



Comparative Education Research Centre
Faculty of Education, The University of Hong Kong

From the Director

When CERC's former director, Dr Bob Adamson, approached me in 2002 to stand for election to his position given his imminent departure for Queensland, he assured me that the job entailed "just a few hours per week". I won't accuse him in print of being economical with the truth, but this edition of *CERCular*, as does every one of its predecessors, offers evidence of the splendid level of productivity of this small research-driven centre.

Just below this Editorial is an advertisement for two books published by CERC in the few months since the last edition of *CERCular*. The first is Bob Levine's *Childhood Socialization*, a collection of the best work by this world-renowned cultural anthropologist in the domain of parenting, learning and education. The second is the work of a graduate of our Faculty's MEd programme in Comparative Education. Yoko Yamato's *Education in the Marketplace* compares Hong Kong's international schools, and is very relevant to current discussions about government subsidies to the English Schools Foundation. And, while not wishing to count one's chickens before they hatch, in the incubator are some half a dozen more books scheduled for publication over the next year or so.

CERC has organised and hosted six research seminars during the last semester, two with other Centres in the Faculty. They included presentations by Bob Arno, Past President of the US-based Comparative & International Education Society (CIES), and Anne Hickling-Hudson, President of the World Council of Comparative Education Societies (WCCES). The new semester should see at least another six research seminars.

Partly in recognition of this research productivity, the editor of the series *CERC Studies in Comparative Education*, Mark Bray, has been invited to present keynote addresses to, among others, the Worldwide Comparative Education Forum hosted by the China Comparative Education Society (CCES)

in October 2002; the Thinking Qualities Initiative Conference on "Thinking in and across Disciplines" in Hong Kong in June 2003; and the International Conference organised by the Bulgarian Comparative Education Society (BCES) in October 2003. In further recognition of the role played by CERC in the field, the CIES, the largest such society, has invited CERC's director to respond to the opening presidential address at its March 2003 annual conference in New Orleans. A considerable number of other CERC members will also attend that conference.

The reasons why CERC has been described by leading scholars in the field as among the most active centres of research in comparative education are there for all to see (it's just that Bob Adamson didn't lay this out quite so clearly on the table!). My thanks are due to Emily Mang, CERC's senior research assistant, for her excellent administration, to Tony Sweeting and other members of CERC's editorial board, who spend hours refereeing and editing manuscripts, and to the other members of CERC's executive committee for their unfailing support.

This issue of *CERCular* has something of a focus on higher education, with an article comparing the costs of tuition at some of the world's reputable universities, and another looking at unfinished university reform in Singapore. There is also, among other interesting news from the field of comparative education, an article on reading literacy rates in primary students in Hong Kong.

We invite readers to establish or renew contact with CERC, and to enjoy this newsletter and our other publications. More information can be found on our website: www.hku.hk/cerc. *

Mark Mason

Table of Contents

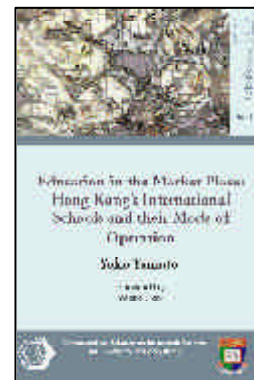
- 1 From the Director
- 2-3 Tuition at Worldclass Universities
- 4-5 Unfinished University Reform in Singapore
- 6-7 WCCES News
- 8 Progress in International Literacy Study
- 9 PhD Abstracts
- 10 CERC News & Seminars
- 11 Review of CERC Books; OMEP World Council Meeting and Conference
- 12 New CERC Publications

New Books Published by CERC

Please see back page for details.



January 2003; 299pp.
ISBN 962 8093 61 4
HK\$200 / US\$32



March 2003; 117pp.
ISBN 962 8093 57 6
HK\$100 / US\$16

TUITION AT WORLD CLASS UNIVERSITIES

Sharon Eng

Sharon Eng is a second year MEd student at the University of Hong Kong. She has enjoyed a diverse career ranging from a research and development engineer to management consultant to stay-at-home mother.

In recent years there has been much discussion over the direction of university education in Hong Kong. Chief Executive Tung Chee-Hwa has stated that the government's goal is to provide 60% of the age-cohort with university places by 2010. At the same time, the government is considering the wisdom of merging some of Hong Kong's universities or institutions in an effort to lift the standards of some of them to that of "world-class" standard. The definition of a "world-class institution" is problematic, but for the purposes of consideration here I will define "world-class" to include the Ivy League Universities and Oxbridge. Of course, there are other universities that are in the same competitive league as these institutions but omitted from this discussion.

The perspective adopted here is that of the student or parent. When considering which universities to apply to, some factors might include: (1) reputation; (2) degrees that are offered; (3) potential career or academic tracks; and (4) how much it will cost. Since I have included universities of similar standard that offer similar programs I will focus on the cost of education, how it is funded and how difficult or easy it is to get the information.

The Ivy Leagues

The Ivy League universities (Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton and Yale) are privately-funded and are the longest-established universities in America. Privately funded universities may receive federal or state funds for research projects and tuition subsidies, but they rely more heavily on their own resources for funding their activities, specifically corporate funding, tuition and substantial endowment funds. What does it cost to attend these universities?

Conveniently Harvard University includes a comparison of the Ivy League Universities as well as Massachusetts Institute of Technology (MIT) and Stanford University on its website (<http://vpf-web.harvard.edu/Budget/factbook/00-01/page22.htm>). In 2001, Harvard's undergraduate total fees were about US\$33,000 with tuition amounting to US\$23,500. Typically, it takes four years to complete an undergraduate degree. The comparison reveals that there is

little difference in cost to attend these universities. It can be deduced that tuition fees are not necessarily related to the cost of providing educational services – there is a significant difference in the cost-of-living in rural New Hampshire (Dartmouth) and urban New York City (Columbia) – rather it appears that these universities have borrowed a page from business practices and consider that they are delivering a similar quality product and have established a similar price point to reflect value to the individual rather than cost of the producer.

