school curriculum
 - b. to analyze of educational policies
 - c. for adoption and adaptation of classroom teaching methods
 - d. all the above
2. Which of the following is/are the millennium development goal/s of education?
 - a. achievement of universal primary education
 - b. achievement of universal secondary education
 - c. achievement of universal adult literacy
 - d. all the above
3. Bereday's comparative education method is classified as
 - a. a micro comparative approach
 - b. macro comparative approach
 - c. both micro and macro comparative approach
 - d. none of the above
4. What are the characteristics of formal education system in Africa?
 - a. colonial legacy
 - b. theoretical curricula
 - c. examination-driven
 - d. all the above
5. United States of American education is influenced by the
 - a. pragmatic philosophy only
 - b. marxist ideology only
 - c. pragmatic and humanistic approach
 - d. none of the above

6. Which of these is a major challenge of the African education system?
 - a. the issue of equity between the various groups of learners
 - b. Financing of education
 - c. inadequate trained and competent human resource
 - d. All the above
7. The standardized curriculum in African countries is more a feature of
 - a. Pre-school and nursery education
 - b. Primary and secondary education
 - c. Technical and tertiary education
 - d. all levels of education
8. All education systems share the following functions of education
 - a. the socialization of new members
 - b. enhancing participation of learners in economic and political activities
 - c. developing the capacity to be flexible to enable a person adapts to change.
 - d. all the above
9. What is the major advantage of Holmes' comparative method?
 - a. its focus on description of the collected data
 - b. its use of hypotheses
 - c. its focus on policy formulation
 - d. its stage of juxtaposition
10. The main users of information generated through comparative education have been
 - a. teachers, policy makers, and scholars
 - b. policymakers, curriculum developers and scholars
 - c. Educational planners, teachers, and curriculum developers
 - d. policy makers, teachers and educational administration

Answers key to the Self-check Exercise on Comparative Education

Answer key

1. d.
2. a.
3. b.
4. d
5. c
6. d
7. b
8. d
9. c
10. b

Pedagogical comment for learners

If you get 70% and above you are quite familiar with the subject matter covered in this module. If you get between 40% and 69% you have a satisfactory knowledge of comparative education. If you get below 40% your knowledge of comparative education is limited and you will have to work hard to pass the course. The course is designed around three main areas of expected competences: a) a general overview of the course which covers the nature, purpose and use of comparative education, b) main methods or approaches used in comparative education, and c) comparisons and analyses of education systems at international, regional and local levels.

Learning Activity 1: The Meaning, Purpose And Uses Of Comparative Education

Summary of the learning activity

Unit 1: Introduction: The Meaning, Purpose and Use of Comparative Education

At the end of this unit you should be able to:

- a) Define comparative education
- b) Describe the purpose and use of comparative education

Summary/Abstract

In this learning activity you will be introduced to comparative education. The introduction will focus on three questions:

What is comparative education? b) What are the purposes of comparative education? c) What are the uses of comparative education?

List of Required Readings

1. Executive Summary: Education for All (EFA) Global Monitoring Report 2007 by UNESCO <http://www.efareport.unesco.org>
2. Comparative Education by Wikipedia http://en.wikipedia.org/wiki/Comparative_education
3. Education by Wikipedia <http://en.wikipedia.org/wiki/Education>

List of relevant useful links

<http://www.tc.columbia.edu/cice/>



<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all>



Key words

Comparative education: Comparative education is a field of study that focuses on the provision of organized learning activities across international and intercultural boundaries and utilizes comparative methods of study. The Wiki encyclopedia defines comparative education as 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. The field of comparative education is supported by many projects associated with UNESCO and national education ministries of various nations.

Educational System: An educational system refers to a structure of operation for the provision of education. Educational systems are influenced by philosophies of policy makers. Educational systems are normally classified around countries, e.g. the Zambian education system, Zimbabwean education system and Ugandan Education System; or levels of education, e.g. primary education, secondary education, and tertiary education; or around regions e.g. African educational system, Asian educational system, European educational system, and American education system.

International education: is a process as well as a systematic study of the process of organized learning that is designed to increase people's knowledge and skills and that takes place across international boundaries.

Comparative Analysis: Comparative analysis refers to a process of comparing and contrasting two or more things, such as educational systems, methods, theories or policies with an aim of assessing the relative strength, advantage or value of one thing over another or others.

Detailed description of Learning Activity 1

The focus of this learning activity is to introduce you to the concept of comparative education. The learning activity is structured around two tasks. The first is a reading exercise and the second is a reflective exercise.

Education is perceived differently by different people. At times people agree on the role of education and at others people do not agree. Educational systems vary from one country to another or from one region to another. Systems of education vary from one country to another or from one system to another, in terms of appropriate contents and skills, the teaching methods, administrative structures, the number of years a student has to spend in order to satisfactorily complete a program, issues relating to training and qualification of teachers. Studying the variations and similarities is one aspect of comparative education. Information obtained through comparisons serves a number of purposes and is utilized in several ways.

In this learning activity you will use an Executive Summary of UNESCO Report of selected countries' performance on achievement of the EFA goals to enable you reflect on the purpose and use of comparative education.

Steps for Learning Activity 1

Step 1: Read pages 7-14 of the Executive Summary of the Education for All Global Monitoring Report by UNESCO. Identify the EFA goals stated in this document.

Step 2: Take note of the achievement of the EFA goals by any 4 African countries with specific reference to enrolments, challenges in enrolments, gender parity, and progression in the school system from primary to secondary school level. To benefit from this exercise you must write down answers to questions such as: which two African countries have the largest population of school-age boys and girls that are not enrolled in school, which African countries have achieved gender parity, and what challenges impede progression to secondary schools.

Step 3: Complete Matrix 1 below.

Matrix 1:

	Question	Answer		
a	Name of your country			
	Enrolment figures	Rural	Urban	Total
b	Write down the enrolments figures for primary schools (or basic schools) in rural and urban areas in your country.			
c	Write down the enrolments figures at secondary schools (or high schools) in rural and urban areas in your country.			
d	What is the ratio of girls to boys in primary school (or basic schools) in your country?			
e	Give 3 factors that constrain progression from primary (or basic school) to secondary (or high) school in your country.			
f	Will your country achieve the 2nd and 5th			
	EFA goals on gender parity by 2015?			
g	Give 3 reasons that are likely to support or constrain achievement of 2nd and 5th EFA goals by 2015			

Step 4: Identify one educational challenge in your country from the challenges raised in the UNESCO executive summary report reading above. What would you do to improve the educational situation in your or country? Write a 75-100 word paragraph showing the actions that you would need to undertake to better the educational situation in Matrix 2. Identify two groups of people that you think can use the EFA monitoring report to better the situation of education in your country. Next, write one way each group of users you have identified could use the information you read on pages 7-14 of the UNESCO executive summary report.

Step 4: Complete Matrix 2 below.

Question	Answer
Select one challenge from the challenges raised in your reading. What you would do to improve the educational situation in your school or country. Write a 75-100 word paragraph showing the actions that you would need to undertake to better the educational situation.	Challenge and ways to improve education
Identify 2 groups of people that you think can use the EFA monitoring report to better the situation of education in your country and show the use for each group.	Group 1 and use of information

Feedback on the Learning Activity 1

Defining Comparative Education

Comparative education can be defined in several ways but what is common in the definitions is the emphasis on the use of data from another educational system. Noah and Eckstein (1969) defined comparative education as follows:

Comparative education is potentially more than a congeries of data and perspectives from social sciences 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 work of educators. The field of comparative education is best defined as an intersection of the social sciences, education and cross-national study.

In this learning activity you used one major source of comparative education information and that is the UNESCO documents. Apart from the UNESCO documents, comparative education information may be presented in World Bank reports, United Nations Human Development reports and the international encyclopedias such as the International Encyclopedia of Education. These sources usually provide quantitative data showing the status of education in various countries with brief narrations of the main challenges and descriptions of efforts aimed at changing the situation in some instances.

Not all comparative education information is of quantitative nature. Some information used in comparative education is drawn from descriptions of case studies written by authors who at times are not writing for comparative purposes. The user of such information picks case studies of interest and comparatively analyses them.

The country or regional case studies however tend to go deeper into educational issues raising questions on various challenges in education ranging from educational methodologies, functions and philosophies of education to appropriate curriculum. At times an author may compare and contrast education in two or more countries or regions. Focusing on one or a few countries has the advantage of deepening the analysis on the educational issues under study.

