

Schooling Around the World

**DEBATES,
CHALLENGES,
AND PRACTICES**



Kas Mazurek Margret A. Winzer

SCHOOLING AROUND THE WORLD

Debates, Challenges, and Practices

KAS MAZUREK

The University of Lethbridge

MARGRET A. WINZER

The University of Lethbridge



Boston ■ New York ■ San Francisco ■ Mexico City ■ Montreal
Toronto ■ London ■ Madrid ■ Munich ■ Paris ■ Hong Kong
Singapore ■ Tokyo ■ Cape Town ■ Sydney

Executive Editor and Publisher: *Stephen D. Dragin*
Editorial Assistant: *Meaghan Minnick*
Marketing Manager: *Tara Kelly*
Production Editor: *Greg Erb*
Editorial Production Service: *Walsh & Associates, Inc.*
Composition and Manufacturing Buyer: *Andrew Turso*
Electronic Composition: *Publishers' Design and Production Services, Inc.*
Cover Administrator: *Joel Gendron*

For related titles and support materials, visit our online catalog at www.ablongman.com.

Copyright © 2006 Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 75 Arlington Street, Boston, MA 02116, or fax your request to 617-848-7320.

Between the time website information is gathered and then published, it is not unusual for some sites to have closed. Also, the transcription of URLs can result in typographical errors. The publisher would appreciate notification where these errors occur so that they may be corrected in subsequent editions.

Library of Congress Cataloging-in-Publication Data

Mazurek, Kas.

Schooling around the world : debates, challenges, and practices / Kas Mazurek, Margret A. Winzer.—1st ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-205-45459-3

1. Comparative education. 2. Education—Cross-cultural studies. 3. Educational change—Cross-cultural studies. I. Winzer, M. A. (Margret A.), 1940- II. Title.

LB43.M324 2005

370'.9—dc22

2005050809

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 RRD-VA 09 08 07 06 05



SCHOOLING AROUND THE WORLD

*In memory of Professor Czeslaw Majorek. Dear friend and colleague;
internationally acclaimed scholar. You are deeply missed.*

Schooling Around the World follows on the success of *Education in a Global Society: A Comparative Perspective* (Allyn and Bacon, 2000). However, while the two share many commonalities, it is not a second, updated edition; it is a new and significantly different textbook. While some material from the former has been included herein, *Schooling Around the World* differs from its predecessor in six major ways.

First, it is a markedly shorter book. The number of case studies has been reduced from twenty-seven to sixteen. This change was made to assist students and instructors. *Schooling Around the World* was written to make it ideal for the thirteen-week course cycle found in most colleges and universities.

Second, selection of case studies was made on the criterion of highlighting “high-interest” nations. That is, nations that are both geopolitically significant and illustrative of important perspectives and lessons for understanding education principles and practices were chosen.

Third, while each chapter still opens with a description of the social milieu of the country, that description is briefer and more focused. The unique characteristics of each country and its major political, cultural, religious, ideological, and other traits are nonetheless still clearly identified. This is essential in order to provide the social context necessary for understanding each nation’s education system. However, there is less detail given to the historical evolution of the country than was provided by the previous textbook. The focus herein is upon succinctly identifying key social forces and factors that characterize the country and shape its education system.

Fourth, the education systems of each nation are described, but concisely and without undue specificity and detail. While the reader is acquainted with the essential structure of each national school system, its curricula, pedagogical practices employed, evaluation modes, teacher training, and so on, *Schooling Around the World* does not go into the detail that its predecessor provided. Both the above-noted outline of the social milieu of each nation and this sketch of the education system serve the function of providing readers with a contextual framework for understanding the next component.

Fifth, the editors’ guiding principle behind *Schooling Around the World* is to provide future teachers with a clear understanding of the realities of their chosen profession: the debates, controversies, and challenges they will face as professional educators. Relevance for the practicing teacher is emphasized in the issues brought to light.

Accordingly, the heart of each chapter is a spirited discussion of the successes, challenges, issues, debates, and controversies facing educators in their nations. Each contributing author has identified the strongest, most significant, and most desirable aspects of education in his or her nation. (Essentially telling us: “*Here is what we are doing right!*”) Next, authors identify the major challenges that schools and educators face in the effort to improve education in their nations. (Essentially, “*This is what is most weak and in need of attention and remedy!*”) Finally, each author identifies the issues and debates that are cur-

rently taking place in her or his nation's schools, teachers' professional organizations, ministries of education, the media, and so on. (Essentially, "*Here is what we are arguing about in education!*")

Sixth and finally, the preceding point leads us to the essence of the differences between this textbook and its predecessor. On one hand, *Schooling Around the World* is a very practical book. In addition to gaining basic knowledge of other societies and education systems, future teachers learn what the strengths of those systems are. More importantly, learning the successes other countries are experiencing (i.e., the "*Here is what we are doing right*" component of each case study) immediately invites a critically important question: What lessons may be learned from this to improve schooling in *my* country? Similarly, understanding the challenges facing educators in other nations and then drawing parallels to our own situations (the "*This is what is most weak and in need of attention and remedy*" element) illuminates avenues for finding solutions. What can we learn from each other? What can we borrow from each other? What can we teach each other? These are the questions that should frame student inquiry as each chapter is read.

