

COMPARATIVE EDUCATION SOCIETY OF HONG KONG

香港比較教育學會

Comparative Education Bulletin

比較教育通訊

No.2, 1999

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From the CESHK President

This issue of the CESHK Bulletin is being published at the beginning of the Society's tenth anniversary year. One major event during the year will be a conference to bring together Hong Kong scholars to share their work. The society especially appreciates the Hong Kong Institute of Education (HKIEd) for agreeing to host that conference.

One article in this Bulletin outlines aspects of the CESHK's history during its first decade. Professional societies demand considerable voluntary work from their members, and particular thanks should be expressed to the various office-bearers over the years. Hong Kong is well known for its fast pace and busy lifestyles, and it is not always easy for scholars to balance the many professional and other demands on them.

At the same time, Hong Kong is well known as international community in which tertiary education has developed rapidly during the last decade. It is natural in an international community that comparative education should be among the fields which have flourished; and we can be proud to have contributed significantly to the international scene as well as the local one.

One way in which Hong Kong has contributed to the international community is through membership of the World Council of Comparative Education Societies (WCCES), which is the focus of a separate article in this Bulletin. That article explains that the WCCES is an umbrella organisation which brings together 30 national, regional and language-based comparative education

societies. The CESHK is among the smaller ones; but it has a significant voice in World Council affairs.

The largest of the WCCES members is the Comparative & International Education Society (CIES), which is based in the USA but which also holds conferences in neighbouring countries. The 1999 CIES conference will be held in Toronto, Canada, and its programme is being organised by Ruth Hayhoe and a team based at the HKIEd. Professor Hayhoe, who is Director of the HKIEd, is President-Elect of the CIES. We congratulate her on the election to that position and on her admirable organisational skills which promise to make the 1999 CIES conference a very memorable event. The work of Ruth Hayhoe and her team is another example of the voice that Hong Kong scholars have in international arenas.

From the CESHK perspective, it is pleasing to note that the participation of Hong Kong scholars in CIES work, far from detracting from CESHK momentum, has added to it. This presents a valuable model of synergy. Scholars who are involved in the CIES work have found out more about the field of comparative education and in many cases have also become more involved in CESHK work. The corollary is that existing CESHK members have learned more about CIES activities and about the work of colleagues in other parts of the world. Similar comments may be made about the Comparative Education Society of Asia (CESA), the Chinese Comparative Education Society (CCES), the Chinese Comparative Education Society-Taipei (CCES-T),

and about various other bodies in which individual CESHK members participate.

Also worth noting is the return to Hong Kong of a key figure in another WCCES member-society. This is Jack Lam, Head of the Department of Educational Administration & Policy at the Chinese University of Hong Kong. Professor Lam plays a major role in the Comparative & International Education Society of Canada (CIESC), and is editor of that society's journal *Canadian and International Education*.

These observations might lead to questions about how the mandates and roles of the various comparative education societies overlap and differ. Hong Kong may be proud to act as a point of convergence of scholars who have multiple identities within the field of comparative education. Their participation in different networks is facilitated by the invention of e-mail and by possibilities of cheap and efficient travel. This does not mean, however, that local societies are redundant and should be merged into a single global body. Local societies are important for the face-to-face collaboration which they permit. Local societies can also use and promote local languages as the vehicle for discourse, and because of their geographic and linguistic foci, local societies may differ in the types of topics which their members choose to address.

In Hong Kong's case, the Special Administrative Region is of course a society in which both Chinese (in

various dialects) and English are widely used. On the one hand this gives Hong Kong scholars access to parts of the world which monolingual scholars find it much less easy to penetrate; on the other hand, it raises the awareness of Hong Kong scholars to the dominant concerns in societies in which Chinese and English are spoken.

As an international city, Hong Kong is also a crossroads at which key figures from other comparative education societies can meet. Two significant examples illustrate that point: during the closing months of 1998, the CESHK was proud to co-host seminars by both Professor William Cummings, President of the CIES and Professor Gu Mingyuan, President of the CCES.

The first decade of the CESHK has brought many fruits, both for the society itself and for the wider field of comparative education. We look forward to the next decade, in which these fruits will diversify and multiply. These fruits partly owe their existence to the fact that Hong Kong is a very special type of place, with fertile soil of a distinctive type. The CESHK executive committee will welcome proposals from members for further initiatives to be sponsored by the Society. Meanwhile, the response to the call for contributions to the CESHK's tenth anniversary conference augurs well for the future.

Mark Bray
CESHK President 1998-2000

For further details about the CESHK 10th Anniversary Conference, please see pages 17 and 18.

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Ten Years of CESHK

The CESHK was established in 1989 under the leadership of a group of scholars at the Chinese University of Hong Kong (CUHK). It was officially registered with the Hong Kong government on 1 September of that year.

During the first decade of its life, scholars at the CUHK and its sister institution the University of Hong Kong (HKU) have played a particularly prominent role in the society. However, individuals in other institutions have also played important parts. The establishment of the Hong Kong Institute of Education (HKIED) in 1996 brought together scholars



based in the colleges of education, and the HKIED is making major contributions to the society. Particularly prominent is the fact that the HKIED will host the Society's 1999 conference, about which details are provided elsewhere in this Bulletin.

The Constitution of the Society requires that it has an executive committee and a president elected for a two-year period. For the record, it is worth setting out the members of the Executive Committees for the last decade. This provides an opportunity to thank and honour the persons who have contributed to sustaining the Society and its work:

1989-1991	President:	Luk Hung Kay, Barnard
1992-1994	President:	Lo Nai Kwai, Leslie
	Past-President:	Luk Hung Kay, Barnard
	Vice-President:	Lee Wing On
	Secretary:	Choi Fo King, Dora
	Treasurer:	Mak Chiu Ling, Grace
1994-1996	President:	Gerard Postiglione
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1996-1998	President:	Lee Wing On
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Articles

The Role of State Colleges and Universities in the Education of Filipinos

Avenilo R. Paderna

SUC Vice President III

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The state universities and colleges (SUCs) in the education of Filipinos are believed to play a critical role in our national fortune at the turn of the century and would bring about industrialization and empower Filipinos. SUCs are important assets among other social institutions in pushing our national development agenda. They

enjoy high status in the community in carrying on the Filipinos' cultural premium on education and also have concomitant influence and credibility that are attached to the academic world and qualifications.

