

خريطة مقترحة لمجالات البحث التربوي المقارن في ضوء أدبيات التخصص ورؤية مصر ٢٠٣٠

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مستخلص:

تلعب البحوث التربوية المقارنة دورا حيويا في تطوير النظم التربوية القومية؛ من خلال ما تقدمه من نتائج تتصل بحلول لمشكلاتها وتطوير لسياساتها ورؤى لمستقبلها. ومن ثم يسعى البحث الحالي إلى طرح خريطة مقترحة لمجالات البحث التربوي المقارنة في ضوء الأدبيات ورؤية مصر ٢٠٣٠ وأهداف التنمية المستدامة. ربما تفيد في تسليط الضوء على المجالات البحثية المتعددة للبحث التربوي المقارن في ضوء الطبيعة المعقدة للنظام التربوي المصري وربطها برؤية مصر المستقبل. وفي سبيل ذلك يستخدم البحث منهجية مراجعة الأدبيات في الدراسات التربوية المقارنة. الكلمات المفتاحية: التربية المقارنة، خريطة البحثية، البحث التربوي المقارن، مجالات البحث، رؤية مصر ٢٠٣٠

A Proposed Map for Comparative Educational Research Fields in the Light of Specialization Literature and the Vision of Egypt 2030

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Abstract:

Comparative educational research plays a vital role in developing national educational systems. Through its results, it relates to solutions to its problems, the development of its policies, and visions for its future. Hence, the current research seeks to present a proposed map for the fields of comparative educational research in the light of the literature, Egypt's Vision 2030 and the goals of sustainable development. It may be useful in shedding light on the various research fields of comparative educational research in light of the complex nature of the Egyptian educational system and linking it to the vision of a future Egypt. For this purpose, the research uses literature review methodology in comparative educational studies.

key words: Comparative Education, Research Map, Comparative Educational Research, Research Areas, Egypt Vision 2030

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Introduction:

Education aims to modernize societies by better meeting their human, material, and cultural needs, as well as adapting their political machinery and other societal institutions to make the most effective use of this modernization in meeting those needs. Hence, education plays an important role in achieving development in modern societies. To increase “our understanding of the relationship between education and the development of human society by taking into account factors that cannot adequately be observed and understood within the limits of any particular society, culture, or system, but that transcend particular societies and have to be studied by comparative methods applied to societies, cultures and systems” (Parkyn, 1977).

Thus, comparative education specs are quite important right now. It is a dynamic academic field in its content, diversity of approaches, and methodologies. It is also multiple in its functions and purposes which foster wider expansion and a more global presence. It studies educational systems (inputs, processes, and outputs), as well as their problems, issues, challenges, and even forecasts from a comprehensive, multidisciplinary, cross-international, cross-cultural and comparative perspective (Salem, 2021). Concerning that, comparative education Research, they are the specialized scientific studies and intra-theoretical and applied researches conducted in various CE fields.

Hence, the fields of comparative educational research, including the entire education field, have seen a significant rise and

diversity in recent years, as evidenced by the literature of researchers and professors of the specialty during the third Millennium. In this context, Comparative educational research is important in the development of national education systems as well as the societies from which they emerge and serve. As a result, comparative educational research is required to stem from the goals of each society at large (locally, regionally, and globally) and to solve its problems in light of future society visions, sustainable development goals, and current specialization literature.

This necessitates the creation of a comparative educational research map that both directs scholars and benefits the community. Where the research map is a planning tool for assessing the research reality in a specific field and investing available resources in that field to satisfy the needs of society's many development sectors, both now and in the future, in a way that achieves complete and integrated development (Mohamed, 2002).

Research map is defined as a list of research fields and priorities with research priorities being the precedence and urgent importance that should be given to issues studied in the field of education (AlSumih, 2016).

On the other hand, the fields of comparative educational research, including the entire educational field, have seen a significant rise and diversity in recent years, as evidenced by the literature of researchers and professors of the specialty during the third Millennium and its development goals. by reviewing the United Nations Millennium Development Goals, it is discovered that many of them are covered by the fields of comparative educational research, such as: educational policies, pre-school education, Pre-university education, adult education, education, progress and sustainable development, educational issues and challenges, non-formal education, international organizations, and international educational cooperation are just a few examples.

And by reviewing research published in the scientific journals of comparative education reflect the number and diversity of research fields, and Its engagement with the third millennium's

development goals, development plans of societies and their future vision.

In Journal of Comparative Education Review (CER) published by the American Comparative and International Education Society (CIES); Approximately 178 research papers were published in volumes 59-65, that is between 2015 and 2021. These research papers were categorized into 17 key research field (CIES, 2022). During the same time 2015-2021, Approximately 360 research papers were published in volumes 45-51 of Compare Journal issued by the British Association for International and Comparative Education (BAICE). These research papers were categorized into 18 different study fields (BAICE, 2022).

By looking forward to the future, considering Egypt's efforts to construct a new republic based on science and knowledge, scientific research is becoming critical to the development of the new country, and achieving the third millennium development goals adopted by Egypt. Comparative education, on the other hand, attempts to develop the present while also anticipating the educational and societal future. Hence, comparative educational research has become a key tool in accomplishing Egypt's Vision 2030.

By reviewing the most important files addressed by Egypt's vision 2030 and the sustainable development agenda, they addressed fundamental development issues such as: social justice, welfare, human capital investment, democracy in political, economic, and social life, participation in global civilization, quality of life, a strong economy, knowledge, and innovation, environmental sustainability, governance, Egyptian peace and security, and Egyptian leadership. (Arab Republic of Egypt Presidency, 2022)

In this context, The Journal of Comparative and International Education (CIE), issued by the Egyptian Society of Comparative Education and Educational Administration (ESCEEA), published approximately 54 research papers in volumes 1 – 15 during the period 2015-2021. These researches were classified within 12 main research fields (ESCEEA, 2022).

Problem:

Despite the expansion of comparative education field, and the future of education and Egyptian society (Egypt Vision 2030), many Egyptian researchers face difficulty in choosing and defining their research topics (the unit of comparison). In addition to this, there is some kind of repetition of research topics (Sayed S. Musa, Muhammad A. H. Nassef, 1999), and absence of attention to basic and vital fields and topics in specialization, education, and Egyptian society. This is due to the lack of a comparative education research map. In the absence of a research map in the field of specialization, research is conducted in a discretionary, if not random, manner, resulting in the repetition of research, as it is left to the personal mood of choice. The procedure was simple, and the researcher appeared to live in another world, not in a troubled society; and because this was the case, scientific research - in the majority of cases - could not solve one of our problems our problems (Sakran, 2010).

This requires the construction of research map for comparative education based on Society's needs and development plans, priorities suggested by professors in the field to strike a relative balance between the development of specialization and the Egyptian educational system in the lights of profound realization of Egypt's future vision. Hence, the research problem can be formulated in the following question:

What is the proposed map for Comparative Educational Research Fields in the Light of Specialization Literature and the Vision of Egypt 2030?

Limitations:

This research reviews only scientific journals during the period (2015-2021), to determine research fields in comparative education. The reason for this choice is to match the international journals selected with the Egyptian Journal of Comparative and International Education which was published for the first time in January 2015. The selected international journals are:

- 1) Comparative Education Review (CER) is the flagship journal of the Comparative and International Education Society (CIES). The journal was founded in 1957 to move forward both knowledge and teachings of comparative education studies. Since then, the Review has established itself as the most reliable source of analysis for educational research concerned with countries. Comparative Education Review 2020 Journal Citation Reports (JCR) Impact Factor was 3.7 and it ranked #170 out of 1,319 in Education journals. Journal Impact Factors courtesy of the 2020 Journal Citation Reports (JCR) (Clarivate Analytics, 2021). Scopus Cite Score (Elsevier B.V.).
- 2) Compare is the official journal of British Association for International and Comparative Education (BAICE). The journal was founded in 1975. Its 2019 Impact Factor was 1.607, and it ranked 127/ 263 (Education & Educational Research). Journal Impact Factors courtesy of the 2020 Clarivate Analytics, 2018 Journal Citation Reports.
- 3) Comparative and International Education (CIE) is the flagship journal of the Egyptian Society of Comparative Education and Educational Administration (ESCEEA), Concerned with publishing comparative educational studies and research.

Objectives:

The current research aims to provide a proposed map for comparative educational research. this will aid researchers in keeping up with current trends in comparative educational research, as well as keeping up with the changes and new aspirations of Egyptian education as outlined in Egypt's Vision 2030. It also aims at assisting researchers in avoiding repetition and paying attention to areas and topics that have been overlooked. This research aims to establishing a proposed vision for the comparative educational research that stems from the fact that comparative education research fields are interwoven.

Importance:

The current research is significant because it follows the recommendations of specialized scientific conferences that shed lights on the importance of the developing comparative education in Egypt and the Arab world, as well as to addressing its challenges, through scientific literature and research which encompass all fields of specialization. It puts emphasis on research fields that assist the construction of the new state and republic based on the realization of Egypt's 2030 vision.

An indicative guide on the most important topics that can be addressed in the field of comparative education will be provided to the Egyptian researchers in order to conduct comparative educational research characterized by novelty, originality, non-repetition, addressing society's problems and issues, keeping pace with society's aspirations, contributing to Egypt's Vision 2030, and participating in the achievement of development goals.

Terminology:

– **Comparative Education Studies** is a type of educational studies dealing with the development of comparative education, its pioneers, structure, theories, methodologies, functions, objectives, actors, beneficiaries, present and future in the context of the globalized world. It is a “comparison of current educational theory and practice in different countries for the purpose of broadening and deepening understanding of educational problems beyond the boundaries of one's own country and allows the comparatives involved to have a better understanding of the system of education outside his own country” (Good, 1973). Concerning the term, comparative education Research, they are the specialized scientific studies and intra-theoretical and applied researches conducted in various CE fields. Comparative educational studies include masters and doctoral theses, and post-doctoral research.

- **Map of Comparative Educational Research:** constitute the scheme for classifying the topics included in comparative education, which should be addressed in comparative educational studies. It is also defined as a chart or diagram showing a group of educational research related to the field of comparative education. (Mohamed, 2012)

Methodology:

In order to construct research maps and identify gaps in comparative educational research, the current research uses a literature review approach; because it is appropriate when the aim is to present an overview of a particular issue or research problem. A literature review is an important part of developing theoretical frameworks and conceptual models since it allows to synthesize research findings for presenting evidence on a meta-level and identify areas where more study is needed (Snyder, 2019).

The current review is based on articles published between 2015 and 2022 in the CER, Compare, and CIE journals. Articles were searched in the official websites of the American Comparative and International Education Society (CIES), the British Association for International and Comparative Education (BAICE), and the Egyptian Society of Comparative Education and Educational Administration (ESCEEA). To increase the likelihood of conducting a search that most closely approximated all available research.

Previous Studies:

There are many previous studies that dealt with research maps in educational studies in general, Such as: (Mohamed, 2012), which aims to identify the most important contemporary trends in comparative education generally and to reveal the reality of its trends in Egypt during the first decade of the 21st century in order to identify the elements of the proposed research map for this field; on the other hand, the study of (Abdel-Al, 2016), The objective of the study is to is to develop guiding principles for a future research map for the Foundation of Education Department based on the priorities

of social needs and current research attitudes, which will be accomplished by identifying the research map's goals, stages of preparation, and the fundamentals that should be followed in creating it; In addition to the study of (AlSumih, 2016) which presents a research map for the key research priorities of higher education (HE) in the Kingdom of Saudi Arabia. the study of (Mohamed N. A., 2018) aims to present a proposed educational research map in the field of adult education, by presenting the fields of adult education and the importance of the research map in the field of adult education; Also, the study of (Rashida Al-Sayed Ahmed Al-Taher and Adnan Mohamed Quteit, 2018) aims to presents Suggested map for educational policy research in light of the sustainable development strategy for Egypt's Vision 2030 .

Procedures and Research Steps:

Within the framework of the research objective and methodology, the research proceeds according to the following steps:

- The first step: defining the general framework of the research, including (introduction, problem, limits, research objective and importance, terminology, research methodology and steps).
- The second step deals with the theoretical framework of the research, and it revolves around comparative education: its nature, purposes and areas of research from the reality of the specialization literature.
- The third step: Reviewing some international scientific journals specialized in comparative education, to identify the most prominent areas of comparative educational research.
- The fourth step: Identify the reality of comparative educational research fields in Egypt by reviewing researches and studies in comparative and international education journals.
- The fifth step: Submit a proposal for a research map of fields of comparative educational research in the light of the literature of specialization and the vision of Egypt 2030.

1. Theoretical framework of the comparative educational research:

The turn of the third millennium was marked by the increased interest in comparative educational research by scholars, teachers, practitioners, researchers, policy makers, governmental and non-governmental organizations in local, regional and international level. These many contributions help each of the previous categories develop their performance and make current and future rational decisions based on an objective scientific vision. Therefore, this section revolves around the nature, concept and objectives of comparative education, and the fields of comparative educational research based on the literature of the specialization.

Lately comparative educational research –especially in its multiplicity directions- have witnessed an unprecedented interest. This maybe because of the exponential growth, widening of interest in international comparative research, the impact of communication and information technologies, the increased recognition of the cultural dimension of education, and the influence of the intensification of globalization upon all dimensions of society world-wide (Mark Bray, Bob Adamson & Mark Mason, 2014).

Therefore, this section revolves around the nature, concept and purpose of comparative education, and the fields of comparative educational research based on the specialization literature.

1.1. Comparative Education: Nature, Concept and Objectives:

Comparative education derives its name from “Education”, and its epithet and description is “comparative”. Hence, it derives its material from the field of education in general including everything in the field as philosophies, theories, institutions, systems, policies, practices, curricula, management, financing, teaching methods, teacher education, achievements, problems, issues, which all can be material for research in comparative education. Thus, it is closely related to other educational fields and sciences such as History of Education, Curricula, Philosophy of Education, Adult Education, Educational Administration.

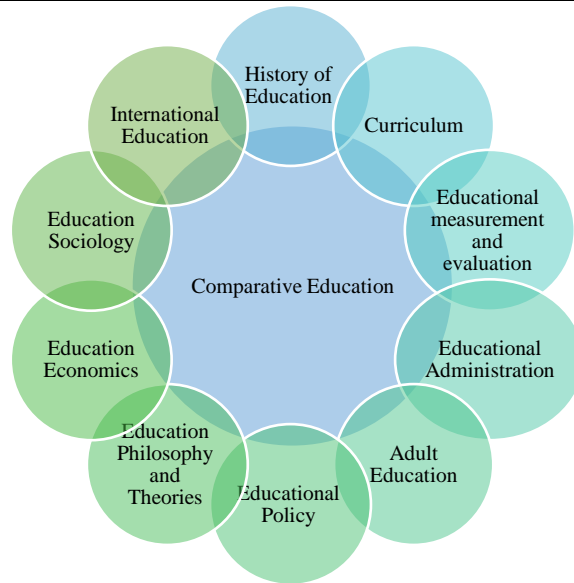


Figure (1)

Comparative Education Relationship with Educational Science and Fields

The adjective "comparative" distinguishes it from other educational studies, and it shares this distinction with other

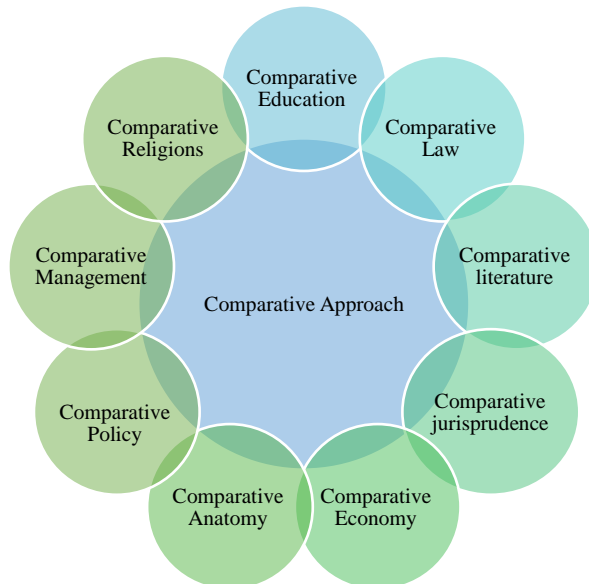


Figure (2)

Comparative Education Relationship with others Comparative Sciences

comparative sciences in this context. Examples of this can be shown in Comparative Literature, Comparative Law, and Comparative Politics. Regarding its research methodology and mechanism, it is based on finding similarities and differences between the phenomenon under study in several contexts, interpreting these similarities and differences, then generating general results and principles that benefit the development of the phenomenon.

Thus, Comparative Education is a vast rich growing field of inquiry that is concerned with the academic study of a wide range of key educational phenomena, issues and problems across a range of cultures, countries and regions (BERA, 2021).

For more clarification, comparative education is distinguished from other educational sciences by being a dynamic science. Its boundaries are not static since it is concerned with urbanism and educational reform science, applied utilitarian science, along with multidisciplinary, interdisciplinary and cross-disciplinary science. It is a science that is based on the duality of pens and feet; a science that anticipates and fosters diversity and harmony.

Given the nature and characteristics of comparative education, its definitions have differed widely. Since the term "comparative education" was first used in 1817, no single definition has been agreed upon among its researchers. This variability may be attributed to the fact that comparative education is a dynamic and evolving science that must keep up with varied cognitive and sociological advancements as well as educational systems developments.

Among those definitions of comparative education, Marc-Antoine Julian's who defined comparative education as "An analytical study of education in different countries with a view to perfecting national systems with modifications which the local and circumstances and conditions would demand" (Hans, 2021). George Z. F. Bereday defined comparative education as: "A political geography of schools. Its task, with the aid of methods of other fields, is to search for lessons that can be deduced from the

variations in educational practice in different societies” (Bereday, 1964). Maria Manzon defined comparative education as “an interdisciplinary subfield of education studies that systematically examines the similarities and differences between educational systems in two or more national or cultural contexts, and their interactions with intra- and extra-educational environments” (Manzon, 2011).

In its most inclusive sense, comparative education refers to “inspecting two or more educational entities or events in order to discover how and why they are alike and different. An educational entity in this context means any person, group or organization associated with learning and teaching, and an event in this context means an activity concerned with promoting learning” (Thomas, 1998).

The diversity and multiplicity in comparative education definitions are considered a positive phenomenon that indicates the richness and vitality of this science, the expansion of its fields, the multiplicity of its approaches and methods, and diversity of its purposes. There is no conflict between the multiple definitions of comparative education. They rather emphasize the three pillars of any science: content, curriculum, and objective.

The purposes of comparative education are many and varied. As a result of the richness, dynamism and development of this science, there is multiplicity of its main actors, roles and functions that it can provide to the beneficiary groups at all levels, national, regional and international in the light of the new transformations and developments that our world is witnessing today. This includes all aspects of life including education. Therefore, some have classified them into theoretical and applied goals, others into descriptive and explanatory goals, also developmental reform goals, and some third classify them into political, scientific, mental and cultural goals... etc.

