



Πιστοποιητικό Παρακολούθησης

ΒΕΒΑΙΩΝΕΤΑΙ ΟΤΙ

ο κ. Κουσουράκης Γεράσιμος

παρακολούθησε τις εργασίες του 17ου Συνεδρίου της Ευρωπαϊκής Εταιρείας Συγκριτικής Εκπαίδευσης (CESE) με θέμα:

**"Η ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ Η ΔΟΜΗΣΗ ΤΟΥ ΕΥΡΩΠΑΪΚΟΥ ΧΩΡΟΥ:
ΚΕΝΤΡΟ-ΠΕΡΙΦΕΡΕΙΑ, ΒΟΡΡΑΣ-ΝΟΤΟΣ, ΤΑΥΤΟΤΗΤΕΣ-ΕΤΕΡΟΤΗΤΕΣ"**

που πραγματοποιήθηκε στην Αθήνα, 13-18 Οκτωβρίου 1996.

Ο Πρόεδρος της Οργανωτικής Επιτροπής

Ανδρέας Μ. Καζαμίας, Καθηγητής



SOCRATES**Working Group 8/9 Comparative and International Studies in Education: Methodological Perspectives**

11:30 - 13:30 Chair: Vandra Masemann, Florida State University, U.S.A.
Co-chair: Dimitris Mattheou, University of Athens, Greece

11:30 - 11:50 A.G. Hourdakis - P.R. Caloyiannaki, University of Crete, Greece
"The Historical-Comparative Approach to Pedagogical Phenomena: Methodological and Epistemological Issues"

11:50 - 12:10 Sifis Bouzakis, Eleni Berdousi and G. Koustourakis, University of Patras, Greece
"The Comparative Discourse/Argument in the Greek Reforms of General and Technical-Vocational Education, 1959-1985"

12:10 - 12:30 M.A. Winzer, The University of Lethbridge, Alberta, Canada
"The Elusive Quest for Refined Data in Comparative Studies: The Case of Special Education"

12:30 - 12:50 Andreas M. Kazamias and George Pasiadis, University of Athens, Greece
"Comparative Education: Methodological and Epistemological Reflections"

12:50 - 13:30 Discussion

ARISTOTELES B**Working Group 3 Religion, Secularism and Tolerance in the Evolution of European Education**

11:30 - 13:00 Chair: Gijs Rupert, University of Groningen, The Netherlands
Co-chair: Panayiotis Persianis, University of Cyprus

11:30 - 11:50 A. Gonzalez, J. Encabo, A. Ayala, Université de Murcia, Espagne
"Intolérance et Tolérance Religieuse: Avatars d'une Laïcité Progressive en Espagne"

11:50 - 12:10 Diego Sevilla Merino, Université de Granada, Espagne
"Analyse de l'Évolution Vers la Tolerance Dans le Système Éducatif Espagnole"

12:10 - 12:30 Emmanuel P. Perselis, University of Athens, Greece
"Religious Pluralism and Religious Education (RE) in Europe and Greece. Comparative Tendencies and Perspectives"

12:30 - 13:00 Discussion

13:30 Lunch break - free time

THE COMPARATIVE DISCOURSE/ARGUMENT IN THE GREEK REFORMS OF
GENERAL AND TECHNICAL-VOCATIONAL EDUCATION, 1959-1985

Bouzakis S., Berdousi E. and Koustourakis G.
University of Patras

*Paper presented in the 17th International Conference of the C.E.S.E.
(Comparative Education Society in Europe), Athens, October 13-18, 1996.*

INTRODUCTION

The concept of "educational borrowing" is not a recent one. It dates back to 1816-17 and is ascribed to Marc-Antoine Jullien, who is regarded as the founder of Comparative Education.

*"When Marc-Antoine Jullien, put together the questionnaires appended to his *Esquisse d'un ouvrage sur l'éducation comparée*¹ of 1816-17 with the express intention of identifying good educational practice and aiding its transfer to other systems, he sparked off an interest in the concept of educational "borrowing" which has continued until today².*

Since then references to the comparative element, attempts in "borrowing" educational policy are a usual phenomenon. The whole argumentation for the validity of a need for adopting any educational policy is permeated by a permanency of reference to foreign educational practices. Thus, such reference functions as a legitimizing agent of educational policies and practices and aims at making their acceptance convincingly valid.