There are 104 SUCs (a 42% of the total tertiary institutions) across Philippines with budget of Pesos 7.4 billion from the public sector. A major reason for the operation of SUCs is to provide free tertiary education to those who are intellectually promising but have financial difficulty in attending universities. This improves the equity of education provision. The other 58% are sponsored by private institutions. By enlisting private resources for tertiary education, the Government could contribute more to basic education in which the contribution of the public sector is about 92%. To ensure the quality of private tertiary education institutions, Department of Education, Culture and Sports (DECS) and Commission on Higher Education (CHED) encourage the use of the mechanism of voluntary accreditation for institutions to meet standards.

Recently, joint efforts have been made through DECS and Department of Budget and Management to rationalize regional programs through existing SUCs. Results of the plan will strengthen coordination among the local and regional SUCs' ability to develop their specialties and reduce duplication in programs. Besides three basic functions, namely instruction, research and extension, SUCs are expected to be more involved in the local and regional development for development. They are to lead the learning in the community and to increase access to both formal and non-formal programs of education. In addition to their traditional role of formal learning, SUC programs will strive to promote technological innovations and application in the community.

The SUCs are expected to strengthen their ability in research. As global economy characterizes markets today and technological innovations have been more and more introduced in production, keeping at the competitive edge depends much on the scientific and technological ability of a nation. SUCs constitute part of the vital technology infrastructure and underpin national capability in development.

Challenges also come from the growing population and increased demand for education. Philippine higher education will meet challenges by continuing to build up their capacity in the following aspects:

- (a) Improvement of the quality and relevance of education and training to Philippine conditions;
- (b) Increasing equitable access to education and training opportunities;
- (c) Intensifying values of education;
- (d) Promotion of entrepreneurial education and training;
- (e) Increasing emphasis on science education and research;
- (f) Improvement of resource utilization and SUC efficiency by improving collaboration and coordination among institutions;
- (g) Strengthening education system capacity and manpower development planning; and finally
- (h) Maximizing Philippine involvement in the international mainstream of education and manpower development.

In summary, SUCs in Philippines will strive to achieve these envisioned tasks. The West Visayas State University in Iloilo City will work at the forefront of public tertiary education and increase educational opportunities to the promising youth.

Current Issues in Australian Education

Marian Stone¹

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Formal education within Australia is constitutionally placed in the domain of the States and Territories resulting in eight distinct schooling systems. However through the financial assistance given by the Commonwealth of Australia to the States in its tied and untied grants, the Federal government of the day is able to have a substantial impact on coordinating the curriculum and other policies of the educational systems.

Over recent years much attention has been given in schools to understanding why girls have not been performing as well as their male counterparts in their school leaving examinations. The impact of the teaching strategies adopted to combat this perceived under-performance, particularly in coeducational schools, is now being consistently felt as girls perform equally as well, if not better than boys across the various disciplines. In fact the affirmative action undertaken in educating

girls has led to disquiet in some quarters as to why boys are being significantly outclassed.

A further issue in terms of pedagogy is literacy. While all children (with the exception of some intellectually disabled ones) can physically read and write by the time they leave school, it is believed that up to a third of them do not have the literacy skills to function adequately in the modern age. Reasons being canvassed include the increased role schools are being required to play by society to help address issues of concern, thereby reducing the amount of time available in the school day to teach literacy and understanding of the written and spoken word. Another reason often cited is that today after school younger children watch television and videos rather than reading thereby not reinforcing the work done at school. It is also suggested that as increasing number of families, from choice or necessity, have both parents working in paid employment, they lack the time and/or

¹ Dr. Marian Stone is currently working as the Finance and School Administration expert on an Asian Development Bank Loan Project in Jakarta, Indonesia. She held a research fellowship at the Chinese University of Hong Kong in 1994-95. The research undertaken at this time is published in *Education Economics* Vol. 5(1) 27-39 under the title "Resource, Curriculum and Sixth Form Students: Hong Kong, 1994-95".

the energy to read to young children in the evenings as was the norm. This situation is exacerbated by the growth of single parent families. Whatever is the underlying cause, the question of improving functional literacy will receive serious attention from all State and Territory systems in the immediate future.

The encouragement given by the governments at the national and state levels for students to complete twelve years of schooling has resulted in approximately 70 per cent of students staying at secondary school until the end of Year 12. Traditionally the curriculum for the two post-compulsory years has been a formal academic one for which substantial numbers of the current senior students are not intellectually suited. As a result there has been substantial development of more vocationally oriented subjects and greater liaison with local Technical and Further Education Colleges to provide a more appropriate curriculum for these students. Over the past two decades the Australian education systems have been undergoing a major period of change with much controversy. Much of the change has been in the administrative area as increasing responsibility for financial management has been placed in the hands of school principals. This has been linked with the establishment of school councils whose members come from elected parents, teachers, other staff and members of the local community. The move towards the development of school based and developed curriculum has faltered in a number of areas as it became apparent that teachers do not have the time or expertise to develop well considered curricula. At the same time the state education departments no longer control the training of teachers, which is now a function of the universities, so they have lost the opportunity to control the curriculum tightly.

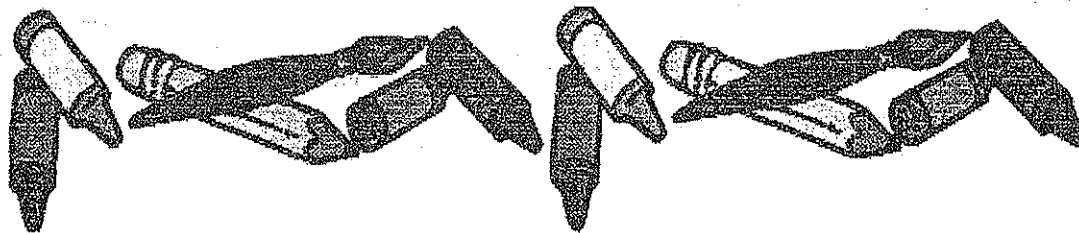
Teachers' accountability and the degree of learning achieved have been linked with pressure from government ministries and departments of education for basic skill testing to occur at the primary level of schooling and for school results to be made available in the public domain. At the same time the state news media is publishing results at the school level of school leaving examinations. This has the support of the business community but not the teacher unions who fear that the information provided is too simplistic and easy to misinterpret.

