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Comparative Education Society of Hong Kong

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From the President...

CHANGE is a major topic of comparative education research and, in this era of rapid social and educationa change, it is a good time to be in the field. Governments and education systems around the world are seekin; solutions, often abroad, to their problems. Comparative education can make a contribution, although direc transplantation from one society to another is dangerous if the contextual factors of either setting are ignored The complexities of comparative education are a theme of the articles in this Bulletin. As the Comparativ Education Society of Hong Kong, we are well placed to research Asian perspectives on education, and this i: clearly reflected in the main focuses within: Hong Kong, Singapore and Macau. There is also an article abou methodology that offers insights into the history, scope and dilemmas of comparative education research.

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Methodology was the theme of the CESHK Conference 2000, held at the University of Hong Kong. The event was very successful. Nex1 year's conference is on the relevant theme of comparing acros: cultures. We are grateful to the School of Foundations in Education a HKIEd for sponsoring this event. Details are inside.

Another important event is the 11th World Congress of Comparativ Education Societies, to be held in South Korea next July. It is hopec that CESHK will be well represented. This is an excellent opportunit) to forge links with other comparative education societies.

CESHK has plans for various visits, seminars and other event: throughout the next fifteen months. We are also upgrading the CESHK website. I hope that members will find the time to participate actively in the work of the society.

Finally, as the new President, I would like to thank my predecessors, Mark Bray and Clive Dimmock, and our former Treasurer, Xiao Jir for their hard work for CESHK. The new committee has high standards to emulate!

Bob Adamson

CONTENTS

Higher Education Reforms in Hong Kong and Singapore

Michael Hiu-hong LEE <samiclee@hotmail.com>

Hong Kong

The higher education sectors in Hong Kong and Singapore have undergone a series of reforms in the final decade of the twentieth century. In Hong Kong, the University Grants Committee (UGC), a buffer organization between the government and the eight local higher educational institutions (HEIs), released a comprehensive review report regarding the higher education development in 1996. This report put emphasis on shifting from quantitative expansion to efficiency and quality (UGC, 1996).

As in other developed countries, the higher education sector has rapidly expanded. The percentage of the 17-20 year age group enrolling in tertiary education increased from 3 per cent to 7 per cent in 1987-88, and to 18 per cent by the early 1990s (Cheng, 1996; UGC, 1996; Law, 1997; Mok, 1999; French, 1999). At the same time, the number of local universities has increased since 1994, when the two former polytechnics and a post-secondary college were upgraded to university status (French, 1999).

Quantitative expansion arouses concerns about quality. This is partly due to an increase of financial inputs and operation costs of offering courses in the local universities. The massive expansion of higher education in Hong Kong has raised questions related to efficiency, cost-effectiveness and economy of higher education especially during the recent economic downturn. In addition to the perceived decline of students' standards of achievement in enrolling in local higher education, these concerns prompted the UGC to introduce a series of quality assurance mechanisms aimed at assuring efficiency, cost-effectiveness and quality of education. As defined by Nigel French (1999a, p. 1), the Secretary-General of the UGC, "quality assurance" means:

"the maintenance of the highest possible standards both in teaching and learning and in research and services commensurate with an institution's agreed role and mission... Such terms as 'fitness for purpose', 'doing the right thing right the first time', 'value-added', 'performance indicators' etc. proliferate..."

This statement avers that quality of higher education would be enhanced and maintained by performance indicators and quality assurance mechanisms such as the Research Assessment Exercise (RAE), Teaching and Learning Quality Process Review (TLQPR) and Management Review (MR). By the end of 1999, there had been three rounds of RAE, one TLQPR and MR. The role of state/government in the provision of higher education services has transformed into a service purchaser which allocates its budgets to service providers or the eight local HEIs according to the performance revealed by the quality assurance mechanisms.

Another challenge arises from the financial retrenchment in the higher education sector, as revealed by the 10 per cent reduction of total cost allocated by the government in the triennium of 1998 to 2001 (Mok, 1999, p. 120). Owing to the positive relationship between the funding mechanism and the size of student enrollments, local universities have to compete for students. Faculty and departments tend to reform programme structures, while course curricula become more pragmatic and instrumental so as to prepare students for future careers in education, business and the civil service. In this sense, universities transform their roles from academia to entrepreneurism, being increasingly concerned about competitiveness in their "internal market".

Singapore

There is no buffer organization similar to the UGC to govern higher education affairs in Singapore. It is the responsibility of the Ministry of Education to oversee the higher education sector. By 1997, Deputy Prime Minister Tony Tan was appointed to take charge of the development and reform of university in Singapore (Han, 1998). Higher education reforms are planned in fund management, staff recruitment and governance structure in the context of establishing and fostering an entrepreneurial ethos among the two universities in Singapore, namely, the National University of Singapore (NUS) and the Nanyang Technological University (NTU) (*The Straits Times Weekly Edition*, 10 April 1999).

The government constantly emphasises developing NUS and NTU into Singapore's Harvard and MIT. In 1997, the two universities released their strategic plans, which had some common points.

Both aim to enhance the quality of teaching, research and also public services. Another concern is establishing a closer linkage between the institutions and industries and private sectors. Finally, both seek alliances in programmes and research with famous HEIs like the Harvard University, MIT and the Johns Hopkins University. An exemplary case of local-overseas higher education collaboration is the Singapore Management University (SMU). Being the third university or the first "private" university, SMU was set up under a collaboration plan between the Singapore Institute of Management and the Pennsylvania University in the United States. Its first batch of student enrols in September 2000.

The latest development in the higher education sector is revamping the admission system. Apart from the students' public examination results, an aptitude test and project work will also be counted as a portion of the total score for admittance to local universities starting from the year 2003 (MOE, 1999). Changes will also be launched in university curricula. As suggested by Professor Lim Pin, the Vice-Chancellor of NUS, curriculum changes will include letting medical students take arts subjects, slashing lecture hours, utilizing information technology, adopting more open-book exams and offering multi-disciplinary course to undergraduates (*The Straits Times*, 13 August 1999).

Meanwhile, the lecturers' pay scale will be pegged with market forces in order to attract and reward academic staff starting from the middle of the year 2000. This represents the termination of the practice of fixed salary scales. The new flexibility would also mean the differentiation of salaries earned by academic staffs in different faculties. For instance, NUS is now paying relatively higher salaries to academic staffs working in the business and computing faculties. In return, those working in the humanities and social sciences would probably be paid less (*The Straits Times Weekly Edition*, 25 December 1999).

In the absence of an organization similar to Hong Kong's UGC, each HEI develops its quality assurance system covering the realms of teaching, research and management. At NUS, for instance, quality issues lie in four areas, namely, teaching, learning and student experience; research; staff management; and communications and dissemination of information. Research activities are regularly reviewed by an international advisory panel and also by the Ministry of Education. At the same time, the research performance of academic staff is considered according to their research publications in high quality international and regional refereed journals. Furthermore, impact factors of journals and citation index of papers published are also considered. Generally speaking, each staff is assessed annually according to his or her performance in teaching, research and services by department heads (Nee, 1999).

Economic Rationalism, Corporate Managerialism & Academic Capitalism
The experience of higher education in Hong Kong and Singapore can be characterised by 3 "isms", namely, economic rationalism, corporate managerialism and academic capitalism. Economic rationalism, as suggested by Marginson (1993), has three components. First, there is a preoccupation with economic policy and economic objectives, with getting the fundamental right before other issues can be addressed. Second the economic content of public policy is neo-classical and mostly market liberal. Third, reforms to the public service have brought education under the immediate operational control of ministers, created a more centralized and strategic approach to the tasks of government, and emphasized managerial efficiency at the expense of public service (p. 56). The universities in Hong Kong tend to redesign their programmes and courses to cope with market demands derived from students and employers. Singapore goes a step forward to peg academic staff salaries with market forces so as to award those working in the faculties that directly contribute to the economic and technological development there. These two cases demonstrate the dominance of market forces imposed upon the development of higher education systems in the two cities.