Harvard emphasizes that prospective students should not be intimidated by affordability – they seek the best and brightest, and financial need is not part of the admissions criteria. According to the website, 47% of the class that entered in September 2002 received some level of scholarship. The amount of aid for all undergraduates is more than US\$95M (HK\$741M) to which the endowment fund contributes 65%. Loans, which are subject to preferential interest rates and a deferred payment schedule, are used to a much lesser extent. The structure of the financial aid package is designed to support the underlying philosophy that undergraduate education should be based on broad exposure to the liberal arts. Specialization is meant to occur at the graduate level. Consistent with this philosophy, there is no differentiation of tuition fees according to major area of study.

Graduate School Tuition

At the graduate level, tuition levels are decided on an entirely different basis. The table below shows the annual tuition fee for the first year in Master level studies at Harvard (Doctoral level studies are omitted from consideration here because students are usually associated with funded research projects and receive stipends from the University during their study periods.)

This chart shows that the most expensive program (Business) costs 85% more than the least expensive program (Divinity) in tuition terms. In terms of total estimated annual cost, the difference is much smaller with Business 39% more than Divinity. Each school determines its own funding models, and the largest difference between the

Harvard University Graduate School Tuition And Expenses	Arts & Sciences	Kennedy School of Gov't	Business	Design	Medical	Divinity	Public Health	Education
Tuition	\$24,630	\$26,488	\$31,800	\$26,330	\$29,000	\$17,220	\$26,300	\$25,144
Fees	\$1,740	\$1,820	\$4,970	\$4,000		\$3,280	\$1,770	\$3,979
Boarding	\$11,045	\$11,045	\$10,830	\$11,400	\$17,500	\$13,720	\$11,045	\$16,929
Total	\$37,415	\$39,353	\$47,600	\$41,730	\$46,500	\$34,220	\$39,115	\$46,052

All fees are shown in US\$.

The Law School is omitted from this comparison because tuition and fee information was unavailable on the website. The Law School provides statistics for the amount of debt acquired by students and their salary information upon graduation.

(continued on next page)

(continued from previous page)

schools is attributable to boarding may be older and therefore more likely to have families than students in the Business School. Some of the Schools decrease the tuition amounts in subsequent years of their respective programs. The University has a policy of charging the same tuition to American and international students.

Other World Class Institutions

Oxford University unlike Harvard, is funded publicly, and its tuition levels reflect the funding difference. Oxford makes some distinction in tuition at the undergraduate level based on the subject studied, but the biggest difference in tuition is between European Union (EU) citizens and the rest of the world.

Oxford University Undergraduate Tuition & Expenses	Home/EU- Law, Theology, Social	Overseas-Arts	Overseas-Science	Overseas Medicine
Tuition	\$1,730	\$12,039	\$16,050	\$29,421
Fees	\$5,953	\$5,953	\$5,953	\$5,953
Boarding	\$4,489	\$4,489	\$4,489	\$4,489
Total	\$12,172	\$22,481	\$26,492	\$39,863

Amounts are shown in US\$ converted at £1/US\$1.6

Tuition fees for non-EU students are seven times higher for the arts and seventeen times higher in the Medical school than for EU students. This difference recognises the contribution of the taxpayer. Like Harvard, Oxford emphasizes that bursaries are available for qualified students.

The difference in tuition levels at the graduate level becomes even more pronounced as the table below shows.

Oxford Graduate Tuition & Expenses	Home/ EU- Law, Theology, Social	Home/ EU - Others	Overseas Life Science	Overseas Medical	Overseas Other	MBA
Tuition	\$1,770	\$4,618	\$16,050	\$29,421	\$12,039	\$31,536
Fees	\$6,436	\$2,581	\$2,581	\$2,581	\$2,581	\$4,267
Boarding	\$12,872	\$12,872	\$12,872	\$12,872	\$12,872	\$12,872
Total	\$21,078	\$20,071	\$31,503	\$44,873	\$27,491	\$48,675

Amounts are shown in US\$ converted at £1/US\$1.6

Tuition for the MBA program is nearly 18 times that in law and social sciences. Yet while tuition and total cost levels appear to be similar at Harvard and Oxford, there are differences in the period of study required for various degrees and these tables only show estimated costs for a single year. For example, the Oxford MBA program lasts for twelve months. The Harvard MBA covers two school years with a three month summer break that also provides the opportunity to earn income and gain work experience.

What About Hong Kong?

The tuition levels charged at universities in Hong Kong are quite interesting. For this comparison I have used the Hong Kong University of Science and Technology (HKUST). (See figure on the right.)

Tuition levels for Hong Kong students are significantly higher than tuition for home students at Oxford, but

still well below the Ivy League tuition. Clearly HKUST is trying to attract students from outside Hong Kong since tuition is practically free for international students.

The graduate level rates of tuition provide even more interesting comparisons.

HKUST Graduate Tuition & Expenses	General	International	MBA	EMBA
Tuition	\$5,397	\$2,699	\$20,077	\$35,256
Fees	\$26	\$795	\$795	\$0
Boarding	\$0	\$12,692	\$12,692	\$0
Total	\$5,423	\$16,186	\$33,564	\$35,256

Graduate level tuition for Hong Kong students is the same as undergraduate tuition, and international students enjoy tuition rates at half the local student rate. HKUST has deliberately positioned its business school to be a leader in the region. The Executive MBA (EMBA) is run in conjunction with the Kellogg School of Management at Northwestern University in the United States, a highly regarded business program, and enjoys a fine reputation. Tuition fees for the EMBA program include boarding while students are at HKUST, but no transportation costs are included for students who are attending the program for the region. While there is little difference in the total cost between the resident MBA program and the EMBA, there is a significant difference in tuition levels for the programs. It appears that HKUST has positioned its EMBA program at the "world class" level of exclusive universities in setting its tuition levels. However, only those students who can afford the very high fees have the opportunity to attend the program.

What Conclusions?

As Hong Kong universities consider how to meet their financing needs under major budget constraints and revamping of the university grants procedure, it is useful to consider how universities in other locations determine their tuition and funding levels. World class universities charge world class tuition fees, but they temper those fees by providing scholarships and other support so that anyone, not just those people with means, have the chance to benefit from their educational offerings. Hong Kong policymakers should consider how tuition levels affect the individual's ability to pay, and consider whether or not self-funding contradicts the objectives of creating world class institutions and increasing opportunities for those individuals to attend Hong Kong's universities. *

HKUST Undergraduate Tuition & Expenses	Resident	International
Tuition	\$5,397	\$271
Fees	\$26	\$26
Boarding	\$1,196	\$1,196
Total	\$6,619	\$1,492

Amounts are shown in US\$ converted at US\$1/HK\$7.8

Unfinished University Reform in Singapore

Michael H. Lee & S. Gopinathan

Michael H. Lee is a member of the Comparative Education Policy Research Unit at the City University of Hong Kong. S. Gopinathan is Dean of Foundation Programmes at the National Institute of Education, Nanyang Technological University, Singapore. This article reviews the latest policies and developments of the university sector in Singapore.

