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Narratives as a way of conceptualising the field of comparative education

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ABSTRACT

Based on the authors' wide reading in the field, this article suggests the notion of the narrative as a fitting and meaningful way of conceptualising and mapping the field of comparative education. Four prominent narratives can be identified in not only the field of comparative education (and the scholarly discourse on education) but also the public discourse on education. These are the narratives of the capability theory, neoliberal economics, the creed of human rights, and the call for social justice. These narratives are

contrasted, and guidelines are offered for further research on reconstructing and reflecting on the current state of comparative education and its future trajectory.