Regardless of these classifications and the degree of agreement and dispute about them, the utilitarian aspect of comparative education, which began with Julian's scientific

foundation of comparative education, is a fundamental cause for its diversity of purposes and functions. In general, comparative education's goals can be summed up as follows:

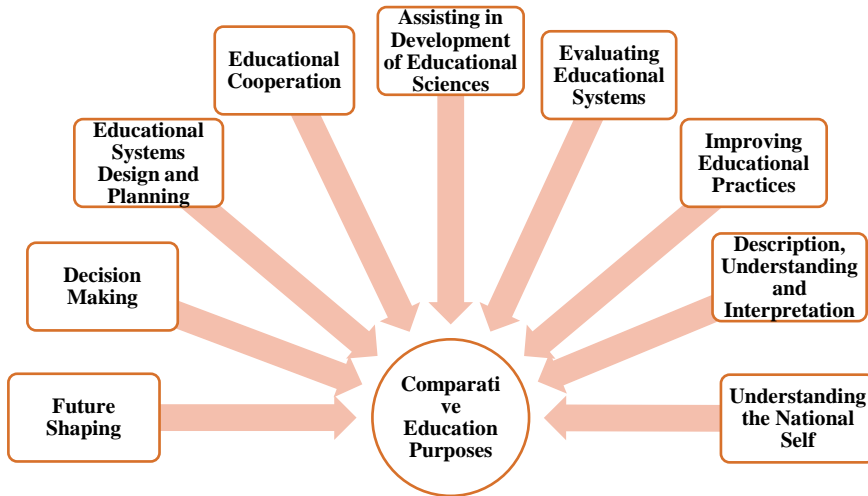


Figure (3) The Purposes of Comparative Education

The preceding figure depicts the multiplicity of comparative education purposes, which are related to contributing to the development of societies and achieving their national interests in all aspects of life, through the development of the national educational system.

1.2. Research Maps in Comparative Education:

Research maps are based on defining the multiple paths of research fields, developing a system of concepts for the research field, and reaching realistic educational problems with priority, with the aim of directing future research and studies to keep pace with modern trends, and activating the role of research institutions, in a way that supports the application and employment of their research results in educational and Society reform and development (Rashida Al-Sayed Ahmed Al-Taher and Adnan Mohamed Quteit, 2018).

Research maps are one of the most important tools for identifying requirements, organizing priorities, and directing current and future paths and trends. This is due to the fact that research maps serve as guides for current and future comparative research

and educational studies tracks, aiming to: (Rashida Al-Sayed Ahmed Al-Taher and Adnan Mohamed Quteit, 2018) (Abdel-Al, 2016) (Elmofti, 2018)

- Investigating and analyzing the aspects of focus that the researchers were interested in during previous periods or were expected to focus on in light of prominent trends in the field.
- Classification, organization, and arrangement of the most important areas of comparative educational research and its relationship to other disciplines
- Reducing repetition in comparative educational research and directing researchers' attention to topics worthy of investigation.
- Avoid ignoring critical educational issues.
- Predicting the future of research issues in accordance with the needs of the community and its development and strategic plans.
- Diagnosing educational reality by monitoring its most prominent strengths and weaknesses.
- Projecting the future of global challenges and their implications for education.
- Monitoring actual societal needs and directing researchers' attention to real-world problems, thereby activating the role of educational research in dealing with contemporary changes.
- Activating and linking the directions of social and economic development plans to educational research.
- Benefit from the findings of educational research.

As a result, the comparative education research map is important because it aids in: overcoming the waste problem in scientific research, avoiding randomness and improvisation addressing the research topic, narrowing the gap between scientific research and society, ensuring academic and societal satisfaction, and directing research toward excellence.

1.3.Fields of Comparative Educational Research:

Comparative education studies address themes of major interest to practitioners, policy makers, international organizations, and academics. They illuminate the role of education in developing performance, solving problems, making decisions, achieving development and societal progress, and foreseeing the future, and the interaction of local, national and global education systems, institutions and practices.

Research fields in comparative education have evolved a great development since its scientific beginning that is marked by the work of Marc Antoine Julian until now. In his article "Esquisse et vues préliminaires d'un ouvrage sur l'éducation compare" or *An Outline and Preliminary Views of Some Work on Comparative Education* in 1817 where Julian outlined six main areas of study and research in comparative education which can be illustrated in the following figure:

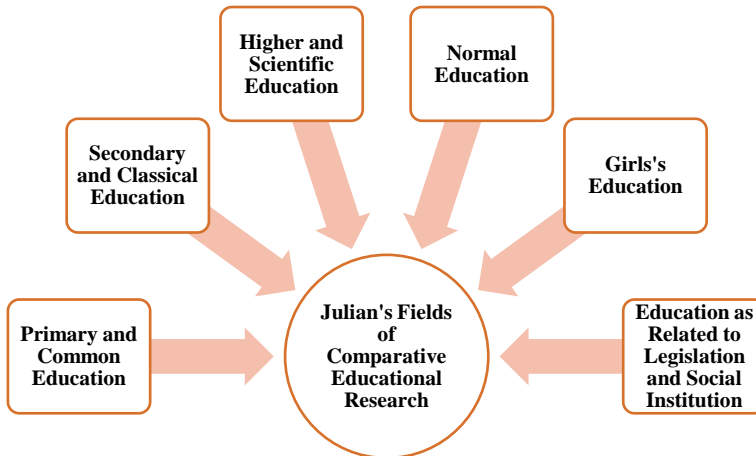


Figure (4) Julian's Fields of Comparative Educational Research

After two centuries (1817-2021), the fields of comparative educational research have multiplied. As a result of this development in the various educational sciences, the field marked down efforts and contributions made by each of the academic departments of comparative education in universities, research centers, national and regional societies for comparative education,

the World Council of Comparative Education Societies, regional and international organizations interested in education such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations International Children's Emergency Fund (UNICEF), the World Bank (WB), the Organization for Economic Cooperation and Development (OECD), and Scientific journals. This made the fields of research expand to include everything related to education and its relationship with society in the past, present and future.

There are many fields of research in comparative education, and its topics which vary according to the natures of place and time, the institutional contexts, research demands, and social, political, and economic environments in which Comparative Education and its scholars are situated.

Many specialized literatures in comparative education that was published during the third millennium emphasized the great diversity of the fields of comparative educational research, with the treatment of some fields and topics that fall under them. Among the most prominent book are: Primary and Secondary Education During Covid-19 (2022), Globalization and Comparative Education: Changing Paradigms (2021), Comparative and International Education (2021), Global Pathways to Education (2022), The Education Systems of Africa (2021), The Education Systems of the Americas (2021), International Perspectives on Early Childhood Teacher Education in the 21st Century (2021), Refugees in Higher Education (2021), Universities in the Knowledge Society (2021), Handbook of Education Systems in South Asia (2021), Creating a High-Quality Education Policy System (2021), e-Learning, e-Education, and Online Training (2021), Transforming Education in Practice (2021), Transnational German Education and Comparative Education Systems (2020), Handbook of Education Systems in South Asia (2021), The International Encyclopedia of Higher Education Systems and Institutions (2020), World Class Universities (2020), Comparative Vocational Education Research (2020), World Class Universities (2020),

In the second decade of the third millennium, the following books were published: Education, Skills and International Cooperation: Comparative and Historical Perspectives (2019), Teachers as Tutors: Shadow Education Market Dynamics in Georgia (2018), Education Systems and Learners (2017), Education Systems and Learners (2017), Crafting a Global Field: Six Decades of the Comparative and International Education Society (2016), Comparative Education Research: Approaches and Methods (2014), A Comparative Analysis of Higher Education Systems (2014), Language Issues in Comparative Education (2013), Human Rights in the Field of Comparative Education (2013), Comparative Studies in Educational Policy Analysis (2013), The Reorientation of Higher Education: Challenging the East-West Dichotomy (2013), Comparative Educational Administration (2012), Comparative Education: The Construction of a Field (2011), Citizenship Pedagogies in Asia and the Pacific (2011), Teachers as Learners: Critical Discourse on Challenges and Opportunities (2010).

In the first decade of the third millennium, the following books were published: Inequality in Education: Comparative and International Perspectives (2009), Common Interests, Uncommon Goals: Histories of the World Council of Comparative Education Societies and its Members (2008), Citizenship Curriculum in Asia and the Pacific (2008), Pedagogy and ICT Use in Schools around the World: Findings from the IEA SITES 2006 Study (2008), Changing Education: Leadership, Innovation and Development in a Globalizing Asia Pacific (2007), School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education (2007), Institutional Context of Education Systems in Europe (2005), Non-Formal Education: Flexible Schooling or Participatory Education? (2005), Internationalizing Higher Education: Critical Explorations of Pedagogy and Policy (2005), and Citizenship Education in Asia and the Pacific: Concepts and Issues (2004), Doing Comparative Education Research: issues and problems (2001).

Some of the books published during the second decade of the twenty-first century will be reviewed to find out more fields and topics in this field, which helps in identifying the main areas of comparative educational research.

In 2011, Maria Manzon, in her book *Comparative Education the Construction of a Field*, focused on factors associated with epistemology, structure-agency and discourse constructing the field of comparative education along with actors that impact on the construction of the field, offering some critical insights into taken-for-granted notions about comparative education as a field. The book also helped in examining the issues across in diverse cultural contexts. The book discussed the following areas: Deconstructing Comparative Education, Disciplines and Fields in Academic Discourse, The Empirical Substance and Mass that Constitute the Field of Comparative Education, Intellectual Histories of Comparative Education, Mapping the Intellectual Discourse on 'Comparative Education', Reconstructing Comparative Education (Manzon, 2011).

In 2014, the authors of *Comparative Education Research: Approaches and Methods*, Mark Bray, Bob Adamson and Mark Mason sought to contribute new insights within the longstanding traditions of the field. It focused on different units of analysis. Individual chapters compare places, systems, times, cultures, values, policies, curricula and other units. It presents broader analytical frameworks which identify the purposes and strengths of the field.

The book of *Comparative Education Research* drew intra-national and cross-national comparisons highlighting the value of approaching themes from different angles. In this context, the book discussed the following areas: Actors and Purposes in Comparative Education, Scholarly Enquiry and the Field of Comparative Education, Quantitative and Qualitative Approaches to Comparative Education, Units of Comparison (Comparing Places, Comparing Systems, Comparing Times, Comparing Race, Class and Gender, Comparing Cultures, Comparing Values, Comparing Policies,

Comparing Curricula, Comparing Pedagogical Innovations, Comparing Ways of Learning, Comparing Educational Achievements), Different Models, Different Emphases, Different Insights Erratum: Comparative, Education Research: Approaches and Methods. (Mark Bray, Bob Adamson and Mark Mason, 2014).

In 2016, the author of *Crafting a Global Field: Six Decades of the Comparative and International Education Society*, Erwin H. Epstein sought to provide an overview of the development of comparative and international education as a field of research, introduce key researchers and their contribution to the field, and describe the main publications and projects CIES has developed in the last 60 years.

The book of *Crafting a Global Field* discussed the following areas: Institutionalization (Setting the Foundation, Professionalizing the Field, Program Development, Supporting New Scholars), Internationalization (Inserting International Education into the Comparative Education Society, The Society in the World Council of Comparative Education Societies), Intellectual Currents (Shaping the Intellectual Landscape, The Comparative Education Review, The Mobilization of Knowledge, The Social Organization of CIES Special Interest Groups, Focusing on Gender and Education), Distinguished Shapers and Doers (Shaping Leadership, Early Leaders: Isaac L. Kandel, William W. Brickman, and C. Arnold Anderson, Early Leaders: Gerald H. Read and George Z.F. Bereday (Epstein, 2016).

In 2021, the authors of *Globalization and Comparative Education: Changing Paradigms*, Joseph Zajda and Val Rust sought to demonstrate ideological imperatives of globalization, comparative education research and education reforms, evaluate the problematic relationship between globalization, comparative education and policy reforms, provide a timely overview of changes in globalization, comparative education and education reforms and Offer a valuable sourcebook of ideas for researchers, practitioners and policy-makers.

The book of Globalization and Comparative Education discussed the following areas: Globalization and Comparative Education, Globalization as a Multidimensional Construct, Theory in Comparative Education, Methods and Methodologies in Comparative Education, Global Pedagogies: From Universal to Situated Ethics, The Moral Face of Postmodernism and Post foundationalism, School Reform in the Age of Globalization, Globalization, Education Reforms and Policy: Competing Discourses, Globalization and Comparative Education: Changing Paradigms and Issues, Current Research in Higher Education Reforms, Globalization and Cultural Identity: The Role of Intercultural Dialogue, and Current Research on Human Rights Education Globally (Joseph Zajda and Val Rust, 2021)

In 2021, the author of Comparative and International Education: Leading Perspectives from the Field, Beverly Lindsay sought to provide conceptual, historical, and theoretical frameworks for the field of comparative and international education ranging from early childhood to postgraduate and professional education, contain public and educational policies that are applicable to challenges faced by universities, governments, and public policy officials, and present the perspectives of distinguished, longstanding experts in comparative and international education.

The book Comparative and International Education discussed the following areas: The Landscapes for Comparative and International Education, Conceptual, Historical, and Theoretical Frameworks for Enriching the Field, The Changing Face of Comparative Education: A Personal Retrospective, The Dimensions and Uses of Comparative Education: Lessons Gleaned from a Five-Decade Journey, Economics, Development, and Comparative and International, Comparative Education and the Dialogue Among Civilizations, Pedagogical Epistemologies, Genders, and Global Engagements, Can Education Contribute to Social Cohesion?, Recognizing Teachers as a Key Focus for Comparative Educators, Expanding the Field of Comparative and International Education: The Inclusion of Gender, Policies, Practices, and Paradigms

Emerging from Applied Research, Eliminating Dysfunctional Boundaries and Mapping Educational Practice: Toward Integration, Infusion, and Inclusiveness in Comparative Education, Training ‘Deep Practitioners’: 50 Years of the Center for International Education at the University of Massachusetts Amherst, Two Tales, Contending Perspectives, and Contested Terrain, Evolving Nexus Between Diplomacy and Comparative and International Education, Moving Forward in the New Decade, Traversing Beyond the Contemporary to the Future (Lindsay, 2021).

In terms of previous studies, some studies attempted to provide a blueprint for the fields of study and research in comparative education. For example: PhD thesis in education titled “A Suggested Research Map for the Educational Comparative Studies in Egypt in the Light of Contemporary Trends”. these fields were represented in the following: education systems, educational administration, education economics, international education, curriculum, educational innovations, comparative thought and its methodologies, accreditation and quality assurance of education, teacher education, education theories and their applications, and development of educational thought (Mohamed, 2012).

In view of the preceding, it is reasonable to conclude that comparative education research has experienced significant growth and extension as a result of specialized literature that has grown and expanded in recent years. The major fields of comparative educational research can be identified in the following figure, based on an examination of some of these literatures:



Figure (5) the Main Fields of Comparative Educational Research

The previous figure is consistent with the definition of C. A. Anderson of Comparative Education as the “cross-cultural comparison of the structure, operation, aims, methods, and achievements of various educational systems, and the societal correlates of these educational systems and their elements” (Anderson, 1961). It is clear from the above that comparative education deals with all educational theories, phenomena, processes and applications

In the following table, an explanation of each of the main fields of comparative educational research:

Table (1)
The Main Research Field and their Content

Main Fields		The Nature of the Field and its Topics
1	Comparative Education (As a science)	This main field deals with the comparative education as a science in terms of its development, theories, structures, methodologies, methods, pioneers, institutions, programs, functions, problems, challenges, professionalization and future. This field is great importance for understanding comparative education (as a science) and its roles in the development of educational systems and its societies.
2	Educational Philosophies and Theories	According to Kandel's definition "Comparative Education is the comparison of various philosophies of education based not only on theories but the actual practices, but in which theories are modified and adapted to suit national characteristics" (Kandel, 1933), and the definition of Dictionary of Education as "a field of study dealing with the comparison of current educational philosophies and theories and its practices in different countries for purpose of broadening and deepening understanding of educational problems beyond the boundaries of one's own country" (Good, 1973). Hence, this field deals with the philosophies and theories of education in terms of their nature, principles and applications
3	History of Education (Comparative History of Education)	The history of education has long been one of the main fields of comparative education. Hence, Comparative approach to the history of education is hardly new, nor are they unfamiliar. It is attempted to develop connections between educational phenomena and problems encountered in different historical situations and in different countries and cultures. Thus, historical comparative educational studies represent an important formula in comparative education. These studies aim to understand the past of educational phenomena, to understand the present, and to reach principles that help in development and reform
4	Educational Policy (Comparative Educational Policy)	The policy of Education has long been one of the key fields of comparative education. the sensitive issue of the transferability of particular educational policies from place to other, their differential effects in comparative settings, the ebb and flow of particular policy fashion currents around the world and perhaps, most important of all, the extent to which policy becomes embedded in practice in any particular setting. Through it all educational policy has search for patterns, for

A Proposed Map for Comparative Educational Research Fields

Main Fields		The Nature of the Field and its Topics
		generalizations which can form a more enduring set of understandings to guide policy makers, teachers, administrators-indeed educators of all kinds.
5	Economics of education (Comparative Educational Economy)	The Economics of education is one of the main fields of comparative education. The comparative economics studies of education use international variations in educational features to better understand the economics of education. for example. International differences in educational systems to identify specific effects of educational institutions, calculates and compares rates of return to education across countries, comparative evidence on returns to investment in education from additional countries. Evidence from countries on the impact of education on earnings growth, and international differences in workplace training (EENEE, 2021). In recent years, research has revealed that the spread of education is positively correlated with increased productivity. For example, the former Soviet Union improved its economy by eliminating illiteracy. Furthermore, all developed countries have advanced by investing more in education. On the other hand, by improving their education systems, most developing countries have created the problem of educated unemployment or brain drain.
6	Pre-school Education	Preschool education is education that focuses on educating children from the ages of infancy until six years old. The system of preschool education varies widely, with different approaches, theories, and practices within different school jurisdictions. The term preschool education includes such programs as nursery school, day care, or kindergarten, which are occasionally used interchangeably, yet are distinct entities. While pedagogies differ, there is a general agreement that preschool is responsible for providing education before the commencement of statutory education (newworldencyclopedia.org, 2021). Hence, this main field deals with the Pre-school Education Systems (nursery education, kindergarten education and early childhood care institutions) in terms of politics, philosophy, institutions, formulas, management, finance, ccurricula, teacher, standards, achievements, issues and problems.