Another feature related to economic rationalism is corporate managerialism. Corporate managerialism is defined as "rational, output-oriented, plan-based and management-led view of organizational reform" (Sinclair, 1989, p. 389 cited in Taylor et al., 1997). Yeatman (1987) points out that management improvement comprises three main elements, namely, doing more with less, focusing on outcomes and results, and managing change better (p. 341). The culture of public service management puts emphasis on "economy, efficiency and effectiveness" or so-called 3Es (Yeatman, 1987; Hughes, 1998). Like other public service sectors, higher education is no longer immune from being influenced by market forces, commercialization of its teaching and research activities, and systematic and strict performance measurements. The formalization of administrative and management structure in individual universities symbolizes the gradual demise of a collegial governing structure, in which decision-making is based on "a consensus achieved between the members of a body of experts who are theoretically equal in their levels of

expertise but who are specialized by area of expertise." (Waters, 1989, p. 956). Administrators and academia in the universities have to adhere tightly to the corporate executive structure of governance, which concerns mostly about market-style competition, outputs and performance (Marginson, 1993).

The latest development of higher education in Hong Kong and Singapore, alongside similar trends in Australia, Canada, the United Kingdom the United States and elsewhere, reveals the rise of "academic capitalism". Slaughter and Leslie (1997) argue that the environment of universities is so full of contradictions that faculty and academic staff expend their human capital stock in competitive situations. They act as capitalists within the public sector and simultaneously state-subsidized entrepreneurs who are keen to make outputs and products saleable in the market. There is the emergence of a nexus between the market, the state and the universities engaged in applied and market-oriented research. Universities are described as experiencing a quiet revolution, in which block grants from government have been replaced by market-like behaviours to earn external funds from constructing university-industry partnerships, setting up universities' spin-off companies and levying student tuition fees (Slaughter and Leslie, 1997). While the government encourages the universities in Hong Kong to develop some strategic and market-related research areas like biotechnology, information technology and economic and business development (Tung, 1999), the government in Singapore advocates an entrepreneurial ethos among university academia.

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Globalization and Higher Education Reforms in Singapore and Hong Kong
A comment by Ada Shum < Alladaren@hknet.com >

Singapore and Hong Kong share a common stance regarding globalization and higher education. Professor Wang Gungwu (ex-Vice Chancellor of the University of Hong Kong), Director of the National Singapore University's East Asia Institute, believes that globalization is good for Asia because universities can tap into the world's best research and teaching facilities, provided the negative aspects of globalization can be avoided and Asian values maintained (South China Morning Post, November 18 1999). Former Chairman of the Universities Grants Committee in Hong Kong, Anthony Leung, in his keynote speech for the International Forum for Leaders in Higher education on 3 July 1997, expressed his view that Hong Kong is part of the "global village" and should be aware of the current trends that are affecting higher education institutions worldwide.

As Michael Lee notes in his paper, Singapore and Hong Kong are either proposing reforms or undergoing devolution and decentralisation in higher education. Nevertheless, the reforms have a different focus. Singapore's emphasis is on fund management, staff recruitment and administration, whereas Hong Kong focuses on cost-effectiveness and quality of teaching and research.

Both governments continue to control the higher education system, although Singapore has a more "hands-on" approach. They believe it is crucial to correlate education and economic development so as to achieve excellence, and maintain their international status as world trading and hi-technology centres. In comparison to Singapore, however, Hong Kong seems to lack careful and far-sighted vision in educational planning. It is no wonder that Hong Kong lags behind not just Singapore, but also Taiwan and South Korea in "socio-economic infrastructure, technological infrastructure, and productive capacity by a very wide margin", according to a report by the USNSF in 1993. In the era of the hi-tech global economy, and in the midst of ever-increasing challenges from other Asian nations, Hong Kong has plenty of catching up to do.

Patterns & Determinants of demand for after-school tutoring lessons in Hong Kong & Singapore

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Closely connected with formal educational systems of Hong Kong and Singapore, the widespread 'shadow' educational phenomena have been observable found for many years.

Definition

In global literature, the uses of the term 'private tutoring' in different languages and societal cultures (e.g. 'cramming or private tuition' in some Western countries, 'juku' in Japan, 'hakwon' in Korea, 'buxiban' in Taiwan) are quite diverse, depending on pedagogical roles and academic functions (Zeng 1999). To have a sharp comparable definition in this short article, 'private supplementary tutoring' refers to a kind of extra, fee-paying academic teaching or drilling of examination skills for full-time school students, with tutoring contents based on tutees' daytime school instructions.

Scale and Nature of demand

The full scale of the demand for private supplementary tutoring is difficult to estimate, as the survey samples previously carried out in Hong Kong and Singapore (e.g., George 1992; Kwok 2000; Lee 1996; Wong 1998; Tseng 1998) were not large enough or sufficiently random, merely touching the tip of the iceberg.

Studies in Hong Kong & Singapore

Some crucial patterns were found in some of the surveys previously done in Hong Kong:

- The higher the level of secondary schooling, the higher is the demand for private tutoring (Kwok 2000; Lee 1996, p.14; Tseng 1998, p.98).

- From Secondary 1 to Secondary 5, English and Mathematics were the most popular subjects for tutoring (Kwok 2000; Lee 1996, p.17) and from Secondary 6 to Secondary 7, English was the most common tutoring subject (Kwok 2000; Lee 1996, p.17; Tseng 1998, p.95).

- Kwok (2000) and Tseng (1998, p.95) found that the higher the students' academic abilities, the greater is their demand for tutoring at secondary level.

- The main reasons for private tutoring were to improve academic achievement, master examination skills and remedy the lack of individual guidance from family members or daytime lessons (Kwok 2000; Lee 1996, p.15; Wong 1998; Tseng 1998, p.90).

Juxtapositions between the 'hidden' educational phenomena of Hong Kong and Singapore can be tabulated as follows:

Comparable aspects	Hong Kong	Singapore
Pedagogical roles and functions of tutoring-lessons, as perceived by tutees and tutors	Supplementary: (Kwok 2000) • *duplicate* daytime school lessons to foster repetitive learning; • *complement* daytime lessons by providing exam skills and lesson revision	Supplementary: (George 1992) • *complement* daytime lessons by providing exam skills and lesson revision • for low-ability students to catch up with peers esp. in prestigious schools
Some subsidies offered to students, who can get some extra academic guidance in some their day-school enrichment programs	Since 1998, the Education Dept. (ED) has run a school-based intensive English course with full financial support in secondary schools, to help S.6 students to raise their standard for admission into post-secondary schools. Part-time, qualified English tutor is appointed for each class by the school principal [c.f. ED document: ED (PL) 1 / POL/22/98, pp.1-2]	Since 1993, the Government has run the Edusave Scheme to maximise opportunities for all children. The Scheme rewards students who perform well in their school work, and provides students and schools with funds to pay for enrichment programmes provided in their daytime schools or to purchase additional resources [c.f. http://www1.moe.edu.sg/edusave.htm]

