

The WORLD of LEARNING

Lessons from 52 countries



Editors

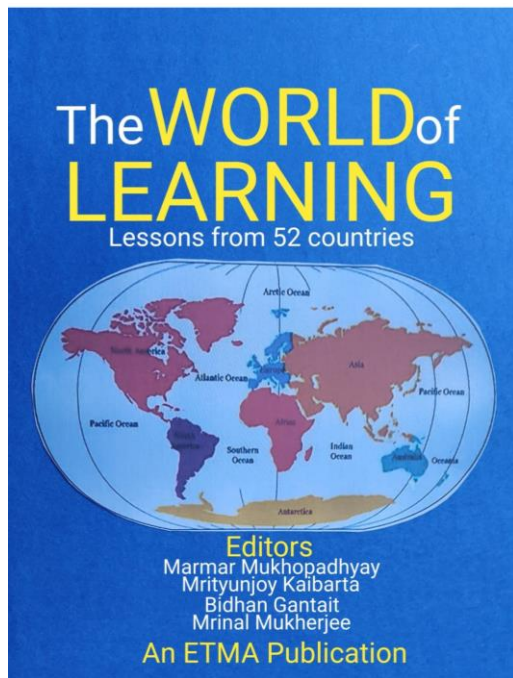
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An ETMA Publication

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The World of Learning: Lessons from 52 Countries

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We live in a connected global world with steadily changing demographics. Any minor vibration, be it a pandemic or a scientific invention, in any one corner creates vibration and echo in every corner of the earth. We do not know where our students will go for higher education and jobs. In such a fluid world, every teacher, principal, academic leader, educational policymaker, and planner must be aware and knowledgeable about education in other countries and the changing trends in education.

With meticulous research, more than 40 scholars from India and other countries documented case studies on 52 carefully chosen countries from all six continents to bring *The World of Learning* under one umbrella.

Breaking the prejudicial barriers between the Global North and the Global South, the project carefully chose countries from all six continents and grouped them into eight regions according to UN classification (please refer to Table below):

Serial	Continents	Countries
1.	Africa: Northern & Sub-Saharan	Algeria, Egypt, Libya, Kenya, Nigeria, South Africa, Ethiopia
2.	Asia: Central	Russia, Turkey, Uzbekistan, Kazakhstan, Turkmenistan
3.	Asia: Eastern & South Eastern	China, Japan, Indonesia, Philippines, South Korea, Thailand
4.	Asia: Southern	Bangladesh, India, Malaysia, Singapore, Sri Lanka, Pakistan
5.	Asia: Western & Middle East	Lebanon, Jordan, United Arab Emirates, Saudi Arabia, Israel, Iran,
6.	Latin America & The Caribbean	Brazil, Argentina, Peru, Venezuela, Mexico, Guatemala, Cuba, Haiti, Colombia.
7.	Oceania	Australia, New Zealand, Papua New Guinea, Fiji, Soloman Islands
8.	Europe & North America	France, Spain, Sweden, Finland, Germany, United Kingdom, Canada and USA

Against the backdrop of each country's historical, geographic, demographic, economic, and educational contexts, *The World of Learning* presents reforms in Educational Policies, Educational Systems' Structures, Curricular Frameworks, Teaching-Learning, Learning Assessments, Health and Physical Education, Prevocational and Vocational (Skills) Education, Hobbies and Life Skills Education, Moral and Values Education, and Education For Peace And Harmony. The case studies identified strategies for holistic development, multicultural education, global citizenship, and joyful learning for peace and happiness.

In addition to the 52 country case studies, *The World of Learning* presents an introductory chapter and a comparative study of educational reforms in the selected countries in the concluding chapter (Chapter 54).

The case studies have been developed using a carefully designed template. To ensure accuracy, official government documents and international databases from reputable institutions like the IMF, OECD, World Bank, UNDP, UNESCO, UNICEF, Eurydice, and Statista have been consulted. The project employed meta-research using published field studies and expert analyses of educational policies and systems simultaneously to capture the field realities.