Main Fields		The Nature of the Field and its Topics
7	Pre-higher Education	Pre-tertiary education also referred to as basic education and pre-university, is the education below the level of tertiary education or post-secondary education to include preschool education through secondary education (Encyclo.co.uk, 2022). Thus, this main field deals with the Pre-higher Education Systems (primary education, lower secondary education, upper secondary education) in terms of politics, philosophy, institutions, formulas, management, finance, curricula, teacher, standards, achievements, issues and problems
8	Post-secondary Education	This main field deals with all forms of post-secondary education and non-university education in terms of politics, philosophy, institutions, formulas, management, finance, curricula, teacher, standards, achievements, issues and problems.
9	Higher Education	Interest in comparative research on higher education grew in recent years and was reinforced by the community of higher education researchers in Europe. As it can be conceptually and methodologically demanding and fruitful, the growing interest could serve as a stimulus for enhancing a common identity and a growing quality. Comparative studies on higher education are most fruitful in destroying conceptual reasoning based on narrow experience; they are a gold mine for the early stages of conceptual restructuring. They are indispensable for understanding a reality shaped by common international trends, reforms based on comparative observation, growing trans-national activities and partial supra-national integration in higher education. Comparative projects can be regarded as theoretically and methodologically most promising if they are based on a semi-structured research design, whereby the strengths of various conceptual approaches in explaining the phenomena are analyzed and the researchers systematically deal with the fact that the project is likely to generate surprising information required to restructure the initial conceptual framework (Teichler, 1996). Thus, main field deals with the higher education systems (undergraduate and postgraduate) in terms of politics, philosophy, institutions, formulas, management, finance, Curricula, teacher, achievements, issues, and problems.
10	Teacher Education	Teacher education refers to “Formal teacher (pre-service or in-service) designed to equip teachers with the knowledge, attitude, behavior and skills required for

A Proposed Map for Comparative Educational Research Fields

Main Fields		The Nature of the Field and its Topics
		teaching at the relevant level” (UNESCO Institute of Statistics, 2022), or the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community (Newworldencyclopedia, 2021). Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages: initial teacher training/ education, induction, and teacher development or continuing professional development (Definitions.net, 2021). This main field deals with Teacher Education in terms of politics, philosophy, institutions, programs, formulas, management, finance, Curricula, teacher, standards, achievements, issues, and problems.
11	Distance Education	It is also called distance learning, e-learning, virtual education, open education and online learning. It is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Previously, distance education has focused on non-traditional students, such as full-time workers and non-residents or individuals in remote regions who are unable to attend classroom lectures (G. A. Berg and Michael Simonson, 2021). The field of distance education has several sub-fields in terms of types: Open Education, Virtual Education, E-Learning, Blended Education, Digital Educational Institutions, Open Educational Resources. Each sub-field has its own legislation, philosophy, objectives, formulas, management, problems, issues, and.
12	Curriculum (Comparative Curriculum - of Comparative Curriculum)	It refers to “a collection of ongoing formal and informal processes and experiences that prepare students to achieve and adapt to personal and societal needs” (John William Collins, 2003). The curriculum can be viewed as a political and social agreement that reflects a society’s common vision while considering local, national and global needs and expectations. Thus, contemporary curriculum development and reform processes increasingly involve public discussion and consultation with a wide range of stakeholders, engaging policymakers, experts, practitioners, and society at large (IBE, 2022). The curriculum consists of six components

	Main Fields	The Nature of the Field and its Topics
		(six sub-fields): educational objectives, content, learning resources, teaching strategies and methods, classroom and extracurricular activities, and evaluation. Each component has its own philosophy, policy, goals, standards, problems, and issues.
13	Educational Administration (Comparative Educational Administration)	For the past several decades there has been a solid research and policy consensus that school level leadership is an important lever for school improvement and is an integral component of the policy implementation process. Although broadly concerned with both improvement and policy implementation, the field of comparative education has engaged questions of school level leadership and administration (Joseph Flessa, Daniela Bramwell, and Gisele Cuglievan Mindreau, 2021). This main field deals with comparative educational administration and development of conceptual frameworks that are imperative in building a comparative dimension. A conceptual framework is described and justified based on a cultural and cross-cultural approach focusing on the school level as the baseline unit for analysis. Specifically, the main field is structured around the interrelationship between the core concepts of culture, organizational structures, leadership and management processes, curriculum, and teaching and learning (Clive Dimmock and Allan Walker, 1998).
14	Adult Education (Comparative Adult Education)	It is also called continuing education, recurrent education or second chance education. It refers to any form of learning undertaken by or provided for mature men and women (Britannica, 2021), and is defined as “Organized experiences designed to meet the learning needs of people who are beyond the normal school-leaving age and who are no longer full-time students (John W. Collins and Nancy Patricia O'Brien, 2003). UNESCO literature has indicated it as the “Education specifically targeting individuals to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills and competencies in a new field or to refresh or update their knowledge in a particular field” (UNESCO Institute of Statistics, Glossary: Adult Education, 2022). Types of adult education can be classified as follows: A) Remedial education: fundamental and literacy education, B) Education for “self-fulfillment”, C) Education for

A Proposed Map for Comparative Educational Research Fields

Main Fields		The Nature of the Field and its Topics
		<p>vocational, technical, and professional competence. D) Education for health, welfare, and family living, E) Education for civic, political, and community competence (Britannica, Adult Education, 2021).</p> <p>Hence, main field deals with Adult Education Systems in terms of politics, philosophy, institutions, management, finance, curricula, teacher, standards, and issues.</p>
15	Education, Development, and Progress	<p>Education enables upward socioeconomic mobility and is a key to escaping poverty (United Nations, 2022). Education is important in developing people and societies that can prevent and respond to socio-ecological challenges. Education in contemporary societies have a particularly strong role to play in the development of people's cognitive and analytical abilities, helping to make the world more understandable by reducing learning into smaller units (e.g. disciplines, categories, 'molecules'), and modeling how these units can be understood, organized and influenced (Wals, 2017). This main field deals with the role of education in building contemporary countries and societies, through achieving economic and social development, and helping to reach regional and global leadership.</p>
16	International Rankings and Tests & Educational Achievement	<p>Refer to "International assessments of academic subjects and other educational indicators that target large and representative samples of students and/or teachers, as well as other stakeholders in education such as school principals or parents" (Ehren, 2020). University rankings help prospective students, their parents, stakeholders, and policy makers access vast information about universities and, in so doing, help them in making their own decision.</p>
17	Science Research	<p>It is the research conducted for the purpose of contributing towards science by the systematic collection, interpretation, and evaluation of data and that, too, in a planned manner (Ceyda Özhan Çaparlar and Aslı Dönmez, 2016). This main field deals with the science research in terms of politics, philosophy, institutions, management, researchers, standards, achievements, issues, and problems.</p>
18	International Organization and International Educational	<p>Education began to be included as a component of foreign assistance in the early 1960s as it is a principal ingredient of development. A number of multilateral and bilateral agencies were established around this time to implement various types of aid programmes. This main field deals with past and current activities of bilateral,</p>

Main Fields		The Nature of the Field and its Topics
	Cooperation.	multilateral organizations and private donors in education aid, examines their effectiveness, discusses major problems in implementing educational programmes and suggests ways to improve aid in education.
19	Educational System (Components, Issues and Challenges)	The education systems are, by nature, extremely complex and multifaceted, and the challenges entailed in reforming or improving them can be similarly complex and multifaceted. Even reforms that appear to be straightforward, simple, or easily achieved may, in practice, require complicated state-policy changes, union-contract negotiations, school-schedule modifications, or countless other conditions (The Glossary of Education Reform, 2013). Educational System comprises everything that goes into educating the population, throughout the life (IGI Global, 2022). Education system refers to the economic and social factors that typically make up education at the federal, state or community levels. Such factors include Laws, policies, regulations, goals, management and leadership, infrastructure and facilities, human resources (staffing, employee), books, computers, teaching resources, and other learning materials (The Glossary of Education Reform, 2013).
20	Non-formal Education	It refers to education that occurs outside the formal education framework, on a regular or intermittent basis. Perhaps this type of education can be an alternative to formal education as a way to acquire the desired educational achievement, or professional skills required (Shaker M. Fathy, Walaa E. A. Saqr and Ahmed R. Ali, 2019). This main field deals with non-formal education systems in terms of politics, philosophy, institutions, formulas, management, finance, Curricula, teacher, standards, achievements, issues, and problems.

In a related context, the comparative educational researcher can use a variety of formulas to handle any educational issue or phenomenon in any of the primary and sub-fields of comparative education research previously mentioned. The importance of choosing the appropriate formula is emphasized, as it is determined by the nature of the topic or phenomenon chosen for the study, as well as the study's objective, the researcher's abilities, capabilities, and skills, based on which - the formula - the appropriate research approach is determined.

Hence, comparative educational studies are multiplied by the multiplicity of these formulas; perhaps the most prominent of these formulas are the following:

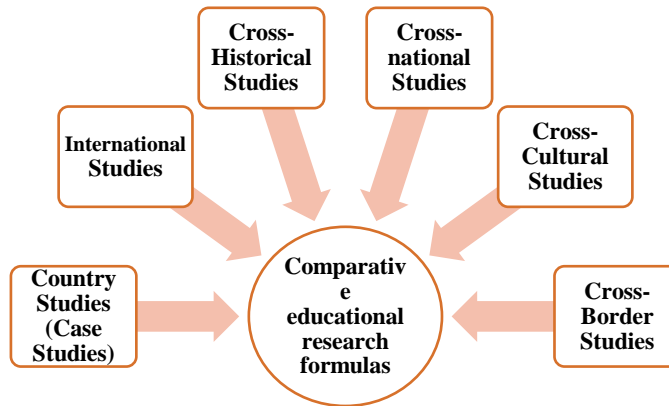


Figure (6) Comparative Educational Research Formulas

2. Comparative Educational Research Field: Reviewing some Specialized Scientific Journals:

Many fields of specialization were reflected in the comparative educational research undertaken over the years. Some comparative education Journals will be examined in this section to identify the key research fields in comparative education, as well as the sub-fields that come under them and the themes that may be found within each sub-field. Considering that each research can be classified under more than one sub-field based on its title, variables, and applied environment, and this is consistent with the hypothesis on which the current study was founded, study topics in this field have been categorized, in this research, solely according to research's main title.

2.1. Comparative Education Review (CER):

The Comparative Education Review (CER) is the flagship journal of the Comparative and International Education Society (CIES). It pursues greater critical engagement, interrogation and innovation in the field of comparative and international education. The journal publishes intellectually rigorous original research in both theoretical and practical applications, seeking representation

across sexual, ethnic, cultural and religious diversity. Further, the journal seeks to advance the field by bringing greater awareness to discourses on education across what can be considered historically underrepresented regions, contexts, and topics. CER promotes multidisciplinary research, valuing diverse perspectives and methodologies in order to expand and transgress current ways of knowing and understanding education throughout the world. Through publishing selective grants, the CER editorial team seeks to engage a wide-ranging community of scholars, practitioners, and policy makers (CIES, 2022).

The CER journal includes several sections: Presidential Address, Editorial, Abstracts in Spanish, French, Chinese, Arabic, and Russian, Articles, Moderated Discussion, Book Reviews, Book Essay Reviews and Media Review, Response, Bibliographic Essay and Call for Papers.

The 178 research papers and studies published in the journal between 2015 and 2021 were diverse, reflecting the publication's purpose of keeping up with knowledge and societal advances at the local and worldwide levels. The research topics under each field varied greatly, reflecting the sub-fields of the main field. This can be explained in the following table:

Table (2)
The Main Research Fields of CER Research Topics

Main Fields		Research Topics
1.	Comparative Education (As a science)	Deconstructing and Reconstructing Comparative and International Education in the light of COVID-19, "The Passion for What is Possible" in Comparative and International Education, Pioneers of Comparative Education at Teachers College in Columbia, Problematizing Comparison in a Post-Exploration Age, Epistemologies of Change in Comparative Education, International Comparative Education, Changing Global Patterns and Implications for Comparative Education, Toward a Postcolonial Comparative and International Education, Knowledge Production in Comparative Education, The Ubuntu Paradigm and Comparative and International Education, The

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Main Fields		Research Topics
		Constituent Elements of Comparative Education.
2.	Educational Philosophies and Theories	State Theory and Schools, Theocracy and Pedagogy.
3.	History of Education (Comparative History of Education)	Pedagogy and History
4.	Educational Policy (Comparative Educational Policy)	Politics of Transforming Education, Studying “the Political” in International Aid to Education: Methodological Considerations, The Politics of Performance Funding for Higher Education: Origins, Discontinuations, and Transformations, Presidents, Congress, and the Public Schools: The Politics of Education, Information Politics, Transnational Advocacy, and Education for All, The Effectiveness of Policy Interventions for School Bullying: A Systematic Review, Policy Monitor-Green Buildings: Economics and Policies.
5.	Economics of education (Comparative Educational Economy)	Education Expenditure, The COVID-19 Cost of School Closures, The Privatization of Education: A Political Economy of Global Education Reform, The Political Economy of Schooling in Cambodia.
6.	Pre-school Education	Private Kindergartens, Pre-schools in an Era of Child-Centered Pedagogy.
7.	Pre-higher Education	Primary Education, Private Schools, Interactive Classrooms, Classroom Environment, Professional Learning Communities in Schools, School Dropout, Technical and Vocational Education, Integrated Schools and Social Cohesion, Compulsory Education, Secondary Vocational Education and Training, Violence in School, Vocational and Academic Education, Type of School, High Secondary School, Academic Performance of Student, Secondary Education and the Focus on Science: Impacts on Higher Education, School Processes and Literacy in Public Schools, Migrant Children Schools
8.	Higher Education	Access and Equity and Higher Education, Ethnic Minority at a Chinese University, Public Universities and Higher Education Markets, Higher Education Institutions, Higher Education for Refugees, Internationalization of Higher Education.

Main Fields		Research Topics
9.	Teacher Education	Teacher Training, Teaching Professions and Globalization, Teacher Education in a Globalizing World, Merit Pay for School teachers, Governance of Teachers, Temporary and Multiple School Teachers, Contract Teachers, Teacher Professional Development, Vocational Teachers.
10.	Educational Administration (Comparative Educational Administration)	Educational Administration Research in Comparative Education, 1995–2018, Accountability in Education, State-directed Intervention in Indigenous Peoples Education, Standards-based Reforms, Classroom Reform, Policy Makers' Regulatory Mind-set, Educational Governance - School Autonomy .
11.	Adult Education (Comparative Adult Education)	Teaching Literacy for Indigenous Language Reclamation, Participation in Adult Education, Adult Education Policy.
12.	Curriculum (Comparative Curriculum - of Comparative Curriculum)	Curriculum Internationalization, Analyzing Secondary Level Textbooks, Human Rights and Social Movements in Textbooks, Curriculum Reform, Marginalized Groups and Their Rights in Social Science Textbooks, Women's Rights Discourse in Social Science Textbooks.
13.	Education, Development and Progress	Learning and Sustainability- international Development and Education- Education and Societal Transformation- Human Capital and Rates of Return- Educational Outcomes: Social Relations- Skills Development, and Employability- Education for Life Skills- Political Socialization- Education for Political Engagement- Citizenship Education.
14.	Rankings, International Tests & Educational Achievement	Programme for International Student Assessment (PISA)- International Large-Scale Assessments- TIMSS- International Tests- National Assessments and Educational Development- Educational Achievement of Students- Global University Rankings- Pedagogical Innovation.
15.	Science Research	The Dissertation and the Archive- Education Research- Knowledge Production.
16.	Educational System (Components, Issues and Challenges)	Education Activism in Civil War- Equitable, Quality Education for Ethnic Minority Students- Educating the Elites- Transnational Education and the Rising Nationalism- Privatization of Education- Quality of Education- Education

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Main Fields		Research Topics
		Dropout- Child Marriage- Girl Education- Immigrant Education- Multicultural Education- Refugees Education- Peace Education- Education of Minorities- Shadow Education- Mother Tongue Reading Instruction- Diaspora Working to Transform Education in Fragility and Conflict- Two-way Bilingual Education- Human Rights Education- Education in Emergencies- Education for All- Public-private Partnerships in Education- Educational Expansion- Multiculturalism- Child Marriage and Schooling.
17.	International Organizations and Education & International Educational Cooperation.	The World Bank's SABER- Ordinalization and the OECD's Governance of Teachers- Learning from UNESCO, Organizational Legitimacy in the Global Education Policy Field- International Aid to Education- Educational Ideas of International Organizations- Educational Regionalization.

The previous table demonstrates the categories of research topics in Comparative Education Review according to the main fields of comparative educational research. The number of studies conducted in each field can be stated in the following figure:

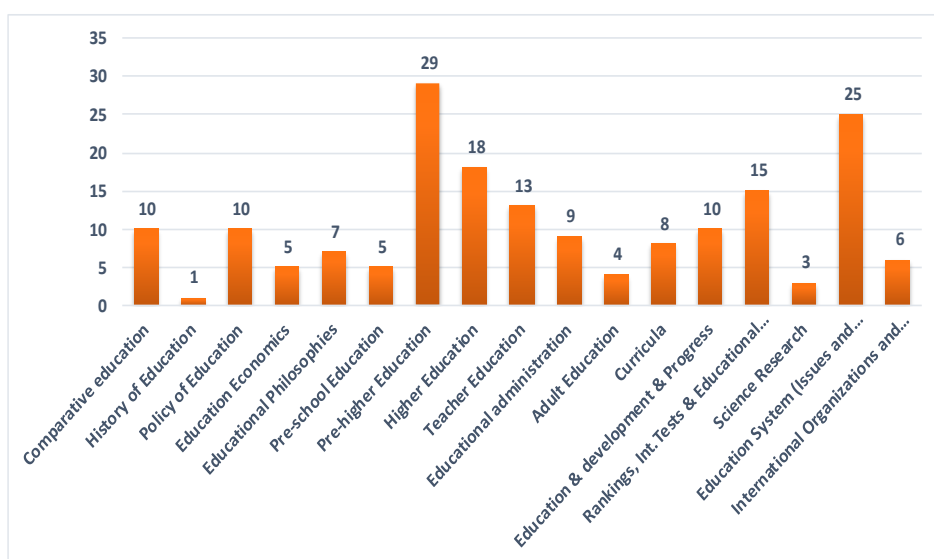


Figure (7) Distribution of Research of the CER Journal According to Research Fields

The previous figure demonstrates the increase in the number of researches within the field of educational systems (components - issues - challenges) due to the change of variables of new world system reflected on societies in general and on educational systems in particular. The most prominent issues are education activism in civil war, educating the elites, cost of COVID-19 and school closures, privatization of education, quality of education, education dropout, girl education, immigrant education, multicultural education, refugees education, peace education, education of minorities, shadow education, politics of transforming education, human rights education, education in emergencies, citizenship education, education for all, and schooling.

Pre-university education ranked second in the number of research published in the CER, because of the interest of different countries and societies in this type of education as it is regarded the base to prepare the individual to face life or to be enrolled in higher education.

2.2.Compare: A Journal of Comparative and International Education:

Compare is the official journal of the British Association for International & Comparative Education (BAICE). Compare is published by Rutledge and has eight issues per year. Compare publishes comparative and international studies in education addressing themes of major interest to policy makers and academics. Compare illuminates the role of education in development: in maintaining or challenging the existing social order, as well as the interaction of the local, national and global in education systems and practices in different parts of the world. It seeks analyses of educational discourse, policy and practice across disciplines, and their implications for teaching, learning and governance (BAICE, 2022).