Financing of private tutoring	There has been no large-scale statistical survey on financing and supply of private tutoring. (According to ED, 'registered schools' include all types of daytime schools, evening and nursery or tutorial schools. There is no specific data on mass tutorial schools.)	George (1992) estimated that about $260 million a year was household expenditure on private tutoring in Singapore, roughly one-tenth of the government's educational expenditure in 1992.
Supply of tutoring:	**Main Source: Kwok (2000)** *Types:* Individual, pair, group (3-8 tutees) and class (more than 8 tutees) tutoring Tutors: School teachers, university undergraduates and some professionals with full-time jobs *Tutoring place:* Tutees' / tutors' home or offices and tutees' daytime schools and in some voluntary community organizations or rented flats of commercial buildings	**Main Sources: George (1992); Wong & Wong (1998)** *Types:* Individual, pair, group (3-8 tutees) and class (more than 8 tutees) tutoring Tutors: School teachers, university undergraduates (for home tutoring) and some professionals with full-time jobs *Tutoring place:* Tutees' / tutors' home or offices and tutees' daytime schools and in some voluntary community organizations or rented flats of commercial buildings
Policy-making: towards the supply of after-schooling	1. laissez-faire educational policies regarding the quality of private tutoring 2. no measures on home tutoring; 3. infrequent censorship and actual exercise of educational ordinances on tutoring schools (usually only after severe complaints)	Government's position is ambivalent: 1. does not allow qualified school teachers to tutor too long without special permission , nor to tutor their daytime school students; 2. encourages community-run organizations to run good quality tutoring classes so the poor are not deprived of tutoring services

Possible multi-level social determinants for demand:

Since an in-depth multi-level social analysis of demand for private tutoring is only found in Hong Kong (i.e., Kwok 2000), only possible determinants are speculated. Macroscopically speaking, the schooling systems in both Hong Kong and Singapore suffer from bottlenecks in their structure. Education is the most decisive factors for personal career success in both these economically competitive societies. Pressure points are found at the junctions between primary and secondary levels and between secondary and tertiary levels. Credential inflation and a meritocratic drive are two societal forces in the two places. At the school level, high-achievers are studying under great peer group pressure (George 1992;

(Kwok 2000). In some classrooms, teachers fail to deal with extra individual learning needs in classrooms (because of a high student-teacher ratio), which encourages the supplementary roles of private tutoring. Summative assessments at secondary levels stress inter-student competition and unified upper secondary curricula are so elitist and examination-centered that teachers may not easily cover the whole syllabus thoroughly in daytime lessons. High parental academic expectations, the household uses of first and secondary languages (Kwan-Terry 1991), and insufficient free academic guidance from elder family members also increase the likelihood of students seeking private supplementary tutoring both in Hong Kong (Kwok 2000) and Singapore.

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Professor Gopinathan in Hong Kong

Professor S. Gopinathan, Dean of the School of Education, National Institute of Education (NIE), Nanyang Technical University, Singapore, (http://www.soe.ntu.edu.sg:8000/soe/) was a welcome recent visitor to Hong Kong. Speaking at a seminar at the University of Hong Kong, Professor Gopinathan stressed the need for greater collaboration in comparative education research between Singapore and Hong Kong. Among his suggestions were academic exchanges, joint research projects that compare the two places

Special areas of interest are the processes of reform (Professor Gopinathan reckons that Singapore is five years ahead of Hong Kong in this respect); information technology in education; leadership preparation; citizenship and civics education; teaching and learning in Confucian heritage cultures; mathematics education; language policy and education; TIMSS; and privatisation of schools.

Percy Kwok, a member of the CESHK executive committee, discussed ways of furthering connections between the two places. Percy, who is the CESHK webmaster, will incorporate links to NIE and the Asian Pacific Journal of Education on the CESHK website.

CESHK CONFERENCE 2000
"Approaches to Comparative Education Research"
University of Hong Kong, Saturday 22nd January 2000
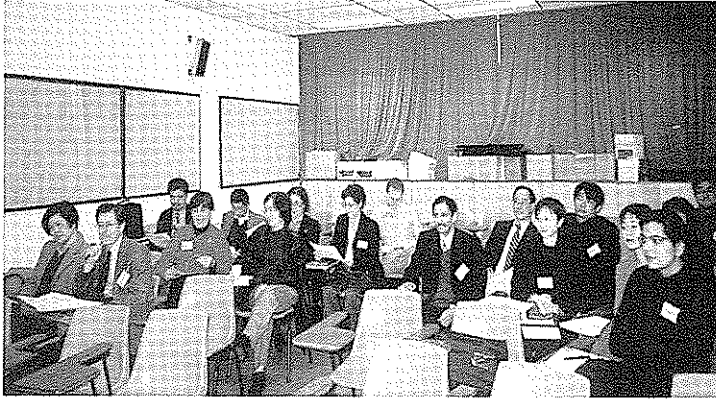
The AGM gets underway.

Neville Postlethwaite delivers his paper.

Lunch!

With 72 participants and a wide range of papers, CESHK 2000 demonstrated the strength of comparative education in Hong Kong. It was particularly pleasing to welcome members from mainland China and from other countries. Hopefully CESHK will continue to grow and to develop links internationally.

Our thanks to the Comparative Education Research Centre at the University of Hong Kong for sponsoring CESHK 2000.

We look forward to next year's conference at Hong Kong Institute of Education on the theme of "Comparing Across Cultures".

More pictures on the CESHK website.

CESHK Conference 2000 Presentations:

Tomoko AKO: Culture being contextualised: perspectives of comparison in ethnographic research

AU YEUNG King Hau: From laosanmen, xinsanmen to liangke: the change of ideo-political education in China's higher institutions during the last two decades

CHEUNG Hoi Yan, Karen: After-school academic workload of students in Shanghai and Los Angeles

FONG Peng Long: In Search of a Macau School Curricular Management System Model: School Based Vs Centralization

Ruth HAYHOE: China's Universities 1895-1995

HUANG Rongjin: Parental Influence on Children's attitudes towards Mathematics Learning in Mainland China

Philip HUI Kwok Fai: Equal Educational Opportunities for Students with Disabilities in Hong Kong: Developing a Code of Practice on Education

IP Kin-yuen: The use and misuse of comparative education in policy making

Michael KAM Chi Keung: Education Reform in Hong Kong and Macau: Comparative Perspectives on the Quest for Quality

Ramsey KOO, Margaret WONG, Bob ADAMSON, Titus LI, Beatrice LEUNG, Philip HUI, Thomas TSE: Education & Society in Hong Kong & Macau

Ramsey Ding-Yee KOO: Towards Quality Education in the SARs: What Can We Learn from Each Other?

Percy KWOK: The bounds of comparative methods in sociology of education: conceptual issues

Michael LEE Hiu Hong: A Comparative Study in HK & Singapore Higher Education: A Research Agenda

Titus LI Siu Pang: Reforming Teacher Education in the New Millennium: Issues & Challenges

Emily MANG Wai Ling: Comparison of Comparative Education Societies: 1960s & 1970s versus 1980s & 1990s

M.V. MUKUNDAN: Quality education reforms, why so frequent? A comparison of the Hong Kong & Kerala primary education systems

Nancy MUNDORF: Emergent writing of 3 year old children in environments with alphabet writing systems and non-alphabet writing systems

NGAN Ming Yan: Core Skills Development in Primary Schools: Comparative Perspectives on Hong Kong, Taiwan, & UK

Neville POSTLETHWAITE: International Studies of Educational Achievement: Methodological Issues

Resham PREMCHAND: Cultural impact on student education

QIAN Minhui: Sociological Study of Educational Development in China—Methodological Approach & Techniques of Analysis

Ada SHUM Ho Ma & Thomas TONG: Changes in the field of Comparative Education: 1960s & 1970s versus 1980s & 1990s

Aaron SIU: What's wrong with the banding system? A comparison of self-esteem among Hong Kong & Australian adolescents

John TAN: Optimism & Pessimism: Methodological considerations in the study of education & political outlook

