



Virtual University of Pakistan
FEDERAL GOVERNMENT UNIVERSITY

COURSE HANDOUTS

Comparative Education

EDU604

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Comparative Education (EDU 604)

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Lesson No 1

INTRODUCTION TO COMPARATIVE EDUCATION AND ITS SCOPE

Topic 1: Introduction to Education

Education:

- Education is an ongoing learning process.
- Education means literacy skills, education means to learn read and write.
- Another part of education is being socialized and informed about the values of the culture that you are living in and to know what is going on.
- Education teaches us how to survive in the given context and culture.
- Education is a wide field that encompass process and as well as product.

Types of Education:

1. Formal:

Formal education is the education which takes place in institutions, may be its vocational, school or higher education.

2. Informal:

Informal education is the education which takes place in your culture. Education by your family, peers, environment and culture.

Levels of Education:

- Primary Education
- Secondary Education
- Higher Education
- University Education

Division of Educational system by different governance and management system:

- You can also look at education in terms of different management styles that how it is governed so you can make this differentiation in public and private institutions.
- Public university runs by government while private intuitions are those in which different people come along and they run it.
- Some schools run by NGO's.

- You can also divide different institutions by looking at their curriculum like; Secular curriculum and Religious curriculum.
- Examination system is also different.
- You can also divide the schools in terms of medium of instruction.
- You can also divide the schools in terms of gender.

Topic 2: Sociological approaches to Education

There are different kinds of Education. These types of Education have different sociological impacts.

Sociological approaches:

Sociological lens is a lens that tells you what the impact of education on vital society is and what is the impact of that vital society on Education so we will be looking at three Sociological approaches which you can use to understand the educational context and also comparative education in a larger context.

Approaches:

All three approaches have value in their own way:

- 1. Functionalist approach**
- 2. Critical approach**
- 3. Interactionist approach**

1: Functionalist approach

Functionalist approach to education introduced by Emile Durkheim. Views and different functions of education within society that approach somehow looks at society as a coherent whole and it says that the different institutions within the society play some sort of Role in society so it is interested in what are the different roles that are played by Educational Institutions within a given society or given context and it looks at these functions as

- Manifest functions
- Latent functions.

Manifest functions:

These are those functions which we can see and we accept the education formerly. Most important and easily delineated function is literacy skills. However keep in mind also that functionalist approach also looks at the dis functions of education, May it has some disadvantages which gives the negative impact on society. It tells us what's right and what's wrong.

This is how schooling system actually give them certain kind of values.

2: Critical approach to Education:

- **Issues of social justice and equity:**

In critical approach to education we look at things within awareness that things however they are planned can have a negative impact on society so you look at education from a critical perspective. Critical approach looking at the issues of social justice and equity.

- **Reproduction in Education:**

It raises the questions that education reproduces the same question which is earlier faced. It means there is no change which education wants to make. It challenges what is going on and it says this is not how things should be.

3: Interactionist approach:

- **Micro approach:**

It's a Micro approach. It's limited. Interactional approach is looking at the interactions and relationships. It's not generalized to all contexts but it gives you in-depth insights of what is happening within educational context.

- **Interactions and relationships within educational context:**

It looks at What is happening within the classroom so within the classroom how educational process is taking place, what about the relationship between peers to peers, relationship between teachers and learners so Interactional approach is actually looking at the process of teaching and learning. It tells how it is all happening.

Topic 3: Comparative Education and its Scope and Purpose

Introduction to Comparative Education:

In comparative education we do the comparison of educational philosophies, theories, practices, comparison of system of education, cultural contexts, historical developments, countries, continents and single country & states.

Briefing:

- **Comparison of Educational Philosophies**

In comparative education we do the comparison of educational philosophies. Educational philosophy is the underline principles that depend upon the basis of your educational system. Philosophy of education underlines your secular system of education.

- **Comparison of Theories**

Within comparative education you can also compare different theories of education. Theories of education is the set of principles that explains how does teaching and learning take place, what is the best way to teach , how the students learn , how should the learning process be.

- **Comparison of Practices**

You can also compare classroom practices of teachers and students and what happens with in the culture of a given school. Remember that your philosophy and the underline theories or assumptions reflected your classroom practices.

- **Comparison of System of education:**

There are different system of education like public and private. You can have the comparison of different systems of education.

- **Comparison of Cultural contexts:**

Education across different cultural contexts is different so we can also compare it. We can look at how does the different cultures shape education. We can look what is the system in UK and what is in Pakistan

- **Comparison of Historical Developments:**

We can also look at the comparison of historical developments. We can compare over the years how things have changed in public school system in Pakistan, UK or in America. We can see the historical developments and we see how things change over the years.

- **Comparisons across Countries:**

In this kind of comparison, we see how things are different and similar across Pakistan, India, and Bangladesh, UK or US. Whether you do the comparison between or among developing countries or develop countries.

- **Comparisons across Continents:**

We can similarly do comparison across different continents like Europe, Asia, and Australia so this gives us macro approach. Remember the higher or the more sort of broader scope of work or interest will be the lesser details.

- **Comparisons between Single country & states:**

If you are interested in some sort of in-depth study of something we will have to go deeper in to a single country context or different region with in the certain country so that means we also do the comparative study with in the single country context.

Topic 4: Scope of comparative Education

Interdisciplinary:

Comparative education is essentially interdisciplinary. Once you study comparative education you led in to other disciplines.

- **History:**

It can be the discipline of history we talk about the historical development.

- **Political science:**

You are let in to political science, you are let in to this concept of how the change of different regimes in different countries or within a given country context has an impact on education.

- **Cultural studies:**

It leads in to your cultural studies. Education institutions are not just isolated or insolated as well. Education disciplines give a person the culture value which allows a person to fit in a society. In comparative education cultures play a very important role.

- **Philosophy:**

It leads to your philosophy also that how philosophy embedded in education.

- **Literature:**

You led in to the literature that how the literature taught because it is also sort of reflections that what happens.

- **International relations:**

During the war time or time of peace you will see all these times and how different countries interact with each other and what kind of relations they have with each other.

- **Anthropology:**

Closer to cultural studies. It also has an impact.

- **Sociology:**

The social impact of education on society. These are sociological concern.

- **Historical and political development:**

You can study that how take history in politics and see how it comes together and what impact it has on education.

Topic 5: Purpose of Comparative Education:

Purposes of comparative education are:

- **Make Choices:**
Comparisons are not new to our life. It's a very routine thing; we all do comparisons like parents make comparisons when choosing schools that what better so comparative education is also there to make choices in education.
- **Richer Understanding:**
We also make comparisons for richer understanding, we try to understand what is working and we try to go in depth to understand the nature of the issue.
- **Plans for Future:**
This also makes you to plan for future so you look at different country context. It means you can get ideas what does it working and what not so you can plan for the future.
- **Understanding the local issues in a global context:**
Another reason why we should study in comparative education, it is very useful in the context of understanding the local issues in a global perspective so you realize what the global significance of the local issues so you can't decide about the issues of languages in education within the Pakistani context only infect you are looking at global perspective.
- **Discover underlying principles:**
It also somehow helps you when you are making these comparisons to discover the underline principles and you see that what kind of theory is working.
- **Grasp the dynamics of cause and effect:**
You grasp the dynamic cause and effect so at least there is some sort of predictability or understanding because you can't control all the variables but you have understanding that how it will go.
- **Broaden understanding of educational issues:**
Comparison of education definitely broadens the understanding of educational issues and gives us wider perspective to understand what's going on.

Lesson No 2

EDUCATIONAL PLANNING AND COMPARATIVE EDUCATION

Topic 6: Educational Planning and Comparative Education

Let us look how comparative education helps in planning of education.

Planning:

- At the core of planning is the setting of goals. You decide what you want to achieve from education.
- Choosing alternatives that are feasible to achieve a given objective.
- Planning is also time bound.

Comparative Education Enables:

- Observation and analysis in different contexts to evaluate options.
- Comparative education study that the other educational context and systems across the world and how they dealing with those problems.
- Through observations and analysis and research that has been done in other countries context you are enable to take what we called informed choices. You are not making a choice on your vims.

Educational Issues for policy makers:

The following key issues educational planners are facing these days all over the globe:

1. Increase access to primary Education:

This is one of the issue that how to increase the access to primary education. It is the key goal in international agenda because it lays at the basis of all other education. Now the question is how to increase primary education because despite all the efforts across the world, primary enrollment issue is in all over the world.

2. Improve schooling quality:

Now the question is how to improve the quality of schooling and how to ensure the quality.

3. Expand post primary education:

It is also the question that how to expand the post primary education. In Sustainable development goals focus on expansion of post-primary education.

4. Expansion of Post-secondary school:

There is also a question to expansion of post-secondary school.

5. Balance between academic and vocational education:

Balance between academic and vocational education is also an issue.

6. Plan for future:

Plan for future is very important issue.

7. Providing necessary skills:

Providing necessary skills is important as well.

8. Financing education:

Financing education is one of the most important issues.

9. Achieving equity:

Achieving equity is also very important.

Topic 7: Primary Education planning

Main issues for every policy maker in any education sector are:

1. Critical Students:

Primary sector is critical for the rest of the education.

2. Half of country's educational resources:

This primary sector actually has the largest number of students within it. So there is a huge population it is dealing with. Almost half of a country's educational resources are gear towards primary education.

3. Attempts at 100% primary education fail:

Almost every country has tried to achieve 100% primary education but they have failed by large margins. Pakistan and African countries are example in this regard.

Lessons we learn from comparative education:

Lesson 1:

- Wherever there is a higher rate of primary education, their higher is the economic development of growth of that country. People of Japan & Korea are the examples of it.
- Primary education this would mean gives the higher rates of return. Primary education has 25% rate of return as compared to higher education which is only 12% rate of return for a countries economy.
- There definitely has to be a biased towards primary education. There is no point of investing 40% of country resources in higher education while 80% country population is illiterate.

Lesson 2:

- Regarding primary education we have learned from comparative educational studies that there is a long time Expand when the impact of the primary education can be seen.
- There is also a longer period of time when you can actually see the impact of higher Enrollment in primary education on the literacy level of the population so if you want to increase primary education you will increase the number of schools, recruiting, training, repeaters.
- You have to wait for the graduation of that student to come up to the literacy level.
- The planners will have to act very early.

Lesson 3:

- Comparative education studies have been told us that it is not very helpful if we tried to ruralize the primary education.
- Comparative education has told us about the failure of these things that the farmers know the economic benefit lye with the general stream of education.
- The large flow from the rural to the urban.

Topic 8: Quality of Education

Issues:

- Schools are not always learning institutions. Lots of study across countries which tells you that the quality of education defers across countries' regions and within a certain countries also. Their quality of education is not same.
- To collect the data on quality of education is very difficult.
- Define the quality is also an issue.

Two ways of assessing quality:

There should be two ways of assessing quality:

Input:

Money spent-issues what is ill spent.

Output:

Learning by the students and assess the quality of education in terms of student achievement.

Does school matter:

This question also rise that do school actually matter or not?

Lesson 4:

- The lesson that we have learnt from comparative education across countries is that develop country context schools do not develop the profound difference because the learners are already coming from a privileged background.
- On the other hand there is a significant difference when poor children come to school because from them the only institution from which they can know the ways of the world or they can get education which can take them to places is only their schools.

Lesson 5:

- Quality can also be improved. If we regularly monitoring the cognitive achievements of the student it is very helpful to keep an eye on the quality of the school.
- Expensive but important
- We have example of slums of Brazil. There was a huge difference when basic schools input increased in terms of textbooks and resources.

Topic 9: Secondary School Education

Let us look what comparative education tells us about investing in the secondary school sector and planning for it.

Issues:

- **How to select students:**

The first issue is how to select students. There are two ways of selecting students.

- a) You allow the students whoever has completed primary school education and the student actually moves on to secondary schools.
- b) You try to restrict the admission in to secondary schools by putting in different kinds of deselective modes like admission tests.

- **What kind of curriculum to provide expensive**

2nd question is what kind of curriculum we offer at secondary school level. Vocation based curriculum or the same type of curriculum should provide. This thought is there because not everyone moves to university education and how much you should invest.

Lesson 6:

- The lesson that we have learnt is that putting a cap on secondary education does not help.
- We have the example of Tanzania before us which has the more restrictive policy of admission in to secondary school and it only allows 4% of its population reaches secondary schools in the public sector and the result was only a search of primary secondary schools.

Lesson 7:

- Another lesson is when vocation based lesson is not really desirable.
- In the 1970's across the world there was this sort of thinking in which they thought that the easiest way to deal to answer this question is how to provide skilled workers for the economy was that in secondary education some vacation based courses should be included.
- However it is not helpful and it is more expensive.

Topic 10: University Education

Issues:

- A major issue is how to contain the demand for university education. Although government stated that they have free education system at university level, they want open merit that everybody comes to university however the truth based on human capital approach or factionist approach.
- University education is expensive but the government question is that how to contain such demand and how to produce graduated that fit in the market.

Lesson 8:

- There is no way to contain the demand for university education. This demand will always be there either in the public or private sector or move out from the country.
- When people look relational benefits then they see that university education has benefits.
- Another lesson regarding types of education and skills which are helpful to fit in market and support national economy.
- This kind of forecast was done in 50s and 60's and this is not very helpful.
- In Pakistan business schools they give skills that market demand but you can ask from any business graduate student they will tell you that whenever you go to market skills do not match with the skills needed in the market.

Topic 11: Financing of Education

Issues:

- The major issue in financing is that there is an increase demand of education but the budget is not enough
- If you want to provide free education in public sector there is a huge problem for government.

Lesson:

- The lesson learnt from the comparative education is Public budget will always be insufficient. You can never have enough budgets to offer free education to everyone.
- You have to find some way to finance the education.

- Cost recovery can be on a way like when higher education gives you scholarships that after five years you will teach in this university and they also put in a cap on the salary they can get.
- In Pakistan although higher education and public universities are quite subsidize you need to think of it if you do not takes fees in higher education they will easts that up your educational budget.
- If you put the higher fee in higher education it releases money for primary sector.
- Remember whenever you increase the fees of higher education, keep in mind there is a cost attached and that is political.
- Private sector in education is must. So can't simply do away with it. The government of any country does not have the resources that it can take on free education for all of its population. If parents can afford, let them pay in private schools.
- There should be Alternate ways open to those who do not come up to the stringent criteria in to the university.

Topic 12: Equity in Education

Difference between equity and equality:

Equity means equality, it means everyone is being treated the same and the same access to resources. Equity means basically people are different to each other, they come from different kinds of backgrounds, limitations are different in the context of male and female.

Issues:

- Studies tell us that higher inequality has lesser growth.
- National economies suffer because of equity and equality. There is a lot of stress on social justice and equity.

Lesson:

- Very interestingly free education at university level leads to inequitable outcomes. Those people take advantage of those facilities that don't need such kind of facilities. For example you are giving laptops to those students who have already 2 to 3 laptops at their home.
- State needs selective subsidy.
- Investment should be on the basis of equity. Keep the concept of equity in your mind. Don't waste money on those people who can afford.
- Invest money on primary education where people have problem of drop out and child labor, there is huge issues there so expand your primary education more.

- Concept of equity is more helpful in education than the concept of equality. For example in higher education, you have English medium instruction in an English medium classroom, this is called equality but if 70% of students don't understand English then it's called equity.

Lesson No 3

**FOUNDATIONS OF EDUCATIONAL AND INTERNATIONAL
EDUCATION****Topic 13: Phases in Comparative Education**

To understand the foundations of comparative education that is the historical evolvement of the field we will be looking at the three phases of education that have been identified by Bereday (1964).

Phase 1:**Scientific Phase:**

- The first phase can be called the Scientific phase. It has been set to extend over the early part of 19th century.
- Marc- Antione (1817) has been associated with this phase. This was a stage in which people had started to sort of look at other country context to find solutions to their problems.
- This phase is also known as the period of borrowing and transfer. People would look at other context and they would try to find the answers to the issues they were facing in their own educational system.

Phase2:**Prediction phase:**

- The second phase can be called the prediction phase. This phase has been set to begin in early 20th century.
- One figure that stands out is Sir Michael Sadler in US. He sort of started paying attention to the context of education. He said we can't actually go and borrow what is being done in other educational contexts and transplanted in our own context without understanding what are the social forces that have led them to make certain educational decisions.

Phase 3:**Analysis phase:**

- The third phase can be called the analysis phase. This phase has been set to begin in 1964.

- [REDACTED]
as a field and there was a lot of emphases on the methodology that was been used.
- Emphases on clear procedures, methodologies through which comparisons could be done.
- Focus on interpretation of the data.

Topic 14: Stages in development of Comparative education

According to Naoth and Eckstein (1969) there are five stages through which the development of comparative education took place:

1. Travellers tales:

Whole field of comparative education actually evolved from travelers' tales so you had people like Marco polo and Mathew Arnold who traveled a lot in different countries and when they came back they brought with them stories of how children were educated in different ways and in different educational context and that information were the beginning of comparative education

2. Borrowing:

- The second stage was borrowing which also Bereday (1964) talks about.
- Horace was the secretary of the board of education in USA (1848). He studied education in Prussia, France and England.
- It was the first study of its kind that was undertaken at the official level in which the systems of three different countries was looked at and he tried to bring in those reforms from there. Horace is known as the father of public education in US.
- Reforms from Prussian education was brought to Tsarist Russia is also an example.
- This is very problematic but it's continuing even today.

3. Focus on Understanding:

This stage is focus on understand.

4. Factors shaping education:

- This was a stage when they was a discussion that we need not just to bring in whatever practices in education taking place in other countries but actually understands in which understand what are the social factors that lead to the shaping of educational system.
- We need to understand what are the broader national ideologies under which those contexts are nested.
- People also interested in that how education related to the market.

5. Empirical social science :

- This stage is empirical social science in which people begin to pay attention on to the methods.
- By empirical social sciences like economics and social sciences that deal with more of gathering of quantitative data.
- Comparative education took advantage of the social science was that it started to look at the different disciplines under the social sciences and use their empirical methods to collect data in the comparative mode.

Topic 15: Comparative Education in Historical context

- After the world war 2nd. It was time for the leaders of the world to sit together and think what to do about the war ridden world.
- There was a mutual understanding that there should be a focus on education for development.
- In 1950's and 60's we see an emergence of a large number of international bodies that geared towards peace and focus is on education.

Societies and journals:

- We also see at this time development of lots of societies that being developed in different countries in beginning from 1956 in US.
- Gradually leading in 1961 to CESE. Again comparative education society has its roots in Europe.
- In 1970 you have WCCES. Gradually it started to become a field.

Shift in approach:

- When journals were there, there was a focus on methodology and since the policy makers were very much interested in bringing about positive change in their own countries by making comparisons across cultures.
- Now policy makers wanted to move towards a more concrete and a clear cut quantitative analysis that enable them to draw conclusion more clearly.

Critique:

- Studies did not link up education with the society and neither did they link up with market.
- There comes also a focus on quantitative studies and comparisons even we see its implications in today world like; human development indicators and education for all indicators.

- Another major concern at this time for the policy makers was that they wanted actually to find out what were the laws which a governing the relationship between education and society.

Topic 16: Theoretical orientations of Comparative Education

Structural Functionalism:

You see in the beginning that the comparative education work was nested in structural functionalism. It means that what kind of functions education is performing and those functions are the reason why you put these emphases on education.

Development was an issue' there was an emphasis on making Investment in education sector for:

- a) To help the economy.
- b) Inculcating the values.
- c) We have example of China, Japan, turkey and USSR to inculcate the values.
- d) Focus on education for human capital.

Challenged:

- However this theoretical orientation in comparative education this challenged very soon. When immigration started to pour into the US, Britain and in to the western world, the problem was that the traditional education and values did not work because people come from different backgrounds and culture and values.
- Launching of USSR sputnik
- Vietnam war 1975
- Focus on educational outcomes without looking processes within education.
- Conflict ridden
- Education runs with foreign aids.
- Dependency on foreign world.
- Western system not the best.
- Education repressive
- Impact of colonialism
- Critical awareness

Topic 17: Rationale for Re-conceptualization

Why do we need to re conceptualize because of?

- **Changing Times:**
Changes now coming in so rapidly for example political changes.

- **Globalization:**
The effect of globalization all over the world is not equal. So it has its positive and negative sides.
- **New challenges:**
It's time to look at the new challenges like conflict in terrorism which is increased.
- **Renewed Interest:**
You have to look at interest of international agencies so suddenly these agencies looking at comparative education very carefully so we can see which kind of comparisons we should draw which helps us in policy making. So comparisons are now across countries.
- **Divergent cultural issues:**
Now there are emphases on divergent cultural issues. People have come to realize that we need to take into account that socio-cultural context within which education is embedded.
- **Spectrum of debates:**
There is a spectrum of critical debate which is looking at what do we mean by developing countries or develop countries.
- **Critical stance:**
Critical stance became primary importance in conceptualization of comparative education.
- **Difference and diversity**
Now the emphases are on difference acceptance of diversity and the acceptance of the difference between equity and equality.

Topic 18: Comparative education and Policy makers

National Policy makers:

- **Need to compare models:**
National policy maker's means your government would take interest in comparative education because they need to see which model works and which policies should implement in their countries.
- **Bias in Choice:**
However one has to be very careful that when policy makers are making comparisons, there can be a bias in the choice
- **Language:**
Biases can be in a choice of language that certain countries speak.
- **Political linkages:**
Similarly always remember the political linkages so if the models that will be brought into your country will be the models of countries where international linkages are there between the countries. US never borrow a model from USSR.

- **Hierarchy:**

There is also a think of political Hierarchy.

- **International Agencies: UNESCO**

- International agencies have interest in comparative education that what is working and what is not working like UNESCO but it is not the only international agency.
- UNESCO-1945 started from post-world war, interested in promoting peace. They are interested in education because they want to change the mind sort of people through proper education. So they 144 networks across the world, different type of organizations looking at different systems and education is one of the core areas they are looking at.
- Within education, UNESCO is paying attention to the quality of education.
- Quality of Education defines as “education that can lead people towards lifelong learning”. They are also focused on empowering people through creativity, so creativity has to do with analyzing with your potential. Students should be engaged in learning, should be able to do something with creativity. It is also very important to give citizenship values to people
- UNESCO is also interested in your future agenda that what you will do in future and also focuses on country level analysis, not on school level analysis. It always takes country as a unit of analysis.
- They also engage in outcomes of education.
- HDIs and EFA are not from UNESCO, they are forming united Nation. These are also education for all and steps taken for education by other international policy makers who influence our education. They are interested in comparative education because without comparison they cannot decide where they stand and what they are actually leaning.

Lesson No 4

GEOMORPHIC SHIFTS IN COMPARATIVE EDUCATION**Topic 19: Geomorphic Shifts in Comparative Education**

In 2001, Becher and Towler talked about geomorphic shifts in comparative education. Geomorphic means the changings in landscape and typology changes.

Changes:

Research Focus:

The things that have changed and revolved over time. Research focus has changed from national to international.

Research Methodology:

Research methodologies have changed. Research moves from qualitative to quantitative and descriptive to critical. Main focus of research is the use of variety of methods.

Prominence of Region/ country:

The prominence of region/ country has sort of changed; we see that with the passage of time which countries are more visible and invisible.

Ways of thinking:

The ways of thinking about things have changed like our thinking about developing, thinking about the focus on diversity and everyone should be same in globalization.

Collaborations:

Regional collaborations have emerged. International collaborations has sort of changed for comparative education. We are talking about collaborations to do research.

Publications:

It's a dynamic field. Interest changes after political changes then naturally we can see it does reflect.