Compare welcomes papers that shed lights on practices from early childhood to the end of adult life, in formal and non-formal education and learning. All papers should include a comparative

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and/or international dimension. Compare defines ‘comparative’ in its widest sense, so papers do not need to be comparing different countries or contexts, but can be comparing across time and cultures (e.g. insider/outsider perspectives) or between different groups or systems (e.g. indigenous and mainstream education). However, all papers, including single country case studies, must engage with wider theories and debates in the field of comparative and international education and must include a global perspective. It is specially after originality, and this looks for articles that bring a new and fresh perspective to a topic or theory. Case studies under-research of aspects which little is known about also have its keen interest. In all cases, the context which is focused on in the article must be discussed clearly. Apart from engaging with the wider literature, papers must be empirically and methodologically robust. All articles are subject to anonymous reviews to ensure high quality and originality. The journal is particularly interested in papers challenging dominant paradigms and offering alternative approaches in terms of theories or methodologies in educational research (BAICE, 2022).

Compare is published by Routledge and has eight issues per year. It includes several sections: Editorial, Editorial note, BAICE Presidential Address, Articles, Book Reviews, Forum, Research Degree Abstract, Correction. 360 research papers and studies published in the journal between 2015 and 2021 were diverse, reflecting journal's purpose of keeping up with knowledge and societal advancement at the local and worldwide levels. The research topics under each field varied greatly, reflecting the sub-fields of the main fields. This can be explained in the following table:

Table (3)
the Main Research Fields of Compare Research Topics

Main Fields		Research Topics
1	Comparative Education (As a science)	Themes of diversity, comparison, and contextualization over Compare’s history- Comparative education research and the production of academic knowledge- philanthropic mission of comparative and international

Main Fields		Research Topics
		education- pioneers of comparative education- comparative education in an age of exploration- the making of comparability- comparison as an approach to the experimental method- international comparative education survey methodology- instrument adaptation in cross-cultural studies- conjunctions of power and comparative education- revisiting dimensions of insider and outsider research for international and comparative education.
2	Educational Philosophies and Theories	Philosophy for democracy.
3	History of Education	higher education development cross history.
4	Educational Policy	changes in education policies- the policy-implementation-results linkage for education development- politics of multicultural education- education policies in forgotten places- buying, selling and outsourcing educational reform: the global education industry and 'policy borrowing'- global education policies versus local realities- education policy borrowing
5	Economics of Education	public spending on higher education- school funding formulae.
6	Pre-school Education	Preschool strategies- maternal education- transitions between home, pre-primary and primary education- effect of preschool education- child centered practice in early childhood education- early childhood education and care centers- preschool teacher education programmes.
7	Pre-higher Education	Student achievement in primary education- moral reasoning among secondary students- private secondary school- public secondary school- out-of-school children- disabilities education- junior-secondary education- basic education- Inclusive education- vocational education- Advancing student success in senior high schools- Barriers to primary completion- international high school program- active learning- family-school relations- multi-denominational primary schools- dilemmas of school choice- international education- public international school- academic performance of school students student-cantered policy- secondary

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Main Fields		Research Topics
		school- teachers' information and communication technology use in classrooms- gender inequity in secondary education- pupil diversity in the primary school classroom- identifying and investigating the "best" schools- measuring learning quality from primary to secondary school- quality education in the context of refugee children- secondary education relevant for all-inclusive education practices- school inspections- internationalization in practice in secondary schools- classroom and school environments- school autonomy- school participation- continuing professional development for primary school teachers- compulsory education- religious education- cheating in secondary exams- senior secondary reforms- international baccalaureate diploma program- community-based education- parental preferences in school choice- professional learning communities in schools.
8	Higher Education	modernization of higher education- Cultural diversity in higher education- construction of higher education students within national policy- foreign higher education systems- rural disadvantage in the context of university admissions- doctoral students' interest- world-class universities- internationalization in public universities- stratification of higher education- higher education development- higher education privatization, internationalization and marketization- national internationalization of higher education policy- international enrolments in universities- international university- university programmes for global citizenship education- conflict at higher education institutions- student enrolment in higher education- global forces in higher education- indigenous higher education- private higher education institutes- equity of access to higher education- international university- social citizenship formation at university.
9	Teacher Education	Student tutors- teacher educators' academic publishing- teacher training- molding the teacher- violence against teachers- professional identities of lecturers- knowledge gap between intended and attained curriculum in teacher education- international organizations and development of teacher education- colleges of education- teacher education policy- teacher collaboration on student performance- becoming a teacher- student teachers- teacher professional learning- gender and male teachers

Main Fields		Research Topics
		in early childhood education and care centers- teachers' associations- roles of the teacher- pre-service teacher preparation programmes- professional learning communities- continuing professional development for teachers- teacher evaluation policy- teachers' ethical sensitivity- becoming a secondary school teacher "contextualizing career 'choice"- teacher training- student teachers- teacher unions' participation in policy making- professional characteristics of teacher educators- continuing professional development for primary school teachers.
10	Distance Education	-
11	Curriculum (Comparative Curriculum - Comparative of Curriculum)	Ethnic hierarchies in textbooks- mathematics education- ideology and politics in history textbooks- the other in social studies textbooks- curricular justice in higher education- childhood curricula- curriculum reform- physical education and geography in elementary education- educational reform and textbook politics revision- science instruction reform- primary curriculum- citizenship curricula- school-based curriculum- curricula quality- teaching of history- Islamic religious education curriculum- globalizations and curriculum.
11	Educational Administration (Comparative Educational Administration)	Neoliberal and managerial changes in education- novice principals' work- mapping the international knowledge base of educational leadership, administration, and management- educational governance- women leadership- women's academic leadership- principal leadership and student achievement- principal leadership and teacher professional learning- classroom interactions- experiences of women in leadership- a cross-cultural analysis of educational leadership- school principals' leadership skills- career pathways of women principals- leadership identity.
12	Adult Education (Comparative Adult Education)	Adult literacy facilitators- adult learning policy- women, literacy and health- adult education as corporate social responsibility- access, poverty and learning achievement for primary school- teacher empowerment as an important component of job satisfaction- value of literacy practices.
13	Education, Development and Progress	access to higher education and discourses of development- internationalization of higher education and national development- civic education- soft power

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Main Fields		Research Topics
		of education- Neoliberal citizen- schooling and development- entrepreneurship education- school-to-work transition- international student recruitment- higher education and discourses of development- policy transfer, sustainable development and the contexts of education- entrepreneurship in the education system- contexts for the application and generation of knowledge through service- Structural embeddedness of students' professional expectations- education reform for the knowledge economy- Neoliberal citizen- values education- education for human development- education for sustainable development- the erasures of racism in education and international development- education for life skills- democratic citizenship education- civil society engagement in education- transformation of educational systems- values education.
14	Rankings, International Tests & Educational Achievement	university rankings- reading achievement across countries- PIAAC, PISA, and economic growth- PISA for Development- Assessing multicultural competence- educational large-scale assessments- cross-national analysis of math achievement- PIRLS- using TIMSS and PISA results to inform educational policy.
15	Science Research	Doctoral degree fraud- multicultural education research- educational research- citizenship education research- Research capacity and dissemination among academics- academic publishing- Research Chair holders- participative methods and cross-cultural educational research.
16	Educational System (Components, Issues and Challenges)	Marriage and schooling- globalisation and citizenship education- community participation and empowerment in marginalised contexts- cultural making of the citizen-peace education- international students and identities- study abroad and knowledge diplomacy- social justice in education- bilingual intercultural education- exam cheating- value of a degree- local, national and global citizenship- minority language, education and imageries of competence- academics' perception of internationalization- social background effects on educational attainment and achievement- empowerment for educated women- developing international-mindedness- violence in formal education- learning for all- education privatization- free education- school dropout- school-related gender-based violence- ethno-cultural diversity education- cultural capital- educational

Main Fields		Research Topics
		challenges in rural- shadow education- education and countering violent extremism- education quality- moral, civic and national education- education for the other- schooling of refugees- effectiveness of bilingual education- migrant pupils.
17	Global Education, International Organizations and Education & International Educational Cooperation.	The authority of science and the legitimacy of international organizations: OECD, UNESCO and World Bank in global education governance– Inequities of global mobility- DFID and USAID initiatives for the development of teacher education- international funding and support for civil society engagement- translating the global education goal and targets into global indicators- The global targeting of education and skill- international students- regionalization in global higher education.
18	Non-formal Education	Non-formal education- career counseling of young people– transformative learning- gender, non-formal learning, and earnings- the internet as a tool for informal education.

The previous table demonstrates categories of research topics in Compare according to the main fields of comparative educational research. The number of studies conducted in each field can be stated in the following figure:

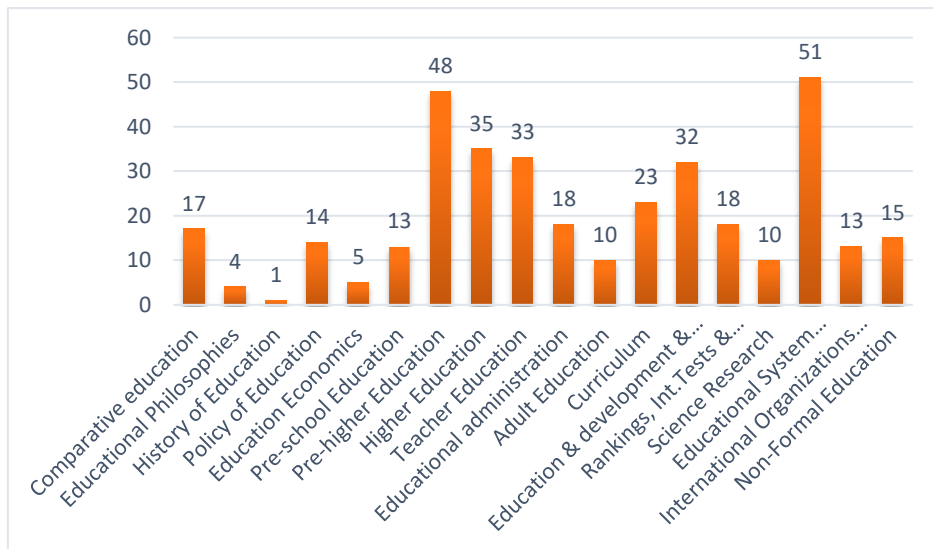


Figure (8) Distribution of Research of the Compare According to Research Fields

The previous figures demonstrates the increase in the number of researches within the field of educational systems (components - issues - challenges). The most prominent issues are: marriage and schooling, globalizations and citizenship education, cultural making of the citizen, peace education, international students and identities, values education, social justice in education, bilingual intercultural education, exam cheating, education for sustainable development, education policies in forgotten places, minority language and education, the erasures of racism in education, refugee education policy and practice, education for life skills, empowerment for educated women, violence in formal education, learning for all, education privatization, free education, school dropout, ethno-cultural diversity education, educational challenges in rural, shadow education, civil society engagement in education, education quality, moral, civic and national education, education for the other, transformation of educational systems, changes in education policies, soft power of education, and migrant pupils.

2.3.Comparative and International Education (CIE):

The first department of comparative education was formed - in Egypt and the Arab world- at the Faculty of Education, Ain Shams University, by Prof. Mohamed Qadri Lotfi, in the fifth decade of the twentieth century. Professors in the Department of Comparative Education and Educational Administration in the Faculty of Education, Ain Shams University contributed significantly to the spread of comparative education as a field of study and research across all Egyptian and Arab universities by their books and noteworthy scientific research. After 65 years, the majority of Egyptian universities now include a Comparative Education Department. Moreover. comparative educational studies have become significant for universities research agendas. On the other hand, it has also become necessary to combine comparative education research maps with university, and higher education research maps, as well as Egypt's Vision 2030. Comparative education, in particular, is an Information Authority that assists all sectors of society in making sensible and rational decisions.

The Egyptian Society of Comparative Education and Educational Administration, in addition to academic departments of comparative education in universities, plays a critical role in supporting comparative educational research and studies, based on its vision that "deeply believe in the value of the specialization, and aspire to achieve excellence in tackling issues of comparative and international education, in respect of instruction and research at the local, regional, and international levels". The Society's vision was encapsulated in a mission statement that is "dedicated to promoting comparative and international education teaching, as well as fostering research in these fields through effective partnerships with Egyptian, Arab, and international educational institutions, aided by all available means and implementing global trends" (ESCEEA, 2022).

The Society's goals are to promote comparative and international education at Egypt's universities and higher education institutions. It contributes to the consolidation and dissemination of knowledge in the fields of comparative education science, international education, and educational administration in Egyptian and Arab contexts through scientific and rigorous authoring and research, together with offering publication of bulletins and specialized journals in these fields. The Society's creates chances that foster permanent discussions among scholars, researchers, and educational administrators at the national, regional, and worldwide levels through frequent conferences, scientific symposia, and workshops (ESCEEA, 2022).

In January 2015, the ESCEEA published a scientific journal in the specialization under the title of "Comparative and International Education," the first Egyptian and Arab journal in the field, with the vision of becoming a "leading journal locally and regionally, with a high international ranking in the field of publishing researches, studies and working papers in the fields of comparative and international education that contribute to the academic and practical development of this Specialization". Through its mission of encouraging "specialized researchers to prepare solid scientific research, distinguished working

A Proposed Map for Comparative Educational Research Fields

papers in the fields of comparative and international education and publishing, providing them with knowledge and new trends in specialization and supportive services in relation" (ESCEEA, 2015).

The following are the objectives of the Comparative and International Education journal (ESCEEA, 2015):

- Publishing scientific research prepared by university professors, researchers, practitioners and teachers in the fields of comparative and international education.
- Providing an opportunity for objective scientific evaluation of scientific research, by providing an opportunity for objective scientific evaluation of scientific research, through scientific arbitration by specialized professors.
- Contributing to the production, development, dissemination and investment of theoretical and applied knowledge in the fields of comparative and international education.
- Analyzing contemporary trends and approaches in the fields of comparative and international education, which leads to the development of thought and practice.
- Addressing issues of comparative and international education in Egypt and the Arab countries through scientific and methodological research.

Over the past seven years, the CIE has issued 15 issues, including approximately 54 scientific research. The research topics under each field is varied, reflecting some sub-fields of main fields. This can be explained in the following table:

Table (4)
the Main Research Fields of CIE Research Topics

Main Fields		Some of Research Topics
1.	Comparative Education (As a science)	-
2.	Educational Philosophies and Theories	Education philosophies and objectives.
3.	History of Education	-
4.	Educational Policy	-

Main Fields		Some of Research Topics
5.	Economics of education	-
6.	Pre-school Education	Integration of educational care in early childhood.
7.	Pre-university Education	Egyptian school in knowledge society- industrial technical secondary education- secondary education- education throughout the year- school choice movement formulas in pre-university education- STEM schools- technical and vocational education- (STEM) in kindergarten and primary school- health education in primary education- inclusion of special abilities students in pre-university education - attractive schools.
8.	Post-secondary non-university education	-
9.	Higher Education	Virtual university- quality culture in university- parallel education programs in higher education- professional flexibility in higher education institutions- university scientific parks- financing higher education- educational accountability in Egyptian higher education- corporate universities- quality ensuring and accreditation of higher education institutions- pioneering universities- university performance- entrepreneurship education programs in some universities- research university- foreign higher education- academic advising in university- European model of excellence in higher education institutions- third age universities- university qualification pathway programs.
10.	Teacher Education	Sustainable professional development of secondary school teachers- professional development for faculty- international teacher- professional development for public secondary school teachers- empowering teachers- virtual secondary school teacher.
11.	Distance Education	-
12.	Educational Administration (Comparative Educational Administration)	organizational excellence- Evaluation of school performance- integrated management system- competencies of technical colleges leaders- organizational commitment.
13.	Adult Education	The roles of some international universities in

A Proposed Map for Comparative Educational Research Fields

Main Fields		Some of Research Topics
	(Comparative Adult Education)	adult education - adult education policies.
14.	Rankings, International Tests & Educational Achievement	universities ranking
15.	Education, Development and Progress	-
16.	Science Research	Collaborative research between teachers and researchers - research chairs - system of research chairs.
17.	Educational System (Components, Issues and Challenges)	Analysis of the educational system - lifelong learning - women's education and empowerment.
18.	International Organizations and Education & International Educational Cooperation.	UNESCO and education for sustainable development.
19.	Non-formal education	Educational care for the blind - electronic games.

The previous table demonstrates the categories of research topics in CIE journal according to the main fields of comparative educational research. The number of studies conducted in each field can be stated in the following figure:

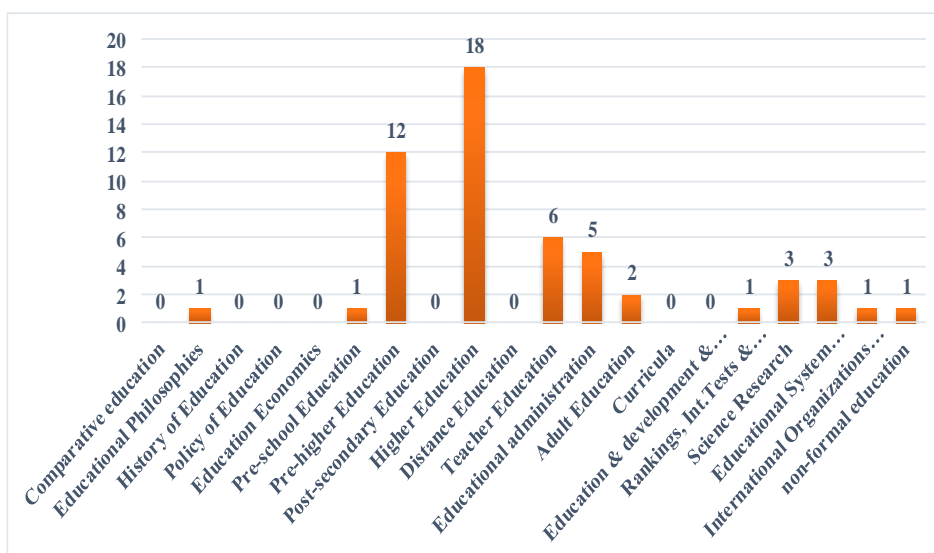


Figure (9) Distribution of Researches of the CIE According to Research Fields

The previous figure demonstrates the increase in the researches number within the field of higher education, then pre-university education, teacher education, educational administration.

Several key points can be seen in the preceding table and figure:

- There is an absence of Egypt's vision and the sustainable development agenda in comparative educational research.
- There is a focus on studies and research on higher education field in some of its general aspects, and pre-higher education field in some of its aspects.
- There is a lack of interest in many fields such as: educational systems (components - issues - challenges), international ranking and tests, education philosophy and theories, pre-school education, international organizations, education and educational cooperation and global education, non-formal education
- There is an omission of many fields of importance such as comparative education, history of education, comparative educational Policy, Comparative educational economy, distance education, curricula, post-secondary non-university education, education and progress and development.

As a result, the comparative education research map is important because it aids in: overcoming the waste problem in scientific research, avoiding randomness and improvisation in addressing the research topic, narrowing the gap between scientific research and society, ensuring academic and societal satisfaction, and directing research toward excellence.

