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## COMPARATIVE ANALYSIS OF EDUCATION SYSTEMS OF DIFFERENT COUNTRIES

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### **Abstract:-**

*Nowadays, the global education system all over the world has to adapt to multiple changes in geopolitics, demographics, climate and other domains. Today, economically developed countries choose education models that answer the chosen globalization scenario. For example, the American education system is aimed at individualization of the conscience and personality adaptation to the world economics arena, which suits the strategic Western plans of the world globalization scenario. Education system of Russia is based more on the society needs rather than the individual's needs, which suits the state strategy aimed at the multi-poles world.*

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**Key words:-***Education system, comparative analysis, countries.*

Nowadays, the global education system all over the world has to adapt to multiple changes in geopolitics, demographics, climate and other domains. Today, economically developed countries choose education models that answer the chosen globalization scenario. For example, the American education system is aimed at individualization of the conscience and personality adaptation to the world economics arena, which suits the strategic Western plans of the world globalization scenario. Education system of Russia is based more on the society needs rather than the individual's needs, which suits the state strategy aimed at the multi-poles world. What are the main differences of the education systems of leading countries of the world today? This was the issue of this paper.

The **American education** model does not overload the children with unnecessary knowledge from the one side, but from the other it strives to help a pupil to adapt to the competitive relations of the world economic market. To be clever in business and enterprise is very important for an American. Many young people do wish to study and get deep knowledge in some activities and fields, and they have such an opportunity in the more prestigious universities of US. As a result, the US grants an excellent education for the elite, without supplying a high average level. Stevenson (1986) who researched for 10 years education systems of US, China, Russia and other countries, concluded that the Asian system is the most effective one. Stevenson claimed that the biggest barrier for the American education system is lack of honor to the school successes of the children, both on the society and the state levels. In the Asian schools, as noted Stevenson (1986), the classes are big, the children sit two or even three at a table, and they get group assignments and answer before the whole class. In short, the education system is based on groups. In the American school, on the contrary, the pupils sit alone, get personal assignments from the teacher, when the weaker pupils get easier tasks. The teachers are sure the main goal is not to hurt a pupil's feelings, not to make a laugh out of him, to avoid a psychological trauma. Stevenson proves that in a group a pupil adapts quicker to life conditions in society, and laugh stimulates him to try harder (Сравнительный анализ образовательных систем США, Германии, Японии, Индии и Китая, 2011).

Education system of **Germany** is characterized by early differentiation of pupils according to their achievements. After 4 year at the primary school, the federal laws make the child and her parents decide what the path of living for her is. The goal of two-year orientation stage at the German school is professional direction and conception of plans for the future life. The most prepared pupils usually choose real-based schools, which open a door for a Higher education. In countries like US and Russia there is no early professional orientation at school and most of the school pupils aged 15-16 do not think much about their future, in Germany they are already asked to make a choice, the preparation of skilled labor force for different State social structures is widespread. Perhaps, the educational phenomena is the key for understanding the national clarity, exactness, responsibility and efficiency of the German people (Сравнительный анализ образовательных систем США, Германии, Японии, Индии и Китая, 2011).

**Japan** education system is very original. Although after the Second World War it was decided that the American model will be a basis for the Japanese education system, they differ significantly. Education in Japan is a cult, which is entirely supported by the family and the society as a whole. Maybe, this is the reason of such a prominent technological superiority of Japan over other countries. Japanese people respect their teacher and listen to her with a great patience, know how to work with the materials. Japanese people are ready to learn constantly, in order to succeed in the competition with their peers, colleagues, other nations and countries. They study to get into a prestigious school, a better University, get a better job position at the successful corporation. In addition to the basic school education, most of the High school pupils attend additional preparation courses in the evening. It was calculated that Japanese children spend till 240 days a year in the school, sit at the school table about 8-9 hours a day, prepare their homework assignments for 2 hours a day, whereas their American peers study only 180 days a year and spend about 30 minutes a day preparing their home works. Such a stressed year could cause psychological problems of children and teenagers in Japan, but the most advanced religious - philosophic system helps the school, called the Zen Buddhism. The idea of education as developing positive traits of character is very common in Japan. It is used to think that the skills and knowledge developing is not as important at the primary school as the humanity in relations with the surrounding world. The human being and the animals should be respected, sympathy and empathy to other people is very important, like looking for the truth, ability to feel the beautiful, self-control, caring for the nature, contribution to society development. These principles are part of the education system and the everyday lives of the Japanese people. Japanese education system is the only one in the world where Higher education is a must and where the work of a teacher is more appreciated and evaluated than the one of army staff and officials. The secret of Japanese technological miracle is in massive generation of creative ideas, good conditions for intellectual growth and inventions.