In Singapore, university education has been closely linked to manpower planning and economic development since independence in 1965. There are three universities, namely the National University of Singapore (NUS), Nanyang Technological University (NTU), both of which are public universities, and Singapore Management University (SMU), which is a publicly-funded private university. In the 1980s and 1990s, the university sector experienced massive expansion with an increase of the student participation rate from a mere 5 per cent in 1980 to 21 per cent in 2001. The government has recently announced its intention to raise the cohort participation rate of university education to 25 per cent by 2010. The stage of quantitative expansion was followed by that of qualitative consolidation with the improvement of teaching and research quality, the promotion of managerial efficiency and cost-effectiveness, and the construction of closer links with world-class universities abroad.

The Singapore government realizes the need to reform or restructure the university sector in order to cope with the aim of transforming the city-state into the "Boston of the East" as a dominant hub of education, learning and information. From 2000 onwards, the government has published three major reports on university education: *Fostering Autonomy and Accountability in Universities* (2000), *Developing Singapore's Education Industry* (2002), and *Preliminary Findings of the Committee to Review the University Sector and Graduate Manpower Planning* (2003). This article outlines major policy recommendations in these reports.

Autonomy or Accountability?

In April 1999, the government set up a committee to review the governance and funding of the two public universities in Singapore, NUS and NTU. The report entitled *Fostering Autonomy and Accountability in Universities* was released in June 2000. Studying the philosophies and practices of university governance and funding in the United States, the United Kingdom, Canada, and Hong Kong, it recommended that both universities in Singapore should be given greater operational autonomy along with greater accountability to ensure the prudent use of funds. Three areas of governance principles and structures, funding policies and mechanisms, and staff management and remuneration were covered in the review.

In terms of governance, the government will continue to lay down key policy parameters in three main areas, including overall development of the university sector, funding and subsidy, and manpower planning, but would retreat from scrutiny of individual decisions or proposals. External reviews, would be carried out by the government every three years. The results would affect the decisions on funding

and key appointments made by the government.

For funding, the universities have been given more flexibility in financial management through the adoption of block grants and the use of a three-year recurrent budget planning cycle. Faculties and departments are given one-line budgets based on needs, merits and performance indicators. As for research funding, the proportion for competitive bidding would be increased over time to spearhead "flagship" research projects which have strategic significance to Singapore. The universities are required to diversify their sources of funding by developing stronger links with industries, alumni and the wider community.

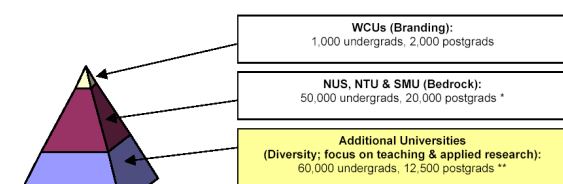
The third area is staff remuneration and management. The quality of staff is a major concern of the government and the universities. Much attention has been paid to three elements in this area: a rigorous appraisal system, respondereward and recognition schemes, and clear decision processes which link appraisal results to reward and recognition. The new remuneration scheme is market-driven and performance-based. Salary comprises three main parts: basic pay, individual or group bonuses, and other monetary awards for "stars". NUS and NTU would shed their civil-service salary structures. Automatic annual increments were converted to performance-based increases. The criteria for making decisions on rewards and recognition, including annual merit increments, promotions, and the granting of tenure would be made more stringent in accordance with expectations for staff members set up by the universities.

The review of university governance and funding is the first step in university restructuring in Singapore. The recommendations proposed by the review report have been progressively implemented since December 2000.

Moving Towards Internationalization

The government also has also targeted education as an industry which needed much further expansion. In 1998,

Figure: The proposed three-tier system of university system in Singapore



* The figures represent organic growth. Currently, NUS, NTU and SMU enrol approximately 37,000 undergraduates and 15,000 postgraduates.

** These would be new students. Of the total, an estimated 50,000 would be international students (40,000 undergrads, 10,000 postgrads).

(continued on next page)

the Economic Development Board launched a plan to attract more than ten world class universities, such as the Massachusetts Institute of Technology (MIT), Johns Hopkins University, and Georgia Institute of Technology, to establish a significant presence in Singapore within a decade. In September 2002, the Ministry of Trade and Industry published a paper entitled *Developing Singapore's Education Industry*, in which the university sector was asked to become more of an income-generating business. NUS, NTU and SMU were asked to put in more effort in attracting good students from overseas in order to increase Singapore's share of the international student market. Targets were established for full-fee paying international students in the undergraduate and professional postgraduate disciplines.

The government foresees a three-tier system of universities in Singapore, from top down (see figure):

1. At the apex, there would be the world class universities to carry out world-class R&D, focus on postgraduate education, and transfer knowledge to industry.
2. In the middle, there would be the three existing universities to carry out a broad range of R&D activities, provide the core of Singapore's manpower needs, and provide education as a public good.
3. The third tier would comprise private universities, which should be of the same approximate global ranking as NUS or NTU. They will focus on teaching and applied research. Most of the international students would be paying full fees.

Such a tiered system of universities, which is expected to be well-developed in 10 to 15 years, also targets on Singaporean students who would go overseas to study, working adults, and polytechnic graduates. The expansion of the university system aims to meet the target of 25 per cent cohort participation by 2010.

A New Public University Sector

A committee was convened to launch a fundamental review of the structure of the university sector in Singapore in February 2002. The committee published its report entitled *Preliminary Findings of the Committee to Review the University Sector and Graduate Manpower Planning* in January 2003. The report articulated a fundamental change in the developmental landscape of the university sector. It proposed that a new, expanded public university sector should comprise two large comprehensive universities (i.e. NUS Kent Ridge and NTU), and three "niche" universities (i.e. SMU, NUS Outram and NUS Buona Vista).