The World of Learning is the world's largest study of this kind. It is a robust repertoire of good educational practices for school leaders and teachers to adopt to enhance school effectiveness. It is also a sourcebook for teacher educators to modernise teacher education; for educational policymakers and planners to design national policies meaningfully absorbing global trends and demands, and the most authentic reference book for comparative education researchers.

THE WORLD OF LEARNING (WoL) was inspired to create a response to the challenges of impending danger to human civilisation and the existence of life on the planet Earth because of climate change and global warming, pollution, growing population, poverty, discrimination against poor and women, proliferation of nuclear and chemical warfare weapons, and spreading conflicts and wars, articulated repeatedly by UNESCO's International Commissions on Education in 1972, 1996, and 2021 and the UN Secretary-General's address to the UN General Assembly on 22 September 2022. *The World of Learning* is a knowledge base for the subsequent Education 5.0 for Global Peace and Harmony project to complement the UN's SDG initiative.

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For more details, please visit www.etma-india.in. For orders, please contact: bidhangantait93@gmail.com



Globally, the Largest Comparative Education

Volume I: Country Case Studies

Continents/Regions	Countries
Northern & Sub-Saharan Africa	Algeria, Egypt, Ethiopia, Kenya, Libya, Nigeria, and South Africa
Central Asia	Kazakhstan, Russia, Turkmenistan, Turkey and Uzbekistan
Eastern & South Eastern Asia	China, Indonesia, Japan, Philippines, South Korea, and Thailand
Southern Asia	Bangladesh, India, Malaysia, Pakistan, Singapore, and Sri Lanka

Volume II: Country Case Studies

Continents/Regions	Countries
Western & Middle East Asia	Iran, Israel, Jordan, Lebanon, Saudi Arabia, and United Arab Emirates
Europe North America	Canada, Finland, France, Germany, Spain, Sweden, the United Kingdom, and USA.
Latin America and the Caribbean	Argentina, Brazil, Colombia, Cuba, Guatemala, Haiti, Mexico, Peru, and Venezuela
Oceania	Australia, Fiji Islands, New Zealand, Papua New Guinea, and Soloman Islands

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PREFACE

The French Scholar, Marc-Antoine Jullien (1775-1848) is considered the father of modern science of comparative education for his work, *Plan and Preliminary Views for Work in Comparative Education* (1816-17) published in 1964 by Columbia University, New York. Comparative education as a subject of serious study arrived at the modern generation between the two world wars. One of the important foundational books through which I had my introduction to the field in 1966 was Isaac Kendal's *Comparative Education* (1933). The second was Nicholas Hans' *Comparative Education*, published in 1949.

However, comparative education elements can be traced back to traveller's tales. Marco Polo's story is well known. Plato compared Greek and Spartan Education and recommended incorporating elements of Spartan physical education into Greek Education. Scholars have classified the developments in comparative education in several phases, from travellers' tales to the phase of heterogeneity in the 1990s. In the process of evolution of the discipline, the purpose of comparative education has also changed and evolved. The major purposes are description of education in different countries, interpretation, explanation and evaluation of the system, and application of knowledge in educational planning, constructing the fields of educational studies, and furthering philanthropic ideals, such as serving and improving the state of humanity (Wolhuter, 2021).

Our studies, *The World of Learning and Education 5.0 for Global Peace and Harmony*, are inspired by the larger concern of the 'philanthropic ideal' category. Two vital issues that triggered this study are the concern for the sustainability of life on earth and human civilisation due to the threat of slow poisoning through global warming, pollution, poverty, conflicts, migration and refugees, unabated population growth, discrimination against women and the deprived and proliferation nuclear and chemical weapons of mass destruction. What Jullien believed then, "ignorance led to the conflict and turmoil of his age (French Revolution, Napoleonic Wars) and he saw a solution in education", is still valid.