A third source of comparative education and one which is rarely recognized as a source is the comparative analysis. Application of the comparative analysis on educational issues can generate comparative information. In Unit 2 of this Module you will cover three commonly used comparative methods in education. These methods are used to generate comparative information when such data is non-existent or is outdated.

Purposes of Comparative Education

Steps 3 and 4 of your learning activity introduced you to some of the purposes of comparative education. One purpose of comparative education is to stimulate critical reflection about our educational system, its success and failures, strengths and weaknesses. This critical reflection facilitates self-evaluation of our work and is the basis for determining appropriate courses of action. Another purpose of comparative education is to expose us to educational innovations and systems that have positive outcomes. The exposure facilitates our adoption of best practices. Some purposes of comparative education were not covered in your exercise above. Purposes of comparative education suggested by two authors Noah (1985) and Kidd (1975) are presented below to broaden your understanding of the purposes of comparative education. Noah, (1985) states that comparative education has four main purposes and these are:

1. To describe educational systems, processes or outcomes
2. To assist in development of educational institutions and practices
3. To highlight the relationship between education and society
4. To establish generalized statements about education, that are valid in more than one country.

Kidd (1975) provides the following detailed list of purposes. According to Kidd the most common goals for engaging in comparative education are:

1. To become better informed about the educational system of other countries;
2. To become better informed about the ways in which people in other cultures have carried out certain social functions by means of education;
3. To become better informed about the historical roots of certain activities and use this to develop criteria for assessing contemporary development and testing possible outcomes;
4. To better understand the educational forms and systems operating in one's own country;

5. To satisfy an interest in how other human beings live and learn;
6. To better understand oneself; and
7. To reveal how one's own cultural biases and personal attributes affect one's judgment about possible ways of carrying on learning transactions.

Uses of Comparative Education

In step 4 of this learning activity you started identifying some uses of comparative education. Problems transcend national borders. To attack a national problem it is useful to seek possible solutions from a similar experience in another country. To do so we must investigate commonalities and differences between and among nations. The first use of comparative education is what is referred to as educational borrowing. In this instance, comparative education is used to obtain solutions to problems that are plaguing us. Many educational questions can be examined from an international perspective. For instance, the question of what to do with girls that fall pregnant while in school can draw on the actions that are taken in various countries such as Zambia where the Re-entry Policy was formulated and is being implemented to enable such girls to go back to school whenever they are ready. Comparative education in this area is used to borrow successful forms of education, ideas and activities from other countries or regions to be adopted and at times adapted to our own system of education

The second use of comparative education is to facilitate planning of educational programs, curricula, teaching methods and activities. Studying case studies on various educational systems can facilitate educational planning both at national level as well as in the classroom. Before educational policies are made, policymakers need to evaluate the anticipated consequences of the policy as well as identify possible constraints. Studies of educational systems that share similar problems or those that have formulated policies to overcome similar problems provide information for learning the possible consequences. Country case studies on educational systems may provide data on what other countries are doing, planning or changing in their educational systems and thus provide invaluable information for decision-making regarding what to adopt, modify or avoid.

The third use of comparative education is to facilitate educational assessment or evaluation. Comparative education enhances evaluation of educational outcomes by showing us how we are performing in a particular area of education compared to other countries and this evaluation ideally should go beyond performance in national examinations. Noah (1984) points out that comparative education facilitates the establishment of comparative standards. Descriptive studies provided by the country studies provide an opportunity to estimate a country's standing in relation to other countries on dimensions of education that are selected for analysis. He further points out that the International Association for the Evaluation of Educational Achievement is one such initiative that uses comparative data.

Given the above uses of comparative education, the traditional users of comparative education have been the policymakers, curriculum developers and educational scholars. The educational scholars usually are interested in widening their knowledge of educational philosophies and learning theories as well as discovering the effects of various educational practices in various social contexts. A fourth category of users of comparative education ideally should be teachers.

However, most teachers do not perceive themselves as users of comparative education because they associate comparative education with policy making and curriculum development. In this learning activity you have noticed that teachers can also benefit from comparative education through a variety of ways such as adoption of appropriate teaching methods and self-evaluation

Formative Evaluation 1

Write an essay of 700-900 words that is based on information you gathered in step 4.

Expected Standard for the essay:

- Line spacing should be 1.5,
- Margins should be 1 inch on each side.
- Format and language should conform to Standard English in terms of sentence construction, grammar and paragraphing
- Referencing style should be the American Psychological Association style.
- Submission Instructions: Submit the essay as an email Microsoft-word document attachment

Assessment contribution: This essay will account 10% of the total marks in this course.

Marking Guide

The essay should meet the expected standard.

1. The writer should state clearly the selected educational challenge.
2. The writer should justify why the challenge is perceived as a challenge by stating their country's performance in achievement of the EFA goal.
3. The writer should indicate what actions the various identified groups could undertake to overcome the challenge

Learning Activity 2: Comparative Approaches in Education

Summary of the learning activity

Unit 2: Comparative approaches in education

At the end of this unit you should be able to:

1. Describe Bereday's, Holmes', and Eckstein and Noah's Methods of Comparative education
2. Compare and contrast Bereday's and Holmes methods of comparative education
3. State the appropriate use of Bereday's and Holmes' comparative methods in Education.

Summary/Abstract

In this learning activity you will be introduced to three methods that are commonly used in comparative education. This learning activity will address the following questions: What are the commonly used methods in comparative education? What are the stages or steps in each of the commonly used methods? What are the similarities and differences between and among the methods? In what situation can each method be used?

Key words

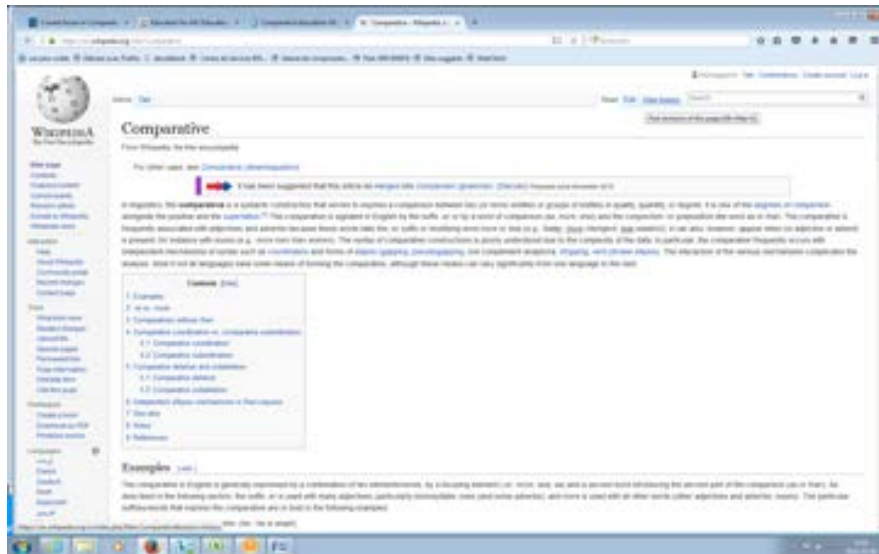
Comparative method: The comparative method is a research method for inquiring into a particular question, examining the issue by collecting data from more than one case and assessing the relative strength or value of one case over other cases. The comparative method does not only focus on establishing what the situation is but whether the pattern in one context is similar to the one in another context or other contexts and goes further to explore the reasons for the differences. The term comparative method is used interchangeably with comparative approaches.

Comparative analysis: Comparative analysis refers to a process of comparing and contrasting two or more things, such as educational systems, methods, theories or policies with an aim of assessing the relative strength, advantage or value of one thing over another or others.

Investigator: This term refers to a researcher or a social enquirer. In comparative education an investigator is also referred to as a comparative analyst who examines and explores comparative issues.

List of Required Readings

Comparative Education: http://en.wikipedia.org/wiki/Comparative_education



List of relevant useful links

1. <http://www.tc.columbia.edu/cice/>
2. <http://rci.sagepub.com/content/1/4/304.full.pdf+html>

Detailed Description of Learning Activity 2

The purpose of this learning activity is to introduce you to the commonly used methods in comparative education. The learning activity is structured around two tasks. The first is a reading exercise and the second is a reflective exercise.

In this learning activity

Steps in Learning Activity 2

Step 1: Read the material on comparative methods in education provided below.

George Bereday's Comparative Method in Education

George Bereday is considered to be one of the pioneers of comparative methods in education. According to Kidd (1975) Bereday's method is one of the best-known systematized approaches to comparative education, in which an educational system is viewed as a component within a larger cultural context. Bereday perceived comparative education as a political geography of schools whose task was to search for lessons that can be deduced from the variations in educational practices in different societies.