A review of the research papers of CER, Compare and CIE journals show similarities and differences among the three journals in the number of research in each field of comparative educational research. This can be clarified in the following table:

A Proposed Map for Comparative Educational Research Fields

Table (5)

A Comparison of the Percentages of Comparative Educational Research Fields According to the Research Number in CER, Compare and CIE Journals

	Main Fields	CER		Compare		CIE	
		N	%	N	%	N	%
1	Comparative Education (as a science)	10	5.6	17	4.7	-	0.0
2	Educational Philosophies and Theories	7	3.9	4	1.1	1	1.8
3	History of Education (Comparative History of Education)	1	0.1	1	0.2	-	0.0
4	Educational Policy (Comparative Educational Policy)	10	5.6	14	3.9	-	0.0
5	Economics of education (Comparative Educational Economy)	5	2.8	5	1.4	-	0.0
6	Pre-school Education	5	2.8	13	3.6	1	1.8
7	Pre-higher Education	29	16.2	48	13.3	12	22.2
8	Higher Education	18	10.1	35	9.7	18	33.3
9	Teacher Education	13	7.3	33	9.1	6	11.1
10	Distance Education	-	0.0	-	0.0	-	0.0
11	Curriculum (Comparative Curriculum)	8	4.5	23	6.4	-	0.0
12	Educational Administration (Comparative Educational Administration)	9	5.0	18	5.0	5	9.2
13	Adult Education (Comparative Adult Education)	4	2.2	10	2.7	2	3.7
14	Education, Development, and Progress	10	5.6	32	8.8	-	0.0
15	International Rankings and Tests & Educational Achievement	15	8.4	13	3.6	1	1.8
16	Science Research	3	1.7	10	2.7	3	5.5
17	International Organization and International Educational Cooperation	6	3.3	13	3.6	1	1.8
18	Educational System (Components, Issues and Challenges)	25	14.0	51	14.2	3	5.5
19	Non-formal Education	-	0.0	15	4.2	1	1.8
	Total	178	100	360	100	54	100

Table (6)
A Comparison of the Topics of Comparative Educational Research Fields
in CER, Compare and CIE Journals

Main Fields		CER	Compare	CIE
1	Comparative Education (as a science)	Deconstructing and Reconstructing Comparative and International Education in the light of COVID-19- “The Passion for What is Possible” in Comparative and International Education- Pioneers of Comparative Education- Problematizing Comparison in a Post-Exploration Age- Epistemologies of Change in Comparative Education- International Comparative Education- Changing Global Patterns and Implications for Comparative Education- Toward a Postcolonial Comparative and International Education- Knowledge Production in Comparative Education- The Ubuntu Paradigm and Comparative and International Education- The Constituent Elements of Comparative Education.	Themes of diversity, comparison, and contextualization over Compare’s history- Comparative education research and the production of academic knowledge- philanthropic mission of comparative and international education- pioneers of comparative education- comparative education in an age of exploration- the making of comparability- comparison as an approach to the experimental method- international comparative education survey methodology- instrument adaptation in cross-cultural studies- conjunctions of power and comparative education- revisiting dimensions of insider and outsider research for international and comparative education.	
2	Educational Philosophies and Theories	State Theory and Schools, Theocracy and Pedagogy.	Philosophy for democracy.	Education philosophies and objectives.
3	History of Education (Comparative History of Education)	Pedagogy and History	higher education development cross history.	
4	Educational Policy (Comparative Educational Policy)	Politics of Transforming Education- Studying “the Political” in International Aid to Education:- The Politics of Performance Funding for Higher Education- The Politics	changes in education policies- the policy-implementation- results linkage for education development- politics of multicultural education- education policies in forgotten places- buying, selling and outsourcing educational	

A Proposed Map for Comparative Educational Research Fields

		of Education- The Effectiveness of Policy Interventions for School Bullying- Policy Monitor-Green Buildings: Economics and Policies.	reform: the global education industry and 'policy borrowing'- global education policies versus local realities- education policy borrowing	
5	Economics of education (Comparative Educational Economy)	Education Expenditure, The COVID-19 Cost of School Closures, The Privatization of Education: A Political Economy of Global Education Reform, The Political Economy of Schooling.	public spending on higher education- school funding formulae.	
6	Pre-school Education	Private Kindergartens, Pre-schools in an Era of Child-Centered Pedagogy.	Preschool strategies- transitions between home, pre-primary, and primary education- effect of preschool education- child centered practice in early childhood education- early childhood education and care centers- preschool teacher education programs.	Integration of educational care in early childhood.
7	Pre-higher Education	Primary Education, Private Schools, Interactive Classrooms, Classroom Environment, Professional Learning Communities in Schools, School Dropout, Technical and Vocational Education, Integrated Schools and Social Cohesion, Compulsory Education, Secondary Vocational Education and Training, Violence in School, Vocational and Academic Education, Type of School, High Secondary School, Academic Performance of Student, Secondary Education and the Focus on Science: Impacts on Higher Education, School Processes and Literacy in Public Schools, Migrant Children Schools	moral reasoning among secondary students- private secondary school- public secondary school- out-of-school children- disabilities education- basic education- Inclusive education- vocational education- Barriers to primary completion- international high school program- active learning- family-school relations- multi-denominational primary schools- dilemmas of school choice- international education- public international school- academic performance students- student-centered policy- gender inequity in secondary education- pupil diversity in the school- school inspections- internationalization in practice in secondary schools- school autonomy- compulsory education- religious education- senior secondary reforms- international baccalaureate program.	Egyptian school in knowledge society- industrial technical secondary education- secondary education- education throughout the year- school choice movement formulas in pre-university education- STEM schools- technical and vocational education- health education in primary education- inclusion of special abilities students in pre-university education - attractive schools.
8	Higher Education	Access and Equity and Higher Education, Ethnic Minority at a Chinese University, Public Universities and Higher Education Markets, Higher Education Institutions,	modernization of higher education- Cultural diversity in higher education- construction of higher education- foreign higher education- doctoral students' interest-world-class universities- internationalization in public	Virtual university- parallel education programs- professional flexibility in higher education

		Higher Education for Refugees, Internationalization of Higher Education.	universities- stratification of higher education- higher education development- higher education privatization, internationalization and marketization- international enrolments in universities- international university- university programs for global citizenship education- conflict at higher education institutions- global forces in higher education- indigenous higher education- equity of access to higher education- international university- social citizenship formation at university.	institutions- university scientific parks- educational accountability - corporate universities- quality and accreditation- pioneering universities- entrepreneurship education programs - foreign higher education- excellence in higher education - third age universities-
9	Teacher Education	Teacher Training, Teaching Professions and Globalization, Teacher Education in a Globalizing World, Merit Pay for School teachers, Governance of Teachers, Temporary and Multiple School Teachers, Contract Teachers, Teacher Professional Development, Vocational Teachers.	teacher educators' academic publishing- violence against teachers- knowledge gap between intended and attained curriculum in teacher education- international organizations and development of teacher education- colleges of education- teacher education policy- student teachers- teacher professional learning- gender and male teachers- teachers' associations- roles of the teacher- pre-service teacher preparation programmes- professional learning communities- professional development for teachers- teacher evaluation policy- teacher unions' participation in policy making- professional characteristics of teacher educators-	Sustainable professional development of secondary school teachers- professional development for faculty- international teacher- professional development for public secondary school teachers- empowering teachers- virtual secondary school teacher.
10	Distance Education			
11	Curriculum (Comparative Curriculum)	Curriculum Internationalization, Analyzing Secondary Level Textbooks, Human Rights and Social Movements in Textbooks, Curriculum Reform, Marginalized Groups and Their Rights in Social Science Textbooks, Women's Rights Discourse in Social Science Textbooks.	Ethnic hierarchies in textbooks- ideology and politics in history textbooks- the other in social studies textbooks- childhood curricula- curriculum reform- physical education and geography in elementary education- educational reform and textbook politics revision- science instruction reform- primary curriculum- citizenship curricula- school-based curriculum- curricula quality- teaching of history- Islamic religious education curriculum- globalizations and curriculum.	

A Proposed Map for Comparative Educational Research Fields

12	Educational Administration (Comparative Educational Administration)	Educational Administration Research in Comparative Education, 1995–2018, Accountability in Education, State-directed Intervention in Indigenous Peoples Education, Standards-based Reforms, Classroom Reform, Policy Makers' Regulatory Mind-set, Educational Governance - School Autonomy .	Neoliberal and managerial changes in education- mapping the international knowledge base of educational leadership, and management- educational governance- women's academic leadership- principal leadership and student achievement- principal leadership and teacher professional learning- a cross-cultural analysis of educational leadership- school principals' leadership skills- career pathways of women principals- leadership identity.	organizational excellence- Evaluation of school performance- integrated management system- competencies of technical colleges leaders- organizational commitment.
13	Adult Education (Comparative Adult Education)	Teaching Literacy for Indigenous Language Reclamation, Participation in Adult Education, Adult Education Policy.	Adult literacy facilitators- adult learning policy- women, literacy and health- adult education as corporate social responsibility- access, poverty and learning achievement for primary school- teacher empowerment as an important component of job satisfaction- value of literacy practices.	The roles of some international universities in adult education - adult education policies.
14	Education, Development, and Progress	Learning and Sustainability- international Development and Education- Education and Societal Transformation- Human Capital and Rates of Return- Educational Outcomes: Social Relations- Skills Development, and Employability- Education for Life Skills- Political Socialization- Education for Political Engagement- Citizenship Education.	internationalization of and national development- civic education- soft power of education- Neoliberal citizen- schooling and development- higher education and discourses of development- policy transfer, sustainable development and the contexts of education- entrepreneurship in the education system- education reform for the knowledge economy- values education- education for human development- education for sustainable development- education for life skills- democratic citizenship education- civil society engagement in education- values education.	
15	International Rankings and Tests & Educational Achievement	PISA- International Large-Scale Assessments- TIMSS- International Tests- National Assessments and Educational Development- Educational Achievement of Students- Global University Rankings- Pedagogical Innovation.	university rankings- reading achievement across countries- PIAAC, PISA, and economic growth- PISA for Development- Assessing multicultural competence- educational large-scale assessments- cross-national analysis of math achievement- PIRLS- using TIMSS and PISA results to inform educational policy.	universities ranking
16	Science Research	The Dissertation and the Archive- Education Research- Knowledge Production.	Doctoral degree fraud- multicultural education research- educational research- Research capacity and dissemination among academics- academic publishing-	Collaborative research between teachers and researchers- research

			Research Chair holders.	chairs- research university
17	International Organization and International Educational Cooperation	The World Bank's SABER- Ordinalization and the OECD's Governance of Teachers- Learning from UNESCO, Organizational Legitimacy in the Global Education Policy Field- International Aid to Education- Educational Ideas of International Organizations- Educational Regionalization.	The authority of science and the legitimacy of international organizations- Inequities of global mobility- DFID and USAID initiatives for education- international funding and support for civil society engagement- The global targeting of education and skill- international students- regionalization in global higher education.	UNESCO and education for sustainable development.
18	Educational System (Components, Issues and Challenges)	Education Activism in Civil War- Equitable, Quality Education for Ethnic Minority Students- Educating the Elites- Transnational Education and the Rising Nationalism- Privatization of Education- Quality of Education- Education Dropout- Child Marriage- Girl Education- Immigrant Education- Multicultural Education- Refugees Education- Education of Minorities- Shadow Education- Mother Tongue Reading Instruction- Two-way Bilingual Education- Human Rights Education- Education in Emergencies- Education for All- Public-private Partnerships in Education- Educational Expansion- Child Marriage and Schooling.	Marriage and schooling- community participation and empowerment in marginalised contexts- international students and identities- study abroad and knowledge diplomacy- social justice in education- bilingual intercultural education- exam cheating- value of a degree- local, national and global citizenship- minority language, education and imageries of competence- academics' perception of internationalization- refugee education policy and practice- empowerment for educated women- developing international-mindedness- violence in formal education- learning for all- education privatization- free education- school dropout- ethno-cultural diversity education- shadow education- education quality- moral, civic and national education- education for the other- schooling of refugees- effectiveness of bilingual education- migrant pupils.	Analysis of the educational system - lifelong learning - women's education and empowerment.
19	Non-formal Education		career counseling of young people- transformative learning- gender, non-formal learning, and earnings- the internet as a tool for informal education.	Educational care for the blind - electronic games.
	Comparison	The previous comparison between the three scientific journals demonstrates that there are similarities between CER, Compare and CIE in the topics presented in each field of comparative educational research, although the number varies from one journal to another. there are few topics included in the CIE journal in many fields of research and the absence of topics in other fields.		

3. Proposed Map of Comparative Educational Research in Egypt:

The current research started with the primary purpose of developing a proposed map of comparative educational research in Egypt, based on a review of the literature in the field and Egypt 2030 vision. The research used the literature review method in comparative educational studies to attain this principal purpose. The research had been completed in the previous sections of the first four steps, and all that was left was to finish the application of this methodology and reach the fifth and final step, which is to extract and interpret results and create a research map that can assist in strengthening comparative educational research and link it to the needs of the Egyptian society and its future vision.

In this context, the current section addresses the following points:

- Results of the research and its interpretation.
- Egypt's Vision 2030 and Sustainable Development Agenda Goals.
- The proposed map for comparative educational research.
- Recommendations.

3.1. Results of the Research and its Interpretation:

In the light of what was discussed in the previous sections, the research reached the following results:

- The content of comparative education includes everything related to formal and non-formal education: philosophies, theories, policies, processes, practices and applications, goals, institutions, programs, management, financing, curricula, teachers, achievements, problems, challenges.
- The main purpose of comparative education is to reform and develop the educational reality and to foresee its future.
- There has been an increase in the number of specialized literatures in the field of comparative

education during the last ten years. This may be due to the increasing global interest in the field: parents, practitioners (teachers – Supervisors - mentors - school principals and education leaders”, policy makers “presidents - parliaments - governments - Ministers - Planning Bodies), international, regional and local (governmental and non-governmental), academics.

- Comparative educational research is receiving increasing attention around the world, as a result of its importance and the roles it plays in development and reform of educational systems.
- There is a lack of research published in the Journal of Comparative and International Education (CIE), approximately (54) Compared to the Journal of Comparative Education Review (CER), approximately (178), and the Journal of Compare, approximately (360).
- The research published in each issue of Comparative Education Review and Compare was diverse, reflecting the several fields of comparative educational research referred to in the specialization literature. Compare has received a large and growing number of contributions in recent years. Compare has had to become more discriminating in accepting manuscripts for publication because the magazine can only contain a certain number of articles per year (Francis & Taylor, 2022).
- The issues of the Comparative Education Review Journal include many sections, reflecting its excellence and its global spread. These sections include presidential address, editorial, abstracts in (Spanish, French, Chinese, Arabic, and Russian), articles, moderated discussion, book reviews, book

- essay reviews and media reviews, response, moderated discussion, bibliographic essay and call for papers. The situation is the same in the issues of the Compare Journal which includes: editorial, editorial note, BAICE presidential address, articles, book reviews, forum, research degree abstract, correction,
- There are indications that comparative education field (as a science) suffers from a lack of interest by researchers, whether at the master's, doctoral or post-doctoral levels in Egypt. This was reflected in the slow development and modernization of comparative education in Egyptian universities and the lack of keeping pace with new cognitive developments.
 - There are indications that the fields of non-formal education, education and progress, adult education (Comparative Adult Education), Pre-school Education, Curriculum (Comparative Curriculum), policy of education (Comparative Educational Policy), History of Education (Comparative History of Education) and Economics of education (Comparative Educational Economy) suffers from a Weakness of the relationship between comparative educational research and Egypt's vision and development plans.

3.2. Egypt's Vision 2030 and Sustainable Development Agenda Goals :

Egypt is currently undergoing the construction of a new state and republic based on scientific knowledge and scientific research. As a result, comparative education scholars have a lot of obligations in this area. The following points will be discussed in this context:

Egypt aspires to achieve a thorough renaissance by 2030, exploiting its brilliant location and distinct Egyptian personality, as well as taking into account the historical period, in order to achieve sustainable development and a higher standard of living

for all Egyptians. Egypt is looking for having a competitive and diversified economic system, as well as a social system marked by participation, solidarity, and justice, as well as a balanced ecology that maintains human and natural richness that Allah has bestowed upon Egypt (Presidency, 2022).

The overlapping of the three pillars of sustainable development: environmental, economic, and social, is emphasized. It emphasizes the consolidation of the principles of justice and social integration, as well as the engagement of all citizens in political and social life, to improve the quality of life of Egyptian residents and their standard of living in different sectors of life. This goes hand in hand with attaining high, inclusive, and long-term economic growth, as well as increasing investment in people and developing their creative potential by encouraging an increase in knowledge, creativity, and scientific research in all disciplines (Presidency, 2022).

The plan for sustainable development has eight goals. "Knowledge and Innovation: Knowledge, Innovation, and Scientific Research" was the title of the fourth goal. Egypt invests in people, builds their creative potential, stimulates innovation, spreads its culture and supports scientific research and its link to education and development as basic pillars for progress (Presidency, 2022).

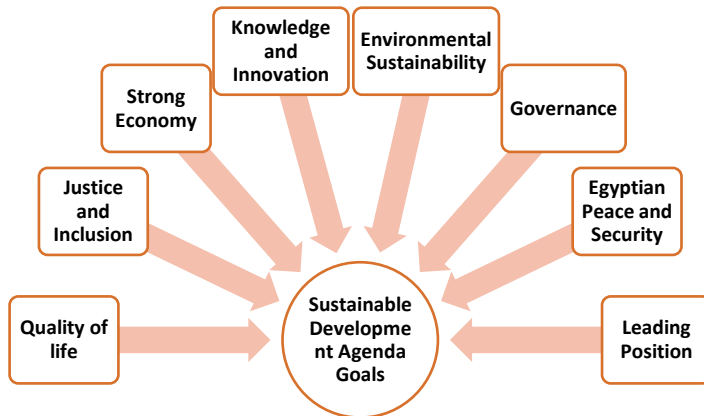


Figure (10) Sustainable Development Agenda Goals

The significance of the fourth goal stems from the conviction that education is the engine of Egyptian society's development and progress, as well as the foundation for realizing Egypt's Vision 2030 through educated and qualified human resources that meet worldwide standards. This necessitates the comprehensive and integrated development of Egyptian educational system in accordance with the new Egyptian vision.

Egypt's educational goals include political, economic, and social, namely, education for democracy and full development as a continuous process within the context of Arab culture and the demands of contemporary global society. Education is a major factor in individual and national development in Egypt, and it plays a crucial role in the transfer of cultural values. Pre-university education reflects both secular and religious philosophies by aiming to develop the learner culturally, scientifically, and nationally at various levels "with the goal of developing the Egyptian individual who is faithful to his God, his homeland, and the values of good, truth, and humanity." (Education, 2022).

Egypt has an extensive education system that outstrips all others in the Arab Region, Middle East and Africa (Scholar, 2022). The educational system includes governmental, private, national, religious, foreign, and international systems and institutions. It also comprises institutions for normal people and institutions for those with special needs.

