



# THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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**MAIN EXAMINATION**

**JANUARY – APRIL 2019 TRIMESTER**

**FACULTY OF EDUCATION**

**DEPARTMENT OF UNDERRADUATE STUDIES IN EDUCATION**

**REGULAR PROGRAMME**

**ED 302: COMPARATIVE EDUCATION AND CONTEMPORARY ISSUES IN  
EDUCATION IN AFRICA**

**Date: APRIL 2019**

**Duration: 3 Hours**

**INSTRUCTIONS: Answer Question ONE and any other THREE Questions**

- Q1 a) Differentiate between the following terminologies as used in this course:
- i) Education and Comparative Education **(2 marks)**
  - ii) Historical Approach and Sociological Approach **(2 marks)**
- b) Outline FOUR benefits of studying comparative education by a student teacher in the 21<sup>st</sup> century **(4 marks)**
- c) Describe the FOUR phases of development of comparative education as an area of study **(4 marks)**
- d) Enumerate THREE shortcomings of traditional methods of studying comparative education **(3 marks)**
- e) Highlight TWO contemporary issues in education in Africa **(2marks)**
- f) Outline TWO features of an inclusive system of education **(2marks)**
- g) Identify THREE similarities between education in Finland and that of an African country of your choice **(3 marks)**
- h) Outline THREE indicators of decline in quality education in Africa today **(3 marks)**

- Q2. "United States of America has got the best education system in the world."Analyze this statement **(15 marks)**
- Q3. Compare and contrast education in pre-colonial and post-independence Kenya **(15 marks)**
- Q4. Assess the methodological approaches used in the study of comparative education **(15 marks)**
- Q5. Show how the Kenyan system of education can borrow from the Cuban tenets of education. **(15 marks)**
- Q6. "The policy on placement of government sponsored students in private universities is a step in the right direction."Justify this statement. **(15 marks)**

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