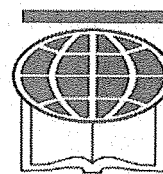


# 香港比較教育學會

Comparative Education Society of Hong Kong



## Comparative Education Bulletin (No.3 1999)



### From the Editor ...

This is a special year with the return of Macau and the coming of Y2K (hopefully bug-free). Both events have significance for our field. There are interesting comparisons to be made between the handovers of Hong Kong and Macau with regard to education—indeed several CESHK members have contributed to a recently published book on that very subject, edited by Mark Bray and Ramsey Koo. The advent of the 21<sup>st</sup> Century provides a chance to take stock and to crystal ball the future. In his Presidential Address at our 10<sup>th</sup> Anniversary conference last March (reproduced in this Bulletin), Mark Bray looked at the development of comparative education in Hong Kong over the past decade and identified future possibilities.

Given the interest in Macau, CESHK organised a study tour to educational institutions there on October 18<sup>th</sup>. This is a holiday in Hong Kong, but not in Macau. We are grateful to Ramsey Koo and ACEI for making the arrangements. David Yan reports inside.

The CESHK 10<sup>th</sup> Anniversary conference was a major success. We were royally treated by the Hong Kong Institute of Education—our particular thanks to Ruth Hayhoe for this—and we enjoyed the benefits of small, focused groups for the paper presentations and discussions. Several of the papers from that conference appear in this Bulletin. Encouraged by the positive response, we have organised the CESHK 2000 conference on Saturday 22<sup>nd</sup> January, at the University of Hong Kong. The focus is on comparative education research methodology, and all presenters are asked to highlight this aspect of their research when presenting their papers. The call for papers and other information about the conference are found inside.

One final point about the beginning of the new academic year: new members who pay CESHK subscriptions between September 1<sup>st</sup> and December 31<sup>st</sup> 1999 are considered to have paid their Y2K subscriptions. Perhaps this would be a good moment to remind members that your subscription renewal is included in the conference fee. Extraordinary value!

Looking forward to seeing you at CESHK events,

Bob Adamson

### CESHK 2000 Conference

**Date:** Saturday 22nd January 2000  
**Venue:** Comparative Education Research Centre,  
University of Hong Kong  
**Time:** 9:30 to 3:30

See the details inside or visit the CESHK homepage  
<http://www.hku.hk/cerc/ceshk.htm>

## CESHK 10<sup>th</sup> Anniversary Conference Presidential Address

### **Comparative Education Research in Hong Kong: A Decade of Development, and an Agenda for the Future**

Mark Bray (Comparative Education Research Centre, The University of Hong Kong)

Presenting this address at the 10<sup>th</sup> anniversary of the Comparative Education Society of Hong Kong (CESHK), it seems appropriate to begin by looking back. I am honoured to find myself President of the society at this time, and begin by paying tribute to predecessors who have served on the society's Executive Committee. They are listed in the society's Bulletin (CESHK 1999, p.3), and deserve thanks and appreciation.

The 1990s have proved an exciting period for specialists in Hong Kong who are concerned with comparative education research. The decade brought blossoming of the specialism to the extent that Hong Kong has been placed firmly on the international map as an arena in which cutting-edge research is being conducted. The CESHK has played a valuable part in this.

The field of comparative education has always had loosely-defined boundaries, and in some contexts these boundaries have been a focus of debate (Kelly 1992; Watson 1996). Traditionally, the field has been dominated by cross-national studies; and much comparative education has focused on systems of education. However, a good case can be made for including many other foci of research under the heading of comparative education. Comparisons can be made within countries as well as between them; and foci can include sub-systems and even smaller components as well as whole systems of education (Noah 1973; Bray & Thomas 1995). At least one scholar in Hong Kong has also made the methodological case for comparisons over time as well as space (Sweeting 1998). Nevertheless, as will be shown below, the bulk of research in Hong Kong that has explicitly been conceived under the heading of comparative education concerns international comparisons, many of them at the system level.

To help demonstrate the reasons for the development of this type of comparative education during the last decade, the paper begins by charting some of the background factors. It then identifies some features of the development, including some of the major thrusts of work that has been undertaken by scholars based in Hong Kong. Finally, the paper proposes some domains deserving attention in the future.

#### **Special Features of Hong Kong Society**

The fact that expertise in international comparative studies has developed in Hong Kong arguably should cause no surprise. Hong Kong is by nature an international community that is heavily dependent on trade, and has always been outward-looking. In 1997, Hong Kong was ranked the world's seventh-largest trading entity, with the world's busiest container port and busiest airport in terms of the volume of cargo handled (Hong Kong 1998, p.42). Although 98 per cent of the population is of Chinese

ethnicity, most families have members who are resident outside the territory. In the past, the majority of such family members were in mainland China; but recent years have brought increased movement from Hong Kong to other parts of the world, and therefore strengthening of contacts particularly with such countries as Australia, Canada and the USA.

The 2 per cent of the population who are not of Chinese ethnicity includes a substantial number of academics in tertiary institutions. Data reported by Postiglione (1996, p.196) indicated that in 1993, 33 per cent of academic staff in seven institutions funded by the University Grants Committee were employed on non-local terms. Certain parts of the world were significantly better represented than others in the non-local recruitment. Most numerous were nationals of Australia, the United Kingdom, the United States and mainland China. Very few people were recruited from Africa, the Arab states, Latin America, the former Soviet Union or even such nearby parts of Asia as Cambodia, Indonesia, Philippines and Thailand. Nevertheless, the non-local employees did bring with them perspectives from their home countries and elsewhere, and helped to internationalise both teaching and research.

Many local academics also have broad international experience. Until the 1980s, that fact that few university places were available in the territory forced many people to go abroad, especially for postgraduate studies (Shive 1992, pp.220-23). The survey conducted by Postiglione (1996, p.197) found that in 1993, 84 per cent of academic staff had obtained their highest qualifications outside Hong Kong. Again most people had obtained degrees from a limited number of English-speaking and Chinese-speaking countries in Europe, Asia and North America, but this nevertheless increased exposure to external ideas. During the 1990s the capacity of tertiary institutions expanded dramatically (Morris et al. 1994; Yung 1999), which meant that the flow of Hong Kong students reduced. However, many foreign universities continued to attract Hong Kong students either for full-time courses or for part-time distance education programmes, especially at postgraduate levels.

Another factor which has promoted Hong Kong's international outlook has been the increasing prosperity of the population. Even after the Asian economic crisis which hit Hong Kong in 1998, families can afford leisure travel to a far greater extent than previously. Hong Kong tourists can now be found in all parts of the region and beyond. This broadens general outlooks, and encourages international foci in research as well as in daily living.

A further relevant factor is the size of the territory. The USA, as a large country, has generated a huge volume of research; and, while not desirable, it is not uncommon for

research conducted there to be grounded in literatures which are themselves derived solely from research in the USA. In contrast, Hong Kong is a small place. The volume of research on Hong Kong has grown impressively during the last few decades, but it would still be inconceivable for any serious study to be based only on local literature. As such, the small size of the territory to some extent forces all researchers to be comparativists (though they may not apply that label to themselves).

#### **Development of Comparative Education Research**

Comparative education research in Hong Kong may be said to have a long history. Sweeting (1999) observes that at the University of Hong Kong, work in fields at least contiguous with comparative education was published in 1926; and archival investigation of government, church and other records would no doubt find roots that are considerably older. However, scholarly research specifically conducted under the label of comparative education has only gained prominence fairly recently.

The establishment of the CESHK in 1989 both reflected and promoted this development. The founding-President of the CESHK was based at the Chinese University of Hong Kong – a fact which reflected the research focus of a group of specialists in comparative education in that institution. Membership of the society was drawn not only from the Chinese University but also from other tertiary institutions. Postiglione (1995, p.4) highlighted the role that the CESHK could play in Hong Kong's forthcoming political transition by providing the community with a better understanding of education in China. The society has also, of course, played other roles. The CESHK has provided a forum for exchange of views, development of partnerships, and shaping of new initiatives. The society is a member of the World Council of Comparative Education Societies (WCCES), and its officers have contributed to the functioning of that body. In the process, this work has given Hong Kong visibility within the wider arena.

Among the activities of the CESHK has been the hosting of a conference, in conjunction with the Faculty of Education at the Chinese University of Hong Kong and the *Education Journal* published by the Faculty, in 1993. The conference theme was 'Education and Development in the Asian Pacific Rim', and the event led to a substantial double-issue of the journal (Vol.21, No.2 & Vol.22, No.1, 1994). Hong Kong's role as a place which serves speakers and readers of both Chinese and English was reflected in the fact that seven of the 16 contributions were written in Chinese and nine were written in English (with a 'Note from the Editor' in both languages). The double-issue brought together papers focusing on South Korea, Malaysia, Singapore, Thailand, Hong Kong, Taiwan and mainland China, as well as two more-general theoretical and comparative pieces (Tsang 1994; Lo 1994).

Comparative education has also gained prominence in the internal structure of some institutions. One example is the Comparative Education Research Centre (CERC) which was formed at the University of Hong Kong in 1994. CERC brings together staff and students across departments and other units within the university. It currently has 55 staff

members and 35 student members, plus six distinguished Associate Members outside the institution. CERC already has many achievements to its credit. It has hosted numerous seminars and workshops, and published eight books. Six of these books are in a series entitled 'CERC Studies in Comparative Education', for which other volumes are in the pipeline (CERC 1999).

The Hong Kong Institute of Education (HKIEd) has also grown as a centre of expertise in comparative education. The 1997 *Staff Research and Scholarship Profile* listed 40 staff members who had particular interests in what was described as "international education/comparative education studies" (HKIEd 1997, p.533). Especially prominent among the comparativists on the HKIEd staff is Ruth Hayhoe. In addition to her work on China (e.g. Hayhoe 1992, 1996), she has written on broad conceptual themes (e.g. Hayhoe 1993, 1995).

Other tertiary institutions in Hong Kong may not have strong concentrations of scholars who specialise in comparative education, but several institutions have individuals who have made prominent contributions. The City University of Hong Kong, Lingnan College, the Baptist University, and the Hong Kong University of Science & Technology are in this category.

While parts of the preceding paragraphs have focused on expertise in particular institutions, one role of the CESHK is to bring together scholars across institutions. This is apparent in the composition of the Executive Committee and in the attendance at this conference. Such inter-institutional cooperation is especially valuable in a climate which otherwise has a strong element of inter-institutional competition.