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

Stages in Bereday's Comparative Method in Education

1. **Description and data collection:** In this stage pedagogical data from various countries selected for the study is collected and presented using tables and graphs. The data should be presented in descriptive form to facilitate further analysis at later stages.
2. **Interpretation:** This stage involves an analysis of the facts using methods of different social sciences. For example the researcher could use perspectives from sociology to explain the varying attitudes of pupils towards social science studies. Factors in the contextual background such as historical, geographical, socioeconomic and political factors can be used to explain the issues that have shaped the educational system.
3. **Juxtaposition:** In this stage preliminary comparisons of facts and findings, concepts and principles are used to classify data and process the data. The criteria for comparability are also set out during this stage.
4. **Comparison:** This is the final stage of Bereday's comparative method and it involves a final fusion of data from other countries for the purpose of comparison and to derive plans for action. The step also involves hypothesis testing.

Brian Holmes' Problem Approach in Comparative Education

Holmes (1969) sets out his argument by stating that early comparative educators sought to apply learning from other systems for reform purposes. He proposed the problem serving approach as one that could serve this function, and even go further to meet the needs of those educators who are interested in theoretical understanding of educational phenomena. Holmes argues that pioneers of comparative education were administrators who wished to reform their own systems of education. Well aware of the dangers of cultural borrowing the administrators wished to develop methods of comparison to ensure that whatever they chose to incorporate from foreign theory or practice would benefit their own schools. They needed a predictive instrument enabling them to foresee as far as possible the consequences of any innovation. Holmes argues that the problem approach is the right instrument for addressing educational problems. He points out that the problem approach presupposes a problem or a limitation in the area inquired into, and guards against accepting superficial similarities, and assures precise comparison of actual predicted outcomes.

Stages in Brian Holmes' Problem Approach in Comparative Education

Holmes method is an adaptation of John Dewey's stages of reflective thinking which are found in his book entitled: *How we think*. According to Dewey the investigator of a problem assesses the validity of proposed solutions (hypotheses) by comparing predicted with observed events. Agreement offers a verification of the hypothesis or an explanation of the events and provides a springboard for further action. Using this approach Holmes suggested the following stages:

1. **Problem Formulation:** In this stage the researcher or investigator formulates a vaguely perceived problem as precisely as possible in order to break it down for further study and see to what extent it is universally applicable. This stage is also referred to as problem analysis
2. **Policy Formulation or Hypotheses Development:** The process of problem analysis generates a number of possible solutions. At this point the researcher or investigator examines several hypotheses or policy options that could address the formulated problem. These hypotheses could arise from the current educational discussions. The researcher should note that the hypotheses or identified policy options are based on values and these values need to be evaluated as scientifically as possible.
3. **Prediction of Policy Outcomes:** Using Dewey's stage of reflective thinking, Holmes argues that an evaluation of a hypothesis implies that the consequences flowing from it in any situation should be predicted and then compared with the actual results.
4. **Analyze the Physical and Socioeconomic Context:** This step involves describing all circumstances with a potential of influencing the outcome of a selected policy. In order to do this the researcher must analyze three categories of factors. First, factors related to the normative system, second, factors related to the institutional pattern, and finally, factors related to the physical features of a given context such as the terrain, the climate and mineral resources. Factors related to the normative system refer to the major norms and values of society such as people's religious beliefs, or customs that influence their attitudes and behavior. Factors relating to the institutional pattern refer to social institutions such as government or the economic system that have could have a bearing on the proposed policy. The physical factors are factors such as the climate, natural resources, and other geographical conditions that can influence the policy. These geographical factors should not be underestimated. All the physical and socioeconomic factors are supposed to be completely analyzed and their possible effects on the policy described. Holmes points out that the importance of case or area studies in comparative education is due to the fact that contextual descriptions are necessary to the process of prediction.

5. **Predicting Policy Consequences:** This step involves all possible policy consequences when applied to various contexts. Holmes concludes that the problem approach is forward looking and represents an attempt to make the study of education scientific and maintains that this is possible through careful analysis of problems and social contexts.

Noah and Eckstein's Scientific Method

Noah and Eckstein (1969) provide us with a brief evolution of the comparative methods in education. The brief evolution of comparative education methods are provided below:

Box 1: Evolution of Comparative methods according to Noah and Eckstein

Comparative education began with observations about foreign peoples and their education and developed into descriptions of foreign school systems. Inherent in this work was the practical aims of borrowing from abroad useful education strategies or innovations for use at home. The descriptive phase gradually expanded to include examination of social, political and historical context in which school systems developed. A further dimension was the description of relationships between education and social setting. A later development was the use of cross-national data to test propositions about the relationship of education to society. In this view, comparative education is thus part of the attempt to explain phenomena, first within educational systems and institutions and second, surrounding education and linking it with its social environment. Attempts to do the first lead to a concern with instruction, organization, supervision, administration and finance. Where attention is paid to teaching-learning process, in a number of countries, educational psychology and particularly psychometrics are especially relevant. In so far as comparative education is concerned with pedagogy, the work has largely been done by teachers, administrators, and educational psychologists seeking to comprehend and possibly to improve the instructional work of schools and it is useful to term this branch of subject comparative pedagogy. But to the extent that comparative education has looked outside the confines of the classroom and the school system, its concerns and its data have overlapped with interest of social sciences, some of whom have recently undertaken systematic comparative study of education as a social phenomenon.

Noah and Eckstein (1969) conclude that comparative education has one foot firmly planted in pedagogy and the other in the wider area of the social sciences. Two things unite these two fields in comparative education. The first is the concern for the form and function of the school and the second is the use of empirical and quantitative methods.

With regard to method, Noah and Eckstein argue that not all propositions in education and society require cross-national treatment. But with respect to two types of validation, cross-national work is mandatory. They point out that some generalizations simply cannot be tested using data from one country alone, since there is not sufficient variation in the single case. For example a test of the hypothesis that there is a relationship between centralization of the national educational administration and students' achievement levels inevitably requires cross-national inquiry.

In the second place, a single case permits no more than a particular statement to be made, and it is only on the basis of cross-national research that propositions established by the study of a single case can be generalized and further refined. If the results from another country confirm the results in one country then the results are validated. If the results from one country conflict with the results in another country, the investigator is forced to revisit or reconsider the research problem and probably take additional factors and cases in order to develop a more comprehensive theory.

Noah and Eckstein (1969) proposed the use of empirical, quantitative methods of the social sciences. They recommended the use of hypothesis for testing of cross-national data so as to build a scientific base for comparative education.

Stages in Noah and Eckstein's Scientific Method

1. **Identification of the problem:** This involves the selection of a particular topic or issue that can be studied comparatively. The selected problem should have a relationship between education and social development.
2. **Development of a Hypothesis:** Development of a hypothesis is based on a review of literature. The hypothesis should be clear and focus on collection of specific data.
3. **Definition of Concepts and indicators:** This involves the explanation and clarification of concepts, indicators, and variables. The concepts and indicators must be measurable and quantifiable. For example a concept such as self-reliance must be redefined to actual indicators of self-reliance in the study. Remember that your definition of self-reliance will vary from another person's definition of self-reliance. In one context a person can identify the following factors as indicators of self-reliance in an adult: ability to pay for medical bills, ability to own a house or rent a house, ability to purchase food or grow food crops, and ability to purchase clothes.
4. **Selection of cases for study:** This involves careful selection of countries or regions that have basis for comparability and are relevant to the formulated hypothesis. The selected countries or regions should be researchable and the number of cases small so that you can manage the study.
5. **Collection of Data:** This involves collection of data and should take into consideration accessibility of data, relevance and reliability of data, challenges in terms of cooperation with sources of data, and the issue of communication both in terms of travel and language.
6. **Manipulation of the Data:** This involves actual comparison between systematically arranged and quantifiable data from different countries.
7. **Interpretation of Results:** This involves assessment of the findings of the study in relation to the hypotheses and the findings' relevance and then drawing conclusions.

Learning Activity 2: Comparative Approaches in Education

Step 2: List 3 similarities and 3 differences between Bereday's and Holmes' comparative methods in the Matrix 3.

Matrix 3

Similarities between Bereday and Holmes' Methods	Differences between Bereday and Holmes' Methods

Step 3: Select one method from the three discussed in this learning activity and identify two strengths and two weaknesses of your selected method.