NUS will be transformed into a multi-campus university system comprising three autonomous campuses led by their respective Presidents. **NUS Kent Ridge** will retain its existing spread of disciplines with an annual intake of 6,500 undergraduates and the total enrollment of 23,900 undergraduates. **NUS Buona Vista** will be a research-intensive university providing for 4,000 postgraduates and offering a unique opportunity to 2,000 to 4,000 undergraduates with a research inclination in the fields of engineering, info-communications technology, and sciences. **NUS Outram** will specialize in medical and health sciences edu-

cation with an undergraduate enrollment of about 1,000 and a Graduate Medical Programme enrollment of about 200.

NTU will expand into a full-fledged, comprehensive university to include disciplines in the physical sciences, humanities and social sciences, and design and media. Its annual intake will grow from 4,400 to 6,000 undergraduates and the total undergraduate enrollment will increase from 15,600 to 22,300.

SMU, which was established in 2000 as a publicly-funded private university, is expected to continue its existing role as a quality university offering business and management education. Its annual intake would increase from 600 to 1,500 and the total undergraduate enrollment would increase from 1,400 to 6,200.

The new university system will be in place in 2010. The following table compares the differences between Singapore's university system in 2003 and 2010.

Table: A Comparison between Singapore's University System in 2003 and 2010

2003	2010
NUS <i>Comprehensive university</i> Undergraduate Intake: 6,000 Undergraduate Enrollment: 22,000	NUS Multi-Campus University System NUS Kent Ridge <i>Comprehensive university</i> Undergraduate Intake: 6,500 Undergraduate Enrollment: 23,900 NUS Buona Vista <i>Science and technology university with a strong research orientation</i> Undergraduate Intake: 500-1,000 Undergraduate Enrollment: 2,000-4,000 NUS Outram <i>Boutique institution offering medical and health sciences education</i> Undergraduate Intake: 350 Undergraduate Enrollment: 1,000
NTU <i>Science and technology university</i> Undergraduate Intake: 4,400 Undergraduate Enrollment: 15,600	NTU <i>Comprehensive University</i> Undergraduate Intake: 6,000 Undergraduate Enrollment: 22,300
SMU <i>Business and management university</i> Undergraduate Intake: 600 Undergraduate Enrollment: 1,400	SMU <i>Business and management university</i> Undergraduate Intake: 1,550 Undergraduate Enrollment: 6,200

Source: Ministry of Education 2003, Appendix.

Conclusion

As revealed from the latest reform and restructuring of the university sector in Singapore, three major trends can be generalized. First, the government is obviously implanting the principles of public sector reform to reform the university governance and the funding system. The notion of autonomy in exchange for accountability prevails in the recent university reform.

Second, internationalization is now an inevitable trend for the universities in Singapore as it intends to compete more vigorously for international students and, more importantly, enlarge its market share in global higher education. Apart from offering scholarships to attract the most talented students and academics to Singapore, which it has been doing for some time, it is even more urgent for the university sector to absorb more full-fee paying students in order to develop university education as an income-generating industry.

Finally, while the government is in favour of enabling a more diverse university system in Singapore, it intends to

(continued on page 10)

WCCES news

The World Council of Comparative Education Societies (WCCES) is the umbrella organisation that brings together comparative education societies from around the world. Its goals are to promote and enhance the status of comparative and international education as a field of academic study, and to use comparative education as a means to address the major educational problems of the day.

CERC hosts the WCCES website at www.hku.hk/cerc/wcces, and CERC members are actively involved in WCCES activities.

WCCES Congress 2004

WCCES members normally meet every three years for a World Congress in which scholars, researchers and administrators interact with counterparts from around the globe on issues of education.

The twelfth World Congress will be hosted by the Comparative Education Section of the Cuban Pedagogical Association, and held in Cuba, 28 October to 1 November 2004. For details see box on page 7.

WCCES Member Society Events

BAICE / BERA Joint Day Conference: Globalisation, Culture and Education

12 June 2003, University of Bristol, United Kingdom

The British Association for International & Comparative Education (BAICE) and the British Educational Research Association (BERA) will hold a Joint Day Conference on the theme of Globalisation, Culture and Education. The Conference recognises the contemporary and world-wide growth of interest in comparative research, and the diverse implications for education that are generated by intensified globalisation. Participants are invited to reflect upon these broad developments in the light of the perceived threats and promises of globalisation and their own research and professional interests. Invited keynote presentations will focus attention on a number of selected themes as a basis for collective discussion. External speakers include:

- Professor Hugh Lauder (University of Bath)
- Professor Andy Green (University of London, Institute of Education)

Convenors: Michael Crossley (BAICE) and Ian Stronach (BERA)

Hosted by the CLIO Research Centre for International and Comparative Studies, University of Bristol, Graduate School of Education. For further details, contact pat.obrien@bristol.ac.uk. Website: www.bris.ac.uk/Depts/Education/research/ics/ics.htm.

CESA Conference

21-22 July 2003, Bandung, Indonesia

The 4th Comparative Education Society of Asia (CESA) Conference will be held at Bumi Siliwangi Campus of Indonesia University of Education Bandung, Indonesia. The theme is 'Global Challenges and the Roles of Education in Asia'. Abstracts must be submitted to the Secretariat, the

4th CESA Conference 2003, UPI at Bandung Indonesia by 30th April 2003. For further information, please contact: Prof. Fuad Abdul Hamied, E-mail: fuadah@indo.net.id or Prof. Jeong Seon Lee, E-mail: jslee@gnue.ac.kr. Website: www.hku.hk/cerc/wcces/future_events/future_events.htm.

World Council of Comparative Education Societies (WCCES) News



Oxford Conference: The UKFIET "Oxford" International Conference on Education and Development

9-11 September 2003, Oxford, United Kingdom

The Conference is a major venue for the discussion of topical issues in international education and development. The British Association for International & Comparative Education (BAICE) is a member of the sponsoring organization. The theme is 'The State of Education: Quantity, Quality and Outcomes'. For further information, please contact Sarah Jeffery, E-mail: sjeffery@cfbt.com; Website: www.cfbt.com/oxfordconference.