In addition to the CESHK, it may be added, Hong Kong academics are active contributors to several other comparative education societies. Researchers in Hong Kong have played an important role in the Comparative Education Society of Asia (CESA), including membership of its Board of Directors. Hong Kong researchers have also been prominent in the US-based Comparative & International Education Society (CIES). The 1995-96 CIES Membership Directory showed 19 members who were resident in Hong Kong (CIES 1996, p.58). As a proportion of total population, that number was a considerably larger percentage than for any country outside the USA. Of particular prominence in the CIES is the role played by Ruth Hayhoe, who took up the Presidency in 1999, and who organised the 1999 CIES conference in Toronto. Finally, Jack Lam at the Chinese University of Hong Kong edits the journal of the Comparative & International Education Society of Canada (CIESC). Since 1998, this journal, entitled *Canadian and International Education* has been published by the Hong Kong Institute of Educational Research at the Chinese University of Hong Kong. Lam observed in his editorial for Vol.27, No.2 of the journal (Lam 1998) that the generous financial support provided by the Hong Kong Institute of Educational Research permits the journal to "continue to provide a vital role in assisting scholars from the Canadian and international education communities to engage in their intellectual discourse, and disseminate their research findings".

### Some Characteristics of Major Research Thrusts

It would be difficult to highlight all the major studies undertaken by comparativists in Hong Kong, and the full task of collation and classification must await future analysis. Meanwhile, however, a few general remarks may be made.

As might be expected, much of the work by Hong Kong researchers published in comparative education books and journals focuses more on Hong Kong than on other places. The main justification for calling this work comparative lies in the ways that it is contextualised. When Hong Kong chapters are presented in books which focus on many countries, the work as a whole is (or should be) comparative. Similar remarks apply to articles about Hong Kong in international journals. Moreover, even when focusing on Hong Kong, such chapters and articles usually commence with explicit contextualisation of the Hong Kong scene within broader frameworks.

In addition to the many chapters and articles which could come under this heading are the studies conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). Hong Kong researchers have participated in many of these studies, including ones focusing on science education, mathematics education, pre-primary education, reading/literacy, civic education, and information technology and education. Since national researchers around the world in the IEA framework each collected data on their own countries, Hong Kong scholars operating within this framework were able both to contribute to the comparative analysis and to view their own work in the light of studies conducted elsewhere.

Some Hong Kong researchers have also conducted in-depth studies of education in other countries. Again, the reports of these studies do not always cast the findings within a specifically comparative framework; but they can at least be classified as international education, even if not so easily as comparative education (Wilson 1994). Work on mainland China is more difficult to classify. Before the resumption of sovereignty in 1997, such work when conducted by Hong Kong scholars could perhaps be called international but now might be better described as domestic.

Moving to more explicitly comparative work, various books edited or co-edited by Hong Kong researchers directly place patterns in different societies side by side (e.g. Marsh & Morris 1991; Lam et al. 1993; Morris & Sweeting 1995; Mak 1996; Postiglione & Lee 1996; Postiglione & Mak 1997; Bray & Steward 1998). The majority of these books focus on the Asian region, and on East Asia in particular. In addition, several scholars have written sole-authored comparative books (e.g. Lee 1991; Bray 1992, 1996; Zhang 1998) which have either an Asian or a broader focus.

A further impression of the scope of work conducted by Hong Kong scholars may be gained by perusal of the major comparative education journals. The list below focuses on the period since 1990. It covers the five journals which are widely considered the top English-language<sup>1</sup> vehicles in the

<sup>1</sup> The *International Review of Education* also publishes articles in French and German. Abstracts are published in English,

field of international comparative education, and the comparative education journal with the greatest circulation in Chinese.<sup>2</sup>

#### *Comparative Education Review* (Chicago)

- Postiglione, Gerard A. (1991): 'From Capitalism to Socialism? Hong Kong Education within a Transitional Society', Vol.35, No.4, pp.627-49.
- Luk Hung-Kay, Bernard (1991): 'Chinese Culture in Hong Kong Curriculum: Heritage and Colonialism', Vol.35, No.4, pp.650-68.
- Lo Nai-Kwai, Leslie (1991): 'State Patronage of Intellectuals in Chinese Higher Education', Vol.35, No.4, pp.690-720.
- Bray, Mark (1992): 'Education, Scale and Politics: Divergence and Convergence of Educational Development in Hong Kong and Macau', Vol.36, No.3, pp.322-42.
- Law Wing Wah (1995): 'The Role of the State in Higher Education Reform: Mainland China and Taiwan', Vol.39, No.3, pp.322-55.
- Adamson, Bob & Morris, Paul (1997): 'The English Curriculum in the People's Republic of China', Vol.41, No.1, pp.3-26.
- Morris, Paul, McClelland, Gerry & Wong Ping Man (1997): 'Explaining Curriculum Change: Social Studies in Hong Kong', Vol.41, No.1, pp.27-43.
- Mok Ka Ho (1997): 'Retreat of the State: Marketization of Education in the Pearl River Delta', Vol.41, No.3, pp.260-76.
- Postiglione, Gerard A. (1998): 'Maintaining Global Engagement in the Face of National Integration in Hong Kong', Vol.42, No.1, pp.30-45.

#### *Comparative Education*

- Bray, Mark (1990): 'The Quality of Education in Multiple-Shift Schools: How far does a Financial Saving imply an Educational Cost?', Vol.26, No.1, pp.73-81.
- Bray, Mark (1993): 'Education and the Vestiges of Colonialism: Self-determination, Neocolonialism and Dependency in the South Pacific', Vol.29, No.3, pp.333-48.
- Cheng Kai-Ming (1994): 'Young Adults in a Changing Socialist Society: Post-Compulsory Education in China', Vol.30, No.1, pp.63-73.
- Agelasto, Michael (1996): 'Educational Transfer of Sorts: The American Credit System with Chinese Characteristics', Vol.32, No.1, pp.69-93.
- Morris, Paul (1996): 'Asia's Four Little Tigers: A Comparison of the Role of Education in their Development', Vol.32, No.1, pp.95-109.
- Law Wing Wah (1996): 'Fortress State, Cultural Continuities and Economic Change: Higher Education in Mainland China and Taiwan', Vol.32, No.3, pp.377-93.
- Mok Ka Ho (1997): 'Private Challenges to Public Dominance: The Resurgence of Private Education in the Pearl River Delta', Vol.33, No.1, pp.43-60.
- Bray, Mark (1997): 'Education and Colonial Transition: The Hong Kong Experience in Comparative Perspective', Vol.33, No.2, pp.157-69.
- Sweeting, Anthony (1997): 'Education Policy and the

French, German, Spanish, and Russian.

<sup>2</sup> Two journals are called *Comparative Education Review*. One is published by the University of Chicago Press in English, and the other is published by Beijing Normal University in Chinese.

- 1997 Factor: The Art of the Possible Interacting with the Dismal Science', Vol.33, No.2, pp.171-85.
- Law Wing Wah (1997): 'The Accommodation and Resistance to the Decolonisation, Neocolonisation and Recolonisation of Higher Education in Hong Kong', Vol.33, No.2, pp.187-209.
- Tan, John Kang (1997): 'Church, State and Education: Catholic Education in Hong Kong during the Political Transition', Vol.33, No.2, pp.211-32.
- Adamson, Bob & Auyeung Lai, Winnie (1997): 'Language and the Curriculum in Hong Kong: Dilemmas of Trilingualism', Vol.33, No.2, pp.233-46.
- Morris, Paul & Chan, K.K. (1997): 'The Hong Kong School Curriculum and the Political Transition: Politicisation, Contextualisation and Symbolic Action', Vol.33, No.2, pp.247-64.
- Dimmock, Clive & Walker, Allan (1997): 'Hong Kong's Change of Sovereignty: School Leader Perceptions of the Effects on Educational Policy and School Administration', Vol.33, No.2, pp.277-302.

#### Compare

- Morris, Paul (1992): 'Political Expectations and Educational Reform: The Case of Hong Kong prior to its Return to the Sovereignty of the People's Republic of China', Vol.22, No.2, pp.153-64.
- Bray, Mark (1994): 'Decolonisation and Education: New Paradigms for the Remnants of Empire', Vol.24, No.1, pp.37-51.
- Adamson, Bob (1995): 'The "Four Modernisations" Programme in China and English Language Teacher Education: A Case Study', Vol.25, No.3, pp.197-210.
- Dimmock, C., O'Donoghue, T. & Robb, A. (1996): 'Parental Involvement in Schooling: An Emerging Research Agenda', Vol.26, No.1, pp.5-20.
- Ho Kwok Keung (1996): 'The Past, Present and Future of the Religious Schools in Hong Kong', Vol.26, No.1, pp.51-9.
- Stimpson, Philip (1997): 'Environmental Education in Hong Kong and Guangzhou: One Purpose, Two Systems?', Vol.27, No.1, pp.63-74.
- Cheung Chi Kim & Leung, Margaret (1998): 'From Civic Education to General Studies: The Implementation of Political Education into the Primary Curriculum', Vol.28, No.1, pp.47-56.

#### International Journal of Educational Development

- Bray, Mark (1990): 'The Economics of Multiple-shift Schooling: Research Evidence and Research Gaps', Vol.10, No.2/3, pp.181-7.
- Kember, David & Gow, Lyn (1993): 'Problems with Implementing Goals in Higher Education: A Hong Kong Case Study', Vol.13, No.2, pp.113-24.
- Sweeting, A.E. & Morris, P. (1993): 'Educational Reform in Post-War Hong Kong: Planning and Crisis Intervention', Vol.13, No.3, pp.201-16.
- Tan, Jason (1993): 'Independent Schools in Singapore: Implications for Social and Educational Inequalities', Vol.13, No.3, pp.239-51.
- Xiao Jin & Tsang Mun C. (1994): 'Costs and Financing of Adult Education: A Case Study of Shenzhen, China', Vol.14, No.1, pp.51-64.
- Cheng Kai Ming (1994): 'The Changing Legitimacy in a Decentralizing System: The State and Education Development in China', Vol.14, No.3, pp.265-69.
- Sweeting, Anthony (1998): 'The Globalisation of Learning: Paradigm or Paradox?', Vol.16, No.4, pp.379-91.