Feedback on the Learning Activity 2

Quite often comparative education is identified with either the study of education in another country or studies that use data drawn from more than one country. This is but only part of comparative education. From a methodological perspective, comparative education includes all comparative studies in education both within and across nations. The absence of multi-national data does not disqualify a study from being classified as comparative, if that study used a comparative method. Although national units commonly form the matrix for data collection and governments and international bodies such as UNESCO finance the gathering of data for assessing improvement following interventions, studies within a country such as comparisons between single sex schools and mixed schools, rural schools versus urban schools private schools versus public schools all qualify as comparative education studies.

Scholars that have written on comparative methods or approaches in education not covered in this module include Hans (1949), King (1968), Phillips (2006), and Beech (2006). The proposed methods emphasize the use of scientific procedures in comparative studies, the recognition of differences in socioeconomic contexts, and the need to remember that the focus for comparative studies is to reform education and thus focus on educational problems.

Formative Evaluation

In a short essay of 800 to 1000 words show how you can use Brian Holmes' Problem Approach to conduct a comparative study of "low progression rates of female students in education".

Expected Standard for the essay:

- Line spacing should be 1.5
- Margins should be 1 inch on each side
- Format and language should conform to Standard English in terms of sentence construction, grammar and paragraphing
- Referencing style should be the American Psychological Association style.

Submission Instructions: Submit the essay as an email Microsoft-word document attachment

Assessment contribution: This essay will account 10% of the total marks in this course.

Marking Guide

1. The essay should meet the expected standard specified above.
2. The writer should briefly summarize Brian Holmes' problem approach
3. The writer should briefly explain how low progression rates of female students in education can be classified as a problem.
4. The writer should use the steps outlined by Holmes to analyze the problem, identify possible policy options, analyze the socioeconomic context for implementing the selected policy, and predict the policy outcomes.

Learning Activity 3: Comparative study of international and regional systems of education

Summary of the learning

Units 3 and 4: Comparative Study of International and Regional Systems of education

At the end of this unit you should be able to:

1. Outline the goals of education of the selected international systems of education,
2. State the education for all (efa) goals,
3. Describe the similarities and differences of the selected international systems of education,
4. Outline the goals of education in regional systems of education, and
5. Describe the similarities and differences in regional systems of education.

Summary/abstract

In this activity you will be exposed to international systems of education. General observations on the issues that are raised regarding educational systems of various regions of the world: North America, Africa, Asia, Western Europe and Latin America will be used to facilitate a deeper understanding of various systems of education. To cover all issues that relate to education would require a lot of time than is possible in this module. Therefore a comparative frame focusing on a few aspects of education will be used.

Key Words

International Educational Systems: At national level, the education system is defined as the means by which education is provided. It consists of a number of organized structures and activities, promoted and administered by a variety of institutions and other agencies. At international level educational systems refer to broad categories of educational systems that are classified as unitary educational systems based on common bonds such as geographical or socioeconomic context.

Comparative framework: A structure for comparing cases under study. The structure indicates what aspects of education are going to be compared. For instance an individual may decide to compare the curricula, financing of education, educational policies or administrative structures.

Francophone: The term Francophone refers to people and countries that have a cultural background that is primarily associated with the French language regardless of ethnic and geographical differences. The Francophone culture beyond France is a legacy of the French colonial empire and that of Belgium.

Lusophone: Lusophone refers to people or countries that have a cultural background that is associated with the Portuguese language regardless of ethnic or geographical differences. The Lusophone culture is a legacy of the Portuguese colonial empire. Lusophone countries in Africa include Mozambique, Angola, Cape Verde, Guinea Bissau, and Equatorial Guinea.

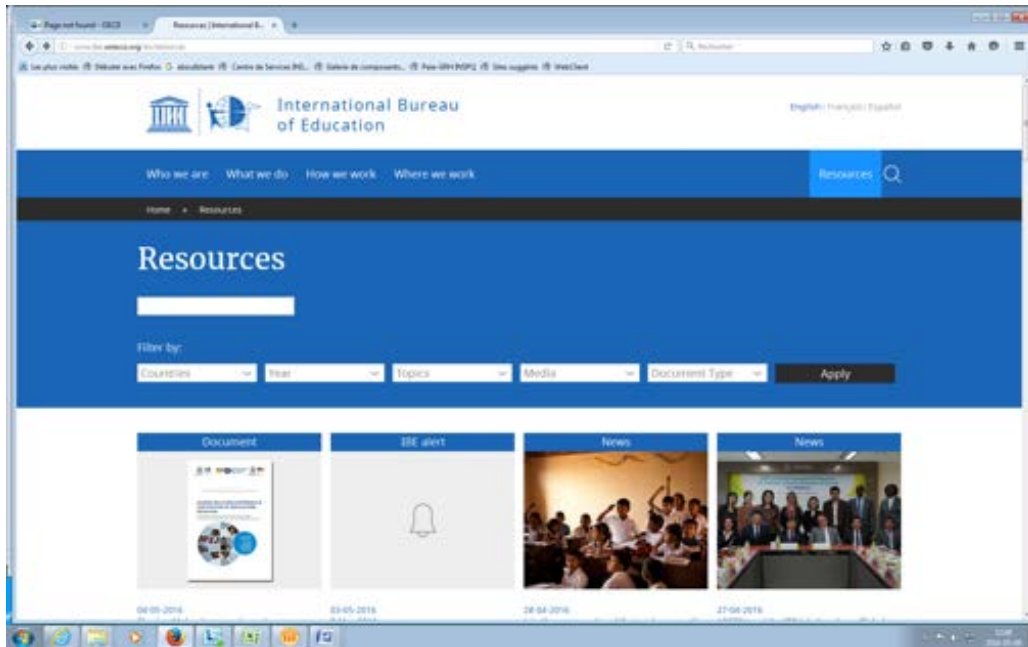
Anglophone: Anglophone refers to people or countries that have a cultural background that is associated with the English language regardless of the ethnic and geographical differences. The Anglophone culture spread beyond the United Kingdom due to British colonialism. The British Empire was the largest empire at one time and the consequence is that English is the second most spoken language. Although Anglophone countries include all the English speaking countries, the term is more commonly used in reference to Britain and its African colonies. Anglophone Africa consists of Ghana, Liberia, Nigeria, Sierra-Leone and Gambia in the West, Kenya, Seychelles, Uganda and Tanzania in the East and Botswana, Lesotho, Malawi, Mauritius, Namibia, Swaziland South Africa Zambia and Zimbabwe in the south.

List of Required Readings

1. Education in the United States by Wikipedia. http://en.wikipedia.org/Wiki/education_in_the_United_States
2. Education in Germany by Wikipedia. http://en.wikipedia.org/wiki/Education_in_Germany
3. Education in Japan http://en.wikipedia.org/wiki/Education_in_Japan

List of Relevant Useful Links

1. http://portal.unesco.org/education/en/ev.php-URL_ID=46881&URL_DO=DO_TOPIC&URL_SECTION=201.html
2. <http://www.ibe.unesco.org/countries/countrydossiers.htm>



Detailed description of Learning Activity 3

In your first 2 Learning Activities you were exposed to the purpose of comparative education and the methods that comparative educators use in order to conduct comparative studies. The importance of detailed area studies showing the effect of various socioeconomic contexts on educational systems and policies were brought out clearly by Brian Holmes in his problem approach to comparative education. In this Learning Activity you will be exposed to educational systems at international and regional levels. The areas that will be covered are: North America, Asia, Western Europe and Latin America at the international level and East Asia and Sub-Saharan Africa at the regional level. Another form of grouping countries into Anglophone, Francophone and Lusophone regions will also be defined.

Steps in the Learning Activity 3

Step 1: Read the articles entitled Education in the United States by Wikipedia. http://en.wikipedia.org/wiki/education_in_the_United_States_pages_1-13, and 18-21 and Education in Germany by Wikipedia pages 1-13. http://en.wikipedia.org/wiki/Education_in_Germany

Step 2: Based on your reading in Step 1, complete matrix 4.

Matrix 4

Comparative Frame		Germany	United States of America
1	<p>Laws/ policies regulating educational provision mentioned in the articles</p> <p>Types of schools:</p> <ul style="list-style-type: none"> a. <u>pre-schools</u> b. <u>primary schools and</u> c. <u>secondary schools</u> <p>Access to education (include any statistics at primary and secondary school levels)</p>		
2	<p>Examinations and qualifications at secondary school level</p> <p>Funding of secondary school education</p>		

Step 2: Based on your reading in Step 1, complete matrix 4.

