

Review of: "The History of Education in Antiquity and Its Teaching: Epistemological Problems"

Rosemary Sage¹

¹ Abai Kazakh National Pedagogical University

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I must congratulate Bruno on tackling the history of education. With many reports of the disconnect between education goals and workplace needs, this aids the grasp of an evolved system. Relevant education developments were in the essay. However, we now educate for plural societies and must understand differences in education values worldwide, so real comparisons would be relevant, as shown below.

The East is holistic in approach, whereas the West is more analytic and comparative, tending to be narrowly focused on academic rather than personal or practical growth. Working in Japan on the 21st-century Citizen Project (DIAL) brought this home. Arriving at Japanese schools at 8 a.m., students were weeding gardens, cleaning toilets, etc., and in some schools, they were doing teaching to learn formal communication. Getting sums wrong was not an issue, with a focus on explaining problem solving. Thus, students had no fear of being wrong, and tests showed thinking and communication 4 years ahead of the British at all ages, with more control over learning and a limited national curriculum compared with the detailed UK one!

Past education was informal and learned from life rather than formal contexts, which only arose with the industrial revolution, needing people with specific knowledge for jobs. Philosophies of each place influence learning. Japan provides holistic coping strategies for life challenges. *Wabi-sabi* () focuses on accepting transience and imperfections, from the Buddhist 3 marks of existence – *impermanence, suffering, and not-self* – applicable to all phenomena and seen in teaching approaches.

The November 2023 Institut Public de Sondage d'Opinion Secteur (IPSOS) poll illustrated plural views. Two-thirds of millennials (born 1981-2012) do not know that Armistice Day is a remembrance of the world wars and those who fought for human freedom and rights. Some put this down to **poor teaching**, others to this generation not caring for history, and another group saying technology reduces the need for memory, so lessening interest in how humans process information for short- and long-term retention.

Cuba does not favour *inclusive education* with a common curriculum. Their *universalistic* approach centres on student interests, abilities, and national needs. Thus, Cuba values personal, practical, and academic competencies equally, with active learning engaging students and enabling some control. Another principle is the importance of *communication*. Unless there is understanding of how this develops and breaks down, the teaching of and interaction with diverse groups is impossible. As a poor nation economically, it prevents health and education problems. A more autocratic government

style means advice is followed by citizens. Learning programmes at polyclinics monitor and support to mean fewer health and education problems. British experts say advice is often ignored, resulting in many learning, behaviour, and health problems. Greater salary equality in Cuba ensures less disparity and a more congenial society. A Cuban slogan, *Hasta la victoria siempre: Ever onwards to victory* (*Che Guevara*), focuses on the *mind* rather than *material* goals. Cuba has achieved higher health and educational standards than Britain, coping with uncertainty by *cultivating minds* and *manners* rather than *materialism*. A real story or two of national practices would illuminate the history more vividly to provide a stronger bottom-up approach to the essay.