A characteristic example is that of the British Secretary of State for Education, Kenneth Baker, remarking in his North of England Conference speech in 1987³:

"For at least a century our education system has been quite different from that adopted by most of our European neighbors. They tended to centralize and to standardize. We have gone for diffusion and variety. [...] The systems [elsewhere in Western Europe] seem to succeed much better than ours in keeping more of their young people in full-time education and training and for longer".

In some cases, Kenneth Baker refers to other European systems by making generalizations⁴.

"...So it would be foolish to reject out of hand the idea of moving much nearer to the kind of curricular structure which obtains elsewhere in Western Europe."

Furthermore, he goes on to make statements on the international context⁵:

"What is now happening in England has interesting parallels in Europe, the United States, the Soviet Union, Australia and New Zealand".

These references to other European systems was just an intimation for the National Curriculum which he would adopt not only the following year, but also later when the need for financial and social convergences would provide legitimizing evidence for adjustments within national educational systems to be made according to European Union directives.

More than often selective use of the comparative argument has also been applied, not to mention even its use as a distortive and misleading device. David Phillips gives a

¹ See STEWART FRASER (1964) *Jullien's Plan for Comparative Education. 1816-1817* (New York, Teachers College, Columbia University). The original French text has been published by University Microfilms, Ann Arbor and London, n.d.

² See DAVID PHILLIPS (1989) *Neither a Borrower nor a Lender Be? The Problems of Cross-national Attraction in Education*, *Comparative Education*, Vol. 25, No 3, 1989, p. 267.

³ KENNETH BAKER: speech at the North of England Conference. 9 January 1987 (text with DES News 11/8)

⁴ KENNETH BAKER: speech at the North of England Conference. 9 January 1987 (text with DES News 11/8)

⁵ DES news 143/89, 10 May 1989.

characteristic example⁶:

"... John Butcher in February 1989 stated: ...A recent survey seemed to show that German school children were two years ahead of English ones in Maths. If that is the case, it would give cause for concern..."

Phillips in the same article very succinctly notes that (p.268):

"The "survey" referred to by the Minister is that undertaken by Prais & Wagner concluded - whether we accept their findings is another matter, as the Minister seemed to concede - was that it was attainment in mathematics by the lower half of the ability range that appeared "to lag by the equivalent of about two years schooling behind the corresponding section of pupils in Germany".

Furthermore, in regard to the issue of abuse of comparative research findings Harold Noah points out⁷:

"...comparative education is an applied field of study that finds particular justification in the service of evaluation, management, administration, and policymaking. Like all applied fields, it is open to potential abuse by those who wish to use its results to support (or oppose) a specific program of change".

Finally, what, according to Noah, appears to be a most unsettling problem in comparative studies is ethnocentrism. That is to say:

"...the fault of liking primarily from the point of view of the observer's own culture and values. Ethnocentrism has potential for bedeviling comparative education at every stage - from choice of topic to study, through choice of procedures to apply, to judgment concerning the meaning of the results of inquiry" (p. 163)

A century ago, Sadler, however, did point out the inherent dangers and consequences of indiscriminate educational borrowing⁸:

"A consequent risk is that we pick and choose these features that are attractive to us in relation to our problems in the belief that we can unravel them from the seamless robe of the system of which they are an integral part and weave them into the very different warp and woof of our own".

Despite Sadler's word of warning, instances of misuse of Comparative Research would not only be persisting, but instead would be further exacerbated.

METHODOLOGY – QUESTIONS

The present study will focus on the period starting at the end of the Second World War until today. More specifically, we will investigate the use of the comparative element in four case studies of major educational reform in general and technical-vocational education in Greece, which took place in 1959, 1964, 1976/77 and 1985. The following constitute our sources:

- a. Acts and Laws relevant to educational reforms in the above cases.
- b. The Parliamentary Minutes related to the previously mentioned Acts and Laws.