Causes:

Becher and Towler identify 4 causes:

- 1: Instructive role of the State:
- 2: Demands for performance
- 3: Pressure to generate funding
- 4: Technology

Topic 20: Intrusive role of state

We are looking at the causes of geomorphic shifts in comparative education.

One major role is that of the state. Let us look at the intensive Role of State:

- Foreign Aid
 - Now in these times we can see that there is lot of foreign aid pouring by develop countries into the developing countries
- Funding and commissioning of research (DFiD; USAID)
 - We can see the funding by develop countries because they want to help the developing countries which help other countries come to the higher level of education.
 - The countries which give aid/funds, they want to see the impact so that's why they are also interested in comparative links across developing countries so the commission researches and decides the type of research so they can pressurize to work fast in a given time
 - Research type and publications:
 - They also control some sort of research publications. In comparative education journals, it has been noticed that a lot of articles coming up and review of research projects have been funded by the developed countries.
 - Primary/ Secondary:
 - Donor decides that the focus of comparative education research will be on primary / secondary level, the research is linked with their own priorities.
 - Reviews of projects:
 - They also want to review projects that people are working on it or not.

- o Funding:
- o The countries which are giving funding also have an agenda. States want to withdraw funding from higher education, once they do that then the academics have to look for themselves, which means they dictate that where and what type of research have been done.
- o Ways of thinking:
- o They also control the ways of thinking because you are not free to do that because you are led by other people.
- o Collaborations:
- o If you are a researcher, through collaboration it is much easier to go and collaborate with the international organizations and work in comparative context. State also has a part to play over here because it is also led by the agenda of developed countries.

Topic 21: Demands on Performance

Let us look at another reason for this geomorphic shift in comparative education and that is demands on performance:

Research assessment Exercises in UK and Counter parts in Hong Kong:

We see over here in these days that there is a process that has been set off by UK universities in colorations with the counter parts in Hong Kong who are focusing a lot on the research assessment exercises related to higher education and regarding the rigor of the research also.

Impact:

- **Pressure on Academics to Publish and Expansion of CE journals and scholarships:**

We see the impact all over the world because of this pressure on academics to publish and there is this sudden search of expansion of comparative education journals.

If they write the academics then there is a higher demand of journals and it increases the number of journals. To assess the quality of higher education, if they are sort of running number of journals and it issues. It impacts their rating and since that exercise was done we see:

- The emergence of new journals, number of journal publishment increase
- The more issues in old journals.
- The increase number of books has been published.
- Number of books been published.
- There is pressure to conduct research in the field because if u want to publish/write in comparative education.
- It led to expansion in work in comparative education. We see the landscape has extended.

Topic 22: Pressure for funding

Now let us look at another cause for geomorphic changes in the field of comparative education and this is pressure for funding;

Reduction of funding by the government to higher education:

In several countries, most of them have reduced the funding of the higher education.

As we see there is demonstration by the students in UK, US & in Greece also because they want to reduce the fees of higher education. When fund is reduced of higher education then higher education will come set an expense because people who are working in higher education shall be paid and there are other several expenses as well so you need good funding to run an institution of higher education.

Expansion of higher education

At one side the funds have reduced and on the other side there is an expansion of higher education institutions. If we compare from past few years we can see even in Pakistan the number of higher education institutions has increased all over the world.

Inviting fee-paying students (Australia)

With globalization and increasing awareness more and more people would like to peruse higher education. So this is the reason to expand more institutions. Countries like UK, Australia and US started inviting students at international level because their own home students would not pay that fee so they started to run business of education for other countries.

Multicultural Environmental:

Multicultural environmental is the result of fee paying student's from all over the world. These students are from all over the world.

Intensified Globalization:

It intensifies the process of globalization, people are coming in, people are going back, and people are meeting with each other because the forum is provided to people to interact with each other.

Encouraged use of technology online journals:

The use of technology online journals and programs has increased. Distance learning concept has started. Fee generation is an advantage of it and because of open access journals, the ideas interchange at the faster pace.

Topic 23: Technology

Let us look at another major and last cause of geomorphic shifts in comparative education and this is technology. Technology has led to geomorphic shift by:

Provision of access to education:

It has given access to education and awareness of what is around to be learned has increased, awareness of what is there in the field of education. It also has facilitated the provision of access to education.

Provision of access to scholarship

It also has facilitated provision of access to scholarship. For example through online journals and material u can know what the latest trends in comparative education are. You can easily find the aspects; you might be interested of searching by yourself. You don't need to go to library. E-library and E-books helps you.

Technology has facilitated travel and increased ways of interaction:

It gives you increased options for interactions so if you want to do research you can collaborate or connect with another person in other country like skype meetings etc.

Increased outreach:

There is an increased outreach. For students who can't come to your university, you reach out to them.

Technology has facilitated comparability:

Technology has facilitated comparability. It is easy to compare, we can see the ASER Figures which is community based research. Figures are on the net. Human development reports are the big example of this.

Generated a sense of necessity for comparisons:

Another important point is that there is a sense of necessity for comparisons with the help of technology because everybody get this feeling that it is not going to help you if you are not only looking at your own context, it natural thing that generates the sense of interconnectedness.

Technology has quickened the pace of methodology refinement:

Technology has quickened the pace of discussions and pace of methodological refinement where you publish an article today and the next day you will get comments on that. And then methodology refinement gets started.

Philosophical argument and Transparency:

Philosophical argument is changing rapidly and there is transparency also because there is a sense of accountability that people may ask you questions.

Lesson No 5

CONCEPTUALIZING EDUCATION**Topic 24: Conceptualizing Education- Three Approaches to Education**

There are three approaches to conceptualizing education which are related to its role also. Before we move on we should know that

- Why is the emphasis on education?
- What does it mean?
- What do we want education to do?
- What are different roles of education?
- What are our assumptions about education?

These questions take us to the role of education. Role of education would be differently conceptualized depending on which approach you are coming from.

Approaches to Education:

There are three approaches you are coming from:

1. Human capital:

Its work under World Bank

2. Rights Approach:

It works under UNESCO and United Nations

3. Capability Approach:

It is capability approach.

There are different approaches, different emphasis, different agendas and different outcomes.

Topic 25: Roles of Education in Society

There are different roles of education in society:

1: Personal vs Collective Role of Education:

There can be different role of education. There can be personal role of education or collective role of education. Individuals might be interested in education for some reasons and then society might be interested in education for different or similar roles.

2: Economic vs Non-Economic Role of Education:

These roles could be economic roles and could be non-economic roles. Economic roles enable a person to pursue a career to earn some money for living while non-economic goals which are not directly related to earning money.

3: Intrinsic role of Education:

Intrinsic role of education whose aim is not just to earn money in fact it is interested in education for its own sake to satisfy the human need and knowledge. For example poetry, art or literature.

There are two kinds of it:

I. Economic goal:

It is personal. After completion of education you will get good career and earn good money.

II. Economic collective goal:

It means after education they will be able to carry their own burden, earn good money and contribute.

4: Instrumental role:

It is a role in which you want to achieve something through education whether it is literacy or earning money.

There are two kinds of it:

I. Non-economic:

It's personal instrumental role. It's according to our interest.

II. Instrumental non-economic collective:

You want people to gain education not only to earn money but to participate in democracy. You want them to know their rights.

Topic 26: Human Capital Theory and Role of Education

Let us look at human capital theory approach to education and how does it conceptualized the role of education for the society. We will look why human capital theory interested in education and what is the nature of human capital theory.

Human Capital Theory:

- **Economic Lens:**
Human capital theory looks at human beings from an economic lens.
- **Education for income generation:**
It essentially looks at human beings as workers and as a resource that how human being can help you to earn money either for self or at national level. So you are interested in GDP and growth rates.
- **Education for international wellbeing:**
You are interested in education because after completion of education you will be able to earn money. When people earn money they will lead to national prosperity. So you are interested in education for a collective national goal but that national goals are mostly, essentially and primarily is economic gains.
- **Cost-benefit analysis**
When you are working under human capital approach you are looking at cost benefit analysis. You are looking at how much will I invest and what I will get back.
- **Rates of return**
When you are working under human capital approach you are looking at rates of return.
- **Human beings as resource**
When you are working under human capital approach you are looking at human being as investment and you use them as resource.
- **Dominant discourse:**
It underlies the World Bank efforts. Funding from World Bank primarily interested in capital development and education not for equity reasons but more for economic gains.

Role of Education under Human capital approach:**Mainly economic instrumental:**

Role of education under human approach is mainly economic instrumental.

Personal and collective:

It is also at personal level. You might be interested in investing in education of individuals but those people are seen as a part of collective human resource.

Health:

They are also interested in health education because if people are healthy they will be able to contribute to the economic prosperity of the people.

Topic 27: Problems in Human capital approach

Now we will look at what are the issues with human capital approach:

Human being as human worker:

In human capital approach, human beings are not seen as human they are observed as workers. They are not interested in your happiness they are only interested in economic gains for a country.

Investing in terms of material gains:

All the investment is in term of material gains, you want to get something in return,

Education of girls:

In that case, the question is what about the education of girls or people who have disabilities and especially there is a concept that if girls get education they don't pursue careers, they don't contribute to national level. So there is no need to educate girls. If you need to educate them then there should be limited number and this is a very serious problem.

Narrow economic focus:

If you look at narrow economic focus you lose out on so many things, like gains from education which are intangible. It means you forget the role of education which gives you empowerment and confidence.

Intrinsic role ignored:

Intrinsic role means what is important to a person but it is really not cared about. In that case, it is ignored because you are only interested in the instrumental economic gains from education.

Same amount and quality of education:

In human capital approach, if you are looking at situation and comparing educational context then it can be assumed that parents have made this choice or (comparison) among boys and girls based on economic gains.

Cultural constraints ignored:

Cultural constraints in a given society are completely ignored.

Does not channeling injustice:

You do not challenge the injustice at all and then you are working on the concept of same amount of quality of education.

Topic 28: Rights approach to Education

Now let us look that how education is differently conceptualized if you are coming from a rights based educational approach.

UNESCO UNITED NATIONS (EFA):

If u r looking at education from a right based approach you see education as a human right. We do not raise questions about whether somebody is contributing or will contribute to the economic gains, or the general wellbeing of the society or we are just saying that everybody in the world by a virtue of being a human being has a right to education. This is a discourse that underlies your UNESCO UNITED NATIONS. You can see it in different documents they publish every year and this is also the discourse that underlies education for all.

All human beings equally worthy:

These international agencies emphasizes the role of education as a human right. So the concept is that all human beings are equally worthy. We should not discriminate on the basis of gender, cast, social class, disability or anything else it is a right of everybody.

Constitution:

This kind of right is seemed as a legal right. So this right is often stated in a constitution of a country. In Pakistan, the statement about the right to education is the recent phenomenal in 2012 only. It appeared in a constitution also.

Legal Protection:

The students of Pakistan have this legal protection but we have to see that this legal protection how far it is protected in terms of legal implications.

International articulation:

When something as a right is articulated at international level it can lead to international collaborations and commitment to education. Although we are not able in Pakistan to achieve those goals yet there is a sense of accountability. Every year in human development reports, they compare the achievement of education in different countries.

Commitments:

This shows commitment to education. There is a “Political Will” at least and also the sense of accountability.

Vision and goals:

This articulation of vision and goals of seeing education as a right for everyone is also very important and this credit goes to rights approach to education.

Topic 29: Issues with Rights Approach

Let us look at the issues with right based approach:

- **Rhetorical:**

It is concerned with the art of speaking or writing rather than to get an answer.

- **Shifting of Responsibilities:**

Consent shifting of responsibilities means when you articulate something, for example if you say all people have a right to education in Pakistan but you don't do anything.

- **Process not defined:**

The processes are not defined by which those rights will be achieved, if they are not achieved what you will do. Once it articulates certain rights it just moves away. Rights are of two kinds

1. **Legal Rights:**

Government declares legal rights.

2. **Moral Rights:**

Education is not just legal right. It's also something called moral right in which society has big responsibility.

- **Sociocultural context ignored:**

The problem with right based approach is it ignores sociocultural context. If there are certain inhibitions in your sociocultural context they will not be concerned about it. Issues are completely ignored by rights approach.

Lesson No 6

EDUCATION AS CAPABILITY (QUALITATIVE AND QUANTITATIVE APPROACHES)**Topic 30: Education as capability**

Now let us look at how does human capability approach look at education and what roles of education.

To understand the capability approach we should think of two things:

- **Capability:**
- Capabilities talk about opportunities. Its freedom of choice to achieve the value.
- **Functioning:** Functioning is something that you have achieved for example if you complete your education it's your functioning.

Differentiation between capabilities and functioning:

Capability approach says when you evaluate people, policies or education you need to focus on capabilities rather than functioning. Achievement is another thing but the whole point is through education how much equal opportunities are available for people to be what they want to. So people might achieve different kind of functioning.

Capabilities:

The point of capability approach is education should expand:

- Opportunities
- Freedom of choice
- Possible valued outcome

Functioning:

When it looks at education it does not ignore following things:

- **Achievements:**

When capability approach evaluates something it does not ignore achievements.

- **Focus on capabilities:**

It says focus on capabilities for example it is important that all students get equal opportunities of learning.

Capability approach focus:

Capability approach sees the role of education which is

- Intrinsic role
- Instrumental role
- Equity not just equality
- Diversity point of departure
- Context important

Topic 31: Limitations of Capability approach

Capability approaches have some demerits as well. These are following:

Interdisciplinary:

Capability is an interdisciplinary field but it is not a fully evolved discipline that's why it has to emerge with other disciplines. That makes it a little bit complex.

A loose Framework:

Theoretical frameworks are loose. Its actual implantation and estimate the educational quality of different school based capability approach is slightly difficult.

Difficult to Apply:

It's something new that underlies your human development indicators but it's true that it's difficult to apply.

Needs more experimentation in actual contexts:

Its need more experimentation in actual context because there is a whole philosophy behind it. There is a lot of work. Amartya Sen from India and Mehboob ul haq from Pakistan they were the two people behind it. They work together in United Nations to form these human development indicators but its actual experimentation is less.

Lesser known than human capital approach:

Human capital approach has been there since 1960's. In any case human capital approach is far more entrenched in all the workings of the international organizations. Concept of human capital approach is understandable but capability approach is lesser known.

Topic 32: Comparison of Three approaches

We will see how these three approaches are similar and different in education:

1. Human Capital Approach
2. Human Rights Approach
3. Human Capability Development Approach

Focus:**1. Human Capital Approach:**

Human capital approach has narrow instrumental roles of education in mind and most of the time the Main goal is economic gain. They invest in people for economic gain.

2. Human Rights Approach

Human rights approach focus on intrinsic role of education. It does not look at the instrumental role; it says education is a right for a human being

3. Human capability development approach

Capability approach focus on both, it looks at the economic instrumental gains and non-economic instrumental gains.

Theories:**1. Human Capital Approach:**

Human capital approach comes from neoclassical economics. It looks at economic efficiency, invest on people and check out the rates of return.

2. Human Rights Approach:

It has rights legal frameworks. It is deeply entrenched in United Nations and UNESCO and other international organizations. It talks in terms of principles.

3. Human capability development approach:

Capability approach can be traced back to Aristotle also so this idea of enabling people to achieve what they value is not new but its literature is underspecified and that's why few people work under it. It gives complex insights in to the nature of education.

It looks at what's happen within education, learning across children. It looks at the contextual issues also. It is a bottom up approach.

Topic 33: Qualitative and Quantitative Approaches in Comparative Education

Let us look at research based approaches in comparative Education. We can divide the research in comparative education in two main streams:

- 1. Qualitative approach:**
- 2. Quantitative approaches:**

Differences between two researches:

We are going to look at the difference between these two approaches. The difference between two approaches can be seen in:

- Purpose
- Theory
- Structure

1. Quantitative approach:

- It relies on numbers and data collection. It is always interested in looking at extent of things, it takes large data bases. Data will be collected in numbers because they are interested in quantity.
- Statistical methods are used for analysis. They can be very rigorous and they can be even broadly descriptive like u can get answer in percentage.
- It describes relationships between variables. Gender is a variable and scholarship is the variable, school attendance are variable so you tried to established relationships because you would like to predict consequences and sees the advantage.

2: Qualitative approach:

- Qualitative approach interested in context.
- Quantitative research says what is happening while qualitative research is looking at why it's happening.
- It is looking at the basic meaning of the thing within a given context.
- Its aims are describing things and describe holistically.
- It's not just look at numbers.
- It tried to interpret things from how it is experienced within a given context, like; what the teachers think of it.

Topic 34: Quantitative Approach Purposes:

Now let us look at quantitative approach purposes. The purpose of quantitative approach is:

- **Identifications of laws:**

The purpose of quantitative approach is the identifications of laws. The primary reason why people hold or use quantitative research is they want to identify the laws that underline different phenomenon.

- **Explain and predict:**

- They want to see different abstract because they want to predict what is sort if happen.

- **Casual links:**

- They want to sort of the casual links. They tried to delineate laws and want to make links through cause and effect relationship.

- **Quantified data:**

Quantitative approach is interested in quantified data. You are not writing anything so its all about quantity. Something that u can't observe with your senses is not seen as a part of the research.

- **Quantitative approach relies on:**

- Questionnaires
- Database
- Scores and surveys
- It's Numerical

Topic 35: Establishing Causality

By establishing causality in quantitative research means establishing the links between cause and effect. Now let us see how things are established. It is important to remember over here that one of the primary preoccupations of quantitative approach is to established causal links across different variables.

We establish those causal links in following:

1: Temporal precedence:

One must be able to determine cause and effect and the best way to determine the cause and effect relationship is experimental research.

2: Covariation:

Covariation is only looking at how do two different kinds of variables. For example if you give prize money on 100% attendance at annual day then their attendance increase or not. Means through which variables bring change and see more variables which interact.

3: Absence of plausible alternative explanation:

Whenever you want to establish a relationship between cause and effect relationship is to remember that there should be no plausible alternative explanations.

Topic 36: Commitment to Nomothetic Reasoning

Quantitative research has a specific commitment to a certain kind of logic which we called nomothetic reasoning. Now let us look what nomothetic reasoning is:

Objective knowledge with scientific method value-free research:

When you are following a nomothetic pattern of reasoning you feel that all the knowledge is objective and there is a possibility that when you go in the field you can collect objective knowledge in which there is no personal bias and no values are neglected.

Classifying groups-establishing laws and generalizing:

You classified people in different groups. You divide people in clusters and discuss the averages. Because the point of all this is that you would like to delineate specific kinds of laws.

Comparative society level:

Under this nomothetic reasoning you want to say that no matter from where the data is collected and no matter who the people are like if gender age is same whatever the results are they are applicable for all.

So for this kind of data because you are very interested in finding out relationships and associations so you prepare numbers because it's easier to compare across the data so you conduct:

- Experiments
- Quantitative data
- Observations
- Surveys

Advantage:

The advantage of this is that it allows replication of research findings which strengthens generalization. If you have conducted a data in a specific way in some other place in specifically in terms of numbers and you have tried to maintain certain kind of rigor so this also means that this rigor will allow you to replicate the findings of the research.

Limitations:

Nomothetic reasoning has certain kind of limitations also Like;

- You are interested in individual differences. You are interested in averages. Sometimes these averages might mislead that depending on how you interpret them.
- This also leads to a kind of superficial understanding of the context.

Lesson No 7

THEORY TESTING**Topic 37: Theory Testing: Purpose of Research**

- Deduction.
- The basic purpose of quantitative research is theory testing.
- It takes a framework of the theory, based on that they moved to the field to verify those theories.
- Theories are tightly structured for cross-country context because there is not only one researcher who is collecting the data.
- Replication is more plausible in that case.
- Generalization claims are validated.

How is your theory testing done:

Theory testing done by investigating cause-effect relationship among variables and this is how theories are confirmed.

1. General theory

You begin with the general theory

2. Hypothesis

You make hypotheses. It is a kind of statement that is in your mind which in quantitative studies you put it down. Although you have not gone in the field. You say according to the theory that I am using this is the result that is expected. Statements may be one or more than this.

3. Operationalizing variables:

After hypothesis you operationalize variables. You have to very clearly actually tell what do you mean and what are the variables.

4. Data collection:

You go out in the field for the data collection. It might be several persons.

5. Statistical analysis:

After data collection' you do certain kind of analysis it depends on the purpose of the research.

Quantitative research purpose is to find out the quantity of phenomenon so extent is very important.

Advantages:

- Clear and unambiguous
- Defined relationships and allow you to replicate it as well.
- It is based on the assumption of objectivity, validity and reliability.

Topic 38: Quantitative Research and Structured Approach:

Let us look what qualifies quantitative research from other type of research:

- **Tightly structured :**

A basic principle of quantitative research is that it is tightly structured.

- **Design**

It is highly structured in terms of design.

- **Pattern and tools**

You follow the pattern and use tools.

- **Questionnaires**

You code the questionnaires.

- **Observations**

It is strictly structured observations.

- **No biasness**

Your personal comments do not matter.

- **Particular concepts**

Maintain the focus on particular concepts.

- **Reduces complexity**

It reduces complexity.

- **Maintain objectivity**

It Maintain objectivity, you measure things and your perceptions are not included.

- **Leads to rigour, reliability and persuasiveness**

Leads to rigour and strengthen your research and it also leads to reliability and persuasiveness because you are showing people numbers. You are clearly defining relationship according to the theory.

Topic 39: Defining Qualitative Approach & Purpose

Purpose:

- This is not there to measure quantity; it is there to measure quality of things.
- It aims at In-depth understanding of context that what is going on and find out what is the nature of processes that going on.
- It looks for Reasons behind decision making and processes.
- A very important thing that differentiates it from the quantitative approach is the difference between participants and subject. In qualitative research we don't say subject we say participants. Participants are people who understand the context, you go over there and with the help of participants you try to understand what does the specific things like schooling means to people who are actually experiencing it.
- People's perspective and the insight view of the participant are very important.
- Values are very important.
- Actions, experiences are also very important.
- Objectivity is challenged. In the choice of subject or variable' your researcher bias does go in there and when participants answer you so whoever the researcher is, it's an instrument of data collection.
- Researcher and participant's gender and age difference and demographics, social background matter.
- The qualitative research aims at emic-view (the insiders view).
- It is an empathetic understanding.
- It is known as co-construction of knowledge. Both Researcher and participate co-construct knowledge and try to find out what is going on in a specific context.

Topic: 40: Qualitative Approach, Capturing Processes

- Qualitative approach is interested in capturing processes that means it believes that when you go in a context it is on a constant flux.
- They find out what is the nature of processes and flux of change within which education is grounded.
- They are interested in how and why things are happening and how do people perceive them as they live their lives in a given culture.
- They are interested in lived realities.

- There is a relationship between searcher and participant we can say when researchers go in the field so one tool is the researcher themselves and other tool is the participant.
- It is very sensitive to uniqueness of context.
- Structured and semi-structured interviews are used. Structured interview is very clear and you write different question in an order but unstructured interviews you ask open ended questions.
- Observations are used in which they look quality of things rather than quantity.
- Field notes are used.
- Photographs-videos.
- Documentary analysis.

Topic 41: Qualitative Approach: Commitment to Ideographic Approach

- Qualitative researchers actually believe that it is not possible to delineate laws from any given set of data and it is also not possible to apply those laws in other context.
- It Focus on the individuals and uniqueness but in quantitative research you are ignoring the individuals.
- In qualitative research the generalization is limited because the researchers don't want to generalize.
- They don't make claim on any generalization or on the application of the result.
- The main claims they make are only across cases.
- They are interested in holistic understanding; they are interested in all the thick descriptions.
- They are very interested in Subjective knowledge. Qualitative research believe that somebody come from outside for one or two days cannot possibly tells exactly what's happening.