Following the Federal election in 1996, which resulted in a Liberal-National party coalition coming to power, two significant events have occurred in relation to funding education. One relates to schooling and the other to the university sector.

Since 1975 accredited private schools have received a proportion of their financial resources from the Federal government. In the past the Federal government has made it extremely difficult for new private schools to receive funding. Now this barrier has been removed, and it is anticipated that a number of low fee paying schools will be set up by religious and community bodies particularly in the more socio-economically disadvantaged areas. At the same time Federal per capita funding to the State and Territory public education systems will be reduced and transferred to the private sector if there is a move in enrolments away from the public to the private sector of schooling. At the present time approximately thirty per cent of school children in Australia attend non-government schools. The impact of this policy on the long term structure and viability of the public school system especially in rural Australia will be watched with interest.

Another significant event in terms of Federal funding to education has been in the area of university education. The Federal government is almost totally responsible for the public funding of universities even though most were established under state acts of parliament. During this past decade undergraduates have been required to make a payment, known as the Higher Education Contribution Scheme (HECS), towards the cost of their tuition. This payment has been substantially increased, and the amount varied according to the discipline in which the student is enrolled. Students enrolled in higher cost subjects are now required to pay more. The impact of this may be to cause the most talented student to consider more carefully whether they are seriously and genuinely interested in following a course of study which leads to entry into the more prestigious professions or whether their career interests more accurately lie elsewhere. Payments under HECS may be deferred until the student has graduated and joined the workforce. HECS may therefore be viewed as an income contingent loan. The impact of this change on student enrolments in general and specific groups, especially mature age students and women in particular, will need to be monitored.

Change has become an integral part of Australian education at all levels and systems. It is probably time for a period of consolidation and considered assessment of changes which have been implemented rather than responding to knee jerk reactions.



Educational Developments in Malaysia

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Trends of Focus of Educational Development in Malaysia

The trends of focus of educational development in Malaysia can be described along two major phases, the post-independent period and the period of the 1990's. The focus of development of education in Malaysia has always been either motivated or shaped by economic forces. Both phases of educational development in Malaysia thus have economic influences.

The post-independent period beginning in the early 1960's had the acute economic imbalances between the races as a major concern for developments of education in Malaysia. The education system was seen as a means to address the problem of economic imbalance. Education, during that period, was thus a vehicle to support the implementation of the New Economic Policy (NEP).

The education system, through the national education blueprint, the 1956 Razak Report, aimed mainly to nationalize the education system to ensure that the same type of education was attainable by the masses. Equity was hence the underlining focus of the development of education. Augmenting the literacy rate through increased participation of all races, particularly, the rural Malays in education at least at the primary level became the target. Education was perceived as a way to enable individuals to participate in the newly independent state's modern economy. It was during this period that the number of schools, primary schools and secondary schools escalated in number.

Recent Development in Education in Malaysia

The continuous vigorous efforts at providing education for the masses have resulted in the current universal primary education at the primary level. The participation rate at the secondary level now stands at approximately 80 per cent. A sharp contrast can be seen with the enrolment rate at the tertiary level standing at about 10 per cent. The low rate of enrolment at the tertiary level has resulted in severe manpower shortages in all sectors. The manpower shortages pose a threat to the national objective of making Malaysia an industrialised nation by 2020. This concern has prompted the Ministry of Education to formulate a Strategic Plan for Education 2020. This plan marks the first ever comprehensive reform of the education system after three decades of education primarily based on the Razak Report education blueprint. This also marks the second phase of educational development in Malaysia.

This Strategic Plan suggests reform at all levels of education. However, the most comprehensive one seems to touch on the higher education level. Several objectives have been outlined to address the problem of manpower shortages.

Processes and Strategies for Educational Innovation for Development in Malaysia

Apart from the objectives outlined in the Strategic Plan, the Ministry of Education has also introduced laws to govern higher education. By mid 1996, there were five legislations governing education in Malaysia with four of them being focussed on higher education. The five legislations are:

1. Education Act, 1995
2. University and University College (Amendments) Act, 1995
3. Private Higher Educational Institutions Act, 1996
4. National Council of Higher Education Act, 1996, and
5. National Accreditation Board, 1996

The Education Act, 1995 is the principle law that regulates education in Malaysia. The University and University Colleges (Amendments) Act, 1995 incorporates, among other things, provisions to enable the corporatisation of public universities for flexibility in finance and personnel management as well as academic matters while remaining to be government owned. The National Council of Higher Education Act, 1996 enables the creation of a body that will be responsible for the planning and strategic policy formulation of higher education in Malaysia. The Private Higher Educational Institutions Act, 1996 enables the establishment, registration, management, regulation and quality control of private higher education institutions in Malaysia. The National Accreditation Board will be responsible for determining and evaluating the quality standards of courses offered and conducted by private higher education institutions.

Clearly, almost all of the legislations indicate major efforts to reform higher education in Malaysia. Two major processes underline the legislations. The two big steps have potentially remarkable impact on the higher education system. First, the private sector's increasing role in education is acknowledged and sanctioned by the government. Second, the corporatisation of public universities is expected to bring a new lease of life to the university management. All these are steps to augment the enrolment rate in higher education and in turn address the problem of manpower shortages that could pose as a hindrance to the nation's aspiration towards achieving industrialisation by 2020.

從中國內地到香港的移民學童教育 —— 遊移於一個國家中的兩個制度之間

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移民是世界性現象，而這個現象非常複雜。粗略的話，可分為「經濟性移民」（勞動力移居）和「政治性移民」（因為政治迫害或戰亂等原因的難民）。但這種簡單的分類方法，對於我們了解某個移民群體的特點，幫助是極為有限的。因為移民之所以稱為移民，是由於他們由一個社會移居到另一社會。兩個社會間的經濟文化及語言差異，移民目的為長期定居還是短暫居留，以至移民本身的處境及移居地社會的接納程度等等，都無可避免地影響著移民在移居地的生活方式，影響著移民兒童的教育成長及社會化過程。

一九九七年七月一日，中國重新行使香港主權，香港特別行政區正式成為中華人民共和國的一部分。然而特別的是，特別行政區與內地之間，仍然有海關的設置。深圳河分開了資本主義和社會主義，也限制了內地人民到香港的遷移。直到今日，香港政府仍設置各行各業輸入內地專才的限額，但世界其他各地的人士循正式手續到香港工作，卻從來沒有人數上的限制。