We will limit ourselves to the speeches delivered in parliament by various spokesmen and representatives of all political parties.

The method of Content Analysis⁹ will be used for the research approach. We will

⁶ See DAVID PHILLIPS (1989) Neither a Borrower nor a Lender Be? The Problems of Cross-national Attraction in Education, *Comparative Education*, Vol. 25, No 3, 1989, p. 268.

⁷ See HAROLD NOAH "The Use and Abuse of Comparative Education" in the *New Approaches to Comparative Education*. Edited by Philip G. Altbach and Gail P. Kelly, The University of Chicago Press, Chicago and London, 1986, p. 161.

⁸ See DAVID PHILLIPS (1989) Neither a Borrower nor a Lender Be? The Problems of Cross-national Attraction in Education, *Comparative Education*, Vol. 25, No 3, 1989, p. 269.

⁹ For further details concerning the method of Content Analysis see: B. Berelson, *Content Analysis in Communication Research*, Hafner Press, N.Y. 1952. O. Holsti, *Content Analysis for the Social Studies and Humanities*, Addison-wesley Publ. Co, Philippines 1969. D. Maingueneau, *Initiation aux methodes de l'*

examine the "theme" as in this way the content will be dealt with in the smallest possible chunks within each specific category analyzed. In addition, the "direction" of the various speakers' argumentation pertaining to the comparative element will be determined as follows: a) the positive trend of references. This occurs when the educational reality of foreign countries is presented as an exemplary model for adoption by the Greek educational system. b) The Neutral trend of references. This simply provides information relative to the Educational reality of foreign countries. And, c) negative trend of references. This is when the speakers make negative judgments of educational reality in other countries.

The "categories of analysis" that arise from the systematic study of our sources are:

1. Structure of educational systems of foreign countries
2. Educational targets, curriculum and teaching aids
3. Language and Education
4. Pedagogic theories and approaches
5. Economy and Education-Educational expenses
6. Pupils, teachers and school problems
7. Educational reforms, educational policy and evaluation of the Educational system.

When defining these categories of analysis our main concern has been to comply with the rules of objectivity, comprehensiveness and reciprocal exclusion¹⁰.

An effort will be made to answer the following questions:

1. To what degree is educational borrowing observed?
2. Is there differing frequency across periods?
3. What is the form of the comparative argument? Is there evidence of general, specific or selective references of political parties in particular countries or distortive use of research data?
4. Is there specific reference to particular countries or not, and if so with what frequency and for what reason does this occur?
5. On what particular issues and practices are comparative arguments centered on?

RESULTS

Before we present the findings of our study, we would like to make a distinction of the political parties in Greece during the periods of educational reforms (See Table 1 in which asterisk is used to mark the political forces in power at the periods they submitted various educational bills to the Greek Parliament).

Table 1

The educational reforms that took place in 1959 and 1976/77 are the result of governmental policies of the conservative parties, ERE and New Democracy respectively. It should be noted that the party of New Democracy is the direct derivative party of ERE during the period of political changeover in Greece. Later reforms of the years 1964 and 1985 are the outcomes of the Liberal-Socialist parties EK and PASOK.

Table 2 presents the number of references and the trends indicated as positive, neutral or negative according to the comparative argument for each case of educational reform.

Table 2

As can be observed here, 175 references (or units of analysis) concerning the situation of education in a number of countries worldwide has emerged from the study of documented sources.

In addition, an increase in resort to the comparative argument can be observed during the period of reform in 1959 and following that with an obvious peak during the period of 1976/ 77 (See diagram 1) when the submission of an array of educational bills was made after the political changeover.

analyse du discours, Hachette, Paris 1987. L. Bardin, *L'analyse de contenu*, P.U.F., Paris 1993.

¹⁰ See B. Berelson, 1952, p. 147-168.

Diagram 1

This increase of frequency of reference to the comparative element during the period of 1976/77 is due to the fact that Greece, immediately following political changeover, was in search of its European identity entering into orbit towards modernization or, so to speak, "westernization".