Thomas TSE Kwan Choi : The Representation of Citizenship in Hong Kong and Macau

Edward VICKERS & Flora KAN: One Hong Kong: Two Histories--'Chinese History' & 'History' in the HK School Curriculum

WONG So Lan: The Reform of Arts Education in the SARs: Possibilities and Changes

WU Siu-wai: Reforming Education in Mainland China & Hong Kong: Means & Strategies

XIAO Jin: Learning with an Alternative Mechanism in an Emerging Economy: An Experience of Shenzhen, China

Yoko YAMATO: Formal education system and the roles of private tutoring centres in Japan

David YAN: Secondary education in Moscow

Andrew YUNG Man Sing: Financing our Higher Education Systems: Trends & Issues

Andrew YUNG Man Sing: Human Capital Theory in Higher Education Expansion: Five Free Market Economies

For further details about these presentations, please contact the presenters or Bob Adamson <badamson@hkusua.hku.hk>

FOCUS ON **METHODOLOGY**

The Bounds of Comparative Methods in Sociology of Education: Conceptual Issues

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"We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant....." Sadler (1900 p.49)

Mill's Logical Analysis of Comparative Methods

The 'comparative method' is a cornerstone of sociological investigation. A systematic application of 'comparative method' in sociology of education can be traced back to John Stuart Mill's [1843] logical methods of inductive inquiry: the method of agreement, the method of difference and the indirect method of difference.

According to his method of agreement, if two or more instances of a phenomenon under investigation have *only one of several possible causal circumstances in common*, then the circumstance in which all the instances agree is the *cause* of the phenomenon of interest. Mill also suggested using *the method of difference* whenever direct experimentation is infeasible by approximating experimental with non-experimental data. Mill's indirect method of difference is a *double* application of the method of agreement. If it is conjectured that X causes Y, both conditions of instances of X correlated with instances of Y and of instances of non-X correlated with instances of non-Y must hold good.

On evaluation, *multi-or conjunctural causation* cannot be investigated using his methods. In short, Mill's three methods are mere rough guidelines for conducting comparative inquiry, and are not to be used in sophisticated case-oriented comparative approaches.

Ragin's Conception of 'Comparative methods'

To Ragin (1994)'s mind, 'comparative methods' lie in between qualitative and quantitative methods. On the one hand, qualitative methods (small-N) aim to interpret historically or culturally significant phenomena and advance theories by studying the *commonalities* of cases. On the other hand, quantitative methods (large-N) aim to identify *general patterns and relationships* between the independent and dependent variables under investigation. Ragin thinks that comparative methods (moderate-N) are to explain *diversity* within particular sets of cases when interpreting cultural or historical significance, and to advance theory as well as to unravel causal conditions that generate different outcomes.

On evaluation, Ragin's own classification scheme of comparative, qualitative and quantitative methods has its own limitations. Firstly, it is difficult to determine the appropriate number of sample cases (N) and even to control them in empirical studies. Technical difficulties and conceptual confusions are often found in borderline cases. Secondly, causal or correlational explanations are sociologists' ultimate concern.

Comparative educational discourse, in general, goes far beyond this. By eliciting commonalties and differences in various educational systems, comparative education has numerous functions:

- when suitable, 'transplanting' good lessons from one place to another;
- penetrating cross-place comparisons can help attain a thorough understanding of local and foreign educational and related social systems;
- empirical data can justify and enrich theoretical models articulated by comparative educators, and ongoing cross-place comparisons can even evolve paradigmatic changes in the methodology of comparative education in an endless quest for truth by falsification / corroboration (in Popper's sense).

Broadly speaking, sociological studies can be theoretical accounts of macro- / meso- / micro-level social phenomena without necessarily concerning correlations or causative relations. By articulating the following three senses of bounds, I argue that whenever making comparisons, at least one of the three senses of bounds are involved.

Three Senses of Bounds on the Nature of Comparisons

1. *Linguistic / Conceptual Bounds:* debates focus on the questions of comparability in social research. For example, Warwick & Osherson (1973) questioned lexical or conceptual equivalence when making cross-societal comparisons without biased egocentric values. Raivola (1985) argued that conceptions of 'comparisons' must have points of reference, and comparable parameters and comparisons must involve analytical induction. Farrell (1986 p.208) contends: "...there can be no generalizing scientific study of education which is *not* the comparative study of education". In his view, comparative educators can give a *range* of existing relationships under data comparability, based on a line of demarcation between inherent characteristics in raw empirical data (observables) and conceptual constructs. As an illustration, the social structure of some primitive tribes in Africa may not be contextually equivalent or similar to that of a well-developed modern society. However, the functions of some subsystems can be equivalent or similar in each case— for instance, social functions of getting married and earning money. In this case, functional equivalence or resemblance is a kind of conceptual construct.

2. *Ontological Bounds:* An ontological comparison is to classify observables by finding a commensurable parameter with an increasing degree in its quality/quantity in a continuous spectrum. In the absence of a common parameter, a cluster of criss- crossings and overlapping is found, using Wittgenstein's (1958) 'family resemblances' theory of universals. This is evidenced by many extraordinary instances of educational phenomena, e.g. the notion of private schools in mainland China is far beyond James' (1988) classical category of counterparts in Western European countries. James and her critics followed such a line of thought when arguing the classification and types of private schools from a comparative perspective. But it is still an unanswerable ontological question as to *how* and *why* the members belong to one family under Wittgenstein's notion of 'games'. Sticking to the 'language-game' of 'private schools' cannot predict future development and the inner social structure of such schools in comparative and international perspectives.

3. *Ethical Bounds:* Taba (1963) lists four senses of comparison in educational systems; *descriptive* (what the common and different features of educational systems under comparison are); *historic* (how the features came/come/will come to be); *meliorative* (how educational systems under comparison can change or improve); and projective (what kinds of education systems under comparison are being created).

4. Based on such a framework, a descriptive classification is only at a preliminary stage. Many current comparative educators compare educational phenomena through descriptions first. Their second attempt is to 'transplant' comparative lessons. Without thorough investigations of the inner social (socio-cultural/-economic/-political/-historical) structure, it is dangerous to make recommendations in educational policy-making from a comparative perspective. The *is* (in Taba's descriptive sense*) - ought* (in Taba's meliorative and projective senses) gap often exists in comparative studies (e.g. Psacharopoulos [1990] and his critics) without sufficient theoretical back-up if the social (including Taba's historical) senses are ignored.

Conclusions and Implications

Comparative education has developed a long way from the travellers' tales typical of Jullien *(1817)* to socio-historical studies on comparative educational systems, and then from searching for the 'science' of comparative education to reach its *diversities and complexities,* classified in Table 1. Despite uncertain future directions, it is necessary to re-conceptual educational issues in international and comparative education, as well as to rethink the origins and re-establishing the roles/status of comparative education. Any paradigmatic changes in the methodology of comparative education need to bypass or transcend such bounds.

Table 1: Rosselo's Classification of emerging comparative education issues

Emerging comparative issues	senses of comparisons
1. Multi-level analysis	*the range of comparisons*
2. gender, cultural and IT education	*the subjects of comparisons*
3. collapse of some grand theories in some contexts 4. threats of postmodernism: tremendous impacts of economic, ideological, technical and knowledge, globalization	*the nature and angle of comparisons*

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Culture Being Contextualised: Perspectives of Comparison in Ethnographic Research

Tomoko Ako

Ethnographic research has recently received great attention in the field of educational studies. Since it usually focuses on a specific group and makes an in-depth exploration of the culture, it seems that no "comparison" is actually being made. However, there are assumptions concerning the ways we may look at the culture. These assumptions are based on comparative perspectives that derive from the position where the researcher is historically involved.

