

# TRCN

## ***PhD Study Material***

*on*

### **PQE 017: Comparative Education**

For category "**A**": teachers with *Doctorate in Education* or **Ph.D.** in any other field but in combination with either *NCE, PDDE* or *PGDE*.

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### Meaning and scope of comparative education

Comparative education examines and analyses the educational systems, practices, and outcomes of different countries. Its primary aim is to understand the similarities and differences among various educational contexts and identify effective strategies and policies that can improve local educational systems.

It explores the historical, cultural, social, and economic factors that shape educational practices and outcomes in different settings.

### Methods Appropriate to the Study of Comparative Education

- **Historical Method:** This approach analyses the historical development of educational systems to understand their evolution and current practices.
- **Descriptive Method:** Researchers use this method to describe and compare the characteristics of various educational systems, highlighting their structures, curricula, and instructional methods.
- **Case Study Method:** This method focuses on in-depth analyses of specific educational systems or programmes, allowing for a comprehensive understanding of particular contexts.
- **Quantitative and Qualitative Research:** Researchers utilise both methods to gather data and insights into educational practices, policies, and outcomes, providing a balanced perspective on the effectiveness of different systems.

- **Field Studies:** Direct observation and participation in educational settings offer valuable insights into the practical aspects of education in different countries.

## The Relationship between the State and Education

The relationship between the state and education influences educational policies, governance, and funding. Governments play a vital role in regulating and overseeing educational institutions, establishing curricula, and ensuring the quality of education provided. This involvement varies by country, shaped by factors such as political ideology, economic conditions, and cultural values.

In Nigeria, for instance, the government actively invests in education by allocating funding, setting educational standards, and implementing policies aimed at enhancing access and quality.

However, the effectiveness of these efforts often hinges on political stability, available economic resources, and public support for education. Overall, a strong state-education relationship can lead to improved educational outcomes and greater access for all citizens.

## Factors That Influence the Character of Educational System

1. **Cultural Context:** Educational practices often reflect the cultural beliefs and values of a society, influencing curricula, teaching methods, and student engagement.
2. **Economic Development:** The level of economic development impacts the resources available for education, including funding, infrastructure, and access to technology.

3. **Political Environment:** Political stability, government policies, and governance structures significantly affect the effectiveness and accessibility of education.

4. **Social Structure:** Social factors, such as class, gender, and ethnicity, critically determine access to education and shape educational outcomes.

5. **Globalization:** Global trends and international standards influence national educational policies and practices, leading to the adoption of best practices from around the world.

## Aspects of the Education System in Nigeria

- **Structure:**

Nigeria's 1-6-3-3-4 education system consists of one year in pre-primary education, six years of primary education, three years of junior secondary education, three years of senior secondary education, and four years of tertiary education.

- **Principles:**

The system aims for holistic development, focusing on cognitive, emotional, and social growth while promoting skills acquisition and entrepreneurship.

- **Guidelines and Implementation:**

The National Policy on Education outlines guidelines for implementing the education system, emphasising access, quality, and equity in education.

However, challenges like inadequate funding, poor infrastructure, and a lack of trained teachers hinder effective implementation.

## Education for All (EFA) and the Millennium Development Goals (MDGs) in Education

Education for All (*EFA*) and the Millennium Development Goals (*MDGs*) in education are key international initiatives aimed at improving global access to quality education.

*EFA* seeks to ensure that all children, youth, and adults receive a quality education by 2030, promoting inclusive and equitable education for everyone.

Established in 2000, the *MDGs* included specific targets related to education, such as achieving universal primary education and eliminating gender disparities in education.

Both initiatives highlight the importance of education in fostering development and reducing poverty. While some progress has been made in increasing enrolment rates and improving access, challenges such as poverty, inadequate infrastructure, and cultural barriers continue to hinder educational quality and access, especially in developing countries like Nigeria.

## Education in Other Countries

- **Finland (Europe):**

Finland's education system prioritises equity and student well-being. The country emphasises teacher training, offers minimal standardized testing, and promotes a student-centred approach to learning.

- **Singapore (Asia):**

Singapore's education system focuses on rigorous standards and high-quality teaching. The country invests heavily in teacher professional development and adopts a merit-based system that rewards effective teaching.

- **Kenya (Africa):**

Kenya has improved access to education through its free primary education policy and focuses on integrating technology into education to enhance learning outcomes.

- **United States (America):**

The U.S. education system offers a diverse range of options for students, including public, private, and charter schools. Its focus on vocational training and lifelong learning provides valuable insights for improving Nigeria's education system.

## Post-2015 Development Agenda

The Post-2015 Development Agenda builds on the successes and challenges of the Millennium Development Goals (*MDGs*) and aims to address global issues through a more inclusive and sustainable

approach. It emphasizes the need for quality education as a fundamental human right and a crucial element for achieving sustainable development.

The agenda promotes inclusive and equitable quality education, lifelong learning opportunities for all, and the integration of education with global initiatives such as poverty alleviation, gender equality, and environmental sustainability.

It encourages countries to adopt innovative educational practices, leverage technology, and engage all stakeholders, including governments, civil society, and the private sector.

Overall, the Post-2015 Development Agenda aims to create a more comprehensive framework that prioritizes education's role in building resilient societies and achieving long-term development goals.

**PRACTICE QUESTIONS ON  
THIS TOPIC: COMPARATIVE  
EDUCATION (017)**

**1.** The political environment can influence education by affecting \_\_\_\_\_

- A. Globalisation efforts
- B. Social structure only
- C. Cultural beliefs

D. Government policies and governance structures

**2.** What educational policy has Kenya implemented to improve access?

- A. Strict entrance exams
- B. Free primary education policy
- C. Limiting technology integration
- D. High tuition fees

3. Which of the following factors affects access to education in Nigeria?

- A. Political stability
- B. Globalisation only
- C. Historical context only
- D. Standardized testing

4. Which factor is **not** typically associated with the comparative method in education?

- A. Economic analysis
- B. Cultural evaluation
- C. Policy comparison
- D. Emotional intelligence assessment

5. In the context of education, what does 'inclusive' mean?

- A. Restricted access for certain groups
- B. Providing equal educational opportunities for all individuals
- C. Focusing solely on high-achieving students

D. Ignoring diversity in the classroom

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| <b>10.</b> <i>Subject Methodology</i>                         | <b>21.</b> <i>Use of Library</i>               |
| <b>11.</b> <i>Child Friendly Schools (CFS)</i>                | <b>22.</b> <i>Basic Mathematics</i>            |
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