Feedback on learning activity 3

Comparative Analysis of International and Regional Educational Systems

The international system of education implies that there is a relationship between educational institutions and practices on one hand and the socioeconomic and geophysical contexts within which these institutions exist on the other hand. Ideally international systems are based on continental divisions such as North- America, Africa, Asia, Western Europe and Latin America. At international level educational systems refer to broad categories of educational systems that are classified as unitary educational systems based on common bonds such as geo- graphical or socioeconomic context. Regional divisions are supposed to refer to sub-sectors within the international systems based on social-cultural factors such as Anglophone Africa, Francophone Africa and Lusophone Africa. Regional educational systems refer to broad categories of educational systems that are classified as unitary educational systems based on common bonds such as geographical, cultural or socioeconomic context.

In practice the divisions are based on a complex combination of factors including culture, economic factors, and colonial history. The boundaries between regions and international systems of education tend to be determined more by the purpose of the comparative study of education rather than the official demarcation of the region. An African country such as Zambia can be classified as a Sub-Saharan country, an Anglophone country or a Least Developed Country. The United States of America at times is classified as part of Western Europe and at other times as a North American country. In reality there is no such thing as an Anglophone, Francophone, or Lusophone educational system because such a system would be a unitary system that applies in all the countries classified as such. These terms are used when the basis for selecting the comparative frame affects all those countries in the category such as when examining the practice of streaming at secondary school level in the Lusophone countries.

Effect of Socioeconomic Factors on Educational Systems

There are several factors that are focused on when carrying out comparative studies at international and regional levels. The most common are: the effect of the economy on the educational system, the effect of religious values on the educational system, issues of colonial legacy such as decisions regarding official and vernacular languages in schools, the effect of political system or political reform on education and the effect of major problems on education such as HIV/AIDS. Educational strategies and initiatives are usually analyzed in light of one of these main factors.

Latin America similar to Africa faces a number of challenges in their educational system. A case study presented by the Woodrow Wilson Center revealed that the Latin American educational system suffers from three main challenges: first the quality of education remains stagnant, second the discrepancy between the education provided for the poor and wealthy is wide and growing in many countries and finally, higher education is significantly under developed.

Although the traditional goal of education was to spread common values and national culture, a focus on education's link to economic development has overtaken that goal (Woodrow Wilson Center: 2005)

Asian countries although experiencing many challenges in their educational systems are known to produce high performers in international educational scores. According to Wikipedia, in 2003, five Asian countries shared the five top slots of the international educational scores in mathematics and science in the Trends in International Mathematics and Science Study (TIMSS). Japan and China have long histories of using examinations to decide who should be recruited in government service.

Principles and Educational Goals in Education systems

The educational systems at both international level and regional level can be compared and analyzed by focusing on the main principles that govern the work of the education system. In many countries the education system is a reflection of the government's need to satisfy the requirement for constitutional right to education for its citizens. The government is expected to ensure equality of opportunity to access to education and academic success and other educational conditions that contribute to personal development. Some goals are generated at international level. The most common of these are the Education for All goals which are reproduced in box #2.

Box 2: Education for All goals

1. Expanding and improving early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to complete free and compulsory education of good quality.
3. Ensuring that all education needs of young people and adult are met through equitable access to appropriate learning and life-skills programs
4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills

Education in East Asia

The East Asian countries have adopted implementation strategies that have allowed the countries to propel their education and economic systems from a situation similar to Sub-Saharan countries to that similar to industrialized countries. According to Fredriksen and Tan (2008), even though the countries do not fit a single model of success, the policies and strategies they have adopted in the education sector share the following critical features: first adaptation. The East Asian countries customized the reform effort to conditions obtaining in their countries. Second, they adopted a pragmatic approach. A pragmatic approach that provides flexibility in pursuit of agreed development objectives above national pride and ideological dogmatism was adopted. The countries adopted the learning by doing to improve implementation orientation. Third, the countries focused on building national capacity for technical expertise and built national consensus around the policies and strategies adopted. Fourth, foreign assistance was used strategically to support national educational policies in which adult literacy and universal primary education were prioritized. Fifth, the countries developed a technical and vocational education and training that consistently responded to the rapid changes in the skills demanded by the economy. The success of education in East Asia was based on sound macroeconomic policies and committed political leadership.

Conditions Spurring Development of Education in East Asia

The following favorable conditions spurred the development of education in the East Asian countries: first high rates of economic growth enabled the countries to finance education development, implement politically difficult education reforms and generate employment for school leavers and graduates. Second, the emphasis on shared growth in the countries' overall development policy ensured that groups that would have lagged behind such as women and adults benefited through a deliberate focus on universal adult literacy and primary education. Third, the rapid demographic transition due to decreasing fertility rates enhanced the countries capacity to cope with primary school-age population. Finally, the East Asian countries created and developed strong public institutions that ensured existence of political will and visionary leadership, quality civil service and consultative and consensus-building mechanisms. Developing educational policies that required allocation of sizable resources to the education sector requires political commitment. A quality civil service is required to ensure professionalism, high performance and integrity. The East Asian countries worked hard to develop a technically competent civil service. Another support structure to strong public institutions was the development of consultative and consensus-building mechanisms. For instance, in Korea and Singapore such structures included government officials, journalists, labor representatives and academics Fredriksen and Tan (2008).

Box 3 Common features in Implementation of Education Policies in East Asia

- **Sequencing of educational reforms:** The common pattern for basic education was: first expand quantity of education to ensure access while tolerating low quality in terms of inputs such as less qualified teachers, larger class size and multiple shifts. Next upgrade the worst-off schools to meet minimum standards of inputs. Finally, upgrade the quality of inputs and tighten management of the inputs, especially teachers, to meet standards for performance as measured by learning outcomes.
- **Benchmarking for Education Excellence:** The East Asian countries have kept their ancient tradition of professional mobility based on examinations. Formal academic credentials, based on merit, are achieved through highly competitive examinations and are the basis for selection into jobs both in the private and public sector. External validation of the quality of instruction is achieved through participation in international assessments of student learning such as in the Trends in International Mathematics and Science Study (TIMSS).
- **Attracting and Retaining High-quality Staff:** The countries noted that effective management is vital for efficient resource use and for choice and implementation of cost-effective learning strategies. This observation implied recruitment and retention of high-quality staff. Further, the countries used a combination of incentives including competitive salaries and opportunities for post-secondary degree programs to retain devoted and quality teachers at all levels of education.
- **Providing High-quality Low-Cost Training Materials for All:** Another focus of the East Asian countries was ensuring universal access to quality textbooks. The countries ensured production and distribution of textbooks that promoted national objectives using government agencies such as the Educational Publishing Bureau in Singapore and the education Publishing House in Vietnam.
- **Pricing Policies of Education:** The East Asian countries have a standard practice of charging fees for public education where disadvantaged groups are identified and exempted. (Fredriksen & Tan, 2008).

Education in Sub-Saharan African Countries

Historically, African educational system is characterized by colonial legacy. Most countries on the continent pattern their education systems after systems that were established during the colonial period. In Angola, for instance, secondary school education is divided into two streams: general education and vocational education similar to the Portuguese educational system. In addition to colonial legacy, Africa has some of the poorest countries in the world. In 2001 the Gross revenue for the continent per person was 671 US Dollars as compared to 34,000 US Dollars per person in the United States of America (Oduaran and Oduaran 2005). Several factors currently constrain educational achievement in Africa including conflicts, poverty, and diseases. The civil wars in Mozambique and Angola destroyed the educational systems of the two countries. According to Oduaran and Oduaran (2005), current strategies for improving educational provision at university level in African countries include: mature-age entry schemes, open and distance learning, e-learning and accreditation of prior learning.

After independence in the 1960s and 1970s, Sub-Saharan African countries devoted great efforts to develop education. The growth in school enrollments averaged about 5 percent increase annually (Ndoye 2008). In the 1980s, the economic crisis that followed the oil crisis led to a relative stagnation in school enrollment. Although there were marked differences in the efforts focused on education between countries, with some countries such as Botswana and Zimbabwe performing quite well, the overall educational situation in Africa in 1990 was gloomy. According to Ndoye, (2008) on the eve of the Jomtien Conference in 1990, one African child out of four did not have access to primary education and one African adult out of two did not know how to read or write. However, Sub-Saharan Africa has recorded some positive trends in education as can be seen in Box # 4.