2nd International Conference on Comparative Education in Teacher Training

8-12 October 2003, Sofia University, Bulgaria

The overall goal of the conference is to organize academic discussions on the large-scale role of Comparative Education in teacher training. The conference is organised by the Bulgarian Comparative Education Society (BCES). Some objectives to achieve are:

- defining problems in, facing challenges to, and outlining prospects of the current development of Comparative Education as an academic discipline;
- contributing to a better understanding of the past, present and future of the field.

The Faculty of Primary and Preschool Education of Sofia University is the organizer of the conference. Sofia University is the oldest, largest and most prestigious university in Bulgaria.

Keynote speakers

- Prof. Mark Bray (Secretary General, World Council of Comparative Education Societies; Dean, Faculty of Education, The University of Hong Kong)
- Prof. Karen Biraimah (President, Comparative and International Education Society – USA; Chair,

Department of Educational Studies, College of Education, University of Central Florida)

The conference language is English. For further details, contact: npopov@fnpp.uni-sofia.bg. Website: <http://reach.ucf.edu/~esdepart/cett/index.htm>.

Colloque 2004 Le droit à l'éducation: quelles effectivités au Sud et au Nord?

March 2004, Ouagadougou, Burkina Faso

This colloquium will be organised by the Association Francophone d'Education Comparée (AFEC). The two main objectives for the colloquium are: to identify and describe the socio-economic mechanisms that can effectively bring about the right to education; and an investigation into how a battery of indicators might be developed to measure the extent of effective implementation of the right to education. This double theme seeks a new approach to the obstacles to educational development experienced by the South by comparing and contrasting them to past and present experiences of the North.

The colloquium promises to be an opportunity for broad participation by the African scientific community in working with other interested parties from the North and South on coming to grips with the social processes that are linked to the development of education. The conference language is French. For further information, please contact Marc Pilon: marc.pilon@ird.bf.

The British Association for International & Comparative Education (BAICE) Conference

September 2004, University of Sussex, United Kingdom
Enquiry: Fiona Leach <f.e.leach@sussex.ac.uk>

Southern African Comparative and History of Education Society (SACHES)

Conference 2002 Report

Brigitte Smit

SACHES 2002 was held at the University of Pretoria, in the Faculty of Education, from 30 October to 1 November. The variety of presentations certainly lived up to the 2002 topic, Learning from one another: Educational change, reform, policy formulation and implementation in Southern Africa. For details of the report, please visit the website: www.hku.hk/cerc/wcces/saches_report.htm.

Comparative Education Society of Hong Kong Annual Conference 2003

On 18 January 2003, the Comparative Education Society of Hong Kong (CESHK) had its annual conference. The conference, on the theme of "Comparing Educational Change in Transforming Societies" was held at the Chinese University of Hong Kong. Following the Society's Annual General Meeting, the conference was opened by Prof. Chung Yue Ping, Dean of Faculty of Education of the Chinese University of Hong Kong. Gerry Postiglione then presented the

keynote speech on the topic "Placing the Comparative Lens on Education and Ethnicity". Mok Ka-ho presented the closing keynote speech on the topic "Globalization and Structural Adjustment: Analysing Comparative Education from Public Policy Perspectives". The Conference was well attended in a collegial atmosphere. *



XII WORLD CONGRESS OF COMPARATIVE EDUCATION

CUBA

October 28 - November 1, 2004

The Comparative Education branch of the Cuban Pedagogues Association is honored to organize the XII World Congress of Comparative Education on behalf of the World Council of Comparative Education Societies (WCCES).

The Congress will be held in the Convention Palace in Havana, Cuba. Spanish, English and French will be the official languages, and simultaneous translation will be available.

The XII Congress will expand common space for debate and joint reflection about the problems and challenges in this century. The event will contribute to knowledge of education favoring cooperation and contributing to the notion of 'Education for All throughout Life' sponsored by UNESCO.

The motto of the Congress is: "Being Cultured is the Only Way of Being Free". This motto embodies an idea expressed by the Cuban patriot and thinker, José Martí, which is of great importance and application for the development of education and society. From this idea, the XII Congress proposes as a main theme: 'Education as a Factor for Just Integration and Social Development'.

Congress Sessions will include plenaries, workshops, symposiums, commissions and tours to educational centers. Participants will be invited to learn about Cuban experience in education and social development.

The Congress Headquarters will be at the Convention Palace in Havana. Staff of this body have extensive experience in organising international meetings and related needs. Information on the Convention Palace is available on the website <http://www.complejopalco.com> and from pedago@telada.get.tur.cu. Tel (537) 202 5420. Fax (537) 204 5724.

More information about the WCCES is available on the website <http://www.hku.hk/cerc/wcces> and from cerc@hkusua.hku.hk.

Progress in International Reading Literacy Study (PIRLS): Hong Kong component

Tse Shek-kam, Joseph Lam, Raymond Lam, Loh Ka-ye

In 2000, the *International Association for the Evaluation of Educational Achievement* (IEA) conducted the Progress in International Reading Literacy Study (PIRLS) in 35 territories, including Hong Kong, to establish relative levels of achievement and factors affecting reading literacy achievement. Reading literacy is one of the most important abilities pupils need to acquire as they progress through their early school years. It is affected by both distal factors such as home and community factors and proximal factors such as teaching conditions and teacher characteristics. The PIRLS study investigates how well 9 year-old Primary 4 (P4) pupils can read literary and informational texts. These pupils were assessed on the four processes of reading comprehension: (1) focusing on and retrieving explicitly stated information; (2) making straightforward inferences; (3) interpreting and integrating ideas and information; and (4) examining and evaluating content, language, and textual elements. Because the Chinese version of the PIRLS reading tests have to be developed, Hong Kong's participation in PIRLS provided an opportunity to develop a standardized Chinese reading literacy test that could help in the teaching and learning of Chinese reading.

A two-stage random cluster sampling scheme was used: first, 150 primary schools were randomly selected; second, a P4 class was randomly selected in each of the 150 selected schools. All of the selected pupils were asked to do a reading comprehension test and a questionnaire on their reading attitude and habits. Their parents, their Chinese language teachers and their school principals were also asked to complete questionnaires. Altogether 4,867 P4 pupils (half of them were boys, mostly 9 years old), 4,867 parents, 150 teachers and 150 school principals participated in this study. The following are some of the findings.

