

COMPARATIVE EDUCATION: CHALLENGES AND POSSIBILITIES IN THE METHODOLOGICAL FIELD

***EDUCAÇÃO COMPARADA: DESAFIOS E POSSIBILIDADES NO CAMPO
METODOLÓGICO***

***EDUCACIÓN COMPARATIVA: RETOS Y POSIBILIDADES EN EL ÁMBITO
METODOLÓGICO***

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The Revista On line de Política e Gestão Educacional, in its special issue XX of November 2021, presents a compilation of studies by researchers linked to the Research Group - Collective of Professors and Researchers in Public Policy (COPPE) of the Postgraduate Studies Program in Education from São Paulo State University - Marília campus, as well as studies by authors who develop research in the educational area.

Since 2009, COPPE has been dedicating itself to studies aimed at Comparative and International Education, its challenges, possibilities and contributions. Regarding comparative studies in Education, in terms of Brazil, it is observed that most teacher formation courses do not include Comparative Education in their formative trajectories, even though it is not a recent field and has a considerable body of advocates.

Authors such as: Franco (2000), Cook, Hite and Epstein (2004), Ferreira (2009), Nóvoa (2009), Mitter (2012) and Carvalho (2014) present an overview of Comparative Education, from Marc-Antonie Julien (1817), his path, to contemporary authors, who even when criticizing comparative studies, value these studies and highlight their importance.

The construction of the first works of a scientific character in comparative studies has its starting point in the late nineteenth century, a period in which the process of creation of education systems took place, the basis for the construction of comparative studies in education, which has as its object of study national education systems.

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However, Cook, Hite and Epstein (2004) point out that the comparison between education systems is not currently the most discussed topic in Comparative Education. With the advent of globalization, these authors consider its consequences as a theme to be explored.

Questions about globalization processes, which significantly influence political decisions, both in relation to their structure and the organization of education systems, can extrapolate national borders, address issues of modernity and technology, understand and value cultural, economic, historical and social aspects of that or those countries.

Thus, we consider that the methodology of comparative studies in the field of Education has, to a large extent, regained its importance in academic terms. Precisely because we are facing this situation, this publication will be able to contribute to the deepening of studies and research with this approach.

The first article in this issue, entitled **Historical overview of comparative education: George Bereday's contributions**, presents an angle on the historical panorama traced by Comparative Education. According to the documental bibliographic review carried out, pointing out the different divisions into phases or periods proposed by the classical authors and more specifically presents the proposal of the comparative method by Bereday (1972).

Considering the importance of considering teacher education curricula and raising this discussion, the article **Comparative Education: notes from the perspective of postgraduate students in education** analyzes Comparative Education based on the basic material presented in the subject "Introduction to Comparative and International Education Studies", from the Post-Graduate Program in Education at UNESP, campus in Marília/SP, focused mainly on research and methodological procedures. The authors emphasize that the analysis of the material explored in the development of the discipline allows us to infer that studies focused on this perspective do not only seek to find similarities or differences, but to promote in-depth discussions about the role of Comparative Education for educational development and its influence on the history of education, permeating challenges, possibilities and contributions.

In order to understand the trajectory of Comparative Education and in order to delineate the research method in Comparative Education proposed by George Bereday and to clarify some opinions about it, the authors of the article **Bereday's methodological proposal for Comparative Education; comments and possibilities** starting from the considerations of renowned authors such as: Bonitatibus (1989), Bray and Thomaz (1995), Lourenço Filho

(2004) and Nóvoa (2010) seek to bring light to the understanding of what is Comparative Education and how to conduct research and comparative studies in the area of education.

In **Educational public policies and democracy in the Brazilian political scenario**, the authors analyze the relationship, not always explicit, between educational public policies and democracy, in order to reflect the understanding of these correlations in contemporary education and in the consolidation of the democratic rule of law in Brazil. It is a narrative or critical review of the literature, structured in two parts. The first is based on a synthesis of the role of the State in the conception and execution of educational policies and on the idea of thinking about public policies ontologically. The second part is based on movements of reverberation, contextualization, generalization and synthesis of the discourse of political scientist Yascha Mounk.

Discussing the Public Policies that favor the democratic university management and that its explanation goes beyond itself, that is, it is necessary to understand the nature of the State itself and of the historical-political processes. The authors of the text **Theoretical-political interpretation of university democratic management in the context of neoliberal policies**, point out that only from the consideration of the social processes in which capital reproduction and the configuration of the State take place, will it be possible to make considerations about university democratic management. In this direction, they analyze the university democratic management from a theoretical-political reflection on the contradictions of the capitalist State as an instance of domination and bourgeois power in the context of neoliberal policies.