Box 4: Positive trends in Education in Sub-Saharan Africa

- Considerable broadened admission capacities at all levels of education. This is encouraging with respect to the prospects for increasing access to education and increasing the number of graduates in the future.
- Improved transition rates that strengthen retention; this trend should facilitate managing student flows particularly to extend the length of time children are enrolled in school (primary plus lower secondary) and to rationalize admission to higher education, starting with access from upper secondary.
- Positive evolution in terms of equity between females and males that should accelerate, in interaction with broadening admission capacities and improvement in transition rates, to be even more favorable to the enrollment of females. Increased investment in education from national budget allocations and an increase in external aid.
- Substantially increased literacy rates (Source: Ndoye, 2008: 67)

Trends Influencing Secondary Education in Sub-Saharan Africa

The World Bank (2008) cites a number of factors that are influencing the provision of secondary education in Sub-Saharan Africa. The first is Education for All agenda. The Education for All agenda has had two main impacts on education: first it has increased the demand for secondary education and second it has created competition for resources necessary for the expansion and improvement of secondary education.

The second factor is the demands of globalization. The globalizing world demands knowledge, skills and competencies such as problem-solving and ability to analyze and apply information, which expertise require an adaptation of the educational system to an industrial model of secondary education suitable for the modern world.

The third factor is the phenomenon of more years of education worldwide. The number of years of secondary education is increasing in order to accommodate the explosion of knowledge produced by the rapidly developing technologies.

The demand for more education has raised questions about the governance, management and accountability of the education system such as what should the structure, content and objectives of education be? How should student learning be measured? How should teachers be trained and finally, how much autonomy should schools have?

The fourth factor is the demands for greater accountability. The civil society and governments are demanding that education systems be accountable in various ways. For instance, the system is expected to be accountable to ensure that students learn and to report to parents and the community the status of that learning.

The last factor is the evolution of private-public partnerships. Secondary education is a public good that is provided by the government and the private sector. In this regard, governments need to establish regulatory frameworks that facilitate the incensing and accountability of the private schools to deliver quality education. Private schools must be monitored to ensure minimum standards and transparency.

Challenges to Education in Africa

According to Ndoye (2008) the education system in Sub-Saharan Africa faces the following challenges:

1. **An insufficient stock of educated citizens:** Although a number of gains have been recorded in education in Africa, the continent remains the most affected by illiteracy with a rate of 40 percent illiteracy compared to 18 percent worldwide. The overall education development index (EDI) remains low.
2. **Unequally distributed education levels:** Africa is also plagued by the issue of inequities in the distribution of education levels. The greatest disparities are in the rural areas in which about 71 percent of the African population lives and where the Gross Enrolment Ratio (GER) and the primary completion rates were 70.9 percent and 28 percent in 2000 as compared to 103.5 and 61 percent respectively for the urban areas. Apart from the rural-urban and the rich-poor disparities there is also the gender disparity that compound Africa's problems considering the role-play women in health, nutrition and demographic regulation at the family level.
3. **Low-efficiency education systems:** A third challenge facing African education system is low efficiency that results in waste in the use of education resources. Repetition and dropout rates are high to the extent that for the 2002-2003, on average, 40 percent of the children that entered school did not finish their primary education (Ndoye, 2008).

4. **Low quality of education:** research has revealed that due to several factors about half the pupils in Sub-Saharan Africa that complete primary education level do not master fundamental required learning. The factors are: weaknesses in the qualification of teachers and supervisors; lack of didactic materials; insufficient learning time; and inappropriate management of schools. In addition there is a general absence of early child development programs.
5. **Lack of utility of school learning:** Ndoye (2008) points out that at every level of the education system, the links between education and the surrounding economic, cultural, and social milieu are weak. This is largely attributed to colonial legacy and its effect on education. Further, from macroeconomic perspective, education planning is rarely integrated into national development planning and rarely fosters approaches that can develop endogenous potential.

Given the above challenges, Ndoye (2008) recommends some reforms that can transform the education system in Sub-Saharan Africa. First the general orientation of education reforms in Africa must be founded on a long term view that gives coherence and continuity to the concrete changes to be undertaken. Education must be prioritized in planning and financing and linked to the needs generated by scientific and technological changes in the global world. Second, policies must be oriented toward equitable access for all and accelerated progress toward universal primary education. Third, there is need to efficiently respond to the increased demand for education. This will imply decentralization of school construction and management to ensure community participation; and revision of the curricula to match the skills that young people will require to meet the needs of the current socioeconomic context. Fourth, there is need to broaden technical education and professional training in order to address the needs of the economies that are largely dominated by the informal sector. Finally, there is need to re-legitimize the public service mission of higher education and research so as to redirect the teaching, training and research toward an applied emphasis on the identification, evaluation and development of the potential and strengths of national development.

Formative evaluation

In a short essay of 500 to 800 words identify and describe laws and policies that influence educational provision in your country. Provide examples of how these laws or policies affect educational provision.

Expected Standard for the essay:

- Line spacing should be 1.5
- Margins should be 1 inch on each side
- Format and language should conform to Standard English in terms of sentence construction, grammar and paragraphing
- Referencing style should be the American Psychological Association style.

Submission Instructions: Submit the essay as an email Microsoft-word document attachment

Assessment contribution: This essay will account 10% of the total marks in this course.

Marking Guide

1. The essay should meet the expected standard specified above.
2. The writer should identify and briefly describe the laws and policies that govern educational provision in their country citing legal instruments where possible.
3. The writer should explain with of examples how the laws or policies affect educational provision in their country

Learning Activity 4: Comparative Study of Local Systems of Education

At the end of this unit you should be able to:

1. Outline the national goals of education of selected countries, and
2. Describe the similarities and differences between education systems in selected countries.

Summary of the learning activity

In this learning activity you will be exposed to local systems of education. The education system in China and South Africa will be used to facilitate a deeper understanding of various systems of education. The case studies will provide a context for understanding comparative education at the local level. Just like in Learning Activity 3, a comparative frame focusing a few aspects of education will be used.

Key Words

Local educational system: In this module refers to a national system of education from pre-school to higher and tertiary levels.

List of Required Readings

1. Education in Rural Areas of China and South Africa: Comparative Perspective in Policy and Educational Management. By Gordon Adele and Wang Qiang.
2. National Education for All Evaluation Report - EFA 2000 Brazil http://www.unesco.org/education/wef/countryreports/brazil/rapport_1.html

List of Relevant Useful Links

1. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all>
2. <https://www.loc.gov/collections/country-studies/about-this-collection/>

Detailed Description of Learning Activity 4

In your first two learning activities you were exposed to the purpose of comparative education and the methods that comparative educators use when conducting comparative studies. The importance of detailed area studies showing the effect of various socioeconomic contexts on educational systems and policies were brought out clearly by Brian Holmes in his problem approach to comparative education. In the third learning activity we explored some of the issues that affect educational systems at international and regional levels. In this Learning Activity you will apply your understanding of comparative education by analyzing two national case studies. You will also have an opportunity to explore similarities and differences between two Lusophone countries.

Steps in Learning Activity 4

Step 1: Read the article entitled Education in Rural Areas of China and South Africa: Comparative Perspective in Policy and Educational Management by Gordon Adele and Wang Qiang pages 1-38.

Step 2: Based on your reading in Step 1, complete Matrix 6.

Comparative Frame		China	South Africa
1	Historical Perspective Laws/ policies regulating educational provision		
2	Roles and responsibilities of different tiers of government, parents and communities		
3	Access to education (including access by gender) Objectives of education Qualification of teachers in rural schools		

Step 2: Based on your reading in Step 1, complete Matrix 6.

Feedback on Learning Activity 4

Comparative studies focusing on local educational systems similar to international and regional case studies provide investigators with opportunities to examine the relationship between educational systems, institutions and practices on one hand and social-cultural context on the other hand. Issues of comparative interest at local level include: the structure of education in terms of years spent at pre-school, primary and secondary education, governing structures for education and whether or not there is a centralized curriculum, financing of education, issues of equality of access to education, and goals of education. The governing structure of the Zambian education system is provided in figure 1 below. By such a governing structure can raise issues of decentralization and participation.

Most countries in Africa and Latin America stipulate that education is compulsory at least at basic school or primary school level, but several challenges including resource capacity constrain the enforcement of that regulation. The goals of education tend to emphasize the personal development and skill acquisition for the labor market. However as discussed in Learning activity #3 several challenges limit Sub-Saharan African countries' capacity to provide high quality education. Matrix 7 shows the goals of education in Brazil and Portugal.