雖然如此，內地人民移居到香港是一直存在的。事實上，香港本身就是個移民城市，人口中絕大部分是從中國不同地區遷徙來的人或他們的後代，在不同時期為香港帶來了勞動力、資金和技術。不過，在近幾十年，早期移居香港的人已經形成自己的本身的生活方式和社會制度，隨著移民第二及第三代成為社會的主體，本土意識加強，因而出現香港本土居民和新到港人士之間的隔閡。

踏入九十年代，由於特別行政區《基本法》賦予香港永久居民在中國內地的子女居留香港的權利，因而掀起了兒童移居的新浪潮。據一些人估計，擁有這種居留權的內地兒童可能多達二十萬。1995年7月1日，內地來港居留的配額由每天75人增加至150人，當中約一半為15歲以下的兒童。新到港適齡學童的教育與成長問題，便立刻引起當日社會的關注。

這樣的背景，令這批移民兒童在某些方面與一般移民兒童有較大的差別。他們雖然在中國內地出生長大，但不少人的父親是香港人（香港出生或已移居香港者），而母親則是內地居民。筆者曾經在1996年參與一項在深水埔區進行的研究（注），對象是所有在該區學校的新移民學生。研究發現，研究對象的父親出生或已在香港居留七年以上的，超過八成，而母親則剛好相反，超過七成在香港居留少於七年，還有近兩成仍然在內地居住。這種現象，意味著不少移民兒童的移居，同時帶來同住家庭成員的改變，由缺乏父親經常照顧改變為缺乏母親照顧，這在當地稱為「假單親現象」。

語言是另一個值得注意的環節。在文化上，香港處於中國文化的邊陲，屬廣州方言區，寫的是中國內地已廢棄多時的中文繁體字，同時又在英國殖民管治下百多年，飽受英語系文化薰陶，英語的政治和經濟地位長期處於統治地位。換言之，移民學童並非移居到完全陌生的外語地區（如英美），卻又不能完全掌握新生活所需的語言能力。非廣州方言區的移民學童的整個社會交際會出現嚴重障礙，英語學習可能在課堂學習上構成困難，而不標準的口音也可能帶來社會上的歧視。但有趣的是，隨著中國內地和台灣等普通話地區的經濟實力上升，不同語言在香港社會的地位對比出現了一定變化，普通話能力一般較強的移民學生在語言上扳回了一點優勢。

同時，大多數移民學童都屬於缺乏準備的弱勢經濟性移民。與多數優勢移民不同，大部分中國內地移居香港的家庭無法為兒童移居後的學習或生活方式，預先在原居地做好準備，甚至受現時的行政程序所限，移居的日期也無法預早知道，以至整個生活上的變化適應須在移居後進行，增加了適應新生活方式的難度。但由於遷移的目的主要是改善生活，因此父母對子女通過教育改善生活的期望甚為殷切，所以部分移民學童的學業表現極為突出。這與亞洲移民在歐美的表現，似乎有相似之處。

另一個特點，是移民的目的地和原居地距離不遠，移民學童在學校假期間回鄉十分方便。事實上，移民學童不一定喜歡繁華的香港生活，他們可能嫌大城市的居住環境太侷促，及不上鄉間活動空間的遼闊；他們可能在香港找不到好朋友，因而懷念原居地的親友間的情誼，特別是母親或兄弟姐妹尚未來港的，回鄉更是非常重要活動。

香港社會如何應付這麼多移民學童呢？一般而言，處理移民的教育有兩種策略，一是「多元」解決，另一是「同化」解決，前者是尊重移民的語言和文化特點，例如採取某些形式的雙語教育等；後者是要移民順應本地的語言和文化，對移民本身的語言和文化特點不太注意和關心。目前，香港教育制度內所採取的方法，似乎偏向於後者。最明顯的一個例子，是大部分學校採取降班這種直接了當的方法，解決移民學童和本地學童的學習背景差距問題。按照一般的意見認為，內地到港的學生大多中文和數學較佳，英文較差，但當他們被納入香港的教育制度時，英文較差這一點便被突顯出來，成為他們降班的依據。實際上，香港學校教育制度本身並不靈活，缺乏彈性，要採取「多元」解決策略，恐怕也並不容易。不過單純的「同化」策略，有可能令香港錯過了一次吸納多元文化的珍貴機會，對於移民學童也可能構成心理上的長期貶抑。

另一個例子，是大部分已發表的研究以及為移民提供的服務，都著眼於移民學童的「需要」和「困難」，極少涉及他們的「優勢」和「長處」，也極少涉及本土學生與他們相處時出現的問題。這背後的假設，也是一種「同化」解決的思路。



後記：本文完成之後，香港終審庭在1999年1月29日按照基本法的規定，判決香港永久居民在中國內地的子女享有在香港的居留權，而無須另行申請到香港居留的單程證；同時，非婚生子女也依法享有香港的居留權。按香港報紙的估計，這類人士可能多達三十二萬，估計超過一半為適齡學童（目前香港中小幼學童總數約為一百一十萬），將會帶來對香港教育及其他社會服務沉重的壓力。消息傳出後，香港輿論普遍傾向於負面，相當憂慮大量將來港學童所帶來的社會問題。而香港當局與北京當局商討之後，據2月3日報章報導，似有意鑽香港法庭判決的空子，在中國內地單方面維持必須申請輪候單程證的措施，以保證這批人士「有秩序地」合法前往香港。情況在本後記執筆時尚未明朗化，但問題明顯地已上升到政治層面，而無論結果如何，這對於香港教育制度都將是巨大的挑戰。