Topic 42: Theory Development

In qualitative research "Theory development" is very different from quantitative research.

Deductive Vs Inductive:

Quantitative research:

- Theory
- Hypothesis
- Observations
- Confirmation

Qualitative research:

In this research you do exactly the opposite:

- Observations
- Pattern
- Tentative Hypothesis
- Theory

Research design in qualitative research:

- It use ethnography which requires you to go and stay in a place for a long period of time because it is realized unless you stay in a culture you will not be able to understand what is going on.
- It use case study. It may be country case study or individual case study. Whatever case study is, you define the boundaries of the case and then you tried to come up with all sorts of data that can be collected to understand what is going on in the given context.
- Life histories/narratives
- In qualitative research results discussed and emerged themes.
- Analysis difficult and messy also.
- Data collection and analysis may be simultaneous-grounded theory and it is very common in qualitative research.

Lesson No 8

LITERACY IN COMPARATIVE EDUCATION I**Topic 43: Qualitative Research: Flexibility in Approach and Researcher's Role**

- Methods are flexible.
- Data is very rich which is collected.
- It allows maximum interactions between the researcher and research and it is constantly evolving.
- Maximum in-depth study interaction.
- Rich output of data from participants.
- Rich output of experience and perceptions as well. That's why untrusted interviews are very helpful.
- Belief in importance of cultural, political and social context and definitely openness to new knowledge.
- Researchers are an instrument. They use their own knowledge, perspective because when they go to field they are very careful of the fact that all things translating into some sort of power relationship between the participants and the researcher and this power relationship have an impact on what is being told and what will be reported.
- When you gives results you attempts to reduce personal bias and own assumptions.
- Researcher affect stated because researcher are very aware and congestive and they explain the presentation of the research.

Topic 44: Quantitative Vs Qualitative Research and Literacy in Comparative Context

Now let us look at how quantitative vs qualitative research perspective answers the question of literacy.

Literacy:

Literacy is an important concern of international agencies and important function of education and it has been a major concern of all the development agencies also.

Qualitative Research and literacy:

- When qualitative studies are interested in literacy, they will be looking at specific and small and specific scale context.
- They present holistic picture of that village then they will move on to tell you that what does literacy actually mean to that people who are living over there, how they use the literacy they have newly learnt and how does this practice of literacy affect their lives.

Quantitative Research and literacy:

- In quantitative research first of all researcher decides what does literacy mean?
- Generalize the laws
- Researchers make variables and they will use in questioners.
- They go for results in averages.
- Rather than small localized context they will have a wider spread. They will do it across the province.
- They will have larger set of data.

Four basic questions regarding literacy:

1. How can literacy be accurately defined and depicted?
2. Where do variations in literacy lie?
3. What leads to literacy
4. What are the consequences of literacy?

Topic 45: Qualitative and Quantitative Approaches to Defining Literacy**Quantitative studies:**

- Qualitative research will always begin with a predefined definition of your literacy.
- Based on that definition they want to seek an accurate, objective method to measure literacy
- Define it from the outset.
- Adult literacy survey defines literacy as ability to understand and employ printed information in daily activities. This was the first research in which literacy was defined in certain degrees.
- Similar research coming from Guyana there was an issue that 97.5 literacy rate provided by government was not actually correct because they were taking in percentages rather than numbers and they are also taking school enrolments as a measure for literacy.
- Progress in international literacy study (PERIL) 2011 defined literacy as “the ability to apply skills in reading, writing, calculation and basic problem-solving”

Qualitative studies:

- Qualitative researchers will actually tend to look into insights.
- They try to understand what literacy means to people and who do they consider literate or illiterate.
- An ethnographic study of Native Peruvians reveals literacy in Spanish meant:

- People are promoting their self-development.
 - Access to resources.
 - Valuation of culture but it also meant that reinforcement of otherness-loss of status.
- There is another research by (Dyer & Choksi, 2001) that how the government agencies and NGO's were offering the programs of literacy that how they define literacy and the outcomes that they envisage from literacy.

Topic 46: Variations in Literacy

Now let us look how qualitative and quantitative approaches try to explore the question about the variations in literacy.

Qualitative studies:

- Qualitative studies are interested in the variations of meaning that people attach across context to literacy.
- Ethnography study would have seen that how people use literacy in different insider and outsider perspectives and give it specific meaning.
- Studies tell us that In Nepal how literacy for female is something else and male literacy practices are different.
- In Sierra Leone the language of the literacy would mean something different for example if you have literacy in Arabic language in Sierra Leone it means you gain higher status in term of religion, rituals, secrecy and super-natural powers, if you gain literacy in English that means you move step closer to government, bureaucracy technology and material wealth.

Quantitative studies:

- Quantitative studies have focused on differences in literacy skills instead of meaning.
- They will look at literacy achievements, assessments, self-reports and they will see which type of groups through which literacy gain or not. They might be interested in gender or urban rural context but basically they are interested in literacy skill variation.
- They will be interested in literacy of children across nations.
- They will look at socioeconomic status of people.
- They will look at parental education impact on literacy achieve variation.
- Mother-tongue.

Topic 47: Qualitative Vs Quantitative Approaches; What Leads to Literacy?

Now let us look at how using different approaches either of quantitative or qualitative how do they answer the same question of what leads to literacy.

Quantitative Studies:

- Quantitative researches are very much interested input and how has the input contributed to the outcome of the literacy.
- It looks at pre and post-tests.
- They look at the differentials. They look at the different variables that have interacted within the course to lead to different outcomes.
- There was a research in Moroccan in which they looked at how do the pre-school Quranic education effects on student performance in primary school.
- There was another adult literacy programs in Turkey in rural areas. They found out that the duration of the program also matters.

Qualitative Studies:

- Qualitative research essentially looks at what are the relative success and failure. For example in Rural Mali they felt differences of powers between the male and females affected the literacy skills of the females.
- Whenever you go for study or any policy, socio cultural context needs to take an account.
- Qualitative research shown whenever you are doing educational literacy program, it is not insulated from the society outside.
- Qualitative studies might also be interested in looking at how your attitude affects your literacy outcomes.
- Similarly in ElSalvador, research by (Betts 2003), they realize the problem of gender issue. They termed as “politics of absence”.
- Mexican immigrants in Los-Angeles, there are also a gender issue.
- The thing they came up with that the International or national pressures affects the literacy program within the confines of the classroom.

Topic 48: Qualitative vs quantitative research: Consequences of literacy;

Now let us look at the question of consequences of literacy is seen by the qualitative vs quantitative researchers.

Qualitative Study:

- This study always comes up with the holistic picture.

- It describes what happens within the given socio-cultural context.
- It will build upon subjective perspectives of the people involved.
- They realized both in the context of US and in the context in number of other countries also that having undergone literacy program and gained literacy skills enable specially the women to have a higher social status it enables them to access resources and it also sharpen the negotiation tools.

Findings:

- They were able to access other develop self-development programs.
- They were able to access to resources and they also became more specially in the context of (Peru) they become more cognizant of their rights.
- In Nepal, They suddenly realized especially in the case of females that they could have social public space and access to private space also.
- However interestingly in Bangladesh, for literacy practices women had to do this in private, they became more vulnerable.

Quantitative studies:

- Quantitative studies have much focus on Narrow focus.
- They simply look at the correlation between spoken and written skills and health.
- It is gaged in numbers only
- In Venezuela, they found that the mother's literacy skills had a direct and indirect effect on the health of the children.
- There was also a similar research in Economic consequences of functional literacy (IADS). They see that as people gain literacy, they also able to earn more.

Mixed method approach:

It's a very rich approach because in one side you collect numbers that enable you to comparison across countries or across regions and on the other side you look at the micro level socio-cultural aspects that might have escaped when you are only looking at numbers so you look at more case study and then you combine the data and come up with the holistic picture.

Lesson No 9

Literacy In Comparative Education II**Topic 49: Literacy in Pakistan: Comparisons across provinces economic survey:****PSLM survey 2011-12**

A report is published annually by PSLM survey it is known as economic survey of Pakistan 2014 or 2015 is also available. It an official document by the government of Pakistan ministry of Education. The PSLM survey 2011-12:

Literacy rate of population (10 years and above) is 58%. This rate is higher in urban areas rather than rural areas. There is a discrepancy between urban and rural areas. There is also discrepancy among male and females it is much higher for men than women.

Literacy rate in Pakistan province wise:**Punjab**

- 52 % in rural, 75% in urban areas
- 70% males, 51% females
- 98% primary enrollment

Sindh

- 41% in rural area, 78% in urban areas
- 72% males, 47% females
- 79% primary enrollment

KPK

- 50% in rural area, 65% in urban areas
- 72% males, 37% females
- 89% primary enrollment

Baluchistan

- 40% in rural area, 62% in urban areas
- 65% males, 23% females
- 69% primary enrollment

Topic 50: Literacy in Pakistani Context: More Comparisons:**PSLM survey 2011-12**

In this report, comparison among time is mentioned such as:

- Number of enrolments increased from 38.5 million to 40.1 million an increase of 4.2 %
- There is an increase of 1.7 % in number of institutions as come up
- There is also an increase in number of teacher to 2.1%

Increase in enrollment:

- % in pre-school
- % in primary schools
- 6.74 % in middle school
- 4.56% in secondary education
- 8.40% increase in higher secondary Education

This data is very important especially for the policy maker to see where they stand and will help them in making better policies. The purpose of qualitative research is to see the socio cultural factors that are affecting the literacy why things are failing or not.

Topic No 51: Unit of comparison:**Unit of Analysis:**

In comparative research either to conduct comparative research or to understand comparative research it is very important to understand what is unit of comparison

Unit of comparison also known as unit of analysis which refers to the main entity being studied 'who' or 'what' is being analyzed.

Two aspects of unit of analysis:

Observational: Observational research (or field research) is a type of correlational (i.e., non-experimental) research in which a researcher observes ongoing behavior.

Explanatory: Investigation into a problem or situation which provides insights to the researcher. The research is meant to provide details where a small amount of information exists. It may use a variety of methods such as trial studies, interviews, group discussions, experiments, or other tactics for the purpose of gaining information.

Comparative Units of Analysis:

- Place
- Systems
- Tones
- Race, class and gender
- Culture
- Values
- Curricula
- Pedagogical innovations
- Ways of learning
- Educational achievements

Purpose of Comparison:

- Interpretive: the researcher tried to understand the underlying issues what is working and what is not. This kind of research is always qualitative
- Causal-analytic: here the researcher looks at different variables and how they are interacting with each other and comes up with its analysis.

Prerequisites:

- Establishing parameters
- Focusing on underlying context of commonality and differences
- Emphasizing casual relevance

Topic No 52: Interpreting Comparisons**Steps in case-oriented research:**

When we see a system being compared, interpreting comparison enables the researcher to understand whether what he claims is right or not. In qualitative research, steps of case-oriented research are:

1. Search for underlying similarities
2. Identify casual relevance to phenomenon
3. Formulate general explanation

In understanding case study analysis if the context is more similar that is has more similar system, the similar system will lead to similar outcomes and most different outcomes will come from most different system.

Sometimes, some of the similarities are illusionary for example sometimes two same systems do not have same outcomes and sometimes two different systems show similar outcomes those significant differences should be identified. Similarities and differences should be examined in context. If your studying a research and it does not show enough context consider it a limitation of the of that research.

Bereday's model for understanding comparatives studies

Geographical entities offer variety of foci for comparative inquiry in education. Bereday's model describes how a comparative research can be build up. It includes

1. Description
 2. Interpretation
 3. Juxtaposition
 4. Comparison
1. **Description:** For example the researcher has decided to enter pedagogical data only. He wants to find out what the teachers are teaching there so he takes the data from country A and from country B.
 2. **Interpretation:** Here the researcher is interested to know what is the historical, political, economic and social context with in which that school is imbedded.
 3. **Juxtaposition:** Here the researcher will establish the similarities and differences among the two countries
 4. **Comparison:** here the research will actually compare the data and see how different factors similarities and their differences such as historical social economic or political are affecting the education systems.

Topic 53: Bray and Thomas Framework for Comparative Education Analysis

This model was presented by bray and Thomas which is very popular among the comparative educational researchers. This framework deals with three dimensions

3 dimensional Approach:

Geographical location

The geographical location includes:

1. World regions /continents
2. Countries
3. States provinces
4. Districts
5. Schools
6. Classrooms and individuals

Non-locational demographic

The Non- location demographics includes:

1. Ethnic groups
2. Age groups
3. Religious groups
4. Gender groups
5. Other groups
6. Entire population

Aspects of education and of society

1. Curriculum
2. Teaching Methods
3. Educational finance
4. Management structures
5. Political change
6. Labour market
7. Others

Comparative spatial dimensions can be:

1. Geographical
2. Social cultural
3. Political and economic
4. Socio-political space vis a vis collective international space
5. Culture
6. Cyber space
7. Communication technologies.

Topic No 54: Comparing Places: Notion of Space**Geographical units:**

- Comparison among the countries. Classification based on colonial past: Sub- Saharan Africa (British, French or Portuguese colonies).
- Shared religious belief and political history. Silvoa et al. (2007) six newly independent countries of central Asia and Azerbaijan.

Regional Economic blocks:

- West and Central Europe; North America; East and Southern Asia and Southern America.

- The researcher can also look at the countries that come across through some political deliberation like European Union, EPIC and OCED.

Lesson No 10

LEVELS OF GEOGRAPHIC AND ENTITIES I**Topic No 55: Levels of geographic entities as unit of analysis:**

Geographical dimensions can be divided into 7 levels. Beginning from the highest level of the world region/continents to the lowest level of individuals

Levels of geographical entities are:

1. World regions/continents
2. Countries
3. States and provinces
4. Districts
5. School
6. Classroom
7. Individuals

When we study this research it focuses on one of these levels. The thing to remember is that although the focus of study might be at a specific level yet when you're doing research or when your interpreting research this has to be seen in broader context in which the things are imbedded.

Assumptions

At a certain point the comparisons researcher plans to make are based on some assumptions of similarity. Those common features can be language, political organization, and history, and economic system, national and cultural ambition.

Topic No 56: Level 1: Research across Regions/Continents**Terms identifying regions:**

- Balkan states,
- European community,
- Caribbean,
- South pacific
- Asia pacific

These are example of how different countries are merged together in a region and researches conducted among these regions are known as regional research.

Allied macro-level work focuses continents instead:

- Africa
- South America
- Asia

Example of Region as unit of comparison:

- Three regions: European Union, NAFTA & APEC.
- NAFTA (North American free trade agreement) had 3 members, EU had 28, APEC (Asia pacific economic cooperation) had 21 but several located outside Asia pacific region.
- The survey showed that APEC was found more diverse, having distinct culture and religious differences.
- Consequently they have broad diversity if educational systems and provinces.

Topic No 57: Challenges in Regional Research

Regional grouping in quantitative research may mask intra-regional disparities:

- E.g. Middle East and North African region (21 countries grouped by World Bank 2013) there is huge diversity among these countries.
- E.g. Algeria 38.5 million people in 919,595 sq. miles on the other hand in the same block Bahrain 1.3 million in 267 square miles.
- The difference between economic filed we have UAE: GDP US \$ 42,384 and Yemen: GPD US \$ 2,485.
- Use of term “region” maybe a result of geopolitical forces values of researcher. They are dynamic not static.
- Awareness of and sensitivity to the plural identities within and across regions.
- Clarity regarding the similarity/differences across regions
- Caution in the interpretation of data
- Caribbean, European, Mediterranean- not natural but social constructions.

Topic No 58: Level 2: Country as Unit of Analysis:

Country: A dominant unit of analysis

State is an independent political unit, occupying a defined and permanently populated territory having full sovereign control over internal and foreign affairs. The concept of country is synonymous to state

Nation is a group of people with a common culture and territory, bound with a strong sense of unity and having shared beliefs and customs

Issues regarding country based research:

1. National school systems exist within the context of unequal power relations among nation
2. Regional variations in different regions having different issues
3. Difference in international migration flow
4. In certain countries there are certain nationalist and separatist movements
5. Proliferation of NGOs

Topic No 59: Research across Countries

You can choose a number of countries based on the illusory commonalities (the things which are in front of you which show commonalities) (Silova et.al 2007): 6 newly independent states-role of education in social cohesion. A detailed analysis was done. Soviet legacies were analyzed. Pre-post soviet legacies: variation in degree of educational deterioration owing to their political and economic pathologies. This researcher analyzed that Uzbekistan and Turkmenistan's education crises were at tipping point and Kyrgyzstan and Tajikistan's educational systems: in middle tier. Azerbaijan and Kazakhstan: secular educational systems, deteriorated but not in yet crises-illusory commonality differences

UK & Brazil

There was another research done in 2009 or 2007. The researcher compared UK and Brazil and they looked at the inclusiveness of the educational system of UK and Brazil. Inclusiveness means the ability of the Educational system to take in different diverse population with in the education and give them equal opportunities for learning. It showed illusory differences but it also shows significant contextual commonality. Brazil was focused on the failure of socially and economically underprivileged children. In UK they focused on multicultural education to discourage prejudice and racism (Canon, 1995). Parallels in the role of teacher's perception in the selectivity of education systems. Perceptions of the teachers in Brazil were different from the perceptions of teachers in UK. This has an impact on the outcome of students.

Topic No 60: Large Scale Cross National Comparisons and Challenges

International comparisons:

Cross-national research is the technique of analyzing an event or process that takes place within a country, while comparing the way that event or process takes place across many different countries. Cross-national research may be qualitative, or it may be quantitative. Global interaction increasingly exaggerates similarity in the presence of uniqueness (Hantrais, 1999)

Challenges in cross national comparisons:

1. Convincing reader that the unifying characteristics/features across the region, school, country or context are accepted by members

2. Demonstrating substantially similar/different/ unifying feature
3. Showing that these similarities/ differences are educationally important
4. It is difficult to obtain systematically comparable and equivalent data
5. Differences in structure of education across countries (age-entry-completion)
6. Institutional distinction between primary and secondary schools
7. Making references to listing of country (when certain communities within a state like the French community in Brazil are neither country nor nation-state) England not a country but a sub national region of UK

Taking country is a unit of analysis is legitimate practice but also challenged-power differences-inter nation

Lesson No 11

LEVELS OF GEOGRAPHIC & ENTITIES II**Topic No 61: Level 3: Research across State/ Provinces**

U can take state and provinces at international level and there is also a composition of special administrative regions of which include Hong Kong and Macao. SARS have their own legal system and currency and they are working under broad authority of a country. When you are working under state level or provincial level , it is very useful in those country where there is a higher level of devolution , e.g. if you look at America, if there are different systems working at different states of America , then it is very useful to conduct research at state level rather than sinking it as one. So this enables you to pay attention to the differences within a country and to capture them in more detail

You can do research in two ways either on state level or on provincial level. One is you take America or UK for instance and you comparison them within states. For example in Pakistan comparison of Sindh with Punjab. And the second is you compare the province with the province or state with other country. So that kind of comparison is also possible depending on ur logical argument about what are the common features across those provinces in the true countries that allows you to draw comparisons in their education systems but they should have sufficient similarities so that their comparison possible across nations.

Example of a study:

It's about quantitative study conducted in 1999 they wanted to look at the mathematical and reading skills of American students and they wanted to see how their student fear with the rest of the world so they took 11 countries and they conducted this research and they combined the result of all the states and compare them with other countries and they realized at the end that their results were not meaning full and not very helpful in making policy makers.

Next, they took every state as a separate entity and compare every state results with other countries so by taking one state as a unit of analysis they came to know that which state is doing well and better in relation to international standards however, compare every state result with another as some issues:

- keeping now and comparing now the state which has different dynamics with the other country so that they are able to learn know how state are doing in relation with other countries is fine but country is country it has bigger unit it has different political and economic dynamics and comparing them with provincial level it will have some flaws in the study.
- Intra country diversity ignored.
- Age of a student is also matter in cross- national comparisons. If the student age level is different across countries then it will affect the educational outcomes.
- Educational governance is also play a part in it.

Topic No 62: Subnational Research: Brazil and Thailand

North- eastern regions of Brazil and Thailand are compared the different diversities across regions and it was a very intensive research because they look at geographic and economic conditions, cultures, migration patterns, religions and educational philosophies

The similarities and difference between these two north eastern regions were found to see what impact they are having on their educational systems and they realized that these two regions are the poorest regions of the whole country and their education level is very low as well.

There were similar patterns of neglect- exploitation. Whatever benefits are coming through the policies of IMF, their development fund were geared towards other regions however, the restrictions due to this policies were directed toward these two regions so it's very clearly seen that these two regions are exploited

Analysis:

These Similar dilemmas that were identified though a comparison somehow would have been missed if an aggregate comparison at national level would have been done. In this time, intra national or sub national is very important to see what is going on at a micro level.

Topic 63: Level 4: District as Unit of Analysis

District as unit of analysis is very useful when there is a difference or diversity across educational systems at intra provincial level. When there is diversity under province, looking at the district level data and comparing education system at district level is very helpful.

National level data are masked the differences at provincial level because they aggregate data in a way that the district level disparities are often masked. So district level data gives you the closer look of the ground realities.

HONG KONG _ SHANGHAI:

Hong Kong is a special administrative unit working under china as his own legal system and currency and its work under the constitution of china and Shanghai is fast becoming an economic place where lots of economic activities are taking and its becoming a financial hub as china is opening up to the world

Despite the similarities, Hong Kong and Shanghai can be compared in terms of how busy their economic markets they are, however they are total different in their political orientation, in Shanghai, the policies system is more socialists and honking system is more capitalists

The study conducted to see how this political orientation is represented in their history curriculum and they realized that both the cities curriculum reflected their specific political orientations however these orientations are now converging means now they are getting similar and this similarity is because in their curriculum topics were included so the students are more globally aware. Hong Kong is also working with china now and the national chinese identify were emphasized there a lot. So, Both Shanghai and Hong Kong are working under same system. Although Hong Kong was working as an autonomous administration regions and Shanghai is working under china

Topic 64: Research: Mali, India and Pakistan**Southern Mali:**

The ethnographic research is conducted there and in-depth comparisons of four communities were checked. When you conduct ethnographic research, the researcher should be present at the context, live with the people for at least six months or 3 months. The researcher realized in these four communities that women literacy was effected by the role of culture and religion so how much interest women was taking , how much space they were given to attend schools , all dependent on the culture and religion of the places which was very difficult for the women to pursue literacy.

Gujrat, India:

This study was ethnographic, taking three areas in district. This study was looking at the diversity of primary schools within districts so to capture the diversity; researchers took one school from rural area and other from tribal areas. So they had comparisons about rural, urban and tribal areas. The outcome of the research was that the policy making the context of the given place must be taken into account because in this district, there were present a lot of sub-district variation. So there is a lot of heterogeneity for educational process within a district. Recognition of various educational contexts is also very important

Pakistan

This research was conducted taking 9 districts of Punjab. They wanted to look at the quality of the education in public and private secondary schools. This research indicated certain similarities that occurred across these 9 districts.

The findings of the study revealed that private schools have better infrastructure, academically and professionally more qualified heads and teachers and trained staff

Issues:

Issues in both the sectors were:

- The opportunity for professional development were constrained ,
- They both suffered from credible examinations and
- Textbooks under use were not properly aligned with the objectives of the curriculum

Topic No 65: Level 5: Research across Schools

Whenever you take school as a unit of analysis, the focus was on institutional culture which is comprised of specific communities, who are the people in school, who has been given access, who are the main actors, whatever has been done in the school, whatever is implementing and whatever the practices are implemented in the school. So institutional culture is an essential part of educational research. Whenever you take up schools, keep in mind that schools are not isolated from the socio-political and socio-economical conduits prevailing in the contexts within which they are embedded, so schools do reflect to a certain extent whatever happening outside, and they can do this in many ways. One way is hidden curriculum; hidden curriculum involves communicating value to the students through punishment or rewards.