- Mok Ka Ho & Wat King Yee (1998): 'Merging of the Public and Private Boundary: Education and the Market Place in China', Vol.18, No.3, pp.255-67.
- Craft, Maurice, Carr, Ronnie & Fung, Yvonne (1998): 'Internationalisation and Distance Education: A Hong Kong Case Study', Vol.18, No.6, pp.467-72.
- Bray, Mark (1998): 'Regional Examinations Councils and Geopolitical Change: Commonality, Diversity, and Lessons from Experience', Vol.18, No.6, pp.473-86

#### International Review of Education

- Morris, Paul (1990): 'Bureaucracy, Professionalization and School Centred Innovation Strategies', Vol.36, No.1, pp.21-41.
- Bray, Mark & Lee, W.O. (1993): 'Education, Democracy and Colonial Transition: The Case of Hong Kong', Vol.39, No.6, pp.541-60.
- Bray, Mark (1996): 'Equity Issues in Local Resourcing of Education: Community Financing of Primary Schools in Bhutan', Vol.42, No.5, pp.495-514.
- Carless, David R. (1997): 'Managing Systemic Curriculum Change: A Critical Analysis of Hong Kong's Target-Oriented Curriculum Initiative', Vol.43, No.4, pp.349-66.
- Mok Ka Ho (1997): 'Privatization or Marketization: Educational Development in Post-Mao China', Vol.45, Nos.5-6, pp.547-67.

#### Comparative Education Review (Beijing)

- Zhang Minxuan (1995): 'A Review of Reform on Policies for College Students' Financial Support in Australia', Vol.93, No.3, pp.10-14.
- Lee Wing On (1997): 'Nation-state Education in the Guidelines on Civic Education in Hong Kong's Schools', Vol.105, No.3, pp.1-5.
- Bray, Mark & Gui Qin (1998): 'Comparative Education in the Asian Region: Implications for the Field as a Whole', Vol.112, No.4, pp.13-15.

The above list is impressive in quantity, and helps explain why Hong Kong has become well-known in the international arena as a centre of research on comparative education. Among the studies, however, the largest group (21 out of 48) examines patterns in Hong Kong within the framework of wider literatures. The second-largest group (11 out of 48) primarily focuses on mainland China. A further two articles take Hong Kong as one in a pair of comparisons (the other in the pair being Macau in one article, and Guangzhou in the other); and two articles take mainland China as one of a pair of comparisons (the other in the pair in both cases being Taiwan). Rather few articles stretch beyond East Asia in their main geographic focus. In terms of subjects, the dominant topics are political change, curriculum, and economics and financing.

#### Perspectives for the Future

Many of the developments outlined in this paper give grounds for optimism. Hong Kong has developed a vigorous higher education sector, and tertiary institutions have both the capacity and the incentives to maintain the type of track-record displayed during the 1990s. During the period so far since the change of sovereignty, the general emphasis has been strongly on continuity rather than change.

This has included continued international recruitment in the tertiary sector, and funding levels for academic staff which have permitted and encouraged attendance at international conferences. At the same time, many departments in tertiary institutions have been enriched by recruitment of personnel from mainland China, which has increased the diversity of perspectives.

In the longer run, of course, much will depend on factors which cannot be controlled or even predicted. They include macro-economic and political dimensions as well as narrower professional factors in the education sector. Review of institutions in other parts of the world shows that while some have become more prominent in the field of comparative education, others have become less prominent. Similar remarks apply to comparative education societies. Much depends on the individuals who happen to be employed in particular institutions, or who happen to be the officers of societies, during particular periods of history. From this perspective, the status of comparative education in Hong Kong cannot necessarily be described as secure.

Nevertheless, Hong Kong has some distinguishing features which will permit it to play a pivotal role in the coming years. It seems likely that the field of comparative education as much as other domains of enquiry, will blossom in mainland China; and Hong Kong scholars can play a valuable role in assisting that process (Gu 1999). Chinese will become an increasingly important vehicle for reporting comparative studies, and scholars who are fluent in both Chinese and English can help both in the dissemination of knowledge and in the interpretation of different discourses. Hong Kong can also continue to benefit from the movement of its peoples, part of which comes from the fact that Hong Kong now has a diaspora firmly rooted in such countries as Australia, Canada and the United States as well as in Hong Kong itself. Hong Kong will also continue to benefit from its international recruitment, even though the majority of non-local employees are likely to continue to come from a rather restricted range of countries.

Returning to the list of 48 articles listed above from the six journals, one might hope for diversification in the geographic foci for comparative studies and increased maturity in the methodological domain. While it is natural for Hong Kong scholars to focus on Hong Kong itself and on mainland China, that focus to some extent limits the impact of our work on the field as a whole. As Hong Kong's expertise matures, it would be reasonable to hope for and anticipate a stronger element of theoretical work and of cross-national comparison in which Hong Kong and/or China is only one of many territories compared – or indeed does not specifically feature in articles at all.

However, work on Hong Kong and China should of course not be undervalued or downplayed. Much valuable work remains to be done, not only with a cross-national emphasis but also with an intra-national emphasis. Scholars who wish to focus on systems of education could usefully illuminate broader debates by comparing the mainstream local system with that of the various international schools in Hong Kong. They could also compare sub-sectors within the mainstream local system, such as the sub-groups of

schools operated by the Anglican church, the Tung Wah Group of Hospitals, the Buddhist associations, etc.. Within mainland China, much work remains to be done for example to compare patterns in different provinces and districts, and to compare public and private schools. In both Hong Kong and mainland China, much work is needed to compare schools, classrooms, and individuals. Many researchers are in fact working at these levels already; but they tend not to describe themselves as comparative educationists, and they commonly have different approaches from scholars who focus on cross-national comparisons. It is arguable that more cross-fertilisation is needed, and this could be among the goals for the coming years of the CESHK.

Finally, given that the set of 47 articles presented above was dominated by perspectives on the curriculum and on the politics, economics and financing of education, a need would seem to exist for greater inter-disciplinarity. Few articles on the list addressed domains in the psychology of education, for example. Also under-represented were analyses of teacher education, special education, and adult education. Again, it is arguable that more communication is needed between the different communities of professionals concerned with education; and again it might seem desirable for the CESHK to try to provide a more effective forum to meet the need.

In summary, the achievements of the last decade are very significant, and provide a momentum which will carry the field forward to the next decade. At the same time, much remains to be done. Researchers with an explicitly comparative orientation have much to contribute to the whole field of educational studies; and the processes of making these contributions will help to sharpen methodological approaches and define further avenues for fruitful enquiry. On behalf of the society, I invite you to participate in these developments, and to help make the second decade of the CESHK as productive as the first.

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### "COMPARATIVE EDUCATION RESEARCH: PERSPECTIVES OF HONG KONG SCHOLARS"

#### PRESENTATIONS:

**Gui Qin:** The task of comparative education in the new century: perspectives from the "learning revolution"

**Anthony Sweeting:** Comparative education in Hong Kong: historical, international & comparative perspectives

**Wu Siu-wai, Choi Cheong, Koo Ding Yee, Chan Shing Kun:** A comparative study on the perspectives of Civic Education of teachers in Hong Kong & Macau

**Chan Shing Yin:** The relationship between school culture and children's learning

**C Dimmock & A Walker:** Reforming schooling in Hong Kong: Western policy in an Asian culture

**G Fairbrother:** Schooling and National Identity in Mainland China and Hong Kong

**Yuen Yuet-mui Celeste:** Towards convergence or divergence: an analysis of Hong Kong & Guangzhou individuals' perceptions in competent adults with implications for meaningful trans-regional curricular change

**D Evans, G Rossman, B Adamson:** Teacher education in developing countries

**Lung Ching Leung:** Students' development: Comparison of the role of form teacher between Hong Kong and China

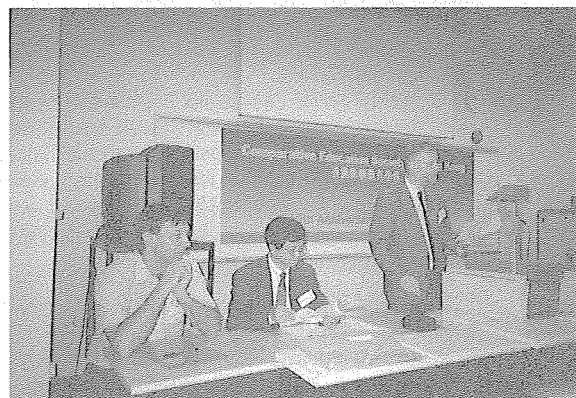
**Anthony Lau:** The cultural contents of the secondary school music curricula in Hong Kong and Taiwan: a comparative study of four sets of textbooks

**Percy Kwok:** Policy-making of 'IT education' at secondary level in Hong Kong and South Korea in comparative perspective

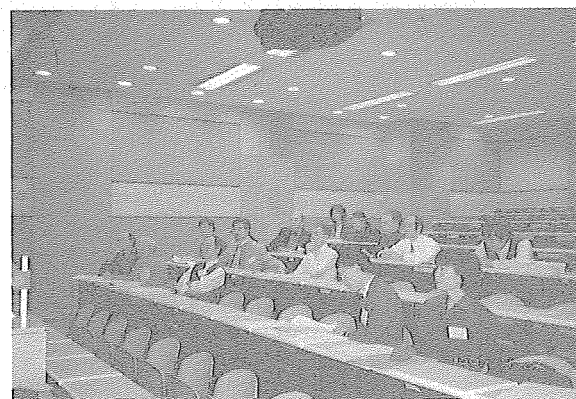
**Xiao Jin:** Human capital development in an emerging economy and its economic effects: the experience of Shenzhen, China

**Cheng Kai Ming:** Comparative education: does it play a role in the local arena?

*Mark Bray giving the Presidential Address*



*CESHK members assemble for the AGM and conference*





## Comparative Education: Does it play a role in local policy-making?

Cheng Kai-ming

By nature, there are two major types of studies in Comparative Education. The rather traditional studies in Comparative Education look at the structure of education systems, the planning, administration and finance of education. Typically such studies look at systemic data, such as student number and financial figures, in order to see how supply meets demand, how equity is achieved, or how education matches employment. There is then the more recent shift to comparing cultures in different communities by way of looking at the practices, aims, values and assumptions in education. Such studies typically look at student learning, classroom teaching, teacher-student relations, school administration, school-family interplay, and so forth.

In both cases, Comparative Education looks at issues at a macro level, as matters of either systems or cultures, and hence should illuminate policy discussions and inform policy-making in the local arenas.