注：陳茂釗、葉建源、袁文得：《深水埔區中國內地青少年新移民的適應與需要調查》，增修版，深水埔區議會1997年出版

中國比較教育學會20年

顧明遠教授

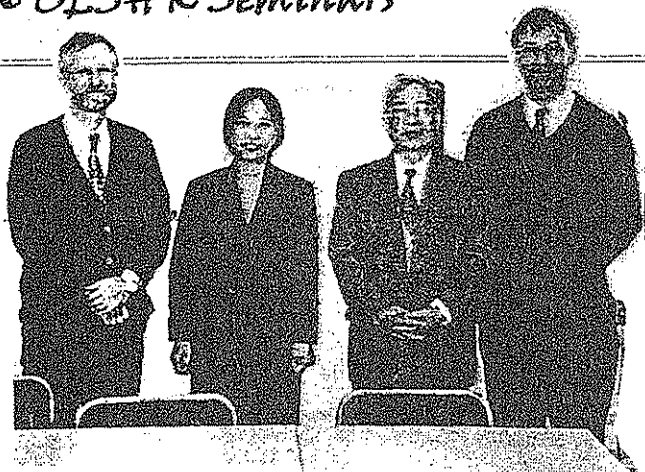
中國比較教育學會成立於1979年，但是它的第一次年會卻是在1978年8月就召開了。中國在實行改革開放以後，迫切要求了解世界各國教育改革的動向和經驗。於是北京師大、華東師大、東北師大、河北大學以及華南師大幾家研究外國教育的機構就聯合起來，研討如何開展外國教育研究，吸收和借鑑外國教育的經驗，1979年第二次年會時擴大到十幾個學校和機構，並在會上成立了中國外國教育研究會，後改為全國比較教育研究會，至今已二十年，研究會共召開過十次年會，并于1998年10月勝利地承辦了亞洲比較教育學會第二次年會。學會現有會員600餘名，主要是幾所師範大學的比較教育研究機構，師範院校比較教育學科的教師，各大學高等教育研究的成員。研究的範圍十分廣泛，包括比較教育學科的理論，各國教育制度的比較研究，各級各系教育的比較研究，教育財政的比較研究以及教育與國家發展的研究等等。全國有三所學校即北京師大、華東師大、杭州大學開設了比較教育博士課程，八所大學開設了碩士課程。二十年來出版了大量專著，比較有影響的有『戰後國際教育研究』叢書、『比較教育研究』叢書、『比較高等教育』、『現代課程論』、『日本教育研究』等。中國比較教育學會於1980年第一次參加世界比較教育學會聯合會的第九次大會，并于1983年成立該聯合會的成員。中國比較教育學會的會刊是『比較教育研究』由北京師大國際與比較教育研究所編輯出版。及時華東師大還出版有『外國教育資料』，東北師大出版社『外國教育研究』。

中國比較教育學會的研究工作二十年來可以分為三個時期：七十年代末至八十年代初，主要介紹幾個主要發達國家的教育制度和改革的經驗；八十年代中至九十年代初，擴大了研究範圍至周邊發展中國家及進行了專題比較研究，并把對外國教育的研究與中國教育的實際相結合；九十年代以來，著眼於各國教育思想及其文化背景的研究，以了解各國教育發展的深層次的根源。



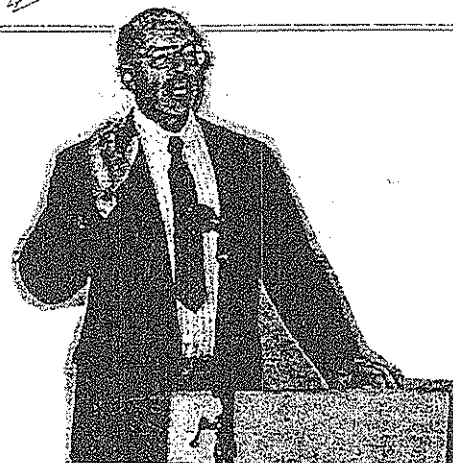
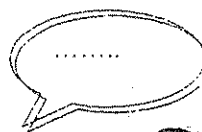
Professor Gu Mingyuan

CESHK Seminars



Professor Gu Mingyuan with Mark Bray, Gui Qin and Bob Adamson

CESHK and the Comparative Education Research Centre recently co-sponsored a seminar by Professor Gu Mingyuan, the President of the China Comparative Education Society. Professor Gu presented "Reflections on my Life in Comparative Education", providing fascinating insights into the career of one of China's most distinguished educationalists.

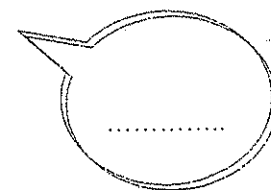


Professor William Cummings

The President of the Comparative and International Education Society, Professor William Cummings, was the guest speaker at a seminar co-sponsored by CERC and the Centre for Research and International Collaboration at the Hong Kong Institute of Education. Professor Cummings presented an historical overview of the development of schools during industrialisation and called for a return to schools that are strongly rooted in the community.

Mark Bray, Grace Mak, Gerard Postiglione, Cheung Kai Ming and Lee Wing On have been invited to participate in a round table discussion on "Comparative Education in the 21st Century: Perspectives from Canada and Hong Kong" at the Comparative and International Education Society in Toronto in April.

Mark Bray will co-chair in his capacity as President of CESHK. This discussion forms the closing event at which perspectives will be summarised from Canadian and Hong Kong viewpoints.



CESHK received an invitation to host a symposium involving six scholars from the mainland, Professor Leslie Lo and Dr. Gerry Postiglione.

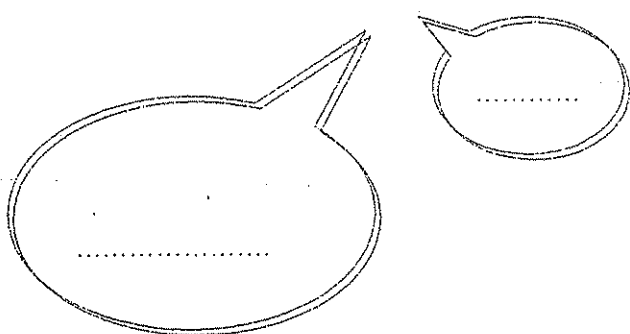
Title: Impact of Globalization – Academic Life and Cultural Exchange

Venue: Room 201 Ho Tim Building, Chinese University of Hong Kong

Date: 10am on Friday, 26 February

Medium: Putonghua

For details, please contact Prof. Xiao Jin at xiaojin@cuhk.edu.hk



● CESHK and WCCES

The CESHK has been a member of the World Council of Comparative Education Societies (WCCES) since 1992. Membership, which demands an annual subscription, brings the benefits of linkage with the global network of comparative education societies. It also gives Hong Kong scholars a voice through which they can contribute to wider developments.