To take school as a unit of analysis, take schools within the same country, province or district depending on the purpose of your research and context must be kept in mind.

Logic of selection should be very clear. You can also take schools from some other countries for cross national study but it should be taken within similar states.

The study is conducted in Israel; sample was 104 Jewish-secular schools. They wanted to see that how much similarity or diversity were present in these schools, now Israel does have the centralized policy, it gives guidelines for the national curriculum which has to be implemented throughout Israel and they find out that despite working on the same curriculum guidelines there were sufficient diversity across the schools because how those curriculum guidelines were interpreted and implemented in the forms of teaching practices. Centralization does not mean homogeneous.

The study is conducted in Singapore and Australia, the researcher wanted to see how much internationalized curriculum is being used. They revealed that how much the schools are independent in Singapore and Australia. Singapore schools were more sensitive to economic globalization, independent, non-religious but they were working under Ministry of Education while the Australian schools are more conservative, mainline protestant and totally independent.

Basically, external and internal forces shaped the curriculum.

Topic No 66: Level 6: Research across Classrooms:

In comparative education, classroom based research is not so popular because it is on micro-level but now it's getting importance because people has come to realized that whenever we talk about educational outcomes that we need to understand the process variables e.g. teacher-student interaction, how teachers teach in classroom etc. need to view these things if you need to bring the positive change in classrooms. Classrooms are the brain of the school.

Importance of actual classroom practice is very important because in this way we will come to know about the effectiveness of schools.

Multilevel modeling of tacticians also increases the importance of classrooms. Multilevel modelling is a comparison of different levels of quantitative analysis and what a relationship between these levels is. Multilevel models are statistical models of parameters that vary at more than one level and it facilitates the analysis of hierarchical data and this has drawn attention of the policy makers as well.

Now interesting yet challenging domain of investigation, especially after emergence of virtual classrooms is how you define classroom. Classroom concept is changing because of e-learning and new venue of research is opening.

A comparative study:

In this study, the researcher compared reading lessons in France, Guinea and US. They took France and Guinea because of their colonial relationship and USA for contrastive purpose. Concept of lesson is different in these countries. In English countries, concept of lesson is something which you covered in a period of 20-30 minutes class while in Guinea, if chapter is continue for three or four days then it is called a lesson .

The study exemplified multilevel approach to comparisons. So the conclusions teased out the similarities and difference between these countries

Lesson No 12

LEVEL OF GEOGRAPHIC AND ENTITIES III**Topic 67: Level 7: Individual as unit of analysis**

It is the lowest level of unit of analysis. When you do research on the basis of individuals it may have multidisciplinary orientations e.g. on which social context they live, how teacher student interact.

Till now all the research's that have done, it is on psychological level e.g. attitude, emotional level, professional inspiration. When you take individuals for research you can collect data via personalized reports, impersonal large-survey scales and inept interviews.

Many researchers wanted to find out that what the impact of culture on children's attitude is. So they examined culture influence on pupil's attitude, classroom practice and learning outcomes in England and France. This study observed the potential significance of cultural difference for educational outcomes France was using undifferentiated systems while England has more differentiated systems e.g. in the schools of England, some students know the lesson very well which teaches taught in the classroom and some students doesn't know about the lesson very well . English students were more indivilistics, they share their ideas freely, they tell about their choices more, they were expressive and initiative as well while French students seemed restricted themselves to the given instructions and very less expressive. Learning outcomes were also different. This study also reflects teacher's different culturally based expectations about pupil's achievement and teachers have different views about the goal of education.

Topic 68: Comparisons across Levels

There are many ways of comparing education across levels. To achieve more and complete and balanced understanding multilevel comparative analysis is good. It is so comprehensive because that capture the whole process of what is going on. E.g. check the alignment between primary and secondary level or focus on one level and check their effects on others. It is more comprehensive and facilitates accurate presentation of the addressed phenomenon. Its dominant form is principally confined to individual, classroom and school level, or to any educational level within a classroom

Study showed that the concept of educational quality is highly constant, it differs from place to place or country to country although in comparative research we try to define the construct very clear but it is important to keep in mind that country's customs, practices and policies can be neglected because these have the impact on the quality of research

Topic 69: Challenges in Comparing Places

Several challenges are there in comparing places and they are:

1. While identifying the parameters of comparability, researcher need to be sensitive to the axis of variation.
2. Homogeneous and equivalent units of comparison may lead to imbalance and misleading interpretation of data.
3. Discrepancies in size and context are significant and deserve consideration.
4. Small-scale studies tend to dis-engage with the macro level context in which they are embedded.
5. Cross-fertilization from other fields.

6. Multidisciplinary collaborative research must be undertaken for a complete picture.

Topic 70: Comparing Education Systems

To concentrate in an education system is a very common phenomenon and there are several books doing that. Many researches have also done and encyclopedia is also giving information about education systems across the world.

Whenever you concentrate on the system, keep in mind that within a country there are several education systems working at the same time. In Pakistan, there are many subsystems in education and other systems that are not fall in Pakistan education system. So the focus can be intra national also, you check what education systems are working in Pakistan and then compare them to each other and it can be cross national.

Educational systems are not centralized in many countries and so generalizations are avoided as well.

Generalization is also possible if there is a unified education system but that is misleading and missed the opportunity of conceptual understanding

Defining education system:

Educational systems are comprised of institution that operates together within a common legal and administrative framework. The systems which are working under administration, functionally less independent, matched curriculum and controlled by a central body are known as systems.

State education systems:

National wide systems can be differentiated also, t can be possible that there is a border system and under that there is a constellation's of different groups of work.

So state education systems exercise certain control and that control is a blessing for comparative education because the way they can curtail their research and narrow it down and supervised at least partly government

Educations systems are dynamic, they kept changing, many institutions will add many will leave, even in the context of Pakistan also, any education system must be seen as a dynamic system

Topic 71: Educational Systems in China: Mainland China

Comparing because to understand the mechanisms and to understand cause and effect relationships

Main land china:

- Population 1.3 billion
- 220 million attending schools and colleges
- 289 cities within mainland China
- Observed as amazingly uniform education systems that has been emplaced in 1990's

Education systems are not static, they are kept changing and that changing may be due to the internal reforms e.g. you see that this concept is not good according to the local concept so you changed it. So, education systems are always evolving slowly according to the time

- Now in mainland china, system was unified but there are variations occurring because of the certain reforms that have taken place.
- One thing is different than combination of school at different levels are different. E.g. primary oils 1 to 5, or 1 to 6, lower secondary or higher secondary differentiation.
- There is also contrasting conditions in rural as compared to urban areas.
- Different structures, curricula and outcomes.

Key schools

Key schools in china were allocated with best resources to serve the most capable pupils because state only invest money on those young generation which can serve for the prosperity or success of that country. They focused on “Education is not for all”. Key schools are still operating in China and total 5% of the population of china is studying in this school. These schools are the center for in-service training and for experimenting curriculum innovations.

Diversity:

There are schools for minorities,

- Total 55 minorities
- Bilingual education used as a mother language.
- Proliferation of private schools, 5.4% of the students over here go to the private school.

Topic 72: Educational Systems of China: Hong Kong

Hong Kong is comparatively a small place and it has a population of only 7 million. It became British colony during 1842. Hong Kong began to evaluate and reform its existing education system after China regained control of Hong Kong from the British in 1997. It has single education system, but within a school system there are several subsystems. While under British rule, three types of schools emerged, all of which still exist today: 1) government schools (funded and operated by the government), 2) aided schools (funded by the government and operated by voluntary groups), and 3) private schools. Non grant private schools have greater flexibility in curriculum and other domains. There are many international schools present in Hong Kong swell they are Swiss schools, French schools etc.

- If we divide schools as a medium of instruction then there are two schools.

- 1. English in Anglo- Chinese Schools.
- 2. Totally Chinese in Chinese medium schools.
- Duration of school is also different. Kindergarten is followed by six years of primary school, five years of secondary school, and two years of senior-secondary school and 3 three years of university education but after the reforms in 2009 they are changed into 6 years of primary, 3 years of secondary, 3 years of post- secondary (a – level) and 4 years of university education.

Lesson No 13

COMPARING THE EDUCATION SYSTEM ACROSS COUNTRIES

Topic 73: Comparing systems: Education systems in China (Macao)

Now let us look at how Macao's education system is different from Mainland China and Hong Kong.

Macao:

- Population: 560,000
- Macao is spread over 28 square kilometers only and until 1557 it was a Portuguese colony.
- Although there is a serious effort for building Macao education system.
- Still considerable internal diversity remains.
- In 1557 under Portuguese, school catered only 10% of population.
- 1990's it became a part of china.
- Its Transition model similar to Hong Kong.
- It has its own currency, legal system and control over education policy.

Schools:

- Gradually after this they had tried to work on the education system however there is still remains a lot of diversity.
- Until 1990's small number of schools with Portuguese curriculum.
- There are some private schools which has no support, control or monitoring by government.

4 parallel systems:

We can divide the education system over there in four types:

1. Portuguese system
2. Anglo-Saxon system
3. Chinese traditional system
4. People's Republic of china's system.

- Labels partially misunderstood but Anglo-Saxon was imported from Hong Kong, not UK.
- Chinese's traditional model was imported from Taiwan.
- If we see the duration of schooling we will see that different schools vary in this duration of primary, secondary schools and what comes after.
- There is also a category of private and public schools.
- If we divide school according to the medium of instruction we can see another diversification like:
 - Chinese school
 - Portuguese school
 - English school

They are trying throughout to form unified Macao education system but there are some political issues and most teachers get training from other places.

Topic 74: Educational System in UK: Wales

UK:

- There is never a single education system in UK.
- Differences are coming from different historical roots depending on the nature of socio-cultural context.

Wales:

- It is politically incorporated with England during 19th century.
- This was the same time when in Wales there were also developing their own national educational system.
- 'Welsh' language was compulsory language in all state-funded schools.
- Separate body for public examinations implies.
- Underpinned differences in curriculum emphases.

Topic 75: Educational System in UK: Scotland

Scotland:

- Education system had completely separate identity.
- Compulsory education was first promoted in 15th century.
- There had been work going on since 1707 (before union with UK) that is why the education system in Scotland is quite distinct from UK.

Differences:

- Scotland's senior secondary education leads to higher examination. It is followed by 4 years basic university degree.
- Whereas in England the senior secondary education followed by 3 years basic university degree.
- In addition, there is a difference in duration of primary schooling.
- Inspection system is different
- Regulation on maximum class size is different.
- Nature of governance is different.

Topic 76: Educational System in UK: Ireland**Ireland:**

- Ireland was a part of England but the main part separated from UK in 1920.
- It developed national elementary system in 1830's.
- However the religious factors in Ireland have been very influential and their schooling has also been divided along religious lines.

North Ireland:

- It remained part of UK.
- It is very closer to the education systems of England and Wales but the secondary school system in North Ireland is selective which means ability based tracking of children.
- Whereas state schools in Scotland and Wales are comprehensive and open.
- England is diverse. It is nominally comprehensive but retaining selective grammar schools.
- North Ireland also has different regulation on school governance.

Topic 77: Educational System in UK: Similarities and Differences**Similarities:**

- We cannot say that these systems are completely different from each other.
- There is interdependency.
- All four territories belonging to the same political system.
- There are several common features which we can identify in the structure of education over there.

Differences:

- Similar functions performing differently.
- Similar institutions and structures performing different functions.
- Within education system there is definitely cultural differences.
- There is a difference in social relations.
- Emphasis on societal contents of education is different.
- Emphasis on training is different.
- There is a divergence in priorities and structures.

Topic 78: Education System in Pakistan**Pakistan:**

- In Pakistan 31% educational institutes are run by private sector.
- 69% are public institutes.

National educational systems:

In research the main division is:

- Private vs public
- Rural vs urban

Parallel systems of education in Pakistan:

In general division, we can see:

- Secular (private and public schools)
- Madrassahs
- Mosque schools

Private Schools:

- In private schools we can see international schools like American and British schools.
- There are education systems like beacon house system and city school system which has a centralized system.
- There is a difference in fees.
- Difference in curriculum.
- Difference in exams. Some schools are following cambridge exams and some agha khan examination system and some federal board.

Public schools:

- In public schools there are provincial differences.
- There are curricular differences.
- There are some model schools in public schools.

There are several other types of schools

- Some public schools own by NGO's or care foundations.
- Some schools systems are looking by both private and public.

Lesson No 14

LANGUAGES IN EDUCATION**Topic 79: Languages in Education & Social Capital****“A comparison of private and public school systems in Pakistan”****Social capital:**

In Pakistan, one major issue has been languages in education and we will see the division of English and Urdu medium in terms of social capital.

- Social capital is a network of social relationships.
- There is a lot of research that has been done by World Bank on social capital which shows that increase social capital overcome deficits in policy and information.

Education:

- It says that education increase the social capital because that is the place which gives you the opportunity to meet other people.
- However it is important to mention that equitable outcomes of education are not guaranteed.

Languages in Education:

- Languages play a pivotal role in establishing and maintaining social capital.
- Difference in languages may trigger inequality in multiple dimensions.
- Not having the access to the language of the group can limit relationships participation.

English language:

Now there is a question that when english is used as a medium of instruction in private schools so is it a stratifying factor? It increase or decrease the differences among people? We see this in term of social capital.

Topic 80: Social Capital Defined**Social Capital:**

Bourdieu (a French philosopher) has defined social capital as an attribute of an individual in a social context.

Forms of capital:

- Bourdieu theory says that in social space, individuals have not equal positions. It's a hierarchical space. This all depend on the combination of economic, social and cultural capital.
- It is to be understood that this somehow is a resource to that person to access certain privileges.
- Socialized individuals "habitus" becomes a tool of reproducing the given social structure.

Topic 81: The Study of Social Capital**Bourdieu's theory:**

According to Bourdieu theory:

- Social capital is essentially class-based and exclusive.
- Exclusiveness intrinsic to its survival.
- Membership to be enacted, maintained and reinforced.

Now the question is that do disadvantaged and dominated people have lack social capital? So the answer is yes can say that they have different types of social capitals so we are saying that social capital is a resource but there are different types of social capital with different levels of "performativity".

Types of Social Capital:

- Bonding capital
- Bridging capital
- Linking capital

We have drawn some theoretical perspective from Putnam and Volchok to explain how social capital in terms of languages.

Language and social capital:

- Language is a primary tool to mediate in social context.
- It plays crucial role in reproduction of social relationship.
- Language can be socially exclusive and inclusive as well.
- It can be leverage institutional power.
- It enables cross-cultural communication.
- It reflects ideological bias.

Topic 82: Differences as Deficit

The Doxa:

Doxa is a concept of Bourdieu theory in which we see what are the common sense and things to categories each other.

- It's a tool to explore the taken for granted beliefs and assumptions in the context.
- This doxa looked at the language-based stratification.
- There was a dichotomy between “Urdu-medium” vs “English medium”.
- Language difference was controlled into an ideological bias.
- This bias also generated inequality.
- These are titles when you say someone that you are English medium or Urdu medium.
- Defining titles itself is related to power.
- It creates space for transformation

It's only a matter of difference of languages but because it is related to power and economic differences, this has led to a kind of change and difference in to defecate for these people. However having said that we should keep in mind that for identification of these things, there is a possibility of a change.

Topic 83: Opportunities for “crossing over”

Now have a look on Language based opportunities for crossing over in the sense of bridging social capital.

Bridging capital:

- We see that students who knew English language there was a distinction of privileged for them.
- They talked about it as crossing over, there were lots of opportunities.

Advantages of learning English:

- They had more attention from peers and teachers.
- Learning of English permit to trespass class boundaries.
- Acceptance in elite class.
- Connection across groups.
- More access to co-curricular.
- Gaining leadership status.
- English as a gate keeper to imagined community.

- Urdu used but lesser appreciated as a means to bridging capital.

Topic 84: Linking Capital: Recognition and Voice

Linking capital means linking with people who have some sort of power who can bring you job opportunities or special recognition. We found that the English mediums had enhanced opportunities.

Speaking English:

- By using the english language they felt coercion into making favorable decisions.
- It helped in dealing with difficult situation.
- They felt in power.
- Being selected as a leader.

Lacking fluency in English:

- Students who had limited english language skills they also had limited career opportunities.

Lack of access in linking capital:

- Research shows that very interestingly when you come into the social sector for work like health sector and when doctors don't know the regional language it leads to a disconnect.
- There is a disconnection between doctors and patients.
- There is a limitation of choices for physical wellbeing.

Lesson No 15

TRACKING SYSTEM IN GERMAN AND AMERICA**Topic 85: Language in Education and Social Capital**

Now let us look at how languages in education affect social capital in a comparative perspective specifically if we are talking about bonding social capital.

Bonding capital:

It means the feelings of affiliation which you feel with your close friends and family circle.

Urdu:

- Research shows that if urdu is very popular in bonding circles, if urdu is your first language then there is a strong bonding with close friends and family.
- For clarity in mutual understanding, people use Urdu or regional language.
- People feel strong bonding with urdu because it is a national identity.
- Regional language is also sort of an identity.
- There was a kind of conflict and price paid with “dislocation” for the people who learn English language.
- We see with the learning of languages there was a shifting of identities.
- There was a conflict at intermental plane.
- English seems to intersect with existing bonds and erode them siblings.

Topic 86: Implications of Languages in Education—The Private and Public Schools**Languages in Education and social Capital:****Acceptance of linguistic diversity can:**

- Strengthen social capital.
- Enhance individual and collective agency.
- However we see in comparative study in Pakistan the hegemony of english was in sharp contrast to sociolinguistic reality.
- One side there was a widespread use of english in institutions.
- But on the other side there was limited access.
- In the result there was an unequal opportunity to develop social capital which can help people.

Public school graduates:

- Participants were clearly disadvantaged in bridging and linking social capital.
- National language policy mediated access to different types of social capital.

Private Schools graduates:

- Most advantaged.
- Language barrier changes from symbolic to real one when a doctor fails in communicating in local language.
- Bonding capital is more useful to the english medium as compared to Urdu medium.
- We see in the comparative research in Pakistan's context in terms of languages in education that how the large majority of people are being marginalized by the specific use of language policy of Pakistan in educational institutions.

Topic 87: Why Study Educational Systems?**Comparative Education research****Systems:**

Systems are difficult to define, yet prominent unit of analysis. There is a tendency to compare systems at country level, sub-national level and cross-national levels.

Study Comparison:

We identify the elements which converge and diverge despite common overarching framework.

We understand the differences and examine the diversity.

Themes of investigation

- Role and impact of regulatory mechanism.
- Power distribution
- Role of external examination.
- Language policies and ideologies.

Topic 88: Tracking in German Schools**Tracking system:**

It is segregation of students on the basis of perceived ability.

Tracking system in German and American schools:

It is systematically different but there are same issues and consequences.

Purpose of tracking:

It intends to improve the quality of education given to the students; you provide a tailor-made curriculum to the intelligent student which curriculum is intellectually challenged but for other students you provide curriculum according to their abilities. Overall it is meant to give a sort of efficiency to the whole education system.

German schools:

- Tracking in grade 7
- Whole system is legalized.
- Parents can file a petition.
- Generally consider fair.
- Access to different schools.

Topic 89: Tracking in American Schools

- There is no official tracking system but the system exists.
- At primary level children grouped on reading and math skills.
- Around grade 8 students are segregated on the basis of ability.
- Parents can challenge because of the informal system.

Difference in:

- Offering of subjects leading to university or curriculum differentiation.
- In America this segregation is looked down upon.
- Pressure of the elite for some sort of segregation-belief in above average ability of their children.

Topic 90: Issues in Tracking System

Tracking in American and German schools.

Issues in tracking System:

- Disproportionate representation of minorities in the lower track.
- Inequities of race and gender.
- Disproportionate numbers of low socio-economic status students in low ability groups.
- Status based sorting instead of ability grouping.
- Low achievers remain unchallenged, highly repetitive curriculum subjected to inexperienced or unqualified teachers.
- Closing doors of opportunities for a large number of students.
- Lower track loses the individuals with highest ability thus average human capital is reduced.
- Transitions between groups hardly occur.
- Attitude towards school might be interpreted as ability.

Lesson No 16

THEORETICAL PERSPECTIVES OF COMPARATIVE EDUCATION

Topic 91: Comparing Times

Now let us look how time can be used as a unit of comparison in comparative education research. Study of time is not as simple as that, so whenever you are reading research keep that in your mind.

Time:

- **Ordinal sequencing**
 - We can see time as ordinal sequencing.
 - Recognition of sequences may vary by different individuals.
- **Duration:**
 - We can also talk about time as duration.
 - Duration like one year or two years etc.

Types of time:

There are lots of types of time:

- Geological time
- Biological time
- Astronomical time

Time as a unit of comparison:

- **Personal time**
 - Subjective
 - Relative
- **Historical time**
 - Relative
 - Historical consciousness involves linkages
- It is individual's perception in the context of historical time.

Compare:

In comparison of time you can compare time:

- As a freeze frame.
- You look at the movement or passage of time.

Topic 92: Historical Approaches to Comparative Education

- Historical approaches provide lenses or frameworks to compare, explain and interpret historical phenomena.
- Grounded in local histories but embedded in larger contexts.
- These can be narrow and focused-theoretically oriented.
- Richer if interdisciplinary.
- Historical perspectives as a flow of time and you can pick up traces.
- They allow you to conceptualize the formation of ideas and formation of knowledge.
- It also tells you about different forces and their interaction.

Periodical Trends:

- Popularity of positivist social approaches from late 1950s onwards.
- Attractions of neo-marxist approaches from mid-1970s.
- Appeal of neo-liberal and post-modernist view points from 1980s.
- Other broader influences i.e.
 - End of cold war.
 - Post-colonial realities.
 - Revolution in technology.

Topic 93: Theoretical Perspectives in Historical Approach

Let us look that which theoretical perspectives are used when you compare times.

- Majority of historians adopt a theoretical position.
- Others use electric theoretical stance to the topic under investigation.

Theoretical insights:

- These insights often derived from disciplines.
- It involves theories or concepts for limited or more general applicability.
- These theories/concepts provide lenses or medium to select, organize and interpret the historical material.

Major perspectives:

The major theoretical perspectives that use in comparative education is as follow:

- Dependency theory/world system analysis
- Poststructuralist
- Postmodernism
- Post-colonialism
- Neoliberalism
- Marxism/critical theory
- Feminism

These theories help us to explain historical data or comparing time in comparative education.

Topic 94: Critical & Feminist Theory

Critical & Feminist theory is commonly used in comparative educational analysis.

Marxism/critical theory:

Let's look at critical theory from the Marxism point of view:

- It emphasizes economic factors.
- Its agenda is that by emphasis these differences or injustices, it wants to bring about political and transformative intentions.
- Critical theory emphasis on social class difference in educational policy and practice.

Feminism:

- This theory challenged naturalization of gender-based discrimination in education.
- Its goal is to define and achieve equal political, economic, cultural and social rights for women.
- You can also look at time and curriculum as process and product.
- There is a critique that there is over emphasis on these aspects.

Topic 95: Post-Structuralism and Post-Modernism Theory

Post-structuralism and post-modernism theory is also commonly used in comparative research in which time has been a unit of analysis.

Post-structuralism theory:

- It is most recent development.
- It has gained popularity in academic circles over past few decades.
- It encourages subjective 'deconstructions' of policy or practice being at odds with historical statements of intention.