Because of the nature of the educational system and its role in the development of a modern Egyptian state that looks to the future, comparative and international educational studies must be focused on all components of the educational system (formal and non-formal), in order to solve problems and present future policies that are consistent with Egypt's 2030 vision. This necessitates the creation of a complete comparative education research map that is in line with worldwide developments, trends, and practices in the subject.

This is owing to the fact that comparative education is the science of urbanization and shaping the future, given its nature and goals. As a result, comparative educational studies and their researchers have a responsibility to help Egypt achieve Vision 2030 by focusing their research on all aspects of the educational system at all levels, shedding light on problems and proposing solutions, and dealing with challenges and issues in a scientific manner.

3.3.The Proposed Map for Comparative Educational Research:

The purpose of presenting a research map for comparative educational research in Egypt is to provide a guiding guide to the most important topics that could be addressed by researchers and faculty members in universities and research centers; in order to conduct comparative educational research characterized by novelty, originality, and non-repetition, comparative educational research that addresses society's problems and educational issues, comparative educational research that keeps pace with the aspirations and ambitions of the community, and thus contribute to achieving Egypt's Vision 2030 and the development goals of the Egyptian society.

3.3.1. The premises of proposed research map:

The following are the Premises of creating a comparative education research map:

- Taking into account the diversity, comprehensiveness, and integration of the main and sub-fields of comparative educational research in the research map, as this map is built on an accurate scientific framework and Egypt's 2030 vision.
- Activating the concept of comparative educational research's added value, which is dependent on achieving the greatest scientific benefit and societal

importance, in accordance with the state's vision and its sustainable development agenda.

- Balance between new and emerging topics and old topics, as well as between research's comparative educational dimension and other societal dimensions.
- Respecting the researcher's freedom to select the subject of the study, because the map is only a specific, directed, and non-binding outline of a specific idea that guides the researcher when selecting a research topic.
- Improving the method of selecting scientific research by directing researchers to select in a systematic way that benefits both academic and societal levels.

3.3.2. Categories benefiting from the proposed research map:

The proposed research map for the fields of comparative educational research benefits a variety of groups, which can be identified in the following figure:

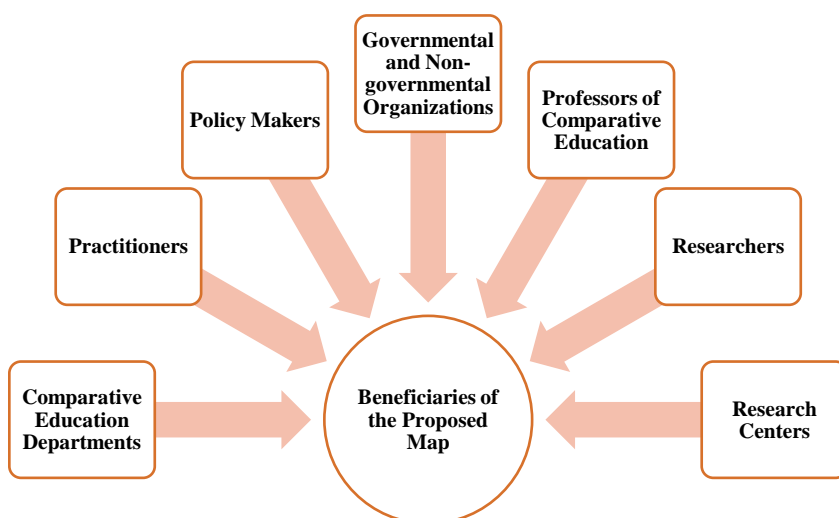


Figure (11)The Beneficiaries of the Proposed Map

3.3.3. Mapping the field of comparative education in Egypt:

After reviewing the literature of the field, Egyptian education system reality, its future directions and research published in the Journal of Comparative and International Education (CIE), issued by the Egyptian ESCEEA, the main fields of the comparative education research map of current and prospective research priorities in Egypt are limited to 20 fields. can be presented as follows:

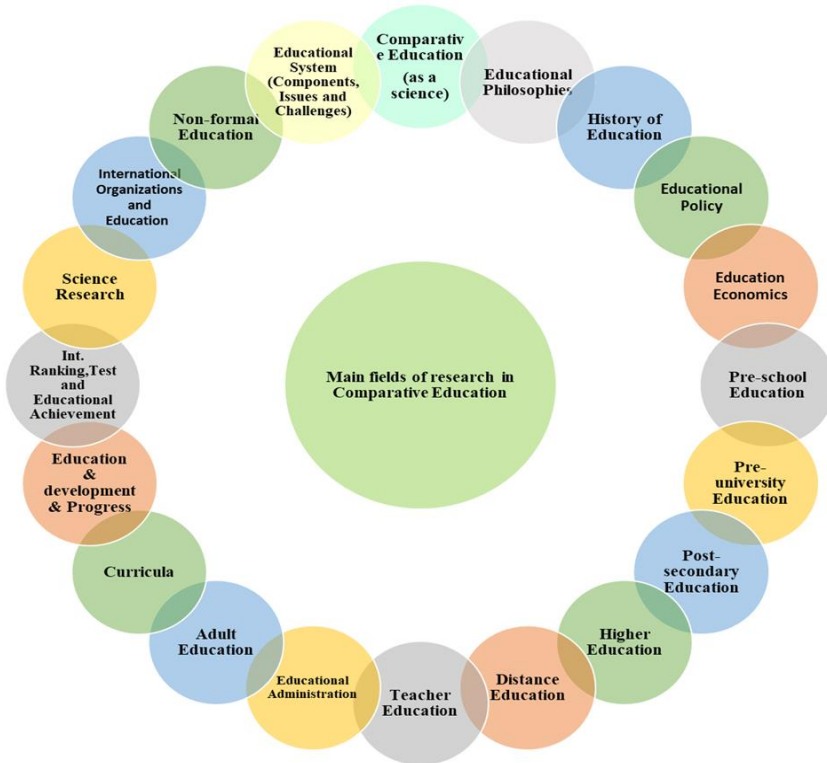


Figure (11) The Main Fields of Comparative Educational Research in Egypt

The previous figure depicts the main Fields of comparative educational research that should be considered by professors and researchers in this area of specialization in Egyptian universities and research centers. This aids in the formation of new comparative research visions, identifying areas that require focus and attention, confronting the phenomenon of recurring research topics, and keeping up

with developments in the field of specialization and Egyptian society, along with conquering the challenges of selecting themes, sub-fields, and primary fields. Each sub-field has its own collection of smaller fields or themes, and each sub-field has its own set of smaller fields or topics. Each main field and its sub-fields are described in the following sections.

A. Comparative Education (as a science):

There is a strong link between comparative education as a research field and the realization of Egypt 2030's vision. This relationship is exemplified by the fact that a thorough understanding of comparative education assists us in: Thinking about reality and the future, planning for it scientifically, beginning with reality and practical application of results, solutions, and policies, viewing education from world Perspective, Promoting Innovation in Education, achieving better international understanding, achieving national interests, and displaying national power and pride. In order to accomplish this, this main field deals with the comparative education as a science. Thus, the main field includes the following sub-fields:

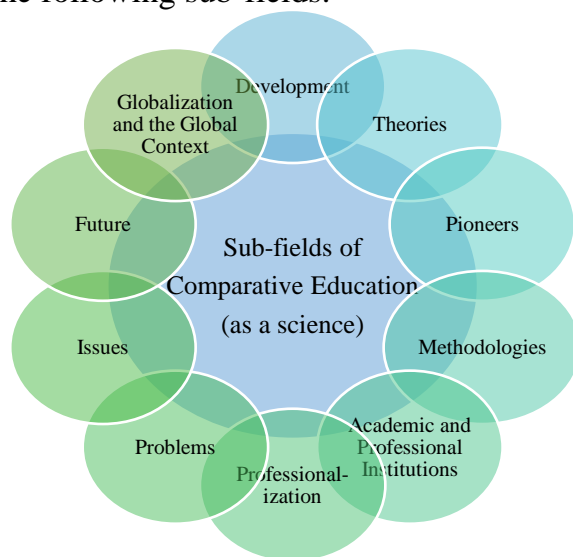


Figure (12) The Sub-Fields of Comparative Education (As a science)

B. Educational Philosophies and Theories:

This field critically deal with what various educational philosophies can contribute to a more substantive discourse on social progress, sustainable development and Contributing to the realization of Egypt's Vision 2030. According to Kandel's and dictionary of education's definitions, this field deals with the philosophies and theories of education in terms of its nature, principles, and applications. Thus, this main field includes the following sub-fields:

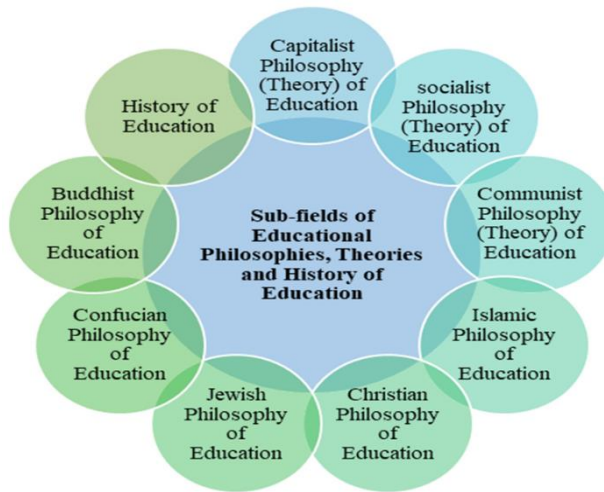


Figure (13) The Sub-Fields of Educational Philosophies and Theories

C. History of Education (Comparative History of Education):

History of Education defined as: The record of all past human educational experience, showing how educational systems are and how they came to be. It is concerned with political, social, economic, scientific and technological factors and events, which have shaped the growth and development of educational systems. It aims to improving the quality of education, to understanding our own educational systems, to making comparisons within a historical perspective, to satisfying intellectual curiosity, to exposing one to knowledge in other, and to Looking forward to the future (somi, 2021).

Hence, the comparative history of education aims to understand the past of educational phenomena, to understand the present, and to reach principles that help in development and reform. hence, this main field includes the following sub-fields:

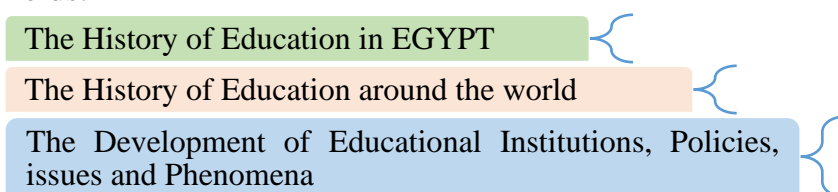


Figure (14) The Sub-Fields of History of Education

D. Policy of Education (Comparative Educational Policy):

There is relationship between educational policy and Egypt's Vision 2030 and sustainable development agenda goals, by answering how sustainable development goals can be implemented Egyptian nationally and locally, how an awareness of it in societies can be achieved, and how a shift in national educational policy goals can be attained. Thus, this main field includes the following sub-fields:

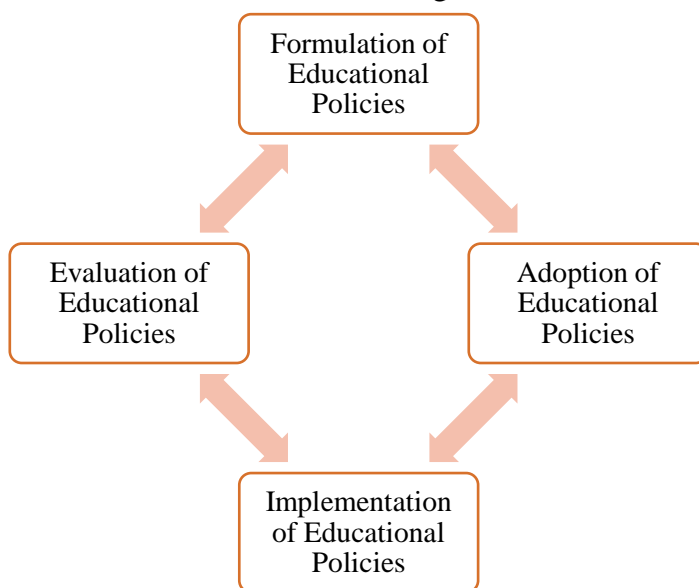


Figure (15) The Sub-Fields of Policy of Education

E. Education Economics(Comparative Education Economy):

There is strong relationship between economics of education and Egypt's Vision 2030 and sustainable development agenda. Where education economics plays an important role in sustainable development. education economics is the study of economic issue relating to education (such as education policy and finance, human capital production and acquisition, and the returns to human capital); while sustainable development is the study a system (a human society) operating and growing continuously, which includes environment, economy, industry, business and agriculture. (Lin, 2021)

Hence, this field particularly focuses on the economy, how an economy continuously and steadily develops and grows. One of the key factors attributes to a country's economic development and growth is human capital or education. When the percentage of educated workers in a country significantly increases, the country's economy will become stronger, implying more productive and competitive advantages. (Lin, 2021) Thus, this main field includes the following sub-fields:

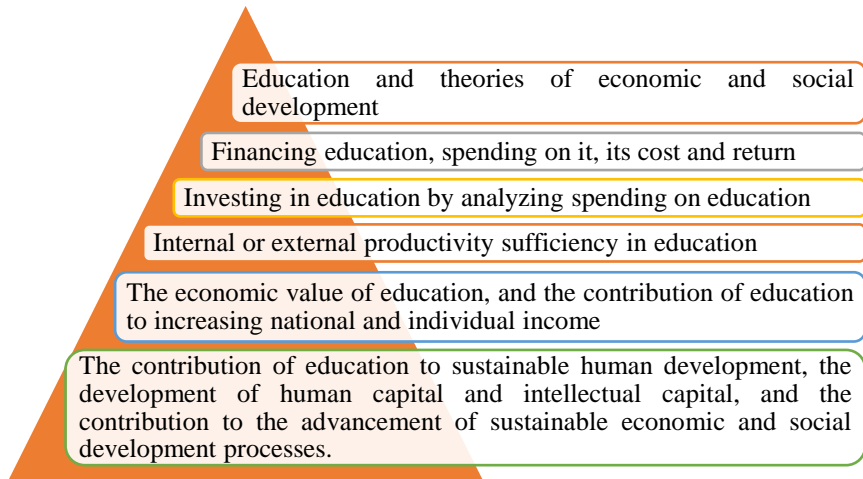


Figure (16) The Sub-Fields of Education Economics

F. Pre-school Education:

Young children have great potential to act as agents of change and contribute to long-term sustainability. There are ‘three pillars’ of pre-school education for sustainable development – namely economy, environment and socio-cultural phenomena – intersecting with each other. This main field deals with the family (alternative institutions), nursery and kindergarten as educational systems and institutions. Thus, this main field includes the following sub-fields:

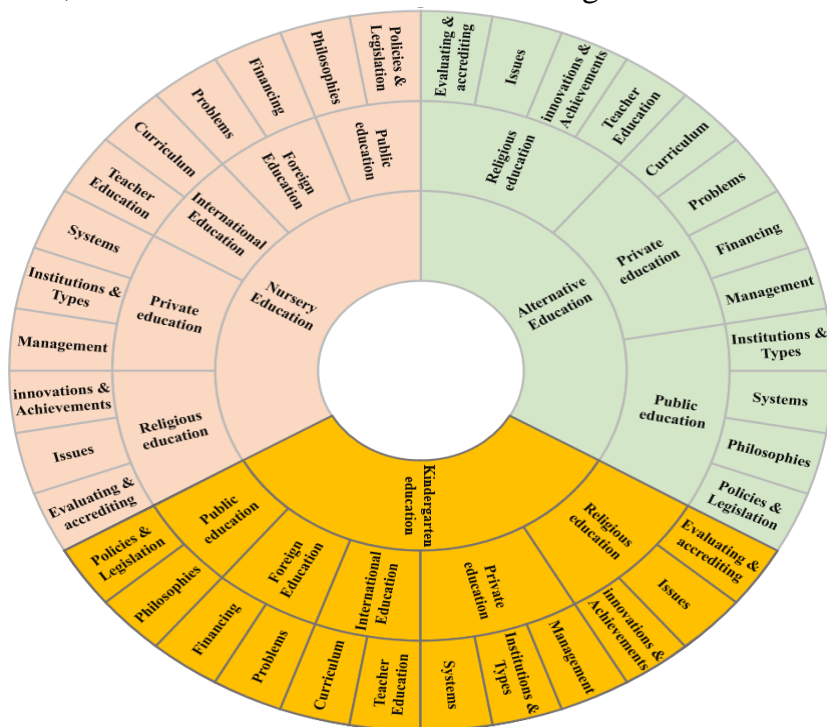


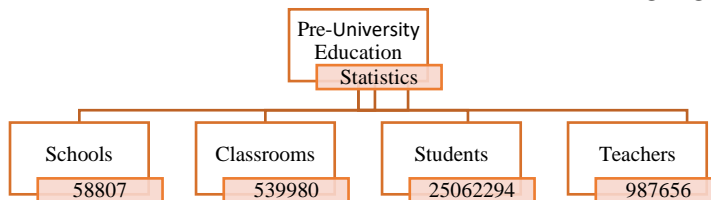
Figure (17) The Sub-Fields of Pre-school Education

The previous figure shows three sub-fields of pre-school education (family or alternative education- nursery-kindergarten), each of these fields has sub-fields in terms of subordination (governmental - private - national - religious - foreign - international), each sub-field has topics such as: politics, philosophy, management, issues, and problems.

G.Pre-university Education:

Education is recognized as a key enabler of all Sustainable Development Goals and achieves its purpose by transforming society. education empowers people of all genders, ages, present and future generations, while respecting cultural diversity. Thus. there is relationship between pre-university education and Egypt's Vision 2030 and sustainable development agenda (UNESCO, What is Education for Sustainable Development?, 2022). Thus. there is relationship between pre-university education and Egypt's Vision 2030 and sustainable development agenda.

The Egyptian pre-university education lasts for 12 years and is divided into two stages: basic education and secondary education. The basic education level lasts nine years, from the ages of 6 to 15. It is separated into six years of primary school and three years of preparatory school. Secondary education lasts three years, from the ages of 15 to 18. According to Article 19 of the Egyptian Constitution, which was adopted in 2014, pre-university education is compulsory and tuition-free at all government schools. Pre-university education aims to develop Egyptian character, preserve national identity, consolidate scientific method of thinking, develop abilities, foster creativity, consolidate cultural and spiritual values, and establish citizenship, tolerance, and non-discrimination ideals. In terms of the number of schools, teachers, and students enrolled, pre-university education is the greatest in the Arab area, the Middle East, and Africa. It is shown in the following figure:



Source:

Ministry of Education, Statistical Summary of Pre-University Education, 2022.

In light of these statistics, and the great diversity of pre-university education institutions, this main field includes the following sub-fields:



Figure (18) The Sub-Fields of Pre-university Education

The previous figure shows two sub-fields of pre-university education field (basic education - secondary education). Each of these two fields has sub-fields. Basic education has two sub-fields: primary education (primary school) and preparatory education (preparatory school). Secondary education has two sub-fields: general secondary education and vocational secondary education. Each sub-field has other sub-field or topics such as: politics, philosophy, institutions, management, finance, curricula, teacher, standards, achievements, issues and problems.