As the exchange of goods and information has increased and people frequently communicate across different cultures, it has become more and more difficult to treat a culture as a "closed system". Culture is perceived and defined in terms of the relationship between a target group for research and a researcher - the historical context in which the group and the researcher are situated. Thus, it can be said that the narrative on a culture is not static and that new views toward the culture are continuously emerging over time. Ethnographic research does not make comparisons in an explicit way. Nevertheless, it can have an important implication for the study of comparative education regarding how we understand and illuminate different cultures in various historical contexts.

It is therefore significant to pay more attention to the way perspectives of comparison are built into the process of carrying out ethnographic study. This paper discusses some issues concerning ethnographic research based on my experience of fieldwork that was conducted in three schools of Shanghai, China over the past one year.

The position of researcher distinctively affects the whole process of ethnographic research. In the case of my fieldwork, my Japanese background

significantly influenced my relationship with people in the schools. For Chinese people, opportunities to go to foreign countries are still very much limited. Therefore, most people tend to have a strong stereotypical image about Japanese. Many people communicated with me largely through their image of Japan and Japanese, and I was asked many similar questions on different occasions. It is sure that their attitude and reaction to me with my Japanese background was highly affected by the biases that they had already established.

My appearance, somewhat resembling a Chinese, was an advantage. The invisibility of my foreign identity helped not to frighten people away. However, I seemed to miss points that those who were obviously recognised as outsiders could perceive. Once when my British friend visited the schools, my students commented on the political relationship between Taiwan and mainland China in a way that I seldom encountered while I was doing the fieldwork alone.

The relationship between researcher and researched is rarely symmetrical. As many post-modern proponents argue, those who have power, resources, and information have produced the major discourse of scholarship. Although I was just a graduate student, my education level was higher than the ones of most people in the schools. Furthermore, Chinese people have a cultural and political custom to receive foreign guests in an extremely hospitable manner. Thus at the beginning, I could not be in a natural and relaxed mood. I attempted to spend as many hours as possible together with teachers and students by sleeping in the teachers' dormitory, taking meals in the student canteen, and joining various school activities.

I tried to learn the situation in the schools with a modest attitude as befitting an individual researcher studying about China. Gradually people felt that my presence was less and less strange, and it became easier for me to balance the power relationships.

The researcher's identity is an 'essential research instrument' in conducting fieldwork (Wolcott, 1975: 115). His or her experiences as well as those of the informants constitute a fundamental part of the research process (King, 1997: 175). Thus, the extent to which the quality of data is improved depends on how the researcher becomes a part of the community and has the

same experiences as locals do (LeCompte, Preissle, & Tesch, 1992: 92). For getting closer to the informants and acquiring useful data effectively, it was very important to establish mutual trust. I emphasised two strategic methods of communication for that: (1) Finding interests and problems that we can commonly share; (2) Actively going to the spot where something interesting are happening.

It is natural that informants feel nervous and uncomfortable about the presence of a stranger who comes suddenly for fieldwork, the nature and purpose of which they know little about. Therefore, I attempted, as much as I could, to find interests and problems that we could share. For instance, we could feel sympathy for one another when we thought about family members who were away from home. Young female teachers and I, who are in our sentimental late 20's, often shared anxieties about marriage, career, and family. Sitting in the staff room, I just attempted to listen to teachers talking about how they had survived throughout the political turmoil in Cultural Revolution, how the society had changed these days, what their children were doing, and so on. Many teachers seemed to feel it was easy to talk with a person like me who was not directly into the complicated human relationships in the schools.

Adopting only the first strategy did not allow me to explore the topics in areas that I was not familiar. Therefore, I tried to go to the location where something was taking place and asked people around me to elaborate on what was happening and why, in their own words.

Since I wanted to lay stress on carrying out an observation in a natural setting, I did not especially undertake interviews. Considering the political situation, Chinese people tended to express themselves differently in formal and informal settings. There was a large gap between what principals and teachers wrote in official documents or reports for the government and what they usually said to me in the staff room. People would feel nervous and be careful in selecting legitimated topics and correct language if they could guess what I intended to investigate by asking them many questions. In order to understand what people actually think in their minds, interviews might not help so much.

Dealing with etic-emic questions and the outsider/insider dilemma is also a difficult task in ethnographic fieldwork. I was a Japanese student who came to Hong Kong to pursue a Ph.D. study. I had principally been trained in the Western-oriented disciplinary methods and was writing the thesis in English. My background, the targeted readers for the thesis, the methods applied in this research--all might affect the characteristics of the finally produced ethnography. The research questions and analytical categories evolved throughout the research, and they were very much influenced by the sensitivity as well as insensitivity of the person who was born and brought up in Japan, whose culture was very similar to as well as different from the one in China.

In conclusion, it is important, particularly when conducting ethnographic research, to examine closely the position where the researcher is situated as he or she records the culture. Other types of research that are not particularly centred on the study of culture also apply comparative perspectives that are affected by the researcher's position. Therefore, even for those studies that focus on just a single unit of analysis, such as country, region and school, there should be more discussions on the perspectives of comparison that are implicitly built in. In order to improve the quality of research, we should analyse more carefully how the relationships between the researcher and researched are being established throughout the process of research, and how it affects the research findings.

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改革中的教育政策：比較教育的運用與濫用

葉建源

回顧百年來的教育發展，頭數十年，改革的動力主要源自心理學和哲學的發展。這是來自內部的教育改革，推動力主要來自教育工作者的價值和知識的變化。

二次大戰之後，政府開始大力推動教育改革。一九八四年，基於日本經濟發展的威脅，美國發表了題為《國家在危急之中》(Nation at Risk) 的著名報告書，引動了新一波的教育改革。

新一輪改革的主要動力不再來自心理學和哲學的發展，而是管理學、公共行政和人力資本理論。近二十年，教育改革的熱點包括校本管理、全面質素管理、問責制、人事管理中的評鑑、課程改革中的考查評核，諸如此類，不勝枚舉，都與管理學和公共行政理論有關。

政府機構之所以如此積極介入推動教育改革，原因很簡單，是因為教育對於社會發展太重要了。六十年代「人力資本」(human capital) 理論面世之後，教育便開始被理解為一種投資行為。面對國與國競爭的白熱化，及知識社會的降臨，各國紛紛加快發表教育改革的計劃，絕對不是偶然。

這種改革可稱為「外加的改革」，推動者主要是公共行政人員和企業家，而教育工作者則要被動地回應其對教育的要求。這種「外加的改革」的次數頻繁，在香港，九十年代的改革頻度高於前九十年的總和，而西方國家普遍都出現類似的現象。

政治決策者推動的教育改革，多源於對本地教育的不滿，而以外國教育發展作為參考，幾乎已是世界性的潮流。

借助外國經驗有好處，也有問題。問題之一是政治決策者往往尋找快捷簡便的解決辦法 (quick fix)，希望在一定時限內完成任務，取得民望。因此往外國取經，是要立刻解決問題，不求了解問題的深入層次。他們往往貿貿然採用「移植」策略，把外地的某些辦法移植到本地來，九十年代初香港推行的「學習目標及目標為本評估」，便是一例。

問題之二是對外地了解流於片面。無論官民，正式訪問都一樣容易取得片面印象，把外地的某些點誤以為是當地的全體。更糟的是讀了外地的報告、計劃，就以為那是實況。至於只聽個別研究者的報告，也難免片面。

問題之三是政策制訂者偏愛簡單指標，在比較本地與外地的教育表現時，類似 TIMSS（國際數學及科學競賽）的排名次序就很受重視。簡單指標是有用的，但無法帶出不同地區的條件差異，也無法顯示改善的途徑，而可比性也不無疑問。近年越來越多教育學者反省這類國際比較的意義，轉而採取質化研究方法，但決策者對這些複雜的信息一般不感興趣。