Furthermore, by assessing the direction of the references we can infer that resort to the comparative argument during the above-mentioned periods did primarily for the extraction of positive instances of educational systems applied in other countries. The quality of this positive trend of reference denoted by these instances indicates that various spokesmen in parliament attempted either to justify the adoption of proposed educational reforms, or to suggest alternative solutions which the voting body ought to consider for policy making.

Diagram 2 shows the distribution of units of analysis as they relate to the active political forces during the various periods of educational reform.

Diagram 2

Legitimization seems to have been the reason for resort to the comparative argument as the ultimate need felt by each party in power was to advance specific educational reform policies. In 1985, however, comparative references observed at a much lower frequency possibly due to lack of time as, for example, in the case of Law 1566/1985, which passed according to summary procedures. Consequently, representatives political parties had limited time to justify their standpoints, as for example traditional left party gave only ten minutes to present their case.

Table 3 shows the distribution of the number of references various speakers have made to foreign countries according to type and reform period.

Table 3

At this point we would like to note that we did encounter distortive, over generalized and unjustified references. In the case of Law 309/1976, in Parliamentary Debates (p. 4019) we quote an example of unjustified generalization:

"Examinations will become stricter as this is done all over the world. Thus, the flow of students abroad will stop as examinations have already started to become stricter in all countries".

In addition, we observe distortive referencing in the following example in Parliamentary Debates of Law 4379/1964 (p. 472) showing comparison of the percentage of National Revenue spent on education in different countries. This, however, is an invalid reference as the educational infrastructure and thus the needs, in developed countries differ dramatically from those in Greece.

Table 4

From the above table 4 we can surmise that the greatest part of unjustified generalizations indicates a positive trend (83,9%). On the other hand, argumentation based on specific countries is used for information purposes (49%). In addition, it is also used to support evidence of positive trend (43%).

Table 5

Table 5 shows trend references to specific countries. Positive references concern economically and culturally developed countries inclusive of the Soviet Union. This positive trend especially focused on E.E.C. countries such as France, Germany and the U.K. In addition to this, neutral references provide information on educational matters in European countries. This table also provides references to areas of education in Asian and African countries for purposes of comparison only. Finally, negative references concern either economically undeveloped countries which during the period before the dictatorship faced educational problems similar to those in Greece, or areas in education of industrially developed countries which were diametrically opposed to the spirit of classicism and humanistic education, both typical of the Greek educational system.

Table 6

Table 6 shows the distribution of references according to country and time period. What is further ascertained here is that the crucially important references concern economically and culturally developed countries, as previously mentioned. This is especially noticeable during the reform of 1985 when references were, on the one hand, considerably fewer than those of other periods due to lack of time for their presentation in Parliament, but on the other hand, were explicitly indicative of highly developed countries. During the reform of 1964 apart from the plethora of references observed, a greater number of countries were involved. This time however, the data was merely used to present the state of general education worldwide.

Table 7

Table 7 depicts the comparative argument used by representatives of conservative political forces according to trend of references. We observe a greater number of references to industrially developed countries as, presumably, these generously would provide for opportunities for progress in the area of education as well. Furthermore, positive reference to socialist countries is made as it relates to the preservation of the written code of their languages and to their attempts to rationally connect education to production.

Table 8

Table 8 presents the comparative argument used by representatives of liberal and socialist political parties according to trend of references. Here it is clearly shown that references primarily concern European and, in particular, developed countries. Regarding the negative references, as was previously mentioned, these mainly concern either economically undeveloped countries, or areas in education of industrially developed countries.

Table 9

Finally, table 9 presents the comparative argument used by representatives of traditionally left wing political parties according to trend of references. We can surmise that they hold positive trends on the educational systems of socialist countries due to their affinity in political ideology.

Table 10

In table 10 the distribution of references to the comparative element made by speakers from various political parties is shown across continents marking a considerably higher percentage of reference to European countries, in fact, this tendency is greater for the traditionally left and liberal-socialist political parties in comparison to the argumentation of conservative political parties. In the latter case, a smaller percentage (5,6%) of references to other continents, except for Oceania, is noted. Needless to say, that no reference to this continent concerning educational matters has been made by any representative.