One typical example of such impacts is the case of US education policies, where in recent years, the President's reference to education in the State of the Union is often influenced by comparative studies, such as *The Learning Gap* (Stevenson and Stigler, 1992), that try to highlight the cultural strengths in East Asia. Along similar lines, there are local school districts in US that try to introduce homework and longer school hours. In Massachusetts, for example, there was a recent move to require all school students to wear uniforms (!).

The other examples include the influence of reforms in UK on Australian educational policy-making, and the "effective school" in Australia is obviously an import from UK. There is also the tendency in US to follow the UK trend of national curriculum and student assessment. The development of vocational education in both the Chinese mainland and Taiwan, as another example, are very much influenced by the German model.

It is debatable whether or not an attention to comparative studies in education should lead to borrowing, and it is even more doubtful whether or not such a borrowing always lead to favourable effects (Cheng, 1998). However, Comparative Education is always beneficial if we safely assume that education system face similar problems, and that comparative studies always help open our minds to the alternative perspective of such problems, and to provide us with a larger range of possible solutions. While effective borrowing of success stories are relatively rare, at least failures in other system provide useful lesson to local policy-making.

In a world of increasing globalisation, understanding of what is happening in other systems of education is an important knowledge base of policy-making. However, the positive influence of Comparative Education on education policy-making takes place with a number of

conditions among the policy-makers. First, there is a consciousness that knowledge and information are essential to effective policy-making.

Second, there is an open mind to alternative solutions, and a curiosity about successes and failures in other systems. Third, there is a deep understanding of the problems as well as strengths in the local system, such that knowledge about other systems anchors on local problems.

Apparently, such conditions are lacking in Hong Kong and this has led to the ignorance of Hong Kong's position in the international map of education, the superficial borrowing of policy measures from elsewhere, and the ruthless humiliation of informed advice.

Here I quote three examples: the TIMSS, the consultancy on advisory organs, and the recent discussion on educational aims.

The results of Hong Kong in the TIMSS are by no means favourable. Although Hong Kong maintains 4<sup>th</sup> in Mathematics, it is the lowest in all East Asian societies and indeed demonstrate a decline over years. Its Science results are way below US, which already complains about low achievement in Science. This is in big contrast to Hong Kong's results in the First and Second IEA studies. Rather than using the results as a starting point of change, alerts on this issue by researchers were immediately dismissed by senior officials.

The failure to exploit the wealth of comparative studies may bring about disastrous effects. This may not be the case in other systems where the society is relatively closed and cultural values remain intact. Hong Kong, because of its exposure to diverse cultures, should benefit most from such studies, but could also otherwise become vulnerable because of the unintended proliferation of arbitrary borrowing, repetition of mistakes well acknowledged elsewhere, and uninformed wishy-washy policy-making.

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## **Educational Policy, Cross-Cultural Analysis and Comparative Education**

*Clive Dimmock & Allan Walker (The Chinese University of Hong Kong)*

The trend towards globalisation and internationalisation of school restructuring policy is characterised by the export of ideas and policies from countries such as Britain, the United States and Australia and their import into other societies, including Hong Kong. This phenomenon raises issues regarding the appropriateness and synchrony of the policy reforms for the host cultures which are importing them. Accordingly, by juxtaposing the policy reforms with the cultural characteristics of the host culture (for example, Hong Kong) and by using a process of deductive reasoning, it should be possible to clarify the need for the intended reforms to be adopted, adapted or rejected. It is argued that the most important criterion is that the policy reforms match the host culture in ways that facilitate successful implementation at the school level.

This approach to comparative education ignites some rather novel strategies. These are:-

- using the concept of culture as a basis for comparative description and analysis
- turning the research approach into a predictive and deductive exercise, and
- introducing a sharp edge of policy analysis to comparative education, thereby making it practical, pragmatic and useful for policy makers as well as school practitioners.

Education is culture-bound. Policy makers therefore need to be mindful of societal cultural characteristics when formulating, adopting and implementing policies. School-level administrators, likewise, need to take cognisance of societal (and organizational) cultural characteristics when implementing restructuring policies. The prospect of successful implementation is enhanced when policy makers and school administrators adopt policies consonant with the characteristics of the prevailing societal culture. Hofstede (1991) defines culture as, "patterns of thinking, feeling and acting" underpinning "the collective programming of the mind which distinguishes the members of one group or category of people from another" (pp. 4-5). The "collective programming of the mind" refers to shared beliefs, values, and practices of a group of people, whether that group be a society, nation state, or organization. We agree with Hofstede that culture is learned, not inherited, and that societal and organisational cultures are qualitatively different concepts. We particularly agree with his assertion that there is a need to develop cultural dimensions to compare and to measure cultures (see Dimmock & Walker, 1998a; 1998b).

Embedded in the methodological procedure advocated is a process of deductive and predictive reasoning. The approach makes comparative education meaningful beyond that which is merely interesting. This should appeal to comparativists because it makes their work useful to policy makers and practitioners alike and therefore brings it on to centre stage. For a policy importer, such as Hong Kong, the approach entails, first, gauging key aspects of its culture; secondly, taking stock of the policy reforms advocated; and thirdly, through a deductive, predictive and iterative process, deciding which aspects of the policy harmonise with the culture and which do not. Finally, advice is offered as to which aspects of policy should be adopted, adapted or rejected.

We adopted the approach to study policy making in Hong Kong, including many aspects of policy connected with SMI-ECR7 and TOC. For example, we studied the receptivity of the culture to individualised and student-centred learning, school-based management, collaborative decision-making, development planning, and appraisal (Dimmock, 1998). Brief extracts from three areas—shared decision-making; student-centred learning and appraisal—will suffice as examples.

### **SHARED DECISION MAKING**

A core principle of school-based management enshrined in both SMI and ECR7 is collaborative, shared and participative decision making. Teachers as well as parents are encouraged to join with principals in making decisions. This theme of policy has run into difficulties in Anglo-American systems from whence it is derived. In the high Power-Distance, hierarchical oriented culture of Hong Kong schools, where principals mostly enjoy strong control, it is even more doubtful whether shared decision making is feasible, let alone desirable. A Hong Kong version of 'shared' decision making appears necessary.

### **REFORMS TO TEACHING AND LEARNING**

How appropriate are reforms to teaching and learning recommended in Hong Kong's TOC policy, given the prevailing cultural characteristics. What should be the future design features of core technology in Hong Kong's schools? Besides the fact that classroom conditions, class sizes and traditional teacher-centred methods militate against student-centred learning, evidence suggests that the collectivist dimension of the Chinese culture seems well suited to cooperative learning and peer tutoring, both of which are consistent with the reform policy. However, peer tutoring and cross-age tutoring are convenient and appropriate teaching methods for overcoming large student/teacher ratios and would seem to fit well with the culture. While the current over-reliance on didactic teaching needs to be reduced, the expository methods in which teachers are well versed could serve as a useful base from which to develop best practices of direct teaching, a highly efficacious teaching method.

### **TEACHER APPRAISAL**

Both the SMI and ECR7 are unequivocal about the necessity to introduce a staff appraisal system. The importance of appraisal, as set out in the SMI, is its assessment of staff strengths and weaknesses, clarification of staff development needs, and its contribution to ensuring a

meritocratic basis for promotion. The same arguments are repeated again in the ECR7, only this time appraisal is seen as part of a quality assurance process. By 1997, few schools, even those which were part of the SMI scheme, had introduced appraisal.

Is Hong Kong's culture suited to appraisal? This issue has been addressed in the context of the business world, where performance appraisal systems, strongly advocated in Anglo-American management literature, suggest that employees' performance will improve when they receive direct feedback, usually from a superordinate. This may be true for individualist cultures. Anglo-American models of appraisal not only assume direct feedback, open communication and more equal relationships between the superordinate and subordinate, but also that organisational members see themselves as individuals rather than as team or group members. In collectivist societies, however, these assumptions may not hold, and the giving of direct feedback can destroy the harmony which is considered so important in governing interpersonal relationships. The employee may lose 'face' and with it, personal loyalty to the organisation.

The implication is that introducing appraisal into the collectivist societies of East Asia calls for a different, more culture-sensitive approach. Feedback, for example, should be given indirectly rather than directly, by using a third party. More self-evaluation might be undertaken.

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## THINKING OUTSIDE THE BOX - TEACHER EDUCATION IN LOW-RESOURCE CONTEXTS

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David R. Evans (Center for International Education, University of Massachusetts at Amherst)

Basic education for more than half the world's children is in a state of crisis. At the heart of that crisis is the problem of providing effective teachers for primary schools in most of the less-developed countries. It can be argued that traditional approaches to preservice and inservice training of teachers have not and can not meet the challenge set by world-wide commitment to Education for All (EFA).

The great majority of current thinking, writing and research on teacher education operates within a box formed by the unspoken and often unconscious acceptance of current structures and processes for teacher training. Problems of teacher education are therefore assumed to be solvable within the confines of the box: making improvements on existing models, increasing the amount of resources allocated, and getting governments and societies to make a stronger commitment to quality teacher preparation.

What if this approach is inherently unworkable in such contexts? Many low-resource countries have embarked on these solutions, often with substantial help from international experts and donors. Yet the problems of providing teachers for schools persists and in some cases grows worse in the face of efforts to achieve EFA.

In most countries there are two, largely independent, systems involved with primary education: one system consists of the schools, their staff and the supervisory structure; the other system is typically a set of preservice teacher training colleges and their staff. These two

systems have different goals: the schools teach pupils; the teacher training colleges produce teachers. Linkages between the two systems are usually very weak. The goal, usually unexamined, of teacher education is to produce certified, well-trained teachers in adequate numbers. Teacher education has no direct responsibility for what goes on inside school classrooms once teachers have been certified. Teacher education systems also have little incentive to attend to the cost-effectiveness of its structures or processes.

Why is this system not adequate? The litany of problems is long and familiar to most educators working in low-resource contexts:

- Large proportions of graduates from teacher training do not become teachers or teach for only a short while before seeking other employment—making the cost of training very high.
- New teachers rarely are able to use what they have been taught in the schools. Soon after being posted to schools the majority adopt the behavior of the veteran teachers.
- Even if all graduates became teachers and used what they had learned, they only represent 3% to 5% of the teaching force each year—twenty years or more would be required to replace the whole teaching force.
- Teachers prefer to work in urban areas. Those posted to more rural locations devote much time and energy trying to get transfers to more desirable

posts.

- Teachers are often absent from school. When they are present they often are not teaching. When they teach it is usually lecturing or having pupils copy text off the blackboard. No matter how well trained, if they aren't teaching, their training is a waste of resources.
- Preservice, residential teacher education is expensive. Most countries are already at the feasible limit of expenditures on primary education. They cannot and should not invest more in that kind of teacher training.