In terms of the subordination of pre-university education systems and institutions, there are several sub-fields such as: governmental, private, national, religious, foreign and international. Each sub-field has other sub- field or topics such as: politics, philosophy, institutions, management, finance, curricula, teacher, standards, achievements, issues and problems. This can be shown in the following figure:



Figure (19) The Sub-Fields of Pre-university Education Institutions

In terms of technical and vocational education types, the constitution allocates Article 20 of technical and vocational education, which affirms that the state is obligated to encourage and develop technical and technology education and vocational training, and to expand its types in accordance with international quality standards. Now there are two tracks in terms of its system. Each track has its own philosophy,

policies, goals, institutions, teacher, and curricula. This can be shown in the following figure:

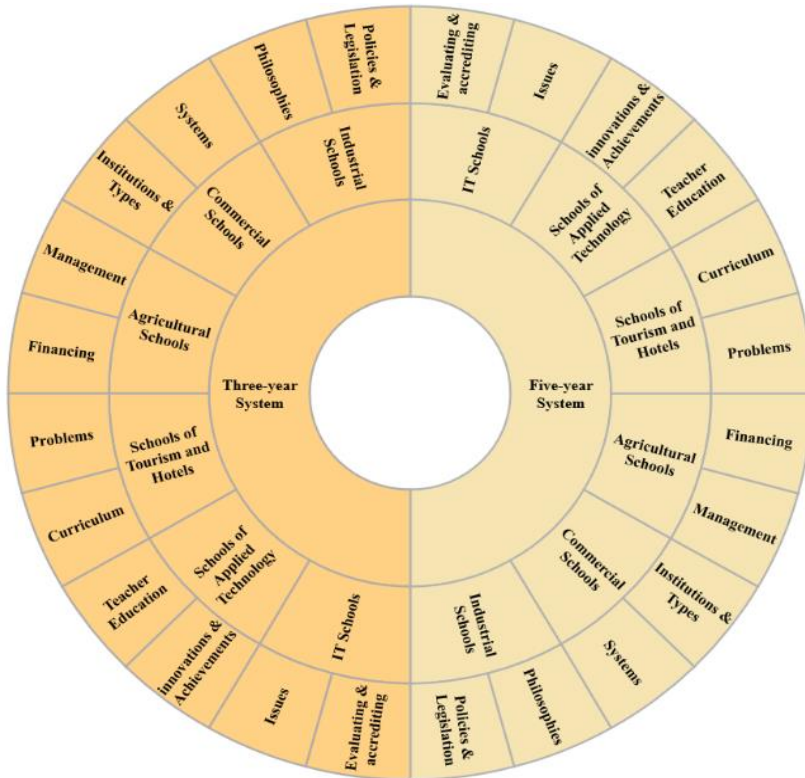


Figure (20) The Sub-fields of Vocational Secondary Education

H. Post-secondary Education (Non-higher education):

there is relationship between Two-years technical education and Egypt's Vision 2030 and some sustainable development goals. In order to ensure sustainable development for Egypt in the contemporary global situation, the two-year technical education presents one of the core tools that need to be developed, to providing qualified human resources, to achieving all-encompassing development of Egypt.

After the completion of secondary education with a certain level of achievement (weak grades: 50 – 65%),

students can enter two-year institutes. These institutes provide the opportunity for students to join the labor market or be enrolled in higher education institutions according to the institute's specialization, if they achieve a total score of not less than 75% of the total grades. Technical institutes are characterized by diversity and plurality, both in terms of their specializations or their administrative subordination.

Hence, the sub-fields of this field can be shown in the following figure:



Figure (21) The Sub-Fields of Post-secondary Education

I. Higher Education:

Egyptian universities aim to serve and advance society by contributing to the advancement of thought, science, and the development of human values, by providing Egypt with specialists, technicians, and experts in various fields, and by

A Proposed Map for Comparative Educational Research Fields

preparing a person equipped with knowledge assets, advanced research methods, and high values to contribute to the building and strengthening of society and the creation of a future. The homeland, serving humanity, investing in and developing society's most important and valuable asset, human wealth. (Presidency A. R., 1972). Egyptian higher education is a source of soft power, to achieve national interests.

The Egyptian higher education system has expanded rapidly in recent years. It is considered the largest in the Arab Region, the Middle East and Africa in terms of the number of universities and students enrolled as it is shown in the following figure:



Source: Ministry of Higher Education and Scientific Research, 2021.
<http://portal.mohe.sr.gov.eg/ar-eg/Pages/high-education-achievement1.aspx>

Given these figures, as well as the wide range of higher education institutions and levels, the main Fields of higher education is divided into two sub-fields: undergraduate and postgraduate. there are sub-fields and themes inside each sub-fields: public universities, Al-Azhar University, private universities, national universities, foreign universities, international universities, special nature universities, branches of foreign universities, and corporate universities.

Under each of the previous fields of undergraduate universities and higher institutes, a group of sub-fields or topics such as: Legislation, philosophy, objectives, management and financing, teaching staff, challenges, issues,

and curricula are all covered in the previous sub-fields as depicted in the following figure:

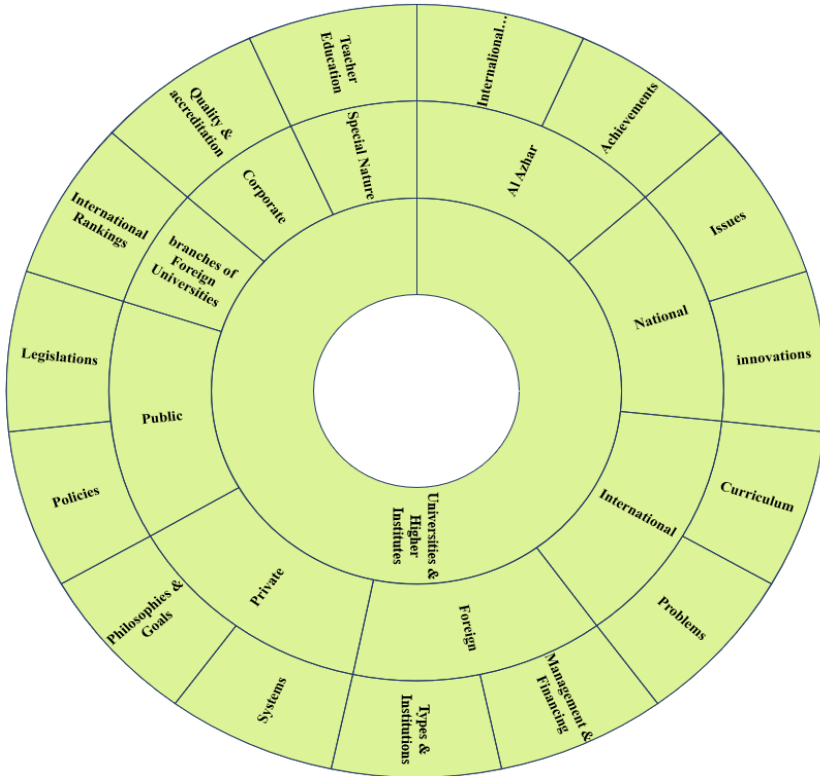


Figure (22) The Sub-Fields of University Education

J. Distance Education:

Distance education has become an Important part of the Egyptian education, especially with the successive technological developments, the power of the Internet and the emergence of Covid 19. The field of distance education has several sub-fields in terms of types: Open Education, Virtual Education, E-Learning, Blended Education, Digital Educational Institutions, Open Educational Resources. Each sub-field has its own legislation, philosophy, objectives, management and financing, problems, issues and curricula. It is shown in the following figure:



Figure (23) The Sub-Fields of Distance Education

K. Teacher Education:

There is a great interest in the role of teachers and teacher educators in delivering the appropriate educational response to promote equity, nurture, peace, tolerance and sustainability. Hence, there is a necessity to integrate academic theory and Education for sustainable development practice more consistently in teacher education. Teachers should have a greater understanding of sustainable development than other groups of society; as a result of their role in building generations, transmitting culture, and developing society.

This main field deals with Teacher Education (pre-service and in-service) as a system. Hence, the sub-fields of Teacher Education can be shown in the following figure:

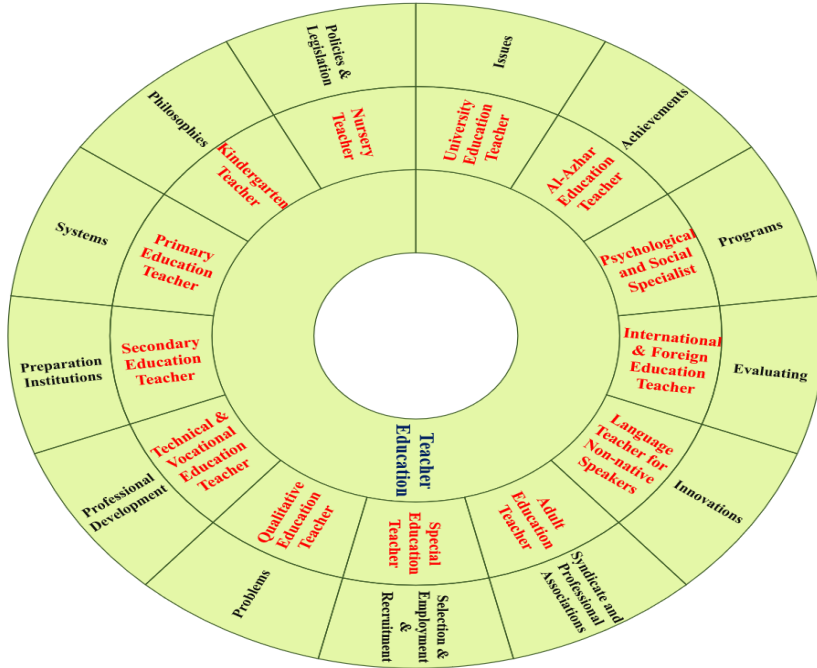


Figure (24) The Sub-fields of Teacher Education

L. Adult Education:

Adult education is closely connected to economic, social and environmental dimensions of sustainable development as it can enhance employment prospects, improve health and help grow active citizens. In the light of Egypt's Vision 2030 and sustainable development agenda, the adult education is a driver in the interconnections of the three dimensions of sustainable development: economic, social and environmental. Adult education creates change through enhancing employment prospects, improving health levels and financial literacy of poor people as well as giving better chances of acquiring the tools needed to run their own lives. However, these benefits are often not understood outside of the educational discourse. There is a lack of recognition of the education sector when looking at development goals, in particular non-formal adult education. (European Association for the Education of Adults, 2021).

Hence, Egyptian government is seriously working for the increased inclusion of adult education in development plans, policies and strategies. Lifelong learning is a key for achieving social change and reducing poverty levels. It has the capacity to positively affect many dimensions of poverty, peace, reconciliation as well as conflict prevention. The sub-fields of this field can be shown in the following figure:

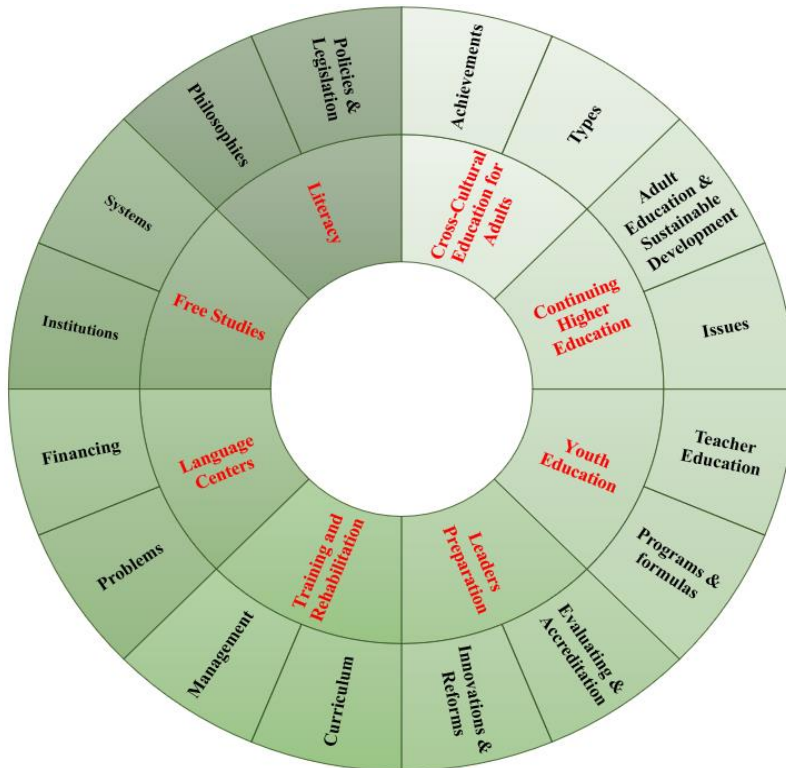


Figure (25) The Sub-fields of Adult Education

The importance of focusing on the field of adult education and its sub-fields in comparative educational research in the current period is evident as a result of the political leadership's reassurance on eliminating alphabetical and technological illiteracy, applying lifelong education, entering the knowledge society and achieving sustainable development.

M. Curriculum:

The curriculum consists of six components (six sub-fields): educational objectives, content, learning resources, teaching strategies and methods, classroom and extracurricular activities, and evaluation. Each component has its own philosophy, policy, goals, standards, problems and issues. Hence, the research fields and topics vary in education, as shown in the following figure:

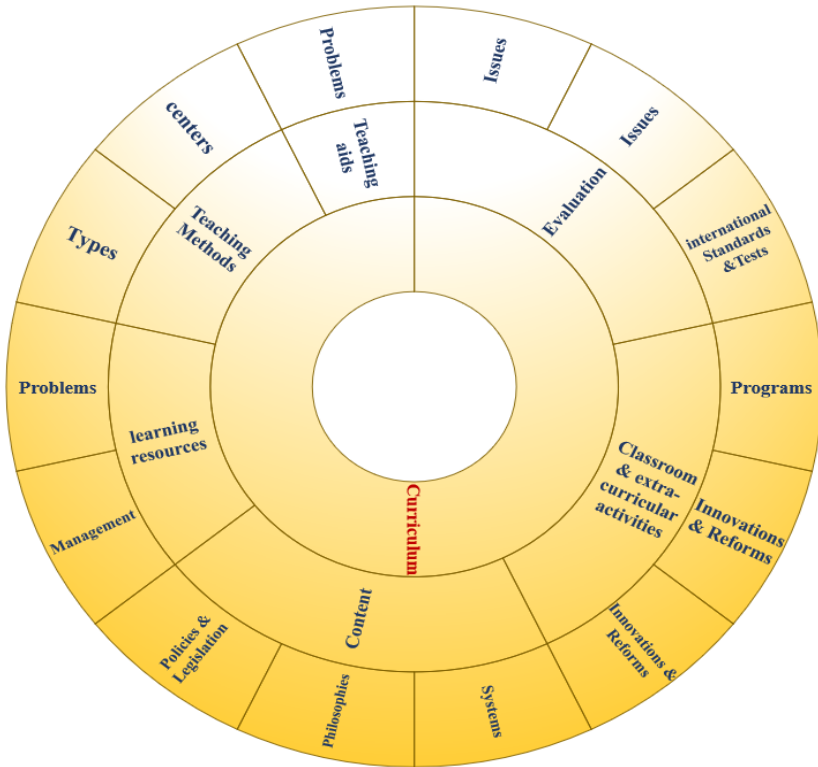


Figure (26) The Sub-fields of Curriculum

Comparativists can use this triangle for different levels of analysis. Some use it simply to distinguish between the three points. Others take it further to look at relationships between the three components. Some take it further still to consider how the three components fit together to create an integrated whole, the education system (Wendy Bignold and Liz Gayton, 2009).

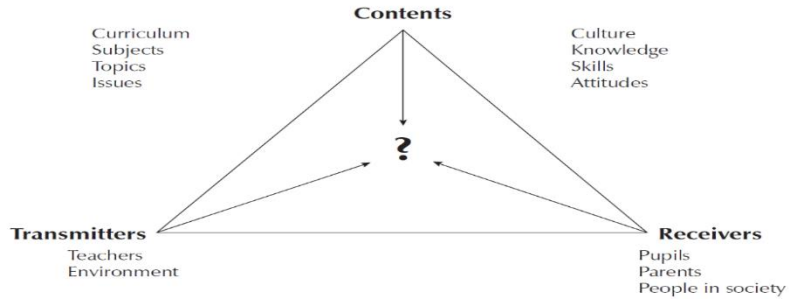


Figure (27) Triangle for Different Levels of Analysis

N. Educational Administration:

There is a solid consensus that Educational Administration is an important lever for education improvement, achieving its goals in society service, and is an integral component of the policy implementation process. thus, there is need to comparative educational administration for development of conceptual and practices frameworks is imperative in building a comparative dimension. This main field deals with the study of the following sub-fields:

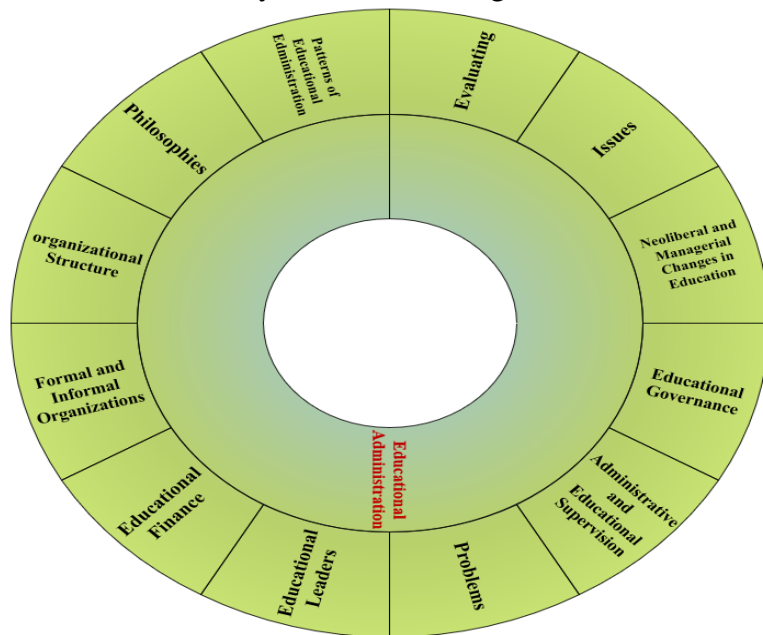


Figure (28) The Sub-fields of Educational Administration

O.Education & development & Progress:

There is relationship between education and social progress, Thus, contributing to achieving Egypt's Vision 2030 and the eight sustainable development goals. this relationship can be identified through the goals of education: economic, civic, humanistic, and equity promotion. Each of these goals can be understood from an individual and societies perspective: (International Panel on Social Progress, 2021)

- Education develops productive skills, and this is valuable for the individual, to advance in the labor market and for society, to improve and maintain prosperity and compete in a globalized economy.
- Education develops civic skills, and this is valuable for the individual, to allow for meaningful participation in civil society and political life, and for society, to benefit from an informed and engaged citizenship.
- Education develops human talents and interests, and this is valuable for the individual, allowing for personal flourishing, and for society, since the expansion of knowledge and human achievement are valuable for their own sake.
- Education can be a vehicle for equity and greater social inclusion, or when absent, poorly delivered or unfairly distributed, a vehicle for injustice and greater social exclusion.
- Education empowers societies to address the interconnected local, national, regional and global challenges that is facing, including Globalization, climate change, environmental degradation, biodiversity, poverty and inequality.