Post-modernism theory:

- Post-structuralism and post-modernism are very close together.
- It provides salutary corrective to rigidly linear and exclusively reasoned-based views.
- This theory emphasis that we need to have a flexible approach.
- It should be multi-dimensional.
- It provides impressionistic appreciation of realities in educational contexts over time
- There are also longitudinal studies.

In any case post-structuralism and post-modernism theories take you more in to qualitative research and they are very important theories which guide comparative educational research where time is used as a unit of analysis.

Topic: 96 -- Post Colonialism

- Post colonialism theory is also commonly used when times are compared.
- It emphasizes on the evils of colonialism.
- It sees the residues of colonialism in education processes and products.
- Neo-colonialism being participated in economy-related ways or the use of language in education.
- The power that the nations maintain over other nations on the basis of their economic and technological power, this is called neo-colonialism.

Criticism:

At times the researchers might over-emphasis on political correctness and on national ideals. That's why they miss the thing which is might not a product of colonialism.

Never the less, post-colonialism is an important theory that has been used in research in comparative educational studies.

Lesson No 17

COMPARING TIMES**Topic 97: Neo-liberal/Managerial Approach**

When time is used as a unit of analysis in research, the theory which used is Neo-liberal/Managerial approach.

Neoliberalism:

- Neoliberalism says that market forces and the competition of market improve the competition and quality of education.
- It seeks historical evidence.
- It recommends minimizing government 'interference' in education.
- Less interference of government has advantage for education.
- The basic concept of neoliberalism is that private education should run and this improves the quality of education because of competition in market.
- It suggests recognition of positive values of the operation of market forces in education.

Critique:

- Adherents treat education as a marketable commodity.
- They use education as a business, not as an encounter or experience.
- There is an issue of incensement in fees in private schools.
- Another role of education is also to enable people to critically think about market forces to challenge what's going on but this thing will not exist in schools because everyone conform the structure of market.

Topic 98: Characteristics of Modern Historical Analysis

Let us look at the characteristics of modern historical analysis when time is used as a unit of time.

Constructs:

- The researchers which take time as a unit of analysis they know the construct/concept of gender, class and race is time bound and it's evolving.
- Its meanings and generalization change over space, time and context.

Concern for evidence:

The researchers which take time as a unit of analysis are very concern about evidence like:

- Use of colligation
- Primary sources
- Process sources
- Primary evidence
- Use of triangulation

Arguments:

In any case when you are looking at research in terms of time, an important thing to remember is that these arguments are tentative and there is a possibility of other interpretations.

Historical approach explores:

- Provenance
- Impact
- Significance of events
- Movements or ideas

Clarity in purpose:

- When you go out for research there should be clarity in purpose.
- Lack of clarity makes comparisons dismissive.
- Predefined theoretical constraining.
- Interpretations tentative and argumentative so casual relationships.
- Predilection of historians to find connections between school developments with broader variables.

Topic 99: Strategies for Comparing Time

Units of comparison:

The most commonly used units of comparison are the nation/state.

Alternative units:

Alternative units of analysis may be:

- Culture
- Values
- Curricula
- Policies
- Ways of learning
- Types of schools
- Communities
- Resources and facilities etc.

Structures of analysis:

1. Diachronic
2. Synchronic
3. Quasi-synchronic/quasi diachronic

Types of analysis:

1. Diachronic:

It explores the result in terms of:

- Narrative
- Chronological
- Temporal clarity

- **Possible dangers:**

- Exaggerating past for narrative sequences
- Leaving important details

2. Synchronic:

- Represent static snapshots
- Detailed analysis and explanation
- **Danger:**
 - Occurrences in intervening period may be undervalued

3. Quasi-synchronic/quasi diachronic

- Capable of combining the virtues of the two extreme forms
- Continuity as well as detail
- **Danger:**
 - Patchiness of coverage

Topic 100: Problems in Comparing Time

Researches have these following issues in comparing time like:

Sources:

- Access especially to government archives
- Incompleteness
- Critical eye on nature and variety
- Reliability of evidence

Interpretation:

- Judgments of responsibility/agency
- Judgments of potency
- Interpretation of significance
- Interpretation problems can be fixed through triangulation. They can use:
 - Multiple methods
 - Multiple researchers
 - Multiple datasets
 - Multiple theories

Periodization:

- Beginning and end-dates

- Optimal duration
- Links with other histories

Topic101: Comparing Race, Class and Gender

- These are one of the most significant categories that are used in comparative educational research.
- Underpinning educational inequality and inequity.
- Significance of race class and gender are highly dependent on social context.
- Class impacts on educational equity.
- Gender may structure different educational expectations across diverse societies.

Gender:

Studies observe:

- Impact of gender on educational experience
- Hidden curricula
- Gender representation in curriculum and resources

Race and class:

- Race, class and gender lead to complex interplay of discrimination.
- Without attention to their relationship policies and programs are unlikely to succeed.

Topic 102: The Fluidity of the Concept of Race and Ethnicity

Race:

- Race is a perceived physical and intellectual difference across groups.
- This is the premise of race; which means these differences are seen as biological trait.
- This is seriousness of the category.
- Individual identity or sense of self is fluid.
- There is a concept of intersectionality of race in “Critical Research Theory”.
- Other argues that race is a major factor in individual access to opportunity.
- Critical race theorists elaborate it as a hurdle to equality.

Ethnicity:

- Approximates the concept of race while acknowledging:
 - Place of history.

- Language and culture in construction of objectivity and identity.
- The fact knowledge is contextual.
- Ethnicity has been used in countries where racial binary failed to:
 - Incorporate and classify diverse population.

Lesson No 18

COMPARING RACE IN COMPARATIVE EDUCATION**Topic 103: Comparing Race in Comparative Education**

- Previously it used in terms of achievements under ‘racist epistemology’.
- ‘Racist epistemology’ means you believe that there exist racial differences embedded in the biology of people.
- This was to legitimate essentialist racism.
- This was there to establish white supremacy.

In USA:

- SAT was originally designed to perpetuate that immigrants and black are intellectually inferior for genetic reasons.
- In a research, Herrnstein and Murray (1994) also suggested that intelligence is race-based.
- Impact of genetic vs. Environmental factors still controversial to date.

Points of comparison:

- Unequal distribution of resources across races.
- Unequal educational achievements and experiences.
- Comparing race across times.
- Comparing race across different places:
 - More common within a state.
 - Racial uniformity across a country cannot be presumed.

Topic: 104 -- The concept of class:**Class:**

- Class is based on economic differences and that is the most common interpretation of class.
- Functionalist approaches stem with Emile Durkheim and its according class is natural way which uses to run a society. There has to be occupational independence so things can move on to society.
- Marxists see class as a binary concept:
 - Those who own means of production and those who don’t.

- Contemporary sociologist sees class-constituted in interrelated cultural and material contexts.

Common determinates:

Class difference is not just economic difference it in tales a lot of other differences which are:

- Occupation
- Education
- Wealth

Difference according to savage et al is:

- Economic capital
- Cultural capital
- Social capital

In comparative education mostly conceived as family background based on income.

Topic 105: Class-Based Comparisons in Comparative Education**Comparing classes:**

- They have been looking at within national, regional or local context.
- In some researches national indicators, GDP's and international educational achievements have seen.
- Class has been explored in a number of contexts in term of places.
- Social reproduction of inequality seen through teacher-student interaction.
- Curricula have been examined for material that suggests particular orientation towards social inequality or class.
- Academic achievements of students from different socio-economic background have been examined.
- In across time comparisons we see how the definition of 'poverty' fluid over time.

Topic 106: Exploring gender**Gender:**

- It is evolving and negotiated.
- It is not just biology.
- It is social construction.
- It is dynamic.

- Differences are contextual and disparity still exists.
- Relatively easy categorization.
- There is also a third gender.
- Gender equality in educational access and achievement has improved.

Research on parity of educational access can analyze:

- Difference between school enrolment or attendance of girls and boys.
- Gender parity change over time within a society.
- Comparison of different countries.

Topic 107: Quantitative Research in Gender:

Quantitative research can examine:

This research based on numbers and it has been very popular with policy makers because through numbers and percentages comparisons are easier. So at international and national level it tells policy makers what's going on.

Quantitative research in gender has been looking at:

- Educational attainment.
- Enrollment rate across different schools, cities or countries.

GEEI 2006 based on:

- Girls net attendance rate at primary school.
- Survival rate over 5 years there.
- Net enrollment ratio in secondary school.
- For sensitive indicators, there are indices which are called:
 - GEI (Gender equality index)
 - GPI (Gender parity Index)

WDE (UNESCO 2013):

UNESCO conducted a study across sixty countries; this is world inequality data base of education in which gender was one of the things they looked at:

- Primary school competition as an indicator of difference between boys and girls.
- Compares outcomes by wealth, ethnicity and gender across 60 countries.

We need to keep in mind that gender is socially constructed differently across racial and class divides.

Topic 108: Qualitative Research in Gender

Qualitative research in gender can provide us insights that quantitative research in gender cannot possibly. It is helpful for:

- Comparing experiences of different groups within a society
- Elaborating the extent to which girls attain “good quality” education.

Findings of ethnographic studies:**Ethnographic studies have shown us:**

How schools socialize student into gender norms. i.e.:

- Tolerance for rowdiness among boys.
- Complimenting girls’ for writing more than their numeracy.
- Teacher interaction with boys and girls.

These studies tell us:

- Student’s different educational experience due to gender.
- Diverse challenges for women of different ethnicities in universities.

Hidden curricula:

- Observable background knowledge and attitudes of students and teachers.
- Female’s visibility in textbooks and subservient positions.

Lesson No 19

GENDER PARITY AND EQUALITY IN EDUCATION**Topic 109: Gender Equality in Education****Definition and Measurement:**

We have agreed that gender equality within education is important but the basic issue is that how to define basic gender equality and measure it.

Gender parity goals:

- Usually goals are gender parity goals.
- These goals count numbers.
- They actually talking about achieving equal participation of girls and boys in all forms of education.

Gender equity goals:

- They are comparatively different; it's more or less qualitative.
- Ensuring educational equality between boys and girls.

Gender parity and equality reflected EFA goals:

- It says that eliminating gender disparity in 2005 and achieving gender in 2015.
- It is all about having equal number of boys and girls in school having the same survival rate and equal educational achievements but it does not highlight the issue of the discrimination faced by girls in socio-cultural or educational context.
- It is important that whatever measurement is chosen, it is chosen in a way that it ensures girls full participation and equal access to and achievement in basic education of good quality.

Measuring gender equality in education:

- It is conceptually demanding.
- It will necessitate focus on wider range of indicators.
- It will necessitate conceptual creativity openness to explore the range of pathways.

Topic 110: Gender Parity and Equality in International Goals

In Millennium development goals, Education for all or in UNESCO deliberation, there has been a lot of emphasis on gender equality.

Difference between gender parity and gender equality:

Millennium development goals, Education for all only talks about gender equality but international goals needs numbers for comparison so they have been focusing on parity more than equality. Sustainable development goals signed in 15 September 2015, its emphasis is also on gender equality and its deadline is 2030.

Human rights approach:

- All this discourse about how important it is to achieve gender equality in countries is based in human rights approach.
- Human right in education has basis in international law.
- It ensured legal states and commitment in international treaties.
- It is all based on comparative educational research that is all quantitative comparative research; this is the reason that in 2012 “Right to Education” becomes part of constitution in Pakistan.

Assessing progress:

You can take this framework of right and we can divide it into three dimensions. Let us look at the three dimensions of right approach to education are:

- Girl’s rights to education.
- Girls right within education
- Achievement through education.

Challenges:

There are a lot of challenges in terms of measuring the equality and parity across educational context like;

- Data collection.
- Its interpretation.
- Defining gender parity and equality in education.

Topic 111: Gender parity

In comparative educational research' gender parity looks at:

- Equal representation in terms of number of boys and girls.
- It also called formal equality and it reflects formal equality.
- Important thing is to look at number.

Numbers:

Numbers we can see in

- Enrolments
- Survival rate
- Completion rate
- Attendance

Limitations of parity indicator:

- It Measure access and participation but it does not talk much about processes within education because it see only physical presence rather than the quality of education.
- These are static measures though can be dynamic.
- It ignores contextual constraints.
- Subtle forms of discrimination ignored.

Topic 112: Gender Equality: Measurement: Dimensions of Gender Equality**Gender Equality:**

- One approach is to measure the gender equality is “Rights Approach” and though this approach we see:
- Are the girls given equal opportunities to realize full human rights to education, within education and through education?

Gender Ideologies:

- Girls faced the issue of gender ideology. Gender ideologies are the different naturalized roles of man and women that are there in the society which is marked as “culture”.
- Remember that your educational institutions are not isolated from your socio cultural concept.
- Gender based ideologies are encrypted in the institutions.

- It is unlikely to be removed unless clear efforts are made to rethink and rewrite the basic rules.
- Prevailing norms about men and women do, how they should act, what type of education they should get, they all determine the opportunities of boys and girls.
- Constraints present in girls environment which restricting their freedom to access opportunities.
- Gender inequalities are often institutionalized norms and process.
- Not all education that the boys and girls empower them. Sometimes they simply redirect them to the roles they already have in society.
- Pervasive social norms can lead women to internalize negative self-perceptions.
- Wider social opportunities beyond education shape different aspirations for boys and girls and this is an issue of rights through education.
- As a result, gender inequalities are perpetuated rather than challenged.

Topic 113: Three Fold Characteristics of Rights Approach

In the framework of rights approach there are three fold characteristics/dimensions which are:

1. Rights to education
2. Rights in education
3. Rights through education.

1. Rights to education:

When we talk about rights to education we can easily use gender parity indices to check rights to education because you see the

- Access
- Participation
- Survival

It is very easy, you can see in numbers.

2. Rights in education:

In rights within education you need gender-awareness in education. The awareness in teachers that what are the different forms in which gender equality can be masked. These things can be in your environment and process. The way teachers teach their students, and what's going on in the curriculum. If girls go through the same discriminatory process within education that they face outside then the rights within education will be violated. So in rights within education you can't measure through gender parity indices. You need detailed interviews and ethnography research.

3. Rights through education:

- In rights through education there should be meaningful educational outcomes.
- It can be measured in both ways like qualitative or quantitative aspects.
- That link educational equality with gender justice.

Topic 114: Gender Parity Index to Rights to Education:

Indicators:

Let us look at which gender parity indices are used for girls and boys. These indicators use internationally in comparative researches. These indicators look at:

- Number of boys and girls enrolled in education at each of different levels of the education.
- Intake differences in genders in grade 1.
- Number of boys and girls who survived up to grade 5.
- Number of drop outs.
- Regularity of attendance differences of boys and girls
- Number difference of boys and girls repeating years of schooling.
- They look at average years of schooling.
- Number of male and female teachers available in school.
- Literacy level for boys and girls, men and women. This kind of research we can see in ASER.

Thus right 'to' education is measured in terms of:

- Access
- Survival
- Attendance
- Retention
- (To some extent) transition between levels of education.

Lesson No 20

ISSUES WITH GENDER PARITY AND EQUITY IN EDUCATION

Topic 115: Issues with Gender Parity Indices

- Gender parity focus on numbers because taking these numbers allows gender parity indices to compare across country.
- The indicators of gender parity are not holistic; they focused on partially illuminates rights taking place within education.
- No indicators of rights through education.
- Provides little information about gender relations that takes place within education system.
- It cannot answer why and what factors can contribute to change in education and society.
- Exclusive focus on numbers has its disadvantages in terms of the numbers they are showing that you might feel there is a progress can be very superficial.
- Countries might at times hide real patterns of discrimination and disadvantage.

Topic 116: Rights within Education:

Gender equality indicators to rights within education;

Let us see how rights within education can be measured.

When you come to measure rights within education you are focusing on:

- Processes.
- Learning content.
- Teaching method and process.
- Subject choice.
- Learning outcomes (performance in examination).
- Thus focus needs to shift from product to process.
- Teacher/learner relationship.
- Peer/gender relationship.
- Gender curriculum representation.
- We need to locate the learners and their issues within their given context.
- Numbers only are not enough that's why we see a failure of parity index over here.
- We need to develop other indicators and we need to use qualitative research rather than quantitative research.

Topic 117: Rights through Education

Rights through education concept become clearer when you see two roles of education. One role is instrumental which means to gain education to achieve certain goals. Other role of education is intrinsic which means you want to become educated for education sake. No doubt that intrinsic role is important but instrumental role is important as well because you want to achieve certain goals but male and females achieve those goals; this is the concern of rights through education. Discussion over here becomes pertinent if you look at:

- The inequalities around you.
- We will realize the inequalities women face in public.
- Gender inequalities undermine gains of women in educational field.
- Male/female employment across different levels of education by gender.
- Gender differential in wages.
- Political participation.

Topic 118: Enabling Sustainable Gender Equality in Education

Sustainable gender equality:

Sustainable means the type of gender equality which we can maintain and it cannot retract or regressive.

- It entails tackling with gender ideologies that constrain positive freedoms.
- It is very important to put women back into the picture as right as right-bearers.
- This illuminates the impact of women's on not only others but also themselves. It means you are not only interested in the education of women because you want them to do something for the nation but also the reason of encouraging women education that they realize their potential, aspiration and bring change in their own lives.

Considerations:

- A multi-dimensional approach required.
- Enabling conditions need to be identified which allow girls to get and use education and become productive human being for themselves and for the society around them.
- If you are interested in the issues of equality of gender is that you need to be clear about the definition of equality.
- It is highly important for the sustainable gender equality that you recognize what are the barriers to women's equal participation.

Topic 119: Gendered Dimensions to the Inequalities Of Schooling; The Impact of Identities

There has been research which says that depending on your gender and gender identity it leads to certain inequalities within learning in schools.

Research in England:

- Research in England shows that how gender based inequalities affected the schooling experiences of girl and boy.
- This article discusses the average poor performance of boys in national examination as compared to girls.
- That was an issue that what the reason behind poor performance of boys is?
- Boy's poor performance led to a certain kind of discourses about masculinity that boys don't pay attention on education because might they think that they have masculine identity to go along with and reading a book is more girlish.

Topic 120: Current Issues for Equity in Education in England

We are looking at gender issues of equity and equality.

Schools in England:

- Less restrictive now, especially for girls
- Attitudes towards men and women are more open.
- Girls are doing better and in wider range of subjects in schools
- But women's average hourly pay is still less than that of men.
- Women still face real barriers to promotion to the highest positions
- Bear hugely disproportionate responsibilities
- Girls out performance in every ethnic/race group.

Issues of equity in England

Gender and ethnic origin	Higher grades
Indian girls	49%
White girls	47%
Indian boys	39%
White boys	37%
Pakistani/Bangladeshi girls	27%
Black girls	26%
Pakistani/Bangladeshi boys	18%
Black boys	15%

Lesson No 21

BOYS' UNDERACHIEVEMENT AND GENDERED IDENTITIES**Topic 121: Boys' Underachievement and Gendered Identities****Response to findings:**

When the finding of the several types of research that somehow concluded that the boys were performing worse than girls in national examination was disseminated so the response is following:

- A moral panic across the newspapers and government officials in which issue was raised that why boys are performing badly.
- Moral panic - as a result of cultural work in interests of hegemonic masculinity.
- Conflict about the causes and nature, and remedies for underachievements.
- Anti-feminist response by government and media.
- Concern for while boys was given mainstream approval.
- Failing boys were identified as public burden.

Topic 122: Masculine Responses --- Moral Panic about Boys

When it was known that the boys are not performing as well as the girls, so the discourses in the field are as following:

- There was a research conducted in 1998.
- Debbie Epstein and her colleagues identify three masculine discourses:
 - The first reason was the 'Poor boys' discourse.
 - Second was the 'Boys will be boys'.
 - Third was the 'failing schools' discourse.

People come up to explain the failure and low performance of the boys in relation to girls.

Topic 123: ‘Poor Boys’ & ‘Boys Will Be Boys’

The boys are seen to be:

- Lost.
- Damaged.
- Under-fathered and smothered by feminist.

Responsibilities of failure:

- Women teachers
- Mothers
- Feminists
- Girls perceived as a threat to boys

Suggestion:

- Male teachers regain alienated boys by encouraging competitive sports but it encouraged racism and bullying.
- Curriculum to be re-aligned with meritocracy and competitive lines.
- Alternatively girls should be seen to:
 - Police, teach control and civilize the boys.

Topic 124: The Failing Schools

The second discourse that was discussed in the article was about failing schools. The schools are failing to perform functions they should be performing.

A function of the school over here was seen in terms of new liberalism. It means we can see the students who are performing on merit basis and differentiate the students who are performing or not through:

- Bring in more competition.
- Competitiveness in global economy.
- Primary method: constant testing.

Problem is constant testing:

No evidence of positive effect on working class boys:

- Auditing and testing- winners and losers discourse.
- Deepened the hierarchy of young people’s experience.
- Intense concern for academic positioning may aggravate alienation of boys.

- Public labelling may lead to giving up.

We learn from this experience that competitiveness, individualism and the valorization of the individual hierarchical success does not help.

Topic 125: Stories about Girls' Gendered Identities

- Deanery who is a professor at Cambridge University conducted a research in which he identified four different gendered identities of girls within a classroom.
- Some girls maintained single identity throughout while others moved back and forth.

Nice girls:

One identity of the group of girls was 'Nice Girls' and these were:

- Middle class.
- High achieving, fully compliant to academic demands.
- Well behaved, avoid confrontations.
- Considered boring.

Girllies:

One group was referring to 'Girllies' and these were:

- Heavily involved in gender work, flirting etc.
- Endorsing heterosexist masculinity.
- Held in contempt among peer groups as stupid and dumb

Spice girls:

One identity of girls was 'Spice girls' and these were:

- Girls with attitude.
- Behaving aggressively and assertively towards boys.
- Behavior was seen as inappropriate and counter-productive to learning.

Tomboys:

There was another group which was called 'Tomboys' and there were:

- Rejection of traditional femininity.
- Yet it entailed deep endorsement of male superiority.

Topic 126: A Boy's Gendered Identity

Let us see how boys gendered identify or the struggle a boy face specially a working class boy. It is said that:

- Limited gender positioning available to white working-class boys.

Shaun:

A child 'Shaun' who belong to a single parent and he is very attached to his mother and he is:

- Hard-working
- Well-behaved
- Poor
- White working-class boy.
- Committed to achieving academically in unfavorable school context.
- Simultaneously maintaining his standing in male peer group culture.

Shaun was caught up in a struggle to:

- Find a socially accepted masculinity.
- While holding on to his need for intimacy and emotional contact.

Lesson No 22

DAMAGING MASCULINITIES AND THE WAY FORWARD

Topic 127: Why Do These Stories Matter?

Let us look that that why do the gender related stories actually matter when we read these kinds of stories.

Importance:

These Stories help us to understand:

- The gendered dimensions of inequalities that takes place in schools.
- Impact of identities on their learning outcomes.
- It tells us how people individually perceive education that comes to them.

Listening to these stories:

- Undermines the idea of technical ‘fix’ to the ‘boys’ underachievement.
- Highlights how discourses damage and constrain boys and girls achievements.
- They question the ‘remedies’ that exacerbate identity conflict.
- They alert our sensitivities to damaging masculine and how important it is to sensitize ourselves to female gender identities so that whatever the solution we try to find out, it does not keep children from performing very well.

Topic 128: Damaging Masculinities

Let us look that how the whole concept of masculinity forces boys to underachieve.

- A defining characteristic of the problem boys.
- A failure to consider the impact of gendered identities available to boys.

Boys:

However Research shows that boys are actually:

- Constricted and caged within certain discourses of masculinity and these are the images they have to live up to.
- Damaging both to themselves and to others.