Hong Kong pupils performed better in reading informational text than literary text (M of information text = 168; M of literacy text = 159). Also at P4, the majority of pupils in Hong Kong were able to retrieve explicitly stated information, to draw straight-forward inferences, and even to examine and evaluate the content, language and textual elements of what they had read. What a sizeable number of pupils were unable to do to relate and integrate ideas and information in a text and to form interpretations of what they had read. (On average, 80% of Hong Kong pupils were able to retrieve explicit information; 67% were able to make simple inferences; 54% were able to evaluate contents and textual elements of a reading passage; but only 40% could integrate ideas and information.) These results imply that most of the pupils are not good at comparing, making inferences and applying information. They also have difficulties in evaluating, commenting and explaining information.

The median reading scores of Hong Kong pupils are from 148 to 154. If ranking the pupils by their scores and dividing them into 10 groups, only 6% Hong Kong pupils got the highest scores (over 163), 37% got the median scores, and 8% got the lowest scores. It means that most of the Hong Kong pupils have average abilities in reading. Girls did better than boys in reading (M = 151 and 149 respectively).

The Pupil Questionnaires indicate that Hong Kong pupils do realize the importance of reading, but their interests in reading are not high. Their self-concept on reading abilities is low too. They seldom read outside school, but they like watching TV programmes very much. Hong Kong parents do not like reading very much. They seldom read with their children and there are very few books (for adults or for children) at home. The home reading environment is poor.

Most teachers do not emphasize the teaching of reading strategies. They seldom ask pupils to read aloud in class, or to find out the main theme of a text. Pupils have few opportunities to read silently alone. The types of reading material that teachers usually use are texts. There is a lack of reading specialists to support teachers. Few teachers have received training on helping pupils with reading difficulties (7%), reading theories (10%), or language development (15%).

The School Questionnaires indicate that little time is devoted to the teaching of reading in schools. Most schools have libraries (72%) or book corners (96%), but only 15% of the pupils used them every day. School principals found that the difficulties in teaching reading include lack of school time that could be taken out from the curriculum, lack of good assessments in reading, lack of teachers who have received training in reading, and lack of effective teaching methods.

The development of reading abilities can be divided into three main stages: 1. learning to read (age 0-9); 2. reading to learn (age 10-13); 3. functional reading (age over 13). The first stage is the most important one. If pupils cannot master the strategies and processes of reading, and build up their reading interests and habits, they may face a lot of difficulties in their learning. However, Hong Kong parents do not realize the importance of this stage: the home reading environment is poor. Meanwhile Hong Kong schools recognize the importance of teaching reading, and emphasize the building up of a good school reading environment and culture. Hong Kong teachers want to enhance their training in reading theories, teaching strategies of reading and reading assessments. They also feel that there is a lack of support from professional reading specialists. They hope that the Education and Manpower Bureau and the HKSAR Government can give more support. If we want to enhance the competitive abilities of our new generation, it is necessary to help our pupils learn to read. *



Dr. S.K. Tse in the Press Conference announcing the PIRLS results, 30 October, 2002

CERC congratulates the following students on the award of the PhD degree. Huang Rongjin graduated from the University of Hong Kong in August 2002. Mark Shum, an assistant professor in the Faculty of Education at the University of Hong Kong, graduated from the University of Melbourne. Below are the abstracts of their theses.

Mathematics Teaching in Hong Kong and Shanghai - A Classroom Analysis from the Perspective of Variation

Huang Rongjin

This study investigates mathematics teaching in Hong Kong and Shanghai by looking at the ways of handling Pythagoras' Theorem at eighth grade from the perspective of variation. It has three aims. Firstly, it attempts to identify the characteristics of the ways of handling the same topic in the two cities. Secondly, it tries to identify patterns of handling the topics in Hong Kong and Shanghai through making a comparison between different ways of handling the same topic. Thirdly, it seeks to interpret the findings from a cultural perspective and contribute to solving the paradox of Chinese mathematics teaching.

The Hong Kong data includes the following: eight videotaped lessons with the same topic of Pythagoras' Theorem and supplementary documents such as teachers' questionnaires, samples of text pages, worksheets, and other materials used in the lessons. All of the Hong Kong data were taken from the Third International Mathematics and Science Study Repeat Video Study. The Shanghai data consists of eleven videotaped lessons from different schools in which Pythagoras' Theorem was taught, with supplementary documents, the same as those in Hong Kong. Mainly based on the videotaped lessons and supplementary documents, the inter- and intra-cities comparisons were made from the perspective of variation in order to identify the characteristics of the different ways of handling the same topic.

The following similarities have been observed: (1) the fo-

cuses and structures of the lessons are quite similar; (2) the teachers tend to emphasize exploration of the theorem; (3) the teachers seem to emphasize exercises with variation and (4) the teachers control the classroom activities but they still encourage students to engage well in the process of learning. Meanwhile, some differences have also been identified. Firstly, regarding the approaches to making discovery of the theorem, the Hong Kong teachers prefer to employ physical manipulation while the Shanghai counterparts tend to adopt numerical manipulation. Secondly, with regard to the justification of the theorem, the Hong Kong teachers prefer visual verification, while the Shanghai counterparts stick to mathematical proof. Regarding the ways of varying exercises, the Hong Kong teachers prefer explicit variation, while the Shanghai teachers favor implicit variation.

Attempts have been made to interpret the findings thoroughly from the perspective of culture. As a result, the following conclusions have been made. Good teaching seems to take place in Chinese large classrooms because the teachers emphasize exploring activities, justification, and variation exercises, and they pay attention to helping students engage in the learning process. It also suggests that the paradox of Chinese mathematics teaching should be revisited. Furthermore, it demonstrates that exploration of the Chinese mathematics pedagogy should be done with caution because of the differences between Hong Kong and mainland China. *

Teaching and Learning Report Writing in Senior Secondary Chinese in Melbourne and Hong Kong: A Cross Cultural Case Study

Mark Shiu Kee Shum

As part of reforms in many national economies referred to as 'globalization', curriculum reforms with similar educational objectives have been carried out in many parts of the world in the last decade. However, relatively little is known about how these reforms have been realized in classrooms in different cultural contexts. This thesis explores the hypothesis that although curriculum designers in different countries may frame their objectives in a common rhetoric, the classroom practices resulting from these reforms may differ radically due to the fact that the teaching and learning processes are subject to their (local) contexts of situation and of culture (Malinowski, 1923, 1935).