The WCCES itself was established in 1970. It currently has 34 member societies which serve individual countries, geographic regions and/or language groups. They are:

Asociación Argentina de Educación Comparada (AAEC),
 Asociación Colombiana de Educación Comparada (ACEC),
 Association Francophone d'Education Comparée (AFEC),
 Australian & New Zealand Comparative & International Education Society (ANZCIES),
 British Association for International & Comparative Education (BAICE),
 Bulgarian Comparative Education Society (BCES),
 Chinese Comparative Education Society (CCES),
 Chinese Comparative Education Society-Taipei (CCES-T),
 Comparative Education Society of Asia (CESA),
 Comparative Education Society in Europe (CESE),
 Comparative Education Society of Hong Kong (CESHK),
 Comparative Education Society of India (CESI),
 Comparative & International Education Society (CIES),
 Comparative & International Education Society of Canada (CIESC),
 Czech & Slovak Pedagogical Society (Comparative Education Section) (CSPS-CES),
 Dutch Speaking Society of Comparative Education (NGVO),
 Egyptian Group of Comparative Education (EGCE),
 Greek Comparative Education Society (GCES),
 Hungarian Pedagogic Society (HPS),
 Israel Comparative Education Society (ICES),
 Japan Comparative Education Society (JCES),
 Korean Comparative Education Society (KCES),
 Japan Comparative Education Society (JCES),
 Kommission für Vergleichende Erziehungswissenschaft (in der Deutschen Gesellschaft für Erziehungswissenschaft) (KVEDGE),
 Nigerian Association for Comparative Education (NACE),
 Nordic Association for Comparative Education (NACE),
 Polish Comparative Education Society (PCES),
 Portuguese Comparative Education Society (PCES),
 Sezione Italiana della CESE (SICESE),
 Sociedade Brasileira de Educação Comparada (SBEC),
 Sociedad Española de Pedagogía Comparada (SEPC),
 Southern African Comparative & History of Education Society (SACHES),
 Russian Council of Comparative Education (RCCE), and
 Ukrainian Comparative Education Society (UCES).

The most prominent WCCES activities are the World Congresses of Comparative Education which are held every few years. The most recent World Congress, the tenth, was held in South Africa in July 1998. The immediately preceding congresses were held in:

Australia (1996),
 Czech Republic (1992),
 Canada (1989), and
 Brazil (1987).

The next Congress will be held in the Republic of Korea in 2001.

The current office bearers of the WCCES are:

President:	David Wilson
Vice Presidents:	Crain Soudien Namgi Park
Secretary General:	Vandra Masemann
Asst. Secretary General:	Mark Bray

The WCCES has an executive committee, on which the President (or the President's nominee) holds an ex officio seat. The next meeting of the executive committee will be held in April 1999 in Toronto, Canada, in conjunction with the annual conference of the Comparative & International Education Society. Since Mark Bray will attend the meeting in his capacity as Assistant Secretary General, the CESHK will be represented by the Vice-President, Ip Kin Yuen.

The WCCES has sponsored various publications. Selected papers from the 1996 World Congress in Australia were edited by Vandra Masemann and Anthony Welch and published in a special issue of the *International Review of Education* (Vol.43, Nos.5-6, 1997), and then republished as a book. Similar arrangements are being made for selected papers from the 1998 World Congress in South Africa. In addition, the World Council has its own column in the newsletter entitled *Innovations* which is published regularly by UNESCO's International Bureau of Education in Geneva. This column carries news on the CESHK as well as on other member societies.

WCCES News



Report On the Tenth World Congress of Comparative Education, Cape Town, South Africa, 12-17 July 1998

Approximately 700 educators, scholars, and policy makers from eighty-two countries gathered for the tenth World Congress of Comparative Education. The Southern African Comparative and History of Education Society hosted the Congress at the University of Cape Town and the University of Western Cape on behalf of the World Council of Comparative Education Societies (WCCES). Many WCCES veterans called this event, which was focused on the theme of *Education, equity, and transformation*, and widely considered 'the best Congress ever'. Even the weather co-operated.

Congratulations and appreciation go to Crain Soudien, Peter Kallaway, Harold Herman, Penny Morrell, Louise Friester and other Congress organizers. The opening ceremony included welcoming remarks from Cecil Abrahams (Rector of UWC) and Wieland Gewers (Acting Vice Chancellor of UCT) as well as messages from Laurent Croset (French Attaché), Mmantsetsa Marope (Regional Director of ERNESA), and Sibusiso Bengu (South African Minister of Education).

Plenary sessions at the Congress featured Pai Obanya on 'Education, equity and transformation: the role of comparative education'; Jonathan Jansen, Beatrice Avalos and John Gultig in a public symposium on 'Teachers in crisis'; Carlos Torres on 'The heritage of Paulo Freire'; Fay Chung on 'Education, a bridge between worlds'; David Wilson's presidential address; and Peter Dzvimbo, Catherine Odora-Hoppers, and Martin Carnoy commenting on issues raised during the Congress. A series of sessions, in which papers were presented and discussed, were organized by the fourteen Research Commissions of the Congress on the following themes or topics: 'Basic education in Africa'; 'Culture, indigenous knowledge and learning'; 'Curriculum; Dependency; Educating all for peace and justice'; 'European education'; 'Gender'; 'Higher education'; 'Language and literacy/basic education'; 'Lifelong learning'; 'Policy'; 'Policy research in Africa'; 'Teacher education'; and 'Theories and theory shifts in comparative education'.

In addition, there were many other panel presentations and sessions featuring individual papers on a range of important educational topics.

CESHK members who participated included Grace Mak, Lee Wing On, Ora Kwo, Gui Qin, Mark Bray and Lam Ka Ka.

The eleventh World Congress, 2001 in the Republic of Korea

The eleventh World Congress of Comparative Education will be held at the Korean National University of Education in Choongbuk, Republic of Korea, 2-6 July 2001. The Korean Comparative Education Society (KCES), hosting the Congress on behalf of the WCCES, will be soon announcing the theme and other details. For information contact: Park Namgi (Kwangju National University of Education, Kwangju, 500-703, Republic of Korea; (82-62) 520-4200; Fax: (82-62) 524-6022; Email: ngpark@chonnam.chonnam.ac.kr); or Lee Byung-Jin (Korean National University of Education, Kangnaemyun, Choengwon-Kun, Choongbuk, Republic of Korea; Tel: (82-431) 230-3413; Fax (82-431) 232-7174; Email: leebj@cc.knue.ac.kr).