Accordingly, *Schooling Around the World* is written in a spirited tone; the human element is not lost. In examining national issues and debates (the "*Here is what we are arguing about in education*" part of each chapter) we invite students to be drawn into the controversies—often raging ones—that characterize the highly ideological and politicized profession of teaching in every country. The issues future teachers face are profound and contentious. In each chapter, the authors take a stand; lines are drawn in the sand. In consequence, readers are invited to comprehend, confront, and take positions on the debates that will engulf them when they enter the teaching profession. The controversies are clearly illuminated in each chapter; how these battles are resolved will define the professional lives of the next generation of teachers.

Indeed, everything else can be considered as background to this. The ultimate value and use of the information and analyses provided is to give students a basis upon which to engage in the debates and dialogues of the profession they are entering. That is the focus of *Schooling Around the World*.

CONTENTS

Preface xv

PART I ABOUT THIS BOOK 1

CHAPTER ONE

An Introduction, Overview, and Guide for Students 3

KAS MAZUREK AND MARGRET A. WINZER

COMPARATIVE STUDIES AS A COMPONENT OF TEACHER EDUCATION 4

VARIETIES OF COMPARATIVE STUDIES IN EDUCATION 4

THE VALUE AND UTILITY OF COMPARATIVE STUDIES IN EDUCATION 4

APPROACHES TO COMPARATIVE STUDIES IN EDUCATION 7

THE NEED FOR THIS TEXTBOOK 8

A NOTE ON CONTRIBUTING AUTHORS 9

THE STRUCTURE OF CONTRIBUTORS' CHAPTERS 10

WHY BOTHER? 12

A BLUEPRINT TO ASSIST YOU 13

MAJOR THEMES 14

OPTIMISM: A CONCLUDING COMMENT 27

PART II THE PACIFIC RIM: A LANDSCAPE OF DIVERSITY 29

CHAPTER TWO

Japanese Schooling: Tradition and Modernization 31

HIROYUKI NUMATA

THE SOCIAL FABRIC 32

SCHOOLING 34

SUCCESES, CHALLENGES, AND DEBATES	40
CONCLUSION	50
REFERENCES	51

CHAPTER THREE

Education in South Korea: Changes and Challenges 52

DAEYOUNG JUNG

HISTORY AND CULTURE	53
SOCIETY AND ECONOMY	54
SCHOOLING IN SOUTH KOREA	54
SUCCESES, CHALLENGES, AND DEBATES	60
CONCLUSION	66
REFERENCES	67

CHAPTER FOUR

Education Reform for National Competitiveness in a Global Age: The Experience and Struggle of China 68

WING-WAH LAW

THE BROAD CONTEXT	69
STRUCTURE OF THE EDUCATION SYSTEM	72
RATIONALE AND OBJECTIVES: REFORMING EDUCATION	74
IMPLEMENTATION: REFORMING SCHOOLING AND CURRICULA	75
HIGHER EDUCATION REFORMS: THE PURSUIT OF EXPANSION AND EFFICIENCY	79
CONTENTIOUS ISSUES CREATED BY EDUCATION REFORMS	81
CONCLUSIONS: POLICY IMPLICATIONS FOR EDUCATION AND DEVELOPMENT IN A GLOBAL AGE	96
REFERENCES	99

CHAPTER FIVE**Schooling in Australia: The Interplay of Education, Politics, and Culture 104**

CYNTHIA JOSEPH, MARGRET A. WINZER, AND VIKKI POLLARD

THE SOCIAL AND POLITICAL FABRIC OF CONTEMPORARY
AUSTRALIAN SOCIETY 105

THE SCHOOLING SYSTEM IN AUSTRALIA 108

ISSUES IN AUSTRALIAN EDUCATION 113

CONCLUSION 118

REFERENCES 118

**PART III THE MIDDLE EAST AND SOUTHWEST ASIA:
PROGRESS IN THE FACE OF UNRESOLVED STRUGGLES 121**

CHAPTER SIX**Palestine's Education System: Challenges, Trends, and Issues 123**

SAMIR J. DUKMAK

NOTES ON TERMINOLOGY 123

THE SOCIAL FABRIC 124

THE SOCIAL AND HISTORICAL CONTEXT OF PALESTINIAN SCHOOLING 126

SCHOOLING 128

SUCCESSSES 133

CHALLENGES 135

CHALLENGES ARISING FROM THE FIRST INTIFADA 137

DEBATES AND CONTROVERSIES 142

CONCLUDING COMMENTS: CREATING A VISION OF A FUTURE PALESTINIAN
EDUCATION SYSTEM 146

REFERENCES 147

CHAPTER SEVEN

The Israeli Education System: Blending Dreams with Constraints 149

THOMAS P. GUMPEL AND ADAM E. NIR

A HISTORICAL AND POLITICAL PRIMER	150
SCHOOLING	156
LOOKING FORWARD: PROBLEMS AND CHALLENGES	160
CONCLUSION	165
REFERENCES	165