A cross-cultural case study was conducted into how similar curriculum goals, viz. how L1 learners learn to write Chinese report genres at matriculation level, have been implemented in Melbourne and Hong Kong. A typical post-compulsory level L1 Chinese class in each city was chosen for observation. Firstly, the study explored how the objectives of the reformed sixth form writing curriculum had been translated into classroom practice. Secondly, it examined the written performance of the students in the two classes to explore the relationship between teaching and writing, considering variables such as teaching cycles, classroom

interaction patterns, teachers' beliefs and students' expectations.

The results reveal that despite great rhetorical similarities in terms of curriculum objectives, the implementation of curriculum reforms has led to great differences in actual practice, both in classroom pedagogy and in students' learning. The results thus support the hypothesis that the contexts of situation and of culture are such fundamental variables that they will always constrain the implementation of any curriculum reform. The results lead one to ask whether a commitment to a curriculum reform that sees itself as part of a movement towards globalization is at all realistic, since local cultural expectations and values will always prevail over reforms that aim to be 'global' in character; and that local forces will always lead to models of pedagogy that differ from the intended 'global' ones.

This study provides important insights into the process of educational reform, highlighting factors which curriculum designers must take into account in their endeavour to achieve global curriculum sharing. In particular, it reveals that when educators and curriculum designers introduce policies, systems and practices from other countries, they must embed rhetoric within the local setting if they are to achieve a successful implementation of reforms. *

Seminar

CERC maintains a vigorous programme of seminars. Below is the list for November 2002 to early March 2003:

- 5 March 03 Mihai Mircea Zdrenghea & Leo Hoyer, "Whose clothes? Whose tailor? A Romanian dilemma: National or 'Borrowed' Systems of Education"
- 29 January 03 Lee Wing On, "The Emergence of New Citizenship: Looking into the Self and Beyond the Nation"
- 12 December 02 Anne Hickling-Hudson, "Multicultural Education and the Postcolonial Turn"
- 4 December 02 Robert Armove, "International Issues in Education and Social Mobility for Under-Privileged Groups"
- 18 November 02 Ronald E. Anderson, "System-Wide Evaluation of ICT in Education" [Co-organised with CITE]



Lee Wing On



Anne Hickling-Hudson



Robert Armove

Worldwide Comparative Education Forum

The Worldwide Comparative Education Forum was held at the Beijing Normal University, from 14 to 16 October 2002. The theme was 'Globalization and Education Reform'. The event was co-organised by three bodies: CERC, The University of Hong Kong; International and Comparative Education Research Institute of Northeast China Normal University; and Comparative Education Centre of Central Education Science Research Institute. The Comparative Education Society of Hong Kong (CESHK) co-sponsored the event with the China Compar-



ative Education Society (CCES) and the International and Comparative Research Institute of Beijing Normal University. CERC also hosted the website for the event, which attracted over 60 overseas participants from Australia, Belgium, Canada, Egypt, India, Israel, Japan, Korea, Moscow, Netherlands, South Africa, and USA, and over 30 locals from Mainland China. The papers presented by the twelve plenary speakers have been put in the website: www.hku.hk/cerc/Beijing_Forum/keynote.htm. The Forum was stimulating for both scholars and students. *

Unfinished University Reform in Singapore

(continued from page 5)

limit the competition between the two public universities, NUS (NUS Kent Ridge in the future) and NTU. There would be comprehensive universities in such fields as engineering, business, and humanities and social sciences. The Singapore government has turned to study the University of California system as a model for its university restructuring: it is not clear what has happened to the earlier goal of transforming NUS and NTU as the Harvard and MIT of Asia. *

References and Further Reading

Lee, M. (2002) A Tale of Two Cities: Comparing Higher Education Policies and Reforms in Hong Kong and Singapore.

Australian Journal of Education, 46 (3): 55-86.

Lee, M. & Gopinathan, S. (2001) Centralized Decentralization of Higher Education in Singapore. *Education and Society*, 19 (3): 79-96.

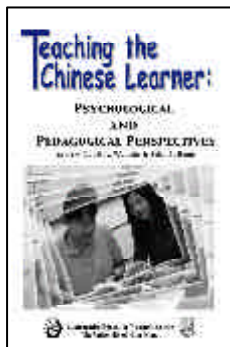
Ministry of Education (2000): *Fostering Autonomy and Accountability in Universities: A Review of Public University Governance and Funding in Singapore*. Singapore: Ministry of Education.

Ministry of Education (2003): *Preliminary Findings of the Committee to Review the University Sector and Graduate Manpower*. Singapore: Ministry of Education.

Ministry of Trade and Industry (2002): *Developing Singapore's Education Industry*. Singapore: Ministry of Trade and Industry.

Journals in the field have continued to publish many positive reviews of CERC books. Here are extracts from some of the reviews, reproduced with the permission of the authors and publishers.

David A. Watkins & John B. Biggs (eds.) (2001): *Teaching the Chinese Learner: Psychological and Pedagogical Perspectives*. 306pp. ISBN 962-8093-72-X. HK\$200/US\$32.

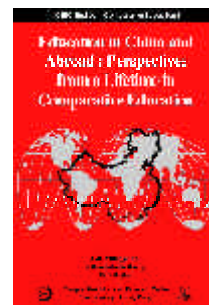


... After reading *Teaching the Chinese Learner*, I now have more in-depth knowledge of the specifics of how teachers in Greater China approach their task. I believe the book, along with its companion, *The Chinese Learner*, provides excellent background information for any one teaching Chinese students. The 23 contributors have begun to fill a gap in the literature, and they present insights that come only from careful, thoughtful, and thorough research.

Christopher Deal, University of New Mexico
International Journal of Intercultural Relations, 26, 2002

Gu Mingyuan (2001): *Education in China and Abroad: Perspectives from a Lifetime in Comparative Education*. CERC Studies in Comparative Education 8, 260pp. ISBN 962-8093-70-3. HK\$200/US\$32.

Gu Mingyuan is a distinguished figure in the field of education in China, but most of his writings have been available only in Chinese. This book provides a major service to the international community by making Gu's work available in English. ... The implications of the book reach far beyond China itself. It shows the way that the whole field of comparative education in the most populous country of the world has been shaped by its particular political and economic circumstances. The combination of Gu's own writing and introduction by Ruth Hayhoe makes this book a major contribution to the fields of comparative education in China studies.