Conclusion:

Schools need to focus on:

- School needs to focus on these masculine and feminine identities
- A school needs to address them so the whole issue is not an academic achievement which is the result of certain kinds of pre conceived ideas of masculinity.
- It is masculine and feminine identities themselves.
- Particularly on its deleterious effects of misogyny and heterosexism.

Topic 129: The Way Forward**The way forward:**

If we have come to know about the impact of girls and boys gender identities on their educational outcomes then what should do to have more equitable educational outcomes whether they are boys or girls.

Suggestions:**Guidelines for practice:**

Guidelines for the practice development of teachers, schools managers and curriculum developers.

It should be:

- Derived from gendered experience and rooted in practice.
- Continually subject to revision because things change and socio cultural and global environment change. Boys and girls problems also change because their gender identities are affected by the socio cultural context.
- It should also be reflexive it means that whoever is making the guidelines they need to bring a reflexive approach. Reflexive approach is an approach in which a person who is applying, it constantly looks at his own biases.
- Sensitive to change.
- Education should be grounded in women's and a man's multiple realities.
- Education has to take into account the identity struggle that the boys and girls at university level go through.
- Imbued with principles of equality, non-hierarchical democracy.

Topic 130: Women and Science Careers

Another important issue that has been explored in comparative education context is women's under representation in science and technology career.

Stem:

- Women's under-representation in science, technology, engineering and mathematics (STEM).

The pathways:

- Carrying students from school through university and onto a job.
- Women drop out more than men do.

Problems with status Quo:

1. Equity issue.
2. Women's own subject selection, despite having talent.
3. Need for diverse perspectives for knowledge generation.

Explanations:

The explanations given of the difference are as following:

- Biological difference
- Lack of interest
- Absence of female role models in this field.
- Curricula irrelevant-masculine worldwide.
- Pedagogy favoring male students
- Chilly climate
- Cultural pressure

Topic 131: Academic Preparation

Academic preparation:

Another assumption:

One of the reasons that given why girls did not come in science and mathematics career was:

- Girls lack academic preparation to be successful science students.

Findings:

Research in comparative context showed in UK that:

- Girls performed better in writing in schools.
- Boys in mechanical subjects.
- Performance in primary school was similar.
- Substantial in secondary test scores.
- Natural science is a category obscuring boys' disadvantage in physics and chemistry
- At A level physics, girls were better prepared than boys.
- Regardless of grades, in spite of strong preparation, girls still end up leaving science.

Topic 132: Attitude and Early Experiences

Let us look that when girls do not take up stem related subjects that is science, mathematics, engineering and technical subjects, is it a matter of attitude?

Is attitude the reason?

- Girls just dislike science and math too much to consider STEM career.

Weinburgh's findings:

Weinburgh's research shows that:

- Boys have more positive feelings towards science but effect size is small.
- Girls have positive towards biology than other sciences.

Qualitative findings:

Qualitative research takes us into depth and they allow us to find out the reasons behind and it showed:

- Girls enjoyed science.

- Keep in life science as opposed to physical science due to their desire to care for people or animals.

Girls:

Another reason of the girls that move out from science is:

- Strongly disliked dissection.
- Noticed bias in textbooks and TV.
- Have lesser access to classroom resources.

Lesson No 23

Pressure To Fill Gender Roles And The Masculine Worldview Of Science

Topic 133: Role Models

A reason why girls don't take up Stem related careers has also been attributed to the absence of role models.

- Male dominance in the field of science and engineering and girls somehow feel this is not for girls.
- Insufficient role models for females so they don't really venture into these fields.
- Message is that this discipline is unattractive and unsuitable for girls. Sometimes in Asian societies it might be looked down upon if the girls might take up these subjects and she might be considered to unfit for marriage.
- If girls venture into these things they experience which is called a 'Chilly environment' and this problem doesn't exist only in Asia but also in west countries.
- Participating female scientists are unable to provide an example of balancing career and family.
- Presence of role models only one part of the solution.

Topic 134: Curriculum Materials and Design

Another reason why girls don't take up Stem related academic fields may be because of the design of curriculum and the material that are used.

Gender bias in textbooks:

- Illustrations and photographs in science books mostly depict males.
 - In science books there is almost an absence of the girls and they are in a subservient role.
 - Females are largely absent in those images.
- Or
- Frequently shown as passive observers or even engaged in leisure activities instead.
 - We can see the difference in play ground where boys play and girls perform as a cheer leader role.

Gender bias also highlighted in texts, including:

- Wording
- Examples

- Attention given to the contribution of male scientists.

Topic 135: Pedagogy

Another reason why girls don't take up Stem related academic fields is also ascribed to pedagogy. Pedagogy means the way of teaching so let us look why girls discourage to take up science careers through pedagogy.

Stereotyping by teachers:

Teachers think:

- Science is a boys' subject.
- This perception affects pedagogy.
- Boys constantly rated better in 'scientific accuracy', 'organization of ideas' and 'conciseness'.
- While girls were rated higher on 'neatness'.

Majority of girls who opted out of science felt that instructors were:

- Unapproachable.
- Distant.
- Over-using competitive grading systems.
- Girls generally received less attention from science teachers.
- Male teachers for science and male.
- Majority of male students in class.
- Science pedagogy can re-enforce girl's negative attitude towards science.

Topic 136: Chilly Climate

Despite girls high achievements in exit exams, girls still encounter science teachers:

- Girls don't get good support as compare to boys.
- Generous predictions of boy's scores.
- Biased admiration for boys whereas devaluing girls and it discourages girls from taking up science careers.

Barriers in University science:

Comparative research tells us about the barriers that these girl faces when they move into university classrooms and these are:

- Feeling of isolation

- Intimidation.
- No appreciation and peer support.
- Loss of self-confidence.
- Poor teaching.
- Climate can be cold or even hostile if rejected by male peers and teachers.
- When the anxiety level is too high then the learning suffers.
- This academic climate can be cold, chilly or hostile and the girls over here might feel rejected and in this academic atmosphere girls cannot move ahead and work in a career environment.

Topic 137: Pressure to Fill Gender Roles

Another important impediment that is a hurdle in girls taking up science related careers is the pressures to fill up gender roles which the society expects of them and which they also get from their teachers.

- The idea that boys and girls are opposite sides is fostered throughout.
&
- Distorts their ideas of appropriate career goals and aspirations.
- Teachers' expectations are also different for boys as compare to girls.
- Through teacher comments and remarks student get an idea and message of what type of expectation does their teacher have from them.
- Students generally live up to their teachers.
- Want to fill the roles expected to them.
- Science and math teachers need to be taught to have equally high expectations for male and females students.

Topic 138; The Masculine Worldview of Science

Another issue that the girls face is the masculine worldview of science.

Dismissed bad science:

Science has rejected the past nations of:

- Inferior mental of blankets and women.

View of feminist critics of science:

Science is inherently masculine in it's:

- Structure

- Epistemology
- Methodology

Feminist standpoint theory:

- Science should be done from the women perspective.
- Knowledge claims should be judged upon social context of their production.

Situated knowledge:

- Varied research perspectives are different ways of seeing.
- Every view has both blind spots and focal points.

Lesson No 24

INTERSECTION OF RACE, CLASS AND GENDER IN COMPARATIVE EDUCATION

Topic 139: Solvable Problems

Initiatives for women's inclusion:

Let us see how we can resolve the problems that stop the girls from taking them stem related careers.

- Attract women to science.
- Provide scholarships to encourage women's.
- All women need support in their careers.
- Support women already in science.
- Ensure equal access to teachers and resources.
- Emphasize the way science can improve quality of life.
- Use cooperative groups in class, avoiding gender based division.
- Eliminate sexist language and imaginary in printed material.
- Do not tolerate sexist language or behavior in class.
- Openly acknowledge the political nature of scientific inquiry.

Topic 140: Intersection of Race, Class and Gender in Comparative Education

It is very important to look that race, class and gender intersect each other and we can see its influence on education.

Race, class and gender:

- Structural inequalities shape educational opportunities.
- Affect educational equity.
- Structure educational expectations.
- Intersection of class gender and race, produce tensions in everyday lives.

Understanding links:

- Important for understanding and ameliorating educational inequalities.

Topic 141: Students' Attachment to School and Academic Engagement: Role of Race And Ethnicity

Engagement:

- Important but under-studies aspects
- These include:
 - Class participation
 - Attention
 - Efforts to learn

Attachment:

- Consequences for adolescents' life
- Reduce
 - School dropouts
 - Behavior problems

Lead to:

- Psychological well-being
- Successful adjustment and educational achievements

Educational disparity need to ensure:

- Minorities' attachment and engagement in academic institutions.

The research:

This research was basically quantitative. They see:

1. Race-ethnicity
2. School effect

Topic 142: Concept of Attachment and Engagement

Writers of this article define very clearly what do they mean by attachment and engagement.

Attachment- The affective component:

Feeling of well-being:

- Embedding in school community.

Engagement participation:

- Completing work
- Pay attention
- Participating in discussion
- Co-curricular activities

Distinction between affective and behavioral:

Affective:

Component-identification with school.

Behavioral:

Component participation and enthusiasm.

However, engagement attachment and achievement interconnected.

Topic 143: Individual Backgrounds of Students

We are seeing school related effects in students attachment and engagement but there is one big question that how are these aspects affected by their family backgrounds? So the question is:

- Are minority students less engaged academically?
- Do they feel more alienated?

USA:

Research tells us that:

- African American and Hispanic Americans less engaged than white student's in the classrooms.
- Perception of fewer returns and limited occupational opportunities.
- Higher rate of absenteeism among Hispanics than African American

- Both spent less time on homework than white students.
- But African American students' trying hard in class' were higher than white students.

Elements promoting engagement were:

- Emotional support from parents.
- Parental involvement in education.
- Authoritative parents.
- Higher socio-economic background.

Topic 144: Attachment and Engagement as Embedded in Schools

Let us look at the general results of that research but before the result of the study, one has to keep in mind that:

Schools:

- Social milieu.
- Cognitive affective and behavioral education.

Through results we have come to know that:

- Inter-racial contact positive.
- Achievement of minority students improves in integrated schools.
- Racial-ethnic groups may pose challenges also if the proportion of one group is much larger:
 - Difficulty in feeling a part of school community.
 - Discouraging attachment-engagement.

Composition of teaching staff:

- Catholic and private schools-beneficial to minority students.
- Less absenteeism and drop outs.

Other factors influencing attachment and engagement:

- Socioeconomic composition of school.
- Academic atmosphere.

Lesson No 25

THE STUDY ACROSS ETHNIC GROUPS, CAST AND SOCIAL EXCLUSION IN ASIA

Topic 145: The Study across Ethnic Groups

The results are as following:

Groups understudy:

We were looking at the different levels of attachment and engagement across races based on schooling context factors, so the groups were:

- African American
- Hispanic American
- White students
- The schools that were taken into account, that were US middle and high schools.
- Middle school students-higher attachment and engagement.

Attachment:

- African Americans were least attached in middle.
- Afro-Americans less attached than whites in high school.

Engagement:

In contrast to their lower attachment, African Americans were more engaged than any other group.

Girls:

- More attached and engaged in middle schools.
- Less in high school:
 - Emotional struggle
- Show up and participate but felt insecure and less comfortable.

Topic 146: The Intersection of Caste, Social Exclusion and Educational Opportunity in Rural Punjab

Challenges in South Asian countries:

- Social inequalities.
- Persistent inequalities in education.
- Exclusion of certain groups.

Cast:

- Powerful stratifying dimension.
- Intertwined with class, culture, ethnicity, religion and language.
- Ensuring social exclusion of stigmatized groups.
- Research in India.
- In Nepal too, educational system benefits high castes.

Pakistan:

- However is a stratifying factor in Pakistan but its nature is little bit different from Indian cast system.
- Persists but its presence is often denied.
- Relationship of caste with educational opportunity is largely unexplored.

Topic 147: Comparative Definitions of Caste

Caste:

- Closed system of stratification.
- Stratifying means divide people. There are two kind of stratifying:
 - One is open ended.
 - Other is close system.
- Cast system is open ended system.
- Cast is defined by birth.
- Intersects with class.
- Class is related to occupation.
- Inter-generational occupational division.

Caste-Pakistan:

- A kinship group.
- May bear rights to direct sources of livelihood.

- Devoid of the religious overtone and clear hierarchy across Hindu casts.
- Low-castes exclusion may border on untouchability.
- Caste correlating with land ownership historicity important.

Caste's stigma leads to multiple disadvantages and it limited access to:

- Social services
- Political empowerment

Topic 148: Caste, Social Exclusion and Education: A Comparison of Villages in Punjab Pakistan:

Let us look at this case study which investigates the impacts of casts on educational opportunities in three villages in Pakistan.

Social Exclusion:

Defined as:

- Limited opportunities for low cast to access to economical, political and social resources.

Opportunities affected by:

According to the Capability approach by Amartya Sen, opportunities affected by:

- Social conversion factors:
 - Personal
 - Socio-cultural
 - Institutional (social policies, market forces, etc.)
- Active social exclusion:
 - Deliberate and international
- Passive exclusion:
 - Unintended outcomes of choices, structural

Multiple case studies:

- Villages in North, south and central Punjab
- Criteria:
 - The largest complexity of caste and religion.
 - Lowest school enrollment.

Topic 149: Description of Villages

Bahwalpur:

- Population approximately 15,000 people
- Divided by intersecting main road, 'adda'
- Chak and basti
- Basti heterogeneous casts-poorer
- Two public schools in Chak one in Basti
- Some private schools on adda

Faisalabad:

- Population around 7000, majority Sunni Muslim.
- Two secondary government schools, one private secondary school and then several private primary schools.

Chakwal:

- 14000 population, small land holdings.
- Majority joining military service.
- Politically dominant.
- Highest educational enrollment.
- Higher fee structure in private schools.
- Government and private schools-teacher qualification higher in government.

Topic 150: Caste, Social Structures and Exclusionary Mechanism at Work:

Socioeconomic exclusion (Faisalabad and Bahawalpur):

We are looking at the common themes in Faisalabad and Bahawalpur:

- a) Concentration of large landholdings in high casts.
 - b) Economic dependence of low casts on high casts.
- Landownership a mark of identity-jatts
 - Political power but not always Numberdari
- Occupational hierarchy-class
 - Spatial exclusion
 - Chak and basti

- The stigma of caste.

Education and exclusionary process:

- Socioeconomic
- Temporal
- Spatial
- Structural
- Social

Lesson No 26

**SPATIAL, TEMPORAL, INSTITUTIONAL AND SOCIAL
NETWORK EXCLUSION FROM EDUCATION.****Topic 151: Spatial Exclusion from Educational Opportunities****Low castes-Most stigmatized:**

- Living on outskirts of village.
- Extreme poverty-deprivation of basic rights.
- No school in their settlements.
- Talking schooling decisions for their children was crossing of cultural boundaries.
- Almost 'untouchables'.
- Exclusion from the space of private schooling.
- Distinction between have and have-not.

Poorest of low-castes:

- Subtly excluded from the space of government schools.
- No fee, but other expenses there.

Topic 152: Temporal Exclusion from Educational Opportunity

Another dimension of exclusion that low cast felt or faced was temporal in nature. Temporal means time.

If you ask from low caste people that why you don't send your children to school? So they say: "We don't have time, those who have time send their children schools"

School Timings:

- Suited only high castes/class.
- Day time crucial for low class to invest in working.

School calendar:

- Ignored the local needs-harvesting season.
- Low caste children had to work.

Low caste children:

- Thrown out of school.
- Academic failure.
- Could lead to drop out.

Topic 153: Institutional and Structural Exclusion and Education

Now let us look at how institutional and structural exclusionary processes worked in terms of education for low caste.

- De facto segregation of low and high caste in public and private schools.
- This led to both 'active' and 'passive' processes of social exclusion.

Teacher's attitude:

- Frequent absenteeism.
- Indifference.
- Severe corporal punishments.

Education quality:

- Students hardly learnt anything.
- Often to play all the time.
- Labelled-"has no brain".

Teachers in government schools were better qualified and better paid but

- They were of high-caste.

Topic 154: Social Network Exclusion and Self-De-Selection from Education

Exclusion from effective social networks. For low cast people, there were:

- Noiselessness.
- Holding high-caste teacher accountable was impossible.

The exclusion meant:

- Disappearance of high-caste role model.
- Dismissal of the high caste norm of sending children to school.

➤ Bordeu use the term of self-de-selection.

- Highly socially excluded groups-norm of self-de-selection from educational opportunities.

Topic 155: Caste and Education; Lessons Learnt from Comparisons

Study revealed:

- Caste salient in these villages.
- Cultural imperative.
- Tied up with occupational stratification, stigmatization and exclusion.
- Caste a social conversion factor.
- Personal, social and institutional dimensions.
- Severe caste-based rejection leads to self-de-selection.

Caste and class:

- Caste titles linked with class difference.
- Legitimize and guard class distinction.
- Mere provision of school does not ensure increased educational access.
- Teacher need to be more sensitive to:
 - Social conversation factors of the context.
 - Diverse needs of those involved.

Topic 156: Comparing Cultures

Now let us see whether culture has an impact on education and when we take culture as a unit of analysis in comparative education so what kind of issues or challenges we have to face.

The basic question is those are cultural factors associated with and influence education? People have different ideas like:

- Some researcher would deny cultural influence on education but most would emphasize these factors.
- These factors are difficult to isolate and assertions are often tenuous.

Comparing cultures:

However whatever we do we have to be careful that whenever we are comparing cultures especially when you are comparing a culture other than yours, a researcher should tread cautiously of:

- Stereotyping.
- Overstating cultural influence.

Lesson No 27

GLOBALIZATION AND NATIONAL CULTURE IN MODERN ERA

Topic 157: Defining Cultures

If we want to take culture as a unit of analysis we need to define culture.

- German philosopher herder challenged the notion of universal human development.
- Distinction between cultures was his “decisive innovation”.

Culture:

- Process of intellectual, spiritual and aesthetic development.
- Product.
- Particular way of:
 - Living and doing things
 - People/ a group
- It responds to the core human questions about:
 - Character of human nature
 - Relationships
 - Social structures
 - Values beliefs

It refers to all aspects of life:

- Material and nonmaterial
- Linguistic
- Physical
- Symbolic
- Practices

Topic 158: National Culture in Modern Era

National culture:

It is a way we do things collectively, they are based on certain kind of assumptions and these are based on what Anderson (1989) says “he calls it a participating in an imagined community”.

- It is a way constructing meanings which influences and organizes our actions and conception of ourselves.

- Culture definitely involves some intersubjective understanding which means those basic assumptions which being a part of the same culture we share.

It is constructed through:

- Narratives of nation.
- Emphasis on “origins, continuity, traditions and timelessness”.
- Invention of traditions.
- Creation of a “foundational myth”.
- The symbolic grounding of national identity on the idea of a “pure, original people”.

So the question is that are national identities really unified, coherent, consistent and homogenous? So answer is No! Because there is sub-cultures in the culture but there is a deliberate attempt made by the government, academic people and elites to ensure the continuity and feeling of belongingness. Remember there is difference between uniformity and unity. So we are not uniformed but at least we can be united and this is what the concept of a national culture aims at.

Topic 159: National Culture and Globalization

Now we need also to see that how are national cultures affected by globalization.

Globalization:

- Changing notion of space.
- Increasingly diversity and fragmentation as well as homogeneity.

Diversity and fragmentation:

- Example:
 - Al Qaeda’s assertion of another identity and culture.

Examples of homogenization:

- Consumer culture.
- ‘Lifestyle’-shopping mall.
- International brands etc.

Consequences of Globalization:

- National cultural identities are being rendered yet more tenuous.
- Local and particular identities are being strengthened in resistance to globalization process.

- New hybrid identities are becoming increasingly visible.

Topic 160: Comparing Education across Cultures

Let us look when we try to compare education with reference to culture so what are the things we have to face.

Context – Major Concern:

- In several of the studies we will find that the context is the major issue so now the question is what is the cultural context that produces the educational institutions and practices under study?
- How to gain knowledge we need about that context?
- Is context discovered or constructed?
- If constructed, - is it constructed by the participants or by the analyst?
- Cultural context-best understood in terms of what it does, rather than what it is.

Culture:

- Culture influences people as much as they shape it.
- Ethnographic research informed by several approaches.
- Phenomenological research.
- Choice informed by researcher values.

Topic 161: Pitfalls of Cross Cultural Studies

Doing cross cultural studies is not an easy matter and there are several issues related to it that is why whenever you conduct cross cultural studies you have to be very careful about many things so let us look at those things.

Methodological Errors:

- Constructing cultures with individuals.
- Confusing sub cultures with national cultures.
- Intra-cultural differences may be intercultural variance.
- Intercultural differences in learning in UK and South Africa.
- Defining culture.
- Researcher Bias.
- Number of cultures, or countries selected for study can influence the nature of the conclusion.
- Multidisciplinary approach helpful.

- Alexander (2000) primary education in 5 countries, contrasts-geographical, demographic and cultural common sharing of democracy.

Topic 162: Cross-Cultural Study: USA, Japan and China

- Studies 2009-pre-schools in Japan, China and USA.
- Pre-school in different cultures.
- Multi-vocal ethnography (Bakhtain)

The participants:

- Created their own text, deconstructed and criticized researchers' account.
- Tobin et al. balanced their judgments with those of 'cultural insiders' and other 'cultural outsiders'.
- Their research was based on four narratives.

	Outsiders	Insiders
Primary	Ethnography researchers	Teacher whose classroom was studied
Secondary	Early childhood educators from other countries	Early childhood educators from the same country

Adapted from Primary and Secondary Insiders and Outsiders in Ethnographic Research
Figure 8.1 in Market Bray et al.p.243

The study determined that:

- The culture acts as a source of continually and as a break on the impact.
- Revisited 20 years later to explore homogeneity 2 preschools in each country.

Lesson No 28

VALUES AND INTERESTS IN CROSS-CULTURAL STUDY**Topic 163: Values and Interests in Cross-Cultural Study****Ethnography:**

That is the main research method by which the researchers go and stay in some place for a couple of years to understand the culture.

Vulnerable to the accusation of being:

- Static
- Exploratory
- Descriptive
- Conservative
- Don't raise the issues of power
- Focus on function and symmetry and missing conflict and dysfunction.
- Less attention to the issue of social class, politics and power.
- What we see and what we do not see is a consequence of our perspectives and beliefs.
- Insider's vs outsiders' knowledge.
- Exploring the questions what? Why? What values inform the study?
- Critical ethnography is another form which is somehow overcomes the problem of ethnography when doing cross cultural educational research.

Topic 164: Comparing Values

In comparative educational research, researchers had also compared values across countries and cultures because values reflected in your curriculum and schools and they had an impact of educational outcomes.

Concept of values:

If we talk about the concept of values. It is:

- Broad and elusive
- Personal
- Collective level
- Knowledge of realms

Personal:

- Self-actualization
- Truth, goodness
- Individuality
- Moral character development

Collective:

- Social
- Cultural
- Political values; citizenship
- Belief systems

Knowledge perspective:

- Nature of 'value realms'
- Economic, political, social etc.
- Interlinked: individual-society knowledge.

Individuals, values are never separable from the society at large

- They are related to:
 - Time
 - Collective preferences

Topic 165: Different Categories; Category I Studies: Size, Scale, and Complexity

Depending on the size, scale and complexity there are:

- 11 cases, grouped into 4 categories.
- Chosen cases cover citizenship or civic related matters.

Case 1:

- The international Civic and Citizenship Education Study (ICCS)
- This was the study which has the largest complexity and large in scale also.

Participants:

- 38 countries, 5300 schools.
140,000 Grade 8 students.
- 63000 teachers.

- 5 Asian countries, 26 European, 6 Latin American and 1 Australian.

Purpose:

- Preparation of young people in their role as citizens.
- Student knowledge of citizenship.
- Differences and similarities across countries in this regard.