CHAPTER EIGHT

**Education Systems in an Ideological State:
Major Issues and Concerns in Pakistan 168**

MAHNAZIR RIAZ

THE SOCIAL FABRIC	168
SCHOOLING	172
SUCSESSES, CHALLENGES, AND DEBATES	187
REFERENCES	190

CHAPTER NINE

Education in India: Progress and Promise in a Land of Paradox 192

JOHN P. ANCHAN

THE SOCIAL FABRIC	192
SCHOOLING	197
PROMISES AND POSSIBILITIES	202
CONCLUSION	203
REFERENCES	203

**PART IV THE NEW EUROPE: SUSTAINING THE WEST;
REINVENTING THE EAST 205**

CHAPTER TEN

**French Education's Dilemma in the Globalization Process:
How to Accommodate Simultaneously the Objectives of
Equality and Excellence? 207**

ESTELLE ORIVEL AND FRANÇOIS ORIVEL

SOCIOECONOMIC CONTEXT	208
SCHOOLING	211
MAJOR ISSUES, CONTROVERSIES, AND PROBLEMS	217
THE FUTURE OF SOCIETY AND SCHOOLING	226
POSTSCRIPT	227
REFERENCES	228

CHAPTER ELEVEN

England: New Labour, New Schooling? 229

PHILIP GARNER

THE SOCIAL FABRIC	230
SCHOOLING IN ENGLAND	233
SUCCESSSES	237
KEY DEBATES AND CHALLENGES	241
CONCLUDING OBSERVATIONS	244
REFERENCES	244

CHAPTER TWELVE

Schooling, Education Reforms, and Policy Shifts in the Russian Federation 246

JOSEPH ZAJDA

THE HISTORICAL AND SOCIAL FABRIC	247
SCHOOLING	249

EDUCATION REFORM AND POLICY SHIFTS	254
SUCCESSSES IN EDUCATION REFORMS	256
EDUCATION REFORMS AND CHALLENGES	257
CONCLUSION	261
REFERENCES	262

CHAPTER THIRTEEN

Poland: Transformations in Society and Schooling 264

KAS MAZUREK AND CZESLAW MAJOREK

THE SOCIAL FABRIC	265
SCHOOLING	267
SUCCESSSES, CHALLENGES, AND DEBATES	277
CONCLUDING COMMENTS	282
REFERENCES	282

PART V NORTH AMERICAN NEIGHBORS: WORLDS APART 285

CHAPTER FOURTEEN

Mexican Education: A Melding of History, Cultural Roots, and Reform 287

ALINA GAMBOA AND CAROLINE LINSE

THE SOCIAL FABRIC	287
SCHOOLING SYSTEM IN MEXICO	291
SUCCESSSES IN MEXICAN EDUCATION	298
CHALLENGES FACING MEXICAN EDUCATION	300
CONCLUSION	302
REFERENCES	302

CHAPTER FIFTEEN**Schooling in the United States: Democratic and Market-Based Approaches 304**

TIMOTHY E. JESTER

THE SOCIAL FABRIC: SCHOOLS' SOCIOCULTURAL CONTEXT	305
SCHOOLING IN THE UNITED STATES	309
MULTICULTURAL EDUCATION	311
STANDARDS-BASED EDUCATION	314
SUCSESSES, CHALLENGES, AND DEBATES	318
CONCLUSION	321
REFERENCES	322

**PART VI SNAPSHOTS FROM TWO SOUTHERN CONTINENTS:
REPAIR AND RECONSTRUCTION; LEARNING FROM EXPERIENCE 325**
CHAPTER SIXTEEN**Post-Apartheid Policy and Practice: Education Reform in South Africa 327**

DAVID GILMOUR, CRAIN SOUDIEN, AND DAVID DONALD

THE SOCIAL FABRIC	328
SCHOOLING	329
MAJOR ISSUES, CONTROVERSIES, AND PROBLEMS	332
THE FUTURE OF SOCIETY AND SCHOOLING	338
REFERENCES	338

CHAPTER SEVENTEEN**Brazil: The Quest for Quality 340**

CANDIDO ALBERTO GOMES, CLÉLIA CAPANEMA, AND JACIRA CÂMARA

THE SOCIAL FABRIC	340
SCHOOLING	342

SUCSESSES	346	
CHALLENGES	350	
DEBATES AND CONTROVERSIES		353
POSTSCRIPT	356	
REFERENCES	357	

Author Index	359
---------------------	------------

Subject Index	363
----------------------	------------

ABOUT THIS BOOK