The first step in rethinking standard practice is to redefine the goals of teacher education. I propose a new formulation of the goals of Teacher Education as follows:

The goals of teacher education should be the provision of *quality teaching services* to the entire *system of primary schools* on a timely and sustainable basis.

Note that the output of teacher education changes from the production of "trained, certified teachers" to the "provision of quality teaching services to the school system." Thus teacher education becomes part of the structure that is directly responsible for the quality of the teaching in the classroom. The emphasis shifts from working with a small group of preservice teachers for future service to working with a large number of teachers currently teaching in the schools. The measure of success becomes the quality of teaching in the school system and pupil achievement, rather than the number of certified teachers produced.

The basic principles of such an approach involve integration of the systems of schools and of teacher training that are normally separate, and moving staff and resources as close to the classroom as possible. What characteristics might a redesigned system have?

- Teacher training and support would be largely on-the-job and would make use of resources provided to *clusters of schools* located close together.
- *New teachers* would receive short, intensive preservice training and be posted to schools for an extended period during which training

would continue, largely using staff and resources at the cluster level. Certification would come after a number of years and would reflect demonstrated ability to teach effectively in the classroom.

- *Teacher Training Colleges* could shift from being residential campuses to being systems for providing services to clusters and schools. Staff of the TTC would be resident in clusters and work full-time with their associated schools. Facilities at a college would be used for vacation courses and other intensive inservice activities.
- *Inservice training* for both upgrading of qualifications and for improving the capabilities of all teachers would become the priority activity.
- *Alternative schools* would become part of the system as well, often making use of "uncertified" teachers who receive substantial ongoing support and training as they teach.

Can such an approach really work? There are examples in several countries today that embody many of the above characteristics, although most are projects with a limited scale. Some countries, for example Bangladesh and Uganda, have sizeable projects in progress which involve large proportions of the primary education system.

The components of the solution are available. What is required is a reformulation of the definition of the problem and hence of the type of solutions which are sought. Often there will be strong resistance to radical rethinking of the task of teacher education. However, in many countries, the sense of crisis brought on by the demands of EFA and the visible failure of the school system to produce adequate learning by a majority of pupils, is strong enough to produce pressures for real changes in the provision of teaching services to primary schools.

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# Schooling and National Identity in Mainland China & Hong Kong

Greg Fairbrother

Nation-states have historically had an interest in encouraging the masses' formation of a sense of national identity for reasons of maintaining political control, social order, and state legitimacy, as well as mobilizing the population around national-level goals such as political, social, and economic development. In many nations, mass education has been entrusted by the state with the task of creating this sense of national identity among rising generations. Through schooling, the state contributes to the definition of a national and prescribes appropriate knowledge, attitudes, values, and behaviors expected of the nation's citizens.

Political socialization is the process by which the state-defined collective national identity is said to be promoted and its elements learned by the younger generation. Early studies of this process treated students as passive learners, uncritically absorbing knowledge about the political community and developing attitudes toward the political system. More recent research, however, emphasizes the capacity of individuals to misunderstand, ignore, reject, or reinterpret the political messages being conveyed to them in the process of socialization. Socialization agents may be more properly viewed as facilitators, where the outcome of political socialization is a product of a complex interaction of factors involving both agents and students themselves.

The case of the People's Republic of China offers a unique perspective into the process and outcomes of political socialization through schooling, by comparing university students from mainland China and the former British colony of Hong Kong. In the mainland, the state has mandated that schools, from primary school through university, carry out "patriotic education" among their students, with patriotic content expected to be infused throughout schools' curricula and extracurricular activities. By contrast, in Hong Kong, education for instilling a sense of national identity has been considerably weaker and less well-organized, even during the transition period to Chinese rule, with content related to China primarily found only in Chinese history and language courses.

The focus of attention for this research is on the formation of attitudes related to national identity and patriotism. Based on findings from a number of previous studies of attitudes toward the nation, I treat "national identity" as a multidimensional concept. As such, it incorporates feelings of association with one's fellow citizens, emotional attachment to the nation, active devotion to the nation, the precedence of national over local and personal interests, an evaluative relationship between one's own nation and foreign nations, and a distinction between nation and state.

The two major questions that this paper addresses relate to the process of national identity formation. First, to what extent do university students in mainland China and Hong Kong attribute the formation of their attitudes toward the nation to their schooling? Second, what role can the individual play in the political socialization process? Data to answer these questions were gathered from semi-structured interviews, averaging approximately 45 minutes, with 10 mainland Chinese and 10 Hong Kong university students.

## Results

From students' answers to a question about how their schooling and other factors influenced their attitudes toward the nation, I have constructed three "ideal types." These are merely a conceptual tool: Individual students do not necessarily fall neatly into one category or another,

and aspects of all three can describe both Hong Kong and Mainland students.

Briefly, the ideal type called the "acceptors," would be those students who agree that their schooling had the major impact on the formation of their attitudes toward the nation, with curriculum and activities providing knowledge and cultivating an emotional attachment to the nation. Given educational differences, this type would more accurately describe mainland than Hong Kong students, though some Hong Kong students did acknowledge a contribution from their schooling.

The "deniers" are those students who felt little influence from their schooling. Unlike the previous type, this more accurately describes Hong Kong students, who felt they were taught little about their nation in school.

The "critical thinker" type encompasses three sub-groups: First, those mainland students who offered a degree of resistance to their political education, which they viewed as a form of indoctrination. Second, mainland and Hong Kong students who came to reflect upon their secondary education or other influences because of interaction with people who offered them different perspectives about China than they had previously encountered. Third, those students who sought out additional information or perspectives about China than they had obtained in secondary school, from their families, or from the media.

## Discussion

The degree to which students appear to think critically about the political socialization process is an important theme that emerged from the student interviews, and demonstrates the role the individual plays in this process. Neither the Chinese nor the Hong Kong educational systems are known for fostering critical thinking among students. However, among the characteristics of interviewees in describing the formation of their attitudes toward the nation are several which are noted in the literature on critical thinking and its teaching.

The critical thinking skills relevant for the formation of attitudes about the nation can be grouped into three categories. The first is the disposition to judge the credibility of different sources of information. Students with this disposition recognize bias, attempts to persuade, and emotional appeals. They evaluate the accuracy of different items of knowledge and reject those they regard inaccurate. This may entail a degree of skepticism.

Critical thinking students may have a strong sense of curiosity about their nation, and a willingness to gather more information or pursue new experiences. They may be open to new information, values, and beliefs, and open-minded in the face of opposing views.

Finally, critical thinkers will examine differing, multiple perspectives in forming their attitudes toward the nation.

## Next Steps

Looking at only a few cases makes it difficult to draw conclusions about the relationship between critical thinking and students' attitudes toward the nation. Therefore, the next stage of research, a larger survey, will attempt two tasks. First, to determine whether, despite their different backgrounds in civic education, students in Mainland China and Hong Kong actually have significantly different attitudes toward the nation. Second, to determine what association exists between students' critical thinking skills, or lack thereof, and their various attitudes toward the nation.

# COMPARATIVE EDUCATION IN HONG KONG: HISTORICAL, INTERNATIONAL, AND COMPARATIVE PERSPECTIVES

Anthony Sweeting

## Introduction

Following in the footsteps of such giants as Harold Noah and Max Eckstein (1969), Brian Holmes (1986), Philip Altbach and Gail Kelly (1984), Mark Bray and Murray Thomas (1995), and Robert Cowen (1996), is an unenviable task. To restrict the scope of yet another meta-analysis to "Comparative Education *in* (and implicitly *about*) Hong Kong not only makes the task more manageable; it also makes it, in the Hong Kong context, of course, potentially more significant.

But, first, it is necessary to clarify some key concepts. "Historical" can mean long, boring, chronological narrative, imbued with a sort of filial (frequently, institutional) piety. Here it means brief, thematically-oriented insights, imbued with a sense of comparative (over time) critique. "International" can mean "in more than one nation" or, especially in the U.S., "foreign". Here it means "between nations", usually as inspired by organizations that transcend nation-states. "Comparative" can mean "on the one hand, this; on the other hand, that", a mere list of data, or, at the other extreme, an attempt to include in one's conceptual grasp both apples and oranges and to argue that one is better than the other. Here it means to seek both for commonalities and for differences in an attempt to make a tentative, but not necessarily evaluative categorization. "Perspectives" can mean, vaguely, "aspects". Here it means three- (or four-) dimensional views that incorporate a sense of distance and proportion.

## Historical Perspectives

At least three aspects of "Comparative Education" gain by being viewed from historical perspectives; individuals and bodies that made contributions amenable to the comparative label, courses that have been organized within formal (usually, but not always, higher) education; and eligible publications. Before the Second World War, the main individuals and groups that merit consideration are the authors of the Chinese Gazeteers, who in their efforts to provide data for the Imperial Government, made comparisons of the state of educational provision in various parts of China (see, for example, extracts from the 1819 Gazette of the Xinan County in Ng (1983: 124-125). Other, rather different, individuals who frequently made comparisons between traditional Chinese education and the sort they had to offer, usually to the detriment of the former, were the missionaries (see, for example, Sweeting, 1990, pp. 21-22, 25-26, 32-33 132-134, 165-167, 176-178, 181-184). More secularly based comparisons were also published (Sweeting, 1990, pp. 25-26, *et seq.*). Pre-WW2 organizations that made remarks based upon comparisons of education in Hong Kong with education elsewhere certainly included the British Parliamentary Committee of 1848, the Education Commission of 1880-82, the Education Committee of 1901, the Sharp Commission on the University of Hong Kong in 1921, the University (1937) Committee, and the 1939 Lindsell Committee on Teacher Training.

As far as courses were concerned, there is evidence to suggest that the Pupil-Teacher scheme at the Government Central School (latterly Queen's College) included a comparative angle (Sweeting, 1990, p. 37). Later, at the University of Hong Kong's Department for the Training of Teachers, courses actually labelled "comparative" were introduced, at least in intention, as from 1939 (Sweeting, 1998a, p. 11). It would be reasonable to assume that these were basically descriptive, highly factual, and education systems oriented, though it should be noted that they encompassed Chinese as well as "western" education.