問題之四是政治決策者忽略社會條件及各地文化的差異。教育的本質是人的事業，文化價值的因素特別重要。美國兒童學習繪畫首先是自由塗鴉，中國兒童學習國畫卻首先是模仿，當中不僅是方法不同，而且是整個信念和假設都大不相同。

比較教育研究對政策制訂可以提供的貢獻，不僅是指出境外教育的優點，同樣重要的是通過比較、對照，深入了解本地教育的特點及其複雜的背景，從中發現更多的可能性，激勵本地教育的改進。這需要比較教育學者的更大的努力，以彌補決策者的不足：——

● 對外地教育要有更深入的研究，作為決策參考，以免決策者單憑主觀或片面的印象作為決策依據。

● 通過比較，發掘本地教育的特點及其複雜的成因，形成豐富的本土知識（local knowledge），在此基礎之上，決定外地的教育之中，何者應學，何者能學。

● 為教育改革提供更多的政策選擇。

附記：本文原題為《比較教育在政策制訂上的運用與濫用》，題目及部分內容參考 H. J. Noah, "The use and abuse of comparative education", in P. G. Altbach & G. P. Kelly (eds.), *New Approaches to Comparative Education* (Chicago: The University of Chicago Press, 1986), pp. 153-166.

After-School Academic Workload of Students in Shanghai and Los Angeles
Karen Cheung outlines her on-going research

In America, when the school bell rings at 2:30 p.m., students are dismissed from their day school. Some students go home to do their homework, some attend after-school classes or extra-curricular activities, and others engage in leisure activities or work part-time to earn some extra allowance. These are some of the common after-school activities that students around the world do. Considerable evidence suggests that American students dedicate less time after school to academic activities than do students in many other countries. This may be one of the reasons why American students are doing poorly in their academic achievement when compared to students in other countries, especially students in Asian countries who spend more time after school on studying and doing homework. Expectations and beliefs of students and parents are very different in Chinese and American societies. Generally speaking, American students believe that academic work is only one of many areas in which they should be interested, for they are more concerned with their psychological well-being. Furthermore, American students worry less about their school performance than Chinese students. In other words,

Chinese students have a lesser sense of comfort about their school work than American students. Additionally, American parents, when compared with their Chinese counterparts, are much less demanding regarding their children's academic achievement.

On the other hand, both Chinese students and parents place great emphasis on their academic achievement. Chinese parents are more likely to allow their high hopes to influence their expectations with respect to children's achievement than American parents. When compared with American parents, Chinese parents are much more critical about their children's academic achievement. Since Chinese parents place great emphasis on their children's academic achievement, they train their children to make use of their after-school hours in doing homework. The competition for a place in a school for higher education is far more intense in Chinese society since society has impressed on students the importance of a good education for a better and prosperous future. Everything hinges on their academic prowess and success. Therefore, Chinese students perceive the attaining of high academic honors as their major goal, and as a result, they are more committed to studying and doing homework after school.

Students in America and China finish school for the day between three and four o'clock in the afternoon. There are at least five to six hours of free time before they go to bed at nine or ten o'clock at night. In these hours, students can engage in different kinds of activities that may enhance their academic achievement. However, few studies have been done on the different kinds of academic activities that students engage in after school and why they choose to engage in them. Though there are many studies that focus on the time students spend on homework or the value and attitudes they hold towards homework, other after-school academic activities have been ignored by researchers. Since other after-school academic activities also play an important role in the academic achievement of students, it appears that the values and attitudes towards these activities deserve attention. The time and effort students spend on these activities are closely related to the values they hold towards these activities and their academic achievement.

Students are required to follow the instructions from day school teachers and they have less of a chance to choose the activities that they engage in. When students are dismissed from school, they and their parents can select different kinds of activities that they consider to be beneficial. In fact, after-school academic workload can reflect the demands that students, parents and teachers place on academic achievement. The most direct way of raising students' performance standard is to increase the demands and duration of these after-school academic activities. To increase students' after-school workload is presumed to increase the importance of academic achievement. It is therefore important to study student's after-school academic workload.

My research is going to compare the after-school academic workload of students in Shanghai and Los Angeles. The definition of after-school academic workload in this research is the total amount of academic activities (such as homework, after-school classes offered by day school, tutoring classes offered by community or private centers, private one-to-one tutoring and independent studying) that students engage in every day after school and during weekends. Furthermore, this research will only concern itself with academic subjects that are covered by day schools. Non-academic activities such as music, sports, arts and crafts, leisure readings and other recreational activities will not be included in the study. This research will look at the after-school academic workload of Shanghai and Los Angeles students through the cultural, sociological and psychological perspectives. Though there are studies that focus on non-academic after-school activities, such as visiting parks and museums, these activities are less direct in influencing students' academic achievement when compared to doing homework or attending tutoring classes. When students view doing well in school as their major goal, the benefits of doing homework and engaging in after-school academic activities are obvious. In order to find out how committed students in Shanghai and Los Angeles are to their after-school academic workload, it is important to look at how students, parents and teachers perceive those activities that may have a direct impact on scholastic success.

Methodologically, this research will use both qualitative and quantitative methods in investigating the issues—for example, questionnaires and interviews will be used. In addition, students will be asked to keep a weekly diary on the time they spend on after-school academic activities. Asking students to keep a weekly diary is an accurate and efficient way to study the patterns by which students allocate their time to after-school academic activities. There have been few in-depth studies that focus on after-school academic activities; therefore, this study can make a significant contribution to education.

Reforming Teacher Education in the New Millenium: Issues & Challenges

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Following in the footsteps of Hong Kong, Macau returned to her motherland–China–on 20 December 1999. The latest Special Administrative Region is facing a number of changes that may affect teacher education in Macau. The most important is political change. As a government institute, the University of Macau formerly followed the regulations of the Portuguese Macau Government. With the SAR government, the university is under the administration of the new "Social and Cultural Undersecretary", a local-born Chinese. His beliefs and philosophy of education may differ from his predecessor's. He may launch educational reforms when he judges appropriate.

Aside from the potential changes from the Macau SAR government, three specific social demands are being made. The first one is introducing the new subject of "Macau History" or expanding the "History" syllabus to include the history of Macau. The Institute of Chinese Language of the University of Macau set up new certificate and degree courses in Macau History from September 2000 to prepare teachers for this change. The second demand is preparing teachers to teach "Chinese Language" in Putonghua. This is not a new demand: over the last decade, many mainland scholars urged the Macau government to employ Chinese Language teachers from China to replace local Cantonese-speaking teachers (Li, 1995; Choi, 1995). Mok (1999) suggested that the Faculty of Education, University of Macau, should change its present system to train Putonghua Chinese Language teachers within 15 years. The third issue is promoting patriotism in school, a request by the vice director of the Macau New China Agency (Macau Daily, 1999). In short, the demands will definitely affect the existing syllabus of the teacher education courses offered by the Faculty of Education, University of Macau.

The second dimension of reform is related to the economy and lifestyle of Macau. Preparing citizens to cope with the advanced technology of the new millennium is a worldwide task. Although the "Macau Schoolnet" was established some years ago, it is not widely used in schools and among students. Moreover, few teachers are prepared to use a multi-media teaching approach. Hence the teacher education institutes and the DSEJ (the department responsible for education) have to research the issue and provide sound training for teachers in order to implement "Information Technology Education" and "Teaching through Multi-media" at various levels of schooling.