To understand the constructions of current education systems, it is important to remember and study the past. Thus, the article, **School inspectors guidance on teacher's education from 1970 to 1976: a look over São Paulo**, presents teacher formation practices in isolated schools in the municipality of Assis, State of São Paulo, in the period from 1970 to 1976, conducted by school inspectors who had the support of the State's Pedagogical Guidance Service. The inspectors were responsible for guiding and supervising the implementation of a curriculum that was supposed to bring better quality of education to the state by eradicating repetition in primary education and also in complying with the guidelines imposed by a program of economic development signed between Brazil and the United States.

The article entitled: **Coping strategies, mental health and perfectionism in undergraduates: differences between music students and university students** analyzes the formation of musicians in Spain. University studies require high levels of demand and commitment, implying a very extensive mandatory educational stage, and higher musical

studies also require very extensive prior preparation, but with other levels of demand and commitment, which place their students in very different situations. Considering differences and similarities, the study aims to analyze the different strategies to face stress, perfectionism, mental health and the valuation of sacrifice of different musician university students.

In the same direction, when reflecting on teacher education, the authors of the article **Brazilian sign language (LIBRAS) as a mandatory curricular component: a look at the chemistry undergraduate courses on the three state universities in São Paulo**, discuss the historical context that provided the insertion of Brazilian Sign Language (LIBRAS) as a mandatory curricular subject in Teaching Degree courses throughout Brazil and the way in which Decree no. 5,626/2005 is materialized in Teaching Degree courses in Chemistry at three public universities in São Paulo. To do so, they use the method of Bereday (1972), going through the stages of definition, interpretation, juxtaposition and comparison, and present how each university organized the development of the discipline.

Early childhood education, the first stage of basic education, which acquired an educational character with the conceptions that emerged from the Federal Constitution of 1988, is discussed in the article **Early childhood policies: challenges from the child and its specificities**, anchored in the Sociology of Childhood sheds light to a new vision of children and childhoods, perceiving them as active. The authors analyze the legislation that serves as the basis for the implementation of policies for Early Childhood Education, seeking to understand the concepts of child(ren) and childhood(s) present there.

Focused on the role of the school and, mainly, the teacher in recognizing high ability among students, the article **School contributions in the recognition of students with high capacities** presents a study carried out with Basic Education teachers in relation to the identification of signs of high ability perceived in students in the school environment.

The authors of the text **High abilities and social cognition** seek to determine the differences between highly capable students and their normatively intelligent peers, considering the multidimensional aspects that involve the theme. These point out that high abilities, configured multidimensionally, in addition to a high IQ, are the result of both an early maturation process and a process of psychosocial development. Therefore, a field of study of special interest is social cognition, a field that encompasses the mental processes that perceive, capture and interpret social information from the environment.

The article, **High school in Brazil and France: considerations about the law 13.415/2017 through a comparative analysis**, discusses the propaganda of Law 13,415/2017 on the curriculum reform of Brazilian secondary education, based on models from central

countries - between the Brazilian and French education system – with emphasis on the most controversial point of the reform: the offer of technical education, in conflict with the training curriculum for access to higher education.

In the article, **Implication of social isolation on mental health during the Covid-19 pandemic: a look at its religious and spiritual coping**, the authors discuss how the COVID-19 outbreak in Asian countries has affected people's psychological and social lives, through bibliographic studies, they analyze different studies published on the subject.

Finally, we emphasize that this dossier presents studies aimed at both Comparative Education and other perspectives. However, in one way or another, they seek to establish comparative relationships to develop their analyses. With regard, specifically to comparative studies, we understand that it has been gaining ground in educational research. In this way, we deem it opportune to organize this special issue, agreeing with Barroso (2011) “Never, as today, has comparison been used so much in education, in different contexts and with different purposes, and never, as today, compared education, as a discipline and a field of study, questioned itself so much about its identity and its future” (BARROSO, 2010, p. 513, our translation).

In the concluding phase, we cannot fail to point out another important element, which even though it does not appear in the discussions specifically, comes into play, especially when we discuss the globalization process: the 2020 pandemic with Covid-19 and all the resulting changes in relation to the impact of closing schools and universities that brought about several discussions in the field of comparison, which boosted several actions, such as the Global Education Coalition launched by UNESCO (2020), which prepared a document proposing strategies and seeking to share with countries the measures and best practices to respond to the immediate challenges of closing and reopening schools.

Thus, we hope that this dossier can contribute both to studies aimed at Comparative Education, as well as to provide theoretical and methodological references that help to understand the way in which this field has been delineated, as well as introducing the reader to the subject.

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How to reference this article

SANTOS, R.; SALOTTI, L. S. R. Editorial - Comparative education: challenges and possibilities in the methodological field. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 25, n. esp. 4, p. 1874-1880, Dec. 2021. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v25iesp.4.15929>

Submitted: 20/08/2021

Required revisions: 12/10/2021

Approved: 15/11/2021

Published: 08/12/2021