The social infrastructure of China is not developed, the economics of China is oriented towards agriculture, so the modern technologies cannot capture all the regions of China.

However, in 1993 "The reforms of education development program" was legislated in China, altogether with the national tele communicational education net. As a result of reforms implementations in China, only 15% of its grown up population cannot read and write. This is significantly higher than a similar rate of the neighbor countries like India, Pakistan and Bangladesh. Unlike Japan, there is no cult of education in China. There are lots of Higher education institutions, which level is similar to the one of many American colleges. Their objectives are absolutely practical- to prepare specialists for some real economic sectors. Deep scientific researches existing in US –almost does not exist in China. So, there are no new revolutionary inventions in China, but all the world is familiar with famous Chinese fakes.

Education system of **India** during the last decades is getting used to the global informational net.

About half of the grown up population are still illiterate, about a quarter still live under the poverty line. For centuries, the concept of education in India was based on humanity ideas and was not an obligation. However, the international situation made India look differently at the State view on education concept. So, nowadays India became a nuclear country and one of the world leaders of building and developing intellectual technologies. In the 21-s century, India government

set a goal to give a primary and junior higher education for all. However, millions of India citizens employed in agriculture and stockbreeding are not highly motivated to be educated. Modern education system of India is unique and original. While it is based on ancient religions like Buddhism, it tries at the same time to join the world economic system. People used to live alone and practice meditations are on the one side useless to the State in the economic sense, by on the other side they contribute to the next generations in the spiritual sense.

An interesting work examined the myth that weak populations do not believe in education as a tool of social and economic mobility and that this is one of the reasons to reproduce their status. Emily Christine Antze (2011) examined how do Indian mothers in the city of Varanasi perceived their children's studies. Basing on semi-structured interviews the writer found that this myth is not real (at least not in the mothers' population in India). The mothers see education as an essential investment in their sons and daughters. An investment that "put them on their feet" as independent adults. The main themes seen in the interviews are that the mothers perceive studies as a mean to improve social status, improve self-confidence, achieve salary and welfare as a mean to daily skills and "acquiring cultural capital". The researcher summarizes that the inequality cannot be explained due to parents' lack of interest in their children's education.

Carol and Moffatt (1991) examined the gap between writing equality policy by elementary school's principals and realizing the regulations and policy in action. The main conclusion is that what really important is the basic values of the principals and sometimes the formal plans does not achieve their goal due to the gaps between the written policy to actual values. This paper brings an interesting and practical angle about variables that promote/hold back inequality. The thesis examines the gap between the written policy and the realization based on interviews of elementary schools' principals and others as predictors for success and wealth.

### **Education transformation in South Africa**

Brady (1996) examined the influence of the economic reforms in South Africa about inequality in public schools after 1998.

In post-apartheid South Africa in 1994, raised the question how to connect between the constitutional rights to basic education to the economic reforms with the capital, which are supposed to be implemented on the school level. In the themes to reduce the inequality in South Africa there are definitions of school regulations, standards to state financing allocations, standards to finance schools and definition that there is a basic right to education for all. During the apartheid there were racist status / social interests, and after regime change radical changes in finance and funding were required and the question who has the responsibility in the change process to achieve equal education was asked. The financing issues put the focus on the social status. The rationale was that schools were a tool to preservation of racist social status and the hierarchic division. The middle class included 2-5 million people out of 44 million civilians. The gap between poor and rich rose from 0.66 to 0.77 by Gini Index.

Therefore, the post-apartheid government brought to conciliatory politics, economic liberalization and extending monetary / fiscal policy to promote growth, poverty reduction and decreasing the inequality. This approach was hard political and economic effort since it caused government deficit. And, indeed, the expenditure in education raised from 31.1 billion rand in 1995 to 5936 billion rand in 2002.