Publications that may be deemed at least partly comparative include the two anonymous articles of 1877 (*The Central School: Can It Justify its Raison d'etre* and *Dates and Events (1857-1877) connected with the History of Education in Hong Kong*), the British Board of Education's 1905 Report on *Educational Systems of the Chief Crown Colonies and Possessions of the British Empire*, and a whole series of articles in the *Journal of Education*, produced by the Education Society of the University of Hong Kong, starting with its first issue in 1926.

During the Second World War, interned academics in Stanley used comparative perspectives as they planned for (or dreamt about) the future of teacher education at HKU (Sweeting, 1998a & 1998b). Post-war realities, though much more parsimonious than camp-dreams, included the revival of courses explicitly labelled "comparative". The first such courses were very much under the influence of T.C. Cheng, who had earlier written a Master's thesis at London University on 'The Education of the Overseas Chinese - A Comparative Study of Hong Kong, Singapore, and the East Indies'. Later, courses tended to focus on the English Educational System from 1944, the historical development of education in Hong Kong, and Education in China, with actual comparison left to be inferred by students (Sweeting, 1999a). Articles that included comparative elements were produced by such luminaries as Kenneth Priestley, Beryl Wright, Ray Simpson, Norman Henderson, James Duthie and Low Wing-kee (Sweeting, 1999a).

A more modern approach to comparative education was heralded by the arrival, in the late 1970s and early 1980s, of Cheng Kai-ming, Gerard Postiglione and Mark Bray. Courses, particularly at the Master's level, gained in variety and were no longer always confined to descriptive, systems-focused lectures. Interventions by Paul Morris, Anthony Sweeting, Lee Wing-on, David Watkins, and a few others also increased the range of publications that were fundamentally comparative (Sweeting, 1999b).



At the Chinese University of Hong Kong (CUHK), which was established in 1963, a pronounced predilection for the comparative approach towards education and, from 1965, towards teacher education was created partly by the strong influence of academics and corporations from the U.S.A, and partly by the interests and talents of the founders and early academic leaders. Prominent in the latter category are Bishop Hall, Chien Mu, T.C. Cheng, and C.Y. To. American influence encouraging comparative approaches extended from CUHK's early years up until the present. In addition, to formal courses offered by American and American-trained Chinese academics, the influence may be seen in the transfer of the Universities Service Centre from the charge of the American Council of Learned Societies to CUHK in the period 1988-91, the opening of the American Center in 1993 and its establishment of a Student Advisory Unit of the Institute of International Education (Ng, 1994: 195-6). Significant contributions to comparative education research literature were made by CUHK academics such as Bernard Luk, Dora Choi, Grace Mak, Leslie Lo, and Chung Yu-ping.

Other tertiary institutions entered into the field of comparative education more recently because they were founded more recently. Prominent among these are Baptist University, the Open University, and the Institute of Education. In all three cases, the past few years have witnessed contributions by individuals and groups, by specific courses, and, of course, by publications.

### **International Perspectives**

Formal attempts to make comparisons between education in Hong Kong and education in other societies were initially almost entirely descriptive and at the *macro*-level. The first that merits attention is Irving's contribution to the 1905 British Board of Education study. From the late 1920s onwards, reference was commonly made to Hong Kong in reports made to or by the Advisory Committee on Education in the Colonies (ACEC) and one may read the 1935 Burney Report in this light. Later, reports by United Nations' agencies, such as UNESCO, Unicef, the World Bank, and OECD, added to the weight (and sometimes to the accuracy) of hard, comparative data. In less "official" publications, such as those by Carnoy (1974), Chan & Kirst (1986), and Meyer *et al* (1992), obeisance appears to be paid to dependency theory. This applies to those attempting to use alleged colonialist conspiracy as a skeleton-key to the explanation of education policy in Hong Kong generally and to those seeking to contribute polemics to debates on language policy specifically. Less controversially in terms of content but not necessarily in terms of methodology and assumptions, international studies of educational achievement have again bolstered up the international supply of comparative education data. The preface to Posthwaite's recent (1999) book claims for Hong Kong 'a long history' of participation in these endeavours and goes on to trace the participation back "as far as 1977". It should be noted that the writer of this preface is not an historian!

### **Comparative Perspectives**

Although such early founders of Comparative Education as Jullien emphasized its practical value for working administrators and policy-makers, one may also wish to note the value of comparison, in itself, intrinsically, *qua* comparison. And, whether the motivation for making comparisons is extrinsic or intrinsic, it is of huge importance that there is clarity over the *unit* of comparison. There is no logical reason whatsoever, why that unit has to be the nation-state. Other forms of society exist. And most nation-states incorporate many communities that operate different forms of schools, together with non-formal and informal educational services. Comparisons may be made over time as well as over place. Moreover, comparisons almost invite themselves in relation to meta-analyses and other higher level investigations, such as those into the formulation and application of seminal ideas in the field of education. With these thoughts in mind, one might begin to think in terms of a categorization of comparative studies in education in Hong Kong, which may have relevance to comparative studies in education conducted elsewhere.

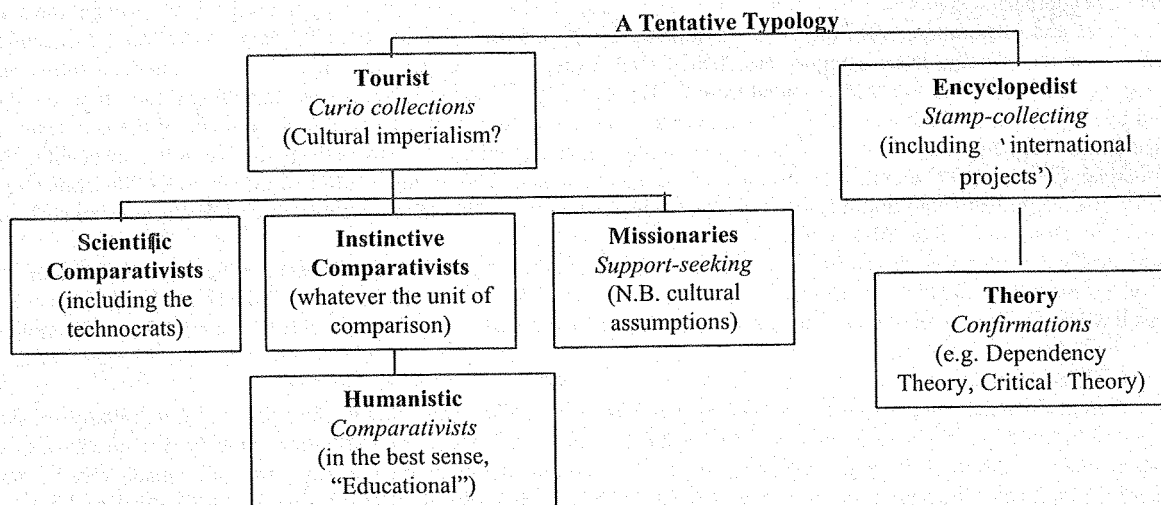
### **Tentative Categorization (non-evaluative and not a Taxonomy)**

Categories derived from historical, international, and comparative perspectives that suggest themselves are:

- Descriptive/macro;
- Practical Policy Guides (after Jullien);
- Dependency Theory Applications;
- International Data-gathering;
- Illustrations of Global Trends/Concepts;
- Micro-studies (e.g., re specific levels, aspects of education);
- Other organizing concepts (e.g., small states, Pac-rim);
- Different disciplines (e.g., cross-cultural psychology, anthropology, economics);
- Historical Studies;
- Meta-analyses.

Readers may wish to attempt to "place" works by such writers as Eitel, T.C. Cheng, Priestley, Simpson, Henderson, C.Y. To, Ming Chan, Postiglione, Bray, Lo, Luk, K.M. Cheng, Post, Altbach, Watkins, Chung, Morris, and even Sweeting in these categories.

An even more tentative typology is offered in the following diagram.



If one treats this diagram metaphorically as a form of genealogical table, then the possibility of some "Ur-Comp Ed" as ancestor to both "Tourist" and "Encyclopedist" progenitors must be recognized. Clearly there is a close relationship between the "Tourist Curio Collector" and the "Encyclopedist Stamp Collector". In European history, this might have been consolidated by the link between the Enlightenment and the Grand Tour. In Chinese history, one might note that the scholar gentry included both dilettante & administrators. There is also a close relationship between "Theory Confirmations" & "Missionaries' Support-seeking", provided one interprets "missionaries" very broadly. Perhaps they are twins. The recent heyday of the "Scientific Comparativists" appears to be coming to an end in publishing sites outside Hong Kong. Readers may wish to ask whether a similar development is happening in Hong Kong, too. The diagram treats "Instinctive Comparativists" as progenitors of "Humanistic Comparativists". This at least offers an optimistic view of the future of comparative education in Hong Kong and elsewhere.

### Conclusions

Overlaps between the categories and types analysed above obviously and naturally exist. Inevitably, different academics migrate at times from one category/type to another. This, as well as their fecundity, only offers evidence of the current healthy state of comparative education in Hong Kong. The activities of such bodies as CESHK and CERC provide more such evidence. There is certainly not one "proper" type of comparative education, whether conducted by individuals, teams, or organizations, in Hong Kong – or elsewhere. And, whatever the differences in methodological and theoretical viewpoints or the pressures from governments and other institutions, we are not now at a simple crossroads, with, say, one road directly ahead, one to the left and one to the right. Instead, we are at a set of multiple junctions. And it is possible that meta-analyses of what we have done and what we are doing will serve to provide us with helpful signposts at these junctions.

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### Hong Kong and Guangzhou individuals' perspectives in competent adults with implications for meaningful trans-regional curricular change.

YUEN Yuet Mui Celeste

This paper offers a qualitative analysis of the comparative study of curriculum innovations for 21<sup>st</sup> century Hong Kong (HK) and Guangzhou (GZ) on the Chinese Mainland. The survey was followed by 17 in-depth interviews between December 1997 and April 1998. It focuses on individual perspectives in defining qualities of competent adults and curricular issues. Research findings underscore the need to foster effective curricular innovation for adequate adult economic life in the two regions, and the imperative to take into account such individuals' perceptions as young people's, teachers' and parents' of educational preparations for "competent adults" in 21<sup>st</sup> century HK and GZ.