Homepage for CIES 1999: <http://www.ied.edu.hk/crd/cies99/cies99.htm>

HKIER Newsletter

Announcement



The Hong Kong Institute of Educational Research has entered into an agreement to publish three well established academic journals in the region. With the addition of these journals, the HKIER is now publishing five printed journals and two electronic journals on education. This has enhanced scholarly exchange among the education community and has strengthened our linkages with international organizations.

Asian Journal of Counselling

Beginning in 1999, the Asian Journal of Counselling will be co-published by the HKIER and the Hong Kong Professional Counselling Association. The Asian Journal of Counselling is a refereed journal devoted to publishing scholarly research and theoretical articles related to the practice of counselling in Asian communities and in other cross-cultural contexts. The journal is divided into three sections, which are Theory and Research in Counselling, Issues and Comments, and Counselling in Practice. Articles in both Chinese and English are welcomed. The Asian Journal of Counselling publishes two issues each year (April and October). Articles or questions about the journal should be directed to the Editor, Professor S. Alvin Leung, Department of Educational Psychology, Faculty of Education, CUHK.

nature of the papers can be conceptual or empirical. In its twenty some odd years of existence, this is the first time that the national executives of the CIESC have allowed the journal to follow its newly appointed editor, Professor Y.L. Jack Lam of the Department of Educational Administration and Policy, CUHK, to move out of Canada. With the support of the HKIER, the journal will stay in Hong Kong for the next two years.

Canadian and International Education

Canadian and International Education is the official publication of the Comparative and International Education Society of Canada (CIESC) and it publishes accepted articles in both English and French. The journal encourages articles covering a wide latitude of topics related to education: philosophical discussion, curricular changes, educational policies analysis, administrative reorganization, and comparative analysis. The

Educational Research Journal

In its twelfth year, the Educational Research Journal is now jointly published by the Hong Kong Educational Research Association and the HKIER. It publishes original contributions on areas of education of particular interest to educators and teachers in schools, colleges, universities, and other academic and applied settings. The journal gives special attention to articles reporting the results of empirical studies, theoretical articles, methodological innovations, topical reviews of research, and studies dealing with the evaluation of education programmes and policies. Manuscripts in English or Chinese are welcomed and should be submitted to the Editor, Professor David W. Chan, Department of Educational Psychology, Faculty of Education, CUHK.

Recent Publications

OCCASIONAL PAPERS

✍ OP13: 曾榮光 1998

《英中學額分配政策的匱乏與不均等：香港中學教學語言政策的再思》。

香港教育研究所。

本報告是針對《中學教育語言指引》的建議，並應用《1996/98 年度中學學位分配十八區學校的中學一覽表》的數據，以展示前者政策建議所造成的不公平和不均等。

✍ OP 14: 謝均才 1998

《教育機會差異在香港：現狀和研究議題評述》。

香港教育研究所。

✍ OP 15: Henry M. Levin 1998

Education and the Ability to Deal with Change.

Hong Kong Institute of Educational Research.

BOOKS

✍ Chan, David W. 1998

Helping Students with Learning Difficulties

Hong Kong: The Chinese University Press

✍ Dimmock, C & O'Donoghue 1997

Innovative School Principals and Restructuring

London: Routledge

This book offers insight into the ways in which six principals lead the change process in their schools. The innovative methodology employed – namely, the edited topical life history approach – identifies key events, experience and significant others in the lives of the case study principals, and shows how these have shaped their changes to the curriculum teaching and learning in their schools.

✍ Lee, C. K. John 1998

Theory and Practice in Environmental Education in Primary and Secondary Schools Towards Sustainable Development (Provided by UNESCO)

Beijing: Beijing Normal University Press

✍ Man, S. W. (guest co-editor with S. P. Lo) 1998

Chinese Sociology and Anthropology: Special Issues on Colonial and Postcolonial Imaginations in Hong Kong

New York: M.E. Sharpe.

A collection of scholarly and critical articles on different aspects of the colonial and postcolonial experience of Hong Kong.

✍ 周漢光 1998

《閱讀與寫作教學》。

香港：中文大學出版社。

本書所收錄的文章，內容廣泛，從解決學生閱讀與寫作的實際問題出發，理論與實踐並重，對改善學生的讀寫能力，很有幫助。

This book collects articles on various aspects of the teaching of reading and writing. The articles are all problem-based and integrate theory with practice.

✍ 文思慧、蔡寶瓊 編 1997

《性教育再思—教育工作者參考手冊》。

香港：中文大學出版社。

This book examines critically the value components and social dimension of the construction of sexuality in existing sex education. It also offers some practical suggestions on alternative sex education practices.

✍ 劉國強、王啟義、鄭漢文 編 1997 Lau Kwok Keung, Wong Kai Yi, and Roger Cheng Hon Man

《華人地區大學通識教育學術研討會論文集》。 Proceedings of the "Congress on University General Education in the Chinese Context."

香港：中文大學通識教育辦公室出版。

This is a collection of papers with themes including: reflections on the teaching of general education in U.S.A., China, Taiwan, Hong Kong and other Chinese communities; discussion on the aim, significance and curriculum of general education, the relationship between liberal education and general education; Chinese culture education and general education; and general education and society.

✍ 曾榮光 1998

《香港教育分析：社會學的視域》。

香港：三聯書店

本書就1982-1997十五年間，主要針對教統會七份報告書的政策建議，加以分析及批判。

✍ For details concerning the above publications,
please contact XiaoJin <xiaojin@cuhk.edu.hk>

✍ Agelasto, Michael and Bob Adamson (eds) 1998

Higher Education in Post-Mao China

Hong Kong University Press 1998

Higher education has been identified by China's leaders as playing a key role in the Four Modernisations drive. This book examines a broad spectrum of educational reforms and their subsequent impact. Some consequences were intentional, others were unplanned. Whilst not diminishing the successes already made by reforms, the chapter authors take a critical and analytical view of the gaps between planning and reality at the grassroots.

✍ Kwo, Ora (ed.) 1998

Professional Learning Together: Building a Collaborative Culture in Teaching Practicum Supervision

113 pp. ISBN 962-8093-08-8 In-Service Teacher Education Programme, University of Hong Kong

Available from: mlkchung@hku.hk HK\$100

This is a collaborative product from a series of workshops for teacher educators. Through the open interflow of experiences, the authors reached further understanding of the impact of their supervisory visits on student teachers' learning. The book is intended for teacher educators, senior teachers and principals who are involved in staff development.