Percy Kwok
International Review of Education, Vol.48, Nos.1-2, 2002

Mark Bray & W.O. Lee (Eds.) (2nd edition) (2001): *Education and Political Transition: Themes and Experiences in East Asia*. CERC Studies in Comparative Education 1, 228pp. ISBN 962-8093-84-3. HK\$200/US\$32.

The book under review is the second and expanded edition of a well-received earlier publication in 1997. As part of an "evolving research agenda" at the Comparative Research Centre, the University of Hong Kong, subsequent editions with additional topics and analyses may be expected in the future. The review provides a brief introduction to the background and contents of the book, and then offers descriptive and analytical comments on its themes. Clearly, such a brief review cannot do justice to the rich content and depth of argument and analysis presented by the 12 authors in the book. ...



The present edition can make an excellent reader for graduate or undergraduate classes in comparative education and as supplemental reading for a variety of area study courses focused on Asia. As the series continues to grow and the range of topics further develops, the full series may become an important resource not only for scholars but also for a wide audience of administrators, policy-makers, and personnel in international agencies who are interested in educational and political continuities and diversities in Asia.

Lin Lin
Asia Pacific Education Review, Vol.3, No.2, 2002



OMEP World Council Meeting and Conference

OMEP (World Organisation for Early Childhood Education) is an international, non-governmental organisation, founded in 1948 to benefit children under the age of 8 years. It is currently represented in 70 countries and co-operates with other international organisations with similar aims.

The OMEP World Council Meeting and Conference were held in Durban, South Africa from October 8-11, 2002. I was the Hong Kong representative to the World Council Meeting, which was attended by representatives from 35 countries. The theme of the Conference was Early Childhood Development - Building Societies Through Partnerships. The conference had over 1000 attendees and provided an international forum for the presentation and dissemination of current research, highlighted the status of children worldwide and focused on how partnerships can con-

tribute towards early childhood development. The 71 presenters in 23 different panels and workshops attracted participants from all over the world. The field visits were illuminating and cultural evenings were most enjoyable.

The three keynote presenters from South Africa, Chile and Nigeria were superb and reinforced the need for intervention to promote Early Childhood Development. On a personal level, visiting South Africa and hearing about the obstacles and challenges faced by early childhood educators in South Africa made me relate them to those experienced by educators in Asia. The main message from the conference was that no professional organisation, government, educational institution or business has the capacity to address the needs of young children and given the importance of early development, we have to continue to forge (and evaluate) effective multiple partnerships.

Nirmala Rao
Faculty of Education, The University of Hong Kong

CERC Studies in Comparative Education 12

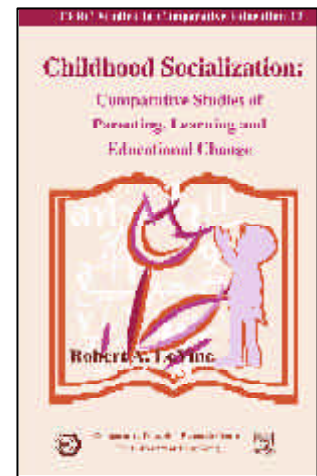
Childhood Socialization: Comparative Studies of Parenting, Learning and Educational Change

Robert A. LeVine

This book on the socialization of the child in diverse cultures focuses on parent-child relationships, enculturation, and child development under changing educational conditions. Twelve articles originally published by the author and his colleagues between 1960 and 1996 show the evolution not only in LeVine's thinking but in the field as a whole. These articles are supplemented by new commentaries written for this volume. LeVine examines intersections among patterns of childhood experience, cultural values and institutional change in developing societies during the 20th century. Individual chapters include a focus on Kenya, Nigeria and Mexico; parenting, the child's acquisition of culture, and the impact of mass schooling on maternal care; and critiques of psychoanalysis, environmentalism and the psychology of individual differences.

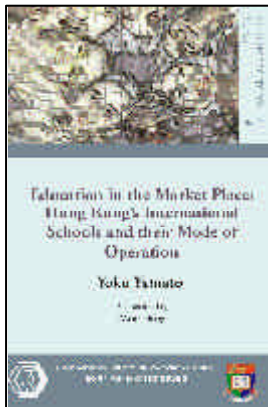
In the introduction, LeVine frames his research on the comparative study of socialization as an "anthropology of educational processes" that integrates knowledge on the educational aspects of childhood in human societies under varied historical conditions. This far-reaching book will be widely welcomed by scholars of comparative education and of child development.

Robert A. LeVine has had a distinguished academic career which has included decades of teaching and research at Harvard University, USA. He has made seminal contributions to the fields of anthropology and education, with particular emphasis on child development in diverse cultures. During 2001 and 2002, he was a Distinguished Visiting Professor at the University of Hong Kong.



January 2003; 299pp.
ISBN 962 8093 61 4
HK\$200 / US\$32

CERC Monograph No.1



March 2003; 117pp.
ISBN 962 8093 57 6
HK\$100 / US\$16

Education in the Market Place: Hong Kong's International Schools and their Mode of Operation

Yoko Yamato

Worldwide, international schools have been a neglected focus for research. This is partly because in most countries they serve minority groups and are separate from the mainstream. In Hong Kong, however, international schools form a sizeable sector of growing importance. Most of Hong Kong's international schools serve local residents as well as foreign nationals.

This book presents the first detailed academic study of the sector. It highlights the significance of market forces, and shows how the international schools have responded to changing circumstances. Although Hong Kong is small in area, it hosts a wide diversity of types of international schools. The study thus makes instructive comparisons of systems within the small territory. In the process, the book makes important methodological contributions to the field of comparative education.

Yoko Yamato initially studied in Japan and Singapore, and then graduated from the MEd programme in comparative education at the University of Hong Kong. She is a mother of three children, each of whom has studied in different types of international schools in Hong Kong. Her studies of international schools have been recognised as pathbreaking contributions to the field.

Order from: Comparative Education Research Centre, Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong Kong, China. E-mail: cerc@hkusub.hku.hk; Website: www.hku.hk/cerc. Fax: (852) 2517-4737. We accept cheques, payable to 'The University of Hong Kong', VISA and MASTER CARD. For credit card, please provide card number, expiry date, name and address of the cardholder.