CONCLUSION

To sum up, a number of findings have emerged from this study. More specifically, frequent resort to educational borrowing mainly on the part of the reformers has been ascertained.

Secondly, recourse to the comparative element was aimed at the legitimization of educational measures drafted.

Thirdly, references are often over generalized, distortive and misleadingly selective.

Last but not least, reference to presumably developed eastern or western countries is most frequently positive, whereas references to undeveloped or developing countries are mainly negative. The former are considered models of reform in education, while the latter constitute cases that ought to be dismissed.

TABLE 1
Distinction of political forces during periods of Educational Reforms in Greece
(1959-1985)

TIME PERIOD	CONSERVATIVES	LIBERAL-SOCIALISTS	TRADITIONAL LEFT
1959	E.R.E.*	E.F. (Liberal)	E.D.A.
1964	E.R.E.	E.K.* (Center)	E.D.A.
1976/77	New Democracy*	PA.SO.K. . (Socialist)	K.K.E. K.K.E.(es)
1985	New Democracy	PA.SO.K.* E.DH.K. (Social-democrat)	K.K.E. K.K.E.(es)

TABLE 2
Distribution of units of analysis and trends of references related to the comparative argument during the period 1959-1985

TIME PERIOD	UNITS OF ANALYSIS	POSITIVE REFERENCE	NEUTRAL REFERENCE	NEGATIVE REFERENCE
1959	28	18	5	5
1964	31	17	13	1
1976/77	80	61	22	7
1985	36	28	5	3
TOTAL	175	124	45	16

Diagram 1: Distribution of units and categories of analysis over time periods

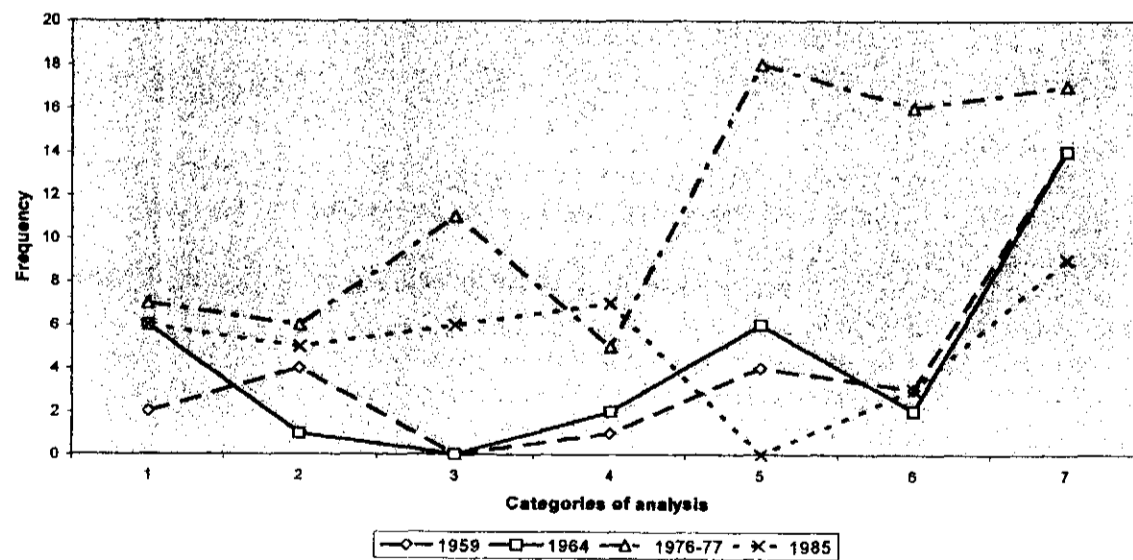


Diagram 2: Distribution of units of analysis according to political forces over time periods