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<i>Doing Comparative Education: Three Decades of Collaboration</i> (1998, 356 pp.) by Harold J. Noah & Max A. Eckstein ISBN 962-8093-87-8	\$250	\$200		
<i>Young People and Careers: School Careers Guidance in Hong Kong, Shanghai and Edinburgh</i> (1998, 160 pp.) by Zhang Weryuan ISBN 962-8093-89-4	\$180	\$144		
<i>Comparative Higher Education: Knowledge, the University, and Development</i> (1998, 312 pp.) by Philip G. Altbach ISBN 962-8093-88-6	\$180	\$144		
<i>Education and Political Transition: Implications of Hong Kong's Change of Sovereignty</i> (1997, 169 pp.) edited by Mark Bray & W. O. Lee ISBN 962-8093-90-8	\$100	\$80		
<i>Education and Political Transition: Perspectives and Dimensions in East Asia</i> (1997, 115 pp.) edited by W. O. Lee & Mark Bray ISBN 962-8093-93-2	\$100	\$80		

Other books published and/or distributed by CERC

	List Price (HK \$)	Discount Price (HK \$)	Quantity	Payment (HK \$)
<i>Financing of Education in Indonesia</i> (1998, 133 pp.) edited by Mark Bray & R. Murray Thomas ISBN 971-561-172-9	\$140	\$112		
<i>The Chinese Learner: Cultural, Psychological and Contextual Influences</i> (1996, 285 pp.) edited by David A. Watkins & John Biggs ISBN 0-80431-182-6	\$175	\$140		
<i>Science and Mathematics Achievements at the Junior Secondary Level in Hong Kong: A Summary Report for Hong Kong in the TIMSS</i> (1996, 39 pp.) edited by Nancy Law ISBN 962-8093-95-9	\$25	\$20		
<i>Science and Mathematics Achievements at the Mid-Primary Level in Hong Kong: A Summary Report for Hong Kong in the TIMSS</i> (1997, 40 pp.) edited by Nancy Law ISBN 962-8093-96-7	\$25	\$20		

Cheques should be made payable to The University of Hong Kong. Prices include local postage.

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Comparative Education Society of Hong Kong
香港比較教育學會

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Email Address: _____

Signature: _____ Date: _____

Please return this form together with a crossed cheque for HK\$150 (or HK\$100 for full-time students), made payable to THE COMPARATIVE EDUCATION SOCIETY OF HONG KONG, to Dr Xiao Jin, Treasurer, The Comparative Education Society of Hong Kong, c/o Faculty of Education, The Chinese University of Hong Kong, Sha Tin, N.T., Hong Kong.

表格請連同港幣\$150 之劃線支票(全日制學生為港幣\$100)一起遞交往新界沙田中文大學教育學院，轉香港比較教育學會財務 - Dr. Xiao Jin 收，支票抬頭請寫上『香港比較教育學會』。

Received from _____ the sum of \$150 / \$100 being CESHK membership fee for 1999.

Signed _____

Date _____

Dr Xiao Jin (Treasurer)

Comparative Education Society of Hong Kong

Tenth Anniversary Conference

“Comparative Education Research: Perspectives of Hong Kong Scholars”

Date: Saturday 27th March 1999

Venue: Hong Kong Institute of Education

CESHK Members: Free
Non-members: HK\$150

Deadline for proposals: March 1st 1999

Registration form (on the back), enquiries and proposals in English or Chinese (maximum 250 words/characters) should be addressed to:

Dr Bob Adamson
Department of Curriculum Studies
University of Hong Kong
Pokfulam Road
Hong Kong

e-mail: <badamson@hkusua.hku.hk>

Tel: 2859 1952

(Please mark you envelope/title your message “CESHK”)

香港比較教育學會

第十屆研討會

日期：一九九九年三月二十七日（星期六）

地點：香港教育學院

參加費用：全免（會員）
HK\$150（非會員）

現為是次研討會，公開徵求建議書（中文或英文），題目為『比較教育研究之香港學者的看法』，250字上限，完成後請連同背面之登記表格寄往：

香港
薄扶林道
香港大學教育學院課程學系
鮑勃博士

電話：2859 1952

電郵：<badamson@hkusua.hku.hk>

截止日期：一九九九年三月一日

（如有任何疑問，歡迎查詢）

備註：請在信封面或電郵內註明【CESHK】

CESHK

Comparative Education Society of Hong Kong

香港比較教育學會

第十屆研討會登記表格

10th Anniversary Conference - Registration Form

Participant Status 參加者身份

- Member (Free) 會員 (免費)
- New Member/Renewal + Conference = \$150 (student \$100)
新會員或欲參加研討會及更新會籍，收費港幣 150 元 (學生收費港幣 100 元)
- Conference Only \$150 (student \$100)
欲參加研討會，收費港幣 150 元 (學生收費港幣 100 元)

Prof 教授 Dr 博士 Mr 先生 Mrs 太太 Ms 女士 Miss 小姐

Name _____
英文姓名

Name in Chinese _____
中文姓名

Correspondence Address 通訊地址 _____

E-mail 電子郵箱 _____

Mobile Phone 手提電話 _____

Pager 傳呼號碼 _____

Tel. Nos. 電話: (H) 住宅 _____

(o) 辦事處 _____

Fax 傳真 _____

Name of Institution _____
機構名稱

Position _____
職位

I wish to present a paper:
本人將呈上論文

Yes 是
(Please attach abstract 請附上提要)

No 不是

Please send the form (with a maximum 250 words/characters abstract if you wish to present a paper) and a cheque for \$150/\$100 (according to Participant Status) made out to THE COMPARATIVE EDUCATION SOCIETY OF HONG KONG to : Dr. Bob Adamson, Dept. of Curriculum Studies, The University of HK, Pokfulam Road, Hong Kong. Fax : (852)2858 5649.

請將表格連同一份 250 字上限之提要(如閣下將提交論文)及港幣 150 元或 100 元之支票(按參加者身份)寄往香港薄扶林道香港大學教育學院課程學系鮑勃博士收，支票抬頭請寫上『香港比較教育學會』；閣下亦可將表格傳真到(852)2858 5649。

Signature _____
簽署

Date : _____
日期