Learning Activity 4: Comparative Study of Local Systems of Education

National Goals of Education for Brazil and Portugal: Matrix 7

Principles and Aims	Brazil	Portugal
General principles	<p>The principles are outlined in the 1988 Brazilian constitution as follows: Education is a right for all and a duty of the State, the family and is to be promoted with collaboration of society for the purpose of developing the person, preparing the individual for the exercise of citizenship and qualifying him or her work.</p>	<p>The main principles governing the education system reflect the constitutional right to education and the States duty to promote democracy in education, equality of opportunity to access education, academic success and other conditions to ensure personal development and social progress and democratic participation in public life. The Basic Educational Law of 1986 establishes the structure and operations of education</p>
Aims and Objectives	<p>The overall aims are:</p> <ol style="list-style-type: none"> 1. understanding individual rights and responsibilities as well as those of citizens, the state and other community groups; 2. respecting man's dignity and fundamental freedoms; 3. strengthening national unity and international solidarity; 4. integral development of the human personality and his/her participation in the work towards common welfare; 5. preparing individuals and society to master scientific and technological resources which will allow the use existing possibilities to common welfare; 	<p>At basic school the aims are:</p> <ul style="list-style-type: none"> • To create a setting propitious for overall and harmonious personal development, by allowing students to discover their interests, aptitudes and capacities, so that they can grow and develop as individuals and as members of society • To develop values, attitudes and behavior which contribute to the development of democratically aware and active citizens • To facilitate the acquisition and mastery of the knowledge, tools skills, capacities, attitudes and values needed to make an informed choice about further educational options or employment opportunities

	<p>6. protecting, disseminating and expanding cultural heritage; and</p> <p>7. Condemning an unequal treatment resulting from philosophical, political or religious belief, as well as any social classes or racial prejudices</p>	<p>At secondary school the aims are:</p> <ul style="list-style-type: none"> • To facilitate consolidation and enhancement of student's personal autonomy, enabling them to attain self-realization and healthy social relations • To consolidate, extend and master the knowledge, skills and working methods need as the basis of a humanistic, artistic, scientific and technical culture and to help students define their own interests and motivation in relation to educational and vocational options from the perspective of a lifelong educational process. • To foster values and practical attitudes which will prepare young people for consciously playing their role in society.
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Most countries in Africa and Latin America stipulate that education is compulsory at least at basic school or primary school level, but several challenges including resource capacity constrain the enforcement of that regulation. The goals of education tend to emphasize the personal development and skill acquisition for the labor market. However as discussed in Learning activity #3 several challenges limit Sub-Saharan African countries' capacity to provide high quality education. Matrix 7 shows the goals of education in Brazil and Portugal.

National Goals of Education for Brazil and Portugal: Matrix 7

Sources: Brazil Education in <http://www.un.int.brazil/brsil/brazil-education.htm> and Portuguese Education System: The System Today and Plans for the Future by Ministry of Education: Bureau for European Affairs and International Relations

Formative evaluation

In a short essay of 800 to 1100 words use any 4 items of the comparative frame in Matrix 6 to compare and contrast the educational system in your country to that of South Africa.

Expected Standard for the essay:

- Line spacing should be 1.5,
- Margins should be 1 inch on each side.
- Format and language should conform to Standard English in terms of sentence construction, grammar and paragraphing
- Referencing style should be the American Psychological Association style.

Submission Instructions: Submit the essay as an email Microsoft-word document attachment

Assessment contribution: This essay will account 10% of the total marks in this course.

Marking Guide 4

1. The essay should meet the expected standard specified above.
2. The writer should state which items of the comparative frame they selected for comparison.
3. The writer should state which items are similar and describe how they are similar between the two countries.
4. The writer should state which items are different and describe how they are different r between the two countries.

Compiled list of all key concepts (glossary)

Comparative Education: Comparative education is a field of study that focuses on the provision of organized learning activities across international and intercultural boundaries and utilizes comparative methods of study. The Wiki encyclopedia defines comparative education as 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. The field of comparative education is supported by many projects associated with UNESCO and national education ministries of various nations.

Educational System: Educational system refers to a structure of operation for the provision of education. Educational systems are influenced by philosophies of policy makers. Educational systems are normally classified around countries, e.g. the Zambian education system, Zimbabwean education system and Ugandan Education System) or levels of education, e.g. primary, secondary, and tertiary or around regions e.g. African, Western Europe education system, Asian and American education system.

Comparative Analysis: Comparative analysis refers to a process of comparing and contrasting two or more things, such as educational systems, methods, theories or policies with an aim of assessing the relative strength, advantage or value of one thing over another or others.

Comparative Method: The comparative method is a research method for inquiring into a particular question, examining the issue by collecting data from more than one case and assessing the relative strength or value of one case over other cases. The comparative method does not only focus on establishing what the situation is but whether the pattern in one context is similar to the one in another context or other contexts and goes further to explore the reasons for the differences. The term comparative method is used interchangeably with comparative approaches.

Investigator: This term refers to a researcher or a social enquirer. In comparative education an investigator is also referred to as a comparative analyst who examines and explores comparative issues.

International Educational Systems: At national level, the education system is defined as the means by which education is provided. It consists of a number of organized structures and activities, promoted and administered by a variety of institutions and other agencies. At international level educational systems refer to broad categories of educational systems that are classified as unitary educational systems based on common bonds such as geographical or socioeconomic context.

Regional Educational System: Regional educational systems refer to broad categories of educational systems that are classified as unitary educational systems based on common bonds such as geographical, cultural or socioeconomic context.

Local Educational System: In this module refers to a national system of education from pre-school to higher and tertiary levels. At national level, the education system is defined as the means by which education is provided. It consists of a number of organized structures and activities, promoted and administered by a variety of institutions and other agencies.

Comparative Framework: A structure for comparing cases under study. The structure indicates what aspects of education are going to be compared. For instance an individual may decide to compare the curricula, financing of education, educational policies or administrative structures.

Compiled list of Compulsory Readings

1. Executive Summary: Education for All (EFA) Global Monitoring Report 2007 by UNESCO <http://en.unesco.org/gem-report/>

Abstract: The Executive Summary on Education for all Global Monitoring Report provides updates of the situation in various countries and region of the world with regard to efforts that are made to overcome challenges in education. This reading shows the performance of varies

Rationale: UNESCO is the major source of comparative education information. This UNESCO site therefore, plays a critical role in enabling you to understand the nature and scope of comparative information as well as the status of education in various regions and countries of the world.

2. Comparative Education: https://en.wikipedia.org/wiki/Comparative_education

Abstract: This short reading provides the definition, scope and objectives of comparative education. It summarizes the purposes of comparative education and most importantly provides a list of influential scholars in the area of comparative education.

Rationale: The comparative education reading by Wikipedia introduces students to the basic concept of comparative education its scope and major scholars. The reading acts as a supplementary reader on the concept of comparative education

3. Education in the United States: https://en.wikipedia.org/wiki/Education_in_the_United_States

Abstract: This is a relative long article that provides information on the United States of America educational system. The article provides descriptive information on various issues such as education enrolment, administrative structure, description of various levels of education such as pre-school, elementary school, middle school, high school and colleges and universities. Other information includes types of schools such as private versus public schools and sources of funds for the education.

Rationale: The article on education in the United States provides readers with information on the educational system in the United States of America. This information is important for comparisons with educational systems in other countries.

4. Education by Wikipedia <https://en.wikipedia.org/wiki/Education>

Abstract: *This* article provides information on education and specifically educational systems with examples terms that are used in various countries at different levels of education such as secondary schools;

Rationale: Students can benefit from reading this article as it introduces them to the language that is used to refer to fairly similar levels of education as well as the similarities between the systems of education.
5. Education in Germany by Wikipedia. https://en.wikipedia.org/wiki/Education_in_Germany

Abstract: This a relatively long article that provides information on the Germany educational system. The article provides descriptive information on various issues such as enrolment, administrative structure, and description of various levels of education such as kindergarten, primary school, secondary school education split into four types of that include the gymnasium a school for the gifted children and colleges and universities. Other information include types of schools such as private and public schools, and financing of education.

Rationale: Students can benefit from reading this article because it shows a variety of educational systems within one system. The merging of secondary school with vocational skills provides an insight in the different ways of approaching the issue employment readiness of secondary school graduates.
6. Education in Rural Areas of China and South Africa: Comparative Perspective in Policy and Educational Management: by Gordon Adele and Wang Qiang.

Abstract: This reading discusses a number of educational indicators in the systems of China and South Africa. Issues covered include, enrolments in rural and urban areas, educational policies and laws in the two countries, and strategies for improving provision of education

Rationale: This reading provides a basis for understanding comparative issues in education as a case study of two countries is provided. One apparent lesson from this article is that the selection of aspects of education for depth study of variations in education depends on the comparative educator. In this case the investigator decided to use the political revolution as a basis for establishing the need for comparison.