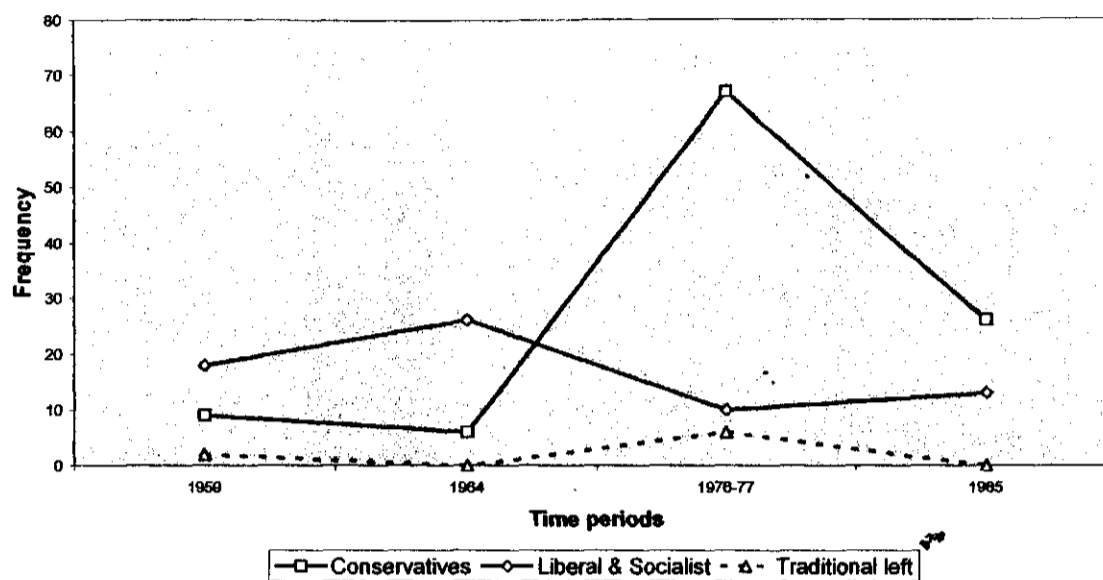


TABLE 3

Type of reference to other countries for each case-study of educational reform

REFORM PERIOD	REFERENCE TO SPECIFIC COUNTRY	NON-SPECIFIC REFERENCE TO COUNTRY
1959	28 (70%)	12 (30%)
1964	70 (89,7%)	8 (10,3%)
1976/1977	66 (66,7%)	33 (33,3%)
1985	32 (78%)	9 (22%)
Total references	196 (76%)	62 (24%)

TABLE 4

Distribution of references according to their kind and trend

KIND OF REFERENCE	TREND OF REFERENCE		
	POSITIVE	NEUTRAL	NEGATIVE
GENERAL	52 (83,9%)	5 (8%)	5(8%)
SPECIFIC	84(43%)	96 (49%)	16(8%)

TABLE 5*Trends of references used in the comparative argument pertaining to specific countries*

COUNTRIES	POSITIVE	NEUTRAL	NEGATIVE	TOTAL
Europe-E.E.C	27	1	2	30
France	16	14	2	32
Germany	11	11	1	23
U.K.	9	7	1	17
Soviet Union	6	3	-	9
Italy	5	5	-	10
U.S.A.	4	5	2	11
Sweden	2	3	-	5
Austria	1	3	-	4
Switzerland	1	3	-	4
Japan	1	1	-	2
Canada	1	1	-	2
Belgium	-	5	-	5
Holland	-	4	-	4
Bulgaria	-	3	-	3
Yugoslavia	-	3	-	3
Israel	-	3	-	3
Portugal	-	2	3	5
Turkey	-	2	3	5
Spain	-	2	2	4
Denmark	-	2	-	2
Norway	-	2	-	2
Egypt	-	1	-	1
Albania	-	1	-	1
Guinea	-	1	-	1
Ireland	-	1	-	1
Cameroon	-	1	-	1
China	-	1	-	1
Kongo	-	1	-	1
Liberia	-	1	-	1
Madagascar!	-	1	-	1
Mali	-	1	-	1
Romania	-	1	-	1
Tsechoslovakia	-	1	-	1
Finland	-	1	-	1