Case 2:

- Small scale.
- 5 country study of teachers' perceptions of good citizenship.
- Multiple researchers, simple instruments.
- Questionnaire to 500 teachers in each city of participating countries, with follow-up interviews.

Study focused 4 questions:

1. Qualities of good citizens.
2. Influences on person's citizenship.
3. Threats to a child's citizenship.
4. Supporting classroom activities.

Case 3:

- Large scale, single researcher, multiple dimensions and instruments.
- Comparative study of political socialization in 5 countries (England, Denmark, Germany, Netherlands and USA).

Case 4:

- Small scale, multiple researchers, secondary quantitative analysis.
- Study of students' view of citizenship in 3 countries.

Topic 166: Category II & III: Longitudinal Studies of Textbooks and Convergent and Divergent Values:**Case 5:**

- Multiple countries, one researcher, quantitative.
- Analysis of 465 textbooks across countries.
- Trends towards cosmopolitanism.

- Study revealed a worldwide trend towards cosmopolitan emphasis with exception of Asia.
- Finding contradicted other in-depth studies of Asia.

Case 7:

- Studying convergent values in 9 countries.
- Cross-cultural.

Case 8:

- Study of 11 countries in which they see how the values of leaders are divergent.
- They chose most popular leaders and their values, and see personal autonomy, moral civic values and democracy.

Case 9:

- Studying divergence in convergent values.
- Cross-cultural comparison of lower secondary school students' perceptions of Asian civic values in Taiwan and Hong Kong.

Topic 167: Category IV: Comparison of Cases in Quantitative Studies:**Case 10:**

- A study of school cases in 6 societies.
- Comparison of Government policies, knowledge and values promoted and civic values supported.
- Convergent.
- They strongly promoted self-cultivation, family values, democratic values, fair government, economic life, social and civil life, national identity.

Tensions across societies:

However there were tensions across society and divergence in the values and these are:

- Individual vs community rights.
- Social stability vs. social change.
- Social cohesion vs. diversity.
- Knowledge vs. treating knowledge as provisional and constructed.

Case 11:

- Civic education study, cross-case comparison.
- Phase 1: Quantitative component-24 cases.
- Phase 2: Quantitative survey.

Topic 168: Challenges in Value-Based Research

Value based research in comparative education is little bit tricky. Now question is:

- Why are particular values emphasized?
- How are these values disseminated in education system?
- Gap in policy and implementation.

Dilemmas:

Dilemmas are attached to researching values and these are:

- Choices of methods and approaches.
- Sample size.
- Quantitative/qualitative.
- Prioritizing practicalities or ideology.
- Entirely quantitative standardized variables narrowed down topics.
- Entirely qualitative sought to uncover meanings.
- Mixed methods.
- Analysis-values studies enrich the field of comparative education with their complexities.

USES AND ABUSES OF POLICY-BASED RESEARCH IN COMPARATIVE EDUCATION

Topic 69: Comparing Policies

In comparative educational research you can also compare policies.

Policy:

- Government decision making
- Contextualized.
- Impacts and affected by locations far removed from its origin.

Can be understood as:

- Plans, proposals
- Decision
- Documents
- Actions and practices

Changes affected by:

- Economic
- Demographic
- Ideological
- Political

Hogwood and Gunn:

- Expression of general purpose
- Specific proposals
- Formal authorization
- Theory or model
- Output

Taylor et al.:

- Distributive/redistributive
- Symbolic/material
- Rational

- Incremental
- Regulatory/deregulatory
- Top-down/bottom up

Topic 170: The Rational Perspective

- Traditional model
- It is based on trying to see technically best course of action.
- Cost-effective
- Value-neutral
- Ignores the power issues.
- Related to problem solving stages.

Steps in policy process:

- Problem understanding
- Formation of alternatives
- Adoption of a course
- implementation
- Evaluation

Criticism:

- Unrealistic
- Uncertainties and complexities ignored.

Incremental approach:

- Realized limitations of time information and resources.
- Process more realistic.

Topic 171: The Conflict Perspective

Assumptions:

- Groups are engaged in the struggle of different values competition for power.
- Policy problems are complex to be solved in simple technicist way.
- Policy processes-interactive and multi-layered.
- Political in nature.
- Authority is the determining factor of systematic social conflicts.

Policy at institutional level:

- Policy settlement is “systematically asymmetrical”
- Policy represents the value of the interest group.
- Policy interpretation is matter of struggle.
- Policy-making unempirical and illogical.

Topic 172: Uses and Abuses of Policy-Based Research in Comparative Education

Now the use of comparative educational research has both advantages and disadvantages. We will look at what these are:

- Cross-national travel of educational policy has become increasingly common.
- It becomes common because of globalization, interconnectedness and increased means of technological advancement and also because of this consensus of educational goals.
- Globalization frameworks challenges.
- Yet national contexts remain important.
- Education policy taken out of contexts remains common.
- Uses and abuses of comparative education policy studies.
- The use of policy research has its prerequisites.
- You can learn from it to make your own policy more efficient.
- When you are comparing contextual features of both countries and you don't fill prerequisite so that use of comparative education turn into abuse of comparative educational research and it does not give you that kind of results that you want to do.

Topic 173: The Significance of Context in Comparative Education

Whenever we are comparing policies and we want to plant one policy into another country which is not doing so well the context of primary significance. Now the question is why is that so?

The All-important context:

- Simplistic transfer of education policy and practices dangerous.
- Globalization- reconstituting the power, functions and authority of national government.
- Global-local nexus.

Convergence or divergence in education policy can be product of:

- Conscious adaption
- Blind imitation
- Pressure to conform

- Different contexts may require fundamentally different delivery mechanisms to be effective in another location.

Topic 174: Dominance of Anglo-American Scholarship:

- International knowledge system has divided nations into centre, semi-centre and periphery.
- English has become a global language.
- Knowledge that is not part of mainstream journals is not considered to be real knowledge.
- The unequal international knowledge network manifested in comparative education policy studies.
- Asian countries including China are competing for leadership.
- The rise of Asian universities.
- Yet American and British counterparts are quoted more for policy ideas.

Lesson No 30

THE POLITICS OF LANGUAGE POLICY & INEQUALITY **IN PAKISTAN**

Topic 175: Divides in the Policy Literature

Policy related comparative educational research has lots of divides.

Divided scholarly world:

- Divide within industrialized western world.
- Academic circles:
 - US-led North American
 - UK led camp
- Researchers in Australia and New Zealand exclusively cited work from UK and ignoring the work from American and Canada.
- But their publications are hardly cited by the British.
- Far-reaching implications.
- One Implication is that there might be valuable finding that has come across but you don't know about it and you are not able to capitalize on it.

International students:

- Establish their sense of belonging and biases.
- Unhealthy limits to research perspectives.
- Despite this globalization you can see there are sort of power issues and biases over there and because of this issue, sometimes comparative education research suffers.

Topic 176: Under-Estimating Cultural Factors

One thing that is ignored in educational policy research is the cultural factors that underlie policy making process. When you ignore culture factors then you lose out on the essence of the policy. You lose out on the rational on the basis of which the policy was made initially. Then think about:

- Cultural socialization.
- Difference in values and worldviews.
- Policy travel across cultures is complex.
- Different modes of cultural thinking favor different ways of doing and being.
- Impact on education policy and policy processes are fraught with complex processes.

- Comparative studies in education policy have failed to deal with cultural diversity.

Topic 177: The Politics of Language Policy & Inequality in Pakistan (BERJ)

Let us see how language impact on inequality in Pakistan.

Language:

- Intimately related to distribution of power.
- Subtle but powerful means of marginalization.
- Demarcates what is both knowable and achievable.
- Delimits freedom of choice and effective opportunities.
- Education is a process of:
 - Knowledge construction
 - Self-actualization
- Languages:
 - ‘Intervening variable’

That is how language can become a tool of marginalization if your language policy does not taken into account, the multi-lingual diverse context within which the whole thing is situated.

Topic 178: Language policy of Pakistan

Pakistan:

- Multilingual
- 57.7% literacy rate
- Participation in higher education is only 5%; fraught with gender and regional disparities.

Language policy:

- Urdu national
- English official
- Language in education-provincial domain.
- Regional languages ascribed little role.

Tension between:

- Global value of English.
- Home languages for conceptual understanding.
- Urdu for national identity.
- Government and private schools compared in relation to languages used in education.

Topic 179: Capability-Based Evaluation

Capability based framework underline human development indicators.

Capability Approach (CA):

- Framework for measuring inequalities and opportunities.
- It goes beyond the human rights approach to education.
- It explores the factors constraining people from realizing their rights.
- Not just economic goals of education, in fact it has intrinsic role.
- ‘Discrimination in the space of capabilities.
- Capability approach emphasizes on human well-being.
- Multidimensional:
 - Economic
 - Social
 - Affective
 - Physical
 - Psychological

Topic 180: Critical Theory of Peirre Bourdieu:

Bourdieu theory is a very popular one and it allows us to look at how things that we just take in as a common sense can have issues of inequalities and injustice underneath. Bourdieu talks about three things:

1. Capital.
2. Habitus
3. Field.

It also highlights:

- The dynamics of power structure.
- It highlights the issues of inequality and injustice.
- ‘Habitus’ is the social imprint on individual.
- Habitus not deterministic.
- Suggests possibility of positive change through education.
- Education can be a major mechanism reproduction.
- Relegate individuals to their social positions.
- This study based on the assumption of educability and possibility of transformative change.
- Exploration of impact of languages in education.

Lesson No 31

LANGUAGE-BASED DISCRIMINATORY PRACTICE AND OPPORTUNITIES TO BE IN CAREERS OF CHOICE

Topic 181: The Study

Let see the mythology of the study in which we compared private school students with government school students:

- A multiple case design.
- 16 selected cases-pairs of final year matriculation students and their same-sex, 5-6 years older siblings.
- Seven schools were selected.
- Purposive snowball sampling.
- Data collection (1 year).
 - In-depth ethnographic interviews.
 - Participant observation.
 - Documentary analysis.

Observations:

- Focus: how different languages were being used by people in variety of context and what effect and why?

Approach:

- Grounded theory approach.
- Phase I: interviews were analyzed individually.
- Phase II: data within and across cases were analyzed.

Topic 182: Emerging Impacts: Linguistic Capital and Language Ideologies

Let us look at the linguistic capital that the private and government school graduates had and their impact, given the prevalent ideologies that a language based in the given culture.

The participants:

- The private school graduates (PSGs) middle income groups.
- The government school graduates (GSGs) lower middle to lower income groups.

Languages learnt at school:

- GSGs: English none beyond minimal level.
- None had learnt 'Sindhi'.
- 6 out of 10 could hardly read or write in any language.
- PSGs were comfortable with english skills but only 7 were proficient in fluent english speaking.
- Urdu 'poor'.
- Only one learnt Sindhi at school.

Perceptions about English language:

- Symbol of prestige and 'good' education/family.
- There was a sense of conflict with 'Urdu language'.
- Regional language was generally devalued.

Topic 183: Language-Based Discriminatory Practices in School

Let us see the language hierarchy in school.

Case of Mariam:

- GSG
- Different uniform.
- Different opportunities.
- Discrimination.

Tolerance of local languages-government and private:

- Urdu speaking penalized in private schools.
- 'Right to speak and to be heard' conditional on knowing english.

Role of schools:

- Private schools were establishing the hegemony of english.
- English literally late to this kind of polarity like Us/they.
- 'Legitimizing regimes'.
- The message 'to be internationalized' was that students' language, culture had no place within school or society
- Dienrey called it 'Institutional habitus'.

Topic 184: Assessing Higher Education: Ostracized Silence and Disenfranchised:

Let us see when Urdu medium students and government and private school students come to higher education then how they feel:

- English is main medium of instruction in higher education.
- GSGs reported difficulty in linking old concepts to the new.
- Consequently, the game changes in higher education.
- Rote learning.
- Refraining from class discussions.
- Learning is crippled by devaluation of their linguistic capital 'bound and gagged'.
- Ostracized and silenced.
- Self-elimination' from higher education.
- PSGs recounted vibrant self-actualizing life.
- Despite equality in resources, the situation was hardly equitable.
- Refraining GSG's from entering the profession of their choice.

Topic 185: Opportunities to be in Careers of Choice and Participation in the Work Place

Let us see the impact of knowing english in government and private school student's career prospects.

- Significance of english competence in jobs and workplaces.
- It was very clear and there were student's perception as well that if they know english language then it's easy to get good jobs and who don't know english language they will not apply for the highly paid good jobs.
- GSGs steered away from their desired careers.
- They started to hesitate.
- The prospect of humiliation deprives them of the courage to reach their valued career goals.
- PSGs confident of their job prospects.
- Findings endorse Bourdieu's assertion:
 "Language can act as a subtle but powerful tool of exclusion"

Topic 186: Wider Social Participation and Access

Let us see that the language access and impact on wider participation of people according to national language policy.

- Wider language policy.
- Almost all official documentation was in english.
- Hospital, universities, computer function, bank etc.
- In some cases, information in urdu and english on the same document was different.
- Nature and scope of english and urdu newspapers programs.
- The whole point of research was:
 1. Language policy (LP) issues are related to development.
 2. Language policy (LP) and Languages in education (LE) must be seen with reference to each other-market value.
 3. Internet colonialism.

Required:

- A more inclusive language policy.
- Provision of more equitable access to learning english.

Lesson No 32

LESSONS LEARNT FROM COMPARATIVE STUDY**Topic 187: Lessons Learnt from Comparative Study**

Language policy:

- Issues of inequality were not seen which directly deals with poverty.
- Mediates hierarchies of power in social structure.
- Can marginalize/disadvantage.
- Constrict freedom of choice and participation.
- The issue of inequality seemed to be resolved at higher education from a resource-based approach.
- Language acted as a 'social conversion' factor.

However keep in mind that resources are means to an end it's a tool to achieve something but it is not an end in itself.

Topic 188: Comparing Curricula

Let us see the curriculum as a unit of analysis in comparative education.

Comparison by:

- Government
- Parents
- Students
- Academics

Remember when study curriculum:

➤ For every 'what is?' exists implicitly 'what isn't?'

- Comparison between 'the reality' and 'intention'.
- Diverse forms and purposes for which you can take curricula as a unit of analysis.
- However, insights are invaluable.

Topic 189: Curriculum Ideologies and Components

- Ideologies are the ideas that are behind curriculum and it's very important.
- Underpinned by:
 - Normative views and beliefs.
 - Nature of knowledge and learning.
 - Roles of teachers and learners.

Academic rationalism:

- Introducing learners into establishes disciplines.
- Concerned with preservation and didactic teaching.

Social & economic efficiency:

- Development of human capital.
- Society's needs as straight point.
- Curriculum designed for responsible citizenship.

Social and reconstructionism:

- Education for social change.
- Addresses issues such of social injustice/inequalities.

Orthodoxy:

- Learners are initiated into fundamental belief system.
- Learners are expected to be relatively passive and uncritical.

Progressivism:

- Learner-centered.
- Focused on the needs, interests and abilities of to individual.
- Encourages learners to explore and develop autonomously.

Topic 190: Approaches in Comparison of Curricula

Dimensions:

All three are interlinked:

1. Purposes and perspective
 2. Curriculum focus
 3. Manifestations
- Researcher purpose:
 - Adoption of a perspective.
 - Informs the questions.
 - Guides data collection.

Purposes and perspective:

- Short (1991) identified 17 forms of curriculum inquiry:
 - Analytical
 - Ampliative
 - Speculative
 - Historical
 - Scientific
 - Ethnography
 - Narrative
 - Aesthetic
 - Phenomenological
 - Hermeneutic
 - Normative
 - Critical
 - Evaluative
 - Integrative
 - Deliberative
 - Action

Curriculum focus and manifestations:

- a) Ideology and social cultures.
- b) Curriculum development and planning systems.
- c) Curriculum implementation.
- d) Experience.

‘Null’ curriculum:

- Wittingly or unwittingly omitted aspects.

Topic 191: Evaluative Perspective

Evaluative perspective is the most common perspective from which curriculum is compared.

- Overall poor performance of western pupils as compared to Asians indicated by PISA.
- Resulted in “borrowing” curriculum reforms from Asians.
- The increasing tendency to borrow has created a standardized global reform agenda.
- Culture may be adapted.
- Culture may serve as symbolic references.
- Whenever you bring change in curriculum so there is a gap between policy planning and implementation.

Phillips an Ochs 4 stages Model:

1. Inclination towards cross-national borrowing.
2. Decision to borrow.
3. Implantation.
4. Process of synthesis or indigenization.

Lesson No 33

EVALUATIVE, INTERPRETIVE AND CRITICAL STUDY**Topic 192: Critical Perspective**

It is another very important and common perspective from which curriculum has been compared across nations or within a nation/country.

- Appropriate for addressing issues of equality, justice of equality, justice or social reconstruction.
- Sleeter and Grant (1991) analyzed portrayals of race, class, gender and disability in 47 textbooks.
- Textbooks-instruments of social control, they should reflect diversity.
- The researcher embraces an ideological standpoint.
- Tension between researcher's desire change and stability.
- Weak evidence undermines critical research.

Topic 193: Research Methods: Interpretive Study

There are lots of methods for curriculum study; one of approach is as following:

Interpretive Study:

- Comparison of aspects of curriculum.
- Based on assumption that the reality is too complex and multifaceted.
- History of curriculum.
- Curriculum as a cultural artifact.

Challenge:

- Subjective.
- Persuasiveness.
- Building a case beyond reasonable doubt.
- Triangulation.
- Prolonged contact.
- Thick descriptions.
- Audit trail in research design.

Example:

Alexander (2000):

- Research of primary school education in France, India, Russia, USA and England.
- He looked at the state provision of education, logistics, documentation and implantation.

Topic 194: Critical Perspective

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- Tension between researcher's desire change and stability.
- Weak evidence undermines critical research.

Topic 195: Research Methods: Evaluative Study**Example:**

- Trilingual models of education in primary schools in ethnic minority regions of China (Adamson, Feng & Yi 2013)

Purpose:

- Identity factors shaping and sustaining different models of trilingual education.
- Evaluate strengths and weaknesses
- Four critical dimensions of policy making explored (Elmore and Skyes (1992):
 - Nature, origin, forms of action and impact.
 - Gap between policy and implementation.
- Representative sample of 9 schools in each minority region.
- Complex multiple methods.
- Results:
 - Rational linear approach.
 - Focus on coherence through reality is complex.

Topic 196: Research Methods: Interpretive Study:**Example:**

Tong et al. (2000):

In this study they wanted to see the impact of:

- Task-based learning.
- Planning implementation and experience of task-based learning.
- English and Chinese classes: Hong Kong schools.
- Reasons.

Researchers were interested in:

- Horizontal and vertical comparisons.
- Manifestations:
 - Policy documents.
 - Textbooks.
 - Lessons in classrooms.

Results:

- Tasks were interpreted differently across the two subjects and within the manifestations of subjects.
- Different pedagogical traditions.
- This reflected different.
- Nature of the two languages.
- Functions of the two languages in Hong Kong.
- Textbooks writers and publishers were faced with commercial realities.

Topic 197: Research Methods: Critical Study**Critical studies:**

Hickling-Hudson and Ahlquist (2003):

In this study they wanted to know:

- Discourses of ethnicity in school curricula.
- Australian and USA 2 primary schools each.
- Focal questions:
 - Who defines the curriculum?

- o Whose interest is served?
- One school in each country exhibiting poor practices while a school in each country displaying good practices.

Data collection tools:

- Class observations.
- Staff and student interviews.
- Notes about library facilities.
- Wall displays and other curricular artifacts.

Results:

- Schools exhibiting poor practice, curriculum was grounded in White culture.
- Aboriginal children in Australia and their culture were hardly mentioned and they were taken into European fairy tales; walls decorated with 'Disney' characters.
- Literacy lessons were focused on demands of state tests.
- European industrial factory model of schooling.
- Best schools grounded in communal realities.

Topic 198: Comparing Pedagogical Innovations:

Let us see if we take pedagogical innovations as a unit of analysis so how do we do comparative educational research.

Innovation:

- Subset of change.
- Deliberate and specific.
- Top down or borrowed.

Level of change:

- First order:
 - o Minor adjustments.
- Second order:
 - o Deeper structural.

Need for innovation:

- Globalization.
- Half-lives of knowledge.

- Economic competitiveness.
- ICT

ICT perspectives:

- Initially, learning about ICT.
- Learning with ICT.
- Learning through ICT.

Research delayed (2000) because of:

- o Knowledge required.
- o Wide field of pedagogy.

Lesson No 34

VIDEO STUDIES**Topic 199: Video Studies: Study 1: Video Surveys**

Now let us see how comparative research has been done in relation to pedagogical innovations and its one of very interesting example is as follow:

TIMSS (1995):

- Third international mathematics and science studies.
- Video surveys.
- Comparisons of mathematics teaching.
- Data from 231 grade 8 mathematics lessons.
- Countries:
 - o Germany, Japan and USA
- Random selection of teachers and lessons.
- To yield national level comparison of individual lessons.

Results:

- Normative practices at national level:
- Across:
 - o Content
 - o Organization
 - o Instructional practices

Topic 200: Study II: Pedagogy and School Systems

Alexander (2000):

Cultural comparisons of approaches to primary education.

- England, France, India, Russia and US
- Assumption:
 - o Classroom practices reflect and shape wider culture.

Comparisons at three levels:

1. Classroom
2. School
3. System level

Classroom level:

- Lesson structure
- Classroom organization
- Tasks and activities
- Assessment and activities
- Rules
- Interactions
- Pacing
- Scaffolding

School level:

- Space
- School time
- External relationships
- Values and functions perceived by teachers

Systems level:

- Governance
- History-policy
- Legislation
- Curricular assessment and inspection

Topic 201: Study III: Revealing Diversity in Pedagogy:**Law et al. (2000):**

- Study:
 - Good practices in using ICT in Hong Kong.
- Grounded approach:
 - 46 recorded lessons.
- Aim:
 - Pedagogy emerging in a period of flux-lifelong learning and ICT.
- Belief that practices could only be interpreted with the context.

He did his research at two levels:

Class level:

- Teachers

- Students
- Technology

School level:

- Models of change
- Vision and values
- Reform culture.

Revealed:

- Diversity
- Made links
- Vision and values most important in ICT integration

Topic 202: International Comparative Research: Pedagogical Innovations

Emerging interest in characteristics from interplay of local and broader contexts.

Studies:

- To highlight contextual factors as well as the policies and strategies
- Data beyond classroom level
- Contextual factors influence:
 - Emergence
 - Sustainability
 - Scalability of the innovations

Three studies:

- Context and research focus
- Methods/outcomes
- Contribution and limitation

Topic 203: Study: International Comparative Research**SITES M 1 (1998):**

- SITES mean second information technology education study.
- They did a comparison across 26 countries to see innovative pedagogical practice using technology and they see:
 - ICT infrastructures
 - ICT teaching and learning observed

- o Obstacles

SITES M2:

- 174 case studies by 28 countries
- Case selection on agreed international criteria
- Instrumental approach

Cluster Analysis:

- Dimensions:
 - o Teachers roles
 - o Student roles
 - o ICT pedagogical innovation
 - o Kinds of ICT used.

Results:

- Rarely cases which were highly innovative in all dimensions.
- Change ongoing process
- Sustainable change possible if the entire education ecology evolved.

Topic 204: Challenges and Methodological Advances

Let us look at the advances/achievements from pedagogical innovation related research at cross country level and what are the challenges that we face.

Advances:

- Contextual maps of innovation in pedagogy.
- SITES M2 provided model conceptual model of hierarchically nested structures.
- Observations about relationships between innovation characteristics and contextual factors.
- Alternative designs of innovation scalability and sustainability.