Analysis of the responses collected in the five open-ended questions revealed that the qualities of competent adults were understood as attitude-oriented rather than academic-oriented by the respondents. Most HK students shared their teachers' view and perceived competent adults as those who can survive well in a competitive and commercial society whereas both GZ students and teachers emphasized qualities of the whole person including the psychological, social, cultural and physical. The five HK students believed that young competent adults should be tough, mature in thinking, decisive, discerning and able to persevere/accept challenges. In the same way, the two GZ students translated the qualities of competent adults as a list of the following: knowledgeable, socially competent, responsible and outstanding. Students from both regions did not perceive a direct relationship between good examination results in terms of the numbers of distinctions and/or credits obtained in public examination and qualities of young competent adults. All five HK and one GZ students regarded perseverance as a crucial factor in competent adults. This suggests that young people's understanding of adult life, as emphasized by adults, is full of challenges. They need to be prepared for them.

The two HK teachers defined competent adults as those who have these qualities: "initiative, self-motivated and self-directed, knowing the skills in self-learning" as well as "personal position, ideal and enthusiasm to do things". They both placed emphases on young people's personal qualities that promote further personal development and advancement. Competent adults, in their view, are able to generate resources from within and maximize their potential and contribution in a broad sense.

The notion of having good character and pro-social attitude has been repeatedly highlighted by the six GZ teachers. The role of academic achievement in defining competent adults, in turn, has been played down. Individuals' responses also revealed that having the right attitudes such as flexibility, unselfishness and caring are more important qualities than academic achievement in terms of being competent adults. This is different from their examination-oriented school ethos in both regions.

Data showed a shared understanding of 21<sup>st</sup> century HK and

GZ that technology and commercial development would be important. Examples of students' perception of desirable knowledge, skills and attitudes were independent thinking and analytical skills, speaking skills, language competence and economic and financial knowledge. They defined the nature of a relevant 21<sup>st</sup> century school curriculum as functional, for equipping young people with commercial, technical, thinking and leadership skills essential to career development. They also believed that knowledge of the market economy is desirable for handling adult economic life. Textbook knowledge was irrelevant to their understanding of young adult life. The role of schooling is understood as an agent to drill students for examinations rather than for life ahead. In terms of desirable skills, they valued interpersonal skills and foreign language skills the most. They however felt strongly that these skills have not been given sufficient attention in school curricula.

The first HK teacher felt strongly that independent thinking is the most desirable and important skill for young people to lead a competent life, because "then they know how to make choices for themselves". As she perceived HK society to be transforming, values held by the previous generation would be tested. In such a society young people need to be discerning and competitive. Whilst the first teacher highlighted the challenge of a transforming society, the second teacher placed attitude before skill and knowledge. In her view, the most desirable attitude for students is "respecting their teachers". This connects with her perception of the often-reported inappropriate attitudes and disruptive behaviour of students at schools. As a teacher of Chinese Language and Chinese History, she found moral character cultivation a determinant factor to enable young people to face a century of change, especially in HK.

The six GZ teachers pointed out that personal and psychological qualities are important. One teacher noted that 21<sup>st</sup> century GZ society would see rapid changes. "Good character and psychological health help them face new challenges, and positive attitude helps overcome difficulties". The other observed that "students in GZ lack the ability to handle practical matters and are in a poor position to compete with other vocationally trained students". Desirable knowledge and skills for 21<sup>st</sup> century GZ students should be helping young GZ people to live a competent and independent life. They also shared a view that making oneself useful to society is important.

Lastly, the two parents were concerned about the character cultivation of their children and their career path. Their perceptions of a changing society also contributed to their understanding of desirable knowledge and skills for young people. To the GZ parent, competent adults should have the "ability to handle stress and frustration, be mature in thinking, responsible and have a strong desire of upward social mobility". The HK parent, on the other hand, defined competent adults as "knowing what is the best for themselves and making their own decision wisely. They can then make themselves competitive in society".

An understanding of individuals' perspective regarding competent adults provides a useful basis for meaningful trans-regional curricular change in the new century.

## Human Capital Development in an Emerging Economy: The Experience of Shenzhen, China<sup>1</sup>

Jin Xiao & Mun C. Tsang

Meeting the demand for human capital of a changing and growing economy in a cost-effective and responsive way is a major challenge to the education and training systems across countries. In many countries, formal schooling has consistently been the focus of human-capital investment; and a substantial amount of resources has been spent on formal schooling. However, adult education and training in the workplace have increased in importance over time, but little is known about the extent of adult education and workplace training.

In 1996, we used the reverse tracer study technique (RTST) and surveyed 4,002 employees in 76 firms in Shenzhen, China, which is a fast-growing, fast-changing area. RTST focuses on the analysis of persons who are currently employed in particular occupations and traces back their education and training histories. It begins with the current jobs and seeks to identify each major alternative education and training route pursued to reach the current jobs. RTST permits the analysis of the array of education and training options utilized by both organizations and individual employees for human-development purposes in the production sector. By simultaneously examining three forms of human-capital development (formal schooling, workplace training, and adult education) in Shenzhen, China, the study shows how a fast-growing, fast-changing area meets the human-capital demand of its economy. Major findings are summarised below.

Human-capital development in Shenzhen is most distinctively characterized by its integrated tripartite system of formal schooling, employer-provided training, and adult education outside the workplace. In the first place, all the employees in our sample already had nine-year compulsory education before employment. In fact, four out of every five employees had already achieved basic education (12 years education in China) before they began to work. This level of educational attainment provided a good foundation for additional and continuous training and education during the working life of an employee. And such an educational foundation is achieved primarily through the formal schooling system.

Rapid industrialization also places a strong demand for highly skilled workers. Shenzhen tries to meet such a demand through a combination of three strategies: development of regular three-year and four-year higher education programs, development of adult higher education, and attracting high-skilled workers from other parts of the country. This has produced a stratified and diversified higher-education system.

When economic growth accelerated in the 1980s, the local workforce was unable to meet the human-capital demands of the economy, either in terms of job-skills or the absolute size of the needed workforce. In addition to its sustained development in formal schooling, Shenzhen has cultivated and nurtured the workplace training and adult education. In the early 1980s, due to institutional incapacity, most of the firms were unable to provide and finance training. Thus, the government initiated and financed many of the adult training programs. Over time, with the growth of the productive sector, the provision and financing of adult training was shifted to the employers and employees.

This study shows that a large proportion (59%) of employees have received some on-the-job training. Employers provided a variety of training to their employees, from entry-job training, to skill-upgrading training, and to management training. In the period from 1991 to 1996, 28% of employees received one type of training, and 30% of employees received between two to four types of training on the job. On-the-job training was widely provided to employees from all personal (age and gender) and educational backgrounds, in all occupations, and for firms of different sizes and in different economic sectors.

Seeking additional educational qualifications and short-term training while working is quite common among Shenzhen employees. In 1996, almost one out of three employees took part in some adult-education programs outside their firm. Not only did such programs provide the opportunity for skill acquisition, they were also a significant alternative to formal schooling for obtaining additional educational qualifications, especially a post-secondary degree. Even though employees had to pay for the costs of adult education, they were willing to do so because additional education could increase their career opportunities.

The education and training experiences of employees in Shenzhen suggest a number of relationships between formal schooling, workplace training, and adult education. First, on-the-job training provision and adult education attendance are large due to the rapid and constant changes in the workplace. Both employers and employees found upgrading work-related skills necessary when both economic system is experience transitions and innovative technology is introduced into production. Second, there appears to be some complementarity between workplace training and adult education outside the workplace. Participation in on-the-job training is associated with a higher rate of participation in adult education programs outside the firm. Third, for all employees, more opportunity for on-the-job training was provided to employees with upper-secondary education qualifications. Employers are willing to training employees with good basic education. Fourth, for female employees, additional adult education provided the opportunity to lessen the disadvantages they faced in formal schooling.

The study found that employees in Shenzhen used a variety of education and training paths to acquire skills to enhance their productive capacity. A key feature of the human-capital development system in Shenzhen is the extensive and integrated utilization of all three forms of human-capital development. Confirming earlier research in some developed and developing countries, the study also found that on-the-job training serves as an important strategy in preparing the workforce for skilled jobs and that employees can arrange their own learning outside the

<sup>1</sup> For the complete article, please see *China Quarterly*, 157: 71-114 (March, 1999)

firm in adult education centers to further acquire human capital. In light of the considerable amount of workplace training and adult education taking place, there is a need to re-evaluate the current policy of secondary vocational education in an economically advanced and fast-changing area like Shenzhen and over-dependency on formal education for human capital development.

討論會：  
全球沖擊下的教師發展及學術生活

1999年2月26日，香港比較教育學會、香港中文大學教育學院、香港教育學院教育系共同舉辦了題為“全球沖擊下的教師發展及學術生活”的圓桌討論會。與會的學者包括中國國家教育發展研究中心得周滿生教授、廣東教育學院的王小棉教授、東北師範大學的周敬思教授、北京師範大學的陶衛教授、廣東教育研究所的馮增君教授、陝西師範大學的牛道生教授、中國教師研究學會的吳端陽教授、中國廣播電視大學的張大安教授、華南師範大學的黃錦能教授、台灣師範大學的王球絨教授。另外參加討論會的香港特邀講者有香港比較教育學會前任會長、香港中文大學教育學院的盧乃桂教授和香港大學教育學院的白杰瑞教授。舉辦地點在香港中文大學教育學院。香港比較教育學會執行委員、香港中文大學蕭今教授主持了討論會。參加會議的還有其它香港本地的學者。

蕭今教授首先簡要介紹香港比較教育學會的歷史和發展，以及學會近期內為香港及亞太地區的學者提供學術交流的其它活動，並且代表主辦機構歡迎討論會出席人員。然後，香港中文大學教育學院院長向來本學院參加討論會的兩岸、三地者至歡迎詞。

會議上，盧乃桂教授的發言首先提出在全球化的趨勢下，“地球村”在本地化中的地位和作用，以及教師需要提高本地化的知識技能和反思能力，增進華人教育的知識基礎。白杰瑞教授對近期國際上各國大學教授的學術生活和教授狀況、大學管理方式、學位需求增加對大學的壓力等等作了分析和比較，引起了參會者的興趣。接著，大陸和台灣的學者對當地的教師教育和教育發展的最新動向作了交流。參會者共同對教育發展學習國外經驗和注重本地研究，教育的世界趨勢和當地特點，教育的國際化、民族特色和多元化，發展的開放性和本地的知識基礎，教師作為教書育人的角色，以及教師遠程繼續教育培訓方式等等問題作了熱烈地探討。

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## **CESHK's Visit in Macau - 18<sup>th</sup> October, 1999**

**David Yan**

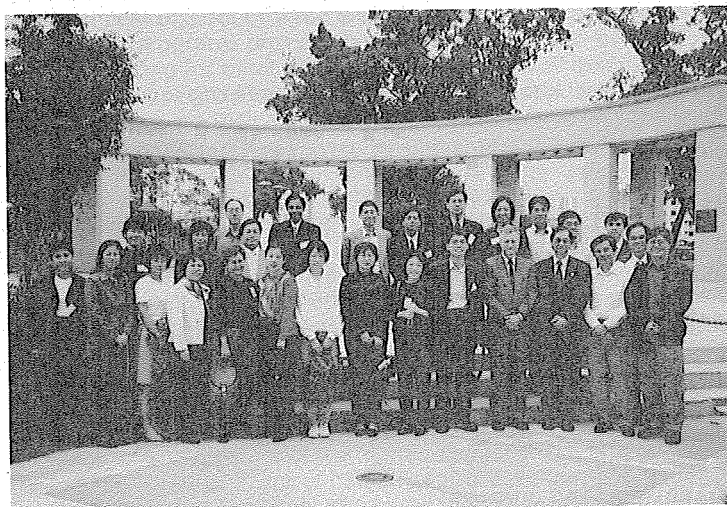
The day was busy for all of us since we had to visit four places: the Teachers' Resources Centre, the Luso-Chinese Technical Professional School, Pui Ching Middle School and the University of Macau. Among these four, the visit to the Teachers' Resources Centre and the Pui Ching Middle School impressed me a lot.