Countries are still the victims of the education of the colonisers and the colonised. The world must find freedom through the emancipated education for philanthropy to live in peace and harmony. At a time when we live in a connected world where vibrations of pandemics or scientific inventions in one corner of the world vibrate everywhere, where student and employee migration, cross-border education delivery, and education standards accords like Washington Accord are the order of the day, national educational policies and systems without reference to the regional and global developments would be a utopia.

The challenge is to create a GLONAL education system where national education is inset into the regional and global contexts. An education system where every child has the right not only to education for literacy and fulfilling qualification frameworks for employment but to optimise full potential; where every child must develop as a national and global patriot and a global citizen; where every child must learn to live together in diversity with peace and harmony. The inspiration for this mega project by a tiny charitable trust like ETMA was to co-create a model of education for global peace and harmony.

A new educational paradigm designed to cultivate new generations and their leaders for global peace and harmony offers a beacon of hope in the face of these challenges. The world has ample resources, knowledge and good practices to stitch a model and bring it to life. By effectively utilising the science

of comparative education and pushing the boundaries, we can construct a model that draws from the scattered evidence of good practices worldwide, offering a promising path forward.

The largely adopted comparative education format of studying a few countries would not have served our purpose. Our goals compelled us to select a large sample of 52 countries based on the limited population criteria (2020), HDI Value, and Literacy rate, representing every region of the six continents according to the UN Regional Block classification.

The World of Learning (WoL) chose to study school education reforms in fifty-two countries, selected from Northern and Sub-Saharan Africa, Central Asia, Eastern and South Eastern Asia, Southern Asia, Western and Middle East Asia, Latin America and The Caribbean, and Oceania. There are gaps and inadequacies. Fifty-two countries still look small for the purpose; for example, African countries are not adequately represented.

The study parameters in each country case include educational policies, structures, and an academic framework inclusive of curriculum, teaching-learning, learning assessment, health and physical education, prevocational and vocational skills education, hobby and life skills education, moral, social and cultural education, and peace and happiness education against the backdrop of the country's history, geography, demography, economy, and education. The case studies have been developed by scholars based on desktop research consulting authentic documents of the concerned country governments, publications by the UN and other international organisations and databases, and institutional and individual field research. The fifty-two case studies are preceded by an introductory chapter detailing the background, methodology, etc. Case studies are succeeded by a chapter on Lessons from 52 Countries – an overview of practices in different study domains.

This book contains well-documented case studies of each country instead of one scholarly analysis. This will facilitate policymakers' development of policies and curricula to match global trends, practitioners use these case studies to adapt and innovate from good practices in other countries, and researchers conduct comparative education research. It is, naturally, voluminous, and for the convenience of the readers, it is being published in two volumes.

Following this publication, ETMA will publish another volume containing serious comparative education research on education reform trends in each of the eight regions, global trends based on these case studies, and a co-constructed new GLONAL model, Education 5.0 for Global Peace and Harmony, authored by reputed experts from different countries.

It is a major study of great significance. A publication in print or online of such a large volume would have been expensive. For greater accessibility and utilisation, we decided to publish it online as an open-access resource, providing print copies only on demand.

To complete a project of the magnitude of the World of Learning, ETMA had to involve many scholars from India and other countries who authored the case studies. This project could not have been completed without their involvement and contribution. Thanking forty scholars individually, much though I would have liked to, is difficult. I thank them all and hope to continue to work together in our future endeavours.

I thank Dr Mrityunjoy Kaibarta for coordinating the project from the beginning. I also thank Dr Bidhan Gantait, who joined later and supported the project's coordination. Dr Mrityunjoy and Dr Bidhan were great strengths for the project of such a large magnitude. I thank all editorial team members, Dr Mrityunjoy Kaibarta, Dr Bidhan Gantait, and Dr Mrinal Mukherjee. I also thank Dr Subhash Chander, Dr Manju Narula, and Dr Khaleda Giani Dutt for their help in editing case studies. However, their names do not appear in the list of editors due to technical reasons for the ISBN registration protocol. Shri Abhishek Kumar Singh created the maps of the countries covered in this study. Shri Soumen Panja did the page setting. I thank both of them.