TABLE 6

Distribution of references according to countries and time periods

COUNTRY	1959	1964	1976-77	1985
U.K.	3	3	3	8
Egypt	-	1	-	-
Albania	-	-	1	-
Austria	1	1	2	-
Belgium	1	3	1	-
Bulgaria	1	1	1	-
France	4	9	16	3
Germany	3	9	6	5
Yugoslavia	1	2	-	-
Guinea	-	1	-	-
Denmark	1	1	-	-
Switzerland	1	1	1	1
Europe-E.E.C	4	6	12	8
U.S.A.	2	2	3	2
Japan	-	-	2	-
Ireland	-	1	-	-
Spain	-	3	1	-
Israel	-	2	1	-
Italy	1	3	4	2
Cameroon	-	1	-	-
Canada	-	-	2	-
China	-	-	1	-
Kongo	-	1	-	-
Liberia	-	1	-	-
Madagascar!	-	1	-	-
Mali	-	1	-	-
Norway	-	2	-	-
Holland	-	4	-	-
Portugal	1	3	1	-
Romania	1	-	-	-
Soviet Union	1	2	6	-
Sweden	1	2	-	2
Turkey	1	2	1	1
Tsechoslovakia	-	-	1	-
Finland	-	1	-	-
Countries (in general)	6	3	18	8
Developed countries	6	4	10	1
Socialist countries		1	5	
Countries involved	17	29	20	9

TABLE 7

Comparative argument as used by representatives of conservative wing according to trend of references

COUNTRY	POSITIVE	NEUTRAL	NEGATIVE	TOTAL
Countries in general	18	2	3	23
Europe-E.E.C	14	1	1	16
Germany	8	3	-	11
France	7	7	2	16
Developed countries	6	1	1	8
Soviet Union	4	2	-	6
U.K.	3	3	1	7
U.S.A.	3	1	1	5
Italy	2	2	-	4
Socialist countries	2			2
Sweden	2	-	-	2
Austria	1	1	-	2
Japan	1	1	-	2
Canada	1	1		2
African countries	1	-	-	1
Turkey	-	1	1	2
Albania	-	1	-	1
Belgium	-	1	-	1
Bulgaria	-	1	-	1
Guinea	-	1	-	1
Switzerland	-	1	-	1
Spain	-	1	-	1
Israel	-	1	-	1
Cameroon	-	1	-	1
China	-	1	-	1
Congo	-	1	-	1
Liberia	-	1	-	1
Madagascar!	-	1	.	1
Mali	-	1	-	1
Portugal	-	1	-	1
Tsechoslovakia	-	1	-	1

TABLE 8

Comparative argument as used by representatives of liberal and socialist parties according to trend of references

COUNTRY	POSITIVE	NEUTRAL	NEGATIVE	TOTAL
Europe - E.E.C.	13	-	1	14
Developed Countries	13	-	-	13
France	8	7	-	15
Countries in general	8	2	1	11
U.K.	6	4	-	10
Germany	3	8	1	12
Italy	3	3	-	6
Switzerland	1	2	-	3
U.S.A.	1	2	-	3
Soviet Union	1	1	-	2
Socialist Countries	1	-	-	1
Belgium	-	4	-	4
Holland	-	4	-	4
Yugoslavia	-	3	-	3
Sweden	-	3	-	3
Austria	-	2	-	2
Bulgaria	-	2	-	2
Denmark	-	2	-	2
Israel	-	2	-	2
Norway	-	2	-	2
Portugal	-	1	3	4
Spain	-	1	2	3
Turkey	-	1	2	3
Egypt	-	1	-	1
Ireland	-	1	-	1
Romania	-	1	-	1
Finland	-	1	-	1

TABLE 9

Comparative argument as used by representatives of traditional left parties according to trend of references

COUNTRY	POSITIVE	NEUTRAL	NEGATIVE	TOTAL
France	1	-	-	1
U.S.A.	-	-	1	1
Soviet Union	1			1
Socialist countries	3	-	-	3

TABLE 10

Percentage of references to the comparative element made by speakers from various political parties across continents

CONTINENTS	POLITICAL FORCES		
	CONSERVATIVES	LIBERAL SOCIALIST	TRADITIONAL LEFT
AMERICA	5,6%	2,3%	17%
ASIA	5,6%	3,9%	-
AFRICA	5,6%	0,9%	-
EUROPE	58,4%	74,2%	83%
GENERAL REFERENCES	24,8%	18,7%	