The third problem is the drop (over 50%) in birth rate from 8500 babies in 1990 to 4000 babies in 1999. This puts pressure on the structure of schools. If the rate continues to fall, the number of schools may be reduced and fewer kindergarten teachers and primary teachers will need to be trained. Although "Newly Arrived Children" from China are filling up the classes, they are mainly around 10 years old and need senior primary education. Therefore, the DSEJ needs to measure and survey population changes so as to gauge how many teachers should be trained by the teacher education institutes. On the other hand, a smaller number of students per class may be a solution to employ the "surplus" teachers, as the class size is too big in Macau. If it drops from 45

students to 30-35 students, such a change can help teachers to provide better quality education. In return, not many teachers will lose their job.

Since the economy traditionally relies mainly on gambling and tourism, it is time to develop the industry of Macau. To do so, Prevocational Teachers and Industrial Teachers need to be prepared by the teacher education institutes. The problem is who can offer this specialist education. Also, the present school curriculum should be reviewed in order to include more elements of industrial and prevocational education.

On the other side of the Pearl River, the Hong Kong Government is restructuring the whole education system in order to ensure quality education to prepare Hong Kong people to face the challenges of the new century and the rapid development of other nearby countries. Eight domains of learning are proposed by the Curriculum Development Council (1999) to reshape the school curricula of kindergarten, primary and secondary schools. Moreover, the efforts are being made to improve language abilities in both Chinese and English of students and teachers, following severe criticism by the public and the government.

The change of school curriculum and the weakness of language abilities affect how teachers should be prepared. Preparing teachers to teach "Information Technology Education" and "Teaching through Multi-media" in schools is another big challenge for the Hong Kong Government and teacher education institutes. How to integrate more commercial, economical and industrial elements in schools to prepare students to the job market and future life is another issue similar to Macau. In short, the two SARs are facing similar challenges in how to reform teacher education for the 21st century. The footsteps of Hong Kong will be good examples for Macau to follow.

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Reforming Macao's School Management
FONG Peng Long

Many countries are undergoing curriculum reform initiatives, such as the National Curriculum in Great Britain, the outcomes-based curriculum framework in Australia and the standards-based movement in United States. The main and unstated purpose behind these is government intervention in assuring quality in the school curriculum by seeking to improve students' learning outcomes for the potential enhancement of national/regional economic competence capacity.

As a number of curriculum researchers point out, the analysis of curriculum phenomena should be multi-level in approach (Goodlad, 1979; Glatthorn 1987; Steffy and English 1997; OECD/CERI 1998). This paper adopts a policy-oriented research perspective (Keeves 1990). It focuses mainly on Macao's school system level and sketches out the reality under Macao's Education Law (Lei 11/91/M) and Regulations (Decree-Law 38/94/M, Decree-Law 39/94/M, Decree-Law 46/97/M) on school curriculum affairs.

The framework for analysis is a four-typology model (figure 1), constructed by crossing two dimensions on the degree of complexity (simple, complex) and the degree of change (stable, dynamic). Borrowing from the fundamentals of management science, the paper then analyses the school-government relationship and school system structural design in Macao. The paper argues that the Macao Education Law and Regulations intend to create a simple-stable two level system – the Macao school system level and school internal management level. The main concern is low uncertainty (figure 2). But the social relationship between schools and government is a complex-dynamic that implies that the highest uncertainty is probably the reality. How the government can create a simple-stable two level system, shifting the social reality to an alternative paradigm of complex-stable or simple-dynamic is an important issue.
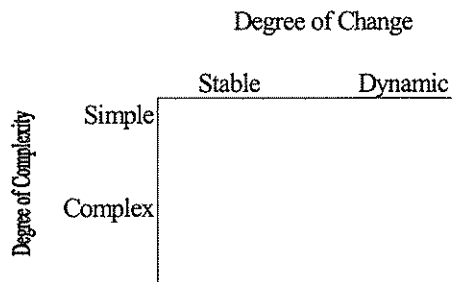

Figure 1. Tool for Macao Curriculum Management System analysis: complexity and change
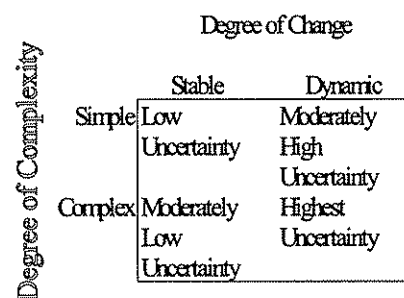

Figure 2. The Environment of Management: Organisation-Environment Relationship

From figure 3, I argue that the Macao Education Law and Regulations intend to create a structure adopted from abroad without profound deliberation on issues of appropriateness; specifically there has been insufficient evaluation of the strength, weakness, threats and opportunities in the imported model. The policy intent is to establish a centralized-mechanistic system structure similar to that in OECD member countries. But the indigenous reality is that 90% are private schools, each with its own traditions and conditions. Therefore the practice between schools and DSEJ is complex-dynamic in nature; a decentralized-organic structure is clearly the reality. How the Macao government can approach such an ideal from an opposing starting point should be an issue for profound policy research.

Degree of Change

		Stable	Dynamic
Degree of Complexity	Simple	Centralized Mechanistic Structure	Centralized Organic Structure
	Complex	Decentralized Mechanistic Structure	Decentralized Organic Structure

Figure 3: -Fundamentals of Organizational --Structural Designs

Content and Skill Standards

Written

Taught ←→ Tested

Opportunity to Learn Standards   Performance Standards
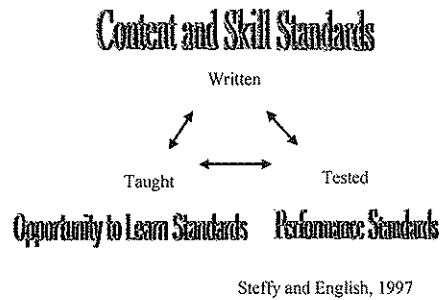
Steffy and English, 1997

Figure 4: Curriculum Standards model

In seeking to (re)construct Macao's School Curriculum Management System, four basic comprehensive challenges are posed instead of drawing any premature conclusions.

● Is school curriculum management an inevitable phenomenon due to the scarcity of educational resources? Based on what grounds can we say we do not need a school curriculum management system?

● If a school curriculum management system has to be established for the sake of the accountability of school effectiveness after the implementation of "Universal Free Education", what form should it take? Would Fenwick's proposed English model (figure 4) be suitable?

● If the school curriculum management system needs a knowledge base for change agents at different levels to build up a new school culture with shared-vision and consensus for division of missions, what are the prominent elements and priorities for the government to deal with? Curriculum documents improvement/renewal? Resource allocation? Teachers' professional development? School restructuring? Leadership? Testing?

● Finally, what is the nature of school organization in Macao? Organic or mechanistic? Where is the main driving force coming from? Students' learning outcomes in terms of external exam results? Schools traditions? Schools conditions? Schools competition? Or other unstated forces?

CIES 2001

Washington, D.C.

March 14-18, 2001

Global Resonance and Resistance: Affirmative Alternatives for Educational Policy, Practice, and Transformation

President-Elect Heidi Ross is pleased to announce that the next CIES annual conference will be held at the Omni-Shoreham in Washington, D.C. The Shoreham is located near Dupont Circle, a few blocks from the National Zoo. More details will be announced soon and will be posted on Colgate University's web site (http://groups.colgate.edu/cies).

CESHK News

Membership and Finance

As of 20 September 2000, the Society had 68 paid-up members. The Executive Committee has held the subscription rate constant at HK$150 (HK$100 for students); new members joining after 1 September 2000 are given the remaining part of the year 'free' as part of their 2001 subscription. Members are encouraged to renew their membership as soon as possible.