Shri Suhrid Mukhopadhyay, a reputed artist of our times and former Chief Visualiser of DAVP, Government of India, visualised and designed the cover. His art is an honour to the book. I sincerely thank him for his contribution.

I am indeed indebted to my friend Prof Vinayagum Chinapah, former Professor, Chairholder, and Head of the Institute of International Education (IIE), Department of Education, Stockholm University, Sweden, for his active advice and support throughout the project. My meeting with Prof N'Dri Thérèse Assié-Lumumba of Cornell University, past President of the World Council of Comparative Education Societies (WCCES), and Prof Kanishka Bedi, President of the WCCES and Professor, Manipal GlobalNxt University, Malaysia along with Prof Renu Nanda, Jammu University, India was very helpful and encouraging. I thank Prof Assié-Lumumba, Prof Kanishka Bedi and Prof Renu Nanda for their time and input.

Prof Matheus Batalha Moreira Nery, Professor at the Department of Education at the Federal University of Sergipe and Chair at MAC/ASL, Brazil, reviewed the case in Brazil and made meaningful suggestions. Prof Jack Maebuta, former Vice-Chancellor of Solomon Islands National University, Honiara, reviewed and provided helpful inputs on the case study on educational reforms in the Solomon Islands that helped us authenticate information and improve the quality of the case study. Prof Irshad Hussain, Chairman of the Department of Education at The Islamia University of Bahawalpur, Pakistan, reviewed the case study on Pakistan's educational reforms and made some important inputs. Prince Paa-Kwesi Hetu, President and Chief Executive Officer at INDIE Education Initiative, California, reviewed the case study on educational reforms in Kenya and made important suggestions. Prof Madhu Parhar reviewed several case studies and provided useful input. I sincerely thank them all for their contributions.

NIIT and the Global School Foundation (GSF) provided seed money for the project. ETMA funded the rest. On behalf of ETMA, I am grateful to my friends Padmashree R S Pawar of NIIT and Sri Atul Temunikar of GSF for their support.

I hope educational policymakers, planners, researchers, teachers, and scholars find this work useful.

1 January 2025
ETMA, Gurugram

Prof Marmar Mukhopadhyay

The World of Learning: Lessons from 52 Countries

The World of Learning (WoL) is a unique, never-before study comparing educational reforms in 52 countries. Largest of its kind in the world.

In today's world, the urgency for a transformative educational paradigm is paramount, given the pressing challenges of climate change, conflict, and global inequality. **The World of Learning (WoL)** project addresses this need by documenting educational reforms across 52 countries, aiming to cultivate a new generation of global citizens.

Drawing from UNESCO reports and the UN's Sustainable Development Goals (SDGs), **WoL** identifies effective educational practices and compiles insights from over 40 experts into a comprehensive knowledge repository.

This initiative focuses on key elements such as educational policies, curriculum design, teaching methodologies, and assessments, strongly emphasising moral education and global citizenship. It showcases innovative strategies from the Global South that reclaim educational narratives post-colonialism while integrating perspectives from both developed and developing nations.

WoL serves as a vital resource for policymakers and educators seeking to modernize education systems to meet the demands of a connected world. With 52 case studies and over 2,500 references, it offers extensive opportunities for comparative education research.

Looking ahead, **WoL** plans to co-create **Education 5.0 for Global Peace and Harmony**, reimagining education to foster a more inclusive and peaceful future.

Key themes Covered: Policy Reforms, 21st-Century Schooling, Curricular Reforms, Teaching-Learning and Learning Assessment Reforms, Physical, Moral and Life Skills Education, All-round Development, Global Citizenship and Peace Education

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