This main field deals with the role of modernization in education and development processes on the individual, local and national levels. Thus, it deals with topics such as education and the achievement of national interests, education and sustainable development with the three dimensions (environmental, economic, and social), education and social change, education and cultural development education and

economic development, education and social development, education and political stability, education and cultural development.

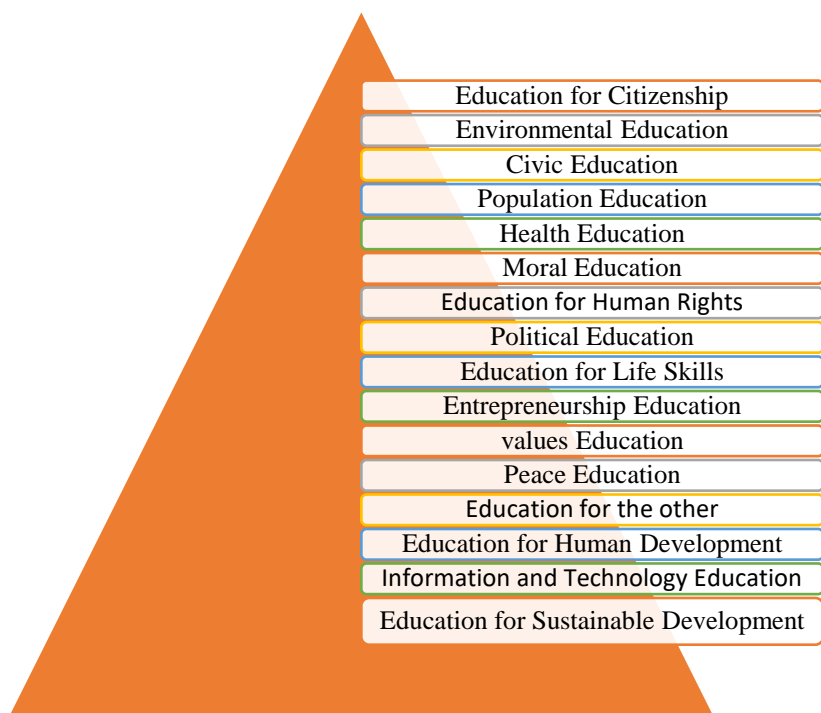


Figure (29) Some of Sub-fields of Education & Development & Progress

P. International Tests, University Rankings and Educational Achievements:

Egyptian government seeks to be in an advanced position in these international tests and rankings to demonstrate the quality of its educational system. Hence, this field has a great importance in comparative educational studies of Egyptian society because of the results, solutions, and policies it presents that can improve Egypt's ranking.

There are many international tests in pre-university education, and world university rankings, each test and ranking have its philosophy, objectives, standards, management body, issues, problems, and its role in

formulating and developing national educational policies. This can be shown in the following figure:

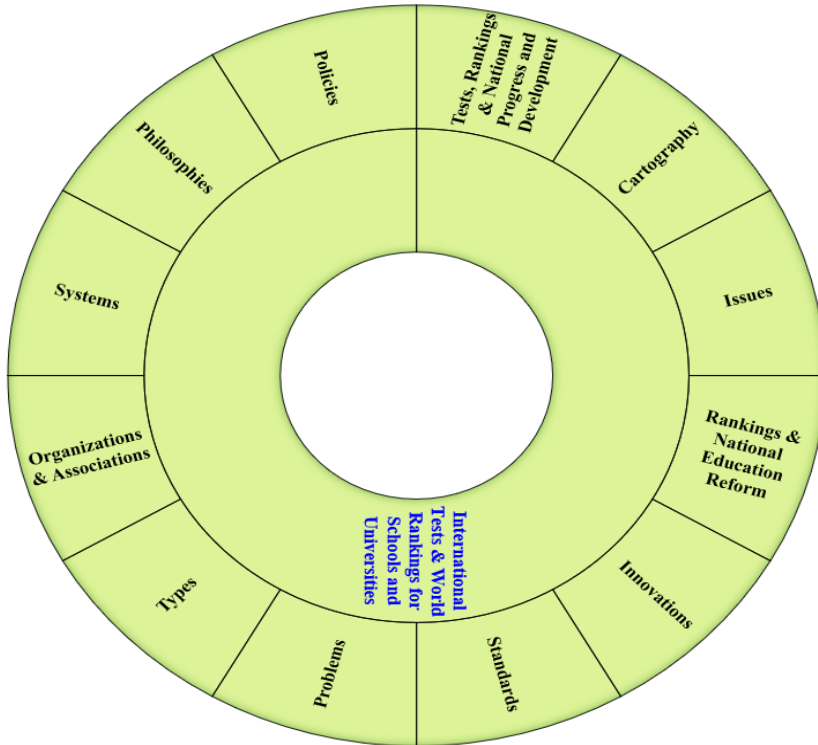


Figure (30) The Sub-fields of International Tests and Rankings and Educational Achievements
Q.Educational System (Components, Issues and Challenges):

Education is a human right and, as such, it must be guaranteed, since it is universal, indivisible and enforceable. The right is fulfilled when education is sensitive to the particular needs of each student. We learn and teach with dignity, without violence and without prejudice. In this way, a fair and equitable education is achieved (UNESCO, 2020).

This field addresses the theoretical aspects of educational systems, analysis in its local and global context, contemporary issues created by social conditions and

aspirations, and their current and future challenges. This can be shown in the following figure:

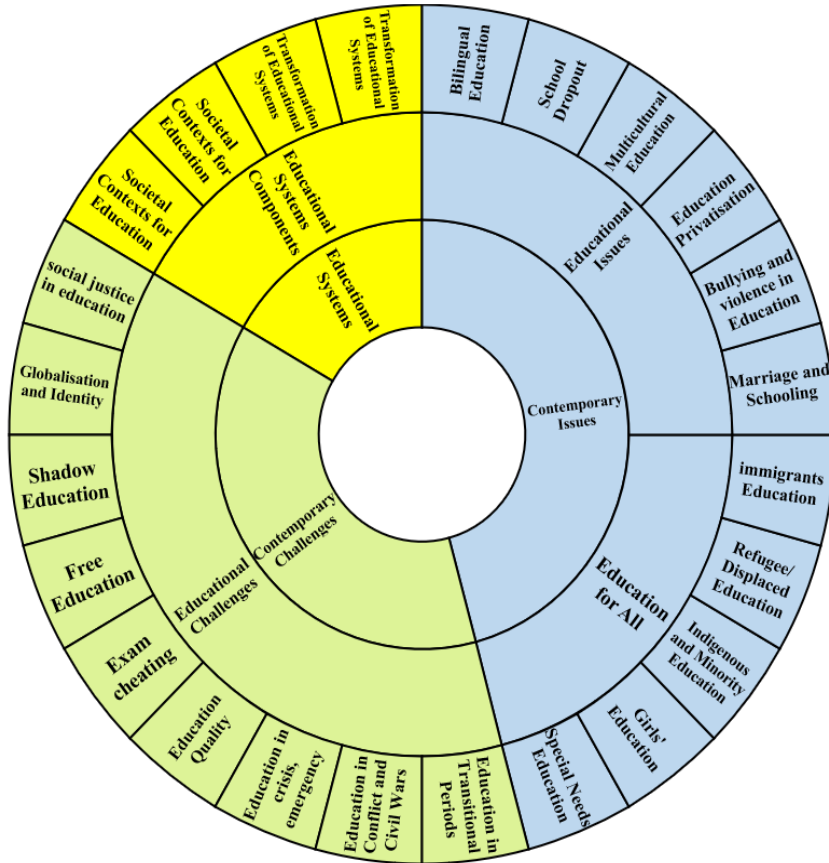


Figure (31) The Sub-Fields of Educational System (Components, Issues and Challenges)

The previous figure shows the sub-fields of the educational systems (Components, Issues and Challenges) along with the main field. It is important to pay attention to the fact that each educational issue or educational challenge can be dealt with as a system in the educational context or as part of the previous main areas. This can be illustrated in the following figure, which shows the sub-fields and topics included in the sub-field of educational issues:

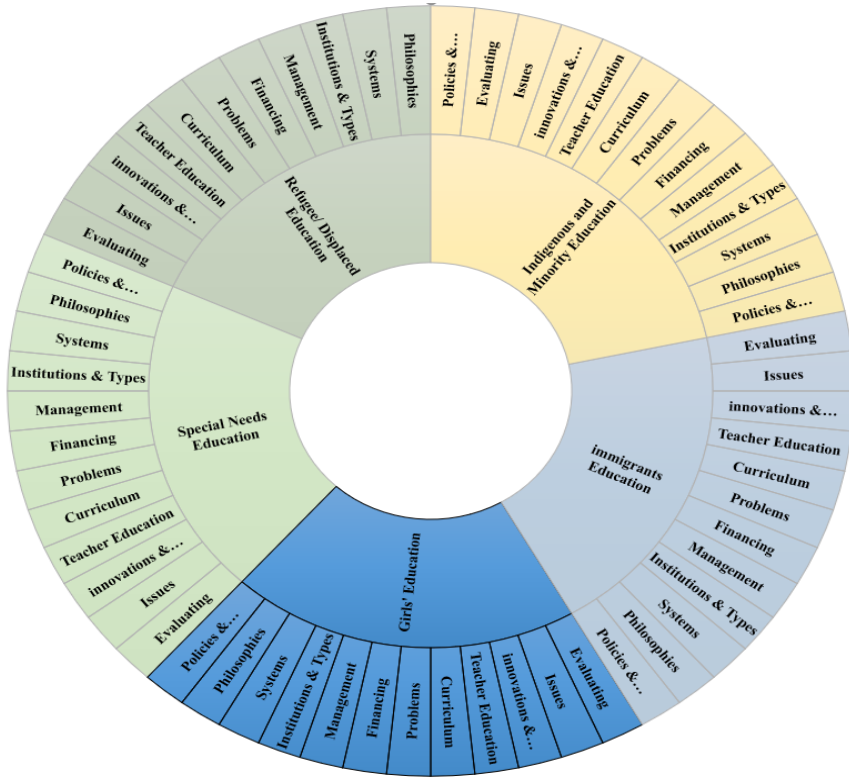


Figure (32) The Sub-Fields of Educational Issues

This sub-field has become of great importance, according to Article 26 of the Universal Declaration of Human Rights as “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages” and since the Egyptian society is one of the societies characterized by cultural and social diversity, and it is a society that is open to Arab and African immigrants and refugees, especially with the so-called Arab Spring revolutions. At the same time, this sub-field of Education concern about education in disasters, crises and emergencies.

At the same time, this sub-field of Education care about education in disasters, crises and emergencies. Education is a fundamental right of all children, but children

in disasters, crises and emergencies times (Wars, conflicts, epidemics and natural disasters) are denied this right. In the light of the spread of Covid-19, many governments around the world closed schools, some tried to switch to e-learning, and some tried to implement hybrid education. The matter imposed the need for comparative educational studies to shed lights on how education systems deal with Covid 19 in order to ensure access to education for all children the same way it was accessed before this crisis.

R.Science Research:

Egypt's Vision 2030 emphasizes the importance of knowledge and scientific research. It is plays an essential role in push forward scientific knowledge to solving society problems. This main field deals with the science research in terms of politics, philosophy, institutions, research chairs, management, finance, researchers, standards, achievements, issues, and problems. This can be shown in the following figure:

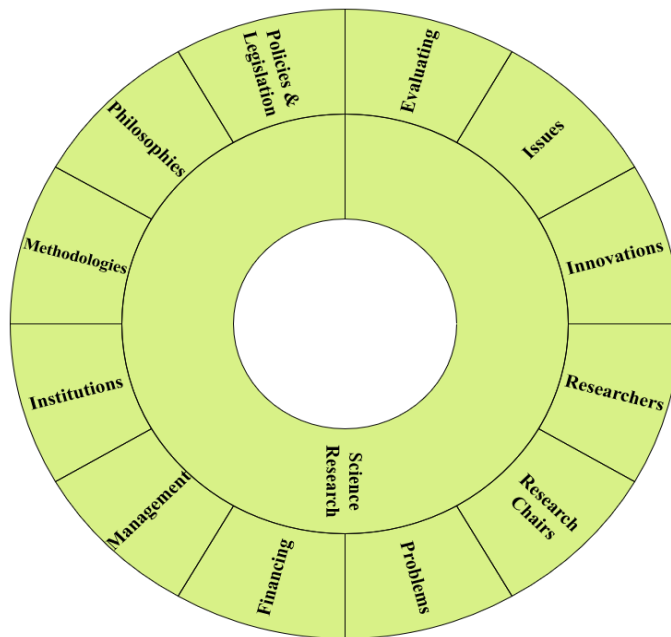


Figure (33) The Sub-Fields of Science Research

S. Non-formal Education:

Egypt recognizes and wants to value the great contribution of civil society organizations and groups, together with Government authorities and international organizations, in the field of non-formal education. The aim of this contribution is the full realization of human rights, peace, and responsible exercise of local and global citizenship, gender equality, sustainable development and health (UNESCO, 2020)

This main field deals with Non-formal Education Systems in terms of politics, philosophy, institutions, formulas, management, finance, ccurricula, teacher, standards, achievements, issues, and problems. This can be shown in the following figure:

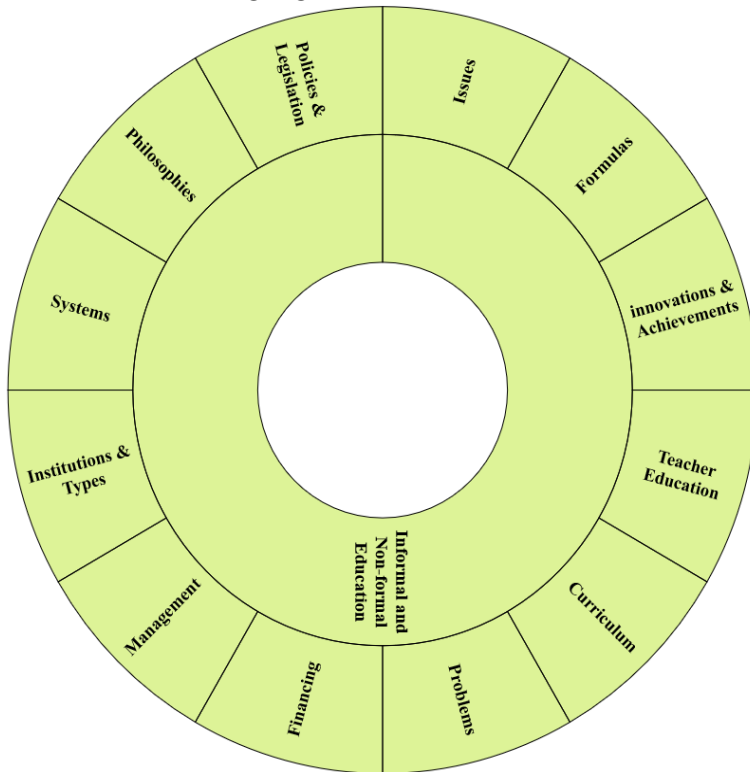


Figure (34) The Sub-Fields of Non-formal Education

Shadow Education is a sub-field of Non-formal Education. Shadow Education systems have received much less attention in Egyptian comparative educational studies, even though they also have major social and economic implications and deserves much more attention from educational planners and policymakers around the world. Recent years have brought considerable growth elsewhere, together with evolution in the forms and impact of tutoring. Moreover, tutoring has increasingly been provided in systems rather than just as a discrete informal activity. Tutoring enterprises may have links with each other, and some even operate cross-nationally (Bray, Confronting the shadow education system What government policies for what private tutoring?, 2009)

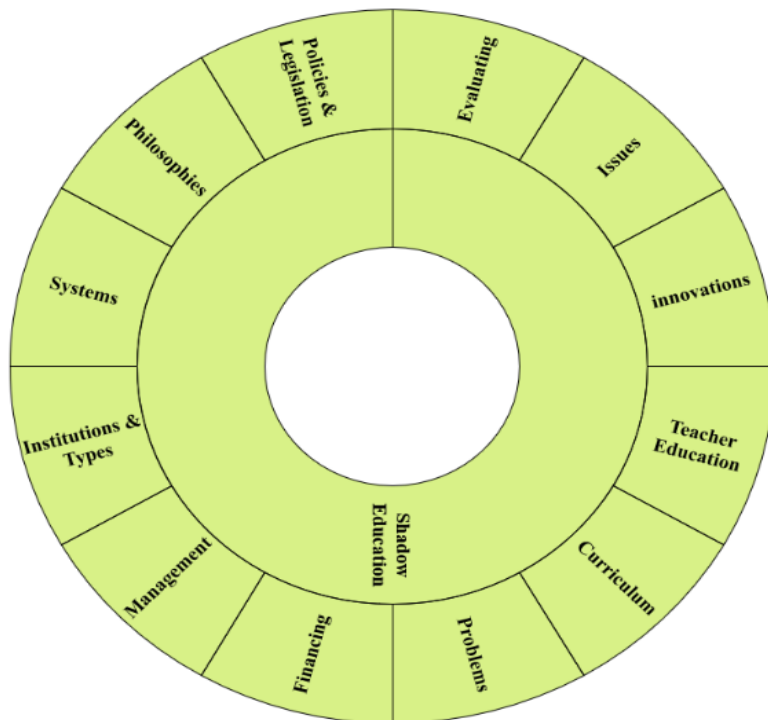


Figure (35) The Sub-Fields of Shadow Education

Finally, the fields of comparative educational research are numerous. Scholars are expected to start from the subfields that fall

under the main fields, and the smaller sub-fields that fall under them, and so on, until the researcher reaches the topics from which s/he selects their master's thesis, doctorate, and post-doctoral research subject. Because of the intricacy of educational phenomena, there is proof that these sectors, whether micro or macro, are intertwined with one another.

4. Recommendations:

Based on the above, there are many recommendations can be given to the beneficiary groups, including:

- Adopting the comparative educational research map in Egypt by academic departments in universities, research centers, researchers, and specialists in comparative education, and making it a reference and starting point for their master's and doctoral theses and post-doctoral research.
- Encouraging academic and societal dialogue about the comparative educational research map.
- Continuous analysis of the Egyptian comparative educational research reality in light of the specialization literature, Egypt's Vision 2030, and international scientific publishing standards.
- The need of directing comparative educational research towards topics and issues that serve the Egypt society.
- Continuous renewing of the comparative educational research fields in light of specialization literature, Egypt's Vision 2030, and Global and Egyptian third millennium development goals.

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