Compiled list of useful links

Useful link 1

Title: UNESCO Education for All Coordination

URL: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all>

Description: The UNESCO Education for All (EFA) International Coordination site provides worldwide comparative information on education covering themes such as early childhood education, primary education, secondary, technical and science education, and higher education. Parallel themes include literacy, HIV/ AIDS education, and teacher education. Information is grouped according to regions: Africa, Arab states, Asia and the Pacific, Europe and North America and Latin America and Caribbean. Other information includes EFA goals, EFA global action and monitoring the progress of achieving the EFA goals.

Rationale: UNESCO is the major source of comparative education information. This UNESCO site therefore, plays a critical role in enabling you to understand the nature and scope of comparative information as well as the status of education in various regions and countries of the world.

Useful link 2

Title: Comparative Indicators of Education in the United States and other G8 Countries:

URL: <http://nces.ed.gov/pubs2012/2012007.pdf>

Description: The Comparative Indicators of Education in the United States and other G8 countries provides comparative education information for the group of 8 countries that includes the following countries: Canada, France, Germany, Italy, Japan, Russia, the United Kingdom and the United States of America (USA). These countries have strong economies that represent about 65% of the world economy according to Wikipedia. This Website is prepared by the USA Department of Education's Institute of Education Sciences: National Center for Education Statistics.

Rationale: The Comparative Indicators of Education document shows the relative position of several educational indicators such as Educational systems of the G8 countries, the population enrolled, and the context of learning including class size and ratio of students to teaching staff. This site is therefore a good site for a comparative educator to use for research on country studies.

Useful link 3

Title: Country Studies: Federal Research Division, Library of Congress.

URL: <http://lcweb2.loc.gov/frd/cs/cshome.html>

Description: The country studies present a description and analysis of the historical setting and the social, economic, political and national security systems and institutions in various parts of the world. Country studies were initially sponsored by the US Department of the Army and because the original intention of the sponsor was to focus primarily on lesser-known areas of the world in which the United States force might be deployed, the country studies are not all inclusive. For countries covered such as Angola the provided information is useful for understanding social contexts within which education operates.

Rationale: This Library of Congress site is useful for data the socioeconomic context of countries that are presented and is a good site for gaining general background information on the listed countries. Comparative educators that seek to use the problem approach can benefit from the rich data on the historical, political, and economic data that is provided in this website

Useful link 4

Title: International Network for Higher Education in Africa (INHEA) Country Higher Education Profiles in Africa

URL: http://www.bc.edu/bc_org/avp/soe/cihe/inhea/profiles.htm



Description: This site provides profiles of higher education practice in countries across Africa. The country profiles cover issues such as enrollments and financing of education.

Learning Activity 4: Comparative Study of Local Systems of Education

Rationale: The International Network for Higher education in Africa useful for comparative educators that wish to gain information on higher education in Africa. The information presented in this site are already arranged in comparable data such as enrolments, and financing of education.

Useful link 5

Title: Comparative education Wikipedia, The Free Encyclopedia

URL: http://en.wikipedia.org/wiki/Comparative_education



Description: This is an encyclopedia site that provides information on the meaning and scope of comparative education.

Rationale: This Wikipedia website provides introductory data on comparative education and is ideal for basic information such as definition and purposes of comparative education as well as lead scholars in comparative education as well as their area or focus.

Useful link 6

Title: Current Issues in Comparative Education (CICE) - Teachers College at Columbia University

URL: <http://www.tc.columbia.edu/cice/>



Description : The Current Issues in Comparative Education (CICE) is an international online, open access journal that provides a forum with the oldest program in comparative education in the United States, the Columbia University Teachers College Comparative and International Education Program. The CICE serves as a platform for debate and discussion of contemporary education matters worldwide. An example of topics covered is minimum standards for education.

Rationale: The Teachers' College at Columbia University runs the oldest program in comparative education in the United States of America and has a rich resource documents and titles on comparative education

Useful Link 7

Title: Education – Organization for Economic Cooperation and Development

URL: <http://www.oecd.org/edu/education-at-a-glance-19991487.htm>



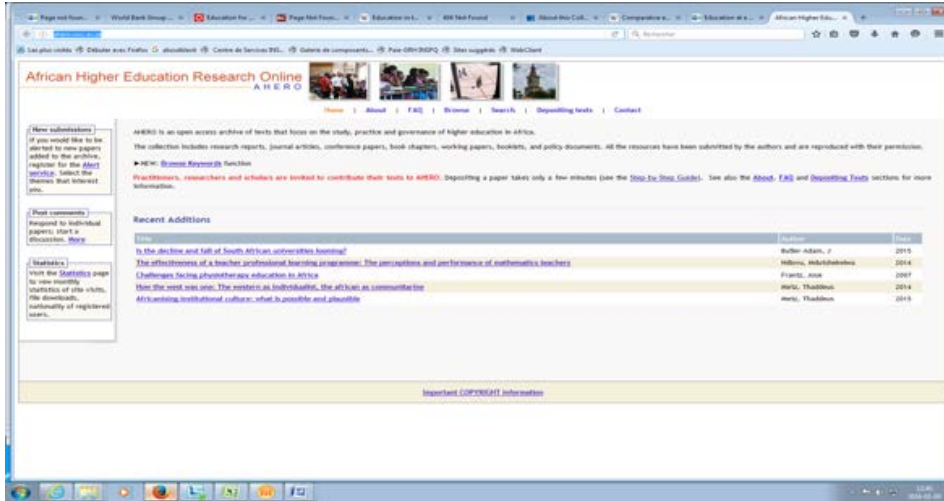
Description: This site provides internationally comparable data and analysis of key aspects of the education system in the OECD member countries especially in the Western industrialized countries. Current members of OECD are: Australia, Austria, Belgium, Canada, Czech Republic, and Denmark, Finland France Germany Greece Hungary Iceland Ireland Italy Japan Korea Luxembourg Mexico the Netherlands New Zealand Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, United Kingdom, and United States.

Rationale: The OECD education site provides data already arranged to a comparable frame on education indicators such as enrolments at various levels of education in the OECD countries. The site is useful for those focusing on countries that are generally classified as Western Europe in the exception of Australia, Japan and New Zealand.

Useful Link 8

Title: African Higher Education Research Online

URL: <http://ahero.uwc.ac.za/>



Description: The African Higher Education Research Online is an open access archive that provides articles that focus on the practice and governance of higher education in Africa. Articles range from research reports, conference papers, and journal articles to book chapter and policy documents. Past articles include titles such as the challenge of further vocationalizing university education in Ghana and financing university libraries in Zambia.

Rationale: The African Higher Education Online is useful for comparative educators that wish to gain information on higher education from the case studies that are presented on this site.

Useful Link: 9

Title: Country Dossiers: International Bureau of Education

URL: <http://www.ibe.unesco.org/countries/countrydossiers.htm>



Description: This is UNESCO's official site for data on educational performance in the world. The country dossier provide official statistics from around the world grouped roughly in the following regions of the world Africa, Arab States, Asia and Pacific, Europe and North America and Latin America and the Caribbean.

Rationale: The country dossiers have the advantage of covering a wide range of indicators that are ideal for forming the basis of comparison.

Synthesis of the Module

This module provides a basis for educational comparisons aimed at creating an understanding of issues influencing the focus, structure, and practice of education at international level, regional level and local level. The module also discusses the comparative approaches used in education.

Summative evaluation

Course Project

Select two secondary or high schools in your country; one that is considered as a high performing school and another that is considered a low performing school. Indicate the criteria that are used to classify the schools as high performing or low performing. Interview people from the following categories: teachers, students, parents/guardians and community members around the school on a) what factors they consider necessary for maintaining high educational standard at a school b) what factors contribute to lowering of the standard of education at a school and c) what recommendations would they make for improving or maintaining high standard at school and d) Which actions would they undertake to improve or maintain high standard of education at school.

Write a project report that compares and contrasts the views of people in the two schools regarding educational standard. The project report should be 2500-3000 words.

Expected Standard for the essay:

1. Line spacing should be 1.5,
2. Margins should be 1 inch on each side.
3. Format and language should conform to Standard English in terms of sentence construction, grammar and paragraphing
4. Referencing style should be the American Psychological Association style.

Submission Instructions: Submit the essay as an email Microsoft-word document attachment

Assessment contribution: This essay will account 60% of the total marks in this course.

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Main author of the Module

Biographical Sketch

Emmy H. Mbozi holds a Bachelor of Arts degree in Sociology and Development Studies from the University of Zambia; a Master of Education in Adult Education and Educational Sociology from University of Toronto's Ontario Institute for Studies in Education and a Doctor of Philosophy in Education and Development Sociology from Cornell University. Dr Mbozi has been lecturing in Comparative Education, Research Methods and Sociology of Education at University of Zambia since 1986.

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