
As a comparative education journal, we are especially interested in work that is either explicitly or implicitly comparative. Explicitly comparative research includes cross-national studies or studies that compare educational phenomena in a range of countries. Implicitly comparative research typically means single context case studies that contribute to a larger comparative framework about the topic. International Education Journal: Comparative Perspectives (IEJ:CP) is an international, peer-reviewed journal for advancing academic quality and rigor in comparative and international education research. It is the official journal of the Oceania Comparative and International Education Society (OCIES formerly ANZCIES). Emergent Issues in Education: Comparative Perspectives SUNY Series, Frontiers in Education Arnove, Robert F.; Altbach, Philip G.; Kelly, Gail Paradise. State University of New York Press 0791410323 9780791410325 9780585059792 English Comparative education, Education and state. 1992 LB43.E46 1992eb 370.19/5 Comparative education, Education and state. Page i. Emergent Issues in Education. Page ii. SUNY Series Frontiers in Education Philip G. Altbach, Editor The Frontiers in Education Series draws upon a range of disciplines and approaches in the analysis of contemporary educational issues and c In Emergent Issues in Education, leading scholars in comparative education and in the politics, sociology, anthropology, and economics of education illuminate worldwide trends in critical issues that confront policymakers and practitioners in different national settings. Among the topics raised and analyzed are the organization, governance, and financing of education; the content of curriculum, texts, and tests; and the quality and nature of teacher training. Among the issues examined is the tension that has emerged between the imperative to achieve equality of educational opportunity and the