The government's decision determined that the basic education will be given to all. The government fixed norms of unconditional division of grants and budgets. On the one hand, there has to be parents' participation to complete the state's funding in education, and on the other hand, the state will ensure that no child will be rejected due to lack of paying by his parents. The other bodies (districts, cities) must financially support school including imposition of tuition fees to close the gap between governmental subsidy to all other school's financial demands – in this way the authorization is transferred to school to manage the roles and keeping school budget to reliable and available budgeting. In 2001 a direction was given to all counties that each one rank its schools from the poorest to the richest to allocate progressive funding.

Poor students will have a minimal allowance, 25% of the poor students are exempt of tuition and a nutrition plan was built.

Public education is now under crisis in many countries (Sahlberg, 2015): United States of America, England, Sweden, Norway and France all suffer from deterioration of the public education. They try to find solutions: making the inspection on school more severe, more responsibility on pupils' achievements, firing bad teachers and even closing problematic schools.

These are the steps taken to fix failures of education system. In Sahlberg's opinion (2015), the solutions are quite different- the Finnish example should be followed, which included empowerment of the teaching staff, building responsibility and trust, transmitting leadership at the school level and the region to the education professionals.

### **Finland: free economics and welfare**

Economic and social success of Finland seems obvious today, but only 17 years before the situation was quite different. Finland economics depended on the Soviet Union for many years, which was its western neighbor. When the Soviet Union collapsed in the 1990-s, Finland entered a deep social and economic crisis, which brought the unemployment rate to 15% (Finland: social justice, welfare country- that's how things are made in Finland). A set of consequential and stubborn reforms made by the government of Finland in a decade to one of the most competitive economies in the world and the best place to make a business. Although they suffered much during the world crisis of 2009, the Finland people are still optimistic about their model of free and absolutely open economics, flexible labor markets and high taxes. There is a growing inequality in Finland, especially when we take into account the pensioners, the sick and poor. High achievements of Finnish students at the international exams, no educational gaps between the center and the periphery, making teaching a popular and highly demanded profession in Finland- all these made a little Nordic country into a place

the education staff all over the world admire. Finland education system succeeded to get rid of the mediocracy and became a center of high quality and equal -to- all education. Sahlberg (2015) presents the central characteristics of Finnish educational reforms: full public budgeting, preventing too many studying hours and too many homework assignments, opposing external exams and numeric evaluation, improving individualbased teaching taking into consideration private needs and difficulties of any student, empowering teachers autonomy, building an educational climate of trust and brotherhood, developing a best possible general education and a personality of the students.

### **Republic of Moldova**

The government of the Republic of Moldova identifies education as a national priority and recognizes the role of education in building a knowledge-based society. Education is considered as a determinant of quality of life and opportunities. The education sector in the country is transitioning from a centralized, traditional system to a student-centered one.

Moldova's main challenges relate to early childhood education coverage, especially for minority and disadvantaged children, and the management, monitoring, and evaluation of the education sector.

A major problem faced today by the Republic of Moldova and other countries in Europe is the large number of people excluded from the economic, social, political and cultural life of the community. Of course, such a society cannot be safe and effective, and education, in this context, can provide the key to the exit from the impasse, the key to improving personal skills, widening the field of options to take full advantage of the freedoms that gives meaning and value to the existence.

For this reason, education must be human-centered and provide a positive horizon in order to be able to build a prosperous future. Thus, fundamental liberal values such as individual freedom, private property, individual responsibility, and equality before the law can only be ensured within a country if there are some recent achievements in at least one of the abovementioned direction.

For almost 3 years, the Ministry of Education, Culture and Research of the Republic of Moldova with European Union's support is undertaking a major reform of Vocational Education Sector. The reform is in line with the VET Strategy for 2014-2020 having the vision to transform and to modernize this educational sector according to labor market needs and European standards. Therefore, first steps was to restructure the network of VET institutions and to create Centers of Excellence in the main fields of national economy. A new curriculum is under development with a focus on practical and relevant competencies of students. A new financing mechanism has been implemented and is expected to ensure a more efficient investment of resources. The dialogue between schools and economical agents has been established through the creation of Sector Committees, which role is to furnish the educational sector with information about labor market needs. The dual education system, which ensures the practical training of students, is also under development with at least ten companies and VET schools practicing this form of education.