Shenzhen Visit

On Monday 18 December, the Society is sponsoring a visit to Shenzhen. The visit is co-sponsored by the Association for Childhood Education International (ACEI), and chiefly organised by Ip Kin-yuen. The charge for the trip, including transportation to and within Shenzhen, and including lunch, is HK$250. The trip includes visits to Kindergarten, primary and secondary schools.

Visit to Russia

Following the visit by Nina Borevskaya from the Institute for the Far East, Moscow, links between CESHK and Russia have been growing. CESHK is now looking into the possibility of arranging an educational study tour to Moscow at Easter, 2001. The seven-day tour would cost around $10,000, including airfare and accommodation. David Yan is soliciting expressions of interest from members before moving ahead with arrangements. Please contact David on davidyan@hongkong.com.

CESHK Website

Percy Kwok has set up and maintained the CESHK website. It can be visited at: http://www.hku.hk/cerc/ceshk. The website has been linked to that of the World Council of Comparative Education Societies (WCCES).

Annual Conference

The CESHK Conference 2001 will be held on 17 February at Hong Kong Institute of Education, Tai Po, and will immediately follow the 2001 AGM. The theme is "Comparing Across Cultures". The Call for Papers and Registration Form are on pages 23 and 24.

World Council of Comparative Education Societies

The Society is an active member of the WCCES. The Society is fully paid up in subscription (which, for a member of our size, is US$100 per annum). The Executive Committee of the Council met at the annual meeting of the Comparative Education Society of Europe (CESE) in Bologna, Italy, 3-7 September 2000. Percy Kwok represented CESHK at the executive committee meeting.

The World Congress of Comparative Education will be held in South Korea, 2-6 July 2001. It is planned that CESHK will have two or three panels of presenters at this conference. Please contact Bob Adamson if you are interested in joining a panel. Details of the conference are provided on the next page.

CONGRATULATIONS to Mark Bray on his election to the post of Secretary-General of the World Council of Comparative Education Societies!

WCCES 2001

New Challenges, New Paradigms
Moving Education into the 21st Century

11th World Congress of Comparative Education

Chungbuk, South Korea
2-6 July 2001

"New Challenges and New Paradigms:

Moving Education into the 21st Century"

We are facing a great change in the arena of education for the new millennium. The rapid development of civilization in information age is shattering the roots of previous life patterns. In this context, how can we continue human happiness and prosperity without losing the identity of humanness in the midst of the turmoil caused by the change?

The task of seeking the answer for the question is one for the people all over the world. We firmly believe that the sector of education is one of the right places for us to turn our attention in seeking the answer. From this point of view, the WCCE is increasingly given the significant status on account of its concerns about educational problems of the world and efforts to find and share the answers for the problems.

In preparing the 11th World Congress in liaison with the WCCE, we believe that it is appropriate for us to make an effort in which common prosperity of the world is sought for by connecting highly developed information and civilization with humanization in the global world. From this belief, we assume that the educational paradigm so far should be shifted in commensuration with the needs of new age and try to find meaningful understandings by setting up the Congress theme as "New Challenges and New Paradigms: Moving Education into the 21st Century."

For more concrete and specific fulfilment of the Congress theme, ideas and insights of the scholars of the world may be expected in following theme areas: (1) theories and theory shifts, (2) higher education, (3) literacy and language, (4) education all for peace and justice, (5) gender, (6) culture, indigenous knowledge and learning, (7) teacher education, (8) curriculum, (9) educational policy, (10) lifelong learning, (11) worlds of childhood, (12) basic education / education for all, (13) educational reform in societies in transition.

If substantial and concrete searches and discussions of the scholars all over the world occur, it is thought to be possible for the education for the 21st century would change in right direction and consequently our quests for the solution could be achieved successfully.

Website http://cc.knue.ac.kr/~kces/theme.htm

CESHK Membership – Registration/Renewal Form 2001
香港比較教育學會會員- 2001 年新會員申請/舊會員續會表

❑ **Membership ($150)**
會員($150)

❑ **Student Member ($100)**
學生會員 ($100)

Name 姓名 _____ Address 住址_____

_____

E-mail 電郵_____ Tel. Nos. 電話 _____

Fax 傳真 _____

Name of Institution 機構名稱 _____

Position/ Department 職位/部門_____

Signature 簽署_____ Date 日期 _____

Please send the form and a cheque for the appropriate amount made out to **THE COMPARATIVE EDUCATION SOCIETY OF HONG KONG** to: *Dr. Bob Adamson, Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong Kong.*
請將表格連同有關款項以劃線支票，抬頭以 **THE COMPARATIVE EDUCATION SOCIETY OF HONG KONG** 寄回香港薄扶林道香港大學教育學院鮑勃博士收。

Note: Membership is payable on a calendar year basis (i.e. January-December). However new member registrations received after 1st September 2000 will be good for the rest of 2000 and the whole of 2001.
備註：會員須每年繳交會費，該會費年期由一月至十二月爲限。若於 2000 年 9 月後所收取的新申請者均作 2000 年及 2001 年之會員。

Special benefits to CESHK members include:
會員可享用的優惠包括:

- *US$50 (US$25 for student members) reduction in registration fees for WCCES 2001*
  若會員欲申請成爲2001 年WCCES 的會員，其入會費可獲減收美金$50(學生會員美金$25)。
- *20% discount on CERC publications*
  CERC 所出版的刊物，會員可享有八折優惠

CESHK Conference 2001

2001 年香港比較教育學會年研討會

" Comparing Across Cultures"

" 跨越文化之比較 "

Date:	**Saturday 17th February 2001**
日期：	2001 年二月十七日（星期六）
Venue:	**Hong Kong Institute of Education**
地點：	香港教育學院
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: **$150**   Student Members: **$100**
CESHK 會員: 港幣一佰五十元正   學生會員: 港幣一佰元正
Non-members: **$300 (includes membership)**
非會員: 港幣三佰元正（包括會員費）
Student Non-members: **$200 (includes membership)**
學生非會員: 港幣二佰元正（包括會員費）

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For more information, please contact 若垂詢更多有關資料，請聯絡:
Dr Bob Adamson   香港薄扶林道
Comparative Education Research Centre 香港大學
The University of Hong Kong   比較教育研究中心
Pokfulam Road, Hong Kong   鮑勃博士
Tel: 2859 1952   電話：2859 1952
e-mail: badamson@hkusua.hku.hk   電郵：badamson@hkusua.hku.hk

(Please mark your envelope/title your message "CESHK")
(請於信封上註明 "CESHK")

Deadline for proposals 截止日期: **3rd January 2001**

CESHK Conference 2001 - Registration Form
2001 年香港比較教育學會研討會報名表格

❑ **Member $150**
  會員$150

❑ **New Member/Renewal + Conference = $300**
  新會員＋研討會費用=$300

❑ **Student Member $100**
  學生會員$100

❑ **New Student Member/Renewal + Conference = $200**
  新學生會員/續會會員＋研討會費用 = $200

Title 題目名稱_____Name 姓名 _____

Address 住址 _____

_____

E-mail 電郵 _____ Tel. Nos. 電話 _____

Fax 傳真 _____

Name of Institution 學院名稱 _____

Position/ Department 職位/部門名稱_____

I wish to present a paper: ❑ Yes   ❑ No
本人願意提交計劃書論文   (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.
備註: 參加者所提交的論文請清楚列明所用的語言。

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.*
請把報名表格連同一份 250 字上限之提要(如閣下將提交論文)及有關的款項以劃線支票抬頭以 **"THE COMPARATIVE EDUCATION SOCIETY OF HONG KONG"**寄往香港大學教育學院比較教育研究中心鮑勃博士收。

Signature 簽署_____ Date 日期_____