The Teachers' Resources Centre is a recent development in Macau and is not well-known to Hong Kong teachers. There you will find lots of useful facilities for teachers preparing teaching aids, and helpful staff who are very willing to assist in solving technical problems. Moreover, the materials provided in the centre are free of charge.

Another rewarding visit was to Pui Ching Middle School. Mr. Lei Cheong Lap, the principal, gave us a very brief description about the history of the school, in addition to the three publications compiled by teachers and students on the social life in Macau.

The learning atmosphere in Pui Ching's is quite different from most Hong Kong schools. Of particular interest is their class size of 50 to 60 students! The students appear to be very well-disciplined and enthusiastic in their studies. I also saw over a hundred primary students learning Chinese martial arts as a P.E. lesson in their large playground.

After the visit, a few questions came to my mind. By what methods can the school teach so efficiently and effectively with an enrolment of 3,000 students? What are the major difference that distinguish the Teachers' Resources Centre in Macau from Hong Kong? I think these will be good topics for experience-sharing as well as for research.



*Members enjoying their educational visit to Macau*



*Mark Bray receiving a souvenir from Mr Lei Cheong Lap,  
Principal of Pui Ching Middle School*



轉變中的工作間對職業教育課程的啓示--滬港經驗的比較  
黎萬紅  
香港中文大學教育學院

科技轉變是促進經濟發展的其中一個重要因素，亦無可避免地促進了工作間的運作產生變化 (OECD, 1992; Spenner, 1995)，對工人素與及教育提出了新的要求。滬港兩地正面對經濟轉型，工作間出現急速的轉變。本研究將探討兩地轉變中的工作間對於工人素質提出甚麼新的要求？中等正規職業教育又應如何予以配合？

技轉變是一個複雜的轉變過程，應包括物化與非物化科技轉變兩部分，物化的科技轉變是指需要對廠房或工具作新的投資；非物化的科技轉變包括不需要新工具的一系列微小的轉變，包括生產組職、人事安排及意念的轉變 (Cyert & Mowery, 1988; 鍾宇平, 1991; 曼斯菲爾, 1977)。其實，一項新科技的潛力，在於如何被人發掘出來，工人在科技轉變過程中是擔當了重要參與者的角色。

不少學者認同工業科技轉變對勞動力的需求有重大的影響。然而，部分學者認為這將提高了對勞動力技術的要求 (Standing, 1984; Attewell, 1987; Alder, 1992)。另一派學者則提出「非技術化」(deskilling) 的現象 (Braverman, 1974)。亦不少研究卻顯示，對勞動力的需求出現了多元的現象 (Spenner, 1995)，尤其在引入資訊科技後，工人必須以另類的方式作思考 (Cerruti & Rieser, 1993, 89)。除傳統的知識及技能以外，亦應重視員工的一般性技能 (generic skills)，這包括思維能力、合作能力及與工作相關的態度 (Staze, 1995)。科技轉變對於工人素質的要求，研究至今仍未有定論。這與工作間的複雜性密切相關，故此，對工人素質的研究應置於特定情境作考慮。滬港兩地均面臨急速的經濟形態的轉變，探討兩地工作間對工人素質的要求，將有助於回應以上的討論，加深對科技轉變與職業教育發展的了解。

本研究為了解工作間科技轉變的過程中對工人素質要求，將採質化研究的取向。研究人員一方面整理一些現存有關的研究資料，一方面訪問了一些企業的僱主及僱員，了解轉變中的工作間對工人素質的要求。

香港除卻是很多企業視之為開發東亞市場的據點外，近年工業以新的分工方式作發展，生產部門遷往內地，設計、規劃、市場推廣及管理部門仍置於香港 (Enright, Scott & Dodwell, 1997, 22、320)。留在香港的企業或部門亦必須在技術及生產方式上作出改善 (黎萬紅、盧乃桂, 1997, 6)。面對鄰近地區的競爭，未來的發展路向應強調產品、生產過程的創新 (Lester & Berger, 1997, xv)。近年，上海的經濟出現結構調整，第一產業萎縮，第二及第三產業有較明顯的增長。自國家政策推展市場經濟以來，企業內部透過部門重組，開發新產品，修改現有的技術，以拓展產品的市場佔有率。未來將朝高技術含量、高附加值、高市場佔有，加快新產品的開發率為發展目標。香港及上海兩地近年同時面對經濟的轉型，對於兩地而言，工業科技轉變包括了技術的提升，產品的創新及工作方式的轉變，自然對於勞動力的素質提出了新的要求。

研究顯示，中學階段的正規職業教育應該是一個較廣義的概念，不應局限於狹隘的專門知識及技能的傳授。總的來說，兩地工作間對於勞動力在基礎知識、一般性能力、人際關係及積極的工作態度四個方面均有所要求。

在專業知識及技能方面，兩地的僱主及員工均認為學校的正規課程難以培養百分百切合特定工作崗位需要的工人，專業知識及技能適合在工作過程中學習。

在一般技能方面，香港較重視員工的多元文化能力、更闊的視野、創造力及主動性。上海則較重視自學能力、適應能力及獨立處事能力。兩地工作間對於一般性能力的需求不同，正反映出不同的經濟情境對於員工素質有不同的需求。然而，工作間是一個不斷轉變的環境 (黎萬紅、盧乃桂, 1996)，關注不同地區轉變中的工作間對於一般能力的不同需求，是職業教育課程發展必須重視的方向。

然而，兩地工作間對於勞動力素質的需求仍不少共通之處。首先，兩地工作間的僱主及員工均同時強調穩固基礎知識的重要性，是作為日後需作技術重整時再學習的基礎。此外，積極的工作態度及善於處理人際關係是兩地工作間共同強調的要素。

整體而言，兩地工作間均面對物化與非物化的科技轉變。研究肯定了工人具備基礎知識、人際關係及積極的工作態度的重要性，以上的特質均有助於員工適應工作間的種種轉變。中學階段正規職業教育的正規與非正規課程須關注培養學生以上的特質，密切關注不斷轉變的工作間對於工人一般能力的要求，才能適當的配合兩地經濟發展的需要。

香港比較教育學會

Comparative Education Society of Hong Kong



## CESHK 2000 Conference

### "Approaches to Comparative Education Research"

### 邁向比較教育研究研討會

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Date: Saturday 22nd January 2000  
日期: 二千年一月二十二日 (星期六)

Venue: Comparative Education Research Centre,  
地點: University of Hong Kong  
香港大學比較教育研究中心

Time: 9:30 to 3:30  
時間: 上午九時三十分至下午三時三十分

#### REGISTRATION (INCLUDING LUNCH)

報名須知(連同午飯)

CESHK Members:	\$100	Student Members:	\$50
CESHK會員:	港幣一佰元正	學生會員:	港幣伍十元正
Non-members:	\$250 (includes membership)		
非會員:	港幣二佰伍十元正(包括會員費)		
Student Non-members:	\$150 (includes membership)		
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*Registration forms and proposals in English or Chinese (maximum 250 Words/characters) should be addressed to:*

請連同以中文或英文書寫的申請表格及不超過250字的計劃書寄回:-

Dr Bob Adamson

鮑勃教授

Comparative Education Research Centre

香港比較教育研究中心

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Tel 電話: (852) 2859 1952

(Please mark your envelope/title your message "CESHK")

(請於信封上註明"CESHK")

Deadline for proposals 計劃書截止日期 : 3rd January 2000

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



**CESHK 2000 Conference - Registration Form**

**研討會報名表格**

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New Member/Renewal + Conference = \$250

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Title 題目名稱 \_\_\_\_\_ Name 姓名 \_\_\_\_\_

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I wish to present a paper:

本人願意提交計劃書論文

Yes

No

(Please attach abstract / 請附上摘要)

**Note: papers may be delivered in Cantonese, Putonghua or English. Please state clearly which language you will use. Papers are expected to include a focus on the methodology used in carrying out the research. It is planned that an edited volume on Comparative Education Research Methods will be published, including selected papers from the conference.**

註明：計劃書論文請以粵語，普通話或英語撰寫。參加者請清楚列明所用的語言。所提交的論文請註明其研究方法重點。我們會將於研討會中所選取的論文及比較教育研究方法經編輯後刊登。

*We strongly recommend that participants use public transport to travel to the conference because of the high parking fees at the University of Hong Kong.*

為避免繳付昂貴的大學泊車費用，我們極力建議參加者以公共交通工具前往會場。

Please send the form (with a maximum 250 words/characters abstract if you wish to present a paper) and a cheque for the appropriate amount made out to **THE COMPARATIVE EDUCATION SOCIETY OF HONG KONG** to: Dr. Bob Adamson, Comparative Education Research Centre, The University of Hong Kong, Pokfulam Road, Hong Kong.

請把報名表格(論文計劃提交者請以不超過250字的論文一併提交)連同有關的款項以劃線支票抬頭"THE COMPARATIVE EDUCATION SOCIETY OF HONG KONG"郵寄至香港薄扶林道，香港大學，香港比較教育研究中心，鮑勃教授收

Signature 簽署 \_\_\_\_\_ Date 日期 \_\_\_\_\_