

## Education 316

### Comparative Study of Middle Eastern Education

A. **PURPOSE.**

- a) to obtain a general picture of the educational systems in most Arab States of the M.E. using a uniform outline given below.
- b) to develop skills in comparative analysis, specifically in terms of structuring typologies, and identifying problems, and
- c) to exercise imagination as to the possibilities of reform.

B. **NATURE OF THE SEMINAR:** After the first two meetings the seminar will be run more like a workshop. Participants will select an Arab country that they would wish to study, and then each will be responsible to prepare material on that chosen country covering the topic assigned for discussion each week (from the outline below). It is the responsibility of each student to deposit one copy of his/her weekly report in the country file in my office for the benefit of other students. The meetings then will concentrate on discussing the assigned topic by making comparisons among the various Countries. By the end of the Seminar each participant should have accumulated a comprehensive idea on educational conditions in the various countries discussed in the Seminar, as well as explicit understanding of the country he/she has chosen to work on.

C. **EXPECTATION:** In addition to the above, each participant is expected to submit a final report at the end of the Seminar on the country of his/her choice. This report shall not be the compilation of materials presented earlier for discussions but a new version that should synthesize previous weekly material, putting it in an integrated form, making use of the readings and discussions on other countries made during Seminar sessions.

D. **HISTORICAL READINGS:** The following are background readings of historical and general nature. They will be our reference materials for discussions during the first two sessions of the Seminar, and should be read by everyone.

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After the first two meetings discussions will concentrate on materials collected by participants on individual countries in conformity with the outline below.

- E. **GENERAL REFERENCES\***: The following are basic references. Each member in the Seminar is expected to become acquainted with their contents, and make use of them in his/her country reports.

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370 <u>956</u> N 44e	2. Mathews R.D. and Akrawi, M. <u>Education in the Arab Countries of the Near East</u> , American Council on Education, Washington 1949.	
R 310 U 58s	3. UNESCO, <u>Statistical Yearbook</u> , Jafet Library has volumes starting 1965, the last one is for 1999. ( <a href="http://postal.unesco.org/uis">http://postal.unesco.org/uis</a> )	
R 371.2 W 92 W	4. UNESCO, <u>World Survey of Education</u> , this has been issued in five Volumes, with the following titles and dates: Vol. I – Handbook of Educational Organization and Statistics, 1955. Vol. II – Primary Education, 1958. Vol. III – Secondary Education, 1961. Vol. IV – Higher Education, 1966. Vol. V – Educational Policy, Legislation and Administration, 1971.	
	5. UNESCO, <u>World Education Report</u> , 1991, 1993, 1995, 1997 and 2000.	
R 370.321:K 96W2	6. World Education Encyclopedia (3 vols. 2002)	
R 370.195 E56e2	7. <u>The Encyclopedia of Comparative Education and National Systems of Education</u> , (T. Neville Postlethwaite, Oxford, Pergamon Press), Second edition 1995.	
R 378.321 I6li2	8. <u>The International Encyclopedia of Education</u> , (Second edition) 1994, (12 Vols.)	

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\* Those references apply to the region as a whole Country references are to be compiled by each student depending on his/her choice of Country as a focus.

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9. The International Encyclopedia of Higher Education (Ed Asa S. Knowles) A ten vols compendium, deals with material and information on higher education under country and topical headings: published in 1988.
10. World Band, World Development Report, (annual)
11. UNDP, Human Development Report 1992, 1994, 1995, 1006, 1997, 2002 and 2003.
12. UNDP, Arab Human Development Report, 2002, 2003.
13. AMIDEAST, Education in the Arab World (Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco) Beirut, n.d.
14. Rugh, William A. "Arab Education: Tradition, Growth and Reform" in Middle East Journal. Vol. 56, #3, Summer 2002.
15. Qasem, Sobhi, The Hihger Education Systems in the Arab States, UNESCO, Cairo Office 1998.

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## G. SEMINAR TOPICS

After the first two meetings discussions will concentrate on materials collected by participants on individual countries. Discussions will proceed according to the following plan:

1. **A Bibliography:** Start with building up a bibliographical list on the country of your choice. This list shall not be discussed in class, but should be included in your final paper for the Seminar. You may want to start by consulting my country collection in Room 245 Fisk and also Jafet Library acquisitions.

2. **Goals and aims:** From constitutional laws and decrees and from curricula. Goals and aims can be specified by level and type (elementary, secondary, higher, general, technical..etc) and by subject matter area (languages, sciences, religion..etc.)

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3. **Administrative Structure:** Draw up charts showing the various agencies and offices and how these are connected with each other in terms of authority. In case a Country has more than one ministry of education (such as one for Higher Education), you need another chart. Also it is important to delineate, either on the master chart or on separate charts, the administrative organization at the regional or provincial levels. In some cases ministries other than Education, such as that of Defense, or Agriculture, or

Health, or Social Work sponsor educational activities of their own: it is necessary to show how these relate horizontally to the Ministry of Education, or vertically to some other higher offices. Ministries of Planning or Central Offices of Educational Planning are recent creations and again the relation of these to the Ministry of Education is to be shown.

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4. **Educational Pyramid:** Draw up charts showing various levels, number of grades in each level, age of students and the points at which the branching off to different fields (general academic, vocational, teacher training, etc..) takes place. On these charts State examinations and any admission tests are to be identified. Possibilities of shifts of students horizontally are to be specifically noted.

5. **Curricula:** Give in table forms the prescribed syllabi for each class from pre-primary to end of secondary. The tables should show the number of weekly hours given to each subject in each class, and should correspond to the pyramid (in 4).

6. **Pre-Primary and Primary:** Give aims in general, and by subject matter (if not adequately covered in 2 above); general knowledge of the coverage of each subject matter for each class is expected.

7. **Intermediate and Secondary:** Same as for 6 above; attention should be given to diversification at upper secondary level.

8. **Technical and Vocational:** Showing the he various types with number of years, and different curricula and names of certificates specified; also the controlling authorities.

9. **Teacher Training:** Duration, type and curricula and names of certificates.

10. **Examination System:** Regulations for admission, promotion and certification with specific information on conditions for qualifying to a certain degree; what averages and what subjects are required for certification at each level.

11. **Higher Education:** Number and name of institutions above secondary level, with a brief note on their history and fields of specialization, pointing out any unique features.

12. **Statistical Information:**

- a. Latest figures on population by sex and age brackets; whenever possible age brackets are to correspond to the expected student ages at each level.
- b. Number of pupils at pre-primary and primary by sex.
- c. Intermediate and secondary students by sex, and branch (at upper secondary).

- d. Students in vocational, technical and teacher training by type of program and sex.
  - e. Students in colleges and universities; by fields of specialization and sex.
  - f. Teachers at all levels by sex. Whatever further information you can get (nationality, academic qualification, ages... etc..)
13. **Any Peculiarities:** this specifically refers to such things as the role and size of the private sector in education; any special arrangements for women's education, any special international agreements.... Whenever these exist they should be noted and explained.