Challenges:

- Decontextualized comparison of pedagogy.
- Deriving an ecosystem model of pedagogy innovations.

These are the challenges that the researchers working in pedagogical innovative research are dealing with but in any case it is a very useful field of work although it's very complex.

Lesson No 35

COMPARING WAYS OF LEARNING AND LEARNING STRATEGIES

Topic No: 205-- Comparing ways of learning: Approaches:

Now researchers all over the world in comparative education have been interested to know what are the different ways in which students learn.

Challenges:

- Psychological.
- Cultural differences as individual difference problematic.
- Random sampling.

Learning approaches:

Second order perspective:

- Surface approach
- Deep approach
- Achieving approach

This approach is based on phenomenography in which you ask learners that what they have learnt and which strategies they have used.

Learning approaches:

- Qualitative differences were reported in learning outcomes depending on the approach selected

Topic 206: Comparing Learning Strategies

The researchers are very much interested to find out what are successful and unsuccessful learning strategies that's why they want to generalize that which strategies are better but apart from the issue it is a psychological thing and its implication on the culture/cross culture is problematic but in cross cultural comparison one must make sure that there has been some sort of conceptual equivalence which is as following:

Conceptual equivalence:

- Closely related to 'etic' and 'emic' approaches.

Example:

- Ethnographic research with Nigerian students in which they found that getting to the right answer is very much important.
- Chinese and Hong Kong students agree with surface and deep approach construct.

Reliability:

- The response must be assessed for reliability in the culture in which it is to be used.

Within-construct validity:

- By comparing results of internal factor analysis.

Topic 207: Cross-Cultural Meta-Analysis**Aims of Meta-analysis:**

- Obtain an estimate of the strength of a relationship.
- To find if the relationship varies according to be characteristics of the sample.

Cross-cultural Meta-analysis:

- Quantitative
- Assumption:
 - How a student learns depends both on the person and learning environment.

Correlates with academic grades:

- Surface approach-negative outcomes.
- Deeper approach-positive outcomes.
- Problem:
 - Deep approach not always rewarded in terms of grades.

Correlates with self-concept and locus of control:

Students confident in their learning self-reliant will adopt the deep approach.

Issues:

- In Meta-analysis you don't do new reach or study.
- If scales from different instruments measuring the same variables so how much they are comparable with each other, this is the issue.

Topic 208: The Paradox of Asian Learner

1. Asian students rote learn more than western students.
 2. Rote learning has poor outcomes.
 3. Therefore the Asian students should perform poorer.
- International comparisons of education performance show that the reverse is true.
 - It reveals ‘western misperceptions of Asian learning culture.

Japanese not oriented towards rote learning:

- Lessons begin with brief recap.
- Then challenging problems, individually then in small groups.
- Teachers’ summarize.

There is a need to be:

- o Culturally sensitive understanding of relationship between memorization and understanding.
- o Distinction between rote learning and repetitive learning.

Topic 209: Concepts of Teaching: Chinese Perspective

Let us look at the teacher student relationship from a Chinese perspective:

Chinese tradition:

- Teacher/student relationship is equal to the relationship of parents/children.
- Teacher authority
- Typical teaching:
 - o Considerable interaction in mutually accepted social context.

Ho’s cross-cultural comparison:

- Australia secondary school teacher’s roles restricted to classroom.
- In Hong Kong teachers’ roles extended to students problems outside school.
- Chinese expectations of teachers:
 - o Role model.
 - o Concerned with students’ moral development.
 - o Concern beyond the classroom.

COMPARING EDUCATIONAL ACHIEVEMENTS AND EQUITY OF PERFORMANCE

Topic 210: Comparing Educational Achievements

Why you want to compare achievements?

You want to do comparison because:

- You want to measure achievements within schools.
- You want to see cost/benefit analysis
- You want to see input processes.
- For assessing variation among schools
 - Its common example is private/public school.
- To measure differences between groups and sub-groups of students.
 - We can see its example in western context that are afro Americans doing as well as whites?
- In short we can say that we compare because we want to see:
 - ‘What can we learn from other systems?’

Topic 211: Procedures for Measuring Achievements

Comparing academic achievements is not simple.

- **First:**
 - Well defined framework that describes subject areas and procedures test blueprints.
- **Second:**
 - Production of tests.
- **Third:**
 - Production of a score for each student.

Question addressed:

There are several questions to be addressed while making these comparisons:

- How is subject matter defined?
- What kind of summary scores are needed.
- What is the blueprint like?

- What kinds of items are used?
- Who writes and checks the items?
- How are the items translated?
- How do the final tests look?

Topic 212: Whom to Compare

When you are interested in comparison of learning achievements so the researchers have a question in mind that whom to compare?

Age versus Grade Groups:

- Comparative studies usually specify age level or grade level or combination of both.
- Age of entry to school varies in different countries.
- Is it fair to compare students of certain age when they differ in schooling years? This kind of limitations should be mention in the research.
- Complications are that defining grade is also ambiguous.
- Dropout rate re-entry varies.
- Researcher has to answer this question that “Is the researcher interested in the effect of schooling or of maturity?”
- Sampling problematic.
- Defining a grade.
- Easy in schools where teaching of all subjects is done in one class.
- Some countries prefer grouping in different ways for different subjects.

Topic 213: Comparing Levels and Equity of Performance

Equity of performance means that are children performing at the same level or not according to the age of children as comparison to other children of same age.

Pupils within school:

- Feedback of students’ performance important.
- Increase schools’ willingness to cooperate in future.

Level of school performance?

- School principals may be interested in knowing their school’s performance in comparison with other similar schools.

Authorities are often interested in knowing:

- International standing.
- Do regions with different characteristics differ in achievements?

Topic 214: Important Comparative Questions at National Level-I

Let us look at the first set of questions that are most often asked at national level:

Key questions:

- What percentage of pupils reaches different skill levels?
- Example of Vietnam:
 - Test of reading and mathematics of grade 5.
- What percentage of pupils reach specified benchmarks?
 - Example: Vietnam
 - I. The ability to use certain skills
 - II. The ability to cope with the tasks next grade of education.

Functionality:

After benchmark they see three level of functionality:

- Independent
- Functional
- Pre-functional

Analysis helpful for the curriculum development specialists and for the government.

Topic 215: Important comparative questions at national level-II**Question:**

- How well a country is doing compared with similar countries?
- At national level countries are very much interested in finding out that how well or worse are they doing in relation to other countries on some specified skills, level or benchmarks.

PISA study of 15 years olds:

Testing literacy in:

- Mathematics

- Reading
- Science

Limitations:

They do not indicate:

- Ways to improve.
- Factors associated with pupils achievements. It might also be sort of biased towards western mods of thinking.

Topic 216: Equity in Achievements across Schools

Studying equity in achievements across schools is an important reason why comparative education in learning achievements carried out.

How an equitable achievement is?

You need to take into account that:

- To what extent are differences in pupils scores are a function of difference:
 - Among schools
 - Pupils in school.
- Identification requires statistical correlations
- Example:
 - In Vietnam grade 5 survey indicated 58% variance between schools.

Differences:

- Within schools 42%
- Across provinces 10%
- Across schools 41%
- Classes within schools: 15%

When equity is considered important, countries want to know variation between schools.

Lesson No 37

COMPARING QUALITY OF EDUCATION**Topic 217: Comparing Quality of Education in Low Income Countries from a Social Justice Framework:****Focus of the paper:**

- Quality of education for learners in low income countries
 - In relation to the concept of social justice
 - In comparison with dominant approaches.

Two dominant approaches:

Two dominant approaches which define quality of education:

- Human Capital Approach
- Human Rights Approach

Social justice approach dimensions:

The frame work of social justice within which quality of education has been defined, they are:

- Inclusion
- Relevance
- Democracy

The concept of social justice based on the work of:

- Nancy Fraser
- Amartya Sen
- Martha Nussbaum

Topic 218: Human Capital Perspective to Quality**Human resources:**

- The concept of human capital approach is based on human resource development.
- It is interested in human being so that they can contribute to the economy of the country.
- Educational quality for economic growth.
- GDP as the most significant indicator of development.
- Shift in political commitment from cost-sharing to free primary education.

Realization and concern for inequality:

- There is a realization for the quality of education.
- Countries having highest levels of inequality also have slowest growth rate.

Sources of inequality:

Human perspective to quality takes into account three sources of inequality:

1. Gender
2. Urban/rural inequality
3. Inequality by region

Topic 219: Problems in Human Capital Perspective

- Human beings as human workers.
- Interest in educational quality for improvement of work output.

Estimation of quality:

- Human capital theory doesn't itself provide framework utilizes school effectiveness framework.

School effectiveness indicators:

Main indicators are:

- Presence of staff and students.
- Infrastructure.
- Physical, emotional and mental state to be able to be involved in teaching/learning.
- Contexts ignored.
- Framework lacks flexibility to re-imagine different forms that school can take.
- Over-reliance on standardized assessment as a measure of quality.

Topic 220: Rights-Based Approach to Quality

- Interest in human beings for their own sake.
- Development as multifaceted.
- Human rights fundamental and integral to the development process.

Rights Approach to education quality:

- Securing rights to, rights in and rights through education.

- These include enactment of negative rights as well as positive rights.
- Rights discourses questions corporal punishments and it challenges inequality.
- Contributed towards sustained efforts and international commitments.

Frameworks:

- Learner at the center.
- UNICEF: five dimensions:
 - What students bring to learning
 - Environment
 - Content
 - Process
 - Outcomes
- An added dimension of policy making, administration
- Child-friendly schools
- UNGEI (2006)
- Principle of inclusion.

Topic 222: Nancy Fraser and Global Justice

Let us look at how Nancy Fraser's works in form the social justice framework:

Debates of social justice complex:

Fraser emphasizes principles of:

- Equal moral worth
- Equal participation

Institutionalized obstacles:

- Economic structures.
- Hierarchies of culture value.
- Exclusion from decision making-discourses.

Three dimensions of social justice:

- Redistribution
- Recognition
- Participation

Lesson No 38

REDISTRIBUTION AND DIMENSIONS OF QUALITY OF EDUCATION

Topic 223: Redistribution and Quality of Education

When Nancy Fraser talks about social justice the first dimension that appears is that of redistribution. It means distribute the things in a way that all people have equal access.

Access to quality education and outcomes:

Resources:

- Material
- Human
- Symbolic
- Schools, books computers, internet, toilets etc.

Human resources:

- Teachers, staff etc.

Symbolic resources:

- Language
- Material resources can also have a symbolic value

Access to educational outcomes:

- Cognitive and affective

Topic 224: Recognition of Diverse Needs and Identities in Education

It is a second dimension of Nancy Fraser's social justice framework is recognition.

Recognition:

- Presence of diverse groups:
- Indigenous populations
- Minorities
- Disable
- Over-aged children

- Working children
- Gender
- Respecting
- Responding
- Understanding of diverse needs is critical for enabling education planner to target resources and intervention effectively.

Topic 225: Participation and Educational Quality

It is the third dimension of Nancy Fraser's social justice framework is participation.

Participation in:

- Decision making
- Governance
- Curriculum
- Teaching/learning

Two forms of misrepresentation:

- Political misrepresentation
- Misrepresentation- globalization effect.

Political misrepresentation:

- Voice
- Accountability
- Governance
- Decision making

Globally related misrepresentation:

- Global agendas oust local needs

Imposition of educational:

- Form and content
- Priorities

Double disadvantages for learners in low income countries:

- Poor governance
- Top down agendas

Topic 226: Capability Approach and Educational Quality**Education is:**

Capability approach regards education as:

- An important capability.
- Leads to develop valued capabilities and functioning.

Capability approach concept:

- Capabilities
- functioning

Functioning:

- Achievements
- Actual state of being and doing e.g. standard of living qualification, status.

Capabilities:

- Opportunities and skills.
- Potential for making choices.
- Freedom to achieve what one values.

Central idea is of agency freedom:

- Contextual constraints taken into account

Social conversion factors:

- Personal
 - Social
 - Institutional
- Quality of education should be evaluated not in terms of resources but in terms of equality of opportunities and enabling freedom of choices.
- Positive freedom
- Negative freedom

Topic 227: The Framework of Social Justice

Social justice approach:

- Provides a new way of thinking about educational quality.
- Highlights an alternative rationale from education rooted in individual freedoms.
- Redefines quality education as the one that develops valuable capabilities/opportunities and inputs.

Three dimensions of quality:

There are three dimensions of quality if you are looking at the quality from the perspective of social justice:

- Inclusion
- Relevance
- Democratic

Topic 228: The Three Dimensions of Quality Education: Inclusion

Inclusion: Define Inclusion?

- Equal access to education
- Equal access to learning outcomes.
- Conflates with recognition and redistribution.
- Focus on the marginalized groups.

Inclusion in relation to:

- Resources
- Teacher education
- Governance
- Learning outcomes

Lesson No 39

RESOURCES AND INCLUSION FOR EDUCATIONAL QUALITY

Topic 229: Inclusion: Resources for Educational Quality

EDQual:

EdQual is a consortium which works for the educational quality.

Research by EdQual in Africa highlighted:

- Targeted resources inputs are critical.
- Nuanced understanding of contextual needs of children necessary.

Examples:

- Provision of meals for primary children.
- Complementary extra-curricular programmes.
- Sanitary conditions for girls.

Careful assessment of specific needs equal distribution of resources:

- Across schools
- Within schools

Difficulty:

Issue in resource assessment is:

- Educational information systems in low income countries deficient and not reliable.
- Issue is political.

Topic 230: Inclusion for Educational Quality: Teacher Education

Let us see the role of teacher education in inclusion and how it enhances the education quality.

Resources utilization filtered through teachers:

- Example:
 - Introduction of ICT in Rwanda
 - It was based on the concept of one laptop per child.

Child friendly schools:

- India-multi-grade teaching transformed into activity based learning in state schools in chinnai (less successful in rural areas).
- Africa struggling because of the cultural tradition of top down decision making.

Centrality of teachers:

- Influences on teacher perceptions and research deficient in low income countries.
- Teacher motivation, training, professional development, support and incentives (Human Capital Approach).

EdQual Research:

Social justice framework based on EdQual research.

- Teacher autonomy action research for creating opportunities for the disadvantages very helpful.
(along with incentives and accountability)

Topic 231: Governance for Educational Quality

Let us see the role of governance in inclusion and how it enhances the education quality.

Human capital approach:

It said to make private schools with government schools because there is:

- Choices and competitiveness.
- School autonomy and dollarization.
- Accountability.

EdQual research:

- Agrees with efficiency and accountability concerns.
- Highlights issues of equity.

Decentralization:

It needs to be approached with caution:

- Not helpful in all countries- Vietnam, Uganda, South Africa, Columbia, Chile.
- Central government targeted funding and support.
- Decentralization increasing rather than decreasing gap in educational quality among the rich and poor in some countries (EFA Global Monitoring Report, 2009)

Topic 232: Learning Outcomes for Educational Quality**Quality in learning outcomes requires:**

- Standardized testing in low income countries PISA; TIMS

Requires:

When we are comparing equality and quality of education in terms of social justice, it requires:

- Aggregation and de-aggregation of data.
- Qualitative research.

Requires studying:

- Gender based issues.
- Cultural aspects of learning outcomes.
- Cultural alienation.
- Corporal punishments.
- Barriers to certain aspects of curriculum.

Topic 233: Dimensions of Social Justice for Educational Quality: Relevance:

Relevance:

- It is one of the key dimensions of social justice framework for education quality.
- Meaningfulness of learning and learning outcomes.
- Synchronizing with national and international perspectives.

Key focus of human capital approach:

- Essential life skills
- Health
- Peace education
- Critical thinking
- Interpersonal skills

Rights approach:

- Curriculum talks about values.
- Positive face
 - Tolerance
 - Challenging injustice
- Negative face
 - Weapon for repression

Rights approach:

- Language rights in education.
- Indigenous language.
- Bilingual education
- Resources and political will.
- Complexity in the era of globalization.

Social Justice Perspective of quality:

One has to recognize:

- Form and content should recognize and reflect identities and needs of the community.
- According for diversity:
 - Nomadic and pastoral groups.

Topic 234: Democratic Dimension of Social Justice for Educational Quality

Beyond human capital and rights approach:

Double exclusion:

- Local
- Global

Politics of framing:

This process involves politics of framing and there is an issue of:

- Misframing
- Re-framing

Misframing:

Research to explore the extent one has voice-advocacy.

- Forms of citizenship
- Sitting freedoms
- Stereotyping
- Moral vision Cuba and Finland

Re-framing:

- Transformative approach
- Dismantling obstacles
- Debating and demanding quality education
- Transformative regionalism

Lesson No 40

LOW-COST PRIVATE SCHOOLS FOR POOR AND LOW QUALITY PUBLIC SCHOOLING

Topic 235: Low-Cost Private Schools for Poor: Analyzing Public Policy in Low Income Countries

Non-government schools:

- Role in catering to low income families.
- Government policy for these schools.

Question:

- Why do low income families prefer fee-paying schools?

Case studies:

- Jamaica
- Kenya
- Tanzania
- Ghana
- Indonesia
- Pakistan

This paper considers appropriate public policy towards low-cost private schools.

Topic 236: Non-Government Schools: History of Support

- A common misconception:
 - All non-government schools are for wealthy.

Governmental support:

- Generally there.
- Best known support:
 - Large-scale Chilean Voucher program.

Other Examples:

- India's adoption of the 'Right to Education Law'.
- Bhutan:
 - Extensive school mapping.
- Philippines:
 - govt.'s seat purchasing in private schools.
- Columbia:
 - Contracts with private organizations.

Few debates & controversies:

- Basic education:
 - A right that only state can deliver.
- Non-subsidized provides:
 - Drawing down community wealth.
- Efficiency is bound to certain conditions.
- Non-government schools can undermine the public education system.

Topic 237: Cross-Country Analysis

Let us look at cross-country analysis which is exploring policies for low cost private schools.

Methods:

This was a study across six countries:

- Cross-sectional school surveys
- Snowball sampling

Demand for low-cost private schools:

- Increasingly rising demand.
- Public sector's inability to meet demand.

Inadequate public supply:

- Increasingly number of private schools reported in Ghana, Indonesia, Pakistan and Kenya
- Serving in areas where public schools were few and far between.

Reasons:

- Inadequate infrastructure.
- Woefully inadequate teaching/learning.
- Accessibility.
- Inadequate government funding for education.

Topic 238: Low Quality Public Schooling and Differentiated Demand

Let us look at the aspect of low quality of public schooling that leads the parents to select private schools for their children.

Public schools in Jamaica:

- Insufficient space.
- Ineffective education.
- No individual attention to students.
- Increased rate of crime and violence.

Outstanding issues:

- Gender inequality.
- Public schools are not always free and less expensive.

Issues in public schools:

- Poor scores.
- Over-crowding.
- Higher teacher absenteeism.
- Unengaged teachers.

Higher quality perception of private schools:

- Ghana
- Kenya
- Tanzania
- Pakistan

Differentiated demand:

- Parents' preference for greater emphasis on religion.
- Religion a major factor across countries.

Topic 239: Accommodation of Low-Income Children**Evident enrollment of children from low-income family in private schools:**

- Low tuition rates
- Subsidized fees
- With exception of private schools in Punjab

Reaching those most in need:

- An argument
 - Private schools are actually unable to reach the poorest families
- Happens in some cases not all

Voucher and Alternative models:

There are several ways and models used by government through which poor children reach to schools and there are:

- Scholarships
- Subsidies
- Vouchers to help low-income students
- Best example:
 - Chile
- Purchasing private school spaces

Topic 240: Regulatory Environment and Financial Sustainability

Let us look at regulatory environment and their sustainability within which low cost private schools perform.

- **Governments make rules and regulations pertaining to:**
 - Establishment
 - Operations of non-government schools

Regulatory variety:

- **Prerequisites for non-government schools in Tanzania:**
 - Declaration of ownership
 - A mission statement
 - A completed application
 - Few certificates
 - A report from school inspector's office etc.
- Once operational, schools need to meet further requirements
- All six countries need to follow that national (or government approved) curriculum.

Regulatory concerns:

- Regulatory environment can represent barriers to their operation.

Financial sustainability:

- Increased demand would cause school to act like business
- Which is not possible for those intended to serve the poor.
- Inconsistent incomes place them at of bankruptcy
- Taxation structure in some countries also poses threat to financial sustainability.

Lesson No 41

LESSONS LEARNT FROM CROSS-COUNTRY ANALYSIS AND RECOMMENDATIONS FOR SCHOOLING LOW-INCOME CHILDREN

Topic 241: Quality of Output of Low Fee Schools

A major reason why parents have been opting for low fee private schools because they are perceived to be better in quality than public schools. Let us see this perception of people is how much correct that low fee private schools quality are better than public schools.

- Jamaica:
 - Low national examination scores.
- Ghana:
 - Similar situation with exception of GA district results
- Tanzania
 - Positive achievements of private schools
 - No evidence about low-cost sector of interest
- Indonesia:
 - Low-fee schools quality a problem.
- Pakistan:
 - Lower teacher absenteeism smaller class sizes in private schools.
 - Higher test scores in mathematics, English and Urdu.
 - However, concerns about quality.

Topic 242: Successful Initiatives and Models

Now let us look at what are the successful initiatives and models used in these six countries for running low fee private schools for the poor.

- Each of 6 countries provides some evidence of initiatives or models.
- Could assist in meeting EFA goals
- Context

Cross subsidization:

Kenya:

- Enrollment of 1 or 2 students at no charge for every 3 or 4 fee-paying students enrolled.

School-in-a-box:

- A franchise approach by bridge international academics in Kenya.
- Costs \$4/month per student.
- Scripted curriculum, teacher/management training.
- Facilities/materials.

Scholarship programs:

- Baluchistan to promote girls education.
- Found to be successful.

Similar scholarships have been provided to:

- Street children in Kenya.
- Low-income students in Jamaica, Ghana, India.

Topic 243: Lessons Learnt from Cross-Country Analysis

Let us look at the lessons learnt from cross-country analysis regarding low cost private schools.

- All 6 countries have unnecessary numerous and restrictive policies regarding private schools.
- Schools reaching the poorest of the poor, except in Punjab and Latin America.
- Financial sustainability an issue
- Regulations an issue
- Number and variety of regulations are:
 - Cumbersome
 - Restrictive
 - Unenforced
 - An opportunity to collect bribes
- Low-income private schools as complementary to the public sector.
- Taxation and landownership policies need to be revisited.
- Government support important

Topic 244: Recommendations for schooling low-income children:

Non-government schools serving the poor need to be:

- Supported
- Registered without charges.
- Exempted from certain regulations and taxes.

Interventions:

- Existing financial assistance programs for government schools students should be extended to needy students in non-govt. school.
- Incentives should be enhanced so that non-govt. schools can thrive.

Topic 245: Major Arguments against Non-Government Schools

Let us see what are the arguments that have been always put forth against the setting up of non-government schools.

1. A right that only state can deliver.

- The state will remain the main through not sole:
- Provider of schooling
 - Financial and outreach issues

2. Non-subsidized providers depend on community revenue.

- Tax resources draw from communities as do the private school fees.

3. Efficiency can be true under certain conditions.

- Good sources of information and effective regulatory framework
- Many private schools were seen as more efficient than govt. schools.

4. Universal basic education was not achieved through non-government schools:

- Countries achieved universal education with a mixture of govt. and non-govt.schooling.

5. Reliance on private schools can undermine public system.

- Mixed results.

6. Low-cost schools' can never accommodate the poorest households.

- True to some extent.
- There is evidence from many countries that private schools are reaching the poorest children.