The reform is expected to further continue with refurbishment of VET institutions and endowment with equipment, so that to ensure a fully modernized VET. As a result, it is foreseen an increase of interest in VET among young people, who are encouraged to choose VET as qualitative education option for their future career. In order to consolidate the above mentioned results and ensure the attractiveness of VET among young people and their parents, more actions are needed toward that.

Strengthening the network of general education institutions, extending the autonomy and accountability of educational institutions, implementing performance-based funding mechanisms, curriculum modernization, institutionalizing external evaluations, renewing the initial and in service training for teachers and managerial staff remain actual as recommendations to the Government.

The education in the Republic of Moldova is facing objectives that are not easy at all, and the Government from Chisinau must stop the populist approach and get involved fully in their realization. All the society including teachers, parents, students depends on how it will overcome the obstacles in our path to change (Education system in Moldova, 2017).

The education system of the Republic of Moldova started its transformation process in the last decade of the XX century, accelerating the transformations together with the adherence at the Bologna process in 2005 by modifying and completing the Law on Education no. 547 of 50.1..0112 .

### **Table 1. Characteristics and problems of management of education system in different countries [developed by the author]**

	US	Germany	Japan	India	China	Finland	Republic of Moldova	Israel
Obligatory school education	V	V	V	Education is not a must based on humanity ideas. In 21-st century a goal was set to supply primary education for all	Education is not a must, but 1993 reforms reduced the number of illiterate adults	V	V	V
Main characteristics of primary education	Pupils should know about economic and enterprise; General basic knowledge	Early differentiation according to achievements; professional orientation	Education and intellectual development is a cult supported by society and state	Combination of religious ideas (meditations etc.) and a try to join world economic system	Practical objects to prepare specialists for economic sectors	Teaching is admired; Education is high-quality and equal for all; few exams and numeric evaluations	The priority is knowledge-based society	General basic knowledge; High diversity of education due to lots of community segments
Prestigious Higher education	High level of scientific research education is for elite	Real-based schools open doors for Higher education	The only place where Higher education is very welcome. Education is a key for success (better job, self-realization), teachers are highly respected	Not many	Lots of Higher education institutions, without high levels of scientific research	Accessible and equal for all	Higher education is good	Higher education is good, but expensive
Individual vs. collectivistic approach	Highly individual-oriented: the teachers are afraid to hurt a pupils' feelings	Early individual professional orientation	The individual should develop for the sake of the society	Buddhism and other religions cause the society to be humanity-based and care for the individual	The main approach is collectivistic	Private needs and difficulties of students are taken into account; trust and brotherhood rule	Transitioning from traditionally centralized to a student-centered one	Special education is very developed, taking into consideration private needs
How the inequality is managed	Scholarships for poor and good students	Higher education is free.	Assistance in tuition fees is offered by local governments, nonprofit corporations, and other institutions	The government initiated the Scheme of Area Intensive Programme for Educationally Backward Minorities and Scheme of Financial Assistance or Modernisation of Madarsa Education as part of its revised	Compared with commonwealth countries' tuition, tuition of China's higher education is relatively inexpensive. Nevertheless, the Chinese per capita income is much lower than western	No tuition fees are collected.	The state is trying to increase the number of places offered free of charge when students are admitted to public universities	Israeli schools and universities have been subject to repeated strikes over the years by faculty, and, occasionally, by students. The 2007 Israeli student strike
				Programme of Action (1992). In 2004 the Indian parliament passed an act which enabled minority education establishments to seek university affiliations if they passed the required norms	countries, so there are still some students from rural and mountainous areas facing funding problems. Chinese government has taken some measures to ensure the smooth enrollment of this group, like students loans, part-time jobs within campus, etc.			started in April 2007 in protest at the government decision to increase tuition fees and the failure to implement the 2001 Winograd Committee recommendation that they be reduced by 25%.

As Table 1 demonstrates, Israeli education system is quite similar to the American one. However, Israel has lots of ethnic and religious communities, and as a result the education system in Israel is highly diverse. Like the American one, it is individual- oriented and takes into consideration private and special needs of the pupils. Education in different sectors is quite different. For example, in Arab-speaking communities the school education is in Arabic language, while in the Jewish majority it is in Hebrew, and the contents of classes may differ greatly. Orthodox schools have different curricula from the secular ones, private schools are usually better than the governmental ones.

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